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MID-TERM PERFORMANCE EVALUATION (APRIL 2012- OCTOBER 2013)

AFGHANISTAN WORKFORCE DEVELOPMENT PROGRAM (AWDP) PROJECT

MARCH 2014

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Activity Signature Page

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ACRONYMS

AO	Assistance Objectives
ANQF	Afghanistan National Qualifications Framework
AWDP	Afghanistan Workforce Development Program
BEST	Business Education and Skills Training
CBT	Competency Based Training
DM-TVET	Deputy Ministry of Technical and Vocational Education and Training
ERP	Enterprise Resource Planning
ERS	Employment Related Services
ESC	Employment Services Centre
GIRoA	Government of the Islamic Republic of Afghanistan
ICT	Information and Communication Technologies
IL	Implementation Letter
M&E	Monitoring and Evaluation
MOU	Memorandum of Understanding
NGO	Non-Governmental Organization
NOSS	National Occupational Skills Standards
PMP	Performance Management Plan
QA	Quality Assurance
SME	Small and Medium Enterprises
SO	Strategic Objective
SOW	Statement of Work
TVET	Technical and Vocational Education and Training
USG	United States Government

I. EXECUTIVE SUMMARY

This report provides a mid-term performance evaluation of the Afghanistan Workforce Development Program (AWDP) at the conclusion of its 18-month base period, April 2012 to October 2013. The scope of this evaluation includes an analysis of reports, documentation, and data collected from key stakeholders in the project: the training providers who were grantees, the employers involved in the project, the participants who took part in the training, and the trainers and curriculum developers who were responsible for the design and delivery of the skills development programs.

1. PROJECT BACKGROUND

The Afghanistan Workforce Development Program (AWDP) as a whole aims to increase job placements, salaries/wages, and self-employment opportunities for 25,000 Afghans, at least 25 percent of whom will be women. Funding for AWDP consists of both “off-budget” funding, in the form of a grant to Creative Associates International, and “on-budget” funding to assist the Government of the Islamic Republic of Afghanistan (GIROA) in setting up public-private partnerships for workforce development and improving teaching and curricula of training institutions. With a delay in the agreement for on-budget funding, USAID asked Creative Associates to directly award grants to private sector training providers in both the technical and vocational education and training (TVET) and the business and employment skills training (BEST) sectors. The goal of this capacity-building activity was to facilitate employment for job-seeking participants, or, for employed participants, to encourage their promotion through demand-driven training. AWDP grantees operated in six cities: Kabul, Kandahar, Kunduz, Herat, Jalalabad, and Mazar-e-Sharif.

2. EVALUATION QUESTIONS, DESIGN, METHODS AND LIMITATIONS

As the on-budget component of AWDP had not begun during the base period, this evaluation covers only the work completed through the off-budget grant. The evaluation aims to answer the following questions:

- 1) Based on a review of the work plan, Performance Management Plan (PMP), weekly and quarterly progress reports, is the program meeting its goals and objectives and is it on track/schedule?
- 2) Were quality labor market-determined training programs provided and for the appropriate lengths of time?
- 3) Were the methods employed to determine labor market requirements for businesses in meeting their labor/skills requirements effective?
- 4) What steps have been taken to improve the technical capacity and skill of the participants in each sector and were those steps effective?
- 5) Have training providers adopted new practices and learning formats introduced as result of this program?

The evaluation team developed a series of questionnaires targeting the different stakeholders and used these as the basis for gathering both qualitative and quantitative data. The team gathered data through face-to-face interviews, telephone surveys, and focus group discussions. The evaluation team conducted interviews and visited grantees, employers, and participants in Kabul, Herat, Jalalabad, and Kandahar. Since the main route to the surveyed employers and participants was through contacts provided by the grantees themselves, the data may not be fully representative of the views of all the employers and participants of the training.

3. FINDINGS AND CONCLUSIONS

USAID designed AWDP to respond to labor market needs rather than training providers' suppositions— an innovative approach, especially in Afghanistan. The program has made a good start in its first 18 months of existence. Despite significant delays signing an Implementation Letter (IL) with its government partner, the program has met one of its key targets and nearly met the other.

AWDP has the potential to contribute considerably to the emerging economy in Afghanistan. In its first phase, AWDP has facilitated employment or promotion for about half of the participants. The high satisfaction ratings from employers and participants are a reflection of the program's success. The program introduces grantees to sound methods of determining labor market needs and rigorous procedures for monitoring and evaluation (M&E) and quality assurance (QA). These tools are largely new to all stakeholders and, to the degree they are wholeheartedly adopted, set grantees and employers on a path to long-term workforce development.

The summary of the findings in relation to each of the research questions is as follows:

Progress towards goals and objectives

- AWDP faced lengthy delays signing the IL with the Ministry of Education and subsequently adapted its original plan so it could meet more of the original indicator targets, including the two key indicators of participants trained and participants placed. AWDP surpassed the target of number of participants trained (training 9,022 job seekers and employees, instead of the 8,200 target). When Creative Associates wrote its base period report the program could only validate placements for 4,176 participants (against a target of 5,000), but by January 2014 the program documented 5,471 placements, almost all of which represented participants who had completed training during the base period.
- According to placement figures for January 2014, which capture outcomes for base period activity, AWDP has documented much greater success facilitating promotions with raises for currently employed workers (86%) than it has in facilitating employment for new job seekers (26%).
- AWDP trained many more women than planned; in fact, according to January 2014

figures, women made up 35% of all participants, surpassing AWDP's target of 25%. As job seekers, women were more successful than men (28% placement compared to 24% for men), while as employees women were less likely to secure raises (75% promotion compared to 86% for men).

Training programs' market orientation and their duration

- Employers are generally satisfied with the training and they believe that the courses matched their organizational needs.
- Mutually reinforcing relationships are developing between grantees and employers, particularly in the ICT sector, whereby grantees are providing specific services to employers, and are increasingly earning a niche for themselves in the market.
- Training courses were of varied lengths. Many participants and some employers, particularly those involved in the trainings of less than one month, felt that the training courses were too short.
- The evaluation team judged that some course objectives were too ambitious for the amount of time allotted and did not allow sufficient time for participants to practice and consolidate their skills.

Effectiveness of the methods for determining labor market needs

- The methods AWDP promotes for determining labor market needs are sound.
- Grantees do reach out to employers to ask what skills and courses they need, especially when providing training for existing staff. As AWDP acknowledges, its consultative process is entirely new for most grantees and employers. At this stage in the program, perhaps unsurprisingly, the actual depth of consultation remains limited and usually does not cover the actual contents of the course or duration.
- In keeping with AWDP's prioritization of employers' short-term needs, grantees do not align their curricula with international standards in any way and their certificates do not indicate how the training is pegged to international standards. This approach limits the portability of training, since employers unfamiliar with the training package may not recognize its value, especially in sectors such as construction that highly value such standards.

Steps taken to improve the technical capacity and skills of participants

- Participants, both mid-career employees and job seekers, found the courses beneficial and satisfying.
- The participants agreed that the training has helped them to achieve their personal goals.

- Many participants reported that there was too much theory and not enough ‘hands-on’ opportunity in learning or assessment, particularly in the fields of account management and sales, communication, and marketing. Participants in construction, teacher training, and business plan specializations reported a more practically oriented experience.
- The development of generic and transferable skills to promote workforce flexibility was limited.
- Some reports of participants and employers suggest that language was a barrier to learning, either because instructors delivered the training in Dari when participants spoke Pashto or because materials provided were in English.

Grantees’ practices and learning formats

- Some grantees’ facilities and resources were not sufficient to facilitate the intended training.
- The AWDP M&E procedures and practices are thorough and detailed, but some stakeholders reported respondent fatigue due to information requests from Creative, grantees, and USAID.
- The M&E data gathered to reflect upon the training delivery and methodology did not capture trainer weaknesses reported by the participants.

4. RECOMMENDATIONS

In order to improve the quality of AWDP and to enhance its sustainability as well as assure the program’s continuing relevance and suitability for the target beneficiaries in the future, the evaluation team recommends that:

- The grantees should demonstrate to AWDP that they have aligned their curricula and the modes of delivery and assessment to a competence-based training (CBT) approach with an appropriate balance between theory and practical components.
- The AWDP should further refine the program’s high-quality M&E processes and practices to capture more feedback on trainer performance and reduce respondent fatigue.
- The AWDP should agree with grantees on a set of minimum requirements that relate to training systems and processes, training facilities, and trainers’ qualifications and skills.
- Since grantees and employers are relatively new to the intense AWDP consultative process, AWDP should set modest expectations for the outcomes of collaboration. In

particular, employers new to the process may not always provide useful feedback. To prevent frustration, AWDP should provide tips for coaching employers and communicate successful examples of collaboration to keep all parties motivated.

- While USAID does not intend the program to offer certified training, AWDP should consider helping grantees develop curricula with expected learning outcomes that are pegged to industry-standard occupational skills. The emerging National Occupational Skill Standards (NOSS) and the Afghanistan National Qualifications Framework (ANQF) provide some possibilities.
- The grantees should ensure that the language of instruction is always appropriate to the needs of the participants; for example, where English language skills are underdeveloped or where Pashto rather than Dari is the predominant language.

II. INTRODUCTION

1. PROJECT BACKGROUND

The Afghanistan Workforce Development Program (AWDP) aims to increase job placements, salaries/wages, and self-employment opportunities for 25,000 Afghans, 25 percent of whom will be women, through increased access to quality technical and business education and training, and job placement support services. AWDP addresses the challenges of high unemployment caused by the gap between the limited number of Afghans who possess technical and business management skills and the market demands for skilled labor, business administrators, and managers. By improving the quality and access to market-driven skills training, AWDP complements the economic and workforce development goals of the Government of the Islamic Republic of Afghanistan (GIROA) and the U.S. Government (USG), while supporting key growth opportunities in the construction value-chain, information and communication technologies (ICT), business management, agribusiness, and service industries. To achieve this goal, AWDP has two key objectives:

- Component 1: Strengthened capacity of Afghan public and private sector technical and vocational education and training (TVET) providers.
- Component 2: Strengthened capacity of Afghan public and private sector business education and skills training (BEST) providers.

USAID is using two mechanisms to implement AWDP: an ‘off-budget’ contract, awarded to Creative Associates International, and an ‘on-budget’ mechanism with the Deputy Ministry of Technical Vocational Education and Training Division (DM-TVET) of the Ministry of Education (MOE). The purpose of the off-budget program, which began in April 2012 and runs until 2016, is to prepare the conditions to implement training through private sector training providers. The purpose of the on-budget program is to provide support to training providers in the six targeted cities to increase training capacity in response to market demand and to carry out job placement. This mid-term performance evaluation focuses only on AWDP activities implemented during the base period, April 2012-October 2013. While USAID has finalized the on-budget Implementation Letter (IL) with the MOE and the Ministry of Finance, activities under the AWDP on-budget configuration have not started yet.

The geographic focus of AWDP includes the following cities: Kabul, Kandahar, Kunduz, Herat, Jalalabad, and Mazar-e-Sharif.

The AWDP results framework (Figure 1) is linked to USAID/Afghanistan's results framework through Strategic Objective (SO) 4, Intermediate Result (IR) 4.4, and its three Sub-IRs:

- 4.4.1 – Capacity to provide quality, demand-driven formal and non-formal workforce development improved;
- 4.4.2 – Market-led TVET provided through private and public TVET schools; and
- 4.4.3 – Market-led BEST provided through public and private sector institutions.

SO: A Developed Business Climate that Enables Private Investment, Job Creation, and Financial Independence (AO 4)
Project Goal: Afghan men & women job placements, salaries/wages and self-employment opportunities increased with TVET and BEST education
Measured by:
 25,000 people gaining employment or better employment who participated in USG-funded workforce development programs
 3% average change in salary or income for those completing USG-funded workforce development programs

Component I: Capacity Building Support to Afghan Public and Private Sector and NGO TVET Providers
 Result 1: *Improved quality of and access to market-driven technical and vocational education and training (TVET) for Afghan population*
Measured by:
 22,950 people completing USG-funded market-driven TVET programs (based on 85% retention rate)
 40 programs in TVET institutions improved

Component II: Capacity Building Support to Afghan Private, NGO and Public Sector Business Education and Skills Training (BEST) Providers
 Result 2: *Improved quality of and access to business programs and targeted in-service programs*
Measure by:
 7,284 people completing USG-funded market-driven BEST programs (based on 85% retention rate)
 60 programs in BEST institutions improved
 90% of BEST trainers trained utilizing their training on the job

Sub-Result 1.1: Teacher training program for demand-driven TVET established or improved
Measure by:
 1,000 TVET trained teachers trained and employed
 90% TVET trainers trained mastering core knowledge

Sub-Result 1.2: Demand-driven TVET curricula adapted or improved
Measured by:
 75 demand-driven TVET curricula adapted or improved

Sub-Result 1.3: TVET institutions improved
Measured by:
 27 TVET institutions supported with USG assistance
 50% of AWDP supported TVET providers increased the percent of women instructors
 28 TVET workshops and laboratories improved with new technology

Sub-Result 1.4: Students trained in market-led TVET are employed
Measured by:
 46 of information dissemination initiatives undertaken for job creation
 21 of Employment Services Centers (ESC) strengthened

Sub-Result 2.1: Teacher training programs for business education improved
Measured by:
 372 BEST teachers trained and employed (25% women)
 90% BEST trainers trained mastering core knowledge

Sub-Result 2.2: Demand driven BEST curricula adapted or improved
Measured by:
 42 demand-driven BEST curricula adapted or improved
 41 institutions adopting international certification standards

Sub-Result 2.3: Improve BEST institutions
Measured by:
 60 BEST institutions supported with USG assistance
 50% AWDP supported BEST providers increased the percent of women instructors
 50 BEST workshops and laboratories improved with new technology

Sub-Result 2.4: Students trained in BEST are employed
Measured by:
 25 of workforce development initiatives created through USG assisted public-private partnership
 11 sustained PPP for hiring of students established
 45 providers establishing job placement services

Figure 1: Schematic of the AWDP performance indicators and target
 Adapted from "AWDP Results Framework," by Creative Associates International, Inc., 2012, AWDP Performance Management Plan, p. 8. Copyright 2012 by Creative Associates International, Inc.

2. EVALUATION PURPOSE

The purpose of this AWDP mid-term performance evaluation, covering the period April 2012 – October 2013, is to assess the quality of the content and value of the training provided to participants in terms of how effectively it increases their TVET and BEST skills, on-the-job performance, and probability of finding employment and/or higher salaries. Specifically, this evaluation:

- 1) Evaluates the effectiveness of AWDP in achieving its stated goals and expected results;
- 2) Identifies if the implementation of the program is on track and making progress towards achieving results; and
- 3) Identifies lessons learned and makes necessary recommendations for the improvement of the program.

The findings and recommendations indicate possible improvements to the existing program and future designs of any new program or program components.

3. EVALUATION QUESTIONS

To assess the progress, quantity, and quality of the AWDP activities and results reported, this evaluation responds to the following questions:

- 1) Based on a review of the work plan, Performance Management Plan (PMP), weekly and quarterly progress reports, is the program meeting its goals and objectives and is it on track/schedule?
- 2) Were quality labor market-determined training programs provided and for the appropriate lengths of time?
- 3) Were the methods employed to determine labor market requirements for businesses in meeting their labor/skills requirements effective?
- 4) What steps have been taken to improve the technical capacity and skill of the participants in each sector and were those steps effective?
- 5) Have training providers adopted new practices and learning formats introduced as a result of this program?

