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EVALUATION

Mid-Term Performance Evaluation of the Promote Women's Leadership Development Program

September 2017

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Disclaimer:

The views expressed in this report are those of the author and do not necessarily reflect the views of USAID, the Government of Afghanistan, or any other organization or person associated with this project.

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ACRONYMS

ADS	Automated Directives System
AREU	Afghanistan Research and Evaluation Unit
AWEC	Afghan Women's Educational Center
COR	Contracting Office Representative
DEC	Development Experience Clearinghouse
DoWA	Department of Women Affairs
DQA	Data Quality Assessment
EQ	Evaluation Questions
FGD	Focus Group Discussion
FY	Fiscal Year
ICRW	International Center for Research on Women
KII	Key Informants Interview
KM	Knowledge Management
L&WS	Life and Work Skills
M&E	Monitoring and Evaluation
M&L	Management and Leadership
MoE	Ministry of Education
MoHE	Ministry of Higher Education
MoU	Memorandum of Understanding
MoWA	Ministry of Women's Affairs
NGO	Non-governmental Organization
PC	Personal Computer
RF	Results Framework
SoD	Statement of Differences
SoW	Statement of Work
TO	Task Order
TOC	Theory of Change
TWG	Technical Working Group
UN	United Nations
USAID	United States Agency for International Development
WLD	Women's Leadership Development Project
WIG	Women in Governance Project
WIE	Women in the Economy Project

EXECUTIVE SUMMARY

INTRODUCTION

The Women's Leadership Development (WLD) program was designed by the United States Agency for International Development (USAID) to enable Afghanistan's most talented young women to enter public, private, and civil society sectors, advance into decision-making positions, and become future leaders.

USAID expects that long-term investment in women's opportunities will produce a critical mass of women leaders who will shift the decision-making paradigm to include women's perspectives and priorities and help shape the national agenda and help Afghanistan achieve inclusive and sustainable economic and social development over the coming decades.

EVALUATION PURPOSE

The purpose of this mid-term performance evaluation is to assess the effectiveness of the WLD program's design, interventions, implementation, and monitoring and evaluation system since the project's start-up in September 2014. Findings and recommendations from this evaluation will help guide the second half of program implementation.

PROJECT BACKGROUND

WLD is one of four program components of USAID's Promoting Equity in National Priority Programs (Promote) initiative, the other three components being: Women in the Economy (WIE), Women in Government (WIG), and Women's Rights Groups, Organizations and Coalitions (Musharikat).

WLD relies on three strategies to improve the position of women in Afghan society. The first is the creation of a Technical Working Group (TWG), currently comprised of eleven Afghan leaders - nine females and two males - from the public, private, and civil society sectors, working *pro-bono* to guide programmatic activities. The second is the development of national, regional, and local capacities for development of women's leadership. The third is the building of durable networks of women leaders through enabling technology, such as the platform developed to augment program coursework.

WLD has two target groups. The primary group is made up of women between the ages of 18 and 30 who possess at least a high school diploma or vocational school or university degree. This group is provided with opportunities to develop management and leadership (M&L) skills through a curriculum called "Jawana" (Dari for "young tree"). "Jawana" facilitates the entry and advancement of professional women into senior decision-making positions in social, political, and economic sectors at the national, provincial, and district levels in Afghanistan.

The secondary group is made up of literate women between the ages of 15 and 24 who have completed primary school but have not completed secondary school. This group of beneficiaries is given opportunities to acquire life and work skills (L&WS) through a curriculum called "Royesh" (Dari for

“sprouting plant”) designed to enhance social and economic development and leadership at the community level.

Jawana and Royesh, along with mentorship, scholarship, and alumnae activities, are the WLD core activities. There are five provinces that play host to WLD program activities: Kabul, Balkh, Herat, Kandahar, and Nangarhar.

EVALUATION QUESTIONS, DESIGN, METHODS AND LIMITATIONS

This performance evaluation report provides answers to five evaluation questions posed by USAID. The WLD evaluation team employed a mixed-methods approach consisting of both qualitative and quantitative methodologies. The qualitative methodology gathered evidence through: (i) document review; (ii) semi-structured key informant interviews (KIs); (iii) focus group discussions (FGDs); (iv) direct observation; and, (v) Data Quality Assessment (DQA) of the WLD program’s monitoring and evaluation (M&E) system. The quantitative methodology included; (i) telephone survey of Jawana graduates; (ii) organizational self-assessment survey of local sub-grantees; and, (iii) analysis of data provided directly by the WLD program and from the program’s quarterly and annual project activity reports.

The evaluation team encountered several challenges, such as security concerns, key informant availability, Royesh and Jawana course scheduling, the extent to which program results could be generalized to the Afghan population as a whole, and team member turnover, all of which highlight the limitations of the evaluation. In some cases, key informants from the public, private, or civil society sectors, as well as some TWG members and important USAID Mission staff, were out of the country and unavailable for interviews. The evaluation team cautions against generalizing evaluation findings on project progress, replication, and sustainability beyond the locations observed.

The following five questions, approved by USAID in the evaluation workplan, guided the mid-term performance evaluation:

1. To what extent is the Promote/WLD project achieving desired results?
2. Are all the WLD actors engaged in the most effective roles?
3. Are the relevant WLD actors engaging in meaningful relationships?
4. To what extent is the WLD project affecting the rules of the environment in support of project results?
5. Are local resources being used and developed to sustain WLD project results?



FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

To what extent is the Promote/WLD project achieving desired results?

Findings and Conclusions

By all accounts, from participants to principals to community leaders and government representatives to subcontractors and local sub-grantees, the WLD program is doing a good job of preparing a new generation of Afghan women leaders. A large majority, 86 percent, of the 1,176 telephone survey respondents who had graduated from the Jawana training program strongly agreed or agreed that the training was relevant to their interest in securing a management or leadership position. Interviews and focus group discussions revealed that the two groups of young women being trained in management and leadership, and work and life skills, respectively, are applying their skills at home, in their communities, and in their places of employment. Focus group participants credited WLD's interactive pedagogy for building their skills. Virtually all Royesh and Jawana participants in focus groups agreed with the statement: "20 years from now there will be more women in leadership positions in Afghanistan." Key stakeholders agreed that the Jawana and Royesh training programs were transforming what many key informants observed as "quiet, shy young women" into "vocal, confident young women." These findings led the evaluation team to conclude that the program is meeting its objectives of transferring management and leadership skills to young women with some education, while strengthening the work and life skills of literate younger women with less education.

There are a few areas of WLD program implementation that can be improved, including scaling up enrollment to meet program targets (mid-way through the program, only 20 percent of the Jawana target and 16 percent of the Royesh target have been met), building the Jawana alumnae network, increasing transparency in the scholarship program, and improving the monitoring and tracking of participants' and graduates' progress to leadership.

Recommendations

- As part of the planned WLD curriculum revision, the WLD team should solicit broad stakeholder participation.
- USAID should adjust project targets for Jawana and Royesh graduates based on the project's experience over the past 2.5 years.
- During the curriculum review, WLD should plan to leverage the most effective strategies of the curriculum, such as the sessions on negotiation.
- The Jawana end-of-course project should be examined during the curriculum review to incorporate lessons learned.
- WLD should provide information on the alumnae network early in the Jawana training program to prepare participants for engagement with the alumnae network.
- WLD should develop and share a calendar of alumnae activities.

- WLD should conduct a planning session for the alumnae network with Jawana graduates and participants and TWG members.
- The WLD M&E staff should develop a set of key progress-towards-leadership indicators that go beyond a measure of employment, as part of the post-graduation and monthly job tracking monitoring.
- USAID should mandate the development of targets for cross- or subsequent enrollment of WLD participants in other Promote components, and development of a shared database where progress and patterns can be tracked and analyzed.
- The WLD M&E team should build the capacity of the Jawana alumnae network to conduct an annual survey of Jawana graduates to continue tracking graduates' progress-towards-leadership, career advancement, and attainment of leadership positions post-WLD closeout.
- The WLD team should emphasize the name of the scholarship program, Rawzana, and downplay references to PROMOTE in outreach and advertisements in order to distinguish it from other Promote scholarships.
- In advertising materials for the WLD scholarship, WLD should include the target number of scholarships to be awarded in order to help applicants and their parents assess the probability of acceptance.
- To increase program transparency and in line with best practices, the WLD team should notify all scholarship applicants of the results of their applications by letter sent in hard copy or electronically, as appropriate.
- USAID should assign and fund a review of the overall Promote website to clarify and provide consistency in the description and explanation of the Promote program structure.
- The WLD M&E staff should develop a measure of partnership goals to track whether partnerships are achieving their intended purposes.

Are all the WLD actors engaged in the most-effective roles?

Findings and Conclusions

There was overwhelming agreement among key informants that the WLD partners are the right ones and are, for the most part, in the right roles. Sub-grantees have committed to integrating the Jawana curriculum into their ongoing course offerings, and the Ministry of Education (MoE) is negotiating the full integration of the Royesh program into the high school curriculum. These findings led the evaluation team to conclude that the consortium of partners gathered to implement the WLD program – international and Afghan subcontractors, local sub-grantees, a Technical Working Group (TWG), and key government ministries - is made up of the types of organizations needed to lead an initiative aimed at creating a critical mass of young Afghan women prepared for future leadership. However, the evaluation team also concluded that to further leverage the power of the WLD consortium, the program will need to enhance its strategic communications and include more diverse partners, such as ministry technical staff, TWG members, local sub-grantee staff, and program participants in its deliberations on program strategies, such as training

program institutionalization and curriculum review and revision.

Recommendations

- The WLD program staff should share program strategies, plans, and course revisions with new and current partners and stakeholders and solicit comments.

Are the relevant WLD actors engaging in meaningful relationships?

Findings and Conclusions

The midterm performance evaluation uncovered challenges for the WLD program in its engagement with the other three Promote components. The Promote Theory of Change (TOC) envisions significant collaboration among the four components. However, neither collaboration goals and objectives, nor targets and timelines, are identified in such a way as to encourage relationships between Promote components or between WLD and schools or universities. As a result, communication, collaboration, and coordination are limited, and the full potential of Promote is unrealized.

Recommendations

- USAID should identify and articulate collaboration goals for the entire Promote program, and specific collaboration objectives for the four Promote program components. This should include the development of collaboration targets, metrics, and deadlines in key areas including: 1) recruitment and referral of participants; 2) monitoring of participant progress across program components; and, 3) tracking of participant support, network engagement, employment, and promotion.
- WLD staff should develop collaboration targets, metrics, and deadlines for the institutionalization of Royesh and Jawana training courses in high schools and private universities.

To what extent is the WLD project affecting the rules of the environment in support of project results?

Findings and Conclusions

The data and other evidence support the WLD program theory of change, which posits that program participants, armed with management and leadership and working life skills, will apply those skills to change family and community members' perspectives on women's rights, girls' education, and female leadership. The impact was confirmed by multiple anecdotes from Jawana and Royesh participants and graduates, which showed that they had used the negotiation skills learned to convince family members to allow their female relatives to attend school, go to college, or seek employment. In addition to anecdotal evidence from WLD program participants, results from the telephone survey of Jawana graduates demonstrate that from pre- to post-Jawana, there were increases in support by community members and male family members for women to pursue higher education and work outside the home.

Recommendations

- WLD staff should integrate family informational sessions as a regular and ongoing component of the two training programs. These informational sessions should be expanded beyond Kabul to all districts and provinces where the programs are being implemented.
- WLD staff should design and conduct a survey of program participants' relatives in order to inform outreach efforts more systematically, and gauge program impact on the enabling environment.

Are local resources being used and developed to sustain WLD project results?

Findings and Conclusions

The evaluation team found that program sustainability has been a priority of WLD from the beginning. Although local resources are being used, sustainability is not yet assured. The MoE plans to add sections of the Royesh curriculum to the existing curriculum of appropriate school subjects. Integration of the Jawana curriculum into private university course offerings is moving at a slower pace. The creation of a critical mass of young women prepared for management and leadership positions and their subsequent attainment of leadership positions in the public, private, and civil society sectors is a long-term endeavor. The approach the program has in place for institutionalizing the two training curricula requires a closer look to ensure that it is structured in a manner that will sustain the transformational results the program is currently producing. Given the range of stakeholders and technical partners associated with the WLD program, greater collaboration is needed to identify the best options for institutionalizing the two training programs to ensure lasting results.

Recommendations

- WLD staff should plan, convene, and facilitate “A Way Forward on Integration” workshop for the Jawana and Royesh training programs. All key partners, subcontractors, local sub-grantees, TWG members, course facilitators, key government ministry partners, and program participants and graduates should be included on the guest list and encouraged to bring their ideas, plans, and recommendations for training program sustainability.
- WLD staff should allot work time to identify and review alternate paths to achieve enhanced training program sustainability while maintaining the unique characteristics of the training programs and their corresponding results and impact. A systematic review may, in fact, identify other viable options for achieving sustainability.
- WLD staff should explore with USAID the feasibility of a one-year extension to meet program targets and facilitate the review, selection, and rollout of the institutionalization of both training programs.

EVALUATION PURPOSE & EVALUATION QUESTIONS

INTRODUCTION

The Women's Leadership Development (WLD) program was designed by the United States Agency for International Development (USAID) to enable Afghanistan's most talented young women to enter public, private, and civil society sectors, advance into decision-making positions, and become future leaders. Over the course of five years, WLD intends to recruit, enroll, and train 25,000 women who demonstrate exceptional leadership potential and commitment to positive social change. Given the yet-unrealized development potential of 50 percent of Afghanistan's population, and the relative absence of women from decision-making positions, USAID and the Government of Afghanistan expect that this critical mass of women leaders, equipped with management and leadership skills, will shift the decision-making paradigm to include women's perspectives and priorities, to help shape the national agenda, and help Afghanistan achieve inclusive and sustainable economic and social development over the coming decades.

EVALUATION PURPOSE

The purpose of this mid-term performance evaluation is to assess the effectiveness of WLD's design, implementation, and monitoring and evaluation (M&E) system since the program's start-up in September 2014. This evaluation will identify lessons on program design and implementation that can enhance and guide the program. The findings, conclusions, and recommendations from this evaluation can also serve as a guide for WLD implementing partners during the second half of the program, which ends in September 2019. The results of the evaluation may also be used by USAID to inform future interventions and programming decisions on women's inclusion and empowerment in Afghanistan.

PROJECT BACKGROUND

Although significant gains have been achieved for Afghan women and girls over the last decade, Afghan women remain professionally marginalized and under-represented in all sectors of society, and lack opportunities to assume decision-making and leadership roles in government, the private sector, and civil society. This marginalization restricts women's rights and deprives the country of women's contributions to development.

WLD, implemented by TetraTech, Inc. under a \$42 million contract, is one of the components of the USAID-funded, five-year initiative, Promoting Equity in National Priority Programs (Promote), launched in 2014. Promote works through four components, the other three programs being Women in the Economy (WIE), Women in Government (WIG), and Women's Rights Groups, Organizations and Coalitions (Musharikat), to encourage the education, promotion, and training of Afghan women so as to boost women's participation in civil society, strengthen female participation in the economy, increase the number

of women in decision-making positions within the Afghan government, and help women gain business and management skills.

WLD invests in opportunities that enable women to enter and advance into decision-making positions in Afghanistan's public, private, and civil society sectors. The available cohort is estimated at over 200,000 young women, with approximately 164,000 girls attending secondary school nationwide. WLD has two target groups. The primary target group is women between the ages of 18 and 30 who possess at least a high school diploma. The group is provided with opportunities to develop management and leadership (M&L) skills through a curriculum called "Jawana" (Dari for "young tree") that will facilitate entry and advancement in decision-making positions in social, political, and economic sectors at the national, provincial, and district levels in Afghanistan. The secondary target group is young, literate women between the ages of 15 and 24 who have completed primary school but have not completed secondary school. This group of beneficiaries is given opportunities to acquire life and work skills (L&WS), through a curriculum called "Royesh" (Dari for "sprouting plant"), that will enhance social and economic development and leadership at the community level. Jawana and Royesh are the core activities of the WLD program, in addition to mentorship, scholarship, and alumnae activities. By supporting young women as they prepare to move into leadership roles, WLD hopes to influence Afghan society to advocate for policies and practices supporting women's equality, welfare, and empowerment. The working area locations for WLD program activities include the Provinces of Kabul, Balkh, Herat, Kandahar, and Nangarhar.

WLD relies on three strategies to improve the position of women in Afghan society:

- Develop national, regional, and local capacities for women's leadership development. The activity's Afghan First approach relies on local institutions to deliver project results from the outset, leveraging the full life of the five-year project to build the sustainability and resilience of Afghanistan's long-term capacity to train and support women leaders.
- Build lasting networks of women leaders. WLD's internal communications and knowledge management (KM) approaches use a platform developed by Afghan partner NETLINKS to augment program coursework and join participants in a network of women leaders.
- Create a WLD Technical Working Group (TWG) to guide programmatic activities. The TWG of eleven leaders—nine female and two male—from the public, private, and civil society sectors, provides pro bono advice to inform effective project implementation.

WLD responds to requests from Afghan women for a chance to participate in productive pursuits and contribute to their country's progress by developing their own potential. Ensuring participants' commitment to improving the lives of all Afghan women is a fundamental ingredient for sustainable development and is reinforced through continuous discussion throughout the four components of the Promote program.

