



The Asia Foundation

Strengthening Education in Afghanistan – SEA- II
Women Internship at AGOs
One- Month Pre- Entry Training – First Cohort
May 1 to 25, 2017

Monitoring and Evaluation Unit
Performance Evaluation Report
June 2017

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List of Acronyms

ABRAR	Afghan Amputee for Rehabilitation and Recreation
AGO	Attorney General Office
CSO	Civil Society Organization
IP	Implementing Partner
M&E	Monitoring and Evaluation
MIS	Management Information System
IDLO	International Development Law Organization
NGO	Non-Governmental Organization
SEA	Strengthening Education in Afghanistan
TAF	The Asia Foundation
TOT	Training of Trainers
USAID	United States Agency for International Development

Executive Summary

This evaluation report is developed for the one month pre- entry training which was conducted for the first cohort of interns, who were selected as successful candidates for the six months' internship program. The purpose of this evaluation report is three-fold: 1) to describe the level of knowledge of the participants regarding AGO and Law; 2) to evaluate the impact of the training conducted so far by looking at differences between pre- and post-test results; and 3) to identify challenges and draw backs and provide related recommendations to program for better implementation of training for second cohort.

The one month pre-entry training for the first cohort was commenced on May 1, 2017 and was completed on May 25, 2017. The training was provided for 116 candidates, who were selected as eligible candidates based on the selection criteria defined in the respective proposal. These candidates were from 14 provinces of Kabul (53), Nangarhar (15), Badkshshah (7), Bamian, Baghlan, Daikundi, Faryab, Kapisa, Kunduz, Jawz Jan, Ghazni (4), Parwan, Panjshir and Takhar (3).

Monitoring and evaluation activities were done in a joint effort between M&E team of the Foundation and the implementing partner (IP) – ABRAR. IP was responsible for data collection and reporting the data on pre and posttest, end of course evaluation form and attendance of interns in the training to the Foundation though using the M&E tools. Then, the M&E team at the Foundation verifies and cross checked the reported data with hard copies. Data analysis was done for the verified data using MS Excel program to develop the evaluation report.

Data analysis on pre-and post-test shows that knowledge of participant had almost increased triple in the post test. Their overall average was 70 in the pretest and it has increased to 97 in posttest with 27 score increase in posttest. Questions covered four topics of: a) General Knowledge about law; b) Police and its responsibilities; c) Attorney General Office and its responsibilities; d) Computer knowledge. Topic wise analysis shows that prior knowledge of participants was low in Attorney General Office, where 56 percent of participants could give correct answers in pretest but it was increased to 97 percent in posttest. Knowledge of participants in other remaining topics were rerecorded to be at average level, where 60-79 of participant in pretest answered the questions related to these topics correctly. Percentage of participants who could provide correct answers in posttest for the three above-mentioned topics had increased by 18-34 percent.

Majority of participants' attendance was not a major concern and every participant attended the course at 90 and above 90 percent. There were only two participants from Nangarhar, and Faryab provinces whose attendance recorded at 88 and 83 percent and were absent for 2.5 and 3 days during 21 days of training respectively.

Level of participants' satisfaction were different at various areas. Around 33 percent of trainees rated knowledge and expertise of trainers in the subject matters to be excellent. It was 51.72 percent of participants who said that trainers, in addition to lectures, mostly used practicing approach and conducted group exercise and case studies during the class. In delivering of the subject majority

of trainers used to apply interactive teaching style rather to be only giving lecture, 57.76 percent of trainees said. More detailed analysis is presented in the following pages.

Introduction

Although levels of female participation in public life in Afghanistan have increased dramatically since the Taliban government was ousted in 2001, fundamental changes in the status of women is still in its initial phase and needs ongoing support and empowerment. Progress in some fields, specifically in the area of Rule of Law, has been slow and needs consideration. A survey by the International Development Law Organization (IDLO) found that in 2013 women made up just over 8 percent of the country's judges, 6 percent of prosecutors and less than one fifth of lawyers. Afghan society's strict segregation of the sexes, combined with the shortage of female staff, means that women find it hard to report abuse or injustices because they fear retaliation and are intimidated by a justice system dominated by men.

Moreover, based on a transparent exam recently taken from 300 applicants by the Attorney General's Office (AGO), 115 passed, of whom only 17 percent were women. Despite the severe need for female prosecutors in the center as well as in the provinces, their number is inadequate. Majority of women in the legal field are working in the capital Kabul, in sharp contrast with the countryside where less than one in 30 prosecutors are women.

To this end the Asia Foundation, with the support of the United States Agency for International Development (USAID), is implementing a six-year project titled *Strengthening Education in Afghanistan* (SEA-II). The project is being implemented in collaboration with a local NGO implementing partner (IP), that is implementing the activities of Women Internship at AG's Offices in all 34 provinces across the country. The Foundation proposed and aims to work toward the goal of increasing number of prosecutor at Attorney General Offices throughout the country. The program has the following key objectives:

- To provide 242 internships for female graduates of Law and Sharia Faculties at AGOs
- To provide four weeks' pre- entry orientation /training for interns
- To provide a week-long workshop for interns on skills development

Evaluation purposes

The purpose of this evaluation is three-fold:

- To describe the level of knowledge of the participants regarding AGO and Law;
- To evaluate the impact of the training by looking at differences between pre- and post-test results;
- To identify challenges and draw backs and provide recommendation to program for better implementation of training for second cohort.

Methodology

Semi Structured Questionnaire

The trainees filled out the questionnaire that encompasses 30 questions (25 technical and 5 computer's related questions) before and after training with the same set of questions. Data collection was done by the Foundation's IP – ABRAR. The questioners were collected by IP and were recorded in an excel tracker for further analysis.

Pre-Post Test

The M&E team at the Foundation developed and administrated a series of data collection tools for M&E activities. These data collection tools included per and post test conducted before and after the training with the same set of questions, where each participant filled out the questioner individually. The evaluation form was also used, composed of different sections which measured level of trainees' satisfaction from trainers, learning materials, teaching methodology, course structure, and the level of administrative support they received during the training.

Data Analysis

The pre and post test conducted before and after the training with the same set of questions, where each participant filled out the questioner individually. Only participants with both pre and post tests were included in the analysis (N=116). Different analyses were conducted based on the data collected from different data collection tools. Data analysis on pre-and post-test was done based on percentage of participants who could give correct answers which was disaggregated by province, and by topics.

Data analysis was done, using MS Excel program where the percentages of correct pre- and post-test answers were compared in order to assess the outcome of the training. This comparison only allowed for evaluation at an aggregated level and does not give a qualitative picture of their knowledge before training or the impact of the training on specific knowledge.

