



unitar

United Nations Institute for Training and Research

2007 UNITAR HIROSHIMA FELLOWSHIP FOR AFGHANISTAN

An annual programme to build leadership and management skills in Afghanistan

FINAL EVALUATION REPORT

January 2008

Photo by Chris Moore



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Hiroshima City



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

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The curriculum outlines and evaluation questionnaires used throughout the 2007 Cycle are available upon request

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*Humaira Kamal, Phoenix, USA
Sharapiya Kakimova and
Maxym Alexandrov, Hiroshima, Japan
January 2008*

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“I have been using the gained knowledge and experience during my Fellowship cycle in my work and my performance has improved in many cases. Also I have been using Microsoft Project for developing of action plans for my department. I have already decided, and am making preparations for a presentation of what I gained in the Fellowship program for my colleagues in the bank” Abdul Samad Yadgari, Class of 2007.

INTRODUCTION

The UNITAR Hiroshima Fellowship for Afghanistan (henceforth the Fellowship or AF) 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 each year. The Fellowship seeks to contribute to sustainable learning in the workplace and to lessen the present dependency of the Afghan civil service on the human resources and expertise provided by the international community.

Since its launch in 2003, the Fellowship has thus far completed four cycles. This report details the events and lessons learned during the 2007 Cycle (see **Box 1** for a summary of key statistics and activities for this cycle). It is UNITAR's intention in this report to offer both a distillation of lessons learned in 2007 for the development of the Fellowship plan for 2008, as well as an overview of the UNITAR strategy for the future of the Fellowship in Afghanistan in the hope that these will be of value to all those involved in post-conflict reconstruction.

I. BACKGROUND

Each year some 25 Afghan civil servants, academics, and practitioners participate in the Fellowship, which is structured around the pillars of Mentors-Coaches-Fellows and team projects. The most able Fellows of each cycle are selected as Coaches for the next cycle, providing a source of continuity and strength for the Fellowship. The Fellowship has also developed a strong 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 disciplines;
- On-the-job training – participants undergo 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 with capacities to contribute to the reconstruction of the country and its institutions.

1.1. Fellowship Objectives

The initial objective of the Fellowship is to contribute to capacity building in Afghanistan by enhancing Fellows' leadership, executive and professional skills and helping them to achieve their personal learning and professional development goals. Its two long-term objectives are:

a) To support Fellows in their use of increased knowledge and confidence in contributing to the transformation of their ministries and organizations through:

- Management of training and capacity building ;
- Achievement of mandates and objectives using limited resources;
- Modeling effective team work and coordination within the organization;
- Networking and collaborating with stakeholders and other organizations.

b) To build a committed and capable Fellowship community in Afghanistan which can serve as a resource for planning and implementing capacity-building and training activities at the local and national levels.

Box 1. General Facts about the 2007 Cycle

Participants:

23 Fellows and six Coaches (including five women)

Government: 16

Ministry of Public Health (4), Ministry of Rural Rehabilitation and Development (3), Ministry of Communications and IT (1), Ministry of Finance (1), Ministry of Foreign Affairs (1), Independent Election Commission (1), National Environmental Protection Agency (1), Afghanistan Central Bank (1), Afghanistan Investment Support Agency (1), National Commission for UNESCO and Islamic Educational, Scientific and Cultural Organization (1), Independent Administrative Reform and Civil Service Commission (1).

Academia: 4

NGOs & International Organizations: 9

18 Mentors and Resource Persons

Hiroshima University, Japan (1), ICOMOS Japan National Committee (4), University of Texas at Austin, USA (3), University of Calgary, Canada (4), Singapore International Foundation (3), Lamb and Lamb Consultancies (2), and Microsoft Corporation (1).

Activities:

Three Workshops and study trip to Japan:

- I. "Introduction to Organization Development and Change" (Dehradun, India, August 2007)
- II. "Introduction to Project Management" (Dehradun, August 2007)
- III. "Leading and Mentoring Teams for Development and Change" (Hiroshima, November 2007)

Distance learning: regular e-mail communication with Mentors, four video-conferences, four audio-web conferences and eight project-work sessions for each group

New elements for 2007:

- Module on *Coaching for Coaches* given by Microsoft Corp. (see **Box 2** for more details)
- Group/team project in the area of Culture and Environment
- Award of graduate-level academic credits

1.2. Curriculum emphasis on leadership and mentoring

In order to expand the impact of the Fellowship in 2007, UNITAR placed special emphasis on *methodology and skill development related to leadership and mentoring*. The intent was to develop the capacity of each Fellow to be a leader and facilitator able to develop teams and conduct training and capacity building activities within ministries and organizations. The projects undertaken by most of the teams indicate that this objective was met with a considerable level of success.

1.3. Combination of different training methods

The Fellowship undertakes a *combination of different training methods* with a series of skills-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 four to five Fellows for the duration of the Fellowship. Mentors are experts, practitioners, or academics in a variety of disciplines who are based in different countries. They assist Fellows in meeting their professional goals, respond to their questions, offer feedback on work submitted and give specific advice where needed.

Coaches are selected from among the most committed and capable graduates of previous Fellowship Cycles and support the mentoring process in Kabul. In the 2007 Cycle a module on Coaching for Coaches was offered for the first time throughout the course of the Cycle in order to guide and support the Coaches in fulfilling their roles. Selection of committed and competent alumni as Coaches and providing them training (through the 'Coaching for Coaches Module') to serve in this role was a key

ingredient in the success of this year's programme.

1.5. 'Coaching for Coaches Module'

The Coaching for Coaches Module started before the official launch of the Fellowship. Throughout the year six sessions were conducted (see **Box 2** for the focus of each session). Most sessions were conducted through the distance learning tools of video-conferences (VCs) and audio-web conferences (AWCs). The final session took place during workshop III and was offered not only to Coaches but to all Fellows (eight of whom will coach the next Cycle's Fellows) as well.

To help Coaches with their responsibility of guiding the Fellows through their assignments, the first three sessions were conducted *prior* to the official launch of the Fellowship so that they were prepared in a timely manner. Two subsequent sessions were conducted during the Fellowship Cycle and were mostly focused on the challenges faced by Coaches thus far. Prior to the session five, Coaches were asked to take the DISC® Work Styles Inventory test. Following analysis of the inventory results, Coaches recommended that the inventory also be offered to the Fellows. They also prepared a glossary of the terms used in the DISC® inventory to help Fellows understand the results during the workshop. Please see the Executive Summary of workshop III, Annex VI, for more details on the team development module.

Box 2. Coaching for Coaches Module

Session 1 -- reading materials on coaching groups and individuals were sent in advance and later discussed during the video-conference session.

Session 2 -- the concept of team development and its importance was introduced.

Session 3 -- focused on conducting needs assessments which would be the first assignment for each Fellow.

Session 4 -- was dedicated to de-briefing and lessons learned from coaching, with each Coach giving a short presentation on his/her experiences and challenges to date, and opinions about what had worked and what needed further attention.

Session 5 -- was devoted to planning for the final November workshop, and discussions on the Coaches' role in that session, their progress updates and concerns.

Session 6 and final -- was an on-site full-day training session. The Coaches were asked to play a facilitation role during the DISC® Inventory explanation and the related team challenge exercises, and to provide feedback to their respective groups regarding their performance.

1.6. Team projects

Based on their professional backgrounds, Fellowship participants are divided into groups consisting of Fellows, a Coach and a Mentor (or Mentor team) and are required to identify a team project they will work on during the course of the Fellowship Cycle (see annex III for the list of grouping). Throughout the Cycle, Fellows are required to complete three main assignments, relating to different stages of their team projects (see Annex V for the structure of the team project exercise). The Fellows' team work is guided by their Mentor(s) and Coach. The projects are related to the Fellows' own work and departments, and focus on training/capacity-building and organization development/change.

(See **Box 3** for briefs on team projects completed in 2007.)

1.7. 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 three to four days long and focuses mainly on a single subject in order that a particular set of concepts and skills can be fully developed and absorbed by the Fellows (see Annex VI for executive summaries of the 2007 Cycle's workshops).

Box 3. Team Projects

“The team project was a lesson learned for leadership and personal and professional life. It could be applied to develop future leaders as well as strengthen the capacity of existing leaders ...” Fellow, AF 2007

Group 1 – Education: *Establishment of an Afghanistan Distance Learning Association (ADLA)*

This project aims to increase understanding of, and support for, distance learning in Afghanistan through the establishment of a professional association with the backing of group members’ organizations (Ministry of Higher Education, Media Support Partnership, Union of Assistance for Schools in Afghanistan). The association, once established, is planned to be involved in training focusing on the use of distance learning tools, initially targeting professional educators. The presentation of the project included a detailed action plan which revealed that a number of steps towards the establishment of on ADLA had already been taken.

Group 2 – Project Management: *Training in Project Management*

The team identified serious skill deficiencies in the area of project management among the staff of the Ministry of Rural Rehabilitation and Development and the national staff of the Kabul Office of the United States Agency for International Development (USAID). They therefore focused on a training project for 25 senior staff members of group members’ organizations, including the development of a comprehensive action plan, the development of a course outline and training materials, and the development of a monitoring and evaluation plan for the training. This group was comprised solely of engineers who had similar backgrounds which made it easier for them to reach consensus on their project than was the case for some of the other teams whose members came from different backgrounds.

Group 3 – Finance: *Capacity Building for Procurement and Knowledge Management through Training of Trainers*

The goal of this project was to establish a sustainable training system in the areas of procurement and talent management to meet the capacity building needs of mid-level managers and leaders of the team members’ organizations (Ministry of Finance, Afghanistan Investment Support Agency, Da Afghanistan Bank and Independent Election Commission). This project stood out due to the focused applicability and the practical nature of its approach. Its objective was to provide, at a minimum, three trainers in each of the project areas to train 24 staff members by the end of 2007, with the number of trainees planned to rise to at least 48 by 2010.

Group 4 – Public Health: *Leadership Development Training*

This project was aimed at improving the leadership and team building skills of the staff of the Ministry of Public Health and the Social and Health Development Programme, a health sector NGO. The group demonstrated successful teamwork by developing an integrated package of seven detailed Leadership Training Modules (Basics of Leadership and Management, Team Building, Effective Communication, Time Management, Decision Making, Motivation of Staff, and Coordination) along with a formal fundraising proposal for training support.

Group 5 – Culture and Environment: *Drafting a Strategic Plan for the Preservation of the Cultural and Natural Heritage of Afghanistan*

This group’s work was an example of a successful project that was unrelated to training. It was challenging for the group members as it required a different set of research and development activities. The project was aimed at developing a first draft of a strategic plan for the preservation of the cultural and natural heritage of Afghanistan, which could be used as a reference or starting point in the development of a national strategy by stakeholders. Group members also viewed the drafting of the strategic plan as a tool to enhance their own skills in strategic planning, as well as a way to contribute to the development of a long-term vision, mission and strategic plans for their respective organizations (Ministry of Education, National Environmental Protection Agency and Aga Khan Foundation).

Group 6 – Administration and Finance: *Training on Report Writing*

This group was a good example of a team whose members had different backgrounds but managed to come together and identify a common goal. The project aimed to increase the capacity of the senior and mid-level managers of group members’ organizations (IARCSC, Ministry of Communications and IT, Ministry of Public Health, Ministry of Foreign Affairs and Afghan Women Skill Development Center) in the area of report writing, to be used as a tool for increasing efficiency and better communication in all of the represented organizations. In addition to the curriculum for report writing, a detailed proposal for funding was also prepared by the group.

1.8. Distance learning

Distance learning mechanisms include video-conferences (VCs), audio-web conferences (AWCs), project work sessions (PWSs) and regular e-mail interaction between group members. 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. Fellows and Coaches submit monthly reports on Fellowship activities.

II. EVALUATION, LESSONS LEARNED AND RECOMMENDATIONS

The 2007 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. This section contains the evaluation, lessons learned and recommendations related to the various aspects of the 2007 Cycle. In addition to a synthesis of comments provided by UNITAR, in many cases actual comments of the participants are also included.

2.1. Selection of Participants

- Coaches were asked to make recommendations about participants but were not given enough information about the selection criteria. They therefore tended to view such qualifications as English language ability and computer skills, as well as personal motivation as the only criteria for selection, and did not understand why some of the individuals they recommended were not selected. UNITAR needs to be more clear with Coaches and partners regarding the criteria used to select Fellows. For example, applicants’ availability and willingness to fully participate in the training during the full Fellowship period is a key criterion in the selection process as it affects both personal and group performance throughout the Cycle. In particular, female applicants must be fully informed of the need to travel abroad for participation in the workshops (without

accompanying family members¹) and must be able and willing to do so.

- When selecting the whole group, other considerations such as having a range of participants from different organizations and well-matched groupings for teams are also important. As one Mentor put it – *“For our group, I felt that having a Fellow who was not from a government institution provided an important input in the group dynamics and team work. Having a group with plural viewpoints is essential”*.

2.2. Fellow – Coach – Mentor – UNITAR Dynamics

a) Clarification of Roles and Expectations for Mentors, Coaches and Fellows

“A greater effort is needed to clearly identify the three roles. It is a difficult thing to do, but possible to improve our efforts to some extent. The problem here is of mixed expectations, and the need for clearer definitions on our part.”
Mentor, AF 2007 Cycle.

There was not always clarity with respect to who (Mentor, Coach or Fellow), was responsible for what, when it came to team project development and Fellows’ learning. Roles, responsibilities and expectations with respect to project determination, research, identification of resources, use of resources, development of training curricula and materials, proposal development, report writing, presentations, etc. need to be clarified and made available in written form at the beginning of each Cycle. When a similar document was circulated in the 2007 Cycle two-thirds into the programme – *the Mid-Fellowship Feedback and general recommendations for Mentors, Coaches and Fellows (based on comments by Fellows, Coaches and Mentors in August 2007)*, Mentors found it to be very welcome in making things a bit clearer, and suggested that these recommendations should be incorporated in the introductory documents for the next cycle. These guidelines should also be reviewed with Fellows once they are accepted into the programme and then reviewed again during the first video conference with Mentors and Coaches.

¹ Two of the 2007 Fellows had to drop out due to family considerations.

Role of Mentors:

It was mentioned by many of the programme participants that Mentors played a significant role in the learning process, and that without them, many of the Fellowship achievements would not have been possible.

There were concerns expressed, however, by some Fellows about the lack of timely responsiveness and/or inaccessibility of their Mentors. This needs to be addressed in future Cycles by having more Mentors available and being clear with them about expectations for their timely responsiveness.

Some participants also recommended that there be better matches between the Mentors' expertise and experience with the backgrounds of Programme participants and/or the requirements of their team projects. The range of participant perceptions about their Mentors is reflected in the sample comments below.

