

**United Nations Institute for Training and Research (UNITAR)
Hiroshima Office for Asia and the Pacific (HOAP)**

2006 UNITAR Hiroshima Fellowship for Afghanistan

Final Evaluation Report



With the support of



Hiroshima Prefecture



Hiroshima City

and in partnership with



*The Independent Administrative Reform and Civil Service
Commission of Afghanistan*



Hiroshima Office for Asia and the Pacific (HOAP)

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The curriculum outlines and evaluation questionnaires used throughout the 2006 Cycle are available upon request

MESSAGE FROM THE DIRECTOR

The UNITAR Hiroshima Fellowship for Afghanistan, launched in November 2003, was a result of discussions among many like-minded people in and around UNITAR, seeking to contribute, modestly but concretely, to Afghanistan's recovery. These people shared a conviction that the 'traditional' approach to capacity building was not adequate and that a longer-term, personalized and flexible programme was necessary. Looking back, I can say without hesitation that the Fellowship remains committed to these core principles, even as its structure and methodology have evolved significantly to better address the needs of its participants. Over time, the programme developed a unique methodology, and has thus far benefited more than 70 Afghan government officials, academics and practitioners. I am fully convinced that the Fellowship provided more than just knowledge and skills – Fellows also carry in their hearts and minds the universal message of Hiroshima, and a hope that one day their country will rise from ruins just as Hiroshima did.

As the first three cycles of the Fellowship were drawing to a close, we asked our loyal friend and advisor Jonathan Moore, former US Ambassador to the United Nations and one of the members of UNITAR's first mission to Kabul in September 2002, to evaluate the programme's achievements and shortcomings. This report is based on his observations as well as the extensive discussions among the members of UNITAR Fellowship community. I hope it will provide many lessons for those involved in capacity-building efforts in general, and in Afghanistan in particular.

It has been inspiring to see the strength and dedication of all those involved with the Fellowship -- our Fellows, Coaches, Mentors and also the UNITAR staff, not to mention the staff of Hiroshima Prefecture and City. One wishes that each and every one of them could be named -- each fully deserves tribute. I would like to mention however Humaira Khan Kamal -- whose vision and commitment I have known for long -- and her small team composed of Sharapiya Kakimova and Maxym Alexandrov who have been the pillars of this Fellowship. 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

In the 2006, UNITAR Hiroshima Fellowship for Afghanistan completed its third cycle. The programme's contribution to the capacity building in Afghanistan, though modest in comparison with the vast needs of the country, is not insignificant. This contribution would not be possible without institutional and individual support the Fellowship received throughout the cycle.

We would first like to thank the 2006 Afghan Fellows, Coaches and Advisors for their commitment and professionalism. We are grateful to our Mentors, whose dedication and tireless efforts kept our Fellows and Coaches inspired, and their institutions - Hiroshima University (Japan), Lamb and Lamb Consultancies (USA), Microsoft Corporation (USA), Singapore International Foundation, University of Calgary (Canada) and University of Texas at Austin (USA) for nurturing the involvement of their valued team members in the Fellowship.

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

We are indebted to the University of Texas at Austin for the academic accreditation of the Fellowship, the University of Calgary for its audio-web conference facility which provided Fellows with a useful tool for connecting to their Mentors, and Microsoft Corporation for its generous donation of the MS Project software to our Fellows and Coaches.

The cooperation and support of UNITAR's main partner in Afghanistan, the Independent Administrative Reform and Civil Service Commission (CSC) has been indispensable to the conduct of the programme. Not only did CSC provide its training facilities for workshop I, audio-web conferences and project-work sessions throughout the year, it also helped raise the profile of the Fellowship and allowed UNITAR to align its objectives with the needs of Afghanistan. UNITAR is also grateful to its new partner in the region - the Wildlife Institute of India, for assistance in jointly organizing the second workshop of the cycle in Dehradun, India.

The Embassy of Afghanistan in Tokyo has been a great ally of UNITAR since the start of the Fellowship and it is our sincere hope that our partnership will get even stronger.

We would like to thank our colleagues in UNDP; the World Bank, especially its Global Development Learning Network (GDLN), and Kabul Distance Learning Center of the Ministry of Communication for their assistance and guidance in our missions to Afghanistan throughout the year.

We are grateful to the Ministry of Foreign Affairs of Japan and its Embassy in Kabul, as well as Japan International Cooperation Agency for their support and cooperation.

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 Maxym Alexandrov

UNITAR Hiroshima Fellowship for Afghanistan 2006 Cycle

FINAL EVALUATION REPORT

“Looking to a future containing promise, hope, danger and uncertainty, the key resources of Afghanistan nation-building lie in the willingness of its people to be forbearing, persistent, unified and resilient. This social psychology is essential, as in any prodigious human endeavor.....continuing to do what can be done as well as possible, not being intimidated by the imposing difficulties, and respecting the need for time. Capacity-building, training, at different levels and in a variety of formats and focuses, and where Afghans and internationals collaborate, is a critical component, helping to develop both the competence and confidence to be able to continue to move forward.”

Jonathan Moore, former US Ambassador to the United Nations and Senior Special Fellow, UNITAR Hiroshima Office, in *“Post-Conflict Reconstruction in Afghanistan”*, note prepared in the context of the Hiroshima Fellowship assessment, October 2006.

INTRODUCTION

Launched in November 2003, the **UNITAR Hiroshima Fellowship for Afghanistan** completed its initial three year cycle in December 2006. The Fellowship is a long-term initiative which aims at building leadership and management skills and providing technical and institutional support to a core group of senior Afghan government officials, academics and practitioners. It seeks to contribute to sustainable learning in the workplace and to lessen the present dependency of Afghan civil service on the human resources and expertise provided by the international community.

Since the start of the Fellowship, the methodology and focus of training have been continuously transformed based on the needs, requirements and feedback of the participants (and those of Afghanistan). At the same time, UNITAR has been able to retain and build upon the core principles of the Fellowship, even as it faced numerous challenges and uncertainties arising from working in a post-conflict environment. One of the biggest challenges during the 2006 Cycle was the deteriorating security situation in Afghanistan. The Fellowship Community had to confront it right from the start, as the riots erupted in Kabul on 29 May 2006 immediately after the end of workshop I. Despite the challenges however, the 2006 Fellowship has been the most successful so far, as the evolution of the programme contributed to the development of a unique and effective methodology.

Over the last few months there have been extensive internal discussions at UNITAR and within the Fellowship community of Mentors,

Coaches, Fellows and Core Faculty on the future structure and focus of the Fellowship. The basis for this discussion and this report is a realistic and comprehensive assessment of the Fellowship prepared for UNITAR by Ambassador Moore following his mission to Kabul in May-June 2006¹.

The report details the events and lessons learned during the 2006 Cycle (for the general facts about the cycle and recent changes in the methodology, please refer to Boxes 1 and 2). It is UNITAR's hope that it could be adapted to fulfill a variety of needs such as:

- a description of a unique methodology developed throughout three years experience and fully applied during the 2006 Cycle;
- a distillation of lessons learned from the past three Cycles, and particularly from 2006;
- an overview of the UNITAR strategy for future Fellowships.

I. BACKGROUND

Since the launch of the Fellowship in 2003, some 25 Afghan civil servants, academics, and practitioners have annually participated in the programme, increasing their personal and professional capacities. The Fellowship is structured around the pillars of Mentor-Coach-Fellow relationships and team projects. The incorporation of the committed and capable

¹ Two notes by Ambassador Moore on post-conflict reconstruction in Afghanistan are included in the Annexes along with the process documents from the 2006 Cycle of the Fellowship and executive summaries for the major Fellowship events in 2006.

Box 1. General Facts about 2006 Cycle of the Fellowship

Participants:

Fellows and Coaches: Of the 22 Fellows initially selected, 17 (including 6 women) plus 6 Coaches successfully completed the Cycle. They represented the following: Ministry of Public Health (6), Ministry of Rural Rehabilitation and Development (5), Ministry of Transport (1), Ministry of Women's Affairs (1), Ministry of Information, Culture and Tourism (1), 4 were from academia, and the rest from NGOs and the private sector.

Mentors: 14 Mentors from UNITAR partner institutions participated in the 2006 Cycle: Hiroshima University, Japan (2), University of Texas at Austin, USA (3), University of Calgary, Canada (4), Singapore International Foundation (2), Lamb and Lamb Associates (2), and Microsoft Corporation (1). Please see the brief bios of Fellows, Mentors and Coaches in Annexes 3 and 4.

Activities:

Workshops:

- I. "Capacity Building and Project Management in Public Service" (Kabul, May 2006)
 - II. "Tools for Managers: Communications, Proposal and Report Writing" (Dehradun, India, August 2006)
 - III. "Capacity Building and Training of Trainers in Public Service" (Hiroshima, November 2006)
- Please see executive summaries of the workshops (Annexes 6, 7 and 8) for more information.

Distance learning activities:

Video-conferences (VCs) – 4 sessions for each group
Audio-web conferences (AWCs) – 5 sessions for each group
Project work sessions (PWSs) – 8 sessions scheduled for each group.*

*Although PWSs were primarily scheduled by UNITAR, most of the groups prepared their own schedules for group meetings.

Fellows of each cycle as Coaches for the next has proved an important element of the Fellowship. The Fellowship has also developed a network of support and expertise within Afghanistan and with professionals around the world.

The core principles of the Fellowship are as follows:

- Enrollment of participants from different backgrounds;
- On-the-job training – participants undertake training while continuing with their jobs in Afghanistan;
- Mentorship-based learning process, which seeks to address the needs of each Fellow;
- Combination of various training methods – on-site workshops plus distance learning mechanisms;
- Building professional networks - within the country and between Afghanistan and the rest of the world.

1.1. Fellowship Objectives

The direct objective of the Fellowship is to contribute to capacity building in Afghanistan by enhancing Fellows' leadership, executive and

professional skills, in order to help them achieve their personal learning and professional goals. The programme's long-term objective is to have Fellows use their increased knowledge and confidence to provide leadership and contribute to the transformation of their ministries and organizations through:

- Management of training and capacity building ;
- Achievement of mandates and objectives with limited resources;
- Effective team work and coordination within the organization;
- Ability to network and collaborate with stakeholders and other organizations.

The programme's other long-term objective is to build a committed and capable Fellowship Community in Afghanistan which can be a reference for planning and implementing capacity-building and training activities at the local and national levels.

1.2. Training of Trainers (TOT)

In order to expand the impact of the Fellowship, UNITAR places special emphasis on the *TOT methods* – in part to develop Fellows' capacity as trainers and to encourage them to conduct

Box 2. The strengths of a flexible capacity building programme

One of the key features of the Fellowship is its flexibility. While retaining the principal strengths of the programme, UNITAR has been continuously adapting and modifying the methodology in order to better suit the changing needs in Afghanistan and to make the programme more effective. Responding to the needs and feedback of the participants gives them a true sense of ownership and keeps them engaged as active members of the Fellowship community. Some of the important recent changes are listed below:

1. Coaching by graduates of previous Cycles

One of the most important strengths of the Fellowship is involvement of committed and capable Fellows as Coaches for the next cycle's participants. While coaching was first introduced during the second cycle of the Fellowship, its potential was not fully realized due in part to the gap between Coaches' and UNITAR's expectations for that role. For the 2006 Cycle, UNITAR prepared more detailed "Terms of Reference" to define Coaches' tasks and responsibilities, improved communication with the Coaches and encouraged them to give feedback on ways to make the programme more effective. This resulted in better informed and genuinely committed Coaches, who became indispensable elements of the Fellowship.

2. Increased reliance on training needs assessments

For the Fellowship to stay focused and relevant, it is critical to be aware of the rapidly evolving needs in Afghanistan. The best ways to do this has been to stay informed of the needs of the Fellows and their organizations. Hence the importance of the Needs Assessments conducted by the Fellows, which became the basis for team projects and an important input into the design of Fellowship curriculum.

3. Shift from individual to team projects

In the first two cycles, Fellows worked on individual projects, relying on a "personal development plan" (PDP) to monitor and direct development of their professional capacities. Following extensive discussions with its advisers and friends, UNITAR identified lack of teamwork and networking skills as a major obstacle to capacity building in a vertically structured Afghan administration, and decided to replace individual projects and PDPs with team projects in the 2006 Cycle. This change has resulted in a better team spirit among the Fellows across departments and organizations, and improved skills of listening, coordination and decision-making within the larger group.

4. Involvement of the Fellowship Alumni in the selection of participants

Selection of Fellows has proved to be a critical element in the Fellowship process. While in the first two Cycles this was done mostly with the help of UNITAR's international partners, alumni became actively involved in the selection of participants in 2006. Not only did they recommend participants, they also, upon UNITAR's request, established a selection committee which interviewed candidates and gave substantive comments on each interviewee. This helped raise the professional level of participants significantly.

5. Introduction of audio-web conferencing

Distance learning tools such as videoconferencing and regular e-mail communication with Mentors ensure the continuity of the learning process and facilitate networking and closer connections among Fellows, Coaches and Mentors. During the 2006 Cycle, UNITAR introduced a new distance learning tool – audio-web conferencing (AWC), offered by the University of Calgary in Canada. The use of the latest technological tools during the programme had, in addition to practical value, some psychological impact by helping participants feel connected to the international professional community.

6. Award of academic credits

Since the start of the Fellowship, academic accreditation has been an objective, and in 2006 the University of Texas at Austin agreed to award three academic credits each for Fellows who met all Fellowship requirements and successfully completed the Cycle. This provided additional incentives for the Fellows and thus contributed substantially to the quality of the programme.

training activities within their own ministries and organizations, but primarily to prepare Fellows to become better managers/leaders of capacity building within their organizations. The Fellows are provided with overall guidance regarding the organization of national workshops, as well as expert advice through the UNITAR network of resource persons. Involvement of committed and competent alumni as Coaches in following cycles is yet another TOT method that proved its effectiveness in 2006.

