

# UNITAR Hiroshima Fellowship for Afghanistan 2005 Cycle

## Lessons Learned and Summary of Evaluation

### I. INTRODUCTION

The second cycle of the UNITAR Hiroshima Fellowship for Afghanistan spanned eight months in 2005, during which three on-site workshops and six video conferences between Mentors and Fellows were held. Twenty-three individuals, nineteen men and four women, completed the 2005 program. Fellows represented fourteen Afghan organizations, including eleven government ministries, two non-profits and one research organization.

Several structural changes, based on feedback from the first cycle, were implemented in the 2005 Fellowship. Some of these, such as engaging outstanding members of the Fellowship alumni to serve as Coaches to guide and assist current Fellows through the Fellowship process, were successful and will likely become an integral part of the program. Holding the final workshop, as opposed to the first workshop, in Hiroshima is another change that will likely continue as it was an effective incentive to keep Fellows active and motivated throughout. One feature new to the 2005 Fellowship Cycle, namely the six week orientation period before the actual start of the Fellowship, was not successful. Its purpose was to offer intensive English and computer training to help level the playing field for Fellows, however logistical as well as administrative constraints made this very difficult. In future, emphasis will be made on selecting Fellows who do not need remedial training, and the Fellowship will begin with an on-site workshop.

The lessons learned and the feedback included in this document, are based on extensive written and oral evaluations conducted with the Fellows, Mentors and Coaches throughout the Cycle, and particularly after each of the three workshops.

### II. LESSONS LEARNED

#### *a. Overall Methodology*

1) Delaying the first workshop until after the completion of the 6 week orientation period was unsuccessful. After the first cycle, it was thought that an orientation period, during which Fellows would be offered English and computer training, would help ensure all participants were prepared for the start of the program. However, due to the lack of on-site interaction between Fellows and the UNITAR team, and difficulties in securing qualified instructors and suitable facilities, allowed very little to be accomplished during this time. The Fellows found this period without specific directions de-motivating, and training-wise it was a waste which delayed the settling-in of the Fellows into the programme.

#### *b. Workshops – Content*

1) Identifying workshop leaders well in advance of the actual event and connecting them with other resource persons via the internet and telephone based forum is critical for facilitating exchange of ideas and coordination of training materials and methodologies.

2) Using simple interactive exercises during modules provides for a clearer understanding of the issues taught, including topics such as change management, and how monitoring and evaluation could be done within varying conditions and circumstances. UNITAR should try and apply, where possible, similar exercises.

- 3) The thematic materials and case studies for the workshop curriculum should be selected according to their relevance to the Afghan environment and culture. UNITAR should further strengthen this trend and customize training material in cooperation with the CSC, so it can be used as teaching case studies by different institutions in Afghanistan.
- 4) Training materials often use complex English terms. Glossaries of difficult terms in English, prepared by UNITAR, are critical and must be a standard element in workshop training manuals. Where possible these should also be translated into Dari/Pashto with the assistance of qualified Coaches or other Alumni.
- 5) In addition to training presentations it is important to ensure that additional readings and handouts are provided for each topic, as well as lists of supplementary readings for those Fellows who may be interested in pursuing the topic on their own.
- 6) It is important to set aside sufficient time for discussion and Q&A in the substantive sessions, and to ensure the content is well-balanced with the allotted time.
- 7) There is a need to develop or enhance presentation skills among most of the Fellows and also teach them how to use Microsoft PowerPoint software. Developing presentation skills may therefore be one of the modules in future workshops.
- 8) Fellows need assistance from UNITAR to understand the different nature and requirements of individual vs. team work and presentations.
- 9) For group presentations UNITAR should emphasize substantive participation by all group members. Particularly when presentations use a single Fellow's project data as a case study, they often fail to reflect group work, especially when delivered by the Fellow whose project was chosen. In future, the data provider should not be a presenter.
- 10) Dividing Fellows into groups proved to be an effective tool to facilitate class discussions. However, many Fellows kept expressing their personal views on the subject, whereas group opinions had been requested. To encourage teamwork, there is a need to emphasize the importance of pre-class and in-class ***group discussions and decision-making***.
- 11) UNITAR must provide a clear introduction to the concept of AAR (After-Action Review) at the beginning of the workshop. This should be done through a written explanation of the purpose of AAR and what is expected from the presenter. A sample of a brief AAR presentation format can be distributed with training materials at every workshop. This should be supplemented by an oral explanation by the workshop leader at the beginning of the first workshop.