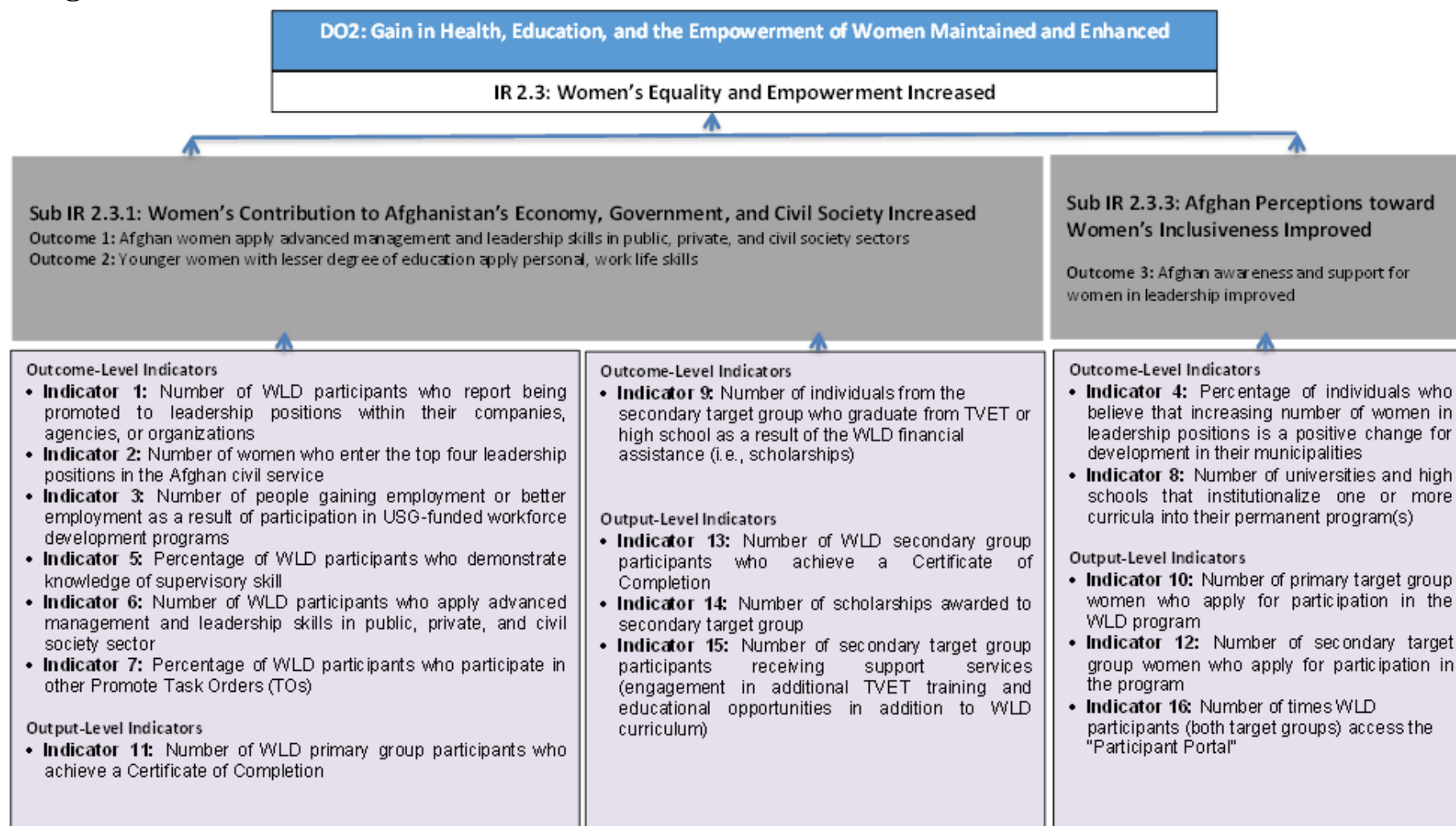
WLD PROGRAM GOALS AND OBJECTIVES

The goal of the WLD program is that the health, education, and empowerment of Afghan women is maintained and enhanced. The three corresponding WLD program objectives are; (i) Afghan women apply

advanced management and leadership skills in public, private, and civil society sectors; (ii) younger Afghan women with less education apply personal and life skills to enhance social and economic development and leadership at the community level; and, (iii) Afghan awareness and support for women in leadership improves.

To achieve program goals, WLD has developed a set of performance indicators and targets. The Results Framework (RF) below maps performance indicators to program outcomes, which are further mapped to Sub-Intermediate Results (IRs) that cumulatively feed into Intermediate Result (IR) 2.3: Women's Equality and Empowerment Increased.

Fig. 1: WLD Results Framework



EVALUATION QUESTIONS

The following five questions and corresponding sub-areas of inquiry guided the performance evaluation:

- 1. To what extent is the Promote/WLD project achieving desired results?**
 - a. To what extent have the WLD program components prepared Afghan women for leadership and life and work skills? Are there regional differences?
 - b. How often and in what ways have WLD beneficiaries applied the management, leadership, work life, and personal skills learned?
 - c. Does the WLD monitoring and evaluation (M&E) system accurately capture and track project implementation and activity outputs and outcomes?
- 2. Are all the WLD actors engaged in the most effective roles?**
 - a. Is the institutional capacity of the WLD local sub-grantees sufficient for effective project implementation?
- 3. Are the relevant WLD actors engaging in meaningful relationships?**
 - a. What is the level of collaboration between and among WLD, the WLD Technical Working Group (TWG), other Promote components (Task Orders), and MoWA?
- 4. To what extent is the WLD project affecting the rules of the environment in support of project results?**
 - a. To what extent has WLD informed and transformed program participants' and key stakeholders' in the public, private and civil society sectors perceptions of the benefits of Afghan women's leadership?
- 5. Are local resources being used and developed to sustain WLD project results?**
 - a. To what extent has WLD facilitated the incorporation of management, leadership, work life and personal skills curriculum in Afghan universities and high schools?
 - b. Are the results sustainable?

The evaluation report presents findings from the facts and other evidence collected during the evaluation along with corresponding conclusions based on these findings. It identifies the WLD program's strengths, weaknesses, opportunities, and threats and proposes a set of recommendations that can guide and enhance implementation of ongoing and planned program activities during the second half of the program. The recommendations may also provide guidance for future USAID Afghanistan interventions.

EVALUATION METHODS & LIMITATIONS

EVALUATION APPROACH

This performance evaluation report provides answers to the evaluation questions posed by USAID and outlined in the previous section. The WLD evaluation team employed a mixed-methods approach utilizing both qualitative and quantitative methodologies. The qualitative methodology gathered evidence through; (i) document review; (ii) semi-structured key informant interviews (KIs); (iii) focus group discussions (FGDs); (iv) direct observation; and, (v) Data Quality Assessment (DQA) of the WLD program M&E system. The quantitative methodology included; (i) a telephone survey of Jawana graduates; (ii) an organizational self-assessment survey of local sub-grantees; and, (iii) analysis of data provided by the WLD program and in the quarterly and annual reports. (See Appendix A, Statement of Work (SOW), for detailed information on the evaluation approach, methodology, and tools).

The evaluation examined the design, approach, implementation, and effectiveness of the WLD program components including: (i) WLD training curriculums design, delivery, and results; (ii) WLD alumnae activities; (iii) WLD mentorship; (iv) WLD scholarships; and, (v) WLD outreach and knowledge management. The evaluation included a review of the WLD monitoring and evaluation system and a review of local sub-grantees' implementing capacity. The evaluation technical team also reviewed the WLD collaboration and integration with the other three Promote program components, with the WLD Technical Working Group (TWG), and with the Ministry of Women Affairs (MoWA). Finally, the evaluation explored perceptions of WLD program effects on Afghan women's leadership, and the likelihood of program sustainability.

SAMPLING STRATEGY

The WLD evaluation team visited all five program locations – Herat, Nangarhar, Kabul, Kandahar, and Balkh, to conduct KIs and FGDs over a six-week period from February to April 2017. KIs and FGDs included Mission staff, WLD staff, subcontractors and local sub-grantee staff, Royesh and Jawana participants and graduates, TWG members, and public, private, and civil society representatives. The evaluation team also conducted a telephone survey of 1,176 Jawana graduates, using a stratified random sample for the five program locations that allowed the team to make inferences to the full population of 3,803 Jawana graduates through March 2017 at the .05 confidence level with an overall margin of error of 2 percentage points. The evaluation team also administered an organizational self-assessment survey to WLD sub-grantees. Table I below presents details of the scope of the information and data collected to inform the evaluation.

In addition to the data gathered through the telephone survey, the evaluation team had access to the results of WLD's own post-Jawana graduate survey as an additional resource. This survey sampled 509 graduates, allowing the extrapolation of these results to the full population at the .05 confidence level with an overall margin of error of 4 percentage points.

Table 1: Scope of Information and Data Collection

Information and Data Collection Method	Scope
Document Review	30 documents including: Work Plans, Annual and Quarterly Reports, Strategies, TORs, SOWs, M&E, Curriculums, Outreach Reports
Key Informant Interviews	107 interviews in Herat, Jalalabad, Kabul, Kandahar and Mazar e Sharif.
Focus Group Discussions	219 Royesh and 190 Jawana participants in 24 focus groups in Herat, Jalalabad, Kabul, Kandahar and Mazar e Sharif.
Telephone Survey	1,176 respondents in five program locations
Local Sub-Grantee Organizational Self-Assessment	Six respondents, 60% response rate
Direct Observation	5 Royesh and 11 Jawana classes in Herat, Jalalabad, Kandahar and Mazar e Sharif:
Monitoring and Evaluation Assessment	On-site assessment with three WLD M&E staff

LIMITATIONS

The evaluation team experienced challenges related to security concerns, key informant availability, Royesh and Jawana course scheduling, the extent to which program results could be generalized to the entire Afghan population, and team member turnover.

Security concerns restricted the ability of the expatriate team members to visit two of the five program locations. The team split into two groups, with the expatriate Team Leader visiting Mazar-e-Sharif in Balkh, and Herat, while the Afghan-only team visited Kandahar and Jalalabad in Nangarhar. All members of the team participated in various interviews and site visits in Kabul. In some locations, key informants from the public, private, or civil society sectors, as well as several TWG members and USAID Mission staff, were out of country and unavailable for interviews.

Several WLD subcontractors do not maintain a physical presence in Afghanistan, and their WLD points of contact were interviewed via Skype. Similarly, due to the timing of the evaluation and high school schedules, Royesh classes were not in session and could not be directly observed in any of the program locations. Jawana classes in Kabul were also not observed, as they had been completed before the team could visit.

Due to variations in the operational and security conditions at the five program locations and throughout the country, the evaluation team cautions against generalizing evaluation findings and/or attributing their implications for project progress, replication and sustainability beyond the locations observed. The unanticipated loss of the expatriate Evaluation Specialist in the second week of the assignment and an Afghan Gender Training Specialist in the sixth week of the assignment kept the team busy adapting schedules to cover the necessary field work with a smaller team.

FINDINGS, CONCLUSIONS, & RECOMMENDATIONS

This section of the evaluation report presents findings, conclusions, and recommendations related to each of the five performance evaluation questions. Because the first evaluation question relates to the effectiveness of the WLD program and the extent to which the program has achieved desired results, the presentation for this question has been divided into eight sub-sections focused on key elements of program design, approach and implementation:

1. Preparation of Target Groups for Leadership and Life Skills.
2. Target Group Application of KSAs.
3. Target Group Utilization of Alumnae Network.
4. Target Group Progress towards Leadership.
5. Target Group Attainment of Leadership Positions.
6. Scholarships.
7. Outreach and Knowledge Management.
8. Monitoring and Evaluation.

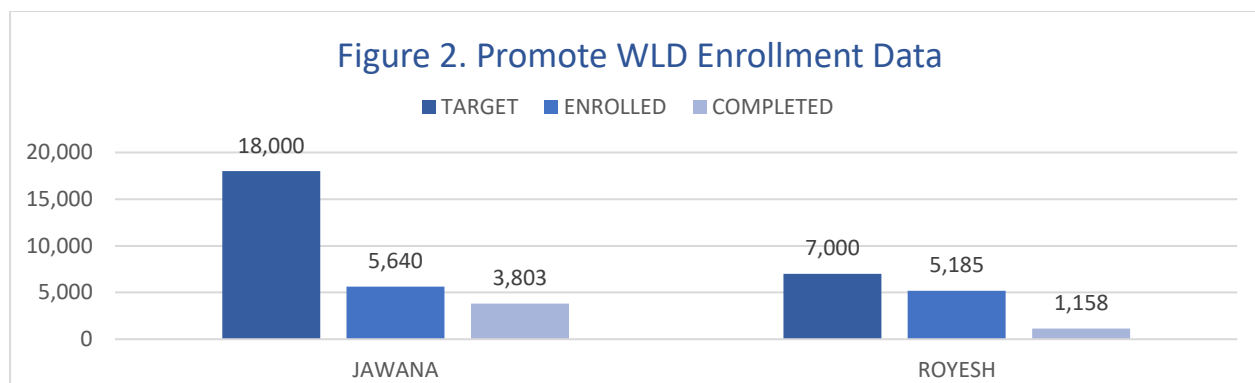
EVALUATION QUESTION 1: TO WHAT EXTENT IS THE PROMOTE/WLD PROGRAM ACHIEVING DESIRED RESULTS?

Preparation for Leadership and Life Skills

Findings

The WLD program has made progress in preparing young Afghan women for future leadership. At the mid-point of the program implementation timeline, WLD has provided Jawana management and leadership (M&L) skills training to 5,640 participants, selected from 16,271 applicants, according to program reports and data provided by the program staff. Of this total, 3,803 participants completed the Jawana training and received a certificate of completion at a public graduation ceremony, indicating a 33 percent drop-out rate post enrollment. Ten percent of the Jawana graduates are paired with mentors. With 3,803 graduates, WLD has met 20 percent of its 18,000 participant target for the life of the program.

For Royesh, WLD has enrolled 5,185 high school students in the life and work skills (L&WS) training program and 1,158 students, or 16 percent of the 7,000 student target, have completed the course. As the Royesh training is a 12-month program while Afghanistan's educational year is 9 months, WLD reports that it has coordinated with the Ministry of Education (MoE) to increase the frequency of sessions for Royesh in each class to complete the program within the Afghan school year. Consequently, WLD expects the total number of Royesh participants to reach 3,800 by December 2017, which would constitute 54 percent of the program target of 7,000.



Graduates of the Jawana M&L training program were overwhelmingly positive in their responses to the telephone survey on the training (see Table 2). A large majority (86 percent) of the 1,176 respondents strongly agreed or agreed that the program was relevant to their interest in securing a management or leadership position, and 96 percent strongly agreed or agreed that the training program was of great interest to all program participants. In terms of program quality, content, and format, the Jawana program also received positive ratings from many of the telephone survey respondents. Almost all the respondents, 98 percent, strongly agreed or agreed that the course facilitators presented the materials well. Over 90 percent of Jawana graduates surveyed strongly agreed or agreed that the training materials were easy to understand and that relevant cases, examples, and real-world situations were discussed during training sessions. Similarly, 98 percent of survey respondents strongly agreed or agreed that there was a high degree of participation in the training sessions and that trainers encouraged participants to ask questions.

The Jawana graduates who participated in the telephone survey also reported program benefits and results related to their potential for management and leadership in their future. For example, 98 percent of survey respondents strongly agreed or agreed that the Jawana training was helpful in upgrading their management and leadership skills and that the training improved their confidence in their leadership abilities. Ninety-seven percent of respondents strongly agreed or agreed that they would be able to apply skills learned in Jawana to their current or next job. A majority, 88 percent, strongly agreed or agreed that they are likely to get a job because of the Jawana training, and 90 percent strongly agreed or agreed that they are likely to get a promotion on the job because of the training they received. Almost all Jawana graduates surveyed strongly agreed or agreed that the Jawana training program increased their commitment to promoting women's leadership in Afghanistan, and an equal proportion strongly agreed or agreed that participation in the Jawana group projects convinced them that they can make a difference in their community. This data can be extrapolated to the full population of 3,803 Jawana graduates at a .05 confidence level with a 2 percent margin of error.

Focus group discussions with both Jawana and Royesh participants provided similar supporting evidence of the quality of WLD's work in preparing young Afghan women for leadership. Participants in focus group discussions for both training programs credited the interactive, participatory pedagogy in building their skills and leadership abilities. Royesh participants consistently compared the facilitation approach applied in the program to the teaching style in their other classes. One Royesh participant put it this way: *"In Royesh, I was interested to learn because of the activities and interaction, but I was not interested in my other classes because they were boring."* This sentiment was shared by most focus group participants. In discussions with groups of Jawana and Royesh participants, group members were asked to indicate by show of hands their agreement with the statement: "20 years from now there will be more women in leadership positions in Afghanistan. In every focus group, there was 100 percent agreement." When asked what their favorite topic in the M&L and L&WS trainings was, many focus

group participants identified the session on negotiation. Group participants provided examples of the negotiation skills they had learned and how they had applied these new skills at home, in preparation for employment, and on the job as supporting evidence of the leadership skills acquired through their participation in the Jawana and Royesh training programs.

