

Rozana Production



Independent Joint Anti-Corruption
Monitoring & Evaluation Committee (MEC)



Monitoring the Education Sector Second Quarterly Monitoring Report

October 2018



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“The collapse of education is the collapse of the nation”

Acronyms

Afs	Afghanis (Afghan currency)
ARC	Audit Review Committee
CBE	Community Based Education
CSO	Central Statistics Office
CSO	Civil Society Organization / Central Statistics Organization
DANIDA	Danish International Development Agency
DED	District Education Department
DfID	Department for International Development (UK)
DP	Development Partner
DSMS	Directorate of School Management <i>Shuras</i>
EMIS	Education Management Information System
EQRA	Education Quality Reforms for Afghanistan
FCO	Foreign and Commonwealth Office (UK)
GDHR	General Directorate of Human Resources
HR	Human Resources
HRM	Human Resource Management
HRMIS	Human Resources Management and Information System
HRP	Human Resource Planning
IARCS	Independent Administrative Reform and Civil Service Commission
ID	Identity document
M&E	Monitoring and Evaluation
MEC	Independent Joint Anti-Corruption Monitoring & Evaluation Commission
MoE	Ministry of Education
MoF	Ministry of Finance
MoFA	Ministry of Foreign Affairs
MoHE	Ministry of Higher Education
MoICT	Ministry of Information, Culture, and Technology
MoPH	Ministry of Public Health
MVCA	Ministry-wide Vulnerability to Corruption Assessment
NCCP	National Citizen's Charter Program
NESP	National Educational Strategic Plan (also, NESP III)
NUG	National Unity Government
PED	Provincial Education Department
SCA	Swedish Committee for Afghanistan
SMART	"Specific, Measurable, Attainable, Realistic and Time-bound."
SMS	School Management <i>Shura</i>
TA	Technical Advisor / Technical Assistant
TED	Teacher Education Department
ToR	Terms of Reference
TTC	Teacher Training College
TVET	Technical, Vocational, and Educational Training
UNESCO	United Nations Education, Scientific, Culture Office
UNICEF	United Nations International Children's Emergency Fund
USAID	United States Agency for International Development

Table of Contents

Executive Summary	1
Introduction and background	4
Development Process: Follow-up with stakeholders	5
1. Follow Up With MoE	5
2. Follow-up with the Independent Administrative Reform and Civil Service Commission.....	5
3. Follow up with Civil Society Organizations	5
Provincial Visits	6
Appreciation	6
Methodology	6
1. Thematic Focus on MoE's General Director of Human Resource	8
MoE General Directorate of Human Resources	8
1. Human Resource Planning	9
2. Recruitment.....	10
3. Performance Evaluation	11
4. Retirement.....	12
5. Document Management	14
2. Brief on First Quarterly Monitoring Report.....	16
6. Status of Recommendations during Second Quarter of Monitoring	17
a. Findings & Analysis:	17
i. Recommendations which are 100% Achieved	17
ii. Recommendations which are at least 50% achieved	18
iii. Recommendations which are at least 25% achieved	27
iv. Recommendations in which study and/or work has started	30
v. Recommendations on which no actions have been taken	41
vi. Recommendations which are pending.....	42
vii. Overall Status of Recommendations	47
Anti-Corruption and success stories in education during the Second Quarter	47
Challenges and concerns in education from interviewees' perspectives	47
Some suggestions/ideas for improving education	49
Annex B: Total General Education Government Schools - 1396	56

Executive Summary

On the October 26th, 2017, MEC released its “Ministry-wide Vulnerability to Corruption Assessment of the Ministry of Education”. Based on findings from this assessment, MEC identified key areas of vulnerability to corruption and issued 113 recommendations for improving different aspects of education provision and bringing much needed reform to Ministry of Education and the wider sector.

MEC actively monitors the implementation of its recommendations, proposed reforms, and the anti-corruption efforts in the education sector, and uses this information to prepare a Monitoring Report on a quarterly basis. MEC’s First Quarterly Monitoring Report on was published on the 24th of June, 2018. This current report is MEC’s Second Quarterly Monitoring Report, which covers the period from May – July, 2018.

MoE General Directorate of Human Resources

The MEC MoE MVCA highlighted that Human Resource Management (HRM) was one of the area’s most vulnerable to corruption in MoE. Given the high level of vulnerability to corruption in HRM, and the importance of human resources in the education sector, MEC’s Follow-up Team has chosen HRM as a thematic focus area for the second quarter of monitoring.

According to MEC’s findings; HR within MoE faces many challenges which are discussed in detail in the following report. One of the biggest challenges is that the creation of new MoE teaching positions is not being done based on each Provincial Education Department’s (PED’s) organizational needs - the General Directorate of Human Resources (GDHR) Planning Department has developed a standardized, ‘one size fits all’ organizational structure (*Tashkil*) for all PEDs, which doesn’t consider specific PED’s needs and contexts.

Although the recruitment of permanent positions has been shifted to IARCSC, contracted and related short term positions are recruited through provincial entities which allows for greater vulnerabilities to corruption in this area. For example, HR Managers in the PEDs MEC visited during the 2nd quarter monitoring period reported contradictory orders from MoE leadership based on pressure from MPs.

MEC’s research into teachers’ performance evaluations has found that comprehensive and meaningful teacher performance evaluations are not being done. Some teachers are unaware, altogether, of the existence of a teacher performance evaluation process. Other teachers know about the process, but have had a negative experience of this with no follow up.

MEC’s findings show that there are vulnerabilities and challenges regarding identifying eligible employees for retirement and also regarding processing retirement. MoE cannot verify how many of its employees are eligible for retirement within a given year, in part, because not all of MoE employees’ personnel files have yet been digitized and therefore are not registered in the Human Resources Management Information System (HRMIS).

MoE developed a HRMIS in 1390 in order to digitize and centrally manage employees’ personnel files. According to the HRMIS department, so far, 177,548 personnel files of teachers and other MoE employees have been registered in the system, and this is still being updating on a daily basis. This means that roughly 30,000 personnel files have not yet been recorded in HRMIS. Aside from that, there are also MoE employees that apparently do not have any personnel files or other

records in MoE GDHR at all. MEC wanted to know the number of employees that do not have personnel files, but MoE was unable to provide exact information.

Due to the poorly implemented HRMIS system, HR processes are very lengthy and time consuming. This paves the way for confusion and corruption. In addition, MoE's GDHR department does not deny losing teacher personnel files during processing.

Status of Recommendations during Second Quarter of Monitoring

The second part of this 2nd Quarterly Monitoring Report is dedicated to detailing the 2nd quarter status of each of MEC's 113 recommendations. In the second quarter of MEC's monitoring, no additional recommendations (16 recommendations were considered as fully implemented in the first quarter) out of the total 113 were determined to be fully implemented. The recommendations that MEC has determines to be fully implemented in the 1st quarter of monitoring are mainly related to IARCSC's recruitment of teaching positions, with a small number of recommendations directly related to MoE actions. Progress against the recommendations includes transparency measures such as announcing all positions through online, receiving online applications, digitalizing recruitment, and announcing the list of applicants and shortlisted candidates.

Another notable area of progress regards the restructuring of MoE and reduction of the overall size of the Ministry. MoE has developed and finalized a detailed Reform Plan and prepared Concept Notes for restructuring various elements of the Ministry. This includes, for example, shifting responsibility from MoE for the construction of rural schools to the Ministry of Rehabilitation and Rural Development and urban schools to the Ministry of Urban Development.

Regarding female participation within the education system, IARCSC developed its "Policy on Increasing Women Participation in Civil Service" (notably, this is not only focused on education). This policy aims to increase the recruitment of women by two percent in Afghanistan's civil service workforce in 2018. MoE has also taken positive actions regarding implementation of this recommendation, allocating half of 8,000 newly created teaching positions to female candidates. MoE has also made substantial progress with revision of policies, documents and regulations.

In the 2nd quarter of monitoring, two further recommendations have been achieved up to 50%, making a total of 14 recommendations 50% achieved as of August, 2018. These recommendations include, involving local Civil Society Organizations (CSOs) in active monitoring and oversight of teacher recruitment and expanding the use of electronic methods for general recruitment (in addition to teacher recruitment.)

Another example in this 50% achieved category regards curriculum. MoE has now revised the curriculum framework, including specification that textbooks for each grade should be reduced in number, detailed as follow:

1. Textbooks of grades 1-3 *from 6 to 3.*
2. Textbooks of grades 4-6 *from 14 to 6.*
3. Textbooks of grades 7-9 *from 17 to 7*
4. And textbooks of grades 10-12 *from 15 to 12.*

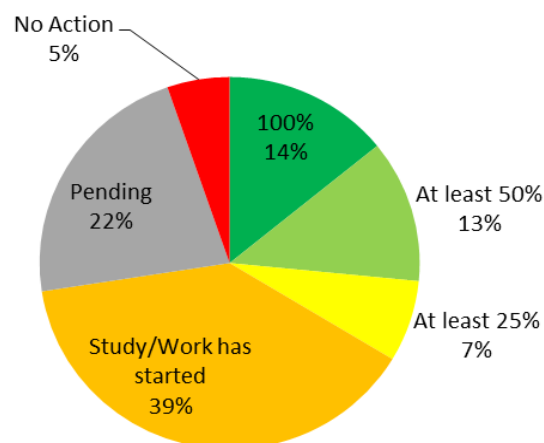
In the 2nd quarter of monitoring, MoE reported that, competencies and syllabuses have been drafted based on the new curriculum framework.

Also, in the 2nd quarter of monitoring, eight (there were five in the first quarter) recommendations out of 113 have been achieved up to 25%. These include: the alignment of Teacher Training College (TTC) graduates to fit local market conditions; establishing a Complaints

Handling System (CHS) (by IARCSC); conducting training to improve the quality of data in the Education Management Information System (EMIS); increasing the number of auditors inside MoE by 10%; developing the MoE Anti-Corruption Plan; and digitizing the issuing of 12th grade diplomas. For example, in the 2nd quarter of monitoring, MoE reported that the issuing of certificates for grade 12 graduates by the Kabul City Education Department was 100% digitized.

In this 2nd quarter of monitoring, work and/or study has begun on 44 (38 in first quarter) recommendations while no action has been taken on six (11 in the first quarter) out of 113 recommendations. 25 (31 in the first quarter) recommendations out of 113 are pending for future implementation. Pending means that these recommendations depend on other steps and/or actions, beyond the sole control of MoE, taking place prior to their implementation. The status of recommendations is summarized as follows:

Recommendation Status	Numbers
Fully implemented	16
At least 50 %	14
At least 25 %	8
Started	44
Pending	25
No Action	6
Total	113



In addition, during the 2nd quarter of monitoring, the PEDs MEC visited reported a range of ongoing concerns including: a lack of textbooks, teachers, and professionally qualified teachers; lack of school buildings; insecurity, student absenteeism; and illegal interferences of MPs and local powerbrokers in education affairs.

MEC expects MoE to accelerate the process of implementation of MEC recommendations in the coming quarters, alongside implementation of their comprehensive Reform Plan.

Introduction and background

On the 26th of October, 2017, MEC released its “Ministry-wide Vulnerability to Corruption Assessment of the Ministry of Education”. Based on findings from this assessment, MEC identified key areas of vulnerability to corruption and issued 66 recommendations for improving different aspects of education and bringing much needed reform to Ministry of Education and the wider sector. These 66 broad recommendations were subsequently refined into 113 more specific recommendations. However, the recommendations are not static and should be considered as a “work in progress”, as they are further developed and refined during the MVCA active follow-up period and beyond. MEC will issue new recommendations and refine existing recommendations, based on the findings of its active follow-up monitoring activities and reports, which include consultations with education stakeholders for improving the education system and mitigating its vulnerabilities to corruption.

Following the release of the Ministry-wide Vulnerability to Corruption Assessment of the Ministry of Education, MEC entered into a period of active follow-up, divided into quarters. In each quarterly monitoring period, MEC consults directly with the MoE, Development Partners and other education stakeholder and seeks evidence including: documentation, direct observations, and interviews, in order to verify data and elicit (and cross check) responses from designated focal points and other key stakeholders. This allows MEC to actively monitor the implementation of its specific recommendations and anti-corruption efforts in the education sector more generally, and use this information to prepare Quarterly Monitoring Reports.

In the first quarterly monitoring period, alongside work in Kabul City, MEC conducted provincial visits to Kabul, Laghman and Nangarhar. As a culmination of this monitoring period, MEC’s First Quarterly Monitoring Report on was published on the 24th of June, 2018. This report detailed MEC’s recommendations and progress against these, as well as defining the baseline for and structure of monitoring activities and reporting going forward.

During the first quarterly monitoring period it was determined that out of the 113 recommendations:

- **16** recommendations were fully implemented - these were mainly related to IARCSC’s recruitment of teachers with a small number of recommendations related directly to MoE actions;
- **12** recommendations were 50% implemented;
- **5** recommendations were 25% implemented;
- work and/or study had started on **38** recommendations;
- **31** recommendations were considered pending;
- no discernable action had been taken on **11** recommendations.

This current report is MEC’s Second Quarterly Monitoring Report, which covers the period from May – July, 2018. In this second quarter, MEC has conducted provincial visits to Herat, Panjsher and Parwan. In addition, MEC has conducted interview by phone with the Urozgan Provincial Education Department.

This Second Quarterly Monitoring Report is divided into three parts. The first part of the report focuses on MoE’s Human Resource Management, as this area of MoE operations is considered to be the most vulnerable to corruption, based on MEC’s original MVCA. The second part of the report addresses the details of the 2nd quarter status of each of MEC’s 113 recommendations. The

third part of the report provides a color-coded overview of the overall status of the 113 recommendations. In addition, several annexes follow the main body of the report.

Development Process: Follow-up with stakeholders

MEC's recommendations require follow-up with different stakeholders, including: the Ministry of Education (MoE), Independent Administrative Reform and Civil Service Commission (IARCSC), Ministry of Higher Education (MoHE), Development Partners and Civil society Organizations. The process of monitoring and follow-up with these key stakeholders is discussed as follows.

1. Follow Up With MoE

MoE assigned a group of three senior officials as "Main Focal Points" for reporting on the implementation of MEC's recommendations. These Focal Points are tasked with working effectively and efficiently between different MoE departments, to gather and consolidate the necessary data which addresses specific progress against the recommendations. In the first quarter monitoring period, communication between the different MoE departments, as well as access to data was difficult, but this has significantly improved in the second quarter.

In the second quarter, MEC established the 24th of July, 2018, as the deadline for getting all updates from MoE. MEC ultimately received these consolidated updates related to implementation of the recommendations in the beginning of August. Given the large volume of data that was required from MoE, this short delay is understandable.

MEC has reviewed all updates; some of which required supporting documentation, which MoE has duly provided.

2. Follow-up with the Independent Administrative Reform and Civil Service Commission

Out of MEC's 113 specific recommendations, 17 required follow-up with IARCSC. The IARCSC has assigned one of its Commissioners as a focal point to MEC. MEC held a face-to-face meeting with the IARCSC focal point and collected the required information about the relevant recommendations.

3. Follow up with Civil Society Organizations

As part of MEC's engagement with Civil Society Organizations (CSOs), following the release of the MoE MVCA, MEC attended several meetings at ACBAR (in which representatives from national and international NGOs dealing with education attended) to discuss the findings and recommendations in the MVCA and solicit ideas for ways in which CSOs could participate in the process of anti-corruption reform in education. Although these meetings were useful for orientation purposes, they were not so productive in establishing specific and actionable ways forward for CSO involvement in this process. To address this challenge, MEC, organized a meeting with representatives from ACBAR, ANEC (the Afghan National Education Coalition) and NAC (the Norwegian Afghanistan Committee), during the second quarter of monitoring, to discuss more concrete ways forward. During this meeting the following action points were agreed:

- MEC will share with ACBAR and ANEC the specific MoE MVCA follow-up recommendations that involve CSOs as well as some suggestions for CSO engagement/participation, for comments and further discussion
- MEC will also submit a draft of its 2nd Quarterly MoE MVCA follow-up report to ACBAR/ANEC for comments in August

- Another follow-up meeting will be planned for the end of August (although this likely will be pushed to Sept.)
- ANEC, together with ACBAR will work to develop an anti-corruption working group/committee to do M&E and liaise with the MoE and MEC
- It is also a priority for ANEC to re-start the NGOs' meetings with MoE that have, for some reason, stopped.
- CSOs can comment on the veracity of MoE claims against the MEC recommendations before the 2nd (and further) MEC Quarterly Monitoring reports are published
- There will be an ANEC board of directors meeting – and a meeting of members in the provinces/districts about anti-corruption reforms.
- There should be NGO meetings/coordination at provincial and district levels to follow up on anti-corruption in education – this can build on what Integrity Watch Afghanistan has already done in this regard.

Provincial Visits

In order to verify data from focal points, MEC seeks evidence including documentation, direct observations, interviews and focus group discussion, through field missions. In the first period of quarterly monitoring, MEC had conducted Provincial visits to Kabul, Laghman and Nangarhar. In the second period of quarterly monitoring, MEC has conducted provincial visits to Herat, Panjsher and Parwan. In addition, MEC has conducted interview by phone with the Urozgan Provincial Education Department. MEC collected data from stakeholders at the provincial level, including Provincial Education Departments (PEDs), District Educational Departments (DEDs), schools (through interviews with school Principals and classroom observations), School Management *Shuras*, Provincial Councils, the IARCSC, and CSOs.

