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Islamic Republic of Afghanistan

## **GDPDM Sub National Pilot Project**

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### **Phase 1: Final Report**

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## Abbreviations

ACSS	Afghanistan Civil Service Support – USAID Project
IARCSC	Independent Administrative Reform and Civil Service Commission
CSI	Civil Service Institute
DDP	District Development Plan
GDPDM	General Directorate of Program Design and Manage
GIRoA	Government of the Islamic Republic of Afghanistan
IARCSC	Independent Administrative Reform and Civil Service Commission
ICT	Information Communication Technology
ISAF	International Security Assistance Force
MoEC	Ministry of Economy
MoEd	Ministry of Education
MoPH	Ministry of Public Health
MoU	Memorandum of Understanding
NPP	National Priority Programs
PC	Provincial Council
PMC	Project Management Coordinator
PRT	Provincial Reconstruction Team
SNL	Sub-national level
USAID	United States Agency for International Development
WoG	Whole of Government

## Introduction

Afghanistan is a major recipient of international aid, security and military resources. Since 2001 Afghan citizens have received near \$10,000 per capita in international assistance. By 2009 Afghanistan was the leading global recipient of official development assistance for two consecutive years.<sup>1</sup> Enhancing the Government of the Islamic Republic of Afghanistan 's capacity to plan, budget and implement service delivery mechanisms to citizens is fundamental to social development and governance objectives expressed at last year's Kabul Conference.<sup>2</sup> The ability to design and management projects providing and supporting basic services is integral to realizing these objectives and government legitimacy.

The Government of Afghanistan faces a number of development challenges at the sub-national level. Of great import is the gap in the capacity of government institutions affecting the timely implementation of development policies and strategies as well as the government's ability to provide services to meet the needs of the people in the provinces, thereby necessitating the expansion of the capacity building programs beyond the traditionally central focus and into the provincial and district levels.

The Sub-national Pilot Project is aimed to strengthen the ability of provincial governments to identify, propose, and manage project locally with GIRoA and donor support. Once successfully demonstrated in selected provinces, the Independent administrative Reform and Civil Service Commission (IARCS) will look to apply the techniques and lessons learned to other provinces. In concert with the IARCS's strategic objectives, the Directorate for Program Management and Design (GDPDM) is the lead entity for institutional strengthening with activities that span across GIRoA ministries and agencies and inter-governmentally at the Sub-national level. GDPDM's mission is to improve the performance of key Government functions where most needed.

As part of institutional development, the General Directorate of Program Design and Management initiated a six month pilot project to be implemented at sub-national level and designed to build project management capacity, and to bolster the project cycle management capacity of provincial directorates of three participating ministries - the Ministry of Public Health, the Ministry of Agriculture, and the Ministry of Education, in the provinces of Herat and Nangarhar. The pilot project was funded by USAID through its Afghanistan Civil Service Support (ACSS) program, implemented by Deloitte Consulting LLP.



<sup>1</sup> *Afghanistan: Tracking Major Resource Flows 2002 – 2010, Development Initiatives*, January 2011, ver. 1, p. 2.

<sup>2</sup> *Kabul Conference Communiqué*, Kabul International Conference on Afghanistan, 20 July, 2010.

This approach allows GDPDM to develop methodology for design, management and implementation for project development; and field test tools more effectively to support capacity building that ultimately contribute to Government's overall capability to delivery local services successfully. The approach also helps to further improve coordination and cooperation between national and sub-national agencies of the Government of Afghanistan.

### Overview

The sub-national pilot project was intended to support and enhance project planning, design and implementation capacity of line-ministries at the sub-national level. It was comprised of five phases, including capacity building, establishing and strengthening systems and processes, and a capturing learning phase. Implemented in two of Afghanistan's 34 provinces there were inherent limitations due to time limits (about 6 months) and security constraints for the two pilot provinces of Herat and Nangarhar. Also, while both Herat and Nangarhar are considered well developed in terms of infrastructure and services by comparison to other provinces, care was taken to ensure the assessment of provincial capacity for project management within the Directorates of Education, Public Health and Agriculture was carried out diligently so results could be objectively gauged for possible extension of SNPP more broadly with other provinces of Afghanistan. In this context the initial pilot phase serves as a reasonable indicator of the viability to scaling up this form of capacity building to other provinces and ministries.

### Purpose and Overarching Goals

The purpose of the pilot was twofold and served to examine more closely the viability of two primary, longer-term CSC-GDPDM activities:

1. As a multi-ministerial mechanism for planning, implementing, monitoring and measuring delivery impact of services at sub-national level; and
2. A vertically linked (national/sub-national) coordination and delivery of three pronged (health, education and economic-agriculture) capacity building projects, i.e. *Vertically Managed Horizontally Delivered Institutional Development*.

The pilot project was designed to support and advance three overarching goals:

1. **Inter-ministerial coordination of planning and action** by developing and employing a GIROA mechanism to coordinate national level cooperation and sub-national participatory, shared delivery of mutually reinforcing capacity building projects. (Unity of effort).
2. **National and Sub-national effective communication** by exercising and strengthening top down and bottom up relationships related to the proposal, approval, planning and implementation of sustainable capacity-building programs.
3. **Sub-national capacity building** to demonstrate the magnified program impact achieved by reaching beyond central governmental entities to include key elements of the local community in capacity building actions.

## Projects and Project Management Basics

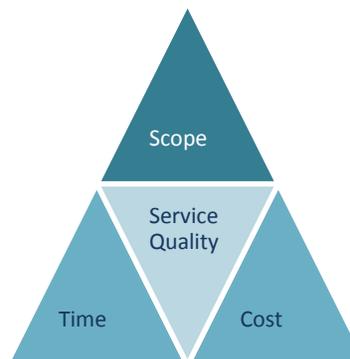
For all six of the participating provincial directorates the SNPP represented their first time of designing and managing a project on their own. Before developing their pilot projects Herat and Nangarhar officials from the Directorates of Education, Public Health, and Agriculture were first trained in the basics of project management and the project management life cycle.

**What are projects?** Projects are temporary in nature with definitive start and end dates. A project is completed when its goals and objectives are achieved to the satisfaction and sign-off of its stakeholders. Sometimes projects end when it is determined the goals and objectives cannot be accomplished as when the product, service, or results of the project is no longer needed. The project is cancelled prior to its completion. In government projects may be funded by international donors and NGOs to achieve defined goals. Projects are also funded directly by governments through their development budgets or capital infrastructure budgets. As stewards of the public's money and donor funds, GIRA officials are expected to wisely manage such funds to improve service delivery and strengthen organizational capacity. Sound project management is integral to achieving these expectations no matter how small or large the project may be nor how short or long its duration.