Table 2. Jawana Graduates Telephone Survey

TELEPHONE SURVEY STATEMENTS		JAWANA GRADUATES RESPONSES				
N=1,176 of 3,803 graduates Overall Margin of Error: +/- 2 percent at a .05 Confidence Level		% Strongly Agree	% Agree	% Neutral	% Disagree	% Strongly Disagree
Topic: Need for Training						
The training program was relevant to my interest in securing a management or leadership position.		44%	42%	3%	11%	1%
Overall the training was of great interest to all participants.		76%	20%	2%	1%	1%
Topic: Quality of Training Program						
The trainers presented the course materials well.		60%	38%	1%	1%	0%
The trainers encouraged participants to ask questions.		74%	24%	1%	1%	0%
Topic: Training Content and Format						
There was a high degree of participation and involvement among participants during the training sessions.		61%	37%	1%	1%	0%
The training materials were easy to understand.		61%	37%	4%	3%	0%
Several relevant cases, examples and real world situations were discussed during training sessions.		58%	41%	1%	1%	0%
Interactions with my assigned mentor helped me to learn more about how to advance in my career.		54%	44%	1%	.5%	.5%
My participation in the Jawana group project convinced me that I can make a difference in my community.		50%	48%	1%	1%	0%
Topic: Benefits of Training Program						
During the training, I learned a lot of new ideas, which are useful to me.		51%	48%	.5%	.5%	0%
I think this training was helpful in upgrading my management and leadership skills.		57%	41%	1%	1%	0%
The training increased my commitment to promoting women's leadership in Afghanistan.		50%	48%	1.5%	.5%	0%
The training improved my confidence in my leadership abilities.		55%	43%	1.5%	.5%	0%
The Jawana training program fulfilled my expectations.		34%	52%	8%	5%	1%
Topic: Training Results						
Because of the training, I will be able to apply skills learned in my current or next job.		42%	55%	2.5%	.5%	0%
The knowledge and skills I gained will help me play a bigger role at home.		48%	49%	1.5%	1%	.5%
Because of the training, I am likely to get a job.		38%	50%	7%	4%	1%
Because of the training, I am likely to get a promotion on my job.		42%	48%	6.5%	2%	.5%

Interviews with key informants corroborated findings related to the WLD program's preparation of young Afghan women for leadership. Key stakeholders, including subcontractor staff, national and provincial-level government representatives, private sector representatives, and civil society representatives all agreed that the Jawana and Royesh training programs were transforming what many key informants observed as "quiet, shy young women" into "vocal, confident young women." One Royesh school principal mentioned that whenever she could spare the time, she would sit at the door of a Royesh class to observe the lesson activities and interaction among students because she was inspired by the confidence and commitment the exercises elicited in the students. The evaluation team reviewed curriculum documents for both programs, and found that the lessons and exercises were grounded in adult learning pedagogy, requiring skilled facilitators, able to guide participants through an interactive self-development process.

Some areas where improvements in the curriculum were suggested to the evaluation team by Royesh and Jawana participants include: (a) reviewing translation for both curricula to ensure greater accuracy; (b) reviewing links to additional reading material and content that tends to be English language-based; (c) revising the Royesh curriculum to a more appropriate level for 9th and 10th grade students; and, (d) adapting the Jawana curriculum for advanced university-level participants. One key informant also recommended a review of the political examples and background information in the Royesh curriculum, suggesting that the topics might be too sensitive politically, or contain potentially incendiary language.

A few informants raised concerns about the impact the poor economic and high-risk security situation in the country could have on the ability of Jawana and Royesh graduates to take full advantage of their newly acquired leadership potential. As one informant from the private sector put it: “Is WLD raising expectations that cannot be filled?” Even with the potential constraints of Afghanistan’s environment on women’s leadership, most key informants interviewed (85 percent) agreed that the WLD program is contributing to the creation of a critical mass of young women from which the next generation of leaders in the public, private, and civil society sectors will emerge.

Conclusions

The Jawana M&L and Royesh L&WS training programs are effective on several fronts. First, the design is relevant and transformative. While most development projects in Afghanistan target either poor and very poor women with livelihood and income generation projects, or elite women based in the capital with advocacy and civil society strengthening projects, WLD targets the “missing middle” group of women who constitute the upcoming generation in both the capital and the provinces. The course content, with its participatory design and hands-on assignments and projects, and the adult methodology and facilitation approach utilized by course facilitators, is appropriate for the program objectives. It enhances the inherent leadership skills in program participants and has resulted in vocal, articulate, passionate, committed, confident, and goal-oriented graduates who are eager to bring positive change to themselves, their families, and their communities.

At the mid-point of implementation, a major challenge for the WLD program is scaling up to meet established targets. WLD is at 20 percent of its 18,000 graduate target for Jawana and at 16 percent of its Royesh target. The WLD team has a plan to meet these targets, but given past and anticipated future challenges (general start-up issues, high staff turn-over, a limited pool of capable local sub-grantees, ongoing political insecurity, and the usual final year program close-out activities), the program, and in particular the Jawana component, could fall short. This is less of a concern for the Royesh program, with 75 percent of its target for graduated students currently enrolled and 3,880 participants expected to graduate by December 2017. If the WLD program can identify and recruit competent local sub-grantees to scale-up Jawana offerings and take advantage of the high demand as reflected in the number of applicants, then the program could improve its capacity to meet its intended goal of training an 18,000-strong critical mass of upcoming Afghan women leaders.

Recommendations

Based on the above findings and conclusions the evaluation team recommends the following actions:

- As part of the planned curriculum revision workshop, the WLD team should solicit input and include participation from the following stakeholders: (i) former and/or current Jawana and Royesh graduates/participants, (ii) translators, (iii) curriculum specialists in gender and adult learning pedagogy, (iv) a representative from content subcontractors, (v) a representative from

each local sub-grantee, and (vi) members of the WLD TWG.

- USAID should consider adjusting targets for Jawana and Royesh graduates based on the program's experience over the past 2.5 years.

Application of KSAs

Findings

Graduates of the Jawana and Royesh training programs have applied the knowledge, skills, and abilities (KSAs) gained within their families, communities, and job environments. A quarter to half (25-50 percent) of the focus group discussion participants who participated in Jawana and Royesh training reported that they had successfully utilized negotiation skills learned to persuade relatives to change their perspectives on allowing girls to attend school. A Jawana participant from Kandahar explained, *"My uncle was the one who hindered his daughter from school. When I learned about my rights and how to negotiate with people, I got encouragement to convince my uncle. I succeeded and my cousin goes to school now."* A Royesh participant from Kandahar shared a similar report of the impact the training has had on her self-agency. *"Even though I lost my sister because of the security situation,"* she said, *"the Royesh course has encouraged me to fight against people who prevent women and girls from going to school or work. I know my rights now and have the power to speak up."*

The end-of-course project in the Jawana program provides participants with an opportunity to apply skills learned in the M&L training. The project is developed and implemented by group members and is designed to make a positive impact in the community. Review of WLD program reports and interviews with WLD staff, subcontractor staff, and local sub-grantee staff showed that end-of-course projects have expanded in scope from Round 1 to Round 4.¹ Over time, participants' designs have grown from the intended mini-project that can be accomplished without any capital investment to the point where many projects now require capital investment to be fully realized, like launching a restaurant or starting an NGO. As a result, WLD course facilitators recommend that WLD officially notify government and private sector funding sources of end-of-course projects. Some course facilitators say that informing these sources of Jawana activities will provide the introduction participants need for effective project implementation and impact in communities and institutions. One Jawana graduate from Kabul has formed an NGO and is planning to run for political office. *"Because of Jawana,"* she said, *"I registered an NGO with the Ministry of Economy, and our NGO will try to find jobs for poor women. I also plan to run for political office in the next Parliament election."*

WLD program participants also report on the usefulness of the Jawana and Royesh training in boosting their employment efforts. In the telephone survey of Jawana graduates, respondents reported an overall seven percent increase in employment after completion of the course, while a similar question revealed that the reported unemployment rate of graduates had dropped from 67 percent pre-Jawana to 57 percent post-Jawana. A Jawana graduate from Herat attributed securing employment to the skills learned in trainings. *"After graduation, I got a management job with the UN because of the skills I learned in Jawana,"* she said. A group of Royesh participants in a focus group discussion in Mazar e Sharif also expressed their intention to use the skills they have learned to secure employment. *"When we graduate from high school, we all want to get a job so we can be independent and have a say in our future and the future of our country."*

¹ Rounds are the organizing system WLD uses to identify initial and subsequent cohorts/groups of Jawana and Royesh participants.

Conclusions

Jawana and Royesh training programs have engendered significant application of the KSAs learned and have had a significant impact on participants' families, employment prospects, and communities. The evaluation findings show that the WLD TOC, which suggests that program participants will apply the KSAs learned to positively impact the enabling environment in Afghanistan in support of women's rights and leadership, is valid. As one key informant noted, *"This is a huge expectation burden to put on young women in the program. Given the cultural and political nature of women's rights and leadership in Afghanistan, the WLD program should include program activities that can enhance family and community support for programs and activities that promote young women's leadership development."* The multiple stories that Jawana and Royesh participants themselves have recounted, as well as corroborating accounts from course facilitators, school principals and WLD staff, show that the logic of the WLD TOC is well-founded.

One challenge WLD faces is the expanding size and scope of the Jawana end-of-course projects. WLD course facilitators receive consistent requests for financial support and funding for the participants' group projects. Course facilitators report that they encourage participants to be creative in designing their group projects, and they admit reluctance to dissuade participants from designing projects that require funding. Strategies for striking a balance between "all" or "nothing" will be required to ensure that the end-of-course projects remain a key training ground for the application of the management and leadership skills learned rather than a factor that threatens to diminish the passion and confidence fostered in program participants.

Recommendations

Based on the above findings and conclusions, the evaluation team recommends the following actions:

- As part of the planned curriculum revision workshop, the WLD team should include a review of the Jawana and Royesh sessions on negotiation and lessons learned from program participants and course facilitators. Strategies for leveraging good practices should be identified and incorporated in the revised curriculum. Additionally, cutting edge and effective techniques, examples, and case studies, including Afghan cases and examples, should also be identified and included in the revision.
- As part of the planned curriculum revision workshop, the WLD staff should include a review of the Jawana end-of-course project, including input and recommendations from program participants and course facilitators on project design guidelines, course facilitator support, and specific guidelines and roles for WLD headquarters staff.

Alumnae Network

Findings

Progress on the creation and implementation of a functioning and interactive WLD network is in its early stages. The WLD program has a written alumnae strategy, but it is on hold as the program completes development and launch of the full online knowledge management platform. Approximately 600 Jawana graduates are connected through an online alumnae page on Facebook. From time to time, the WLD program has hosted alumnae activities and events designed to share professional development information with Jawana graduates. In the telephone survey of Jawana graduates, two-thirds of the respondents agreed that they have attended one of these alumnae events, while 51 percent agreed that they connect with other graduates online. In focus group discussions, Jawana

graduates and participants reported having limited knowledge and awareness of the alumnae network during the Jawana training. Most indicated that they found out about the alumnae network and possible alumnae events after graduation from the Jawana program.

Conclusions

The development of a functioning Jawana alumnae network is a key element in fostering the sustainability of WLD program results. The WLD staff's plan to build the network in the final year of project implementation reduces the benefits and impact that an earlier functioning alumnae network could contribute. The network is a central vehicle for the promotion of progress-towards-leadership and has the potential to become a strategic medium for young professional women's networking and the advocacy and promotion of Afghan women's leadership. On the surface it may appear tangential but, in fact, the role and function of the WLD alumnae network is fundamental to the WLD program's sustainability strategy.

Recommendations

Based on the above findings and conclusions, the evaluation team recommends the following actions:

- WLD should provide information on the network early in the Jawana training program to prepare Jawana participants for participation in and engagement with the alumnae network.
- The WLD team should develop a calendar of alumnae activities and events to share with Jawana participants and graduates so they can have notice and ample time to make plans for participation as appropriate.
- WLD should conduct a planning session with Jawana graduates and participants and TWG members to brainstorm and develop a strategic plan for the alumnae network and launch the network no less than a year prior to WLD close-out.

Progress Towards Leadership

Findings

Jawana and Royesh participants are moving progressively towards leadership, and the evaluation team found that participants attribute this progress to the KSAs gained in the WLD training programs. The post-Jawana survey conducted by WLD asked 509 graduates a series of questions concerning their behavior prior to participation in the Jawana program as well as afterwards. Results show that 53 percent of the graduates surveyed strongly agreed and 26 percent of graduates surveyed agreed that they speak in public more often after Jawana. Similarly, 55 percent of graduates in the same survey strongly agreed and an additional 29 percent agreed that they had convinced their co-workers to change their workplace for the better. Inferences can be made about all 3,803 Jawana graduates to date based on this data at a .05 confidence level, plus or minus four percent overall. In the telephone survey of 1,176 Jawana graduates conducted for this evaluation, respondents also reported significant increases in behaviors suggesting progress towards leadership on indicators such as: (i) developing a professional development plan, (ii) joining an advocacy movement, and (iii) serving as a mentor for girls (see Table 3). Improvements ranged from a low of 25 percent positive responses to behavior statements pre-Jawana to a high of 97 percent post-Jawana. Again, this data can be considered representative of the full population of Jawana graduates at the .05 confidence level with an overall margin of error of two percentage points. While the objective of the Royesh program is not directly linked to preparation for management and leadership, it should be noted that in focus group discussions

with Royesh participants, most group participants expressed an interest in participating in Jawana when they become eligible.

Table 3. Jawana Graduates Telephone Survey: Pre- and Post- Responses I

TELEPHONE SURVEY STATEMENTS	JAWANA GRADUATES RESPONSES			
	Pre-Jawana		Post-Jawana	
N=1,176 of 3,803 graduates Overall margin of error: +/- 2 percent at a .05 Confidence Level	% Strongly Agree	% Agree	% Strongly Agree	% Agree
I have developed a professional development plan for my future.	2%	30%	46%	45%
People listen to my ideas and concerns.	6%	36%	31%	55%
I believe that many Jawana graduates will become tomorrow's Afghan leaders.	8%	28%	56%	39%
I joined an advocacy movement for women's advancement.	6%	19%	28%	32%
I am a mentor for girls.	11%	36%	56%	41%

Conclusions

WLD's record on fostering Jawana program participants' progress-towards-leadership is solid and an important indicator of program effectiveness. Most observers and critiques of the WLD program focus on employment and leadership positions as the indicator of WLD success. While gainful employment and the attainment of management and leadership positions are key program outcomes, they are realistically more likely in the long-run for young women at the beginning of their career. Indicators like the ones included in Table 2 are a good starting place for the development of metrics to track progress-towards-leadership over time. Similarly, WLD tracking of Jawana graduates' participation in the other three Promote components/task orders are both indicators of progress-towards-leadership as well as indicators of Promote components' collaboration and coordination.

Recommendations

Based on the findings and conclusions above (and further supported by evidence in the M&E section), the evaluation team recommends the following actions:

- The WLD M&E staff should develop a set of key progress-towards-leadership indicators that go beyond a measure of employment as part of the post-graduation and monthly job tracking monitoring.
- USAID should mandate the development of targets for cross or subsequent enrollment of WLD participants in other Promote components, and the development of a shared database where progress and patterns can be tracked and analyzed.

Attainment of Leadership Positions

Findings

In the WLD's survey of Jawana graduates, 41 percent of the 509 graduates surveyed reported that their careers had advanced to a great extent after completion of the Jawana M&L training. Of the Jawana graduates surveyed by WLD, nine percent of the graduates employed in the Afghan civil service reported a promotion to a higher grade after participation in Jawana. In the telephone survey of Jawana graduates conducted for this evaluation, 42 percent of respondents strongly agreed and 48 percent agreed that they are likely to get a promotion on the job because of the KSAs they gained in Jawana.

Conclusions

If the metric for success in this area is Jawana graduate attainment of a management or leadership

position in the short or even medium term, the WLD program may appear to be missing the mark. Although WLD has set relatively low targets for this program objective, the reality is that the attainment of leadership positions is a process that can take 10 to 20 years of career building for the average person in a typical context at the start of a career. Neither the Afghanistan context nor the status of women in leadership in Afghanistan is typical or average. There will be individual achievements, but building a critical mass of women leaders is a long-term process, and the key contribution the WLD program makes to this process is a pipeline of young women who wish to become leaders and are being prepared to embark on a path towards leadership. Consequently, the WLD program's effectiveness and success should be judged more heavily on the quality of its preparation of young Afghan women for management and leadership, on the application by these women of the KSAs gained, and on their progress-towards-leadership, rather than on the number of women in leadership positions still early in their careers.

Recommendations

Based on the above findings and conclusions, the evaluation team recommends the following actions:

- WLD's M&E team should build the capacity of the Jawana alumnae network to conduct an annual survey of Jawana graduates to track their progress-towards-leadership, career advancement, and attainment of leadership positions post-WLD close-out.
- The recommendation to develop a set of indicators to track progress-towards-leadership, found in the "Progress Towards Leadership" portion of this section, is also relevant to issues identified here.

Scholarships

Findings

The WLD scholarship program came online in early 2017. Some 2,522 applicants requested applications, but fewer than half, 1,012, completed the full application and were reviewed by the selection committee. In this first round of applications, WLD awarded 490 scholarships, about 25 percent of its target of 2,000, to applicants from Kabul, Balkh, and Herat. No scholarships were awarded in Nangarhar or Kandahar.

In key informant interviews and group discussions, Royesh school principals and course facilitators raised questions about eligibility requirements, selection processes, and representativeness of scholarship recipients. Most of these informants noted that there was a lack of information on the scholarships available to candidates. The principals and facilitators are often occupied fielding questions from students and parents on the opportunity, eligibility and application requirements, number of awards available, selection process, and announcement of scholarship recipients. Confusion surrounding details of the WLD scholarship program is compounded by the existence of multiple Promote scholarship programs.

Conclusions

The lack of publicly available information about the WLD scholarship program points to a need for improved communication. PROMOTE should also communicate more widely the clear distinctions among its different scholarship programs.

Recommendations

Based on the above findings and conclusions, the evaluation team recommends the following actions:

- The WLD team should emphasize the name of the scholarship program, Rawzana, and downplay references to Promote in outreach and advertisements in order to distinguish it from other Promote scholarships.
- In advertising materials for the WLD scholarship, WLD should include the target number of scholarships to be awarded in order to help applicants and their parents assess the probability of acceptance.
- To increase program transparency and in line with best practices, the WLD team should notify all scholarship applicants of the results of their applications by letter sent in hard copy or electronically, as appropriate.

Outreach and Knowledge Management

Findings

The WLD program's knowledge management platform was conceptualized to provide a common online space for the following project activities: (i) cloud-based course and course participant reporting by Jawana course facilitators; (ii) joint participant database for Promote components/task orders; (iii) Promote website; and, (iv) WLD alumnae network platform. Both the Promote website and the cloud-based course reporting platform are up and running. By all accounts, cloud-based reporting is functioning well, and the WLD staff have plans to provide course facilitators with tablet PCs to increase real-time reporting. In focus group discussions and interviews with course facilitators, no issues were raised related to online reporting.