Appreciation

MEC would like to thank all stakeholders who have provided their support through sharing information, participating in meetings, observations, interviews and focus group discussions.

Methodology

MEC is actively monitoring and evaluating the anti-corruption efforts, reforms and implementation of its recommendations in the education sector. MEC, in active follow-up, engages with the education sector stakeholders, not only relying on updates from MoE focal points, but also collecting evidence to support and verify the focal points' claims, updates, and responses. The MEC Follow-Up Team conducts provincial level field visits to monitor reform and anti-corruption in the education sector and also to verify and assess the status of each MoE recommendation 'on the ground'. For example, if a focal point in MoE claims that they have developed an anti-corruption strategy and disseminated this to 34 Provincial Education Departments (PEDs), MEC verifies this claim through provincial visits to ascertain whether or not PEDs are aware of relevant MoE reforms and have actually received an MoE anti-corruption strategy.

Additionally, MEC conducts semi-structured, in-depth interviews and guided focus group discussions to collect further information about the status of recommendations. These discussions involve representatives from relevant PED departments, school principals, education *shuras*, CSOs

and Provincial Council members. In addition, MEC does direct observations in schools and classrooms.

The content of quarterly reports is based on evidence, including documents. MEC has taken great care to avoid a *perception*-based analysis, by actively engaging with focal points, and verifying the data and the updates provided as evidence.

Further, MEC will have a special, thematic focus for each quarter of monitoring. In this second quarter, we focus specifically on MoE's HR Directorate.

MEC will provide Quarterly Monitoring Reports on the status of recommendations for two years after the release of the original MVCA. These are made publically available and incorporate inputs and feedback from the Government, Development Partners and CSOs.

1. Thematic Focus on MoE's General Director of Human Resource

The Ministry of Education (MoE) is the largest public employer in Afghanistan, employing some 262,000 people, or 68% of the government civil services employees. According to the MoE Human Resources Department, there are: 215,250 teachers, 13,049 administrative employees, and 35,697 Ajirs (the low-level employees (grade 7-8) recruited on permanent bases for service provision). currently employed by MoE across the country (28,500 employees are not registered in their system). Given the size of this employment sector, it is inevitably a prime target for nepotism and exploited by those wishing to find positions for friends, relatives, colleagues and the children of colleagues¹.

The MEC MoE MVCA highlighted that human resource management (HRM) was one of the areas most vulnerable to corruption in MoE. Corruption in HRM was not only limited to recruitment, but also promotion, relocation of teachers from one school to another, performance evaluation and retirement.

Given the high level of vulnerability to corruption in HRM, and the importance of human resources in the education sector, MEC's Follow-up Team has chosen this as a thematic focus area for the second quarter of monitoring. In doing so, we consider what changes/improvements have been made in HRM since the publication of MEC's MVCA report and the vulnerabilities within HRM processes, in detail. Ultimately, reforms in MoE's HRM will go a long way towards reducing vulnerabilities to corruption and strengthening the education sector overall.

Currently, the recruitment of positions in grades 1-2 and 5-6 are being done by IARCSC, not MoE. Recruitment of positions in grades 3-4 and 7-8 are being done by relevant ministries in coordination with IARCSC. It should be noted that positions in grades 7-8 can be recruited in the provinces by respective directorate/departments as well.

MoE General Directorate of Human Resources

MoE's General Directorate of Human Resources is the department responsible for managing all of MoE's human resource related affairs like recruitment, promotion, capacity building, retirement and processing personal files and related documents. MoE's General Directorate of Human Resources (GDHR) consists of two directorates and a number of sub-departments. GDHR has around 340 employees, 300 of whom are permanent employees, covering grades 1-6 and roughly 40, non-technical employees, for grades 7-8.

GDHR is responsible for developing HR policies, regulations and procedures, disseminating these to all 34 PEDs and monitoring their implementation. GDHR also collects suggestions and recommendations from all 34 PEDs about revision of policies and HR related documents.

¹ http://www.mec.af/files/2017_23_10_moe_english.pdf

Note: In addition to GDHR, MoE has another HR department, the “Development HR Department”. This department functions as a parallel department to GDHR and works to recruit contracted-based employees (TAs). This report does not touch on the Development HR Department. The following focus on MoE HR is solely focused on GDHR’s functioning and management of MoE’s HR related processes.

HRM is concerned with the management of employees from recruitment to retirement. Although, there are many functions of human resource management, the following is a list and description of HR functions that MEC has focused on during the MoE follow-up:

1. Human Resource Planning

Human Resource Planning (HRP), related to supply and demand, is the process of forecasting future human resource requirements and determining how existing human resource capacity can be utilized to fulfill these requirements. In short, HRP helps an organization’s management in supplying the appropriate people in appropriate numbers at the appropriate time and place. Further, it is only after proper analysis of HR requirements that the process of recruitment and selection should be initiated by management².

MEC’s monitoring activities have found that MoE’s HRP has many problems. Firstly, the planning of creating new positions is not being done based on each PED, DED and schools’ organizational needs. Secondly, the GDHR Planning Department has developed a standardized, ‘one size fits all’ organizational structure (Tashkil) for all PEDs, which doesn’t take into account of specific PED’s needs and contexts, e.g. the number of employees, and number of students.

For instance, the HR and finance departments of Herat PED, has the same organizational structure and number of employees as for Panjsher PED, while Herat has 18,917 employees and Panjsher has 2,111 employees (according to the 1396 organizational report) – this imbalance is unfair and creates vulnerabilities to corruption in the system. For example, in Panjsher, 15 employees have been dealing with 2,111 employees’ HR related issues, while in Herat 15 employees have been dealing with 18,917 employees’ HR issues. The same applies to finance related issues as well. MEC has received complaints in relation to this issue.

Ideally, Tashkil (organizational structure) should be based on a PED’s needs and contexts. To facilitate this, GDHR’s Planning Department would need to visit each province and conduct a needs assessment. However, in reality, such needs assessments are not being conducted. During consultations with MEC, the GDHR Planning Department acknowledged this problem, but explained they were unable to conduct provincial needs assessments due to budgetary constraints and security problems.

² <https://www.managementstudyguide.com/human-resource-planning.htm>

2. Recruitment

Recruitment is the process of inviting, screening, and selecting potential qualified job candidates based on objective job criteria. The recruitment process is very important and should work to reduce costly mistakes such as engaging incompetent, unmotivated, and under-qualified employees.

Based on Presidential Decree, number 1289, dated 18/04/1396, the recruitment of all civil service employees has been shifted to IARCSC. Based on this Presidential Decree, recruitment of teaching positions for grades 5 and 6 have now been fully shifted to IARCSC. Teaching positions for grades 3,4,7 and 8 are recruited by joint committee, including representatives from IARCSC. IARCSC conducts a recruitment test for teaching positions in grades 5 and 6 with coordination and cooperation from MoHE and MoE. Prior to the changes mandated in the Presidential Decree, MoE's GDHR was responsible for processing all recruitment in Kabul and PEDs were responsible for recruitment in their respective provinces.

Currently, MoE follows the recruitment rules of the IARCSC. According to the GDHR, MoE does not have any role in mass recruitment, except for in encoding the new/vacant positions and providing the details of these positions to IARCSC. GDHR's Planning Department has encoded 8000 newly recruited teaching positions in the current year³.

MEC's MVCA on MoE, noted that, "Possibly the most serious corruption in MoE relates to the appointment of teachers, as most appointments are made based on undue influences from people in power, and/or as a result of bribery, rather than merit."⁴ Such corrupt recruitment processes, in the past, provided opportunities for unqualified people to be recruited as teachers. Based on various sources, it is estimated that at least half of MoE teachers are not under-qualified to teach⁵, with many of the qualified teachers only having the minimum qualifications.

Ascertaining the reliability of MoE related statistics and information is always challenging. Different sources, even from the same department, often provide different numbers. It has been estimated that there are roughly 271,900 MoE employees. However, so far, only 168,806 employees' personal files are registered in the HRMIS. As mentioned above, although the recruitment of permanent positions has been shifted to IARCSC, contracted and related short term positions are recruited through provincial entities which allows for greater vulnerabilities to corruption in this area. For example, HR Managers in the PEDs MEC visited during the 2nd quarter monitoring period reported contradictory orders from MoE leadership based on pressure from MPs. This has involved letters being sent from MoE to these PED's demanding the recruitment or relocation of specific contracted teachers (based on orders from MPs) – this is illegal. The same PED's later received (contradictory) letters from MoE leadership forbidding them taking any illegal actions. This paradoxical situation

³ Based on data collected from an interview with a representative of MoE's HR Dept.

⁴ MEC (2017). *Ministry-wide Vulnerability to Corruption Assessment of the Ministry of Education*. 109.

⁵ <https://yash.news/?p=21682#Pajhwok>

suggests that MPs still have undue influence over teacher recruitment and deployment, but that MoE is at least acknowledging the problem, if in a confusing manner.

Currently, 8842 positions are still vacant in MOE according to GDHR Tashkil Department. Likewise, there is need/requirement for 40,000 new positions (white positions)⁶ in MoE. MoE has planned to create and recruit for 18,000 new teaching positions, but this has not yet been approved by the President.

3. Performance Evaluation

Performance evaluations are given to ascertain the current job performance of employees in order to determine their training needs and future employment trajectory - if they should be promoted, demoted, retained on the same level, or fired.

Afghanistan Civil Service Employees Law clearly defines the conditions and process of performance evaluation. Article 16 of this law states:

1. *The employee is being evaluated according to his/her work plan, ToR and annual performance evaluation report.*
2. *If the employee as result of his/her performance evaluation met the criterions, he/she will be promoted to higher position (promotion).*
3. *If the employee as result of his/her performance evaluation did not meet the criterions, the following actions will be taken:*
 - a. *Introduction to training for learning the required skills. If the employee did not meet the criterions for two years, his/her position is announced*
 - b. *Continuing his/her job on the same position without promotion to higher position and without increasing his/her salary (retaining the position).*
 - c. *The employee, whom his/her position has been announced is suspended with pay. The respective entity can assign him/her to another job according the law.*
 - d. *If the employee is not satisfied with the result of the performance evaluation, he/she can complain to the IARCSC complaint handling board.*

According to article 5 of the Procedure of Promotion of Educational Employees, a Performance Evaluation Committee for a teacher consists of the DED Manager, members of respective M&E Departments and the Principal of the teacher's school. The performance evaluation is currently meant to be conducted every two years. The results of the performance evaluation should be sent to MoE GDHR for processing. If teachers get a performance evaluation score of less than 60 (and members of academic and professional departments got less than 80), they should be given training. If a teacher has a score under 60 for two consecutive performance evaluations, his/her position will be announced and the person is suspended with pay.

⁶ White Positions: The positions which are created newly in the new Tashkil and yet nobody is recruited in.

MEC's research into teachers' performance evaluations has found that comprehensive and meaningful teacher performance evaluations are not being done. Some teachers are unaware, altogether, of the existence of a teacher performance evaluation process. Other teachers know about the process, but have had a negative experience of this - for instance, there are teachers who were evaluated 4 years ago in Herat, but still have not received any feedback or benefits (e.g. promotions).

During the past year (1396), 40,254 teachers out of roughly 175,000 have been evaluated. 22,063 of these teachers have retained their positions (only 14 positions have been announced and these were in Parwan province) and 145 teachers have been introduced to training.

As mentioned above, based on the law, if employees (in this case, teachers) have not passed their performance evaluations for two consecutive years, their positions should be announced. In reality, this is not happening properly as the annual rate of positions announced across the country is artificially low, as in reality; underperforming MoE staff rarely lose their positions.

During MEC's visits to Herat, Panjsher and Parwan PEDs during this second quarter, two of the PED's reported that no openings in teaching positions had been announced based on the results of performance evaluations because of two reasons: First, they explained that MoE faces a lack of teachers. Second, performance evaluations had not really taken place. It was reported that performance evaluations, when they do take place, are perfunctory (e.g. just a check list, as opposed to a more rigorous process of evaluation) and influenced by relationships between the evaluators and teachers evaluated (e.g. friendships). Few teachers in Kabul and Herat also shared their performance evaluation experiences with MEC. They told us that they had been promoted without any real evaluation of their classroom performance having taken place (ghost performance evaluations).

In addition, MEC has learned that there are teachers who have not been promoted in 7 years and teachers who have been technically promoted but not received any advantages of promotion. It appears that the process of teacher promotion remains vulnerable to corruption.

4. Retirement

Afghanistan labor law defines the conditions and process of employee retirement in detail. According to article 138 are two criterions: First, the retirement age is 65, however in exceptional circumstances, this can be extended five years. Second, employees who have completed 40 years of service should also retire. According to the law, the respective departments should identify those employees who meet the two above mentioned retirement conditions, and send their personnel files to MoE's GDHR department for processing their retirement benefits, including their pension.

MEC's findings show that there are various vulnerabilities and challenges regarding identifying eligible employees for retirement and also regarding processing retirement. First, MoE cannot verify how many of its employees are eligible for retirement within a given year, because not all of

MoE employees' personnel files and records have yet been digitized (and so are not registered in HMIS). According to the HRMIS department, so far, 177,548 MoE personnel files have been digitized and registered in the system, while 30,000 have not yet recorded in HRMIS (although this is being updated daily).

MoE's GDHR department should check all MoE personal files during each year to identify the eligible employees for retirement. Different sources discussed about using different methods for this process. The GDHR department told MEC, they are doing sampling, and as result they enter 2500-3000 employees into the retirement process each year. MEC discussed this issue at the provincial level as well. Herat PED explained that they annually retire around 5% of teachers. For instance, Herat PED had 160 teachers that needed to be retired, but only 28 of them had actually had their retirements processed. They followed up these cases with the GDHR department many times, but had not succeeded in retiring the majority of these teachers. There is common perception that if teachers do not pay a bribe to GDHR, their files will not be processed. In total, MoE's GDHR retired 3,166 employees last year.

Other sources in GDHR said that they are issuing official letters to all PEDs requesting them to provide details of those employees who are eligible for retirement. Overall, the GDHR department cannot verify, or give accurate numbers on how many of their employees should be retired during the current year. The result is that many teachers continue to teach beyond when they should have retired. MEC found many examples of teachers who were meant to have retired 6 years ago, but are still teaching in schools.

As MoE teachers' and other employees' personnel files have not been entered into an electronic system, the relevant department is not able to identify all those who are eligible for retirement. This is also an issue of staffing, as in Herat PED, for example, MEC was told that there are only three staff members in the relevant department and it is impossible for them, alongside their other duties, to evaluate 18,000 personnel files each year.



5. Document Management

Documents, whether electronic or paper, are essential to the HR operations of MoE, as well as any other government institution. A document management strategy that captures, stores, and retrieves both paper and electronic documents would be invaluable to MoE.

However, MoE faces many problems in regards to its document management, especially given its massive number of employees. MoE developed a Human Resource Management Information System (HRMIS) in 1390 in order to digitize employees' personnel files. HRMIS is a desktop-based database. According to the HRMIS department, so far, 177,548 personnel files of teachers and other MoE employees have been registered in the system, which is still being updating on a daily basis. However, this means that roughly 30,000 personnel files have not yet been recorded in HRMIS. In addition, 7000 personnel files of temporary/contract staff (*Ajir*) have not been registered in HRMIS.

It is important to note that, GDHR has two databases – the first is the Personnel Files Database (*database Sawanih*), and the second is the Structure Database (*database Tashkil*). The HRMIS department is planning to have web-based HRMIS in the future.

Aside from MoE personnel files that are not in the electronic system, there are also MoE employees that apparently do not have any personnel files or other records in MoE GDHR at all. MEC wanted to know the number of employees that do not have personnel files, but MoE was unable to provide this information. MoE's GDHR department explained that, due to security and other issues, some MoE employees may have personnel files in their respective PEDs, but these have not been shared with GDHR in Kabul. This may be a partial explanation, but MEC also interviewed teachers at the provincial level, who told us their personnel files were apparently lost by PED, or MoE GDHR. In addition, some teachers that had been recruited during the Jihad period were never issued personnel files.

Due to the poorly implemented HRMIS system, HR processes are very lengthy and time consuming. This paves the way for confusion and corruption. In addition, MoE's GDHR department does not deny losing teacher personnel files during processing. PEDs MEC consulted explained that they provide copies of teachers' personnel files to MoE GDHR each year. For example, Panjsher PED said they provide roughly 25 to 30 copies of personnel files to GDHR each year. Urozgan PED also reported that they experience this same problem.

Another key issue is that the processing of teachers' HR documents (e.g. recruitment, promotion, and retirement) is problematic and vulnerable to corruption. As noted previously, teachers are reportedly paying bribes for the processing of their HR documents. It has also been reported to MEC that there "brokers" who, for a fee, will ensure the processing of teachers' HR related documents with GDHR.

As noted previously, the major problem with GDHR is a lack of effective HRMIS - this results in overly time consuming processes and a consequent higher workload for staff creating vulnerabilities to corruption. Further, a lack of adequate staffing in MoE's HR department has made HR processes vulnerable to corruption – there is only 300 permanent staff, who must deal with roughly 271,900 employees' HR related issues. In addition, an overly bureaucratic and hierarchical approach to MoE management contributes to the problems, for example, on some days, it has been estimated that the HR director, alone, must sign his signature on MoE documents 5000 times.



2. Brief on First Quarterly Monitoring Report

The First Quarterly Monitoring Report on implementation of recommendations was published on 25th June, 2018. In the first quarter of monitoring, 16 recommendations out of 113 were considered to be fully implemented. These are mainly related to IARCSC's recruitment of teaching positions, with a small number related directly to actions taken by MoE. MoE actions include transparency measures such as announcing all positions through their website, receiving online applications, digitizing recruitment, and announcing lists of applicants and shortlisted candidates.