**What is project management?** Project management is a discipline and a process that reduces risk and increases the chance of success for a project. It uses techniques referred to as "templates" to measure accomplishments and track project tasks including tracking tasks, managing a project budget, and minimizing risks to project success. It has however a definite beginning and end, and is not a continuous

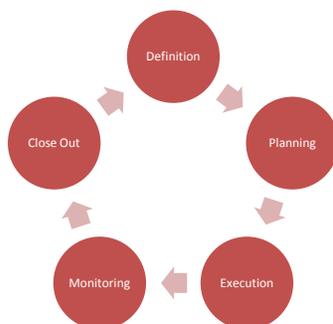
process. Project management is often summarized in a triangle as shown in Figure 1. The three most important factors are time, cost and scope, with quality as a central theme.

Figure 1: Project Management



**Project Life Cycle.** A project goes through five basic stages during its life as illustrated in Figure 2.

Figure 2: Project Life Cycle



During the definition stage project objectives and critical success factors are identified. Detailed plans of how the work will be carried out including time, cost and resource needs are then developed. The next stage involves procurement and implementation needed to carry out the project. The fourth stage involves monitoring progress and costs to ensure the project stays on track and taking corrective action if needed to ensure it does. The final stage is project closure with acceptance of the deliverables and ending the

actions that were required to manage the project. Some agencies end up adopting or adapting the project cycle and project management templates as standard practices for managing and mitigating program risks as well as specific projects. Good project management discipline will not eliminate all risks, issues and surprises, but it will provide standard processes and procedures to deal with them and help prevent projects finishing late, exceeding budget or not meeting citizen expectations.

### **Pilot Project Features**

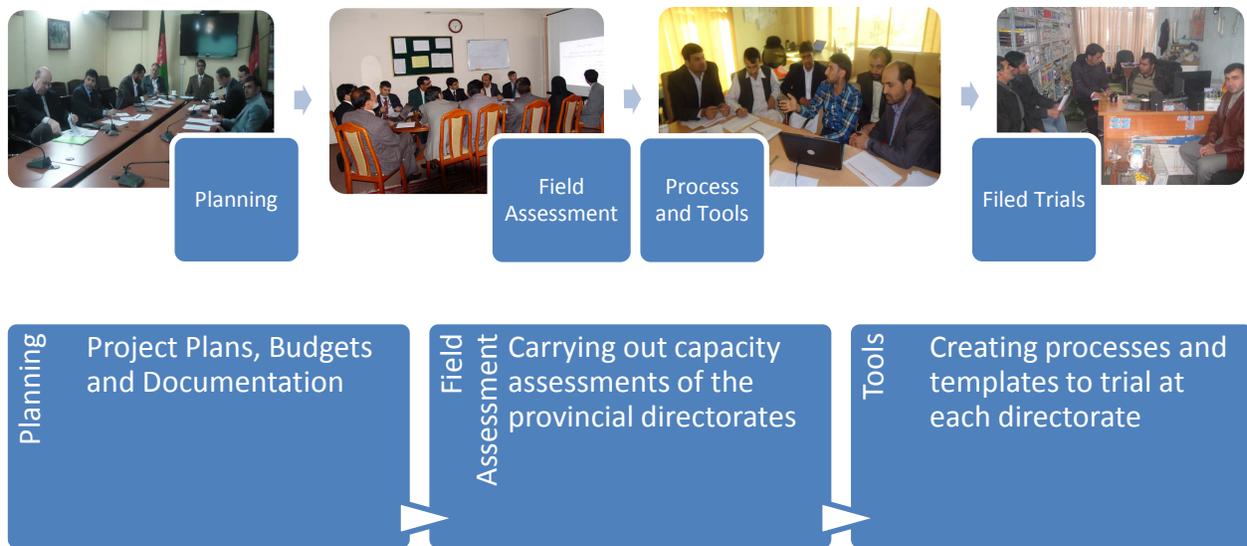
For the Sub-national Pilot Project a *learning-by-doing* process was utilized. The process of training and follow-up support is referred to as *learning-by-doing* whereby directorate officials at the provincial level responsible for designing and managing service programs were trained in project management and received follow-up support through on-site Project Management Coordinators (PMCs). The PMCs were national staff trained and versed in project management practices and templates, and the project cycle. By applying project management concepts and practices via national consultants working directly with each participating directorate, the SNPP sought to improve the ability of sub-national government for larger more complex projects the future. Learning-by-doing was also used to develop the capacity of GDPDM national staff assigned to the SNPP, focusing on sound program design and management, assessment (institutional and project), project procurement, monitoring, reporting and closeout practices.

This initiative commenced in September 2010 with the technical and financial support from USAID through its Afghanistan Civil Service Support (ACSS) programme and began with conducting capacity assessments at six provincial directorates of three ministries participating in the pilot project. The project was managed by a group of national and international experts based at GDPDM working closely with line-ministries and their provincial directorates. The initial phase of the pilot project is concluded. This report presents the development challenges addresses, methodology employed, findings and lessons, and recommendations as a result of the SNPP, with a view toward prospective extension to other ministries and across other provinces. The sub-national pilot project included several features:

- Herat and Nangarhar, two key provinces with adequate levels of development were chosen to test out the pilot project's objectives. GDPDM established a Project Management Unit to work with the directorates of the Ministries of Public Health, Education, and Agriculture in both provinces.
- At the national level, GDPDM secured buy-in from the three Ministers to support the pilot project and establish a Consultative Committee to oversee the project progress. The Consultative Committee was comprised of Director Generals, Deputy-DGs, or Directors from the participating ministries plus the Ministry of Economy and representatives of the IARCSC. Memorandums of Understanding (MOUs) were executed between the IARCSC and the three ministries outlining the objectives of the pilot project and the respective commitments of the parties. The Consultative Committee focused on ways central ministries could support provincial directorates in developing project management capacity, through closer inter-ministerial planning and increased communications with the directorates. As a result the central ministries could truly serve in a consultative, technical role rather than a decision-making one. Project management templates were also reviewed with the Consultative Committee.

- Project management is about creating an environment and conditions in which a defined goal or objective can be achieved in a controlled way by a team of people to increase the chances of success. In turn GDPDM is playing key role by both facilitating sub-national project management capacity building and by championing international best practices in this field.
- The assessment tools together with the 15 project management templates and guide notes were combined with workshops and coaching provided through province and directorate-based Project Management Coordinators to aid in capturing the learning and feedback from the provincial directorates, thereby forming the for future work and possible extension of the pilot project to other provinces and ministries in subsequent phases.
- The pilot project also brought in an assessment methodology and discipline for sub-national use to evaluate needs, progress and the impact of project implementations. During the close out stage, assessment methodology was also used to gauge results and lessons learned and formed a key part of the final report.

**Figure 3: Building Capacity Together**



**Timeline and Stages**

The SNPP was initially structured along five district stages. Originally estimated to complete in six months the combination of additional time needed by provincial directorates to submit completed project proposals and to document and execute procurement actions resulted in almost two months of time being added to the overall elapsed time required to complete and closeout individual directorate projects. Closeout of the Sub-national Pilot Project did not occur until late March 2011 as a result.

