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Acknowledgements

UNITAR can make all its curriculum outlines and evaluation questionnaires used throughout the year available upon request

MESSAGE FROM THE DIRECTOR

Throughout 2002 and early 2003, even as Afghanistan was emerging from the turmoil and tragedy of 25 years of war, a few like-minded people in and around UNITAR were thinking about training approaches that could contribute, modestly but concretely, to the country's revival. Years of experience with short-term executive-type training and an early verification mission to Afghanistan in September 2002 had convinced us that the 'traditional' approach to capacity-building would not be adequate and that a longer-term, more personalized and highly flexible plan was necessary. The concurrent opening of the Asia-Pacific Office of UNITAR in Hiroshima - and the powerful, almost universal echo of Hiroshima itself - further inspired us to look into and learn from historical experiences in post-war rebuilding and then to try and adapt some of the lessons learned to the particular case of Afghanistan.

The UNITAR Hiroshima Fellowship for Afghanistan is in essence a long-term commitment to improve the capacities of senior Afghan government officials, academics and civil society representatives. Its premise is that by staying the course for at least one year (and beyond), by blending and adapting different methodologies - in-situ training, video-conferences, mentor-mentee relationships, - by seeking the best professional expertise around the world to support each Fellow, and by being alert to the specific strengths and weaknesses of each individual, there was a better chance of creating an ever-largening pool of well-trained and skilled Afghans, who would then in turn support others in their institutions and communities. Though full of challenges and many lessons learnt, this premise proved itself a valid one.

I have been frequently inspired by the strength and resilience of all those involved with this programme -- our participating Fellows, their Mentors and also the UNITAR staff, not to mention the moral and material support of the Hiroshima Prefecture. It is not possible here to name each and everyone of them, though each deserves my tribute. Throughout the year our video-conferences became a meeting place of sorts -- frequently Kabul would be connected with Hiroshima, Geneva, New York, Washington, Austin and Phoenix... and as we struggled to figure out time zones, languages and, especially, adequate ways of reaching to the other, at dawn in some places and in the middle of the night in others, I often marvelled at the power of technology but even more so at the strength, generosity and ingenuity of human beings involved in something meaningful.

Humaira Khan Kamal -- whose vision and all-embracing dedication I have come to know and cherish in the past decade -- and her small team composed of Sharapiya Kakimova and Rachel Krause have been the life and soul of this Fellowship, keeping their faith in Afghanistan and the Fellowship headed in the right direction. They have given reality to an idea and therefore deserve my deepest gratitude.

Nassrine Azimi
Director
UNITAR Hiroshima Office for Asia and the Pacific

ACKNOWLEDGEMENTS

The first year of the UNITAR Hiroshima Fellowship for Afghanistan (2003-04) was truly a pilot for the programme and it taught us many valuable lessons. However none of it could have been accomplished without the support of many institutions and individuals mentioned below:

We would first like to thank the 2003-04 Afghan Fellows for their commitment to the programme, and their courage which gave us inspiration.

We would like to express our gratitude to the Hiroshima Prefectural Government, and the people of Hiroshima for their support for the UNITAR mission in Asia and the Pacific, and in particular for its work in Afghanistan.

We would like to thank our colleagues in UNAMA, the World Bank, specially its Global Development Learning Network (GDLN), and UNDP for their assistance and guidance in our research mission to Afghanistan as well as their substantive input in the implementation of the programme through the year.

We are grateful to the University of Texas at Austin, USA for being such a steadfast ally, and for supporting the involvement of many valued team members.

In Japan, we thank Hiroshima University and Tenri University for their active participation and involvement in the programme. Tenri University was especially instrumental in making the 2003-04 Fellows' visit to Japan memorable with its hospitality.

The pilot year could not have been implemented without the tremendous generosity of the mentors and workshop resource persons who volunteered their time and knowledge throughout the year. These individuals took on the Fellowship's spirit of "innovative solutions to difficult challenges" with great commitment and heart.

We take this opportunity to recognize, in particular, four individuals whose inputs and advice in designing and launching the programme were invaluable – David Eaton of University of Texas at Austin -- the Fellowship's strong champion in Texas; Yaqub Roshan of UNAMA -- our Afghan voice of reason and practicality, deeply committed to rebuilding his country; and Howard and Sue Lamb – who came into the project skeptical of their roles but soon became completely invested in helping us design and develop the programme.

Constant assistance was also received from our many colleagues at the United Nations Institute for Training and Research (UNITAR), and especially the team at Hiroshima Office for Asia and Pacific (HOAP).

Finally we are indebted to Nassrine Azimi, the Director of UNITAR HOAP, for her vision and leadership, and for trusting us with this truly precious programme.

Humaira Kamal, Sharapiya Kakimova and Rachel Krause

UNITAR-Hiroshima Fellowship for Afghanistan
2003-2004 – Final Evaluation Report
As of 30 May 2005

"As you know I personally learned a lot from this Fellowship programme and it gave me more assistance to meet with donors to discuss my project with them. This programme gave us motivation ...." Comment by a Fellow from the 2003-04 Cycle

I. INTRODUCTION

The ***UNITAR Hiroshima Fellowship for Afghanistan*** launched in November 2003 is a long-term initiative aiming at building leadership and management skills and providing technical and institutional support to a core group of senior Afghan government officials, academics, and practitioners. The Fellowship uses a blended approach of on-site workshops and a variety of distance learning techniques to build leadership, proposal writing, project and financial management, and other skills in its participants. Since its start, 20 Afghan civil servants, academics, and practitioners have completed the program, increasing their personal and professional abilities. They have also developed a network of support and expertise within Afghanistan and with professionals around the world.

While considered an overall success by all those involved, the Fellowship has not been without its challenges. Primary among them were the expected uncertainties related to working in a post-conflict context, the challenges of applying an unusual training methodology, difficulties in communication due to limited language and technical abilities and infrastructure, a lack of clarity on the part of Fellows concerning the roles of Mentors and UNITAR staff, and the logistical challenges of not having a full-time representative in Kabul.

This document recounts the methodologies and events of the Fellowship's pilot year and extracts the main strengths to be maintained and the weaknesses to be improved upon in future cycles. Along with the discussion of lessons learned, this document describes the Fellowship's background, objectives, methodology, and coordination with external agencies. The final section is an in-depth analysis of the feedback and evaluations UNITAR received from Mentors and Fellows. Key findings reveal strengths about workshop resource persons, topics, relevancy, and overall usefulness. They also reveal the feeling held by a significant percentage of Fellows that the workshops were not of sufficient frequency and length. Significant variations in the Fellows' evaluation of computer training sessions indicate that UNITAR needs to plan and monitor computer instruction more thoroughly. Many of these lessons, learned through formal evaluations, informal observations, and the actual carrying out of the program, have already been applied in the planning of future cycles. The Fellowship will undoubtedly continue to evolve and its flexibility to respond to changing needs is a valued feature. Still, the lessons gained from the pilot cycle have contributed significantly to the future design of the Fellowship.

II. LESSONS LEARNED

The 2003-2004 Fellowship for Afghanistan has provided UNITAR and its partners with numerous lessons about the realities of planning, coordinating and implementing a capacity building programme, in a post-conflict country relying mainly on distance learning mechanisms. This document has tried to describe both what has worked and what has not. HOAP plans to apply these lessons to its subsequent Fellowship cycles as well as to any future training it may carry out in post-conflict environments.

Issues of Substance/Pedagogy

- In the coming years UNITAR should ensure that it maintains the programme's flexibility to respond to the needs and feedback of the Fellows. During the pilot year this quality of the

programme gave the participants a true sense of ownership and kept them engaged as active members of the Fellowship community;

- A blended approach to learning, incorporating distance-learning and instructor-led in-class sessions were key elements for success;

- Experience in the pilot phase demonstrated that the most efficient and productive Mentor-Fellow relationship was the one in which the Fellow's requirements and profiles matched the Mentor's expertise;

- The Fellowship's innovative approach based on the learner-driven concept, i.e. the Fellow deciding what he or she wants to learn, is a difficult one to grasp. The participants took some time to let go of the expectation that the Mentors will tell them what to do or what they need. In the future UNITAR will clarify and emphasize this concept more forcefully during the orientation period and the first workshop, as well as ask selected Fellows from the first cycle to coach the new group.

- Most Afghan adults have been primarily exposed to and respond best to traditional modes of instructing (lectures and very structured academic style of teaching). An emphasis should be made to have workshop lessons primarily delivered at least in the earlier phases, in this style;

- Having Fellows pursue individual projects has been a successful way to introduce them to the various stages of project development. While the Personal Development Plan (PDP) was a useful guide, a less complicated version may be better;

- The work of a majority of the Fellows' in their organizations is currently project-related, has donor involvement at some level or is part of creating something new. The workshop themes, based on participant feedback, therefore focused mainly on issues related to project development and management. The most appreciated themes were those with immediate and practical application to the Fellows' work;

- It was observed that commitment to the Fellowship (and the Fellows' enthusiasm and energies) rose considerably after each face-to-face workshop. UNITAR needs to plan how to maximize on this momentum each time. A significant event/milestone/deliverable should be scheduled in this time frame.

- Formal academic credits seem to be a desired requirement by the Fellows and may allow the Fellowship to expect a more rigorous participation from them. UNITAR should therefore explore further relationship with an academic centre that can award credits.

- Training of Trainers (ToT) modules that ensure systematic interaction and involvement of the first group of Fellows with the next group; provide networking opportunities, and the building of the larger Fellowship community should be introduced from the beginning of the next cycle. This will ensure the development of a core group of resources within Afghanistan for reconstruction and institution-building.

Issues of Structure and Logistics

- Low levels of English fluency and computer skills among Fellows slowed the programme, affecting its scheduling, and limiting how much it could accomplish. Both these skills should be weighed heavily in the application process[1]. UNITAR will set minimum working standards for both English and computer skills and provide classes to Fellows who are not already at this level *before* the cycle's official start;

- A committed, responsible, and influential focal point/ resource person located in Kabul is essential to help with the coordination of events and other logistics;

- International travel to attend workshops is naturally highly desired by all Fellows. As such, the last (and certainly not the first) workshop should be held in Hiroshima (or some other location) both as one incentive for Fellows' active participation and to allow the Fellowship time to establish standards, a team mentality, and plans to make best use of such an opportunity;

- The Fellowship loses momentum if there is a large time gap between Workshop I and the first video-conference (VC) (One option would be that the first VC is held within a month and the

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[1] Though UNITAR is also keen not to deprive the most deserving candidates only due to technical criteria.

first-post workshop lab session within a week of Workshop I).

- Mechanisms for Mentor/Fellow communication should be arranged and tested before the first workshop;
- The Mentor/Fellow relationship is a key part of the Fellowship's success. Communication by email, chat, and VC has proven sufficient, but mostly when there has been prior face-to-face contact. So where possible UNITAR will aim to have Mentors meet their Fellows in person at least once in the year.
- Being a Mentor requires a significant time commitment. To ensure that mentors are not overburdened and that each Fellow receives enough attention there should be approximately one Mentor for every two participants. Also, attempts should be made to find Mentors who have a basic level of knowledge of, or link to, Afghanistan in addition to knowledge in a specific subject area;
- Stipends should be arranged before the start of each cycle and the requirements and obligations of the Fellows for qualifying for the stipend and the final graduation should be spelled out in the initial TOR;
- Support from the Fellows' supervisors concerning their participation in the Fellowship is essential, and a written letter of commitment should be required from the supervisor as part of the application process;
- Supervisors, where possible, should also be involved in selecting the Fellowship projects;
- The bulletin board in the Afghan Corner website has been used very minimally. This needs to be better explained at computer trainings and emphasized by UNITAR staff.
- Mentors, coaches and Fellows should be advised to inform UNITAR in advance if they will be out of town or contact for over a week.

