



## PRESS RELEASE

### 28 Recommendations Fully Implemented by the Ministry of Education

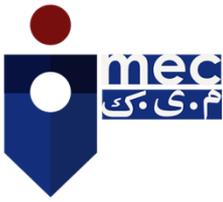
**Kabul, Afghanistan, July 31, 2019:** The Independent Joint Anti-Corruption Monitoring and Evaluation Committee (MEC) released its Fourth Quarterly Monitoring Report on the implementation of its anti-corruption recommendations for the Ministry of Education (MoE), issued in MEC's Ministry-wide Vulnerability to Corruption Assessment (MVCA) of the MoE. The original MVCA was released in October 2017 and focused on anti-corruption efforts and proposed reforms in the MoE and relevant stakeholders.

Observations of MEC's Active Follow-Up team showed improvements in the implementation of the recommendations, with 28 recommendations currently considered as fully implemented out of the total of 113 recommendations issued in the MVCA. Recommendations that have been either partially implemented or on which work has started number some 63 while 22 recommendations are pending future action.

Taken together, MEC's findings show that while there has been notable progress during this period compared to the previous one the pace of reform remains slow.

The Fourth Quarterly Monitoring Report findings indicate further progress in the implementation of the recommendations, including the following improvements:

- Development and release of a comprehensive Reform Plan and Anti-Corruption Plan
- Increase in the number of internal auditors in the Internal Audit Department
- Increased women's access to participation in MoE's school and administrative structures
- Improvement in the coordination of Teacher Training Colleges (TTCs) in relation to market conditions by recruiting teachers through "in-service" programs
- Increased participation of Civil Society Organizations in electronic monitoring of teacher recruitment, including the monitoring of Kankor exams, particularly for 1st and 2nd grade teaching positions
- Partial progress in MoE reporting on the implementation of its Anti-Corruption and Reform plans
- Partial progress in the development of a pilot "Teacher Certification and Accreditation of Teacher Training Institutions in Afghanistan" (TCAP) program
- Partial progress in the review of the Terms of Reference for school administrative councils
- Partial progress in the establishment of a Working Group to align the general education curriculum with what is taught in Teacher TTCs, expansion of practical teaching in TTCs
- Partial progress in the expansion of literacy programs for women



کمیته مستقل مشترک نظارت و ارزیابی مبارزه علیه فساد اداری  
د اداری فساد پر وړاندې د مبارزې د څارنې او ارزونې خپلواکه گډه کمیته  
Independent Joint Anti-corruption Monitoring and Evaluation Committee

- Partial progress in the digitization of education certification
- Partial progress in the establishment of a High Level Oversight Committee
- Partial progress in the expansion of capacity-building programs for teachers and other MoE staff
- Partial progress in the organizational review on the management system and structure of the Independent Technical and Vocational Authority.

During this monitoring period, MEC reviewed the progress made towards the establishment of 6,000 new schools pledged by the President in 2018. Out of the \$298 million allocated for these 6,000 schools under the World Bank-managed EQRA program, \$157 million has been budgeted for school construction. According to the estimation of MRRD's technical team, the budget is only able to cover the construction of a maximum of 2,700 schools rather than the planned 6,000. The construction of the 2,700 schools has witnessed little progress. However, the MRRD has begun the construction of 221 of these schools and reportedly plans to begin construction of the rest in 17 already identified Provinces by the end of 2019

The MEC Active Follow-Up Team, under the broader theme of "Donor-Related Issues" interviewed a diverse group of stakeholders, ranging from donors, multilateral entities and international non-governmental organizations to national non-governmental organizations and the MoE. Key positive developments and suggestions for improvements from stakeholders included:

- Education Quality Reforms for Afghanistan (EQRA) has improved internal coordination between donors; the NESP process has been valuable but needs to be improved to enable more effective management and coordination of the sector.
- Valuable measures have been taken to streamline Working Groups and developing formal reporting mechanisms.
- As the education system undergoes widespread reform, the time is right to focus on improving coordination, institutional memory and resource mobilization.
- School communities should be more involved in these processes (e.g. through community-based monitoring).
- There are positive examples of systems for transparent coordination which can be built on (e.g. some initiatives from the Education Cannot Wait [ECW] project).