### ***c. Workshops – Logistics***

#### **For events in Japan**

1. Fellows were very committed to the workshop. Everyone took care to inform in advance/ask permission in case they had to leave the workshop for an important meeting. UNITAR should be relatively flexible in exceptional cases, provided there is justification and advance notice from the Fellows, as the objective of the workshop and study-trip to Japan is also to provide opportunities to Afghan officials for networking.
2. Often, when government representatives or important guests attend Fellowship events (as speakers or observers) they are present for only a very short period of time. In future, UNITAR may want to recommend that outside guests participate for a minimum of one full session.

For events in Afghanistan/other countries

1. The UNITAR team should come to Kabul 2-3 days in advance of the workshop to meet with necessary individuals and finalize logistics.
2. Name plates, name tags, door signs, etc. should be prepared in advance.
3. A stationery kit should be prepared and available for use during the workshop.
4. UNITAR should develop a public relations strategy for the Fellowship in Kabul, as it will increase the pool of qualified applicants and contribute to Fellows' career advancement. During the 2005 Fellowship cycle there was insufficient coverage of the workshop in local media, which limited the Fellowship's reach.
5. Files and logistics need to be better prepared in preparation for workshops. In future, UNITAR, in addition to arriving a few days in advance, needs to put a system in place where the person in charge of logistical preparation for the workshop is supervised by a coach who is more experienced and responsible. The responsibility could rotate among the coaches.
6. As most of the alumni cannot check their e-mail accounts regularly, they should be informed about the workshop and the get-together dinners in advance by phone. UNITAR could request the coaches to take responsibility for this.
7. UNITAR should have detailed instructions, in advance, from resource persons (RPs) on how and when they would like their presentations/handouts to be distributed and in what format.
8. Financial issues – Resource Persons had to go to UNDP to get their checks for the Daily Subsistence Allowance (DSA) and then go to the bank to cash them. Only UN personnel have the right to cash bank checks within the UNDP compound.
  - Although official cables for payments were sent to UNDP long ago, the payments themselves were not ready.
  - There is a need to check before going if UNDP has prepared necessary documents for payments, so we do not need to spend time waiting.
9. Housing – ASSA II Guest House was good compared to ARIANA II. It offers an internet café, internet access in each room (with a few exceptions), internal telephone line almost in every room, a nice garden. We have also checked:
  - “Kabul Inn” – good conditions, but more expensive (\$60 without dinner) and very close to a main street;
  - “Caravan Sarai” – very good Guest House which will be reconstructed soon;
  - “Park Palace” – a little bit more expensive (\$55 without dinner, but includes a GYM facility, hair saloon and book shop inside with a nice garden;
  - “UNICA” -

***d. Video conferences***

Video-conferences (VCs) went well in general. Attendance on the part of both Mentors and Fellows was consistently high. Most Fellows came in advance and were waiting for their turn. However, in at least one case, the listing of the various time zones on the VC schedule proved confusing and caused a Fellow to miss his slot. Simplifying the terms and/or structure of the VC s may be beneficial. Technical difficulties when connecting conferencing sites around the world appear inevitable to some degree. Still during the 2005 cycle, VCs generally went smoothly.

#### ***e. Mentors***

Mentors selected during the 2005 cycle were professional and committed. Four Mentors were able to attend workshops, either in Kabul or Hiroshima. Individual discussions were scheduled between the Fellows and the Mentor on-site. These discussions were very useful as they helped Fellows focus on their projects, clarify their ideas, and be better prepared for the VCs. Mentors also varied their approach to mentoring based on the needs of their group or their own experience. For example in one group in response to the Fellows articulation of their needs and priorities, the Mentors developed a tutorial programme and curriculum which they conducted through the VCs and email assignments. Another group had a team of Mentors, matched to the Fellows by expertise. They conducted the sessions as a team, but also did one-on-one mentoring with the Fellow who had specialized interests matching their expertise.