4. METHODS AND LIMITATIONS

This mid-term performance evaluation is guided by USAID's Evaluation Policy (2011) and ADS 203– Assessing and Learning. The performance evaluation team used a mixed qualitative and quantitative method approach to gather and analyze data. This approach allowed the team to triangulate data and increase the validity of the findings. The team undertook desk reviews and analyzed data gathered from AWDP grantees, trainers, curriculum developers, employers, and participants in Kabul, Herat, Jalalabad, and Kandahar.

The team also reviewed data from the USAID/Afghanistan Office of Economic Growth PMP and the Mission’s *Afghan Info* performance tracking system.

a. Stakeholders

The evaluation team identified five key AWDP stakeholder groups: grantees (training institutions), trainers, curriculum developers, employers, and participants. Table 1 shows each stakeholder group’s relevance for each evaluation question. In total, the evaluation team consulted with 62 participants, 29 employers, 13 grantees, ten trainers and five curriculum developers in four cities.

Table 1: Stakeholder Samples and Relevance for Evaluation Questions

	Grantees	Trainers	Curriculum Developers	Employers	Participants
<i>Stakeholder Samples</i>					
Kabul	7	8	5	12	29
Jalalabad	3	2		7	19
Kandahar	2			3	3
Herat	6			7	11
Mazar**	2				
Kunduz**	2				
Totals	13*	10	5	29	62
<i>Stakeholder Relevance</i>					
Q2: Were quality labor market-determined training programs provided and for the appropriate lengths of time?	X	X	X	X	X
Q3: Were the methods employed to determine labor market requirements for businesses in meeting their labor/skills requirements effective?	X		X	X	
Q4: What steps have been taken to improve the technical capacity and skill of the participants in each sector and were those steps effective?	X	X		X	X
Q5: Have training providers adopted new practices and learning formats introduced as part of this program?	X	X		X	X

*The total adds to more than the 13 grantees since grantees often operated in multiple sites

** The evaluation team did not visit Mazar and Kunduz but they spoke to Kabul-based grantees that operated in those two cities.

b. Data collection and analysis

The evaluation team gathered data through surveys, interviews, and focus group discussions with the above-mentioned stakeholders in order to generate multiple types of information. The surveys allowed the team to systematically gather opinions and experiences and examine patterns, but the samples were not randomly selected nor large enough to draw statistically-valid conclusions. Face-to-face interviews and focus group discussions supplemented the survey data.

The evaluation team conducted most interviews and all focus group discussions in person, although they had to contact a few interviewees in Kandahar City by phone due to security-related barriers to meeting. The five interview guides, one for each identified stakeholder group, were semi-structured, with open and closed questions to ensure consistency in the topics discussed but also allow for exploration of new information provided (see Annex V for the detailed questionnaires). The team prepared reflective diary notes to record information from the oral interviews.

The evaluation team chose to visit four of the six AWDP sites, which represent different security environments and linguistic groups: Kabul, Jalalabad, Herat, and Kandahar.¹

The evaluation team collected and analyzed data concurrently, with distinct steps for data collection and analysis maintained throughout. Data collection protocols were established to ensure that appropriate practices and processes were maintained across interviewers. Protocols covered the survey and interview questions, the research procedures, and ethical practices. The evaluation team used a content or theme approach to analyze qualitative data. Patterns of words or phrases were used as indicators of themes of data. Qualitative data were inductively categorized under the themes which emerged. A spreadsheet was used to link the evaluation questions to each survey question while the interview notes provided further richness. Survey responses were calculated as simple percentages and, where noteworthy, graphically displayed for further analysis.

Since the evaluation statement of work did not require verification of AWDP data, the evaluation team accepted the numbers provided by the AWDP reports as an accurate representation of the project's achievements.

¹ Kandahar and Jalalabad are predominantly Pashto-speaking areas, while Dari is widely spoken in Kabul and Herat. Kunduz was not visited due to the smaller number of participants and inconvenient flight schedule. The team considered travelling to Mazar, but had already identified patterns in responses that suggested that they had collected enough data.

c. Evaluation limitations

Findings presented in this report are believed to be largely applicable to AWDP as a whole, with the exception of those pertaining to participants, which can only be generalized to AWDP graduates who are employed. While AWDP provided the evaluation team with a list of training participants, the list only captured those participants whose participation the M&E department had validated by the time of the field work. Since the list amounted to just 10 percent of all participants recorded, the evaluation team sought to identify participants through employers. As far as the evaluation team could gather, all participants interviewed or surveyed were currently employed – either as newly hired staff or as existing staff who had benefitted from the training program. Since AWDP’s Base Period Report states that approximately 37 percent of all graduates to date did not find work within the period of time monitored by the program, the employed participants surveyed by the evaluation team must be acknowledged, as a group, to be more successful than average AWDP graduates and thus not entirely representative.

Other limitations must also be noted. The evaluation team could not obtain a full list of employers, trainers, or curriculum developers for random selection. The team found it challenging to access trainers and curriculum developers systematically since the grantees usually employed them on a project basis and grant activities had ended at least three months prior to the evaluation team arriving in Kabul. The team had to rely on grantees to introduce them to employers, trainers and curriculum developers, which may have introduced selection bias in favor of more supportive employers and stronger, more experienced staff. Nevertheless, the fact that patterns of data were similar across these stakeholder groups suggests that bias was not sufficiently strong so as to invalidate the general findings presented.

Since the evaluation took place many months after grant activities closed, the team could not observe ongoing trainings, which is an important way to ground other data collected about the trainings. Evaluation of training quality therefore relied on a desk review of the training curricula, conversations with trainers and curriculum developers, examination of training outcomes, and experiences of employers and participants.

III. FINDINGS

This section summarizes the AWDP performance evaluation findings, presented in response to the evaluation questions.

1. PROGRESS TOWARDS GOALS AND OBJECTIVES

Based on a review of the work plan, Performance Management Plan (PMP), weekly and quarterly progress reports, is the program meeting its goals and objectives and is it on track/schedule?

Of the 20 base period indicator targets set in the Performance Management Plan (PMP), AWDP met or essentially met ten targets, and could not meet ten targets due to the delay in the on-budget funding agreement.² Originally, the bulk of AWDP funding was designated for use by the Ministry of Education, Deputy Ministry of TVET for direct implementation, with \$5 million designated for Creative Associates to play a largely advisory function in programming. After the initial delay in signing the agreement with the government, USAID directed Creative Associates to begin using some of its funds to grant to TVET and business training providers. Thus, all AWDP achievements during the base period represent an adaptation to this critical challenge. The August 2012 Base Period Work Plan, and, by extension, the September 2012 Performance Management Plan (PMP) targets, are based on the assumption that on-budget agreement would be signed by late 2012 or early 2013.³ Since the actual signing of the agreement only took place at the end of the base period, certain activities were not begun at all during the base period, and are now planned to begin in the option period. These include:

- Creation of public-private partnerships leading to workforce development initiatives;
- Teacher training programs; and
- Support to training providers to increase the percentage of women instructors.

Nevertheless, AWDP met or essentially met two of the most critical base period PMP targets on participants trained and placed. AWDP planned to train 8,200 participants during the base period, including 4,500 in TVET sectors and 3,700 in BEST, and exceeded targets for TVET by 3 percent, and exceeded targets for BEST by 19 percent.⁴ AWDP trained many more women than planned; in fact, according to January 2014 figures which reflected base period training outcomes, women made up 35 percent of all graduates, surpassing AWDP's target of 25 percent.

The second key indicator is the number of participants gaining employment or better employment as a result of participating in AWDP training.⁵ The base period report states that AWDP only placed 4,176 participants, compared to a target of 5,000; however, according to the AWDP M&E Advisor, at the time of reporting not all placements had been verified and thus were not reported. When the M&E department completed verifications later in 2013, the figure rose substantially. Additionally, due to no-cost extensions, some participants who had begun training in the base period finished after the base period ended. By the time the Jan. 16 weekly report was released, 5,471 participants of base period trainings were reportedly placed – a figure which represents an achievement of nine percent more than the target of 5,000. It is

² A target was considered “essentially met” if 90% was achieved, or if, as in the case with the number of participants placed, targets were met once verification of base period activities was concluded.

³ USAID/AWDP, *Afghanistan Workforce Development Program 18 Month Base Period Work Plan*, 2012, p. 6.

⁴ AWDP categorizes sectors as either TVET, which covered the areas within construction, ICT, and employment related services, or BEST, which covered areas related to business communication and employability skills, financial management, project management, and women in the private sector.

⁵ “Better employment” refers to a promotion with a raise of at least three percent.

worth noting that AWDP documented much greater success facilitating promotions with raises for currently employed workers (86 percent) than facilitating employment for job seekers (26 percent). Women employees were less likely to secure raises than men (75 percent promoted compared to 86 percent for men), while as job seekers, women were more successful than men (28 percent placed compared to 24 percent for men). In fact, AWDP exceeded its target for female participant placement while it missed the target for male placement by just 24 participants.

The evaluation team derived the figures in this section and in the table below from AWDP reports. The team judged the AWDP M&E system to be thorough and detailed, with a number of internal cross checking mechanisms to validate information received from grantees and other stakeholders.

Table 2: Evaluation of AWDP TVET indicator targets against actuals

AWDP PMP Indicator for TVET	Target	Actual⁶	Evaluation Team Comments
Number of people gaining employment or better employment as a result of participating in USG-funded workforce development programs	5000 F 1250 M 3750	4176 F 1206 M 2970	The Base Period Report shows that 84% of the target was met. Due to lagging verification processes, the January 16, 2014 weekly report shows that AWDP base period training resulted in 5,471 placements, or 109% of the target. These later calculations show that of all participants in TVET or BEST, 56% gained employment or better employment, a creditable result taking into consideration the current limitations in the Afghanistan job market. ⁷
Average change in salary or income for those completing USG-funded workforce development programs	3%	7%	This result was above expectations and demonstrated the value placed on the training by some of the employers, particularly in the construction sector.
Number of people completing USG-funded market-driven Workforce Development programs (TVET) (25% women)	4500 F 1125 M 3375	4626 F 1135 M 3491	The demand for AWDP program activities was higher than expected and drop-out was lower than expected.
Number of demand-driven curricula aligned with market needs developed or improved/revised (TVET)	30	24	According to the AWDP model, the number of curricula is a rather arbitrary target since curricula is only adapted if called for by the assessment of market needs. Targets for curricula may need to be lowered in any future PMP revisions.
Number of institutions supported with USG assistance (TVET)	22	10	During the base period, AWDP awarded 12 TVET grants to ten institutions. This achievement may represent a short fall, yet yielded more than the target number of participants.

⁶ USAID/AWDP, *Afghanistan Workforce Development Program Base Period Report, April 4, 2012-October 4, 2013*, 2013, pp. 32-4.

⁷ USAID/AWDP, *AWDP Weekly Update Jan 9-16*, January 2014.

AWDP PMP Indicator for TVET	Target	Actual⁶	Evaluation Team Comments
Number of workshops and laboratories established and improved with new technology (TVET)	10	10	The evaluation findings confirmed that supplies and resources for students and institutes were provided through the AWDP grants. However, technology, such as computers, is a high cost item, and some training programs were not delivered as “hands on” training.
Number of information dissemination initiatives undertaken for job creation	18	10	This shortfall is related to the delay in on-budget funding, which delayed many of the program activities. There was evidence of a number of successful initiatives where grantees established and provided opportunities for two-way communication in relation to job opportunities.
Number of providers establishing job placement services	10	6	All grantees were required to provide job placement services. Of the ten TVET grantees, four grantees in the employment services sector withdrew from the program early after determining that they would not be able to meet their targets; therefore, only six grantees completed this requirement.

Table 3: Evaluation of AWDP BEST indicator targets against actuals

AWDP PMP Indicator for BEST	Target	Actual⁸	Evaluation Team Comments
Number of people completing USG-funded market-driven programs (BEST)	3700 F 1602 M 2098	4396 F 2021 M 2375	The actual numbers were higher than planned because AWDP assumed a higher dropout rate than was observed. In fact, the demand for AWDP program activities was higher than originally expected.
Number of demand-driven curricula adapted or improved (BEST)	20	20	Evidence provided by trainers and curriculum developers pointed to increased quality and applicability of the demand-driven labor market curricula.
Number of institutions supported with USG assistance (BEST)	10	9	Nine grantees were awarded a total of 13 AWDP grants which resulted in fewer institutions involved than anticipated.
Number of workshops and laboratories improved with new technology (BEST)	6	6	While the evaluation survey confirmed that AWDP grants provided improved supplies and resources, such as folders and notebooks for students and institutes, the grants did not accommodate the provision of technology items such as computers. In some cases this meant that AWDP grantees were not able to provide hands-on trainings. For example, grantees used PowerPoint presentations to conduct the Cisco IT training in Herat and QuickBooks training and construction training in Kabul.
Number of providers establishing job placement services	10	9	All 9 BEST grantee institutions provided job placement service.

⁸ USAID/AWDP, *Afghanistan Workforce Development Program Base Period Report, April 4, 2012-October 4, 2013, 2013*, pp. 32-4.

2. QUALITY OF TRAINING PROGRAMS

Were quality labor market-determined training programs provided and for the appropriate lengths of time?

In the context of AWDP, a quality training program results in employers gaining access to skills they need. At this early stage of the program, AWDP is measuring progress by the number of participants in new jobs or with improved salaries in their current jobs. By the end of the program, it should be possible to explore the extent to which these participants added value for the employer's business. In the long-term, quality training programs are expected to contribute to strengthening Afghanistan's private sector and promoting economic growth, AWDP's long-term goal.⁹

In the course of this evaluation, the team assessed training program quality by examining process and outcome indicators. Indicators of quality that relate to AWDP at this early stage of programming include:

- The ability of the training outcomes to meet and at times surpass the needs of employers;
- A low dropout rate suggesting engaging training methodologies;
- Receipt of positive feedback from participants, employers, and trainers;
- Successful graduates who have increased their employment options; and
- Course design reflects employers' long-term interests, while also meeting the above-mentioned indicators.

a. Quality and relevance of trainings

The successes reported in AWDP's base period report reflect the relevance of the training programs and their orientation towards the needs of the labor market. The team's interviews with grantees, employers, and participants further confirmed the general relevance of the training.

AWDP achieved positive results in the context of a period of political uncertainty, flat economic growth, and increased security concerns. In general, employers consulted by the evaluation team reported that investors and major companies were holding off on any significant recruitment and workforce expansion until there was a climate of improved business confidence and political stability. These employers did not expect this to be apparent until after the April 2014 elections. AWDP results achieved in this context are impressive.

⁹ USAID/AWDP, *Afghanistan Workforce Development Program Base Period Report, April 4, 2012-October 4, 2013*, 2013, p. 1.

The evaluation team visited or interviewed 29 employers in Kabul, Herat, and Jalalabad. Almost all employers confirmed that the training programs undertaken by their employees were relevant and job specific. For example, both the senior manager and course participants interviewed at a telecommunications company in Herat were very satisfied with the training they received, since the training provider derived the course directly from the network training associated with Cisco certification. This training was highly relevant and built employees' skills and knowledge immediately applicable to their working needs. Similarly, as part of the training in the BEST sector in Herat, the managers and proprietors in small and medium enterprise (SME) trading companies had been trained, in general, on the basic principles of electronic financial management and, specifically, on an electronic accounting package named PANDA. This accounting software, which is an Afghan-devised and engineered product with an interface in the Dari and Pashto languages, is much more accessible and relevant to Afghan SMEs than the more commonly-used international accounting packages for small businesses, such as QuickBooks, which rely on an English-language interface. A positive feature of the two software development companies that the evaluation team visited is that their employees are predominantly young Afghan women.¹⁰

In the construction sector, the evaluation team interviewed several Kabul-based grantees, one of which had successfully completed a program in Jalalabad. The grantee researched the local labor market needs and designed a training program to meet the highly-demanded need of construction companies for both male and female skilled workers. Of the 130 participants from this particular program, 91 gained better jobs or salary increases as a direct result of the AWDP-assisted training. A large builders association, which acts as an umbrella organization for employers in the construction sector, has been active in ensuring that AWDP grantees align the nature and content of the construction-related trainings with the skill needs of the sector. As evidence of the association's close involvement with the needs of the sector, it is also part of a training consortium in Mazar-e-Sharif, where 190 participants have had their skills enhanced through the AWDP initiative.