1.3. Combination of Different Training Methods

The Fellowship undertakes a *combination of different training methods* with a series of skill-building activities, such as on-site workshops, Mentor/Coach/Fellow communication, team projects and distance learning activities.

1.4. Mentors and Coaches

Each Mentor/Coach team commits to oversee at least one group of two to four Fellows for the duration of the Fellowship. Mentors are experts, practitioners, or academics in various disciplines, and are based in different countries. They help Fellows meet their professional goals, respond to their questions, offer feedback on work submitted, and give advice where needed. Coaches are selected from amongst the most committed and capable graduates of previous Cycle, and support the mentoring process in Kabul.

1.5. Team Projects

Based on their professional background, Fellowship participants are divided into groups which consist of 3-4 Fellows, a Coach and a Mentor (or Mentor team). Each Fellow is required to conduct training needs assessment at the start of the Fellowship within their department/organization. The groups subsequently discuss and decide the list of topics to be addressed in the team project curriculum.

The Fellows' team work is guided by their Mentor(s) and Coach. Although all decisions on the team project are taken by the whole group, each Fellow is responsible for a similar but distinct portion of the team project.

The projects are related to the Fellows' work and departments, and primarily focus on training/capacity-building. This focus helps to create informed managers of capacity building in Afghanistan.

1.6. Workshops

In general three workshops are held during each Fellowship Cycle, alternating with other training activities. The first two are held in Kabul or in the region, while the final one takes place in Hiroshima. Each workshop is about four days long and focuses mainly on a single subject so that the particular set of skills can be fully developed and absorbed by the Fellows. Topics for the 2006 Cycle included, *inter alia*:

- Accounting and budgeting;
- Project design and proposal writing;
- Project management and reporting;
- Team-building and teamwork;
- Communication skills;
- Leading professional and organizational development; and
- Training of Trainers and development of training programmes.

1.7. Distance learning

Distance learning mechanisms include video-conferences (VCs), audio-web conferences (AWCs) and project work sessions (PWSs). The Mentors have "face-to-face" meetings with their teams of Fellows at the VCs to exchange information about team projects, give project updates, ask questions, and offer advice. In addition to VCs, AWCs are also used for communication with Mentors and UNITAR. During PWSs Fellows are provided access to computers and the internet in order to communicate with their Mentors and work on their projects.

II. FEEDBACK AND EVALUATION

2.1. Mentors

Most of the Mentors have been with the Fellowship since its start in 2003. They have followed the programme's evolution over time, and were able to observe improvements and identify shortcomings. Other Mentors, new to the Fellowship, experienced the programme in its present form and were asked to evaluate it from a fresh perspective.

2006 Mentors provided their overall assessment, as follows:

Participants - Most of the veteran Mentors have commented that the level of the Fellows' English and computer skills has improved dramatically compared to participants of previous cycles. The quality and level of commitment of the Fellows were mentioned as an important element for the success of the Fellowship. New Mentors, however, found that language problem was still one of the barriers for understanding the requirements and assignments within the Fellowship by participants, and a greater effort should be made to accommodate this challenge when conducting training.

Structure - Most of Mentors agreed that the Fellowship should keep its relative independence and focus, and try to "partner with relevant agencies where synergy enhances net value".

Methodology - Some Mentors mentioned that there was no clear guidance of what was expected from them and how they should incorporate the TOT element in their work. This seems not to have had a negative effect on the mentoring process however, as shown in the following comment: "I haven't understood the rationale for focusing so much of this year's program on TOT – although it certainly has worked well for three Fellows in our mentoring group and for us".

Curriculum - The idea to refine curriculum based on the Fellows' professional background and interests was supported by many. However, some Mentors mentioned the possibility of "revisiting the curriculum with specific emphasis on certain [expertise] area".

Team projects - The project-based nature of the Fellowship and its relation to the Fellows' professional responsibilities were mentioned as positive points. "Team project has made life as Mentors far easier than when we were dealing with individual projects – and has obviously created real team relationships among the Fellows".

2.2. Coaches

Overall coaching improved substantially in the 2006 Cycle as Coaches had a better understanding of their responsibilities and others' expectations. However, there were still some challenges during the Fellowship period.

Group dynamics – the biggest challenge mentioned by all Coaches was time limitations faced by each group member (including themselves), and thus difficulties in arranging group meetings. This problem was less serious in the groups where members had similar professional background or worked close to each other.

Commitment by Fellows – several Coaches mentioned that some Fellows were not fully committed and did not understand the importance of fulfilling all Fellowship requirements. Therefore, the mechanism should be developed to better explain UNITAR's requirements.

Team projects - Most of the Coaches mentioned that team projects are better compared to the individual projects they have completed in the previous cycle.

Coaching experience - Many Coaches pointed out that there was a lack of communication and facilitation skills, prerequisites for appropriate coaching. They requested additional support from UNITAR to assist with coaching skills.

Additional points – The security situation was mentioned as a main challenge. Many Coaches stressed the importance of having a UNITAR office/presence in Kabul, which should solve many of the logistical problems encountered throughout the Fellowship period.

2.3. Fellows

Fellows' evaluations of the individual workshops, study trip to Japan and the Fellowship itself have

been overwhelmingly positive. The problems they have identified mirror many issues already raised by Mentors and Coaches. At the end of the

2006 Cycle of the Fellowship, Fellows and Coaches highlighted the following strengths and weaknesses of the programme:

Chart 1. Strengths and weaknesses of the Fellowship as assessed by the 2006 Fellows

Strengths	Weaknesses
Inclusion of study trip, cultural exchange	Poor selection of Fellows in some cases Selection should be restricted only to those with a Bachelor degree, and also include people coming from different provinces
Use of several methodologies and inclusion of a final presentation	Confusion between team and individual projects
Flexibility and the personal dimensions of the Fellowship	The process (methodology) was not so clear because it was new for Afghans. Some limitations of regulation and principles of the programme
Duration	Schedule was a bit tight
Creation of a network	Too much content (in the Fellowship workshops)
Involvement of alumni in the Fellows' selection process for the new Cycle	Lack of UNITAR presence/training centre in Kabul
Training of capable Fellows for the future of Afghanistan	Technical communication problems (VC and AWC)
Good organization	Exchange of e-mails and communication was not enough
Distance learning tools (AWC, VC)	It was not clear how many team projects were really selected for personal or organizational development
Program itself, as it actually builds capacities	Selection of many Fellows from the same Ministry is not good
Different venues for the workshops	Selection of projects in which Fellows are already professional does not allow them to learn much (that is new)



2006 UNITAR Hiroshima Fellowship for Afghanistan, November 2006, Hiroshima, Japan

III. LESSONS LEARNED AND RECOMMENDATIONS*

The 2006 Fellowship for Afghanistan has once again 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. The lessons learned from 2006 support a continuation of what UNITAR has built thus far, with some key needs for reinforcement which, if met, would increase the quality of what already exists. This document has tried to describe both - what has worked and what can be improved. UNITAR plans to apply some lessons learnt within existing constraints to the subsequent Fellowship cycles as well as to any future training it may carry out in post-conflict environments.

3.1. Existing Constraints

It is important to recognize that the programme is intensely constrained by external factors such as the security situation in Afghanistan, and internally by limited funds and human resources. Among the major concerns are the small scale of the AF and its consequences, the possible risk of over-stretching the limited staff; and the limitations of the Fellows' availability in terms of time due to their jobs. Therefore it is critical that AF functions within these constraints and not collapse under over-ambitious planning and unrealistic expectations. Similarly it is also important to keep in view the role played by the Fellowship, and not undermine its contribution.

3.2. Curriculum - Skills, Specialties, Quality Control

Skills and specialties/themes constitute an important part of the curriculum and both are priorities within it. Skills are largely manifested in the workshop sessions and are therefore clearly identified. The specialties/themes are applied individually and matched according to the Fellows' occupations. They involve ongoing work with the Mentors for specific projects and are carried out by means of video/audio-web conferencing and electronic correspondence, however they are less broadly articulated.

UNITAR should ensure that it keeps its focus on practical "how to" skills for its workshops, and

removes strategic topics such as ethics and policy-making from its curriculum, as those are already covered by other programmes. It should also stay flexible and abreast of needs identified in Afghanistan. With reference to the area of expertise being addressed in the mentoring groups on a more individual basis, the process of learning has to be further strengthened and standardized. This entails the best matchmaking of Fellows with Mentors in the same interest areas, and better frameworks and systems in place to allow for an accountable learning process, and an efficient channel for exchanges and communication.

Some measures suggested by the AF community to implement these recommendations are as follows:

- include specific areas (e.g. environment and water resources) in the thematic part of the curriculum;
- implement ways in which the process of learning and the quality control can be better managed;
- for skills-building workshops' curriculum, there seems to be a consensus on the types of skills needed, and the importance of having the best possible core faculty which can deliver these skills;
- the over-riding theme of post-conflict reconstruction should be the context for all activities undertaken.

3.3 Needs in Afghanistan, Overall Objectives and the Training of Trainers (TOT) Module

To the extent feasible, the topics of both -- skills and the specialties/ workshops, and projects, should reflect an assessment of needs and gaps in the society and stay in touch with the country's development agenda. This can probably be achieved by tailoring to the particulars of the Fellows rather than "Afghanistan". The "How To"/skills emphasis is correct. The curriculum focus should be specific, practical and graspable, with as much local relevance as possible, and be cross-cutting with what will be relevant for most ministries. A blended approach to learning, incorporating distance-learning and instructor-led in-class sessions were key elements for success.

* Compilation of internal assessment by UNITAR staff and general recommendations from Ambassador Moore's review

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 build on this momentum each time. A significant event/milestone/deliverable should be scheduled in this time frame.

Being a small scale programme, the Fellowship cannot address all critical needs in capacity building within Afghanistan. Therefore, the *Needs Assessments* conducted by the Fellows each year in their respective organizations as part of their Fellowship assignments help UNITAR determine and address overall needs of a certain organization. Needs Assessments thus should continue to be a part of the Fellowship curriculum.

With reference to revising the *Fellowship timeline*, there are very strong pros and cons on both sides. The argument for making the Fellowship more consolidated and therefore more compact is supported by the fact that it would allow for a more intensive programme, a smaller spread of time commitment by the Fellows, Coaches and Mentors, and maybe more convenient planning, content quality, and delivery by UNITAR. The cons for this approach are that in a shorter timeline, with more to deliver, all players maybe too stretched to meet their commitments.

Team projects (as opposed to individual projects) were introduced in the 2006 Cycle. They proved to be efficient from the mentoring and management perspectives. The reviews within the groups were initially mixed, as some managed to work very well together and felt that it was a valuable learning tool. A few groups struggled till the end to build consensus and become a cohesive team. It was challenging, but at the end of the Cycle all Fellowship groups seemed to agree that the value of team projects outweighed the challenges.

Lastly, throughout the 2006 Cycle there has been confusion over the "why" and "how" of *the TOT module*. Feedback received and internal discussions have led UNITAR to conclude that the TOT module should focus on preparing Fellows to become better managers/leaders of capacity building within their organizations. This would imply that they should be informed and equipped to evaluate capacity-building initiatives

and training offered to their staff, as well as assess independently what their teams need in order to build effective capacities -- in short become masters of their own reconstruction. On the other hand, the Fellowship requirement to deliver training for Fellows' respective departments/organizations allows Fellows to practice skills acquired during the programme and helps UNITAR to observe/show visible deliverables.

Recommendations: *Though the modules offered during the 2006 Cycle proved to be relevant, UNITAR needs to strengthen/standardize these existing modules with their practical nature, as needed in Afghanistan, develop more case studies/examples in post conflict situations and condense/shorten duration of the programme without much change in the structure. This should allow for shorter but more intensive commitment requirements from the Fellows and Mentors, and higher standards in development of materials/curriculum etc. by UNITAR and the faculty. The condensed timeline should also allow UNITAR to carry out more effective campaigns of information/fundraising:*

- *Full period 9/10 months including planning, selection and logistics*
- *Fellowship proper period 7/8 months*

Focus of projects can be further refined but should remain somewhere in vicinity of capacity building/training etc. The team work nature has been a gain, not just more effective in terms of availability of Coaches/Mentors/UNITAR Staff etc but more effective in terms of the output and cohesion of the groups. We should in fact enlarge the teams/regroup people more, but within that group provide more flexibility, where possible, for their individual initiatives. The general name "UNITAR Hiroshima Fellowship for Afghanistan" should remain for now. The current TOT module should be re-defined as "Management of Capacity Building", and strengthen the leadership in development content.

3.4. Capacity building for mentoring and coaching

More preparatory and facilitative work needs to be done with mentors and coaches, particularly the strengthening of the system which enables their roles to work, and enables them to work with each other. The coaches must be prepared, trained and managed better as their roles on-site have become increasingly critical. A first step in

this direction has already been taken by including a session for the 2006 Cycle Coaches.

The Mentor/Fellow relationship is a key part of the Fellowship's success. Communication by email, AWC and VC has proven sufficient, but mostly when there has been prior face-to-face contact. So funds permitting UNITAR should aim to have Mentors meet their Fellows in person at least once in the year.

Recommendations: *A one or two day workshop should be planned a few days prior to the opening workshop for the next Cycle for both Coaches and Mentors. This would not only provide some guidance for coaching and mentoring to all, and orientation to the Fellowship, but also provide an opportunity for establishing an understanding between the Mentors and Coaches. More work should be done to provide opportunity for Mentors and Coaches of different groups to communicate with each other and to share their experiences. One of the tools to archive this is to create virtual discussion forums amongst Mentors, and to arrange regular meetings and venues for the meetings for Coaches in Kabul.*

3.5. Distance Learning Tools

Despite the technical challenges, video-conferences (VCs) and audio-web conferences (AWCs) proved a valuable asset to the Fellowship. Distance learning tools enabled Mentors to contribute their time, knowledge and skills to the reconstruction of Afghanistan, even as they had to balance their mentoring commitments with other demands on their time. Given the long duration of the Fellowship, these tools resulted in increasing and sustaining motivation among the Fellows, and helped ensure the continuity of the learning process between the three on-site workshops. While email communication was perhaps the most versatile and useful distance learning tool, VCs and AWCs had considerable psychological and symbolic value – in fostering the sense of community within the Fellowship and connecting Afghan Fellows to their colleagues abroad and the larger international community.