The Promote website is up and running and provides access to program information and downloadable applications in three languages: Dari, Pashto, and English. The website gives the impression that Promote is one program instead of an organizing mechanism with four related components, each of which also have independent websites. Key informants with cursory knowledge of the WLD program consistently raised questions about what they considered to be better uses of program funds, such as: (i) expanding training to rural illiterate women; (ii) providing university scholarships; and, (iii) making investments in livelihood and income generation programming for women living in poverty.

The notion of a joint database for all Promote components is an excellent idea given the program logic that calls for the funneling of WLD graduates into one or another of the three complementary Promote components. However, the Promote components operate more like independent programs; the funneling of WLD graduates from one program to the next is more a product of chance than design. Furthermore, interviews with staff from other components revealed several constraints to employing a joint database, including: (i) the primacy of component contract deliverables; (ii) diverse institutional internet security protocols and policies; and, (iii) the potential costs of an online privacy breach for program participants.

According to the subcontractor for the knowledge management platform, the development of plans for the WLD alumnae network portal were delayed due to the requirement for an online security policy, as well as the lengthy USAID approval process. Interviews with the subcontractor further revealed that a sustainable strategy for maintenance of the alumnae platform post-WLD closeout has not been determined.

Conclusions

Beyond the cloud-based reporting platform and the general functioning of the Promote website, the knowledge management tasks are encumbered by non-technical constraints that make progress difficult. Effective collaboration between and among the Promote components is a prerequisite for the development and use of a joint database, which may require a clear, official mandate as appropriate and feasible in addition to USAID's involvement and facilitation. Multiple websites for Promote and each of its components unintentionally compound observed ambiguity surrounding who and what Promote is and color public perceptions on the relevance and value of the program. A post-WLD close-out strategy for the alumnae network platform to efficiently expend resources for a sustainable return on investment is required.

Recommendations

Based on the above findings and conclusions, the evaluation team recommends the following actions:

- USAID should assign and fund a review of the Promote website to clarify and provide consistency in the description and explanation of the Promote program structure.
- The recommendation to develop a joint database for all Promote components found in the "Progress Towards Leadership" portion of this section is also relevant to issues identified here.

Monitoring and Evaluation

Findings

The evaluation team assessed the WLD M&E system, including conducting an onsite review meeting with the project M&E team. Key results from the assessment are presented here. Upon review, the evaluation team found that the WLD M&E system and processes met industry standards and was consistent with best practices. The team also found the targets in the program's Annual Monitoring and Evaluation Plan (AMEP) to be measurable and achievable with the notable exception of the target for job placement in the highest grades of the Afghan civil service. As discussed earlier in this report, the achievement of this target is most likely to occur years after the close-out of the WLD program, primarily because the target group for WLD is composed of young Afghan women at the start of their professional careers, and career advancement and the achievement of management and leadership positions is a multi-year development process. WLD's post-graduation and monthly Job trackers focus on Jawana graduate employment and do not track other pathways to leadership. As such, the trackers are missing important elements of leadership development and, as noted earlier, an exclusive focus on employment can result in the erroneous conclusion that the WLD program is not achieving desired results. Moreover, the WLD Partnership Tracker does not include a variable that identifies the purpose or objective of the partnership. Lastly, limited coordination among Promote components' M&E systems and the lack of progress on the development of a joint database make tracking and the potential for double counting a high risk for the WLD program as well as for the broader Promote

program - a problem USAID is eager to avoid. To address this potential issue, the WLD team is using Taskera Afghan national identification numbers to identify and track program participants.

Conclusions

By focusing primarily on employment attainment, the post-graduation and monthly Job trackers fail to capture important elements of leadership development. As noted earlier, an exclusive focus on employment can result in the erroneous conclusion that the WLD program is not achieving desired results by ignoring the timeframe associated with rising to the highest levels of leadership in the public, private and civil society sectors. Similarly, the absence of a variable that identifies the partnership's purpose or objective is an easily remedied shortcoming in the Partnership Tracker. Without this variable, analysis of patterns and lessons from partnership activities becomes unnecessarily complex and may lead to inaccurate inferences. The adoption of the Taskera identification as the WLD identification number is a necessary but insufficient step for avoiding double counting and duplicate enrollment of participants in all Promote program components. Without clear targets and a shared database, undercounting is as much of a risk as double counting.²

Recommendations

Based on the findings and conclusions presented above, the evaluation team recommends the following actions:

- The WLD M&E staff should develop a measure of partnership goals to track whether partnerships are achieving their intended purposes.

Two previous recommendations also address the issues identified here:

- The WLD M&E staff should develop a set of key progress-towards-leadership indicators that go beyond a measure of employment as part of the post-graduation and monthly job tracking monitoring.
- To avoid double counting and undercounting, USAID should mandate the development of targets for cross or subsequent enrollment of WLD participants in other Promote components, and the development of a shared database where progress and patterns can be tracked and analyzed.

EVALUATION QUESTION 2: ARE ALL THE WLD ACTORS ENGAGED IN THE MOST EFFECTIVE ROLES?

Findings

The evaluation team held a set of interviews with key WLD partners, including select TWG members, subcontractors, local sub-grantees, and representatives from three key government partners: (a) MoWA, (b) MoE, and (c) the Ministry of Higher Education (MoHE). Most of the TWG members interviewed did not feel that the WLD program has leveraged their participation in the group as effectively as they would like. They all agreed that the WLD program could do a better job of communicating and sharing information and in gathering inputs and recommendations from TWG

² Walter Obiero, Sonja Schmidt and Karen Foreit, (2010), Strategies Used by USG Country Teams for Dealing with Double Counting of Individuals and Sites – A Review, MEASURE Evaluation/USAID, May 2010.

members. They also all agreed that an example of the most significant level of participation could be drawn from the curriculum design workshop held in India in the early months of WLD, when TWG members reviewed and contributed to the development of the curriculum now used for Jawana and Royesh. A few TWG members also expressed disappointment at a lack of briefings for TWG members on WLD financials, including the program budget and expenditures. One member lamented that the program design does not include capacity building and leadership development for rural Afghan women living in poverty. Another member raised concerns about the WLD program's ability to prevent potential workplace sexual harassment, once program participants secure employment, and shared the story of a Jawana graduate who was offered employment tied to sexual favors, which the graduate declined. Another member recommended that the WLD program increase TWG members' participation in on-site monitoring visits, while yet another suggested that it may be time to review and upgrade the Jawana training curriculum based on current lessons.

In the interviews with WLD subcontractors, most admitted that there was limited communication within the group, as the bulk of their interactions occurred directly with WLD. WLD subcontractors tend to focus on their scopes of work; most of the international subcontractors have not had, and do not have, a physical presence in Afghanistan. With the project having just passed its mid-point, only one international subcontractor has outstanding contractual arrangements with WLD. This is a reflection of the Afghanization strategy built into the WLD program design.

WLD's Afghanization strategy is centered on agreements with local private training firms and private universities to deliver Jawana courses and conduct job fairs for Jawana graduates. These local sub-grantees have also committed to integrating the Jawana curriculum into their ongoing course offerings. In interviews with representatives of local sub-grantee organizations, the representatives indicated a clear interest in incorporating the Jawana curriculum into their university offerings. While the local sub-grantee organizations saw Jawana as a viable business opportunity with important social benefits, they expressed discomfort and displeasure with several of the contracting mechanisms and requirements. For instance, four local sub-grantee organizations expressed concern that the limit on fees does not cover the cost they must pay for taxes. They also noted that the cost sharing and in-kind requirements, like specifications for classroom size, desks, chairs and other training equipment, are not recoverable costs, and often they are functioning at a loss under the terms of the contract. Lastly, there were concerns about the requirement for them to design and facilitate several job fairs, which was viewed as excessive given the limited number of businesses in the private sector in Afghanistan. In fact, at least two of the local sub-grantees suggested that they may not renew their agreements with WLD because of the burdens associated with implementation of Jawana.

The evaluation team also interviewed representatives from WLD's three key government partners — MoWA, MoE and, MoHE—and found that there were varying levels of knowledge of the WLD program. Very often the team observed that representatives of these key partner ministries were not aware of the institutional arrangements between their ministry and the program. In other cases, representatives from those same ministries would be sufficiently knowledgeable and fully engaged in the partnership relationship. The relationship with the MoE is key for the WLD program, which is in the process of negotiating the full integration of the Royesh training into the high school curriculum. From interviews with MoE representatives, the evaluation team learned that the ministry's technical team is exploring ways in which different pieces of the Royesh curriculum can be incorporated in topics and subjects already offered in the school. In fact, the ministry indicated that they are interested in integrating topics with the rest of the curriculum as early as at the elementary school level. On the other hand, negotiations to integrate the Jawana curriculum in university offerings with the support of the MoHE are not as well developed, and it is estimated that this process could take a significant

amount of time, perhaps a decade. To fast track the process, the WLD program is focusing its efforts to institutionalize Jawana on the local sub-grantees, which are mostly private universities.

The relationship between the WLD program and the MoWA is complex. On the one hand, the ministry and its directorates in the provinces are extensively involved in the implementation of the two WLD training programs. Directorates provide meeting space for the training sessions, alumnae events, and recruitment activities. On the other hand, MoWA representatives report that they do not feel as engaged as they desire. In interviews, ministry staff explained that their role in the relationship is underutilized, and they believe that MoWA should have a monitoring role providing a level of external accountability. They noted that for them to realize this role, WLD program staff would need to report to the ministry regularly and in a timely fashion so that the ministry in turn could report on the program's progress towards women's leadership to the wider Afghan government.

Conclusions

In interviews and focus group discussions, there was universal agreement that WLD was engaged with the right partners and stakeholders. Almost all key informants interviewed felt that a combination of international development contracting firms, local NGOs and private universities, national universities, and the three key government ministries is the right combination of partners to lead a program designed to create a critical mass of young Afghan women leaders. However, it is clear that the expectations most partners have for their roles differ from their experience. Except for MoE and MoHE, all the other partners and stakeholders raised issues about their role and their participation in the program. Their concerns, though diverse, all stem from a similar issue – what they see as a lack of participation and decision-making beyond what is often a very limited scope of work. Partners and stakeholders consistently and unanimously identified the need for more communication and information sharing and the importance of bringing the range of partners together at periodic planning and review sessions to enlist their expertise and recommendations for program improvement and to build more effective and lasting partnerships for the promotion of women's leadership in Afghanistan. While many partners and stakeholders identified a need for greater collaboration and interaction among themselves and with the WLD program staff, partners and stakeholders are not always readily available and, in some cases, the international subcontractors have not been physically present on the ground in Afghanistan.

Recommendations

Based on the above findings and conclusions, the evaluation team recommends the following action:

- The WLD program staff should share program strategies, plans, and course revisions with new and current partners and stakeholders and solicit comments.

EVALUATION QUESTION 3: ARE THE RELEVANT WLD ACTORS ENGAGING IN MEANINGFUL RELATIONSHIPS?

Findings

The evaluation team found that what are often referred to as the three C's—communication, collaboration, and coordination—are at a low level among the partners and stakeholders of the WLD program. Most strikingly, collaboration among the four Promote program components is low. While the chiefs of party of these four task orders meet regularly, the objectives and outcomes of those

meetings are unclear. USAID's own staff is particularly eager to foster collaboration among the Promote components, but both the USAID staff and Promote component staff are uncertain about what the goals and objectives of such collaboration are or should be. In only one interview did an informant have a very clear and specific idea of what was meant by collaboration, which in this case was defined as ensuring that communication about the program is consistent.

WLD staff working physically in the provinces reported in interviews that they hold monthly meetings with government, subcontractors, and local sub-grantees to share information, review progress, and address issues. Given the heavy workload and small staff, most WLD focal points interviewed stated there was insufficient time available for them to facilitate interaction and engagement between and among WLD partners and stakeholders.

Conclusions

The underlying TOC of the Promote program is grounded in collaboration and coordination among the Promote program components. Because the WLD program is conceptualized as the base source for program participants in the other three Promote components, the three C's are particularly key to the success of the WLD program in preparing young Afghan women for management and leadership positions. Limited information sharing and lack of joint program planning reduce the likelihood that the Promote TOC is being actualized in program implementation. It also means that the WLD program will face increased pressure to secure employment for its program participants and graduates when its main purpose is to prepare these target groups of young Afghan women with management and leadership in work and life skills, not necessarily employment.

The major challenge to collaboration among Promote components is the lack of identification and articulation of collaboration goals and objectives. Until clear goals and objectives are identified and articulated, there will continue to be differing expectations for engagement and the unrealized potential that can be gained from a strategic focus on collaboration will be perpetuated.

Recommendations

Based on the findings and conclusions above, the evaluation team recommends the following actions:

- USAID should identify and articulate collaboration goals for the entire Promote program, and specific collaboration objectives for the four Promote program components. This should include the development of collaboration targets metrics and deadlines in such key areas as: (i) participant recruitment and referral, (ii) monitoring of participant progress across program components, and (iii) tracking of participant support, network engagement, employment, and promotion.
- The WLD staff should develop collaboration metrics, targets, and deadlines for the institutionalization of Royesh and Jawana training courses in high schools and private universities.

EVALUATION QUESTION 4: TO WHAT EXTENT IS THE WLD PROJECT AFFECTING THE RULES OF THE ENVIRONMENT IN SUPPORT OF PROJECT RESULTS?

Findings

As noted in an earlier section of this report, the evaluation team collected numerous stories of how both Royesh and Jawana training program participants had applied negotiation skills gained through the training to change family perspectives on girls' education and female employment. These findings support WLD's TOC, which posits that the program can influence family and community perspectives related to women's rights, women's leadership, and gender equality. In addition to the stories of how WLD program participants changed family members' perspectives on girls attending school, results from the telephone survey of Jawana graduates highlight the WLD program's impact on community perspectives (see Table 4 below). For example, while just 18.5 percent of respondents agreed or strongly agreed that they had a growing network of people who they could trust and rely on to advance their career before the Jawana training, 52 percent strongly agreed or agreed this was the case after their participation in the program. Most notable are the reported increases in community and male family member support for program participants' pursuit of higher education and support for them working outside the home. The survey results also highlight the fact that, even in a context where male support for participants' pursuit of higher education is high to begin with, participation in the training program appears to increase that baseline level of support.

Table 4. Jawana Graduates Telephone Survey: Pre- and Post- Responses II

TELEPHONE SURVEY STATEMENTS	JAWANA GRADUATES RESPONSES			
	Pre-Jawana		Post-Jawana	
N=1,176 of 3,803 graduates Overall margin of error: +/- 2 percent at a .05 Confidence Level	% Strongly Agree	% Agree	% Strongly Agree	% Agree
I have a growing network of people who I trust and rely on to advance my career.	1.5%	17%	18%	34%
People in my community support my pursuit of higher education.	9.5%	33.8%	22%	46%
People in my community support my working outside the home.	6%	36%	24%	44%
My male family members support my pursuit of higher education.	49%	28%	64%	32%
My male family members support my working outside the home.	6%	36%	24%	44%

Another indicator of the WLD program's impact was reported by WLD program staff. In individual and group interviews, staff explained how they had developed and facilitated informational sessions for parents and family members about the Royesh work and life skills training program. According to WLD staff, these informational sessions have increased the support family members provide for their daughters' participation in the program and their pursuit of educational and employment opportunities.

Conclusions

The WLD program is having a positive impact on the enabling environment for gender equality in Afghanistan. Based on reports from program participants, the source of this transformation is the participants' application of skills learned. The outreach and engagement the WLD staff have begun to

implement also appear to be contributing to the desired result of increasing family and community support for Afghan women's leadership.

Recommendations

Based on the above findings and conclusions, the evaluation team recommends the following actions:

- The WLD staff should integrate family informational sessions as a regular and ongoing component of the two training programs. These informational sessions should be expanded beyond Kabul to all districts and provinces where the programs are being implemented.
- The WLD staff should design and conduct a survey of program participants' relatives to more systematically inform program outreach and gauge impact on the enabling environment.

EVALUATION QUESTION 5: ARE LOCAL RESOURCES BEING USED AND DEVELOPED TO SUSTAIN WLD PROJECT RESULTS?

Findings

Interviews with WLD staff showed that the issue of program sustainability has been at the forefront of program implementation from the start of the program. The WLD program successfully secured a Memorandum of Understanding (MoU) with the MoE for the Royesh training program that included a commitment on the part of the ministry to integrate the Royesh curriculum into the broader high school curriculum and to hire course facilitators after the WLD program ends. From interviews with MoE staff, the evaluation team learned of the ministry's plan to integrate sections of the curriculum into appropriate core subjects. This means that the current structure of the Royesh training would be modified. Challenges for integration identified in interviews with ministry representatives include differences in the salary scales for class facilitators and school teachers. On average, class facilitators make \$400 per month while public school teachers make between \$100 and \$300 per month.

Progress towards integration of the Jawana curriculum and university course offerings is moving at a slower pace. As noted earlier, integrating the Jawana course into national university offerings is likely to be a lengthy process whereas integrating the course with the curriculum of private universities is less time-consuming and thus more promising. In fact, the current local sub-grantees have all committed contractually to integrating the Jawana training with their course offerings.

While the WLD staff are making a significant effort to plan and arrange for both training programs' continuation and sustainability beyond the five-year program term, less attention has been paid to planning for the alumnae network. In fact, according to WLD leadership, the establishment of an alumnae network structure would not occur until the final year of program implementation.