The education sector also provides good examples of mutually reinforcing partnerships developing between grantees and private schools. In Kabul, a grantee assisted unemployed women to become teachers in private schools, and in Herat, another grantee reported a burgeoning relationship with several educational establishments, including those in the private for-profit sector and those run by NGOs.

One financial services grantee has run a highly effective training operation in different parts of Afghanistan and helped participants gain good quality jobs. In Kabul, a well-known foundation that operates a traditional arts and crafts center worked with a grantee to deliver trainings in project management and electronic accounting and bookkeeping. Graduates of

¹⁰ At Codezone and Microsis, more than 75% of the software developers/writers were women.

that training are now sharing these skills with many Afghan craftspeople and artisans who are working at this center for urban regeneration and creativity.

Fifty-six of 62 participants surveyed (90 percent) agreed that the training had helped them to achieve their personal goals and 49 of 61 (80 percent) thought that the new knowledge and skills would either help them to get a job or help them in their current job. There were many examples cited of skill enhancement leading to the development of new employment and commercial opportunities, sometimes in most unexpected ways. One such example is evident in Jalalabad, where a grantee designed a curriculum in association with a local employer to help 20 women become house painters and apply the skills of Venetian plastering, sponging, and stencil painting. The female proprietor of this painting company employed all of the participants to fulfill decorating contracts already secured with local clients.

The majority of employers also reported being pleased with the experience. Twenty-one of 23 employers surveyed reported that they would consider sending other employees to AWDP training or hiring job-ready AWDP graduates.

Grantees worked hard to find employment for job-seeking participants through the tireless efforts of job placement officers. Out of all graduates, approximately half were successful in finding either jobs or a promotion. While the value of this accomplishment is undeniable, the evaluation team understood from interviews with various stakeholders that sometimes jobs were short term or casual labor positions. One participant, successfully placed in a job, discovered that the job was only for a few months duration, at the end of which the participant returned once more to the grantee to ask if they could help in finding another job. In Kabul, one of the grantees in the construction sector assumed the position of a skills placement agency, where graduates were recorded in a skills database and were available for work as electrical sub-contractors when the construction industry required their skills for particular projects.

Perhaps the strongest indicator of the training programs' relevance in meeting the needs of employers is the extent to which trainee salaries increased after the training. While in most cases employees only received a small raise (minimum of 3 percent), as might be dictated by an annual performance management system, six of the 29 employers consulted reported that salary increases were in excess of 20 percent. At one construction company, AWDP graduates received a 40 percent salary increase because the training had so enhanced skills.

One infrequent, but significant, criticism of the training made by three Pashto speaking participants and one employer in Jalalabad was that the Dari language training was difficult for participants to understand. Another employer based in Kabul noted that the financial management course materials provided for her employees were in English, which her Dari speaking employees found difficult to access. Such language barriers, while simple, are certainly a barrier to transferring the expected skills.

b. Duration of trainings

The duration of training varied significantly from course to course. Of the 62 participants surveyed, 24 reported course duration of between 7 – 13 days, 20 reported course duration of 14 – 29 days, and 18 reported course duration of one month or more. Training typically required two to three hours of attendance each day.

Fifteen participants out of the 62 surveyed volunteered in the “other comments” section of the survey that the training duration should have been longer. Eleven of these 15 participants had followed courses that lasted from just one to three weeks. One participant in a seven-day course wrote, “It is impossible to teach on a chapter which is at least 30 – 40 pages within a week.” A participant in a 10-day communication course wrote, “The time frame allotted for the training should increase. Ten days training won’t help.”

Seven of the 23 surveyed employers, representing finance, telecom and ICT sectors, offered recommendations on their questionnaire to extend the training duration. Through the questionnaire format, just two of the 23 employers recommended shorter trainings. One of these two employers, whose employees attended a 140-hour BEST training course, immediately added, “There should also be more opportunity for the application of skills.” The other employer who complained that the training was too long had sent his employees to the same 140-hour training.

In the opinion of the evaluation team, many of the training programs were too short with respect to the complexity of the training topics covered. For example, the grantee that delivered the training based around the Cisco network certification admitted that they edited and truncated the six month certified training program in order to fit within the two-month timespan that AWDP required. This particular example resulted in some frustration on the part of the course participants, since they believed that they had covered the syllabus necessary for them to receive Cisco certification, although in reality the training covered none of the practical elements.

Clearly, the duration of the course alone cannot guarantee the achievement of the learning outcomes. The right instruction techniques, and, especially in the case of TVET and BEST, the proper balance of theory and practice is an important and related consideration, which is covered in section five (page 22).

3. METHODS FOR LABOR MARKET DEMAND DETERMINATION

Were the methods employed to determine labor market requirements for businesses in meeting their labor/skills requirements effective?

Grantees were required to survey employers in their vocational or business field in order to tailor their curricula appropriately. They also relied on their own knowledge of labor market requirements. Of the 23 employers that the evaluation team surveyed, eight were not able to

recall any consultation with grantees prior to developing curricula or providing training. While some amount of difficulty in recall may be expected, it is reasonable to conclude that at least some of the grantees working with these eight employers did not strictly follow the consultation guidelines. In the ICT or financial management sector, six of seven employers said they were not consulted, which may suggest that grantees in these fields did not feel the need for consultation and tended to rely more on their own knowledge than grantees in other sectors. AWDP requires grantees to maintain regularized contact with employers throughout the life of the program to ensure that grantees were meeting employers' needs and to allow for updates to curricula. Only four of the 23 employers surveyed reported that grantees consulted them more than once. It is possible that grantees consulted employers in such an informal manner that they did not recognize it as a consultation; nevertheless, the data suggests that the actual process did not fully match the AWDP expectations.

The questionnaire asked the 13 grantees to indicate all the ways they identified labor market demand. Twelve said they visited employers, eight said they talked to job seekers and four said they studied employment websites. In an open response format asking what they learned from AWDP, six of the grantees mentioned demand-driven training. Five of the grantees volunteered that these were new methods for them. Grantees generally found it to be a valuable exercise, although in most cases the consultations only served to confirm their own views of curriculum content.

According to feedback from curriculum providers and employers, grantees themselves had the most influence over the shape, form, and content of the training. Most employers reported limited involvement in the shaping of the curriculum content: when asked to indicate all the sources of information that informed the training content or outline, only seven of 23 employers mentioned information that they themselves provided. AWDP specifies that grantees should modify training curricula to reflect employer consultations and feedback. In many cases, the grantees partially modified pre-existing training packages, which AWDP permitted, as long as the grantees' research and consultations provided justification. The partial or slight modification of training also reflected the fact that most grantees were well-established commercial training providers and believed they already had a good understanding of the labor market needs in their respective sectors.

While most employers reported satisfaction with the training experience, the evaluation team did record some cases where grantees did not sufficiently tailor training programs to the needs of the participants and employers. In one case, a group of mid-career teachers from a consortium of private schools in Herat spent their time on the AWDP training program simply learning about and improving their skills in Microsoft Excel. The owner of this group of private schools said that, while these skills were somewhat useful, they did not have a direct bearing upon the participants' regular classroom teaching duties such as lesson planning, teaching techniques, and development of student examination papers. In another case, a senior HR manager at a construction and training consortium received intensive training on an open source software program for enterprise resource planning (ERP). Unfortunately, he found the new ERP platform to be too unstable for migrating his

company's HR records and so, although the training enhanced his own skills and understanding of ERP packages, there was nothing from the AWDP training program that he could apply usefully and immediately to his job.

It is important to note that working with employers to design demand-driven training is not an easy task in any setting. Especially in developing economy contexts, employers are not always able to identify strategic training needs. Employers may think primarily of the need to achieve short-term targets, especially if they are new or small-scale operators.¹¹ One grantee in the construction sector reported feeling frustration after they had adapted their regular training materials based on consultations with employers, but subsequently received very little employer feedback as to the suitability of the revised curricula. This experience may be one isolated case, but from conversations with employers, the evaluation team understood that many were not equipped to analyze and articulate their specific training needs. This finding in no way invalidates the methods AWDP is promoting, but it does underscore the fact that it is a new experience for many, a fact emphasized in several AWDP progress reports.

In the short-term, AWDP serves employers needs well. In the long-term, Afghan employers need a systematic and agreed upon set of national occupational skills standards (NOSS) specific for each employment sector to form the basis of their hiring and training strategies. NOSS for Afghanistan is beginning to emerge for various occupations and it should reflect the international standards that already exist.¹² Pegging training outcomes to NOSS competencies would set AWDP in line with the Ministry of Education's strategy, as articulated in the following passage from the National TVET Strategy for Afghanistan, 2013-2018:

“In the absence of a policy or framework for accreditation and national standards for vocational education and training, institutions [private training providers] themselves are not registered or accredited. Thus, courses are not validated and certificates or credits for learning are arbitrary. This situation denies employers reliable information regarding the competence of graduates, and denies the participants a recognized qualification as a basis for accessing decent employment or for continuing their education.”¹³

Clearly, AWDP's short-term training programs can fulfill only in part the range, breadth, and extent of any recognized occupational standards in a particular vocational area. One employer in the construction sector wrote in his survey “open comments” areas, “It would be good if training programs could be written within the specifications of a set of National Occupational Standards for Afghanistan.” If AWDP can assist grantees in not only consulting with

¹¹ P. Brown and H. Lauder, *Education, globalization and economic development*, 2013.

¹² *International Certification of Forty National Occupational Skills Standard and Curricula*.

¹³ Afghanistan Ministry of Education, *National TVET Strategy for Afghanistan*, 2013-2018, p. 13.

employers about short-term needs, but also providing training that is calibrated with industry standards, it can only increase the value of its training - for participants, employers and the grantees themselves. To date, USAID has not asked AWDP to determine how the skills developed in its programs match against recognized standards but providing this specification for all curricula and awarded certificates may be a worthwhile option as the program grows.

4. TECHNICAL CAPACITY AND SKILLS OF PARTICIPANTS

What steps have been taken to improve the technical capacity and skill of the participants in each sector and were those steps effective?

Grantees have used different methods to improve the technical capacity and skills of participants, with varied levels of effectiveness. The evaluation team noted that the most effective approaches included competence-based training (CBT), facilitating collaborative learning through group activities, promoting more general and transferable skills, and ensuring proper facilities for practical activities.

In the best applications of CBT, there is a balance of activities with opportunities for reflective practice¹⁴ to contextualize the predominant ‘learning by doing.’ For example, in one of the grantees’ training programs for the construction sector, there were opportunities for participants to learn about healthy and safe working conditions as well as to readily practice the theory in training workshops adjacent to classrooms. In other cases, the facilities for practical activities provided by the grantees were limited in their scope and capacity.



Practical workshop facilities for electrical installation at one of the grantees Kabul premises

In the ICT sector, many participants and employers cited some good examples of training that was highly specific, relevant, and ‘hands on.’ The proprietor of one software development company in Kabul was satisfied with the highly relevant advanced skills training his employees had received and immediately began applying these skills for the commercial

¹⁴ S. Hackett, *Educating for Competency*, 2001, p.103.

development of his company through the development of a new information management program for a group of private schools. By contrast, one trainer and a few participants in one ICT training course reported that the training had been highly theoretical, with no opportunities to explore the application of their skills in a practical way. According to them, the training was delivered by PowerPoint and there were no computers with which participants could practice.

Confirming a broadly favorable picture, participants in a BEST program focusing on communication skills had generally positive comments about the practicality of their training, such as "...it made us know how to use the trained skills in our daily work." Another student in the same program said, "practical activities enhanced the learning process."

Four out of every five participants interviewed reported that group work for collaborative learning was a positive technique utilized by many grantees. Participants in many different sectors appreciated this approach. A participant from the banking sector said "group work was good for me." Two participants in another training program agreed, "it is a participatory approach and everyone involved in the learning process is part of the group." In unprompted responses, two of the 13 grantees surveyed volunteered said that a new technique they learned from AWDP was how to improve learning by grouping participants according to skill level. This approach may have enhanced the group experiences enjoyed by participants.

According to the AWDP model, trainings are primarily focused on specific job-related skills for immediate application and less geared toward more general (yet sector-specific) vocational skills. One grantee in the construction sector, an organization that has had a long and beneficial association with the U.S. Army Corps of Engineers, was keen to stress the importance of the generic skills associated with health and safety awareness, quality assurance, and effective project management. Another construction sector grantee stressed the importance of discipline as part of their vocational training program. Within the construction sector, discipline is clearly a very important and, in many ways, a key transferable skill, since it underpins a whole narrative about maintaining health and safety in the workplace.

5. GRANTEES' PRACTICES AND LEARNING FORMATS

Have training providers adopted new practices and learning formats introduced as result of this program?

Grantees wishing to take part in the AWDP grant funding process had to learn a number of new techniques, course design processes, and administration practices. The organizations that were successful in gaining an AWDP grant had previous experience in offering training courses in Afghanistan, with some training companies also having international linkages with U.S. partners.

The AWDP aimed to guide and strengthen the capacity of training institutions by ensuring the training staff and curriculum developers were of high caliber, the training facilities provided for participants were improved, and the courses were based on modern, demand-driven curricula and related to current employer demand. Grantees were required to supply high-quality courses in TVET and BEST training and show that they were sustainable in that they resulted from business consultations, which should last beyond AWDP funding.¹⁵

AWDP's capacity building approach included a number of incremental learning steps as well as adherence to a rigorous regime of quality practices and processes. Not only did these QA processes create an auditable path for AWDP's internal M&E, they also demonstrated to grantees the value of applying their own internal processes. The group workshops and one-on-one coaching created the learning steps; at the same time, the version-controlled documents and QA practices and processes ensured that the AWDP M&E team was able to identify areas needing attention. Potential issues identified through QA practices provided the bases for recommendations to adjust project targets and milestones.

a. AWDP training practices model

The model that AWDP designed in order to accelerate job training and placement contained four main elements: (a) labor market needs assessment, (b) adaptation and validation of demand-driven curricula, (c) CBT programs, and (d) employment related services.¹⁶ In order for grantees to receive grant funds, each element needed to be completed.

The first step of the model required grantees to consult with employers within private industry to identify and confirm the skills and knowledge requirements of mid-career/professional level jobs. Training that targeted these specific jobs would supply market demand-driven graduates. Although this approach was new for most of the grantees, more than half of the grantees interviewed by the evaluation team clearly recognized the benefit, while others seemed to suggest that they already understood the needs of the market.

In relation to the second step of the model, where demand-driven curricula were developed and validated, the evaluation team surveyed curriculum developers as well as grantees. Three of the five curriculum developers surveyed indicated that they based training programs on grantee and employer consultations and one indicated they based the program entirely on employer input. One curriculum developer admitted that “[although] we used the needs assessment information [to develop curricula], we knew the expectation of quality and standards expected.” Trainers interviewed gave the impression that employers were not extensively consulted; only four of ten surveyed noted that employers were involved in establishing the duration of the training. Of the ten trainers surveyed, seven indicated that the

¹⁵ USAID/AWDP, *Afghanistan Workforce Development Program 18-Month Base Period Work Plan*, 2012, p.7.

