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DEVELOPMENT AND DELIVERY OF ORIENTATION WORKSHOPS FOR NEWLY ELECTED PROVINCIAL COUNCIL MEMBERS IN THE ISLAMIC REPUBLIC OF AFGHANISTAN FINAL REPORT

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This publication was produced for review by the United States Agency for International Development. It was prepared by ARD, Inc.

The materials in this booklet are provided to assist Provincial Council members to understand and fulfill their roles and responsibilities. The documents below have been used as a reference in developing the materials used in the orientation and organization workshops for Provincial Council members. This material represents the latest versions of the Constitutional Articles (138 and 139) and Provincial Council Law and the Law on Provincial Administration.

- Provincial Council Law
- Law on Provincial Administration
- Constitutional Articles 139 and 139

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REPUBLIC OF AFGHANISTAN

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DISCLAIMER

The author's views expressed in this publication do not necessarily reflect the views of the United States Agency for International Development or the United States Government.

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ACRONYMS AND ABBREVIATIONS

ALGAP	Afghanistan Local Governance Assistance Project
COP	Chief of Party
PC	Provincial Council
PRT	Provincial Reconstruction Team
TOT	Training of Trainers
UNAMA	United Nations Assistance Missions in Afghanistan
USAID	United States Agency for International Development

1.0 INTRODUCTION

This report presents the activities implemented to develop and deliver orientation workshops for the newly elected Provincial Council (PC) members in the Islamic Republic of Afghanistan. The focus of the program was to provide technical assistance to the USAID-funded Afghanistan Local Governance Assistance Project's (ALGAP) staff, and selected local trainers. It entailed organizing and facilitating development of material, training of trainers (TOT), and logistical arrangements to conduct six TOT workshops and 34 PC workshops. The objectives, research, and activities undertaken to accomplish the terms of reference (TOR) are presented herein, along with concerns, comments, and observations. The report concludes with recommendations for follow-on technical assistance.

There are several significant highlights; for example:

- **Frequent concern expressed by PC members:** lack of support in the form of security, office space, transportation, communication, and supplies.
- **Most frequent comment by PC members:** the orientation workshops were timely, appreciated, and very helpful in helping the Council members to better understand their roles and responsibilities.
- **Widely observed:** equality of female PC members was fully accepted.
- **Key recommendation of PC members:** continue this effort, and conduct joint workshops between the Provincial Councils and the Provincial Governors/Administration.

While the report is succinct and concise, several appendixes provide supporting documentation, and all the material developed by the team has been provided electronically.¹

¹ The technical assistance to implement this program was provided by Paul Slattery and Bob Sanders, who also wrote this report and prepared the PowerPoint presentation. They were ably assisted by the ALGAP staff and master facilitators.

2.0 BACKGROUND/PURPOSE

Elections for Provincial Councils (PCs) were held on 18 September 2005, and official certification of results was completed (with one exception, Kandahar Province) on 10 November 2005. Thirty-three of the new PCs held organizational meetings, within their respective provinces, on 10 and 12 November (again, Kandahar was delayed by two days), thus officially assuming their responsibilities. The first order of business was electing two provincial representatives to the Mishrano Jirga, the upper house of the National Assembly, and selecting officers for the respective Councils. Following these first official acts, an orientation program, consisting of a three-day workshop, was conducted for each PC to assist the members in clarifying and defining their roles and responsibilities.

The purpose of ALGAP's orientation program was to assist the Council members in developing a basic organization, and to help them establish initial rules and procedures for conducting their business and fulfilling their responsibilities. In the workshops, the Council members were encouraged and supported in identifying possible areas of activities as well as developing a basic familiarity with other resources, for example, other organizations and groups, with which they may work.

3.0 OBJECTIVES AND TASKS

The objectives of this assignment were threefold:

- To develop the ability of a core group of local trainers, from varied backgrounds and skill levels, to work with the newly formed PCs to enable the members, and the Council as a whole to:
 - establish realistic processes and procedures, and
 - recognize and commit themselves to pursuing opportunities to make maximum use of their resources.;
- To develop, in conjunction with a cadre of “master facilitators,” the material for the PC workshops and TOT material that can be used to strengthen the skills of the core group of local trainers; and
- To oversee the delivery of six regional TOTs, and 34 Provincial Council workshops.

The tasks in accomplishing these objectives included:

- Reviewing appropriate material, including the Law of Provincial Councils, the Local Administrative Law, and the draft Rules of Procedure for Provincial Councils;
- Recruiting, in conjunction with the ALGAP staff, a cadre of 12 master facilitators to assist in developing both the TOT and PC workshop materials (and to also deliver the TOTs);
- Conducting intensive working meetings with the master facilitators and ALGAP staff, to develop and test the materials;
- Recruiting, in conjunction with the ALGAP staff, over 100 local trainers (three or four from each province) to attend the TOTs, and subsequently deliver the PC workshops in their respective provinces;
- Observing, with ALGAP staff participation, the delivery of six regional TOTs by the master facilitators to the local trainers;
- Monitoring, with ALGAP staff and master facilitators serving as “eyes and ears,” the delivery of 34 PC workshops by the local trainers;
- Conducting a summary meeting of the PC workshop monitors (including master facilitators) to collect key observations and experiences from the workshops; and
- Preparing a report and PowerPoint presentation for the international community, local authorities, and ALGAP/USAID on results, lessons learned, and recommendations.

4.0 ACTIVITIES

4.1 RESEARCH AND CONTACTS

A review of relevant and appropriate materials was completed in the first few days of the assignment. This included the Law of Provincial Councils, the Local Administrative Law, the draft Rules of Procedure for Provincial Councils, and Articles 138 and 139 of the Afghanistan Constitution. Other documents reviewed were the Terms of Reference for Governors, an Afghanistan Research and Evaluation Unit Briefing Paper by Sarah Lister entitled “Caught in Confusion: Local Governance Structures in Afghanistan,” and “Jirga: A Traditional Mechanism of Conflict Resolution in Afghanistan” by Ali Wardak.

Meetings were held with several government officials and representatives of the international community. Program staff met with the Deputy Minister of the Interior, Abdul Malek Sidiqi, to discuss ALGAP and solicit support. The Deputy Minister expressed his appreciation for the program, saying it would benefit the new Council members. He offered the assistance of the Ministry’s local facilitators, and later sent a letter to all Governors requesting that they assist implementation of the workshops by providing security and, in some cases, workshop sites.

Bill Bradley, the USAID Provincial Reconstruction Team (PRT) representative for the Parwan, Panshir, Kapisa, and Kabul provinces; and Lt. Colonel George McDonnell, Commander of Bagram PRT, Task Force Eagle, were given a briefing on ALGAP in the early stages. They expressed great support, and an interest in collaborating with ALGAP in the development of a strategic plan for the four provinces, leading to infrastructure projects. In a subsequent meeting, Lt. Colonel McDonnell and Lt. Darrel Pearman, the Civil Affairs Officer at Bagram, were provided with the PC workshop and TOT materials, and a briefing on workshop implementation.

A meeting was held with Governor Abdul Jabbar of Parwan Province, to explain ALGAP. The Governor was supportive and made arrangements for the government hall to be used for the PC workshop.

A representative of the President’s Office, Mr. Khalil Roman, provided a briefing to the 12 master trainers on the Law on Provincial Councils. He focused on Article Four, “Duties and Authorities of Council” and Article Five, “Duties of Heads and Members of Council.” In his replies to several questions, he clarified several issues, including:

- Does the Provincial Council member(s) who is selected for the Mishrano Jirga lose his/her seat on the Council? **(Answer: “Yes.”)**
- What are the relationships among the upper house, lower house, and the Provincial Councils **(Answer: “Each are separate bodies representing the people, and each has duties which are clearly mentioned in the Afghanistan Constitution and in other laws.”)**
- What is the appropriate title for Council members, Wakil or Member? **(Answer: “Wakil is a traditional term and can be used, but the correct term is Member of the Provincial Council.”)**

Staff also attended a meeting of the Working Group on Provincial Councils, hosted by the United Nations Assistance Mission in Afghanistan (UNAMA). The ARD ALGAP Chief of Party (COP) gave an update on the program’s activities and progress to date (30 October), and provided handouts summarizing the status of workshop material preparation and the projected sites for the six regional TOTs. Participants offered assistance in meeting logistical needs in implementing both the TOTs and PC workshops.

Meetings were also held in Kandahar Province with the UNAMA Political Affairs Officer, Sonja Bachmann, and with the Deputy Governor, Dr. Humayoon. Ms. Bachmann, at the time of the meeting (9 November), had attended the first day's session of the TOT being held in Kandahar. She expressed satisfaction with the agenda, substantive workshop material, quality of the two master trainers, and participation of the local trainers. She provided contact information for several local officials who could assist implementation of the PC workshops.

Deputy Governor Humayoon indicated the Governor's support of the PC workshop, but thought it would have to be delayed since the Kandahar Provincial Council was not expected to be certified by 10 November. This proved to be correct, and the PC workshop is scheduled for 21 to 23 November.

4.2 IMPLEMENTATION

Recruitment of master trainers was a first priority. The ALGAP staff identified 17 candidates, who were interviewed in two group sessions. Twelve (nine men and three women) were selected, and their task(s), in conjunction with the consultants and ALGAP staff, was to design the TOT and PC workshops, and develop the appropriate substantive materials. The list of master facilitators is attached as Appendix A. These tasks were accomplished during an intensive 10 days of plenary and breakout group sessions. The resultant material, for both the TOTs and PC workshops, is attached as Appendices B and C.

The TOTs were conducted in Kabul, Jalalabad, Konduz, Mazar, Herat, and Kandahar. For each TOT, three facilitators were recruited (by ALGAP staff) from each province in the region to subsequently deliver workshops to their respective PCs. One hundred and two facilitators were coached/trained in four-day TOTs that were conducted at the six regional sites on 8-10 November. The list of local trainers is attached as Appendix D.

After the PCs held their initial meetings, they convened in their respective provinces for the three-day orientation workshops sponsored by ALGAP/USAID. Thirty PC workshops were held on 13-15 November; two, in Ghasni and Hilmand, were held on 15-17 November; Kandahar will hold its workshop on 21-23 November; and Uruzgan's workshop will be held on a date to be determined. All the PC workshops were held in their respective provinces except for Wardak, which was held in Kabul²). Attendance at each workshop was virtually 100 percent, and included the two new Council members who replaced those selected for the upper house.

4.3 POST-WORKSHOPS FEEDBACK

Sixteen of the PC workshops were monitored by either ALGAP staff or one of the master trainers. The provinces monitored, and the monitors, are presented in Appendix E. The monitors met with the ALGAP staff and consultants on 17 November to discuss concerns expressed and comments from (and among) participants, and observations by the monitors. The salient points and most illustrative feedback include:

Issues of concern among PC members:

- The lack of support in the form of security, office space, transportation, communication, and supplies;
- Councils have no support staff, such as clerks and drivers;
- Salaries were not sufficient to cover their expenses as PC members—a per diem is needed; and
- Worry that Council actions and decisions would not be taken seriously by the Governor and Administration.

² The Uruzgan workshop may also be held outside the province. This will depend on the security situation.

