



unitar

United Nations Institute for Training and Research

2008 UNITAR Hiroshima Fellowship for Afghanistan

An annual programme to build leadership and management skills in Afghanistan

FINAL EVALUATION REPORT

January 2009



April – November 2008

With the support of



Hiroshima Prefecture

In partnership with



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 2008 Cycle are available upon request

ACKNOWLEDGEMENTS

With the 2008 Cycle, UNITAR Hiroshima Fellowship for Afghanistan concluded its first five-year phase. The programme's contribution to the capacity building in Afghanistan and its key outputs, though modest in comparison with the vast needs of the country, are not insignificant -- some of which are highlighted in this report. This contribution would not be possible without institutional and individual support the Fellowship received throughout, and in particular in the 2008 Cycle.

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

We are grateful to our Mentors and Resource Persons, whose dedication and tireless efforts kept our Fellows and Coaches inspired, and their institutions - Hiroshima University (Japan), Microsoft Corporation USA, Singapore International Foundation, University of Calgary (Canada), University of Texas at Austin (USA), Lamb and Lamb Consultants (USA), Japan National Committee of International Council on Monuments and Sites (ICOMOS) - for nurturing the involvement of their valued team members in the Fellowship. We would also like to express our appreciation to the 2008 Afghan Fellows and Coaches for their commitment and professionalism throughout the programme.

We are indebted to the University of Texas at Austin for the academic accreditation of the Fellowship, and the University of Calgary for its audio-web conference facility which provided Fellows with a useful tool for connecting to their Mentors.

The cooperation and support of UNITAR's main partner in Afghanistan, the Independent Administrative Reform and Civil Service Commission (CSC) has been indispensable to the conduct of the programme in Afghanistan. It also helped raise the profile of the Fellowship and allowed UNITAR to align its objectives with the needs of Afghanistan. UNITAR is also grateful to its partner in the region - the Wildlife Institute of India, for assistance in jointly organizing the first and second workshops of the cycle in Dehradun, India.

The Embassy of Afghanistan in Tokyo has been an invaluable ally of UNITAR since the start of the Fellowship. In 2008 the Embassy played an even greater role in raising awareness of the programme by jointly organizing, and hosting the high-level Roundtable in Tokyo, which proved to be the right Cycle finale for not only UNITAR's stock-taking of its efforts in Afghanistan at the end of the first five years, but also an analysis of the Japanese and international community's priorities and strategy in the country going forward. It is our sincere hope that our partnership will get even stronger.

We would like to thank our colleagues in UNDP, especially its Kabul office for their assistance and guidance during Fellows' travel; and the World Bank, especially its Global Development Learning Network (GDLN), and Kabul Distance Learning Center of the Ministry of Communication for their support in organizing video-conferences throughout the year.

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

Constant assistance was also received from our many colleagues at the United Nations Institute for Training and Research (UNITAR), and especially the team at Hiroshima Office. Our special thanks to Hiroko Nakayama, Kaori Okabe, Berin McKenzie and Atsushi Yasui for their generous support for the Fellowship¹.

Finally we do not have the words to express our indebtedness to Nassrine Azimi, the Director of UNITAR Hiroshima Office. As always we express it with an attempt at brevity but heartfelt sincerity, i.e. we are grateful for her vision, leadership and guidance, and her personal commitment to this programme and the people of Afghanistan.

Humaira Kamal, Phoenix, USA

Sharapiya Kakimova, Hiroshima Japan

With contributions from Sabahuddin Sokout, Afghanistan and Gaston Nishiwaki, Hiroshima, Japan

January 2009

¹ We would also like to thank Mr. Stefan Wesiak, Hiroshima Office volunteer, for assistance in the editing and review of the report.

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“.... I am frankly stating that UNITAR's contribution is highly rated and very constructive. This programme, even though it may run on a very limited budget, is giving the chance and skills to Fellows to manage million dollar projects”, AF Class of 2008.

INTRODUCTION

The UNITAR Hiroshima Fellowship for Afghanistan (henceforth the Fellowship or AF) is a long-term initiative which aims to develop the leadership and management skills of an annual selection of key senior Afghan government officials, academics and practitioners and provide them with technical and institutional support. 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 launch² in 2003, the Fellowship has completed the first phase comprising five cycles. This report gives an overview of the events and lessons learned during the 2008 Cycle in particular (see **Box 3** for a summary of key statistics and activities for this cycle), and showcases the outputs and successes of the Fellows over the last five years. UNITAR's intention in this report is to analyze and apply the lessons learned for the development of the Fellowship plan over the next five-year phase, starting with 2009, and to provide an overview of UNITAR's strategy for the future of the Fellowship in the hope that these will be of value to all those involved in post-conflict reconstruction.

I. BACKGROUND

Every 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. Mentors are international experts or practitioners who oversee the work of groups of four or five Fellows each and offer guidance through the Cycle. 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, thus giving it a further element of strength and continuity.

The core principles of the Fellowship are as follows:

- The enrollment of highly qualified and experienced participants from different disciplines;
- On-the-job training—participants undergo training while continuing with their jobs;
- A mentorship-based learning process, which seeks to address the specific individual needs of each Fellow;
- An effective 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

At the initial stage the Fellowship aims 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. The Fellowship's two long-term objectives are:

² The Fellowship was designed after numerous discussions with, and input from members of the Afghan government, NGOs and international institutions working in the country, during a fact-finding mission to Afghanistan in 2002. It is important to note that this initiative and the research mission were led by Ambassador Jonathan Moore and Professor Akio Inoue.



Michael A. Fors



Howard Lamb



Sue Lamb



Lorne Jaques



Patsian Low

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

- Achievement of mandates and objectives despite limited resources;
- Facilitating effective team work and coordination within the organization through mentoring and teambuilding;
- Networking and collaborating with stakeholders and other organizations;
- Leadership and management of capacity building;

b) To build a committed and highly 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.

1.2 Fellowship Cycle – Structure and Flow

Launch, Orientation and Assignment I:

The Fellowship cycle is launched with a two and a half day orientation workshop run primarily by the Coaches (the Fellowship’s mentoring arm in Afghanistan) and other Alumni and is supported by UNITAR and its representative in Kabul. The incoming Fellows are introduced to the Fellowship, its principles, requirements and culture, and in particular the roles of Coaches and Mentors. This year the newly appointed Afghan resource persons also conducted a small training module on *How to conduct an Organizational Needs Assessment* as an introduction to the first Fellowship assignment which is an individual assignment (For a complete description of the three main Fellowship assignments which make up the team project please refer to Annex VIII). The Fellows are subsequently assigned to a thematic group, and introduced by their Coach to the international Mentors through video-conferencing. The Mentors and Coach guide and

support the Fellows as they develop and work on Assignment I.

Workshop I and II -- are held back to back at a venue in Kabul or in a nearby country, and are an important milestone. Following the initial phase during which Fellows are expected to have acquired a basic understanding of their own/their organizations’ needs and have also begun to understand the mechanics of the Fellowship at the individual level, they are now ready to move on to the next phase of working as a team on a project. This is done through a series of teaching modules: Firstly, the “facilitation and team development module” aims at accelerating this process by addressing roles and responsibilities as well as team-building; secondly, the “leadership module” assesses the impact of individuals in leadership or followship roles, as well as the impact of accumulation of social capital on performance—concepts and skills required to translate findings from needs assessments into appropriate solutions; and thirdly, the “project planning and proposal writing module” offers two practical tools immediately applicable to the next stage in developing a team project within the Fellowship, and beyond. During these workshops most Fellows have the first opportunity to meet and work with their international Mentors in person, in addition to their Coaches.

Team Project Work (Assignment II & III) and Web Seminars:

Upon return from the first two workshops, fellows begin work on the next two assignments related to the team project with support from Mentors and Coaches. Their work is further supported by the on-going web seminar series which offers training sessions on topics related to the team project assignments, such as practical tools to increase organizational performance and skills for developing training as a capacity-building tool.



Workshop III and Studytrip to Japan: The training and project work culminates in the final meeting in Hiroshima. Fellows present their reports on team projects, after which the workshop focuses on the **process of implementation** of an organizational development or change project using the Fellows' projects as case studies. The workshop ends with a reassessment of teamwork within the groups and the usefulness of the facilitation and teambuilding skills acquired during Workshops I and II, and a working session that seeks to assess the usefulness and possibilities for application in the Fellows' work environments of the concepts and skills learned during the Fellowship.

1.3 Fellowship Programme – Methodology Highlights

Curriculum emphasis on leadership and mentoring: Endeavouring to widen the impact of the Fellowship, UNITAR has placed special emphasis on *methodology and skill development related to leadership and mentoring*. The

objective in this respect is to develop the capacity of each Fellow to be a leader and facilitator able to contribute to organizational and human resource development within his/her respective ministry or organization. The outcomes of the projects undertaken by most of the teams over the last few cycles indicate that this objective was met with a considerable degree of success. Special efforts have also been made to ensure the Fellows' team projects focus on management of change and organizational development, and the necessary skills and knowledge to support the process have been included as the leitmotif throughout the Cycle curriculum.

Combination of different training methods:

The Fellowship undertakes a *combination of different training methods* with a series of skill-building activities, such as on-site workshops and study-trips, Mentor/Coach/Fellow communication, team projects and distance learning activities. For an overview of the actual scope and specific activities undertaken at one of the key training events in a Cycle please see Box #1.