*Stage I – Design and approval*

1. Draft pilot plan

2. Draft MoU with ministries
3. Share plan with Ministers to gain approval and sign MoU
4. Recruit local national Project Management Coordinators and deploy to provinces.

*Stage II – Assessment and establishing support structure*

1. Schedule Consultative Committee to communicate plan and coordinate technical assistance with provincial directorates
2. Hold Project Team meetings to agree actions and communicate to PMCs
3. Carryout project management capacity assessments of provincial directorates
4. Select small scale project from Ministry's provincial office roster, preferably ones in support of District Development Plans

*Stage III – Implement capacity building actions*

1. Provide document template to PMCs for directorates to complete
2. PMCs hold regular mentoring and follow-up meetings with provincial directorate staff
3. Ongoing feedback and contact between SNPP central team and PMCs
4. When possible, disseminate draft process and methodology to PMCs to test in provinces

*Stage IV – Capture learning and documentary*

1. Capture pilot project learning and disseminate key messages from provincial projects via documentary and media
2. Develop project management process guides, templates and related documents for release to GDPDM Website.

*Stage V – Review and close out*

1. Compile findings and lessons learned and integrate into final report
2. Close out first phase of Pilot Project

### **SNPP Central Team**

The project's central team was established in GDPDM and after signing the MoUs with relevant ministries an official team led by Director General Osmani initially visited Herat for carrying out capacity needs assessments in relevant directorates. SNPP's technical team then visited Jalalabad to carry out same needs assessments in relevant directorates of Nangarhar province. The needs assessments were largely focused on assessing the line directorate's capacities and resources for designing and managing projects. During provincial visits the support structure for the project was also solidified hiring Project Management Coordinators for all concerned organizations locally, including the Provincial Governor Offices.

Based on scope, purpose, and findings from capacity needs assessments carried out, the project's central team designed standard templates for proposal writing, projects tracking sheet, project budget sheet, project task list, risk matrix, and several other project management related templates and sheets. A one day workshop was then held at GDPDM Kabul Office, where project management consultants along with the heads and their counterparts of the directorates were all invited. The members of consultative group committee of the project also attended the workshop. All the designed templates

were introduced and participants were trained in their proper usage. Based on the templates and guidance provided, directorates designed and proposed small scale projects up to \$10,000 in estimated cost. After careful review, the proposals have been approved and work is in progress to facilitate the implementation process of all six small scale projects in the provinces.

### Provincial Launching of SNPP

**Herat Province.** In explaining the purpose and goals of the Sub-national Pilot Project GDPDM officials highlighted its link with the Government of Afghanistan’s National Priority Programs after the Kabul Conference. The team also met with H.E. Mr. Daood Sabah, Governor Herat Province and briefed him about the purpose and objectives of the SNPP. Endorsing the SNPP, Governor Sabah pledged his full support and cooperation. The GDPDM team next met the Acting Director and Deputy and members of the Herat Provincial Council. While PC members welcomed the concept and purpose of the pilot project they also noted implementation concerns about other IARCSC reform programs, citing the Priority Reform Restructuring (PRR) and the Pay and Grade initiatives. The meeting also allowed council members to channel their views about other CSC programs.

**Communication with Provincial Governors.** A PMC was assigned to the Governor’s Office for project communication and coordination with directorate pilot projects and the SNPP central team. The directorates also kept the Provincial Assembly and Provincial Governors informed about pilot project progress through reports at Provincial Development Committee meetings.

**Directorate Pilot Projects.** The conceptual idea for most of the directorate pilot projects began in support of a District Development Plan. For example both of the small scale poultry production projects originated with the DDPs in Nangarhar and Herat in furtherance of “increasing agricultural productivity and better livestock opportunities for the local community.” For Nangarhar Education District’s Service Centre Laboratory project, while the idea did not start with the DDP the directorate plans to include extension of the project to other secondary schools when updating the DDP.

### Pre-Pilot Project Assessment

At the outset SNPP’s central team assessed the organizational capacity of participating directorates to manage projects. The central team was first trained in how to assess project management capacity and conduct structured interviews. The assessment aimed to capture current needs and challenges faced with implementing projects at the sub-national level. The data served as well for GDPDM to plan and carry out the Sub-national Pilot Project to gauge the feasibility of applying the learning-by-doing method of technical assistance to other provincially based offices of GIROA ministries. These assessments were carried out in September and October. Using structured interviews to gather data the team examined:

- Project management organization and staffing
- The extent of planning support for directorate projects in Herat and Nangarhar, including project design and capacity for writing proposals

- Existence of ICT and communications support for projects
- Current capacity of director and staff in project management and implementation

**Key Capacity Assessment Findings.** Some directorates have established functional capacity for managing projects. The General Planning Department for the Directorates of Agriculture and Education is responsible for managing projects. This is so for both these directorates in both provinces. By contrast the Public Health Directorates do not have a designated department for managing projects.

**Project Management Resourcing and Capacity.** Some directorates have a designated non-Tashkeel, project management advisor (DAIL Herat and Nangarhar, and DoPH Herat). For other directorates the Director is responsible for managing projects. All directorates exhibit some basic project management knowledge. They know how to design a project but not how to budget for it or plan implementation; or they know how to monitor and evaluate a project, but not how to close it out. As a result these fundamental elements of the project cycle are missing. Few directorates actually manage donor funded projects. Only one directorate had budget controls in place to manage donor-funded projects. Aside from one directorate that was using a PRT proposal template, directorates do not have standard templates for planning, budgeting, implementing, tracking, and closing out projects. There were no standard project monitoring and reporting procedures reported as being followed.

**Assessment Conclusions.** The needs assessments confirmed the limited capacity of each directorate to plan, design, implement and close-out a project at the local level. This is due in part to lack of experience or staff trained in project management. Directorate officials also noted they have limited project management experience due to the absence of real and ongoing experience running projects through the full project life cycle.

They commented as well that processes followed by the international donor community and ISAF in their efforts to bring about stabilization and new infrastructure have limited directorates to a monitoring and evaluation role. PRTs and donors apply their own project proposal and project management mechanisms onto recipient directorates. They also retain all funding and budgetary control with their international staff. Consequently capacity isn't developed through a normal learning-by-doing process. Lack of project tools, such as budgeting and tracking templates, and standard documentation formats were cited as needed in order to properly manage provincial projects.

Classroom training is another key component for building project management capacity. While ACSI has been planning to roll out project management training to all sub-national directorates, the curriculum focuses only on a basic overview of project management. Directorates advocate a more aggressive roll out and integrating the classroom training with actual application of project management principles.