3.6. Selection Policy

Selection of Fellows is crucial and can always be improved, as is indicated by the progress already made, - its importance cannot be overestimated.

“Inheriting” Fellows who have been through the UNDP leadership program (from the “emergent leaders” category for instance) would be a fruitful opportunity, and in no way needs to inhibit taking Fellows from elsewhere, and not just from the ministerial ranks but also academic and NGOs (thus preserving both independence and diversity).

Recommendations: *Streamline/strengthen selection process. While UNITAR and partners will set the standards and devise the terms of reference, UNITAR will work through the following to seek applications: CSC; UNITAR Alumni; UNDP; other. The panel of the 2007 Coaches will be set up to interview the pre-selected candidates, and their recommendations and comments will be sought before the final decision, as it proved to be useful in the 2006 Cycle.*

3.7. UNITAR Representative in Kabul

A committed, responsible, and influential focal point/ resource person located in Kabul is essential to help with the coordination of events and other logistics. Pending availability of funds, a permanent UNITAR representative/office is critically needed in Kabul. In fact having one could help with many of the other issues.

3.8. Nurturing the Fellowship Network

Related is the need to do everything possible to nurture the growing network of participants, especially the Fellows, so it is self-aware and appreciated, and to get the full advantage of its multiplication. The strategy to attract alumni to be more active in the Fellowship process needs to be further developed and strengthened. Some plans include a better use of the alumni corner on the website as a resource for the network as well as for dissemination of information, better outreach while in Kabul or by the local representative, etc. This is considered a wonderful characteristic of the programme by many.

3.9. Funds

AF needs more funds, not to expand but in order to strengthen what is already in place, i.e. in order to strengthen some of the fragile elements of the existing system. One of the suggested alternatives is to shrink the existing effort in some manner - but this option should be approached with great caution as it could

jeopardize the programme on the scale side, and challenge its value.

3.10. Inter-organizational Cooperation

As UNITAR does not have full-time staff in Afghanistan, cooperation with other organizations is imperative for the conduct of Fellowship. Since the start of the Fellowship, UNITAR had established partnership with local institutions, whose help was crucial in the selection of qualified applicants for the programme. In 2006 Cycle UNITAR strengthened its partnership with the Independent Administrative Reforms and Civil Service Commission (CSC) following signing of the Memorandum of Understanding in 2005. The CSC has become the key partner of UNITAR in Kabul. This partnership also helped UNITAR to coordinate its activities with the overall capacity building efforts in Afghanistan and in public sector in particular.

IV. CONCLUSION AND FUTURE PLANS

In general, UNITAR's experience from the past three cycles of the Fellowship has proven its structure effective and flexible. On the other hand, during the 2006 Cycle there were still some challenges which need to be addressed in the future.

The main recommendations for the 2007 Cycle are listed below:

(a) The AF should retain its independence but continue its cooperation with the CSC and other international and national partners such as the UNDP. The Fellowship must also expand its sources of funding;

(b) Selection process should be streamlined and strengthened. To this end, UNITAR and partners will set the standards and devise the terms of reference, and will seek applications through the multiple channels such as CSC, UNITAR Alumni, UNDP and others. Following the pre-

selection of candidates, a panel of 2007 Coaches will be involved in the on-site screening and interviewing process before the final selection of Fellows;

(c) The period of Fellowship proper should be condensed/shortened to 7/8 months (9/10 months including planning, selection and logistics), without changing its structure;

(d) The objectives of the programme, and the focus of the TOT module, should be clarified to include "Management of training/Capacity building". Other modules need to be strengthened and standardized, with the emphasis on the practical skills needed in Afghanistan. The modules need to include more case studies/examples of post conflict situations;

(e) The team work nature has been a gain, not just expedient in terms of availability of Coaches/Mentors/UNITAR Staff etc., but more effective in terms of the output and cohesion of the groups. Focus of team projects can be further refined but should remain in vicinity of training/capacity building;

(f) A session for the Coaches and Mentors of the 2007 Cycle should be planned prior to the first on-site training event. This would not only provide orientation to the Fellowship along with guidance for coaching and mentoring, but should also create an opportunity for establishing an understanding between the Mentors and Coaches.

For the 2007 Cycle of the Fellowship UNITAR plans to continue to offer three skills-building workshops, connected by a module on "Management of Capacity Building" as the focus of the team projects. The training process will be supported by coaching and mentoring in groups on thematic issues related to specialties of group members. The use of distance learning tools such as video and audio-web conferencing, and email exchange will also continue to be the major training method throughout the programme.

ANNEXES

ANNEX I

POST-CONFLICT RECONSTRUCTION IN AFGHANISTAN

*Jonathan Moore**
October 2006

It is exceedingly difficult to understand, let alone write about, the status of “post-conflict reconstruction in Afghanistan”, particularly if the author is an outsider and when some of the readers, who are not, have particular experience and insight which make them better informed. The whole process of nation-building is fiendishly complicated and also constantly changing, its different moving parts impacting each other intimately and ruthlessly, and difficult to comprehend at any given moment. But perhaps individual interpretations can be useful in contributing to a better sense of what’s going on -- as long as they are taken as incomplete and imperfect and if they are combined with other accounts and independent reflection.

Afghanistan is currently experiencing a particularly problematic phase in its process of nation-building, considering the progress and lack thereof in several major categories of effort. Given the prodigious ambitions and obstacles which are inherent and the history of similar undertakings in other countries, this is to be expected. Delays, setbacks and erratic progress are part of the reality, along with the extended time required before a sustainable viability can be reached.

The insecurity and the prevalence of violence in Afghanistan is the biggest single drawback to progress; it is currently increasing and in some areas of the country is intense. This of course contributes to everything bad, most prominently endangering civilian populations, preventing programs of social and economic development, diverting local popular support for such programs, and challenging central government authority and solidarity. Widespread security is the sine qua non of development, and in order to achieve it there needs to be adequately trained and equipped military forces, both Afghan and international, deployed in sufficient numbers. So far, that capability and quantity has not materialized in the face of Taliban resurgence and the persistence of recalcitrant warlords, independent militias and banditry. The requirements for success here are more commitment and more perseverance, in bringing force to bear against the insurgents and in concerted help to the people in reconstruction and basic services.

A higher priority, more effectively implemented, is needed for many more police, trained, led, deployed and supported by the government and the populace and which will have a hugely salutary effect when accomplished. More pressure is needed from international diplomacy and from Pakistan in order to prevent the flow of opposition fighters and supplies from there back and forth into Afghanistan. The international provincial reconstruction teams deployed to many regions of the country must enhance their efforts to determine how best to pursue security, development and mutually supporting relationships with local communities at the same time.

It is generally understood that meaningful social and economic development cannot take place without security having been established, but development, starting with humanitarian action, includes a multitude of different initiatives some of which have got to be undertaken at the same time as security is being established, without waiting for it to be fully

* Jonathan Moore is a former US Ambassador to the United Nations and Senior Special Fellow of UNITAR Hiroshima Office. This note is prepared in the context of his assessment of the UNITAR Afghan Fellowship.

reached. (And security cannot be sustained without significant development having been achieved.) In Afghanistan, more has got to be done than has been effectively undertaken thus far to get the activity and the benefits of early development -- e.g., agricultural support, infrastructure upgrading, basic utilities and services delivery, strengthening of local governance, employment, education -- into the countryside, at the grass roots, where the largest and neediest population lives. As is the case with everything else under the nation-building aegis, this is easy to say and awfully difficult to do, and major efforts have been devoted to this end, but they have fallen short and better undertakings must be found.

Truly remarkable progress has been made in Afghanistan toward building a legitimate, representative and accountable central government. This should not be obscured by its shortcomings and reversals, which are to be expected in the messiness of transitional politics, but the momentum seized to advance the commitment to national unity and coherence against the various tendencies of factionalism and separatism. Corruption is having a corrosive and multiplying effect at all levels of Afghan society but it has not produced a death grip and can be reduced and not merely by punitive action. A system of effective legal institutions and protections is growing painfully and fitfully, but must be accompanied by a higher commitment to efforts bolstering the life of the poor and vulnerable populations in the provinces.

The phenomenon of narcotics, of opium production, is crucial for Afghanistan's recovery and growth for several reasons. It is growing. It is the livelihood for large numbers of Afghan farmers. It dramatically aids the multiplication of insurgency and violence, corruption, and general disorder. The international community is growing aggravated and weary about the problem. And there is presently no operative strategy which has proved capable of dealing effectively with it. Again, integrated action is needed on multiple fronts: police, stronger incentives for alternative crops, reconstruction funds, support of local government, more military forces, and greater sophistication in the attitude of the international community. The intimate relationship of interdiction, alternative livelihoods and eradication must be better calculated, in priority and sequencing. Alternative livelihoods must be advanced, without marginalizing the poor, as part of long-term agricultural sustainability rather than as a short-term fix merely to wipe out poppies. Proposals to permit Afghan farmers to sell opium to pharmaceutical companies, for legal painkilling medicines, should be adopted. In all categories, much greater resources are required.

A huge, imponderable factor in assessing the evolution of Afghanistan post-conflict reconstruction is the seriousness and the staying power of those members of the international community who are most involved and care the most about Afghanistan's independent and viable future -- seriousness and staying power in personnel and resources, in security assurance and development assistance, above all, in time. How well things are going on the ground will influence this, but the answer is also subject to a number of variable forces beyond the reach of the domestic actors. This issue has come into vivid focus right now, and it is obviously a healthy and reassuring sign that the current discourse emphasizes staying and investing more rather than leveling off or leaving.

Ultimately, looking to a future containing promise, hope, danger and uncertainty, the key resources of Afghanistan nation-building lie in the willingness of its people to be forbearing, persistent, unified and resilient. The social psychology is essential, as in any prodigious human endeavor -- slogging it out, continuing to do what can be done as well as possible, not being intimidated by the imposing difficulties, and respecting the need for time. Capacity-building, training, at different levels and in a variety of formats and focuses, and where Afghans and internationals collaborate, is a critical component, helping to develop both the competence and confidence to be able to continue to move forward.

ANNEX II

BROAD NATION-BUILDING PRINCIPLES

Jonathan Moore

October 2006

The current phase of Afghanistan post-conflict reconstruction exhibits several broad principles which are common to experience in other countries undergoing nation-building, and which it is useful to keep in mind. Among them are:

1. Security must be present for significant reconstruction and development to take place.
2. Nation-building takes a long, long time and requires steadfastness and patience without a certain outcome; progress will not occur steadily but in fits and starts, forward and backwards, and forcing components of it too fast will founder.
3. The whole enterprise is made up of many variable factors which are interdependent and interactive, and can reinforce or hamper each other; both prioritization and simultaneous action are necessary.
4. Efforts to advance sustainable development are the most complex and difficult challenge, and are often relegated to an inferior status and delayed for too long.
5. The structure and processes through which the international community mobilizes and implements its contributions to nation-building, and the resulting relationships with the national actors, are terribly difficult to manage well and inevitably become part of the problem as well as the solution.
6. The capacity and quality of performance of local assets is paramount, and the achievement of coherence and collaborative action out of diverse interests and factions for the nation's common good is enormously problematical.
7. Concerted efforts from the bottom up are necessary to join productively with the expected actions from the top down for progress to be achieved.



Hiroshima Office for Asia and the Pacific (HOAP)

*2006 UNITAR Hiroshima Fellowship for Afghanistan**

Brief Biographies of Fellows



Mirwais AHMADZAI

Department: Faculty of Geo Sciences

Organization: University of Kabul

Mirwais Ahmadzai is a lecturer in the Geo Science Faculty at Kabul University. He supports the work of different government organizations, conducts research, surveys, workshops, seminars, conferences, and capacity building. Mr. Ahmadzai also manages the outcomes of many of the scientific works and tries to apply them to policy development.



Najibullah AKRAMI

Department: Human Resource Management

Organization: Afghan Development Association (ADA)

Najibullah Akrami manages the Human Resource department, and is responsible for developing and improving the ADA's human resource policies and procedures and assigning tasks and responsibilities based on job descriptions. Mr. Akrami is involved in the ADA's strategic decision-making process and develops strategic plans and facilitates training events to increase the capacity of organization staff.



Gulpadsha BEENA

Department: Code of Conduct for NGOs

Organization: Agency Coordinating Body for Afghan Relief (ACBAR)

Gul Padeshah Beena is the Code of Conduct (CoC) manager. The CoC is a set of shared norms, principles and values that aims to enhance the conduct of NGOs. The CoC Department ensures understanding, trust and co-operation between the public, government, donors and NGOs. Mr. Beena trains NGO staff on the CoC through workshops, meetings and seminars. He also monitors, evaluates and writes reports on the department's activities.



Fukhraj HABIB

Department: National Rural Access Program (NRAP)

Organization: Ministry of Rural Reconstruction and Development

Fukhraj Habib is a Senior Road Engineer with the NRAP. NRAP's goal is to develop communities by providing road infrastructure which gives people access to schools, clinics, market centres, and other key locations. Ms. Habib's responsibilities include reviewing technical documents and serving on the NRAP management team.

* Includes only those who completed the Fellowship



Adella FALAH

Department: National Radio and TV

Organization: Ministry of Information, Culture and Tourism

Adella Falah is programmes' producer at the National Radio and TV. She is the producer of such programmes as "Animal World" (2001), "Human Rights Programme" (2004), and "You and TV".