Box 1: Overview of the concluding Study-trip and Workshop III on “Leading Project Implementation In Organizations” in 2008

The Hiroshima study trip and workshop III, held from 1 to 11 November 2008, 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 Project Implementation in Organizations*,” was attended by twenty nine Fellows and Coaches from Afghanistan and eleven faculty members. The lead resource person was Dr. Michael Fors, supported by Mr. Sabahuddin Sokout and Mentors from the University of Calgary, Hiroshima University and the Singapore International Foundation (SIF) which further contributed to a better understanding of the Mentor-Coach-Fellow dynamic. Three representatives from two partner organizations outside Japan, the Independent Administrative Reform and Civil Service Commission and SIF were also present which allowed for deeper interaction and understanding of the Fellowship, taking the partnership to the next level. Hiroshima University representatives also attended several workshop sessions. The workshops' closing session was attended by the Vice-Governor of Hiroshima Prefecture, The Honourable Mr. Kazuaki Jono.

Workshop III began with presentations on team projects and subsequently focused on “Leading Project

Implementation in Organizations” as one of the key components of capacity building in Afghanistan’s public and private sectors. The workshop was intensive and interactive, conducted in groups, and structured around elements of project implementation, coaching and the facilitation of teams.

Additional activities included a roundtable in Tokyo entitled “Afghanistan’s Reconstruction—Challenges and Commitments,” organized in partnership with the Embassy of Afghanistan in Japan, as well as study visits to Hiroshima’s Peace Memorial Museum and Park, Japan International Cooperation Agency (JICA) and the Tokyo Distance Learning Centre (TDLC) along with several cultural, religious and historical sites on Miyajima Island and in Tokyo. To deepen cultural understanding between Japan and Afghanistan, a variety of cultural exchange activities took place. However, the event which had the greatest impact on Fellowship participants was the meeting with an 83 year old atomic bomb survivor who recollected and shared his traumatic experiences in the immediate aftermath of the atomic bombing of Hiroshima. The meeting evoked intense emotions and desires among the group and to many Fellowship participants it was one of the most memorable events of the study-trip programme.

(For a more detailed look at the anatomy of the three key face-to-face training events please see the executive summary of Workshop I and II attached as Annex V, and that of Study-trip and Workshop III attached as Annex VI)

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 selected from the most committed and capable graduates of previous Fellowship Cycles constitute the Fellowship’s mentoring arm in Afghanistan. To guide and support the Coaches in fulfilling their roles a training module on Coaching for Coaches, first offered in 2007, was further expanded in 2008. The careful selection of committed and competent alumni as Coaches and providing them with the appropriate training and preparation to serve in this role plays a key part in ensuring the success of the Fellowship programme.

Coaching for Coaches Module (Expanded in 2008):

The Coaching for Coaches Module starts before the official launch of the Fellowship. Throughout the year seven web-based sessions, and two on-

site working sessions are conducted (see **Box 2** for the focus of each session). The on-site working sessions also include Fellows and Mentors, ensuring that all players develop a better understanding of their roles and what is expected of them. To provide an element of continuity, the Coaches for the next cycle are selected from the Fellows who have already participated in these working sessions.

To facilitate the Coaches’ responsibility of guiding the Fellows through their assignments, the first five web-based sessions are conducted *prior* to the official launch of the Fellowship with a view to ensuring their timely preparation. Two subsequent web sessions conducted during the Fellowship Cycle primarily focus on the challenges faced by Coaches thus far. In 2008 the two on-site working sessions were held during Workshop I and II. Prior to each session, Coaches are given assignments and background readings. In addition they are asked to facilitate the Fellowship Orientation workshop, the UNITAR-ACTRA Web Seminars (ACTRA is an alumni association of Afghan professionals trained by UNITAR), as well as After Action Reviews at workshops I, II and III throughout the Cycle.



1.6. Team projects

Based on their professional backgrounds, Fellowship participants are divided into groups and are required to identify a suitable team project that will constitute the basis of their work 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 VIII 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 organization development/organizational change through various interventions including training/capacity-building.

Box 2. Coaching for Coaches Module

Session 1 -- Coaching/Mentoring -- discussion on the Coach's role from the Coach's perspective, and its evolution as it expands, becoming an increasingly significant part of the Mentoring team. (Coaches will be asked to review their experience as Fellows and each gives a five minute presentation to their respective groups on how they plan to fulfil their role as Coaches.

Session 2 -- Team Building - the Coach's role in the process -- keeping the Fellows and the Mentors connected, engaged and productive.

Session 3 -- Conflict Resolution and Motivation

Session 4 -- How to guide Fellows to conduct a Needs Assessment? Review of the standard Needs Assessment model.

Session 5 -- Overview of Project Planning -- Tips to help the Coaches better guide their group

Session 6 -- Dedicated to de-briefing and lessons learned from coaching two months into the cycle, with each Coach giving a short presentation on his/her experiences and challenges to date, and opinions about what had worked well and what needed further attention.

Session 7 & 8 -- Two on-site full-day training sessions. Joint working session with Fellows, Coaches and Mentors; Focus: Coaching for Coaches, Guidelines, clarifications and discussions with respect to the roles and expectations of Fellows, Coaches and Mentors; team development; DISC test, team challenges. 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.

Session 9 -- was devoted to planning for the final November workshop, and discussions on the Coaches' role in that session, their progress updates and concerns.

Box 3. General Facts about the 2008 Cycle

Participants:

24 Fellows and six Coaches (including five women)

Government: 16

Ministry of Public Health (5), Ministry of Rural Rehabilitation and Development (3), Ministry of Economy (1), Ministry of Foreign Affairs (1), Ministry of Urban Development (1), Ministry of Agriculture, Irrigation and Livestock (1), Afghanistan Investment Support Agency (2), Independent Administrative Reform and Civil Service Commission (2).

Academia: 1

NGOs, private sector & International Organizations: 7

Mentors and Resource Persons (international): 17

Hiroshima University, Japan (1), ICOMOS Japan National Committee (2), University of Texas at Austin, USA (2), University of Calgary, Canada (6), Singapore International Foundation (3), Lamb and Lamb Associates (2), and Microsoft Corporation (1).

Afghan Resource Persons (Fellowship Alumni): 2

Baz Construction Unit for the Rehabilitation of Afghanistan (1), Ministry of Public Health, Afghanistan (1)

Activities:

Three Workshops and study trip to Japan:

- I. "Leadership & Organizational Development for Performance and Results" (Dehradun, India, July 2008)
- II. "Project Planning & Proposal Writing" (Dehradun, July 2008)
- III. "Leading Project Implementation in Organizations" (Hiroshima, November 2008)

Five Seminar Series on Human Resource Development and Management (HRD&HRM):

- I. "Leading people, an organization's greatest asset: An introduction to human resources management and development"
- II. "Motivation, Communication and Conflict Resolution"
- III. "Practical Tools for Effective Performance Management"
- IV. "Developing Training as a Capacity Building Tool"
- V. "Basic Communication Skills for Improved HRM"

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

Coaching for Coaches Module: 6 Coaches and 2 Afghan Resource Persons were trained through web conferences and on-site sessions

New elements for 2008:

- Web seminar module on *HRD&HRM* for Fellows and Alumni Community
- Launch of training for selected Alumni as Afghan Resource Persons
- Expansion of module on *Coaching for Coaches* given by Microsoft Corp.
- Group/team project in the area of Gender, Ethics and Social Issues
- Partnering with Alumni Association (*ACTRA*) to jointly host and facilitate the module on HRM&HRD



Najib Rahman Sabory



Gul Afghan Saleh



Fazal Malik Qasimi



Zabiullah Azizi



Abdul Samad Yadgari

II. FELLOWSHIP OUTPUTS AND SUCCESSES

II.1 Transfer of Capacities:

II.1.1 Afghan Resource Persons

At the end of the Fellowship's Cycle IV, the Fellowship community of Alumni and Resource Persons recognized the need and urgency to further transfer the capacities to manage the Fellowship processes to Afghan colleagues, and to expand the roles of the Alumni network. This would not only allow Afghan professionals to increasingly take over the management and leadership of the Fellowship, but also expand its reach through the Alumni Association (ACTRA).

To achieve this, selected *Afghan Alumni from previous Cycles were invited to enhance their facilitation and training skills by participating as apprentice faculty members at the Fellowship workshops*. UNITAR workshop resource persons would work with the selected candidates in preparation and delivery of the workshops. The aim of this initiative is that this small step would ensure that for 2009 and onwards the Fellowship would have already started preparing Afghan resource persons who may be ready to develop and teach similar curriculums.

In 2008 two resource persons from Afghanistan conducted training sessions during the workshops. This practice started in April 2008 during the Fellowship Orientation session, and was subsequently continued through the three workshops in the Cycle as well as the final Web Seminar of the HRM & HRD module. This new feature of the programme was highly rated by all participants. Involving a UNITAR alumnus as a resource person during the workshop was considered by many as evidence of the real transfer and development of skills.

II.1.2. ACTRA working as Trainers and Consultants in partnership with UNITAR

The Afghan Consultancy, Training and Research Association (ACTRA), an association of Afghan professionals trained by UNITAR, was established in March 2008 after a long and extensive consultation process between UNITAR and its alumni network. It is driven by the commitment and aspirations of its members to serve as a think-tank of professionals from various fields, functioning as a network and support unit for training and research in Afghanistan.

ACTRA has started its activities by jointly organizing and facilitating with UNITAR five web seminars on Human Resource Development and Management. All seminars were facilitated in Kabul by ACTRA members with the final seminar on communication conducted with ACTRA members acting as the lead resource persons.