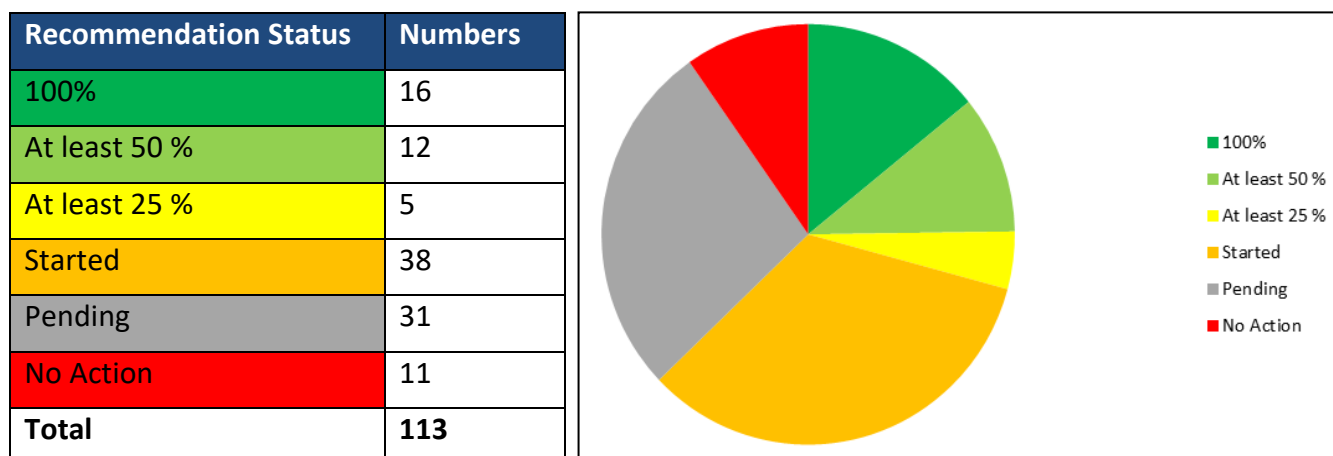
Another area of notable progress regarded the restructuring of MoE and reducing the overall size of the Ministry. MoE has developed and finalized a detailed Reform Plan and prepared Concept Notes for restructuring various elements of the Ministry. These changes include shifting responsibility for rural school construction to the Ministry of Rehabilitation and Rural Development (MRRD) and urban schools to the Ministry of Urban Development (MoUD). Additionally, a Presidential Decree dictated that the Technical, Vocational, and Educational Training (TVET) department be removed from the MoE through the formation of an Independent Technical & Vocational Education and Training Board.

Regarding female participation within the education system, IARCSC developed its "Policy on Increasing Women's Participation in Civil Service"; notably, this is not only focused on education. This policy aims to increase the recruitment of women by 2% in Afghanistan's civil service workforce during 2018. MoE has also taken positive actions regarding implementation of this recommendation, allocating half of 8,000 new teaching positions to female candidates.

MEC recommended that MoE leadership issue a public statement which highlights sector-wide reform and the Ministry's fight against corruption including those recommendations which have now been fully implemented. The leadership of the National Unity Government has also declared the two coming years, 1397 and 1398, as Education Support Years.

In this period, MoE has also made substantial progress with revision of policies, documents and regulations. For instance, a "Code of Conduct for all MoE staff to ensure Equity, Integrity, Right to Education, Accountability, and Trust" is in place now. A Community Based Education Policy and the Data Collection Guideline have been revised and finalized and the Education Quality Committee is now functioning.

In the first quarter of MEC's monitoring, 12 diverse recommendations were achieved up to 50%. Based on MEC's recommendations, MoE has now revised the curriculum framework, including specification that the number of textbooks for each grade would be reduced. 5 recommendations were achieved up to 25%. In first quarter, work and/or study had started on 38 of the MEC recommendations. 31 recommendations were considered pending, while no action was detected on 11 out of the total 113 recommendations. The table below is the summary of recommendation status in the first quarter.



6. Status of Recommendations during Second Quarter of Monitoring

a. Findings & Analysis:

i. Recommendations which are 100% Achieved

In the second quarter of MEC's monitoring, no additional recommendations (16 recommendations were considered as fully implemented in the first quarter) out of the total 113 were determined to be fully implemented.

Based on a Presidential Decree, number 1289, dated 18/04/1396 recruitment of all civil service employees have been shifted to IARCSC. Therefore, MEC recommendations regarding teacher recruitment have likewise shifted to IARCSC. The recommendations which are fully implemented so far are listed below:

No	Recommendations (This should be based on order as written in the test).	Status
1	R#4: A) MoE to carry out a policy review on lessons learned from Community Based Education.	Fully Implemented
2	R#6: A) Lists of vacancies should be published on MoE/IARCSC websites.	Fully Implemented
3	R#6: B) Lists of applicants should be published on MoE/IARCSC website.	Fully Implemented
4	R#6: C) Lists of shortlisted candidates should be published on MOE/IARCSC websites.	Fully Implemented
5	R#6: D) Recruitment results should be published on MoE/IARCSC websites.	Fully Implemented
6	R#7: MoE, in consultation with NUG leadership, should develop a proposal outlining the steps and measures for restructuring the MoE and reducing the overall size of the Ministry.	Fully Implemented
7	R#8: To ensure guaranteed female participation, a specific percentage of the posts should be allocated to women candidates.	Fully Implemented
8	R#19: Minister and IARCSC should issue public statements: "The lead objective of MoE is to resolve improper appointments of teachers within three years."	Fully Implemented

9	R#22: The Minister should actively engage at a Cabinet-level to obtain resources and support to implement education sector reforms.	Fully Implemented
10	R#27: A) The MoE should amend and revise the current Code of Conduct for all MoE staff to ensure Equity, Integrity, Right to Education, Accountability, Trust (MoPH has such a model in place.)	Fully Implemented
11	R#29: A) Responsibility for the implementation of all rural construction contracts be moved to the Ministry of Rural Rehabilitation Development.	Fully Implemented
12	R#29: B) Responsibility for the implementation of all construction contracts in cities be moved to the Ministry of Urban Development.	Fully Implemented
13	R#40: C) Revise data collection guidelines covering all aspects of the data collection process.	Fully Implemented
14	R#40: E) Within 6 months EMIS data should be accessible to anyone visiting the MOE website.	Fully Implemented
15	R#44: A) Establish an Education Quality Committee within 3 months.	Fully Implemented
16	R#59: Teacher recruitment tests should be changed to include multiple-choice questions and long answer written format.	Fully Implemented

ii. Recommendations which are at least 50% achieved

In the first quarter of monitoring, 12 recommendations out 113 were achieved up to 50%. In the second quarter of monitoring, 2 further recommendations have been achieved up to 50%, making at total of 14 recommendations 50% achieved as of August, 2018. The evaluation which underpins the quarterly determination of the status of each recommendation is guided by a set of indicators developed by the MEC follow-up team. The detailed status of each recommendation is explained as follows:

- R1a:** MEC recommended involving local Civil Society Organizations (CSOs) in active monitoring and oversight of teacher recruitment for their respective provinces in order to ensure transparency and build trust. As described above, the teacher recruitment process has now become mostly electronic. IARCSC also stated, *“Wherever there is an opportunity for civil society to monitor the process, they can monitor it.”* For instance, CSOs monitored the process of application form distribution to applicants and also the shortlisting process (performed in Kabul). The next steps of the recruitment process are electronic and therefore, there is no opportunity for CSOs (or other Provincial monitoring entities) to be engaged in those steps. The test is being administered by MOHE’s Kankor Department, according to their robust procedure. MoHE Kankor Department explained that the reason they have not included CSOs, the media, and any other stakeholders in monitoring the process of teacher recruitment is that such stakeholders will interfere in the process. According to MoHE Kankor Department, CSOs and the media do not act professionally – for example, members of the media take photos of in order to support specific candidates in the recruitment process. Although, it is certainly possible for CSOs, media and other stakeholders to be biased and interfere in the process of recruitment, this is not a given, and MEC does not believe this is a credible reason for excluding them – it is MoE’s responsibility to find meaningful ways to involve these stakeholders.

- MOHE's Kankor Committee consists of university professors and representatives from the National Directorate of Security (who do not allow any other officials to access the sites of the testing). Kankor Committee members are also responsible for developing test questions. During this process, they are in quarantine and all communication tools (e.g. mobile phones, tablets, laptops) are taken from them. During these days they are confined to the ministry and not allowed to go outside. The doors of the rooms where they work are locked. MoHE Kankor Department says that all vulnerabilities of corruption of the process are mitigated through these preventative measures and based on past experiences and the chance of corruption in the Kankor process is zero. As a member of a Provincial Council told MEC in the first quarter of monitoring: *"Everyone, including myself, tried to interfere and influence in the recruitment process. We have not succeeded. It means that the teacher recruitment process by IARCSC is reformed and improved. All the ways of corruption are blocked"*.
- **R2a:** The Terms of Reference for School Management *Shuras* (SMSs) is revised based on MEC's recommendations (The revised SMS ToR and SMS meeting journal are available at MEC). But, the revised ToR is not yet disseminated to SMSs into provinces. During provincial visits to Herat, Panjsher and Parwan on second Quarter of monitoring, MEC found out that SMS department of mentioned provinces are not in the picture of revision of SMS. Likewise, the principals of schools who are the head of SMSs, that we interviewed them are also neither in the picture of revision of SMS TOR nor received it yet. MEC will continue its monitoring to make sure that the revised ToR is disseminated to all SMSs and is being used effectively by them.
- In the first quarter of monitoring, MEC interviewed School Management *shura* (SMS) members in Kabul, Laghman and Nangarhar and found their engagement to be extensive, as they provided land, books, money and other types of support to schools. For instance, for the year 1396, SMSs in Kabul City had donated approximately Afs 6,111,196 to Kabul City schools. Some SMSs took part in repairing schools, building yards and toilets, and equipping schools. In Herat, Panjsher and Parwan, they have also contributed in building, repairing and equipping schools. In Urozgan, the PED reported that, SMSs are not active in the province and exists mostly in name only. According to Urozgan's PED, the SMSs, where they do exist, create problems and are challenging for the PED to monitor.
- In the second quarter of monitoring, MEC interviewed SMS Members in Herat, Panjsher and Parwan and found out that some SMSs are active in schools. For example, they donated chairs, solar panels, desks and provided technical support to schools. Some SMSs actually conduct monthly meetings and some are SMSs in name only and do not meet or otherwise operate. Some of the SMSs know about their ToRs while others do not. In this quarter, MEC found there is a different understanding of SMSs' roles in schools in the provinces. For instance, some schools principals told MEC that they do not allow SMSs to monitor the school. Three schools principals in Herat told MEC that they only expect SMSs to solve schools' problems and encourage the local people to send their children to school. They said that they do not allow SMSs to monitor school affairs. However other principals discussed the monitoring role of SMSs. These differing understandings show that there is still a need of conducting training for SMSs and school management about SMSs roles and ToRs.
- In Panjsher PED, the SMS department explained that roughly half of SMSs in the province are active and conduct regular meetings. In the past, the EQUIP project conducted workshops and

trainings for SMSs, however since the project has ended, no training has been conducted. There are roughly 154 SMSs in Panjsher. *By classifying this recommendation as “100% achieved,” MEC does not imply that all SMSs are effective, but there is evidence that they do play a key role, mostly in construction affairs, rather than monitoring schools (so far.)*

- R2c:** According to MEC’s recommendation, SMS meetings should be documented, and this should include formal minutes. MoE’s Directorate of School Management *Shuras* (DSMS) developed *SMS Meeting Journals*, in both *Dari* and *Pashto* languages. In the second quarter of monitoring, MoE reported that they do have a budget for printing the Journal for SMS minutes of meetings in 1397 as part of the ‘ordinary budget’ and upon allocation and receipt of the budget, the journals will be printed and distributed to school levels. For the time being the SMSs are directed to take minutes of meetings in notebooks and keep these records. MoE’s Directorate of School Management *Shuras* reported that, “to print the Journal for SMS meetings minutes, it’s included in 1397 ordinary budget and upon allocation and receiving the budget the journal will be printed and distributed to school levels”.. MEC will follow up on this in the next quarter.
- R3b:** Regarding the MEC recommendation to “build schools using relevant aspects of indigenous design, adhering to MoE standards and universal design principles.” MoE Infrastructure Service Department (ISD) reported during first quarter of monitoring that they are using “standard designs,” which are approved by World Bank, and have been discussed with the MoRRD and MoUD. MEC interviewed MoRRD during the second quarter of monitoring and they reported that they have developed a “unified design” for building schools in rural areas. The design has been shared with a third party for review and comment. MEC will continue its monitoring to verify what is meant by a “unified design” and to monitor the implementation process. The ISD “standard designs” were shared with MEC. *MoUD’s latest draft design has not yet been shared with MEC.*
- As mentioned earlier, based on a Presidential Decree the responsibility for construction of schools in rural areas has been shifted from MoE to MoRRD. MoRRD updated MEC in the second quarter of monitoring that, they in partnership with the Ministry of Education should build 6000 schools in rural areas within the next two years (1397-1398). The cost of these projects will be funded by the World Bank through the new EQRA Project. From MoRRDs side, the program will be implemented through the Citizen Charter National Priority Program (CCNPP). MoE was supposed to identify the locations where schools should be built, but according to MoRRD, this identification has not yet been completed – MoE has, so far, identified only 2,700 locations for building schools (which requires a budget of USD 175 million). CDCs have a key role in implementation of these projects through CCNPP. Currently, it is estimated that there roughly 36,000 CDCs across the country. MEC will explore MoUD’s progress in the implementation of this task in upcoming quarters.
- R5:** Another MEC recommendation focused on expanding the use of digital (electronic) methods for candidate examinations in general recruitment (in addition to teacher recruitment.) The IARCSC, as mentioned above, took some steps toward e-recruitment for the entire civil service of Afghanistan, including MoE. The IARCSC provided a software system and allocated one account for each Ministry to post their vacancies. MoE reported that they have been given a user account by the IARCSC to check the progress of the recruitment process.

According to IARCSC, an Afghan company together with an Indian company has jointly developed this software system. In this system, IARCSC will be the administrator and the other Ministries will only have user accounts. In this process, the Ministries will announce their vacant positions and the long listing of candidates. The Ministries will also do the shortlisting process; and administer the test and interviews. The candidates will also get user accounts to upload their application documents. The IARCSC will only monitor this process. Once the results are announced, then any complaints will be addressed (through the administrative court). MEC will continue its monitoring regarding the implementation of this recommendation, especially given the potential challenges in several Ministries utilizing the system.

- **R9:** Discussions have taken place between MoE and MoHE to establish a Coordination Working Group among the MoE Curriculum Department, TTCs, and MoHE to better align school curricula and curricula of teacher education programs for primary and secondary levels. Based on these discussions, an MoU for alignment of curricula of schools, TTCs and Universities has been developed and signed⁷. The TTCs curriculum was deemed to be in line with general education curriculum. After signing of the mentioned MoU and application of Credit system one year downgrading problem of TTC graduates obviated. After passing a special entry exam TTC graduates now can get admission to third class of education faculty. The revision and reform of the general school education curriculum is still in process, and after completion, the TTC curriculum will also be revised and aligned accordingly. Since the establishment of the Coordination Committee the coordination between the two ministries has improved.
- **R10:** The MoE MVCA indicated that the current curriculum is too large and the teaching hours are too short, both being vulnerabilities to corruption. MEC recommended a reduction in the size of the curriculum, based on findings from a systematic review. MoE has now revised the curriculum framework, including specification that the textbooks for each grade would be reduced, as follow:

5. Textbooks of grades 1-3 *from 6 to 3*.
6. Textbooks of grades 4-6 *from 14 to 6*.
7. Textbooks of grades 7-9 *from 17 to 7*
8. And textbooks of grades 10-12 *from 15 to 12*.

Note: In the second quarter of monitoring, MoE reported that, competencies and syllabuses have been drafted based on the new curriculum framework.

Relevant to this, the general lack of textbooks in schools was another challenge. Since the release of the MVCA, MEC did not detect any improvements in the situation. The students in Kabul, Laghman and Nangarhar (first quarter provincial visits), Herat, Parwan and Panjsher (second quarter provincial visits) still struggle without appropriate books: In Nangarhar, the students of grades 7, 8 and 9 reported they have been facing an extreme lack of textbooks - students reported they had not received books from MoE in these grades for the past four years. MEC did observe that the private schools in these locations have enough textbooks. PEDs in Herat, Panjsher, Parwan and Urozgan told MEC that lack of textbooks is a big challenge. MEC

⁷ MoE clarified that a Curriculum Development Working Group was formed in 2017, under the Quality Coordination Committee of their NESP Steering Committee. The Working Group consists of relevant MoE Departments (Curriculum, Teacher Education, Academic Supervision, General Education), MoHE, DPs (UNESCO, UNICEF), and civil society. MEC continues to recommend formal participation in this WG should include representatives from TTCs themselves, as they are engaged directly in the training of teachers.

heard reports of the books intended for MoE schools being sold to private schools, with some students claiming that they'd bought the MoE textbooks from the Bazaar. MEC's observations have found that MoE textbooks are easily available in book stores in Afghanistan's main cities. Notably, on the cover-page of MoE-issued textbooks, it is printed: *"The selling and buying of MoE textbooks is prohibited."* Interviewees also suggested that the textbooks be distributed to students *at the end* of educational year, so that students could continue their education and get additional preparation time during holiday months.