#### ***f. Coaches***

Coaches were not as active as expected throughout the Fellowship Cycle. Only a few Fellows mentioned receiving guidance or support from their Coaches. Coaches did not have a very clear understanding of their role with the Fellows. Some were under the incorrect impression that their mere presence at training events is enough to fulfil their roles. UNITAR however expected more, such as their assistance in explaining Fellowship concepts and content to the Fellows, facilitation of discussions and support in logistical arrangements. For example during the study-trip UNITAR briefed Coaches on the required support in general, and divided all Fellows among the four Coaches. While being supportive in logistics, Coaches did not understand clearly their role in other areas. UNITAR had considered Coaches to be a part of the team and had expected more involvement from them. Coaches, on the other hand, did not have a clear idea on what should be done and when. In future UNITAR needs to prepare the TOR/guidelines for coaching in more detail, clarifying the role and responsibilities of the Coaches at the beginning of the Cycle, as well as providing some basic training on coaching.

#### ***g. Projects***

Fellows pursued a wide variety of projects throughout the Fellowship. Most projects were realistic and closely related to their work responsibilities, providing Mentors with a concrete platform to work with. Each Fellow gave a formal presentation on his/her project during the final workshop. In spite of considerable differences in scope and ambition among the projects, the presentations were generally considered impressive by the panel of experts.

#### ***h. Computer labs and training***

Computer training sessions proved a challenge during the 2005 cycle. This was particularly true during the six week orientation period. It was also observed that training in basic English as well as computer skills was offered by a large number of independent organizations and HR departments within Ministries in Afghanistan, making UNITAR's involvement in this aspect redundant. UNITAR should consider basic computer skills (use of email, Internet and MS Word software) as a key requirement for the applicants, offering instead a more specialized training in the use of presentation and project management software. Such training could be offered during workshop sessions on related topics, and would greatly facilitate Fellows' progress with their projects.

#### ***i. Roundtables***

1. The issues of post-conflict reconstruction were pertinent to the Fellows as they helped them re-think their efforts for the reconstruction of Afghanistan with a historical perspective. In future UNITAR needs to allocate more time for topics related to post-war reconstruction, as it is of great relevance to most Fellows.

2. Having a minimum one-hour Q&A session in addition to the formal speech given was critical, as it allowed a more in-depth and informal exchange of information. In future roundtables UNITAR may request to have at least half of the session's time devoted to Q&A sessions
3. UNITAR, when organizing meetings with partner institutions, should clarify the participant profile so that topics selected for in-depth presentations are more directly useful. The topic of the lecture at the IDEC roundtable, while interesting, was not particularly relevant to the Fellowship or to the professional needs and interest of the Fellows.
4. As a general rule and unless the topic is clearly defined, UNITAR activities cannot be religion-specific. The UNITAR team needs to take full responsibility for advising mentors on UNITAR parameters for a topic or lecture in advance so everyone is clear about fundamental operating principles of UNITAR.
5. As most of the Fellows wanted to attend the roundtables (RTs), these should be included in the body of the workshop. It is an inefficient use of time to have a long break between the last session of workshop, and the start of the RT.

*j. Study-trip*

1. Visits to companies were important to understand how Japan, and Hiroshima in particular, was able to reconstruct itself after the war. In future UNITAR should organize a visit to at least one company during each Study-trip. Some Fellows mentioned that it would be good to divide Fellows into groups according to their interests and organize group visits to different institutions. This idea, though good, might be difficult to implement due to logistical and resource constraints.
2. Having a session on the historical background of the object of visits before the actual visit and, also debriefing thereafter, has proven to be effective and should be applied systematically in future to all field trips.
3. There were many events organized to expose participants to Japanese culture and traditions. However, many participants wanted to have more flexibility/free time to pursue activities of choice, such as shopping or independent sightseeing. In future UNITAR should ensure that there is some time allotted for such activities, particularly one organized visit to a shopping center. This should be announced in advance to ensure that the participants can plan accordingly.
4. One reporter was present for all three days of the study-trip and some other activities (RT, opening). However, there was no other press for the public session on 24 October. UNITAR should plan on inviting some members of the press particularly/only to the public session because then they would witness the local community's presence at UNITAR events.
5. Many Fellows were not familiar with Japanese cuisine. The idea of taking the group to a Japanese restaurant during first few days was not good as many could not eat anything. In future UNITAR should try to arrange food which is not purely or only Japanese.
6. Making special arrangements for breakfast and lunch during Ramadan was difficult. In future UNITAR should NOT organize events during the month of Ramadan.
7. Dormitory style lodging arrangements should be made with caution. Afghans are not used to the concept of common baths, and dormitories tend to be of lower quality. In future UNITAR should try to avoid arranging such accommodations especially at a final stage of the event as it can negatively effect the whole event.