General

- Despite even the most valid reasons, resentments cannot be prevented when commitments are not honored. UNITAR needs to be cautious in making commitments to participants and others and use tentative language in its official and verbal communications. No firm commitments should be made until there is good assurance that the situation of the country, budget constraints and other realities will allow them to be met

III. BACKGROUND

The United Nations Institute for Training and Research (UNITAR) was established as an autonomous organ within the United Nations in 1965. Training and capacity building for government officials, scholars and representatives of civil society from developing countries in the general areas of peace and security and economic and social development are its main mandate. The Hiroshima Office for Asia and the Pacific (HOAP), which started operations in July 2003, is the newest extension of the UNITAR family. While its goals and methodologies are generally consistent with UNITAR as a whole, its activities are designed to focus on the specific needs of the Asia and Pacific region. Each year HOAP organizes training workshops and symposia around seven thematic areas, of which the Fellowship for Afghanistan is one.

Afghanistan has emerged from two decades of war with a population generally lacking in the skills needed to manage and lead organizations effectively. This in turn hampers overall reconstruction efforts. The UNITAR Fellowship for Afghanistan is a long-term capacity building and executive development initiative which aims to alleviate this problem by enhancing the leadership and management skills of Afghan professionals holding positions of influence within their country. Each year UNITAR HOAP will work with twenty-plus Afghan 'Fellows' through a consistent use of distance-learning mechanisms and on-site workshops. The Fellowship is structured around the pillars of: mentor-Fellow relationships, individualized projects and training workshops, and has the overall objective of increasing participants' practical and leadership skills.

In addition, the incorporation of the best and brightest Fellows of each cycle as coaches and mentors for following cycles will be an important aspect of the Fellowship structure and philosophy.

The first and pilot year of the Fellowship cycle was launched in November 2003 with a ***Conference on Human Capacity-building in Post-Conflict Countries.*** It included 23 Fellows from nine ministries and other governmental institutions (Ministries of Health, Education, Reconstruction, Public Works, Telecommunication, Agriculture, and Water, Irrigation and Environment; the Civil Service Commission; and Kabul Municipality), four universities (University of Education of the Ministry of Higher Education, Kabul Polytechnic Institute, Nangrahar and Albaruny universities), two NGOs (Agency Coordinating Body for Afghan Relief, Engineering service for Afghanistan Reconstruction). Two of the Fellows were women, namely from the Civil Service Commission and the Ministry of Telecommunications[2].

After the workshop I, Hiroshima, November 2003

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[2] Fellows' individual profiles and projects of focus for the 2003-2004 Cycle are attached as Annex I

IV. FELLOWSHIP OBJECTIVES

The direct objective of the Fellowship is to empower and heighten the capacity of its participants through the following:

- Enhance Fellows' leadership, executive and practical skills;
- Provide a network of support for Fellows;
- Connect Fellows with experts, networks, and resources around the world that can help them achieve their personal learning and professional goals;
- Teach the proficiency of, and provide them regular access to, computers and the internet; and
- Provide access to the international community, its perspectives and knowledge through technology and personal meetings.

The ultimate desired outcome is to have Fellows use their increased knowledge and confidence to make necessary positive changes and have a real impact on the functioning of their organizations. In the end, the Fellowship seeks to enable participants to contribute to the transformation of ministries and organizations through:

- Strategic planning in the decision-making and policy making processes;
- Capable management to help achieve mandates and reach objectives with limited resources;
- Effective team work and coordination within the organization;
- Ability to network and collaborate with outside organizations; and
- Develop the capacity of current Fellows as resource persons and Mentors and the training of trainers (ToT) where possible.

V. METHODOLOGY AND PROCESS

The methodology developed to achieve the Fellowship's objectives is based on four pillars, namely Fellows, Mentors, Personal Development Plans, and a combination of different training methods (i.e. distance learning tools plus on-site instructor-led workshops). The integration of these elements set the foundation of the Fellowship.

Notably, the Fellowship is fundamentally **a learner-driven rather than trainer-driven programme**. The methodology it enlists aims to facilitate this learning perspective. The individual Fellow drives his or her development by identifying personal goals as well as departmental needs. The Fellowship's adaptive nature and the relatively personal attention each participant receives ensures that the programme is tailored to what the Fellow and the Afghan institutions feel they need.

Fellows
The Fellowship is intended for the direct use and benefit of a selected group of senior Afghan public sector officials, university representatives, NGO leaders and professional trainers, as well as other relevant individuals playing an influential role in Afghanistan's reconstruction. They are selected based on specific criteria established by UNITAR and partners, such as background, motivation, seniority and role in their department, proficiency in English.

Applications are distributed to Afghan ministries and organizations. Each nominates up to five candidates who fit the above criteria. As the Fellowship requires a significant time commitment and some activities occur during the work day, the support of the Fellows' supervisors has proved important to their full participation. As of 2005, UNITAR requires a written letter of support from applicants' immediate supervisors before considering them for selection.

The role Fellows play within the Fellowship is defined by the Terms of Reference (TOR) which they are required to sign as a year-long commitment to the programme. (Please see Box V-1 for the Fellows' TOR)

Workshops Requirements

Participants are required to attend all sessions and interact with resource persons. UNITAR reserves the right to terminate a Fellowship if a participant does not complete programme requirements. Once assigned to a mentor, each participant, in consultation with his or her department supervisor, will personalize the Training Plan into a personal development plan (PDP) to meet his/her department's requirements and goals. By the end of the orientation period each participant should submit his/her personal development plan for the year to UNITAR.

For the duration of the Fellowship, participants will be assigned a group and a mentor. Each group will establish their learning strategies to be carried out during the year. Groups will present their strategies at the last plenary session of the workshop. Attendance at all workshops is mandatory.

Distance Learning Training Requirements

Participants are required to attend all video conferences throughout the cycle. Computer lab sessions should be attended by all participants and computer training sessions must be attended by those whose computer skills are not at a working level.

Language Requirements

Fellowship activities will be conducted in English. All participants are therefore required to have a working level of English.

Training Plan

Participants will be committed to meeting the agreed upon milestones to the best of their abilities throughout the year. Each participant will turn in required reports on time and will attend the training workshops as part of the programme.

Each participant, with the help of UNITAR, will learn the computer basics to communicate with and benefit from interaction with the mentors. He/she will follow the learning objectives set up with the mentors to support the personal development plan. During the orientation period some participants could be provided with English classes to improve existing skills.

Post Year-Long Training Programme

One key goal of the Fellowship is the transfer of capacities to the Afghan professional community, through training of trainers, to become future mentors and resource persons in the Fellowship programme. This will ensure the development of a core group of resources within Afghanistan for reconstruction and institution-building.

Support from UNITAR and Partners

Institutional Support

UNITAR will work to gain the assurance and committed support from participants' supervisors for his/her pursuit and completion of the Fellowship programme, while conducting their regular duties.

Travel and Accommodations

UNITAR and partners will provide for travel, accommodation and meals (or cost thereof) when participants need to attend workshops away from Kabul.

Computers

UNITAR will provide participants with access to computers and to the Internet at least once a week to enable them to work on their project and communicate with their mentors and UNITAR.

Communication with Mentors

UNITAR will facilitate the Mentor and group communication as and when needed.

Workshops

UNITAR and partners will organize up to three workshops during the year.

Stipend Payments to Fellows

UNITAR will offer monthly stipend payments to Fellows who meet the following requirements --

- *Workshops:* Attendance at all workshops is mandatory. The UNITAR representative(s) overseeing the workshop will take attendance at each session. If a Fellow cannot attend one workshop session, he/she must give advance notice and the reason for his/her absence.
- *Video Conferences:* Attendance at all video conferences is also mandatory (with timely arrivals and departures). UNITAR staff will be responsible to take attendance. If a Fellow cannot attend a video conference, he/she must notify UNITAR of the reason in advance. This can be done by email or by telling the individual responsible.
- *Computer Lab Sessions:* Attendance at computer lab sessions is mandatory (for a minimum of two hours out of the three scheduled). Fellows can be excused from two sessions, after which they will be counted as absent.
- *Computer Training Sessions:* All Fellows who sign up for computer training sessions must attend them and sign the attendance sheet provided. Exceptions can be made only for out of town Fellows, and only on a case by case basis.

Course Credits and Certificates

UNITAR and partner academic institutions will award course credits where applicable and a certificate to participants upon the completion of the full programme requirements.

The philosophy behind the Fellowship is to develop a core group of trained professionals within Afghanistan, who can become resources for each other and form a like-minded and trained community focused on the re-construction of the country. It is therefore vital that the Fellows of past cycles remain connected and engaged with the new group and are assigned a specific role within the Fellowship community. Fellows who perform well in their cycle and meet certain criteria will qualify to become "coaches" for the next group of Fellows, and the others will constantly be given an opportunity to network with the new groups during UNITAR events. Coaches will act as an additional

tier of support from within Afghanistan and will be asked to sign a specific TOR defining their commitment and responsibilities. (Please see Box V-2 for the TOR for coaches).

Box V-2: Coaches' Terms of Reference

After the completion of the year-long Hiroshima Fellowship for Afghanistan, the most successful Fellows were asked to serve as coaches for the participants of the second cycle. Coaches will be an important part of the growing UNITAR community in Afghanistan and will play key roles in strengthening the network of Fellows and resource persons from year to year.

Throughout the next year (1 January 2005 to 31 December 2005), a coach will help strengthen the UNITAR community, facilitate logistics, and share his/her skills by doing the following:

- Coordinating and keeping in regular communication with UNITAR and its Special Fellow in Afghanistan;
- Attending at least one session of the first workshop of the second-cycle to meet and exchange contact information with the new Fellows;
- Attending other Fellowship workshops in Kabul and video conference sessions when possible;
- Being available and open to answer questions from the Fellows;
- Offering special assistance to Fellows who are from the same organization or who are pursuing projects in the same area of expertise;
- Responding to Fellows promptly if they ask for advice, or putting them in contact with someone else who is able to assist;
- Assisting UNITAR with logistics when activities or workshops in Kabul are being planned;
- Giving UNITAR regular feedback on the strengths of the Fellowship and the ways in which it could be improved;
- Keeping the UNITAR team updated on personal professional progress and work as a coach through email communication; and

Continuing to communicate with UNITAR and his/her Mentor from the first cycle for personal professional development.

The mechanisms to keep the larger group of alumni involved with the Fellowship community in future are, for now, as follows:

- Appoint coaches and actively involve them in the next cycle;
- Invite the Fellows from prior years to all workshops in Kabul.
- Organize a dinner/lunch/get-together for all Fellows each time the UNITAR team is in Kabul.
- Keep sending executive summaries from the Fellowship's events to all Fellows.
- Send information on other UNITAR events to the Fellows from relevant institutions.
- Distribute the alumni Fellows' contact list among new Fellows and vice versa. Also post on website. Particularly link up Fellows from the same Ministries.

- Keep information on previous Fellows on the website in an archive, called by the Fellowship's cycle year, with their pictures and provide access to new Fellows.

Mentors

Mentors are experts, practitioners or academics in various disciplines from around the world. They are also individuals willing to share their knowledge and time, to guide and advise where requested, and participate in a two-way learning relationship. Each Mentor is asked to commit to oversee one small group of 'mentees' in Afghanistan for the duration of the Fellowship. It is important to note that all Mentors contribute their time in a voluntary capacity.

