

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

M. Javad Ahmadi, University of Massachusetts, Amherst

mjahmadi@gmail.com

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Purpose

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

AEA guiding principle

“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

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

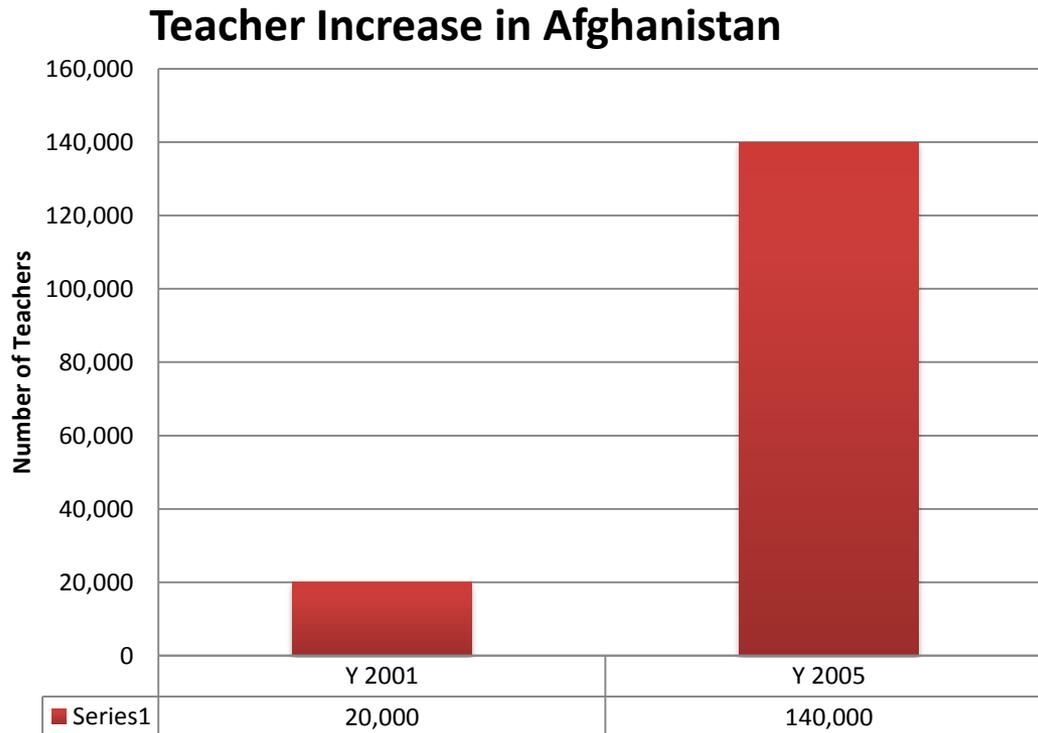
- Evaluation as a cultural practice
- Stakeholders with different values, interests, and concerns
- Values influence all steps of evaluation process
- The question is not how to avoid biases, but whose values will dominate the evaluation process.
- Power differences determines whose values will be used

1) Theoretical background-Cont.

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

2) Description of the Inset program

- Rapid increase in number of teachers after Taliban



2) Description of the Inset program-Cont.

- 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

- **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

- 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

- 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

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



6) Conclusions

- 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.

mjahmadi@gmail.com