### ***k. UNITAR Fellowship's complementary features to other capacity-building activities in Afghanistan***

Towards the end of the 2005 cycle, UNITAR began researching other training programs that are being carried out in Afghanistan. It was found that "training of trainers"-focused programs exist in many sectors. UNDP sponsors the largest and most significant leadership, management, and training of trainers program in Afghanistan. UNITAR has already established contact with UNDP regarding possible synergies between their respective programs. The need for the Fellowship to explicitly complement UNDP's program is currently under review. A thorough evaluation of the role the Fellowship should play in the larger Afghan training context will take place towards the beginning of the third cycle.

## **III. FEEDBACK AND EVALUATION**

### **FELLOWS:**

#### ***a) Workshops and study-trip***

The Fellows were asked to submit an evaluation of the workshops and the final study-trip activities including the roundtable seminars, visits to cultural and business centres, logistics and other related issues. On a scale of 1 to 5 (where 5 = Very Satisfactory, and 1 = Very Unsatisfactory) –

- 57% of the Fellows found the workshops in relation to structure and content to be "very satisfactory", and 43% rated them "satisfactory". However, many Fellows pointed out that duration of the workshops were short. In future, UNITAR should expand its workshops to at least four days.
- 61% found the resource persons "very satisfactory" and "satisfactory" in terms of their expertise and teaching abilities.
- With reference to the Fellows' level of perceived increase in knowledge and skills as a result of the workshops, 95% rated the workshops as "very satisfactory" and "satisfactory".
- Finally, 65% of the participants found the topic of the workshops to be very relevant to their work responsibilities.

#### ***b) Evaluation of relationship with Mentors and Coach***

- More than three fourth of Fellows (80%) found mentor-mentee relationship helpful in their learning process.
- However, coach-mentee relationship was not found helpful by most of the Fellows (only 33% rated it "satisfactory"). UNITAR should develop clear TOR for coaches for the next cycles, so the responsibilities as well as rights of the coaches are well determined.

#### ***c) Video-Conferences and computer training sessions***

- Regarding the video-conferences, almost all Fellows (90%) found them "very useful" or "useful", however many were not satisfied with their length.
- Computer training sessions was still the most difficult issue within the programme this year. Only 28% of the Fellows found them useful.
- Despite difficulties and dissatisfaction with computer sessions 85% mentioned that communication with their Mentors and UNITAR team was productive.

#### ***d) Roundtables and Field Trips***

- All organized roundtables were rated very useful and useful (89% and more) for the Fellows.
- It was also considered a good networking opportunity by 92% of the Fellows.
- Field trips to the companies were rated as "very useful" by 74-75% of the Fellows. Many of them found that the visits to companies offered new ideas on how businesses can be developed.

#### ***e) Study-trip logistics***

- In general the study-trip's logistical organization was marked by 61% as "very good", 26% as "good".

- Structure and content of the study-trip was rated very good for 63% of the group and good for 29% of it.

#### MENTORS:

##### *a) General Comment:*

“The mix of orientation, on-site workshops and Hiroshima workshop, video-conference and access to emails offered by UNITAR was great. I thought these worked well. Perhaps it may help in future to give Fellows more frequent access to email to allow them to be in more frequent contact with their Mentors.”

##### *b) Video-conferences (VCs)*

Most Mentors interacted with their Fellows primarily through **video conferences**. Mentors comments on VC's included:

- As it allows 'face-to-face' meetings; more so for mentors who did not have the opportunity to visit Kabul, the VCs break the ice and help Fellows warm up to their mentors.
- Given the constraints, VCs might not be too productive in terms of imparting knowledge, etc. but they do help to keep the Fellows on their toes and push their projects along.
- The duration and frequency of the VCs are appropriate.
- The main problem is technological: ensuring that the system works and exchanges are clear and seamless. Breakdown in the system tends to negate the positive aspects of the VC.

##### *c) Role of Coaches*

Mentors commented on the pivotal **role of coaches**:

- “Coaches have been through the program, and being Afghani they know the ground, the culture and the subject matter. Being 'on-the-spot' they are best able to help and guide the Fellows who, presumably, would have little or no inhibition in asking for help (as they would of Mentors who they haven't met and who are foreigners).”
- Mentors commented on their observations that Fellows often appeared unhappy with their Coaches. One commented: “It was obvious to me that many coaches were not pulling their weight because they were either busy, or whatever. This is a pity and I hope future coaches would be more committed. This might be one criteria for selecting future coaches.”