- **R11:** In the first quarter of monitoring there had been good progress on a functional review of TVET's management and program structure. According to MoE, they proposed four possible scenarios to the President. One of the scenarios proposed that TVET becomes an independent entity. Based on this proposal and MEC recommendation, the NUG leadership decided to make TVET an Independent Technical & Vocational Education and Training Board. Based on Presidential Decree 11, IARCSC has been assigned to develop the concept of a new TVET structure within a month. The Ministry of Finance will consider the new budget for the next year. Currently, TVET is using funds from a MoE 1397 approved budget.

MEC interviewed representatives from TVET during the second quarter of monitoring. Currently, TVET is doing research for developing provincial profiles. The purpose of providing provincial profiles is to determine which provinces have the capacity and potential to support particular vocations/professions – to determine the relevant nature of TVET for respective provinces to fit the contexts, including market demands. So far, a pilot profile has been made in Baghlan province. TVET is going to develop such provincial profiles for all provinces. According to TVET, once the provincial profiles are developed, they will develop an overall strategic plan. TVET is also talking about certifying TVET graduated students and developing a new curriculum based on the information generated through provincial profiles.

General Statistic TVET(1396)										
1	TVET Institutions	TVET Public Institutions				TVET Private Institutions		TVET Total Institutions		
		Institutes	Schools	Taleemate Khas	Total Public	Institutes		Total public and private		
		129	157	10	296	61		357		
		from 296, 10 institutions are inactive				from 61 private,25 institutions are inactive				
2	TVET Total Enrollm ent	TVET Public Enrollment			TVET Private Enrollment			TVET Total Enrollment		
		Male	Fem ale	Total	Male	Fema le	Total	Male	Fem ale	Tot al
		52946	11408	64354	3695	1131	4826	56641	12539	69180
4	Teacher s	Public TVET Tashkeel teacher (-occupied positions)			Public TVET Contracted teachers			Total Tashkeel & Contracted and Teachers		
		Male	Fem ale	Total	Male	Fema le	Total	Male	Fem ale	Tot al
		2112	534	2646	1262	191	1453	3374	725	4099
6	DMTVE T Buildin g	DMTVET Building		No Buildings, So Use						
				DMTVET share building	GE Building	Rent a Buildi ng	Using Islamic Education,Ot her Donors,Supp orters Building	Inactive instituti ons		
		85	13	77	68	42	11			
		19 Buildings planned to be built during 1396 and 1397 and budget assigned for four provinces for infrastructure buildings, 1397								

- R12e:** MoE states they developed a Teacher Credentialing System. However, MoE also stated that before implementing it, *“the financial implications need to be sorted out.”* In this second quarter, MoE shared some details about the Teacher Credentialing System. According to MoE, the framework for teachers’ certification was developed as part of the TCAP program financed by the Canadian government and piloted in schools in three provinces. Likewise, rules and regulations and frameworks for TTC accreditation have been developed. Three TTCs (Sayed Jamaluddin in Kabul, and TTCs in Bamyan and Nangarhar) have piloted it. Due to lack of financial resources the certifications are pending, but TED is struggling to attract donor support and apply the system in all schools. The Teacher Certification System, Handbook for

Accreditation and Quality Assurance, Resource Guide for Credentialing were all shared with MEC during the second quarter.

- **R12c:** MEC recommended an extended scope and duration of teacher training courses to achieve an equivalent status to a Bachelor Degree (Diploma). MOE, in the month of *Dalw* 1396/January 2018, signed an MOU with MoHE to provide opportunities for teachers to upgrade their education level to a Bachelor Degree. The implementation of this MOU requires funding which has not been considered in the 1397 National Budget. MoE and MoHE will work together to get a budget allocation for this activity in the 1398 Budget. Likewise, MoE reported in this second quarter that they have prepared the list of under-qualified teachers who need upgrading. MEC will continue monitoring the implementation of this MoU with both MoE and MoHE and will provide updates in upcoming quarters.
- Additionally, another MoU was signed with MoHE, aiming to provide practicum experience for teacher education students. MoE has included ongoing classroom support to existing teachers in its “*National Education Strategic Plan III (NESP III)*,” and EQRA-designated Academic Supervisors will also provide classroom support.
- **R12d:** Extend practical teaching experience in classrooms as a component teaching preparation programs. In this regard, MoE reported that, the “Credit System” which is an active learning system, has been implemented in all TTCs and credit for practical teaching has been increased from 4 to 6 credits. According to MoE, practical teaching has begun in the 2nd semester and the training materials for such practical teaching have already developed. However, MoHE is responsible for preparing the guidelines for Practical Teaching for the BA level. Also, given the uncertainty around the future of TTCs and teacher education in general, it is unclear to what extent innovations in practical teaching are actually being implemented in TTCs – MEC will follow up on this in future quarters.
- **R13:** MEC recommended MoE to conduct a review of the management and structure of Adult Literacy Programs, including an examination of options to expand monitoring of enrollment and course quality.

MoE reported that the Adult Education Directorate was established to provide the opportunities of continuing education for the literacy course graduates, especially women.

A Special Monitoring Manager role is being established in the Literacy Department.

The *Manual for Monitoring Literacy Courses* has now been developed and provided to all monitors in the field.

- Participatory monitoring has been started by the *Mullah Imams, Shuras*, influential members of the community, and local development monitors. The outline of participatory monitoring has now been prepared and regular participatory monitoring is being conducted by village literacy committees, *Mullah Imams, Shuras* and influential people in the communities in accordance with the Literacy Department’s reporting format. The implementation procedures to find priority areas and learners and for CDCs to monitor literacy classes have been drafted. The community participation program in literacy has been piloted and a corresponding manual has also developed for this purpose. The guidelines and procedures have also been shared with the relevant provinces. The community participation program has now expanded into eight districts in five provinces (Balkh, Bamyan, Herat, Kabul and Nangarhar). The MirbachaKot DED 12 staff (Manager, monitors and facilitators) were trained for 3 days on how to implement the

community participation program in their districts. An agreement with UNESCO to assign a third party for implementation of monitoring, via GPS, has been agreed. In the second quarter of monitoring, MoE reported that, the first special monitoring visits were conducted in several provinces (Badakhshan, Balkh, Bamyan, Daikondi and Khost) funded by UNESCO. In addition to Literacy Department officials, there were representatives from the First Lady's office and UNESCO experts, comprising two special monitoring delegations.

- Based on the Literacy Department's current organizational structure (*Tashkil*), monitoring has been done for improving the quality of teaching and identifying teaching and learning problems/gaps. Two rounds of monitoring visits in 14 provinces have so far been conducted, funded through the ordinary budget, with monitoring in five additional provinces funded through UNESCO (off budget).
- To address literacy teacher capacity building, a program under the name of "Facilitators Bi-monthly Seminars" has launched and a related implementation guideline developed and distributed to all districts. Pilot trainings were conducted for PLC and DLC staff in (Heart, Kabul and Nangarhar) provinces on how to use the Facilitator Seminar annual plan and teaching and observation guidelines (with technical and financial support from the LEAF2/JICA project) and a system for assessing facilitator capacity will be Developed with support from Enhancement of Literacy in Afghanistan.

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Perspectives from the MoE Deputy Ministry for Literacy

According to UNESCO⁸, Afghanistan's literacy rate is one of the lowest in the world – estimated at 31% of adults under the age of 15. Given such low rates of literacy in the country, supporting the Literacy Department should be a top priority of the Afghan government and DPs.

As noted in the MVCA, The Literacy Department is one of the most problematic areas, in regards to vulnerabilities to corruption and overall efficacy, within MoE. However, this is not simply due to the failings of the Literacy Department itself. The situation is inevitably more complex. In the following, the perspectives of members of the Literacy Department on these issues are discussed:

MoE Deputy Ministry for Literacy, which is responsible for running literacy courses and adult education in the country, has not been functioning well within MoE. In the past two quarters, there were some initial discussions about reviewing the structure of this Department. Several options were proposed. First, there was a discussion to make the Literacy Department a independent, such as has been done with TVET. The second scenario involved keeping Literacy as a Deputy Ministry within MoE. The third option was to combine the Literacy Department with TVET, although this idea was dismissed for pragmatic reasons as government TVET schools are mainly located in the center of provinces while the literacy courses are offered mainly at the district and village levels.

Representatives from the Literacy Department acknowledged that they faced structural problems under MoE. According to the Literacy Department, they have managers in all PEDs, but thee managers have been reporting to PED Directors who then forwarded reports to MoE's

⁸ UNESCO

<http://www.unesco.org/new/en/kabul/education/youth-and-adult-education/enhancement-of-literacy-in-afghanistan-iii/>

General Education Department, not to the Literacy Department. Understandably, this creates challenges for reporting, accountability and management. This is indicative of problems in terms of communication and relationships between the Literacy Department and other parts of MoE.

Representatives from the Literacy Department also told MEC that, they do not have a development budget. The Literacy Department receives only 1.5 percent of MoE's total budget. They claimed that although they defend the overall MoE budget to the Ministry of Finance, once the budget is approved and given to MoE, the Literacy Department does not get their expected share – i.e. MoE does not give the Literacy Department its proper budget allocation. In addition, the Literacy Department told MEC that they receive their budget very late, which undermines their performance. For instance in Bamyan, the winter teaching session for literacy courses begins in October, but the Literacy Department claims they only receive their budget for that semester of teaching in the following April which makes it difficult for them to operate, particularly in winter, as they cannot even afford to pay for firewood to heat classrooms.

According to The President's order, Deputy Ministers should make provincial visits. However, the Literacy Department does not have a budget and resources to fund such visits. Despite this challenge, a few provincial visits by the Deputy Minister for Literacy have been conducted.

Representatives from the Literacy Department also reported that there was a lack of cooperation with relevant entities. MEC was told that even some DPs are not coordinating their projects with the Literacy Department. Reportedly, some DPs have signed MoUs with other MoE departments and with PEDs in regards to literacy programs, but the Literacy Department was not consulted, or otherwise involved, although the funding for such programs are considered as part of the Literacy Department's budget.

As noted previously, funding is one of the Literacy Department's biggest challenges. Currently, the MoE Literacy Department has 2700 permanent teachers who are paid for the full 12 months of a year, but are responsible for teaching only nine months (as for all MoE teachers). One cost saving suggestion from the Literacy Department is to change these 2700 permanent teaching positions to contracted positions, so that teachers are only paid for the months they actually teach. This has obvious cost saving implications, although there are other issues at stake.

The Literacy Department also told MEC that they are not being advised and consulted in planning and policy making processes. According to them, MoE's Planning and Policy Department do not consider Literacy priorities. Representatives from the Literacy Department have suggested that if the abovementioned challenges cannot be addressed, then the Literacy Department should be re-formed as an independent entity.

- **R14:** In order to have flexible Adult Literacy Programs for women, three specific actions have been taken so far. First, an agreement has now been signed with the Ministry of Women's Affairs (MOWA) to establish special literacy courses for women. During second quarter of monitoring, a coordination committee with MoWA is already established. The implementation procedure and operational plan is prepared and shared with provinces and four coordination meeting held about discussion on for the improvements of the program. Second, MOE Deputy Ministry for Literacy signed another MOU with the Ministry of Labor, Social Affairs, Martyrs and Disabled (MOLSAMD) to establish the literacy courses for women in its "Economic Empowerment of Women" program. A proposal is prepared and sent to the planning

directorate of MoE to be sent to MoLSAMD for getting budget and followed up by letter No 135 dated 1397/3/9. Third, an agreement is signed with the MoF to include the women literacy education in citizen charter program. In this regard, a proposal is prepared and sent to the planning directorate of MoE to be sent to MoF for getting budget and followed up by letter No 206 dated 1397/2/29. The implementation of these MOUs requires further follow-up; MEC will continue monitoring these activities in successive Quarters at MOE, MOWA, and MOLSAMD.

- **R18:** MOE was asked to establish a system with integrity and transparency to conduct placement tests for returnees who claim to have studied in Madrassas in other countries. MEC has reviewed the guideline/procedure and verifies it is fully developed to facilitate placement tests for returnees who have studied in other countries. This document is ready for MoE Minister's approval. MoE reported that, after approval of the guideline by the Minister, the system will be implemented and placement test will be conducted accordingly.

iii. Recommendations which are at least 25% achieved

In the second quarter of monitoring eight (there were five in the first quarter) recommendations out 113 have been achieved up to 25%. The detailed status of each recommendation is explained below:

- **R12a:** To improve alignment of Teacher Training College (TTC) graduates with local market conditions, the MoE signed an MoU with MoHE to prepare a strategic plan to enhance qualifications of teachers. MoE, together with MoHE, made progress in establishing a functional Coordination Group for fulfilling the MoU. During this second quarter of monitoring, the Coordination Working Group developed an action plan and also a list of teachers (candidates) submitted to universities. The next step will be the evaluation and enrollment of candidates in the universities. The pre-service aspect of TTCs has been planned to be shifted from MoE to MoHE, but still this shift has not been finalized. A final decision is pending on H.E. The President. MEC will continue to monitor the situation.
- **R16:** MEC recommended to MoE to implement teacher professional development initiatives, as outlined in NESP III. Generally, there are two types of capacity building trainings for teachers, teaching methodology seminars and subject-based seminars; the former is for all teachers, but the latter is more specialized training for subject teachers (e.g. mathematics.)

Both long term and short term training programs are being implemented to develop teachers' professional capacity, with 7,297 teachers trained in in-service programs (25% females). Additionally, 18,250 teachers participated in short term trainings (38% females).

An MoU has also been signed with MoHE to support in-service teachers accessing education universities to enable them to complete higher education.

Nangarhar PED and the Kabul City Education Department have told MEC that they provide capacity building programs annually. Given the likelihood of substantial changes in the way that teacher education (both pre-service and in-service) is provided in Afghanistan - e.g. with the looming shift of pre-service teacher education from Teacher Training Colleges (TTCs, under MoE) to universities (under MoHE) – MEC will be monitoring this dynamic situation and providing updated recommendations and support for implementation accordingly.

In the second quarter of monitoring, MoE reported that, two year pre-service and in-service programs have been going on in all TTCs for professional development of in-service teachers and TTC pre-service students. Due to lack of funding, the short term in-service capacity building programs for school teachers and administrators (INSET) have not been implemented this year, but TED hopes to find a proper solution to this problem. With financial and technical support from SCA, TED has invited 110 lecturers from TTCs and trained them in a nine-month preparatory program, after passing the IELTS test, 40 lecturers out of the 110 will get the chance to enter a Teacher Educator Masters Program (TEMP) which will be started in August, 2018 (managed by SCA).

In addition, Promote/USAID provided financial support for training 122 lecturers who once trained will cascade training to 2400 newly recruited female and contracted teachers in the provinces.

It is also worth mentioning that UNICEF has provided a 3-day formative assessment workshop for 25 academics and professional members. UNICEF also provided another 3-day workshop for 63 in-service teachers and TED staff.

MEC explored other teacher training initiatives at the provincial level during this second quarter monitoring period. In Herat there is a program titled “Afghan Children Read”. In this program, 4932 professionals including teachers, head teachers, and members of the PED’s M&E department will get training in literacy teaching for children.

- **R17:** To digitize the issuing of 12th grade Diplomas, a new procedure for processing certificates has been devised. During the first quarter of monitoring, software for digitizing certificate data and certificate issuance had been developed and was piloted in Kabul City by the Kabul Provincial Education Department. MoE reported that, after gathering lessons learned from this pilot, MoE will expand it to other Provinces in 2018. In the second quarter of monitoring, MoE reported that, the issuing of certificates for grade 12 graduates by the Kabul City Education Department is 100% digitized. For other provinces, facilities have been provided, but not operationalized. In Herat, Laghman, Nangarhar, Panjsher and Parwan, MEC verified that the system in place was still the traditional manual method for issuing certificates. In these provinces, some individual initiatives have been taken, but not systemic reforms. For instance, Herat PED certificate manager has developed a database for 3 years results. The Manager, has asked a computer science student to do his thesis on this subject and as a part of this, the student has developed a database for the department which is now being used. The department has registered all results and certificates in the database. *MEC will continue to monitor progress of expansion of digitizing 12 grade diplomas across the country in upcoming quarters.*
- **R25:** Regarding systematic management of complaints related to recruitment, a formal Complaints Handling System has been introduced by the IARCSC. This will be implemented across all civil services in Afghanistan, including MoE. During the second quarter of monitoring, MoE reported that, an official letter has been sent to IARCSC requesting that the General Complaints Handling Mechanism be shared with MoE. The General Complaints Handling Mechanism will address different types of complaints in the education sector, beyond the complaints of teacher recruitment within IARCSC.

At the provincial level, different PEDs and also different departments within the same PEDs have mentioned various types of complaint handling mechanisms. For instance, in Herat, one department told MEC that they receive complaints through petitions and by phone. Another department at the same PED mentioned a different mechanism in which a specific person was designated as a focal point for handling complaints. Several PEDs also mentioned complaint boxes. In the Engel district of Herat, the DED told MEC that they do not have a proper complaints handling mechanism. They have a notification on their face-book page which says if there is any complaint; the complainant should contact them by phone. Overall, MEC's provincial data collection indicated that most teachers, students, and parents did not know about the existence of such complaints handling mechanisms. Some education authorities in the provinces reportedly consider their Internal Audit Department (IAD) as an appropriate complaint handling mechanism, but this goes counter to the stated scope of the ToR of IAD, where tasks are (largely) focused on financial transparency and accounting illegalities. There is a need for MoE to clearly define and share information about its complaint handling mechanisms at the provincial level. Currently, there is a common belief that complaint handling mechanisms at the provincial level, such as they are, are just tokenistic and do not properly function.