The Mentors role is defined by a TOR. (Please see Box V-2 for the complete TOR)

Box V-2: TOR for UNITAR Hiroshima Mentors for Afghanistan

Mentors are experts, practitioners, or academics in various disciplines. Most importantly, they are individuals who are willing to share their knowledge, to guide and advise where requested, and be comfortable in a two-way learning relationship. UNITAR will establish and support the mentor/mentee network, initially identifying and recommending the mentors. An orientation session for the mentors/ mentees will be organized shortly before the first workshop. Mentors will be asked to commit to overseeing at least one group each, of two to three 'mentees' in Afghanistan for the duration of their attachment to UNITAR. The role of the Mentor for the purposes of this programme is defined as follows:

Pre-Fellowship Requirements
- Mentors will familiarize themselves with the list of selected participants and their personal statements from the information provided by UNITAR.
- Mentors will be required to familiarize themselves with the Fellowship training plan, including on-site workshops and distance learning mechanisms like video-conferences etc.

Fellowship Requirements
- Mentors present at any workshop will attend all sessions with the participants to enhance interaction and to ensure common ground and shared perception of the goals and scope of the year-long Fellowship.
- Once assigned to a group of participants, Mentors are encouraged to use every opportunity to spend time with their groups, such as sharing meals through the duration of the workshop, to develop a rapport and mutual understanding.
- Over the duration of the Fellowship, Mentors will help each member of their group to develop the personal development plan (PDP), within the Fellowship programme framework, to meet the participant's individual and departmental goals for this training.
- Participants will submit their Personal Development Plans (PDP) to their Mentors and UNITAR, who will use the PDP as a tool to guide and monitor the participants through the Fellowship cycle.
- Mentors will do their best to ensure the participants follow through on their PDPs and meet the required milestones.
- Mentors and participants will carry out the schedule for communication and learning developed during the Fellowship.
- Mentors will keep in regular contact with Fellows and the UNITAR secretariat throughout the year;
- Mentors will keep regular e-mail contact with the members of their group to motivate and offer advice and expertise when it is asked for or needed.
- They will help Fellows identify and use the internal networks formed within their groups, and more broadly, within the Fellowship.
- Mentors will work with the group to develop group support and learning strategies for the year to complete the Fellowship. For instance this strategy could include an overall schedule for communication and reporting, periodic on-line chat sessions with the group, Mentor to 'mentee' and peer to peer help sessions to be carried out over the year.

Workshops
The Fellowship cycle will include two to three workshops throughout the year, focusing tentatively on themes in response to training needs identified by the Fellowship group and the Afghan government. Pending schedules, interests/expertise and funding, Mentors may be invited to attend or conduct one or more of these additional workshops.

Evaluation of Participants and the Fellowship
The Fellowship for Afghanistan is new, therefore UNITAR expects the programme to evolve and change. UNITAR will heavily depend on the Mentors and Participants for extensive feedback and guidance in shaping the programme for this, and future cycles. Mentors will be asked periodically to evaluate the participants, the programme's ability to meet participant needs substantively and logistically, and the role of Mentors.

Support from UNITAR
Communication with Participants
- UNITAR has signed an agreement with Afghanistan Distance Learning Centre in Kabul (part of the World Bank Global Distance Learning Network – GDLN) to use its facilities to ensure the Fellows an access to computers and the Internet, that will allow them to regularly communicate with their Mentors.
- UNITAR also assists Mentors to identify video-conferencing facilities at their locations and sets up the logistics for the GDLN to connect to these facilities. UNITAR also covers any costs of using the facility such as a fee for using the VC room.
- UNITAR will facilitate group communication between Mentors and participants as and when needed.
- UNITAR will brief the Mentors on any on-line chat forums or bulletin boards on its website that it can make available

Travel and Accommodations
UNITAR will provide for travel, accommodations, and meals (or cost thereof) when Mentors are attending workshops away from their home-base.

Fellows are assigned to Mentors primarily by comparing areas of expertise and experience. For example, during the first cycle, an engineer and expert on water policy oversaw Fellows from the Ministry of Irrigation, Water Resources and the Environment and the Ministry of Agriculture; a Mentor from the organization Builders without Borders advised Fellows from the Ministry of Reconstruction. An average of four Fellows was assigned to each Mentor during the first cycle. This number proved too large for most Mentors, to dedicate an adequate amount of time to the progress of each Fellow in their group. In future

cycles, UNITAR will strive to assign no more than three Fellows to each Mentor so they are better able to provide quality personal feedback[3].

Personal Development Plan (PDP)
The PDP is a document which serves as a guide and schedule of activities to keep the momentum in the Fellows' individual projects. The Development Plan was personalized by each Fellow at the very beginning of the Fellowship cycle. During this process, they had the opportunity to think through their chosen project, articulate its goals, and create a schedule of actions around four pre-defined milestones.

Each Fellow completed his/her PDP under the guidance of their Mentors. This activity succeeded in ensuring that Fellows consider some realities of their project implementation including stakeholders' involvement, resource limitations, timing, and potential problems. It also ensured that Mentors had a full understanding of the Fellow's projects. However, despite the value of individualizing the forms, the PDP worksheets used in the pilot year proved too complicated to serve as effective guides for actual project implementation.

As the Fellowship progressed it became clear that the singular most effective vehicle on which to base the individual Fellow's learning and progress proved to be the project/projects selected by them for the Fellowship. UNITAR's original idea was for the Fellows to pursue projects as a part of the PDP, i.e. the project would be a secondary tool to help achieve the personal development plan. In addition the programme encouraged all Fellows' projects to progress at an identical pace, by stating deadlines for the completion of each milestone and having workshops correspond with the timing and content of each. It soon became clear, however, that projects were progressing at vastly different speeds and that holding them to artificial deadlines would be counter-productive. The Fellowship is meant to be an adaptive programme whose processes, though not ultimate objectives, flex to the needs of the Fellows. Therefore for the next round

UNITAR has made the project as a primary and more practical tool, the pursuit of which will result in the achievement of a personal development plan. The PDP worksheet on its part has been simplified and transitioned to a much simpler eight question structure that could be useful when planning, carrying out and evaluating a project as well as personal development. The questions included:

Pre-training Worksheet – Orientation Period:
- What are the goals of your project?
- Which goals among these do you plan to achieve during the Fellowship year?
- What actions will you take to reach you project's goals?
- What problems do you anticipate while working on your project?
- What new skills and concepts do you need and hope to learn to achieve your project goals, and complete your project successfully?

Post-training Worksheet – Final Submission:
- What was the result of your project?
- Which skills and concepts from your learning objectives stated during the orientation stage, did you learn during the Fellowship? Please state if you also acquired any skills in addition to your targeted list?
- What are your future plans?

A majority of these questions were used as the guide for the Final Fellowship presentations required from the Fellows' for graduation[4].

Workshops
Although the Fellowship is primarily a distance learning programme, we have seen that the distance learning part of it was only effective because we could apply a blended approach, with frequent (though not enough) face to face instructor-led workshops. As stated in the Lessons Learned section, we also found that the Fellowship acquired a much greater momentum immediately after a workshop when there was human contact and this added more strength to other tools of learning. Considering funding limitations however, UNITAR still plans only three on-site instructor led workshops to be held during the 2005

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[3] Profiles of Mentors for the 2003-2004 Cycle are attached as Annex II

[4] See Annex III for examples of Fellow presentations from the 2003-04 Cycle

Fellowship, generally covering the following topical areas:

1. Project Design and Proposal Writing (Thematic workshops designed to focus on the specific needs of the Fellows);
2. Basics of Project Management and Ethics in Public Service;
3. Policy-Making and Leadership

The specific topics of workshops are determined in part by the needs and suggestions of Fellows. During the first cycle, for example, Fellows emphasized the need to develop fundraising skills and financial support for projects as well as management, ethics, and programme monitoring. A key objective of the Fellowship is to remain flexible and tailor the programme according to what is needed. Resource persons within the UNITAR network who have relevant expertise are asked to lead the workshops on given subjects.

Three workshops were held in the First year: Workshop I was *Fellowship Orientation and Planning (3,5 days)*, and took place in November, 2003 in Hiroshima. It was a general workshop and focused on building the foundations for the Mentor/Fellow relationships, developing Personal Development Plans, and general capacity building and reconstruction concepts. Multiple members of the UNITAR network led the sessions. The second workshop, *Project Design and Proposal Writing (3 days)*, took place in Kabul in May, 2004. It was led by David Eaton and focused on the components of proposals and included lessons on budget development and accounting. The third and final workshop, *The Basics of Project Management in Public Service (3 days)*, was lead by Howard Lamb, Sue Ries Lamb, and Iqbal M. Khan, all professional consultants. Among other things, this workshop taught skills on tools of project management, employee and team management, effective communication, running meetings, and workplace ethics.

First workshop, Hiroshima, November 2003

Fellowship completion ceremony, Kabul, November 2004

Video Conferences (VC)
The primary way Mentors and Fellows kept in touch was through monthly video conference sessions. Email communications served as a valuable supplement, but bonds formed and real conversation took place at the video conferences.

Video conferences took place on the last Thursday of each month and, with the help of the Global Development Learning Network (GDLN) of the World Bank, connected Mentors and Fellows from

up to eight locations in five countries. The UNITAR team provided the overall facilitation of the VCs and also kept records of discussions, decisions made and progress of each group. One group at a time would gather in the VC room in Kabul to meet with their Mentor, while other Fellows worked in the computer lab awaiting their turn. Each group had between 45 minutes and an hour to discuss their projects and other concerns. Mentors decided how to structure their sessions and generally asked each Fellow for an update on

their projects and offered general advice before having Fellows ask more specific questions or make resource requests. A half-hour session, for which all Fellows were included, was often led by

UNITAR to discuss the logistics for the following month. The UNITAR Fellowship team was connected from two sites (Hiroshima and Phoenix) throughout all the sessions.

During video-conference, Group III, March 2004

First computer lab session, Hiroshima, November 2003

Computer Skills Building

Electronic, computer-based communication is a key facet of the methodology involved in distance learning programs. The Fellowship relied on e-mail and website postings for Mentor/Fellow communications, to deliver training materials, and to announce Fellowship updates and events. However, as a majority of Fellows had little experience with computers or the Internet, UNITAR again adapted its programme to meet these needs.

At the first workshop, all Fellows attended an introductory computer session where they opened web-based email accounts, practiced sending and receiving email, and were introduced to the concept of Windows. Three hour computer lab sessions were originally arranged for Fellows every other week at the Kabul Development Learning Centre. During this time Fellows were encouraged to conduct research for their projects, work on proposals or other project documents, and communicate with their Mentors and the UNITAR team. However, a majority of the Fellows' computer skills were initially not adequate to perform these tasks. UNITAR therefore increased the availability of computer lab time to three hours per week and hired a computer instructor to conduct training sessions every other week.

The computer training focused on basic applications needed to fully participate in the Fellowship and most likely to be useful for the Fellows' work. These included Windows, Word, email, Internet search techniques, and Power Point . Fellows who were already proficient in these skills were exempted from attending trainings. In certain cases, Fellows held classes at their ministries to teach the lessons they learned at the computer training to other colleagues, thereby facilitating an exponential learning effect. By the end of the cycle, all Fellows had achieved some degree of basic computer competency.

Both the original disparity between Fellows' computer abilities and the overall lack of familiarity with computers and the internet were greater than UNITAR had originally anticipated. This had the effect of slowing down the momentum of the Fellowship until methods of communication and other basics had been mastered by all. To minimize this for future cycles, UNITAR will seek to provide newly accepted Fellows with computer training before the Fellowship formally begins. Fellows will still be provided with weekly computer lab time throughout the cycle, but early training will be offered to ensure minimum standards beforehand.