**Our Mentors were always available to respond to our queries and comment on our work – we learned a lot from them;*

** Role of Mentors was positive but response time and frequency could be much better*

**Our Mentors were as good as we were. If we actively asked questions and feedback, they responded, but were not pro-active.*

**I am satisfied with the quantity and quality of feedback. The Mentors were truly qualified and helpful.*

** In my group I could not develop an understanding with my Mentors, so workshop resource persons had a greater influence on my learning and development.*

** Further clarity in the Mentor and Fellow roles respectively, as well as some criteria for code of conduct may be useful in cases where conflict may arise between a Mentor and Fellow.*

** I learned strategic thinking from my Mentor and really enjoyed working with him.*

The Coaches' perspective on the role of the Mentors was particularly useful because they had experienced the relationship as Fellows and then as Coaches. Many Coaches commented on what they learned from their Mentors and the resource person of the Coaching module in terms of self-confidence, report writing, planning activities and team development. Some commented that it might be easier for Mentors to manage their time constraints if (pending availability of funds)

mentoring were not completely voluntary.

"My biggest struggle during the latest cycle as a mentor is management of expectation. It took me some time to find my bearing on what to expect from the Coaches, the Fellows and UNITAR. I am sure the coach and Fellows have different expectations on the Mentors for the group. Thus the education process should not be limited to the Coaches and Fellows - it would be good to "educate" or rather guide incumbent Mentors as well." Mentor, AF 2007 Cycle

Mentors (especially the new ones) who did not get the opportunity to meet with their group and the other Fellows felt more disconnected from the participants and the programme and did not feel that they were making a substantive contribution to the Fellowship as a whole. On the other hand, those who did have an opportunity to be present at one or more of the workshops commented that they now had a better understanding of what the Fellowship is all about, and of the needs of the Afghan professionals - and thought that they would be able to perform their roles as Mentors more effectively in the future.. Since some Mentors could only meet their groups at the final workshop, the lessons they learned had admittedly not much bearing on their activities during the current Cycle, but it is hoped that they will still be of great value with respect to their future involvement in the programme. In short in most cases the Mentors and resource persons felt that through their involvement with the Fellowship they were able to make a positive contribution to the Afghan efforts for rebuilding their country's capacities. They also found the Fellowship to be an opportunity for their own growth and learning as can be seen from the comments below:

** "It was a privilege for me to be able to participate in the 2007 AF. I have learnt a lot from Fellows, Coaches, Mentors and UNITAR staff. Thanks to the hard work of UNITAR staff and management, I believe as a team we did some good for Afghanistan."*

** "The Fellowship was one of the highlights of 2007 for me. Many thanks to all involved for the chance to be involved."*

Role of Coaches:

The role of the Coaches has become increasingly important in the programme, but is not always understood by the Fellows. In general most found that the role became clearer at the final workshop during the sessions on team development.

While a few Fellows expressed frustration about their Coaches' "refusal" to provide the kind of leadership and active participation in the project work that they had expected, many of the Fellows recognized and commented upon the positive role that the Coaches are now playing in this programme.

Their comments provide a testimony to the excellent performance of the 2007 Coaches, the support and guidance provided by the Coaching for Coaches Module, and to the learning about the Coaches' role that UNITAR has incorporated into the programme, which is based on input from earlier Cycles. Some of these comments are below:

** The Coach used participatory leadership, gave clear directions at the beginning and later encouraged the group to work themselves in a participatory way.*

** The role of the Coaches is critical to implement the project satisfactorily and understand the Fellowship requirements.*

** It took some time for me to understand the role the Coach was required to play, but once I understood, I realized that she was pursuing her role requirements. She was helpful and precisely played her role as Coach.*

** Because our Mentors were not always available, the role of the Coach was critical without which we could not have completed the assignments.*

** If Coaches were only required to be observers than they were fulfilling their roles, however if their role was to coach and provide guidance, they fell far short of that requirement.*

** Having a Coach is important as it will ensure that mistakes of previous Cycles will not be repeated.*

** The Coach played a most proactive role in helping us to develop the project, become productive and learn to work as a team*

The Coaches evaluated their own performance and experience during the Coaching for Coaches Module. Some mentioned that they had experienced difficulties in team building and coaching while others highlighted challenges

involved in keeping team members motivated and committed throughout the Cycle.

The majority of the Coaches also had to help groups from varied backgrounds focus on common goals and deal with conflict situations, which once again demonstrated that the selection of Fellows must be done in a very careful manner. However, all of the Coaches believe that dealing with such challenges has significantly enhanced their capacities to provide leadership in their own work situations.

Mentors' comments on the issue also underline the vital role of a Coach as part of the mentoring team in this Fellowship. Some of their comments and recommendations are below:

** "The Coaches are not used to their fullest potential. They try to do too much for the Fellows, although that is not the major part of the problem. I think the Fellowship would be more effective if the Coaches could serve as a vital link between the Mentors and Fellows. They should be prepared to be more open to share with the Mentors who in the group is having what problem, the group dynamics etc. Such feedback would help the Mentors to be more effective in helping the Fellows".*

** "I also felt that there should be parts of each session for Coaches and Mentors to relate better; I sometimes would have wished having more information of what was going on 'inside the group' from the Coach, especially in the process of selecting the team project, and for some assignments. Maybe there could be five minutes in each session for Coaches to talk with Mentors and UNITAR about the group's dynamics and state of advancement."*

In discussions to help clarify the role responsibilities of Mentors, Coaches and Fellows, the following points were agreed upon:

Research:

Based on feedback and discussions, it was established that it is the Mentors' and Coaches' role to suggest resources on the web, books (if accessible/available in Afghanistan), and resources within the Fellowship community. To this end one recommendation by a Mentor was to create an on line library of resources that is contributed to each year by the Mentors. The Fellows could then be referred to the data base of resources which only they could access. It would

also be useful if the work of Fellows from previous Cycles can be made available to next year's Fellows as an archive of good ideas that can be translated and built upon. At the same time, it is the Fellows' responsibility to review the materials, select what they can use/apply, and connect, if necessary, with the resource persons identified.

Review of recommended documents and feedback:

There are many cases where the Mentors send relevant materials that they have available or have researched on behalf of the Fellows. If there are multiple readings, it is recommended that with the Coaches' help, the Fellows in the group divide up and review one or two readings each. Each person should brief the rest of the group on the material he/she has read at the next group gathering. In this way all group-members benefit from the readings suggested by Mentors and can use their time efficiently. The Fellows, then, are required to give feedback on the materials to the Mentors, to confirm their usefulness or inapplicability and to ask for follow-up or alternative material. In order that all parties stay motivated and engaged, *the conversation has to be frank and three-way.*

b) Coordination, cooperation and communication:

In addition to clarifying the roles of Mentors, Coaches and Fellows, the following recommendations were made for improving coordination and communication among these three roles:

- Fellows should have clearer understandings of what they can expect from their Mentors and then be more realistic and clearer/specific in their requests for help from their Mentors;
- Communication with Mentors should be more frequent and timely; more frequent and timely feedback on assignment drafts is especially important. Fellows need to do their part by sending drafts of their work to their Mentors early enough for a timely response;
- Mentors should be advised to share their personal experiences or the experiences of their colleagues in actual situations that are relevant, and should encourage the Fellows to discuss situations within their work

environment and how what they are learning in the programme can apply;

- Whenever possible, Mentors should be advised to send all recommended materials in PDF format as not all Fellows may have access to the Internet to review material online;
- Due to language differences, Mentors need to speak at a slower pace and make sure that what they say is understood by their Fellows;
- To make the learning process more meaningful, Coaches and Mentors should work more closely on logistics and coordination in addition to substance and strategy;
- Each session could be followed up with notes of the meeting circulated to all concerned;
- Coaches should be proactive in identifying ways to make the communication and coordination between Fellows and Mentors more effective. For example: Coaches, who know the groups best, should give regular feedback on how the Fellows in their group are doing to the Mentors, so that the Mentors can plan their approach and activities in a way that is tailored to the needs of their group. Coaches should also keep advising the Mentors on what is working and what isn't working throughout the Cycle. This could be done through the monthly reports that the Coaches are already submitting²;
- Coaches should share their experiences with each other through frequent meetings and discussions on processes, and should facilitate the sharing of available expertise within each group;
- UNITAR should facilitate and coordinate the groups' dynamics better with clearer role definitions and should briefs, and step in when necessary in case of misunderstandings or mixed expectations.

c) UNITAR's role and planning

UNITAR can improve planning if:

- A larger pool of Mentors is identified for the programme, so that there is no delay in

² A number of times, groups were sent references to material on-line which they were unable to access due to password requirements; however, neither Fellows nor Coaches informed Mentors about such cases. As Mentors did not get any comments regarding reference materials they sent, they assumed that their group members just did not want to read them as had happened in previous Fellowship Cycles.

connecting Mentors with their groups and a better match of areas between Mentors and Fellows;

- A detailed cultural orientation on Afghanistan is given to new Mentors and resource persons to ensure better understanding and smoother communications;
- Written definitions of the roles and responsibilities of Mentors and Coaches are provided to ensure that Fellows understand these roles and have realistic expectations;
- All assignments are described in more detail and a template format for each assignment (report) as well as related additional readings are provided. (Lack of clarity in the instructions for Assignment II was mentioned specifically in the evaluations). Furthermore, UNITAR should provide detailed briefings on assignments for Coaches, as they are the ones responsible for guidance and support regarding the programme requirements.

2.3. Team Projects and Team Work

In spite of numerous challenges, such as delays and disruptions in communications and coordination due to technology, security, distance or time constraints, and imperfectly matched groups in some cases, the 2007 Fellows found the team project to be an effective learning tool during the Fellowship. The team project has also become a forum for connecting people across sectors and ethnic backgrounds, and for networking among Afghan professionals. Some groups performed well from the beginning of the cycle, while others needed some time to get to work together on the same project. The comments below show the diversity of experiences that different groups had with their team projects:

** Needs assessments and team projects helped us identify gaps in organizations and then identify ways to address them.*

** Since team members' qualifications were different, their contributions to the work varied, but all participated and fulfilled the roles assigned to them. I played the role of team leader, and my group seemed satisfied with my performance.*

** I learned from each step, but the most important lessons I learned were from the feedback received on our final presentations from the Mentors, resource persons and others in*

Hiroshima.

** We didn't have proper team work, maybe because initially we did not have a team leader. Our mistake was to think that the Coach was supposed to be the team leader. So though the team project was good and relevant to our work, we did not take full learning advantage of it because of a lack of teamwork.*

** The team project taught me communication skills, how to work in a team and to participate actively.*

** Teamwork within our group was easy and successful because all members were from the same background, worked in proximity to each other, understood each other and followed the instructions of our Coach.*

** On the one hand it is difficult to work with people from different backgrounds but on the other hand it was enriching to share information.*

Mentors also made a few comments and suggestions about the structure and selection of team projects such as –

** "The team project was an important work to bring together people from related but different backgrounds and work-fields in our group. This was an exciting experience, and I only regret we started a bit too slow to bring the project to its full potential during the Fellowship cycle. Making this particular team project available for the coming cycles, may make it easier for future groups from similar sectors to define their team work at an earlier stage."*

** "Team project still suffers a little from lack of definition. More importantly most teams are still not being encouraged to choose a project which can make a difference and be actually implemented. One such way that the Fellowship could ensure this is by encouraging the group to become consultants to one of their employer organizations for the project. The confidence which comes with doing something real is palatable."*

** "We need to encourage our 2008 Fellows to select projects more close to what is happening in the country and not to copy from other developed country experiences."*

2.4. Distance Learning Tools³

Comments on the three different tools of distance learning, VCs, AWCs and email vary, based on individual or group experiences with the technology. For AWCs, an additional challenge this year was that UNITAR partners' facility with broadband Internet access was closed down for the first half of the year. In any case, the general feedback was that all three are (or could be) useful tools, provided the technology works. For its part, UNITAR needs to offer training to the Coaches and Mentors on how to ensure that each session is useful and effective.

Specific recommendations about how to improve the use of the various distance learning technologies included the following:

Improving effectiveness of the VCs and AWCs as project meetings:

- Fellows should submit their most recent version of documents to be discussed at least a few days in advance of the VC/AWC in order for the Mentors to have the opportunity to review and prepare;
- Coaches should ensure that they prepare an agenda with the group of what they want to cover in the meeting, and should have a list of questions that they want to ask;
- Mentors should read assignments prior to a VC or AWC to give feedback.

Training on how to use the AWC as a substantive opportunity for training:

- The Coach or Mentor has to have a proactive agenda and should run the session like a class;
- During each session, one Fellow should be asked to make a formal 5 minute presentation on the team project/assignment as well as list the questions that the group needs to address;
- The Mentor(s) and Coach should be encouraged to jointly identify topics of interest or relevance to the group that periodically could be addressed by the Mentor(s) in brief lectures.

³ It was mentioned that AWCs had many technical problems this year and if it continues thus, it should probably be dropped. However, the last sessions on 11 September were successful and UNITAR re-evaluated it as a tool of reliable communication at the end of the Cycle.

Changing the format of the VCs to training seminars:

The VCs scheduled for the Cycle should be offered as a series of training seminars, with the exception of the first VC which should continue to serve as a "get-acquainted" session. UNITAR could request members of its core faculty to provide information on different topics included in the Fellowship curriculum or which would be of interest to the whole group. The sessions could be opened to AF Alumni as well: these could be 2-3 hour sessions with time for discussion and Q&A. The Coaches could be asked to play an active role in facilitating discussions during such seminars.

2.5. Workshops

Executive Summaries on each workshop are attached in Annex VI of this document. Some Fellows have suggested topics such as human resource development, time management, strategic planning and motivation should also be included in the curriculum of future Cycles. A number of Fellows felt that there was a need for a more expanded orientation when launching the Fellowship and that the way to address this is to increase the number of days for the first workshop/launch meeting in Kabul.

2.6. Timeline

A majority of the Fellows and Coaches reported that the more compressed timeline of the 2007 Fellowship (as compared to previous Cycles) was appropriate. A few felt that there was plenty of time for other activities but time for the workshops/lectures was very short. The compressed timeline was also welcomed by the Fellows who as senior government officials found it to be practical in light of their work demands. They felt that the current schedule helped to avoid conflict between Fellowship commitments and their job responsibilities. There was a suggestion to start the Fellowship in April rather than May, and end in October or very early November which would be more convenient for some.

Most Mentors found the timeline to be appropriate as well, commenting that any shorter would be difficult, and a longer timeline may lose focus. However from the perspective of some of those Mentors who had not met their groups early on, the tighter timeline had some drawbacks in facilitating understanding and communication. As one Mentor said:

“the compressed schedule of the Fellowship programme has a real cost in that it constrains the flexibility of Mentors to be able to offer suggestions to the Fellows on how to improve their work. The goal seems to be just to get the Fellows through the schedule rather than to improve their understanding of the issues involved in the project or to improve their

submissions to UNITAR. That represents a significant change from last year, and an unfortunate one in my book -- perhaps driven by resource issues again. I think you should try hard in redesigning the programme for the next Cycle to facilitate more back-and-forth mentoring”.