¹⁶ USAID/AWDP, *Afghanistan Workforce Development Program Base Period Report*, 2013, p. 7.

grantees were involved in established the length of training and six indicated that the curriculum developers were involved.

The third step of the model required a CBT approach to course delivery. It appeared that while a few grantees were using some CBT strategies for training and assessment, many others did not make the shift from their previous didactic lecture-style approach. The evaluation team visited and interviewed 13 grantees. Trainers interviewed reported adopting and using CBT strategies such as class assignments, group activities, projects, and practical assignments. Nonetheless, only 36 percent of the participants surveyed reported that more than half of their learning time was practical rather than theoretical.

The balance of participants' exposure to theory and practical work is an important consideration related to training duration. In order to align with the expectations of competency-based training, the time spent on practical components of the training should outweigh that spent on theory. Most of the 62 participants, across all relevant training sectors, that completed questionnaires about their training experiences reported that they only spent around half of their training time on practical activities. However, a small number, especially in the construction sector, reported that they spent nearly all of their time on practical activities. In the ICT sector as well, most participants' spent their training time at their own workstations. Nonetheless, it was evident that for about two-thirds of participants interviewed, their predominant learning experience was theoretical rather than practical.

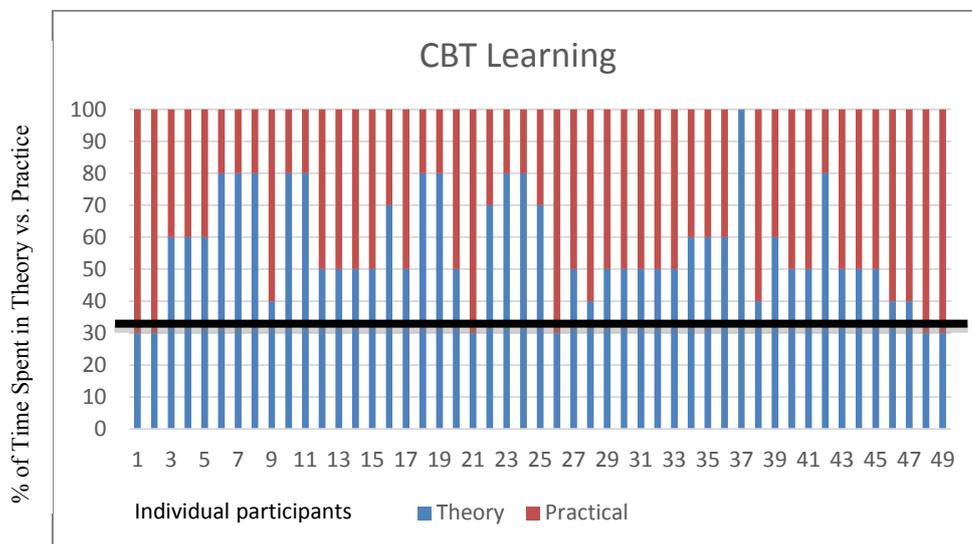


Figure 2: Participants' feedback on CBT course learning approaches.

The majority of respondents believed the learning was more theoretical than practical.

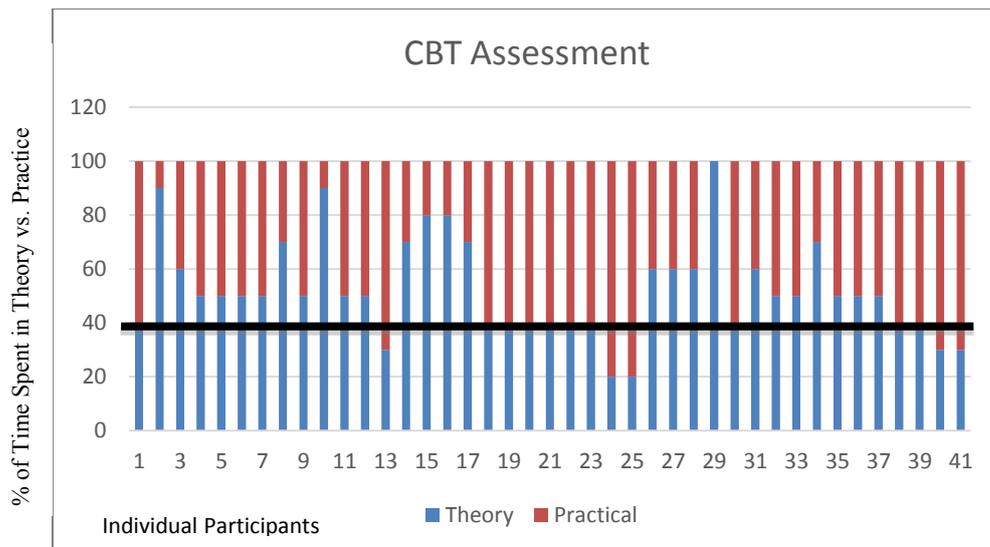


Figure 3: Participants' feedback on CBT course assessment approaches

The majority of respondents indicate that the testing of theory predominated the assessment strategies.

The completion of regular formative assessment tasks, coupled with summative assessments to verify competencies, is a strong indicator of an effective CBT implementation strategy. Just like the learning components of a CBT approach, formative and summative assessments both require a mix of theory and practice. Feedback from AWDP participants indicated that the testing of theory predominated the overall assessment practices, although just slightly; participants estimated theory accounted for 55 percent and practical 45 percent of assessment techniques. The difference between a CBT course approach and that of a 'time spent' course approach is that CBT focuses on the achievement of competencies rather than the time taken to achieve those competencies. CBT courses include time for learning and practice in order to ensure that the balance is in favor of practical skills development.

The fourth and final step of the model focused on employment services. For many grantees, this requirement was a dramatic shift from past practices. Many of the grantees interviewed expressed difficulty in placing job seekers. Employers also had a mixed reaction as AWDP expected them to recognize increased skills of existing staff that had completed training with a salary increase. At least two employers interviewed mentioned that they based employees' remuneration upon a formal annual appraisal system, within which the participation in a training course was only one consideration. A few of the grantees established web-based job boards while more than half maintained regular contact with employers for their dual importance both as potential consumers of future training courses and as potential placements for course graduates.

b. Quality process and practices

AWDP grant requirements embedded QA procedures into the processes, reinforcing the need for grantees to learn, abide, and practice ethical, documented, reliable, validated and traceable processes. Eight of the grantees consulted successfully embraced the QA practices, and reported that they also improved their regular business practices. Grantees recognized that the

AWDP M&E processes were beneficial and they highly regarded them, although in face-to-face interviews a few grantees thought that the follow-up practices were too extensive.

Both grantees and the AWDP M&E department collected feedback and conducted tracer surveys, and multiple requests for information appeared to cause stress for a few grantees, participants and employers. This QA process was not commonly undertaken prior to the AWDP project and a few grantees believed it to be an unwarranted burden, with the frequency of follow-up calls to employers and graduates disturbing the daily workflow.

c. Sustainability of new practices and learning formats

Stakeholders acknowledged that this demand-driven approach to vocational training and professional development is the best way to ensure economic sustainability in Afghanistan. One grantee expressed the opinion of many when saying, “We learned how to work with employers and how to implement such projects better,” while another grantee stated, “High quality training opened new doors [for us].” Another grantee advised, “[We] used the AWDP approach for designing and developing demand-driven training and capacity building for major employers.”

IV. CONCLUSIONS

While the delay of the on-budget funding agreement with the Ministry of Education prevented the implementation of some planned AWDP activities, the program has made significant achievements through its grants to trainings institutions. AWDP's 19 grantees trained 4,626 participants in TVET and 4,396 participants in BEST across six cities of Afghanistan. AWDP was successful in meeting its training targets for women and its targets for female participant placement.

The high satisfaction ratings from participants and employers are another reflection of the program's success. By orienting to the needs of the employment market, AWDP grantees have ensured increased employment opportunities for approximately half of AWDP graduates. Robust procedures for M&E and QA are introducing grantees to processes that will help them continually improve their own businesses and add value to the businesses of their clients.

Some areas for development were identified, which, if addressed, would further consolidate the program's achievements. Many participants, particularly those who had taken courses lasting less than one month, commented that the training duration was too short. On a related note, the evaluation team noted that grantees sometimes allotted a time period too short for meeting the course objectives. While some grantees have adopted new training practices and approaches, many participants reported that more than half of the training time was spent on theoretical rather than practical learning, especially in sectors like communication and financial management; other participants, particularly those in construction and teacher training, reported more emphasis on practice.

Although grantees consulted with employers, it appeared that, overall, employers' contribution towards course content was limited; nonetheless, as the grantees demonstrated a good understanding of the employment market, they were usually able to ensure that courses maintained a labor market focus. Collaboration between grantees and employers is an important aspect of the AWDP program that stakeholders often cited as a strength, but, as AWDP documents rightly point out, it is also an entirely new process for most stakeholders and they are likely to face challenges in adapting to the process.

Since AWDP does not require grantees to align course outcomes to any industry occupational standards or an objective qualification framework, the transferability of the training as a credential to be used between different employers is limited. It was also evident, in a small number of cases, that the language of instruction was a barrier to learning for some participants in those areas where English language skills were underdeveloped or where Pashto rather than Dari was the predominant language of the region.

The summary of the findings in relation to each of the research questions is as follows:

Progress towards goals and objectives

- AWDP faced lengthy delays signing the agreement with the Ministry of Education

and subsequently adapted its original plan so it could meet more of the original indicator targets, including the two key indicators of participants trained and participants placed. AWDP surpassed the target of number of participants trained (training 9,022 job seekers and employees, instead of the 8,200 target). When Creative Associates wrote its base period report the program could only validate placements for 4,176 participants (against a target of 5,000), but by January 2014 the program documented 5,471 placements, almost all of which represented participants who had completed training during the base period.

- According to placement figures for January 2014, which capture outcomes for base period activity, AWDP has documented much greater success facilitating promotions with raises for currently employed workers (86 percent) than it has in facilitating employment for new job seekers (26 percent).
- AWDP trained many more women than planned; in fact, according to January 2014 figures, women made up 35 percent of all participants, surpassing AWDP's target of 25 percent. As job seekers, women were more successful than men (28 percent placement compared to 24 percent for men), while as employees women were less likely to secure raises (75 percent promotion compared to 86 percent for men).

Training programs' market orientation and their duration

- Employers are generally satisfied with the training and they believe that the courses matched their organizational needs.
- Mutually reinforcing relationships are developing between grantees and employers, particularly in the ICT sector, whereby grantees are providing specific services to employers, and are increasingly earning a niche for themselves in the market.
- Training courses were of varied lengths. Many participants and some employers, particularly those involved in the trainings of less than one month, felt that the training courses were too short.
- The evaluation team judged that some course objectives were too ambitious for the amount of time allotted and did not allow sufficient time for participants to practice and consolidate their skills.

Effectiveness of the methods for determining labor market needs

- The methods AWDP promotes for determining labor market needs are sound.
- Grantees do reach out to employers to ask what skills and courses they need, especially when providing training for existing staff. As AWDP acknowledges, its consultative process is entirely new for most grantees and employers. At this stage in the program, perhaps unsurprisingly, the actual depth of consultation remains limited and usually does not cover the actual contents of the course or duration.

- In keeping with AWDP’s prioritization of employers’ short-term needs, grantees do not align their curricula with international standards in any way and their certificates do not indicate how the training is pegged to international standards. This approach limits the portability of training since employers unfamiliar with the training package may not recognize its value, especially in sectors such as construction that highly value such standards.

Steps taken to improve the technical capacity and skills of participants

- Participants, both mid-career employees and job seekers, find the courses beneficial and satisfying.
- The participants agreed that the training has helped them to achieve their personal goals.
- Many participants reported that there was too much theory and not enough ‘hands-on’ opportunity in learning or assessment, particularly in the fields of account management and sales, communication, and marketing. Participants in construction, teacher training and business plan specializations reported a more practically oriented experience.
- The development of generic and transferable skills to promote workforce flexibility was limited.
- Some reports of participants and employers suggest that language was a barrier to learning, either because instructors delivered the training in Dari when participants spoke Pashto or because materials provided were in English.

Grantees’ practices and learning formats

- Some grantees’ facilities and resources were not sufficient to facilitate the intended training.
- The AWDP M&E procedures and practices are thorough and detailed, but some stakeholders reported respondent fatigue due to information requests from Creative, grantees, and USAID.
- The M&E data gathered to reflect upon the training delivery and methodology did not capture trainer weaknesses reported by the participants.

V. RECOMMENDATIONS

In order to improve the quality of AWDP and to enhance its sustainability as well as assure the program’s continuing relevance and suitability for the target beneficiaries in the future, the evaluation team recommends that:

- The grantees should demonstrate to AWDP that they have aligned their curricula and the modes of delivery and assessment to a competence-based training (CBT) approach with an appropriate balance between theory and practical components.
- The AWDP should further refine the program's high-quality M&E processes and practices to capture more feedback on trainer performance and reduce respondent fatigue.
- The AWDP should agree with grantees on a set of minimum requirements that relate to training systems and processes, training facilities, and trainers' qualifications and skills.
- Since grantees and employers are relatively new to the intense AWDP consultative process, AWDP should set modest expectations for the outcomes of collaboration. In particular, employers new to the process may not always provide useful feedback. To prevent frustration, AWDP should provide tips for coaching employers and communicate successful examples of collaboration to keep all parties motivated.
- While USAID does not intend the program to offer certified training, AWDP should consider helping grantees develop curricula with expected learning outcomes that are pegged to industry-standard occupational skills. The emerging National Occupational Skill Standards (NOSS) and the Afghanistan National Qualifications (ANQF) provide some possibilities.
- The grantees should ensure that the language of instruction is always appropriate to the needs of the participants; where, for example, English language skills are underdeveloped or where Pashto rather than Dari is the predominant language.

ANNEX I: STATEMENT OF WORK

USAID/Afghanistan/Office of Economic Growth and Infrastructure

Afghanistan Workforce Development Program

MID-TERM PERFORMANCE EVALUATION

Statement of Work (SOW)

I. PROGRAM INFORMATION

Program Name: Afghanistan Workforce Development Program

Contractor: Creative Associates International Inc.

CONTRACT #: AID-306-C-12-00007

Agreement Value: \$22,647,838 million

Life of Program: April 2012 – April 2016

Program Sites: Kabul, Nangarhar, Herat, Mazar-e-Sharif, Kunduz, Kandahar

II. PROGRAM DESCRIPTION

The Afghan economy has improved significantly since the fall of the Taliban largely due to the infusion of massive foreign aid support and an expanding service sector. However, private sector growth overall continues to be inhibited. A sizable gap persists between market demand for skilled labor and the limited supply of such labor in the Afghan population. This gap frustrates private sector investment, job creation and employment goals. Not only are there significant discrepancies in the level of Afghan workers' technical knowledge and skills, there is also a need for higher workforce competencies and performance standards.

The Afghanistan Workforce Development Program (AWDP) addresses the challenges of high unemployment caused by this gap between the limited number of Afghans who possess technical and business management skills and the market demand for skilled labor, business administrators and managers. By improving the quality and access to market-driven skills training, AWDP complements the economic and workforce development goals of the Government of the Islamic Republic of Afghanistan (GIROA) and the U.S. Government while supporting key growth opportunities in the construction value-chain (includes mining and minerals processing), ICT, business management, agribusiness and service industries.