Training of Trainer

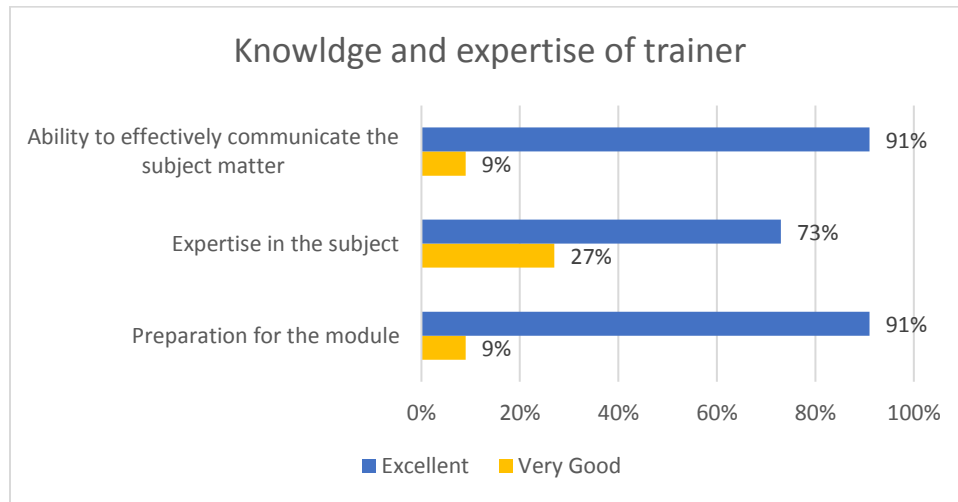
The Foundation conducted a TOT for one week for the trainers. Number of 11 trainers were introduced by the AGO's Professional Education Institute who were identified as the best trainers at AGO. The TOT which was held at Education Institute of AGO commenced on April 19, 2017 and was completed on April 24, 2017. The purpose of this ToT was to train the trainers on the curriculum and prepare them on how to implement the proposed lesson's plan.

Evaluation of Training of Trainer

Knowledge expertise

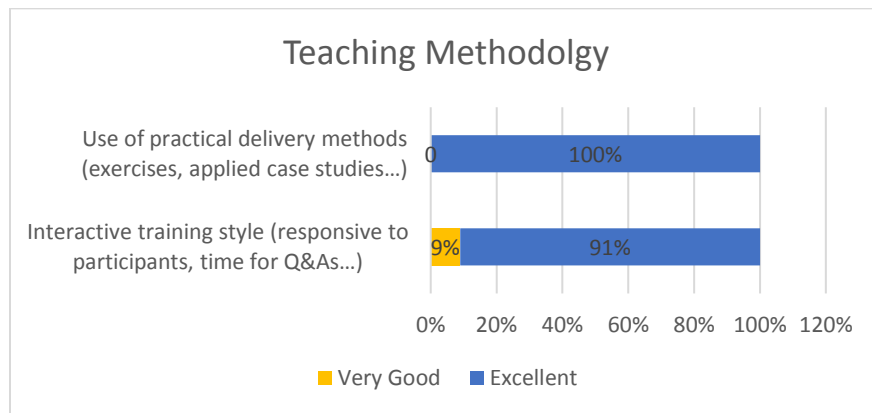
Based on data collected from evaluation form, 91 percent of participants agreed that trainer was highly prepared for the course and could deliver the training in very well manner. While 73 percent of them rated the trainer expertise in the subject matter to be excellent while the rest 27 percent

rated trainer to be very good. The trainer was being rated to be excellent in communication and could convey the lessons in understandable manner, 91 percent of participants said.



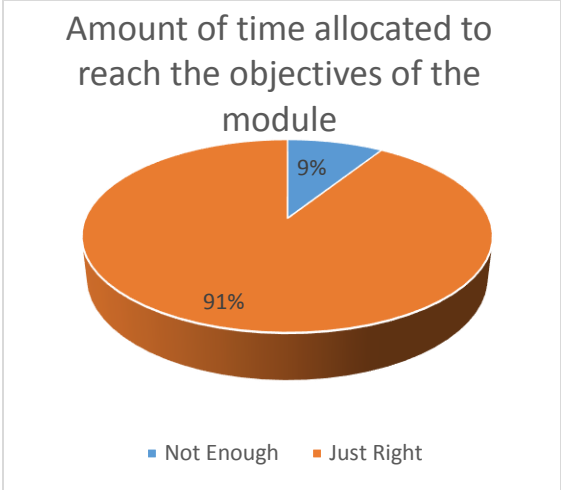
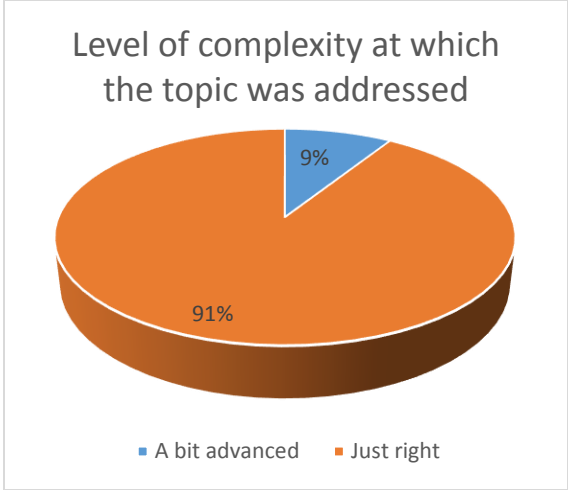
Teaching Methodology

All participants (100%) agreed that trainer used variety of methods to deliver the training. in addition to the lecture, the trainer mostly used to work with participants and exercise group activities. A total of 91 percent of participants state that, in delivering of the lesson, the trainer used to apply interactive teaching style rather than only giving lecture.



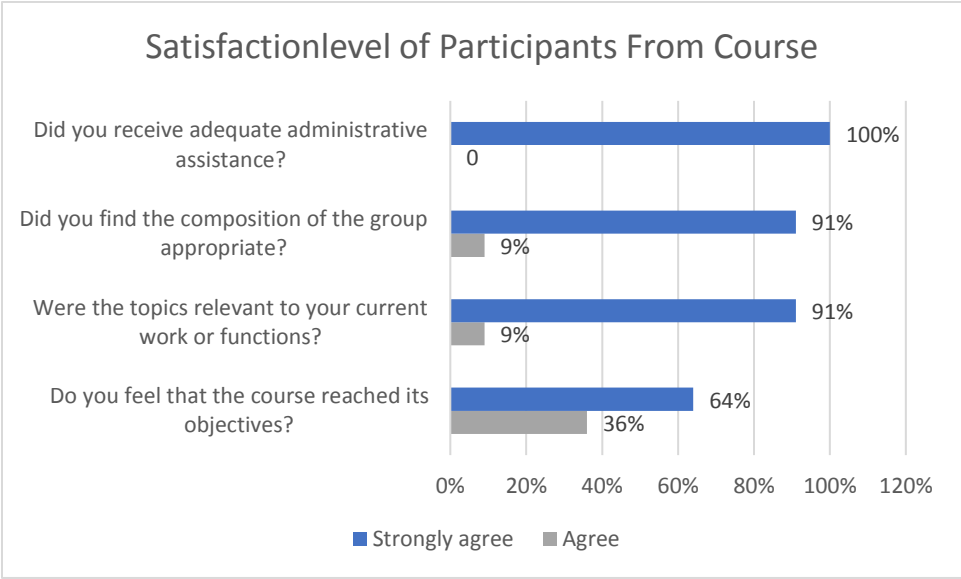
Time and Content Complexity

Regarding the allocated time and complexity of the training, 91 of trainees believed that the given time was sufficient and the course contents was designed based on their knowledge capacity. While only one participant (9%) said that the given time was not enough and the level of the course was a little bit advanced.