Video-conference sessions of the 2007 Cycle

2.7. Strengths and Weaknesses of the Fellowship

At the end of the 2007 Cycle, Fellows and Coaches underlined strengths and weaknesses of the programme, excerpts of which are highlighted below:

Strengths	Weaknesses
Unique structure and innovative approach in topics and methodologies	The absence of at least one workshop in Kabul
Focus on practical issues and relevance/appropriateness to Fellows' professional requirements	The duration of the workshop on project management is too short
Creation of a platform for professionals from different backgrounds and organizations to work together and share knowledge and experiences with each other	The pace of the Hiroshima workshop and study trip is too fast and hectic
Professional support from Coaches and Mentors	The role of Coaches is not participatory enough.
Use of different distance learning technologies which are new to most of the Fellows	Fellows are not pushed to select more projects relevant to Afghanistan
Use of study-trips which allow to learn about Hiroshima and its reconstruction lessons which are relevant to Afghanistan	Communication of the philosophy of the Fellowship is weak and not clear.
Good management and structure	Explanation of the roles of Mentors and Coaches needs to be more definitive and communicated more clearly
Relevance of all topics of different AF events, which were also related to each other throughout the Cycle	All Fellows are not made accountable, in terms of the work performed and contributions to, team projects
Strong network of resource persons with extensive experience and knowledge	Mentors are not assigned a sufficient role to enable sharing of technical materials and resources
Establishment of broad networks nationally and abroad	There is insufficient involvement of professional Afghans, and representatives of donor agencies as resource persons
Good opportunity to upgrade knowledge and gain experience and possibility of immediate application to work performance.	The absence of an established UNITAR office in Kabul as a meeting place for Fellows, as well as the lack of facilities such as internet connections and conference facilities is a major disadvantage
Introduction of Microsoft Project for developing of action plans for departments	No advance instructions were provided on code of conduct for extra-curricular activities in Japan and India



Completion of the 2007 UNITAR Hiroshima Fellowship, Hiroshima, November 2007

2.8. AF network/community for capacity and institution building (Association, OCW, future of AF)

Since its inception, one of the Fellowship's long-term objectives has been to create a committed and capable Fellowship Community in Afghanistan to serve as a resource for planning and implementing capacity-building and training activities at the local and national levels. The UNITAR Hiroshima Fellowship for Afghanistan has now completed its fourth Cycle. As UNITAR may not be able to sustain programmes in Afghanistan indefinitely, the establishment of an association of Afghan experts trained by UNITAR (in keeping with the original objectives) was discussed in August 2007 with Coaches and Mentors and was enthusiastically supported by all. The association will be a think-tank of professionals from various fields, functioning as a network and support unit for training and research in Kabul.

The association will be non-profit, non-governmental and non-political. It will primarily function as a professional expert group and support training activities (including UNITAR's Fellowship) in Afghanistan.

Discussions about the creation of this association have continued since August and continued with a meeting with the Coaches in November. However, until recently this plan had not been shared with the larger group of 2007 Fellows.

But it is a testimony to the commitment of the Afghans as well as their full support for the Fellowship, both its philosophy and objectives, that many Fellows suggested similar projects or actions in their evaluation questionnaires in comments such as the following:

"Of course yes (I am interested in participating in a Fellowship Community forum). This was my prime goal. I feel very proud to play a more active role in the programme and be part of this community I look forward to the day of being a national mentor in this programme for Afghan Fellows and Coaches. This is my hope and desire. I will struggle for it."

"Try to evaluate and verify qualifications and capabilities of the Fellows/Coaches. Establish a volunteer committee of 3 to 4 persons to provide practical management and leadership training courses to other civil servants in Afghanistan."

"UNITAR through an established office in Kabul should provide logistical support to this volunteer committee to run these short workshops under the supervision of a UNITAR Mentor". Fellows, AF 2007

The plans for the Association have also received unanimous support from all Fellowship Mentors and resource persons. As one Mentor put it –

"It is an excellent idea; it will give continuity to the programme and will provide a platform for the

continued exchange of ideas and organization of activities for Afghanistan. Do let me know if there is any way I can make a humble contribution.”

Another project that UNITAR introduced to the Fellowship community is the OpenCourseWare network (see **Box 4**), which would

institutionalize the networking of the AF community to global expertise and opportunities. This has also been enthusiastically supported by the Coaches who are already taking steps to involve relevant institutions and authorities in Afghanistan.

Box 4. OpenCourseWare Consortium

OpenCourseWare’ is an initiative which provides free access to lecture notes, exams, and other resources from more than 1700 courses of the Massachusetts Institute of Technology (MIT). The concept of **OpenCourseWare** was presented by Prof. Miyagawa, one of its founders at MIT, who encouraged the Coaches to apply for membership in the OpenCourseWare Consortium. This is a collaboration of more than 100 higher education institutions and associated organizations from around the world which has created a broad body of open educational content using a shared model.

III. CONCLUSION AND FUTURE PLANS

3.1. Tentative Plan for the 2008 Cycle

Fellowship Theme – Leadership Development and Training for Organizations

Time Frame – April to November 2008

Strategic change in methodology for the Fellowship and Coaching for Coaches (C for C) module:

Further ‘Afghanize’ the process -- increase the reliance on/ expand the roles of Afghan colleagues and the Alumni network.

Have successful Afghan Coaches from 2006 and 2007 apprentice as junior faculty members at workshops. Once the main resource persons have been identified for a workshop, connect them to the apprentices, and request them to work together to develop the material and deliver the training. This would ensure that for 2009 we have a set of Afghan resource persons ready to teach the same curriculum.

Increase the number of Coaches – This will ensure that more Fellows could benefit from the training and experience offered by the Coaching for Coaches (C for C) module, and be a resource for the future.

Prep the coaches more so that their role at the AF launch and in Assignment I can be further expanded.

- The Coaching for Coaches module to be started earlier in parallel to the application process;

- The Coaching for Coaches module’s training material delivered pre-Fellowship launch to be expanded;
- At the Fellowship launch specific training sessions on needs assessment will be conducted by a “junior faculty” member, and the 2008 Coaches will be asked to run some exercises on conducting needs assessments within their groups with selected 2007 Coaches supervising and observing.

Structure:

FELLOWSHIP LAUNCH:

DAY 1 – Introductory VC with UNITAR and Coaches

- i) Introductions by UNITAR and special guests (VC connection);
- ii) Orientation by Coaches (on-site);
- iii) Detailed briefing on role of Coaches, Mentors and UNITAR;
- iv) Introductory lecture, and debriefing on individual assignment (conducting an organizational and training needs assessment) in working groups by Coaches.

DAY 2 – Introductory VCs with Mentors

Introductions, and discussions on assignments to be completed in the next one and half months under the guidance of Coaches through work sessions, and Mentors using email and audio-web conferences.

WORKSHOP I AND II -- *on organization development and change; and proposal writing and project management.*

(Pending funds, lead/representative Mentor from maximum groups will be invited):

DAY 1 -- *Joint working session with Fellows, Coaches and Mentors;*

Focus: Coaching for Coaches - Guidelines, clarifications and discussions on the roles and expectations of Fellows, Coaches and Mentors; team development; DISC test.

DAYS 2 TO 4 – *Workshop on organization development and change*

Focus: As part of the content, the workshop will cover a review of Assignment I, as well as incorporate selected assignments as examples/case studies for organization development/management/change concepts.

DAY 5 – *Working sessions of groups with their individual Mentors and Coaches* (1/2 day)

Focus: Agree on team project focus and outcomes, as well as an action plan and division of responsibilities

DAY 6 TO 8 – *Workshop on proposal writing and project management;*

Focus: Further develop teams' projects and identify steps for project management and proposal writing if applicable.

PROJECT WORK – post workshops I & II on developing a detailed implementation plan, with a designed curriculum for training (if part of the plan), and a proposal (if fundraising required), with consultation with Mentors and Coaches.

WEB SEMINARS – two hour seminars by VC, followed by offline discussions with Coaches:

Frequency: Once a month, i.e. three to four web seminars in total, depending on the time between the workshops.

Possible topics for web seminars: fundraising, evaluation of training and its impact, conflict resolution, motivation, performance management, etc.

WORKSHOP III *on Leadership and Strategic Planning in Development, and Study Trip*

Workshop Duration: four and half days (inclusive of final project presentations);

Working Session on coaching and team work:

Focus: team challenges, evaluation and lessons learned.

ANNEXES

1 January - 31 December 2007



Hiroshima Office for Asia and the Pacific (HOAP)

2007 UNITAR Hiroshima Fellowship for Afghanistan

Brief Biographies of Fellows

Group I. Education

Zabiullah AZIZI

Organization: Union of Assistance for Schools in Afghanistan (VUSAF)



Zabiullah Azizi is Country Director of VUSAF, a German NGO that builds schools, provides teaching materials and runs private courses for Afghan children. He has worked for VUSAF since 1999, running schools in refugee camps of Pakistan, and since the end of 2002 supporting schools and setting up educational projects in Afghanistan. With his educational background in Architecture and Business Administration, Mr. Azizi also prepares designs for VUSAF's construction projects.

Abdul Qayyum KARIM

Organization: Media Support Partnership Afghanistan (MSPA)



Abdul Qayyum Karim is Deputy Project Manager with Media Support Partnership Afghanistan, an NGO working on production of radio and TV based educational Teacher Training Programs and youth programs. Mr. Karim has seven years of experience with UNHCR and the UN Population Fund and more than 20 years of experience with National Radio and TV of Afghanistan and BBC as producer and writer of radio and TV programmes and videos and in managerial and supervising capacities. He is an international award winning film script writer on educational TV programs produced in Afghanistan. He has a Masters degree in Engineering in Hydrology and currently teaching in the faculty of Engineering in Kabul University.

Najib Rahman SABORY

Department: Electrical and Electronics Department, Faculty of Engineering

Organization: Kabul University, Ministry of Higher Education



Najib Rahman Sabory is a Lecturer at the Faculty of Engineering of Kabul University. With his educational background in Engineering and Information Technology, Mr. Sabory currently conducts lectures on electrical engineering in Engineering faculty and leads an IT team that maintains the website, and is developing the database for the Faculty of Engineering. He has attended a number of courses in computer hardware and software, and has experience working as an electrical design engineer.

Mohammad Farouq SAFI

Department: Department of Mines Exploitation

Organization: Kabul Polytechnic University, Ministry of Higher Education



Mohammad Farouq Safi is Associate Professor at the Faculty of Engineering of Kabul Polytechnic University, where he teaches mine management, electrification and economics. He obtained his Ph.D. from Moscow Mine University. Prior to his present position, Professor Safi served as Planning Engineer with Sabzak coal mine, Lecturer with Kabul Polytechnic Institute, and subsequently as Advisor to the Minister of Frontier and Tribal Affairs.

Group II. Project Management

Khushal MALIKZAI



Department: Reintegration and Alternative Livelihoods Program

Organization: United Nations Office for Project Services (UNOPS)

Khushal Malikzai is Senior Regional Liaison Officer for Reintegration and Alternative Livelihoods Program, which links ex-combatants with employment and training opportunities, and provides economic incentives to bring farmers out of the poppy economy. His educational background is Pedagogy. Prior to his present position, Mr. Malikzai served as Field Coordinator for Demobilization and Reintegration of Child Soldiers with Save the Children Sweden, and community based Malaria Control Program Manager with HealthNet International, respectively.

Gul Afghan SALEH



Department: Office of Infrastructure, Engineering and Energy

Organization: United States Agency for International Development (USAID)

Gul Afghan Saleh is Senior Infrastructure Engineer and Power Energy Water Supply and Sanitation Program Manager with USAID Afghanistan. He has a Masters degree in Engineering and is currently pursuing a Ph.D. in Urban Planning and Design through a distance learning program. Prior to his present position, Mr. Saleh served as Programme Officer with the World Food Programme, and before that as Rural Development Officer with the UN Drug Control Programme for Afghanistan.

Aimal SHERZAD



Department: National Rural Access Program (NRAP)

Organization: Ministry of Rural Rehabilitation and Development (MRRD)

Aimal Sherzad is Senior Contract Engineer with MRRD's National Rural Access Program, which aims to improve a road network that connects rural households and communities to essential services, while providing employment for the vulnerable and poor. His educational background is in Civil Engineering. Prior to joining the NRAP/MRRD as a Contract Engineer and subsequently a leader of Contract/Procurement Unit, Mr. Sherzad served as Technical Monitor with Danish Committee for Aid to Afghan Refugees.

Mohammad Naser TEMORY



Department: National Rural Access Program (NRAP)

Organization: Ministry of Rural Rehabilitation and Development (MRRD)

Mohammad Naser Temory is the Monitoring and Evaluation Team Leader, and a focal point for reporting with MRRD's National Rural Access Program. He leads a team of 20 engineers responsible for monitoring road rehabilitation, and construction projects in 34 provinces of Afghanistan. His educational background is in Civil Engineering. Prior to joining the NRAP/MRRD, Mr. Temory worked as a Professor at the Faculty of Engineering in Kabul University, and a Program Manager at the Agency for Relief, Reconstruction and Development respectively.

Group III. Finance



Mohammad Ayaz AZIZI

Department: Administration/Finance Department

Organization: Independent Election Committee

Mohammad Ayaz Azizi is Deputy Chief of Admin and Finance Department with the Independent Election Commission, a body charged with organizing and monitoring all kinds of elections in Afghanistan. After obtaining a B.Sc. in Agriculture from Kabul University, he pursued advanced courses in Accounting, Management and Business Administration. Prior to his present position, Mr. Azizi served as Monitoring Officer and Program Manager with International Medical Corps and International Rescue Committee.



Fazal Malik QASIMI

Department: Budget Department

Organization: Ministry of Finance

Fazal Malik Qasimi is an officer with the Aid Coordination Unit under the Budget Department of the Ministry of Finance, which is responsible for monitoring and evaluation of, and reporting on, effectiveness of international aid to Afghanistan. He is currently pursuing a Masters degree in Philosophy and Comparative Religions at International Islamic University in Islamabad. Prior to his present position, Mr. Qasimi served as Administration and Finance Director with the Ministry of Counter Narcotics, and as a reporter with the Institute for War and Peace Reporting and BBC Monitoring services respectively.