Conclusions

Given the technical and institutional policy and procedural challenges associated with integration of the two training course curriculums with their target institutions' course offerings, the WLD program will need to ramp up this aspect of its work to complete the process and ensure integration before project close-out. While integration of the Royesh curriculum is on track, it is likely that the resulting course will not resemble its current format. As is the case with most scale up efforts, the WLD program will need to seriously consider the trade-offs between integration and scale up opportunities. The MoE's plan to cut and paste sections of the current program into existing subjects in the school curriculum is likely to whitewash the unique elements of Royesh that are at the core of the current program's success and effectiveness. This then raises questions about the extent to which the integration of the curriculum as envisioned by the MoE will be able to engender and perpetuate the creation of a critical mass of young women ready to fill the leadership pipeline.

Another key aspect of program sustainability for which the WLD program has not developed a clear strategy is identifying a lead organization to continue the promotion and advocacy for young women's leadership in Afghanistan. The Jawana alumnae network could very well play this role. A related concern is that the institutions committed to carrying on the flagship women's management and leadership training program are mostly male-owned and male-led, and that there are no clear plans to ensure women's participation and leadership in the post-WLD future of this initiative.

Recommendations

Based on the above findings and conclusions above, the evaluation team recommends the following actions:

- The WLD staff should plan, convene, and facilitate "A Way Forward on Integration" workshop for the Jawana and Royesh training programs. All key partners, subcontractors, local sub-grantees, TWG members, course facilitators, key government ministry partners, and program participants and graduates - should be included on the guest list and encouraged to bring their ideas, plans, and recommendations for training program sustainability.
- The WLD staff should allot work time to identify and review alternate paths to achieve enhanced training program sustainability while maintaining the unique characteristics of the training programs and their corresponding results and impact. A systematic review may, in fact, identify other viable options for achieving sustainability.
- The WLD staff should explore with USAID the feasibility of a one-year extension to meet program targets and facilitate the review, selection, and rollout of the institutionalization of both training programs.

ANNEXES

ANNEX I: STATEMENT OF DIFFERENCES FROM USAID

According to USAID policy, each USAID evaluation report can include a Statement of Differences from the implementing partners, funders, and/or evaluation team members as an annex. The Statement of Differences articulates any significant unresolved differences of opinion and should focus on errors of fact and differences regarding the findings, conclusions, and recommendations stated in the evaluation report. This Statement of Differences is provided by USAID/Afghanistan's Office of Gender (OG).

BACKGROUND

USAID received final edits from Checchi, Inc. on the Promote Women's Leadership Development (WLD) program mid-term performance evaluation on September 5, 2017. In response to USAID comments and editorial suggestions, Checchi made the following changes to the draft report:

1. Revised the Executive Summary to present a more balanced presentation of findings, including findings of project effectiveness;
2. Developed a "findings, conclusions, and recommendations (FCR)" matrix to show how recommendations were supported by specific evidence; and
3. Clarified several of the final evaluation recommendations, including:
 - **Recommendation #1:** "As part of the WLD planned curriculum revision the WLD team should solicit broad stakeholder participation." In response to concerns from USAID, Checchi revised the evaluation report to identify specific stakeholders in the body of the report (p. 24).
 - **Recommendation #11:** "The WLD team should downplay references to Promote in outreach and advertisements of the WLD scholarship component and instead emphasize the scholarship program name: Rawzana." In response to concerns from USAID, Checchi revised the wording of the recommendation and changes were reflected in the new FCR matrix.
 - **Recommendation #12:** In advertising materials for the WLD scholarship, WLD should include the target number of scholarships to be awarded to help applicants and their parents assess the probability of acceptance. In response to concerns from USAID, Checchi added clarifications to the FCR Matrix.
 - **Recommendation #14:** USAID should assign and fund a review of the overall Promote website to clarify and provide consistency in the description and explanation of the Promote program structure. In response to concerns from USAID, Checchi added clarifications to the FCR Matrix.

USAID also requested that Checchi conduct further analysis of the indicators collected by the WLD activity. In reviewing the indicators, Checchi confirmed that "the WLD M&E system and processes met industry standards and best practices." The evaluation team also concluded that the M&E systems at the activity level were strong and all of the indicators were well defined.

An unresolved issue pertains to the evaluation questions used by the evaluation team. The evaluation questions used in the evaluation were different than those in the USAID-approved statement of work provided to Checchi. An internal review by the SUPPORT II COR found that the evaluation team discussed the proposed revisions to the evaluation questions with the WLD COR,

who subsequently approved the revisions in the evaluation work plan. Once the evaluation questions were changed, the rationale and implications of this change were not discussed with OG during the remainder of the evaluation process. The evaluation mid-brief and exit brief focused on progress and findings but did not discuss the changes to the evaluation questions or how the new questions met the intent of USAID's original SOW.

As a result of this internal miscommunication, the SUPPORT II COR will review the Office of Program and Project Development's (OPPD's) internal evaluation processes to explore opportunities to elicit office management concerns about evaluation questions sooner in the evaluation process. The OG will also strengthen its internal review and clearance processes to avoid such miscommunication in the future.

STATEMENT of DIFFERENCES

USAID has the following as unresolved differences with the final WLD evaluation report:

Issue 1: Poorly Crafted Evaluation Questions

The evaluation questions proposed by the evaluation team and cleared by the OG WLD COR did not reflect the actual management interests of the OG office. The set of questions used by the evaluation team was completely different than the questions that OG approved in the evaluation SOW provided to Checchi. Following the evaluation in-brief, the evaluation team substantially changed the evaluation questions. Their approach entailed developing new, broader evaluation questions and using the original evaluation questions as "key areas of inquiry." The OG office directors and M&E POCs were not fully consulted by the WLD COR or OPPD prior to the approval of the new questions in the evaluation work plan. OG leadership strongly disagrees that the revised questions proposed by the evaluation team reflected the intent of the original questions or served as a good analytical foundation for the evaluation. The intended key areas of inquiry were not sufficiently discussed with OG during the evaluation process and were not sufficiently reflected in the final evaluation report.

The relatively inexperienced WLD COR mistakenly cleared the questions without sufficient review by office management. In the future, OPPD and OG will ensure office leadership is involved in the clearance process of evaluation SOWs and work plans.

Issue 2: Conclusions Do Not Consider Operating Environment

OG believes the evaluation conclusions do not fully represent the implementation challenges of the Afghanistan operating environment. The development context, especially for gender activities, constrains the implementation of all development activities in Afghanistan. Specifically, there is little consideration given to security constraints, for cultural constraints, for the current backlash from Afghan men regarding women's equity, or for the endemic corruption.

Issue 3: Recommendations Do Not Reflect Recent Management Changes

The evaluation recommendations reflect findings and conclusions at the point in time in which the evaluation was conducted. However, several of the recommendations suggest changes that were already being implemented by the implementing partner prior to the submission of the final report to the OG office. It seems inaccurate or misleading to cite management changes that were already being undertaken by USAID, by OG's M&E contractor (RSI), and with the implementing partner. Table One below lists the disputed evaluation recommendations and USAID's rationale for their removal from the final evaluation report.

Issue 4: Inadequate Cross Verification and Triangulation of Data

The planned methodology was intended to triangulate information gained by an extensive desk literature review, interviews with key informants, and a survey of activity beneficiaries. However, some interviews were not triangulated with hard data. OG found that the evaluators relied on hearsay and one-off opinions of informants and presented anecdotal evidence as findings without proper data triangulation. As a result, the overall focus, scope, and priorities of WLD were misrepresented and several conclusions were off-base and reliant on the bias of informants.

For example, for evaluation question two, the evaluation team relied on anecdotal evidence as findings to draw conclusions and provide recommendations (pg. 28-30). OG believes that the evaluation team should have reviewed the relevant Terms of Reference and Memorandum of Understanding to determine whether Technical Working Group (TWG) members concerns about the nature and level of their engagement were within the scope of engagement determined between USAID and TWG members, or the Ministry of Women’s Affairs (MoWA). In addition, the evaluation team should have interviewed relevant USAID staff to understand what level of engagement was expected from the TWG or MoWA and other ministries before drawing conclusions. The TWG has a very specific role pertaining to technical advice and input on WLD training courses and curriculum. Their desire to monitor project results, budget, and expenditures goes beyond the scope of their role as TWG members.

ADS 201maa outlines the quality criteria for USAID evaluation reports. ADS 201maa states that evaluation findings and conclusions should “be supported by strong quantitative or qualitative evidence” and findings “should be as analyzed facts, evidence, and data and not based on anecdotes, hearsay, or simply the compilation of people’s opinions.” Given the generally weak analysis in the WLD evaluation and often tenuous connection between findings, conclusions, and recommendations, USAID does not believe that this evaluation report consistently meets its high quality evaluation standards.

Table One: Key Disputed Recommendations and USAID Response

Disputed Evaluation Recommendation	USAID Rationale for Removal of Recommendation
<p>Recommendation 5: WLD should provide information on the alumnae network early in the Jawana training program to prepare Jawana participants for participation and engagement with the alumnae network.</p> <p>Recommendation 6: The WLD team should develop a calendar of Alumnae activities and events to share with Jawana graduates and participants so they can have notice and ample time to make plans for participation as appropriate.</p> <p>Recommendation 7: WLD should conduct a planning session with Jawana graduates and participants and TWG members to brainstorm and develop a strategic plan for the Alumnae Network and launch the Network no less than a year prior to WLD close out.</p>	<p>OG leadership strenuously disputes the assertion that the future development of the Jawana alumnae network is a critical element for the success of Jawana beneficiaries. This recommendation should have put more emphasis on referring Jawana graduates to other associated Promote activities to ensure that beneficiaries use and expand their skill sets.</p>

<p>Recommendation 8: The WLD M&E staff should develop a set of key progress-towards-leadership indicators that go beyond a measure of employment as part of the post-graduation and monthly job tracking monitoring.</p> <p>Recommendation 9: USAID should mandate the development of targets for Promote components'/task orders' cross or subsequent enrollment and development of a shared data base where progress and patterns can be tracked and analyzed.</p>	<p>These recommendations are unnecessary because the evaluation questions did not include a comprehensive review of the monitoring and evaluation indicators as OG had initially requested. If the evaluation team had adequately reviewed the WLD M&E system, they would have known the implementing partner was launching: 1) a fully encrypted biometric system to conduct a rolling baseline; 2) end of activity surveys; and 3) tracking of beneficiaries to discern accurately the crossover into other Promote activities. In particular, the planned rolling baseline survey given at the beginning and the end of the beneficiary's participation in the training will provide this necessary tracking data.</p>
<p>Recommendation 10: The WLD M&E team should build the capacity of the Jawana Alumnae Network to conduct an annual survey of Jawana graduates to continue to track graduates progress-towards-leadership, their career advancement and attainment of leadership positions post WLD closeout.</p>	<p>OG has an M&E support contract (RSI) that was already planning a "rolling baseline" of Jawana program participants in order to track their progress.</p>
<p>Recommendation 14: USAID should assign and fund a review of the Promote website to clarify and provide consistency in the description and explanation of the Promote program structure.</p>	<p>USAID is already funding WLD to do this. Promote does not have multiple websites. There is only one website for all task orders. WLD is responsible for maintaining this website and WLD's budget already includes funding for review and maintenance of Promote's official website.</p>
<p>Recommendation 16: The WLD program staff should share program strategies, plans and course revisions with new partners and current partners and stakeholders, in order to solicit comments.</p>	<p>This recommendation is based solely on anecdotal evidence (as explained above in issue #4). The GO believes that the evaluation team failed to triangulate key informant interviews data with hard data to draw conclusion for this recommendation.</p>
<p>Recommendation 17: USAID should identify and articulate Promote program collaboration goals and specific collaboration objectives for the four Promote program components. They should</p>	<p>OG maintains that it has provided significant guidance and specifics to the WLD activity on the importance of collaboration between Task Orders.</p>

include the development of collaboration targets, metrics, and deadlines in key areas including: 1) participant recruitment and referral, 2) monitoring on participant progress across program components, and 3) tracking of participant support, network engagement, employment, and promotion.	WLD currently provides leadership training for all Promote Women in Government interns and Women in the Economy beneficiaries. In addition, WLD held a Women's Empowerment Fair that included all USAID sector office partners as well as the Promote partners. WLD is working closely with RSI on implementing the rolling baseline process to track exactly how many women utilize more than one component of Promote. Furthermore, USAID holds implementing partner meetings for all components of Promote to further the collaborative process and the partners meet on their own.
Recommendation 18: The WLD staff should develop collaboration metrics, targets, and deadlines for the institutionalization of Royesh and Jawana training courses in high schools and private universities.	USAID supports institutionalization of Royesh and Jawana training curriculum; however, private universities in Afghanistan have a very long way to go. They are not the most reliable partners at this point in time. USAID is also concerned about the quality of curriculum in private universities and how it can affect quality of WLD Royesh and Jawana curriculum. USAID will not limit its focus to private universities for institutionalization of curriculum.

Given that many of the evaluation recommendations have already been addressed by USAID or the implementing partner, OG will track the progress made through the Post-Evaluation Action Plan and other processes USAID has to track utilization of evaluation findings and recommendations.

CONCLUSION

Upon review of the final evaluation report, OG office leadership believes that some of the conclusions and recommendations are incorrect or do not accurately reflect the implementation status of the activity. Given the high visibility of the WLD activity, OG leadership is concerned that key recommendations from the final report might be misinterpreted and lead to erroneous assertions about the management and ultimate success of the WLD activity.

Overall, the mid-term evaluation report fails to take into account a number of critical contextual factors, presents a false impression about the current management of the activity, and does not acknowledge the significant management changes that were implemented around the same time as the evaluation took place. As such, we respectfully disagree with the findings in this mid-term evaluation on the above referenced issues and disagree with the specific recommendations identified in Table One.

ANNEX II: EVALUATION STATEMENT OF WORK



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FROM THE AMERICAN PEOPLE

**Gender Office
&
OFFICE OF PROGRAM AND PROJECT DEVELOPMENT
(OPPD) STATEMENT OF WORK**

***Mid-Term Performance
Evaluation
Of
Promote-Women's Leadership Development
(WLD)***

I. PROGRAM INFORMATION

Program/Project Name:	Women's Leadership Development (WLD)
Contractor:	Tetra Tech
Contract #:	AID-306-TO-14-00031
Total Estimated Cost:	\$41,959,377
Life of Program/Project:	September, 2014-September, 2019
Active Provinces:	Kabul, Mazar, Herat, Kandahar and Jalalabad
Mission Development Objective (DO):	DO2: Gain in Health, Education, and the Empowerment of Women Maintained and Enhanced
Linkage to Standard Program Structure (SPS):	2.2.: Good Governance, 2.2.2 Public Sector Executive Function
Required?	Required - large project

II. INTRODUCTION

Women's Leadership Development (WLD) is one of the four major components under the Promoting Equity in the National Priority Programs (Promote). The Promote program is USAID's flagship program in the areas of gender equality and women empowerment with concerted, long-term investment. In line with the broader Promote objective, the goal of WLD is to ensure that targeted women groups are equipped with management, decision making and leadership skills that can be applied in social, political and economic fields. WLD aims that, equipped with the advanced skills, leadership acumen and self-confidence to compete successfully for high ranking positions, women will advance within key sectors as leaders and change agents at the national, provincial and district levels. WLD directly contributes to the mission's Development Objective (DO2): Gain in Health, Education, and the Empowerment of Women Maintained and Enhanced and to IR 2.3: Women's Equality and Empowerment Increased.

III. BACKGROUND

When USAID and the international community resumed work in Afghanistan in 2001, the condition of Afghan women was deplorable. Women were forbidden from working, going to school or leaving their homes without a male relative. Female literacy had dropped to 5 percent; and life expectancy for women was approximately 44 years.

With the support of USAID, the international community and the cooperation of the Government of Afghanistan, Afghan women have achieved remarkable gains: as of 2012, nearly 40 percent of school-aged girls—over 3 million—are enrolled in school, including 164,000 girls in secondary school. An additional 40,000 young women attend public or private universities or technical and vocational training institutes, with more enrolling each year; life expectancy has increased from to over 62 for both women and men; 27 percent of seats in the Afghan National Assembly Lower House, 22 percent in the Upper House and 17 percent in provincial councils are reserved for women through a quota system; women's organizations are working to end violence and discrimination against women; and equal rights for women are enshrined in the Afghan Constitution and official Afghan national policy.

Although significant gains have been achieved for women and girls over the last decade, Afghan women remain under-represented in all sectors of society, professionally marginalized, and lack opportunities to assume decision making and leadership roles in government, the private sector and civil society. This restricts women's rights and deprives the country of women's contributions to development. To address this situation, there is a need to build on past investments and advances for women to both foster a cohort of women with the necessary leadership skills and to create opportunities for Afghan women to contribute more to strengthen Afghan communities, society, governance, and the economy. A critical mass of skilled women leaders in all key sectors will help Afghanistan achieve an inclusive and sustainable economic and social development over the coming decades.

Four factors combine to make intensive and sustained attention to Afghan women both urgent and compelling: (a) the still-fragile status of Afghan women; (b) the yet-unrealized development potential of 50% of the population; and (c) their relative absence from Afghan government and international security and development plans.

In line with these priorities, Promote invests in opportunities that enable women to enter and advance into decision-making positions in Afghanistan's public, private and civil society sectors. This cohort is estimated at over 200,000 strong - and growing fast, with approximately 164,000 girls attending secondary school nationwide. These women represent a valuable source of talent and expertise for the country. Focused on these target groups, Promote has activated a sustainable process leading to a critical mass of new and upcoming generations of Afghan women assuming decision making and leadership roles in mainstream social, political and economic spheres. Promote will benefit a minimum of 75,000 women within the targeted cohort through WLD and three other components, as described below –

Component 1: Women in the Economy: To enable Afghan women to increase their participation in the mainstream, formal economy by securing management level employment or establishing/expanding viable small- to medium- to large-sized businesses.