The goal of the AWDP is increased job placements, salaries/wages and self-employment opportunities for 25,000 Afghans, 25% of whom will be women, through increased access to quality technical and business education and training and job placement support services. To achieve this goal, the AWDP has two key objectives:

- Component 1: Strengthened Capacity of Afghan Public and Private-Sector technical and vocational education and training (TVET) providers.

- Component 2: Strengthened Capacity of Afghan Public and Private Sector Business training providers.

AWDP's primary delivery mechanism to achieve its goals of increasing mid-level employment opportunities for Afghan men and women is by awarding grants to private sector national and international training organizations and/or institutions. The following list of grants is illustrative of AWDP's investments:

- Improving technical and vocational education and training (TVET) and business education and skills training (BEST);
- Adapting TVET and BEST curricula to private sector labor market requirements;
- Enhancing teacher training programs in technical and methodological areas;
- Developing management and administrative capacity of TVET and BEST institutions and organizations;
- Supporting existing or establishing new employment-related service providers in order to improve job placement services for job seekers and training graduates in targeted economic sectors;
- Building partnerships between workforce development institutions and private businesses;
- Providing equipment, tools and/or materials for the enhancement of TVET and BEST facilities.

III. PURPOSE

The purpose of this mid-term performance evaluation is to assess the quality of the content and value of the training provided to participants in terms of how effectively it increases their TVET and BEST skills, on-the-job performance and increased probability of finding employment and/or increased salaries (by a minimum of 3 percent). Specifically, it will achieve the following: 1) evaluate the effectiveness of AWDP in achieving its stated goals and expected results; 2) to find out if the implementation of the program is on track and making progress towards achieving results; and 3) identify lessons learned and make necessary recommendations for the improvement of the program. The recommendations will be used for the improvement of the ongoing program and future design of any new program or components of the program.

IV. PERFORMANCE INDICATORS AND DATA

The evaluation team shall collect and analyze data on the following indicators of the base period (18 months) from program commencement, April 2012, through the period ending 30 September 2013.

AWDP performance indicators feed into the USAID/Afghanistan Office of Economic Growth PMP, and also the Mission's *Afghan Info* performance tracking system:

- Number of people gaining employment or better employment as a result of participating in USG-funded workforce development programs;

- Average change in salary or income for those completing USG-funded workforce development programs;
- Number of people completing USG-funded market-driven Workforce Development programs (TVET or BEST) (25% women);
- Number of programs in institutions improved (TVET or BEST) (composite indicator based on curriculum and infrastructure improvement, teacher training, PPPs and job placement);
- Percentage of teachers trained utilizing their training on the job (TVET or BEST); Number/Percentage of teachers trained and/or employed (25% women) (TVET or BEST);
- Number of demand-driven curricula aligned with market needs developed or improved/revised (TVET or BEST); Number of institutions supported with USG assistance (TVET or BEST);
- Number of AWDP supported institutions increased the percent of women instructors (TVET or BEST);
- Number of workshops and laboratories established and improved with new technology (TVET or BEST);
- Number of information dissemination initiatives undertaken for job creation (job fairs, publicity initiatives, business association events); and
- Number of providers establishing job placement services.

The evaluation team shall undertake at least three (3) sites visits to the urban centers of Kabul, Nangarhar, and Herat. The specific sites will be specified through the USAID-approved work plan.

V. PROPOSED EVALUATION QUESTIONS

To assess the progress, quantity, and quality of program activities and results reported, the evaluation will focus on the following questions:

1. Based on a review of the work plan, Performance Management Plan (PMP), weekly and quarterly progress reports, is the program meeting its goals and objectives and on track/schedule?
2. Were quality labor market-determined training programs provided and for the appropriate lengths of time?
3. Were the methods employed to determine labor market requirements for businesses in meeting their labor/skills requirements effective?
4. What steps have been taken to improve the technical capacity and skill of the trainees in each sector and were those steps effective?

5. Have training providers *adopted* new practices and learning formats introduced as result of this program? State reasons based on evidence collected.

VI. IMPLEMENTATION

A. Evaluation Team Composition and Qualifications

Composition: The Evaluation Team shall include evaluation and technical specialists with relevant experience particularly in TVET in a conflict/post-conflict country. The team shall include at least two expatriate and one Afghan professional with strong interpersonal and writing skills, and cultural awareness. This act is subject to agreement by USAID and the SUPPORT II management.

- *Evaluation Team Leader (Expat)*. The Team Leader (TL) shall possess strong leadership, and report writing skills and be an evaluation expert with seven years of program evaluation experience. Preferably USAID funded vocational training programs. The Team Leader shall possess at least a Master’s degree, PhD preferred, in economics, TVET development, international development, social science, or a related discipline. The TL should be able to write a standard, accurate and concise report in English.
- *TVET Specialist (Expat)*. The TVET Specialist shall possess at least a Master’s degree in training, curriculum development, economics, or a related field. The successful candidate shall have at least five years’ experience in designing, implementing, or assessing technical and vocational training and education programs in developing countries. Afghanistan or regional country experience is preferred.
- *Evaluation Specialist (Afghan)*. The Evaluation Specialist shall possess at least a Bachelor’s degree, and have applied evaluation experience including data collection and analysis. Experience in socio-economic field survey and participatory appraisal (sampling and survey methods – e.g. interpersonal interviews and focus group discussions) is required.

B. Level of Effort (LOE in person days)

Position	Pre-Field Document Review	Field Work Plan Development	Preparation & Field Work	Data Analysis	Remote Reporting	International Travel	Position TOTAL
Evaluation Team Leader	1	2	26	4	2	4	39
<i>TVET Specialist</i>	1	2	26	4	2	4	39
Evaluation Specialist (Afghan)	0		28		0	0	32
Task	2	4	80	12	4	8	110

TOTAL							
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C. Methods and Materials

The Evaluation Team may use various methods to assess the different aspects of the program and to comprehensively answer the questions listed under Section VI. Though the team has full leeway to design and use the most appropriate evaluation tools, the approach should be participatory in both design and implementation. Close coordination with USAID/Afghanistan (OEGI) will be necessary to ensure that the evaluation team selects methods that are suitable for use in conflict areas. Evaluation techniques may include document review, field interviews with beneficiaries and non-beneficiaries, and focus group discussions, among others. The evaluation team can use a mix of data collection and analysis methods to generate descriptive answers. USAID prefers quantitative methods and random sampling. A range of documents will be provided by USAID/OEGI to the Evaluation Team for review, prior to arriving in country. The OEGI Point-of-Contact for the team is the AWDP COR, Dr. Patrick J. Ludgate and Khaksar Adil (A-COR).

Illustrative List of Documents for Pre-Field Review:

- 1) AWDP Statement of Work
- 2) AWDP Work plan(s)
- 3) AWDP Performance Management Plan(s)
- 4) AWDP Weekly and Quarterly Reports (at least the four most recent)
- 5) AWDP Fact Sheet
- 6) Other documents as requested and deemed necessary

D. Schedule

The Evaluation Team shall complete this activity, including the final report, within seven weeks of the start of the assignment. Once USAID completes the procurement process the *Documents for Pre-Field Review*, listed above will be sent to the Evaluation Team. A six-day work week is authorized for this activity. This evaluation study is proposed to start no later than 20th November 2013.

E. Management

Cecchi will identify and hire the evaluation team, provide key documents, assist in facilitating the work plan, and arrange meetings with key stakeholders identified prior to the initiation of field work. The evaluation team will organize other meetings as identified during the course in consultation of Cecchi SUPPORT and USAID Afghanistan.

Checchi/SUPPORT-II is also responsible for arranging accommodation, security, office space, computers, internet access, printing, communication, and transportation to the program sites.

The Evaluation Team will report directly to Checchi SUPPORT II management. However, the team may contact Sayed Aqa (saqa@usaid.gov) SUPPORT-II COR, AWDP COR Dr. Patrick J. Ludgate (Pludgate@state.gov) and A/COR Khaksar Adil (kadel@usaid.gov) concerning evaluation activities.

VIII. MEETINGS, BRIEFINGS, AND DELIVERABLES

1. **In-briefing** with USAID/OEGI. **Within two days of arriving in Afghanistan**, the Evaluation Team shall attend a kickoff meeting at USAID to collaboratively outline the work plan (*working from a rough draft work plan prepared by the team*), including interview lists and field visit sites (it is anticipated that at least four field visits will be required). This meeting will allow for discussion of background documents, and a suggested interview/contact list. It will also allow, if necessary, for SOW adjustment, with USAID approval.
2. **Draft Work Plan** submitted to USAID/OEGI for comment/approval. Within five days of the in-briefing, the team shall submit to USAID/OEGI a detailed Draft Work Plan for conducting this Mid-term Performance Evaluation of AWDP. The draft work plan shall detail the evaluation methodology, incorporate any proposed modifications to this statement of work, and elaborate the customized survey and evaluation tools to be used by the team, and identify field locations to be visited and a draft schedule of proposed visits. Within two business days of receipt of the draft work plan, USAID/OEGI will provide comments to the team leader. Within two days of receipt of comments, the team will resubmit the revised work plan to USAID/OEGI. Upon USAID/OEGI approval of the work plan, it will be formally considered part and parcel of this Third Party Evaluation Statement of Work, and will guide the continued implementation of this evaluation.

Evaluation shall at least include a combination of:

1. Desk/document review
2. Direct observations
3. Interviews
4. Focus group discussions
5. Program and beneficiary records
6. Program data collection forms
7. Review of program performance databases
8. Sample surveys of beneficiaries

3. **Final/USAID-approved Work Plan** (a revised version of the draft based on USAID comments).
4. **Weekly Fieldwork Briefings** to USAID (30-60 min. each): Weekly during this evaluation effort, at a time to be determined between USAID and the Evaluation Team Leader, the Team Leader will brief USAID on progress and constraints. This may be in person or by telephone.
5. **Post-Fieldwork Briefing** to USAID (60-90 min.): Prior to submitting the draft evaluation report, the Team Leader will deliver a post-fieldwork briefing on initial impressions/findings.
6. **Draft Final Evaluation Report** submitted for USAID/OEGI comment/approval. The draft report shall be submitted no less than five business days prior to the departure of the Evaluation Team from Kabul. The evaluation report shall describe the methodology, provide evidence based findings, conclusions on the key evaluation questions, and offer applicable recommendations for the improvement of the program. The report shall be no more than 30 pages (excluding Appendices), and follow USAID's reporting format and branding guidelines (per ADS 320). An outline of the report is provided below:

- **Title Page**
- **Table of Contents**
- **List of any acronyms, tables, or charts** (as needed)
- **Acknowledgements or Preface** (optional)
- **Executive Summary (not more than 3 pages)**
- **Introduction (not more than 3 pages)**
 - a. A description of the activity that was monitored, Brief statement of the purpose of the evaluation exercise to include a brief summary of the questions answered
 - b. Brief statement on the evaluation methods used – Interviews, desk/document review, site visits, etc.
- **Findings** – Describe the findings, focusing on each of the questions the evaluation was intended to answer.
- **Conclusions** – This section will focus on:
 - a. The quality of the data, the quality of the program M&E system and records, the quality of data collection methods, and the usefulness of the PMP.
 - b. Whether the program is on track to attain its stated goals and objectives.
 - c. Highlight the strengths and weaknesses of implementation.
 - d. Other conclusions as identified by the evaluation team.
- **Recommendations** – This section will include:

- a. Ways to improve both the overall performance of the program and improve the program's M&E system.
- b. Ways to solve problems the program is facing.
- c. Suggestions for mid-course adjustments/corrections and changes to improve performance.
- d. Actions or decisions to be taken by management.

• **Appendices**

- a. Statement of Work
- b. Places visited; people interviewed
- c. Methodology description
- d. Critical background documents
- e. Examples of any key M&E documents reviewed
- f. Schedule of activities in Excel format
- g. Evaluation Team CVs

All data and Reports must be in English and submitted to the Office of Program and Program Development (OPPD), which will share the report with the AWDP COR, USAID/Afghanistan. *USAID will provide comments to the draft report to the Evaluation Team Leader through Checchi SUPPORT for further action within ten (10) business days.*

7. **Exit Briefing of Draft Report** to USAID (60-90 min.): The Team Leader will present key findings (including conclusions and recommendations) detailed in the draft report three to five days before the team departs Kabul. The date will be determined by USAID.
8. **Final/USAID-approved Mid-term Performance Evaluation Report** (a revised version of the draft based on USAID comments): The Team Leader shall submit the final/USAID-approved Mid-term Performance Evaluation Report within five (5) days of receipt of USAID comments.

NOTE: The final/USAID-approved mid-term performance evaluation report shall be submitted to USAID/Afghanistan both electronically and in hardcopy. The report shall be prepared using Microsoft Office programs (i.e. Word, Excel), with 12-point font body text, with 1" page margins top/bottom and right and 1.25" for left. The team must submit three hardcopies plus a CD of the final, approved Mid-term Performance Evaluation Report to USAID. Additional copies will be provided upon request.

ANNEX II: WORK PLAN



USAID | **AFGHANISTAN**
FROM THE AMERICAN PEOPLE

DRAFT WORK PLAN

**USAID Afghanistan-Office of Economic Growth and
Infrastructure**

Afghanistan Workforce Development Program

**MID-TERM PERFORMANCE EVALUATION (April 2012-
September 2013)**

Submitted on:

December 12, 2013

Evaluation Team:

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1. PURPOSE OF THE AFGHANISTAN WORKFORCE DEVELOPMENT PROGRAM MID-TERM PERFORMANCE EVALUATION

The Afghanistan Workforce Development Program (AWDP) aims to increase job placements, salaries/wages and self-employment opportunities for 25,000 Afghans, 25% of whom will be women, through increased access to quality technical and business education and training and job placement support services. The AWDP addresses the challenges of high unemployment caused by the gap between the limited number of Afghans who possess technical and business management skills and the market demands for skilled labor, business administrators and managers. By improving the quality and access to market-driven skills training, AWDP complements the economic and workforce development goals of the Government of the Islamic Republic of Afghanistan (GIROA) and the U.S. Government while supporting key growth opportunities in the construction value-chain (includes mining and minerals processing), ICT, business management, agribusiness and service industries. To achieve this goal, the AWDP has two key objectives:

- Component 1: Strengthened Capacity of Afghan Public and Private-Sector technical and vocational education and training (TVET) providers.
- Component 2: Strengthened Capacity of Afghan Public and Private Sector Business Education and Training (BEST) providers.

The purpose of the AWDP Mid-term Performance Evaluation is to assess the quality of the content and value of the training provided to participants in terms of how effectively it increases their TVET and BEST skills, on-the-job performance and increased probability of finding employment and/or increased salaries (by a minimum of 3%). Specifically, it will evaluate the following:

- a) The effectiveness of AWDP in achieving its stated goals and expected results;
- b) Determine if the implementation of the program is on track and making progress towards achieving its expected results; and
- c) Identify lessons learned and make necessary recommendations for the improvement of the program.

To assess the progress, quantity, and quality of program activities and results reported, the evaluation will formulate a response to the following questions:

1. Based on a review of the work plan, Performance Management Plan (PMP), weekly and quarterly progress reports, is the program meeting its goals and objectives and on track/schedule?
2. Were quality labor market-determined training programs provided and for the appropriate lengths of time?
3. Were the methods employed to determine labor market requirements for businesses in meeting their labor/skills requirements effective?

4. What steps have been taken to improve the technical capacity and skill of the trainees in each sector and were those steps effective?
5. Have training providers adopted new practices and learning formats introduced as result of this program? State reasons based on evidence collected.