Said Mubin SHAH

Department: Research and Policy Department

Organization: Afghanistan Investment Support Agency (AISA)

Said Mubin Shah is the Director of Research and Policy Department of AISA. After obtaining a M.Sc. in Economics from International Islamic University in Islamabad, Mr. Shah held a number of positions in the academic sector, such as Dean of Faculty of Economics, and then of Faculty of Political Science at Afghanistan University for Science and Technology. Prior to his present position, Mr. Shah served as Program Economist with USAID Economic Growth Office, and Economist and Senior Director General of the Monetary Policy Department of Da Afghanistan Bank. Mr. Shah is also currently a member of the Board of Directors of Afghanistan University for Management Sciences.



Abdul Samad YADGARI

Department: General Services Directorate

Organization: Da Afghanistan Bank

Abdul Samad Yadgari is the General Services Director with Da Afghanistan Bank (Central Bank of Afghanistan). With his educational background in Engineering, Mr. Yadgari also has extensive experience in the fields of irrigation and water management. He currently oversees over 131 staff members and contract workers, and is responsible for the provision of all kinds of services to other departments, construction and maintenance of bank buildings, and supervision of procurement bidding processes.

Group IV. Public Health



Sediqa HOFIANI

Department: Strengthening Mechanism Unit

Organization: Ministry of Public Health (MoPH)

Dr. Sediqa Hofiani is a Technical and Management Support Consultant with the Ministry of Public Health. She has extensive experience in training, having served as a Master Trainer and Training Director with International Medical Corps, and a Training Manager with the USAID-funded Rural Expansion of Afghanistan's Community-based Health Care Program (REACH), where she developed curriculum and conducted training for community health professionals in 13 provinces of Afghanistan. She currently serves as the operational focal point for developing an integrated delivery system for basic maternal and child health services.



Nasratullah RASA

Department: Kabul Office

Organization: Agha Khan Foundation, Afghanistan

Dr. Nasratullah Rasa is Health Programme Officer in the Agha Khan Foundation, Afghanistan. Prior to his present position he served as a Family Planning Promotion Officer with the Reproductive Health Directorate of the Ministry of Public Health, where he was responsible for management, supervision, research, and training of health care providers in the areas of family planning, gender and reproductive rights. Dr. Rasa also worked as Regional Health Officer with Norwegian Committee for Afghanistan, Mental Health Supervisor and Research team leader with Health Net International, Quality Control Officer with UNICEF Multiple Indicator Cluster Survey respectively. He studied in the Medical Faculty in Afghanistan and got an EMBA in Health Management from Preston University of Pakistan.



Khalid SHARIFI

Organization: Social and Health Development Programme (SHDP)

Dr. Khalid Sharifi is the General Director with SHDP, an Afghan NGO working in the field of health, research/education and community developing. His main responsibility is overall management of organization and leading its projects in the areas of provision of basic health services, health care surveys and research, which are funded by the Ministry of Public Health, USAID, WHO and World Bank. Prior to his present position, Dr. Sharifi served as Health Director with SHDP, Health Project Manager with Care of Afghan Families (CAF), and as Regional Health Officer with International Federation of Red Cross and Red Crescent Societies.

Group V. Culture and Environment

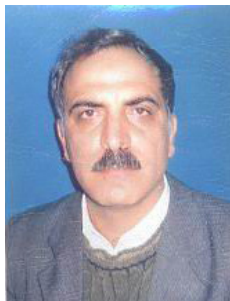


Mohammad Amir FOLADI

Department: Program for Professional Development

Organization: Aga Khan Foundation

Mohammad Amir Foladi is Programmes and Public Relations Coordinator and a member of national faculty with Aga Khan Foundation, an international organization working in rural development and also seeking to involve local people in preserving cultural heritage. His current responsibilities include assessing capacity building needs of, and delivering training courses for government officials, community councils and NGOs. Prior to his present position, Mr. Foladi served as Advisor to the Bamiyan Governor, Cultural Advisor and IT Manager with the Ministry of Women's Affairs, and Director of the RAHA Cultural, Educational and Services Institute respectively. He is also the Spokesperson for the Society for Preserving the Bamiyan Cultural Heritage and advisor to Bamiyan Governor in cultural affairs.



Abdul Khalil MINAWI

Department: National Commission for UNESCO and ISESCO

Organization: Ministry of Education

Abdul Khalil Minawi is Secretary General of Afghan National Commission for UNESCO and ISESCO. His current responsibilities also include organizing conferences, seminars and training courses for the staff of Ministries of Education, Higher Education and Culture and Youth. Mr. Minawi's educational background is in Journalism. Prior to his present position Mr. Minawi served Director General of Bakhtar News Agency, and as Head of High Council on Information and Culture with the Ministry of Culture and Youth respectively.



Samira MOHABAT

Organization: National Environmental Protection Agency (NEPA)

Department: International Environmental Affairs

Samira Mohabat is the Multilateral Environmental Agreements Officer with National Environmental Protection Agency and also supervisor and monitoring officer of the air quality management programme. Her educational background is in Economics. Prior to her present position Ms. Mohabat served as Trainer with the UN Food and Agriculture Organization, and subsequently as Chief of Provincial Communication with the Ministry of Irrigation, Water Resources and Environment.

Group VI. Administration and Finance



Habibullah AHMADZAI

Department: Grants and Contracts Management Unit

Organization: Ministry of Public Health (MoPH)

Dr. Habibullah Ahmadzai is a National Consultant with the Grants and Contracts Management Unit, at the Ministry of Public Health. He leads a team managing the World Bank grant for implementation of Basic Package of Health Services. Prior to joining the Ministry of Public Health Dr. Ahmadzai held a number of positions like medical coordinator, programme manager and others with Action Contre la Faim (Action Against Hunger), a French NGO, WHO and International Medical Corps.



Mary AKRAMI

Organization: Afghan Women Skills Development Center

Mary Akrami is Director of Afghan Women Skills Development Center, a local NGO working in the areas of peace building, advocacy and providing shelter for women who are victims of violence. Prior to her present position, she served as Administration Manager with Bayhaqi Book and Publication Directorate of the Ministry of Information and Culture.



Shah Maqsood AMERI

Department: Afghan Network Information Center

Organization: Ministry of Communications and Information Technology

Shah Maqsood Ameri is Manager of Afghan Network Information Center, a government body responsible for supervision, maintenance and registration of the country's top Internet domain names (.af). He is also responsible for cyber security programme for Afghanistan. Mr. Ameri has a Masters degree in Information Technology. Prior to his present position, he taught IT-related subjects in the HITEC Degree College in Peshawar, Pakistan.



Sayed Murtaza DELLIRY

Department: UN and International Conferences Department

Organization: Ministry of Foreign Affairs

Sayed Murtaza Delliry is a member of the UN and International Conferences Department in the Ministry of Foreign Affairs. His educational background is in Law and Political Science. Mr. Delliry is responsible for coordinating the activities of UN agencies, and communicating Afghanistan's responsibilities under UN Conventions and international treaties to relevant ministries and institutions. He has represented his Ministry at numerous international conferences and meetings.



Feroz Khan HEMATYAR

Department: Civil Service Training and Development Department

Organization: Independent Administrative Reform and Civil Service Commission

Feroz Khan Hematyar is the Training & Development Department Program Coordinator and Assistant to the Director General of the Civil Service Management Department of the Independent Administrative Reform and Civil Service Commission. He has a Bachelor degree in Human Resource Planning and Development and an Advanced Diploma in Information Technology, and is currently pursuing a further Bachelor degree in Public Administration, with a specialization in Human Resource Management. Prior to his present job, he served as an IT Instructor and Trainer, and held a number of positions with international organizations and NGOs.



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2007 UNITAR Hiroshima Fellowship for Afghanistan

Brief Biographies of Coaches, Mentors, Resource Persons and UNITAR Staff

Coaches, Mentors and Resource Persons



Yumi Isabelle AKIEDA

Yumi Isabelle Akieda is a Secretary of the ICOMOS Japan National Committee. She obtained her MSc in Conservation of Historic Towns and Buildings at the Raymond Lemaire International Centre for Conservation (Katholieke Universiteit Leuven, Belgium) in 1998. With experience of work at the repairs and restoration office of Horyu-ji Temple (Nara), Ms. Akieda has been studying the theory and practice of architectural heritage conservation in Europe and Japan, completing the Doctoral Course at the Graduate School of Conservation, Tokyo National University of Fine Arts and Music in March 2006. She has been a member of ICOMOS (Japan ICOMOS National Committee) since 2001, a visiting researcher at the Research Center for Disaster Mitigation of Urban Cultural Heritage, Ritsumeikan University since 2003, and a part-time Lecturer at the Graduate School of Conservation, Tokyo National University of Fine Arts and Music since 2007.



Gulpadsha BEENA

Gulpadsha Beena is Manager of the Code of Conduct (CoC) at the Agency Coordinating Body for Afghan Relief (ACBAR). The CoC is a set of shared norms, principles and values that aims at greater transparency and accountability of NGOs, and better quality of the services they provide. The goal of CoC Department is to ensure 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. Prior to his present position, Mr. Beena served as a disaster management officer with Afghan Red Crescent Society.





CHIN Hooi Yen






Chin Hooi Yen is Associate Director, Advocate and Solicitor at Gateway Law Corporation. After graduating from the National University of Singapore, she practiced as a Corporate and Commercial lawyer with one of Singapore's largest firms. She advised many e-commerce and technology companies, working on the sale and acquisition of businesses, venture capital and private equity placements, shareholders' agreements, employment law and employee share incentive schemes. She has also advised several Singapore government statutory boards in procurement, grants and investment related issues. She is a member of The Law Society of Singapore and the Singapore Academy of Law, and was an ASEAN Scholar, a scholarship awarded by the Public Service Commission of Singapore. Hooi Yen is passionate about contributing to society. As a trained mediator she regularly mediates various disputes. She has volunteered with the Movement of the Intellectually Disabled of Singapore, provided free legal counselling services and participated in a health campaign in Nias Island, Indonesia with the Raleigh Society.





	<p><u>David J. EATON</u></p> <p>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), and UNITAR Senior Special Fellow. During 2003-2004, Eaton served 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-).</p>
	<p><u>Michael A. FORS</u></p> <p>Michael A. Fors is Manager of Intellectual Property and Training Programmes at Microsoft Corporation. He has been a UNITAR Fellow for the past five years and 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. Prior to Microsoft, Dr. Fors worked at Intel for 13 years, serving as Director of Intel University which 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.</p>
	<p><u>Fukhraj HABIB</u></p> <p>Fukhraj Habib is a Senior Road Engineer with the National Rural Access Program (NRAP) of the Ministry of Rural Reconstruction and Development. NRAP's goal is to decrease poverty and develop communities by providing road infrastructure, giving people access to schools, health care facilities, market centres, and other key locations. Ms. Habib is a member of the NRAP management team and is responsible for reviewing technical documentation. She graduated from the Faculty of Engineering, Kabul University, and has a wide experience in management and coordination activities at Afghanaid, AREA organization and PAMA Institute.</p>
	<p><u>Wali A. HAMIDZADA</u></p> <p>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. Prior to this he has had a distinguished career in academia and 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.</p>


	<p><u>Taiji HOTTA</u> Taiji Hotta is an associate professor at the International Student Center in Hiroshima University. He has taught Japanese language and culture to international students in Japan, USA, and Malaysia for the last twenty years. He is currently teaching the development of higher education at the Graduate School for International Development and Cooperation, Hiroshima University. Taiji Hotta received his Ph.D. in education at the University of Illinois (USA) in 1993. He has been conducting his research in the field of educational development in West Africa, educational assistance policies of foreign aid donors, and the development of exchanges in higher education.</p>
	<p><u>Roger GALBRAITH</u> Roger Galbraith is a Pediatrician practicing in the Emergency Department of the Alberta Children's Hospital in Calgary. He has a keen interest in medical education and has taught in a number of countries in Asia and the Middle East. He is an Associate Clinical Professor of Pediatrics at the University of Calgary. He also has an interest in the administrative side of health care and has worked on this from the local through to the national level. He was instrumental in the development of a nurse telephone advice service that provides a full range of telecare services to the province of Alberta.</p>
	<p><u>Eugene GHOLZ</u> 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, <i>Buying Transformation: Military Innovation and the Defense Industry</i>.</p>
	<p><u>Jennifer HATFIELD</u> 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.</p>
	<p><u>Lorne JAUQUES</u> Lorne Jaques has led teams of academics and development professionals whose projects reached every part of the world. He has also directly managed small grass roots projects as well as very large multilateral projects in Latin America, South Asia and Eastern Europe. Most of these projects have been in the health, social and education sectors. He has worked in, and with, governments, institutions and non-governmental organizations in twenty countries. He places great value, based on previous success, on partnerships with the private sector, especially those involved in energy and the environment or international development. Dr. Jaques was Chief of UNITAR's New York Office from 2002 to 2004 and is currently Professor at the University of Calgary, and Senior Special Fellow of UNITAR.</p>





	<p><u>Jobaid KABIR</u></p> <p>Jobaid Kabir is the Manager of Environmental Compliance for the Lower Colorado River Authority of Austin, Texas, USA, and Senior Special Fellow of UNITAR. 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.</p>
	<p><u>Homa KHALID</u></p> <p>Homa Khalid is a professor at the Department of Architecture of Kabul Polytechnic University. In addition to her teaching responsibilities, she organizes faculty meetings to make the learning process more effective, explores opportunities for institutional linkages and assists in developing and updating the university library by collecting books from different sources. She has also been extensively involved with Afghan Women Skill Development Center, serving as its board member, assistant director, finance manager and trainer.</p>
	<p><u>Henry KWOK</u></p> <p>Henry Kwok is a business developer and entrepreneur. He is a Global Partner with the Haines Centre for Strategic Management for the Asia-Pacific Region, based in Singapore. His consultancy business has the objective of helping organizations, both private and public, to be excellent consistently by sharing the experience he had acquired over the years. Mr. Kwok has held senior positions with regional responsibilities in big Multi-National Companies. He also has held directorship in several local companies which he has helped set-up. Some of them had grown into mid-sized companies with international operations. Mr. Kwok is a proven trader in bulk commodities, and is also familiar with the transportation business.</p>
	<p><u>Howard LAMB</u></p> <p>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. 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. 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.</p>