Despite the fact that the Association is already active, it has not yet been officially launched and is still relatively unknown in Afghanistan. Its main challenges relate to the fact that it does not have sufficient resources to operate on a full scale, as it was envisaged as a loose network of professionals working in different institutions of Afghanistan. Discussions on ACTRA's goals, objectives and activities are on-going and need to be properly documented. As the majority of UNITAR's Afghan alumni are ACTRA members, they have a lot to offer in terms of their ability to improve capacity at the national level. However, the structure and process must be made clearer. For more information please visit:

www.unitar.org/hiroshima/unitar-activities/postconflict-reconstruction



II.1.3. Expanded role of Coaches

The role of the Coach as the Fellowship's mentoring arm in Afghanistan has evolved very much in line with its original conceptualization, but it has exceeded UNITAR's initial expectations. The Fellowship graduates and alumni can be credited with this success. The role of Coaches has progressively widened in each successive year and two particular directions of this expansion can be described as follows:

- Coaches initially began as primary facilitators of communication between Fellows and Mentors. However, their role has much evolved and over the last two cycles they have become the "front line" for substantive mentoring and feedback, key advisors to the international Mentors and UNITAR, and the main facilitators of team development within their groups.
- In 2007 UNITAR also began the process of integrating the Coaches into UNITAR's Fellowship Management team. Hence, their role now includes screening and interviewing of Fellowship applicants, conduct and facilitation of Fellowship Orientation sessions, and input into the design and conduct of the Fellowship. In particular they participate in the logistical management of intensive and complex events such as study-trips and workshops, where they are considered UNITAR staff and are assigned duties alongside the rest of the UNITAR team. This allows them to adopt a "hands-on"

approach and witness the organization and management of such events behind the scenes.

During all training events, especially the workshops, Coaches work closely with their groups, Mentors and resource persons on exercises and assignments. To strengthen their facilitation skills, Coaches are assigned to conduct the After Action Review (AAR) exercises.

A meeting between UNITAR staff, the Afghan resource persons and Coaches on their overall experience with the Fellowship, is held periodically throughout the Cycle to reflect on what worked well and what did not, and what could be done to improve the existing structures or procedures of the Fellowship. The discussions also address the Afghan Consultancy, Training and Research Association (ACTRA), what role each of the Coaches foresee for themselves in it, and are meant to result in suggestions for ways of raising the profile and quality of ACTRA's training at the national level.

II.2 Team Projects 2008

Team projects have been an immediate and practically valuable output of each Cycle, as they are directly related to the Fellows' workplaces and based on organizational needs assessments conducted by the Fellows themselves. During the 2008 Cycle four groups completed basic planning and preparations for projects with training as their intervention tool of choice for organization development or change. Their project implementations did not require additional funding as most of the Fellows of those groups obtained the support of their organizations for conducting the planned training. One group worked on the planning and implementation requirements for membership of the MIT Open Course Ware Consortium (OCWC) for Kabul Polytechnic University (KPU), including developing the website. The last group on Social, Ethics and Gender Issues focused on the research and drafting of a case study on women's leadership in Afghanistan.

II.2.1 Group I – Education

A Project to Contribute to Afghanistan's Education Capacity

Group 1 (1st)

Members

1. Dr. M. Akbar
2. N. Hafizi
3. M. N. Nejabi

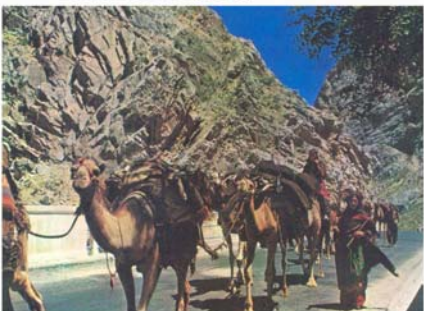
Coach

N. R. Sabory

Mentors


1. Sue Lamb
2. Howard Lamb

04-11-2008



This group elected to design a project for one of their employers (Kabul Polytechnic University – KPU) as the main client. The project was also a continuation of an on-going initiative being pursued by UNITAR and the Fellowship community to connect Afghan universities to the MIT Open Course Ware Consortium (OCWC) (For more information on this initiative please see section II.4 below). The specific objectives of the project are as follows:

Development of a home web page for KPU to link with Open Course Ware Consortium (OCWC)



- Develop a home web page of the KPU website that will provide access to the Open Course Ware Consortium and increased opportunities for e-learning to the students and teachers of KPU
- Provide guidance and support to KPU faculties in uploading the curricula for ten courses to meet the membership requirements of OCWC, and
- Educate students about this new e-learning opportunity and how to access it

II.2.2 Group II – Project Management

Assignment III

Capacity Building in Project Management

By

UNITAR Fellows, 2008 Cycle

Group II

Ministry of Rural Rehabilitation and Development (MRRD)
United Nations Office for Project Services (UNOPS)

Date: 26 Sep 08

Group II, unique in that it was composed of members of one ministry and its affiliated agencies, selected Capacity Building in Project Management as their team project. The project's expected outcome is the training of 25 selected senior staff members from the Ministry of Rural Rehabilitation and Development (MRRD), the

Part V

- While each member will be fully involved in all aspects of the project, the following tentative roles are assigned to each individual team member in order to make the team work more effectively:
- Mr. Hekmat Jo : Supervision, M&E
- Mr. Kamal Safi : Conflict resolution & Report writing
- Mr. Abdullah Sharify : Planning, budgeting, and GIS
- Mr. Said Hashmat Sadat : Proposal writing
- Mr. Zainullah buddin: Project Procurement
- Mr. Gul Afghan Saleh (Coach) - Facilitation of training materials and the team work

National Rural Access Programme (NRAP) regional teams, and the Wardak RRD team. The targeted trainees are all currently involved in managing multi-million dollar infrastructure-related projects, and the planned training will have a direct impact on the performance of the organizations.

Within the project management curriculum, skills enhancement training will be offered in proposal writing, needs assessment, planning, costing, scheduling, prioritization, project formulation &

time management, project implementation, monitoring & evaluation, quality control, quality assurance, procurement and impact assessment of the complete project management cycle.

II.2.3 Group III – Human Resource Management

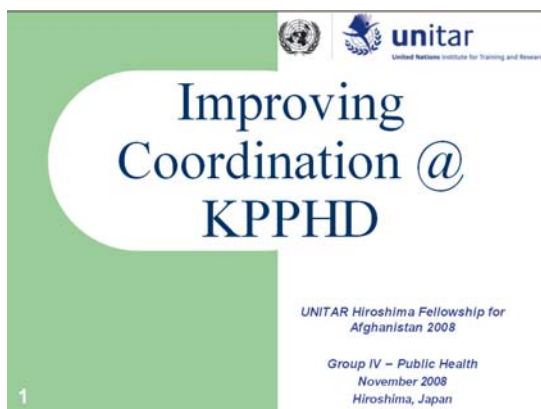


Group III opted to design a project addressing a common HR need in all three employer organizations. They elected to develop a programme to increase the capacities and skills in Office Management and effective communication of company Secretaries and Assistants who are currently employed at the Independent Administrative Reform & Civil Service Commission and AISA, and Cheechi & Company consulting Inc.

The planned three weeks training is designed to focus on the following office Management areas:

- Concepts of Office, Effective Office Management and office organisation
- Record Management & Effective Management of Meetings and Good Minutes
- Time Management and Office Communication
- Office Report & Office Staff Recruitment, Selection and Placement
- Office Staff Training and MS Outlook 2003 & 07

II.2.4 Group IV – Public Health

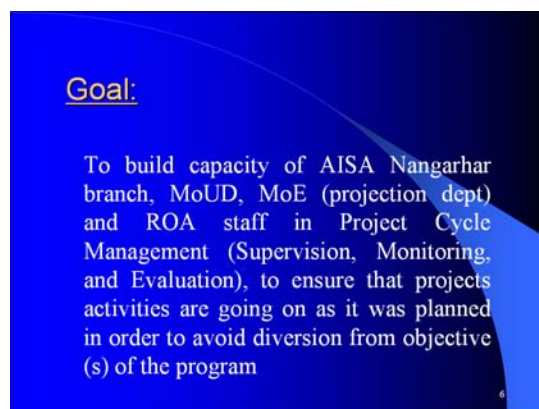
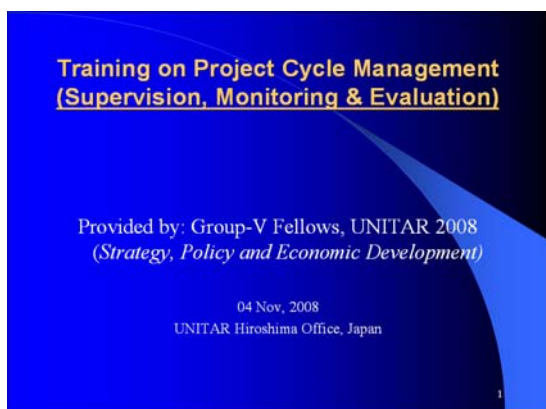


All Members of Group IV are practitioners in the health sector working with the ministry of health or health NGOs who also operate as partners with the ministry. Like Group I, this group elected to work on a project for one of the

employer departments, namely the Kabul Province Public Health Directorate (KPPHD), as a client. The expected outputs of this project are:

- Capacities will be built
- Coordination with the Provincial Health Director as well as the stakeholders will be improved,
- New resources will be drawn for support of KPPHD,
- As the result, performance will improve,
- Improvement will take place in health provision services

II.2.5 Group V – Policy, Strategy and Economic Development

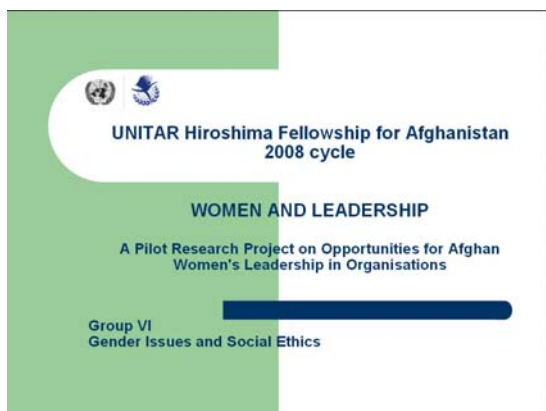


Around half of the development funds received by Afghanistan still goes unutilized, as the ministries do not have the necessary management capacities to absorb the aid and manage the projects appropriately.