Mir Abouabaker KAZIMI

Department: External Grants and Contracts Management Unit

Organization: Ministry of Public Health (MoPH)

Mir Abouabaker Kazimi is a finance consultant at the External Grant and Contracts Management Unit. He is responsible for preparing financial procedures for the management of external funds, grants, loans and credits, provided to the MoPH. He also assists the Ministry's Finance Department, and staff of the provincial health liaison office in carrying out financial and accounting system for smooth health service delivery.



Homa KHALID

Department: Architecture Department

Organization: Kabul Polytechnic University

Homa Khalid is a Professor at the Architecture Department. She not only teaches but also explores different opportunities for developing linkages with other organizations and institutions. She has also assisted in developing and updating the university library by collecting books from different sources. She organizes meetings of faculty in order to make the learning process more effective.



Marghalary KHARA

Department: Health Department

Organization: Ministry of Women's Affairs

Marghalary Khara is a Director of the Health Department. She is responsible for the department's overall management, preparing monthly and annual plans, and monitoring plan implementation. She also works on developing effective management and needs assessment. She works in close collaboration with the Ministry of Health and NGOs in the health sector.



Khadija MAYAR

Organization: Technologist Inc.

Khadija Mayar has recently taken a position as a Cost Engineer with Technologist Inc. Prior to her present job, she was a civil engineer in Management System International, responsible for a wide range of tasks. Besides being a project engineer, Ms. Mayar assisted in the bidding process, coordinates furnishing, and other tasks within the project. She has been working at the Kabul Municipality prior to joining MSI and even worked there before the Taliban regime.



Sharifa MOHSANI

Department: National Rural Access Program

Organization: Ministry of Rural Rehabilitation and Development (MRRD)

Sharifa Mohsani is the NGOs' coordinator in the National Rural Access Program (NRAP). NRAP's mandate is to rehabilitate secondary roads as well as to train ex-combatants under the Disarmament Demobilization and Reintegration (DDR) programme in the field of road construction and supervision. Ms. Mohsani is responsible for the overall supervision of road projects as well as training.



Hasibullah MOWAHED

Department: Faculty of Economics

Organization: Kabul University

Hasibullah Mowahed is a lecturer at Kabul University. Kabul University has 14 faculties, which consist of 55 departments. Mr. Mowahed teaches mathematical microeconomics, statistics and probability. He also does research on books in economics and participates in seminars, conferences and other scientific meetings.



Mohammed NADER

Organization: Healthnet-TPO

Dr. Mohammed Nader is a Regional Technical Coordinator for Malaria and Leishmaniasis Control Programme (MLCP). The programme is working together with the Afghan government to build capacity within the Ministry of Public Health to provide malaria and leishmaniasis control alongside routine health services. Dr. Nader is responsible for overall management of all technical MLCP staff and manages and supervises the operational activities,



Nasrat Bahami NASRULLAH

Organization: Ministry of Transport

Nasrat Bahami Nasrullah is the Chief of Administration at the Ministry of Transport. He is responsible for controlling and managing capacity building initiatives within the ministry and coordination of programmes related to human resource development. He has 29 years of experience in administration management. Prior to the Ministry of Transport, Mr. Nasrullah had been working in this field in the Ministry of Water and Power.



Abdul Tawab SALJUQI

Department: Health Education and Publication Directorate

Organization: Ministry of Public Health (MoPH)

Dr. Abdul Tawab Saljuqi is Health Education Coordinator and head of Health Education Department in the MoPH. The responsibilities of this department include bringing awareness to the general public through mass media and interpersonal communication in order to bring positive behaviour change regarding health related issues. As coordinator, Dr. Saljuqi primarily assesses and coordinates current Information, Education and Behaviour Change Communication activities.



Ehsanullah SEDEQI

Department: Community Led Development Department, Monitoring and Evaluation

Organization: Ministry of Rural Reconstruction and Development

Ehsanullah Sedeqi serves as a monitoring officer within the MRRD. His responsibilities include reviewing monitoring forms submitted by provincial staff, visiting provincial offices and facilitating partnerships. Mr. Sedeqi also assists in the progress of Community Development Councils (CDC) and their projects. The MRRD develops monthly plans for visits to CDCs, organizes trainings for members, and evaluates how they were established.



Mehruddin SHAMS

Organization: Ministry of Public Health

Mehruddin Shams is a Consultant to Administrative and Curative Health Care Deputy Minister. The Deputy Minister is responsible for the overall functioning of the diagnosis and health care services and for human resource management and administration. Dr. Shams is responsible for assisting the Deputy Minister in the process of policy strategy, work plan and guidelines.



Zohooruddin SIDIQI

Organization: Ministry of Public Health

Zohooruddin Sidiqi has recently taken a position as a Program Management Officer for the Deputy Minister of Public Health. His previous job was administrative manager at the Jami Welfare and Development Organization (JWDO). The Administration and Finance Unit is working on data collection from different projects implemented by the JWDO on activities undertaken and outputs achieved, compiling collected data into databases, and preparing reports and graphs for the organization. Mr. Sidiqi is responsible for overall coordination and management of the unit's activities.



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Brief Biographies of Mentors, Resource Persons and Coaches

Mentors and Resource Persons

Nancy Hatch DUPREE



Nancy Hatch Dupree is an internationally recognized expert on the history, art, and archaeology of Afghanistan, who has dedicated a lifetime to documenting and preserving Afghanistan's cultural heritage. She arrived in Afghanistan in 1962 and within a few years met and married the renowned archeologist Louis Dupree. For more than a decade, the Duprees traveled across Afghanistan excavating historic sites. During that time, she wrote six guidebooks on Afghanistan, including *The National Museum of Afghanistan* (1974) and *An Historical Guide to Afghanistan* (1977). The Duprees were forced to leave Afghanistan in 1979 after the Soviet invasion, and subsequently divided their time between academic appointments in North Carolina and humanitarian efforts in Peshawar, Pakistan. Following Mr. Dupree's death in 1989, Mrs. Dupree relocated to Peshawar, Pakistan, where she has continued to work, educating both Afghans and the world about Afghanistan's cultural heritage. She currently directs the Agency Coordinating Body for Afghan Relief's (ACBAR) Resource and Information Center (ARIC), which collects and disseminates documents relating to humanitarian assistance in Afghanistan and Afghan refugees in Pakistan. Mrs. Dupree is also involved with the Society for the Preservation of Afghanistan's Cultural Heritage (SPACH). Since 1989, she has published over 250 pieces on a wide variety of topics relating to the reconstruction of Afghanistan.

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. Professor 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-).

Michael A. FORS



Michael A. Fors has been a UNITAR Fellow for the past five years. He has sponsored and taught a number of sessions at the UN, including the Intel/UNITAR Campus on New Communication Technologies and Diplomacy, and the Policy Awareness and Training in Information Technology for Diplomats Series. Dr. Fors has also been published in the UN Chronicle. He currently manages intellectual property training programs at Microsoft Corporation. Prior to Microsoft, he worked at Intel for 13 years, serving as Director of Intel University. Intel U. offers over 7,000 courses and delivers 50,000 sessions annually. Dr. Fors has coached hundreds of organizations, leading over 50 management & leadership programs in the past 10 years. He has extensive global experience, working in Malaysia, the Philippines, Singapore, China, Japan, Germany, the United Kingdom, Ireland, Puerto Rico, and Israel. Dr. Fors has a B.A. in Psychology, an M.A. in Human Resource Development, and a Ph.D. in Education. He has spoken at numerous national and international conferences.

Brent T. FRIESEN



Brent Friesen, M.D., F.R.C.P.C., is the Medical Officer of Health for Calgary Health Region. Dr. Friesen did his specialty training in Community Medicine at the University of Manitoba. He has an appointment as Clinical Assistant Professor in Community Medicine with the Department of Community Health Sciences at the University of Calgary. He holds fellowships in Community Medicine and Preventive Medicine. Prior to joining Calgary Health Services and, subsequently Calgary Health Region, Dr. Friesen was Regional Medical Officer of Health for Southwestern Manitoba. Dr. Friesen is a member of several professional organizations, among them: the College of Physicians and Surgeons of Alberta, the Canadian Public Health Association, and the Royal College of Physicians and Surgeons of Canada. He is also the President of the Alberta Medical Association's Section of Community Health Physicians. Dr. Friesen has several professional appointments to his credit, including membership in the Alberta Expert Review Panel for Blood Borne Infections in Health Care Workers, and the Joint Standards Advisory Committee for Canadian Public Health Association and Canadian Council on Health Services Accreditation. Since 2000 he has been a Surveyor with Canadian the Council on Health Services Accreditation.

Eugene GHOLZ



Eugene Gholz, who has a Ph.D. in political science from the Massachusetts Institute of Technology, joined the Lyndon B. Johnson School faculty in 2005 as an Assistant Professor. Before that, he was an Assistant Professor at the University of Kentucky's Patterson School of Diplomacy and International Commerce. Gholz is a Research Associate at MIT's Security Studies Program, a term member of the Council on Foreign Relations, and a member of the Board of Advisors at the Independent Institute's Center on Peace and Liberty. An expert on the aerospace and defense industries, Gholz has authored and coauthored numerous articles, book chapters, and op-ed columns on innovation, business-government relations, defense management, and U.S. foreign military policy. He is the coauthor of a book, *Buying Transformation: Military Innovation and the Defense Industry*.

Wali A. HAMIDZADA



Wali Ahmad Hamidzada is Director of the Civil Service Training and Development Department of the Independent Administrative Reform and Civil Service Commission of Afghanistan (IARCSC) since early 2004, after a distinguished career in academia and in the private sector. While attending the faculty of Engineering at Kabul University Dr. Hamidzada won a USAID scholarship to study at the American University of Beirut. He received a BS in Physics and a Teaching Diploma. Upon returning to Afghanistan he took up a teaching position at the Afghan Institute of Technology (AIT). In 1978, Hamidzada won a scholarship that enabled him to do postgraduate work at the University of Rhode Island where, after receiving his PhD in Physics in 1984, he taught as Assistant Professor of Physics. He joined the world of industry in 1985, in developing a new ultrasonic non-destructive evaluation technique using liquid crystal detectors. He joined the teaching staff of Biomedical Engineering Department in King Saud University in Saudi Arabia in 1988. After returning to the US, he became involved in developing a new under-water imaging technique using specially designed liquid crystal ultrasound detectors. Dr. Hamidzada has extensive experience in designing in-service training programs.

Jennifer HATFIELD



Dr. Jennifer Hatfield is a Canadian Psychologist with 25 years experience in counselling, research, consulting and leadership development. She holds a BA in Combined Social Sciences (Psychology) from the University of Reading England, a Masters Degree in Psychology from the University of Glasgow in Scotland, and a PhD in Social Psychology from the University of Calgary, Canada. Returning to academia after a career as a clinician her research interests include: assessing mental health needs of immigrants and seniors, evaluation of depression treatment programs, women's health promotion in developing countries and gender and human rights. She is the Task Group Co-Chair of the Canadian Coalition for Global Health Research Partnerships and has a keen interest in building equitable research partnerships between Canada and low and middle income countries. Dr. Hatfield is an Assistant Professor in the Department of Community Health Sciences, the Director of the Health and Society Major of the BHSc Program in the Faculty of Medicine and the Co-Director of the Institute for Gender Research, University of Calgary.

Jobaid KABIR



Jobaid Kabir is the Manager of Environmental Compliance for the Lower Colorado River Authority of Austin, Texas, USA. Dr. Kabir is responsible for environmental compliance of the lower Colorado River system; three coal and six gas power generation units; six hydropower stations; 3,300 miles of high-voltage transmission lines; 40 water and wastewater treatment plants and three irrigation districts. He is also an Adjunct Faculty of the University of Texas at Austin. He has a PhD in Engineering, MSc in Civil and Environmental Engineering, MSc in Water Resources Engineering and a BSc in Civil Engineering. His areas of expertise include environmental management, engineering, assessment and auditing; water resources conservation and management; pollution prevention and waste minimisation; irrigation and public policy. He has provided expert services to the United States, Japan, China, Mexico, Bangladesh, Canada, Nepal, Israel and Turkey.

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 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.

Vinod B. MATHUR



V.B. Mathur is a professional forester. He topped the Indian Forest Service professional course in 1983-85. He obtained his Master's degree in Zoology from the University of Rajasthan in 1981 and his doctorate degree in Wildlife Ecology from the University of Oxford, United Kingdom in 1991. Presently, Dr. Mathur is Dean, Faculty of Wildlife Sciences, Wildlife Institute of India, Dehradun and also heads the Department of Protected Area Network, Wildlife Management and Conservation Education. His special area of interest includes Wildlife and Protected Area Management, Environmental Impact Assessment for Biodiversity Conservation and Information Technology Application in Wildlife Conservation.

Jonathan MOORE



Jonathan Moore, a native of New England, was educated at Dartmouth College and Harvard University, and has worked over a span of forty-five years in humanitarian relief and development, public service and education. He continues work pursued over the past ten years for the United Nations and other international organizations in rehabilitation programs in countries such as Cambodia, Afghanistan, Mozambique, Somalia, Haiti, Rwanda, Kosovo, Croatia and Sri Lanka. He served from 1989-92 as U.S. ambassador to the United Nations and representative to its Economic and Social Council, and from 1986-89, as U.S. coordinator and ambassador-at-large for refugees and as director of the Refugee Programs Bureau, U.S. Department of State. He was director of the Institute of Politics and lecturer in public policy at the Kennedy School from 1974-1986. Ambassador Moore is currently a senior advisor to the United Nations Development Program and an associate at the Joan Shorenstein Center on the Press, Politics and Public Policy at the Kennedy School. He serves on the boards of the Warton Societies International Project in Geneva, the Center for the Study of Social Policy in Washington, D. C. and the Boston Center for Adult Education. Moore is also a fellow at the Center for Naval Analyses in Alexandria, Virginia. He is the editor of *Hard Choices: Moral Dilemmas in Humanitarian Intervention* (Rowman & Littlefield, 1998) and author of *The U.N. and Complex Emergencies: Rehabilitation in Third World Transitions* (UNRISD, Geneva, 1996) and *Morality and Interdependence* (Rockefeller Center, Dartmouth College, 1994) among other publications.