Comments:

- Their understanding of the Law of Provincial Councils was much improved, especially pertaining to their duties and authority.
- The PC member should represent all the people of the province and not just their respective districts.
- The orientation workshops were timely, appreciated, and helpful in improving the Council members' immediate understanding of their roles and responsibilities.
- Joint workshops should be held with the Governor and Administration to discuss cooperation, authorities, decision making, relationship, etc.
- The workshop created an environment conducive to peaceful discussion.
- The Councils should have full-time advisors.
- More workshops are needed to strengthen the capacity of the Council and its members to understand and fulfill its roles and responsibilities.
- Priority topics for additional workshops include administrative and financial procedures, budgeting, conflict resolution, human rights, planning, economic development, raising revenue, and how to prioritize according to available resources.
- Study trips should be arranged to learn how local governments function in a democracy.

Observations:

- Many members were not initially interested in the workshops but, as the sessions were presented and they became involved in role playing and small group discussions, they began to see the value and became enthusiastic participants.
- Initially there was suspicion and distrust among some members, but as the workshop progressed, this transformed into mutual respect and appreciation that they all had the same responsibilities and opportunities to participate and contribute to decisions.
- Cliques started to become less a factor as the participants became part of small breakout groups and teamwork was necessary to complete tasks and come up with solutions to problems and answers to questions.
- Differences of opinion were discussed and resolved peacefully.
- The level of illiteracy was not as great as expected.
- Capabilities of the participants were greater than expected.
- No evidence of hierarchy or "warlord" mentality was observed.
- Development as a team was evident as the workshop progressed.
- Workshop material and training tools were appropriate and appreciated (participants especially liked the role plays).
- It would have been helpful if the local trainers would have had the opportunity to practice their presentations (after the TOTs).
- Equality of female Council members was fully accepted.

4.4 REPORTING

Daily working sessions were held with ALGAP staff and the master trainers during implementation of the terms of reference. Frequent meetings were held with the COP, and he was provided written updates on progress. USAID and other members of the international community were also kept informed, through meetings, updates of workshop schedules and material, and on 20 November, through a presentation of results and outcomes. This Final Report summarizes objectives, tasks, activities, and highlights, and provides recommendations for additional technical assistance by USAID/ALGAP.

5.0 HIGHLIGHT OF RESULTS

- Twelve master facilitators recruited and guided the design and development of a Training of Trainers curriculum and Provincial Council workshop material.
- One hundred and two local trainers recruited and participated in six regional four-day TOT workshops.
- Timely delivery of 32 Provincial Council workshops was provided by the local trainers. The two remaining workshops were expected to be conducted by the end of November.
- Significant data was collected and relevant documents and materials were reviewed.
- Training and facilitating skills for both the master and local trainers was strengthened.
- A cadre of master facilitators was established.
- A network of local trainers was established.
- Substantive information and knowledge was imparted to the new Provincial Council members.
- Virtually 100 percent of Council members participated in the workshops, including the two replacements for those selected for the upper house.
- There was a demonstrated attitude of acceptance of female members.
- There was a demonstrated willingness to peacefully discuss issues.
- The value of training and an environment for additional technical assistance in support of the Provincial Councils was established.
- Recommendations for follow-on technical assistance were provided.

6.0 RECOMMENDATIONS

- Provide follow-up workshops on such topics as duties and authorities, administrative and financial procedures, budgeting, conflict resolution, human rights, planning, economic development, raising revenue, and how to prioritize according to available resources.
- Conduct joint workshops between the Provincial Councils and the Provincial Governors/Administration on such topics as cooperation, authorities, resources and support, needs assessments, goals, development plans, and project prioritization.
- ALGAP staff, especially the program specialists, should continue to develop and strengthen contacts in their respective regions, including with the Provincial Councils and the local trainers.
- Maintain the master trainers as a cadre to develop additional training modules, deliver TOTs, and monitor and assess workshops.
- Promote awareness among the international community involved in training activities of the cadre of master trainers.
- Arrange for “World Learning” type study tours to appropriate regional countries for the Provincial Council members (perhaps the leaders from each Council).
- Engage the media in promoting the workshops and accomplishments of the Provincial Councils, and educate the media in the laws and functions of Councils.
- Develop simple, practical tools to assess needs, track progress, and understand real results of ALGAP efforts to support the Councils.
- Collaborate with other organizations and projects, such as the PRTs and UNAMA, to coordinate support to the Provincial Councils. This will eliminate duplication and leverage resources.
- Use the core group of local facilitators to provide additional assistance to the Councils for at least three months. Subsequent assistance can be based on the needs identified by the Council members in their feedback from the Provincial Council workshops.

It is the sense of the consultants, and everyone actively involved in these workshops, that significant progress has been made over the past five weeks at getting the Council members of all the Councils to understand and accept their new roles and responsibilities. It is vital that every effort be made to continue this momentum.

APPENDIX A

List of Master Trainers

List of Master Trainers**Finalized 24 October**

No.	Name	Title	Province	Contact
1	Mr. A. Qodus Nasiry	Trainer/SDF	Kabul	079 40 5189
2	Mr. A. Saboor	Trainer/SDF	Kabul	070 017 980
3	Mr. Aminullah Ludin	Trainer/SDF	Kabul	079 172 710
4	Mr. Ab. W. Rahmani	Trainer/SDF	Kabul	079 461 627
5	Mr. Kabir Rahimyar	Trainer/SDF	Kabul	079 353 196
6	Ms. Zobaida Osmany	UN-Habitat	Kabul	079 312 769
7	Ms. Tahera Sediqqi	Teacher	Kabul	079 336 062
8	Ms. Amina Ahang	Master Trainer/UN-Habitat	Kabul	070 251 180
9	Mr. Hashim	Trainer for health personal	Jalalabad	070 612 728
10	Mr. Abdul Hamid Hamid	Freelance consultant	Kabul	070 35 16 78
11	Mr. Abdul Rahman Bahir	Master trainer, NSP/Herat	Herat	079 351 678
12	Mr. Ershad Bayani	Freelance consultant	Kabul	079 226 429

APPENDIX B

Training of Trainers Material

CONTENTS

1. Training of Trainers Agenda
2. Introduction of the Methodologies of Training to Adults
 - a. Lecture as a Training Method
 - b. Role Play as a Training Method
 - c. (Q & A) as a Training Method
3. Transferring from One Session to the Next Session
4. Training Plan and Training Methods for Local Trainers (Facilitators)

1. TRAINING OF TRAINERS AGENDA

Time	Issues/Activities	Methods	Training Material
Total time 85 min	<p>Training Methods Introduction: Goal: Capacity building of participants to better understand the training methods.</p> <p>Objectives: At the end of the sessions the participants will be able to:</p> <ul style="list-style-type: none"> • Explain the training methods. • Explain the advantages and deficiencies of different training methods. • Explain how to use the training methods properly. 		
30 min	<p>1. Lecture:</p> <ul style="list-style-type: none"> • First, the facilitator/trainer asks participants what they know about the lecture, its advantages, deficiencies and areas to use lecture; the participants shall answer the question voluntarily. • Then the facilitator/trainer defines the lecture, and its specifications, such as advantages, disadvantages, and areas of use. 	<p>Q & A Oral explanation</p>	<p>Lecture notes Flipchart Board Marker</p>
20 min	<p>2. Role play:</p> <ul style="list-style-type: none"> • First a role which shows an existing issue in the community shall be played, such as preference of boys to girls in the families, or a village council discussion on prioritizing the needs of the village and agreeing on the issues. • The facilitator/trainer then asks participants what the role play described and what they learned from it. • The facilitator/trainer will define the role play as a training method and explain its specification (advantages, disadvantages, areas of use). 	<p>Role play Q & A Oral explanation</p>	<p>Role play text Lecture notes Flipchart Marker</p>
30 min	<p>3. Asking questions as a training method:</p> <ul style="list-style-type: none"> • First the facilitator/trainer raises a difficult issue and asks participants about how to solve it, writing helpful suggestions on the flipchart. • At the end, the facilitator/trainer summarizes how questions and answers are used in training and explains their applications. 	<p>Q & A Oral explanation</p>	<p>Flipchart Marker Lecture note</p>

2. INTRODUCTION OF THE METHODOLOGIES OF TRAINING TO ADULTS

There are many training methods that can be used in courses and training workshops. In this session we want to discuss a few of the most commonly used methods.

1. Lecture as a training method:

Lecture is one method that is customarily used in formal classrooms and official ceremonies. These methods have their own limitations and place of use.

Lecture is:

- The transfer of knowledge from the teacher to the students;
- The transfer of knowledge orally (verbally);
- The teacher standing in front of the class and the students sitting in front of the teacher;
- The teacher as the primary source of information—the teacher transfers his/her knowledge and skills to the students;
- Students are expected to keep quiet;
- Student participation is very limited; and
- Mostly used in very structured learning environments.

Practice: List the advantages and the disadvantages of lecture method with the use of (Q & A) or brainstorming.

Advantages:

- The teacher can cover many subjects in less time.
- If the lecture is well planned, information can be easily transferred to the students.
- A large number of students can be taught in one teaching round.

Disadvantages:

- There is a chance that the students will not learn or understand the information given by the teacher.
- If the students cannot learn or understand the information given by the teacher, then the teacher giving more information or details will not improve matters.
- While lecturing, the teacher concentrates on providing details without knowing whether or not the students grasp them; in a lecture, most of the attention goes to teacher's lecture and not to the student's learning.
- Lecture is not always an effective way to help a student to solve problems themselves, or helping them to understand ways of solving their problems.
- Lecture is not the best method of teaching practical skills, because the students cannot learn practical skills by only listening to the teacher—they need hands-on practice.
- Using the lecture mode for those completely unknowledgeable in the subject can exacerbate confusion of students.

2. Role play as a training method:

One effective method of training is to create a task where a person has an opportunity to practice. In a training program, few learning opportunities can equal the actual experience a person feels in a well-designed role play. While considerable preparation is necessary, role plays are very effective methods of learning for the students.

Playing Roles:

The trainer should provide some time for the students to prepare their roles. Role plays are exercises that are used for demonstrating behavior in actual situations or scenes that exist in daily life and involve different people. Role plays can be excellent ways to get students trained; they also prepare students for real-life conditions in their jobs and daily lives.

Advantages:

- With the use of role play, learning procedure can be easy.
- Skills tend to be well learned.
- A change in behavior of the students often appears immediately.
- Interest of the students is held, often priming interest in further education and learning.
- Students gain more confidence.
- It is an effective training tool for people who cannot read.

The trainer, before starting a role play, should keep these points in mind:

- Select the subject.
- Provide and prepare the sources and materials.
- Determine the time for the role play.
- Select the right students for the role play.
- Give information about the role play.
- Develop a list of questions for the students.

3. Questions and Answers (Q & A) as a training method:

Preparing questions is one of the most important activities of a trainer. While preparing questions, the following points should be kept in mind:

- A question should have a direct correlation to the subject under discussion.
- While asking questions, simple words should be used.
- The question should be understandable.
- Questions should be prepared before the lesson starts.
- If a question is long, then it should be written out on a flipchart.

Types of Questions:

- A. Open Questions: questions that involve undecided information, opinion, or reflection and may require the respondent to tap either their general knowledge or combinations of fields of information.**

Such questions are useful for reflection, improving understanding or encouraging synthesis of complex issues, but may lead to discussion that quickly gets beyond the scope of the training purpose. In some cases, they may appear to be “invitations” more than true questions (see second example below).

Examples:

1. How do you feel about current efforts to overcome disenfranchisement of adults for reasons of their ethnic background?
2. Tell me about the most difficult problem you have had to solve in your province.

- B. Closed Questions: questions that are directive and require specific knowledge and usually prompt further discussion.**

Such questions are effectively used in training and all these questions start with the words HOW, WHO, WHEN, WHERE, WHAT, or WHY.