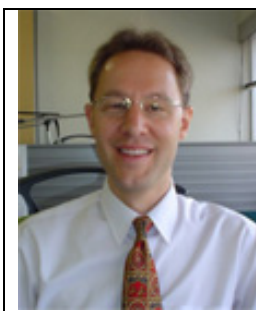
	<p><u>Sue LAMB</u></p> <p>Sue Ries Lamb is Co-Founder and Partner in Lamb & Lamb, which specializes in organization development and management consultation with special attention to large-scale organizational change in both the public and private sectors. Her areas of consulting specialization include: 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.</p>
	<p><u>Patsian LOW</u></p> <p>Patsian Low is Vice President of Securities Finance Unit in State Street Bank, where she manages the team responsible for Asian activities. Patsian has established this team from inception during a period of aggressive growth, significantly placing State Street Bank in the forefront of their field in the region. Patsian obtained her B. Sc. in Finance from Binghamton University and MBA in Marketing from Stern School of Business, New York University. She has 13 years' experience in securities financing for institutional portfolios in the U.S. and Asia, and is familiar with all aspects of management process, including organizational growth, sales, operations, client management and product development. She has actively pursued her other interests such as microcredit and sustainable poverty relief, authoring country reports for the United Nations Microcredit Unit's Year of Microcredit Program and volunteering as online facilitator for Kelambakkam Tailoring Center project in India.</p>
	<p><u>Masaru MAENO</u></p> <p>Masaru Maeno is President of Japan ICOMOS National Committee, Professor Emeritus of Tokyo National University of Fine Arts and Music and Chairman of the Japanese Association for Machi-Nami Conservation and Regeneration. After graduating from Tokyo National University of Fine Arts and Music, he completed the graduate school of Tokyo University. Prof. Maeno's fields of specialization are architectural history and conservation of cultural properties. As professor of the Architecture department of the Tokyo National University of Fine Arts and Music, he has been conducting activities for the study and conservation of historic buildings both in Japan and abroad.</p>
	<p><u>Vinod B. MATHUR</u></p> <p>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.</p> <p>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.</p>

	<p><u>Mohammed NADER</u> Dr. Mohammed Nader is Regional Technical Coordinator for Malaria Control Programme (MCP) of Health Net International. The programme works together with the Afghan government to build capacity within the Ministry of Public Health to provide malaria control alongside routine health services. Dr. Nader's responsibilities include overall management of the technical MCP staff as well as management and supervision of operational activities. Prior to his present position, Dr. Nader served as a medical coordinator and supervisor with International Medical Corps and Aide Medicale Internationale.</p>
	<p><u>Abdul Tawab Kawa SALJUQI</u> Dr. Abdul Tawab Kawa Saljuqi is Information, Education and Communication (IEC) Director and National IEC Consultant at the Ministry of Public Health. The responsibilities of his department, which is now a unit of the Afghan Institute of Public Health, include building awareness on health issues among general public through mass media and interpersonal communication in order to bring about positive behaviour change. Dr Saljuqi has also been involved as a journalist and editor with Afghan Media and Cultural Center as well as Salamati Magazine of Aide Medicale Internationale.</p>
	<p><u>P.R. SINHA</u> 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.</p>
	<p><u>Sabahuddin SOKOUT</u> Sabahuddin Sokout is Administration and Finance Officer at Baz Construction Unit for Rehabilitation of Afghanistan (BCURA) and Liaison Officer of Foreign Affairs in the Academy of Science of Afghanistan. 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. In 2007 he was selected as a focal point of the UNITAR Hiroshima Office in Kabul.</p>
	<p><u>Yoshihisa SUZUKI</u> Yoshihisa Suzuki is an Associate Professor of Financial Economics at the Department of Economics at Hiroshima University. Before joining Hiroshima University in 1998, he served as a research fellow at the Institute of Economic Research at Kyoto University for one year and a half. He studied at the graduate school of Economics at the University of Rochester, after receiving his MA at Yokohama National University. Although his core research field is financial econometrics, his research activities cover the wide range of investment, corporate finance, financial markets, as well as the application of financial technology to energy economics and health economics. He was a former member of the research group for the administration for medical systems with managed care under the health and welfare minister.</p>

	<p><u>Masahiko TOMODA</u></p> <p>Masahiko TOMODA is a conservation architect belonging to Japan Heritage Consultancy Co. as Senior Research Fellow since 1997. He is a member of the ICOMOS Japan Committee. He obtained his Master's Degree in engineering at the Graduate School of Waseda University in 1990. He currently works on various projects for conservation and development of historical sites and buildings all over Japan. Prior to joining JHC, he participated in the Japanese UNESCO-fund-in-trust project for the conservation and restoration of Angkor monuments in Cambodia as Field Project Manager for 3 years. Including other projects in Cambodia, he has professional experiences in Thailand and China as well.</p>
	<p><u>Kazuyuki YANO</u></p> <p>Kazuyuki Yano is Secretary General of ICOMOS Japan National Committee and Chief Executive Officer of Japan Cultural Heritage Consultancy, a private company which he founded in 1987. He obtained his Master of Engineering degree from the Musashi Institute of Technology, and has also been teaching at the Department of History of Komazawa University and the Graduate School of Musashi Institute for Technology. As a consultant he has been involved in the preservation of Fayaz Tepa ruins in Uzbekistan. He has also undertaken missions to monitor the existing state of preservation management in Classical Gardens of Suzhou (2003) and the Imperial Palace in Beijing (2005), both as a delegate from ICOMOS and the World Heritage Center. His publications include "Protection and conservation of the Hanyuan Hall of the Daming Palace of the Tang Dynasty" (1992-2003), "Protection and Conservation of the Ancient Ruins of Jiaohe" (1992-1995), "Kumtura Thousand Buddha Caves" and "Masterplan for Conservation of Bamiyan Valley" (2004).</p>
	<p><u>Duffie VANBALKOM</u></p> <p>Duffie VanBalkom is a professor of education at the University of Calgary, where he teaches graduate courses in organizational development, leadership and internationalization, and Senior Special Fellow of UNITAR. 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.</p>
<p><i>UNITAR Staff and Interns</i></p>	
	<p><u>Nassrine AZIMI</u></p> <p>At UNITAR headquarters Nassrine Azimi has been coordinator of environmental training programmes and deputy to the executive director. She was assigned chief of the Institute's New York Office -- which she reopened in 1996 and directed for five years -- and was secretary of the UNITAR Board of Trustees from 1994 to 2006. She was named the first Director of the UNITAR Office for Asia and the Pacific, established in August 2003 in Hiroshima.</p> <p>Since 1994, she has directed a publication series in Peacekeeping, under which she has edited or co-edited <i>"The United Nations Transitional Authority in Cambodia (UNTAC)"</i> (1995), <i>"The Role and Functions of Civilian Police in United Nations Peace-keeping Operations"</i> (1996), <i>"Humanitarian Action and Peace-keeping Operations"</i>, (1997); <i>"The Nexus between Peace-keeping and Peace-building"</i> (2000), <i>"The Reform Process of United Nations Peace Operations"</i> (2001), all published by Kluwer Law International, the <i>"United Nations Transitional Administration in East Timor"</i> (2003) and <i>"United Nations as Peacekeeper and Nation-BUILDER: Continuity and Change – What Lies Ahead?"</i> (2005), published by Martinus Nijhoff. Under the Hiroshima publication series, she has co-edited <i>"Sea and Human Security"</i> (2002) published by the University of Texas at Austin, as well as <i>"Post-Conflict Reconstruction in Japan, Republic of Korea, Vietnam, Cambodia, East Timor and Afghanistan"</i> (2003) and <i>"Training and Human Capacity-Building"</i></p>

	<p><i>in Post-Conflict Countries</i>” (2004), both published by the United Nations Press.</p> <p>Nassrine Azimi has a post-graduate degree in urban studies from the School of Architecture of the University of Geneva, an MA in international relations from the Graduate Institute of International Studies (Geneva) and a BA in political science from the University of Lausanne. She has also completed a programme of communication and journalism at Stanford University. In 2003, she was invited as a visiting scholar to the Center for the Study of Ethnicity and Race at Columbia University. She is currently member of the International Scientific Advisory Board (ISAB-COOP) Ecole Polytechnique Fédérale de Lausanne (EPFL) in Switzerland.</p>
	<p><u>Maxym ALEXANDROV</u></p> <p>Maxym Alexandrov graduated from Dnipropetrovsk University, Ukraine in 1998 with a BA in International Economics. He obtained a Master of Arts in International Relations and European Studies from the Central European University (Budapest, Hungary) in 1999, and a second Master of Arts degree in International Relations from the Graduate School for International Development and Cooperation at Hiroshima University. He is currently completing his doctoral dissertation examining the concept of state identity in international relations theory. He has been a Fellow at UNITAR HOAP since July 2006.</p>
	<p><u>Enrique BLANCO</u></p> <p>Enrique Blanco Gonzalez graduated from Cadiz University, Spain 2000 with a Bachelor Degree in Marine Science. He has worked as a junior researcher in governmental research institutes of Spain for 3 years. He obtained a Masters of Arts degree in Zoology from Cadiz University in 2004 and is currently studying fish genetics in a Doctorate programme at Hiroshima University.</p>
	<p><u>Sharapiya KAKIMOVA</u></p> <p>Sharapiya Kakimova graduated from Kazakh State Polytechnic Institute in 1993 as a system engineer. She obtained a Degree of Master of Arts in the field of international relations from Hiroshima University. She has worked in various governmental institutions of the Republic of Kazakhstan for six years and was responsible for external aid coordination. Ms. Kakimova has participated in many courses related to the international cooperation and is currently completing her Ph.D. at Hiroshima University focusing on public administration in post conflict countries. She published two papers, on governance in the Republic of Kazakhstan and on capacity building for Afghanistan’s reconstruction with specific focus on the reform of public administration. She joined UNITAR twice as an Associate, in 2002 and 2003, and has been a Fellow with UNITAR HOAP since January 2004.</p>
	<p><u>Humaira KAMAL</u></p> <p>Humaira Kamal has been a UNITAR Special Fellow since 1996. In this capacity she was directly involved in developing the UNITAR New York office Work Programme when it restarted its operations in 1996. She has been responsible for research, development, planning and coordination of a number of training programmes in specific thematic areas. Her projects included annual intensive courses on international trade, public-private partnerships for sustainable development, and policy issues in information and communication technologies, as well as workshops on basics in technology for senior policy makers and negotiators. In addition to this, since 2003 Ms. Kamal has been involved the overall design, launch and management of the Fellowship project on post-conflict reconstruction and training in Afghanistan, being conducted by the UNITAR Hiroshima Office. Ms. Kamal was a Government of Japan scholar to the Lahore University of Management Sciences where she earned her master’s in business administration. Her post-graduate work was focused on non-profit management and community empowerment projects.</p>

	<p><u>Berin Richard McKENZIE</u></p> <p>Berin McKenzie has a B.A. degree in Japanese from Canterbury University, Christchurch, New Zealand and a B.A. (Hons.) degree in International Relations from Auckland University. He obtained an M.A. degree in International Relations from Auckland University in 2001 with his thesis being focused on Multilateralism in Japan's China Policy. He is currently a Coordinator for International Relations (CIR) for Hatsukaichi City, Hiroshima, responsible for translation, interpretation, article composition and the like. He has been an intern at UNITAR HOAP since June 2007.</p>
	<p><u>Hiroko NAKAYAMA</u></p> <p>Hiroko Nakayama has a higher studies diploma (DES) in international relations from the Graduate Institute of International Studies in Geneva. She obtained a masters degree in law and a bachelor's degree in communications from Seinan Gakuin University in Fukuoka, Japan. She previously worked in the field of training and international trade and joined UNITAR in 1999, initially with the International Affairs Management Programme and the Environmental Law Programme, and thereafter as a programme officer and focal point at UNITAR's Headquarters of the Hiroshima Office. At UNITAR, she has co-edited "<i>Sea and Human Security</i>" (2002) published by the University of Texas at Austin, as well as "<i>Post-Conflict Reconstruction in Japan, Republic of Korea, Vietnam, Cambodia, East Timor and Afghanistan</i>" (2003) published by the United Nations Press. She has made contributions to the <i>Yearbook of International Environmental Law</i> (2001) published by the Oxford University Press and to Ships and Ocean Newsletter issued by the Ship and Ocean Foundation (Japan). Her mémoire for the higher degrees diploma was a "Comparative Approach to Spaces outside National Jurisdictions" (1999), and her MA thesis was on the "Concept of Common Interest in International Law".</p>
	<p><u>Kaori OKABE</u></p> <p>Kaori Okabe has a B.A. degree in education from Kagawa University and an M.A. degree in Educational Development from the Graduate School for International Development and Cooperation at Hiroshima University. Prior to joining UNITAR she was involved in an Asia/Pacific Cultural Centre for UNESCO (ACCU) project for the development of environmental educational materials for secondary schools in Nepal. From 1998-2002 she was a Research Assistant at Hiroshima University for the Asia-Pacific Programme of Educational Innovation for Development (APEID) seminar devoted to Education for All and teachers' education and also spent a year as a researcher at the University of Amsterdam in the Netherlands. Kaori Okabe has written several articles in the field of international development in education and its evaluation. She has been the Office Manager of UNITAR HOAP since July 2003.</p>
	<p><u>Sergei SHAPOSHNIKOV</u></p> <p>Sergei Shaposhnikov completed his diploma in political economy and his Ph.D. in international economics from St. Petersburg State University in Russia. He has been an Assistant Professor at St. Petersburg State University and IT researcher at Stockholm School of Economics in St. Petersburg. He entered the Graduate School for International Development and Cooperation at Hiroshima University to study international economics and graduated with a MA in 2005 with a thesis examining the marketing of software products. He has written "Leader of World Computer and Software Business: Foreign and Russian Experience", in "<i>Modern Firm: Foreign and Russian Experience</i>" (1999), and published several articles in Vestnik of St. Petersburg State University, such as "Microsoft Corporation: Main Facts and Figures (1998) and "High-tech Industry: Stages of Development (1998). Mr. Shaposhnikov is currently a Fellow at UNITAR HOAP.</p>

	<p><u>James SHORT</u></p> <p>James Short received a B.A. degree from the University of Cardiff in History in 1994 and then worked for one year as an Educational Support Assistant in a school for children with special needs. After completing a Post Graduate Certificate in Education, he taught English in Hiroshima, Japan for three years as a participant on the Japan Exchange and Teaching Programme. After teaching English in the private sector while taking a correspondence course in Development Management with the UK Open University, he entered Hiroshima University and received an M.A. degree in Education for International Understanding in 2003. In July 2006 he was awarded a Ph.D. from Hiroshima University in the field of World Political Order. His dissertation focused on the future development of the subject of Peace Education at public schools in Hiroshima city. He published a paper “Proposals for the Future Development of Peace Education in Hiroshima City – Based on a Comparative Analysis of the Peace Education Curricula of Hiroshima and Dresden” in “Journal of International Development and Cooperation” (2005). He has been a Fellow at UNITAR HOAP since September 2006.</p>
	<p><u>Noelle VOLIN</u></p> <p>In 2001, Noelle Volin graduated with a Bachelor of Science in Mathematics and Biblical Studies from Evangel University in Springfield, MO. After graduation, she was one of 50 students selected from three academic institutions to participate in a summer-long Assemblies of God sponsored practicum in Croatia. A year later she went to Chisnau, Moldova, in order to help teach a Foundations of Counseling seminar. From 2003-2006, Noelle and her husband worked in Tokyo as missionaries and English teachers.</p>
	<p><u>Atsushi YASUI</u></p> <p>Atsushi Yasui received his B.F.A from Pratt Institute, (major in Photography, minor in History of Art) and M.A. from the University of Wales, Aberystwyth (major in Photography). In 2002, he worked as a volunteer for the Cultural Assets Division Office of the Board of Education, City of Utsunomiya, Tochigi Prefecture, Japan. He has also worked as an intern for Asia-Pacific Region Unit, UNESCO World Heritage Centre before joining UNITAR HOAP in November 2003.</p>