##### *d) Workshops and Follow-up evaluations*

- Mentors also suggested that **workshops** should be longer, for at least 5 to 7 days. This would allow for greater interaction between Mentors and Fellows, particularly when Mentors are meeting Fellows for the first time. Also, given the uneven fluency of English among the Fellows, more time is needed to get points across.
- Additional comments on the part of the Mentors included having “some follow-up to check how Fellows are doing and whether they are using and have used the knowledge gained through the Fellowship to their advantage. A questionnaire for the Fellows and their bosses a year after the program should do it.”
- Mentors also suggested that UNITAR should have a permanent officer stationed in Kabul and, to the extent possible, select Fellows with high levels of English skills and those able to commit the necessary amount of time to the Fellowship.

#### COACHES:

Coaches gave their feedback on all aspects of the Fellowship in 2005 through the same questionnaires as the Fellows as they attended the same training.

*a) On the issue of the role of coaches, they completed a more specific questionnaire. Some representative comments are given below:*

- “Without coaches there will be a gap between the fellows, mentors, other UNITAR team members in Hiroshima and its global network.
- “The role of coaches particularly at the beginning of the program is very important. Once they (the Fellows) get momentum, they can independently communicate with mentors, and other UNITAR network.”
- “Fellows can very openly discuss their PDP and problems with coaches. In the Afghan environment it might now be clear to you as well that Afghans are not so straightforward and they cannot express what they want openly at the beginning, but once they get familiar with someone then they show openness. This is a gradual process of acquaintance. Coaches also develop a sense of confidence among the fellows, and educate them on the behaviour and role of mentors and the objective of the program as a whole. By this I mean the removal of being afraid or shy to ask questions and try to ask for more clarification.”

***b) Comments on challenges faced by Coaches:***

- Commitment and time allocation during the year by both fellows and coaches. We have to make sure at the beginning that the fellows and coaches have enough time for participation in the program.
- Weakness of communication and coordination between coach, fellow and mentor
- Timely confirmation of trainers and training venue
- Timely provision of training materials to the fellows.
- As a coach, not being able to give clear direction to the fellow on their projects as it was too specialized and beyond/not matched my expertise. In this case I had only one choice to refer them to the mentors.

***c) Recommendations:***

- Involve the Coaches in the selection process of Fellows, and then the selection of new Coaches
- Treat the Coaches as team members throughout while planning and executing the Fellowship
- Try to facilitate the possibility of assigning coaches to the groups which's have PDPs relevant to their experiences or field of work.
- Develop close coordination among coaches by holding periodic meetings (at least once a month). At the meetings progresses of groups will be evaluated and a common strategy will be adopted in tackling issues of concern.

## **V. CONCLUSION**

The 2005 Fellowship was much improved from the first cycle. This was due both to UNITAR’s implementation of lessons learned from the first cycle and the improved abilities of the Fellows selected. This second cycle also provided new ideas for how to improve future cycles.

### **CHANGES TO METHODOLOGY IN 2006**

Based on the evaluation of 2005, and lesson learned, UNITAR will implement the following structural changes to methodology in 2006:

1. The Fellowship will be more compact -- i.e. 8 months long -- thus avoiding too long periods without contact or activity;
2. As originally planned UNITAR will gradually increase each year its emphasis on training of trainers in the curriculum;
3. Each Fellowship project will be required to have a small training/capacity-building component, and final presentations must address that component;
4. The Fellowship will begin with the first workshop in April in Kabul which will also serve as the orientation period for the programme. UNITAR will invite as many Mentors as possible to attend, and meet the Fellows right in the beginning;
5. Each of the 3 workshops will be about five days long with a final module on training of trainers;
6. The role and responsibilities of Coaches will be more clearly defined and communicated to them as well as to the Fellows and Mentors, to ensure realistic mutual expectations;
7. Coaches will also be given a greater role in the selection process of the Fellows (as they are on-site) and in the planning process (The 2006 Coaches are - Ms. Mariam Jalali, Mr. Wahidullah Azizi, Mr. Kamkai Afghan, Mr. Mateen Hessari, Dr. Alishungi, Mr. Sabahuddin Sokout);
8. UNITAR will develop a mechanism to give the best Coaches from past cycles a role in the current Cycle.