Examples:

1. Why do you think that getting familiar with the people of the village is important before starting work in that village?
2. When did you begin to think about employees having skills in the training sessions?
3. What do you think about the duties, responsibilities, and authorities that are important for the Provincial Council’s members?

- C. Questions that help the participants find ways for solving problems.**

These kinds of question are used to make the participants think and such questions are usually applied while studying a case.

Examples:

- If you were him, what would have you done?
- From your point of view, what mistakes did Ahmad make?
- From your point of view, why couldn’t Salim do his job perfectly?

There are several other methods that we can discuss in the coming days.

- Case/Case monitoring as a training method
- Snowballing as a training method
- Presentations as training method
- Group discussion/working in group, etc.

3. MAKING TRANSITIONS FROM ONE SESSION TO THE NEXT SESSION

Orienting participants to what is going on and what is being expected of them is a constant challenge to trainers. One area that is particularly sensitive is the transition from one session or one topic to the next. Trainers often see participants become disoriented to one degree or another as new, complicated subjects and skills are being learned. If the participant is allowed to persist in his or her disorientation, there is a high risk that they will disengage from the learning process... often becoming resistant, or even going so far as to recruit other participants in abandoning the effort.

Trainers need to keep in mind that there are various methods to facilitate the transition from one session to the next, for example:

1. **Review.** Before starting the next session, the facilitator/trainer might ask participants to explain and name the key points and topics of previous session voluntarily.
2. **Preview.** The trainer might write the topic of the new session on the flipchart/white board, to “preview” the new session, and ask the participants how they view the connections between the two topics.

It is very important for the success of this workshop series that each facilitator/trainer observe these transitions before and after each session.

4. TRAINING PLAN AND TRAINING METHODS FOR LOCAL TRAINERS (FACILITATORS)

See the following pages for handouts and training sessions.

Handout

STORYTELLING

In Afghanistan, stories are among the most powerful tools for learning. They allow people to grasp and understand concepts that are otherwise very complicated. People can quickly see how those concepts are acted out by the main characters in the story. If the story also entertains, they pay attention... and they learn.

If you are going to use storytelling—and we encourage you to do that—you will need to develop a believable narrative that engages participants in their own learning. Storytelling devices include:

- **ANECDOTES** (short, attention-getting stories that focus attention on a problem; often using analogies, often spontaneous and humorous... *but always short*)
“A goat, a dog, and a duck were on their way to Herat...”
“Two villagers were in a meeting with the Councilor in Farah when a sandstorm came...”
- **ILLUSTRATIVE EXAMPLES** (short, specific descriptions of something that has happened... or could happen... that illustrate some specific aspect of a larger problem. You can invent your own out of your experiences, such as...)
“Let me give you an example of how a funding proposal was rejected when communication broke down between committee members...”
- **CASE STUDIES** (accounts of situations illustrating events that led to certain outcomes; these usually focus on decisions and actions of people, and the consequences of those events. We use three such cases in Session 6):
 - *Case of two brothers and two sisters inheriting an orchard*
 - *Case of a bridge being planned*
 - *Case of Afghan who left the country and returned to find someone occupying his house*
- **ROLE PLAYS** (a dramatization of a problem situation involving two or more people. These are loosely scripted and allow role players to inject their own interpretations and emotions. Note that while the situations are fictional, the *interpretations* and *emotions* are often quite real. Session 7 has an important role play):
An official of Saba Bahar denies local councilors access to needed information.

In all of these examples, the *telling* of the story—the way you tell it—is very important. By making the situation believable, relevant, and engaging, participants are drawn into the story. If they cannot be drawn into the story, they will likely reject its message.

Your role as facilitator is to make it all happen. Remember these basics:

- The setup is critical. Make it brief. You can even be vague. But be sure to let people know what they are expected **to do** (to listen, to clap their hands, to listen for a critical turning point in the story, etc.).
- Know where you are going. Know what the point of your story is. While the audience may not need to know where the story is going, you must. And they must believe that you do.

- Relevance is critical. Remember your job: to train, not to entertain. Pick your stories, anecdotes, illustrative examples, and cases carefully and purposefully. Be ready to drop a story if it is not relevant... even if you thought it might be when you started.
- Use humor appropriately. Avoid forcing humor. Never make fun of people represented in your class... in fact, it is best not to make fun of *anyone* or *any group*. Do not laugh at your own jokes. And remember, not all *humorous* situations are *funny*.
- Engage your audience. Move among them. Make eye contact. Make reference to events and people in the group.
 - Ask open questions to cause reflection, create understanding;
 - Ask closed questions to limit disruptions;
 - Summarize, recapitulate, review; and
 - Always leave the participants feeling good about themselves.
- Keep it moving forward.
- Relax!
- Refer later (and when it is appropriate) to the story's lesson.
- Remember (always!) that this may be just a story, but the emotions people feel in it are real.

Important! The special case of Saba Bahar

The Master Facilitators who designed this course have thought seriously about the kind of people who may be in this course. While most will be newly elected officials eager to do good work, some may also be difficult to manage. Saba is a mythical province and Bahar is a city in Saba. It is a nice place, but it has problems. Its problems will allow people in your class to act their way through those difficult problems without putting relationships in their *real* home communities at risk. For example, in Saba, they can show that they are angry, upset, or frightened without offending their own colleagues. Your role is to remind people in your class that Saba is not real... but that this is the way people behave.

If you introduce the existence of Saba Bahar early in your training—describe the place (the description is in your materials) and make it seem real. You can refer to it at any time during the training, for example:

- When there is real conflict between participants, you can ask them to imagine that they are in Saba... then give them roles to play *in Saba*... right then, on the spot.
- When people don't know what to do, explain that the same kind of thing happened in Saba. Invite them to solve *that* problem... then their own.

Training

Teaching

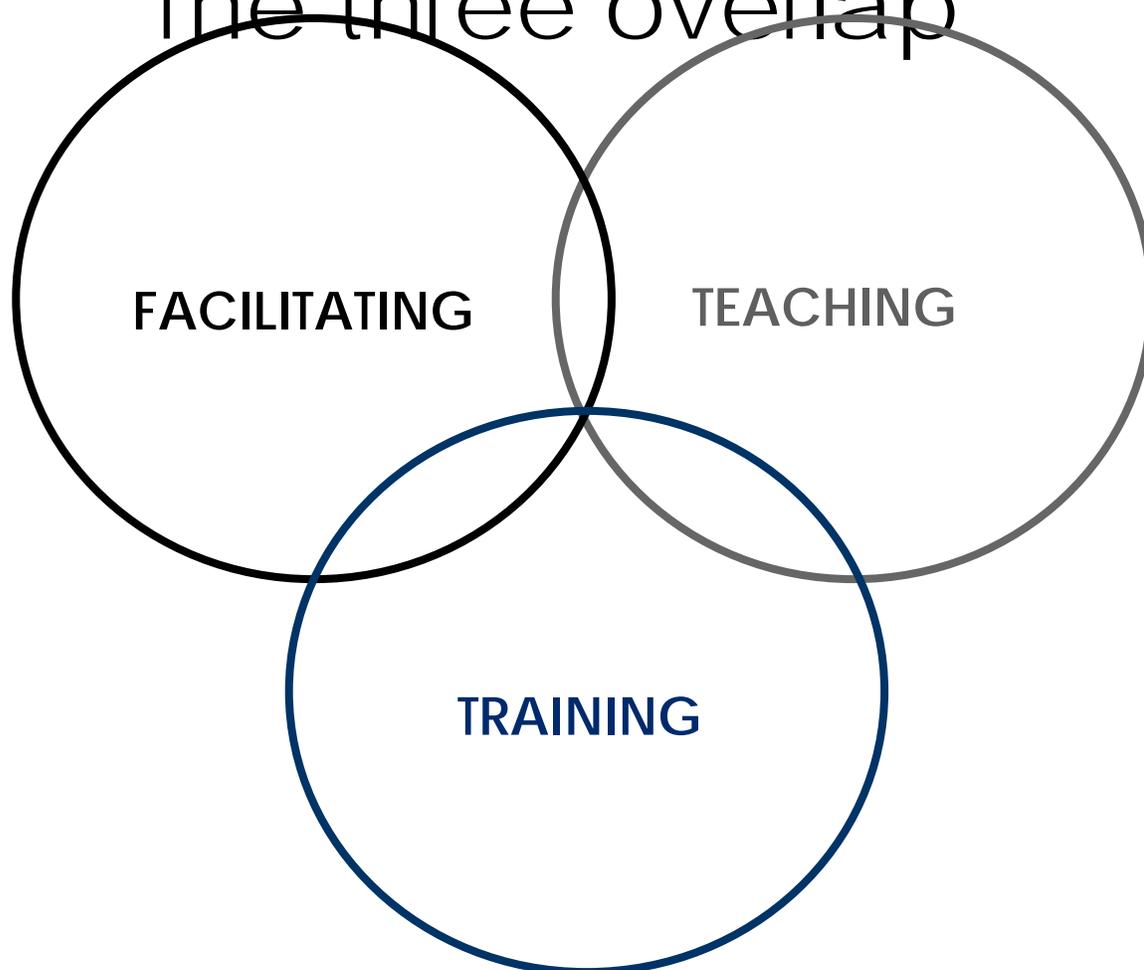
Facilitating

Training: helping people *acquire specific skills* to perform known tasks within a limited time. These would likely be things you would see a person do, especially things with their *hands*.

Teaching: helping people acquire information, knowledge and understanding of a subject. These would likely be things a person would use over a longer period of time... things people would hold in their *head*.

Facilitating: encouraging people to *use and strengthen skills* in structured environment ... most often skills they already have. Facilitators' roles are to *encourage, suggest, guide, and critique*.

The three overlap



A good
trainer/teacher/facilitator
knows how to use each—
and when to use them

How to Train: Session One

Opening Session

Prepare in advance:

- Flipcharts:

1.

Welcome to the Workshop

2.

Expectations (title only)

3.

Agenda
1. Welcome
2. Historical Background
3. Council Members' Duties and Responsibilities
4. Meeting Management and Decision Making
5. Ensuring Provincial Council Relations
6. Creation of Sub-Committees within the Provincial Council
7. Gathering Information Needed by the Council
8. Evaluation
9. Action Planning
4.

Rules (5 cards)

- Your Objectives:

- Introduce workshop.
- Establish the context for the importance of the workshop:
 - passages from the Quran, and
 - welcoming words of the Governor.
- Establish a friendly, safe environment.
- Facilitate participants' relationships and their acceptance of the rules.
- Act as models of behavior.

How to Train: Session Two

Historical Background

Prepare in advance:

- Flipcharts:

Left Flipchart:

۲۸۹۱
فصل دوم
وظایف و صلاحیت های شورای ولایت
وظایف و صلاحیت های شورا:

۱- مشارکت در تدوین چارچوب انکشافی حکومت در ساحات اقتصادی، اجتماعی، صحت، معارف و بازسازی و سایر امور مربوط ولایت.

۲- ارائه مشوره در مورد استفاده موثر از منابع مالی.

۳- مشارکت در حل اختلافات و منازعات قومی و محلی از طریق جرگه های محلی.

۴- ارائه مشوره در طرح پلان انکشافی ولایت و پلان ششمی شده قبل از پیشنهاد به حکومت.

۵- بهم گیری فعال به طرق ممکنه برای از بین بردن بوم و عنفات منابر شرعی، اسلامی و قانون (از دوداج های اجباری، بداد زن ها و امثال آن، و مساعی در تأمین حقوق بشر).