- **R40d:** In order to make MoE's Education Management Information System (EMIS) data more reliable, MEC recommended that 100% of Data Collectors (Enumerators) be trained in each area of data collection, documentation, and reporting techniques. There was some progress in the first quarterly monitoring period; Data Collectors in Kabul are now reported to be fully trained. Data Collectors in Provinces and Districts would then be trained in June 2018. In the second quarterly monitoring period, MoE provided MEC and update on this process, reporting that the first round of training for PED staff has been provided in all aspects of data collection and that these trained PED staff, have cascaded the training to DED staff. The trained staff have reportedly now collected school forms. MoE has revised the data collection tools for 1398 and will train all data collectors again. This efficacy and impact of such training will need to be followed up and further verified by MEC in upcoming quarters.

In the first quarter of monitoring, MEC interviewed EMIS Managers in three provinces; they reported that school principals are in charge of reporting school data to DEDs and PEDs. They explained that the principals then send the data forms on to EMIS managers, which, as they claimed, *"...often contain many mistakes due to lack of training."* During interviews with MEC, EMIS Managers proposed that MoE implement a 'punishment' system for reporting incorrect data, punishments including, for example, cutting a portion of a respondents' salary. *It should be noted that although MEC recorded these unsolicited comments from EMIS Managers, we do not endorse punitive measures such as this.*

In the second quarter of monitoring, MEC interviewed informants in Herat, Panjsher and Parwan and found out that data forms submitted by schools are still contain many mistakes due to a lack of training. The Planning Departments in Herat and Panjsher PEDs told MEC that roughly, 20% of forms are being filled out incorrectly. The principles of schools (who are in charge of filling out the forms and returning them to DED and PED) who MEC interviewed, were not aware that any such EMIS training was available. *MEC will continue to monitor this complex implementation process in upcoming quarters.*

- **R41a:** To increase the number of auditors inside MoE by 10% within two years, MoE reported in the first quarterly monitoring period, that they had revised the Internal Audit Department structure and made a request to the Office of the President for 12 new auditors. The issue is under discussion between MoE, the Office of the President and the Independent Administrative Reform and Civil Service Commission (IARCSC). In the second quarter of monitoring, MoE's Audit Department's updated MEC that under the direction of MoE's Acting Minister, the General Directorate for Human Resources Development (GDHRD) has issued an official letter No. 830, dated 13/4/1397, which states that 10 new positions will be added to the Internal Audit organizational structure (*Tashkil*) and out of these, two positions have already been formally announced and the remaining eight positions will be recruited for under the organizational structure of 1397, but are not yet finally approved.
- **R42a:** Regarding the establishment of an Audit Review Committee (ARC), a ToR has now been developed. MoE is planning to formally activate the ARC soon. As of the second quarter of monitoring, this proposed committee has yet to be established. When the ARC is established, MEC will participate in committee meetings as an observer.
- **R46a:** MEC recommended to MoE to develop and publish its Anti-Corruption Strategy. Subsequently, MoE developed an *Anti-Corruption Action Plan* based partly on findings of MEC's Ministry-Wide Vulnerability to Corruption Assessment. MoE has also established an Anti-Corruption Committee to ensure that the *Anti-Corruption Action Plan* is implemented. In the second quarter of monitoring, MoE reported that, the *Anti-Corruption Action Plan* has been shared with all MoE departments. However, when MEC visited Herat, Panjsher and Parwan during the second quarter of monitoring, none of them were aware of MoE's anti-corruption strategy or *Anti-Corruption Action Plan*. MEC will continue to monitor the implementation of this anti-corruption strategy and plan and will provide detailed updates in upcoming quarters.

iv. Recommendations in which study and/or work has started

In this second quarter of monitoring, work and/or study has begun on 44 (38 in first quarter) recommendations. The detailed status of each recommendation is explained below:

- **R3a:** To build schools using locally available materials, MoE had reported in the first quarter that they design projects according to each program request (by the 'owner' of the projects) and their designs are developed to utilize local materials such as stone masonry, I-Beams, burnt brick and mud brick. Recently, MoE transferred these projects to MoUD and MRRD, based on Presidential Decree. Now, MoUD and MRRD are responsible for constructing schools buildings in the cities and in the rural areas for MoE. However, certain donor funded projects (e.g. projects funded by India) are still held by MoE and the design and procurement related functions are being carried out by MoE's relevant departments.
- **R3c:** To contract local communities to provide unskilled local labor in construction of schools, MoE provided engineers to supervise construction work and hired unskilled laborers for school construction projects. MoE reported that they will follow up with MRRD and MoUD to apply the same concepts in the Citizen Charter National Priority Program projects as well. Reportedly, all projects under MoUD are using local labor from the communities, except for the construction of pre-fabricated buildings which is done by construction companies. Similarly, MoRRD is

implementing projects through contracting with Community Development Council (CDCs) which they have their own policies and guidelines for implementation of such projects. In addition to that, MoE reported that both MoUD and MRRD use local labor for construction.

- **R3d:** To enforce anti-corruption procurement policies and procedures in school construction, MoE showed MEC that they have a detailed section on procurement reform in its recently finalized *Reform Plan*. MoE leadership has assigned a support team to the Procurement Department to speed up the process and ensure transparency in all projects. In the second monitoring period, MoE reported that, its Procurement Department has recently deployed new Capacity Building for Results (CBR) recruited staff as there has been a total change in the *Tashkil*. It is anticipated that the new Procurement Team will bring positive changes and reforms in all aspects of the procurement in the MoE. Despite the shifting of school construction responsibility from MoE to MRRD and MoUD, MEC will continue to follow implementation of this recommendation with MRRD and MoUD in upcoming quarters.
- **R3e:** To directly involve members of the local community (e.g. CSOs and *Shuras*) in active monitoring and oversight of school construction, MoE's Procurement Department is to include a specific clause in the contracts to allow local communities and CSOs to monitor contractors' work.

Following the shift of responsibility for school construction to MRRD and MoUD, MRRD has claimed that the Citizen Charter National Priority Program has engaged local communities in all aspects of school construction projects (according to MRRD data, there are 36,000 Community Development Councils across the country). MEC will continue to monitor implementation of this recommendation with MoRRD and MoUD in upcoming quarters. *MEC will seek evidence of standardization of local community monitoring activities to assure that the processes are reliable and consistent.*

- **R12b:** To coordinate strategic plans between MoE and MoHE to achieve recommendations in *The Competency Framework for Teachers in Afghanistan* (TCAP), MoE made progress in establishing functional coordination between the two Ministries. MoE stated they have signed a MoU with MoHE for alignment of strategic plans including revision of the education universities curriculum, based on MoE's needs, and collaboration on developing a National Assessment Test for teachers. *MEC will continue monitoring implementation of the MoU in upcoming quarters.*
- **R12f:** To implement IT solutions for tackling teacher and school staff absenteeism, some basic, preliminary discussions have already happened. An initiative which offers a feasible IT solution for teacher and staff absenteeism will be piloted in one province and then based on lessons learned; a decision will be made concerning its implementation throughout the country. IN the second quarter of monitoring, MoE reported that due to a lack of a development budget, no progress has been made in this regard. MoE is also seeking a mobile phone application solution for tackling school staff absenteeism. In this regard, a one-day training was conducted on May 9th, 2018 in Kabul for 21 DLC staff from five provinces (Farah, Kabul, Logar, Panjshir and Parwan). One of the topics covered in this training was mobile monitoring. In addition to that, MoE plans to upgrade its HRMIS system in order to more easily record staff absenteeism. As mentioned above, currently IARCSC is developing a "holistic" HRMIS system for the entire government which will ultimately be used by all Ministries including MoE.

MoE's Literacy Department reported that, a contract has been signed with FASTRACK, a third party company (with technical and financial support from UNESCO) to monitor the literacy courses using GPS. FASTRACK company has revised the application based on feedback from UNESCO and will submit the final version soon.

- **R15:** According to the MEC's MoE MVCA, 53% of MoE's staff salaries were being paid through bank and electronic means and 47% through cash at the time of the original research. MEC recommended that MoE expand the payment of salaries through the use of electronic means. In the intervening months since the release of the MVCA, this proportion of salary payments has increased to 62%. MoE reports that they, along with MoF and MoICT are continuing to expand electronic salary payments. In the second quarter of monitoring, MoE reported that the process of registration for the M-paisa system for roughly 32,000 Employees has been completed in three provinces (Kandahar, Nangarhar and Parwan) and actual payments through this system will begin soon. The Mobile Money system is going to be extended to the following provinces (Badakhshan, Balkh, Herat, Kabul, Khost, Laghman, Paktia, and Takhar) and related contract documents are under process – in the first stage, around 120,000 employees will be registered and paid through this mobile system. Through this system, teachers should be able to get their salaries from the respective companies' offices, nearby their homes, without having to travel long distances to district or provincial centers. MEC verified this issue at the provincial level, particularly in Parwan. Some basic steps have already been taken, such as registering the employees. MEC has found, however, that this project will face with security challenges.

Herat is a successful model in electronic payment. MEC visited Herat during the second quarter of monitoring and found that 100% of teachers in the province are paid directly into their bank accounts. This is not only limited to teachers' salary payments, but all of the PED's financial transactions, including paying for 12th grade certificates, are paid through the bank. In Panjsher and Parwan, only the salaries of teachers in the center of these provinces are paid through their bank accounts. In Urozgan, in the center of the province, the teachers' salaries are paid into their bank accounts, but in districts teachers are paid in case. Urozgan's PED reported that the *mutamids* (trusted people who collect and deliver teachers' salaries in cash), take a commission of 300 to 500 Afs from the teachers' salaries for their services.

In the Kabul City Education Department, 100% of teacher salaries are paid through bank accounts. They pay salaries for 4,200 support staff, 25,000 teachers, and also M&E staff, which is, in total, roughly 30,073 staff within Kabul City. In Laghman, only in the center of the province are teachers and administrative staff being paid through bank accounts. In Nangarhar, a very small percentage of staff are paid through bank accounts. Nangarhar PED employees explained that bank fees are more than the fees charged by the traditional cashiers (*mutamid*).

- **R21a:** MEC recommended the establishment of a High Level Oversight Committee to oversee, monitor and press for reforms of the education sector. MoE established a Technical Committee on Reform, produced a *National Education Reform Paper*, and developed a related set of Guidelines on restructuring the Ministry. In the second quarter of monitoring, MoE reported that a High Level Oversight Committee has been established and the members of this committee conduct regular meetings. MEC asked MoE several times to invite MEC to participate, as an observer, at these Oversight Committee meetings, but so far, this has not

happened. MEC will continue to follow up and ensure that this Committee is established and conducts its regular meetings.

- **R21b:** MEC has further recommended that the High Level Oversight Committee include MoE leadership, DPs, CSOs, and other stakeholders. MoE reported that a number of consultations with DPs and CSOs have been done through the NESP Steering Committee and other MoE Working Groups. So far, MEC has not received the ToR for the High Level Oversight Committee to determine whether or not this recommendation has been fulfilled.
- **R21c:** The High Level Oversight Committee coordinates, monitors, and presses for reforms across the Ministry in Kabul. MoE established a Technical Committee on Reform, produced a *National Education Reform Paper*, and developed a related set of Guidelines on restructuring the Ministry. *So far, MEC has not received the ToR of this Technical Committee to know whether MEC requirements are fulfilled or not.*
- **R23a:** MEC recommended that MoE establish “reform networks” in each province to coordinate, monitor, and press for sector-wide reforms. In the second quarter of monitoring, MoE reported that, reform networks have been established in each of the PEDs. They meet on a monthly and weekly basis. MEC visited Herat, Panjsher and Parwan, PEDs in the second quarter of monitoring, however none of these PEDs were aware of the establishment of such reform networks. *Clearly, this will need further follow up from MEC in upcoming quarters.*
- **R23b:** Provincial Reform Networks should be composed of Provincial Education Directors, PED Management, DED Management and DPs. In the first quarter of monitoring, MoE proposed Provincial NESP III Steering Committee. In the second quarter of monitoring, various information shared with MEC claims that MoE has established the proposed Reform Networks. However, as mentioned previously, MEC visited Herat, Panjsher and Parwan PEDs and none of them were aware of the establishment of such reform networks. *MEC will seek evidence of MOE claims that these meetings are taking place, and minuted, to establish the level of achievement against this recommendation.*
- **R24a:** MEC recommended that MoE’s Parliamentary Affairs Office document any contact and interactions from MPs with the Ministry. The Parliamentary Affairs Office reported that they have been collecting and recording copies of applications to MoE by MPs. For instance, in the month of July (Saratan), they reportedly recorded 901 applications to MoE by MPs. These applications covered a number of areas including: building schools, moving teachers and other employees from one school to another, distributions of books, chairs, desks and other equipment to schools, enrollment of students to school, etc. The Parliamentary Affairs Office believes that the abovementioned applications are in accordance with the law. If so there is no problem. What MEC is seeking however is recordings of illegal interference with MoE from MPs (see R24b below).
- **R24b:** MEC recommended that MoE’s Office of Parliamentary Affairs keep a record of any attempts at illegal interference from MPs. As noted above in the discussion on R24a, the Parliamentary Affairs Office believes that the contents of applications to MoE by MPs are in accordance with the law. However, a few examples of illegal interference have been shared with MEC and we are concerned that there are many more unrecorded instances of illegal interference and that such interference continues to take place. *MEC will continue to follow tis up in upcoming quarters.*

- **R26:** MEC recommended that MoE ensure that a transparent system of accountability (punishments and rewards) is in place and functional for MoE staff. Although a system of punishments and rewards is technically in place in MoE, based on the Afghan Education Law and Civil Servants Law, MEC could not determine if these have been properly implemented in a consistent and widespread way across the country. MoE has promised to work on enforcement in an accountable manner, based on its reform agenda. During the second quarter of monitoring, MoE shared the following table which details the implementation of an MoE system of punishments and rewards across the country.

MoE's Performance (Punishment and Rewards) Report of 2017														
NO	Type of performance	Mar-Apr	Apr-May	May-Jun	Jun-Jul	Jul-Aug	Aug-Sep	Sep-Oct	Oct-Nov	Nov-Dec	Dec-Jan	Jan-Feb	Feb-Mar	Total
1	Received letters	227	46	38	44	82	38	59	64	247	79	282	110	1206
2	Sent letters	657	104	166	100	375	269	252	302	615	216	155	251	3211
3	Miscellaneous letters	27	8	66	11	60	38	16	7	104	51	12	65	400
4	Number of warnings	13	10	7	4	33	14	17	18	18	28	42	24	204
5	Number of advices	4	4	6	3	4	5	0	0	5	3	16	4	50
6	Appreciation letters	384	82	78	82	270	203	215	277	584	131	212	131	2518
7	Number of Acknowledgement letters	157	157	0	0	4	1	4	0	0	0	4	22	327
8	Cutting salaries	0	0	0	0	0	0	0	0	0	0	21	0	21
9	total	1469	411	361	244	828	568	563	668	1573	508	744	607	7937
10	Grand total	8544												

R28b: MoE's Procurement Department's revised *Tashkil* possess a separate unit under the name of "Contract Facilitation Department" which has the role of facilitating contracts through desk monitoring. MoE's other Departments, who are the "owners" of the projects, and have relevant technical expertise, are responsible for monitoring the progress of all awarded contracts. MoE is also following World Bank guidelines for World Bank funded projects; however with other donors, including on discretionary budget funded projects, MoE follows the government of Afghanistan's rules and procedures.

- **R31a:** MEC recommended that PEDs publicly share provincial budgets and actual expenditures for each province, each year. MEC observed, at the provincial level, that PEDs have four budget codes: Code number 21 is for salaries, number 22 is for housing/building rent and services, number 24 is for expenses related affairs, and code number 25 is for other related costs, however, there is no separate provincial budget. As a result, schools make requests to their District Education Departments (DEDs) and then the DEDs pass these along to PED according to these four codes.

In the second quarter of monitoring, MoE reported that the budgeting process for the whole government is highly centralized and so usually planned at the central level. Therefore, MoE in consultation with the Ministry of Finance, will work on a mechanism to clearly identify the budget for each province based on their needs and plans and get it publicly shared for each province. For the year 1398, it is planned to share the PEDs plan and budget publicly.

In Herat, CSOs have been advocating for provincial budgeting in education for years. At the time MEC was visiting Herat during this quarter, CSOs launched a “Citizen Participation for Transparency and Accountability in the Budgeting of Education and Health Sectors in Herat Province” project. One of the components of this project is advocating and working on provincial budgeting in health and education.