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Hiroshima Office for Asia and the Pacific (HOAP)

## UNITAR Hiroshima Fellowship for Afghanistan 2005

### *Study-trip to Japan and Workshop III: Strategic Planning in Public Service*



**21-31 October 2005**

**Hiroshima, Japan**



Hiroshima Office for Asia and the Pacific (HOAP)

**UNITAR Hiroshima Fellowship for Afghanistan  
2005 Cycle**

*Study-trip to Japan and Workshop III: Strategic Planning in Public Service*  
21 – 31 October 2005  
**EXECUTIVE SUMMARY**

*UNITAR would like to express its deepest gratitude to the following partners: the Hiroshima Prefectural Government, the Hiroshima Municipality and the people of Hiroshima, for their generous support to the Afghan Fellowship; the workshop resource persons - Professors David Eaton, Michael Fors, Lorne Jaques and Mohammad Taeb - for their outstanding commitment and excellence; the Afghan Independent Administrative Reform and Civil Service Commission (IARCSC), the Embassy of Afghanistan in Tokyo, the Embassy of Japan in Kabul and the Ministry of Foreign Affairs of Japan for their assistance to the Fellowship and help in the realization of this event.*

*We also wish to thank the United Nations Development Programme (UNDP) in Afghanistan and in the United Arab Emirates for invaluable support. The October 2005 study-trip was supported by many friends of UNITAR - in Hiroshima, Himeji, Tenri and elsewhere. We are especially grateful to Zonta International Club of Aki Cosmos and ITC in Hiroshima, and to Microsoft Corp. for donations of hardware and software for the UNITAR Fellows.*

*Lastly, UNITAR extends special thanks to the Afghan Fellows and Coaches for their deep devotion to learning and change.*

**BACKGROUND**



*Visit to the Peace Memorial Park*

The UNITAR Hiroshima Fellowship for Afghanistan is a long-term capacity-building programme which aims at enhancing training and leadership skills and providing technical and institutional support to a core group of Afghan government officials, educators, practitioners, and professional trainers. The study-trip to Japan and third workshop on “Strategic Planning in Public Service”, held from 21 to 31 October 2005, was the culminating event of the 2005 Fellowship Cycle.

Two previous workshops in 2005, on *Project Design and Proposal Writing* and on *Project Management in Public Service*, were held in Kabul. The October 2005 study-trip and workshop was the culminating event of the year and a unique opportunity to expose the Afghan Fellows and Coaches to Japan - its society,



*Cultural Briefing with Prof. Hotta*

culture, science and technology as well as its post-war reconstruction history. In light of this larger perspective, several meetings with Japanese institutions as well as visits to selected companies were arranged.



*Visit to Miyajima*

Twenty five Fellows and Coaches from Afghanistan attended the programme. Dr. Wali Hamidzada, Director of the Civil Service Training and Development of the Afghanistan Independent Administrative Reform and Civil Service Commission joined the group for the final sessions of the workshop and graduation ceremony.

A roundtable with the Ambassador of Afghanistan to Japan, H.E. Haron Amin, on *Afghan National Development Strategy for the Post-Bonn Period* was also held during the study-trip.



*Traditional Tea Ceremony*

In order to meet the study-trip's objectives, many other events were organized around the workshop, notably a study-visit to Himeji Castle, roundtables with the Japan International Cooperation Agency (JICA), the Graduate School on International Development and Cooperation (IDEC) and the Institute of Peace Studies (IPS) of Hiroshima University (HU), visits to two companies in Hiroshima, study-tours to Hiroshima Peace Memorial Museum and Park, and cultural, religious and historical sites in Miyajima, Tenri, Nara and Kyoto.

### **WORKSHOP III: STRATEGIC PLANNING IN PUBLIC SERVICE**

The aim of the Workshop was to enhance the participants' skills in strategic planning in public service. It focused on the basic elements of strategic planning, namely negotiation skills, project monitoring and evaluation. It was conducted by four resource persons<sup>1</sup>.