Right Flipchart:

۶- بازدید از محلات سلب آزادی به استیذان مقامات مربوط، تحلیل و ارزیابی عملکردهای مراجع حراست قانون و حقوق دارنده گذرگش در مورد ولایت.

۷- بهم گیری موثر فعال در جلوگیری از زنجیر کردن، تولید، نگهداری و قاچاق مواد مخدر و اعتیاد بان و استعمال به مسکرات، از آن گاهی دادن از نظرات استعمال مواد مذکور جلب.

۸- همکاری مردم و مساعدت با موسساتیکه در امر مبارزه علیه مواد مخدر فعالیت مینمایند.

۹- حصول معلومات در رابطه به اجراءات و پلانهای سازماندهی ولایت و شعبات مربوط.

۱۰- بررسی پلان انکشافی و نحوه مناج سالانه اداره ولایتی و ارائه گزارش آن تا کتیب ولایت مربوط از طریق رسانه های همگانی.

۱۱- بهم گیری در حفظ آثار تاریخی و جلوگیری از تخریب بر وقت و قاچاق آن.

۱۲- مشوره با ساکنین ولایت از طریق جلسات مشورتی عمومی - حداقل هر سه ماه یک بار و مؤلین ادارات مربوط حداقل ماه یک بار.

- Your Objectives:

- Engage participants' sense of tradition.
- Allow participants opportunities to talk about their communities and traditions.
- Introduce participants to the important, historical roles of Council members.

How to Train: Session Three

Roles and Responsibilities of Council Members

Prepare in advance:

- Flipcharts:

1.

Questions and Answers (leave blank)

2.

Summaries of Provincial Council Laws, Articles 4 and 5

- Your Objectives:

- Set up role play so that:
 - participants play roles realistically, and
 - observers can see and hear role players.
- Introduce participants to their *real* roles as Council Members.
- *Facilitate* group discussions of roles.
- Emphasize that the diversity of members of the Council is the real source of the strength of the Council.

Note: It is likely that participants are not clear about their new roles. Your job is to help them explore and discover those roles, but *not* to define the roles for them or offer your opinions. It is particularly important that you limit your role to:

- Providing structure to the exercises (so that participants know what they are doing);
- Providing factual information—not opinion, and
- Facilitating discussion.

How to Train: Session Four

Managing Meetings and Making Decisions

Prepare in advance:

- Flipcharts:

1.

How to Hold a Meeting (leave blank; fill in with participants)
--

- Your Objectives:

- Help participants understand that people who hold meetings need to be able to manage them.
- Help make Saba Bahar believable. (See other notes about Saba Bahar elsewhere in this handbook.)
Use it...
 - as a tool to diffuse conflict... to get it out of the workshop and into Saba; and
 - to help strengthen the participants' belief that it is possible to change things for the better.

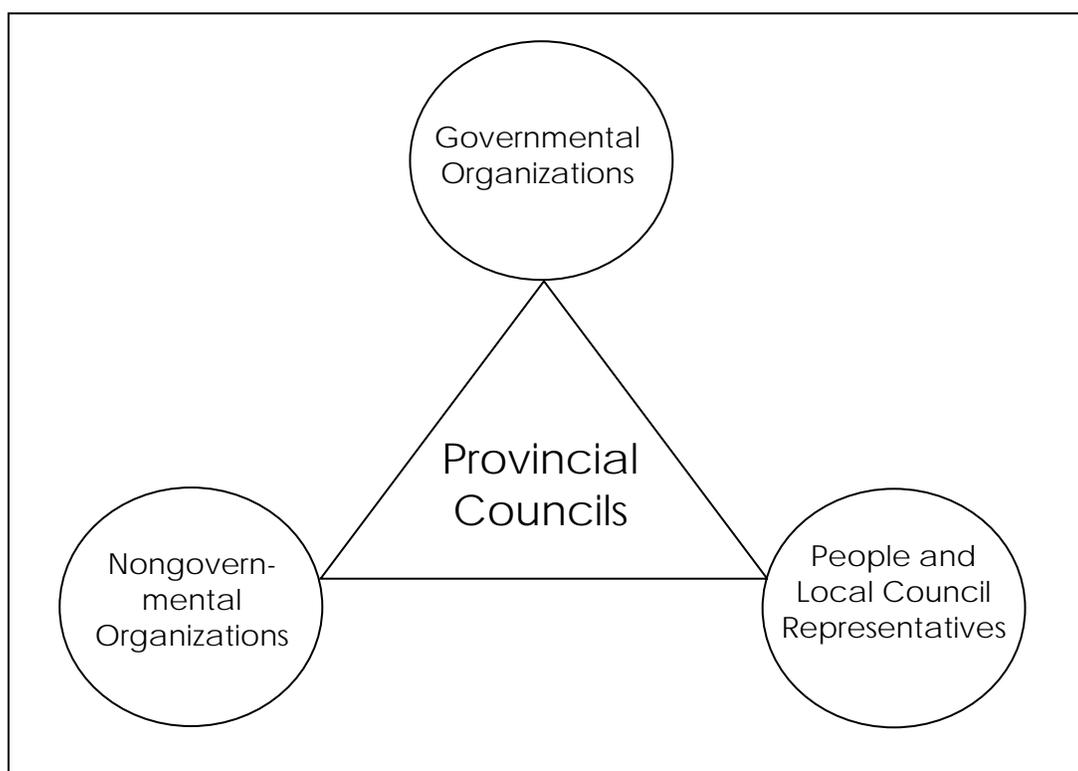
How to Train: Session Five

Ensuring Provincial Councils' Relations

Prepare in advance:

- Flipcharts:

1.



- Your Objectives:

- Encourage participants to explore Councils' relationships with ...
 - the public,
 - other government organizations, and
 - nongovernmental organizations (NGOs).
- Stress the importance of building trust in relationships.

How to Train: Session Six

Creation of Sub-Committees within the Provincial Councils

Prepare in advance:

- Flipcharts:

1. How can Councils achieve good performance? (leave blank, record answers from group)

2. How can Councils manage conflicts? (leave blank, record answers from group)

3. [Optional: summarize requirements for Sub-Committees specified in Art 18 of P.C. Law

4. Three Cases:

- Orchard inheritance
- Bridge location
- Returning resident

- Your Objectives:

- Help participants determine when and how to set up Sub-Committees:
 - to maximize performance, and
 - to manage conflicts.
- Facilitate discussion of cases.
- Refer to Saba Bahar, as needed, to manage conflict within the group.

How to Train: Session Seven

Gathering Information Needed by the Council

Prepare in advance:

- Flipcharts:

1.

Saba Bahar Roles (list roles and participants who take those roles)

2.

Issues

3.

The Form (“Worksheet”)

- Your Objectives:

- Help participants volunteer and take on roles for role play; help make the story “real.”
- Facilitate discussion of differences of views in Saba Bahar.
- Help participants bring their observations (“lessons learned”) from Saba Bahar back to their own Council.
- Introduce form as a tool to use (not just a form to fill out); encourage them to think how they might use it.

How to Train: Session Eight

Evaluation

Prepare in advance:

- Flipcharts:

1.

2.

- Your Objectives:

- Help participants understand what they learned.
- Identify what further training is needed.

How to Train: Session Nine

Action Planning

Prepare in advance:

- Flipcharts:

1.

<p>We Expect Plans to Be:</p> <ul style="list-style-type: none"> • Realistic • Specific • Provide some detail about <ul style="list-style-type: none"> – Who is going to do – What, by – When
--

2.

No	Type of Activity	Implementation Date	Implementation Place	Remarks
1	Specifying the needs and the obstacles of the people of the district			
2	Participating in the local meetings			
3	Monitoring the activities of the organizations in the province or district ()			
4	Furnishing the PC office and getting it organized			
5	Gathering information about _____ that will be needed by the Council			
6	Finding resources the Council can use			

- Your Objectives:
 - Facilitate participants producing useful plans.

APPENDIX C

Provincial Council Workshop Material

CONTENTS

1. Session One: Welcome
2. Session Two: Historical Background
3. Session Three: Council Members' Duties and Responsibilities
4. Session Four: Meeting Management and Decision Making
5. Session Five: Ensuring Provincial Councils' Relations
6. Session Six: Creation of Sub-Committees within the Provincial Councils
7. Session Seven: Gathering Information Needed by the Council
8. Session Eight: Evaluation and Results
9. Session Nine: Action Planning

Session One

Welcome

1. Welcome and Plan
2. Recitation of the Holy Quran
3. Sample speech of the Governor
4. Plan for the opening ceremony
5. Way of introduction
6. Colored papers to maintain and keep the rules and regulations of the workshop

SESSION ONE PLAN

Time	Topics/Activities	Methods	Training Materials	Remarks
2 min	<p>Opening:</p> <ul style="list-style-type: none"> Once all participants and invitees gather in the training room, one of the facilitators welcomes them and the specified person is asked to recite a few verses of Holy Quran. (In case Qari is not there, a cassette recorder can be used for this purpose) 	Oral	Tape recorder and a cassette containing Holy Quran verses regarding Councils and consultations	
5 min	<ul style="list-style-type: none"> The provincial authority representative who has been invited to the workshop is asked to deliver his opening speech regarding the workshop 	Oral		Camera
3 min	<ul style="list-style-type: none"> The workshop agenda, goals and objectives shall be presented 	Oral explanation	Printed agenda	
7 min	<ul style="list-style-type: none"> The facilitators and the participants introduce themselves, mentioning their names, current and previous jobs and education degrees 	Oral		
5 min	<ul style="list-style-type: none"> The participants are asked to express their expectations, to be written on flipcharts, and the facilitators shall express their expectations as well 	Flipchart	Marker and flipchart	
5 min	<ul style="list-style-type: none"> At the end of this session the participants shall agree on a series of rules and regulations for workshop organization such as punctuality, switching off mobiles/cell phones, awaiting turns to express ideas, etc. <p>If the participants violate a regulation, they shall be reminded via a card:</p> <ul style="list-style-type: none"> A yellow card will be shown when they make noise. A red card will be shown when they do not wait their turn. A green card will be shown while they talk to each other. 			

OPENING WORDS

On behalf of the _____, we would like to welcome you to this orientation program for newly elected Council members.

In a few minutes, we will have a chance to introduce ourselves and to talk about what we are going to do for the three days we are together.

Right now however, I want to begin this orientation with words of guidance from our Holy Quran.

GUIDANCE FROM THE QURAN

I would like to ask _____ to open this workshop with a recitation of some verses from our Holy Quran.

Appropriate verses should be chosen in advance of the workshop to reflect central themes of this workshop, such as:

- Community,
- Service to one another, and
- Cooperation.

In the name of almighty Allah.....

SPEECH FROM THE GOVERNOR OR GOVERNOR'S REPRESENTATIVE

[Before the opening of the workshop the Governor will have been contacted to see if he is going to deliver a speech himself. If so, you may request that he concentrate on the following points:

- Importance of Councils;
- Importance of Laws of the Council;
- The best use of the workshop by the participants:
 - to get to know each other,
 - to establish good working relationships, and
 - to identify major issues to work on together; and
- Wish success for the workshop.

If the Governor needs a prepared speech then he may be given the speech on the following page.

PREPARED SPEECH OF THE GOVERNOR

Dear Participants and viewers:

I welcome all those who have come from remote and neighboring provinces to attend the workshop named (Workshop Guide of the Provincial Council Law). I also want to bring to your attention that our government, the Islamic Republic of Afghanistan, is working toward a democracy, therefore the (Workshop Guide of the Provincial Council Law), that is being conducted today with the assistance of these trained facilitators will help Provincial Council members to:

- Know and get familiar with the Provincial Council Law, and
- Know their duties and responsibilities thoroughly and perform their duties practically so that they do not face problems in their jobs.