### **Project Management Capacity Building Workshop**

*Positive Proposal Attributes*

- Good level of detail
- Includes background, goals and objectives, implementation strategy, outcome and impacts, and long-term benefits
- Appears feasible
- Includes supporting documentation

*Proposal Needing Improvement*

- *Lacking need or strategy the project will support*
- *Lacks detail on background, beneficiaries, and goals/aims*
- *Supporting documentation such as cost estimates missing*
- *Inaccurate figures and calculations*

GDPDM hosted a capacity building workshop to train directorate officials in how to complete the project management templates. The directorates also received individual feedback on their draft project proposals submitted in mid-November. The SNPP central team shared the results of the Pre-Pilot Project Assessment of the directorates' capacity for managing projects. The short-course curriculum was divided into three parts:

1. Project management basics and why they are important
2. Project management process with corresponding templates
3. Application of the templates to directorate proposals

As a result the directorates were able to apply what they were learning and received immediate feedback from the international advisors and GDPDM's SNPP team. The templates covered in the short course were:

- Task list template. Participants were responsible for breaking down their respective projects into task and then tracking progress for each task.
- Project budget template. Participants used this template to identify all project expenditures and prepare a plan for tracking how funds, procurement, and staffing would be used.
- Risk matrix template. This was perhaps the most challenging template to complete. Participants used the template to identify risks to the success of their project at the start and then decide on how likely the risks would be for happening and the impact on the project. Participants planned what actions they needed to take early in the project to minimize the effect of the risks.
- Budget management, procurement, and close out procedures were covered during the final workshop session.

## Herat Province and Nangarhar Province Pilot Projects

Six project proposals were submitted and five were approved for funding. The project proposal from the Nangarhar Directorate of Public Health was not approved as the time it required to get procurement approvals for use of pesticides exceeded the overall period for the Sub-national Pilot Project. For the five proposals approved each was funded at \$10,000 per project for a total of \$50,000. Each project was designed to fit both budget and time constraints. An abstract of each pilot project, called Project Scorecards is shown in Annex 3. A brief summary of the results for each of the directorates and their pilot projects is discussed in this section.

**Lessons Learned = Lessons Applied.** For two of the directorates, Herat Public Health Directorate and Nangarhar's Directorate of Agriculture results from the project management capacity building were being realized before Phase 1 of the Pilot Project concluded. The Public Health Directorate has submitted four proposals for funding to donors using the SNPP project management practices and

templates and had two approved for funding. At the time of this report three more proposals were being prepared. For Nangarhar's Directorate of Agriculture five project proposals have been submitted for funding using the SNPP project management templates and practices.

#### **Herat Directorate of Agriculture, Irrigation and Livestock: *Mother Stock Poultry Production***

- Three Directorate of Agriculture employees trained in project management process and how to use project management templates for preparing and implementing projects and managing risks associated with projects.
- Twenty incubators together with 5,000 fertilized eggs delivered and being incubated by 20 women of families in Herat districts participating in mother stock poultry project. By the end of March over 1,000 fertilized eggs hatched with others soon to hatch thereafter.
- Women's shura created in Kababain Village to oversee poultry projects there.

#### **Herat Directorate of Public Health: *Herat City Drug Awareness Campaign***

- Five Directorate of Agriculture employees trained in project management process and how to use project management templates for preparing and implementing projects and managing risks associated with projects.
- Ten districts (Nahiya) in Herat City, twice as many as originally targeted by the pilot project, were covered by the outreach component of the Drug Awareness Campaign.
- Outreach by the men's and women's outreach teams completed in 5 villages in Enjil district and five villages of Guzara district, 10 villages total. Villagers in both districts expressed appreciation about awareness activities in their villages and see them as positive steps for mitigating the risks of drug addition to their families and communities.
- Five billboards were erected as part of the Drug Awareness Campaign, with three in Herat City and two in Enjil and Guzara districts. Billboard advertising ran during February and March.
- Fifteen drug awareness messages and 3 TV spots are being aired on Radio Wantandar FM and Herai TV on a defined scheduled during February and March in Herat City and surrounding districts.
- One hundred youth participated in the Campaign's awareness community event at the Sports Club.
- Four proposals submitted by the Public Health Directorate to other donors using the SNPP project management practices and templates. Two of the four proposals have already been approved for funding, with Handicap International the most recent project.

#### **Herat Directorate of Education: *Science Centre Laboratory Curriculum, Equipment and Supplies***

- Five Directorate of Education employees trained in project management process and how to use project management templates for preparing and implementing projects and managing risks associated with projects.

- One hundred teachers were trained in the laboratory curriculum and technical use laboratory equipment, in a two-day science curriculum refresher course provided by the Directorate of Education.
- Five hundred students at Sultan High School are able to access the Science Centre Laboratory and use the expanded curriculum with the lab equipment and supplies support it.

#### **Nangarhar Directorate of Agriculture, Irrigation and Livestock: *Women's Poultry Production Project***

- Ten Directorate of Agriculture employees trained in project management process and how to use project management templates for preparing and implementing projects and managing risks associated with projects.
- Chicks distributed to 23 family poultry farms in Rodant district. Twenty three women trained in poultry production and sanitation practices to raise the chicks to maturity for sustainable egg production.
- Even though the Directorate has handed over the project to the community, Extension Department in collaboration with Veterinary department continues to regularly monitor the project. Extension officers work with beneficiaries on such things as timely time vaccinations of the chicks and related guidance. Extension Officers are also liaising between the beneficiaries, DAIL, and the Spinghar Independent Poultry association for expansion, development and fostering market linkages.
- Five more project proposals have been prepared for funding for different types of projects:
  - Agriculture data sharing
  - Poultry farms for Shewa district
  - Three proposals submitted to ADT, IDEA NEW, and ACE/USAID
  - Research station surrounding wall proposal submitted to FAO
  - Proposal for chemical fertilizer submitted to FAO.

#### **Nangarhar Directorate of Education: *Science Centre Laboratory Curriculum, Equipment and Supplies***

- Eight Directorate of Agriculture employees trained in project management process and how to use project management templates for preparing and implementing projects and managing risks associated with projects.
- Twenty teachers trained in the laboratory science curriculum after the lab equipment arrived at Bibi Hawa High School.

### **SNPP Phase1 Assessment Results**

GDPDM's central SNPP team conducted field visits with each of the pilot projects to assess lessons to be learned, both the usefulness and the shortcomings of the Sub-national Pilot Project overall. Data was gathered from Directors of participating directorates, directorate officials participating in the learning-by-doing process, and the PMC for each directorate. Each completed a written assessment template

(Annexes 1 and 2). The SNPP central team also interviewed separately Directors and directorate counterparts, plus each PMC. Field reviews of each pilot project were held and implementation progress documented with photographs and meeting with beneficiaries when possible. The field visits were also used to review the project close-out process with Directorates and PMCs including the close out report and completing templates for close out.