Hiroshima Office for Asia and the Pacific (HOAP)

2007 UNITAR Hiroshima Fellowship for Afghanistan

Mentor, Coach and Fellows' Group List

Group I Education

Mentors	Ms. Sue Ries Lamb and Dr. Howard Lamb	<i>Lamb & Lamb Associates</i>
Coach	Ms. Homa Khalid	<i>Kabul Polytechnic University, Ministry of Higher Education</i>
1	Mr. Zabiullah Azizi	<i>Union of Assistance for Schools in Afghanistan (VUSAF)</i>
2	Mr. Abdul Qayyum Karim	<i>Media Support Partnership, Afghanistan</i>
3	Mr. Najib Rahman Sabory	<i>Kabul University, Ministry of Higher Education</i>
4	Mr. Mohammad Farouq Safi	<i>Kabul Polytechnic University, Ministry of Higher Education</i>

Group II Project Management

Mentors	Prof. Jobaid Kabir, Prof. Eugene E. Gholz and Prof. David Eaton	<i>University of Texas at Austin</i>
Coach	Ms. Fukhraj Habib	<i>Ministry of Rural Rehabilitation and Development</i>
1	Mr. Khushal Malikzai	<i>United Nations Office for Project Services (UNOPS)</i>
2	Mr. Gul Afghan Saleh	<i>United States Agency for International Development (USAID)</i>
3	Mr. Aimal Sherzad	<i>Ministry of Rural Rehabilitation and Development (MRRD)</i>
4	Mr. Mohammad Naser Temory	<i>MRRD</i>

Group III Finance

Mentor	Mr. Henry Kwok, Ms. Patsian Low and Ms. Chin Hooi Yen	<i>Singapore International Foundation</i>
Coach	Mr. Sabahuddin Sokout	<i>Academy of Science</i>
1	Mr. Mohammad Ayaz Azizi	<i>Independent Election Committee</i>
2	Mr. Fazal Malik	<i>Ministry of Finance</i>
3	Mr. Said Mubinshah	<i>Afghanistan Investment Support Agency</i>
4	Mr. Abdul Samad Yadgari	<i>Da Afghanistan Bank</i>

Group IV Public Health

Mentors	Prof. Lorne Jaques, Dr. Roger Galbraith, Prof. Jennifer M. Hatfield	<i>University of Calgary</i>
Coach	Dr. Abdul Tawab Saljuqi	<i>Ministry of Public Health</i>
1	Dr. Sediqa Hofiani	<i>Ministry of Public Health</i>
2	Dr. Nasratullah Rasa	<i>Agha Khan Foundation, Afghanistan</i>
3	Mr. Khalid Sharifi	<i>Social and Health Development Programme</i>

Group V Culture and Environment

Mentors	Prof. Masaru Maeno, Mr. Kazuyuki Yano, Mr. Masahiko Tomoda, Ms. Yumi Isabelle Akieda,	<i>ICOMOS Japan National Committee</i>
Coach	Mr. Gulpadsha Beena	<i>Agency Coordinating Body for Afghan Relief</i>
1	Mr. Mohammad Amir Foladi	<i>Agha Khan Foundation, Afghanistan</i>
2	Mr. Abdul Khalil Minawi	<i>Ministry of Education</i>
3	Ms. Samira Mohabat	<i>National Environmental Protection Agency</i>

Group VI Administration and Finance

Mentor	Prof. Yoshihisa Suzuki	<i>Hiroshima University</i>
Coach	Dr. Mohammad Nader	<i>Health Net – TPO</i>
1	Dr. Habibullah Ahmadzai	<i>Ministry of Public Health</i>
2	Ms. Mary Akrami	<i>Afghan Women Skills Development Centre</i>
3	Mr. Shah Maqsood Ameri	<i>Ministry of Communication and Information Technology</i>
4	Mr. Sayed Murtaza Delliry	<i>Ministry of Foreign Affairs</i>
5	Mr. Feroz Khan Hematyar	<i>Independent Administrative Reform and Civil Service Commission</i>

対テロ協力求め
 藤田知事を表敬
 アフガン駐日大使
 アフガニスタンのハル
 ン・アミン駐日大使は十
 六日、広島県庁を訪れ、
 テロとの戦いと母国の復
 興に向け、日本の全政党
 の協力を希望する考えを
 示した。
 アミン氏は報道陣に対
 し、テロ特措法の期限切
 れによる海上自衛隊のイ
 ンド洋での給油活動打ち
 切りに関連して「日本の
 政治的決定に口を出す必
 要はない」と前置きした
 うえて、「望むのは、す
 べての政党、政治家が一
 致してテロとの戦いとア
 フガン再建に手を貸して
 くれること。アフガン国
 民は日本をパートナーと
 考えている」と支援継続
 への期待感を表明した。
 アミン氏は藤田雄山知
 事と会談した後、国連訓
 練調査研究所（UNITAR
 広島ユニタール）広島
 事務所主催の意見交換会
 に出席した。

The Chugoku Shimbun, 17 November 2007

Afghanistan Ambassador to Japan requests cooperation in the fight against terrorism at his courtesy visit to Governor Fujita

H.E. Haron Amin, Ambassador of Afghanistan to Japan, visited the Hiroshima Prefectural Government on 16 November and expressed his hope to get assistance of all political parties of Japan in the fight against terrorism and the reconstruction of his country.

In his interview with the press, Ambassador Amin mentioned that there is no need for him to comment on Japanese political decision about stopping the refueling mission of the Japanese Maritime Self-Defense Force in Indian Ocean due to the expiration of its Anti-Terrorism Special Measures Law. He expressed his hope however that assistance will be continued and mentioned that he would like all parties, all politicians to unite in the fight against terrorism and help in the reconstruction of Afghanistan as Afghan people think of Japan as a partner.

After meeting with Governor Yuzan Fujita, H.E. Amin attended meeting organized by the UNITAR Hiroshima Office.

アフガン大使が 支援研修に感謝

知事を表敬訪問

ハルン・アミン駐日アフガニスタン大使が16日、県庁に藤田雄山知事を表敬訪問した。国連機関、ユニタールアジア太平洋地域広島事務所が実施している同国政府職員らの研修「アフガニスタン奨学プロジェクト」を今年も23人が修了したことに感謝を表明した。研修は今年で4回目。アミ

ン大使は「毎年の奨学プログラムは、アフガニスタンの復興に大きな貢献をしている。これまでの支援に感謝の気持ちを伝えにきた」と述べた。また、「自衛隊の非武装隊員をアフガニスタンに派遣する方法もある」などとして「今後も日本が一致してテロとの戦い、アフガニスタンの再建に手を貸してほしい」と訴えた。
(福家司)

The Asahi Shimbun, 17 November 2007

Afghanistan Ambassador thanked for the support and training at his courtesy visit to the Governor

H.E. Haron Amin, Ambassador of Afghanistan to Japan, made a courtesy visit to Governor Yuzan Fujita on 16 November. He expressed his gratitude for the Hiroshima Prefecture noting that this year again, 23 professionals from Afghanistan completed the Hiroshima Fellowship for Afghanistan organized by an international organization, UNITAR Hiroshima Office for Asia and the Pacific. The training completed its fourth cycle this year. Ambassador Amin mentioned that every year the Fellowship highly contributes to the reconstruction of Afghanistan and that he came to express his gratitude for the assistance thus far. He also noted that in addition, Japan could provide further assistance to Afghanistan's reconstruction, by, for example, dispatching unarmed special members of Japanese Self-Defense Force to Afghanistan, and by allying itself with the fight against terrorism.

ANNEX V

Structure of the Fellowship Team Project

Structure of the Fellowship Team Project

Throughout the Fellowship, each group of Fellows develops and works on a substantive organization development or change project, which may include training to transfer specific skills and knowledge to members of their ministry/organizations. This involves each Fellow conducting an organizational or training needs-assessment within his or her organization before the first workshop. The team decides together the list of issues to be addressed in their project and the methodology or tools to address them. Each Fellow is then assigned one section of the project to pursue (and to develop a curriculum if the project deals with training). Members of each team coordinate their work in order to avoid overlaps in content, and help each other in collecting relevant materials. The Mentors' and Coaches' role is primarily to give advice on defining the scope and objectives of the project, as well as suggesting appropriate resources and reviewing team materials.

The team projects include three major assignments:

1) In **Assignment I** each Fellow undertakes a Needs Assessment in her/his workplace to determine capacities required (inclusive of, but not restricted to, training needs) to do the job in his/her organization/department. This is an individual assignment, which addresses both the needs and capacities of the organization/department and the Fellow's own role and skills. The assignment is submitted as a written report.

2) **Assignment II** is a team assignment to develop a concept paper for the team project. Each team of Fellows is required to select a project, based on the findings of the Needs Assessments conducted by the Fellows in Assignment I. The project should address common organizational needs or the needs of the common sector or management area (for example the health sector, or administration and finance management), identified through Assignment I. Team projects should aim at contributing to organizational development or change through training, organizational restructuring, etc.

3) **Assignment III** reports, through a formal presentation involving all group members, on the development of a detailed plan for the team's organizational development or change project¹. This report is also submitted in written form prior to Workshop III. The report/presentation includes:

1) expected project outcomes; 2) specific objectives; 3) project justification; 4) environmental analysis; 5) key stakeholders and their expectations; 6) a comprehensive action plan for developing and implementing the project; 7) a description of how the project will be monitored and evaluated.

Each team member is to have a distinct role in the presentation and should also discuss lessons learned from the different stages of developing the project, including the needs assessment. If a project requires external funding, the submission should include a proposal for funding from donors. In case of a training project, a curriculum draft is also submitted.

¹ Although actual implementation of the team projects is beyond the scope/time frame of the Fellowship and is not a requirement for completing the Fellowship, the Fellows are encouraged to make the best use of their work in the Fellowship assignments for capacity building in their organizations.

ANNEX VI

Executive Summaries of 2007 Fellowship Workshops

UNITED NATIONS INSTITUTE
FOR TRAINING AND RESEARCH
(UNITAR)



国連訓練調査研究所
アジア太平洋地域広島事務所
(ユニタール)

Hiroshima Office for Asia and the Pacific (HOAP) *

2007 UNITAR Hiroshima Fellowship for Afghanistan

Workshop I: Introduction to Organization Development and Change

12 – 14 August 2007

Workshop II: Introduction to Project Management

15 – 17 August 2007

Dehradun, India

EXECUTIVE SUMMARY

August 2007

BACKGROUND

The UNITAR Hiroshima Fellowship for Afghanistan is a long-term capacity-building programme which aims at enhancing leadership and management skills and providing technical and institutional support to a core group of Afghan government officials, academics and practitioners. The Fellowship is structured around the pillars of the Fellows, Mentors, Coaches and UNITAR, and follows a combination of different training methods (i.e. distance learning tools, team projects, plus on-site instructor-led workshops). Prior to the two workshops, Fellows had already participated in a number of videoconferences, audio-web conferences and project work sessions in addition to weekly e-mail exchanges with UNITAR staff and their Mentors.



Clouds over Mussoorie, “Queen of the Hills”

Workshop I, “*Introduction to Organization Development and Change*,” and workshop II, “*Introduction to Project Management*,” were held in partnership with the Wildlife Institute of India (WII) in Dehradun, from 12 to 14, and from 15 to 17 August 2006 respectively. *Twenty eight* Fellows and Coaches from Afghanistan and *four* faculty members attended the event. The lead resource persons of workshops I and II - Dr. Howard Lamb, Ms. Sue Ries Lamb, and Dr. Jobaid Kabir - were supported by Mr. Henry Kwok, 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.

ORGANIZATION OF WORKSHOPS

The 2007 workshops I and II were organized in partnership with the Wildlife Institute of India (WII) and with the help of other UNITAR partners in Afghanistan, Japan and India[†]. The WII organized study visits to Mussoorie, as well as to its own premises and the Forest Research Institute. These study visits highlighted the progress India has made in protecting the environment and preserving biodiversity, which could be a useful case study for Afghanistan where these areas are still in early stages of development.



Opening remarks by the Director of the WII

Fellows gave overwhelmingly positive evaluation of the trip preparation, workshop venue and facilities, as well as accommodation and food in India. However, there was expressed a need for a better transportation arrangement between Delhi and Dehradun, and a rest day upon the group's arrival at the workshop venue.

The Friendship Dinner hosted by UNITAR and the WII was attended by representatives of numerous research institutions in Dehradun, and provided an opportunity for the Afghan participants to establish contacts with their Indian colleagues.

ALUMNI INVOLVEMENT

Six Coaches, graduates of previous Fellowship Cycles and each responsible for overseeing a group of Fellows throughout the current Cycle were in attendance. During the workshops, Coaches worked closely with their groups and the resource persons on exercises and assignments.



Dean Mathur at Friendship Dinner

In addition to the Fellowship alumni involvement, the programme benefited from the active and supportive HOAP alumni network at large (the workshop venues and preparations were made possible by the commitment and support of an outstanding Indian alumnus of the HOAP Series on World Heritage Sites). Furthermore, two other alumni from India who participated in the UNITAR workshops in Hiroshima attended the Friendship dinner and had an opportunity to be linked to a bigger UNITAR alumni network.

WORKSHOP I: *Introduction to Organization Development and Change*

Workshop I of the 2007 Cycle aimed at helping Fellows develop team projects addressing the common needs of their organizations, while enhancing their understanding of obstacles and opportunities in the organization development and change process.

The overall objectives of the workshop were:

- to equip participants with tools for assessing organizations and teams, and analyzing and reporting the assessments;
- to enhance the understanding of an organization's culture and change process;
- to review assignments and assess their progress; and
- to assist in developing team projects.

[†] The Afghan Civil Service Commission and the Embassy of Afghanistan in Tokyo facilitated all preparations, including the issue and extension of service passports. Embassies of India in Tokyo, Kabul and Washington expedited visa arrangements, while the staff of the Embassy of Afghanistan in India assisted the group in clearing immigration at Delhi airport. UNITAR delegated most of the logistical arrangements for the workshops to its partner, Wildlife Institute of India, which has once again impressed the participants with its professionalism and quality of the assistance.