- **R32a:** As noted previously, a few of MEC’s recommendations involve Development Partners (DPs). MEC recommended that DPs align donor programs around the meritocratic appointment of teachers. In the first quarter of monitoring, the issue had been discussed with DPs through a coordination group meeting (although it should be noted that this meeting mainly involved participation of USAID, with Canada joining towards the end of the meeting; no other DP’s attended). USAID is doing this through the policy level and capacity building level as they have already included these measures in the EQRA program (which replaces the EQUIP program and, likewise, will be overseen by the World Bank). MoE, on this specific recommendation, reported that the recently finalized CBE policy addresses this issue of meritocratic appointment of teachers. In the second monitoring period, MoE stated that, the issue was again discussed with DPs and IPs in coordination working group meetings. The DPs and MoE drafted a costing framework for CBE to finalize the framework. The CBE working group assigned a task force to develop a costing framework for the CBE policy implementation in which the teacher recruitment and level of salary are main items under discussion in the working group.
- **R32b:** MEC also recommended to DPs to coordinate donor programs of meritocratic appointment of teachers. USAID has already focused on coordinating its programs through working groups and other mechanisms. Likewise, World Bank has coordinated its programs through the EQRA program. During the second quarter of monitoring, MOE reported that, DPs have agreed that based on a developed cost package, the teacher qualifications and salary level for all projects will be coordinated.
- **R33:** MEC recommended DPs to expand the Capacity Building Activity initiative. As noted by MoE, the need for capacity development is highlighted in NESP III. DPs were requested, through NESP III Steering Committee meetings, to support capacity development. Donors have expanded development plans. According to an update from MoE during the second quarter of monitoring, an MoU has been signed between SIDA and UNESCO for capacity development of MoE in planning and monitoring, literacy, curriculum and teacher training at national and sub-

national levels. The CBA capacity development activity has expanded and now includes training for staff in the areas of planning, procurement, EMIS, HR and finance, as well as system development. The list of training participants (attending training in Japan and India) has been shared with MEC in this quarter.

- **R34:** To apply lessons learned from CBE to MoE schools, MoE is attempting to apply lessons learnt from CBE to government schools (e.g. more focus on engaging communities in education of children and school support, and recruitment and training of more female teachers) in NESP III. MoE reported during the second quarter of monitoring that, “based on national annual operational plan (1397) 3000 contract female teachers are planned that will be recruited in rural areas, the announcement of these position are done at local community level in 1396 as well as in 1397, but due to some budget problem and the recruitment process has been stopped”.
- **R35a:** To standardize Technical Assistants’ (TAs) ToRs to explicitly focus on MoE staff skills development as a task, MoE has drafted a basic template for a ToR and the standardization of the ToRs was planned to be started jointly with related departments, by May, 2018. USAID said this is already happening. During the second monitoring period, MoE reported that, since the EQRA project has not been finalized and TA staff did not have contracts, this activity was delayed. As of August 2018, an EQRA preparatory grade is available and the standardization of TORs has begun with related departments.
- **R35b:** Conduct a formal assessment to determine if MoE staff acquired technical skills with support from their TAs. MoE reported that their General Directorate of Human Resources (GDHR) will develop the assessment tools based on the finalized ToRs and the assessment should be conducted in June 2018, by relevant Departments. MEC did not see any progress during the second quarter of monitoring in compared to the previous period. MoE still reports that discussions have been conducted with relevant departments. MoE’s GDHR is working to develop the template tools which later on will be customized based on each department’s needs.
- **R36:** DPs should provide support to MoE to outsource services where appropriate. According to USAID, the outcome of this recommendation is incorporated in new development programs, e.g., EQRA. In the second quarter of monitoring, MoE reported that, monitoring of construction projects under EQRA is being outsourced and textbook printing and distribution has already been outsourced by USAID, and soon the development of new textbooks will be outsourced to external authors. A number of other activities will be outsourced under EQRA once it is started. Likewise, MoE has provided a transition plan for printed textbooks funded by EQRA and the MoE budget. The process of ICB for the printing of 37 million textbooks is pending due to the evaluation process being incomplete and NCB is ongoing based on a confirmation letter received from USAID.
- **R37a:** To support the national anti-corruption organizational reform structure, DPs especially USAID and World Bank have been supportive of the MoE’s Reform Plan, which covers both organizational structural reform and anti-corruption measures. A process has started where DPs’ comments are being incorporated into the reform plan. Now, the MoE reform plan has been prepared and its implementation has been recently started at central level. The anti-corruption committee has been established and leading by Deputy Minister of Admin and Finance, the committee has regular meetings and its first and second quarter progress reports

prepared and shared with MEC and now MoE is in the stages to prepare its third quarter report as well. DPs had promised to use this to further support MoE's reforms of the education sector.

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- **R38:** Improve institutional memory among DPs and within MoE. DPs are requested to consider long-term posting of their staff and proper handover and documentation of education sector knowledge and projects in Afghanistan. MoE is also working to improve its documentation processes. DPs, specifically Canada, are working with UNICEF to create an electronic database/platform for improving institutional memory and handover. The Project has been started by UNICEF, but given the size of the task at hand, it will take more time for UNICEF and other DPs to complete it.
- **R39a:** To standardize local CSOs and *Shura* active monitoring and oversight of school construction, MoE's Procurement Department is to include a specific clause in the contracts to allow local communities and CSOs to monitor the work of contractors. As described above, following the shift of responsibility for school construction to MoRRD and MoUD, MEC will monitor implementation of this recommendation with MoRRD and MoUD. MORRD believes that Citizen Charter National Priority Program engaged local community in all aspects of school construction projects. According to MoRRD data, there are 36000 Community Development Council across the country. MEC will monitor implementation of this recommendation with MORRD and MOUD in upcoming Quarters as currently this transfer is in the process. *MEC will seek evidence of standardization of local community monitoring activities to assure that the processes are reliable and consistent.*
- **R40a:** As there are concerns about the reliability and timeliness of MoE school data, MEC recommended MoE send EMIS enumerators to 20% of schools, twice per year (at the beginning and end of the school year) to verify EMIS data. According to MoE, a plan for verification of 5% of schools has been prepared and will be implemented by the Statistics Unit, after data collection for 2018 is completed. In the second quarter of monitoring, MoE reported that, a MoU has yet to be signed to establish collaboration with the CSO (Central Statistics Office). However, a technical concept note for data verification has been developed by CSO, with full support from MoE. CSO is looking for possibilities of funding from DPs to start the process. The Schools Survey Concept Note for Data Verification has been shared with MEC.

MEC had discussed this issue during the first quarter of monitoring with Kabul City, Laghman and Nangarhar PEDs, and Herat, Parwan and Panjsher PEDs during the second quarter of monitoring. The normal procedure is that, PEDs distribute an eight-page form to all schools in their respective provinces through their M&E staff and DEDs. PEDs ask for the form to be returned within 20 - 25 days. MEC was told that returned forms have been rejected many times, due to being improperly filled out. DED managers in the mentioned provinces confess that the forms are filled out with many mistakes. This highlights the significant need for additional EMIS training, particularly at DED and school level.

- MEC asked School Principals and PED staff about the seemingly large discrepancy between date reported by schools and date recorded in EMIS. An interview respondent told MEC that, school data is dynamic, and that the numbers of students are changing weekly. This point needs to be considered when data is collected at school level with EMIS. It was also suggested to MEC that the reason that Afghanistan's student population was, at one time, reported as being up to an

unrealistic 12 million, was because of the World Food Program (WFP); after 2001, for some years, WFP was providing food (including biscuits, rice and cooking oil) for school students and therefore many families were sending their children to schools to get food, not for education. Once that program stopped, the enrollment numbers decreased dramatically. *MEC will further explore this explanation in additional provinces in future quarters.*

- **R40b:** MEC recommended that MoE consolidate/collate MoE's EMIS, Human Resources Management Information System, and Payroll databases within one year. The work has reportedly begun. In the second monitoring period, MoE reported that, the software is now fully developed, but the data cleaning process is not yet completed. As a pilot, the Finance Department data has been entered into the newly developed system (HP-MIS) and this will be tested in the upcoming months. Based on the pilot, a report will be shared with MoE management and then decisions will be made regarding the implementation of this system more widely to collate MoE's MISs. As of the end of August 2018, MEC had visited PEDs in Herat, Kabul, Laghman, Nangarhar, Panjsher and Parwan, but no such systems were in place in these provinces.
- **R40f:** Regarding an external review of MoE data and MoE control systems, technical assistance is being provided by the USAID CBA project. CBA established a training center for GDHR which has conducted various trainings for capacity development of employees. Procurement, Payroll, HR, Internal control, Finance and EMIS data and control systems are being reviewed through technical support from the CBA project. MoE reported that actions have been taken to improve the control systems and develop the capacity of staff, however, MoE, as yet, has not shared evidence with MEC for verification of this.
- **R41b:** Strengthen internal reporting lines of MoE's Departments with MoE's IAD. In this regard, MoE reported that the Internal Audit Charter, Audit Committee ToR and Internal Audit Guideline development process is ongoing and reportedly will soon be completed by CBA and presented to MoE's Acting Minister for approval. MoE believes that these documents, when approved, will help improve the internal reporting for MoE's Departments. In the first quarterly monitoring period, MoE had reported that, IAD plans to share the draft ML with respective departments for their comments, and then the report will be shared with the Internal Audit Committee and from the Audit Committee to MoE authorities for consideration and approval. The final report will be shared with MoE's respective Departments.
- **R41c:** Strengthen the relationship between MoE's Internal Audit Department and MoF. MoE reported that with the approval of abovementioned documents, the relationship between MoE's Internal Audit Department and MoF will be strengthened. *MEC will follow this up in future quarters.*
- **R41d:** To ensure transparency, MEC asked MoE to publish 100% of MoE's Internal Audit Department's (IAD) routine reports from June 1, 2018 (This does *not* include publishing IAD's Incident Reports or case files referred by IAD to AGO). MoE reported that, based on the approved operational plan, during the first quarter of fiscal year 1397, (January 2018 until the end of March 2018), nine audits at central and 13 audits at provincial level were conducted; as a result five cases at central level and two cases at provincial level were received by IAD – the rest are in progress. The report was not published as they promised by June, 2018.

In the second quarter of monitoring, MoE reported that, during the second quarter of the fiscal year 1397 (21 March 2018 until the end of June 2018), 16 audits at central and eight audits at provincial level were conducted; and four of the audits at central level were passed on to the AGO, while provincial audit departments have not yet sent their reports. In addition to this, 18 audit processes were carried out at central and were done at provincial level for extraordinary cases (special cases) and the reports were prepared by provincial audits departments and received by MoE at central level. The details of such audits and reports have been shared with MEC, but the evidence to show the publicizing of audit reports has still not been shared with MEC.

- **R41e:** MEC recommended DPs to provide technical assistance to IAD, within one year, based on IAD-DP's assessment of gaps. According to a MoE update in the first quarter, the assessment of gaps has already been done by MoE. As a result, the types of technical assistance needed by IAD have been provided by the Capacity Building Assistance (CBA) program. During the second quarter of the fiscal year 1397, the technical committee was able to design draft guidelines (12 chapters) for an Audit Charter, an Audit Committee ToR, defined ethics and a code of conduct with the support of CBA. Once these documents are finalized they will be sent for official approval by the Acting Minister.
- **R45:** To publicly share meta-data on the status of all teacher positions via a database, in detail, within 6 months, MoE has been working with IARCSC on a mechanism for such sharing of meta-data. IARCSC planned to develop a unified HRMIS for all ministries including MoE. MoE has said that once the HRMIS is developed the ICT and GDHR will jointly take corrective actions in this regard. In the meantime, MoE's Publication Directorate told MEC that, they will publish meta-data after receiving this from the relevant department.
- **R47:** MoE should report on the progress of the Anti-Corruption Strategy implementation, quarterly. Suitable reporting mechanisms have also been discussed. The Anti-Corruption Committee will prepare quarterly reports.

MoE has developed its Anti-Corruption Action Plan according to the National Anti-Corruption Strategy and findings of the MEC MoE MVCA. MoE has also considered the Education Sector Analysis and NESP III in this plan. MoE's Anti-Corruption Action Plan is in line with the objectives of the National Anti-Corruption Strategy, which includes the following:

- Increasing awareness of students and parents in the fight against corruption;
- Adhering to the principle of transparency and meritocracy in the recruitment of teachers and civil servants of the Ministry;
- Implementing the principle of accountability by ensuring suspects face justice;
- Effectively using financial resources and ensuring accountability in financial and logistics sectors.

During the two last quarters, MoE has submitted two progress reports on implementation of this plan to the secretariat of High Council of Anti-Corruption and Rule of Law. The Anti-corruption action plan is prepared, a committee is established that is leading by Admin Finance DM, and its implementation reports for first and second quarters also submitted to MEC. MoE reported that they have been able to fully implement the following activities during the last two quarters:

- Developing a general guide for the reform of the organizational structure of the Ministry of Education.
 - Ordering of the Action Plan for the implementation of the proposed amendments registering job candidates' requests in an electronic system and publishing a list of shortlisted candidates accordingly.
 - Reviewing and enhancing the process of sharing financial information between the Ministry at central level and the PEDs.
 - Introducing a new monitoring mechanism for classrooms, schools and related education departments.
 - Using reports and research to make decisions and develop policies.
 - Reviewing and redefining the basic duties of MoE and its supporting functions according to legal criteria.
- **R48:** MoE should publish all documents and reports according to the Access to Information Law and provide a mechanism to make data accessible to the public upon request. MoE, in the first quarter of monitoring, reported that they are developing a method of publishing and making data otherwise accessible, based on request. In the second quarter, MoE did not provide an update or other information about the status of the process of developing a method for making data accessible, as promised in the first quarter. MoE's Publication Directorate reported to MEC that they provide information on daily basis to media and journalists. The Department also said that information is being shared daily through the following links:
 - link: <http://moe.gov.af>
 - <https://www.facebook.com/ministry-of-education-afghanistan-179138145552114>
 - http://twitter.com/education_af

MEC's expectations for progress against the recommendation goes beyond MoE's sharing of updates with journalists. MEC expects MoE to organize all of their relevant documentation according to the Access to Information Law and make these available for the public. *MEC will follow up on this in future quarters.*

- **R49:** MEC recommended to MoE (the Department of Public Relations) that they should share positive stories and innovations in education related to anti-corruption. MoE, in the first quarter of monitoring, reported that this is done "on a daily basis." During the second quarter of monitoring, MoE's Publication Directorate reported that they do share such positive information daily. This department provided the following links as evidence (and MEC has verified that a number of success stories are available through these links):
 - <http://moe.gov.af/>
 - <https://www.facebook.com/Ministry-of-Education-Afghanistan-179138145552114/>
 - https://twitter.com/Education_Af
- **R50a:** To disseminate its Anti-Corruption Strategy to all 34 PEDs. MoE had reported in the first monitoring period that they had already planned to disseminate the Anti-Corruption Strategy to the provincial level. As of the second quarter of monitoring, this plan has yet to be implemented, as evidenced through MEC's provincial visits to Herat, Panjsher and Parwan where none of the PEDs were aware of an MoE Anti-Corruption Strategy.

- **R50b:** MoE should disseminate its Anti-Corruption Strategy to all 367 DEDs. MoE had reported, in the first monitoring period, that they have already planned to disseminate the Anti-Corruption Strategy to the district level (DEDs). As of the second quarter of monitoring, this plan has yet to be implemented - as noted above, the Anti-Corruption Strategy has yet to reach provincial level, let alone district level.
- **R51:** To establish a formal liaison to AGO. MoE reported to MEC that according to procedures, in compliance with Article 134 of the Constitution, IAD is referring all those cases that have criminal elements to AGO and a relationship of correspondence is maintained through sending and receiving official letters. In the second quarter of monitoring, MoE reported that, in the first quarter of fiscal year 1397, 29 files were submitted to AGO according to Article # 134 of the Constitution. These cases include misuse of authority. In addition, in order to ensure timely actions regarding the referred cases, two focal points have been introduced between AGO's Supreme Audit Office (SAO), and MOE's IAD. *MEC did not have a chance to interview the two focal points in this quarter, but will do so in the third quarter of monitoring.*
- **R53:** Lack of adequate numbers of textbooks in schools is a big concern which has contributed to undermining the quality of education in the country. MEC recommended that MoE study options for a 'market-based solution' for textbooks within six months of the publication of the MoE MVCA. In this regard, MoE has drafted a procedural manual. Currently, this is under processing by MoE's Academic Council. MoE reported that this will be implemented soon after finalization and official approval. In addition, the procurement of new printing projects is also ongoing.
- **R55:** MEC recommended that MoE conduct Anti-Corruption Forums for the 34 MoE Education Directorates, the media, and other education sector stakeholders, emphasizing MoE's fight against corruption. In the first monitoring period, MoE had provided MEC with an update that action plans for MoE's National and Provincial Departments and Directorates include conducting Anti-Corruption Forums in the PEDs. During second quarter of monitoring, MEC found out that, no Anti-Corruption forums in PEDs have been conducted so far.
- **R60:** MEC recommended that teacher appraisals should be conducted on an annual basis. According to MoE's update during first quarter of monitoring, annual appraisals have been done for 29,499 teachers and PEDs have been instructed to expand appraisals to all teachers by the end of this year. IARCSC is also addressing this recommendation. In the second quarter, MEC did not see any progress in relation to first quarter of monitoring. *MEC will monitor the implementation of this activity over the upcoming quarters to determine the extent of achievement against this recommendation.*

v. Recommendations on which no actions have been taken

In this second quarter of monitoring, no action has been taken on six (11 in the first quarter) out of 113 recommendations. These recommendations are listed below:

- **R1e:** The IARCSC complaints mechanism regarding education sector should also engage representatives from local communities (e.g. CSOs, *Shuras*) to monitor and oversee the process of teacher recruitment. No detectable action has been taken in this regard. IARCSC believes that CSOs create problems in this area instead of solving problems. Despite their views on this, IARCSC is planning to engage representatives of CSOs in the complaints handling process. MEC

believes that involving CSO representatives in the process of complaints handling, will work towards ensuring transparency and strengthening the legitimacy of the government with Afghan citizens.