Overall Satisfaction

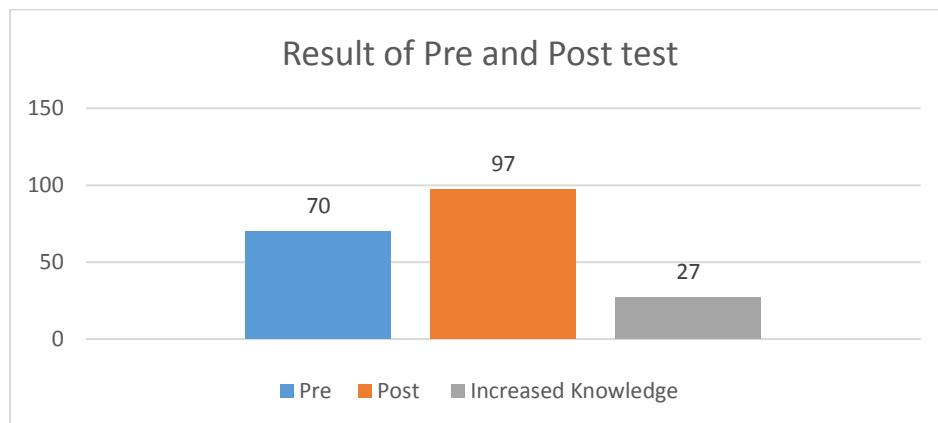
All participants expressed their full satisfaction from the course and stated they had received adequate administrative support during the training. Majority of them, 91 percent, said that the course could achieve its set objective and trainer did complete the course according to the plan. They also were satisfied from the group composition. 91 percent of the participants believed that the topic they learned during the course were relevant to their job and the skills and knowledge they gained during training will help them undertake the one-month pre entry training very well and with no difficulties.



Evaluation Findings

Knowledge of Trainees in Pre-and Post-test

Training was successful and could achieve its objective at output level. Number of 116 trainees filled out the pre and post-tests. As the data indicate in the below bar chart, knowledge of trainees has increased by 27 percent in posttest. This is while the level of knowledge of trainees in law and computer was low prior to the training with overall average of 70. While it had almost triple increase of 27 score in posttest. The training proved effective increase in the level of knowledge of trainees, where almost of trainees had answered most of the questions correctly and could bring their overall average to 97 in the post test.



Analysis of Pre-and Post-Test by Topics

The pre-and posttest contained questions from four topics of: a) General Knowledge about law; b) Knowledge about Police and its responsibilities; c) Attorney General Officers and its responsibilities; d) Computer Knowledge. In- depth analysis of pre-and posttests by topics shows that knowledge of participants increased in all four different topic areas. It was recorded particularly high for questions related to topic of Attorney General Office and its responsibility, where 97 percent of trainees could give correct answer for these questions while it was only 56 percent of participants who could give the correct answer in pretest. Following Attorney general office and its responsibility topic, the highest correct answer was recorded for general knowledge of trainees about law with 96 percent in posttest and 62 percent in pretest.

Police and its Responsibilities

Analysis of data in pre-and posttest shows that prior knowledge of trainees about Police and its responsibilities was high comparing to the remaining other three topics, and 79 percent of trainees could give correct answer. Comparing to pretest, it has increased by 18 percent in posttest and 97 percent of trainees could give correct answer.

General Knowledge about law

Trainees had good knowledge about law, where 62 percent of trainees answered the questions correctly in the pretest. While it was increased by 34 percent in posttest and 96 percent could give the correct answer.

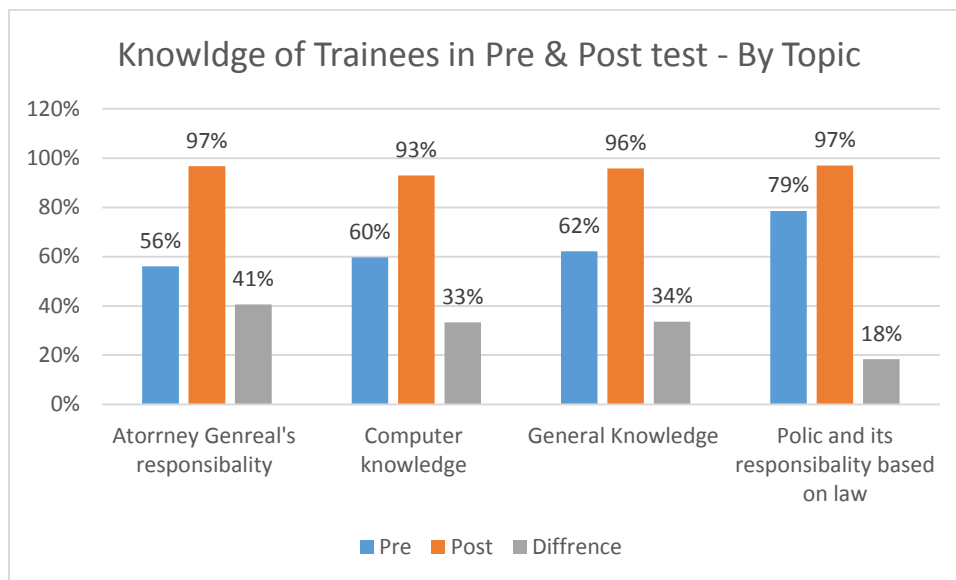
Attorney General Office and its Responsibility

This section was composed of 8/30 questions and knowledge of trainees were recorded high. It was 97 percent of trainees who could give correct answer to the questions in posttest while it was only 56 trainees answered the questions correctly in pretest.