*The Afghan Training Corner
(www.unitar.org/hiroshima/afghancorner) and
Resource Materials*
The Afghan Training Corner, a special section of the UNITAR Hiroshima website dedicated to the Fellowship, is intended to be a key center of communication and training. While it facilitated communication within the Fellowship network, the Training Corner was not used to its full potential during the first cycle. This may be partially due to the computer proficiency problems described above and to the fact that it was not complete at the time of the first workshop so Fellows could not be walked through all of its features. The training corner contains both a general bulletin board and individualized bulletin boards for each group. Announcements and some communication were posted on them, but they were only minimally utilized. A chat room was also set up to allow Mentors, Fellows, and UNITAR staff to have real-time conversations with each other. Formal meeting had to be set up in advance and were sometimes difficult to arrange but informal chat conversations between Fellows and UNITAR staff became frequent after the additional computer sessions were arranged for Fellows. A listing of Mentors and Fellows with their email addresses and pictures was also posted on the website to facilitate group communication.

The Training Corner appears to have been more effective as a center for resource distribution than communication. Although much information was emailed to Fellows directly, larger training documents were posted on the website for download. Each Fellow's Personal Development Plan was posted on the site as well as notes from all lectures presented at workshops. Other training resources, either recommended by Mentors or the UNITAR staff, are also available for download off the website including an on-line English course, UNITAR computer training activities, materials about strategic planning, programme monitoring, programme management, and others.

Specific additional resources were often provided by Mentors at the request of their Fellows. For example, Howard Lamb and Sue Ries Lamb corresponded with various American professors working in Afghanistan and provided the contact

and information to their Fellows, who were university professors in Afghanistan.
David Eaton sent books and articles to the Fellows in his group on their project topics of dairy farm maintenance, irrigation canal building, and rice demonstration plots. Mentors and UNITAR staff made significant efforts to obtain and deliver specifically requested resources that the Fellows themselves could not access. Isabela Huebner found training modules on the request of her group members who were trainers themselves, and these were posted on the Afghan Training Corner for downloads by the group.

VI. INTER-ORGANIZATION COOPERATION

A primary benefit of distance-learning and capacity building programmes is that relatively significant impact can be made at small costs. UNITAR currently has a very small team dedicated to the Fellowship (no full-time staff in Afghanistan). To enable the Fellowship to run smoothly therefore the assistance of other organizations is imperative. In its first year, UNITAR found that locally-based partners were most important in the recruitment and selection of qualified applicants for the Fellowship and in assisting with logistics for events taking place in Kabul.

In post-conflict environments both local and international organizations have the potential to be reorganized or even disbanded with relative frequency. Leaders and key staffers often get switched and organizational responsibilities change over time. UNITAR has consciously tried to approach organizations that appear established. It has also timed many of its significant relationship-building away from potentially destabilizing events, like major elections. This is to minimize the possibility that shortly after cooperation begins major changes within an organization will effectively end any previously negotiated agreements.

The UNITAR Fellowship for Afghanistan received significant support from the Hiroshima Prefecture, and developed relationships with the Japanese Embassy in Kabul, The Afghan Embassy in Tokyo, United Nations Assistance Mission for Afghanistan

(UNAMA), the United Nations Development Programme (UNDP), the Kabul Development Learning Center (KDLC), the Independent Administrative Reform and Civil Service Commission (CSC), the World Bank (WB) and the United Nations Humanitarian Air Service (UNHAS). Assistance provided by these organizations in substance or logistics has been essential to the Fellowship's progress, and UNITAR is grateful for their generosity.

In 2003-2004 the roles these organizations played within the Fellowship include the following:

The Hiroshima Prefecture provided funding for the Fellowship overall. It also co-hosted, with UNITAR, the Afghan Fellows in Hiroshima for the launch of the 2003 Fellowship, and has remain a great source of support.

The *Japanese Embassy in Afghanistan* was present in Fellowship events in Kabul and also funded the project on construction of a girls' primary school at Hasan Khel village undertaken by one of the Fellows (Hakim Gul Ahmadi).

The *United Nations Assistance Mission for Afghanistan* was initially UNITAR's most significant partner for the Fellowship in Kabul. UNAMA organized the UNITAR advance planning mission in September 2002 which provided an assessment of the overall situation in Afghanistan and became a basis for the Fellowship development. Led by the personal support of the former capacity-building advisor[5], UNAMA helped with the recruitment of participants for the first cycle. It distributed applications to relevant government ministries, universities, and NGOs and conducted interviews with those who applied and ranked the candidates. The UNAMA officer accompanied the participants to Hiroshima for the first workshop and shared his expertise by leading a plenary session on human capacity building in Afghanistan from the perspective of UNAMA.

The *United Nations Development Programme* assisted in all logistical requirements in Kabul and Islamabad including travel, security, logistics of workshops held in Kabul such as housing,

transportation, meetings, etc., and payments to contractors and disbursement of stipends through the year. For 2005 the UNDP has assumed a much larger supportive role particular in advising UNITAR in terms of its contacts/interactions with ministries. UNITAR was impressed by the competence of regional UNDP offices in Kabul as well as in Islamabad.

The *Kabul Distance Learning Centre (KDLC)* was a key partner involved in the actual training of the Fellows. KDLC is the only distance learning facility in Kabul built under the supervision of the Global Development Learning Network of the World Bank. It is the World Bank's vision that KDLC should become a centre for learning and not just a technological facility. UNITAR's vision for the Fellowship was also that it should identify one facility which should become the centre of all Fellowship activities in Kabul. Therefore the partnership with KDLC has proved a happy convergence of goals and the KDLC is now recognized as the focal point for the Fellowship community. Video conferences and computer training and lab sessions are held at KDLC facilities; the KDLC team has also assisted the programme in record keeping and tracking of the Fellows' activities, and in effect has worked as part of the UNITAR Fellowship team.

The *Independent Administrative Reform and Civil Service Commission (CSC)* is an increasingly important partner for the Fellowship. Since the Fellowship's launch in 2003 UNITAR has tried to find national partners who understand the capacity building priorities in Afghanistan and can help in streamlining the Fellowship with those priorities. After the October 2004 elections, the CSC appears to have assumed an enduring place inside the Afghan government. Building the capacity of the nation's civil service is one of its main objectives and it may collaborate with UNITAR on some skill building programs. Initially these will likely involve computer skills, but the CSC may later include all future Fellows in its general capacity building programmes. CSC has already made an additional call for applications for the Fellowship's second cycle and at present seems to be a natural partner for this programme. UNITAR of course is happy to work with other government departments as

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[5] Mr. Yaqub Roshan

well and has received very encouraging feedback from different ministries, NGOs and academic centres.

The *World Bank* is the focal point for many reconstruction activities and funding. It is also a supporter of the CSC's capacity building activities. UNITAR would like to strengthen its relationship with the World Bank either independently, or through a greater collaboration with the CSC. The Bank has been encouraging of UNITAR efforts and has provided advice and input throughout the planning phase. It also gave the valuable lead to UNITAR to use its distance learning facility in Kabul for the Fellowship and considers the Fellowship to be a low-cost high-impact programme. The Fellowship also benefited from the Bank's expertise when specialists on distance learning and reconstruction made presentations at the first workshop. Increasing the role of World Bank experts at Fellowship workshops to allow Fellows to hear about projects from a donor's perspective is also a goal of this relationship.

With limited reliable transportation into Afghanistan, the *United Nations Humanitarian Air Service* has played an important role in transporting people and materials to Kabul. UNITAR values their efficient support.

With no staff on the ground, UNITAR is reliant on the goodwill of other organizations with established bases in Kabul. With their help, the first cycle of the Fellowship was successfully completed. Still, strengthening and further clarifying the details of the various relationships, particularly with the CSC and World Bank, will improve the flow and frequency of activities in future cycles

VII. FEEDBACK AND EVALUATION

Mentors
Mentors in the 2003-2004 Cycle fall into three distinct categories ---
a) Mentors who had the opportunity to spend substantial time with the Fellows through at least one complete workshop.

b) Mentors who met their group of Fellows briefly, and subsequently only had contact with their group through video-conferencing and email.
c) Mentors who only met their Fellows through VCs and never had the opportunity to meet them in person.

It is note-worthy that the observations and experiences of Mentors also differ along these three lines (Please see Annex VI for a sample Evaluation Questionnaire for Mentors). The Mentors' feedback on issues related to the following topics was requested on a scale of 1 to 5 with '1' as very satisfactory and '5' being most unsatisfactory, with comments. A summary of the feedback is as follows:

Pre-Fellowship Organization
When asked to comment on the effectiveness of the information and preparation of Mentors for the Fellowship, Mentors from category (a) rated it as '2' (satisfactory), suggesting that for next year the Mentors need more realistic information and a better understanding of the skill-levels of their group in the English language, as well as computers, to better meet the requirements of their 'mentees'.

On the issue of the method of matching Mentors with Fellows, and group sizes, one set of Mentors from category (a) rated the process as '1' (very satisfactory), because they felt that being matched with a group from the academic sector for example perfectly fit their expertise, allowing them to be comfortable when offering advice or guidance. In another case although the mentors were not exactly 'matched' to their Fellows in terms of expertise, they were matched in terms of the projects the Fellows were pursuing. For example one Fellow was from the Ministry of Health, but his project was developing training programmes for the ministry's employees. The Mentor, therefore, was able to offer valuable assistance, although the Mentor was not an expert in Health. It was recommended that UNITAR decrease the Fellowship group sizes and consider 2 to 3 mentees as the optimal number for each group.

Mentors from the other two categories felt that they were not involved enough at this stage to

comment adequately on the issue. This in itself underlines their perception that their contact with their Fellows was not enough for them to do justice to this role.

Workshops

Mentors from category (b) and (c) did not attend any of the three workshops, therefore they did not comment on questions relating to this item.

With reference to the *structure and content* in Workshop I, there was the general feeling that it served well as a platform for introducing Fellows to their Mentors. However the workshop tried to cover too many topics which were not always related. In retrospect it was also agreed that not all the topics were appropriate at this initiation stage, and some in particular should have been introduced later in the programme.

For Workshop II, the topics were more focused on a specific skill area, therefore easier to follow. By the time the second workshop was held the Fellows were also clearer as to what they wanted to pursue and achieve with their projects.

Workshop III's structure and content also flowed smoother than the first workshop, and was better tailored to the training needs identified by the Fellows and Mentors.

The Mentors who conducted training sessions in any of the three workshops felt satisfied with the *utilization of their expertise*.

For Workshop I, it was generally felt that the *duration* was appropriate but the *material,* although well compiled, did not always correspond to the language/computer abilities of the Fellows.

In the case of Workshop II, more time would have been welcome. Moreover, the secretariat back-up was weak, therefore the training material was not that well organized for disbursement.

Workshop III had strong secretariat back-up, however it was mentioned that distributed materials did not always correspond exactly to content on slides, which proved distracting. The duration of this workshop was definitely not sufficient for the topics addressed.

Improvements in Fellows' abilities, and clarity of thought were noted particularly after Workshop II. Some Fellows applied concepts learned in Workshop I, such as managing stakeholders, to their projects and one Fellow also presented the concepts learned at a local government forum. Still, the most useful development from Workshop I was establishing relationships between groups and Mentors. Workshop II seemed to energize the group and get them more committed to the Fellowship. According to one mentor, it was clear that the Fellows started defining their projects better along templates discussed in this workshop. It was also seen that till the end, the only submissions by many Fellows were in the shape of these project templates, submissions by Fellows from Ministry of Reconstruction are cases in point[6]

As Workshop III was the last workshop, it is still too early to assess its impact. But it is important to note that one Fellow from the Ministry of Health has already used some of the material to train other colleagues in his Ministry. As one Mentor commented, exceptional improvement at all types of levels for a majority of the Fellows was noted during the project reports.

