



USAID | **AFGHANISTAN**
FROM THE AMERICAN PEOPLE

RULE OF LAW STABILIZATION – FORMAL COMPONENT STUDENT SURVEY

LAW AND SHARIA FACULTIES

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LAW AND SHARIA FACULTIES

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DISCLAIMER

The author's views in this publication do not necessarily reflect the views of the United States Agency for International Development or the United States Government.

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EXECUTIVE SUMMARY

The Afghanistan Rule of Law Stabilization – Formal Component (RLS-Formal) is a United States Agency for International Development (USAID) funded program designed to increase public confidence in the rule of law system and support the improved performance and accountability of governance in Afghanistan.

RLS-Formal concluded the first wave of a survey of students at the Law and *Sharia* faculties of Kabul, Nangahar, Balkh, Herat, Al Biruni, Khost, Kunduz and Takhar universities in May 2013. The survey affirms that USAID and RLS-Formal are taking **the right approach to legal education** in Afghanistan.

RLS-Formal is realizing **USAID’s objective** to increase the quality and availability of legal education in Afghanistan. A student enrolled in a Law and *Sharia* faculty impacted by the project or engaged in an activity implemented by the project is many times more likely to agree that legal education has improved than the average student.

Specifically, the survey identified **legal clinic programs** and **legal English trainings** as the most impactful activities in support of USAID’s objective. To a lesser degree, moot court competitions, computer trainings and courthouse visits also demonstrated impact.

The student survey revealed that over **90 percent of students** participating in practical legal coursework express increased confidence in their ability to enter the justice sector. This constitutes the result for an outcome-level performance indicator from RLS-Formal’s Performance Management Plan.

The survey also highlights the **opportunities and challenges** facing female students at Law and *Sharia* faculties, and adds credence to RLS-Formal’s partnership with women-focused organizations.

The subsequent report describes these findings in detail using advanced **statistical analysis** techniques and disaggregates the data by gender and university, among other attributes.

The survey is a **scientifically rigorous** observational study using face-to-face interviews with a representative sample size of 394 randomly selected student respondents, a confidence interval of plus or minus 5 percent, and a confidence level of 95 percent.

RLS-Formal will report its **final interpretations** from the student survey after implementing the second wave in the first quarter of fiscal year 2014.

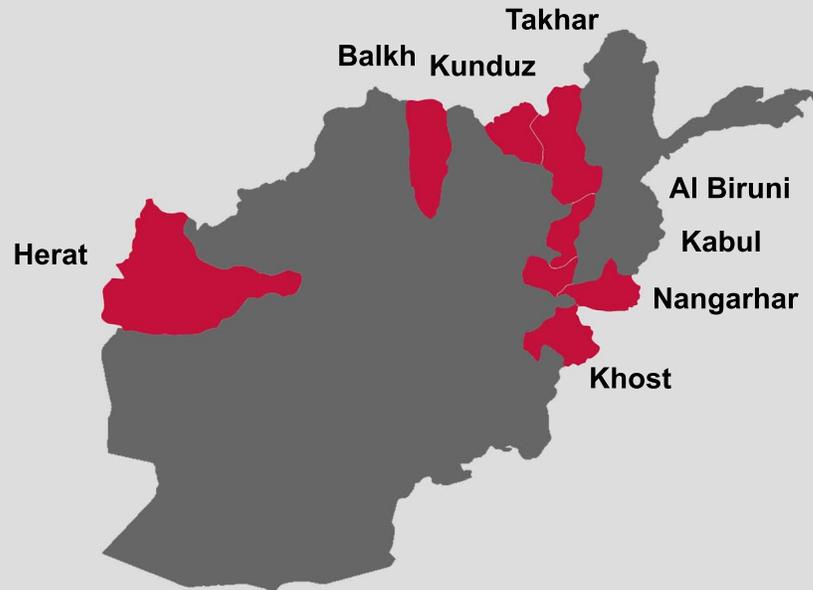
Survey Snapshot



Student Survey Population:

8,729 students enrolled in Law and *Sharia* faculties at Kabul, Balkh, Nangarhar, Herat, Al Biruni, Khost, Kunduz and Takhar universities

This is over 90% of the students enrolled in Law and *Sharia* Faculties in Afghanistan.



Sample Size:

394 randomly selected respondents interviewed face-to-face by field surveyors using standardized questionnaires

This is a representation sample size of the student population at a confidence interval of 5 percent and confidence level of 95 percent.



The Respondents:

76 percent male and 24 percent female students

55 percent are enrolled in *Sharia* and 45 percent in Law faculties

92 percent of students intend to enter the justice sector after graduation.



56 percent of students have participated in at least one legal clinic, moot court, legal English training, computer training and/or courthouse visit.

RLS-Formal Assistance to Universities

May 2010 to July 2012

1,160 Students completed legal clinics, moot court competitions, and legal research and writing courses with the project's support.

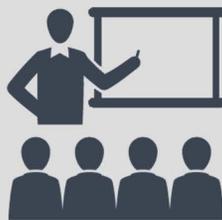
Of these, **427 Students** completed legal clinics at Kabul, Nangarhar, Herat, Balkh and Al Biruni universities.

And, **409 Students** completed legal research and writing courses at Kabul, Nangarhar, Herat, Balkh and Al Biruni universities.

2,400 Students were estimated to have completed legal english trainings at Kabul, Nangarhar, Herat, Balkh and Al Biruni universities with the project's support.

17 Faculties of Law and *Sharia* received refurbished law libraries, computer labs and/or research centers.

18 New Legal Courses or curricula were developed with the project's assistance.



July 2012 to April 2013

1,238 Students completed legal clinics, moot court competitions, legal English trainings, computer trainings and other practical educational activities with the project's support.

Of these, over **1,150 Students** who completed these activities attend either Kabul, Nangarhar, Herat, Balkh or Al Biruni universities.

An additional **900 Students** are estimated to be enrolled in practical legal educational activities but have not yet completed the courses.

6 Faculties of Law and *Sharia* received refurbished law libraries and/or computer labs.

4 New Legal Courses or curricula have been developed with the project's assistance.

RESULTS FRAMEWORK

The student survey measures RLS-Formal’s achievement of objectives assigned to the project in its contract and through the USAID/Afghanistan Performance Management Plan (PMP) for 2011–2015.



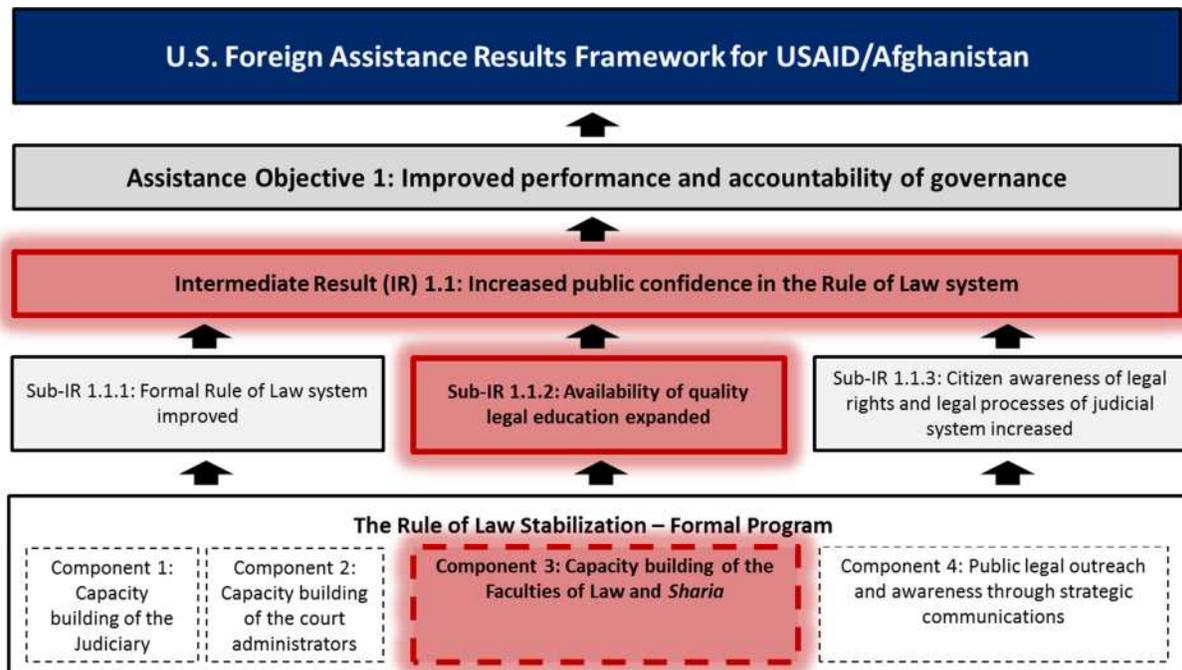
EXPECTED RESULTS

RLS-Formal builds the capacity of Law and *Sharia* faculties through technical assistance intended to support critical thinking and legal analysis as part of the core curriculum. Legal clinics and other practical legal educational activities are key aspects of this approach. Other assistance by the project includes unifying the core curriculum, training instructors and students, support for scholarships and study abroad programs, and modernizing teaching methodologies.