The following bar chart shows the percentage of trainees who could answer questions correctly in different categories:

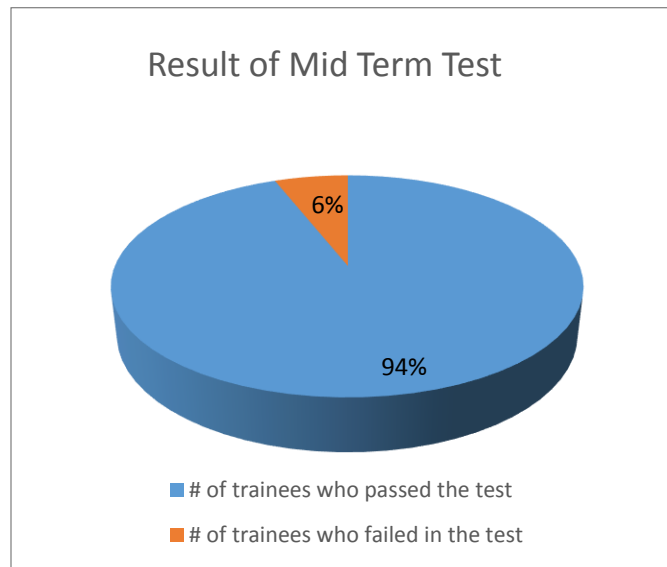
Computer Knowledge

Knowledge of participants was recorded to be high in pretest where 60 percent of them answered the questions correctly and it has increased to 93 percent in posttest with 33 percent of increase.



Result of Midterm Test

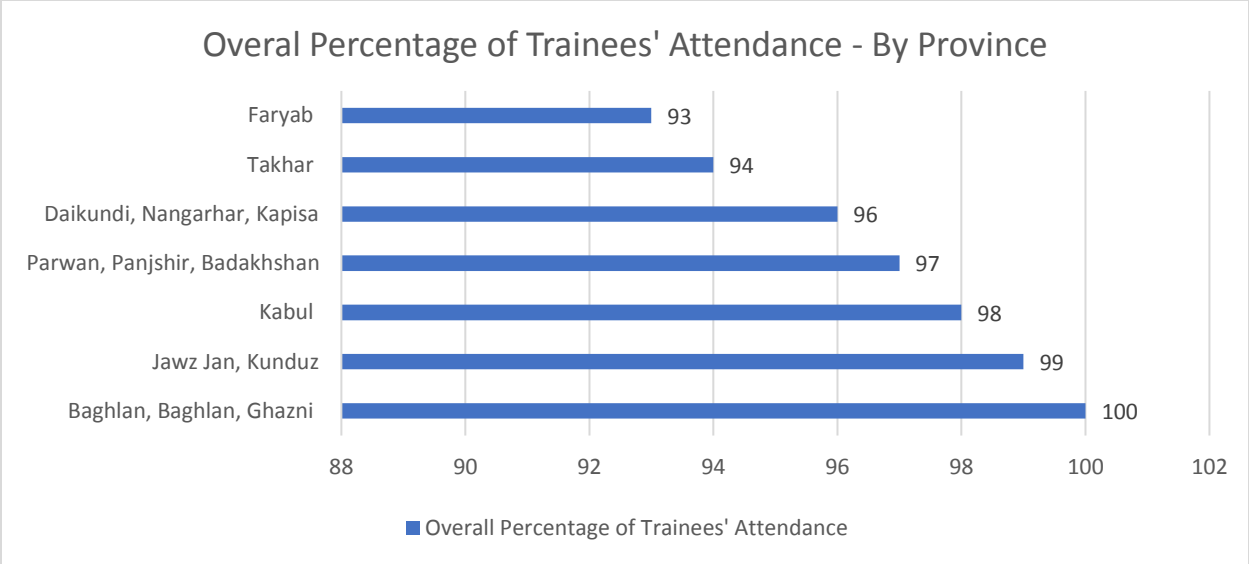
On May 11, 2017, the team conducted a midterm test during the training to see the effectiveness of training so far. A questioner was designed with 15 questions which were developed based on the content of lessons taught. Data analysis of midterm test shows that Out of 116, total number of 109 (94. %) participants, successfully passed the midterm exam. Number of 21 participants could obtain full marks (15/15). Amongst these 21 trainees, majority of them (15 trainees) belonged to Kabul. And number of 7 trainees (6%) obtained score of less than 10 and could not pass the exam.



Attendance of Trainees

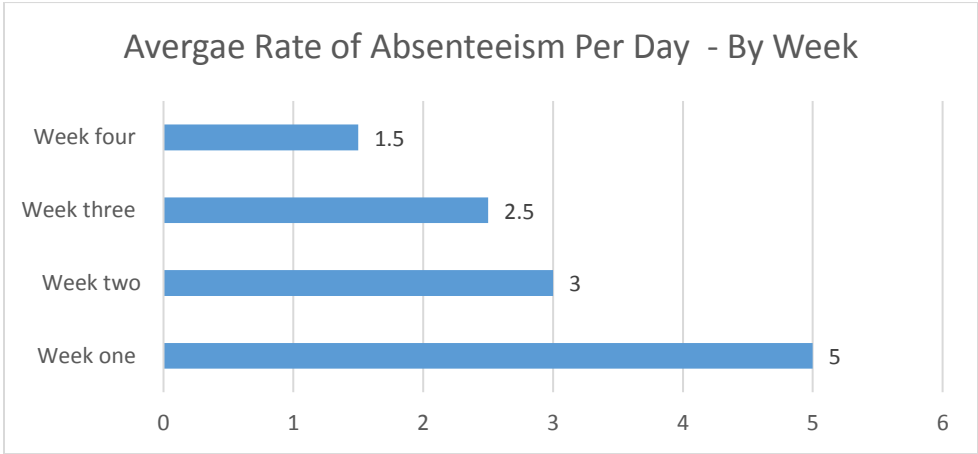
Proper recording attendance is one of monitoring activities which was done on daily basis. The attendance was kept with ABRAR's M&E Officer and trainees' attendance were recorded twice in a day, once as sign in at the start of class and once as sign out at the end of class. The overall attendance of trainees was recorded above 90 percent which was not a major concern. However, it was defined as code of conduct that each trainee must attended 90 percent of class and those who doesn't meet it will be automatically dropped out from the classes and is the person(s) will not allowed to continue the course.

The blow graph shows the overall percentage of trainees' attendance by province. Trainees in Bamian, Baghlan, and Ghazni with total number of 12 trainees (10.3%) had perfect attendance. Trainees from Kunzuz and Jawaz jan (8=7%) also attended 99 percent of 21 days training with only one day absenteeism for each province. Kabul was the only province with high number of trainees (53=46%). Attendance of trainees from Kabul was recorded to be 98 percent with four trainees who were absent for two days of training and 15 trainees who were absent for one day within the 21 days of training., Badakhshan, Panjshir and Parwan were the provinces where trainees (13 = 11.2%) attended 97 percent of trainings and the average of absenteeism rate recorded to be 2 days for each province. Twenty percent of trainees (23) who were from Daikundi, Kapisa, and Nangarhar could attend the course at 96 percent with 3 days absenteeism record for each province. Takhar and Faryab were the provinces where trainees (7 =6%) attended below 95 percent of training with 4 and 6 days of absenteeism respectively.