Content and Methodology



Ms. Sue Lamb giving presentation

The workshop introduced a number of tools to help Fellows analyse the environment, work processes and cultural norms of their respective organizations, as well as to accurately assess and address organizational needs. One of the objectives was to review the two assignments, completed by Fellows prior to the workshops. The first assignment required each Fellow to undertake a needs assessment in her/his workplace. They were asked to assess both the needs and capacities of their organizations/departments and their own roles and skills. The second was a group assignment, in which Fellows were asked to select common organizational needs, and to develop a concept paper for a team project that would address these needs.

At the beginning of the workshop, each Fellow made a brief presentation on what he/she learned during the implementation of the assignment, including personal experiences and organizational needs. While guidelines on conducting needs assessments had been provided at the beginning of the Fellowship Cycle, workshop I was the first formal training on how to do it. Since Fellows had already gone through this experience hands on, they could better understand what was meant by each concept. Throughout the workshop groups were asked to use their projects as case studies in practical exercises, and were therefore able to rework their concept papers in class.



Dr. Howard Lamb with group V Fellows

Resource persons made a special effort to avoid excessive specialized terminology, and to use simple and accessible language. This helped participants from different backgrounds to fully benefit from the workshop, and was generally appreciated by all.

The teaching methodology was highly participatory and interactive, and included well-structured team exercises that enabled Fellows to share their experience and knowledge. Fellows had numerous opportunities to comment on the content and methodology during daily After-Action Reviews.

Resource persons consistently monitored Fellows' level of understanding and comfort with the content of the training, provided numerous opportunities for out of

class discussions, and developed and distributed additional reference materials throughout the workshop. After workshop hours, time was allocated for individual consultations regarding team projects, as well as general management issues. At the end of the workshop, Fellows prepared power point presentations on their team projects, which were extensively modified and developed based on feedback from resource persons and workshop discussions.

Evaluation of all aspects of the workshop was overwhelmingly positive. Mention was made of the need to clarify workshop's scope and objectives at the beginning. Many Fellows noted that the tools introduced during the workshop, such as the SIPOC Model (Supplier – Input – Process – Output - Customer) for analyzing and improving work flow and the GPPR Model (Goals, Roles, Processes, Relationships) for analyzing and developing teams, were highly relevant and useful for their managerial tasks.

WORKSHOP II: *Introduction to Project Management*

Workshop II aimed at equipping participants with basic knowledge of project design, scheduling, monitoring and evaluation in order to prepare them for work on their team projects. It also introduced MS Project software for managing project work schedules and effectively communicating project data.



Presentation by group IV Fellows

The overall objectives of the workshop were:

- to enhance participants' understanding of project design and management;
- to provide tools for project scheduling, monitoring and evaluation, budgeting and reporting;
- to introduce skills in proposal writing and the use of tools such as MS Project software; and
- to review and further develop team projects.

Content and Methodology

Prior to the workshop, Mr. Henry Kwok gave a brief presentation on strategic thinking on daily basis, which served as a link between the two workshop topics, namely organizational development and project management. Workshop II started with the basics of project design and management and provided participants with an overall understanding of a project and its cycle. It also underlined the importance of establishing project rules and the formation of a team. The module continued with an introduction to risk management and ways to avoid possible risk. While addressing issues of project scheduling, Dr. Kabir emphasized the importance of dependencies between different activities within the project cycle.



Dr. Jobaid Kabir giving presentation

The discussion continued with the identification of project budget, its possible modifications throughout the project cycle as well as the ways to handle these modifications. The critical topic of monitoring and evaluation (M&E) however was limited to a basic overview, due to time constraints. Closing and report writing were emphasized as the final steps in project management. In addition, sessions on proposal writing and fundraising helped participants to better understand funding proposal requirements, as well as donor expectations and the thinking behind decisions to invest. Microsoft Project was introduced as one of the tools for project management.[‡]

At the beginning of the workshop participants were divided into six new groups (different from the initially assigned grouping) to facilitate extended interaction. This made them appreciate the importance of teamwork in project management. In addition to sessions structured around lectures, classroom discussions, team exercises and group discussions, participants were asked to provide after-action review (AAR), during which a summary of the subjects learned during the previous day was presented.

Nearly all participants indicated that the topics were highly relevant to their job responsibilities and Afghanistan's current situation. Since the workshop provided a very thorough overview of all aspects of project design and management, it had a number of valuable insights even for those with extensive experience in this area.

[‡] MS Project software was donated by Microsoft Corporation to the UNITAR Hiroshima Fellowship, and was distributed to the participants prior to the workshop. We wish to express our gratitude to Microsoft Corporation for its continuous support to capacity building in Afghanistan.



Group VI working on the team project assignment

Detailed workshop materials were rated highly by the participants. However, due to the large number of topics on the agenda, several Fellows recommended that more time be allocated for workshop II -- both to fully cover all topics, and to allow for more discussions and interaction. Workshop II introduced some specialized vocabulary that, though not unfamiliar to most Fellows, is not used consistently across different sectors/organizations in Afghanistan. This necessitated numerous discussions on the definitions and meaning of the concepts used by the resource person. It was suggested that distributing technical glossaries would be helpful for future workshops.

PREPARATIONS FOR WORKSHOP III IN HIROSHIMA

At the end of workshops I&II, Fellows were given a comprehensive briefing on the requirements for the final assignment to be completed as preparation for workshop III. The assignment has both individual and team components, which will form a basis for several workshop activities. Detailed guidelines and supplemental readings were provided to assist Fellows' work on the assignment. The individual component is designed to provide Fellows with the opportunity to describe their own experiences with the challenges of leadership. The team component of the assignment includes submission of a written report and a formal presentation on the detailed plan for the team project, and is a key requirement for completing the Fellowship. UNITAR also responded to questions related to the Fellowship in general and the 2007 Cycle in particular.

OUTCOME, EVALUATION AND NEXT STEPS

Workshops I and II were the first on-site events of the 2007 UNITAR Hiroshima Fellowship. In addition to covering the planned topics of training, they also provided guidelines for the work on team projects leading to the last workshop in November. In the context of the Fellowship assignments, workshop I provided Fellows with the guidance on *what* they can do to assess and address the needs of their organizations through the team projects, workshop II on *how* to design and manage the projects – both in the context of the Fellowship, and in their jobs in Afghanistan.

Resource persons were impressed with the knowledge, experience and motivation of the Fellows. By the end of workshop I already, Fellows had prepared sophisticated power point presentations on their team projects incorporating resource persons' feedback and workshop discussions. They finished the first workshop with a clearer picture of what to do – and, by the end of the second one, had a better understanding of how to do it.



Mr. Henry Kwok working with Fellows of group II



Presentation by group I Fellows

Most workshop participants felt that both the structure and content of the workshops were excellent. The evaluations also demonstrated participants' satisfaction with the quality of the training materials. However there were quite a few requests for additional readings and references on the topics covered. All participants considered the workshop topics relevant to their current job responsibilities.

At the end of the two workshops, participants were asked to evaluate logistics and also share their comments on Fellowship assignments and their progress thus far.

Feedback on the Fellowship's distance learning tools revealed overwhelming reliance on, and appreciation of regular e-mail communication, which was deemed the most simple and effective of all communication tools. Many Fellows contended that numerous technical/connection problems with VCs and especially AWCs had prevented them from taking full advantage of these tools. UNITAR will therefore assess and evaluate the use of VCs and AWCs in future cycles, and will consider other options for communication.

As in previous cycles, organizing the workshops outside Afghanistan resulted in a more productive learning environment for the workshop itself, and for teamwork in particular, as group meetings could easily be arranged after workshop hours. The dedicated environment also stimulated Fellows to work harder on their projects and contributed immensely to making the 2007 Fellowship Community stronger.

Partnership with another training institution in the region, the WII, proved most satisfactory, and UNITAR intends to build upon this experience to strengthen cooperation between the two institutions. A side benefit of the workshops was organization of several meetings with Coaches, Mentors, Fellows and partner institutions to discuss the Fellowship overall structure and its possible transformation.

The workshops were, on the whole, the most highly evaluated by participants. Additionally, they provided many valuable lessons to be taken into consideration by UNITAR in the Fellowship's continuation this year and in future cycles.



Group photo, Dehradun, August 2007

Maxym Alexandrov and
Sharapiya Kakimova, Hiroshima
Humaira Kamal, Phoenix
August 2007



Hiroshima Office for Asia and the Pacific (HOAP)

2007 UNITAR Hiroshima Fellowship for Afghanistan
Workshop III

“Leading and Mentoring Teams for Development and Change”
Executive Summary
November 2007



Background and Summary

The UNITAR Hiroshima Fellowship for Afghanistan is a long-term capacity-building programme aimed at enhancing leadership and management skills and providing technical and institutional support to a core group of Afghan government officials, academics and practitioners. The Fellowship is structured around Fellows, Mentors, Coaches and UNITAR as key elements, and follows a combination of different training methods (i.e. distance learning tools, team projects and on-site instructor-led workshops). Prior to the study trip and workshop III, the Fellows had already participated in two workshops, a number of video-conferences, audio-web conferences and project work sessions in addition to weekly e-mail exchanges with UNITAR staff and their Mentors. The Hiroshima study trip and workshop, held from 10 to 19 November 2007, 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.

The workshop, entitled **“Leading and Mentoring Teams for Development and Change,”** was attended by *twenty nine* Fellows and Coaches from Afghanistan and *seven* faculty members. The lead resource persons were Prof. Duffie VanBalkom and Dr. Michael Fors, supported by Mentors from Hiroshima University, the Singapore International Foundation and ICOMOS Japan National Committee.

Additional activities included a roundtable on “Voices of Afghanistan – Lessons, Challenges and Hopes,” attended by **H.E. Mr. Haron Amin**, the Ambassador of Afghanistan to Japan, and study visits to the Hiroshima’s Peace Memorial Museum and Park, Mazda Corporation, the Naka Incineration Plant, as well as cultural, religious and historical sites in Kyoto, Miyajima and Osaka.

TEAM PROJECT PRESENTATIONS

Workshop III began with presentations on team projects. As part of the curriculum, and as a requirement for graduation from the Fellowship, the Fellows were asked to submit final reports and prepare formal presentations on the detailed plan for their team projects. The report and presentation were to reflect the following components:

- 1) expected project outcomes;
- 2) specific objectives;
- 3) project justification;
- 4) environmental analysis;
- 5) key stakeholders and their expectations;
- 6) a comprehensive action plan for developing and implementing the project; and
- 7) a description of how the project would be monitored and evaluated.

All six Fellowship groups worked hard not only on the final presentations, but also the implementation of their team projects (not a requirement for graduation). Five groups completed basic planning and preparations for the training projects, and started the process of raising funds for their implementation, while one group worked on drafting a national strategic plan for the protection of cultural and natural heritage of Afghanistan.

Presentations were followed by feedback and recommendations from the UNITAR panel and peers. While time limitations prevented several groups from fully presenting their accomplishments, the session nevertheless amply demonstrated participants' knowledge on the subject, their will and commitment to fully implement the projects, as well as their public speaking and presentation skills. As each group was given specific feedback on team project presentations, most of the groups saw the need to revise and further improve their presentations following the workshop.



Fellows preparing for their presentations



Group IV presentation



Mentors giving feedback to the groups

Workshop III: Leading and Mentoring Teams for Development and Change

Workshop III of the 2007 Cycle focused on *Leading and Mentoring Teams for Development and Change* as key components of capacity building in public service in Afghanistan.

The workshop was an intensive and interactive event, structured around elements of leadership development, coaching and facilitation of teams, and required Fellows to work in groups on exercises assigned by resource persons. Multiple training methodologies such as case-studies, after-action reviews and peer reviews during sessions and in follow-up, debriefings and group work, and also role playing methods were utilised throughout.

The topics of the workshop included, *inter alia*:

- leadership theories and approaches;
- team development and facilitation;
- change management.



Prof. VanBalkom



Participants working in mixed groups



Prof. Suzuki giving feedback on group work

Leadership Module: Content and Methodology

The workshop introduced a number of tools to help Fellows analyse the different approaches to leadership, its various styles, environment, work processes and the role of a team in achieving organizational goals.

The theoretical part of the leadership module started with the introduction of 10 different ways to think about leadership, namely traits, skills, style, situational, contingency, path-goal, leader-member exchange, transformational, team and psychodynamic. A number of these were further elaborated during the course of the workshop. Prior to the workshop, each participant was asked to develop a short case study (about 500 words) about some leader they knew, including the leader's characteristics, a problem he/she faced and reasons for his/her success or failure. While the original intention of this assignment included learning of various leadership lessons in Afghan context, the actual case studies showed a surprising degree of similarity. The discussion with participants about the ten mentioned approaches and the narratives they submitted demonstrated that in Afghanistan leadership is viewed most commonly as a combination of traits. Selected Cases were used to illustrate the application of various theoretical perspectives to the contemporary Afghan context. Additional examples from Afghanistan and the poetry of Rumi to illustrate various leadership qualities and issues, were used as a cultural bridge between western leadership constructs and local, Afghan realities.

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 development and external stakeholders. The introduction was followed by a skills inventory questionnaire which helped participants realize what kind of skills they possess and what skills need to be developed. It was also established that the leadership skills' requirement differed, based on the level of management, with conceptual skills being particularly important for top management, while technical skills were most needed at the supervisory level management.

Two of the leadership case studies prepared by the participants were used in a situational leadership exercise. Participants had to analyze the style of leadership depicted in each narrative, and how each leader acted in the situations described. The use of case studies based on real characters from Afghanistan helped Fellows see in a new light the challenges faced by many leaders in their country. This exercise was supported by another, where participants had to choose their own preferred style, situated between the two extreme styles of leadership, participative or authoritative. These styles were spatially and graphically represented by resource people standing in the opposite sides of the room. While most had initially chosen the "middle way" – at equal distance between the two "leaders" – some Fellows were compelled to rethink their preferred leadership styles (and physically move) in the course of the exercise, after resource people described their actions in different situations and invited participants to move closer to their preferred "leader." The exercise thus also highlighted the need for flexibility among leaders in response to changing environment, and served as an introduction to situational leadership and path-goal theory.

During the session on the path-goal theory, participants were asked to fill relevant questionnaires, to better understand what type of leadership they provide in order to achieve goals: directive, supportive, participative or achievement oriented? This session was followed by a practical exercise where participants were asked to identify the appropriate type of leadership for a given task and characteristics of group members.

Participants were introduced to Bolman and Deal's (1991) four different perspectives or "lenses" (namely structural, human resources, political and symbolic) to better understand and lead the complex organizations, Fellows work in. They were asked to identify which of the perspectives they used more in their daily activities. The exercise revealed that most of the participants primarily utilized structural and human resource perspectives in their organizations, while only a few used political and symbolic ones.

Continuing the organizational change module started during workshop I in August 2007, the Fellows were further exposed to the concept of managing change. The discussion of different ways in which personnel understands and reacts to change clearly demonstrated why there is usually resistance to change within an organization and how it can be addressed. Further discussions with the participants revealed that although many important changes had been introduced in their respective organizations, resistance remained and would likely continue.