The objective of USAID and RLS-Formal’s work in legal education is USAID/Afghanistan’s Sub-

Intermediate Result (Sub-IR) 1.1.2: Availability of quality legal education expanded. This Sub-IR is explicitly stated in USAID/Afghanistan’s PMP for 2011-2015 and in RLS-Formal’s contract. It is the expected result of the project’s Component 3. RLS-Formal’s work under this Sub-IR also supports IR 1.1: Increased public confidence in the rule of law system; and, Assistance Objective 1: Improved performance and accountability of governance.

The project’s Results Framework illustrates the relationship between USAID’s objectives and RLS-Formal’s Component 3 below highlighted in red.



SURVEY FINDINGS

The results of the student survey affirm that USAID and RLS-Formal are taking the right approach to legal education in Afghanistan.

RESULTS

A student is more likely to agree that USAID’s objective for legal education is being achieved if he or she is enrolled in a Law and *Sharia* faculty impacted by RLS-Formal’s programs or has participated in a practical legal educational activity.

A student is also more likely to agree that USAID’s objective for legal education is being achieved if he or she participated in a legal clinic or legal English training.

RLS-Formal garnered these results through a statistical analysis technique known as binomial logistics regression. The following two prediction models illustrate these findings.

STATISTICS: MODEL 1

Whether a student is enrolled in a Law and *Sharia* faculty impacted by RLS-Formal’s programs or has participated in a practical legal educational activity accurately predicts whether the student will agree that the “availability of quality legal education expanded.”

This model infers that RLS-Formal impacted the Law and *Sharia* faculties of Kabul, Nangahar, Balkh, Herat and Al Biruni universities because of the high number of activities supported by the project at these institutions. Practical legal education activities are legal clinics, moot courts, legal English trainings, computer trainings and courthouse visits.

Finding #1

A student enrolled in a Law and *Sharia* faculty impacted by RLS-Formal is **138 percent** more likely than the average student to say that the availability of quality legal education expanded.

Or, in other words,

The odds are **2.38 times greater** that a student enrolled in a Law and *Sharia* faculty impacted by RLS-Formal will agree that the availability of quality legal education expanded than that a student enrolled in a Law and *Sharia* faculty not impacted by RLS-Formal will agree.

Finding #2

A student who participated in at least one practical legal educational activity is **79 percent** more likely than the average student to say that the availability of quality legal education expanded.

Or, in other words,

The odds are **1.79 times greater** that a student who participated in at least one practical legal educational activity will agree that the availability of quality legal education expanded than that a student who has not participated in such an activity will agree.

| Model 1 | |
|---|--|
| Odds ratio of a student agreeing “The availability of quality legal education expanded” | If the student... |
| 2.38 * | Is enrolled in a Law and <i>Sharia</i> faculty impacted by RLS-Formal’s programs. (i.e. Kabul, Nangahar, Balkh, Herat and Al Biruni universities) |
| 1.79 ** | Has participated in a practical legal education activity. (i.e. legal clinic, moot court competition, legal English training, computer trainings and/or courthouse visit) |

* Statistically significant at the 1% level. ** At the 5% level.

The odds ratios above represent a model with strong explanatory power. The odds ratio is best understood as the pay-off, or multiplicative change, of a student being enrolled in a Law and *Sharia* faculty impacted by RLS-Formal’s programs or participating in a practical legal education activity. The project used the backward conditional (stepwise) approach to logistics regression to eliminate unneeded explanatory variables and ensure no overlap in the predictive power of the two odds ratios.

The dependent variable in the model is a student’s response to the statement “The availability of quality legal education in Afghanistan has expanded in the past three years.” Students responded using a Likert rating scale (Strongly Disagree, Disagree, Neither Agree nor Disagree, Agree, Strongly Agree). The project grouped responses into “Agree” (Agree and Strongly Agree) or “Disagree or No Opinion” (Strongly Disagree, Disagree and Neither Agree nor Disagree).

The statement “The availability of quality legal education in Afghanistan has expanded in the past three years” is the USAID/Afghanistan Sub-IR 1.1.2: Availability of quality legal education expanded. The student survey qualified the Sub-IR with “in the past three years,” because three years is the maximum duration over which a student at university can judge the quality of education that he or she receives.

The first covariate is whether a students is enrolled in a Law and *Sharia* faculty at a university impacted by RLS-Formal’s programs. These universities, the test group, are Kabul, Nangahar, Balkh, Herat and Al Biruni universities. This is as opposed to the control group of Khost, Kunduz and Takhar universities that the project has impacted less.

The second covariate is whether a student responded that he or she has participated in a practical legal education activity. For the purpose of this survey, these are legal clinics, moot court competitions, legal English trainings, computer trainings and courthouse visits.

 **Survey Results in Action**

On March 23, 2013, Kabul University concluded a **legal clinic on family law** supported by RLS-Formal. The clinic provided an opportunity for eleven female students from the *Sharia* faculty to participate in mock trials and visit a family court, where they observed a trial and met with the chief judge of the court.

Roya, a fourth-year female student, said: “The legal clinic work is very useful for me and my classmates. I am proud that I was a part of the legal clinic and that I visited a courthouse which **increased my legal knowledge before I begin my profession as a lawyer.**”

| Model 2 | |
|---|---|
| Odds ratio of a student agreeing “The availability of quality legal education expanded” | If the student has participated in a... |
| 3.55 * | Legal clinic. |
| 1.88 ** | Legal English training. |
| 1.12 *** | Moot court competition. |
| 1.07 *** | Computer training. |
| 1.02 *** | Courthouse visit. |

* Statistically significant at the 1% level. ** At the 5% level. *** At an insignificant level.

STATISTICS: MODEL 2

This second model examines the relative strength and explanatory power of specific practical legal educational activities.

Whether a student participated in a legal clinic or legal English training accurately predicts whether the student will agree that “the availability of quality legal education in Afghanistan has expanded in the past three years.” The student survey also evaluated the effects of a student participating in moot court competitions, computer trainings and courthouse visits. These activities produced less certain outcomes in the statistical model.

The odds ratios above represent a model with strong explanatory power. The project used the backward conditional (stepwise) approach to logistics regression to eliminate unneeded explanatory variables and ensure no overlap in predictive power the odds ratios. The approach relegated whether a student has participated in moot court competitions, computer trainings and courthouse visits from the model due to their uncertain statistical significance.

Finding #3

A student who participated in a legal clinic is **255 percent** more likely than the average student to say that the availability of quality legal education expanded.

Or, in other words,

The odds are **3.55 times greater** that a student who participated in a legal clinic will agree that the availability of quality legal education expanded than that a student who did not participate in a legal clinic will agree.

Finding #4

A student who participated in a legal English training is **88 percent** more likely than the average student to say that the availability of quality legal education expanded.

Or, in other words,

The odds **1.88 times greater** that a student who participated in a legal English training will agree that the availability of quality legal education expanded than that a student who did not participated in a legal English training will agree.

In this model, as with the previous, the dependent variable is a student's response to the statement "The availability of quality legal education in Afghanistan has expanded in the past three years." Students responded using a Likert rating scale (Strongly Disagree, Disagree, Neither Agree nor Disagree, Agree, Strongly Agree). The project grouped responses into "Agree" (Agree and Strongly Agree) or "Disagree or No Opinion" (Strongly Disagree, Disagree and Neither Agree nor Disagree).