Rate of Absenteeism by Week

Analysis of attendance record shows that high rate for absenteeism was recorded for the beginning days of training and it was low for the last two weeks of training. It shows that, trainees did not take the training serious while it got lower when they were more informed and the importance of their attendance was communicated to them by the team regularly. The average of absent participants was recorded to be 5 per day for the first week while it was 1.5 for the last week of training.



Attendance of Trainers

As the data is showing in the following graph, five trainers had perfect attendance and reported to the course for all 21 days of training. While the rest of six trainers were absent for some days. Amongst these six trainers, Jan Mohammad Joya only reported to work at 62 percent and were absent for 7.5 days in the training which was recorded for the initial days of training. Following table gives detailed information about the attendance of trainers.

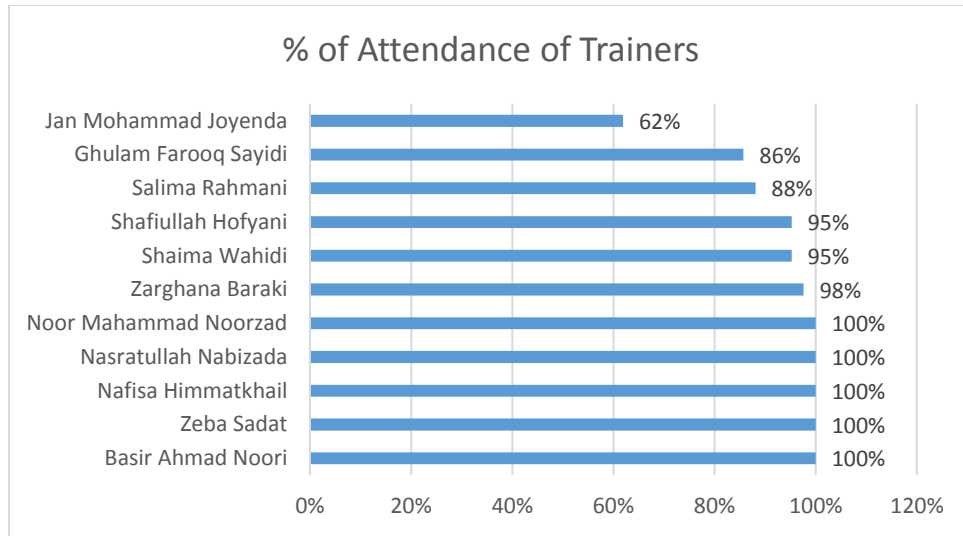


Table of Trainers' Record Attendance

SN	Name of Trainer	Total Days	Absent Day	% of Attendance
1	Basir Ahmad Noori	21	0	100%
2	Zeba Sadat	21	0	100%
3	Nafisa Himmatkhail	21	0	100%
4	Nasratullah Nabizada	21	0	100%
5	Noor Mohammad Noorzad	21	0	100%
6	Zarghana Baraki	20.5	0.5	98%
7	Shaima Wahidi	20	1	95%
8	Shafiullah Hofyani	20	1	95%
9	Salima Rahmani	18.5	2.5	88%
10	Ghulam Farooq Sayidi	18	3	86%
11	Jan Mohammad Joyenda	13	7.5	62%

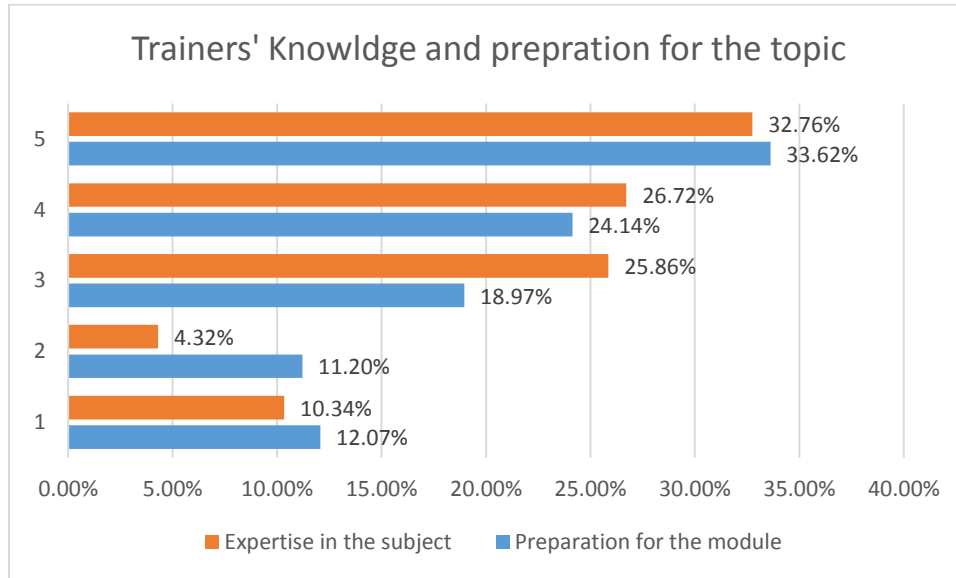
End of Course Evaluation

M&E team conducted an end of the course evaluation at the final day of the training. To this end, an evaluation form was developed with set of relevant questions to evaluate the level of trainees satisfaction in different areas of a) Trainers' Knowledge; b) Allocated time; c) Complexity of topics; d) Course structure; and a last section for self-assessment of trainees themselves. The questions were scaled from 1 to 5 where 1 was rated as minimum and 5 as maximum score.