As well as the findings, recommendations and suggestions will be presented as possible improvements to the existing program together with design opportunities for future components of the program or new programs.

2. METHODOLOGY

The AWDP Mid-term Performance Evaluation will be guided by USAID’s Evaluation Policy released in 2011 and ADS 203 Framework. Data validity and reliability will be demonstrated and communicated through the rigour of the data gathering and analytical processes. A qualitative and quantitative approach to data gathering and analysis will be taken so as to provide a triangulation of data (where possible) which increases trustworthiness in the findings.

Triangulation refers to the use of more than one approach in gathering data so as to enhance confidence in the ensuing findings. Triangulation is a method used by researchers to check and establish validity in their findings by analyzing information from multiple perspectives. With this evaluation, two methods of triangulation will be used- data triangulation and methodological triangulation. Data triangulation will be achieved by gathering data through several sampling strategies, so that slices of data from different perspectives will be gathered. Methodological triangulation will be achieved through the use of more than one method for gathering data.

The following collection methods will provide qualitative and quantitative data to be analyzed:

	Method	Data	Sources
a.	Document Review	<ul style="list-style-type: none"> ▪ AWDP Annual Reports ▪ AWDP Quarterly Reports ▪ AWDP Base Period Report ▪ AWDP Weekly Reports ▪ AWDP Work Plan ▪ AWDP PMP ▪ USAID TVET Assessment and Strategy 	AWDP, USAID
b.	Literature Review	<ul style="list-style-type: none"> ▪ Case studies from Afghanistan, etc. ▪ Evaluation and final reports on related projects ▪ Qualitative and quantitative research of relevance 	Government, donors, NGOs, journals, research bodies

	Method	Data	Sources
c.	Interviews and Focus Groups	<ul style="list-style-type: none"> ▪ Notes from dialogue on specific AWDP events 	*Participants (employed and job seekers), Trainers, Curriculum writers
d.	Questionnaires	<ul style="list-style-type: none"> ▪ Responses to open and closed questions 	*Participants (employed and job seekers), Grantees (training providers), Trainers, Curriculum writers, Employers

** Contact with subjects will be influenced by their location, availability and timing appropriateness.*

The information derived from the above sources should provide data for analysis to respond to the following questions:

1. Based on a review of the work plan, Performance Management Plan (PMP), weekly and quarterly progress reports, is the program meeting its goals and objectives and on track/schedule?
2. Were quality labor market-determined training programs provided and for the appropriate lengths of time?
3. Were the methods employed to determine labor market requirements for businesses in meeting their labor/skills requirements effective?
4. What steps have been taken to improve the technical capacity and skill of the trainees in each sector and were those steps effective?
5. Have training providers adopted new practices and learning formats introduced as a result of this program? State reasons based on evidence collected.

The Evaluation Team will then be able to report and comment on the progress, strength and weaknesses and quality of AWDP activities (including M&E activities) and results reported.

TEAM MEMBERS

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3. DELIVERABLES AND ACTIVITY SCHEDULE

Deliverables	Date Due
In-briefing / SOW Presentation	December 5
Draft Work Plan to USAID	December 11
Final/USAID-approved SOW/Workplan	TBD
List of interviewees and schedule for interviews and site visits finalized	TBD
Interim-fieldwork Briefing	December 22
Draft of Report	January 7
Comments back from USAID	January 17
Final Revised Report	January 21
Final Presentation	TBD

Activities as at 10 December 2013	
Date/ Location	Meetings and Discussions
December 5 USAID Office	Dr Patrick Ludgate- COR Belien Tadesse- SUPPORT II COR Adel Khaksar- Alternative COR
December 6 AWDP Office	Dr Julio Ramirez-de-Arellano- AWDP Chief of Party, Creative Associates International Carmen Garriga, AWDP Monitoring and Evaluation Advisor, Creative Associates International
December 8 Queen's Palace, Babur Gardens	Mr M. Asif Nang- Deputy Minister for TVET Dr Julio Ramirez-de-Arellano- AWDP Chief of Party, Creative Associates International Carmen Garriga, AWDP Monitoring and Evaluation Advisor, Creative Associates International Brian Conway- AWDP Technical Adviser, Creative Associates International Mohammad Sarwar Munis- AWDP Grant Activity Manager, Creative Associates International Farid Ahmad Samadi- AWDP Grant Activity Manager, Creative Associates International AWDP Grantees: Muzhgan Wafiq Alokozai- Vice President/ COO, Impressive Jefferson Lindsay- Operations Manager, Strategic Social Farshid Ghyasi- President/ CEO, Netlinks Dr Masood Faroq- Operations Director, AFS
December 9 AWDP Office	Brian Conway- AWDP Technical Adviser, Creative Associates International Mohammad Sarwar Munis- AWDP Grant Activity Manager, Creative Associates International Farid Ahmad Samadi- AWDP Grant Activity Manager, Creative Associates International

Note: As recommended by the AWDP/COR, Evaluation Team members attended the AWDP Grants Wrap-Up Celebration and Discussion at the Queen's Palace, Babur Gardens on December 8, 2013. As well as the above meetings with Dr. Julio Ramirez-de-Arellano, AWDP Chief of Party, Creative Associates International and Ms. Carmen Garriga, AWDP Monitoring and Evaluation Advisor, AWDP Creative Associates International, additional meetings are planned with AWDP key parties when dates and timings are confirmed.

Activities to 22 December 2013	
Date	Meetings, Discussions, Interviews
December 11	Kabul meet with Grantees, trainers, curriculum developers
December 12	Kabul meet with Grantees
December 15	Kabul meet with- ICC Trainers/Curriculum Developers Jalalabad meet with Grantees, trainers, curriculum developers, employers and participants Herat meet with Grantees, trainers, curriculum developers, employers and participants
December 16	Jalalabad meet with Grantees, trainers, curriculum developers, employers and participants Herat meet with Grantees, trainers, curriculum developers, employers and participants
December 17	Kabul meet with employers and participants Kandahar meet with Grantees, trainers, curriculum developers, employers and participants
December 18	Kabul meet with employers and participants Kandahar meet with Grantees, trainers, curriculum developers, employers and participants

4. ANNEX I: LIST OF KEY INTERVIEW QUESTIONS

This list of questions provide a general guide for discussion and the collection of information using interviews, focus groups and questionnaires. The data collection tools for each subject group will be specifically tailored to match their role in the AWDP.

I. Participants

1. How effective was the training? Explain your comment.
2. Provide feedback on course content, duration, equipment, and delivery method.
3. Was the methods for assessment of skills related to job requirements?
4. Was your job prospects improved due to training?
5. What was your reason for undertaking training?
6. Do you feel the training was effective and helped you achieve your goals?

II. Grantees

1. Who made the decision on the length of the training program?
2. How many employers were consulted to identify the labor market demand?
3. What documents were used to gather course information on labor market requirements?
4. What techniques did you use to gather feedback on the effectiveness of the training?
5. What techniques did you use to gather feedback on the course content, duration, equipment, delivery and assessment methods?
6. How and where were the AWDP methods, processes, and quality practices continued after the grant program?
7. What factors of the AWDP M&E techniques and quality strategies do you consider increased or decreased the strength of M&E process?

III. Curriculum Writers

1. Describe the steps and stages used in developing the curricula?
2. What were the methods and development steps used to ensure the curricula met labor market demand?
3. How did you ensure the curricula was a high quality product that would meet the labor market demand?
4. What steps did you take to ensure employer input in the development of the curricula?
5. Who made the decision on the length of the training program?
6. What method was used to decide on the length of the training program?

IV. Trainers

1. How effective was the training? Explain your comment.
2. Provide feedback on course content, duration, equipment, and delivery method.
3. Was the methods for assessment of skills related to job requirements?

4. What competency based training (CBT) techniques did you use during the training and assessment processes?

V. Employers

1. Describe the consultation process used to gather labor market information for curricula development.
2. How many times were you consulted to gather labor market information for curricula development?
3. How long was the consultation meeting?
4. Were you provided an outline of the course curricula or did you provide instructions for its development?
5. Explain how the graduates from the AWDP training did or did not meet the job requirements.
6. Explain what parts of the AWDP training you were satisfied or unsatisfied with.
7. In the future, would you continue with the AWDP training and hire or promote graduates?
8. If you re-trained employees using the AWDP training did (or would you) give them increased responsibility and salary?

ANNEX III: BIBLIOGRAPHY OF DOCUMENTS REVIEWED

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ANNEX IV: SCHEDULE OF MEETINGS

<i>No</i>	<i>Date</i>	<i>Organization</i>	<i>Name</i>	<i>Title</i>	<i>Phone</i>	<i>Email</i>
1	December 5	USAID Office	Dr Patrick Ludgate	AWDP COR	0093 (0) 708-694-548	PLudgate@state.gov
			Belien Tadesse	SUPPORT II COR	0093 (0) 799187526	BTadesse@state.gov
			Adel Khaksar	Project Management Specialist	0093 799 187 510	kadel@usaid.gov
2	December 6	AWDP Office - Creative Associates International	Dr Julio Ramirez-de-Arellano	AWDP COP	0093 790 488 641	julior@crea-awdp.com
			Carmen Garriga	AWDP M& E Advisor	0093 796 190 088	carmeng@crea-awdp.com
3	December 8	AWDP Function - Creative Associates International	Mr M. Asif Nang-	Deputy Minister for TVET	0093 700 044 305	
			Dr Julio Ramirez-de-Arellano	AWDP COP	0093 790 488 641	julior@crea-awdp.com
			Carmen Garriga	AWDP Technical Adviser	0093 796 190 088	carmeng@crea-awdp.com
			Mohammad Sarwar Munis	AWDP Grant Activity Manager	0093 700 175 527	mohammadm@crea-awdp.com
			Farid Ahmad Samadi	AWDP Grant Activity Manager	0093 700 175 527	farids@crea-awdp.com

<i>No</i>	<i>Date</i>	<i>Organization</i>	<i>Name</i>	<i>Title</i>	<i>Phone</i>	<i>Email</i>
3	December 8	AWDP Function - Creative Associates International	Brian Conway	AWDP Technical Adviser	0093 796 912 822	brainc@crea-awdp.com
			MuzhganWafiqAlkozai (AWDP Grantee)	Vice President	0093 708 109 614	wafiq@impressiveconsultancy.com
			Jefferson Keith Lindsay(AWDP Grantee)	Operations Manager, Strategic Social	0093 794 377 812	keith.lindsay@strategicsocial.com
			FarshidGhyasi(AWDP Grantee)	President/ CEO, Netlinks	0093 799 222 419	farshid@netlinks.com
			Dr Masood Faroq(AWDP Grantee)	Operations Director, AFS	0093 796 999 306	masood.faroq@ahg.af
4	December 9	AWDP Office - Creative Associates International	Brian Conway	AWDP Technical Adviser	0093 796 912 822	brainc@crea-awdp.com
			Mohammad SarwarMunis	AWDP Grant Activity Manager	0093 700 175 527	mohammadm@crea-awdp.com
			Farid Ahmad Samadi	AWDP Grant Activity Manager	0093 700 175 527	farids@crea-awdp.com
5	December 11	AFS	Dr. Masood Faroq	Operations Director	0093 796 999 306	masood.faroq@ahg.af
			Syed Kamal	Director (Afghanistan Centre for Excellence)	0093 796 999 305	Syed.kamal@ahg.af
		ICC	MuzhganWafiqAlkozai	Vice President	0093 708 109 614	wafiq@impressiveconsultancy.com
		SMART	Dr. Mohammad Bashar	Director General	0093 788 233 865	academy.smartaf@gmail.com

<i>No</i>	<i>Date</i>	<i>Organization</i>	<i>Name</i>	<i>Title</i>	<i>Phone</i>	<i>Email</i>
5	December 11	KBDS	Kamila Sididi	CEO	0093 795 100 004	kamila.sididi@kaweyanbds.com
		Destiny	Naqibullah Bismel	Director	0093 784 280 783	nbismel@dcs.af
			Shah Mahmood Mehryoon	Electrical Department Supervisor	0093 773 456 867	mahmood_mehryoon@uiprojects.net
		NETLINKS	JamshidHashimi	Chief Software Architect	0093 785 311 525	rasulli@netlinks.af
6	December 12	Strategic Social	Jefferson Keith Lindsay	Operations Manager	0093 794 377 812	Keith.lindsay@strategicsocial.com
		USAID	Dr Patrick Ludgate	AWDP COR	0093 (0) 708-694-548	PLudgate@state.gov
			Belien Tadesse	SUPPORT II COR	0093 (0) 799187526	BTadesse@state.gov
			Adel Khaksar	Project Management Specialist	0093 799 187 510	kadel@usaid.gov
7	December 14	Turquoise Mountain	Stephanie Matti	Head of HR	0790884469	Steph.Matti@gmail.com
8	December 15	Atlas Construction, Herat	Abdul Ahmad	Partner /co-owner	0797631010	Afghanistan@akfix.com
		Drakhshan Computers, Heart	Ershad Salek	Owner	0700468595	Arshad2008@yahoo.com
		Microcis software solutions	Saifuddin Sepehr	Co-founder	0797746418	sephr@microcis.net

<i>No</i>	<i>Date</i>	<i>Organization</i>	<i>Name</i>	<i>Title</i>	<i>Phone</i>	<i>Email</i>
9	December 15	Etehad Private School	Hafeez Ahmad	Managing Director	0789506250	hafeezroman@gmail.com
		Afghan International School	Qand Agha	Principal	0700856060	
		AMRAN	Sayed Muqadas	Director General	0776541268	amran_ngo@yahoo.com
10	December 16	KACSO	Taqi Delsoz	Manager	0740000 551	mtdelsoz@kacso.org
		Focus group meeting with female beneficiaries	Meeting took place at the Nazary Hotel, Herat	Beneficiaries' details in register		
		Kardan Institute, Herat	Ehsan Ahmadi	Local Manager for Kardan	0786 268 578	eahmadi@capitaljobs.af
		AFS, Heart	Ratib Hussaini	Local manager for AFS	0799 831 948	Ratib1988@gmail.com
11	December 16	Ahmad Shah Durani Private School	Noorul Qudus	Director	0780001828	noorn1982@gmail.com
		ANMSO	Abdul Wasi	General Manager	0797480520	
		Gandahara Private School	Muhebullah Israr	Director	0789835044	info@gandaharaschool.org
		ICC	Mohammad Nabi Popalzai	Financial Management Trainer	0775572950	nabi-p@hotmail.com

<i>No</i>	<i>Date</i>	<i>Organization</i>	<i>Name</i>	<i>Title</i>	<i>Phone</i>	<i>Email</i>
12	December 17	Resalat Private Schools, Herat	Mohammed Rafe	President	0790480480	a.yasinzadeh@yahoo.com
		Marble Stone Union	Eng. Mansour	Executive Manager	0798 709030	en.mansour@gmail.com
		Focus group meeting with male beneficiaries	Meeting took place at Nazary Hotel, Herat	Beneficiaries' details in the register		
		Afghan Telecom	Abdul Salam Soltani	Technical supervisor engineer	0754016153	a.salami@afghantelecom.af
		Afghan Telecom	Mohammed Sha	Telecommunications Engineer		dornishyar@afghantelecom.af
		Asia Pharma	Hamed Ghulamy	Marketing and Sales Manager	0793 151607	marketing@asiapharma.af
13	December 18	USAID	Dr Patrick Ludgate	AWDP COR	0093 (0) 708-694-548	PLudgate@state.gov
			Adel Khaksar	Project Management Specialist	0093 799 187 510	kadel@usaid.gov
14	December 19	Phone interviews with beneficiaries	Interviews took place at Kandahar	Beneficiaries' details in the register		