The statement "The availability of quality legal education in Afghanistan has expanded in the past three years" is USAID/Afghanistan Sub-IR I.1.2: availability of quality legal education expanded. The student survey qualified Sub-IR with "in the past three years," because three years is the maximum duration over which a student at university can judge the quality of education that he or she receives.

The first covariate is whether a student responded that he or she has participated in a legal clinic, and the second covariate is whether a student responded that he or she has participated in a legal English training. Additional illustrative covariates that are outside the prediction model includes whether a student responded that he or she has participated a moot court competition, computer training and/or courthouse visit.



ADDITIONAL VARIABLES

Several confounding variables may influence these models. For example, RLS-Formal recognizes that it is one of several programs to provide assistance to the Law and *Sharia* faculties of the universities that it surveyed. RLS-Formal strongly believes that potential extraneous variables do not diminish the finding that USAID's assistance to these universities and specifically legal clinics and legal English trainings are accomplishing its objective for legal education in Afghanistan.

Please see Appendix I for additional information on the statistical analysis techniques used to determine the findings above.



Survey Results in Action

On April 30, 2013, Nangarhar University graduated **125 students** from **legal English trainings** supported by RLS-Formal. The project conducted a separate evaluation of the graduating students and found that 37 percent strongly agreed that the lessons were "engaging and practical to their chosen careers."

Mohammad Esa, a student with disabilities enrolled at the Law Faculty of Nangarhar University, described the benefit of learning English through practical coursework, "Before attending this legal English class, I did not know about other countries' legal institutions. I learned a lot, especially about America's laws."

PERFORMANCE INDICATORS

The student survey collects data for an outcome indicator from RLS-Formal’s PMP which the project will report in the third quarter (Q3) of Fiscal Year (FY 2013).



PERFORMANCE INDICATOR 9

The student survey collects data for Indicator 9 from RLS-Formal’s PMP which reads: Percentage of students participating in practical legal coursework that express increased confidence in their ability to enter the justice sector.

This indicator describes the association between students participating in practical legal activities – in other words, practical legal coursework – and students’ confidence in entering a legal profession.

In order to fulfill the indicator, the project first captured the percentage of students from the Law and *Sharia* faculties of Kabul, Nangarhar, Balkh, Herat, Al Biruni, Khost, Kunduz and Takhar universities who participated in at least one practical legal educational activity.

Participation in One or More Practical Legal Activity

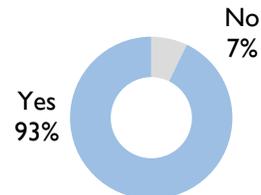


56.3 percent of students from the Law and *Sharia* faculties of the surveyed universities participated in one or more of the following activities: legal clinic, legal English training, moot

court competitions, computer trainings and courthouse visits.

Next RLS-Formal determined the subsample of these 56.3 percent of students who participated in one or more practical legal education activities and who also intend to enter the justice sector.

Intend to Enter the Justice Sector



92.8 percent of student from the Law and *Sharia* faculties of Kabul, Nangarhar, Balkh, Herat, Al Biruni, Khost, Kunduz and Takhar universities who participated in at least one practical legal education activity said that they intend to enter the justice sector. This is an impressive majority which shows a high level of confidence on the part of students participating in practical legal coursework in their ability to enter the justice sector.

RLS-Formal intends to report 92.8 percent as the result for Indicator 9 in the FY 2013 Third Quarter Performance Indicator Report as well as in the Monitoring and Evaluation Section of the May Monthly Report.

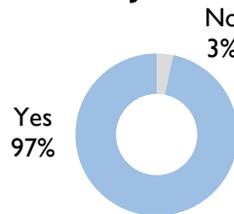
RLS-Formal's PMP also disaggregates Indicator 9 by gender and university.



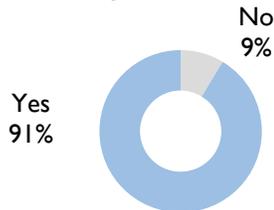
GENDER

To disaggregate by gender, the project subdivided by female and male which students intend to enter the justice sector of the 56.3 percent of students who participated in one or more practical legal education activities.

Female Students, Intent to Enter the Justice Sector



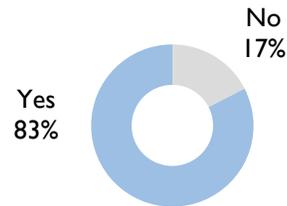
Male Students, Intent to Enter the Justice Sector



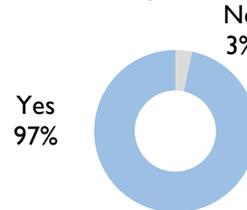
UNIVERSITY

To disaggregate by university, the project subdivided by Kabul, Nangarhar, Balkh, Herat, Al Biruni, Khost, Kunduz and Takhar universities which students intend to enter the justice sector of the 56.3 percent of students who participated in one or more practical legal education activities.

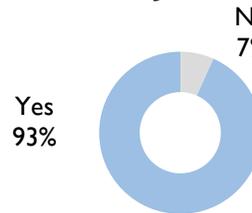
Nangarhar University, Intent to Enter the Justice Sector



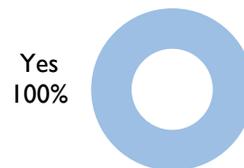
Kabul University, Intent to Enter the Justice Sector



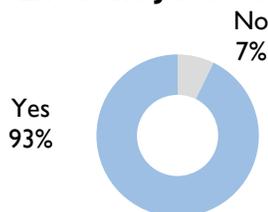
Herat University, Intent to Enter the Justice Sector



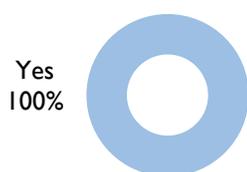
Al Biruni University, Intent to Enter the Justice Sector



Balkh University, Intent to Enter the Justice Sector



Takhar University, Intent to Enter the Justice Sector



None of the surveyed students from Khost or Kunduz universities had participated in practical legal coursework.

FUTURE TARGETS

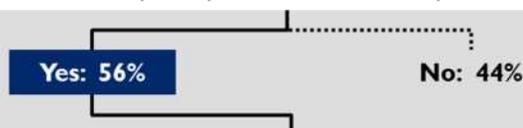
The project intends to conduct the second wave of the student survey in Q1 FY 2014 in order to measure the percentage change in Indicator 9 over time. The PMP sets the target for this indicator in Q1 FY 2014 as a 10 percent increase on the Q3 FY 2013 result. However, a 10 percentage increase on 92.8 percent is not possible.

RLS-Formal intends to aim for a target of at or close to 100 percent in order to ensure all students participating in practical legal coursework feel confident in their ability to enter the justice sector of Afghanistan.

The table below illustrates the steps to determine Indicator 9 and its disaggregation through the student survey.

Indicator 9: Percentage of students participating in practical legal coursework that express increased confidence in their ability to enter the justice sector

% of students from the Law and *Sharia* faculties of Kabul, Nangarhar, Balkh, Herat, Al Biruni, Khost, Kunduz and Takhar universities who participated in one or more practical legal educational activities.



% of student from the Law and *Sharia* faculties of Kabul, Nangarhar, Balkh, Herat, Al Biruni, and Takhar universities who intend to enter the justice sector.



| | Yes | No |
|-----------|------|-----|
| Male | 91% | 9% |
| Female | 97% | 3% |
| Nangarhar | 83% | 17% |
| Kabul | 97% | 3% |
| Herat | 93% | 7% |
| Al-Biruni | 100% | 0% |
| Balkh | 93% | 7% |
| Takhar | 100% | 0% |

GENDER & LEGAL EDUCATION

The student survey highlights the opportunities and challenges facing female students at Law and *Sharia* faculties in Afghanistan, and adds impetus to RLS-Formal’s partnership with women-focused organizations and programs, such as the Afghan Women Judges Association (AWJA).



GENDER ANALYSIS

Female students appear more confident in their career prospects than male students. Female students, in particular, feel more qualified to become judges than male students.