PEDs, when MEC interviewed them during the MVCA, complained about MPs illegal interference. Reported interference from MPs varied and included: changing teachers from one school to another, asking PEDs to change specific teachers' shifts (e.g. from the morning to afternoon shifts), and interference in student affairs. PEDs welcomed the leadership's decision on shifting the teacher recruitment process from MOE to IARCSC to help free the process from MP interference.

- **R24c:** MEC also recommended that MoE's Office of Parliamentary Affairs collate the records of any attempts at illegal interference from MPs and report these to MEC monthly. MoE did not provide any consolidated update about illegal interference of MPs to MEC in this second quarterly monitoring period.
- **R52:** MEC recommended that MoE conduct a review of all the existing sanctions, disciplinary measures, prosecution options, and other dissuasive mechanisms that are in place in MoE, within 6 months of release of the MoE MVCA. In the first quarter of monitoring, MoE reported that they would soon start such a review. *During this second quarter, MoE referred this task to IARCSC. MEC will follow up this issue with IARCSC in the third quarter of monitoring.*
- **R56:** To empower School Management *Shuras* to receive, and act on, complaints and grievances from parents and students, DSMS has planned to include this issue in SMS capacity building training materials. So far, no actions have been taken in this regard due, as reported by MoE, to a lack of budget.

MoE has also stated that they, together with MoRRD, have been working through the National Citizen Charter Program (NCCP) to improve complaint procedures for addressing grievances on education service delivery at the community level. *MEC will consult with MoRRD and the NCCP for more details and evidence of this in upcoming monitoring quarters.*

- **R57:** To empower School Management *Shuras* to conduct monitoring and oversight of Adult Literacy Courses; MoE has reported that the Directorate of School Management *Shuras* will include this task in the revised SMS's ToR. In the second quarter of monitoring, MoE reported that as this activity is related to the Literacy Department, including this role in SMS's ToR requires MoE leadership approval.
- **R58:** To explore the potential roles and remit of student unions as contributors to monitoring and oversight, MoE will conduct a consultation and review the roles of student unions. MoE reported in the second quarter that, this recommendation has legal implications. MoE is still trying to do internal and external consultation on this issue.

vi. Recommendations which are pending

25 (31 in the first quarter) recommendations out of 113 are pending for future implementation. Pending means that these recommendations depend on other steps and/or actions taking place prior to their implementation. These recommendations are described below.

- **R1b:** Pilot active monitoring and oversight of recruitment, in four diverse provinces, for a period of six months. As the recruitment process has been shifted to IARCSC, IARCSC claims that

wherever there has been an opportunity for civil society to monitor the recruitment process, they have facilitated this. For instance, civil society monitored the process of distribution of application forms and also the shortlisting process, in Kabul.

- **R1c:** The pilot should include recruitment criteria agreed between IARCSC and CSO umbrella organizations (e.g., gender balance, etc.)
- **R1d:** Lessons learned at all stages of the pilot should be documented and shared with education sector stakeholders.
- **R2b:** Ensure meetings between schools and communities take place according to the revised SMS Terms of Reference. MoE reported, during the second quarter of monitoring, that due to a lack of budget, there is no member of staff tasked specifically as a social mobilizer. MoE says that, in order to implement this recommendation, social mobilizers should be hired through Donor support.
- **R4b:** Lessons learned from the MoE's analysis of CBE programs to be shared publicly. MoE stated that lessons learned had been presented to DPs in a workshop and CBE Working Group meetings, and that a brief bulletin will be prepared and disseminated publicly. MEC notes that *"Presented to DPs "* does not mean *"shared publicly,"* as recommended.

In the second quarter of monitoring, the Publication Directorate of MoE reported different information. According to their report, they share information publically, including on CBE, through press releases, interviews, websites, their Facebook page and other media outlets. They claimed that through these outlets, lessons learned were published publicly. MEC could not verify this claim and did not find any evidence to show that such; lessons learned are publicly shared.

MoE also reported that, the new CBE Policy and its implementation guidelines have now been endorsed by the General Education Directorate. The English version has now been shared publicly through MoE's website. The Dari and Pashto versions are still in the process of being translated.

- **R20a:** MoE and IARCSC should jointly establish a verifiable metric of the success rate of appointing teachers on merit. According to MoE's update in the first quarterly monitoring period, a mechanism to measure the success rate in this area has been established, and after the completion of the recruitment process, the results will be published. In the second quarter of monitoring, MoE reported that, the recruitment process is not yet completed. IARCSC reported that they will soon submit their report on mass teacher recruitment to the government. This recommendation will be considered after completion of the recruitment process by IARCSC. *In upcoming monitoring quarters, MEC will seek examples from MoE of publication of this success rate.*
- **R20b:** This metric should be shared with education sector stakeholders on an ongoing basis to demonstrate improvements. As the recruitment process is not yet completed, this recommendation is pending. *MEC will provide update about the status of this recommendation as the first round of Teacher Mass Recruitment (Kankor) which will be completed IARSC in the next quarter.*
- **R27b:** MOE should inform all staff of the amended and revised Code of Conduct. MoE reported that they "will do it". In the second quarter, MoE told MEC that the current code of conduct will

be shared with MoE departments and offices (PEDs, DEDs) and schools. However, MoE is waiting for the revised Code of Conduct to be approved and shared by IARCSC first.

- **R27c:** The amended and revised Code of Conduct should be publicly posted in all MoE facilities, including schools. As of the second monitoring quarter, the Code of Conduct has not been amended and revised. MoE reported that, once IARCSC has shared the amended and revised Code of Conduct, MoE will post it on the MoE website and in ministry related facilities.
- **R28a:** Donor-funded contracts, including construction, should be regularly monitored by both DPs and MoE, following the standardized guidelines in the World Bank's Best Practices of Contract Procurement. MoE admit that they were responsible for monitoring of the past projects implemented by MoE. They also admitted that due to a lack of enough engineers, there were challenges in properly monitoring their projects. For the projects which will be contracted by MoRRD and MoUD, these Ministries will be responsible for project monitoring. The upcoming EQRA project will also rely on third party monitoring.

EQRA is a World Bank administered education project. The total cost of this project is USD 298 million. The Project Development Objective (PDO) is "To increase equitable access to primary and secondary education, particularly for girls, in selected lagging provinces, and to improve learning conditions in Afghanistan". EQRA has four main components as listed below:

- Increasing equitable access to basic education especially for girls in selected lagging provinces
 - Improving learning conditions
 - Strengthening education sector planning capacity and transparency
 - Technical assistance and capacity building⁹
- **R30a** In order to build the trust of local communities in the education system, PEDs and DEDs were recommended to organize monthly dialogues with their local communities. It was recommended that participants represent the diversity of their communities (e.g., male and female, varied range of ages, different ethnicities, etc.). MoE reported that, there is no budget for organizing community dialogues on PED and DED level. *MEC will follow up on this in upcoming monitoring quarters.*
 - **R30b:** Participants in monthly dialogues with local communities should be drawn from diverse members of the community (e.g., male and female, varied range of ages, cross section of groups, etc.). This is pending on the implementation of recommendation 30a. *MEC will follow up on this in upcoming monitoring quarters.*
 - **R31b:** PEDs should publicly share district spending plans and actual expenditures for each district each year. MoE reported that they are working with MoF to establish a mechanism based on which the approved budgets for the provinces are clearly broken down to district levels and shared publicly. Currently budgeting in MoF is centralized which does not allow for the disaggregation to district level. *MEC will follow up on this in upcoming monitoring quarters.*
 - **R31c:** PEDs should publicly share individual school spending plans and actual expenditures for each school, at each school site, each year. MoE reported that they have planned to start a School Grants Program in 17 Provinces under the upcoming EQRA program. This will help MoE

⁹ World Bank's Website: <http://documents.worldbank.org/curated/en/524491531734125263/Project-Information-Documents-Integrated-Safeguards-Data-Sheet-EQRA-P159378>

to rollout similar mechanism for other types of budgets in the future, such as O&M. MEC did not receive any evidence in this regard and could not verify it at the provincial level. MEC expectation is for policy change to allow sharing *all* individual school spending plans and actual expenditures and not just a few through short term projects.

- **R35c:** Shift operational responsibilities from TAs to full time MoE staff. It is planned that TAs operational responsibilities will be transferred to MoE full time staff during the EQRA project's implementation period. In the second quarter of monitoring, MoE reported that after completion of a formal assessment, a clear plan and timeline will be developed in order to shift operational responsibilities of TA's to full time MoE Staff.
- **R37b:** Provide technical support for education sector reformers in each Province. According to MoE, PED Directors are recruited through CBR and are in the process of preparing reform plans for the Provinces. EQRA has included technical support components for reforms. MoE reported, in the second quarter of monitoring that, based on the CBR procedure Directors are responsible for developing and implementing the reform plan in their respective departments. Those who have been hired in the first round of CBR recruitment have been provided with a reform action plan and the next step will be to collect reports on the implementation of this reform plan. Once the first round of performance evaluation of PEDs' directors has been completed (within six months), GDHR will collect and assess the reform plan from PED directors. MEC has not yet received any evidence to verify this claim.
- **R39b:** 100% of school construction sites should be regularly monitored and overseen by the Afghanistan Reconstruction Trust Fund (ARTF), during the construction phase. According to the World Bank, third party monitoring is considered in the design of EQRA for school construction and the process will be widened to consider more schools and deepened in terms of the quality of the monitoring process.
- **R42b:** Regarding the composition of the High Level Audit Committee (noted previously), the Committee should be composed of MoE leadership, MoE IAD, DPs, and other stakeholders. According to MoE, based on the ToR, the Audit Committee consists of at least three and a maximum of five members of the Board of Deputy Ministers and Directors. The Minister of Education is the Chair of the Committee. Each member of the Committee must be independent and they should be experts in financial and legal matters. Inclusion of DPs and other stakeholder is considered in the ToR. *MEC will participate in future High Level Audit Committee meetings as an observer, once this committee is established.*
- **R42c and R42d:** The Committee's ToR should include reviewing all internal MoE audit reports, external MoE audit reports from SAO, and all other MoE audit-related reports from external bodies. The Committee's ToR should also include publishing an annual review of the quality of education in Afghanistan. In the second quarter, MoE reported that, the Internal Audit Committee's ToR has been prepared with the support of USAID's CBA project on the 27th of March, 2018. One of the responsibilities of the High Level Audit Committee is to provide financial audit reports. In addition, the Audit Committee is also responsible for providing the following reports:
 - Review of annual financial (*Qateeya*) and audit reports to ensure that reports are in full alignment with the information available from the committee and reflect the principles and objectives of accounting and auditing.

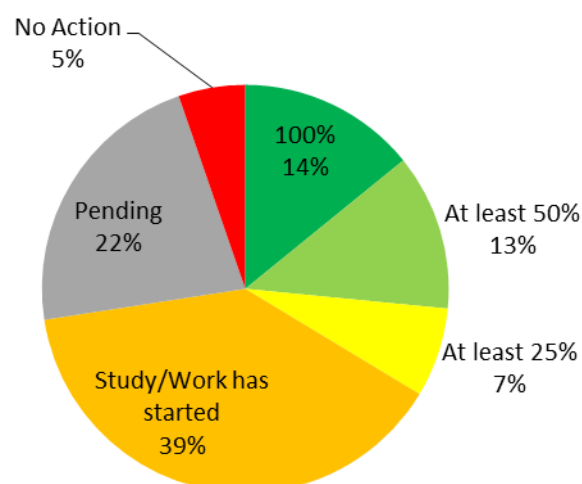
- Review of financial and audit quarter reports to ensure that information is updated, completed and accurate.

The evidence for this has not yet been shared with MEC.

- **R43:** MoE should develop a standardized accreditation process for private schools. MoE had reported, in the first quarter of monitoring, that they started discussions on this issue. According to MoE, this needs a lot of consultation with the private sector, government entities and parents, so it will take time to come up with a clear idea for an accreditation design. According to MoE data, provided in the second quarter of monitoring, 3034 private schools have been registered and licenses have been issued to all of these schools under the rules and regulations of the Government of Afghanistan. The rules for private school establishment in accordance with standard accreditation are available. Documents, shared with MEC, relate to issuing licenses to private schools, but not the accreditation of private schools. MEC could not verify information regarding the accreditation of private schools.
- **44b:** The Education Quality Committee should be composed of MoE leadership, MoE's M&E Department, DPs, representatives from private education, and other stakeholders. No relevant update has been provided to MEC about his recommendation during the second monitoring period and so it is unclear whether or not such departments are participating in the Committee meetings.
- **R44c:** The Committee's ToR should include reviewing all internal M&E systems and reports, and MoE quality-related reports from external bodies. The Committee's ToR should also include reviewing all internal MoE audit reports, external MoE audit reports from SAO, and all other MoE audit-related reports from external bodies. The committee has been established. Regarding reviewing the reports and related functions, no update has been provided to MEC from MoE during the second quarterly monitoring period. MEC was also not invited to observe Committee meetings.
- **R44d:** The Committee's ToR should also include publishing an annual review of the quality of education in Afghanistan. So far, this activity has not been included on the Committee's ToR and so no such report has been published by the Committee. As noted in the previous recommendation, MEC has not been invited to observe the meetings of Education Quality Committee.
- **R54:** Ministry of Finance should publicly share MoE's budget and actual expenditures for each year. *MEC will seek evidence of publication of MoE budget documents, including actual expenditures in upcoming monitoring quarters once the financial year is over.*

vii. Overall Status of Recommendations

Recommendation Status	Numbers
100%	16
At least 50 %	14
At least 25 %	8
Started	44
Pending	25
No Action	6
Total	113



Anti-Corruption and success stories in education during the Second Quarter

MEC asked PED interviewees about their anti-corruption efforts/success stories within their departments/sector which are detailed below:

- One of the most notable anti-corruption achievements of Herat PED is that 100% of teachers' salary payments are now done automatically into their bank accounts. Likewise, all other financial transactions of Herat PED, including payments for 12th grade diplomas, are done through the bank.
- In 1397, 105,227 new students enrolled in schools in Herat – a number which is unprecedented in the past 15 years in Herat province. Girls' enrollment has also been increased significantly in this province. In addition, the Herat girls' robotic team (which was established in 1396) participated in international competitions during 1397 and received a prize.
- According to Herat PED, a Teachers' Union has been established in 1395 and a Private Schools' Union was established in 1396. They are also working to establish the Association/Union of Private Courses.
- Herat CSOs have established a Complaints Handling Mechanism for education. So far, they have addressed many complaints. They receive the complaints through different means including: through complaints boxes (installed in 20 areas in Herat province); by phone and also to some extent by email. During the first year (1394) of the Complaints Handling Mechanism, they have addressed 270 complaints. During the second year, 450 complaints and during the third year, 980 complaints have been addressed.

Challenges and concerns in education from interviewees' perspectives

- Lack of textbooks is still a big problem. MEC conducted a field visit to Herat, Panjsher and Parwan during the second quarter of monitoring, and all of these provinces complained about the lack of enough textbooks for their schools and students. There were also complaints that MoE is not able to distribute textbooks across the country properly. In Herat, MEC found that Pashto books were being distributed in the districts where people speak Dari, and Hanafi religious text books were distributed in Shia areas. At the same time, Urozgan PED reported

that MoE distributed Dari textbooks in the province where most of its population speaks Pashto.

- Lack of enough teachers is a common problem across the country. During this second quarter of monitoring, Herat, Panjsher and Parwan PEDs told MEC that they do not have enough teachers. They suggested teachers' appointments should be based on student-teacher ratios. Herat explained that they need 3500 more teachers. In the Engel district of Herat, alone, they are facing a lack of 230 teachers. MEC visited a school in Herat, which had only one permanent teacher (the acting principal) and 59 contracted teachers. In addition, a large number of MoE teachers are not professional teachers. For instance, Urozgan PED reported that the majority of teachers in their province have only a 12th grade, or lower degree.
- Insecurity is a big challenge to education across the country. Herat PED told MEC that 26 schools are still closed in the province due to the security situation. They also explained that due to security concerns, they are unable to monitor some of their schools. Media reports also indicate that education is under threat in various provinces. Insecurity is a serious problem in Urozgan and Urozgan PED reported that they are not able to monitor their schools due to insecurity in the province. According to Urozgan PED, they are only able to monitor around 20 of the more than 300 schools in the province. They do not know much about the other 280 or so schools, even whether or not they are actually functioning, because they are not able to access to them.
- Lack of school buildings and classrooms is a nation-wide problem. According to MoE, at least half of the schools in Afghanistan do not have proper buildings. As a result, schools in some areas are open for up to four teaching shifts in a day. Herat, Panjsher and Parwan PEDs also raised this issue as their main problem during this second quarterly monitoring period.
- Another problem is that teachers who have earned bachelor's degrees typically try to move from rural to urban and more central and are often not willing to teach in remote areas. To address this, PEDs in Herat and Parwan suggested that there be a "geographical salary", which means providing extra salary to those teachers who are working in rural areas far from their homes.
- Student absenteeism is another problem that Herat, Panjsher, Parwan and Urozgan PEDs told MEC about. It was estimated that roughly, 25% to 30% of students in these provinces are permanently absent. In Urozgan, the problem is even more severe than in the other three mentioned provinces.
- A lack of material resources, including chairs, desks and laboratories seems to be a common problem across the country. MEC verified this issue in the three abovementioned provinces during this quarter. Urozgan PED also confirmed such problems exist in their province.
- Urozgan PED complained about illegal interference of local MPs and other powerful people. According to the PED, these local power brokers prohibited the MoE from hiring a director for the PED and therefore Urozgan PED has been managed by an acting director for the past few years.
- Urozgan PED reported having ghost teachers in their province and that their inability to monitor their schools, due to insecurity, means they do not have much information about absenteeism

of teachers. Additionally, they reported that most of the teachers in Urozgan do not have personnel files.