### Learning-by-doing Results

Directorates expressed overall satisfaction with the learning-by-doing approach to institutional capacity building. Several Directors and staff indicated the templates and project management topics were quite useful and advocated increased training time should the Pilot Project be extended to a second phase. In particular they recommended greater emphasis be given to proposal writing, budgeting, procurement, and implementation management using the templates.

For most directorates the Director and staff receiving the training in project management training and associated templates were then responsible for planning, managing and implementing their pilot project. There were however exceptions. Due to training space limitations not all directorate staff involved with a pilot project was trained by the SNPP's central team during mid-November's workshop at GDPDM. Some were trained through workshops organized by a PMC at their respective directorate. For one directorate even though the Director and another staff member were trained in the project management process and templates they relied on their assigned PMC to prepare the proposal and supporting templates and to monitor implementation.

Although the sample size of provincial directorates is too small for statistical significance, there may be a correlation between those directorates without an already established project management unit or function and their reliance on the Project Management Coordinator to prepare the templates and manage and monitor progress of their pilot project. The Nangarhar Education Directorate does not have an established project management function within the organization. Not having an established unit within the directorate the organizational response was to create a special committee for implementation with the PMC staffing the committee and completing the templates even though other directorate officials attend the project management training in Kabul. In that instance project management knowledge transfer cannot be ascribed to learning-by-doing.

*Through implementation of the small scale pilot project we learned the process of project management: proposal writing, planning activities, budgeting and monitoring of project activities.*

Herat Directorate of Agriculture, Irrigation and Livestock

*It was very useful in terms of project management because we applied the complete project management tools and we will use these tools on future projects too.*

Herat Directorate of Public Health

*It was useful. A team of eight employees was formed to manage the pilot project for the Directorate. This team worked from designing the project to final closeout. Since the team was involved in the process and templates from beginning to end we believe we can implement future projects as well.*

Nangarhar Directorate of Agriculture, Irrigation, and Livestock

The need for greater practice in applying the project management templates was reflected in directorate responses to using the templates in planning, implementing and monitoring their pilot projects shown in Table 1.

**Table 1: Applying Project Management Templates**

Key Project Management Templates	Nangarhar DAIL	Nangarhar DoE	Herat DAIL	Herat DoPH	Herat DoE
<b>Project Proposal Template</b>					
Used for project proposal	✓	✓	✓	✓	✓
Useful for other projects	✓	✓	For future projects	✓	✓
<b>Project Budget Mgt Database</b>					
Used for proposal budget	✓	✓	✓	✓	✓
Used to monitor costs			✓	✓	
<b>Project Tracking Template</b>					
Used to monitor progress	MAIL central tracking used	Committee checks progress	✓	✓	PMC only
Director received updates			✓	✓	
<b>Risk Management Template</b>					
Template used to mitigate risk	✓	✓			
Project delays recorded on template	✓	✓	Delays not recorded	Delays not recorded	Delays not recorded
<b>Templates Overall Utility</b>					
Overall utility of templates?	✓	✓	✓	✓	✓
Suggested template changes?	Pashto and Dari	Link to ministry strategy	No changes needed	No changes needed	No changes need

**Table 2: Provincial Directorate Staff Receiving Project Management Training**

Provincial Directorate	Employees Trained by SNPP Central Team	Employees Trained by PMC	Total Employees Trained
Nangarhar DAIL	10	Templates via OJT	10
Nangarhar DoPH	2	Templates via OJT	2
Nangarhar DoE	8	Templates via OJT	8
Herat DAIL	3	27	30
Herat DoPH	2	19	21
Herat DoE	2	0	2
<b>Total employees receiving project management training</b>	<b>29</b>	<b>48</b>	<b>77</b>



## Findings

1. **Templates deemed comprehensive and used to prepare project funding proposals to other donors.** The Directorates report the project management templates to be comprehensive and useful and they feel they can be used for all other types of projects in future. For instance, Directorate of Public Health, Herat has already proposed four projects based on project proposal template provided, with one proposal being approved for funding while the pilot project was still ongoing. Three more potential projects are in the proposal development stage. The Directorate of Agriculture in Herat has introduced project management templates to all of its departments for use staff with project responsibility.
2. **Project management training builds project design and management capacity.** Directorate officials and Project Management Coordinators viewed the project management training provided through the Sub-national Pilot Project as very useful in building their project design and management capacities.
3. **Procurement time underestimated and delayed implementation.** The time necessary for sourcing, costing, and preparing Procurement Request Forms, issuing purchase orders and then monitoring the delivery and acceptance of items purchased was underestimated and delayed implementation for each of the pilot projects.
4. **Project management organizational responsibility fixed through small scale projects.** Some provincial directorates reported that through implementation of their small scale projects they were able to identify and develop a team for leading future project management activities.<sup>3</sup>
5. **Pilot projects contribute to making Directorate program units operational.** For some directorates their pilot project added in operationalizing program units that until now did not have projects to implement. For instance the Agriculture Directorate in Nangarhar used the Women's Poultry Production Project to make operational its Women's Extension Department which had previously been without clearly defined activities to implement.
6. **Learning-by-doing project leverage limited capacity building and budget resources.** From both a training resources and cost standpoint the learning-by-doing projects each demonstrated the ability to leverage and multiply limited resources into noticeable results with genuine sustainability potential. This is evidenced by the funding proposals being prepared and submitted by directorates to fund other projects.
7. **Provincial directorates demonstrate project management potential.** While each directorate is at a different level of project management capacity, all with participating pilot projects demonstrated their project management potential with each able to manage additional projects of equal or greater size and complexity. For the Education Directorates (Nangarhar and Herat) extending the Science Centre Laboratory Curriculum, Equipment and Supplies project to other city high schools thereby enriching the knowledge and quality of education for its students represents a future project of equal size and complexity. Whereas for other directorates such as

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<sup>3</sup> Directorates of Agriculture, Irrigation and Livestock, Nangarhar and Herat, and Directorate of Public Health, Herat.

the Herat Public Health Directorate the next project could readily combine public awareness with service delivery.

8. **Use of incentive pay for pilot project participation.** Some directorate counterparts indicated incentive pay was warranted for participating in the project management capacity building. This was not universal and did not appear to deter successful implementation and completion of the pilot projects.