**The workshop had the following objectives and consisted of four main modules:**



*Mr. Afghan and Dr. Fors at the workshop*

- to introduce the concept of strategic planning within public service in Afghanistan, i.e. to examine the recent history and the changing context of the country; to analyze existing strengths and weaknesses; to define with the Fellows the vision of the organization/project and to prioritize goals and strategies for desired results;
- to introduce the basics of negotiation skills and approaches to partnering with different cultures and organizations;
- to expose Fellows to concepts of project monitoring and evaluation within the framework of Result-Based Accountability;
- to develop and enhance team work and presentation skills among Fellows;
- to provide an overview of post-war reconstruction, in Japan specifically;
- to introduce Fellows to basic principles of Training of Trainers (ToT).

<sup>1</sup> Workshop resource persons were Prof. David Eaton, Lyndon B. Johnson School of Public Affairs at the University of Texas at Austin, Dr. Michael Fors, Microsoft Corporation, Dr. Lorne Jaques, University of Calgary and Dr. Mohammad Taeb, Institute of Advanced Studies of the United Nations University

## Module I: Training of Trainers (ToT)



*Dr. Taeb during presentation*

Based on the experiences of the United Nations University this module focused on four main elements:

1. Human Development;
2. Knowledge and Human Development;
3. Knowledge sharing and Learning in Human Development Context;
4. Agriculture for Peace.

## Module II: Steps in the Strategic Planning Process



*Case study exercise*

Module II covered such elements of strategic planning as:

1. Analysis of current situation (Where are we?);
2. Analysis of existing strengths and weaknesses (What do we have to work with?);
3. Vision for the organization or project (Where do we want to be?);
4. Goals and strategy (How do we get there?).

One of the Fellows' projects was discussed as a case study during the sessions.

## Module III: Skills to help in the strategic planning process



*Team work at the workshop*

This module gave an introduction to negotiation skills and related issues followed by exercises. Different case studies were discussed during the session on negotiation skills. Fellows were divided in small groups, such that each of them had particular roles to play in a particular negotiation process. At the end of the exercise each group had to sign an agreement and explain their decision to the other groups.

## Module IV: Monitoring and evaluation for result-based accountability (RBA)



*Group discussion with Prof. Eaton*

This module covered the following elements:

1. Introduction to RBA and tools for measuring goals in strategic plans – defining objectives, indicators and standards;
2. The process of monitoring and evaluating project performance using the tools for measuring goals defined in the strategic plan: *the challenges; costs; rewards.*

Some exercises on change, monitoring, observation and evaluation were introduced. These simple exercises provided clear understanding of issues of change and how monitoring and evaluation could be done within different conditions and circumstances.

## FELLOWS PRESENTATIONS ON FELLOWSHIP PROJECTS:



*Ms. Ibrahemi presenting her project*

Since the beginning of the Fellowship each Fellow was asked to design a project within his/her work responsibility, to develop a project proposal and to follow the project through until its completion. This exercise was one of the key learning tools of the Fellowship. On the first day of Workshop III Fellows were asked to make presentations on their projects according to guidance previously provided. Fellows had to report on their projects, what steps were undertaken to implement them, and what their future plans were. For this purpose, each Fellow had prepared a Power Point presentation and had to answer questions from the audience.

## TEACHING MATERIALS AND METHODOLOGY



*Dr. Jaques comments on the Fellows' presentations*

Teaching materials were prepared by resource persons and UNITAR, and will be available on-line at the Afghan Training Corner<sup>2</sup>. The sessions were conducted in an interactive format with lectures interspaced with questions and answers. The Fellows were divided into four working groups for the period of the workshop, with a Coach to facilitate discussions. From the beginning each group had to decide on one project from amongst the group's projects, to develop a strategic plan and to present it at the end of the workshop. Throughout the workshop the Fellows were asked to analyze and comment on case studies related to the themes of the modules. These exercises helped Fellows understand key elements of strategic planning. In addition, during the negotiation skills module, each group had to sign agreements on the proposed case study. Based on the lessons learned from previous workshops, the thematic materials and case studies for the workshop curriculum were selected according to their relevance to the Afghan environment.



*Dr. Hamidzada comments on the Fellows' presentations*

From the second day onward, Coaches were invited to present the After-Action-Review (AAR) to the whole class, during which a summary of the subjects learned were presented. Each Coach presented AAR according to his personal understanding and its importance to the present situation of Afghanistan.