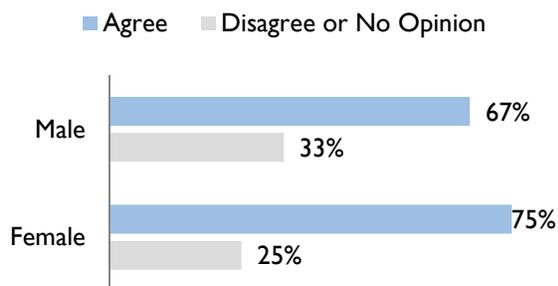
The survey also shows that female students feel largely content with their academic environment. Differences in attitude between female and male students emerge when considering the level of respect a student receives from fellow students and study abroad opportunities.



CAREER OPPORTUNITIES

Higher percentages of female students than male students feel qualified to become judges and lawyers as a result of their education.

"As a result of my education, I feel qualified to become a lawyer."

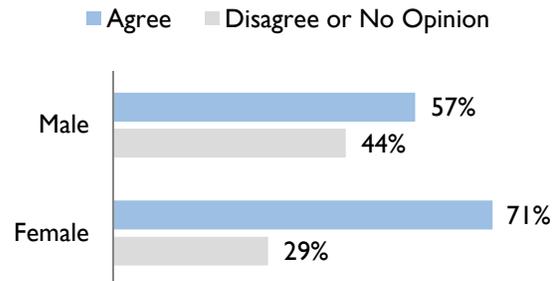


Gender Finding #1

Female students are more likely than male students to feel qualified to become judges, as a result of their education.

This is unlikely to have occurred by chance and is statistically significant at the 5% level.

"As a result of my education, I feel qualified to become a judge."



The relationship between gender and feeling qualified to become a judge is statistically significant at the 5% level using a Pearson Chi-Square test. The relationship between gender and feeling qualified to become a lawyer is not statistically significant.

This finding adds impetus to RLS-Formal’s partnership with women-focused organizations and programs, such as the AWJA. The project

helps strengthen the organizational capacity of the AWJA to advocate on behalf of women judges and serve as an inspiration for young women considering legal careers.



Survey Results in Action

On March 9, 2013, the AWJA commemorated **International Women’s Day** with an event in Kabul, where it recognized the top ten women students at Law and *Sharia* faculties across the country and encouraged them to join the justice sector. 240 women judges and female students participated in the celebration.

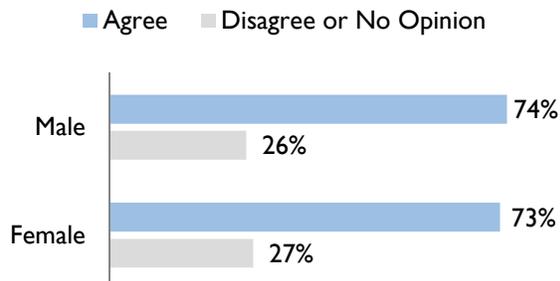
Fahima Ebrahmi, a fourth year student from Herat University, participated in the event and received an award for academic excellence from the AWJA. Fahima reflected on women’s rights in her country and her career: “Most women face direct or indirect violence. They can’t even work outside the home. **For myself, and for the future of Afghanistan, I want to become a judge.**”



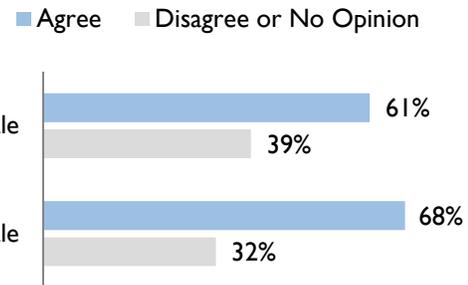
ACADEMIC ENVIRONMENT

By and large, female students express contentment with their academic environment. Both male and female students agree that they have equal access to the university’s resources.

"I have equal access to the university’s resources as other students."



"Male and female students are treated equally by the faculty at my university."



Both male and female students also agree that they are treated equally by the faculty at their respective universities. A lower percentage of male students agree than female students, but this is not statistically significant.

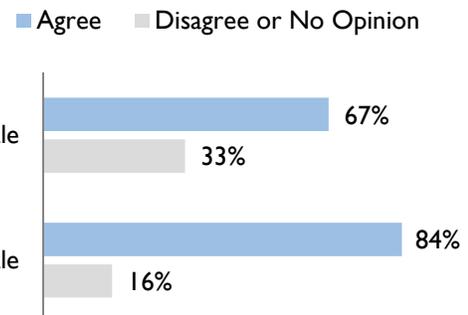


Gender Finding #2

Female students are more likely than male students to feel that they are treated with respect by the professors at their universities.

This is unlikely to have occurred by chance and is statistically significant at the 1% level.

"I am treated with respect by the professor at my university."



Female students are more likely than male students to agree that they are treated with respect by the professor of their university. This difference is statistically significant at the 1% level using a Pearson Chi-Square test.

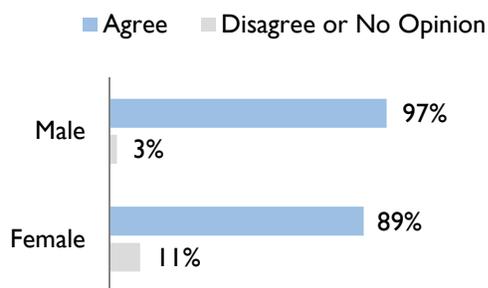
However, the relationship is reversed when considering gender and how students are treated by their fellow students.

Gender Finding #3

Female students are less likely than male students to feel that they are treated with respect by other students at their universities.

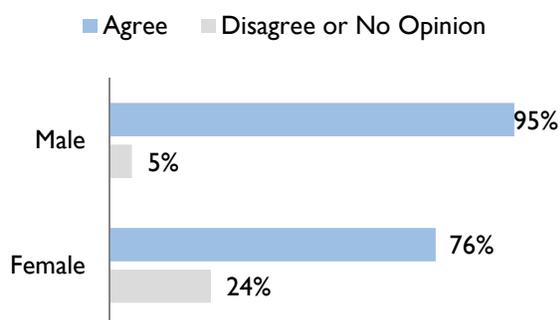
This is unlikely to have occurred by chance and is statistically significant at the 1% level.

"I am treated with respect by the other students at my university."



Female students are less likely than male students to agree that they are treated with respect by the other students of their university.

"If given the opportunity, I would study abroad."



Female students are also less likely than male students to agree that they would study abroad

if given the opportunity. This difference is also statistically significant at the 1% level using a Pearson Chi-Square test.

Gender Finding #4

Female students are less likely than male students to agree that they would study abroad if given the opportunity.

This is unlikely to have occurred by chance and is statistically significant at the 1% level.

Survey Results in Action

In April 2013, RLS-Formal supported the participation of a team of students from Herat University at the Philip C. Jessup International Law Moot Court Competition in Washington, DC. The team **ranked in the Top 50 Teams** winning three out of four rounds.

Fereshta Abbasi, a **female student** on the team, felt motivated by the experience: "I saw many women here at Jessup and it made me more comfortable being a women studying law. **I thought 'if they can do it, so can I.'** I always thought Afghanistan was far from the international community, but I saw that we are not. If women in Afghanistan want to, we can participate in Jessup and in international law."

NOTE ON RESPONSES

The student survey collected responses to this statement using a Likert rating scale (Strongly Disagree, Disagree, Neither Agree nor Disagree, Agree, Strongly Agree). The graphs in this section aggregate the responses into "Agree" (Agree and Strongly Agree) and "Disagree or No Opinion" (Strongly Disagree, Disagree and Neither Agree nor Disagree) to permit more direct interpretation.

STUDENT RESPONSES

SURVEY RESULTS

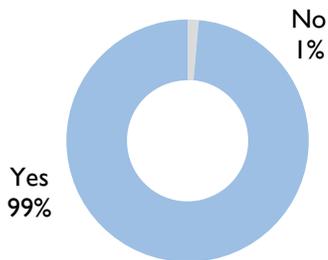
The following section describes additional results from the first wave of the student survey. Please see Appendix 2 for a description of the survey methodology, and please see Appendix 3 for an English version of the survey questionnaire.