Trainers' Knowledge

Trainees rated the trainers' knowledge and preparation for the topic differently. Thirty-three (33.66) percent of trainees said that trainers were highly prepared for the subject matters while 12 percent of them rated to be not prepared for the given topics. As the data indicates 32.76 percent agreed that the trainers to be highly expert in the delivering of the subject and they had required

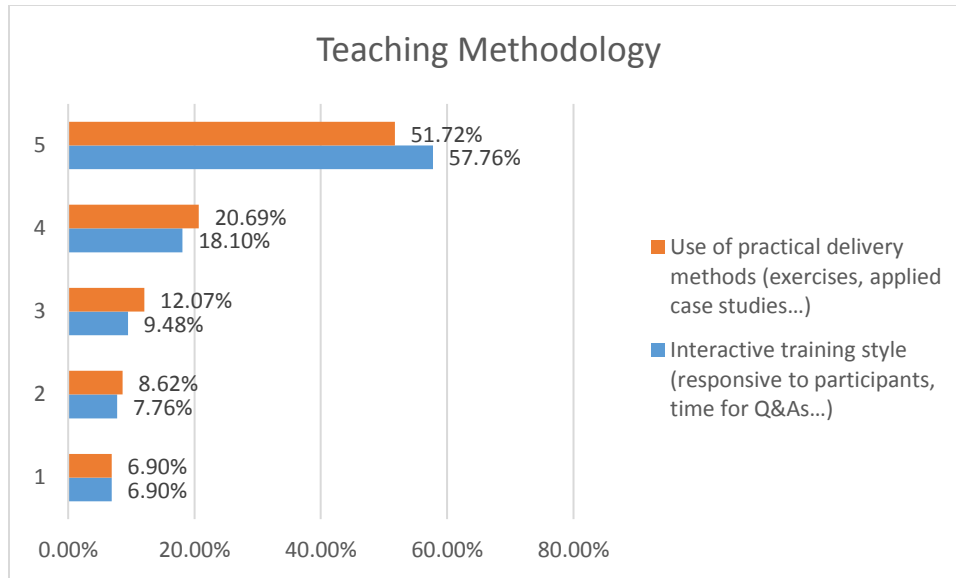
knowledge in the subjects. While 40.52 percent of them rated their expertise at below average and to be good and somewhat good.



Teaching Methodology

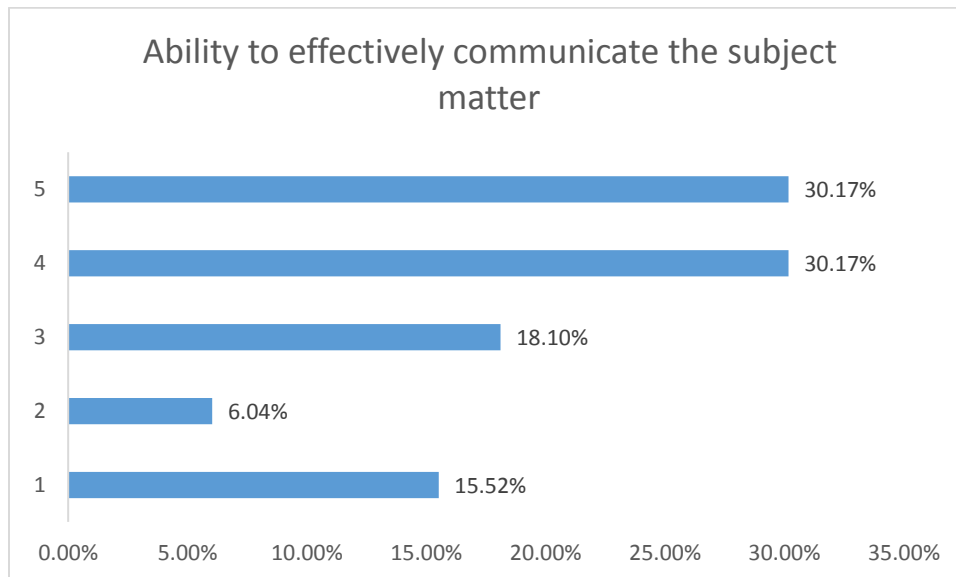
Participants were asked two questions about the teaching methodology / style and their application in the classroom. It was 51.72 percent of participants who said that trainers, in addition to lectures, mostly used practicing approach and conducted group exercise and case study during the class. While the only 6.90 percent said that they rarely used to conduct group exercise and assignment.

In delivering of the subject majority of trainers used to apply interactive teaching style rather than only giving lecture, 57.76 percent of trainees stated this fact. They used to keep the trainees active during the class through asking the questions and make give them time to discuss the topics. The data shows that the teaching style and methodology were effective and trainers used to play role of facilitator rather than to be a teacher and only give lecture.



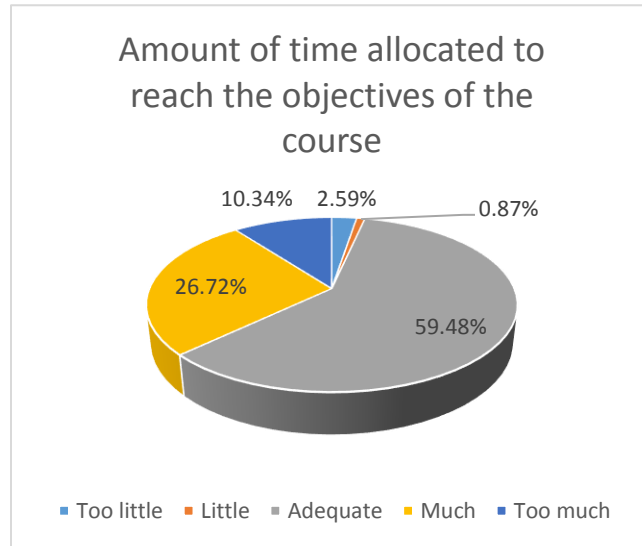
Trainers' Communication Skill

Another question was asked to assess the ability of trainers in communicating the subject matters to the participants. Different answers were recorded at different scales. Approximately, 60 percent of trainers believed that trainers are very well and highly able to convey the lessons in an understandable manner. While the rest of 40 percent rated them below the average where their skills communication to stand at level of not bad and somewhat good.



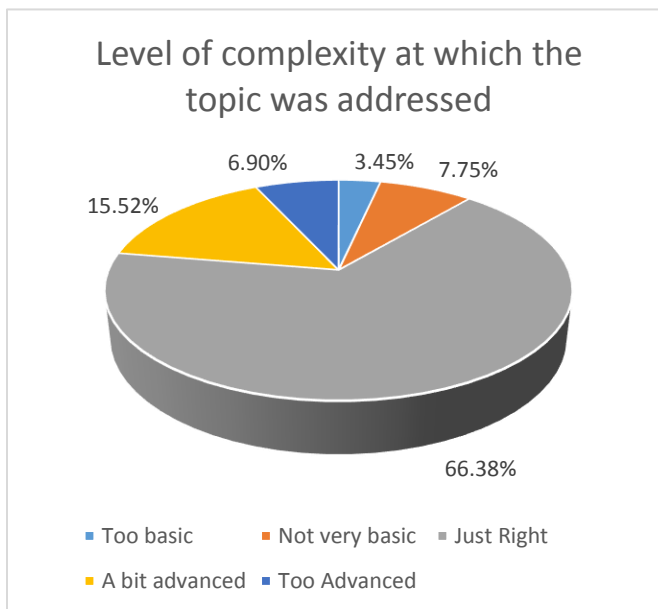
Time Allocated for Training

There was another question which asked about the amount of time for the training, which was designed to see if the trainers could cover all the lessons according to the plan and if it was adequate or was too much or was not enough to cover all topics. As it is shown in the given pie chart, 59.48 percent of trainers said that the allocated amount of time was suffice and course could achieve its objectives in the given time. While 10.34 percent said that time was too much.