Videoconferences

Mentors from all three categories commented on the effectiveness of the video-conferences (VC) in achieving the following:

Establishing a rapport with the Fellows – Mentors from category (a) rated the VC as "very satisfactory to satisfactory", i.e. they felt it played a critical role in developing relationships and bringing the Fellows together every month as a community. Mentors from category (b) rated the VC as '3'(not so satisfactory); Mentors from category (c) rated the VC as '4' (unsatisfactory) for achieving the above-mentioned objective.

It is important to note how the effectiveness of this distance-learning tool slowly declined in the experience of the three groups of Mentors from group (a) to (c).

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[6] See Annex III for sample presentations by Fellows

Pursuing project work – On this issue the divisions are not along category lines. It is more a case of how each Mentor felt comfortable utilizing this time. 50% of the respondents rated the VC for this objective as '2' (satisfactory), and 50% rated the VC as '4' (unsatisfactory). In the case of one Mentor, the VC felt like the most productive interaction, as she was more comfortable giving feedback (face to face with discussion).

Maintaining the Fellowship community – Mentors from category (a) and (b) ranked the VC at '2' (satisfactory) for achieving this objective. Mentors from category (c) ranked it at '4' (unsatisfactory). Comments from category (c) Mentors strongly emphasize the importance of establishing the relationships with their group in person, and feel that the VC as an initial and exclusive point of contact is inadequate.

Frequency and duration – All Mentors ranked the VC at '2' (satisfactory) for frequency and duration. More specifically one Mentor felt that the duration was too short per Fellow, and one felt it was too long, a perception which varied for different group dynamics. Another useful recommendation from more than one Mentor was to break up the VCs into smaller chunks if possible to ensure full attendance and better management of time differences.

Communication with Fellows
It was felt by all Mentors that communication improved over time, particularly with the addition of computer labs each week. However there were obvious limitations due to lack of infrastructure. Some Fellows, due to lack of comfort with the medium, used email mostly to send brief social messages unrelated to their work. As for the rankings in this case, both category (b) and (c) Mentors found the communication with Fellows to be "not very satisfactory". Category (a) Mentors ranked it as "satisfactory".

General Comments
Some *strengths of the Fellowship* as identified by the Mentors:
- *Opportunity to create an effective network of government and NGO/University Fellows*

- *In some cases, support for planning and implementation of projects that contribute significantly to post-conflict reconstruction*
- *Flexibility of the program to respond to changing situations*
- *Development of individual leadership skills.*
- *The strength is in the commitment, organization and facilitation*

Weaknesses of the Fellowship as identified by the Mentors:
- *Difficulty in recruiting Fellows with English language and computer skills*
- *Unrealistic expectations of Fellows in some cases as to what their Mentors would be able to do for them*
- *All of the limitations and restrictions of establishing & maintaining a connection with people whom you have not met in person, for me at least exceeded any benefit I was able to offer my colleagues*

Recommendations to address the weaknesses:
- *1st three months to be spent developing English language and computer skills*
- *Clearer explanations re: Mentors' role and what they will/won't be able to do. (Teaching to fish not to provide fish.)*
- *Perhaps less time in workshops and more in relationship building*
- *Insist on a personal meeting at the beginning preferably in Afghanistan; have longer video conferences within the individual teams – instead of stringing them all together have them on different days. This would also (hopefully) simplify the logistics (but be more costly).*

Finally one category (c) Mentor reiterated his concerns on the Fellowship's blended learning approach of distance-learning with the face-to-face interactions:
"*Obviously it needs to be influenced by the experience of other mentors and objective feedback of progress toward programme goals...and especially the honest feedback of the Fellows, but I believe serious thought should be given to the efficacy of the model overall. I think there are false economies from distance mentorship and coaching programmes when*

measured against outcomes. It is clearly an important thing to do, an important place to do it and fantastic people involved. The question for the Director and the constituents is still whether this is the best way to combine those ingredients"
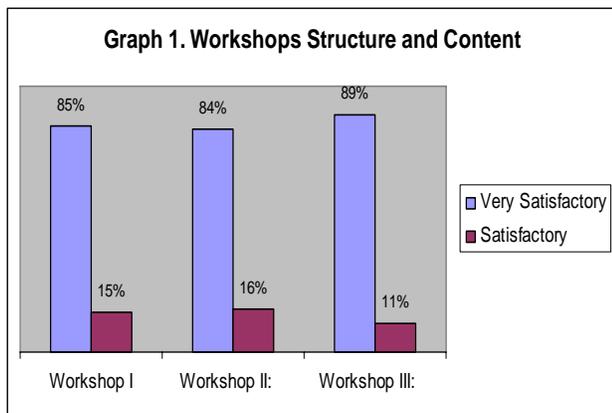
Fellows

UNITAR received some very useful feedback from the Fellows of the 2003-04 cycle . Their feedback is all the more important because they were the pioneer group in this pilot cycle and helped shape the programme throughout the year. The Fellows' feedback on issues related to the following topics was requested on a scale of 1 to 5 with '1' as very satisfactory and '5' being most unsatisfactory, with comments. The summary of their feedback is as follows:

Workshops
Structure and content
Of the 2003-04 group, more than 84% of the Fellows ranked all three workshops '1' (very satisfactory) and less than 16% ranked all events as '2' (satisfactory) (Please see Graph 1).


Graph 1. Workshops Structure and Content

Although all workshops were declared to be very important and pertinent to their work, Fellows found Workshop II and III of insufficient duration for the topics covered. They also suggested that it is easier to be engaged if any of the faculty members speak the local languages (as was the case in Workshop I and III with the presence of Nassrine Azimi who speaks Persian). Another recommendation was that, in light of language

challenges, it would help the Fellows if the training materials were distributed in advance and they would have the opportunity to become familiar with it.

Quality of resource persons
As per the graphs below 89% to 94% of the Fellows found the resource persons in all three workshops to be '1' (very satisfactory) (Please see Graph 2).
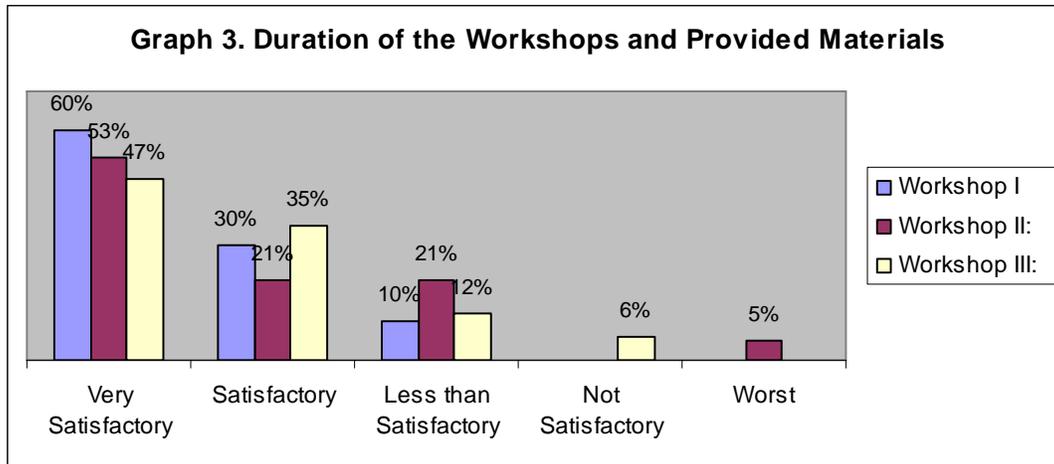
Fellows found the presentations to be "outstanding", and the resource persons to be qualified specialists. They felt that they had learned how to develop good projects and attract funding.

Graph 2. Quality of the Workshops' Resource Persons
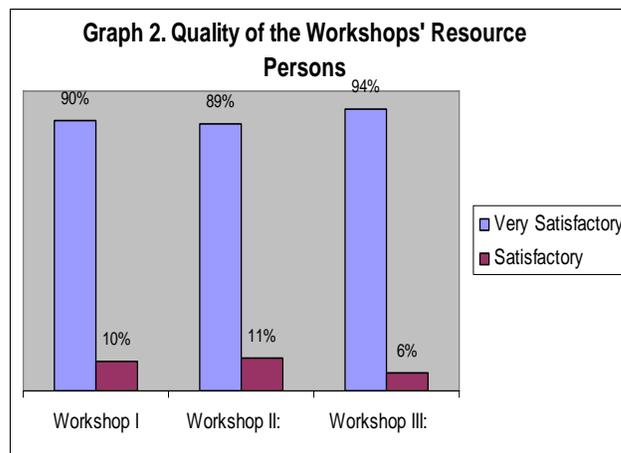
Duration of the workshops and quality of workshop material
The Fellows are more divided in their responses on this issue (please see graph below). Particularly with reference to duration, the ranking for all workshops has been less than satisfactory in some cases (Please see Graph 3).
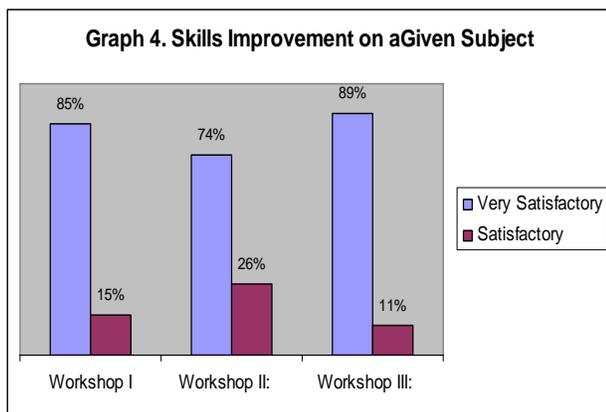Materials provided were best organized in Workshop I and III, but problems were observed with the materials in Workshop II. Quality of materials was appreciated across the board with potential for future applicability. However all Fellows were unanimous in their dissatisfaction with the limited duration of the workshops which seemed to have gotten worse by each workshop.

Graph 3. Duration of the Workshops and Provided Materials

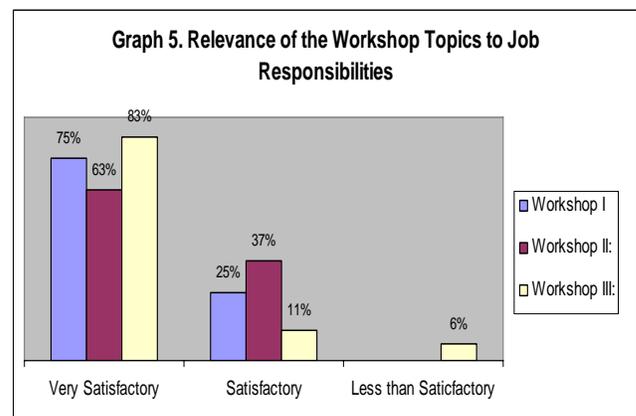|	Very Satisfactory	Satisfactory	Less than Satisfactory	Not Satisfactory	Worst
Workshop I	60%	30%	10%		
Workshop II:	53%	21%	21%	6%	5%
Workshop III:	47%	35%	12%		

Perceived increase in skills
In terms of satisfactions with their skills after a training workshop, the results were 85% after workshop I, 74% after workshop II and 89% after workshop III.

Fellows felt that they had learned new methods of managing their projects, teaching, and other skills which they could apply to their jobs. The topics of the workshops were found to be very relevant to conditions in the country (Please see Graph 4).