Component 2: Women's Rights Groups Organizations and Coalitions: To strengthen women's rights groups by building their technical gender knowledge, applying their technical gender skills, and combining forces to influence public policies and social practices to benefit Afghan women.

Component 3: Women in Government: To increase the number of women in professional and leadership positions in government.

Theory of Change:

The theory of change of Promote/WLD is that long-term investment in women's opportunities will produce a critical mass of women leaders who will shift the decision-making paradigm to enable women's perspectives and priorities and help shape the national agenda.

Development Hypothesis:

WLD causal logic follows that: If WLD participants are equipped with management, decision-making, and leadership skills that can be applied to social, political, and economic fields; then more WLD participants will hold positions of management, decision-making, and leadership in the social, political, and economic fields; if more WLD participants hold positions of management, decision making, and leadership in the social, political, and economic fields; then WLD participants will be acknowledged for their hard work, dedication, and intellectual acumen in the areas of management, decision making, and leadership and will be promoted to mid- and upper-level decision-making positions; and if a critical mass of WLD participants are promoted to mid- and upper-level decision-making positions within their organizations, businesses, and institutions; then a tipping point will occur whereby new female entrants to the job market will be nurtured and mentored by WLD participants—allowing new entrants as well as female decision makers and leaders to succeed and flourish in their careers.

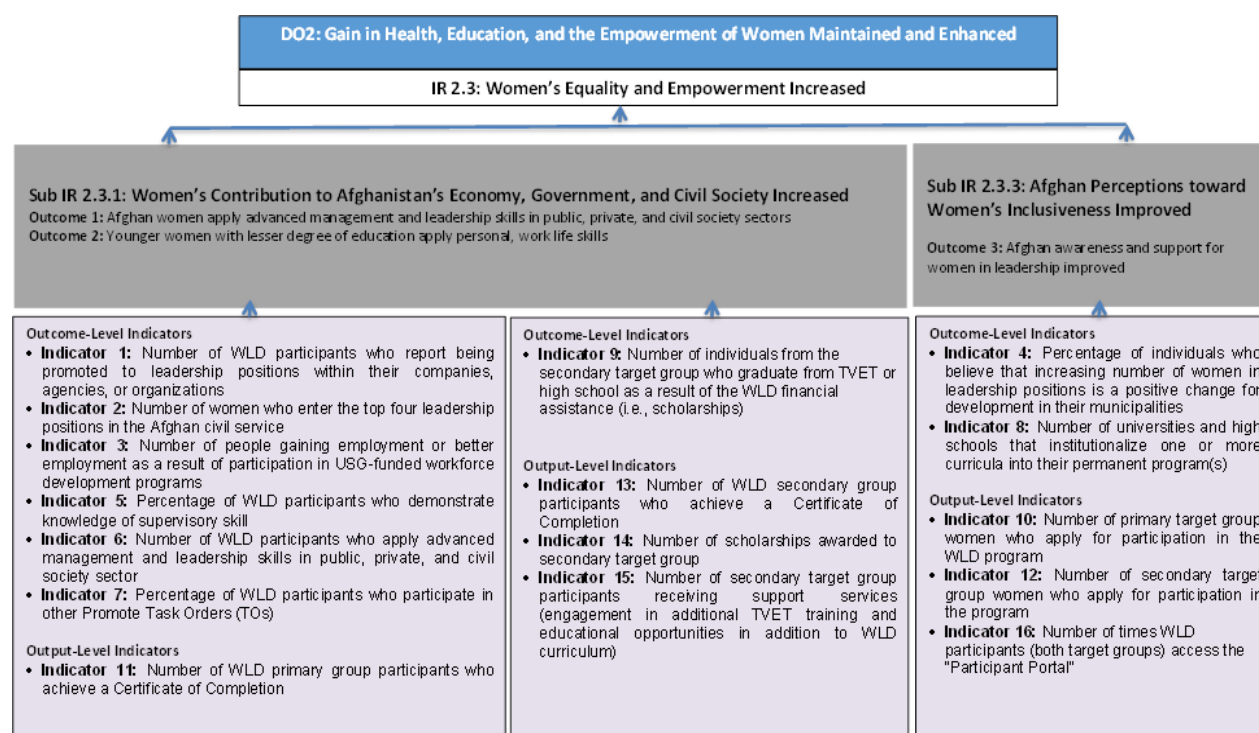
The working area provinces for the WLD activity includes: Kabul, Mazar, Herat, Kandahar and Jalalabad.

IV. PROGRAM GOALS AND OBJECTIVES

WLD responds to requests from Afghan women for a chance to participate in productive pursuits and contribute to their country's progress by developing their own potential. Ensuring participants' commitment to improving the lives of all Afghan women is a fundamental ingredient for sustainable development and is reinforced through continuous discussion throughout the Promote program.

To achieve program goals, WLD has developed a set of performance indicators and targets that will measure program performance and progress at various levels.

The Results Framework (RF) below also maps performance indicators to program outcomes, which are further mapped to Sub-IRs that cumulatively pull up to IR 2.3: Women's Equality and Empowerment Increased.



WLD has two target groups. The primary target group of WLD comprise of Afghan women between the ages of 18 and 30 who possess at least a high school diploma. The group is provided with opportunities to develop management and leadership (M&L) skills through a curriculum called "Jawana" (meaning a growing sapling) that will facilitate entry and advancement in decision-making positions in social, political, and economic sectors at national, provincial, and district levels in Afghanistan.

The secondary target group is comprised of young, literate Afghan women between the ages of 15-24 who have at least completed primary school but have not completed secondary school. This group of beneficiaries is given opportunities to acquire life and work skills (L&WS) through a curriculum called "Royesh" (meaning Sprout) that will enhance social and economic development and leadership at the community level.

The project relies on the following strategies to help advance the standing of women in Afghan society:

- Create a WLD Technical Working Group (TWG) to guide programmatic activities. The WLD TWG of nine Afghan females and two male leaders from the public, private, and civil society sectors provide pro bono advice to inform effective project implementation.
- Develop national, regional, and local capacities for Afghan women's leadership development. The activity's Afghan First approach relies on local institutions to deliver project results from the outset, leveraging the full life of the five-year project to build the sustainability and resiliency of Afghanistan's long-term capacity to train and support women leaders.
- Build lasting networks of Afghan women leaders. WLD's internal communications and knowledge management (KM) approaches use a platform developed by Afghan partner NETLINKS to augment program coursework and join participants in a network of women leaders.

V. PURPOSE OF THE EVALUATION

The purpose of this evaluation is to assess the effectiveness of the WLD activity since its inception in September, 2014 to date (July, 2016). The findings and recommendations from this evaluation will be used to guide the remaining years of program implementation through September, 2019. More broadly, it will inform USAID programming decisions on and approaches to women's leadership development interventions and activities leading to women's empowerment in Afghanistan.

It is critical that the successes and weaknesses of this program are studied and documented and recommendations are provided for effective implementation of the activity during the remaining years. This evaluation should:

1. Evaluate the design, approach, implementation, and effectiveness of USAID's support for the women's leadership development; the discussion should include the project's effectiveness in achieving the expected results; identification of strengths and weaknesses; and an assessment of the capacity gained by beneficiary women's groups since the inception of the project.
2. Refine lessons learned on program design and implementation to guide and enhance the second half of the activity.
3. Identify any corrective actions necessary to improve WLD activities over the final years of the performance period.

VI. EVALUATION QUESTIONS

Below are questions that will be examined through this evaluation:

1. To what extent have the WLD interventions been successful in sustainably increasing the ability of beneficiaries to actively participate in public, private and civil society sectors? Has the quality of that participation improved (i.e. leadership positions, level of engagement, size of network, etc.)?

2. Has WLD interaction and collaboration with other Promote Task Orders improved WLD's results?
3. Does the WLD M&E system accurately track and capture the activity outcomes? What are some areas for improvement?
4. Is the Technical Working Group improving the effectiveness of WLD activities and achievement of objectives?
5. Has WLD communications and outreach improved the enabling environment for Afghan women?

VII. EVALUATION DESIGN & METHODOLOGY

Based on the approved SOW from USAID, the contractor will recruit and manage the evaluation team. The evaluation work plan and evaluation protocol drafted by the evaluation team will be reviewed and approved by USAID. The detailed methodology of the evaluation will be designed by the evaluation team in the work plan; this will include presentation of an evaluation design matrix that will explicitly link evaluation questions to particular data collection approaches and data sources. It is suggested that the evaluation team use a mixed-method approach utilizing both quantitative and qualitative analysis (key informant interviews, stakeholder interviews/mini-surveys, and focus group discussions). The evaluation team should develop the best evaluation design methodology in light of the evaluation questions, timeframe, budget, data collection requirements, quality of existing data sources, and potential biases.

The evaluators should utilize several different, yet complementary and inter-related forms of gathering information / data. Below are some suggestions:

Document Review: Evaluation team members will review documents throughout the evaluation process including program reports, relevant studies and evaluations and other project documents to ensure that comprehensive and grounded best practices will be identified.

Key Informants Interview: The team will conduct one-on-one interviews with a variety of stakeholders involved with the WLD implementation.

Self-assessment: The IP will respond to a self-assessment either through a questionnaire or standard interview checklist put together by the evaluation team and approved by USAID before use.

Expert Opinion Survey: Utilizing expert opinion is a technique used increasingly in the market system. The Evaluation team, with approval of USAID, can apply this method as well.

Focus Group Discussions (FGD): FGD (small group of 6 to 10 people) will be used to lead open discussion through a skilled moderator to gather semi-structured qualitative data.

Participant Survey: Depending on the availability of beneficiary contact information, the evaluation team may conduct a survey of the two types of WLD participants to learn

about their experiences. A phone survey would be most efficient, but that possibility would be dependent upon whether female participants could be alerted to it beforehand. Checchi has successfully phone surveyed female students before, but recognizes that they can be reluctant to pick up the phone for unknown callers. Methods of reaching out via Viber or WhatsApp might even be explored so that participants are sure of the caller's identity.

All the methodological strengths and weaknesses should be explicitly described in the evaluation report. Field work should include interviews in the areas with the highest concentration of activities, security permitting. Examples of illustrative questions are provided below with suggested methodologies.

Questions	Suggested Data Sources	Suggested Data Collection Methods	Data Analysis Methods
1. To what extent have the WLD interventions been successful in sustainably increasing the ability of beneficiaries to actively participate in public, private and civil society sectors? Has the quality of that participation improved (i.e. leadership positions, level of engagement, size of network, etc.)	Project documents (including AMEP, Quarterly and Annual Reports etc...), WLD key partner organizations, Technical Working Group, Tetra Tech staff, WLD staff, Participants of Jawana and Royesh groups	Meeting and interview with IP, key partners, beneficiaries, participant survey	TBD by evaluation team
2. Has WLD interaction and collaboration with other Promote Task Orders improved WLD's results?	Project documents (including AMEP, Quarterly and Annual Reports etc...), WLD key partner organizations, Technical Working Group, WIG team, WIE team, Musharikat team, CORs: WIG, WIE, Musharikat, Gender office director and deputy director	Meeting and interview with IP, key partners, beneficiaries.	TBD by evaluation team
3. Does the WLD M&E system accurately track and capture the activity outcomes? What are some areas for improvement?	Project documents (including AMEP, Quarterly and Annual Reports etc.), WLD staff.	Meeting and interview with IP, key partners.	
4. Is the Technical Working Group improving the effectiveness of WLD activities and	Technical Working Group, WLD staff, Gender office director and deputy director	Meeting and interview with IP, Technical Working Group members	TBD by evaluation team

achievement of objectives?			
5. Has WLD communications and outreach improved the enabling environment for Afghan women?	Technical Working Group, WLD staff, Participants of Jawana and Royesh groups relevant staff at Ministry of Women's Affairs (MOWA), WIG team, WIE team, Musharikat team, CORs: WIG, WIE, Musharikat, Gender office director and deputy director	Meeting and interview with IP, key partners, b MOWA, Gender CORs, office director and deputy director beneficiaries, surveys	TBD by evaluation team

VIII. EXISTING PERFORMANCE INFORMATION SOURCES

The USAID/Gender team will provide to the evaluation team a wide range of documents on WLD and Promote for review prior to and upon arrival in Afghanistan. Illustrative list of documents for the evaluation team will include:

- a) Program descriptions and modifications of all Promote task orders
- b) Annual work plans
- c) Quarterly reports
- d) Current Activity Monitoring and Evaluation Plan (AMEP) and other M&E- related documents
- e) Monthly reports
- f) WLD subcontractors list
- g) Beneficiary lists with contact information

IX. EVALUATION TEAM COMPOSITION

The evaluation team shall consist of two senior-level independent international experts (with one serving as the evaluation team leader and primary coordinator with USAID) as well as one highly experienced Afghan expert, who can also serve as interpreter. The international experts should have experience in the areas of gender equality and women's empowerment and leadership development, particularly in Afghanistan or in neighboring countries, and should have knowledge of Afghanistan's social, cultural, economic, and political situation. The national experts should have experience with gender equality and women empowerment sector activities and issues in Afghanistan. The national experts should also be proficient in English, Dari, and Pashto. A statement of potential bias or conflict of interest (or lack thereof) is required of each team member.

Evaluation Team Leader (Expat):

The Evaluation Team Leader (TL) will provide overall leadership for the team. S/he should have a Master's degree in an appropriate field such as sociology, anthropology, economics, development studies, etc. with at least six years of international experience, and experience leading evaluation teams. The Team Leader should have extensive experience in conducting both quantitative and qualitative evaluations and preparing reports that are analytical, evidence-based, and well organized. S/he must be familiar with USAID evaluation policy including performance monitoring guidelines, gender policies, project management rules and principles, budgeting and financial analysis, and reporting. Experience in USAID project evaluation in Afghanistan or neighboring countries is preferred. Excellent oral and written skills in English and computing skills in MS Office are required. The TL will finalize the evaluation design, coordinate activities, arrange periodic meetings, consolidate individual input from team members, and coordinate the process of assembling the final findings and recommendations into a high-quality document. S/he will lead the preparation and presentation of the key evaluation findings and recommendations to the USAID team and other major partners.

Evaluation Specialist (Expat):

The person shall possess a Bachelor's degree (Master's preferred) in an appropriate field such as sociology, anthropology, development studies, economics, business etc. The specialist shall have at least six years of international experience, including designing and conducting evaluation of projects. Experience in data collection, management and analysis is required. S/he must have strong knowledge of standard evaluation methodologies, including sampling, interpersonal interviews and focus group discussions. Experience in evaluating or implementing gender-focused projects is required. Knowledge of implementing and assessing training and leadership development programs is preferred. S/he must also possess strong attention to detail. The Evaluation Specialist should be familiar with the USAID Evaluation Policy. Afghanistan or regional country experience is preferred.

Gender Specialists (National):

The Gender specialist will have a minimum eight years of progressive professional experience in gender analysis and programming. A master's degree in gender studies, development studies, or a relative discipline is required. S/he will serve as the national expert and will provide technical input as necessary. Demonstrated experience working on projects promoting women's empowerment and field-based experience is preferred. Knowledge of implementing and assessing training and leadership development programs is preferred. Excellent communications skills in English, both written and oral, are required.

X. EVALUATION SCHEDULE

The estimated time period for undertaking this Evaluation is 124 days level of effort (LOE), of which at least 112 days should be spent in Afghanistan. The evaluation team is required to work six days a week while in country. Up to two preparation days are allocated for work preceding travel to Afghanistan, and four total travel days are authorized (two days each

way). The suggested start date in Afghanistan is o/a September 10, 2016. The team is required to travel to (relatively safe) areas outside of Kabul where program activities are being implemented. At least 30 percent of the consultants' time will be spent outside Kabul visiting WLD sites, and interviewing program beneficiaries. A six-day work week is authorized for this evaluation activity.

Illustrative LOE In Days

Position	Remote Prep	Travel	In-Country	Report Finalization Remote	Total LOE
Expat Evaluation Team Leader	1	4	54	3	62
Expat Evaluation Specialist	1	0	0	37	8
Afghan Gender Specialist/Translator-1	0	0	40	1	41
Afghan Gender Specialist/Translator-2	0	0	40	1	41
Afghan Female Surveyors (8 x 34 days each)	0	0	272	0	272
SUPPORT-II Afghan M&E Specialist	0	0	0	0	0
TOTAL	2	4	406	43	455

XI. DELIVERABLES AND REPORTING REQUIREMENTS

- 1. In-briefing:** Within **48 hours** of arrival in Kabul, the Evaluation Team will have an in- briefing with the OPPD M&E unit and the Gender office for introductions and to discuss the team's understanding of the assignment, initial assumptions, evaluation questions, methodology, and work plan, and/or to adjust the SOW, if necessary.
- 2. Evaluation Work Plan:** Within **3 calendar days** following the in-brief, the Evaluation Team Leader shall provide a detailed initial work plan to OPPD's M&E unit and Gender office. The initial work plan will include: (a) the overall evaluation design, including the proposed methodology, data collection and analysis plan, and data collection instruments; (b) a list of the team members and their primary contact details while in- country, including the e-mail address and mobile phone number for the team leader; and (c) the team's proposed schedule for the evaluation. USAID offices and relevant stakeholders are asked to take up to **2 days** to review and consolidate comments through the SUPPORT II COR. Once the evaluation team receives the consolidated comments on the initial work plan, they are expected to return with a revised work plan within **2 days**. The revised work plan shall include the list of potential interviewees and sites to be visited.
- 3. Mid-term Briefing and Interim Meetings:** The evaluation team is expected to hold a mid-term briefing with USAID on the status of the assessment including potential challenges and emerging opportunities. The team will also provide the Gender office with periodic briefings and feedback on the team's findings, as agreed upon during the in-briefing. If desired or necessary, weekly briefings by phone can be arranged.