Lorne JAQUES



Lorne Jaques is the Senior Director of International Development and Research of the International Centre at the University of Calgary. Dr. Jaques is an experienced manager of both large multi-national development projects and small grass roots community projects. He has worked in Latin America, Asia and Eastern Europe as well as with many organizations in North America including a recent posting with the United Nations in New York. His technical expertise is in community development and in the practice of community-based change. His work has focused on community health, civil society and social services. As a facilitator, Dr. Jaques makes effective use of both popular education and relevant development theory.

Hideaki SHINODA



Hideaki Shinoda has been participating in refugee relief activities since his student days, including volunteering to deliver emergency assistance to Kurdish (Iran) and Somalian refugees (Djibouti). He was sent by the Japanese Government to work as an International Polling Station Officer for the United Nations Transitional Authority in Cambodia. Dr. Shinoda obtained his Ph.D in International Relations from the London School of Economics and Political Science, University of London, and was a part-time teacher at the London School of Economics and at Keele University. In 1999 he joined the Institute for Peace Science, Hiroshima University, as an Associate Researcher and in 2005 was appointed Associate Professor, focusing his research on peace building activities in post-conflict areas. He has been a visiting scholar at the Center for the Study of Human Rights, Columbia University, and at the Lauterpacht Research Centre for International Law, University of Cambridge.

P.R. SINHA



P.R. Sinha joined the Indian Forest Service in 1977 and was allocated the Bihar Cadre. He obtained the Postgraduate Diploma in Wildlife Management from the Wildlife Institute of India in 1981-82 (V batch). Mr. Sinha has extensive experience in in-situ and ex-situ conservation. He worked as the Deputy Director and also as Field Director of Palamau Tiger Reserve for over six years. Before joining WII in September, 2004 on a permanent absorption basis, he was the Chief Wildlife Warden of Bihar State. He also worked as the Member Secretary, Central Zoo Authority, New Delhi for nearly 5 years (1999-2004) and as the Director of Patna Zoological Garden for a 5 year period. His main field of interests include wildlife policy, biotechnological applications and participatory resource conservation.

David STRONG

David Strong is the Director of Health Surveillance and Deputy Medical Officer of Health, Healthy Communities, Calgary Health Region, and the Clinical Assistant Professor at the Department of Community Health Sciences, University of Calgary. His expertise is in health surveillance, program planning and geographic information systems. Much of Dr. Strong's work has been focused on marginalized populations and on health inequities.

K Ismail SUDDERUDDIN



Dr Sudderuddin recently retired as Director, National Resilience Division (NRD), Ministry of Information, Communications and the Arts (MICA). He helped set up NRD in June 2002, following the terrorists' attacks in New York. NRD's key role is to help build resilience in Singaporeans by strengthening their resolve and confidence through nation-building programmes and by ensuring their preparedness in times of crisis by providing strategic support in information management. As Chief, Emergency Behaviour Officer of MICA, he advised or was involved in information management in many crises in recent years, including the crash of national carriers MI 185 in Palembang and SQ 006 in Taipei, the anthrax scare, the 2004 SARS crisis and the Nicoll Highway collapse. Dr Sudderuddin has a Ph.D. in Applied Biology from the Imperial College of Science and Technology, University of London. He was with MICA for 21 years and was involved in Media Relations and Media Research work, public campaigns and nation-building programmes - the latter as part of psychological defence programmes under MICA's purview. He trained in information management during his years in the civil service, and lectures on crisis information management to help people cope during an emergency, and related topics. Prior to his appointment in MICA, he taught at the University of Malaya for more than nine years.

TEE Beng See



Ms. Tee Beng See obtained her Masters in Business Administration (MBA) from the Graduate School of Management at Macquarie University, Sydney. She is also a Certified Public Accountant. Ms. Tee has 15 years of professional experience in Auditing & Taxation at senior management capacity. Before starting her own financial advisory business, Ms. Tee worked for Television Corporation of Singapore, a major broadcasting station and leading entertainment media company in Singapore, PriceWaterhouse and other accounting and finance companies.

Yuji UESUGI



Yuji Uesugi is an Associate Professor at the Graduate School for International Development and Cooperation, Hiroshima University. He is also a founder and a vice-executive director of the Okinawa Peace Assistance Center (OPAC), a small non-profit research center located in Naha-City, Okinawa. After graduating from the International Christian University in Tokyo in 1994, he studied in the United States and earned his master degree from the Institute for Conflict Analysis and Resolution, George Mason University in 1996. He obtained his PhD in international conflict analysis from the University of Kent in the United Kingdom in 2003. He has worked as a researcher for the Research Institute for Peace and Security (RIPS) in Tokyo (1996-1998), with which he is still associated as a Strategic Studies Research Fellow. Currently, he is taking part in a research project which focuses on the Japanese efforts in the post- conflict peacebuilding in Afghanistan and elsewhere. He has visited Kabul and Mazar-e-Sharif in Afghanistan in November 2005 and worked in conflict-affected areas such as Cambodia, East Timor, Aceh, Sudan, Uganda, Cyprus, Golan Heights, and others.

Duffie VANBALKOM



Duffie VanBalkom is a professor of education at the University of Calgary, where he teaches graduate courses in organizational development, leadership and internationalization. He holds a Ph.D. in Comparative and International Education from McGill University and a Certificate in Educational Management Development from Harvard where he subsequently was an invited Visiting Scholar. Dr. VanBalkom has 22 years experience in Higher Education, including senior administrative posts as Dean of Education and Associate Vice President International. His international activities include teaching, research, program design and consulting in over three dozen countries, with a particular interest in the role of education in post-conflict reconstruction.

UNITAR Coaches

Kamkai AFGHAN



Kamkai Afghan is a Reporting Manager at the Ministry of Rural Rehabilitation and Development of Afghanistan. He received an MA degrees in economics from Byelorussian State University in 1986. As a 2005 Cycle Fellow, Mr. Afghan worked on the project to establish an effective reporting system within the Ministry of Rural Rehabilitation and Development by developing a training session for 45 employees on how to collect and record data and evaluate projects. He was chosen as a Coach for the 2006 UNITAR Hiroshima Fellowship for Afghanistan.

Mohammadullah ALISHUNGI



Mohammadullah ALISHUNGI is a head of Rahman Mina Polyclinic. Prior his appointment at the Polyclinic he served as a medical doctor at Wazirakbar Khan Hospital under the Ministry of Public Health of Afghanistan. He has also served as a Master Trainer with International Medical Corps, a Director of Chaghasary Hospital, Primary Health Care Director at Laghman branch of the Ministry of Public Health, and Sanitary Epidemiology Manager in Laghman province. As a 2005 Cycle Fellow, Dr. Alishungi worked on projects to improve proposal writing skills and to develop training sessions with the objective of improving coordination in his department. He was chosen as a Coach for the 2006 UNITAR Hiroshima Fellowship for Afghanistan.

Wahidullah AZIZI



Wahidullah Azizi is a head of the project implementation unit for the National Rural Access programme at the Ministry of Rural Rehabilitation and Development (MRRD) of Afghanistan. He obtained his master's degree of science in chemical technology engineering from Kabul Polytechnic Institute in 1995. He has wide experience in management and coordination activities from such organizations like International Rescue Committee, Afghan Women's Development Center, United Nations World Food Programme and others. As a 2005 Cycle Fellow, he worked on the project to prepare a Rural Development Strategy for the MRRD. This 5-year strategic plan included personnel arrangements and implementation strategies to increase service delivery to communities and decrease poverty. He was chosen as a Coach for the 2006 UNITAR Hiroshima Fellowship for Afghanistan.

Abdul Mateen HESSARI



Abdul Mateen HESSARI is the Administration Officer at the General Department of Policy and Planning in the Ministry of Public Health of Afghanistan. He has also worked as an interpreter for Associated Press. As a 2005 Cycle Fellow, he worked on the project to develop a filing and classification system and to train employees in the Ministry on how to use the system. He was chosen as a Coach for the 2006 UNITAR Hiroshima Fellowship for Afghanistan.

Mariam JALALI



Mariam JALALI is a Programme Officer at the Asia Foundation (AF), Kabul Office. Prior to joining the AF, Ms. Jalali was a Human Resource Consultant at the Cabinet Secretariat of Afghanistan. She has also served as a Project Coordinator and Deputy Director of the Planning Department in the Ministry of Communications, and as an Administrator at the Health and Development Center for Afghan Women. As a 2005 Cycle Fellow, she worked on the project to improve recruitment strategies for governmental service. She was chosen as a Coach for the 2006 UNITAR Hiroshima Fellowship for Afghanistan.

Mohammad Yasin NEZAMI

Mohammad Yasin NEZAMI is a Consultant for the Human Resource Department for Priority Reform and Restructuring in the Ministry of Public Health. As a 2004 Cycle Fellow, he has organized and conducted training workshops on procurement and warehouses, as well as English, computer and management training for the staff of the Ministry of Public Health. He was chosen as a Coach for the 2005 UNITAR Hiroshima Fellowship for Afghanistan and an advisor for the 2006 Fellowship Cycle. He graduated from the geology department of the Kabul Polytechnic Institute in 1985 and has taken assistant doctor training course for two years from 1985 to 1987. Prior to his present position, Mr. Nezami served as a liaison officer for the health committee and UNICEF. He was also assistant director for the international relation department of the Ministry of Public Health.

Sabahuddin SOKOUT

Sabahuddin SOKOUT is a researcher in the Academy of Science of Afghanistan and the Administration and Finance Officer at Baz Construction Unit for Rehabilitation of Afghanistan (BCURA). He graduated from the Faculty of Economics of Kabul University in 1997. He has taken part in many training courses on computers, accounting, planning and environmental issues. As a 2005 Cycle Fellow, he worked on the project to develop a Questionnaire for conducting a Benchmark Survey for Irrigation Projects in four provinces for the BCURA. He was chosen as a Coach for the 2006 UNITAR Hiroshima Fellowship for Afghanistan.



Hiroshima Office for Asia and the Pacific (HOAP)

2006 UNITAR Hiroshima Fellowship for Afghanistan

Mentor, Coach and Fellows' Group Assignments

Group I **Academia**

Team project: *Capacity Building Project for Junior Lecturers of Kabul and Polytechnic Universities*

Mentors	Sue Ries Lamb and Howard Lamb	<i>Lamb & Lamb Associates</i>
Coach	Mr. Sabahuddin Sokout	<i>Academy of Science</i>
	1 Mr. Mirwais Ahmadzai	<i>Kabul University</i>
	2 Mr. Hasibullah Mowahed	<i>Kabul University</i>
	3 Ms. Homa Khalid	<i>Kabul Polytechnic University, Ministry of Higher Education</i>

Group II **Planning, Reconstruction**

Team project: *Project Design and Project Management*

Mentors	Jobaid Kabir, Eugene E. Gholz and David Eaton	<i>University of Texas at Austin</i>
Coach	Mr. Kamkai Afghan	<i>Ministry of Rural Rehabilitation and Development</i>
	4 Ms. Fukhraj Habib	<i>Ministry of Rural Rehabilitation and Development/UNOPS</i>
	5 Mr. Ehsanullah Sedeqi	<i>Ministry of Rural Rehabilitation and Development</i>
	6 Mr. Nasrat Bahami Nasrullah	<i>Ministry of Transport</i>

Group III **Human resource development and NGOs**

Team project: *Performance appraisal, Staff motivation and Report writing*

Mentor	Michael Fors	Microsoft Corporation
Coach	Ms. Mariyam Jalali	<i>Cabinet Secretariat</i>
	7 Mr. Najibullah Akrami	<i>Afghanistan Development Association</i>
	8 Mr. Gulpadsha Beena	<i>Agency Coordinating Body for Afghan Relief (ACBAR)</i>
	9 Ms. Sharifa Mohsani	<i>Ministry of Rural Rehabilitation and Development</i>

Group IV **Public Health**
Team project: *Planning, Health Education and Gender Training for Afghan Health Workers*

Mentors	Brent T. Friesen, Jennifer M. Hatfield, David G. Strong and Lorne Jaques	<i>University of Calgary</i>
Coach	Dr. Mohammadullah Alishungi	<i>Ministry of Public Health</i>
10	Dr. Abdul Tawab Saljuqi	<i>Ministry of Public Health</i>
11	Dr. Mehruddin Shams	<i>Ministry of Public Health</i>
12	Ms. Marghalary Khara	<i>Ministry of Women's Affairs</i>
13	Dr. Mohammed Nader	<i>Health Net – TPO</i>

Group V **Culture, Public Relations and Media**
Team project: *Communication Skills*

Mentor	K Ismail Sudderuddin	<i>Singapore International Foundation</i>
Coach	Mr. Mohammad Yasin Nezami	<i>Ministry of Public Health</i>
14	Ms. Adella Falah	<i>Ministry of Information, Culture and Tourism</i>

Group VI **Finance and Accounting**
Team project: *Financial Report Writing - Training Workshop for Finance Department of MOF, MOPH and JWDO Organization*

Mentor	Tee Beng See	<i>Singapore International Foundation</i>
Coach	Mr. Abdul Mateen Hessari	<i>Ministry of Public Health</i>
15	Mr. Mir Abouabaker Kazimi	<i>Ministry of Public Health</i>
16	Mr. Zohooruddin Sidiqi	<i>Ministry of Public Health (former officer of Jami Welfare Development Organization)</i>

Group VII **Governance and Legislation**
Team project: *Monitoring & Evaluation*

Mentors	Hideaki Shinoda and Yuji Uesugi	<i>Hiroshima University Institute for Peace Studies</i>
Coach	Mr. Wahidullah Azizi	<i>Ministry of Rural Rehabilitation and Development</i>
17	Ms. Khadija Mayar	<i>Technologist Inc.</i>

ANNEX VI

Press Coverage of the Fellowship



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 - GDLN Global Community
 - Advisory Desk
 - Cost Estimator
 - Find a Location
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 - Toolkit

GDLN is a global partnership of learning centers that use advanced information and communication technologies to connect people working in development around the world. [More](#)

Life Lines

Afghan Civil Servants and Civil Society Reach Out to Peers around the World in UNITAR Fellowship Program

"For me, being alive means being connected," writes Dr. Abdul Tawab Saijuqi. As the head of the Health Education Department in Afghanistan's Ministry of Public Health, being able to connect with peers in other countries to share experiences or get input makes the difference between a challenge and a setback. This is the idea behind the United Nations Institute for Training and Research (UNITAR) Fellowship. Since 2003, this program brings together Afghan civil servants and civil society representatives with experts and academics worldwide who provide mentorship and partner with their Afghan colleagues for nearly one year. Throughout this period, and in addition to on-site workshops, participants stay connected and share experiences by coming to the Kabul GDLN Center for videoconferences and to use online resources and tools. The first round of video and audio conferences of this year's Fellowship was completed in June.