The Level of Topics Complexity

The curriculum and the topics were designed according to the level of trainees' knowledge and it was not too basic and not too advanced, 66.38 percent of trainees stated this impression. There was only 15.5 and 6.90 percent of trainees who said that the topics were advanced and was beyond their knowledge level. It is a good indication of effectiveness of training because the majority of 66.38 percent of scholars could understand the subject very well. Among the trainees, there was also 3.45 percent of trainees who said that topics were too



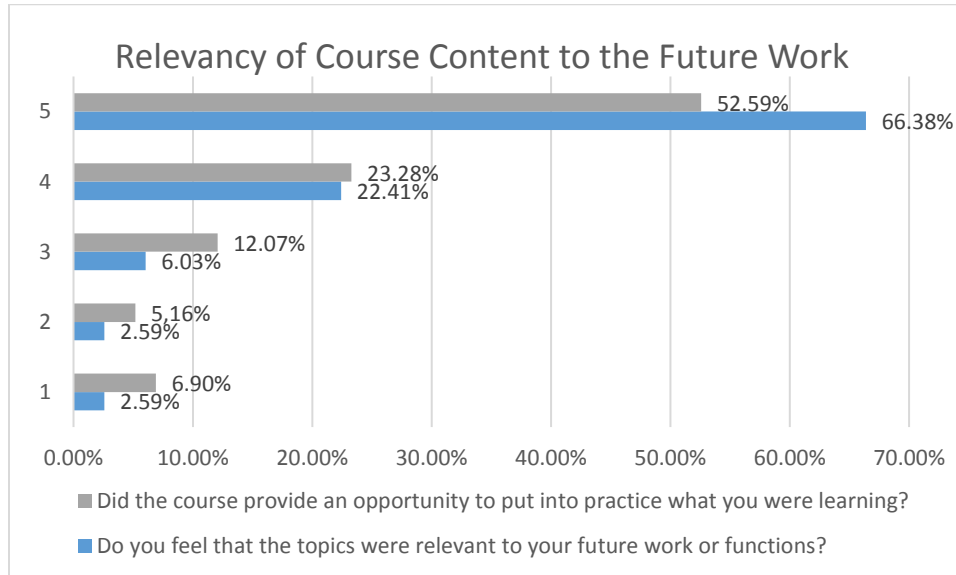
basic which shows high level of their existing knowledge in the subjects that were being taught.

Relevancy of Course Content to The Future Work/employment

This question was asked to see if the course content designed was based on the functions and future work/employment of trainees they will undertake. Sixty six percent of trainees believed that the topics were relevant to their jobs they will undertake in the future and would help them at work. While there were only 11.21 percent of scholars who did not appear optimistic that the course content will help them at their work in the future.

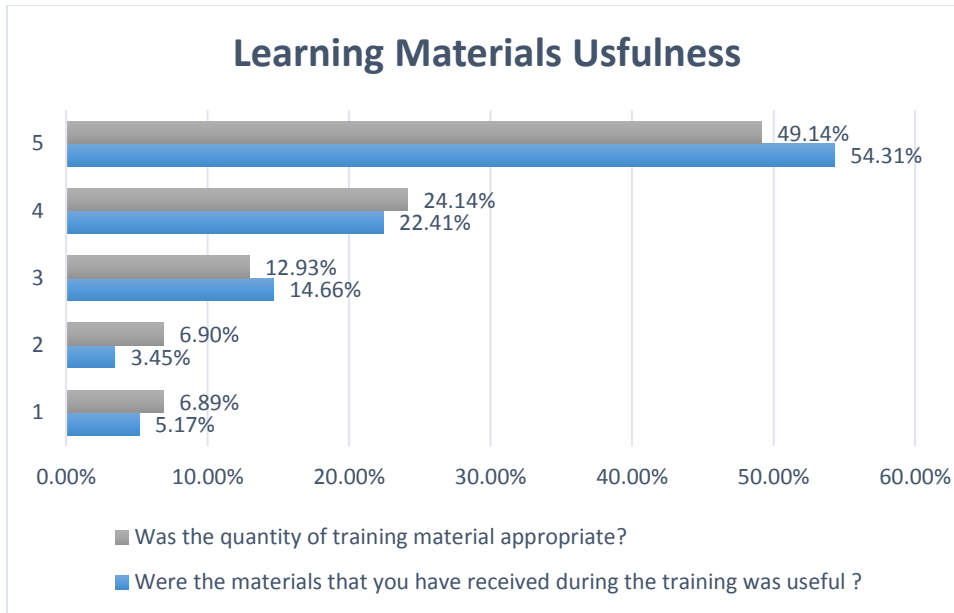
When the trainees were asked “*did the course provide you the opportunity to put into practice what you were learning?*”, 52.59 trainees said yes. It shows that, majority of trainers undertake

group work and exercised practical work in the class and give the trainees the opportunity to exercise what they learned in theory and put it into practice. It was also cited in the class observation when the M&E team conducted. Only 24.13 percent of trainees said that they did not undertake less or not any practical activity in the course.



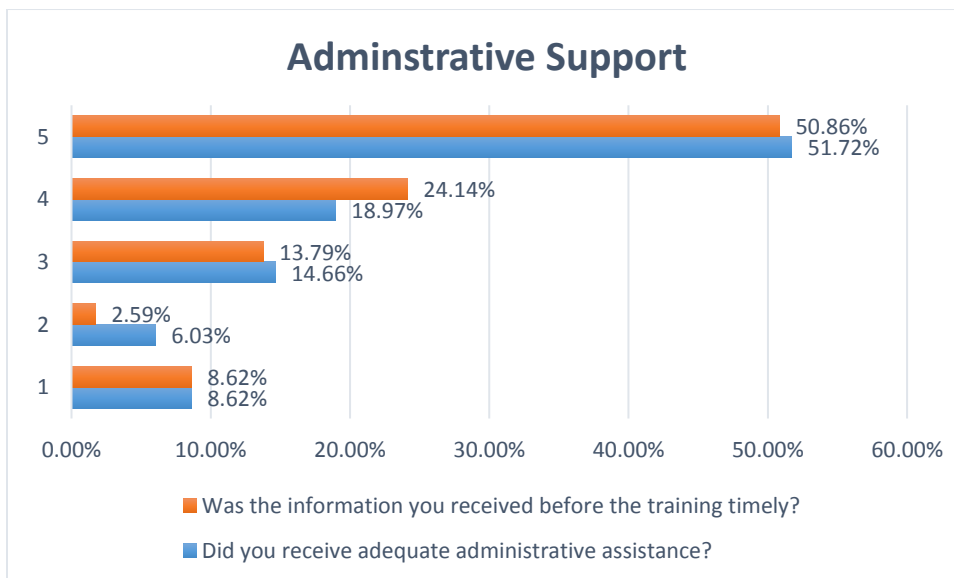
Learning Materials' Usefulness

It was cited by 49.14 percent of trainees who said that the quantity of learning materials was appropriate and sufficient. It shows that below average of trainees were not satisfied with the quantity of learning materials. As it was observed during class observation, there were some of Pashtu language speaking trainees who did not receive the manual yet, while in the seventh day of the training. While 27 percent rated at below average and said the quantity of materials was not sufficient. The rest of 24 percent rated the learning materials quantity be at good level. The usefulness of learning materials was rated as highly useful by 54.31 percent of trainees while only 8 percent of trainees said that learning materials were not useful or a little bit useful. It shows that learning materials was well designed and were easy to understand.