- 4. PowerPoint and Final Exit Presentation:** The evaluation team is expected to hold a final exit presentation to discuss the summary of findings and recommendations to USAID. This presentation will be scheduled as agreed upon during the in-briefing. Presentation slides should not exceed 18 in total.
- 5. Draft Evaluation Report:** The draft evaluation report should be consistent with the guidance provided in Section XIII: “Final Report Format.” The report will address each of the issues and questions identified in the SOW and any other factors the team considers to have a bearing on the objectives of the evaluation. Any such factors can be included in the report only after consultation with USAID. **The submission date** for the draft evaluation report will be decided upon during the mid-term or exit briefing and submitted to OPPD’s M&E unit by Checchi. Once the initial draft evaluation report is submitted, the following deadlines should be followed:
- a. Gender office will have **10 working days** in which to review and comment on the initial draft, after which point USAID/OPPD’s M&E unit will have **2 working days** to review and consolidate all USAID comments (total of **12 working days**). OPPD will submit the consolidated comments to Checchi.
 - b. The evaluation team will then have **5 working days** to make appropriate edits and revisions to the draft and re-submit the revised final draft report to USAID.
 - c. Gender office and the M&E unit will have **10 working days** after the submission of the second revised draft to again review and send any final comments.
- 6. Final Evaluation Report:** The evaluation team will be asked to take no more than **3 days** to respond/incorporate the final comments from the Gender office and OPPD. The Evaluation Team Leader will then submit the final report to OPPD. All project data and records will be submitted in full and should be in electronic form in easily readable format; organized and documented for use by those not fully familiar with the project or evaluation; and owned by USAID.

XII. MANAGEMENT

Checchi/SUPPORT-II will identify and hire the evaluation team, pending the COR’s concurrence and CO approval, to assist in facilitating the work plan, and arrange meetings with key stakeholders identified prior to the initiation of the fieldwork. The evaluation team will organize other meetings as identified during the course of the evaluation, in consultation with Checchi/SUPPORT-II and USAID/Afghanistan. Checchi/SUPPORT-II is responsible for all logistical support required for the evaluation team, including arranging accommodation, security, office space, computers, Internet access, printing, communication, and transportation.

The evaluation team will officially report to Checchi’s SUPPORT-II management. Checchi/SUPPORT-II is responsible for all direct coordination with USAID/Afghanistan/OPPD, through the SUPPORT II COR, Mohammad Sediq Orya (msorya@usaid.gov). From a technical management perspective, the evaluation team will work closely with –

- Abdul Aziz Karimi, COR for WLD; aakarimi@usaid.gov
- Charles Lewis, Alternate COR for WLD; chlewis@usaid.gov
- Farzana Yasmeen, Monitoring & Evaluation Specialist for Gender office; fyasmeen@usaid.gov

In order to maintain objectivity, OPPD's Monitoring and Evaluation Unit will make all final decisions about the evaluation.

XIII. FINAL REPORT FORMAT

The evaluation final report should be a maximum of 25 pages in length, not including annexes. It should be written in English, using Gil Sans MT 12 point font, single space spacing, and be consistent with USAID branding policy. The report should be structured as follows:

1. Title Page
2. Table of Contents
3. List of any acronyms, tables and/or figures
4. Acknowledgements or Preface (optional)
5. Executive Summary (**3-5 pages**)
6. Introduction
 - a. Description of the project evaluated, including goal and expected results
 - b. Brief statement on purpose of the evaluation, plus a list of the evaluation questions
 - c. Description of the methods used in the evaluation (such as desk/document review, interviews, site visits, surveys, etc.), the rationale and location for field visits (if any), and a description of the numbers and types of respondents
 - d. Limitations to the evaluation, with particular attention to the limitations associated with the evaluation methodology (selection bias, recall bias, unobservable differences between comparator groups, etc.)
7. Findings
 - a. Describe findings, focusing on each of the evaluation questions and providing **gender disaggregation** where appropriate
 - b. Evaluation findings will be presented with the data that informed them as analyzed facts, evidence, and data and not based on anecdotes, hearsay, or the compilation of people's opinions
8. Conclusions
 - a. Conclusions are value statements drawn from the data gathered during the evaluation process
9. Recommendations
 - a. Recommendations should be actionable, practical and specific statements for existing programming and for the design and performance of future programming
 - b. Each recommendation should be supported by a specific set of findings
 - c. Include recommended future objectives and types of activities based on **lessons learned**.
10. Annexes
 - a. Evaluation Scope of Work;

- b. Methodology description (include **any pertinent** details not captured in the report);
- c. Copies of **all** survey instruments and questionnaires;
- d. List of critical and key documents reviewed;
- e. Schedule of Meetings and sources of information (If confidentiality is a concern, the team should discuss and agree upon an approach with USAID);
- f. Notes from key interviews, focus group discussions and other meetings;
- g. Documentation of any changes to the SOW or evaluation process;
- h. Statement of differences (if applicable).

11. One or two-page briefer of findings, recommendations and lessons learned (optional)]

XIV. OVERALL REPORTING GUIDELINES

The evaluation report should represent a thoughtful, well-researched, and well-organized effort to objectively evaluate the validity of the project's hypothesis and the effectiveness of the project. Evaluation reports shall address all evaluation questions included in the statement of work and be written in highly professional English, free of grammatical and typographical error, and with professional formatting. Annexes should be free of personally-identifiable information (PII), and any/all information which may compromise the privacy and protection of evaluation participants will be reviewed by USAID for potential redaction/removal.

Any modifications to the statement of work, whether in technical requirements, evaluation questions, evaluation team composition, methodology, or timeline need to be agreed upon in writing by the SUPPORT II COR.

ANNEX III: DATA COLLECTION INSTRUMENTS

Key Informant Interview Protocol - Civil Society Sector Promote WLD Mid-term Evaluation

Introduction

Good morning/afternoon and welcome. Thank-you for taking the time to talk with me today. “My name is _____ and I work for Checchi Consulting with the SUPPORT II project. The SUPPORT II project provides monitoring and evaluation support to the US Agency for International Development (USAID).

Our team is currently working on a mid-term performance evaluation of the Promote Women’s Leadership Development (WLD) project. The WLD project is designed to enable Afghanistan’s most talented young women to become future leaders in government, business, and civil society. The evaluation is assessing the effectiveness of the project since its inception in September 2014. We are soliciting your input to help us to identify successes, challenges and recommendations for improvements in the WLD project and USAID’s work on women’s leadership in Afghanistan.

I will ask you a series of questions about the project and about women’s leadership in Afghanistan. At the close of the interview, you will have an opportunity to share anything you think is relevant to the topic that was not covered in this interview, or ask me any questions. The interview should take between 45 minutes and one hour. Your responses are confidential. Nothing you say will be personally attributed to you. Our report will be written in a manner that no comment can be attributed to a particular person. Are you willing to participate in the interview?

Interview Questions

1. What kind of work does your organization do?
2. How did you hear about WLD? Are you, your organization or other organizations in your sector involved with the WLD? With other PROMOTE program components? If so in what ways? If not, what roles should/could be played?
3. Is the WLD project well known? Do people in your circles/sector know about the WLD project?
4. Do you think the WLD project has provided Afghan women with the knowledge and skills necessary to become leaders in Afghanistan’s public, private or civil society sectors? Why or why not?
5. Do you think that WLD mentoring and networking project activities are preparing Afghan women for future leadership? Why or why not?
6. In your opinion, are the right organizations implementing the WLD project? Why or why not?
7. Are WLD partners and stakeholders collaborating as they should or could? Why or why not?
8. How do you rate the quality of the work the WLD project is doing across the country?
9. Has your organization hired WLD graduates? Does your organization have plans to hire WLD

graduates? Does your organization have plans to promote WLD graduates into leadership positions in the organization?

10. Since the inception of the WLD in 2014, have you noticed a change in the Afghan peoples' perspectives on Afghan women in leadership? Have you noticed changes in perceptions in your sector? In other sectors... in government, in the private sector?
11. Is there more that WLD could be doing to promote Afghan women in leadership? Please explain.
12. From your knowledge and experience in the community, what are some of the most effective strategies or programs you have heard of to involve, and promote Afghan women in leadership?
13. What special challenges does trying to promote Afghan women in leadership present?
14. Do you think there will be more women leaders in Afghanistan in 20 years? Why or why not?
15. Do you have any thoughts or ideas about programs, strategies, or activities that you think would be particularly effective for the WLD's next 2.5 years of implementation?
16. Is there anything else you would like to add? Do you have any questions?

Thank-you for your time and your responses to the interview questions.

Key Informant Interview Protocol - Private Sector

Promote WLD Mid-term Evaluation

Introduction

Good morning/afternoon and welcome. Thank-you for taking the time to talk with me today. “My name is _____ and I work for Checchi Consulting with the SUPPORT II project. The SUPPORT II project provides monitoring and evaluation support to the US Agency for International Development (USAID).

Our team is currently working on a mid-term performance evaluation of the Promote Women’s Leadership Development (WLD) project. The WLD project is designed to enable Afghanistan’s most talented young women to become future leaders in government, business, and civil society. The evaluation is assessing the effectiveness of the project since its inception in September 2014. We are soliciting your input to help us to identify successes, challenges and recommendations for improvements in the WLD project and USAID’s work on women’s leadership in Afghanistan.

I will ask you a series of questions about the project and about women’s leadership in Afghanistan. At the close of the interview, you will have an opportunity to share anything you think is relevant to the topic that was not covered in this interview, or ask me any questions. The interview should take between 45 minutes and one hour. Your responses are confidential. Nothing you say will be personally attributed to you. Our report will be written in a manner that no comment can be attributed to a particular person. Are you willing to participate in the interview?

Interview Questions

1. What kind of work does your company do?
2. How did you hear about WLD? Are you, your company or other companies involved with the WLD? With other PROMOTE program components? If so in what ways? If not, what roles should/could be played?
3. Is the WLD project well known? Do people in your circles/sector know about the WLD project?
4. Do you think the WLD project has provided Afghan women with the knowledge and skills necessary to become leaders in Afghanistan’s public, private or civil society sectors? Why or why not?
5. Do you think that WLD mentoring and networking project activities are preparing Afghan women for future leadership? Why or why not?
6. In your opinion, are the right organizations implementing the WLD project? Why or why not?
7. Are WLD partners and stakeholders collaborating as they should or could? Why or why not?
8. How do you rate the quality of the work the WLD project is doing across the country?
9. Has your company hired WLD graduates? Does your company have plans to hire WLD graduates? Does your company plan to promote WLD graduates into leadership positions in the company?
10. Since the inception of the WLD in 2014, have you noticed a change in the Afghan peoples’

perspectives on Afghan women in leadership? Have you noticed changes in perceptions in your sector? In other sectors... in government, in the civil society sector?

- I 1. Is there more that WLD could be doing to promote Afghan women in leadership? Please explain.
- I 2. From your knowledge and experience in the community, what are some of the most effective strategies or programs you have heard of to involve, and promote Afghan women in leadership?
- I 3. What special challenges does trying to promote Afghan women in leadership present?
- I 4. Do you think there will be more women leaders in Afghanistan in 20 years? Why or why not?
- I 5. Do you have any thoughts or ideas about programs, strategies, or activities that you think would be particularly effective for the WLD's next 2.5 years of implementation?
- I 6. Is there anything else you would like to add? Do you have any questions?

Thank-you for your time and your responses to the interview questions.

Key Informant Interview Protocol – Public/Government Sector

Promote WLD Mid-term Evaluation

Introduction

Good morning/afternoon and welcome. Thank-you for taking the time to talk with me today. “My name is _____ and I work for Checchi Consulting with the SUPPORT II project. The SUPPORT II project provides monitoring and evaluation support to the US Agency for International Development (USAID). Our team is currently working on a mid-term performance evaluation of the Promote Women’s Leadership Development (WLD) project. The WLD project is designed to enable Afghanistan’s most talented young women to become future leaders in government, business, and civil society. The evaluation is assessing the effectiveness of the project since its inception in September 2014. We are soliciting your input to help us to identify successes, challenges and recommendations for improvements in the WLD project and USAID’s work on women’s leadership in Afghanistan.

I will ask you a series of questions about the project and about women’s leadership in Afghanistan. At the close of the interview, you will have an opportunity to share anything you think is relevant to the topic that was not covered in this interview, or ask me any questions. The interview should take between 45 minutes and one hour. Your responses are confidential. Nothing you say will be personally attributed to you. Our report will be written in a manner that no comment can be attributed to a particular person. Are you willing to participate in the interview?

Interview Questions

1. What kind of work does your agency/Ministry do?
2. How did you hear about WLD? Are you, your agency/ministry or other agencies/Ministries involved with the WLD? With other PROMOTE program components? If so in what ways? If not, what roles should/could be played?
3. Is the WLD project well known? Do people in your circles/agency/Ministry know about the WLD project?
4. Do you think the WLD project has provided Afghan women with the knowledge and skills necessary to become leaders in Afghanistan’s public, private or civil society sectors? Why or why not?
5. Do you think that WLD mentoring and networking project activities are preparing Afghan women for future leadership? Why or why not?
6. In your opinion, are the right organizations implementing the WLD project? Why or why not?
7. Are WLD partners and stakeholders collaborating as they should or could? Why or why not?
8. How do you rate the quality of the work the WLD project is doing across the country?
9. Has your agency/Ministry hired WLD graduates? Does your agency/Ministry have plans to hire WLD graduates? Does your agency/Ministry have plans to promote WLD graduates into leadership positions?

10. Since the inception of the WLD in 2014, have you noticed a change in the Afghan peoples' perspectives on Afghan women in leadership? Have you noticed changes in perceptions in your agency/Ministry? In other sectors... in the civil society sector, in the private sector?
11. Is there more that WLD could be doing to promote Afghan women in leadership? Please explain.
12. From your knowledge and experience in the community, what are some of the most effective strategies or programs you have heard of to involve, and promote Afghan women in leadership?
13. What special challenges does trying to promote Afghan women in leadership present?
14. Do you think there will be more women leaders in Afghanistan in 20 years? Why or why not?
17. Do you have any thoughts or ideas about programs, strategies, or activities that you think would be particularly effective for the WLD's next 2.5 years of implementation?
18. Is there anything else you would like to add? Do you have any questions?

Thank-you for your time and your responses to the interview questions.

Key Informant Interview Protocol – WLD - Technical Working Group

Promote WLD Mid-term Evaluation

Introduction

Good morning/afternoon and welcome. Thank-you for taking the time to talk with me today. “My name is _____ and I work for Checchi Consulting with the SUPPORT II project. The SUPPORT II project provides monitoring and evaluation support to the US Agency for International Development (USAID).

Our team is currently working on a mid-term performance evaluation of the Promote Women’s Leadership Development (WLD) project. The WLD project is designed to enable Afghanistan’s most talented young women to become future leaders in government, business, and civil society. The evaluation is assessing the effectiveness of the project since its inception in September 2014. We are soliciting your input to help us to identify successes, challenges and recommendations for improvements in the WLD project and USAID’s work on women’s leadership in Afghanistan.

I will ask you a series of questions about the project and about women’s leadership in Afghanistan. At the close of the interview, you will have an opportunity to share anything you think is relevant to the topic that was not covered in this interview, or ask me any questions. The interview should take between 45 minutes and one hour. Your responses are confidential. Nothing you say will be personally attributed to you. Our report will be written in a manner that no comment can be attributed to a particular person. Are you willing to participate in the interview?

Interview Questions

1. What kind of work do you do?
2. How did you hear about WLD? What do you do on the Technical Working Group? Are you involved with other PROMOTE program components? If so in what ways? If not, what role should/could you play?
3. Is the WLD project well known? Do people in your circles know about the WLD project?
4. Do you think the WLD project has provided Afghan women with the knowledge and skills necessary to become leaders in Afghanistan’s public, private or civil society sectors? Why or why not?
5. Do you think that WLD mentoring and networking project activities are preparing Afghan women for future leadership? Why or why not?
6. In your opinion, are the right organizations implementing the WLD project? Why or why not?
7. Are WLD partners and stakeholders collaborating as they should or could? Why or why not?
8. How do you rate the quality of the work the WLD project is doing across the country?
9. Since the inception of the WLD in 2014, have you noticed a change in the Afghan peoples’ perspectives on Afghan women in leadership? Have you noticed changes in perceptions in the civil society sector, in government, in the private sector?
11. Is there more that WLD could be doing to promote Afghan women in leadership? Please explain.
12. From your knowledge and experience in the community, what are some of the most effective

strategies or programs you have heard of to involve, and promote Afghan women in leadership?

- I3. What special challenges does trying to promote Afghan women in leadership present?
- I4. Do you think there will be more women leaders in Afghanistan in 20 years? Why or why not?
- I5. Do you have any thoughts or ideas about programs, strategies, or activities that you think would be particularly effective for the WLD's next 2.5 years of implementation?
- I6. Is there anything else you would like to add? Do you have any questions?

Thank-you for your time and your responses to the interview questions.

Key Informant Interview Protocol – Jawana Participants/Graduates

Promote WLD Mid-term Evaluation

Introduction

Good morning/afternoon and welcome. Thank-you for taking the time to talk with me today. “My name is _____ and I work for Checchi Consulting with the SUPPORT II project. The SUPPORT II project provides monitoring and evaluation support to the US Agency for International Development (USAID).

Our team is currently working on a mid-term performance evaluation of the Promote Women’s Leadership Development (WLD) project. The WLD project is designed to enable Afghanistan’s most talented young women to become future leaders in government, business, and civil society. The evaluation is assessing the effectiveness of the project since its inception in September 2014. We are soliciting your input to help us to identify successes, challenges and recommendations for improvements in the WLD project and USAID’s work on women’s leadership in Afghanistan.

I will ask you a series of questions about the project and about women’s leadership in Afghanistan. At the close of the interview, you will have an opportunity to share anything you think is relevant to the topic that was not covered in this interview, or ask me any questions. The interview should take between 45 minutes and one hour. Your responses are confidential. Nothing you say will be personally attributed to you. Our report will be written in a manner that no comment can be attributed to a particular person. Are you willing to participate in the interview?

