

# **Whose Values, Whose Culture Are Used to Evaluate the Afghanistan In-service Teachers Training Program? Considering Complexities of Culturally Competent Evaluation in the Development Context**

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# Purpose

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- To show the complexities of culturally competent evaluation in the context of international development

## AEA guiding principle

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“Cultural competence would be reflected in evaluators seeking awareness of their own culturally-based assumptions, their understanding of the worldviews of culturally-different participants and stakeholders in the evaluation, and the use of appropriate evaluation strategies and skills in working with culturally different groups.”

# Structure of presentation

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1. Theoretical background
2. Description of the Inset program
3. Teaching standards as criteria for the Inset program
4. Challenges of local stakeholder's participation
5. Methodological considerations
6. Conclusions

# 1) Theoretical background

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- Evaluation as a cultural practice
- Stakeholders with different values, interests, and concerns
- Values influence all steps of evaluation process
- The question is not how to avoid biases, but whose values will dominate the evaluation process.
- Power differences determines whose values will be used

# 1) Theoretical background-Cont.

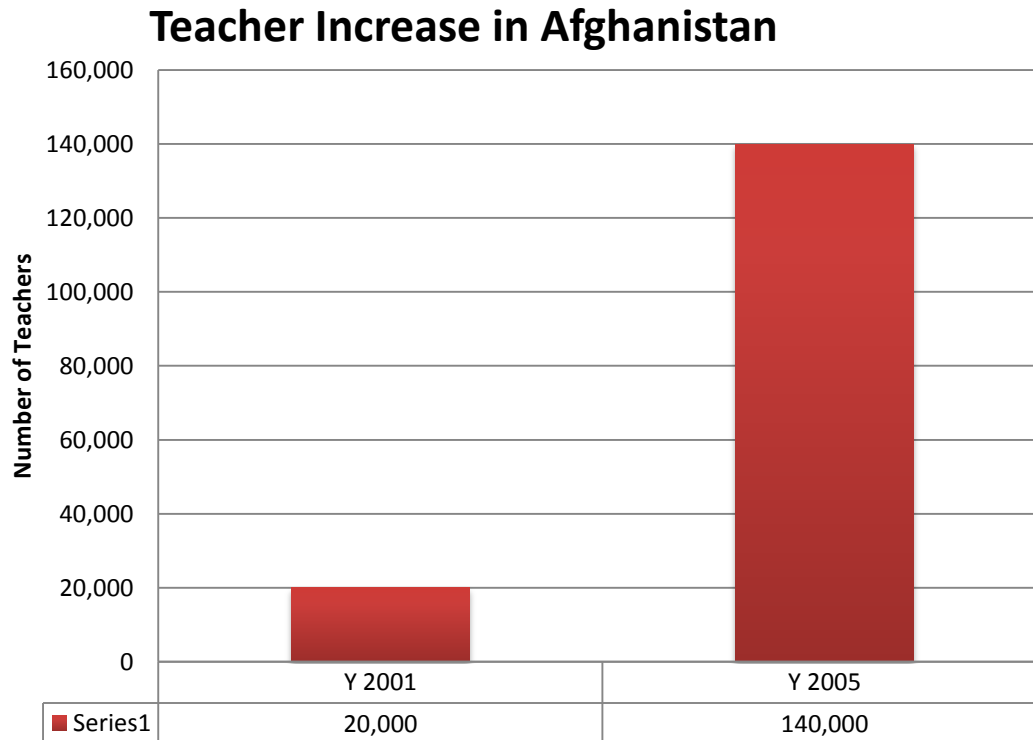
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- Dialogue and fair negotiations among stakeholders
- Evaluators should prevent high-power stakeholders from dominating
- Culture of evaluation

## 2) Description of the Inset program

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- Rapid increase in number of teachers after Taliban



## **2) Description of the Inset program-Cont.**

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- Over 70% of teachers were untrained in 2004
- In-service Teacher Training launched in 2004
- Two training modules
  - Inset 1 (pedagogy)
  - Inset 2 (subject-knowledge)
- Duration: 13 days
- Almost all teachers are trained in Inset 1 through TEP, BESST, and WB/TED projects.









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# **Inset program stakeholders**

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- **Donors (USAID, World Bank, UNICEF...)**
- **Int. Implementers (CA II, Save the Children, US, ..,)**
- **MoE/TED**
- **Local NGOs (ADA, CHA, DHSA, ...)**
- **Local MoE offices**
- **Teacher College Instructors**
- **School administrators and teachers**
- **Students, parents, and community elders**

### 3) Teaching standards as criteria for the Inset program

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- Process of developing teaching standards
  - Initiated by Columbia University, Teachers College
  - Developed by a task force in one-month workshop
  - Developing standards as a luxury
  - Superficial participation of Afghans
- Student-centered teaching
- Islamic values in standards

## Second principle:

“The teacher has mastered the subject being taught, can teach it in ways that are ***compatible with Islamic values***, and can create learning experiences and learning aids that make the subject meaningful and appropriate for the age and ability of students.”

## 4) Challenges of local stakeholders' participation

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- Participation as a value
- Lack of familiarity with evaluation and its concepts
- Negative view toward evaluation
- Devaluing local people's view
- Cultural difference in regard to women



“We treat the client as a “childlike” person who needs to be taken in hand; as an ignoramus who cannot possibly understand the tactics and strategies that we will bring to bear; as someone who doesn’t appreciate the questions he ought to ask until we tell him – and what we tell him often reflects our own biases and interests rather than the problems with which the client is actually beset” (Guba [1978] as cited by Patton, 2008: 31849).













## 5) Methodological considerations

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- Participants' satisfaction
- Language challenges
- Written vs. oral culture
- Qualitative vs. Quantitative approach
- Cultural differences inside Afghanistan



## 6) Conclusions

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- Further research needed
- More trainings on cultural competence for evaluators
- Supporting local people in developing culturally responsive evaluation strategies and methods & in conducting evaluations
- New approaches such as Appreciative Inquiry, Empowerment Evaluation, and Evaluator as Critical Friend looks promising.

**Thanks!**

A draft version of the paper is available at your request.

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