<i>No</i>	<i>Date</i>	<i>Organization</i>	<i>Name</i>	<i>Title</i>	<i>Phone</i>	<i>Email</i>
15	December 21	Kardan School of Excellence	Shokria	Principal	0799 794 340	
		Mohammad Nassim Samimi	Afghan Telecom Corporation	Training Manager	0752 030 222	n.samimi@afghantelecom.af
		Abdul Nasir	Champions Technical Training Centre	HR Manager	0775 757 037	Abdul.nasir@cttc.af.org
		Danish Kamal	ABA	CEO	0708 297 512	danish@aba.af
		Afghan Builders Association (ABA)	Danish Kamal	Chief Executive Manager	0093 (0) 700 500049	Danish@aba.af
		Codezone (software development company)	Mustapha Ghanzawi	Chief Software Architect	00973 780 165 561	info@codezone.af
		Champion Technical Training Centre (CTTC)	Mohammed Zaman Rezai	Director of Human Resources	00973 700 237 665	Zaman.Rezai@cttc-af.org
16	December 22	USAID	Belien Tadesse	SUPPORT II COR	0093 (0) 799187526	BTadesse@state.gov
			Adel Khaksar	Project Management Specialist	0093 799 187 510	kadel@usaid.gov
		Noor Mohammad	Hamid Pharma	Owner	0785 152 715	
		Abdul Karim	Hilton Pharma	Owner	0786 320 313	

<i>No</i>	<i>Date</i>	<i>Organization</i>	<i>Name</i>	<i>Title</i>	<i>Phone</i>	<i>Email</i>
17	December 23	Mohammad Yonus	Pastoor Hospital	Owner	0798 866 240	
18	December 24	Ahmad Seyar Qaderi	Afghanistan International Bank	Senior HR Officer	0786 027 617	Seyar.qaderi@aib.af
19	December 25	Mohammad Jamshid Nadiri	AWCC	Human Resource Development Manager	0700 801 581	Jamshid.nadiri@afghan.wireless.com
		Abdul Hadi Qazizada	New Kabul Bank	Head of Capacity development	0791 600 638	cbp@newkabulbank.af
20	December 28	Ahmad Shah Dawodzai	Bank Mili Afghan	Organizational Development Coordinator	0787 878 338	Ahmad.daoudzai@bma.af
21	December 29	Omid Aria	Azizi Bank	HR Manager	0797 999 978	omid.aria@azizibank.af
22	December 30	Zeeshan Ahmad	Mutahed Group	Head of Capacity Building Department	0786 219 553	Zeshaan@mutahed.af.org

ANNEX V: DATA COLLECTION SURVEY INSTRUMENTS



USAID/Afghanistan/Office of Economic Growth and Infrastructure

Afghanistan Workforce Development Program

MID-TERM PERFORMANCE EVALUATION QUESTIONNAIRE.

The purpose of the AWDP Mid-Term Performance Evaluation is to assess the quality of the content and value of the training provided to participants in terms of how effectively it increases their TVET and BEST skills, on-the-job performance and increased probability of finding employment and/or increased salaries (by a minimum of 3%). Specifically, it will evaluate the following:

- a) The effectiveness of AWDP in achieving its stated goals and expected results;
- b) Find out if the implementation of the program is on track and making progress towards achieving results; and
- c) Identify lessons learned and make necessary recommendations for the improvement of the program.

This questionnaire is designed to obtain your views on the Afghanistan Workforce Development Program (AWDP).

AWDP Grantees (Training Providers)

Name _____ **Date** ____/____/____

Contact email _____ **Phone** _____

1. In which sector did you provide training? (Please tick the appropriate box)

TVET	Construction	
	ICT	
	Employment-related Services	
BEST	Business Communication & Employability Skills	
	Financial Management	
	Project Management	
	Women in Private Sector	

2. How long was the duration of the training? _____

3. Who decided upon the duration of the training?

(Please indicate by clicking the appropriate box)

You	
The curriculum developer	
The trainer	
The employer	

4. Did you gather feedback on the effectiveness of the trainings?

YES		NO	
-----	--	----	--

Employers	
Participants	

5. Who did you gather feedback from?
 (Please indicate by clicking the appropriate box)

Trainers	
AWDP	

6. What techniques were used for gathering the feedback?

7. Were employers consulted? If yes please list their names.

<i>Employers</i>	<i>Sector</i>

8. What process did you use to identify the labor market demand?
 (Please indicate by clicking the appropriate box)

Visited Employers	
Looked on employment websites	
Talked to the job seekers	
Other Sources:	

9. How effective was the program? (Please indicate by ticking the appropriate box)

Fair	<input type="checkbox"/>	Good	<input type="checkbox"/>	Very good	<input type="checkbox"/>	Excellent	<input type="checkbox"/>
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10. Lessons learned from AWDP in terms of:

a) New Methods

b) Quality Practices

c) Others

11. Did the training meet the labor market demand? (Please indicate by ticking the appropriate box)

Didn't meet	<input type="checkbox"/>	Fairly met	<input type="checkbox"/>	Adequately met	<input type="checkbox"/>	Highly met	<input type="checkbox"/>
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12. For how many years you have been providing training? _____

Other comments

Thank you for your cooperation

Statement of consent:

By completing this form, you are indicating that you:

- Understand the reason for the evaluation of the AWDP project;
- Have had questions answered to your satisfaction;
- Understand that no names will be used in reports that may identify individuals, enterprises, grantees, companies or organizations, however pseudonyms will be used;
- Understand that you can contact the Evaluation Team if you have further additional questions;
- Understand that you are free to withdraw or decline at any time;
- Understand that if you agree to a subsequent interview, an Evaluation Team member will make notes on the conversation (interview) with you;

Understand that, if you have a concern regarding this Evaluation Project, you should contact Hoppy Mazier, Chief of Party at hmazier@hecchiconsulting.com.



USAID/Afghanistan/Office of Economic Growth and Infrastructure

Afghanistan Workforce Development Program

MID-TERM PERFORMANCE EVALUATION QUESTIONNAIRE

The purpose of the AWDP Mid-Term Performance Evaluation is to assess the quality of the content and value of the training provided to participants in terms of how effectively it increases their TVET and BEST skills, on-the-job performance and increased probability of finding employment and/or increased salaries (by a minimum of 3%). Specifically, it will evaluate the following:

- a) the effectiveness of AWDP in achieving its stated goals and expected results;
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- c) identify lessons learned and make necessary recommendations for the improvement of the program.

This questionnaire is designed to obtain your views on the Afghanistan Workforce Development Program (AWDP).

AWDP Trainers

Name _____ **Date** ____/____/____

Contact email _____ **Phone** _____

1. In which sector/s did you provide training? (Please indicate by ticking the appropriate box)

TVET	Construction	
	ICT	
	Employment-related Services	
BEST	Business Communication & Employability Skills	
	Financial Management	
	Project Management	
	Women in Private Sector	

2. Name the training provider/s (AWDP grantee/s) that hired you to deliver training?

List all providers and indicate the curricula sector.

<i>Training provider (Grantee)</i>	<i>Sector</i>

3. Who was the target audience for the training? (Please indicate curricula and audience by ticking the appropriate box)

	<i>Curricula</i>	Job seekers	Existing employees
TVET	Construction		
	ICT		
	Employment-related Services		
BEST	Business Communication & Employability Skills		
	Financial Management		
	Project Management		
	Women in Private Sector		

4. Have you previously delivered similar training? (Please indicate by ticking the appropriate box)

YES	<input type="checkbox"/>	NO	<input type="checkbox"/>
-----	--------------------------	----	--------------------------

5. Briefly describe the process steps used to assess the skills and knowledge of the participants.

6. Who decided the duration of the training? (Please indicate by ticking the appropriate box)

You	<input type="checkbox"/>
Training provider (Grantee)	<input type="checkbox"/>
Curriculum developer	<input type="checkbox"/>
Employer	<input type="checkbox"/>
AWDP	<input type="checkbox"/>

7. Briefly describe the training delivery steps you took so as to ensure participant learning outcomes were relevant, achievable and appropriate for the job tasks?

8. What processes/strategies did you use during the learning to assess (formatively) the participants' continual development of skills and knowledge?

9. What processes/strategies did you use at the end of the training to assess (summative) the participants' skills and knowledge?

10. Is delivery of training an activity you regularly provide/participate in?

(Please indicate by ticking the appropriate box)

YES	<input type="checkbox"/>	NO	<input type="checkbox"/>
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Other comments

Thank you for your cooperation

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Understand that, if you have a concern regarding this Evaluation Project, you should contact Hoppy Mazier, Chief of Party at hmazier@chechiconsulting.com.



USAID/Afghanistan/Office of Economic Growth and Infrastructure

Afghanistan Workforce Development Program

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- a) the effectiveness of AWDP in achieving its stated goals and expected results;
- b) find out if the implementation of the program is on track and making progress towards achieving results; and
- c) identify lessons learned and make necessary recommendations for the improvement of the program.

This questionnaire is designed to obtain your views on the Afghanistan Workforce Development Program (AWDP).

AWDP Curriculum Developers

Name _____ **Date** ___/___/___

Contact email _____ **Phone** _____

1. In which sector/s did you develop curricula? (Please indicate by ticking the appropriate box)

TVET	Construction	
	ICT	
	Employment-related Services	
BEST	Business Communication & Employability Skills	
	Financial Management	
	Project Management	
	Women in Private Sector	

2. Who were the training providers (AWDP grantees) that delivered the curricula?

List all providers and indicate the curricula sector.

<i>Training provider (Grantee)</i>	<i>Sector</i>

3. How was the curricula content gathered? (Please indicate by ticking the appropriate box)

Information given by the training provider	
Information you collected from an employer	
Information you collected from past training courses	
Information given by another curriculum developer	
Other	

4. Who was the target audience for the curricula? (Please indicate curricula and audience by ticking the appropriate boxes)

	<i>Curricula</i>	Job seekers	Existing employees
TVET	Construction		
	ICT		
	Employment-related Services		
BEST	Business Communication & Employability Skills		
	Financial Management		
	Project Management		
	Women in Private Sector		

5. Briefly describe the process steps used in developing the curricula.

6. Who decided the duration of the training? (Please indicate by ticking the appropriate box)

You	
Trainer	
Training provider (Grantee)	
Employer	
AWDP	

7. Briefly describe the curricula steps you took so as to ensure participant learning outcomes were relevant, achievable and appropriate for the job tasks?

8. What process did you use during the curricula development to ensure a high standard of quality was maintained?

9. In the past, have you previously been involved in development of curricula?

(Please indicate by ticking the appropriate box)

YES	<input type="checkbox"/>	NO	<input type="checkbox"/>
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10. Is curricula development a service activity you regularly provide/participate in?

(Please indicate by ticking the appropriate box)

YES	<input type="checkbox"/>	NO	<input type="checkbox"/>
-----	--------------------------	----	--------------------------

Other comments

Thank you for your cooperation

Statement of consent:

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 - Understand that if you agree to a subsequent interview, an Evaluation Team member will make notes on the conversation (interview) with you;
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-



USAID/Afghanistan/Office of Economic Growth and Infrastructure

Afghanistan Workforce Development Program

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This questionnaire is designed to obtain your views on the Afghanistan Workforce Development Program (AWDP).

AWDP Employers

Name _____ **Date** ___/___/___

Contact email _____ **Phone** _____

Organization: _____

Organization Title (Position): _____

1. Did a training provider consult with your organization before developing curricula and providing AWDP training? (Please tick the appropriate box)
 YES NO

2. Who were the training providers (AWDP grantees) that consulted with you?
 List all providers and indicate the curricula sector.

<i>Training provider (Grantee)</i>	<i>Sector</i>

3. How many times were you consulted? (Please tick the appropriate box)

Never	<input type="checkbox"/>	Once	<input type="checkbox"/>	Twice	<input type="checkbox"/>	Three	<input type="checkbox"/>	Four	<input type="checkbox"/>	More	<input type="checkbox"/>
-------	--------------------------	------	--------------------------	-------	--------------------------	-------	--------------------------	------	--------------------------	------	--------------------------

4. How long was each consultation? (Please tick the appropriate box)

30 mins		1 hour		1 day		2 days		More	
---------	--	--------	--	-------	--	--------	--	------	--

5. How was the AWDP training outline/content gathered? (Please indicate by ticking the appropriate box)

Information given by you	
Information given by the training provider	
Information you collected from past training courses	
Information given by another curriculum developer	

6. Did you sign an MOU with a training provider? (Please tick the appropriate box)

YES		NO	
-----	--	----	--

7. What do you think was the purpose of the MOU?

8. Did the training provider (AWDP grantee) conduct an analysis of your staff training needs?

(Please tick the appropriate box)

YES		NO	
-----	--	----	--

(Please tick the appropriate box)

9. Did you send staff for AWDP training?

Please tick the appropriate box)

YES		NO	
-----	--	----	--

10. Have you increased the job responsibilities of your employee/s who attended AWDP training? (Please tick the appropriate box)

YES		NO	
-----	--	----	--

11. Have you increased the salary of employee/s who attended the AWDP training?

(Please tick the appropriate box)

YES		NO	
-----	--	----	--

How much in % and why or why not? _____%

12. Have you employed new staff that were graduates of the AWDP training?

(Please tick the appropriate box)

YES		NO	
-----	--	----	--

13. Did the skills of the AWDP graduates meet your workplace needs?

(Please tick the appropriate box)

YES		NO	
-----	--	----	--

14. How satisfied are you with the skills your employees / new hires have gained?

(Please tick the appropriate box)

Fairly		Adequatel		Satisfied		Highly	
--------	--	-----------	--	-----------	--	--------	--

satisfied		y satisfied				satisfied	
-----------	--	-------------	--	--	--	-----------	--

15. Would you consider sending other employees onto a future AWDP training project?

(Please tick the appropriate box)

YES		NO	
-----	--	----	--

16. Would you hire more job-ready graduates from a future AWDP training program if you had job openings? (Please tick the appropriate box)

YES		NO	
-----	--	----	--

17. What do you think are the strengths of the AWDP training program?

18. Are there any changes that you would like to propose to increase the effectiveness of the AWDP training?

Other comments

Thank you for your cooperation

Statement of consent:

By completing this form, you are indicating that you:

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USAID/Afghanistan/Office of Economic Growth and Infrastructure

Afghanistan Workforce Development Program

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The purpose of the AWDP Mid-Term Performance Evaluation is to assess the quality of the content and value of the training provided to participants in terms of how effectively it increases their TVET and BEST skills, on-the-job performance and increased probability of finding employment and/or increased salaries (by a minimum of 3%). Specifically, it will evaluate the following:

- a) the effectiveness of AWDP in achieving its stated goals and expected results;
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This questionnaire is designed to obtain your views on the Afghanistan Workforce Development Program (AWDP).