Based on this skills gap in all their departments, Group V chose to design a training programme pertaining to Project Cycle Management, covering three modules, namely Supervision, Monitoring and Evaluation. Through this project, 20 senior staff of the client organizations (AISA,

MoUD, MoE and ROA) would receive training themselves with the aim that by the end of the project the client organizations' senior staff would be in a position to run their own projects, meeting the expectations of stakeholders and introducing an element of accountability. In addition guidelines and a complete training package will be provided to allow the best performing and volunteer trainees of the programme to continue the training programme thereby ensuring the sustainability of the project.

II.2.6 Group VI – Social Ethic and Gender Issues





This is the first time the Fellowship has had a group on social ethic and gender issues. The project was to develop a case study on women leaders in Afghanistan and the group designed their project in such a way that it could serve as showcase for the achievements and challenges of existing Afghan women leaders and as a model for younger and aspiring Afghan women professionals. It was also designed to serve as an assessment of the degree of success of the Afghan government's gender policy, to compare the reality in employer organizations vs. the gender policy enacted by the government. They had also already approached Ministry of Women's Affairs and related agencies to explore avenues for sharing their findings.

II.3. . The New Ariana Encyclopedia

The development of the Ariana Encyclopedia started in 1948 and the first volume of the book, published in 1949, comprised 2419 articles, covering the first two letters of the Dari and Pashto languages. The encyclopedia covering the entire alphabet was completed in 1976, with the Dari version comprising six and the Pashto version seven volumes. The articles included had been written in part by 60 intellectuals and were in part translations from other encyclopedias around the world. The book was generally considered to be one of the best scientific books not only in Afghanistan but in the region as a whole. However, the 1976 edition of the encyclopedia was not complete, as it did not include all information regarding the Natural, Social and Political Sciences, Economics, Engineering and other areas. The intellectuals sought to fill those gaps by adapting existing sources on these subjects, but this exercise was not very successful.

It became clear that, the entire encyclopedia had to be reviewed and standardized in line with international standards and a new era of Afghan history. As the Academy of Science in Afghanistan lacked the funds to do so, Professor Hafizullah Haddad, the Chairman of the academy's Economics Department, during his involvement as a Fellow in the 2005 Cycle of the Fellowship developed a proposal to further develop the encyclopaedia with the help of UNITAR and his Mentors (Dr. Howard and Sue Lamb). The proposal was accepted by the Asia Foundation resulting in the provision of USD10,000 to the Academy. Given this was insufficient to complete the project, the proposal was re-submitted to the government of Afghanistan which provided an additional USD 40,000 to complete the project.

With more than one hundred intellectuals having provided new articles the new Ariana Encyclopedia is now complete, covering all areas,. The first two volumes in the Dari and Pashto languages have already been published, each comprising some 900 pages, and the number of volumes is ultimately expected to exceed 50.

As a token of gratitude to the various supporters of the Fellowship they were presented with copies of the New Ariana Encyclopedia, marking one of the highlights of alumni involvement and commitment to the Fellowship in the 2008 cycle.

II.4. Massachusetts Institute of Technology (MIT) Open Courseware Consortium

OpenCourseWare, is an initiative providing free access to extensive training materials and curriculums of courses taught at the MIT, the initiator of the consortium, and other universities from around the world. It was presented to 2007 UNITAR Coaches in November last year by Professor Shigeru Miyagawa of MIT, who had encouraged them to apply for membership of the OpenCourseWare Consortium (OCWC). The OCWC 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.



Chin Hooi Yen



Ernest Lee Kian
Meng



Leo Zonn



Yuji Uesugi



Jennifer Hatfield

The Coaches were extremely enthusiastic about this opportunity and had committed to start efforts to connect at least two academic institutions (Kabul University and Kabul Polytechnic University - KPU) to this network. Since then the Coaches, with support from other Fellowship alumni related to the respective universities, started to work towards that end and after several months of exchanges and cooperation, in July 2008, KPU was enlisted as a member of the consortium. Please visit the link www.ocwconsortium.org/members/consortium-members.html.

However, as a requirement for membership, each university, through a webpage created for OCWC, is obliged to put on-line at least ten courses within two years of joining the Consortium. In this regard, the Group I - Education of the 2008 Fellowship Cycle selected to support KPU's efforts as its project.

II.5. Alumni transferring skills to Workplace Colleagues

The Fellowship endeavours to continue keeping the alumni involved and interested in the various activities undertaken as part of the Fellowship by both the participant groups and ACTRA. Alumni are already very actively involved in imparting their newly acquired training skills to colleagues in their work places. On average at least half of the Fellows and Coaches of a Cycle have gone back and delivered the training they received in one form or the other to their immediate circle of colleagues and staff (the alumni have invariably sent in reports and photographs of such events to UNITAR). In some instances they were asked by their organizations to deliver the training to a larger audience within the organization, and UNITAR has also received letters of appreciation of their performance from their supervisors (Please see **Box # 4** below for a letter from USAID/Afghan Small and Medium Enterprise Development, and Annex VIII for another example of such letters).

Box # 4

xxxx_Hares@dai.com

To xxxx.kamal@unitar.org, xxxxsokout@yahoo.com

14.12.2008 14:39 ZE4B

cc

bcc

Subject AISA-ASMED Mentorship program

Dear Madam/Sir;

The USAID/Afghanistan Small & Medium Enterprise Development (ASMED) had the privileged to jointly conducted AISA-ASMED Mentorship program for six months from May to October 08 for 200 young professional to equip them with business and entrepreneurship skills.

The Mentorship program is part of the ASMED Strategy which supports the development of young professionals through seminars and training sessions. Additionally the program will enhance networking between young professionals and senior business leaders inside and outside of their standard industries.

The program goals was to provide professional training to 200 young professionals who are currently employed in the private sector and are willing to further enhance their practical business knowledge.

The AISA-ASMED Mentorship project was financially sponsored by USAID/ASMED and successfully implemented by Afghanistan Investment Support Agency in four regions (Kabul, Mazir sharif, Herat, and Kandahar).

It is also important to mention that some new concepts and methodologies were introduced and implemented during the AISA-ASMED Mentorship program that was indeed very useful to young professionals these below new concepts were introduced by Mr.Musa Kamawi, AISA-ASMED program coordinator and AISA HR Manager;

1. Team Building Skills
2. Concept of debriefing session to AISA-ASMED Mentorship program
3. Introduction of work style, within the team (assessment of individual behavior)
4. Effective roles of presentation
5. Introduction of participative teaching methodologies (Class discussion, case study, group working, assignment, and small presentation)
6. Redefine role of Mentors with young professional

This is my understanding and believes that above mentioned concepts which has introduced & implemented in mentorship was learnt & experienced in UNITAR (United Nation Institute for Training and Research) for Afghanistan all these concepts and methodologies brought effectives changes in mentorship program.

Therefore, I highly acknowledge & appreciate the contribution of Mr. Musa Kamawi for successfully implemented of AISA-ASMED Mentorship program with introduction of rich and practical concepts for AISA-ASMED Mentorship program.

Best Regards,
Lora Hares
Mentorship Coordinator
USAID/Afghanistan Small and Medium Enterprise Development
Shash Darak
Kabul, Afghanistan (Mobile: +93 (0) xxx xxx 705)

III. 2008 CYCLE EVALUATION, LESSONS LEARNED AND RECOMMENDATIONS

"Overall the experience of the Fellowship was unique. It was a very good learning process. The topics were relevant and the experts were there" Fellow, Group VI

"One of the best improvements and importance of this year fellowship is the selection of the topics that related to each other and covered alternatively in three workshops. The fellows learnt how to plan a project and provide a proposal and at the end how to implement the project". Afghan Resource Person 2008

At the end of the study trip and workshop III, the culmination of the 2008 Fellowship Cycle, participants were asked to fill out evaluation questionnaires both for the final events of the Hiroshima study-trip and workshop III, on the one hand, and for the 2008 Fellowship as a whole, on the other (the latter in continuation of the mid-term evaluation undertaken in July). Many participants also sent substantial individual reports, including recommendations for future Fellowship Cycles, after their return to Afghanistan. The following is an attempt to compile and consolidate these various elements

of feedback on the Fellowship as a whole in a coherent way:

Fellowship's comparison with other training programmes:

"I have participated in many workshops but from the view point of methodology, the Fellowship was quite different and the best among all!"

The first question on the questionnaire on the Fellowship asked participants how the Fellowship compared negatively and positively with other programmes the Fellows might have attended in the past. Most of the participants observed the following differences:



Positive Differences	Negative Differences
<ul style="list-style-type: none"> - The Fellowship strengthens your community's Social Capital through its unique methodology such as the access to a network of experts worldwide and within Afghanistan, a focus on team work, and active and open group discussions; - strong emphasis on practical exercises and presentations, as well as real project analysis. - usage of distance learning tools like video-conferencing and audio-web conferencing, up-to-date materials; - intensive learning process and good time management; - On the job training as Fellows continue with their jobs throughout the training. 	<ul style="list-style-type: none"> - very tight schedules during workshops with insufficient time allocated for each topic; - some logistical arrangements especially for international travel.

One of the most positive answers to this question was -- *"I have participated in many other training programs. The positive points about those programs were their better accommodation, good food, sufficient facilities and funds to cover the needs. However, the quality of training materials/topics and the delivery of the training in UNITAR is much better than those trainings."* This comment reveals one of the Fellowship's weak points, namely a lack of financial resources due to which logistical arrangements, etc. may be less than optimal.