In this sensitive and historical period of our country, as the representative of the government, I add that the main objective of our democratic government is the active participation of everyone in this government.

Therefore, according to the above-mentioned issues, I ask and request all participants to take part in this workshop actively and use it in the best way.

Finally, I want to thank the Governmental Authorities and our facilitators for running this workshop and I pray for the success of all the participants and this workshop.

WAY OF INTRODUCING THE PARTICIPANTS

Following the introduction program, you will introduce yourself and your partner using the same method you will use to get participants to introduce each other. Those introductions will be done in the following way:

Two neighbors will gather information from each other such as name, educational background, previous and current occupation, experience and etc....

These two people will introduce each other to the whole group.

RULES

Use color-coded papers to establish and maintain basic rules about behavior in this workshop. Make these papers before the workshop begins. During this session, show them to the participants and ask for their agreement. Once rules are agreed upon, simply make reference to the appropriate paper and rule if behavior becomes a problem in the workshop.

**Please do not
smoke**

**Do not speak with each
other during the
workshop unless it is part
of an activity**

**Please keep
quiet**

Wait your turn

Session Two

Historical Background

1. Session plan containing activities, methods and materials
2. Short historical background of Councils in Afghanistan, their explanations and importance
3. Flip Chart of Council Law

SESSION TWO PLAN: HISTORICAL BACKGROUND

Time	Subjects and Activities	Methods	Materials	Remarks
10 min	<p>Short historical background of the Councils in Afghanistan</p> <p><u>Activity One:</u> First, facilitators will ask the participants about some information regarding the Councils in Afghanistan so that they can observe information from both sides. It will help participation in the workshop. After some questions, the facilitators will introduce the Councils and give details about their importance from the standpoint of Islam.</p>	Q & A	Flipchart and marker	
15 min	<p><u>Activity Two:</u> The historical background of the Councils should be briefly explained by the facilitators</p>	Verbally Lecture Explanations Discussions	Lecture notes	
15 min	<p><u>Activity Three:</u> The facilitators should define the Provincial Council, and should also talk about their importance regarding the accomplishment of the needs of the people.</p>	Verbally Lecture Explanations Discussions	Lecture note	

LECTURE NOTES REGARDING THE HISTORICAL BACKGROUND OF THE COUNCILS IN AFGHANISTAN

Afghanistan has 5000 years of history and tradition in overcoming obstacles and solving problems by a JIRGA.

Surely all of us have information about LOYA JIRGA and we know that Afghanistan has solved its big problems by running Loya Jirgas.

At the end of the 19th century and in the 20th century all these Jirgas changed from local or tribal Jirgas to national Jirgas. In the period of King Zahir Shah, the Councils completed their 12th Assembly and in the time of Mohammad Daud Khan, the elections for the 13th Assembly started.

However, because of a change in the regime and the invasion of the foreigners there were no elections from 1357-1383. Also, there were no legal Councils in Afghanistan. This created many problems and difficulties in the country.

Fortunately, after having peace restored in our country in the year 1383, according to the constitutional law, presidential elections were conducted. As a very active and important organ of the government, the National and Provincial Councils were also established in the year 1384.

Afghanistan is also an Islamic country and puts much trust in the-Quran. Afghans know consultation as an Islamic issue and they obey the Quran.

As we said, consultation is an Islamic issue and in reality, creating the Councils is only obeying what Islam wants us to do.

All these Provincial Councils are created for the purpose of consultation that maintains the participation of the people. With these Councils, the civil society—along with the government in the provinces—is able to consult with the provinces on many issues.

The importance of the Councils is that they are the representatives of the people and are there to hear the problems of the people and to communicate those obstacles to governmental authorities. Council members will try to solve their problems by consulting with governmental organizations. The Provincial Councils also work at trying to remove corruption from the governmental organizations in order to make a more active, responsive and honest government.

FLIPCHART

Council Law

Summary of Law Prepared on Flipchart

Session Three

Council Members' Duties and Responsibilities

1. Session Three Plan
2. Role Play
3. Questions and Answers
4. Group Work

SESSION THREE PLAN: COUNCIL MEMBERS' DUTIES AND RESPONSIBILITIES

Time	Subjects and Activities	Methods	Training Material
45 min	Duties, Responsibilities and Authorities of the PC Role play presentation	<u>Role play</u> Prepare the environment: <ul style="list-style-type: none"> • 8 chairs and 1 table; then the participants are asked to play roles in role play voluntarily • Give role play texts so that they can read it for 15 min and understand their roles • After they are ready, begin role playing 	<ul style="list-style-type: none"> • Role play presentation text • Role play text
45 min		<u>Questions and answers</u> After the end of the role play the questions shall be asked: <ul style="list-style-type: none"> • What was the role play about? • What was very interesting in this role play for you? • The facilitator gives positive feedback 	Flip charts (questions and answers) <ul style="list-style-type: none"> • Flip charts (Articles 4 and 5 of PC Law) • A page consisting of two pages describing questions to be asked
60 min		Group work	<ul style="list-style-type: none"> • A page describing group work procedures

ROLE PLAY

Wakil sahib (member of the Provincial Council) is sitting in his room when a crowd of people comes into the room; he points at them for interfering. Each one of these people approaches the Wakil, shakes his hand, and congratulates him for his success in the elections. They begin by expressing big expectations from their elected representative.

- Ali Ahmad khan: Then you are going to establish a university nearby, inshallah!
- Shah Mahmood: A hospital is more important, let's talk about that first.
- Malak Hamid khan: No man, lets discuss the roads first, we suffer a lot because of these roads.

And three others are confirming the needs by shaking their heads.

Wakil sahib is surprised and bewildered to see that people had come with so many big expectations. He takes out a copy of the Provincial Council Law—that he has newly received—from his pocket and says:

“Oh, honorable elder! I also hope and want to see all of your wishes fulfilled. It would be my good luck, but I am regretfully not able to respond to all of your wishes. You may know too that we are also bounded to a law. A law has been assigned for us as well.”

Next, Wakil sahib passes a copy of the new law to Malim saib Abdul Ghani.

“Ahaa, ok, ok, you are also adhered to a law?!” Malim Ghani says expressing his surprise and wonder. “We were thinking that you are free and powerful enough to do anything.”

Wakil responds, “Anyway, excuse me, read it please, the people are waiting!”

Malim Ghani begins reading the text loudly to the people. At the end, after a short wait, they keep on with a noise saying:

“Hmmm, Ok! Then this is the case?!”

Wakil sahib seeks permission to leave for a meeting in which the members of the Provincial Council will be enlightened more about their duties, authorities, and responsibilities.

Wakil says goodbye and leaves.

QUESTIONS AND ANSWERS

The trainer is going to ask the following two questions which are also written on flipcharts:

1. What do you know about the authorities, duties and responsibilities of the Provincial Councils?
2. As Provincial Council members, have you received any kind of information about your role, from any specific resource, yet? If yes, Please explain it more!

The provided answers should be listed in a chart and grouped according to the Articles of Law written on the flipchart.

GROUP WORK

Participants should be divided into three groups. Groups should be composed of members of different backgrounds and territories.

Procedure:

- The Articles of the second, fourth and fifth Chapters of the Provincial Council Law will be distributed among the groups in the following categories:
 - First group (Article 1-5),
 - Second group (Article 6-11), and
 - Third group (sub-articles of Article 5).
- Allow 20-minute group discussions over the noted Articles.
- Only one Article is discussed by a representative from each of the groups.
- After this, the Articles are written on the flipchart and are loudly and collectively repeated for all the participants. At the end of the session, participants are asked about possible important points that might have remained uncovered.

Session Four

Meeting Management and Decision Making of Provincial Councils

1. Session Four Plan
2. Case Study: the imaginary province, Saba Bahar
3. Instructions for group work
4. Discussion

SESSION FOUR PLAN: MEETING MANAGEMENT AND DECISION MAKING

Time	Issues/Activities	Methods	Training Material
2 hours	<p>Meeting management and decision making for the Provincial Councils:</p> <ol style="list-style-type: none"> 1. First, text of the case shall be distributed to each of the participants. 2. Then the participants shall be split in to two groups. 3. Participants will be guided to design a meeting in which the conflict and problem that they have studied in the case is resolved. 4. During the group work activity, the "How to hold effective meetings" note is distributed to the participants so that they design their meeting. 5. After the group work, the facilitator shall explain the key points of how to hold effective meetings 	<ul style="list-style-type: none"> • Case Study • Group work • Gathering 	<ul style="list-style-type: none"> • Copies of case in Saba province according to the number of participants • Copies of group work instructions • Flipchart and Marker • Copies of "How to hold effective meetings" note

CASE

Province: Saba

City: Bahar

Geographical Conditions: Green with large and enormous valleys, full running rivers, mountains covered by jungles and other vegetation, and four specific and beautiful seasons.

Resources: Farming, cultivation, wealth and wood for constructions.

History: It an old city and has sometimes been invaded by foreigner. This city contains people from different tribes which have lived together harmoniously for centuries.

In the recent days there was a conflict between the two tribes named (SABRA) and (SHERO) about the construction of a bridge that will be build by the government.

Main Quarrel: The conflict regards the location of the bridge; both of the tribes want the bridge to be built near their villages.

Now the case is being transferred to the Provincial Council and both tribes are represented in the formation of the Provincial Council; therefore they cannot come to a single decision for this conflict.

The Provincial Council wants to manage a meeting regarding this issue in order to resolve this conflict.

INSTRUCTIONS FOR GROUP WORK

Question: How will you design your meeting as members of the Provincial Council, so that you can effectively investigate the issue of building a bridge between the two tribes (Sabra and Shero), and solve the conflict between them?

The style of the group work:

1. The participants shall be divided into groups in such a way so that the people from the two tribes are represented in each of the groups.
2. Each of the groups plans the design of their meetings to resolve the conflict and at the end of the group work, they will return to the larger group and the representative of each group will present the planned designs of their meetings. They will compare their planned designs with the “Holding effective meetings” notes and edit their meeting design as necessary.
3. As a result, the groups decide to form a sub-committee to resolve the conflict.