## OTHER STUDY-TRIP ACTIVITIES



*At Himeji castle*

**Visit to Himeji Castle** was the first introduction to Japanese culture and post-war reconstruction history. The Fellows could learn about the reconstruction history of Himeji and discuss their own country's reconstruction. The importance of culture, as a practical source for recovery after war and disaster, was highlighted. A debriefing was also organized after the Himeji Castle tour. This visit helped highlight the purpose of the study-trip from the beginning.

**Visit to Hiroshima University (HU)** exposed Fellows to one of the main academic institutions in central Japan (Chugoku Region). The roundtable at the Graduate School for International Development and Cooperation (IDEC) provided an overall understanding of HU and IDEC and gave an overview to the Afghan officials about the Japanese system of higher education in general. It also gave some ideas on the advanced facilities of the University.

<sup>2</sup> <http://www.unitar.org/hiroshima/afghancorner/resources.html>



*Dean Saito, at IDEC Roundtable, Hiroshima University*

**Roundtable with Japan International Cooperation Agency (JICA)** provided an overview of JICA's activities in Afghanistan and its priorities and strategies for the future. The roundtable, also the first practical initiative in the JICA-UNITAR relationship, was a successful experiment and highly appreciated by the Afghan Fellows.

**Roundtable on the experiences of post-war Japan and Hiroshima** provided a unique opportunity for the Fellows to learn from and ponder on the parallels and differences between Afghanistan now and Japan 60 years ago.



*Roundtable with Ambassador Amin*

**Roundtable with the Ambassador of Afghanistan to Japan** was an opportunity to deepen the Fellows' understanding of the Afghanistan-Japan relationship. It was also a good opportunity to introduce the Fellowship to the larger Hiroshima public. The Roundtable was followed by a farewell reception, hosted by the Hiroshima Prefecture and the Hiroshima Peace Contribution Network.



*JICA Roundtable*

**Visit to Mazda Motor Corporation and to Chichiyasu Milk Company** gave an introduction into the Japanese business society. Two companies, although different in nature, showed how production can be developed with high quality standards. Both companies gave a brief historical background and presented their current production facilities.

**Study-visits to Miyajima, Tenri, Nara and Kyoto** exposed the group to various aspects of Japanese culture, heritage and religion. It continued the theme of how culture can help in a reconstruction process, a discussion the group started at the first visit, to Himeji Castle. It also showed how culture and through it history can be preserved in a modern and technologically developed society like Japan.



*Roundtable on Post-Conflict Reconstruction with Dr. Shinoda*

## ALUMNI INVOLVEMENT IN THE 2005 CYCLE



*Commemorative tree-planting at Tenri University*

Four Alumni from the 2003-2004 Cycle were selected as Coaches on the basis of their outstanding performance last year and participated in the 2005 study-trip. Each Coach was assigned to a group of Fellows for the period of the study-trip. During the study-trip Coaches facilitated discussions within the group, helped Fellows to prepare their personal presentations on the Fellowship projects for the beginning of the workshop as well as groups' presentations as a final workshop outputs.

## CLOSING CEREMONY



*Dr. Abi receiving certificate of completion*

The closing ceremony took place on 28 October. H.E. Haroon Amin, Ambassador of Afghanistan to Japan, Mr. Naofumi Taguchi, Vice-Governor of Hiroshima Prefecture, Dr. Wali Hamidzada, Director of the Civil Service Training and Development of the IARCSC, Prof. David Eaton on behalf of all Mentors, and many other friends of UNITAR in Hiroshima participated in the closing ceremony.

UNITAR was able to provide Fellows with laptops as a recognition of the successful completion of the Fellowship, so as to enable them to continue communications within the Fellowship Community in the future.

## CONCLUSION

The study-trip and third workshop was the culminating event of the Fellowship and brought the 2005 Cycle to completion. The Fellows received certificates recognizing successful completion of the Fellowship from UNITAR as well as the letter of recognition from the University of Texas at Austin. The study-trip was on the whole most successful as evaluated by participants and resource persons<sup>3</sup>. Additionally it provided many rich lessons to be taken into consideration by UNITAR in future cycles of the Fellowship.



*Completion of the 2005 UNITAR Hiroshima Fellowship, Hiroshima, October 2005*

Humaira Kamal, Phoenix  
Sharapiya Kakimova, Hiroshima  
Rachel Krause, Austin  
November 2005

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<sup>3</sup> UNITAR is preparing an extensive evaluation of the year-long Fellowship