Role of Mentors:

Fellows' Perspective: All participants mentioned that Mentors play an important role in the learning process as they send necessary information, share their experience and guide Fellows throughout. One Fellow wrote: *"Mentors played very key role - without them the Fellowship was impossible"*, and another commented *"the Mentors had a great role in the whole process and helped Fellows receive*

spiritual and material support from them". Though most of the participants mentioned that they greatly benefited from their Mentors, seven participants felt that their groups did not get sufficient attention from Mentors due to the busy schedules of Mentors. It was also suggested that in future Mentors and groups could be matched more closely in terms of their areas of expertise/interest.

Coaches' Perspective:

- The role of Mentors is doubtlessly very important and the key aspects of their role are their commitment and availability which if present to a sufficient degree can elevate the Fellowship experience to a higher level;
- Involve international experts working in Afghanistan or qualified Afghans as Mentors and Resource Persons (the 2008 Coaches have offered to identify possible candidates in Afghanistan and bring them into contact with the Fellowship);



Mohammad Amir
Foladi



Abdul Tawab Kawa
Saljuqi



Sabahuddin Sokout



David J. Eaton



Cheryl Macleod

Mentors' Perspective:

"This (mentoring) has been an experience of mutual benefit for all involved. This has been my first year of involvement in the initiative and one where the experience has contributed to my own learning and growth." Mentor 2008

Most Mentors underscored the importance of meeting Fellows face-to-face in order to develop an effective learning relationship. Comments made by two of the Mentors who did not get to meet their Fellows demonstrate the dissatisfaction regarding the level of engagement with their groups.

"This was our fifth year as Mentors and the first year that we were not able to meet the Fellowship participants face to face due to the lack of sufficient travel funds. This has made a significant difference in our sense of engagement with, and contribution to, the program."

"As a novice Mentor I did at times feel overwhelmed and uncertain about the value of my input...(not knowing all the players and trying to keep all the emails and progress of the individual assignments straight). I felt that not being part of the face to face training hindered my effectiveness somewhat as I felt I didn't have the entire context and sometimes wondered if I was sending material or making suggestions that might not fit with other content that had been shared...Having said that my experience as a Mentor was a rich learning experience for me"

One key observation was that Mentors can take a more or less active role depending on the dynamics within the group, and the strength/capability of the Coach. When a Coach is weak, a stronger and more vocal Mentor can be very useful – and vice versa. Mentors have to learn to work well with the teams on a “distant” basis through email communication and web-tools, among others – it is very easy for Mentors to become “email happy”.

Mentors also agreed with Fellows’ comments about better pairing/matching of Mentors with groups. There was one recommendation to consider the pairing along either “background” aspects, or “project” aspects.

A further recommendation for the better coordination of Mentor support and instructions for the Fellows with Fellowship content was for the programme to ensure that Mentors are better “prepped”, particularly in advance about the kind of topics that will be lectured/covered throughout the Fellowship.

Mentors agreed that it is the teamwork between the Mentors and Coaches that makes the programme successful, especially when Mentors do not have a good understanding of the Afghanistan culture and environment. There was even a suggestion to consider the feasibility of availing the entire team of Mentors to the entire group of Fellows so that any Fellow may approach any Mentor for views/comments. This would ensure that the Fellows would then have more resources since all Mentors would have different skill sets.

Role of Coaches:

All participants mentioned that Coaches played an important role throughout the cycle, but especially in making groups work together. As one Fellow pointed out: “The Coach is very important for every group in order to make sure the team works and meets deadlines”. Another Fellow mentioned: “Coaches played an important role in completing our assignments. Our Coach guided us a lot in preparing our assignments as well as presenting our project. He really knew what is the role of a Coach. His support made our group succeed”. Nevertheless, five Fellows mentioned they did not get sufficient guidance from Coaches or that their role was not visible enough.



Some of the Fellows suggested that Coaches, given their influential role, should make a greater effort to remain unbiased in team disputes, as well as ensuring a culture of mutual respect within the team.

Coaches' Perspective:

- Some of the Fellows objected that their Coaches imposed their ideas on fellows, and suggested that the Coaches should remain true to their coaching role rather than being a part of the group, i.e., Coaches should provide, not impose, ideas;
- Coaches should be committed, dedicated and available at all times to help fellows, via email or by telephone, and should attend the scheduled meetings;

Mentors' Perspective:

All Mentors believe that Coaches are invaluable to the process, especially as they become increasingly endowed with authority, which is good to manage group learning within the country. Most Mentors also endorsed the Coaching for Coaches (C for C) module as key to building the Coaches' skills and supported its expansion and further development.

There was one interesting comment on the approach to coaching taken within the Fellowship context which must be further explored in the 2009 C for C module -- *"The perspective (in the Fellowship) that Coaches are not to impose ideas is interesting to me as my belief is that in the coaching process the Coach is expected to offer action plans so another can develop skills through acting on them."*

It was also pointed out that the Coach's role is very important for another reason -- i.e. he/she understands the culture and environment better. It is also a difficult position since some Fellows may have a different understanding of what

"Coach" means. Mentors may give a lot of advice but it takes someone who has been trained (as a Coach); who has completed the Fellowship Cycle; who understands the culture and work environment and who has interacted with the Fellows on more occasions, to then coach the Fellows to help them apply some of the things the Mentors have advised.

One of the Mentors commented that it would be more effective if the Coach had a better understanding of the parameters of the team's project, again pointing to the need for better and more specific preparation by Coaches.

Team work and Team Project:

Fellows' Perspective: *"It [team work] was good. I learned how to work with a team from different organizations, with different ideas. However sometimes problems arose, but at the end all was resolved".*

"Team Project -- Learned how to conceive and deliver the baby. Pretty laborious job -- but essential part of a living career within the world of developmental work!"

"..... Having a sense of ownership regarding the team project was unique".

Most of the participants mentioned the importance of team work and the team project as the most critical learning activity in the Fellowship. They also found their groups to be good forums for sharing and discussing issues and opinions. As one Fellow put it, *"the team project will never be forgotten..... We will utilize the project design stages in real life"*. However, not everyone was satisfied with their team work. For instance, two participants mentioned that in their team all group work was conducted by only one person who took a lead. Some Fellows and Coaches also mentioned that groups lacked spirit at the beginning, though in time it developed and good results were achieved.



One Fellow pointed out: *"We had disagreements, debates, but finally were accepting logic and acceptable ideas. This spirit was really boosted among the team members."*

Coaches' Perspective:

All Coaches agreed that the team project is crucial to the Fellowship programme. One Coach recommended that the programme should be built upon the gains of previous years. For example, when a Training Program on a subject like Project Management is developed during one cycle, the new Fellows, instead of repeating previous work, should try to implement the programme already developed by Fellows in previous cycles, in other words, they do not need to re-invent the wheel again. Another Coach suggested

that the team projects should be implemented before going to Japan because mostly people will not work on their projects once the fellowship is over. It was further suggested that the team projects should also be encouraged to venture into new areas such as a local governance issues,

Mentors' Perspective:

The Mentors had some very specific suggestions and comments on team projects, as seen below:

- It would be interesting for UNITAR to support further continuity of the projects from the teams manifest in future Fellowship cycles – perhaps offering these “continuation” type projects as an option for groups who do not want to pick their own original topic from scratch. A compilation of all the Fellowship projects so far could be a very good reference library of projects from conception to implementation plan and some, even the evaluation of the implementation.
- Mentors, like Coaches support the expansion of project themes into new areas like governance, economic empowerment and health.

- It is challenging to have a common team project when Fellows are from different organisations. It may be worth considering if team projects can be customised to fit the respective organisations so that the Fellows can implement it. It may be difficult for Fellows to find the answer to “what’s in it for me” if the team project is not really applicable for his organisation (especially when different organisations have different constraints), or if he needs to do major amendments/re-work after the team project is completed so as to implement it.
- Our team never seemed to fully come together as a team – at least not when it came to writing up assignments -- perhaps due to the significant amount of travel that one member of the team was involved in. We often had to caution the most energetic and committed member of our team not to do more than his share of the work. On most of our AWCs, we encountered problems connecting with everyone, which also contributed to a sense of less teamwork.

Web seminars:

Fellows' Perspective: *"The web-seminars were complementary supports to our project and day to day office work".*

The positive evaluation and enthusiastic reception of this new initiative of the 2008 Cycle was across the board. It was evaluated by participants as having *"played a vital role in enhancing the knowledge of the participants"*. Most of the participants mentioned that web seminars contributed to their knowledge and understanding of human resource management and development. However, some participants pointed out technical problems faced during the sessions. In addition, in the case of some resource persons, language should be simplified.



There was also a suggestion to provide definitions of terms at the beginning of each session, so everyone is familiar with the terminology.

Coaches' Perspective:

The web seminars were generally found to be useful and to provide added value, though it was felt that there is a need to improve the quality of the offline sessions. All participants welcomed ACTRA's role in co-organizing and facilitating the session.

Mentors' Perspective:

The general comment by Mentors was that web seminars are a cost effective way for them to interact with Fellows and share knowledge. It also provides a good opportunity for Fellows to be exposed to the expertise of different faculty members/Mentors not involved in their group.

However it was generally agreed that to make the offline sessions more effective, every effort must be made to have the web-seminar speaker work with ACTRA ahead of time to coordinate the offline exercises. In the case of participants from any other country, offline exercises would have to be take home assignments.