HOW TO HOLD AND EFFECTIVE MEETING

Taking the following points into account, we can hold an effective meeting:

1. Have a specific facilitator and proper and organized agenda.
2. Organize an effective and auspicious start:
 - Recitation of Holy Quran,
 - Foreword or Preface (explanation of the general goals of the meeting), and
 - Reading of the Agenda.
3. Make a template for effective running of the workshop:
 - Observe and respect each person’s turn.
 - Concentrate the participants on a specific subject at a specific time.
 - Actively listen to the subjects and the commentators.
 - Record and register the decisions and read it once again for meeting observations and the required results.
 - Make decisions and decide how to implement these decisions.
4. End

Session Five

Ensuring Provincial Councils' Relations

1. Session Five Plan
2. Lecture notes
3. Provincial Council diagram
4. Q & A
5. Discussion
6. Group work and lecture

SESSION FIVE PLAN: ENSURING PROVINCIAL COUNCILS' RELATIONS

Time	Issues/Activities	Methods	Training Material
10 min	Introduction of the issue: <ul style="list-style-type: none"> How can we gather information about the activities of governmental and nongovernmental organizations and about the problems of people? How can we gather information about the government budget allocated for education and other organs? How can we attract people's trust? 	<ul style="list-style-type: none"> Q & A Discussion 	<ul style="list-style-type: none"> Board Eraser Marker Flipchart Training plans
25 min	Development of the issue: <ul style="list-style-type: none"> Does any problem exist between the people and the governmental organizations? How can we resolve these problems? How can we ensure our relations effectively? How can we realize the people's problems? How can we collect people's problems and transfer it to higher authorities? What is the role of Provincial Councils in resolving people's problems and conflicts among them? The result of discussions shall be briefly explained and then the group work shall be done as follows: 	<ul style="list-style-type: none"> Q & A Discussion Explanation and clarification 	<ul style="list-style-type: none"> Board Eraser Marker Flipchart Training plans Chart containing the administrative structure of the provinces of Afghanistan
25 min	Group work: <ul style="list-style-type: none"> How can we ensure our relations with governmental, non-governmental organizations and with the people? The result of group work shall be presented the representatives of each group 	<ul style="list-style-type: none"> Group work 	<ul style="list-style-type: none"> Flipchart Marker Board Eraser
25 min	General evaluation and results: <ul style="list-style-type: none"> Explanation of the most important and key points of the lecture note. 	<ul style="list-style-type: none"> Explanation and clarification 	<ul style="list-style-type: none"> Lecture notes
10 min	Time for participants' questions shall be taken into account.		

LECTURE NOTES

Topic: Establishment of Communications of the Provincial Council with:

1. People
2. Governmental organizations
3. Nongovernmental organizations

1. Establishment of Communications with People

The Provincial Council is the only popularly elected organization trusted by the people, who expect the PCs to solve their problems. This Council effectively participates in the improvement of conditions for the people and in regional development.

Communication is important for the establishment of good and trusting relationships between the people and their representatives. This can be done through weekly and monthly meetings in the local mosques as well as encouraging participation in the local Council sessions. To better understand and seek solutions for people's problems it is recommended that the Councils receive comments in writing to provide effective solutions to their problems. Participation in both community celebrations and hardships is extremely helpful in the establishment of friendly relationships and trust. PC members must work as a link between the government and people during good times and bad.

2. Establishment of Communications with the Government

As the Provincial Council is a link between people and government, then it is logical that the PC needs to establish good relations with the government as well, because the government has the responsibility to provide social and economical assistance in order to help them solve their problems and can fulfill the requirements of the people to some extent.

To achieve this goal, the members have to research and follow up on government department activities, though this should not be conducted in a critical manner. They also must participate in Provincial Council meetings in accordance with Article 9 of the Provincial Council Law. They should provide recommendations to the Provincial Councils regarding the solutions.

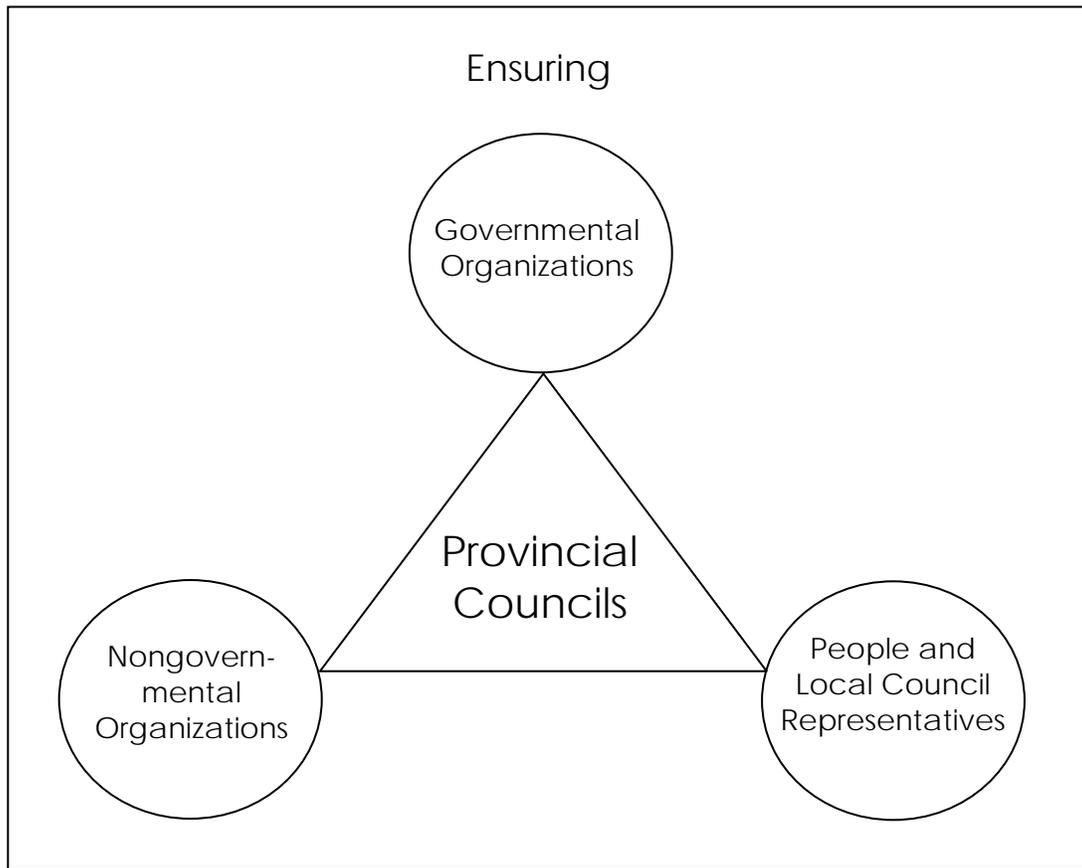
The Provincial Council can form committees to monitor governmental activities under Article 14 of the Provincial Council Law, so that these committees can monitor the government activities from technical as well as economic perspectives.

Bilateral understanding and bilateral respect can help establish these relationships.

3. Establishment of Communications with Nongovernmental Organizations

Nongovernmental organizations (NGOs) serve diverse needs of people in many different places. Their activities are often aimed at supporting for-profit ventures and other special interests. On some occasions, the interests of the Councils and these NGOs will coincide. Therefore, it is essential to have good relationships with NGOs, both to understand their involvement and to provide them with useful input and recommendations about the wishes and demands of the local community.

To achieve this goal, local NGOs should be identified and programs established to familiarize those NGOs with the interests and priorities of the Council on an official basis. To aid NGO working relationships with the Council, appropriate appreciation should be made of the NGOs' contributions to the community and suggestions offered about other areas of work and cooperation.



Session Six

Creation of Sub-Committees within the Provincial Councils

1. Session Six Plan
2. Class Discussion of Sub-Committees
3. Three Case Studies
 - Children inherit an orchard
 - Where to build new bridge
 - Resident returns from abroad and finds home occupied

SESSION SIX PLAN

Time	Issues/Activities	Methods	Training Material
5 min	<p>The facilitator shall ask the participants the following questions for discussion:</p> <p>Introduction of the issue:</p> <ul style="list-style-type: none"> • To achieve better performance, how can a Provincial Council perform its activities in social, legal, technical and other aspects? • In cases where conflicts happen, what can a Provincial Council do in order to resolve them? 	Q & A	<ul style="list-style-type: none"> • Board • Eraser • Marker • Flipchart • Scotch Tape
20 min	<p>Development of the issue:</p> <ul style="list-style-type: none"> • How should a Provincial Council form sub-committees so that the duties of the Council in its different aspects are performed efficiently? • How can a sub-committee organize its activities? • What is the importance of creating sub-committees? • Which purposes are the sub-committees formed on? 	Explanation and clarification	<ul style="list-style-type: none"> • Q & A • Discussion
40 min	<p>Explanation of the important points which come out of the discussion:</p> <p>The Cases: Before presenting the cases, the trainer shall explain to the participants the different concerns in the cases being referred to a Provincial Council to take into consideration.</p>	Explanation and clarification	<ul style="list-style-type: none"> • Text of the case
15 min	<p>Evaluation and Feedback:</p> <p>The key points of the objectives of this discussion shall be explained to the participants. The result of this discussion will show that creation of sub-committees within the Provincial Councils allows the duties of the Council to be performed efficiently. This is very important and allows committees to be formed on the basis of the members' skills and professionalism.</p> <p>Time for participants' questions should be taken in to account.</p>		<ul style="list-style-type: none"> • Board • Eraser • Marker

SUB-COMMITTEES

We all know that the Provincial Councils have many duties and responsibilities, so if all of the members of a Provincial Council are simultaneously engaged in one single activity, they would not be able to fulfil their other responsibilities adequately.

To expedite PC members' activities in the technical as well as social areas, it may be necessary to establish sub-committees as specified in Article 18 of the Provincial Council Law. These sub-committees may include Council members with particular expertise, who can better assess existing technical problems and evaluate activity progress.

These committees shall report their results to the Provincial Councils after the completion of their specified duties. When a problem is identified, the Provincial Council shall collectively make a decision about an appropriate corrective action. The sub-committees will consult with Provincial Council members before they start their activities, and specify their work plan and goals.

THREE CASES

Case 1

Two brothers decided not to give the rights of ownership to their two sisters for an orchard, which has been passed from their father to them. The sisters decided to contest the brothers' decision and claim rights to the orchard. They took the case to court, but since the court has not taken the case in to consideration they have appealed to the Provincial Council.

Case 2

One of the big projects of the government is the construction of a bridge. Work has been initiated by a NGO, but the people are complaining that the project has been delayed, the work quality on the bridge is not acceptable, and the work is not going according to plan.

These people have turned to the Rural Rehabilitation and Development Department in their province, but this Department has not taken their complaint into consideration. As a result, they have referred to the Provincial Council and asked for the case to be considered.

Case 3

A person who had emigrated to a foreign country during the war and had left his house and has now returned. When he arrived at his house, he found out that someone else had moved in and now had a deed for the property. While the original owner of the house says that the house is his, the other person says that he owns it and has a deed to prove it. The original owner of the house became upset, grabbed the deed from the hand of the new owner and tore it up. The new owner retaliated, the original owner was injured and the hostility continues. The local Council has not been able to resolve this issue and has asked the Provincial Council for help.

Session Seven

Gathering Information Needed by the Councils

1. Session Seven Plan
2. Role play description
3. Q & A; Discussion
4. Data gathering sample form

SESSION SEVEN: GATHERING INFORMATION

Time	Subject/Activities	Methods	Training Material
Total 100 min	Information gathering to evaluate performances and implementation of the action plans and use of financial sources effectively		
	<u>First activity</u> <ul style="list-style-type: none"> • Role play • The participants are asked what the role play was about and what they learned. The facilitators clarify and further explain the prepared material 	Role play	The prepared role play
	<u>Second activity</u> The following questions are asked of participants: <ul style="list-style-type: none"> • What information do you collect? • Where do you get the information? • Why do you get the information? • How do you get information? • How do you use the gathered information? (All the response shall be heard and may be written on flipcharts)	Questions and answers (WH words)	<ul style="list-style-type: none"> • Flipcharts • Markers • The data gathering form
	<u>Third activity</u> <ul style="list-style-type: none"> • Introduction of the sources which give information to the Council • Explain the importance of information gathering in development plan design • Explain the features of the information-gathering form (which has already been designed) • Explain the areas which the gathered information shall be used 	<ul style="list-style-type: none"> • Oral explanation • Flipcharts 	Lecture note

ROLE PLAY

Saba Bahar province

Description of the role play

The role play shows a government official in Saba Bahar province who declines to provide information required by a representative of a Provincial Council. Words are exchanged between the representative seeking the information and the responsible government official. The official complains that this kind of inquiry has become a useless custom and that he is going to lose his mind because of so many investigators. He says he had provided such information many times before but has seen no benefit. The official adds that he is not well acquainted with the newly established Provincial Council Law and does not see the importance of statistics and information. When the representative of the Council puts forward the newly adopted law and describes the importance of figures and statistics in the development of plans; the official accepts that he has to provide the required information and apologizes for the way he behaved.