RESPONDENTS

Response Rate

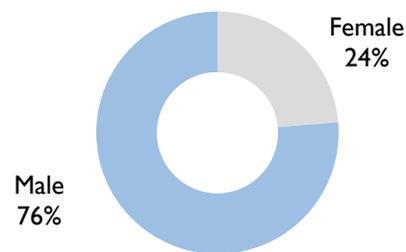
The survey response rate is appropriate to ensure the results accurately represent the target population.



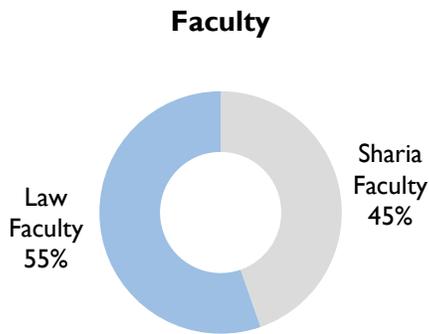
RLS-Formal attained a response rate of 98.5% on its student survey. The high response rate ensures that the results represent the target population of the 8,729 students enrolled in the Law and *Sharia* faculties of Kabul, Nangahar, Balkh, Herat, Al Biruni, Khost, Kunduz and Takhar universities. The 394 responses exceed the minimum representative sample size of 368, given the margin of error of 5 percent and confidence level of 95 percent. Typically face-to-face interviews, like the student survey, yield at least an 85% response rate.

Gender

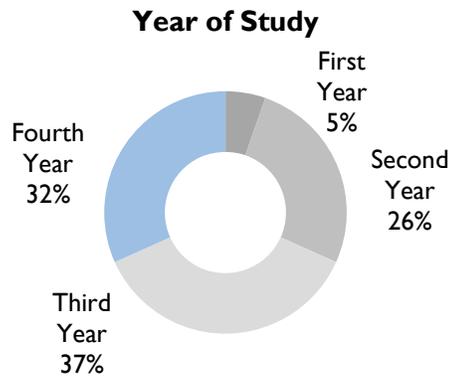
The number of female respondents closely corresponds to the proportion of female students at Law and *Sharia* faculties.



Female students constituted 23.6 percent of respondents, and male students consisted 76.4 percent of respondents. This gender ratio closely corresponds to the gender ratio of the target population which is estimated to be between 18 percent and 20 percent female based on a report to the project by the twelve major universities with Law and *Sharia* faculties in the fall of 2012 and RLS-Formal's Gender Assessment. A Chi-square test of gender ratio confirms that there is not a significant difference between the 23.6 percent female students in the survey and 20 percent female students in the target population.



Students enrolled in Law faculties constituted 55.3 percent of respondents, and students enrolled in *Sharia* faculties constituted 44.7 percent of respondents. Takhar University comprises only a *Sharia* faculty, while Kunduz University comprises only a Law faculty.



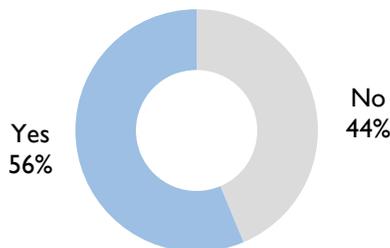
Second Year, Third Year and Fourth Year students comprised the majority of respondents. The absence of First Year students as respondent is likely the result of data collection occurring early in the school year.



PRACTICAL LEGAL EDUCATION

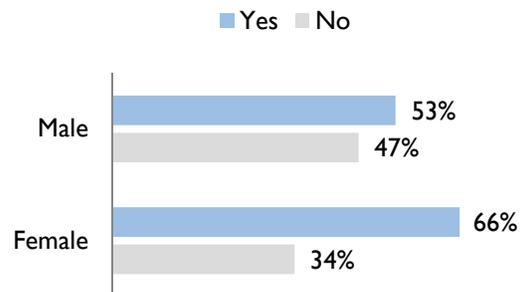
Over half of students had participated in at least one practical legal educational activity. These students are predominantly enrolled in Kabul, Nangahar, Balkh, Herat and Al Biruni universities. The most common practical legal educational activities, in descending order, are: legal English training, moot court competitions, legal clinics, visits to courthouses and computer trainings. As described above, the participation in practical legal education activities is a key driver to expanding the availability of quality legal education in Afghanistan (USAID / Afghanistan Sub-IR 1.1.2).

Participation in Practical Legal Educational Activities



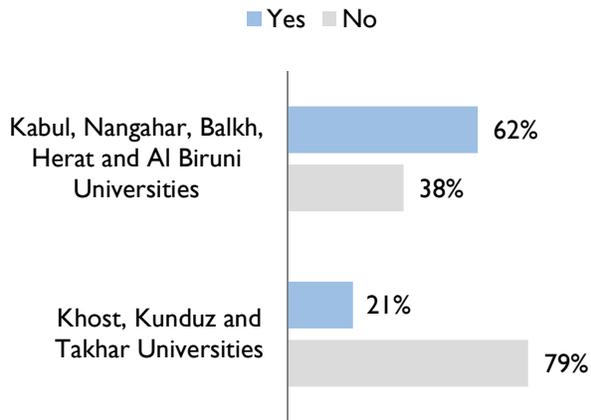
56.3 percent of respondents stated that they had participated in at least one type of practical legal educational activity at university.

Participation in Practical Legal Educational Activities by Gender



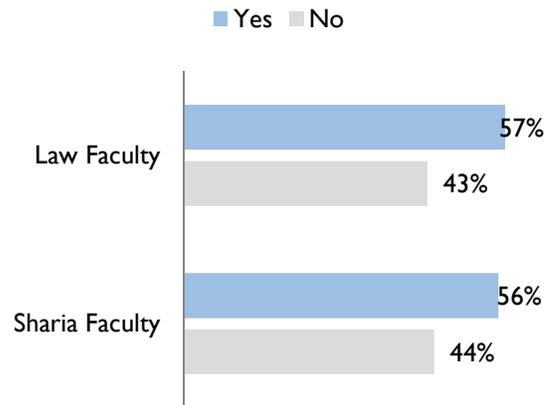
A greater percent of female students than male students participated in at least one practical legal activity. Other performance metrics support this finding. The project tracks the “Number of students involved in practical legal exercises, including legal clinic work, moot court competitions or internships” as Indicator 10 of its PMP. In Q2 FY2013, 178 female students and 97 male students were involved.

Participation in Practical Legal Educational Activities by University



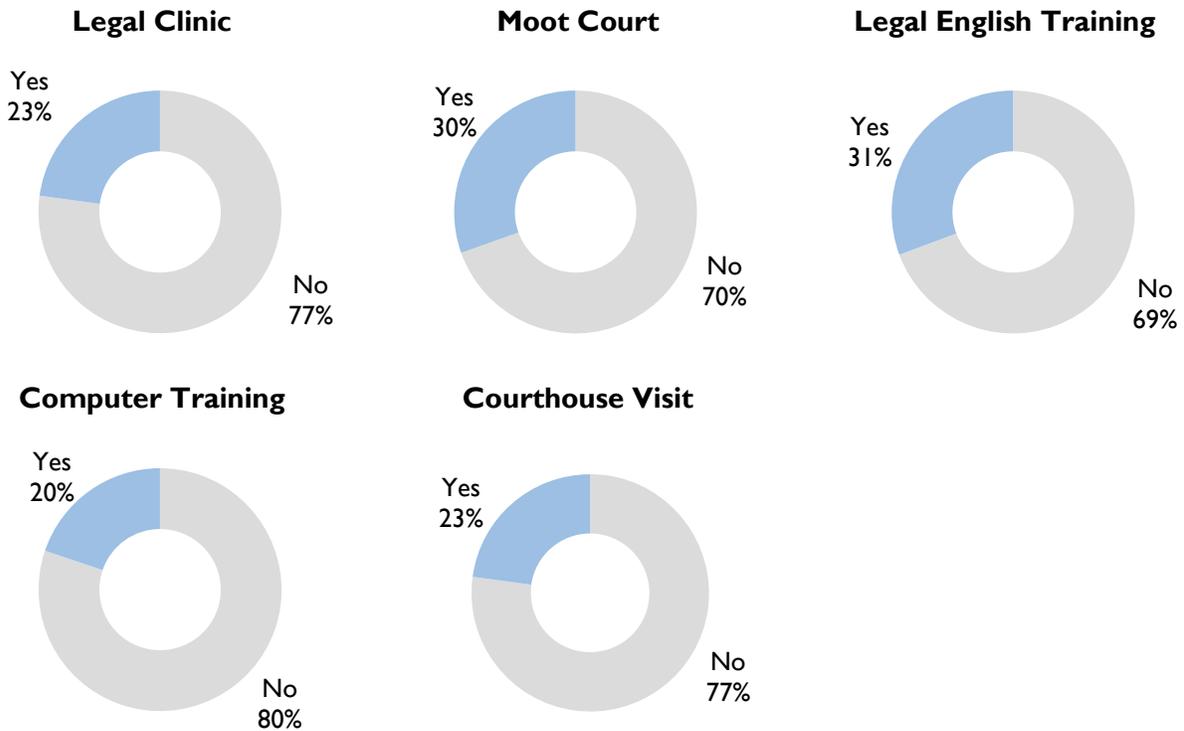
The majority of respondents that had participated in at least one type of practical legal coursework attended universities where RLS-Formal is active in supporting such activities. Far fewer respondents enrolled at Khost, Kunduz and Takhar universities stated that they had participated in at least one practical legal educational activity.