Graph 4. Skills Improvement on aGiven Subject

	Workshop I	Workshop II:	Workshop III:
Very Satisfactory	85%	74%	89%
Satisfactory	15%	26%	11%

Relevance of topics to workplace and responsibilities
As per the graphs below, 75% of Fellows found Workshop I to be very satisfactorily relevant to their jobs, Workshop II was found very satisfactory by 63% of the participants, and Workshop III was rated similarly by 83% (Please see Graph 5).
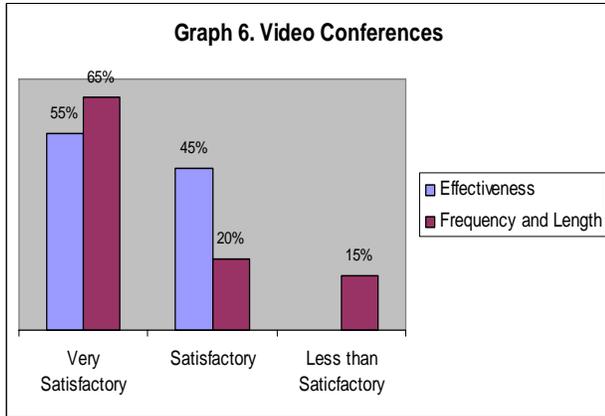
Graph 5. Relevance of the Workshop Topics to Job Responsibilities

	Very Satisfactory	Satisfactory	Less than Saticfactory
Workshop I	75%	25%	
Workshop II:	63%	37%	
Workshop III:	83%	11%	6%

Video Conferences
Effectiveness of video conferences (VC) overall, and frequency and length
VCs were ranked for overall effectiveness as very satisfactory by 55% of the Fellows, and satisfactory by 45%.
For frequency and length, 65% of the Fellows found the VCs to be very satisfactory, 15% found them to be satisfactory, and 20% ranked it as not so satisfactory (Please see Graph 6).

With the exception of a few, most Fellows felt that the duration of the VCs was sufficient. Fellows found that the conferences helped them discuss their projects directly with their mentors, and each conference helped solve problems. It was a new system for them and helped with communication with UNITAR.

Graph 6. Video Conferences

Legend: Effectiveness, Frequency and Length

- Very Satisfactory: 55%, 65%
- Satisfactory: 45%, 20%
- Less than Saticfactory: 15%

Computer labs and training sessions

Usefulness for Fellowship work and communication; and content and instructor for computer training

The rating of the Computer labs' usefulness, and the quality of basic computer training, generated a very varied response from the Fellows, reflective of many concerns that the Fellows have had with this element of the Fellowship throughout the year. It can be seen from the graphs below that not everybody was completely satisfied, and there are a number of reasons for that. For one the whole group felt that the frequency of labs or the duration of each lab were not sufficient, particularly in the first few months. With reference to the computer training sessions the challenge was to address a group with very different skill-levels and needs and that struggle impacted the effectiveness of the content and the instructor's performance (Please see Graph 7).
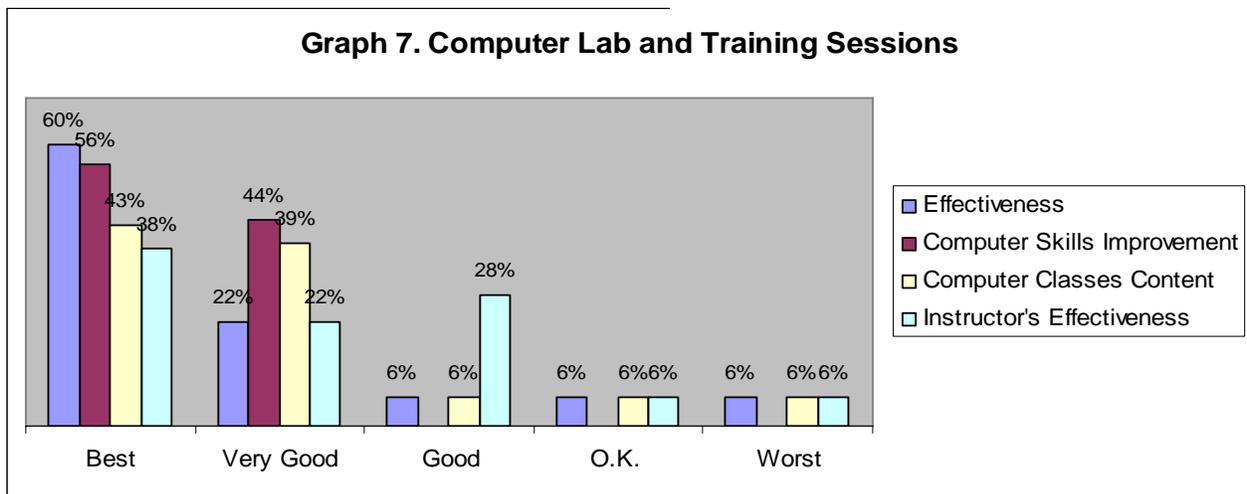
It is important to note here that the computer labs can only be useful for Fellows based in Kabul and the surrounding areas. One of our Fellows who was from another province, although able to attend the monthly video-conference, could however not take advantage of the weekly access to computer labs and the Internet. To a small group of beginners in computer basics, the labs and training sessions were indispensable, they commented that they had learned a lot. In fact two Fellows felt so challenged by their lack of computer know-how, that they decided to make the acquisition of computer skills the main goal of their personal development plan. Some Fellows voiced their dissatisfaction at the irregular availability of the instructor, and the organization of the content. There was also the feeling that the training ended up focusing only on email and Internet, and did not address the Fellows who had more advanced training needs. From this feedback it is clear that UNITAR has to manage computer training more closely and plan it better.

Communication

Communication with Mentors and the UNITAR team, and responsiveness of the Mentors and UNITAR

Communication as mentioned above was riddled with challenges due to infrastructure, language, distance etc. As the graphs below demonstrate, the rating ranged mostly from '1' (very satisfactory) to '3' (not so satisfactory) (This is also reflected in the responses of Mentors). Fellows were overall appreciative of the relationships that they developed with their Mentors, and all agreed that as the process got streamlined, communication got better over the months (Please see Graph 8).

Graph 7. Computer Lab and Training Sessions

Legend: Effectiveness, Computer Skills Improvement, Computer Classes Content, Instructor's Effectiveness

- Best: 60%, 56%, 43%, 38%
- Very Good: 22%, 44%, 39%, 22%
- Good: 6%, 6%, 28%
- O.K.: 6%, 6%, 6%
- Worst: 6%, 6%, 6%

One Fellow commented that mostly the communication was very good, and although Mentors always responded, sometimes there were delays in the responses because of their involvement in their own affairs. Many Fellows felt that it was so useful that they would like to continue to stay in touch with their Mentors.

Graph 8. Communication with Mentors and UNITAR
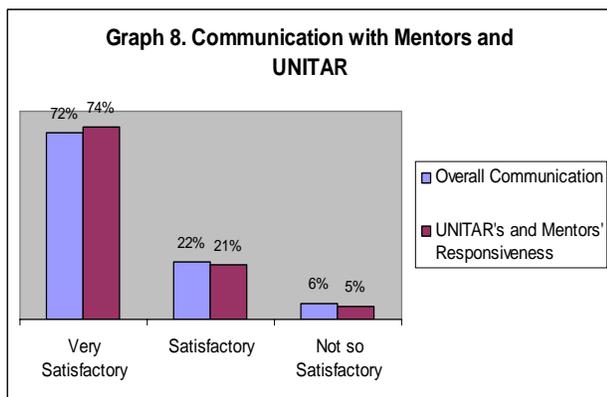
General Comments
Strengths and weakness of the Fellowship

- *The contents, structure and going to Japan were the best parts, and the weak points were that UNITAR and the Mentors only showed us the way (as to where to go) but did not take direct action themselves*
- *The time of the program was very long. I propose that the time be shorter to about 6 month*
- *One problem with the Fellowship was that the studying time was less. I propose that the programme should require Fellows to work two days per week.*
- *The strengths are video-conferences and chatting with the mentor, the weakness was the computer training*
- *I think the choice to have the projects related to our professional work was very good.*

Recommendations
- *Develop good selection criteria to select committed Fellows with some basic (computer) skills*
- *You have to suggest the projects that you would support yourselves and also you have to recommend our projects to the donors, and*

help with financial support for the Fellows, till they reach their goal.
- *I only say that there should be full internet facility for participants so that they can e-mail their Mentors at anytime. And if it is possible that the first three month of the Fellowship programme be organized in Japan*
- *It should select less number of candidates with a good level of English speaking*
- *The very big weakness in the program was the (short) workshop duration*
- *If you want to make better the program: a) translate the material that you lectured; b) The material should be given to the fellows one month before the workshop*

VIII. FELLOWSHIP ACHIEVEMENTS

Overall
UNITAR's philosophy is to pursue its objectives with realistic, practical and small steps. This approach uses UNITAR's small size and limited resources as an advantage, believing that in certain cases, programmes are most effective through a low-cost, high-impact approach. Therefore the Fellowship focused on the individual learner who defined his or her own development path.

One of the main achievements of the Fellowship is the empowerment of its Fellows, i.e. the experience and the eventual acceptance that in this programme they are responsible for, and in-charge of their own development.

The other main achievement of the programme is the development of the Fellowship community within Afghanistan – a core group of like-minded professionals who, through this programme, have come to the realization that they can be resources for each other.

The Fellowship's overall achievements as per its objectives are listed below:

- **Enhancing Fellows' leadership, executive and practical skills; Teaching the proficiency of, and providing them regular access to, computers and the internet;** – The Fellowship offered training on very specific themes identified by the Fellows and of immediate

applicability to their work, such as project management, writing proposals, using email and the Internet etc.

- **Providing a network of support for Fellows; Connecting Fellows with experts, networks, and resources around the world that can help them achieve their personal learning and professional goals;** – The Fellowship created an international and local network of experts and resources for the Fellows and through practical applications throughout the year demonstrated how the network could be used and accessed. For UNITAR, however, the challenge will be to create a process of getting the Fellows to utilize this network after the year-long Fellowship is over, and to keep all alumni engaged and connected to the network.

Cases

Achievements by Fellows were made in two distinct areas –

a) Personal Growth Projets
b) Professional Projects

Not all Fellows' development plans focused on both these areas, and levels of success in the achievements varied from Fellow to Fellow. However as pointed out by Mentors who were present at the final workshop, the UNITAR committee was unanimously impressed with the progress made in each case (for samples of final presentations made by Fellows please see Annex III).

A few examples of Fellows' achievements are given below:

Personal Growth Projects:
In the beginning of the year many Fellows were not clear about their project and developmental goals. For example some had admirable projects such as addressing adult illiteracy in the country, which obviously proved to be beyond the scope of the Fellowship. But as they progressed through the Fellowship year, and started to identify the practicalities of such projects with their Mentors, they revised their goals and refocused their projects. The Fellowship helped strengthen their analytical and decision-making skills, to enable

them to maximize on the available resources and opportunities.

- *Attaullah Fazli* who was very quiet in the beginning, became much more confident and active in communications (both spoken and written) as the Fellowship progressed. He initiated an informal class for his co-workers at the Ministry of Water, Irrigation, and the Environment where he taught them the skills he learned at the UNITAR computer classes.

- *Javid Pacha* and his colleague Hajizada Ghulam Mohammad found computer skills as the greatest challenge and bottleneck in their work. Both decided therefore to focus on this and by the end were able to communicate with their Mentors through email and the Internet. They plan to train their office colleagues as well.

- *Assadullah* developed a proposal based on requirements from the different departments of his university, and pursued it with donor organizations and individuals as recommended by his Mentors. Although he has not succeeded yet in getting the support he needs, he meticulously followed the instructions and advice of his Mentors, focusing on learning the process of developing a proposal and pursuing possible resources.

Professional Projects:

- *Mohammad Omar* worked on the rehabilitation of a dairy farm located in Reshkhor, just outside Kabul. The dairy farm is projected to have 500 cows and has the goal of supplying quality milk and meat products to the people of Kabul to replace the lower quality, expensive products that are currently being imported. Although he had problems finding outside funding for such a large project, he has received a commitment from the Government of Afghanistan that if no other funding were to be found, it will be included in the next budget cycle.