Background

According to Article 18 of the Provincial Council Law, all the Provincial Council representatives of the ministries must provide the necessary information required by the ministries within 10 days. These representatives are the provincial departments of education, health, communications, agriculture, finance, rural rehabilitation and development, energy and water, as well as local branches of banks and the provincial security headquarters.

The Provincial Council and its committees can use the gathered information in meeting the following objectives:

1. To evaluate development program work progress,
2. To use the information in development plan design,
3. To obtain financial assistance, and
4. To support the development and reformatory requests.

WORKSHEET

Information Gathering Sample Form (Reporting) which may be used to organize information collected for the provincial Line Ministry agencies and submitted at the end of each quarter to the Provincial Council's evaluation committee. Please note that this is a work aid only and not an official form.

Reporting Organ.....Reporting Period:

From.....to.....Date of submitting to PC.....

No.	Plan and Type of Activity	Performances and Real Outcomes	Percentage of Performances According to Plan	In Case of Plan Delay Proper Reasons Should be Presented	Notes

Person who fills out the form:.....

Name:.....

Signature:..... Date://

Person who certifies:

Name:.....

Signature:.....

Session Eight

Evaluation and Results

1. Session Eight Plan
2. Evaluation form
3. Q & A
4. Having the participants fill out the evaluation form

SESSION EIGHT: EVALUATION AND RESULTS

Time	Issues/Activities	Methods	Training Material
30 min	<p>Evaluation and Results In order to evaluate the workshop, ask the participants the following questions verbally:</p> <ul style="list-style-type: none"> • Were the topics of the workshop useful for you? • Which topic was the most interesting to you? • Which topic was most understandable for you? • What are your suggestions for improvement and betterment of the workshops? <p>After getting answers to each of the questions, the facilitator shall distribute the evaluation form to each of the participants and ask them to fill it out and write down their suggestions on it. Make necessary arrangements for participants who cannot read. After 15 minutes he/she collects these forms and thanks them for filling it out.</p>	<ul style="list-style-type: none"> • Q & A • Filling out the forms by the participants 	<ul style="list-style-type: none"> • Flipchart • Marker • Copies of evaluation form according to the number of participants

EVALUATION FORM

Dear participants,

Please check one of the boxes in front of each line, and at the end please provide your feedback, recommendations, and helpful advice:

	Weak	Good	V. good	Excellent
I. Contents of the workshop	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
II. Presentation style	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
III. Methods	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IV. Training material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
V. Proportion of time with the topics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
VI. Participation of the participants	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
VII. Logistical services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Suggestion and Recommendations:

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Session Nine

Action Planning

1. Session Nine Plan
2. Introduction
3. Group discussions
4. Draft plan presentations

SESSION NINE: ACTION PLANNING

Time	Subjects and Activities	Methods	Training Material
10 min	<p>Introduction Explain the purpose of preparing an action plan; then clearly explain the procedure so that everyone can work together in groups.</p> <p>Write your expectations on a flipchart: to ensure that the plans that they are to come up with are:</p> <ul style="list-style-type: none"> • Realistic, • Specific, and • Provide some detail about who is going to do what, by when. 	Q & A	<ul style="list-style-type: none"> • Flipchart • Marker
25 min	<p>Small Group Tasks Ask: What do you intend to accomplish during the next three months?</p> <ul style="list-style-type: none"> • Divide participants into groups containing 6-8 people; specify the time and identify the group leader. • Show the Action Planning Flip Chart (<i>prepared in advance!</i>) • Tell group members they are to take one task from the list of activities and to describe what actions they will take to make an improvement. • Survey the groups and monitor if they are working according to plan. • Names of the members of the groups should be written on the flip chart. Note the ones who can read and invite them to act as resources for those who cannot. For those who cannot read, all materials should be collected, written out and given to them. Likewise, the group leader should copy and provide the materials for them. All subjects that were covered in this workshop should be included, along with action plan. 	<ul style="list-style-type: none"> • Lecture • Explanations • Discussions 	<ul style="list-style-type: none"> • Flip Charts • Action Planning Forms
25 min	<p>Discussion Groups report results and discuss. The facilitators should first define the Provincial Council and should also talk about their importance concerning the needs of the people.</p> <p>Look for:</p> <ul style="list-style-type: none"> • Good ideas • Commitment to change something • How suggestions relate to other exercises in the workshop 	Discussion	
20 min	<p>Individual Action Planning Distribute Action Planning Forms and let participants discuss and fill them out. Where necessary, help participants complete form, challenging them (when appropriate) to provide details. Each participant should leave with one completed Action Planning Form.</p>		Action Planning Forms

Write all your expectation on the flip chart, show it to the participants and explain it as well. Do this flipchart in advance.

No	Type of Activity	Implementation Date	Implementation Place	Remarks
1	Specifying the needs and the obstacles of the people of the district			
2	Participating in the local meetings			
3	Monitoring the activities of the organizations in the province or district ()			
4	Furnishing the PC office and getting it organized.			
5	Gathering Information about _____ that will be needed by the Council.			
6	Finding resources the Council can use.			

Note: The tasks of the Provincial Council members that are expected to be done in the next two or three months should also be included in the action plan. Then for each of the participants, papers will be distributed so that they can write an expectation from this flip chart.

Province:
Provincial Council Action Plan

Name:

No	Type of Activity	Implementation Date	Implementation Place	Remarks
1				
2				
3				
4				
5				
6				

APPENDIX D

List of Local Trainers

Region	Province of Interest	Name	Current Position	Province	District/City	Contact No
Central	Kabul	Maiwand Khan	Salam Watan Dar Radio Manager	Kunarha		70222078
Central	Kabul	Mohd Nasir	Radio Zaffar Manager	Nangarhar		70078569
Central	Kabul	Rahmat Ullah	Engineer	Kabul		79059727
Central	Kabul	Saad Ullah	Social Mobalizer AREA	Kabul		79346961
Central	Kapisa	Ashor Sabori	Accounting Auditing Trainer	Kapisa		
Central	Kapisa	M. Ghos Langari	Engineer	Kapisa		79280218
Central	Kapisa	Obiad Ullah	Teacher Trainer	Kabul		79333817
Central	Loger	Ghulam Farooq	Team Leader Mine Awerness	Loger		79829796
Central	Loger	Ghulam Mohd	Public Relationship Officer	Loger		79448870
Central	Loger	M. Tahir Rasoli	Agriculture Cooperative Manager AREA	Loger		79354614
Central	Panjsher	Ali Ahmad	Sicial Mobilizer AREA	Parwan		79422937
Central	Panjsher	Eng Kawoos	Engineer ASP	Panjsher		
Central	Panjsher	Mohd Hanif Anwari	Culture Education Advisor	Panjsher		79039098
Central	Parwan	Fariha	Social Mobalizer AREA	Parwan		70235023
Central	Parwan	Ghulam Sakhi	Construction Director AREA	Parwan		79448818
Central	Parwan	Mohammad Asif Ahmady	Lawyer	Parwan		79348149
Central	Wardak	Obaid Ullah	LEAD Trainer	Kunerha		
Central	Wardak	Syed Mohammad	Project Monitor	Wardak		79414092
Central	Wardak	Syed Sulaiman Rahil	Community Development Project Supervisor	Loger		79335776
South East	Ghazni	Dawood	Former AGEF Employee	Ghazni	Ghazni	79662212
South East	Ghazni	Haji Mohammad Akbar	Former AGEF Employee	Ghazni	Ghazni	79137340
South East	Ghazni	Khalil	Teacher	Ghazni	Ghazni	79047460
South East	Khost	Kamal Kamran	Head Of Sports Dept	Khost	Khost	79855208
South East	Khost	Mohd Nasir Esmail	Teacher	Khost	Ismail Khel	79137340
South East	Khost	Ustad Gul Rahman	Teacher	Khost	Ismail Khel	79136757
South East	Paktia	Awal Khan	Former Refugee Representative UNHCR	Paktia	Gardiz	79117457
South East	Paktia	Dr. Hazarat Mohd	Former Civic Educator in JEMB	Paktia	Gardiz	79555391
South East	Paktia	Marya	Principle in High School	Paktia	Gardiz	79555080
South East	Paktika	Abdul Rahman	Health Dept	Paktika	Sarowza	008-737-63040477

Region	Province of Interest	Name	Current Position	Province	District/City	Contact No
South East	Paktika	Habib Ullah	Former JEMB Employee	Paktika	Sarowza	008-737-63040477
South East	Paktika	Haji Shah Wali	Former JEMB Employee	Paktika	Sarowza	008-737-63040477
South	Helmand	Abdullah	Public Relations Officer UNOPS	Ghazni	Katawaz	
South	Helmand	Noor Hassan	AGEF Trainer	Kabul	Pul-e-Charkhi	79331331
South	Helmand	Parvez Najeeb	Teacher / civil Society Activist	Kandahar	6th Sector	79447372
South	Kandahar	Allah Noor Himat	Trainer and Social Mobalizer	Kandahar	6th Sector	79150978
South	Kandahar	Eng. Abdul Ahad	Ex Director Communication Dept	Kandahar	6th Sector	79360567
South	Kandahar	Sher Jan	Teacher	Kabul	4th Macroyan	79575499
South	Urozgan	Adam Khan Ahmadzai	Trainer	Kabul	1st Macroyan	79352396
South	Urozgan	M. Ayub	Intersos Trainer	Kandahar	Shahr-e-Naw	70320997
South	Urozgan	Nasihullah	Master Trainer WADAN	Nangarhar	Surkhrod	70623357
South	Zabul	Mohammad Shafiq	Site Trainer APEP-CoAR	Kunhar	Khaskunhar	70234379/295917
South	Zabul	Assad Ullah Assad	Program Manager MHI	Kandahar	6th Sector	79890331
South	Zabul	Mohammad Uddin	Teacher	Kandahar	6th Sector	79360567
West	Badghis	Abdul Rahim Azam	Trainer in SDF	Badghis		79591465
West	Badghis	Gulam Serwer Fayaz	Ex Civic Educator JEMB	Badghis		79609840
West	Badghis	Jahan Shah Khaliqyar	Ex TEP Master Trainer	Badghis		
West	Farah	Najib Ullah Tahiri	Trainer in SDF	Farah		79873076
West	Farah	Younas Rasooli	Ex Civic Educator JEMB	Farah		79574553
West	Farah	Zabiullah Urfani	Trainer in SDF	Heret		
West	Ghor	Dr Abdul Hakim	Ex Civic Educator JEMB	Heret		79027633
West	Ghor	Sher Agha Shayan	Ex Trainer SDF	Heret		79457750
West	Ghor	Wahidullah Haqyar	EX Trainer SDF	Heret		79861200
West	Heret	Basira Basirat	Engineer	Heret		79237604
West	Heret	Dil Ahmad Haidari	Ex Civic Educator JEMB	Heret		79360604
West	Heret	M. Rafiq Boromand	Trainer in SDF	Heret		79237677
West	Nemroz	Khan Aqa Bayan	EX Master Trainer AREA	Heret		79609307
West	Nemroz	Mera Jan	Ex Civic Educator JEMB	Heret		79287795
West	Nemroz	Nasridin	Ex Civic Educator JEMB	Heret		70452334