Participation in Practical Legal Educational Activities by Faculty



Students from both Law and *Sharia* faculties appear to have equal access to practical legal education activities.

Participation in Practical Legal Educational Activities by Activity



NOTE ON RESPONSES

The student survey collected responses to this statement using a Likert rating scale (Strongly Disagree, Disagree, Neither Agree nor Disagree, Agree, Strongly Agree). The graphs below aggregate the responses into “Agree” (Agree and Strongly Agree) and “Disagree or No Opinion” (Strongly Disagree, Disagree and Neither Agree nor Disagree) to permit more direct interpretation.

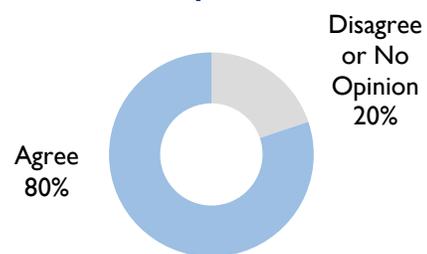


LEGAL EDUCATION IN AFGHANISTAN

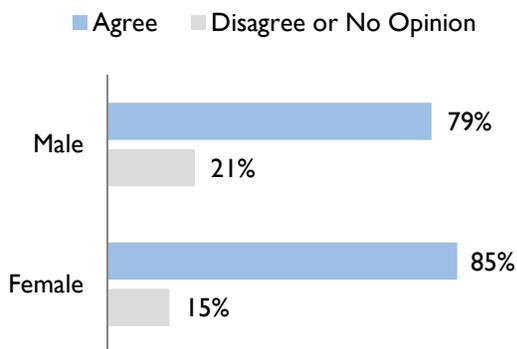
The majority of respondents felt positively that the availability of quality legal education in Afghanistan expanded in the past three years. This statement closely tracks the USAID/Afghanistan Sub-IR 1.1.2 which states “Availability of quality legal education expanded.” The student survey qualified Sub-IR 1.1.2 with “in the past three years” to lend credence to the student’s perceptions. Three years is the maximum timespan over which a student in their fourth year of studies can judge the quality of the education that he or she receives.

Statement:
“The availability of quality legal education in Afghanistan has expanded in the past three years.”

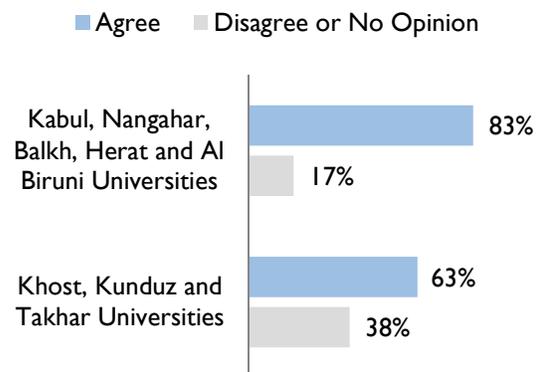
Response



Disaggregated by Gender



Disaggregated by University



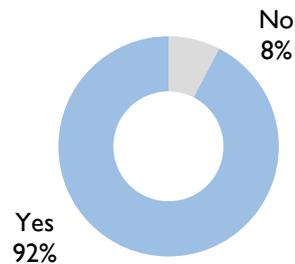


AFTER GRADUATION

Students at Law and *Sharia* faculties intend to enter the justice sector after they graduate. The vast majority of students in Law and *Sharia* faculties at Kabul, Nangahar, Balkh, Herat, Al Biruni, Khost, Kunduz and Takhar universities intend to enter a legal profession.

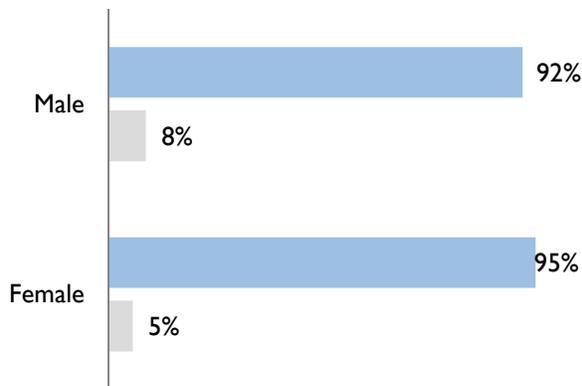
Question:
“Do you intend to enter the justice sector after you graduate?”

Response



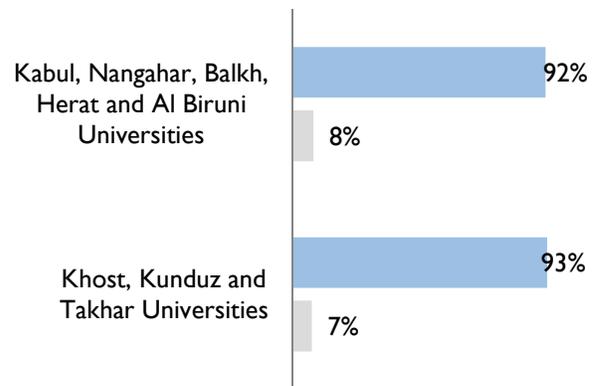
Disaggregated by Gender

■ Yes ■ No



Disaggregated by University

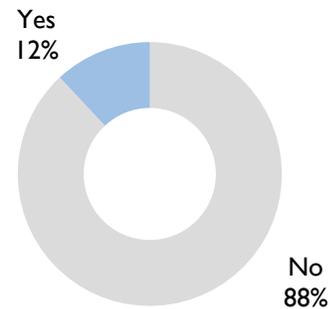
■ Yes ■ No



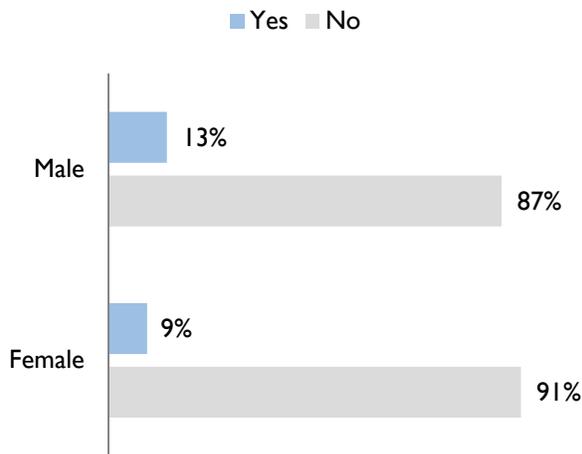
The majority of respondents would intend to enter the justice sector after their graduation even if given an alternative. This question is a reversal of the previous. Reversal questions help prevent the tendency for respondents to answer a series of questions on a certain direction regardless of their content. In this case, the reversal question served its purpose, and a Pearson Chi-Square test revealed the responses to the two questions are dependent. In other words, a respondent’s intention to enter a legal profession depends on their choice to not enter a profession other than a legal profession. This is self-evident and confirms that respondents accurately presented their perceptions in the student survey.

Question:
“If you had a choice, would you enter a profession other than a legal profession?”