Distance learning tools:

The majority of participants mentioned the importance of distance learning tools in the process, and felt that exposure to these tools should be offered to all Afghans. However, while video-conferencing was considered as "the most powerful tool" by some, many Fellows pointed out technical problems when trying to get access to audio-web Conferences (AWC), such as

connectivity issues, quality of sound and software issues. "AWC can be very effective if all Fellows can get on-line". E-mail was considered by many to be a quite useful and reliable tool for communication.

Coaches' Perspective:

It was pointed out that the AWC was a great tool for training and communication during the Coaching for Coaches module, and oddly all Coaches were able to connect and participate in the online training sessions. Fellows, however, did not have a similarly satisfying experience in terms of their AWCs with Mentors. The training facility in the civil service commission is no longer available and their internet connection is extremely slow and cannot support the programme's Audio Web Seminars and Workshops.

Mentors' Perspective:

As always, for Mentors too the affectivity of different distance learning tools varied depending on their group's experience. One Mentor framed the difficulty in the following way, "*having the presence of Mentors, Fellows and Coach augmented the effectiveness of the AWCs. Technical difficulties were experienced but accepted as beyond anyone's control.*"

Another Mentor who's experience with the tool was also frustrating said, "*I think the technology solution especially for the meetings with the Mentors was a failure. It just did not work for our group and has been unsatisfactory for the groups I've worked with for the last 2 years. ... the technology needs to be switched/improved or we rely exclusively on email (and the limitations therein). For our group it just didn't work*"



Pat Gilmore



Duffie VanBalkom



Margaret
Thevarakom



Roger Galbraith



Vinod B. Mathur

Speaking for the groups for whom the technology was relatively less of a challenge, one Mentor put it this way -- *"Web seminars were the most useful as most of the time the technology worked well. I am not certain that the AWCs added a lot of value for all groups but the chat/doodleboard functionality was very useful. Emails are still the best, but Mentors should be encouraged to be brief."*

A key recommendation was to offer an alternative AWC platform to Elluminate, used currently, such as Skype, to allow the appointment to still go ahead.

Timeline:

While the majority of participants felt the duration of the Fellowship to be appropriate, quite a few Mentors suggested making it longer, especially its on-site component. One Fellow recommended a rebalancing of time between that assigned for individual assignments and the time allocated for group assignments by reducing the time for the initial individual assignment and expanding it for group work. Another Fellow suggested reducing the timeframe to six months as "a lot of changes take place during the Fellowship Cycle and Fellows lose interest".

Coaches' Perspective:

One Coach suggested that the three workshops should be conducted at three different times, ideally with the first one held in Afghanistan, the second in India or some other country, and the third in Japan.

Mentors' Perspective:

Mentors with prior experience with the Fellowship cautioned that the time period had already been shortened since the beginning of the programme. To shorten it any further would not provide sufficient time for teams to apply what

they are learning in the workshops to their actual projects.

One Mentor specifically commented that conducting Workshops I & II together was not ideal. The event becomes too long and time is needed for Fellows to integrate the new knowledge and ideas presented. It was also suggested that as Dehradun is quite remote, despite the kind hospitality of the Wildlife Institute, it might be useful to consider another venue for the new Cycle.

Other Mentors found the spacing of web seminars and assignments adequately supportive of timely updates and maintenance of momentum and there was one request that though the timeline was comfortable, periodic reminders on the timeline would be very helpful.

Afghan Resource Persons:

The selection and involvement of Afghan Resource Persons from the Fellowship Alumni was a new initiative of the 2008 Cycle and was well received by the Fellows. As it is a new feature of the programme feedback from the Fellowship Community is critical for the design and expansion of the module.

Fellows' Perspective: "I was very happy to hear that two Afghans were selected as resource persons. They not only provided us good and useful information during the workshops, but also it was a good motivation for them as I am sure that they have also learned a lot from this opportunity".

Afghan Resource Persons (RPs) were considered by all as "supportive and committed to successfully bring Fellowship to end" and "they inspired all". Many participants felt, however, that the number of Afghan resource persons ought to be increased, and that the leadership provided by the Afghan RPs could be stronger.



Coaches' Perspective:

Coaches felt that the programme needs to be more “Afghanized”, that is to say more Afghans should be involved in the program design and management, and that more workshops need to be conducted in Afghanistan when the security situation allows it.

Mentors' Perspective:

Mentors found this training of trainers module to be an excellent way to support the further development of capacity.

Afghan Resource Persons'(ARP) Perspective:

"It is better for the Resource Persons to provide notes and presentations for themselves on the topics they would be assigned to present.... But most of the time it is difficult for Afghan Resource Persons (ARP) to find enough notes and materials for the presentation. I propose that the ARP should be helped much by the lead resource person in future through preparation of notes and materials. If is possible, the ARP should have enough time to go through the notes and think about more improvement, exercises and games for the presentations."

In addition to the above piece of feedback, both ARPs recommend more hands-on and advance guidance by the lead Resource Persons in terms of the design of content and presentation. Another ARP described his initial

misunderstanding of the role and his expectations of it and recommended that the terms of reference (TOR), need to be clearer for this role. Below is an excerpt from his note describing how the ARP's experience evolved into a learning experience:

"I was expecting more involvement in design and conducting of workshop. Around 50 % of my expectations were addressed by the help of Prof Jacques. But I know it is not easy to coordinate between main resource persons in first place. Then I see how each and every piece of the program is interlinked and related. Finally how to use certain colourful and interesting aspects in order to make it appealing. ... For this workshop the big picture was only clear when the workshop was over. I wanted to know how you start thinking about the design of workshop, how you come up with topics, how materials are provided, how changes and modifications are made all to learn more and to be able to follow the same procedure when one day we are responsible for organizing workshops in Afghanistan....."

One of the good discussion for planning we had was in the morning of 7th July with Prof Jacques and Dr. Fors and Sharapiya. In that occasion for the first time I could see how we can link the various sessions link together and how facilitators exchange ideas, plan exercises, think how it work for participants, how to involve participants, distribution of tasks and roles among facilitators and co-facilitators, changing certain aspects according to situation, cutting and adding topics etc. After having that meeting I felt where I am and how it will work."

It is worth mentioning that the Civil Service Commission in Afghanistan has shown an interest in involving the Fellowship's Afghan Resource Persons and other Alumni as facilitators in CSC training, as well as taking on candidates for the newly designed HRD/HRM managerial positions in government departments.



Selection of Participants:

Fellows' Perspective:

- Try to include participants from the provinces;
- Strive for greater gender balance;
- Select Fellows according to top priorities in Afghanistan (senior and some middle level officials would be fine);
- Introduce greater transparency into selection criteria;
- Include no more than one Fellow from the same organization, at least in one group.

Coaches' Perspective:

- The programme should seek to maximize representation of the number of ministries in the selection of participants and, if possible, increase the number of Fellows per cycle;
- Personal interviews should be given greater weight than CVs and written applications in the selection process, and UNITAR should design a standardized evaluation tool to conduct these interviews, for use by the Afghan Interview Panels.
- To bring the same level of Fellows together for training yet giving both senior level and middle or junior level officials the opportunity to participate in the Fellowship, Fellows in high level positions or with high level qualifications could be selected alternately in one year and Fellows in mid-level or junior level positions could be selected in another year.

Mentors' Perspective:

It was strongly recommended that selected candidates would be strengthened and more projects may actually get implemented in the end if the nomination if the Fellow could be endorsed/supported by the CEO (and the immediate supervisor) of the organisation and for the CEO to be aware of (and endorse) his staff's

project identification and implementation. Organisations with successful implementation of projects could be given priority for subsequent Cycles. This way a win-win situation would be created for the organisation as well.

ACTRA, and Involvement in ACTRA's Activities:

Fellows' Perspective: ACTRA is seen by all participants as an important partner of UNITAR in Kabul. *"ACTRA well managed all those web seminars in terms of materials, logistical and technical, through UNITAR support"*, but *"ACTRA itself (without UNITAR support) is very young and will not perform effectively in conducting training seminars, etc yet"*.

All Fellows have unanimously declared their intention to be involved in ACTRA and its activities. Many even went as far as to indicate specific areas where they could be of help to ACTRA, such as the Fellowship participants' selection process, translation of the Fellowship training material into Dari and Pushto, and the transfer of learning and skills acquired in the Fellowship through conducting workshops. However, many voiced concerns about

- the absence of a strategic plan and vision for ACTRA's role and activities;
- the need to stay focused on training and consultant activities in management related areas;
- the need for greater transparency within the association;
- the maintenance of ACTRA as an Alumni/Fellowship community organization, that it is inclusive and does not end up monopolized by a few; and
- the question of sustaining ACTRA's existence in the absence of funding.



Coaches' Perspective:

At the Coaches' meeting one major recommendation regarding ACTRA's core mandate was that, as one of its activities each year (preferably at the beginning of each Cycle), ACTRA should educate and create an awareness about the Fellowship and therefore about the capacities of its Alumni, by giving presentations to supervisors and top management in Fellows' employer organizations, or through an introductory seminar for all supervisors. (This could be done as a part of the Orientation Workshop.) This was seen as critical because in most cases the supervisors have no understanding of the inner workings of the Fellowship and the reasons for the Fellows' activities outside their place of work. Often this lack of understanding has resulted in a singular lack of support for Fellows in their pursuit of the Fellowship's requirements. An understanding of the Fellowship and its objectives will go a long way in gaining the employer's appreciation of the Fellow's enhanced skills and capacities.

In addition to these points, the Coaches also echoed the comments made by Fellows.