- *Sediqa Ars* established monthly courses on training methodology. She is also adapting material to conduct a course on introduction to internet search techniques for her colleagues (one day a month). Her greatest achievement was to take advantage of her Mentor's expertise and acquire

guidance and material on new training techniques and participatory methodology, which she is planning to apply to her courses as well as train other trainers in the department.

- ***Abdul Wakil Khalily***, on the advice of his Mentors, prepared a proposal for required books based on lists identified by different departments in his university. He submitted the proposal to potential donor organizations identified with the help of his Mentors. In response, Asian Foundation has given 500 books. He also met with Professor Sharani from Indiana University who was introduced to the network by the Mentors. The Korean Government has helped in providing computers and internet access which has led to the establishment of a computer lab. In short Mr. Khalily not only brought the different department heads together for the good of the Institution, he learned to present the needs in a formal proposal format. He also learned to follow-up on the leads and resources identified from within the Fellowship network and achieved his goals to a great extent.

School constructed by Hakim Gul Ahmadi, Wardak Province, September 2004

Workshop organized by Mohammad Yasin Nezami, Kabul, July 2004

IX. CONCLUSION AND FUTURE PLANS

In general, UNITAR's experience from the pilot year has proven the structure of the Fellowship effective. The four pillars and distance learning mechanisms provided a solid foundation, and having Fellows carry out a project as a way to apply newly learned skills has been a pertinent approach. On the other hand, communications was problematic, and strengthening the Fellows' progress on their projects and overall managerial skills took longer than planned. Much of this can be addressed with slight alterations in the Fellowships methodology. Restructuring has already been introduced in the 2005 Cycle.

Notably, efforts must be made by UNITAR in both the selection process and pre-Fellowship trainings to ensure that Fellows' skills are at a similar level. This is important, primarily in the areas of English and computer skills. A basic level of computer competency can likely be achieved with several weeks of training. However, English language proficiency is also extremely critical and will have to be addressed where needed.

Simplifying the Personal Development Plan and reducing the number of Fellows assigned to each Mentor may help projects proceed more smoothly.

By relying on a simple set of questions as a guide, Fellows are less distracted by artificial deadlines and non-essential requirements. With a fewer number of Fellows per group, Mentors will be able to dedicate more time to supporting each Fellow's progress and stronger relationships will be built. These amendments in methodology will be included in future UNITAR post-conflict capacity building programmes. Finally the Fellowship has to continue to evolve and adapt to the needs of the target audience and through lessons learned to remain effective as a low-cost, high-impact programme.

For the 2005 Cycle in Afghanistan, UNITAR has already revised the structure and methodology following feedback and experience gained from the previous year. Applications for the new Fellowship cycle are being screened and the programme launched in February 2005.

In conclusion, UNITAR hopes to apply the lessons learned in this pilot year to all future Fellowships in Afghanistan. It is also the Institute's aim, funds permitting, to further develop and streamline this methodology so that it can be adapted to other post-conflict reconstruction situations effectively.

*After the closing ceremony, Kabul, November 2004*

ANNEXES

Fellow: *AHMADI Hakim Gul, Director,* Engineering Service for Afghanistan Reconstruction
Project Name: *Girls Primary school construction at Hasan Khel Village, Wardak Province.*
Project Status: He has completed construction of the school under the Japanese grass root assistance through the Japanese Embassy in Kabul. The school was handed to the community and government representatives on 23 September 2004. Tom Rogers has identified a person who is interested in developing a sister-school relationship with newly constructed school. However, the concern is how communication should be done (mail, postal, etc.).
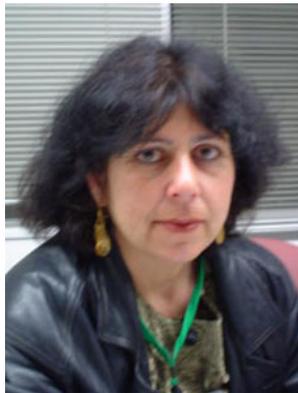
Fellow: *ARS Sediqa, English Instructor,* Ministry of Telecommunications
Project Name: *To develop the curriculum for a course on postal development. To introduce new teaching methods.*
Project Status: Monthly courses on methodology were established. She is also preparing to conduct a course on introduction to internet search techniques (one day a month). She wants to use new training techniques and participatory methodology. She wants to conduct two courses: customer care in postal service and new technology.

Fellow: *ASSADULLAH, Lecturer,* Ministry of Higher Education
Project Name: *To develop relationship with other universities in order to get support and resources in different areas.*
Project Status: He has met with Prof. Shahrani from Indiana University who was introduced by his mentors. Additional meetings have been planned. He has collected book requests from different departments and prepared a letter to the possible donors on behalf of the Ministry of Higher Education. He also has prepared a project proposal, however it is short and might not be sufficient.

Fellow: *ATEFI Mir Omar Masoud, Planning Director,* Ministry of Health
Project Name: *Revision of the structure of the Department of Planning, Ministry of Health*
Project Status: He has prepared a new structure for the department of planning that was adopted. According to the law, positions in the ministry should be filled through a competition. At present no competition has been done due to the absence of applications. He also works on the organizing workshops on planning on provincial level

Fellow: FAROUQ Mohammad, Director, Telecommunication Training Center, Ministry of Telecommunications
Project Name: Develop computer skills
Project Status: He is taking computer lessons following the instruction manual sent. He has learned e-mail, word and excel.

Fellow: FAZLI Attaullah, Director of Budget Unit, Ministry of Water, Irrigation and Environment
Project Name: To help with the construction of an irrigation canal by developing a proposal and finding donors and to hold training courses on computers and project management.
Project Status: He has developed proposal on the rehabilitation of Salar Bagh irrigation canal. The project is being funded by USAID. The contractor of the project is Afghanistan Rehabilitation and Welfare Organization (ARWO). The 80% has already been completed. His mentors advised that he improve the proposal to make it a model proposal for rehabilitation of irrigation canals. He is giving also accounting and computer classes to members of his ministry. Computer classes are based on the curriculum that Fellows do in KDLC.

Fellow: HAJIZADA Ghulam Mohammad, Director, Planning Department, Ministry of Education
Project Name: To establish the training program for 10 people at the Ministry of Education Planning Department. The programme includes training in computers and planning skills.
Project Status: He was reoriented to focus on computer literacy. He is taking computer lessons following the instruction manual sent. He has learned an e-mail, word, windows, and improved his English.

Fellow: JANBAZ Abdul Rashid, Director of Planning and International Relations, Afghanistan National Olympic Committee
Project Name: Construct women's gymnasium.
Project Status: He developed project proposal for Kabul city and wants to expand his project to provincial level. He has found funding from Asian Olympic Committee and United States. The costs part in proposal should be revised (include more explanation on running costs and how these costs will be obtained)

Fellow: KHALILY Abdul Wakil, Professor, Kabul Polytechnic Institute
Project Name: Develop a relationship between the department of mathematics of Kabul Polytechnic University and the department of mathematics in a Japanese or American University.
Project Status: He has prepared a proposal for books from different departments. In response, Asian Foundation has given 500 books. He has met with professor Shaharani, specified by his mentor, who may help his university. Korea has helped in providing computers and internet access which lead to the establishment of the computer class.

Fellow: KOHISTANI Mohammad Ismael, Director, Monetary and Financial Department, Ministry of Reconstruction
Project Name: Organize the training courses for boys and girls for making carpets.
Project Status: He has opened carpet business. However, he should prepare a new proposal for the project that will not be profitable and will be focused on training

Fellow: MANSOUR Abdul Ahad, Member, Independent Administrative Reform and Civil Service Commission (IARCSC)
Project Name: Work on capacity building project within CSC
Project Status: He is planning to give classes on curriculum development and development skills.

Fellow: NADER Samia, Member, IARCSC
Project Name: Work on capacity building project within CSC
Project Status: She is concentrating on computer training. She also wants to learn how to evaluate and monitor programmes. She prepared questionnaire for teachers of the training centers.

Fellow: NEZAMI Mohammad Yasin, Assistant Director, External Coordination Department, Ministry of Health
Project Name: Conduct management training workshop for 100 employees of MOH including and administration staffs. After consultations with the mentors the number of trainees decreased to 50.
Project Status: He has successfully completed two training workshops on procurement and warehouses. He is planning to conduct another workshop on transportation. The language of trainings is English and Dari. Nezami is trying to organize workshops on provincial level. In total English, computer and management trainings were conducted for 150 staff of the MOH.

Fellow: OMAR Mohammad, Director of Planning Department, Ministry of Agriculture
Project Name: Gain knowledge on proposal making and receive funding for reviving an animal husbandry farm near Kabul.
Project Status: Has prepared project proposal for Milking Cows Dairy Farm in Reshkhor (Kabul province). He has submitted proposal several donors, but is having trouble because of the large amount of money that is needed. If no donor is found government has promised to fund it in the 2005 budget.

Fellow: PACHA Said Jaweed, Member of Planning Department, Ministry of Education
Project Name: Establish a training program for 10 people of the Planning Department of the Ministry of Education. The programme includes training in computers and planning skills.
Project Status: He was reoriented to computer literacy. He is taking computer lessons following the instruction manual sent. He has learned e-mail, word, windows.

Fellow: SAHEBJANE Hasan, Engineer, Helmand Construction Corporation, Ministry of Water, Irrigation and Environment
Project Name: Project on Wash Culvert construction.
Project Status: He prepared a proposal for Wash Culvert construction in Koshan province of Herat. He has contacted WB, FAO, USAID. The WB has listed his project in its list of second priorities. The realization of the project may probably be in 2005.

Fellow: SHARIF Mohammad Naim, Vice-Chancellor of Academic Affairs, Albaruny University

Project Name: Computerization of library of Albeeruny University. To develop relationship with other universities in order to get support and resources in different areas.

Project Status: Has prepared request letter for donor organizations. Has met with a representative (Robert Mason Smith) from the US Department of Agriculture who promised to help. He has a master degree scholarship available for one person from the university. He has prepared three proposals. He has arranged for funding support for the construction of new laboratories.

Fellow: SHERZAD Mohammad Humayun, General Sub-Director of Cereal Crops, Ministry of Agriculture

*Project Name: Study to improve knowledge of cereal crops to help the farmers.*

Project Status: In July, he began taking a course in Bangladesh at the Center for Development Management. He is in a Certificate program on managing Rural Development for Ministry of Agriculture and Animal Husbandry and Ministry of Irrigation. The programme is for six months. Prior to that he had developed a proposal for establishing rice demonstration crops. This project will likely be implemented next year.

Fellow: SARWARY Naeem Jan, Dean of Economic Faculty, Nangrahar University

Project Name: Develop collaborative relationships with other universities in order to get support in different areas.

Project Status: He received a scholarship to get masters degree from a university in Germany. He also prepared request for the books to give to donor organizations, but should have appointed someone from his university to follow up with that request.
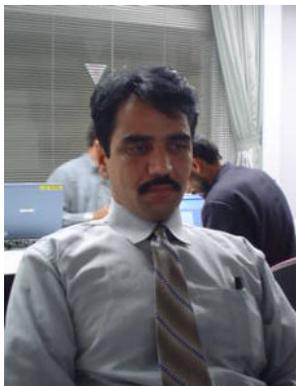
Fellow: ZAMAN Mohammad, Manager of Project Analysis, Ministry of reconstruction

Project Name: Reconstruct destroyed building of policliniuc of Paghman district into maternal care hospital

Project Status: He has prepared project proposal for the maternal care hospital and is looking for donors. The ministry is supporting his project and is looking for possible donors

Annex II: **Staff, Mentors and Resource Persons Profiles for 2003-04 Cycle**

Nassrine AZIMI
Nassrine Azimi has a post-graduate degree in urban studies from the School of Architecture of the University of Geneva. She studied political science at the University of Lausanne and international relations at the Graduate Institute of International Studies in Geneva, and has also completed a programme of communication and journalism at Stanford University.   At UNITAR, Ms. Azimi has been the coordinator of the Institute's environmental training programmes, deputy to the executive director, and chief of the New York Office, respectively. She directs the publications for the UNITAR-IPS-JIIA conference series in peacekeeping, under which she has edited six books. In 2003, Ms. Azimi was invited as a visiting scholar to the Center for the Study of Ethnicity and Race at Columbia University. In May 2003 the Board of Trustees and the Executive Director of UNITAR named her the first Director of the UNITAR Office for Asia and the Pacific, located in Hiroshima.