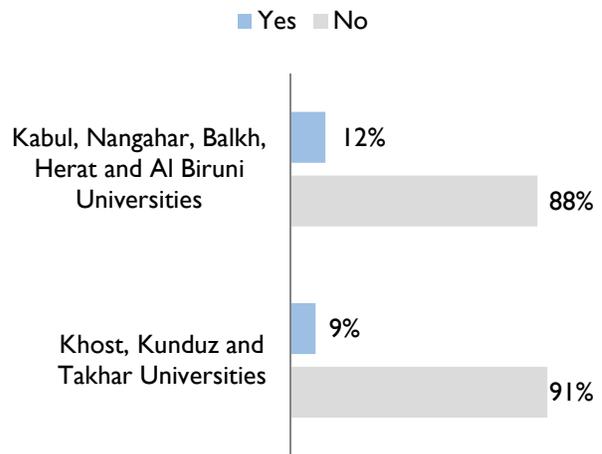
Response



Disaggregated by Gender



Disaggregated by University



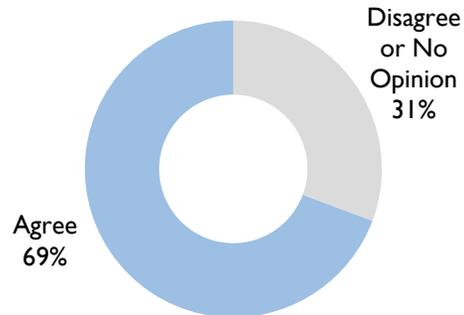


EDUCATION AND CAREER

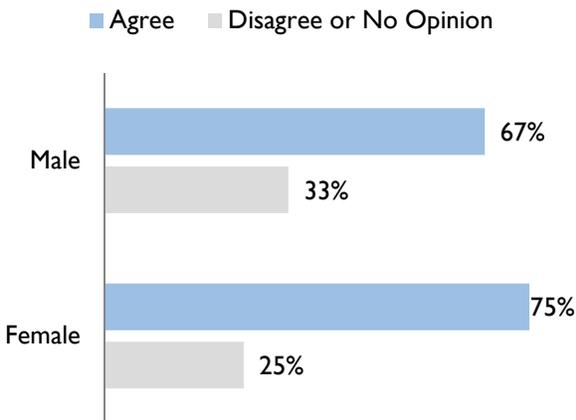
Students feel qualified to become lawyers and judges as a result of their education. More students feel qualified to become lawyers than judges. There is a strong relationship between students being enrolled in a *Sharia* faculty and feeling qualified to become a judge as a result of their education.

Statement:
“As a result of my education, I feel qualified to become a lawyer.”

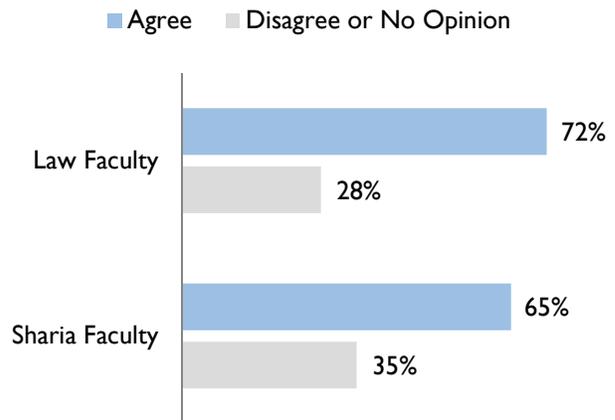
Response



Disaggregated by Gender

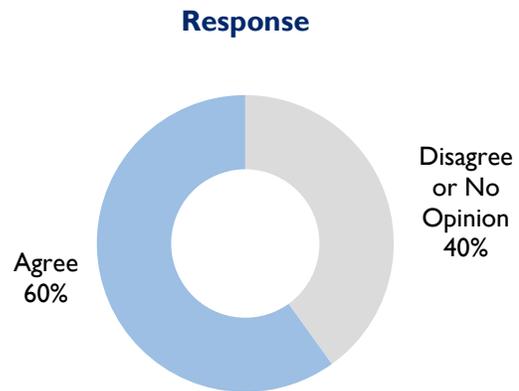


Disaggregated by Faculty

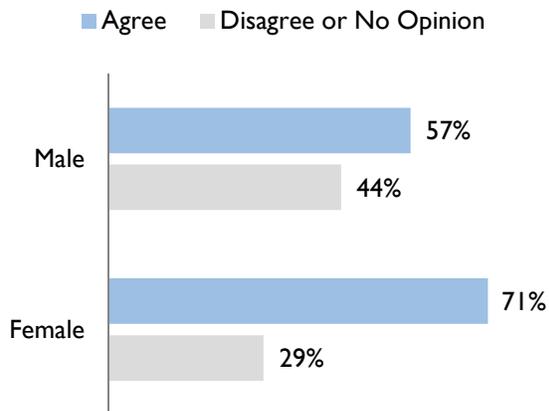


Almost 70 percent of students at Law and *Sharia* faculties at Kabul, Nangahar, Balkh, Herat, Al Biruni, Khost, Kunduz and Takhar universities felt qualified to become a lawyer as a result of their education. This suggests that Law and *Sharia* faculties imparted students with the confidence to believe that they are qualified to become a lawyer, a key role in the formal justice sector. A student is more likely to feel qualified to become a lawyer than a judge.

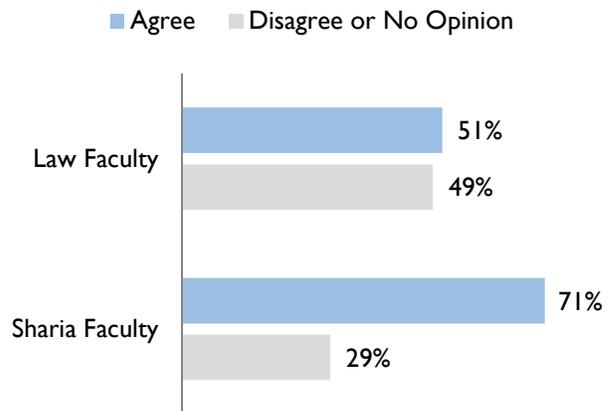
Statement:
“As a result of my education, I feel qualified to become a judge.”



Disaggregated by Gender



Disaggregated by Faculty



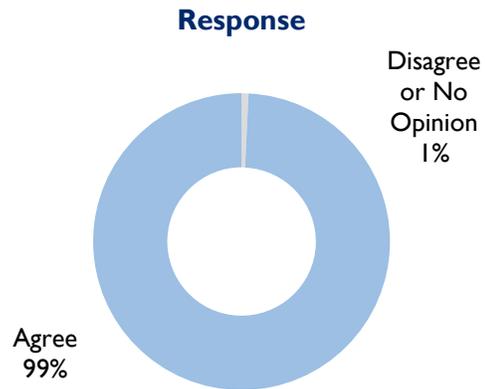
Almost 60 percent of students at Law and *Sharia* faculties at Kabul, Nangahar, Balkh, Herat, Al Biruni, Khost, Kunduz and Takhar universities felt qualified to become a judge as a result of their education. This suggests that Law and *Sharia* faculties imparted students with the confidence to believe that they are qualified to become a judge, a key leadership role in the formal justice sector.



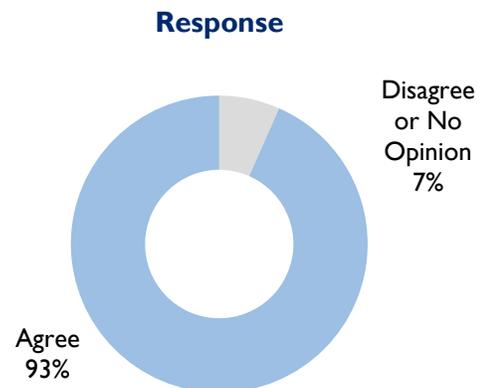
PERCEPTIONS OF UNIVERSITY EDUCATION

Students expressed a strong desire for improvements in classroom equipment and teaching methodologies, while acknowledging recent improvements in the core curriculum. A majority of students expressed confidence in the capacity of their Law or *Sharia* faculty to educate legal professionals. Findings indicate a strongly demand for additional practical legal educational activities as well as a lack of libraries and computer labs which facilitate such activities.