## Lessons and Observations

- **More balance needed between PMCs and formal training for effective project management knowledge transfer.** Under the current design of the Sub-national level pilot program the ability to develop project management capacity of sub-national directorates is limited to the capacity of the Project Management Coordinators (PMCs) assigned to each directorate. While GDPDM's Kabul-based SNPP staff have enhanced their project management capacity that of the PMCs is less than optimum for transfer of project management capacity and skills.
- **Learning-by-doing stymied when PMCs complete templates.** In some of the Directorates, the PMC completed the templates rather than the counterparts doing it, with the role of the counterparts being limited to providing information and relevant data. Examples where this occurred were at both of the Directorates of Education (Nangarhar and Herat). From the assessments it can be concluded that a major reason for this was lack of capacity on the part of the counterpart to understand the requirements of the templates, or at times the PMC needing to provide more "hands-on" mentoring to ensure the counterpart fully understood the template and how to complete it.
- **Learning-by-doing enhanced by preparing and maintaining the project management tools.** Directorate counterparts actively participating in preparing and updating project management templates were also more engaged in monitoring the project and working directly with beneficiaries. For example the DAIL technical working team for Nangarhar's Backyard Poultry Farms project trained the beneficiaries (widowed women heads of households) as well as completing and maintaining all templates and preparing reports for GDPDM.
- **Provincial capacity strengthened using Dari and Pashto templates when possible.** The project management templates provided was in English language rather than Dari and Pashto. Directorate employees have had difficulties in completing them since their writing ability in the language is not good. They actually demanded translated versions of the templates i.e., Dari and Pashto, and additional time preparing translated templates may have reduced the amount of time needed to complete and update the project templates, and making for overall stronger project management. PMCs explaining the templates in Pashto or Dari helped to mitigate in part the absence of Dari and Pashto language templates, but are not a practical substitute.
- **Directorates need additional training project management processes and templates before starting proposal preparation and procurement activities.** In general, the feedback from all the directorates suggests the extent of training provided were not sufficient and additional training

would have been beneficial, particularly for proposal preparation and procurement documentation. Insufficient training in procurement processes resulted in delays in procuring equipment and supplies and adversely affected timely implementation of all the small scale projects. Directorates also requested more training sessions on the project management processes and templates involving more directorate employees during the next phase.

- **Process for project approval and notice to proceed can be shortened.** Directorates reported the project approval process resulting in notice to proceed seemed lengthy. While there were supplemental submittals requested to clarify original project proposals, directorates were unclear until receipt of an approval notice from GDPDM's Director General of their project being approved. Even then Procurement, the next step in the project management process was not completely clear and required the SNPP central team to make field visits together with an ACSS Procurement staff member to facilitate the project procurements.
- **Underestimating changes in weather affects implementation.** Even though the onset of winter weather was noted in the risk matrix template by directorates, it affected some projects more than others. The poultry production projects were most directly affected with adverse winter weather causing delays in delivery of fertilized eggs, incubators, and erection of structures to house the incubators and poultry operation. For the poultry production projects delays in implementation also resulted in start-up occurring during the low egg production time of the year.
- **Consultative Committee enhanced inter-governmental coordination and strengthened communications between IARCSC and ministries.** Creation of the Consultative committee comprised of DGs from the Ministries of Agriculture, Education, Public Health, and Ministry of Economy has contributed to closer inter-governmental coordination on the pilot projects, with both levels conferring with one another on technical issues regarding the pilot projects. It has also strengthened lines of communication between IARCSC and these line ministries.
- **Strengthen procurement component of project management training.** Considerably more capacity on procurement requirements and process is needed so directorates can properly plan this key project management activity. Enhancing the procurement aspects of project management training for provincial directorates is a must so they better appreciate its significance as part of project control and risk mitigation.
- **Involvement of Procurement function.** Involving the Procurement function in the project design and proposal preparation stages of project management is also essential to improving management of projects and the capacity and skills of those responsible for planning and implementing them.
- **Length of project timeline and size of project budget.** Even though the timeline for implementation and completion of the pilot projects was extended by near two months due to the additional time needed to document and carry out procurement for each project, some Directorates thought the time and budget for the small scale project was very short and limited. They thought they could perform better if the time and budget would have been more.

- **Broadcast media enhances community awareness of provincial projects.** Herat national TV broadcast stories about the Women’s Poultry Production Project. Radio Watandar FM, Herai TV and Maihan TV broadcast radio spots and TV clips about the Public Health Directorate’s drug awareness campaign. As a result Afghans hear and see their government providing services in the communities where they live and work.

**Annex 1**

**Sub-National Capacity Building Pilot Project  
Close Out Assessment: Project Management Consultants**

Review Information				
<b>Date:</b>	/	/20	<b>Directorate:</b>	<b>Province:</b>
<b>PMC Name:</b>	<b>Title/Grade</b>	<b>Department</b>	<b>Date Hired</b>	<b>Attended Project Management Training: (Yes/No)</b>

**Aims of this Close out Assessment:**

This document, when completed is to assess the effectiveness of the Project Management Coordinator positions assigned to provincial directorates participating in the Sub-national Pilot Project. It also provides information on project management training and templates from the PMC’s perspective. PMC’s participated in training and assisted provincial directorates with completing and managing project management templates. The data will feed into the Project’s final report and will form basis for the design and implementation of the next phase of the project.

Project Management Coordinator Questions	
Q1	<p>Did you participate with GDPDM’s SNPP team in assessing the specific project design and project management needs of the directorate you were assigned to (Yes or No)?</p> <p>a. If yes, what was your role?</p> <p>b. If no, did you see the results of the assessments?</p>
Q2	<p>Prior to starting the job as a PMC how would you describe your project management knowledge and experience? (Circle one)</p>

	<ul style="list-style-type: none"> <li>a. Considerable knowledge and experience of project management</li> <li>b. Previous experience managing projects</li> <li>c. Limited knowledge and experience in project management</li> <li>d. No knowledge or experience in project management</li> </ul>
Q3	<p>As a Project Management Coordinator have you organized and provided training on project management topics to your assigned directorate? If yes, what was the topic and who attended?</p>
Q4	<p>Please describe the process you used to monitor the progress of your directorate’s pilot project? How often did you meet with the Project Director or Directorate Director to update him on progress and problems?</p>

<b>PMC Sub-national Questions</b>	
Q1	<p><b>Stakeholders.</b></p> <ul style="list-style-type: none"> <li>a. Who were the stakeholders for your Directorate’s project?</li> <li>b. Did the stakeholders change after your Directorate submitted its project proposal?</li> <li>c. Were there stakeholders left out that should have been included?</li> </ul>

Q2	<p><b>Provincial.</b> Does the Provincial Governor know about your Directorate’s pilot project?</p> <p>a. If not, why not? There is a Project Management Coordinator in the Governor’s Office. His role is liaison and communication with the Governor’s Office.</p>
Q3	<p><b>District.</b> How does your Directorate’s pilot project support the District Development Plan?</p>
Q4	<p><b>Potential for Project Expansion.</b></p> <p>a. Would you suggest expanding your Directorate’s project to other ministries or other provinces? Please explain</p> <p>b. Are there other donors in Kabul who would be interested in the results of your Directorate’s pilot project or who would support expanding it to other ministries or other provinces?</p>

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**Project Management Resources and Trainings**

This section is designed to help GDPDM understand and document knowledge gained and learning realized as a result of the learning-by-doing projects