- Student absenteeism is also a serious challenge in Urozgan province. According to the PED, from 1395 until now, only 22,000 out of 72,000 attend school regularly.

Some suggestions/ideas for improving education

- Developing and implementing an HRMIS system should be a top priority of MoE.
- School Management *Shuras* should be trained properly in accordance with their ToRs.
- More teachers should be recruited.
- Far more capacity building trainings should be conducted for teachers, as half of teachers are estimated to be under-qualified.
- Teacher appointments should be based on their subject areas and not arbitrary as is often the case.
- For remote areas, differential regional/geographical salaries should be considered for teachers.

Note – in a meeting with senior officials in MoHE, they reported that this was under consideration between MoHE and MoE.

M&E framework

100 %	At least 50%	At least 25%	Work/Study Started	Pending/Future	No Action
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Recommendations status by color	Status
R#1: A) R#1: Involve local CSOs in active monitoring and oversight of teacher recruitment for their Province.	
R#1: B) Pilot active monitoring and oversight of recruitment in four diverse Provinces for a period of 6 months.	
R#1: C) Pilot should include criterion agreed among IARCSC and CSO umbrella organizations (e.g., gender balance, etc.)	
R#1: D) Lessons learned at all stages of the pilot should be documented and shared with education sector stakeholders.	
R#1: E) The IARCSC complaints mechanism regarding education sector should also engage representatives from the local community (e.g., CSOs, Shuras) to monitor and oversee the process.	
R#2: A) Standardize the School Management Shuras (SMS) Terms of Reference.	
R#2: B) Ensure meetings between schools and communities take place according to the SMS Terms of Reference.	
R#2: C) SMS meetings should be documented with formal minutes.	
R#3: A) Build schools using locally available materials.	
R#3: B) Build schools using relevant aspects of indigenous design, adhering to MOE standards and universal design principles.	
R#3: C) Contract local communities to provide unskilled local labor in construction of schools.	
R#3: D) Strictly enforce anti-corruption procurement policies and procedures in school construction, according to the National Procurement Law.	
R#3: E) Directly involve members of the local community (e.g., CSOs, Shuras) in active monitoring and oversight of school construction.	
R#4: A) MOE to carry out a policy review on lessons learned from Community Based Education.	
R#4: B) Lessons learned to be shared publicly.	
R#5: Expand general recruitment processes that use digital (electronic) methods for candidate examinations, compared to baseline.	
R#6: A) Lists of vacancies should be published on MOE/IARCSC websites.	
R#6: B) Lists of applicants should be published on MOE/IARCSC websites.	
R#6: C) Lists of shortlisted candidates should be published on MOE/IARCSC websites.	
R#6: D) Recruitment results should be published on MOE/IARCSC websites.	
R#7: MOE, in consultation with NUG leadership, should develop a proposal outlining the steps and measures for restructuring the MOE and reducing the overall size of the	

M&E framework

100 %	At least 50%	At least 25%	Work/Study Started	Pending/Future	No Action
R#8: To ensure guaranteed female participation, a specific percentage of the posts should be allocated to women candidates.					
R#9: Establish a Coordination Working Group among the MOE Curriculum Department, TTCs, and Ministry of Higher Education to better align school curricula, and curriculum of teacher education programs for primary and secondary levels.					
R#10: Reduce the size of the curriculum, based on a systematic review.					
R#11: Conduct a Functional Review TVET's management and program structure.					
R#12: A) To align TTC graduates with local market conditions: Strengthen formal links between TTCs, universities, and local employment markets by establishing a Provincial Teacher Employment Task Force in each Province, by direction of MOE (Kabul).					
R#12: B) Coordinate strategic plans between MOE and MOHE to achieve recommendations in 'The Competency Framework for Teachers in Afghanistan.'					
R#12: C) Extend duration of teacher training courses to achieve an equivalent status to a Bachelors Degree (Diploma).					
R#12: D) Extend practical teaching experience in classrooms as a component teaching preparation programs.					
R#12: E) Implement the teacher credentialing system.					
R#12: F) Implement IT solutions for tackling teacher and school staff absenteeism					
R#13: Review the management and structure of the MOE Adult Literacy Programs, and including options to expand monitoring of enrollment and course quality.					
R#14: Develop flexible adult literacy programs for women, in collaboration with MOWA.					
R#15: Expand payment of salaries through the use of electronic means.					
R#16: Implement the teacher professional development initiatives, as outlined in NESP III.					
R#17: Digitalize the issuing of (12 Grade) Diplomas					
R#18: Establish a system with integrity and transparency to conduct placement tests for returnees who have studied in Madrassas in other countries.					
R#19: Minister and IARCSC should issue public statements: "The lead objective of MOE is to resolve improper appointments of teachers within three years."					
R#20: A) MOE and IARCSC should jointly establish a verifiable metric of the success rate of appointing teachers on merit.					
R#20: B) This should be shared with education sector stakeholders on an ongoing basis to demonstrate improvements.					
R#21: A) MOE should establish a High Level Oversight Committee to oversee reforms of the education sector.					
R#21: B) The Committee should be composed of MOE leadership, DPs, CSOs, and other stakeholders.					
R#21: C) The High Level Oversight Committee coordinates, monitors, and press the reforms across the Ministry in Kabul.					
R#22: The Minister should actively engage at a Cabinet-level to obtain resources and support to implement education sector reforms.					

100 %	At least 50%	At least 25%	Work/Study Started	Pending/Future	No Action
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R#23: A) MOE should establish 'reform networks' in each province to coordinate, monitor, and press the sector-wide reforms.	
R#23: B) Provincial Reform Networks should be composed of Provincial Education Directors, PED Management, DED Management and DP.	
R#24: A) MOE [Office of Parliament Affairs] should document any contact and interactions from MPs with the Ministry.	
R#24: B) MOE [Office of Parliament Affairs] should keep a record of any attempts at illegal interference from MPs.	
R#24: C) MOE [Office of Parliament Affairs] should collate the records of any attempts at illegal interference from MPs and report these to MEC monthly.	
R#25: Establish a general complaints handling mechanism for the education sector.	
R#26: Ensure that a transparent system of accountability (punishment and rewards) is in place for MOE staff.	
R#27: A) The MOE should amend and revise the current Code of Conduct for all MOE staff to ensure Equity, Integrity, Right to Education, Accountability, Trust (MOPH has such a model in place.)	
R#27: B) MOE should inform all staff of the amended and revised Code of Conduct.	
R#27:C) The amended and revised Code of Conduct should be publicly posted in all MOE facilities, including schools.	
R#28: A) Donor-funded contracts, including construction, should be regularly monitored by both DPs and MOE, following the standardized guidelines in the World Bank's Best Practices of Contract Procurement.	
R#28: B) Ministry of Finance-funded contracts, including construction, should be regularly monitored by both MOF and MOE, following the standardized guidelines in the World Bank's Best Practices of Contract Procurement.	
R#29: A) Responsibility for the implementation of all rural construction contracts be moved to the Ministry of Rural Rehabilitation Development.	
R#29: B) Responsibility for the implementation of all construction contracts in cities be moved to the Ministry of Urban Development.	
R#30: A) PEDs and DEDs organize monthly community dialogues with local communities.	
R#30: B) Participants should be drawn from diverse members of the community (e.g., male and female, varied range of ages, cross section of groups, etc.)	
R#31: A) PEDs should publicly share Provincial budgets and actual expenditures for each Province each year.	
R#31: B) PEDs should publicly share District spending plans and actual expenditures for each District each year.	
R#31: C) PEDs should publicly share individual school spending plans and actual expenditures for each school, at each school site, each year.	
R#32: A) DPs should align donor programs around meritocratic appointment of teachers.	
R#32: B) DPs should coordinate donor programs of meritocratic appointment of teachers.	

100 %	At least 50%	At least 25%	Work/Study Started	Pending/Future	No Action
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R#33: DPs should expand the Capacity Building Activity initiative.	
R#34: Apply lessons learned from CBE to MOE schools.	
R#35: A) DPs should standardize Technical Assistants' (TAs) ToRs to explicitly focus on MOE staff's skills development as a task.	
R#35: B) Conduct a formal assessment to determine if MOE staff acquired technical skills from their TA.	
R#35: C) Shift operational responsibilities from TAs to full time MOE staff.	
R#36: DPs should fund MOE to outsource services where appropriate.	
R#37: A) DPs should fund MOE to support the national anti-corruption organizational reform structure.	
R#37: B) Fund education sector reformers in each Province.	
R#38: Improve institutional memory among DPs and within MOE.	
R#39: A) Standardize local CSOs and Shura active monitoring and oversight of schools construction.	
R#39: B) 100% of school construction sites should be regularly monitored and overseen by ARTF during the construction phase.	
R#40: A) MOE should send EMIS enumerators to 20% of schools twice per year (beginning and end of the school session) to verify entries in EMIS.	
R#40: B) Consolidate/collate MOE's EMIS, HRMIS, and Payroll databases within one year.	
R#40: C) Revise data collection guidelines covering all aspects of the data collection process.	
R#40: D) 100% of data collectors should be trained in each area of data collection, documenting, and reporting techniques.	
R#40: E) Within 6 months EMIS data should be accessible to anyone visiting the MOE website.	
R#40: F) An external entity should review MOE data and MOE control systems.	
R#41: A) Increase the number of auditors inside MOE by 10% within two years.	
R#41: B) Strengthen internal reporting lines of MOE Departments with MOE Internal Audit Department.	
R#41: C) Strengthen relationship between MOE Internal Audit Department and MOF.	
R#41 :D) Publish 100% of MOE Internal Audit Department's routine reports from June 1, 2018 (please note: This does not include publishing IAD's Incident Reports or case files referred by IAD to AGO)	
R#41: E) Development Partners should provide technical assistance to IAD within one year based on IAD-DP assessment of gaps.	
R#42: A) Establish an Audit Review Committee within 3 months.	
R#42: B) The Committee should be composed of MOE leadership, MOE IAD, DPs, and other stakeholders.	

100 %	At least 50%	At least 25%	Work/Study Started	Pending/Future	No Action
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R#42: C) The Committee ToR should include reviewing all internal MOE audit reports, external MOE audit reports from SAO, and all other MOE audit-related reports from external bodies.	
R#42: D) The Audit Review Committee ToR should also include publishing an annual review of the control weaknesses it identifies and the actions taken within MOE.	
R#43: MOE should develop a standardized accreditation process for private schools.	
R#44: A) Establish an Education Quality Committee within 3 months.	
R#44: B) The Committee should be composed of MOE leadership, MOE M&E Department, DPs, representatives from private education, and other stakeholders.	
R#44: C) The Committee ToR should include reviewing all internal M&E systems and reports, and MOE quality-related reports from external bodies.	
R#44: D) The Committee ToR should also include publishing an annual review of the quality of education in Afghanistan.	
R#45: MOE should publicly share meta-data on the status of all teacher positions via database, in detail, within 6 months.	
R#46: A) MOE should publish its Anti-Corruption Strategy by June 1, 2018.	
R#47: B) MOE should report progress of Anti-Corruption Strategy implementation Quarterly.	
R#48: MOE should publish all documentation and reports according to the Access to Information Law and provide a mechanism to make data accessible to the public upon request.	
R#49: MOE [Department of Public Relations] should share positive stories and innovations in education related to anti-corruption reforms.	
R#50: A) MOE should disseminate its Anti-Corruption Strategy to all 34 PEDs.	
R#50: B) MOE should disseminate its Anti-Corruption Strategy to all 367 DEDs.	
R#51: MOE should establish formal liaison to AGO.	
R#52: MOE should complete a review of all the existing sanctions, disciplinary measures, prosecution options, and other dissuasive mechanisms that are in place in MOE within 6 months.	
R#53: MOE should study options for a market solution for textbooks within 6 months.	
R#54: Ministry of Finance should publicly share MOE's budget and actual expenditures for each year.	
R#55: MOE should conduct an Anti-Corruption Forum for the 34 MOE Education Directors, media, and education sector stakeholders, emphasizing the fight against corruption in MOE.	
R#56: Empower school shuras to receive, and act on, complaints and grievances from parents and students.	
R#57 : Empower school shuras to conduct monitoring and oversight of Adult Literacy Courses.	
R#58 :Explore role and remit of Student Unions as contributors to monitoring and oversight.	

100 %	At least 50%	At least 25%	Work/Study Started	Pending/ Future	No Action
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R#59:Teacher recruitment tests should be changed to include multiple-choice questions and long answer written format.	
R#60: Teacher appraisals should be conducted formally on an annual basis.	

Annex B: Total General Education Government Schools - 1396

Total General Education Government Schools - 1396												
S.No	Province Name	Province Name	Schools				Enrollment			Teachers (from Payroll)		
			Total schools	With Building	No With	In-Active	Male	Female	Total	Male	Female	Total
33	ارزگان	Uruzgan	290	122	77	91	52,902	9,785	62,687	1,334	138	1,472
2	بادغیس	Badghis	451	150	283	18	87,967	35,292	123,259	1,911	511	2,422
5	بامیان	Bamyan	344	289	55	0	70,496	61,163	131,659	2,498	881	3,379
1	بدخشان	Badakhshan	658	439	204	15	177,822	151,128	328,950	6,361	3,594	9,955
3	بغلان	Baghlan	482	327	153	2	189,843	115,852	305,695	6,148	2,418	8,566
4	بلخ	Balkh	575	473	100	2	279,593	230,990	510,583	4,542	6,837	11,379
29	پروان	Parwan	441	264	171	6	115,972	73,130	189,102	4,594	941	5,535
26	پکتیا	Paktia	357	162	158	37	126,271	50,562	176,833	3,342	248	3,590
27	پکتیکا	Paktika	385	129	215	41	111,174	18,807	129,981	3,039	47	3,086
28	پنجشیر	Panjshir	128	95	33	0	19,240	16,628	35,868	899	481	1,380
32	تخار	Takhar	625	395	228	2	200,306	153,798	354,104	4,936	2,645	7,581
13	جوزجان	Jawzjan	349	206	137	6	108,7	76,834	185,6	2,27	1,96	4,24

							68		02	7	8	5
18	خوست	Khost	351	189	160	2	193,644	88,536	282,180	4,029	185	4,214
6	دایکندي	Daikundi	383	175	206	2	86,936	75,288	162,224	1,892	1,215	3,107
35	زابل	Zabul	223	26	64	133	36,397	11,116	47,513	812	80	892
31	سرپل	Sar i Pul	388	317	66	5	83,077	65,363	148,440	1,897	1,268	3,165
30	سمنگان	Saman gan	278	185	89	4	63,772	46,173	109,945	1,538	755	2,293
14	شهر کابل	Kabul City	316	228	84	4	579,147	505,013	1,084,160	6,064	18,835	24,899
9	غزني	Ghazni	632	389	200	43	235,788	118,086	353,874	4,571	1,742	6,313
10	غور	Ghor	792	197	592	3	116,423	75,330	191,753	3,364	349	3,713
8	فارياب	Faryab	496	311	179	6	164,305	123,729	288,034	4,118	2,696	6,814
7	فراه	Farah	362	150	150	62	68,242	38,442	106,684	1,588	1,050	2,638
17	کاپيسا	Kapisa	225	168	57	0	85,903	43,260	129,163	2,388	570	2,958
16	کندهار	Kandah ar	466	209	110	147	160,029	54,179	214,208	3,820	836	4,656
20	کندوز	Kunduz	450	285	162	3	201,535	123,550	325,085	4,306	2,060	6,366
19	کېل	Kunar	444	173	266	5	100,763	56,788	157,551	3,278	228	3,506
21	لغمان	Laghm	266	160	105	1						

		an					104,733	70,560	175,293	3,740	324	4,064
22	لوگر	Logar	268	162	101	5	89,339	34,626	123,965	2,621	429	3,050
23	ننگرهار	Nangarhar	785	395	373	17	435,098	242,111	677,209	11,433	1,561	12,994
25	نورستان	Nuristan	214	51	161	2	21,679	17,169	38,848	1,029	160	1,189
24	نیمروز	Nimroz	139	67	44	28	36,194	25,201	61,395	542	795	1,337
12	هرات	Hirat	968	576	338	54	380,688	330,501	711,189	6,919	7,972	14,891
11	هلمند	Hilmand	347	126	68	153	119,874	33,525	153,399	2,030	491	2,521
34	وردک	Wardak	421	211	202	8	107,752	39,279	147,031	3,902	266	4,168
15	ولایت کابل	Kabul Province	441	322	114	5	193,720	116,117	309,837	4,498	2,276	6,774
Total			14,740	8,123	5,705	912	5,205,392	3,327,911	8,533,303	122,260	66,852	189,112

Note: It is to be noted that the building info for construction provided to MRRD not have the following:

1. Kabul City and Provincial central schools refers to MoUD, as the MRRD only work in rural areas.
2. Only schools which needs 6 up to 12 classrooms building (All the MoE schools requirements and standards shared with both MRRD and MoUD). 16 & above 16 are not included.
3. Only Active schools, because in the first stage the priority is given to active schools and upon activation of the inactive schools will also be included.