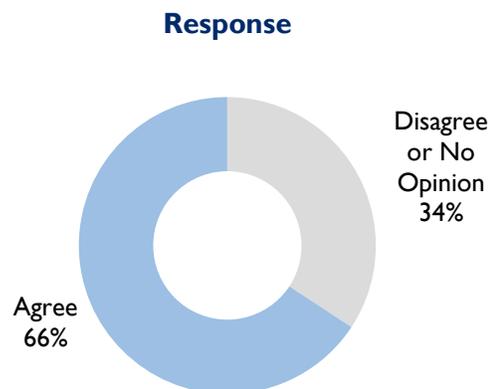
Statement:
“The classroom equipment at my university needs to be modernized.”



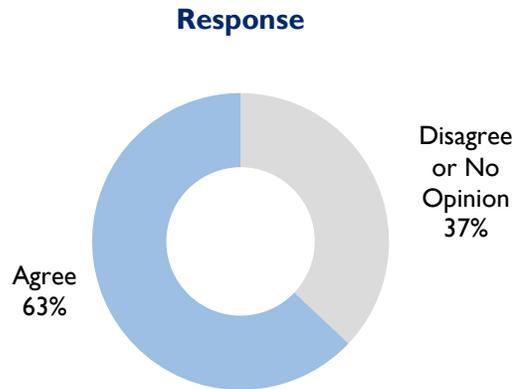
Statement:
“The teaching methods at my university need to be modernized.”



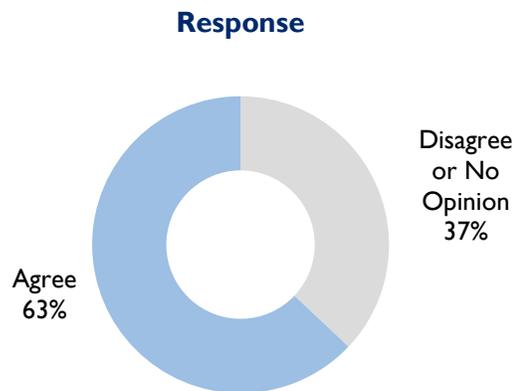
Statement:
“I noticed meaningful changes to the core curriculum since I enrolled at university.”



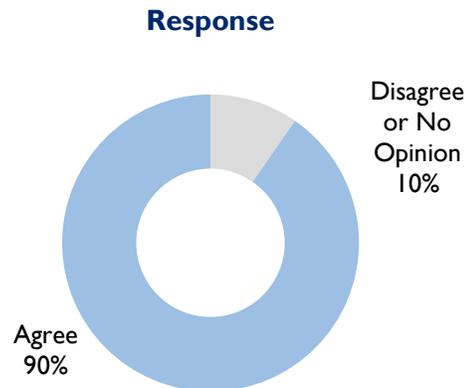
Statement:
“My law or Sharia faculty has the capacity to educate students to become legal professionals.”



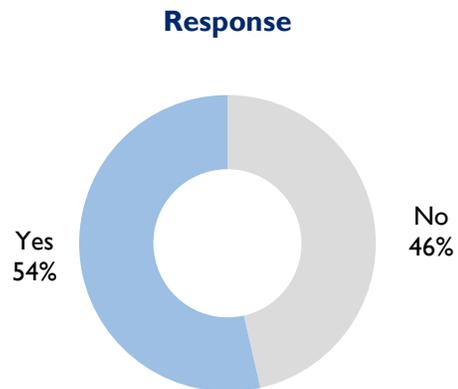
Statement:
“The curriculum at my university is more academically focused than practically focused.”



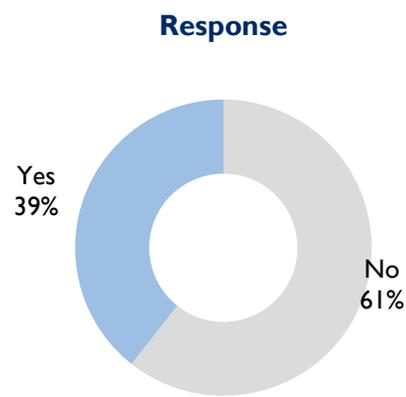
Statement:
“If given the opportunity, I would study abroad.”



Question:
“Do you have access to a library with adequate legal resources at university?”



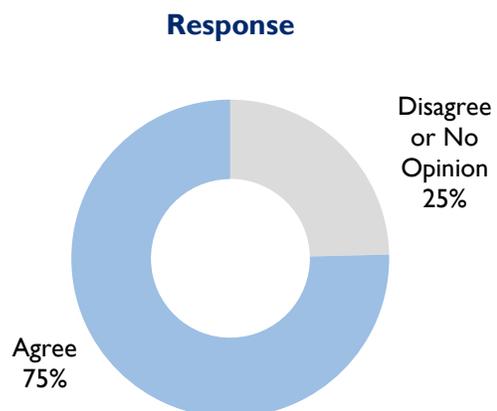
Question:
“Do you have access to a computer lab with adequate legal resources at university?”



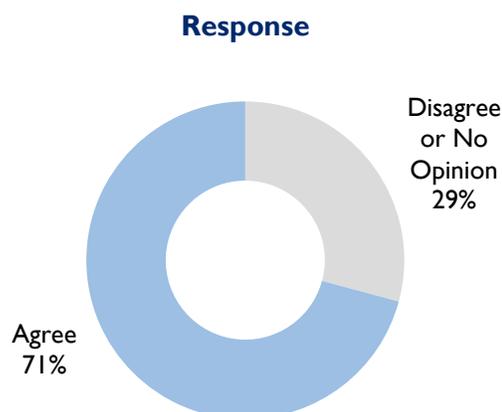
PERCEPTIONS OF ACADEMIC LIFE

Students feel respected by faculty and their peers, and believe that the quality of their schoolwork determines one’s grades. Students also feel that they have equal access to educational resources. Around two-thirds of students agree that male and female students are treated equally by faculty.

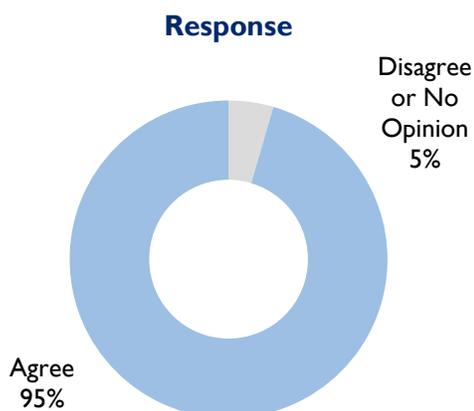
Statement:
“Student’s grades are solely determined by the quality of their work at university.”



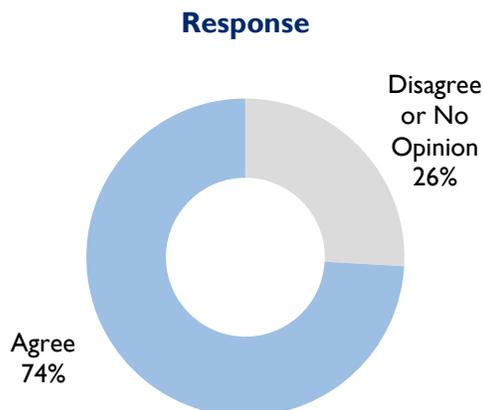
Statement:
**“I am treated with respect
by the professor at my
university.”**



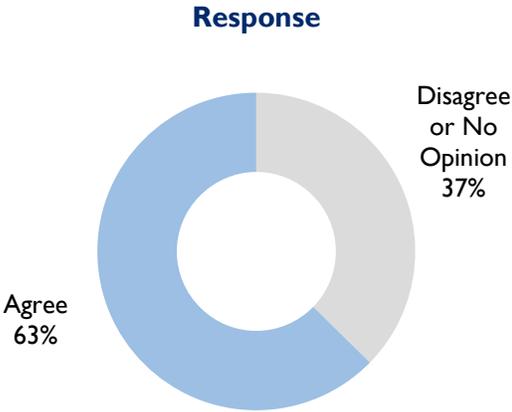
Statement:
**“I am treated with respect
by the other students at
my university.”**



Statement:
**“I have equal access to the
university’s resources as
other students.”**



Statement:
**“Male and female students
are treated equally by the
faculty at my university.”**



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U.S. Embassy
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