Misc Recommendations³:

- Search for alternative places to conduct workshops;
- Use simple language during presentations;
- Increase the duration of the Fellowship with more time for on-site events;
- Continue encouraging active participation from all those involved;
- Continue involving Afghan alumni in the delivery and conduct of workshops and increase their number;
- Presentations to Fellows' supervisors after completion of the Cycle, targeting different

levels of officials, should be made into one of the requirements of the Fellowship;

- ACTRA should establish linkages with institutions inside Afghanistan;
- Allocate more time for each subject;
- Improve international travel and food arrangements;
- Include study visits to factories or offices for exposure to lessons from their experiences;
- Consider offering quality Internet access to all Fellows at one lab to resolve connectivity issue;.
- UNITAR should open a base in Kabul from where it could coordinate its efforts more efficiently and the fellows could use the base for meetings and other work sessions.
- UNITAR Hiroshima Fellowship Program for Afghanistan should try to adjust its Fellowship Program Strategy in general and its training strategy in particular to fit within the Afghanistan National Development Strategy (ANDS). Given the existence of a National Capacity Building Strategy, the UNITAR Afghanistan Program Capacity Building Strategy should fit within this National Strategy.
- UNITAR should try to develop its capacity building as well as other development programs/strategies for Afghanistan based on the needs of its programme's beneficiary organizations and Afghan government ministries. Lessons learned by other organizations and government departments should lead UNITAR interventions.

Mentors' Perspective:

Recommendations for supporting buy-ins by Fellows' supervisors and employers --

- Write to CEOs about the programme and state the requirements - for both participant and organisation

³ All recommendations are based on the analysis of the questionnaires and follow up reports.



- The nomination form should require the CEO's endorsement and for the CEO to identify a "Sponsor" for the nominee (The sponsor's role is to provide the necessary support for the participants to apply the learning from the course. The sponsor is also required to meet the organiser for a pre-course briefing on the expectations. A sponsor could be one of the Senior Management personnel - who may be the immediate supervisor of another nominated colleague but not the Fellow's immediate supervisor)
- The Fellowship organisers (such as UNITAR or ACTRA) would organise the Sponsors' Meeting and all participants are to attend as well - so that everyone is clear about the expectations and there was some time given for the Sponsor and participant to have a short debrief after the meeting.
- Participants would be given a list of assignments to be completed after each module. Sometimes, one of the assignments would be for the participants to meet with the Sponsor to update him/her and to check-in and obtain guidance for the project/task that the Fellow would do back in the organisation.
- At the Graduation Ceremony, UNITAR/ACTRA would invite a CEO/Head of one of the organisations to be the guest of honour.

Suggested Topics for the Fellowship Curriculum and Activities:

Across the board from Fellows to Coaches and Afghan Resource Persons, the consensus was that the topics of organizational development, change management and project implementation are by far the most relevant and in the highest demand in Afghanistan.

"The contents were well organized but few topics gathered for Organization Development and Change. It is a very new but popular topic in our country. When I was back in my country, I met with some key personnel in some organizations. All were interested in this topic and talked to propound it within their organizations (the issue of the organization development through change).

The topic on Project implementation was new for all fellows and, therefore, they all enjoyed knowing about this issue." Afghan RP 2008

Under project planning and implementation there were also multiple requests for study-trips/exposure to actual projects in Japan or other on-site training venues.

"We need to have field excursions so we can see the examples in real life (visiting of administration activities of a firm or bank). It is very important to see the real work in any organizations. Singapore is one of the best countries doing paper work more than the other countries. I propose visiting of banks, insurance companies and so on in Singapore, if is possible for us to have a workshop there." Afghan RP 2008

Other topic suggestions for the curriculum are:

- Organizational Behaviour
- Conflict Management & Resolution
- Conducting Research
- Strategic Planning
- Monitoring and Evaluation



IV. CONCLUSION AND FUTURE PLANS

Based on the Fellowship community's feedback, it is UNITAR's conclusion that the management and leadership toolbox that has been developed over the last five cycles (including tools such as organization needs assessment, team-building, coaching and facilitation, HRM & HRD, leadership and organizational development, project planning and implementation, and proposal writing etc.) is generally addressing the current thematic priorities and requirements of Afghanistan. However, the tools taught in a Cycle should be varied based on the priorities of Afghanistan and the Fellows taking part in any particular year. For example, a lot of feedback was received on the need to expand the topic of change management, and increase the participation of senior HR managers.

UNITAR and its partners are also aware that after the completion of the fifth cycle it is time for the Fellowship to make a transition to the next level in a number of regards, most importantly in terms of a further expansion of the alumni community's role, and in terms of the expansion of the Fellowship's participation to a more international mix of people by including government professionals from other countries. The latter would not only promote and foster an exchange of ideas and experience with peers from different countries, but also empower the Afghan Fellowship community to demonstrate the skills and knowledge accumulated over the past five cycles.

Mentors' Comments:

Mentors strongly supported the suggestion to move the Fellowship to the next stage by opening the programme to participants from other less developed/or post-conflict countries.

Tentative Plan for the 2009 Cycle

Fellowship Theme – ***Leadership and Organizational Development***

Time Frame – April to November 2009

Strategic change in methodology for the Fellowship:

- In the 2009 Cycle, as a pilot initiative, UNITAR will invite one group (4 to 5 people) each from 1 to 2 post-conflict or less-developed countries to participate as Fellows. These groups will be assigned Mentors for their team projects and will participate in the Workshops and Web-seminars with their Afghan counterparts. As this will be their first year they will also have the opportunity to observe the Afghan Coaches and Resource Persons in action at these events. An attempt will be made to select participants from the same sector in these countries so that the group can work as smoothly as possible and have less obstacles to overcome in this first year.

Acting on the recommendation of one of the Fellowship Mentors, once the Fellowship has been launched successfully in the new target countries, UNITAR should ensure the development of the same core structure of Alumni in each country, which will anchor the Fellowship as parallel programmes in each country, with participants coming together only for joint training events such as workshops and web-seminars.

- Expand the role of the Afghan Alumni community in-country by systemizing the core relationship with the Alumni Association and inviting them to -- co-organize and deliver the 4-day Orientation Workshop for Afghan participants in Kabul; co-organize and facilitate five Web-seminars as part of the HRM and HRD module; raise the awareness and increase

the understanding of the Fellowship and the strengths of its graduates in employer organizations by organizing a seminar at the end of the Orientation workshop for the supervisors of all Fellows of the new Cycle as well as candidates for Mentors from Afghanistan and the ex-pat community; in addition to making presentations within organizations.

- *Re-design the module for training Afghan Resource Persons (ARP) as follows* -- clarify the terms of reference (TOR) and requirements; ensure that ARPs attend the five preparatory sessions of the Coaching for Coaches Module; deploy ARPs as key resource persons at the

Orientation Workshop; require the ARPs write two Afghan case studies each related to topics from the Cycle's curriculum; connect the ARPs in advance with the lead resource persons of the workshops and request they work together to develop material and deliver training.

- *Recommend to UTA an additional requirement from the Fellows for earning the graduate university credits i.e.* -- All Fellows upon completion of each workshop will be required to present the training received to their colleagues within their employer organizations followed by confirmation of this from their immediate supervisor.

Structure:

FELLOWSHIP LAUNCH -- Orientation Workshop:		
MAY		
DAY 1		
Introductory VC with UNITAR		
Joint Programme: Afghan and other country participants (VC connection)	In-country programme for Afghanistan	
i) Introductions by UNITAR and special guests (on-line); ii) Orientation by Afghan Coaches (on-site in Kabul); iii) Detailed briefing on role of Coaches, Mentors and UNITAR (on-site in Kabul) and Assignment I (Afghan Resource Persons on-site in Kabul);	iv) Break out in groups for introductions and presentation by Coaches on their vision of their roles.	
DAY 2		
UNITAR Web Seminar Series: Human Resource Development and Management		
Joint Programme: Afghan and other country participants (VC connection)	In-country programme for Afghanistan	
i) Seminar I: Leading people -- An introduction to human resources management and development (on-line)	ii) Basic Communication Skills for professionals -- Written and verbal communication.	
DAY 3		
Assignment I		
Joint Programme: Afghan and other country participants (VC connection)	In-country programme for Afghanistan	
i) Seminar II: How to Conduct an Organization Needs Assessment (on-line)	ii) De-briefing and off-line session on the topic by ACTRA facilitators.	
DAY 4		
Introductory VC with Mentors, and Distance Learning Tools		
Afghan and other country participants (VC connection)	In-country programme for Afghanistan	In-country programme for other participants
i) Introductions and discussions on assignments for the first one and half months under the guidance of Coaches through work sessions, and Mentors using email and audio-web conferences.	ii) Debriefing on Audio-web conferencing tools such as Elluminate and Skype in local media labs by Afghan RPs in Kabul.	ii) Debriefing on Audio-web conferencing tools such as Elluminate and Skype in local media labs by local experts for other participants.



WORKSHOP I (Leadership and organization development for performance and results) WORKSHOP II (on proposal writing and project planning) JULY	
Joint Programme: Afghan and other country participants (on-site) Pending funds, lead/representative Mentor from maximum groups will be invited to attend	
DAY 1 Joint working session with Fellows, Coaches and Mentors; (1/2 day)	
<u>Focus:</u> Coaching for Coaches - Guidelines, clarifications and discussions on the roles and expectations of Fellows, Coaches and Mentors; team development; DISC test.	
DAYS 2 - 3 Workshop on leadership and organization development performance and results	
<u>Focus:</u> The Cycle will begin with the development of individual skills and roles in both this workshop and the next, then team building and team projects, ending with dealing with organizations and change projects in workshop III. The workshop will incorporate selected examples/case studies from the Fellows' experiences into the discussion and curriculum.	
DAY 4 Team Challenges and Exercises (1/2 day)	
ANY EVENING (to be decided by each group) -- Working sessions of groups with their individual Mentors and Coaches (1.5 to 2 hours) <u>Focus:</u> Agree on team project focus and outcomes, as well as an action plan and division of responsibilities.	
DAYS 5 – 7 Workshop on project planning and proposal writing	
<u>Focus:</u> Further develop teams' projects and identify steps for project planning and proposal writing if applicable. <u>NOTE:</u> The Afghan Resource Persons will act as Coaches to the new country participants for the duration of the workshops.	