David J. EATON
David J. Eaton is the Bess Harris Jones Centennial Professor of Natural Resource Policy Studies at the Lyndon B. Johnson School of Public Affairs at the University of Texas at Austin (UT/A). During 2003-2004, Eaton will serve as the Fulbright-University of Calgary Chair at the University of Calgary, Alberta, Canada.
Eaton received a Ph.D. in geography and environmental engineering from The Johns Hopkins University (1977), a masters degrees in public health and public works administration from the University of Pittsburg (both in 1972), and an A.B. in biology from Oberlin College (1971). Prior to coming to UT/A as Assistant Professor in 1976, Eaton served as a staff member of the US Agency for International Development (1975-76), the US President's Science Advisor's Office (1974-1975), and the US president's Council on Environment Quality (1970-72). At the UT/A, Eaton was Assistant Professor (1976-80), Associate Professor (1980-85), Professor (1985-91), and is now Bess Harris Jones Centennial Professor of Natural Resource Policy Studies (1991-).

Maria Isabela HUEBNER
Maria Isabela Huebner currently holds the position of Learning and Outreach Development Coordinator at the War-torn Societies Project (WSP) International in Geneva. For the past seven years she has worked as a trainer and consultant in the area of international conflict transformation and peace building. She has extensive hands-on experience in the design and implementation of capacity-building programmes with a special emphasis on participatory methodologies. Her professional path led her to work on NGO projects in tense conflict and post-conflict environments in Nicaragua, South Africa, Colombia, Mexico and the Balkans. She holds a postgraduate degree in adult education from the Freie Universität in Berlin and speaks English, Spanish and German.

Lorne JAQUES
Lorne Jaques , Chief of UNITAR's New York Office, has led teams of academics and
development professionals whose projects reached every part of the world. He has also directly managed small grass roots projects as well as very large multilateral projects in Latin America, South Asia and Eastern Europe. Most of these projects have been in the health, social and education sectors. He has worked in, and with, governments, institutions and non-governmental organizations in twenty countries. He places great value, based on previous success, on partnerships with the private sector, especially those involved in energy and the environment or international development.

Sharapiya KAKIMOVA
Sharapiya Kakimova graduated from Kazakh State Polytechnic Institute in 1993, qualifying as a system engineer. She later obtained a Master of Arts in the field of international relations from Hiroshima University. She has worked in governmental institutions of the Republic of Kazakhstan for six years and was responsible for external aid coordination. During this period she participated in courses organized by international organizations including the Japan International Cooperation Agency (JICA), German Technical Cooperation (GTZ) and the European Commission's TACIS

programme. Ms. Kakimova joined UNITAR as an Associate in 2002 and 2003 and has been a Fellow since January 2004.

Humaira KAMAL
Humaira Kamal has been a UNITAR Special Fellow since 1996. In this capacity she was directly involved in developing the UNITAR New York office Work Programme when the institute restarted its operations in 1996. She is currently responsible for research, development, planning and coordination of a number of training programmes in specific thematic areas. Her projects include annual intensive courses on international trade, public-private partnerships for sustainable development, and policy issues in information and communication technologies, as well as workshops on basics in technology for senior policy makers and negotiators. In addition to this, Ms. Kamal is participating in the overall design, launch and management of the Fellowship project on post-conflict reconstruction and training in Afghanistan, being conducted by the UNITAR Hiroshima Office. Ms. Kamal was a Government of Japan scholar to the Lahore University of Management Sciences where she earned her master's in business administration. Her post-graduate work was focused on non-profit management and community empowerment projects.

Rachel KRAUSE
Rachel Krause graduated from Rice University in Texas, USA in 2003 with B.A. degrees in political science and policy studies, with a concentration in environmental policy. She currently is pursuing a Master's in public affairs at the University of Texas at Austin. Ms. Krause has been involved with the UNITAR Hiroshima Fellowship for Afghanistan since September, 2003 and has also interned at HOAP during the summer of 2004.

Iqbal M. Khan
Iqbal M. Khan, Deputy Secretary-General of ADFIMI (Association of Development Finance Institutions in Member Countries of the Islamic Development Bank) and Founder of SURE Institute, a research consultancy & training organizations in the areas of Small Enterprises, Banking and Trade Economics. He is a visiting professor and faculty member at various universities & colleges in Lahore, Bangkok, and Tehran. As trainer he has conducted training programs in his areas of specialization in Turkey, Tunisia, Algeria, Northern Cyprus, Lebanon, Egypt, Russia, Malaysia, Bangladesh, and Pakistan. He has also worked as consultant to the World Bank and UNICEF Afghanistan, and has published numerous articles on related issues.

Howard LAMB
Howard Lamb is Co-Founder and Partner in Lamb & Lamb, which specializes in organization development and management consultation with special attention to large-scale organizational change in both the public and private sectors. His areas of consulting specialization include: organization diagnostics, strategic planning, organization and work redesign, leadership during cultural change, team development, and organization communication processes. His training interests include: interpersonal relations, group dynamics, consulting skills and training of trainers. During his 30 year career, he has consulted with hundreds of large and small organizations, both public and private. Clients have included: Marriott Hotels and Resorts, Philadelphia Electric Company, U.S. Department of Education, The Bear Tribe Medicine Society and the U.S. State Department/Government of Pakistan. He received the Ed.D. degree in Human Development and Educational Administration from the University of Maryland and has done post doctoral work with the NTL Institute for Applied Behavioral Science. Professional associations include: American Psychological Association, Association for Psychological Type, Association for Transpersonal Psychology and the NTL Institute for Applied Behavioral Science.

Sue Ries LAMB
Sue Ries Lamb is Co-Founder and Partner in Lamb & Lamb, which specializes in organization development and management consultation with special attention to large-scale organizational change in both the public and private sectors. Her areas of consulting specialization include: organization diagnostics, strategic planning,

organization and work process redesign, leadership for cultural change, managerial coaching, team development, organization communication processes and managing diversity. Training interests include: interpersonal communications, supervisory skills, coaching skills, meeting management, group processes, consulting skills, understanding and working with differences, and training of trainers. During her 25 year career, she has consulted with hundreds of large and small organizations both public and private. Her clients have included: The Division of Microbiology and Infectious Diseases, National Institute of Allergy and Infectious Diseases, National Institutes of Health, The Diversity Channel, The East Bay Municipal Utility District (California), The Hannaford Brothers Company and Coca Cola-USA. She received a Masters in Counseling (with Distinction) at The American University in Washington, D.C. and her B.A. English/Education (Magna cum Laude) from Tufts University at Medford, Massachusetts. Professional associations include: Institute for Applied Behavioral Sciences, Organization Development Network and the Association for Psychological Type.

Thomas ROGERS

Dr. Rogers received a BS Civil Engineering degree from the University of Massachusetts-Amherst. After completing a Masters in Civil Engineering from the University of Missouri-Columbia he entered the Architecture/Engineering/Construction industry holding a variety of positions from field engineer through executive and owner.. He joined the academy after receiving his Ph.D. from the University of Maryland in 1996. He came to NAU in 1998.

Dr. Rogers' work includes complex industrial, research, government and public use facilities. He has managed work under hard-bid general contract, design-build, agency, and GMP construction management. Dr. Rogers has been an owner, executive and general manger of specialty contracting companies in concrete, structural steel, mechanical and electrical trades work.

His teaching includes a variety of management and engineering courses both undergraduate and graduate.

Dr. Rogers is an organizer of the sustainable building community of Arizona.. He is a leading national voice for "low impact construction techniques". He is NAU's representative to the US Green Building Council He presently serves as the Chair of the USGBC Research Subcommittee.

Sergei SHAPOSHNIKOV

Sergei Shaposhnikov completed his diploma in political economy and his Ph.D. in international economics from St. Petersburg State University in Russia. He has been an Assistant Professor at St. Petersburg State University and an IT researcher at the Stockholm School of Economics in St. Petersburg. He is the author of several publications related to Microsoft Corp., IT market and management. Mr. Shaposhnikov is currently a Fellow at UNITAR HOAP.

Annex III: Samples of Final Presentations from the 2003-2004 Fellowship Cycle

Sample I: Sport for all, sport for Afghan Women

Presentation of A.R.JANBAZ Project

The goal of my project was: Strengthening social participation of afghan men and women through sport.

Construction of sport centers for women and girls.

Creation of sport activities for girls and women in safe and culturally appropriate conditions.

Strengthening of competition level sports for girls and women.

Raise awareness of the health and social benefits of sports for means women's in collaboration with other partners.

The actions I took to reach my project's goal were: wrote a proposal and getting the support of Afghanistan National Olympic Committee (ANOC)

Olympic Consul of Asia (OCA) , International Olympic Committee (IOC) and

Kabul municipality support.

Some problems I had while working on my project were: to find donors for project.

Total estimated project cost is USD 363111.

The OCA gives USD 100,000 and IOC promised USD 100,000.

The problem is shortest of USD 163,111.

The results of my project are:

Sport and cultural activities can serve to give women and girls a new arena for social

participation. The overall objective of the programme is to strengthen women's social

participation. Further, increased physical activity will have positive effects on the general

health and wellbeing of the families, as well for the overall productivity and strength of the afghan society.

My future plans (on this project or another project) are to:

Write a proposal to build multiple gymnasium in 10 provinces like Kabul, Kandhar, Heart, Kunduz,Balkh,Juzjan,Bamyan,Khost,Kapisa and Nengahar.

Annex III: Samples of Final Presentations from the 2003-2004 Fellowship Cycle (Cont'd)

<u>Sample II</u>: Ariana carpet making training center

Presentation by M. Ismael KOHISTANI

The goal of my project is to reduce economic problem and prepare job for people who live the area where I establish my project.

The specific goals include as follows:

- Increasing the annual income of people in this area.
- Increasing the number of carpet fabric and markets.
- Increasing and promote carpet's export.

The action I took to reach my project goal were getting support from "Afghanistan Carpet Making Union" and getting support from ministry of reconstruction. The project which I forward has 3 steps:

1. Assessment step; in this step I establish my project organization, employment staffs to forward and control the project, set up office, prepare information and studied about the traditional area, surveyed the social economic aspect of the traditional area. Talked about my project to community and they accepted to joint in this center for training, there is no barrier to open this center and also assess funding sources.

2. Implementation step: Prepare all instrument which use to make carpets such as, human resource, place to set this center, frameworks ,Instrument for weaving carpets and E.T.C.

3. In this step (3) program evolution, I review project objective to be sure that everything is OK and prepare conclusion report. The proposal is ready and I look for donor.

The problem that I faced in this area it was place to establish this training center coz the house rent is very high.

The result of my project are extend the carpet production prepare job for people and export carpets.

My future plan on this project is cooperate with booth "Afghanistan Carpet Weavers Union" and Ministry of Reconstruction that my project is ready and I want to start train .

     Sincerely yours,

     M.ISMAEL KOHISTANI