<b>Q1</b>	<p><b>Project Proposal Template</b> (includes both Project Proposal Introduction and Project Proposal Plan).</p> <ul style="list-style-type: none"> <li>a. Who prepared the Project Proposal for your Directorate?</li> <li>b. If you as the PMC prepared the Project Proposal did any of the counterparts in the Directorate participate with you? What was their role?</li> <li>c. Did you use the Project Proposal Template to prepare your Project Proposal? If no, what did you use instead?</li> <li>d. Does the template cover requirements of other types of projects the Directorate intends to implement?</li> </ul>
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<p>Q2</p>	<p><b>Project Budget Management Datasheet.</b> This template is used to prepare the budget for your project and then after the project is funded to track expenditures against the budget. The first question focuses on using the template to prepare the project budget. Remaining questions focus on using the template to track project expenditures and control project costs.</p> <ul style="list-style-type: none"> <li>a. Who prepared the Project Budget Management Datasheet for your Directorate?</li> <li>b. If you as the PMC prepared this template did any of the counterparts in the Directorate participate with you? What was their role?</li> <li>c. Was your Directorate able to prepare its proposed project budget using the Project Budget Template? (Yes or No).</li> <li>d. Did your Directorate use the Field Issued Assets List (worksheet) in the Project Budget Template to record equipment purchased by the project (Yes or No). If no, was used instead? <b>Note: a completed Field Issued Assets List will need to be submitted as part of Project Close Out, and a copy kept by your Directorate.</b></li> <li>e. Did your Directorate use the Project Spend (worksheet) to monitor expenditures for your project (Yes or No). If no, what was used instead?</li> </ul> <p><b><i>Note: a completed Project Spend worksheet will need to be submitted as part of Project Close out and a copy kept by the Directorate.</i></b></p>

Q3	<p><b>Project Tracking Template.</b> The template for Project Tracking is at the heart of managing your Directorate’s project. If your Directorate’s Tracking Template is incomplete then the project is not being managed. Instead it is managing you.</p> <ol style="list-style-type: none"> <li>a. Who prepared and monitored the Project Tracking Template in your Directorate?</li> <li>b. If you as the PMC prepared and monitored this template did any of the counterparts in the Directorate participate? If so, what was their role?</li> <li>c. After the Project Tracking Template was prepared for your Directorate’s project, who was responsible for updating this Template?</li> <li>d. If the Project Tracking Template was not used for your project please explain why.</li> <li>e. Did the Director of your directorate see the updated Tracking Template?</li> </ol> <p><b>Note: Please ask for a copy of the Project Tracking Template.</b></p>
Q4	<p><b>Risk Matrix Template.</b></p> <ol style="list-style-type: none"> <li>a. Who prepared and updated the Risk Matrix Template in your Directorate?</li> <li>b. If you as the PMC prepared and updated this template, did any of the counterparts in the Directorate participate? If so, what was their role?</li> <li>c. Did the Director of your directorate see and approve the Risk Matrix template before the project started?</li> <li>d. Did your project have any delays? Were these recorded on the Risk Matrix?</li> <li>e. Did you update the Risk Matrix after you submitted your project proposal? What risks were added or deleted?</li> <li>f. What actions were taken to manage or address the risks listed on the Risk Matrix?</li> <li>g. What risks were not shown on the Risk Matrix that in hindsight should have been listed and why?</li> <li>h. If you did not use the Risk Matrix Template to identify and manage risks that affected the success or failure of your project, what other method did you use to identify, manage or avoid these risks?</li> </ol> <p><b>Note: Please ask for a copy of the most current Risk Matrix Template the directorate has.</b></p>

Q5	<p><b>Templates Overall.</b></p> <ul style="list-style-type: none"> <li>a. How useful were the project management templates to you in your role as Project Management Coordinator?</li> <li>b. What specific counterpart capacity was developed as a result of preparing and using the templates?</li> <li>c. Will the templates assist the Directorate in managing other small and large scale projects?</li> <li>d. Are there changes you to any specific Template? If so which template and what is the change(s) you suggest be made and why?</li> </ul>
Q6	<p>How useful were the project management trainings provided to the staff of the Directorate during the course of the project?</p>

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<b>PMC Recommendations</b>	
Q1	<p>Are there other project management topics that would strengthen the ability of your Directorate to better manage the project management cycle? Please be specific or provide an example.</p>
Q2	<p>What additional project management trainings are needed by the Directorate to further development the capacity of counterparts to better manage projects?</p> <ol style="list-style-type: none"> <li>a. If GDPDM offered a second phase of pilot projects are there certain aspects of project design and management that should be emphasized over others?</li> <li>b. Were the proper counterparts involved in the first phase of pilot projects? If no, who would be the appropriate Directorate counterparts?</li> <li>c. Did counterparts communicate with their Ministry in Kabul on project progress? If yes, what issues or topics did they raise to the national level? What was the response received?</li> <li>d. Should PMCs participate in counterpart training either at the provincial or national level?</li> </ol>

	If yes, what topic of project management are PMCs best suited to provide training in?

Additional suggestions, ideas, insights or comments that are not captured in the above criteria in the area of Project Management:


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## Annex 2

## Sub-National Capacity Building Pilot Project Close Out Assessment: Directorates

Review Information				
<b>Date:</b>	/ /20	<b>Directorate:</b>		<b>Province:</b>
<b>Interviewee Name:</b>	<b>Title/Grade</b>	<b>Department</b>	<b>Section</b>	<b>Notes/Tashkeel (Y/N):</b>

**Aims of this Close out Assessment:**

This document, when completed is to assess the effectiveness of the project management training and templates provided to the sub-national directorates through GDPDM's sub-national pilot project in developing their capacity to manage projects through the learning-by-doing principle. The data will feed into the Project's final report and will form basis for the design and implementation of the next phase of the project.

Directorate Questions	
Q1	Not including the Project Management Coordinating assigned to your Directorate, how many staff of this Directorate was trained in the project management process and templates?