From the GDLN videoconferencing and multi-media facilities hosted by the Ministry of Communication in Kabul, 42 fellows, mentors, and coaches in five countries connected across seven time zones. Fellows who had not yet had the opportunity to meet their mentors "face to face" were able to do so through videoconferences, and continued to interact through the online tool Elluminate. "This is the first time that we are enhancing the videoconferences with an online tool," says Humaira Kamal, Special Fellow at UNITAR. "The audio-web conference has proved to be a most wonderful and flexible tool and I think will become more and more important for the Fellowship to function."

The UNITAR Hiroshima Fellowship for Afghanistan is a long-term initiative aimed at building leadership and management skills and providing technical and institutional support to a core group of senior Afghan government officials, academics and practitioners. It is funded mainly by the Hiroshima Prefecture and supported by a network of volunteers around the world, including from the University of Calgary, the University of Texas at Austin, the Singapore International Foundation and Hiroshima University. Its counterpart in Afghanistan is the Independent Administrative Reform and Civil Service Commission. Each year the program is launched and concluded by workshops in Kabul and Hiroshima, respectively. Through the services and facilities of the GDLN Center in Kabul and other Centers around the world, participants interact continuously throughout.

The 2006 Fellowship focuses mainly on project management skills, in particular as they relate to designing and managing training programs. Many Afghan ministries and academic institutions desperately need these skills, as they increasingly take over the responsibility of running their own capacity building policies and programs. Beyond skills, says Nassrine Azimi, director of the UNITAR Hiroshima Office, the program instills hope and inspiration. Dr. Saijuqi sums it up best: "Nothing is impossible if we have a good vision of what we are going to do - and a firm determination to do it. Resources and conditions may bring some challenges, but ultimately we will overcome them."

For more information, contact the UNITAR Hiroshima Office at hiroshima@unitar.org or visit [here](#). See also a related Story of the Week by clicking [here](#)



Institute in Doon trains Afghans

Jaskiran Chopra | TNN

Dehra Dun; The Wildlife Institute of India (WII) Dehra Dun and United Nations Institute for Training and Research (UNITAR), (Hiroshima Office for Asia and the Pacific), Japan conducted a training workshop on Tools for Managers: Communications, Proposal and Report Writing for senior civil servants from Afghanistan. Thirty participants attended.

Inaugurating the workshop recently, WII director PR Sinha said, "It is a very important occasion for the Institute to be involved in building the capacity of officers from Afghanistan with which India has a long-standing relationship".

VB Mathur, Dean, Wildlife Institute of India, who coordinated this programme said through this programme the

leadership skills of the participants will be significantly improved. He said that the objectives of this 5-day workshop were to enhance proposal-writing skills which help in gathering support for a project, improve professional communication skills in English, including letter and report writing, to expose the participants to the basics of planning a workshop, such as curriculum design and engaging participation; and to review and further develop their team projects training plans.

Dr David Eaton, professor, University of Texas, Beng See Tee, financial consultant, Singapore International Foundation and Sharapiya Kakimova, Fellow, UNITAR were the key resource persons.

The programme aims to contribute to existing efforts in Afghanistan, and is structured on a combination of different training methods.



「アフガン復興
広島に学ぼう」

駐日大使、中区で講演

駐日アフガニスタン大使のハロン・アミン氏の写真が17日、開発途上国の人材育成などを手がける国連

機関・ユニタール（国連訓練調査研究所、本部ジュネーブ）で研修中の同国行政職員らを対象に、広島市中区の広島商工会議所で講演した。「9・11テロ（米同時多発テロ）による米軍侵攻後、アフガニスタンでは公共部門における人材不足が大きな問題になった。見事に復興を成し遂げた広島に学んで、我々は自分たちで立ち上がらなければならない」と訴えた。

ユニタールの研修プロジェクトは4月からの約8カ月間で、アフガニスタン政府の保健省や女性課題省、地域復興開発省などから計37人が参加。リーダーシップやマネジメント能力の研修を受け、アフガニスタン、インドに次ぐ3カ所自らの研修旅行で広島を訪れた。

アミン氏は首都・カブール生まれ。在米アフガニスタン代表などを経て、04年から現職を務める。

演題は「紛争後のアフガニスタンにおける人間の安全保障と人材能力の探求」。人間の安全保障として、欠乏からの自由▽恐怖からの自由▽尊厳をもって生きる自由が必要と唱えた。同時多発テロのあと国の予算が足りずに、大きな水道施設が建設されていない現状なども説明。「各省の機能が重複している構造を立て直し、男女平等に人材育成を図るなど、長期的な計画の構築が必要」と述べた。

（熊沢香緒子）

The Asahi Shimbun Newspaper, 22 November 2006

Learn from Hiroshima to Reconstruct Afghanistan

Ambassador of Afghanistan to Japan holds a lecture in Naka-ku, Hiroshima City

Ambassador of Afghanistan to Japan, H.E. Mr. Haron Amin had a lecture for government officials from Afghanistan participating in the training workshop organized by the UNITAR Hiroshima Office, a UN institute working on capacity building in developing countries.

He noted that after the terrorist attacks of September 11th 2001 and the subsequent U.S. army intervention, shortfall in human resources in the public sector has been a major problem in Afghanistan, and urged the participants to raise themselves, like Hiroshima, which achieved reconstruction.

Some 37 officials from Afghan government including representatives from the Ministry of Public Health, Rural Reconstruction and Development, and Women's Affairs participated. They followed the training for 8 months since April this year, in the fields of leadership and management skills. They visited Hiroshima after two training workshops conducted in Afghanistan and India.

Ambassador Amin was born in Kabul. After serving in such positions as Charge d'Affaires of the Afghan Embassy in Washington, DC, he was appointed as the Ambassador of Afghanistan to Japan in 2004.

The roundtable topic was “The Search for Human Capacity and Human Security in Post-conflict Afghanistan”. The Ambassador addressed the freedom from poverty and from fear, and the freedom to live with human dignity. He also discussed the current situation in Afghanistan following the terrorist attacks, in particular delays in the reconstruction of the water supply infrastructure due to lack of funds. He said that the government of Afghanistan needs to make a long-term plan to reorganize the governmental structure in which some ministry functions are currently overlapping, and also to develop human resources based on gender equality.

ANNEX VII

Executive Summaries of 2006 Fellowship Workshops



Hiroshima Office for Asia and the Pacific (HOAP)

2006 UNITAR Hiroshima Fellowship for Afghanistan

Workshop I: Capacity Building and Project Management in Public Service

23 – 29 May 2006
Kabul, Afghanistan

EXECUTIVE SUMMARY

BACKGROUND



Pul-e Khishti Mosque

The *UNITAR Hiroshima Fellowship for Afghanistan* is a long-term initiative aimed 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 is structured around four main elements – Fellows, Mentors, Coaches and a combination of different training methods (i.e. distance learning tools, projects, plus on-site instructor-led workshops).



Ancient wall in Kabul city

The first workshop of the 2006 Fellowship, “*Capacity Building and Project Management in Public Service*” was held in Kabul from 23 to 29 May 2006. *Twenty nine* Fellows and Coaches from Afghanistan attended. The Chairman of the Independent Administrative Reform and Civil Service Commission of Afghanistan (IARCSC), Mr. Ahmad Mushahid, and Director of its Training and Development, Dr. Wali Hamidzada, officially opened the workshop.



Chehelstun Gardens

In addition to the core curriculum, a session on “Reflections on Afghan history and culture, and its importance for post-conflict reconstruction” was organized on 24 May. Also, a roundtable entitled “Post-Conflict Reconstruction in Afghanistan” was held on 25 May.

CURRICULUM

The workshop was mainly focused on capacity building and project management, touching throughout on the basics of Training of Trainers (ToT) and training plan design. The training methodology included sessions structured around lectures, case studies and interactive discussions, and required Fellows to work in teams on exercises assigned by resource persons. Prior to the workshop, Fellows received guidance on audio-web conferencing, one of the distance learning tools to be used throughout the cycle.

The overall objectives of the workshop were to:

- Provide an in-depth briefing on key Fellowship requirements;
- Introduce project management;
- Develop and enhance teamwork through team-building exercises among Fellows;
- Introduce basic principles of Training of Trainers;
- Give an overview of experiences and lessons learned in post-conflict reconstruction, with a specific focus on Afghanistan.

PROJECT MANAGEMENT MODULE



Opening by the Chairman of the Civil Service Commission



During opening

Dr. Jobaid Kabir conducted the module on project design and management, with sessions on risk management and scheduling, project budgeting, tracking and control, reporting and closing. As teamwork is one of the important elements in project management, guidelines and exercises on team-building and teamwork were provided prior to the module. Fellows also participated in team exercises, which allowed them to apply project management skills and to appreciate the importance of teamwork. At the end of the workshop most of the participants evaluated risk management and project scheduling as well as project management group exercise as the most helpful sessions in the module (these two sessions were rated “best” by 55% and 35%, and “good” by 25% and 40% respectively)¹. 85% of the participants believed that the module helped improve their skills on project management, with 80% viewing the module’s topics as relevant to their job responsibilities.

TRAINING OF TRAINERS MODULE

In the 2006 Cycle UNITAR has placed stronger emphasis on Training of Trainers and the first ToT module was introduced by Dr. K Ismail Sudderuddin during workshop I. Before the workshop, Fellows were given a pre-training assignment to complete training needs assessments in their departments. The ToT module began with a session reviewing the assignments submitted by some Fellows, and discussing the proper format and structure of a needs assessment. This was then taken to the next step with an introduction to adult learning theories as well as some training design concepts. More than half of the Fellows found the review of training needs assessments helpful (55% - best, 10%- good). 85% of the Fellows mentioned that the Training of Trainers session was relevant to their job responsibilities.

MODULE ON POST-CONFLICT RECONSTRUCTION

A roundtable discussion entitled “Post-Conflict Reconstruction of Afghanistan” was held on 25 May, with speakers including Dr. Hamidzada, Amb. Jonathan Moore and Prof. Hideaki Shinoda. The roundtable’s main objective was to provide the Fellows with a broader perspective on post-conflict reconstruction in general, and of Afghanistan in particular. The speakers approached the topic from three different standpoints. Amb. Moore examined the overall context of post-conflict reconstruction and the lessons learned thus far. Dr. Shinoda discussed the role of different actors in the reconstruction process in Afghanistan. Dr. Hamidzada addressed the issue of the public administration reform in Afghanistan, giving concrete examples of why some undertakings are still not working and why reconstruction is so slow.

These reflections continued throughout the workshop, allowing Fellows to deepen the links between their work and the larger picture of reconstruction within the country. A follow-up module on the last day emphasized the importance of involvement of the Afghans themselves as the real peace-builders in their country’s reconstruction.



Dr. Kabir during session on project management



Teams at work



Ms. Dupree talking about Afghan history and culture



Ms. Habib’s introduction

¹Participants were offered a scale from 1 (best) to 5 (worst) for their evaluations. On this scale, 2 corresponds to “good,” 3 to “average” and 4 to “poor” evaluation.

A talk entitled “Reflections on Afghan history and culture, and its importance for post-conflict reconstruction” was presented by Nancy Dupree (Afghan Centre at Kabul University) on 24 May. Ms. Dupree underlined the importance of including the protection of Afghan history and culture as an integral part of any reconstruction effort. Unfortunately, the positive role of the preservation of historical and cultural heritage is all too often neglected during the post-conflict reconstruction phase, when sole emphasis seems to be on economic recovery. But economic recovery too, she highlighted, depended on the preservation of culture and history.

OVERVIEW OF FELLOWS’ ASSIGNMENTS ON TRAINING NEEDS ASSESSMENTS AND PREPARATIONS FOR TEAM PROJECTS

As their pre-training assignment, in April 2006 Fellows were asked to prepare and submit training needs assessments for their departments/organizations prior to workshop I and almost all completed it on time. However, some had not fully understood the requirements on format and structure. As a result, group consultations on completed needs assessments were scheduled at the workshop. Fellows were then requested to re-do their assignments based on materials, guidance and presentations provided, and re-submit them. Based on consultations with Mentors, the final versions of the needs assessments would then be due by mid-June 2006. Some of the more advanced groups have already gone further however and are discussing possible topics for their team projects.