Region	Province of Interest	Name	Current Position	Province	District/City	Contact No
North	Balkh	Ali Ahmad Dawary	National Field Coordinator	Balkh		70531500
North	Balkh	Hafiza	Member of Lawyer Association	Balkh		70536191
North	Balkh	Shoiab Farzin	Transitional Justice Officer	Balkh		79355285
North	Faryab	Aziz Ullah Dahyar	Public Out Reach Officer JEMB	Faryab		79173455
North	Faryab	Mohammad Azam	Civic Educator JEMB	Faryab		79898706
North	Faryab	Najeeba Naseri	Civic Educator JEMB	Faryab		79198312
North	Jozjan	Aman Ullah	Member of Lawyer Association	Jozjan		79265855
North	Jozjan	Eng. Jamila	Public Out Reach Officer Jemb	Jozjan		79124920
North	Jozjan	M. Sadiq Sadiq Yaar	Head of Human Right Environmental & Protect Officer	Jozjan		79378398
North	Samangan	Fahim Sallah	PECC Member	Samangan		79107793
North	Samangan	Hussain	District Field Coordinator UNOPS	Samangan		79381138
North	Samangan	Sajida	Team Leader JEMB	Samangan		79043743
North	Sar-i-pul	Abdul Ghafar	Teacher of Ethics	Sar-i-pul		79111957
North	Sar-i-pul	Anisa Talash	Civic Educator JEMB	Sar-i-pul		79043546
North	Sar-i-pul	Mohammad Yaqoob	Head of Pedagogy	Sar-i-pul		79279537
North East	Badakhshan	Abdul Jailil	Trainer in Election JEMB	Badakhshan		756310585
North East	Badakhshan	Ahmad Javid Ghazi	Human Resource Assistant IARCSC	Badakhshan		79440095
North East	Badakhshan	Shamilah Kazymi	Social Mobilizer Election JEMB	Badakhshan		79139994
North East	Baghlan	Abdul Hamid	Civic Educator JEMB	Baghlan		70723680
North East	Baghlan	Mohammad Arif Rahimi	Trainer in Parliamentary Election YDF	Baghlan		79338722
North East	Baghlan	Zarmina	Principal	Baghlan		7072542
North East	Konduz	Maiwand Rahyab	Director of Youth Development Foundation	Konduz		79218827
North East	Konduz	Sadiq Ullah	Trainer in Rowzan-e-solh	Konduz		79022542
North East	Konduz	Zikriya	Trainer in Rowzan-e-solh	Konduz		79477190
North East	Takhar	Atiq Ullah Sahil	Chief and Editor (Afghanistan Imroz)	Takhar		79111955
North East	Takhar	Karima Mofrad Zada	Teacher	Takhar		70705667
East	Kunarha	Heela Katib	Facilitator	Kunarha	Asadabad	70644878
East	Kunarha	Jamal Ullah	Facilitator	Kunarha	Khaskunhar	79315152
East	Kunarha	Ustad Shurash	Facilitator	Kunarha		70641671
East	Laghman	Dr Esmatullah Subhani	Facilitator	Nangarhar	Jalalabad	70620294

Region	Province of Interest	Name	Current Position	Province	District/City	Contact No
<i>East</i>	Laghman	Nisar Ahmad Syed	Facilitator	Nangarhar	Jalalabad	70620294
<i>East</i>	Laghman	Shaima Safer	Facilitator	Laghman		70602459
<i>East</i>	Nangarhar	Assadullah Subhani	Facilitator	Nangarhar	Jalalabad	70637422
<i>East</i>	Nangarhar	Dr Shughla Shinwari	Facilitator	Nangarhar		70602459
<i>East</i>	Nangarhar	Ustad Shafiq Ullah	Facilitator	Nangarhar	Jalalabad	70611080
<i>East</i>	Nooristan	Attock Abdul Wakil	Deputy Governor	Nooristan	Nooristan	70606596
<i>East</i>	Nooristan	Zeeba	Facilitator	Nangarhar	Jalalabad	70620578

APPENDIX E

Monitors for the Provincial Council Workshops

13-15 NOVEMBER 2005 (REVISED 1 NOVEMBER)

No	Province	Monitor	Population 21,677,700	Council Members 420	Female Council Members 124
1	Kabul	Bilquees Daud	3,013,200	29	8
2	Kapisa	Armanullah Ludin	367,400	9	3
3	Parwan	Lailuma Social	550,200	15	4
4	Wardak	Abdul Hamid	496,700	9	3
5	Logar	Abdul Qodus	326,100	9	3
6	Ghazni		1,020,400	19	5
7	Paktika		362,100	9	3
8	Paktia		458,500	9	3
9	Khost		478,100	9	3
10	Nangarhar	Jamal Nasir	1,237,800	19	5
	Nuristan	Mr. Hashim	123,300	9	3
11	Kunar		374,700	9	3
12	Laghman	Kabir Rahimyar	371,000	9	3
13	Badakhshan	Abdul Saboor	790,200	15	4
14	Takhar		811,700	15	4
15	Baghlan		748,000	15	4
16	Kunduz		817,400	15	4
17	Samangan	Ershad Bayani	321,500	9	3
18	Balkh	Qayoom Bassam	1,052,500	19	5
19	Jowzjan		443,300	9	3
20	Sar-i-Pul		463,700	9	3
21	Faryab		824,500	15	4
22	Badghis	Abdul Rahman	412,400	9	3
23	Herat	Mohammad Jan	1,515,400	19	5
24	Farah	Abdul Rahman	420,600	9	3
25	Nimroz		135,900	9	3
26	Kandahar	Maboobullah Oryakhel	971,400	15	4
	Zabul		252,700	9	3
	Helmand		767,300	15	4
	Uruzgan		291,500	9	3
27	Ghor		574,800	15	4
28	Bamyan		371,900	9	3
	Daikundi		383,600	9	3
29	Panjsher	Amina Ahang	127,900	9	3

APPENDIX F

PowerPoint Presentation

Afghanistan Local Government Assistance Project (ALGAP)

Orientation and Organization Workshop for New Councilors in Afghanistan

November 2005

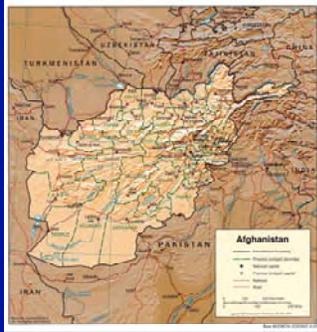


I.

Background and Purpose



Orient and Facilitate Organization of 34 Councils



Within Councils: newly elected councilors...

- little understanding of laws
- uncertainty of roles
- no experience as a team

Consistency Across/Among Councils: newly established institutions

- “blank slate”
- no set way of relating to each other or conducting business

Purposes

Enable newly-elected Provincial Council Members to know what to do with. . .

Laws

- Provincial Council Law
- Local Government Administration Law
- Constitution, Articles 138 and 139

Skills and Practices

- Set up committees
- Establish and maintain relationships
- Listen to the people
- Collect and use information
- Make inclusive decisions

II. Objectives and Tasks



Objectives

Develop core group of Master Facilitators and local trainers that can work together with newly formed Provincial Councils to

- Establish realistic processes and procedures
- Make maximum use of their resources and opportunities

Develop -- with Master Facilitators – designs and materials for

- Provincial Council workshops
- Training of trainers (TOT) to strengthen skills of local trainers who will train the Provincial Council workshops

Oversee and support delivery of six regional TOTs and 34 Provincial Council workshops.

What We Did

- ❖ Recruited and hired...
 - 12 Afghan Master Facilitators
 - 102 Afghan Facilitators
- ❖ Prepared (with the 12 Master Facilitators) the instructional design and materials – in Dari, Pashtu, and English for...
 - Six training-of-trainer (TOT) workshops
 - 34 workshops for 420+ Councilors
- ❖ Facilitated development of training
 - Supervised training design and materials production
 - Provided logistics and support for all workshops

Our Success Criteria

- ❖ Schedules met
- ❖ Outreach consultation with relevant govt & int'l orgs
- ❖ Facilitators do credible job
- ❖ Councilors attend, accept, and benefit from the program
- ❖ Cost and resource limits respected
- ❖ *Training* itself is validated and strengthened
- ❖ Support from organizations such as UNAMA, UNDP

Timeline



Orientation and Organization Program Sessions

1. Opening	6. Gathering & Using Information
2. History	7. Forming Sub-Committees
3. Duties and Responsibilities	8. Evaluation
4. Managing Meetings	9. Action Planning
5. Relationships with Gov't, NGO's, and the people	

Workshop Facilitation Methods

- ❖ Group discussions
- ❖ Role plays
- ❖ Q&A
- ❖ Lectures
- ❖ Case Studies (“Saba Bahar,” etc)
- ❖ Planning tasks

Speed Bumps

- ❖ Short planning time
- ❖ Working in three languages
- ❖ Shifting delivery schedules
- ❖ Logistics – numbers, details, sites, “Murphies”
- ❖ Restrictions due to security considerations

Our Good Fortune

- ❖ Quality and flexibility of master-facilitators and local facilitators
- ❖ Talented, reliable interpreters
- ❖ Culture of spoken (as opposed to written) language
- ❖ Local availability of supplies
- ❖ Support from OAA, Ministry of Interior, JEMB, UNAMA, UNDP, USAID
- ❖ Dedication and hard work of ARD Program Specialists and staff

IV.

Highlights of Results



What Happened in the Council Programs*

- ❖ 32 of 34 Provincial Workshops completed
- ❖ Once rules, duties, and responsibilities were explained, Council members began to participate and cooperate actively as teams
- ❖ Participation of men and women was equal
- ❖ Previous political conflicts were kept out of the workshops
- ❖ Content and subjects were so interesting that time limits were constantly over-run
- ❖ Council members said that the workshops allowed them to understand the PC law and their roles

* *In all workshops, to date*

What Councils Need From Now

What they asked for (based on *their* plans)

- ❖ Logistic support: office space, security, equipment, transport, salary, expenses, communication
- ❖ Training: planning, budgeting, communication, conflict management, team building
- ❖ Other: exchange programs, networking, literacy (for those needing)

Needs that *we* saw

- ❖ Needs assessment
- ❖ Training: planning, administration, finance, setting priorities, conflict management
- ❖ Education: Human Rights, conflict management; laws & regulations
- ❖ Advisors

Lessons Learned

Working with Councils

- ❖ We were able to bring diverse people together around one table to work productively
- ❖ Given the right guidance and structure* they can create good work environments
- ❖ They are willing to participate and learn

* Clear expectations, rules, time limits, information, feedback

Lessons Learned

Facilitating Workshops

- ❖ These members of Councils are ready and willing to learn
- ❖ We can implement such workshops
- ❖ Local facilitators were experienced and effective
- ❖ We need time to prepare and would do better if we rehearsed

III.

Recommendations for Follow-Up



Recommendations

- ❖ Keep this team together -- the 12 Master Facilitators and the Program Team
- ❖ Offer similar training to the governors and their staffs
- ❖ Do joint workshops with Provincial Councils, Governors, and province administration staffs – these are urgently needed
- ❖ Conduct needs-assessments to identify specific training and development needs

Next Steps

- ❖ Keep momentum going: practical, meaningful, useful ways to help Councils *now*
- ❖ Needs Assessment of Councils for both on-going and as-needed (“JIT”) skills development
- ❖ Planning: support and use local facilitation teams, especially pairing local facilitators with technical & subject-matter experts



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