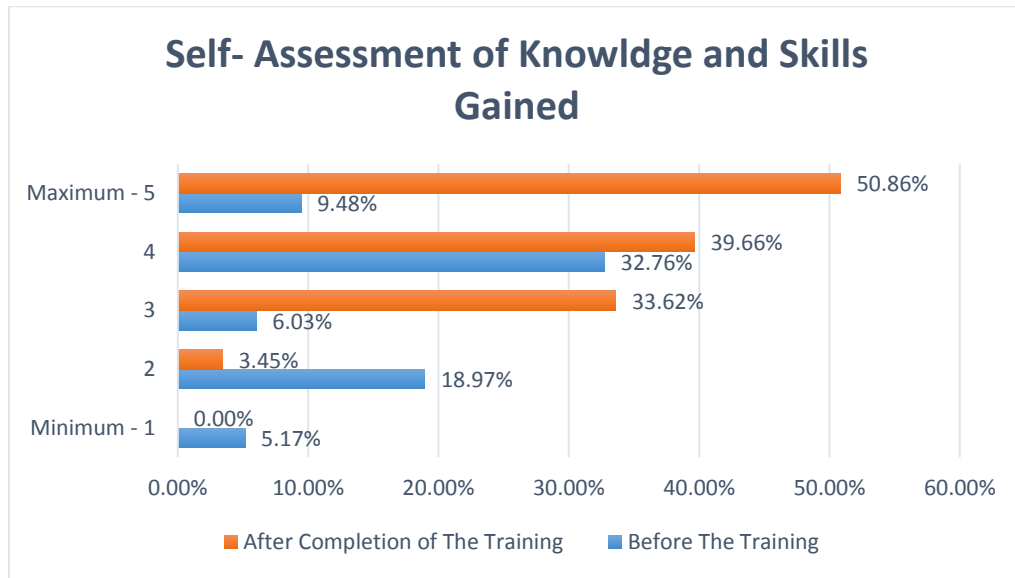
Administrative Support

In addition to the technical questions, another two more questions were designed to assess the level of administrative support the program and IP provided for the trainees and to assess if the trainees received adequate information about the training before the training take place. Out of 116 trainees, 50.86 percent of them said that the information they received before training was timely and sufficient. While 8.62 percent of them did not confirm they received on time and sufficient information about the training. Regarding administrative support, 51.72 percent of trainees were satisfied with the level of administrative support they received during the training. There was only 8.62 percent of the trainees who didn't express their satisfaction from the administrative support the program/ IP provided.



Self- Assessment

The last section in the evaluation form referred to the self-assessment area. This question was designed to see how the trainees rate themselves in the form of self-assessment. Trainees who felt that their knowledge increased so much was 50.86 percent while it was 9.48 of trainees whose knowledge was at maximum level of 5 before training.



The Challenges

Knowledge of participants were recorded to be above average in pretest in some specific topics such as Police and its responsibility, General Knowledge, Computer. As the data indicates, in the pretest, 60-79 percent of participants answered the questions for the aforementioned topics correctly, particularly in topic of Police and Its responsibilities. It shows that questions were easy and participants had enough knowledge about them.

According to the data collected from evaluation form, some of the participants complained from some of the trainers, particularly female ones, and stated that they did not have the required knowledge and expertise to convey the lessons effectively.

Attendance of participants was low in the initial days. It was recorded high in the two first week with average number of absenteeism of 5 and 3 in the two weeks stated.

Drop out of some of participant during the training due to high absenteeism.

Data collected from class observation report shows that learning materials were not distributed at the beginning of training for all participants. Some of participants while in the week two of the course still did not receive the materials, particularly for Pashtu speaking language participants.

There was not any Pashtu speaking trainers in the training and some of participants had difficulty in catching the lessons properly due to language barrier.

Almost half of participants reported that the information about the training they received before training was not adequate.

One of the class rooms did not have enough space for undertaking group activities.

Participants and trainers complaint about the cooling system of the classrooms and said they could not concentrate on the lessons due to the appealing hot weather.

The toilet and prayer room were in the first floor while the training was being held in the fifth floor and the participants complaint about the distance and the hassles they had to bear.

Conclusion

The training was held successfully and a number of 116 participants successfully completed the training. The knowledge and skills of participants increased by 27 score, comparing to the pretest. This states a good indication of the effectiveness of training. Participants also expressed their satisfaction from the training in terms of time, material, content and performance of trainers. The level of efforts that program and IP exerted was appreciable and program could achieve its objectives at output level. There were some drawbacks and challenges for which the M&E team provide its recommendation as below for better implementation of training for the second cohort of interns.

To measure the outcome and impact of the training at the organizational level, two follow up evaluation will be conducted during the six months' internship at AG's offices.

Recommendation

- Partner organization must provide adequate information before and on the orientation day about the trainings and internship package to the participants. This is because it will prevent participants to raise their expectation and mentally be ready for training and won't leave the course at the mid-point unfinished.
- The importance of attendance must be clearly communicated to participants. It will be cost effective for the program when the participant be dropped out at the initial days rather than leave at the middle.
- It is suggested to modify the questions for the test, as the result of pretest shows, more than half of participants could give correct answer to the questions in the pretest. It was recorded between 60-79 percent of participants in three topics of Police and its responsibilities, General knowledge and computer questions. It might be that the questions were easy or the information level of participant were high as most of them had high average score during university.
- Before the training takes place, the necessary learning materials should be ready and printed for both Dari and Pashtu Language speaking participants. It should be widely and adequately distributed in the first day of training.
- There should be some Pashtu language speaking trainers for this cohort of training as most of participants come from Pashtu language provinces.

- As we are going through the peak of summer season weather is getting hotter. Partner organization and program should think of providing adequate cooling system facility for the classes.
- Positive practices noted and acknowledged in the report should be maintained for more positive and effective training outcome.