TEACHING MATERIALS AND METHODOLOGY

The workshop materials will be made available on-line at UNITAR’s website². All sessions were conducted in an interactive format with lectures interspaced with questions and answers. The Fellows were divided into five working groups for the period of the workshop, with a Coach and a Mentor to facilitate discussions³. Throughout the workshop Fellows were also frequently asked to work in teams on small exercises.

From the second day onward, groups were invited to present the After Action Review (AAR) in class, during which a summary of the subjects learned were presented. The Coaches were then requested to comment on these presentations.

ALUMNI INVOLVEMENT IN THE 2006 CYCLE

Six Alumni from the 2005 Cycle were selected as Coaches on the basis of their performance as UNITAR Fellows (three Alumni from the 2003-2004 Cycle are participating in an advisory capacity). Each Coach is assigned to a group of Fellows for the duration of the Fellowship. During workshops, Coaches advise Fellows, facilitate discussions within the teams, help prepare needs assessments and offer recommendations on possible project topics. Also, alumni from two previous cycles were invited to partake in the roundtable discussion on post-conflict reconstruction, and to join the group for the farewell dinner.



Fellows presenting their needs assessments



Roundtable on Post-Conflict Reconstruction



Meeting with Coaches



During Roundtable

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

³ The division was made based on consideration of working groups of the 2006 Cycle.

CONSULTATIONS

As part of its on-going work to improve the Fellowship, UNITAR also held a number of consultations in Kabul with national and international institutions working on capacity building and post-conflict reconstruction, in particular the Afghan Civil Service Commission, the Kabul Distance Learning Center, the United Nations Development Programme, the World Bank, the International Committee of the Red Cross, the Asia Foundation, the United States Agency for International Development, the United Nations Assistance Mission for Afghanistan, and the International Security Assistance Force.

OUTCOME, EVALUATION AND NEXT STEPS

Workshop I was the first official event of the 2006 UNITAR Hiroshima Fellowship. In addition to covering the planned topics of training, it also provided guidelines for Fellowship activities for the next three months, which include revised requirements and deadlines for assignments and the team project. The process for the Fellows to qualify for academic credits from the University of Texas at Austin upon successful completion of the Fellowship was initiated. UNITAR would like to note a substantial improvement in the average level of English and computer skills of the Fellows as compared to previous cycles. 2006 Cycle Fellows no longer require training in PC and Internet use to enable them to more fully benefit from the substantive components of the Fellowship. Considering the advanced skills of the group, and the intensive discussions already underway on projects, the UNITAR team has also suggested to drop the Personal Development Plan (PDP) as a Fellowship requirement.

At the end of the workshop, participants were asked to share their comments on the workshop content, its structure and logistics. Almost all reported that the structure and content were best (35%) or good (55%). The evaluations also demonstrated participants' satisfaction with the quality of the resource persons (40% - best, 55% - good). Due to technical problems the session on audio-web conferencing organized on 23 May could not be conducted as planned, which was reflected in the evaluations.

On Monday 29 May, the day after the conclusion of the workshop proper, riots broke out in Kabul. Fortunately, this only affected the follow-up Video Conference, which was cancelled. The riots were a reminder of the essential and at times precarious link between security and post-conflict reconstruction. For future Fellowship events, UNITAR must continue to be attentive to issues affecting the safety of its Fellows and resource persons, while providing an environment conducive to uninterrupted learning for the duration of the workshops. In spite of the security environment however, UNITAR and partners reaffirm their strong commitment to the reconstruction and capacity-building efforts in Afghanistan.

The workshop was on the whole most successfully evaluated by participants. Additionally, it provided many valuable lessons to be taken into consideration by UNITAR in the Fellowship's continuation this year and for future cycles.



UNITAR Fellowship Gathering, 28 May 2006

Humaira Kamal, Phoenix
Sharapiya Kakimova, Hiroshima
Rachel Krause, Austin
Maxym Alexandrov, Hiroshima
June 2006



Hiroshima Office for Asia and the Pacific (HOAP)

2006 UNITAR Hiroshima Fellowship for Afghanistan

Workshop II: Tools for Managers: Communications, Proposal and Report Writing

27 – 31 August 2006,
Dehradun, India

EXECUTIVE SUMMARY

BACKGROUND



*Opening remarks by the
Director of the WII*



*Professor Eaton and
Director Sinha*



Workshop venue

The *UNITAR Hiroshima Fellowship for Afghanistan* is a long-term initiative aimed 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 is structured around Fellows, Mentors and Coaches, and follows a combination of different training methods (i.e. distance learning tools, projects, plus on-site instructor-led workshops).

Workshop I of the 2006 Fellowship, “*Capacity Building and Project Management in Public Service*” was held in Kabul from 23 to 29 May 2006. Workshop II on “*Tools for Managers: Communications, Proposal and Report Writing*” was held in partnership with the Wildlife Institute of India (WII) and took place from 27 to 31 August 2006 in Dehradun, India. *Twenty six* Fellows and Coaches from Afghanistan and *three* faculty members attended the event. The workshop was officially opened with remarks from the Director of the WII, Mr. P.R. Sinha, and the Dean of the Faculty of Wildlife Sciences, Prof. V.B. Mathur.

Prof. David Eaton[†] was the lead resource person throughout the workshop, supported by Ms. Tee Beng See, Singapore International Foundation, and Ms. Sharapiya Kakimova, UNITAR HOAP. In addition to the workshop sessions three study-visits to the WII, Forest Research Institute of India and Mussoorie hill station were organized.

CURRICULUM

The workshop mainly focused on various components of project proposal, report-writing, and tools of communication such as letters/emails. The workshop also addressed the Training of Trainers module and related project work throughout.

[†] UNITAR Special Fellow, and the Bess Harris Jones Centennial Professor of Natural Resource Policy Studies at the Lyndon B. Johnson School of Public Affairs of the University of Texas at Austin

The overall objectives of the workshop were to:

- enhance Fellows’ proposal writing skills in seeking support and funding for their projects;
- improve Fellows’ professional communication skills in English, including letter and report writing;
- expose Fellows to the basics of planning and conduct of workshops, such as curriculum design and engaging learners;
- review and further develop team projects.

COMPONENTS OF PROJECT PROPOSAL



Prof. Eaton during a session



Group II presenting

The module focused on components of project proposal, with sessions on identification of needs and objectives, methods, timetable and evaluation, budget and accounting, future funding and reporting. An important part of the module was the Foundation Exercise, where participants evaluated three sample project proposals from the donor perspective. UNITAR continued its emphasis on teamwork as a crucial element in project design and management, which started at the first workshop. In order to improve Fellows’ skills on components of project proposal and make them appreciate the importance of teamwork, all exercises were done by teams. Fellows’ evaluations of different sessions within the module were overwhelmingly positive. 97% of the Fellows felt that the Foundation Exercise, which highlighted the strengths and weaknesses of the projects from the donor viewpoint, helped improve their proposal writing skills. According to one comment, “...It gave an opportunity to be on the other side of the table as a donor and now I know why some proposals get turned down although they look very well written.”

COMMUNICATIONS AND REPORT WRITING

Workshop II also included a module on communications and report writing. The module introduced main components of business letters and e-mails. In addition, it highlighted differences between electronic and traditional correspondence. Participants also learned about the structure of a report and the importance of including only relevant information in concise and accurate format in report writing, as well as the process of information transfer and loss, in transmission from one source to another. The latter was illustrated by a “whisper down the lane” game, which has shown how easily information can become corrupted by indirect communication and lack of communications skills. All participants felt that the module improved their business communication and report writing skill, with some considering it “the most useful part of training”.

As a practical exercise, participants were asked to draft e-mails to their Mentors, which were then revised by the resource persons. For report writing they were asked to write a self-evaluation report on their performance in the Fellowship to qualify for academic credits from the University of Texas at Austin. The reports had to include all activities of the 2006 Cycle, including attendance at the scheduled events and progress achieved thus far. UNITAR will review the submitted reports and send feedback to each participant separately.



Ms. Tee Beng See with her group



Group V presenting



Group V and VII participants discussing



Group I presenting draft poster

TRAINING OF TRAINERS MODULE

Starting with the 2006 Cycle, UNITAR has increased its focus on the Training of Trainers (ToT) methodology in order to develop informed managers of training and capacity-building in Afghanistan and workshop II provided a continuation of work initiated at workshop I. The most important segment in workshop II covered curriculum design. Fellows were also exposed to different methodologies on how to conduct training, engage and motivate learners. While all the sessions of the module were positively evaluated, the session on curriculum design received the best overall evaluation (excellent – 76%, good – 21%). However, evaluation of training was only discussed briefly and, as a result, many participants pointed out the need to further explore this subject. 90% of the Fellows felt that the workshop helped enhance their skills as trainers. In particular, those participants who already work as trainers noted that they learned new skills (“*I am more used to small group of participants and engaging them is easy but for large group, the method used is really useful*”) and indicated their willingness to use what they have learned: “*...I would like to use some of it in my training module for the 9 months post-graduate diploma course.*”

OVERVIEW OF FELLOWS’ ASSIGNMENTS AND PREPARATIONS FOR WORKSHOP III

Based on the training needs assessments, completed by each Fellow during workshop I, groups were requested to select a common project and prepare an overall training plan. Following consultations with Mentors, the final versions of the training plans were submitted to UNITAR by 16 August. The ToT module therefore began with a session reviewing the plans. Each group presented its plan in plenary. Other Fellows and resource persons gave comments on the format and structure. The groups will use the feedback to revise the plans and send them to their Mentors after the workshop. Fellows were also given a detailed briefing on the pre-workshop III assignment.

METHODOLOGY

The training methodology included sessions structured around lectures, classroom discussions, team work and group discussions.[‡] The sessions addressed different elements of each topic, such as components of a proposal, and then required the Fellows to work in groups on exercises addressing that element. Multiple training methodologies such as after-action review (AAR), during which a summary of the subjects learned was presented, peer review during sessions and in follow-up, and group work were used. As a part of the ToT session different ways for the conduct of training activities were introduced. Fellows also received feedback on the team project assignments submitted to-date, and were de-briefed on assignments and requirements to qualify for the final workshop in November. Study visits to Mussoorie, also known as the “Queen of the Hills,” and the Forest Research Institute provided additional learning opportunities.



During the Friendship Dinner



Informal group meeting at the hotel room



During the study-visit to WII



Mussoorie – the “Queen of the Hills”

[‡] All Fellowship participants are required to work in teams, formed at the beginning of the 2006 Cycle, on exercises assigned by resource persons, with a Coach to facilitate discussions.

ALUMNI INVOLVEMENT

Eight Coaches and Advisors from previous Fellowship Cycles attended the workshop. As each Coach is assigned to one group of Fellows, they are responsible for overseeing the groups throughout the Fellowship Cycle. During the workshop, Coaches were asked to work closely with their groups on the assigned exercises. In addition they continued providing guidance in developing the training plans and curricula for team projects. Involvement of Coaches once again proved to be essential. Coaches also helped with logistical arrangements for the workshop which, considering the distance between Hiroshima and Kabul, was essential for making workshop II possible.

In addition to the Fellowship Alumni involvement, the programme benefited from the active and supportive HOAP Alumni network at large – the workshop itself only became possible due to commitment and support of Prof. V. B. Mathur, alumnus of the HOAP Series on World Heritage Sites.



Group III presenting



Ms. Falah during Foundation exercises

COOPERATION WITH THE WILDLIFE INSTITUTE OF INDIA



Visit to the WII library

Workshop II was organized in partnership with the Wildlife Institute of India (WII). It was a first experience of a joint event between the two organizations. In addition to providing logistical assistance prior and during the workshop, the WII also organized study-visits to Mussorie, its own premises as well as the Forest Research Institute. These study-visits highlighted the progress India has made in the areas of environment protection and biodiversity, which could be a useful case study for Afghanistan where these areas are still in early stages of development.



Visit to the Forest Research Institute

Three participants from the WII attended the workshop, making substantial contributions to the discussions, and to the Fellows' efforts of developing and re-writing team projects. It was also useful to expose Afghan participants to a working environment with people from a different country. A Friendship Dinner was attended by the representatives of the WII and other research institutions in Dehradun, providing another opportunity for the Afghan participants to establish contacts with their Indian colleagues.



WII participant receiving certificate

The professionalism and quality of the assistance of the WII staff and participants, along with the quality of resource persons were key elements for the workshop success. UNITAR and WII are now considering the possibility of long-term partnership.

OUTCOME, EVALUATION AND NEXT STEPS

Workshop II was the first event of the 2006 UNITAR Hiroshima Fellowship which took place outside Afghanistan. In addition to covering the planned topics of training, it also provided guidelines for Fellowship activities and its objectives until workshop III in November.

Each team will need to develop a detailed curriculum for the training, and work on the timeframe and schedule of the actual training to be organized by the group in their respective organizations/departments. The Fellows were also given a head-start on their assignment for workshop III, with an initial mock exercise in class and detailed explanation.

The self-evaluation reports submitted by the Fellows will help UNITAR to qualify participants for academic credits from the University of Texas at Austin.

At the end of the workshop, participants were asked to share their comments on the workshop content, its structure and logistics. All workshop participants evaluated the structure and content as either excellent (76%) or good (24%). The evaluations also demonstrated participants' satisfaction with the quality of the resource persons (69% - excellent, 31% - good) and the training materials (60% - excellent, 37% - good). 93% of participants considered workshop topics relevant to their current job responsibilities.

Organizing the workshop outside Afghanistan created a more productive learning environment for the workshop itself and for teamwork in particular, as group meetings could easily be arranged after the workshop hours. It also stimulated Fellows to work harder on their projects and contributed immensely to making the 2006 Fellowship Community stronger.

The partnership with another training institution in the region, the WII, has proven to be successful and UNITAR intends to build upon this experience to strengthen cooperation between the two institutions.

The workshop was on the whole most successfully evaluated by participants. Additionally, it provided many valuable lessons to be taken into consideration by UNITAR in the Fellowship's continuation this year and for future cycles.