Q2	<p>Was staff trained in project management process and templates responsible for implementing the pilot project? If no, who else was involved and why?</p>
Q3	<p>How was the project useful in terms of identifying/building a project management experience in the Directorate? Please give an example of how this experience can be applied to the next project.</p>
Q4	<p>Project management capacity building is split between formal training and learning-by-doing training preparing project proposals and then implementing them.</p> <p>a. Which training topic do you believe was most useful for your Directorate and for which topics should greater or lesser emphasis be given if there is a second phase?</p>

Q5	<p><b>Stakeholders.</b></p> <p>d. Who were the stakeholders for your Directorate’s project?</p> <p>e. Did the stakeholders change after your Directorate submitted its project proposal?</p> <p>f. Were there stakeholders left out that should have been included?</p>
Q6	<p><b>Provincial.</b> Does the Provincial Governor know about your Directorate’s pilot project?</p> <p>a. If not, why not? There is a Project Management Coordinator in the Governor’s Office. His role is liaison and communication with the Governor’s Office.</p>
Q7	<p><b>District.</b> How does your Directorate’s pilot project support the District Development Plan?</p>

<p>Q8</p>	<p><b>Potential for Project Expansion.</b></p> <ul style="list-style-type: none"> <li>c. Would you suggest expanding your Directorate’s project to other ministries or other provinces? Please explain</li> <li>d. Are there other donors in Kabul who would be interested in the results of your Directorate’s pilot project or who would support expanding it to other ministries or other provinces?</li> </ul>

<p><b>Project Management Resources and Trainings</b></p>	
<p>Q1</p>	<p><b>Project Proposal Template</b> (includes both Project Proposal Introduction and Project Proposal Plan).</p> <ul style="list-style-type: none"> <li>e. Did you use the Project Proposal Template to prepare your Project Proposal? If no, what did you use instead?</li> <li>f. What information requested on the Project Proposal is important for donors to know when considering your Directorate’s proposed project?</li> <li>g. Does the template cover requirements of other types of projects the Directorate intends to implement?</li> </ul>

<p>Q2</p>	<p><b>Project Budget Management Datasheet.</b> This template is used to prepare the budget for your project and then after the project is funded to track expenditures against the budget. The first question focuses on using the template to prepare the project budget. Remaining questions focus on using the template to track project expenditures and control project costs.</p> <p>f. Were you able to prepare the budget for your Directorate’s project proposal using the Project Budget Template? (Yes or No).</p> <p>g. Did you use the Field Issued Assets List (worksheet) in the Project Budget Template to record equipment purchased by the project (Yes or No). If no, what did you use instead?  <b>Note: a completed Field Issued Assets List will need to be submitted as part of Project Close Out, and a copy kept by your Directorate.</b></p> <p>h. Did you use the Project Spend (worksheet) to monitor expenditures for your project (Yes or No). If no, what did you use instead?</p> <p><b><i>Note: a completed Project Spend worksheet will need to be submitted as part of Project Close out and a copy kept by the Directorate.</i></b></p>

Q3	<p><b>Project Tracking Template.</b> The template for Project Tracking is at the heart of managing your Directorate's project. If your Tracking Template is incomplete then you are not managing your project. Instead it is managing you.</p> <ul style="list-style-type: none"> <li>f. After the Project Tracking Template was prepared for your Directorate's project, who was responsible for updating this Template?</li> <li>g. If the Project Tracking Template was not used for your project please explain why.</li> <li>h. If the Project Tracking Template was used for your project, how often was it updated? Weekly? Monthly? Seldom? Never?</li> <li>i. Did the Director of your directorate see the updated Tracking Template?</li> </ul> <p><b>Note: Please ask for a copy of the Project Tracking Template.</b></p>
Q4	<p><b>Risk Matrix Template.</b></p> <ul style="list-style-type: none"> <li>i. Did you complete a Risk Matrix template for your directorate's project? Who was responsible for completing this template?</li> <li>j. Did the Director of your directorate see and approve the Risk Matrix template before the project started?</li> <li>k. Did your project have any delays? Were these recorded on the Risk Matrix?</li> <li>l. Did you update the Risk Matrix after you submitted your project proposal? What risks were added or deleted?</li> <li>m. What actions were taken to manage or address the risks listed on the Risk Matrix?</li> <li>n. What risks were not shown on the Risk Matrix that in hindsight should have been listed and why?</li> <li>o. If you did not use the Risk Matrix Template to identify and manage risks that affected the success or failure of your project, what other method did you use to identify, manage or avoid these risks?</li> </ul> <p><b>Note: Please ask for a copy of the most current Risk Matrix Template the directorate has.</b></p>

Q5	<p><b>Templates Overall.</b></p> <ul style="list-style-type: none"><li>e. How useful are the project management templates provided to the Directorate?</li><li>f. Will the templates assist the Directorate in managing other small and large scale projects?</li><li>g. Are there changes you to any specific Template? If so which template and what is the change(s) you suggest be made and why?</li></ul>
Q6	<p><b>Project Management Training.</b> How useful were the project management trainings provided to the staff of the Directorate during the course of the project?</p> <ul style="list-style-type: none"><li>a. Are there project management topics that GDPDM should devote more training to as part of phase 2 of SNPP?</li><li>b. Are there project management topics ACSI should offer courses in at the regional CSC or at ACSI-Kabul?</li></ul>

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<b>Recommendations</b>	
Q1	<p>Are there other project management topics that would strengthen the ability of your Directorate to better manage the project management cycle?</p>
Q2	<p>What other project management trainings the Directorate requires to build the capacity of its staff in project management?</p>



### Annex 3 Project Scorecards

#### Project Scorecard 1

<b>Project (title)</b>	Backyard Poultry Farms to generate daily income sources for widowed women heads of households, helping advance implementation of Ministry of Agriculture Economic Recovery Program under ANDS	
<b>Directorate</b>	Nangarhar Directorate of Agriculture, Irrigation and Livestock (DAIL)	Start/End Dates: 25/10/10 – 20/3/11
<b>Beneficiaries</b>	23 widowed women and their households	Value: \$10,000

#### Project Scorecard 2

<b>Project (title)</b>	Science Centre Laboratory Curriculum, Equipment and Supplies	
<b>Directorate</b>	Nangarhar Directorate of Education	Start/End Dates: 24/12/10 – 22/3/11
<b>Beneficiaries</b>	20 teachers trained in the laboratory science curriculum after the lab equipment arrived at Bibi Hawa High School	Value: \$10,000

#### Project Scorecard 3

<b>Project (title)</b>	Heart City Drug Awareness Campaign (Herat city, Enjil and Guzara Districts Centre), in support of ANDS National Health and Nutrition Strategy	
<b>Directorate</b>	Herat Directorate of Public Health, Drug Demand Reduction Department	Start/End Dates: 18/12/10 – 23/3/11
<b>Beneficiaries</b>	Community members, Heart City community representatives (Guzar Wakils), and school students	Value: \$9,990

## Project Scorecard 4

Project (title)	Mother Stock Poultry Production	
<b>Directorate</b>	Herat Directorate of Agriculture, Irrigation and Livestock, Livestock Department	Start/End Dates: 18/12/10 – 23/3/11
<b>Beneficiaries</b>	20 women of families in Herat districts Women's shura created in Kababain Village to oversee poultry projects	Value: \$10,000

## Project Scorecard 5

Project (title)	Science Centre Laboratory Curriculum, Equipment and Supplies	
<b>Directorate</b>	Herat Directorate of Education	Start/End Dates: 20/12/10 – 20/3/11
<b>Beneficiaries</b>	100 teachers trained in the laboratory curriculum and technical use laboratory equipment 500 students at Sultan High School accessing the Science Centre Laboratory and use the expanded curriculum with the lab equipment and supplies support it	Value: \$10,000