The sessions were conducted in a facilitation format with short presentations interspersed with Q&A and follow-up. Many sessions were accompanied by physical activities – moving from one section of the room to another, changing seats (and partners in each group), thus keeping participants alert and engaged. 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. As a part of the After-Action Review (AAR) each day four participants were asked to make brief presentations on the subjects learned during the previous day. Other participants were asked to comment or make additions to these presentations.

As a "journaling" exercise, each participant was asked to write down his/her thoughts on a subject studied during the day. This individual activity provided an opportunity of self-reflection, helping them recognize the leadership skills they possessed or needed to develop.

Box 1. Leadership Tests

As an innovation in the 2007 Fellowship, participants were given a number of leadership and work-style tests during the final workshop of the cycle. The tests given during the Organizational Leadership module focused on leadership and management skills. These included a Path-Goal Leadership Questionnaire which helped Fellows assess their leadership styles and analyze whether these styles are appropriate and effective for their respective teams/organizations. Participants also conducted a personal management skills "inventory" and discussed the skills required at various levels of an organization, from top to supervisory management, identifying what they needed to develop.

As a part of the Team Development module, the Fellows took a DiSC ® Personal Profile Test, as a reliable way to assess behavioral styles and preferences of individuals, in order to improve their work productivity and teamwork. Given after the Fellows had already completed their team assignments, this test did not aim to improve productivity or teamwork in the narrow sense but rather aimed at helping Fellows learn about themselves – their preferred behavioral styles, personal strengths and weaknesses, and how their own personality traits affect their judgments of and their relations with other team members. The fact that others' personal profiles mostly agreed with their own observations did much to convince the Fellows that their own test results could be trusted.

The test also helped the Fellows see if their teams were well-balanced (with a mix of personality profiles and work styles, and some people's strengths complementing others' weaknesses), and what could be done to improve the effectiveness and teamwork of less balanced teams. They could also see how to better anticipate disagreements and conflicts arising from their (and others') personal traits, and try to avoid these by changing their behavior in future team work scenarios.

The test, along with the analysis and discussion of its results and the related exercises, gave the participants an opportunity to learn about themselves, to become more conscious of their biases and reflect on their behavior towards others. In the context of the overall aims of the Fellowship, it aimed to make them better team members, managers and leaders, and more confident and effective in working together with other people to contribute to the transformation and development of their organizations.



Dr. Fors explaining the team challenge



Group 1 during team project presentation



Practicing Japanese calligraphy during cultural session

Team Development Module: Content and Methodology

The team development module addressed an important (yet often overlooked) component of leadership, and was specifically requested by a majority of Fellows in previous years. It included an expanded version of the Coaching for Coaches module of the Fellowship, adapted to meet the needs of 2007 Fellows. At the same time, the module allowed the Coaches to take their skills to the next level through co-facilitating and analyzing the team challenges.

The module started with the DiSC ® Personal Profile Test assessing individual behavioral styles and personal characteristics (see box 1). As the Coaches had already taken the test earlier in the year as part of the Coaching module, they assisted UNITAR in translating parts of the test into Dari, and helped the Fellows take the test. The analysis of the test results, explaining different working styles as well as the strengths and weaknesses of each, and the defriending exercise thereafter, identifying the working styles and personalities present in each Fellowship group, helped Fellows not only understand their personal preferences and styles, but also see why certain dynamics took place in their respective groups.

An interactive presentation on the use of coaching and facilitation skills within the Fellowship explained the role Coaches should play in their groups, their responsibilities and the appropriate ways to provide feedback. It was recommended that Coaches have a stronger role in the beginning of the Fellowship, and once the groups understand and agree on their goals and the means to achieve them, Coaches should take the position of observers, providing groups only with feedback and advice. In the end of the program, Coaches should again step in to ensure that the results meet the Fellowship requirements. The 2007 Coaches were asked to comment on their personal experiences throughout the Fellowship Cycle. Following the discussion of coaching skills and the Coaches' presentations, many Fellows commented that they could now better understand their Coaches' behavior during the Cycle. Beyond the Fellowship, the session on coaching was meant to offer skills and guidance to the Afghan practitioners on facilitating teamwork in their organizations.

The team development module was further expanded by the session discussing why teams are created, and the elements a team must have in order to be effective. The role of a leader in team performance was also emphasized. Resource person introduced the Tuckman Model describing the forming, storming, norming and performing stages of team development, and emphasized the importance of a careful forming process to help a team move smoothly through the other stages. The process and specific elements of team work were described in more detail. This session was followed by a short video where the different stages of team development within the Los Angeles Philharmonic Orchestra for performing "Bolero" was examined. Fellows were then asked to comment on the clip and identify the stages of team development.

The team development module was completed with a half day of team challenges, used to practically demonstrate the stages the Fellowship teams went through during their development (see box 2). The challenges could clearly demonstrate the dynamics of each group and the level of understanding and cooperation that existed between its members. Fellows found these to be eye-opening and extremely fascinating as everything that had been discussed in the workshop up to that point could be seen in action.

At the closing of the workshop each participant was asked to send a post card to him/herself, identifying one thing he/she would do based on the workshop, and one change he/she will undertake. Postcards are to be sent by UNITAR to each participant one month after the workshop as a reminder of their promises to themselves.



Fellows navigating electronic maze



Crossing "Lava Pit"



Moving "Poisonous Waste"

Box 2. Team Challenges

At the end of the workshop and as a conclusion to the team development module, each Fellowship group had to participate in three team challenges. Six Fellowship groups were divided into three teams – two groups in each team. There were three challenges to be overcome by each team: the **Treacherous Mountain Pass** where the members of two different groups were placed at opposite ends of the room to each other and had to swap positions by moving through an electronic maze; a **Poisonous Waste** where members of two groups had to move and stack objects in a defined format by pulling the strings of a pyramid in a cooperative manner; and, a **Lava Pit** where two groups had to move to the opposite side by using rubber caterpillar tracks as special shoes. The exercises all had a humanitarian theme as groups had to either deliver emergency medicine for a rare disease, save a population from hazardous waste or rescue villagers from a volcano eruption. A certain amount of time was allocated for each exercise. After each exercise, the Coaches, who did not participate but rather observed their groups, were asked to conduct de-briefing sessions. During these sessions, groups discussed their performance and tried to analyze why tasks were or were not achieved.

Observations of different groups' performance during the different activities clearly revealed which groups had established procedures prior to moving to action and which had not. Some groups took time to understand the challenge, discussed the best means to solve it and tried to appoint a team leader prior to undertaking the activity. Other groups started to use the tools provided without a clear understanding of their mechanism and without a well defined plan to achieve the goal. These groups usually skipped the "forming" stage of team development and immediately moved to a "storming" stage. Nevertheless, after detailed analysis of their own performance during the de-briefing sessions, the performance of all the groups had gradually improved. In addition, the outcome of the exercises was better for those teams where members of two different Fellowship groups helped each other, and saw the different group members not as opponents, but rather as partners; plus they had the flexibility to change leaders mid-exercise so as to better match the leader's skills with the problem at hand.

Evaluations

Evaluation of the workshop was overwhelmingly positive. Many Fellows noted that practical exercises introduced during the workshop, especially games on team challenges, helped them analyze the leadership and team work in the Fellowship as well as within their respective organizations.

Nearly all participants indicated that the topics were highly relevant to their job responsibilities and Afghanistan's current situation. Since the workshop provided a thorough overview of all aspects of leadership and team developments, it had a number of valuable insights even for those with extensive experience in this area.



At the graduation ceremony

Facilitation and workshop materials were rated highly by the participants. Using different exercises and such tools like video clips and leadership tests made the workshop more practical and helped participants to practice acquired knowledge. Team challenges were highly rated by most of the participants for demonstrating the weaknesses and strengths of the Fellowship groups and helping understand groups' performance.

In the 2007 Cycle, three new teams of Mentors joined the Fellowship. Representatives of all three groups were present during the workshop and had an opportunity to observe the presentations by the Fellowship groups. Although all Mentors were closely involved in the development of team projects of their respective groups, seeing presentations of all groups helped them better understand the strategy and philosophy behind the Fellowship and encouraged them to remain involved in future Cycles.

Coaches had mentioned that Coaching of Coaches module has helped them to contract their roles during the Fellowship. The workshop proper helped them to define different stages of their groups' development and underlined why certain group dynamics took place.

The workshop was highly evaluated by participants. Additionally, they provided many valuable lessons to be taken into consideration by UNITAR in the Fellowship's continuation in future cycles.



Visiting Hiroshima Peace Memorial Park



H.E. Haron Amin speaking at the roundtable



Ms. Akieda of ICOMOS Japan with her group in Kyoto

STUDY TRIP ACTIVITIES

Roundtable on “Voices of Afghanistan – Lessons, Challenges and Hopes” was organized on 16 November. Prof. Norioki Ishimaru of **Hiroshima International University** started the discussion with an analysis of lessons learnt from post-war reconstruction of Hiroshima, while Prof. Shigeru Miyagawa of **Massachusetts Institute of Technology (MIT)** spoke on the mutual visual representations between Japan and the rest of the world. The key note address was given by the **Ambassador of Afghanistan to Japan**, H.E. Mr. Haron Amin, who familiarized the audience with the recent achievements and challenges in Afghanistan. Mr. Tomonori Kikuchi of the **Japan International Cooperation Agency** provided an opportunity for the group to learn of Japan's operational activities in Afghanistan and to share concerns about the reconstruction process and the performance of the international community. Dr. Sediqa Hofiani of the **Ministry of Public Health of Afghanistan** and Mr. Amir Foladi of the **Aga Khan Foundation of Afghanistan** emphasized the importance of health and culture and talked about ways these issues are handled at the field level. The roundtable discussion provided an opportunity for international and national actors to exchange experiences, and to explore ideas about reconstructing post-conflict societies.

The visit to **Mazda Corporation** gave a glimpse into the advanced technology of Japan in the car industry. And through a visit to the beautifully designed **Naka Incineration Plant**, Fellows appreciated that even the less pleasant aspects of urban sprawl could be made into one of the city's attractions. The visit to **Umeda Sky Building** in Osaka demonstrated the level of modern architecture in Japan and its quality. Finally, a visit to **Osaka Aquarium** was enjoyed by all participants as most of them had never seen an aquarium before.

Study visits to Kyoto, Miyajima 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, paper folding and tea ceremony. The visits highlighted the importance of culture, conveying the message that cultural heritage or environment can go side by side with economic and technological development.

Box 3. Afghan Fellowship alumni association

The UNITAR Hiroshima Fellowship for Afghanistan has completed its fourth cycle. As such an intense programme may not be sustainable indefinitely, the establishment of an association of Afghan experts trained by UNITAR was discussed in August 2007 with Fellowship Coaches and Mentors and was enthusiastically supported by all. The association will be a think-tank of professionals from various fields, functioning as a network and support unit for training and research in Kabul.

The association will be non-profit, non-governmental and non-political. It will primarily function as a professional expert group and support UNITAR training activities.

Discussions about the creation of this association have continued since August and, during the meeting with the Coaches in November, practical steps such as requirements for registration, basic structure and anticipated growth, plan of activities for the preliminary phase, challenges and possible ways of funding were discussed. This meeting once again underlined the enthusiasm and commitment of UNITAR alumni to capacity building.

ALUMNI INVOLVEMENT

Six Coaches, graduates of previous Fellowship Cycles and each responsible for overseeing a group of Fellows in 2007 were in attendance. During the workshop, Coaches worked closely with the groups and the resource persons on exercises and assignments.

In addition to the workshop, Coaches took part in several important meetings. The group ably served as ambassadors for their country and the Fellowship during the courtesy visit to the Governor of Hiroshima Prefecture, Mr. Yuzan Fujita, thanking him for the continued support of Hiroshima Prefecture to capacity building in Afghanistan. The meeting between UNITAR staff and the Coaches on the creation of the UNITAR alumni association, continued discussions started during workshops I and II in August 2007 (see box 3).

One of UNITAR's aims was to facilitate networking opportunities for Afghan Coaches and Fellows, throughout the Fellowship and in particular during their visit to Hiroshima. UNITAR therefore strived to expose them to any useful and relevant opportunities, ideas and resources, which they may utilize in their efforts to rebuild their country. One such event was the meeting with Prof. Shigeru Miyagawa of the Massachusetts Institute of Technology (MIT), who participated in the workshop as an observer. Prof. Miyagawa introduced to the Coaches the OpenCourseWare, an initiative which provides free access to substantive curriculums and course materials from more than 1700 courses at MIT (please see box 4).



During the courtesy visit to Hiroshima Governor



Coaches' meeting with professor Miyagawa of MIT

Box 4. Exploring Other Opportunities

'OpenCourseWare', an initiative which provides free access to extensive lecture material, notes, exams, and other resources from some 1800 courses of the Massachusetts Institute of Technology (MIT), was presented to the Coaches by Prof. Miyagawa, who encouraged them to apply for membership of the OpenCourseWare Consortium. This is a collaboration of more than 100 higher education institutions and associated organizations from around the world which has created a broad body of open educational content using a shared model. The Coaches were extremely enthusiastic about this opportunity and have committed to start efforts to connect at least two academic institutions (Kabul University and Kabul Polytechnic) to this network.

GRADUATION CEREMONY

The graduation ceremony took place on 15 November. H.E. Haroon Amin, Ambassador of Afghanistan to Japan, Mr. Kazuaki Jono, Vice-Governor of Hiroshima Prefecture, Mentors, Coaches, Fellows and many other friends of UNITAR in Hiroshima participated in the ceremony. Participants were awarded Certificates of Completion for the 2007 Fellowship Cycle from UNITAR as well as graduate academic credits from the University of Texas at Austin.

After the formal ceremony the Fellowship community had the opportunity for informal exchanges, which included traditional Afghan music and songs, at a friendship dinner hosted by UNITAR.

CONCLUSION AND NEXT STEPS

The study trip was the culminating event of the Fellowship and brought the 2007 Cycle to completion. Fellows and Coaches received the Certificates of Completion and academic credits. 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.

UNITAR is preparing an extensive evaluation which will include all aspects of the Fellowship: on-site and distance learning events as well as relationship between Mentors, Coaches and Fellows. In addition, the report will discuss lessons learned during the 2007 Cycle and recommendations for 2008.

UNITAR will also work closely with the Coaches and other alumni on the establishment of the association of alumni in Afghanistan with a mission to share knowledge and support training and capacity building efforts. It will also assist in facilitating Afghanistan's membership in the OpenCourseWare Consortium.



Completion of the 2007 UNITAR Hiroshima Fellowship, Hiroshima, November 2007

Maxym Alexandrov and
Sharapiya Kakimova, Hiroshima
Humaira Kamal, Phoenix
November 2007

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