Workshop II participants

Maxym Alexandrov, Hiroshima
Sharapiya Kakimova, Hiroshima
Humaira Kamal, Phoenix
September 2006



Hiroshima Office for Asia and the Pacific (HOAP)

2006 UNITAR Hiroshima Fellowship for Afghanistan

Study trip to Japan and Workshop III: Capacity Building and Training of Trainers in Public Service

10 – 19 November 2006

EXECUTIVE SUMMARY

BACKGROUND



Visit to the Hiroshima 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 “*Capacity Building and Training of Trainers in Public Service*”, held from 10 to 19 November 2006, was the culminating event of the 2006 Fellowship Cycle.



At the Peace Memorial Museum

Prior to the November study trip, Fellows had already participated in two workshops on “*Capacity Building and Project Management in Public Service*” (May 2006, Kabul) and “*Tools for Managers: Communications, Proposal and Report Writing*” (August 2006, Dehradun, India), plus a number of videoconferences, audio-web conferences and project work sessions. In addition to the modules of workshop III a session on Hiroshima’s transformation from the military center into a city of peace was also organized.

The November 2006 study trip and workshop was a unique opportunity to expose the Afghan Fellows and Coaches to Japan - its society, culture, science and technology as well as its post-war reconstruction history.

Twenty three Fellows and Coaches from Afghanistan attended the programme. Upon successful completion of the workshop, the Fellows were awarded Certificates of Completion for the 2006 Fellowship Cycle, as well as certificates from the University of Texas at Austin for academic credits earned for this programme. Mr. Hiroshi Arioka, Vice Governor of Hiroshima Prefecture, joined the group for the graduation ceremony. This was followed by a farewell reception, hosted by the Hiroshima Prefecture and the Hiroshima Peace Contribution Network.

A roundtable with the Ambassador of Afghanistan to Japan, H.E. Haron Amin, on “*The Search for Human Capacity and Human Security in post-conflict Afghanistan*” was also held during the study trip.

Many other events were organized around the workshop, notably a roundtable with the Japan International Cooperation Agency (JICA), study visits to Hiroshima Peace Memorial Museum and Park, Hiroshima University and other local institutions in the areas of education, health and environment, as well as cultural, religious and historical sites in Kyoto, Miyajima, Himeji and Osaka.



In the Japanese garden



Cultural briefing by Prof. Hotta



Presentation by Prof. Shinoda

WORKSHOP III: CAPACITY BUILDING AND TRAINING OF TRAINERS IN PUBLIC SERVICE

The aim of the workshop was to assist the participants in their professional development, so that they become more effective managers of training and capacity building in Afghan public service. The workshop focused on the basic elements of organizational leadership and management for capacity building, Training of Trainers and facilitation techniques. It included regular sessions on process reflection, in which participants were encouraged to analyze workshop sessions and activities from the viewpoint of trainers/facilitators, and to adapt these to Afghan realities.

The workshop had the following specific objectives:



Workshop preparation session



Group discussion

- enhance participants' understanding of the major components of leadership in professional and organizational development;
- foster awareness of different perspectives on leading complex organizations;
- enhance participants' presentation and facilitation skills, as well as their capacity to evaluate training;
- provide an overview of post-war reconstruction, with a more specific focus on Japan and Hiroshima;
- review and evaluate Fellows' work on team projects and their professional development throughout the Fellowship period;

Module I: Introduction



Prof. Lorne Jaques, University of Calgary

As an introduction to facilitation skills, the workshop began with the “Find Your Partner” ice breaking activity¹. Although Fellows had known each other since April 2006, this activity encouraged them to share details unknown to the audience, contributing to an already informal and cordial atmosphere. The ice breaking exercise and other activities introduced throughout the workshop were followed by regular sessions of process reflection, with participants discussing whether the activity was relevant/useful for a workshop in Afghanistan and how it would be adapted to Afghanistan’s cultural and social context.

¹ The explanations of all activities can be found in workshop III material, document “Let’s Learn and Play!” on the www.unitar.org/hiroshima/afghancorner/resources.html

Module II: Leading Professional and Organizational Development



*Prof. Duffie VanBalkom,
University of Calgary*

Through the introduction of the organizational leadership module participants were exposed to various aspects of leadership, starting with leading self and proceeding to leading people, work, organization and stakeholders. As a “journaling” exercise, each participant was asked to write down his/her thoughts on a particular aspect of leadership that was assigned to their group. This individual activity provided an opportunity of self-reflection, forcing participants to think of distinctions - leader/manager - and helping them recognize the leadership skills they possessed or needed to develop.

Module III: Leading Complex Organizations



Group discussions

Participants were introduced to four different perspectives or “lenses” (namely structural, human resources, political and symbolic) which have to be considered when leading complex organizations. They were asked to identify which of the perspectives they used more in their daily activities. The exercise showed that most of the participants primarily utilize the structural and human resource perspectives in their organizations, while only a few used the political lens, and almost none the symbolic one. Most of the participants identified the module as most useful, noting that it helped them understand which lenses they were already comfortable with and which needed to be “cleaned” when making or implementing decisions.

Module IV: Planning for Successful Human Resource Development



*Participants provide feedback
on posters*

As an element of the module, the Fellows practiced giving comments and receiving feedback in constructive and amicable way, using the posters prepared prior to the workshop. Each participant was asked to comment on others’ work and then respond to feedback on their own posters. The activity showed that most Fellows tended to give only negative comments. Participants themselves explained and justified this trend as part of the Afghan culture, where positive comments are often not used when there is still some room for improvement. Resource persons, however, helped participants notice their own tendency to react defensively to negative feedback, and emphasized the importance of positive comments as a tool for improvement. Subsequently the activity was repeated with the stress on positive feedback.

Module V: Presentation and Facilitation



During facilitation practice

About half of the workshop time was allocated to this module as an important element of Training of Trainers. During the first part, participants discussed advantages and disadvantages of different facilitation methods and techniques, rated their participatory potential and considered how to use them effectively. Later the Fellows were asked to plan and deliver a workshop-type facilitation - actually an opportunity for them to work together in spontaneously (but purposefully) constructed groups, make connections back to what they learned about both adult learners and interactive participation, then to practice new ways of assessing the work of others and providing feedback.

This approach, of changing roles throughout the module, helped participants look at the content and methods of training from different angles. After each group's presentation, the format of feedback was changed in order to keep participants engaged and interested. The concept of giving feedback, started in a previous module, was expanded further with the main idea of presenting feedback as a "sandwich", in the following sequence -- a) positive comments, b) negative points, and then c) recommendations. The feedback provided allowed participants to measure their capacity as trainers and thus broadened their understanding of how to evaluate training in their respective ministries and organizations. Despite the fact that for most Fellows this facilitation practice was their first experience in conducting a training session, the Fellows took some risks, worked seriously on it and showed remarkable progress in their skills.

PRESENTATIONS ON FELLOWSHIP PROJECTS



Group II presenting on their team project

In order to graduate from the programme, the Fellows were required to make final presentations on team projects worked on throughout the Fellowship period, and receive feedback and recommendations from the UNITAR panel and their peers. All seven Fellowship groups had worked hard, not only for the final presentation, but also for the implementation of their team projects. Four groups had finished necessary planning and preparations for the training projects, and were now raising funds for implementation. Two groups had already implemented the projects, and therefore presented the outcomes and evaluation of their training along with the steps of project development. Both groups are willing to continue training the staff of their organizations and ministries.

TEACHING MATERIAL AND METHODOLOGY



Evaluating posters

Teaching material was prepared by resource persons and UNITAR, and will be available online at the Afghan Training Corner². The sessions were conducted in a facilitation format with short presentations interspaced with questions and answers and follow-up activities. Many activities were accompanied by physical movements – going from one section of the room to another, changing seats (and partners in each group), thus keeping participants alert and engaged. Throughout the workshop Fellows were asked to analyze and comment on activities undertaken and modules presented. As a part of the After-Action Review (AAR) participants were asked to identify “jewels,” or activities that can be used in Afghanistan as they are, and “rocks”, which need to be modified and adjusted for the present context of Afghanistan.



In the garden of Heian Jingu Shrine, Kyoto

Resource persons used a short brainstorming session to demonstrate the wealth and diversity of skills and knowledge, perspectives and ways of thinking within any group of people. Throughout the workshop participants often worked in small groups which were formed by different methods to ensure constant mixing of participants. This facilitated active interaction, outside of groups formed at the start of the Fellowship, exposing participants to different perspectives and encouraging them to learn from each other. This approach was also successful on the interpersonal level as, for instance, some Fellows volunteered to help other groups with fundraising and implementation of projects. In the longer term, it should lead to a stronger Fellowship community in Afghanistan whose members are ready and willing to help each other.

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



Paperfolding presentation

Since the main focus of the workshop was on Training of Trainers as a major element of capacity building, about half of the workshop time was allocated to the facilitation practice. The feedback provided during the practice not only helped participants recognize their own strengths and weaknesses as trainers, but also taught them how to evaluate training as *managers of training and capacity building* in their ministries and organizations.

STUDY TRIP ACTIVITIES



Elementary school visit

Visits to Hiroshima University³ (HU) and Ato Elementary School provided participants with an opportunity to learn about the Japanese education system. HU is one of the main academic institutions in central Japan (Chugoku Region) and seeing its campus and facilities helped Fellows better understand the university's learning environment. Visiting an ordinary school in a rural area of Hiroshima also helped participants realize the importance accorded to basic education in Japanese society.



JICA roundtable

Roundtable with the Japan International Cooperation Agency⁴ provided a good opportunity for the group to learn about Japan's activities in Afghanistan and to share their concerns about the reconstruction process and the performance of the international community. The roundtable was a second joint JICA and UNITAR initiative, and clearly appreciated by all participants.

During the **Roundtable with the Ambassador of Afghanistan to Japan** the participants had a chance to deepen their understanding of Afghanistan's post-conflict reconstruction process, especially with regard to public administration. It was also a good occasion to raise awareness of the Fellowship's contribution to capacity building in Afghanistan within the Hiroshima public.



*During roundtable with
H.E. Ambassador Haron Amin*

Fellows also learned about the Japanese approach to preventive health care through a **visit to the Hiroshima Environment and Health Association's Clinic⁵** which specializes in annual medical check-ups. They saw a practical application of Japan's standards of hygiene and efficiency in its distribution networks at **the Hiroshima Central Wholesale Market**. Finally, Fellows appreciated that even the less pleasant aspects of urban sprawl could be made into one of the city's attractions through a visit to the beautifully designed **Naka Incineration Plant⁶**.

³ For more information on Hiroshima University please visit www.hiroshima-u.ac.jp/

⁴ For more information on JICA please visit www.jica.go.jp/english/

⁵ For more information please visit www.kanhokyo.or.jp/3_kenko/3000_kenkou_kagaku_center.html

⁶ The Incineration plant was built by Mr. Yoshio Taniguchi, one of Japan's most famous architects who has also designed the Museum of Modern Arts in New York city, as a part of the city's "Hiroshima 2045: The City of Peace and Creation" project. For more information please visit www.arch-hiroshima.net/a-map/hiroshima/naka.html



Visit to Miyajima with the Ambassador of Afghanistan to Japan

Study visits to Kyoto, Miyajima, Himeji and Osaka, and cultural briefing exposed the group to various aspects of Japanese history, cultural heritage and religion. Participants were also able to experience Japanese calligraphy and paper folding. The visits highlighted the importance of culture in the reconstruction process, conveying the message that economic development and modern technology need not come at the expense of cultural heritage or environment.

ALUMNI INVOLVEMENT IN THE 2005 CYCLE



Calligraphy presentation

The Alumni from the 2005 Cycle who had been coaching the 2006 Fellows participated in the study trip. Each Coach was assigned to a group of Fellows for the period of the study trip. Coaches helped Fellows prepare presentations on team projects, and concluded those presentations with a brief discussion of the challenges their groups faced throughout the Fellowship period. In addition to the workshop, Coaches discussed with UNITAR some Training of Trainers issues, highlighting problems and lessons learned from their own coaching experience.

GRADUATION CEREMONY



Dr. Alishungi receiving his certificate of completion

The graduation ceremony took place on 17 November. H.E. Haroon Amin, Ambassador of Afghanistan to Japan, Mr. Hiroshi Arioka, Vice-Governor of Hiroshima Prefecture, Prof. Lorne Jaques and Prof. Hideaki Shinoda on behalf of all Mentors, and many other friends of UNITAR in Hiroshima participated in the graduation ceremony. The participants were awarded Certificates of Completion for the 2006 Fellowship Cycle from UNITAR as well as academic credits from the University of Texas at Austin.

CONCLUSION

The study trip was the culminating event of the Fellowship and brought the 2006 Cycle to completion. In addition to the Certificates of Completion and academic credits, Fellows and Coaches received MS Project software from the Microsoft Corporation. The study trip was evaluated highly by participants and resource persons. It also provided many rich lessons to be taken into consideration by UNITAR for future cycles of the Fellowship.

Maxym Alexandrov and
Sharapiya Kakimova, Hiroshima
Humaira Kamal, Phoenix
December 2006

United Nations Institute for Training and Research (UNITAR)

Headquartered in Geneva and with regional offices in New York and Hiroshima, UNITAR has the mandate to design and deliver training programmes for government officials, scholars and representatives of civil society from developing countries, in the areas of economic and social development, and peace and security. The Institute annually conducts some 200 training events worldwide or on-line, benefiting nearly 28,000 participants.

The Hiroshima Office for Asia and the Pacific (HOAP), established in August 2003, addresses the following themes:

- Post-Conflict Reconstruction (and the Fellowship for Afghanistan)
- Management and Conservation of World Heritage Sites
- International Economics and Finance
- Sea and Human Security
- Biodiversity
- Nuclear Dismantment and Non-proliferation (new proposal)

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