AWDP PARTICIPANTS (Dari/English format)

Name اسم _____ Date تاریخ ___/___/___

Contact email پهیل _____ Phone تلفون _____

Course/s attended کورس _____ Duration مدت: _____

Training Provider: تې کړنډ کورس _____

1. Did the training provider conduct an assessment of your knowledge and skills prior to commencing training? (Please tick the appropriate box) آیا تې کړنډه آموزش دلش و م هارت هایشما صیح
را قبل از آغاز آموزش پیورسین نمود؟ (جواب درست ر عالمه بگنوید)

YES <u>بله</u>	NO <u>نخیر</u>
----------------	----------------

2. Did the training provider conduct an assessment of your knowledge and knowledge after the training? (Please tick the appropriate box) آیا تې کړنډه آموزش، دلش و مهارت هایشما ر بلعد از
کورس اووابین نمود؟

YES <u>بله</u>	NO <u>نخیر</u>
----------------	----------------

11. Which training methods were used and why were they effective? کدام از روش فل وپثرربود وچرا؟

روش Method	دلیل Reasons
a. Practical Activities فعالیت علمی	
b. Projects پروژه	
c. Theory تئوری	
d. On the job activities فعالیت در کار	
e. Demonstrations تشریحات علمی	
f. Group work کاری گروهی	
g. Other سایر	

12. During the training, was there appropriate equipment provided for you to practice your skills? (Please tick the appropriate box) درجریان کورس و آ وسایل کفلیت وشد تا مهارت های تان را تمون کوید؟

YES بله	<input type="checkbox"/>	NO نه	<input type="checkbox"/>
---------	--------------------------	-------	--------------------------

13. Were you given sufficient time to learn and practice your skills during the course? (Please tick the appropriate box) آیا زمان کافی برای تان نهاشد تا مهارت های جید را در جریان کورس بی آموزش و تمون نهی؟

YES بله	<input type="checkbox"/>	NO نه	<input type="checkbox"/>
---------	--------------------------	-------	--------------------------

14. Rate the duration of the training program you attended? (Please tick the appropriate box) مدت آموزش تا چه حد مناسبت بود؟

Fair تان اندازه یی	<input type="checkbox"/>	Good خوب	<input type="checkbox"/>	Very good بسیار خوب	<input type="checkbox"/>	Excellent عالی	<input type="checkbox"/>
--------------------	--------------------------	----------	--------------------------	---------------------	--------------------------	----------------	--------------------------

15. Did the training increase your employability or prospects in your current employment? (Please tick the appropriate box) آیا کورس آموزش ای امکانات ورفات یظه ی پیشفت در وظیفی تان را افزیش داد؟

YES بله	<input type="checkbox"/>	NO نه	<input type="checkbox"/>
---------	--------------------------	-------	--------------------------

16. Did you find a job/get a promotion (including salary increase) after taking this course? (Please tick the appropriate box) آیا شما بعد از ختم کورس یظه یا اتقاعی افزیش معاش ورفات نمودی؟

YES بله	<input type="checkbox"/>	NO نه	<input type="checkbox"/>
---------	--------------------------	-------	--------------------------

17. Why did you attend the training? (Please tick one or more boxes) شما چرا در کورس شرکت کردید؟

<input type="checkbox"/>	Reasons دلیل	<input type="checkbox"/>	Reasons
--------------------------	--------------	--------------------------	---------

Job وظیفه	Get out of the office/work
Career path پانده خوب وظیفه وی	No choice بدون انتخاب من
Fill time پرن مونی اوق استیجاری	Other سائر

18. Would you suggest similar courses for other mid-career professionals? Please explain why/why not. چرا؟

YES بله	NO نه	
---------	-------	--

Other comments- Are there any changes that you would like to propose to increase the effectiveness of the AWDP training? سائر نظریات یا کد امیغی رات بلتکه شم آن را ج هتلفزیش
 ویشیت آموزش هایشن هانکی؟

--

Thank you for your cooperation تشکر از همکاریتان

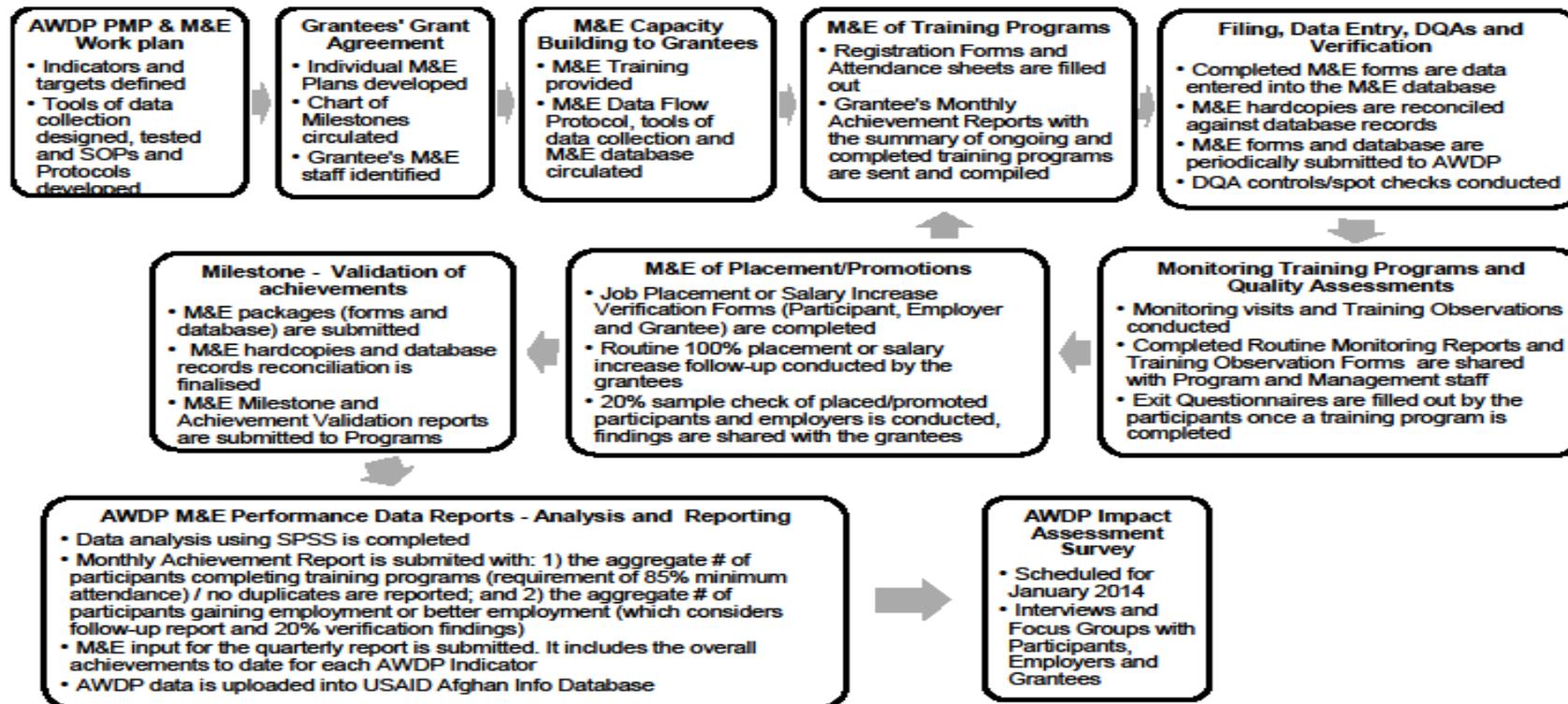
Statement of consent:

By completing this form, you are indicating that you:

- Understand the reason for the evaluation of the AWDP project;
- Have had questions answered to your satisfaction;
- Understand that no names will be used in reports that may identify individuals, enterprises, grantees, companies or organizations, however pseudonyms will be used;
- Understand that you can contact the Evaluation Team if you have further additional questions;
- Understand that you are free to withdraw or decline at any time;
- Understand that if you agree to a subsequent interview, an Evaluation Team member will make notes on the conversation (interview) with you;
- Understand that, if you have a concern regarding this Evaluation Project, you should contact Hoppy Mazier, Chief of Party at hmazier@chechiconsulting.com.

ANNEX VI: AWDP M&E Flowchart

AWDP - M&E PROCESS



The arrows demonstrate the operational flow of the M&E process and the internal verification reviews. Copyright 2013 by the Afghanistan Workforce Development Program.

ANNEX VII: DISCLOSURE OF ANY CONFLICTS OF INTEREST

Name	Vicki Roberts
Title	Team Leader
Organization	Checchi and Company Consulting, Inc
Evaluation Position?	<input checked="" type="checkbox"/> Team Leader <input type="checkbox"/> Team member
Evaluation Award Number <i>(contract or other instrument)</i>	AID-306- C-12-00007
USAID Project(s) Evaluated <i>(Include project name(s), implementer name(s) and award number(s), if applicable)</i>	
I have real or potential conflicts of interest to disclose.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
If yes answered above, I disclose the following facts: <i>Real or potential conflicts of interest may include, but are not limited to:</i> 1. Close family member who is an employee of the USAID operating unit managing the project(s) being evaluated or the implementing organization(s) whose project(s) are being evaluated. 2. Financial interest that is direct, or is significant though indirect, in the implementing organization(s) whose projects are being evaluated or in the outcome of the evaluation. 3. Current or previous direct or significant though indirect experience with the project(s) being evaluated, including involvement in the project design or previous iterations of the project. 4. Current or previous work experience or seeking	

<p><i>employment with the USAID operating unit managing the evaluation or the implementing organization(s) whose project(s) are being evaluated.</i></p> <p><i>5. Current or previous work experience with an organization that may be seen as an industry competitor with the implementing organization(s) whose project(s) are being evaluated.</i></p> <p><i>6. Preconceived ideas toward individuals, groups, organizations, or objectives of the particular projects and organizations being evaluated that could bias the evaluation.</i></p>	
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I certify (1) that I have completed this disclosure form fully and to the best of my ability and (2) that I will update this disclosure form promptly if relevant circumstances change. If I gain access to proprietary information of other companies, then I agree to protect their information from unauthorized use or disclosure for as long as it remains proprietary and refrain from using the information for any purpose other than that for which it was furnished.

Signature	<i>Va Roberts</i>
Date	5 January 2014

Name	Michael Lightfoot
Title	TVET Specialist
Organization	Cecchi and Company Consulting, Inc
Evaluation Position?	<input type="checkbox"/> Team Leader <input checked="" type="checkbox"/> Team member
Evaluation Award Number <i>(contract or other instrument)</i>	AID-306- C-12-00007
USAID Project(s) Evaluated <i>(Include project name(s), implementer name(s) and award number(s), if applicable)</i>	Identify projects <i>None</i>
I have real or potential conflicts of interest to disclose.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
If yes answered above, I disclose the following facts: <i>Real or potential conflicts of interest may include, but are not limited to:</i> 1. <i>Close family member who is an employee of the USAID operating unit managing the project(s) being evaluated or the implementing organization(s) whose project(s) are being evaluated.</i> 2. <i>Financial interest that is direct, or is significant though indirect, in the implementing organization(s) whose</i>	



<p><i>projects are being evaluated or in the outcome of the evaluation.</i></p> <p><i>3. Current or previous direct or significant though indirect experience with the project(s) being evaluated, including involvement in the project design or previous iterations of the project.</i></p> <p><i>4. Current or previous work experience or seeking employment with the USAID operating unit managing the evaluation or the implementing organization(s) whose project(s) are being evaluated.</i></p> <p><i>5. Current or previous work experience with an organization that may be seen as an industry competitor with the implementing organization(s) whose project(s) are being evaluated.</i></p> <p><i>6. Preconceived ideas toward individuals, groups, organizations, or objectives of the particular projects and organizations being evaluated that could bias the evaluation.</i></p>	
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I certify (1) that I have completed this disclosure form fully and to the best of my ability and (2) that I will update this disclosure form promptly if relevant circumstances change. If I gain access to proprietary information of other companies, then I agree to protect their information from unauthorized use or disclosure for as long as it remains proprietary and refrain from using the information for any purpose other than that for which it was furnished.

Signature	<i>Miranda Lopez-Jose</i>
Date	<i>1/1/2014</i>

Name	Manizha Wafeq
Title	Gender and Evaluation Specialist
Organization	Checchi & Consulting Inc.
Evaluation Position?	<input type="checkbox"/> Team Leader <input checked="" type="checkbox"/> Team member
Evaluation Award Number <i>(contract or other instrument)</i>	
USAID Project(s) Evaluated <i>(Include project name(s), implementer name(s) and award number(s), if applicable)</i>	Afghanistan Workforce Development Project (AWDP)
I have real or potential conflicts of interest to disclose.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
<p>If yes answered above, I disclose the following facts: <i>Real or potential conflicts of interest may include, but are not limited to:</i></p> <p>7. <i>Close family member who is an employee of the USAID operating unit managing the project(s) being evaluated or the implementing organization(s) whose project(s) are being evaluated.</i></p> <p>8. <i>Financial interest that is direct, or is significant though indirect, in the implementing organization(s) whose projects are being evaluated or in the outcome of the evaluation.</i></p> <p>9. <i>Current or previous direct or significant though indirect experience with the project(s) being evaluated, including involvement in the project design or previous iterations of the project.</i></p> <p>10. <i>Current or previous work experience or seeking employment with the USAID operating unit managing the evaluation or the</i></p>	<p>I would like to disclose that my sister's company was a grantee of the AWDP's project. Her company is called Impressive Consulting Co. (ICC).</p>

<p><i>implementing organization(s) whose project(s) are being evaluated.</i></p> <p>11. <i>Current or previous work experience with an organization that may be seen as an industry competitor with the implementing organization(s) whose project(s) are being evaluated.</i></p> <p>12. <i>Preconceived ideas toward individuals, groups, organizations, or objectives of the particular projects and organizations being evaluated that could bias the evaluation.</i></p>	
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I certify (1) that I have completed this disclosure form fully and to the best of my ability and (2) that I will update this disclosure form promptly if relevant circumstances change. If I gain access to proprietary information of other companies, then I agree to protect their information from unauthorized use or disclosure for as long as it remains proprietary and refrain from using the information for any purpose other than that for which it was furnished.

Signature	
Date	January 27, 2014

Name	Najeebullah Aryan
Title	Evaluation Specialist
Organization	Checchi and Company Consulting, Inc
Evaluation Position*	<input type="checkbox"/> Team Leader <input checked="" type="checkbox"/> Team member
Evaluation Award Number (contract or other instrument)	AID-306-C-12-00007
USAID Project(s) Evaluated (Include project name(s), implementer name(s), and award number(s), if applicable)	FAIDA (Financial Access for Investing in Development of Afghanistan), Chemonics International Inc, 306-C-00-11-00531-00. PERSUAP (Pesticides Evaluation Report and Safe Use Action Plan)
I have real or potential conflicts of interest to disclose.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
If yes answered above, I disclose the following facts: <i>Real or potential conflicts of interest may include, but are not limited to:</i>	
1. Close family member who is an employee of the USAID operating unit managing the project(s) being evaluated or the implementing organization(s) whose project(s) are being evaluated.	
2. Financial interest that is direct, or is significant though indirect, in the implementing organization(s) whose projects are being evaluated or in the outcome of the evaluation.	
3. Current or previous direct or significant though indirect experience with the project(s) being evaluated, including involvement in the project design or previous iterations of the project.	
4. Current or previous work experience or seeking employment with the USAID operating unit managing the evaluation or the implementing organization(s) whose project(s) are being	

<p><i>experience with an organization that may be seen as an industry competitor with the implementing organization(s) whose project(s) are being evaluated.</i></p> <p><i>6. Preconceived ideas toward individuals, groups, organizations, or objectives of the particular projects and organizations being evaluated that could bias the evaluation</i></p>	
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I certify (1) that I have completed this disclosure form fully and to the best of my ability and (2) that I will update this disclosure form promptly if relevant circumstances change. If I gain access to proprietary information of other companies, then I agree to protect their information from unauthorized use or disclosure for as long as it remains proprietary and refrain from using the information for any purpose other than that for which it was furnished.

Signature	A. Khan
Date	12/30/2013

Cecchi and Company Consulting, Inc.

Afghanistan SUPPORT-II Project

Wazir Akbar Khan

Kabul, Afghanistan