Interview Questions

1. When did you graduate from the WLD Jawana program?
2. How would you rate the quality of the WLD project? Were the instructors good? Was the curriculum useful?
3. What was your favorite part of the training? What was your least favorite part of the training?
4. Were you assigned a mentor? If so, do you think it added to your leadership knowledge, skills or potential? What are the top benefits you have gotten from the mentoring activities?
5. Did you participate in a Jawana project? If so, what role did you play? Did you find it useful? In what ways? What are the top benefits you have gotten from participating in a Jawana project? If none, why not?
6. Since your graduation from Jawana, do you have aspiration for higher education? Why or why not?
7. Since your graduation from the WLD Jawana project, have you sought out information for career advancement?
8. Since graduation from the WLD Jawana project, how often have you applied the knowledge and skills you have learned? Please provide an example.
9. Since your participation in the WLD project, have you enrolled or plan to enroll in other professional development opportunities?
10. Have you engaged with the WLD graduate online network? If so, do you find it useful? In what ways? What are the top benefits you have gotten from the network? If none, why not?

11. Has your participation in the WLD program increased your ability to have a say on decisions in organizations you are engaged with?
12. How has the leadership skills you gained in WLD Jawana prepared you for your future career?
13. After completion of the WLD training, are you able to recognize discrimination in organizational policies or practices that you did not notice before? Provide an example.
14. Do you currently hold a leadership or management role? If yes, what position and where?
15. Do you have recommendations for program improvement or recommendations for future program implementation?
16. What special challenges does trying to promote Afghan women in leadership present?
17. Do you think there will be more women leaders in Afghanistan in 20 years? Why or why not?
18. Do you have any thoughts or ideas about programs, strategies, or activities that you think would be particularly effective for the WLD's next 2.5 years of implementation?
19. Is there anything else you would like to add? Do you have any questions?

Thank-you for your time and your responses to the interview questions.

Key Informant Interview Protocol – Royesh Participants/Graduates

Promote WLD Mid-term Evaluation

Introduction

Good morning/afternoon and welcome. Thank-you for taking the time to talk with me today. “My name is _____ and I work for Checchi Consulting with the SUPPORT II project. The SUPPORT II project provides monitoring and evaluation support to the US Agency for International Development (USAID).

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I will ask you a series of questions about the project and about women’s leadership in Afghanistan. At the close of the interview, you will have an opportunity to share anything you think is relevant to the topic that was not covered in this interview, or ask me any questions. The interview should take between 45 minutes and one hour. Your responses are confidential. Nothing you say will be personally attributed to you. Our report will be written in a manner that no comment can be attributed to a particular person. Are you willing to participate in the interview?

Interview Questions

1. When did you graduate from the WLD Royesh program?
2. How would you rate the quality of the WLD project? Were the instructors good? Was the curriculum useful?
3. Since graduation from the WLD Royesh project, how often have you applied the knowledge and skills you have learned?
4. Since your participation in the WLD Royesh project, have you enrolled or plan to enroll in other professional development opportunities?
5. Since your graduation from the WLD Royesh project, have you sought out information for career advancement?
6. Since participation in the WLD Royesh project do you have aspiration for higher education?
7. Has your participation in the WLD program increased your ability to have a say on decisions in organizations you are engaged with?
8. How has the skills you gained in the WLD Royesh project prepared you for your future career?
9. Do you have recommendations for program improvement or recommendations for future program implementation?
10. What special challenges does trying to promote Afghan women in leadership present?

11. Do you think there will be more women leaders in Afghanistan in 20 years? Why or why not?
12. Do you have recommendations for program improvement or recommendations for future program implementation?
13. Is there anything else you would like to add? Do you have any questions?

Thank-you for your time and your responses to the interview questions.

Key Informant Interview Protocol – USAID Staff Participants/Graduates

Promote WLD Mid-term Evaluation

Introduction

Good morning/afternoon and welcome. Thank-you for taking the time to talk with me today. “My name is _____ and I work for Checchi Consulting with the SUPPORT II project. The SUPPORT II project provides monitoring and evaluation support to the US Agency for International Development (USAID).

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I will ask you a series of questions about the project and about women’s leadership in Afghanistan. At the close of the interview, you will have an opportunity to share anything you think is relevant to the topic that was not covered in this interview, or ask me any questions. The interview should take between 45 minutes and one hour. Your responses are confidential. Nothing you say will be personally attributed to you. Our report will be written in a manner that no comment can be attributed to a particular person. Are you willing to participate in the interview?

Interview Questions

1. How are you involved with management or implementation of WLD?
2. What is your assessment of the collaboration between different implementing partners on WLD?

Has this been effective? Are there any issues?
3. In your opinion, are the right organizations implementing the WLD project?
4. How would you assess the collaboration amongst different Promote components? Has this been effective? Are there any issues here?
5. Do you think the WLD has provided Afghan women with the knowledge and skills necessary to become leaders in Afghanistan’s public, private or civil society sectors? Please provide examples.
6. Are the mentoring and networking project activities facilitating the achievement of program goals?
7. What kind of responses have you witnessed from the public, private and civil society sectors to the WLD project?
8. Since the inception of the WLD in 2014, have you noticed a change or increase in the Afghan peoples’ perspectives on Afghan women in leadership? Please provide examples.

9. Do you find the WLD model sustainable in Afghanistan? Why or why not?
10. Do you have recommendations for program improvement or recommendations for future program implementation?
11. Is there anything else you would like to share? Do you have any questions?

Thank-you for your time and your responses to the interview questions.

Key Informant Interview Protocol – WLD Implementing Partners

Promote WLD Mid-term Evaluation

Introduction

Good morning/afternoon and welcome. Thank-you for taking the time to talk with me today. “My name is _____ and I work for Checchi Consulting with the SUPPORT II project. The SUPPORT II project provides monitoring and evaluation support to the US Agency for International Development (USAID).

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I will ask you a series of questions about the project and about women’s leadership in Afghanistan. At the close of the interview, you will have an opportunity to share anything you think is relevant to the topic that was not covered in this interview, or ask me any questions. The interview should take between 45 minutes and one hour. Your responses are confidential. Nothing you say will be personally attributed to you. Our report will be written in a manner that no comment can be attributed to a particular person. Are you willing to participate in the interview?

Interview Questions

1. What was your organization’s role on WLD?
2. Describe your organization’s objectives, goals and outcomes on the project.
3. Were there specific indicators that you used to measure your progress?
4. Did you have any issues/difficulties with completing your SOW? If yes, please describe.
5. Did your SOW have any overlap with other partners’ SOWs? If yes, please describe.
6. How did you find collaboration between different implementing partners on WLD? Were there any issues?
7. In your opinion, are the right organizations implementing the WLD project?
8. Have you had any interactions with the other three Promote components? If so, please share highlights and/or recommendations for improvement.
9. Do you think the WLD has provided Afghan women with the knowledge and skills necessary to become leaders in Afghanistan’s public, private or civil society sectors? Please provide examples.
10. Are the mentoring and networking project activities facilitating the achievement of program goals?
11. Since the inception of the WLD in 2014, have you noticed a change or increase in the Afghan peoples’ perspectives on Afghan women in leadership? Please provide examples.
12. Do you find the WLD model sustainable in Afghanistan? Why or why not?

13. Do you have recommendations for program improvement or recommendations for future program implementation?
12. Is there anything else you would like to share? Do you have any questions?

Thank-you for your time and your responses to the interview questions.

Key Informant Interview Protocol – WLD Staff

Promote WLD Mid-term Evaluation

Introduction

Good morning/afternoon and welcome. Thank-you for taking the time to talk with me today. “My name is _____ and I work for Checchi Consulting with the SUPPORT II project. The SUPPORT II project provides monitoring and evaluation support to the US Agency for International Development (USAID).

Our team is currently working on a mid-term performance evaluation of the Promote Women’s Leadership Development (WLD) project. The WLD project is designed to enable Afghanistan’s most talented young women to become future leaders in government, business, and civil society. The evaluation is assessing the effectiveness of the project since its inception in September 2014. We are soliciting your input to help us to identify successes, challenges and recommendations for improvements in the WLD project and USAID’s work on women’s leadership in Afghanistan.

I will ask you a series of questions about the project and about women’s leadership in Afghanistan. At the close of the interview, you will have an opportunity to share anything you think is relevant to the topic that was not covered in this interview, or ask me any questions. The interview should take between 45 minutes and one hour. Your responses are confidential. Nothing you say will be personally attributed to you. Our report will be written in a manner that no comment can be attributed to a particular person. Are you willing to participate in the interview?

Interview Questions

1. What is your role on WLD?
2. What project objectives and outcomes directly relate to your work?
3. Are there specific indicators that you used to measure your progress?
4. Are there any issues/difficulties you face with completing your work? If yes, please describe.
5. How did you find collaboration between different implementing partners on WLD? Were there any issues?
6. In your opinion, are the right organizations implementing the WLD project?
7. Have you had any interactions with the other three Promote components? If so, please share highlights and/or recommendations for improvement.
8. Do you think the WLD has provided Afghan women with the knowledge and skills necessary to become leaders in Afghanistan’s public, private or civil society sectors? Please provide examples.
9. Are the mentoring and networking project activities facilitating the achievement of program goals?
10. Since the inception of the WLD in 2014, have you noticed a change or increase in the Afghan peoples’ perspectives on Afghan women in leadership? Please provide examples.
11. Do you find the WLD model sustainable in Afghanistan? Why or why not?

- I2. Do you have recommendations for program improvement or recommendations for future program implementation?
- I3. Is there anything else you would like to share? Do you have any questions?

Thank-you for your time and your responses to the interview questions.

M&E System Assessment Interview Questions

Promote WLD Mid-term Evaluation

Interviewee(s) name		Position	
Interviewer(s) name		Date of Interview	
Location		Time	

1. What role do you play in the WLD M&E?
2. Which activities of WLD are you tracking and monitoring? Please list.
3. How often do you monitor each WLD's activity? (Royesh, Jawana, Scholarships, other). Please list.
4. Are you collecting participant post-graduation data? What factors are you collecting data on?
5. How often do you track graduates?
6. What tools do you use to collect data and measure the progress of WLD activities?
7. How do you measure WLD's activities? Are you using both qualitative and quantitative measures?
8. Does the information collected measure what it is supposed to be measure? What, if any are the limitations?
9. Do you think the WLD goals and objectives realistic? ...easy to track? ...easy to measure?
10. How do you collect the WLD data (face to face, online, telephone, other)?
11. Who is responsible for data collection? Who is responsible for data entry? Who is responsible for data analysis? Who is responsible for M&E report writing?
12. Do you have a database? What kind of database? It is location based or cloud based?
13. If you have database, who has access to the database?
14. What measures do you have to secure your data?
15. What is the agreement with WLD's partners in terms of data collection and data entry? How is it working?
16. How do you prevent double counting and other errors in the data collection and data entry?
17. How do you avoid double counting when alumnae move on to other Promote components?
18. How do you collaborate with other Promote component program M&E?
19. Are data collection and analysis methods documented in writing and being used to ensure the same procedures are followed each time?
20. Are data available frequently enough to inform program management decisions?
21. Have you found anything that does not make sense during data analysis?
22. What lessons have you learned in working on the WLD monitoring and evaluation system?
23. Do you have any thoughts or ideas about strategies or activities that you think would be particularly effective for future implementation of the WLD M&E system?

ANNEX IV: SOURCES OF INFORMATION

Key Informant Addresses for PROMOTE Women's Leadership Development Project (WLD) Mid-term Performance Evaluation

Note: Contact Info deleted from public version due to privacy concerns.

Provincial Visits

Team 2 - Kandahar Trip with Kam Air Airline					
Day	Date	From	To	Morning	Afternoon
Saturday	11.Mar.17	Kabul 09:30am	KDH 11:30am	No meeting	01:00pm -02:00pm meeting with WLD staff 02:15pm - 03:00pm meeting with AWEC
Sunday	12.Mar.17			09:00am- 10:00am Meeting with DoWA 10:15am-11:15am Meeting with DoE	01:15pm- 02:00pm Meeting with PC 02:15pm-03:00pm Meeting with AWN 03:15pm-04:00pm Meeting with Course Facilitator and Team Leader
Monday	13.Mar.17			09:00am- 10:00am Meeting with Zala Education & Social Orgnization 10:15am-11:00am Meeting with Royes Principle	01:15pm-02:30pm FGD with Royesh (10-15) 02:40pm-03:50pm FGD with Royesh (10-15)
Tuesday	14.Mar.17			09:00am-10:30am FGD with Jawana (10-15)	01:15pm-02:00pm meeting with Active Female NGO 02:15pm-03:00pm meeting with Active Male NGO
Wednesday	15.Mar.17			09:00am-10:00am Meeting with Royesh students (1) 10:15am-11:00am Meeting with Jawana students (2)	01:15pm-02:30pm Meeting with Private Sector Male 02:40pm- 03:40pm Meeting with Private sector Female
Thursday	16.Mar.17	KDH 11:30am	KBL 12:31		

Team 2 - Jalalabad Trip with Kam Air Airline					
Day	Date	From	To	Morning	Afternoon
Saturday	04.Mar.17	Kabul 08:30am	Jalalabad 11:00am	No meeting	01:00pm -01:02pm meeting with WLD staff 02:15pm - 03:00pm meeting with AVEC
Sunday	05.Mar.17			09:00am- 10:00am Meeting with DoWA 10:15am-11:15am Meeting with DoE	01:15pm- 02:30pm Meeting with PC 02:40pm-03:40pm Meeting with AWN
Monday	06.Mar.17			09:00am- 10:00am Meeting with Course Facilitator and Team Leader 10:15am-11:15am Meeting with Royes Principle	01:15pm-02:00pm Meeting with Active Male NGO 02:15pm- 03:00pm meeting with Active Female NGO
Tuesday	07.Mar.17			09:00am-10:00am Meeting Khurasan University 10:15am- 11:15am Meeting with Royesh students (2)	01:15pm-03:00pm FGD with Royesh (10-15) 03:15pm-04:30pm FGD with Royesh (10-15)
Wednesday	08.Mar.17			09:00am-11:00am FGD with Jawana (10-15) 11:15am-12:30 Meeting with Jawana Students (1)	01:15pm-02:00 Meeting with Private Sector Male 02:15pm-03:00pm Meeting with Private Sector Female
Thursday	09.Mar.17	Jalalabad 09:00am	KBL 12:01		

Team I - Mazar Trip with Kam Air Airline					
Day	Date	From	To	Morning	Afternoon
Saturday	04.Mar.17	Kabul 13:30pm	Mazar 14:30pm		03:00pm-04:00pm Meeting with WLD provincial Coordinator
Sunday	05.Mar.17			09:00am- 10:00 meeting with DoWA 10:15am-11:00am meeting with DoE	01:15pm- 02:00pm Meeting with AWEC 02:15pm-03:00pm Meeting with PC 03:15pm-04:00pm meeting with 3D Consultancy
Monday	06.Mar.17			09:00am- 10:00am Meeting with Aria Institute of Higher Education 10:15am-11:00am Meeting with Female Active NGO	01:15pm- 02:30pm Meeting with Rana University 02:45pm-03:45pm Meeting with Course Facilitator and Team Leader
Tuesday	07.Mar.17			09:00am- 10:00am Meeting with Private Sector (Female) 10:15am-11:00am Meeting with Private Sector (Male)	01:15pm-02:00pm FGD with Rohesh (10-15) 02:15pm-03:00pm meeting with Male Active NGO 03:15pm-04:00pm Meeting with Jawana students (2)
Wednesday	08.Mar.17			09:00am-10:30am FGD with Rohesh (10-15) 10:45am-12:30 FGD with Jawana (10-15)	01:00pm-02:00pm meeting with Taj University 02:15pm-03:15pm meeting with Royesh Student (2) 03:30pm-04:45 meeting with Royesh principle
Thursday	09.Mar.17	Mazar 07:00am	KBL 08:00am		

Team I-Herat Trip with Safi Airline					
Day	Date	From	To	Morning	Afternoon
Saturday	11.Mar.17	Kabul 08:30am	Herat 10:00am	11:00am-12:00 meeting with WLD staff	01:30pm -02:30pm Meeting with DoWA 03:00pm - 03:45pm Meeting with DoE
Sunday	12.Mar.17			09:00am-10:00am Meeting with Pc 10:15am-11:15am Meeting with AVEC	01:00pm- 02:30pm Meeting with Course Facilitator and Team Leader 02:45pm-04:30pm Meeting with Royesh Principle
Monday	13.Mar.17			09:00am-10:00am Meeting with Rana University 10:15am-11:15am Meeting with Jami Institute of Higher Education	01:00pm-02:30pm Meeting with Afghanistan Center and Excellence 02:45pm-03:45pm Meeting with AZMA The Vocational Institute
Tuesday	14.Mar.17			09:00am-10:45am FGD with Rohesh (10-15) 11:00am-12:30 FGD with Jawana (10-15)	01:30pm-02:30pm FGD with Royesh (10-15) 02:45pm-03:30pm Royesh Students (2) 03:45pm-04:30pm Meeting with Jawana Student (1)
Wednesday	15.Mar.17			09:00am-10:00am meeting with Private Sector Female 10:15am-11:00am meeting with Private Sector Male	01:00pm-02:00pm meeting with Male Active NGO 02:15pm-03:00pm meeting with Female Active NGO
Thursday	16.Mar.17	Herat 11:00am	KBL 12:16		

ANNEX V: REFERENCES

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ANNEX VI: DISCLOSURE OF ANY CONFLICTS OF INTEREST

Note: Contact Info deleted from public version due to privacy concerns.

U.S. Agency for International Development/Afghanistan
Great Masood Road
Kabul, Afghanistan