PROJECT WORK post workshops I & II	
In-country programme for Afghanistan on developing a detailed project plan with a designed curriculum for training (if part of the plan), and a proposal (if fundraising required), with consultation with Mentors and/or Coaches.	In-country programme for other participants on developing a detailed project plan with a designed curriculum for training (if part of the plan), and a proposal (if fundraising required), with consultation with Mentors and/or Coaches.



WEB SEMINAR MODULE ON HRD & HRM – three hour seminars by VC MAY, JUNE, AUGUST, SEPTEMBER, OCTOBER	
Joint Programme: Afghan and other country participants (VC connection) <u>Frequency:</u> Once a month, i.e. five web seminars in total, depending on the time between the workshops.	In-country programme for Afghanistan VC Followed by offline discussions with Alumni Facilitators

WORKSHOP III on Leading Project Implementation in Organizations (with special emphasis on change management), and Study Trip EARLY NOVEMBER	
Joint Programme: Afghan and other country participants (on-site) <u>Workshop Duration:</u> four and half days (inclusive of final project presentations); <u>Focus:</u> On the implementation process of change projects, using team projects as case studies. Working Session on coaching and team work: <u>Focus:</u> Team challenges, evaluation and lessons learned	

ANNEX I: BRIEF BIOGRAPHIES OF FELLOWS

<i>Group I</i>	
	<p><u>Mohammad AKBAR</u> Dr. Mohammad Akbar (MBBS, FRCS) is the National Director of the Media Support Solutions Partnership and Director of Media Support Partnership Afghanistan (MSPA). He is a General Surgeon and a writer and poet having authored four books, as well as being a producer, broadcaster, trainer and editor. He has long experience working with the BBC Pashto section, both in London and Peshawar, and has closely worked with Radio Afghanistan Kabul and Educational Radio Television. He has overall editorial responsibility for Radio Based Teacher training programmes, for <i>Straight Talk</i>, (a weekly youth oriented radio magazine programme), and has written and produced some 250 dramas and radio soap operas covering education, health, mine awareness, drugs and civil society. Dr. Akbar played a leading role in several one day workshops for stakeholders and staff of the Ministry of Education and produced documents on National Distance Education policy. In 2001, he headed a team of radio broadcasters in Peshawar that ran the Humanitarian Emergency Afghan Radio Project in close collaboration with the International Organization for Migration (IOM) and Voice of America. Dr. Akbar has also trained Afghan writers on creative writing for radio and has established a network of working relations with more than 50 radio stations in Afghanistan as well as different ministerial departments.</p>
	<p><u>Naqibullah HAFIZI</u> Naqibullah Hafizi heads International Conferences at the UN and International Conferences Department of the Ministry of Foreign Affairs of Afghanistan. He graduated from Germany's Leipzig University in 1988, and has worked for the Ministry of Foreign Affairs since 1992 (excluding the time of the Taliban). He was posted as First Secretary in the Embassy of the Islamic Republic of Afghanistan to the Republic of Korea in 2003 and served as Charge d'Affairs in 2006/2007. In 2002/2003, Mr. Hafizi attended Management and International Relations courses in Singapore, Great Britain and Germany. He served as Administration Officer and Office Manager in German Agro Action during the time of the Taliban.</p>
	<p><u>Mohammad Nazir NEJABI</u> Mohammad Nazir Nejabi is a Lecturer at Kabul Polytechnic University (KPU), having graduated from the same institution in 1986. Mr. Nejabi has an MSc. in Civil Road Engineering and is a road and road structures engineer. He has written three scientific books and ten scientific articles and is a member of the Administration and Scientific committees of KPU. He has also worked as a design engineer at IOM.</p>
<i>Group II</i>	
	<p><u>Zainulabuddin HAMID</u> Zainulabuddin Hamid has been worked with the Vertical Structure Unit of the United Nations Office for Project Services (UNOPS) in Afghanistan since August 2002. His roles have included that of Monitor Design Engineer, Senior Engineer and Regional Engineer and currently he is Deputy/National Project Manager. He graduated from the Construction Institute of Herat University as an Assistant Engineer in 1996 and completed a BSc. from the Faculty of Civil Engineering of Herat University in 2000. Since then he has worked with different UN Agencies such as UN WHO, UN WFP and currently, UNOPS. During his career he has completed more than 100 construction projects in different provinces of Afghanistan, acting as National Project Manager/Team Leader and Technical Specialist. He has also participated in a series of Managerial and Technical workshops both in Afghanistan and abroad.</p>



	<p><u>Jan Mohammad HEKMATJO</u></p> <p>Jan Mohammad Hekmatjo is the Director of Rural Rehabilitation and Development (RRD) for the Ministry of Rural Rehabilitation and Development (MRRD) in Afghanistan's Maidan Wardak province. Since graduating from Kabul University's Faculty of Agriculture in 1977 he has taken part in approximately 30 Training Courses and Workshops organized by the Forest Research Institute, the Wildlife Institute of India, the Iran Agriculture and Natural Resources Institute and others. He has work experience in plant research, orchards, natural and agro forests, wildlife and rangelands as well as nursery and watershed management in rural areas. He has supervised from 50 - 300 staff and currently oversees 41 staff directly and 200 staff indirectly.</p>
	<p><u>Said Hashmat SADAT</u></p> <p>Said Hashmat Sadat has been working as National Project Manager for the RAL project under MRRD/NRAP/UNOPS since June 2006. Having graduated from Nangarhar University's Engineering Faculty in 2000, he became the Head of the Nangarhar Provinces' RRD Planning Department in 2001. From 2002 - 2004 Mr. Sadat worked as Deputy Head of the Construction Department in German Agro Action. Subsequently, from 2004 - 2005, he joined UNOPS/MRRD/NEEP as a Provincial Technical Advisor. He also worked for UNDP/MRRD in 2005/2006 as a Regional Advisor, managing the National Area Based Development programme of MRRD on a regional basis. After attending a distance learning course in 2005/2006 at Preston University of Islamabad, Pakistan, Mr. Sadat received an EMBA before assuming his current position.</p>
	<p><u>Kamal SAFI</u></p> <p>Kamal Safi is the Head of a Regional Office at UNOPS. He graduated from the University of Engineering and Technology in Taxila, Punjab province, Pakistan, with a BSc. in Civil Engineering. Mr. Safi has over eight years experience in the development sector ranging from physical infrastructure (roads, access) to emergency preparedness, camp management, water and sanitation, capacity building, procurement, project management and others. He has worked on UNICEF projects in Pakistan and UNOPS projects in Afghanistan and is well aware of the challenges facing Afghanistan. He also has experience in designing and implementing appropriate community infrastructure interventions.</p>
	<p><u>Abdullah SHARIFI</u></p> <p>Abdullah Sharifi is a GIS/Planning Engineer with the National Rural Access Program (NRAP) of the MRRD. He holds a BSc. degree in Civil Engineering and has successfully completed many training courses on computer accounting as well as comprehensive training on Geographical Information Systems (GIS) in Delhi, India. Prior to his present position, Mr. Sharifi served as a Senior Road Design Engineer/GIS Specialist with the National Emergency Employment Program for Rural Access NEEPR/MRRD. He has also worked as Field Engineer at the Rural Assistance Program (RAP) of CARE International in Afghanistan. Mr. Sharifi has acted in charge of Shallow and Tube Wells, Sanitation and Hygiene Education Promotion projects in the WATSAN Section of the Danish Committee for Aid to Afghan Refugees (DACAAR). Currently he is working on the Afghanistan Rooding Network Master Plan.</p>

<i>Group III</i>	
	<p><u>Mohammad Akbar HAMIDI</u> Mohammad Akbar Hamidi graduated from the Faculty of Engineering, Kabul University, in 1995. He has attended various management training courses including: Middle Management, Problem Solving and Decision Making and Accountancy. He has worked in different international NGOs prior to his present position as an Administrative Manager in Checchi and Company Consulting, Inc.</p>
	<p><u>Feroz HEMATIYAR</u> Feroz Khan Hematyar is a Programme Manager of the Support to Public Administration Capacity Building Programs and Assistant to the Director General of the Civil Service Management Department of the Independent Administrative Reform and Civil Service Commission (IARCSC). He has a BSc. in Human Resource Planning and Development and an Advanced Diploma in Information Technology. Currently he is pursuing a Masters Degree in Public Administration specialising in Human Resource Management. Prior to his present job, he served as the National Programme Coordinator at the IARCSC and an IT Instructor and Trainer, in addition to a number of positions with international organizations and NGOs.</p>
	<p><u>Musa KAMAWI</u> Musa Kamawi is a Human Resources Manager in the Afghanistan Investment Support Agency (AISA). He obtained his Masters Degree in Public Administration (MPA) majoring in Human Resource Development from the Institute of Management Sciences, University of Peshawar, Pakistan in 2004. He has also attended Professional HR Training in India in 2006 on “International Training on Manpower Research and Module on Human Resources” from the Institute of Applied Manpower Research (Delhi) and Rajasthan State Institute of Public Administration (Jaipur). He has recently compiled and drafted two glossaries on investment, business and management terms for the four month Investment Training Programmes offered by AISA.</p>
	<p><u>Nasser NAZARI</u> Nasser Nazari is a Project Manager of the Civil Service Reform Project (CSRP) in the IARCSC, a World Bank funded project that aims to support the implementation of critical interventions in the Government’s Public Administration Reform Framework and Civil Service Implementation Plan. The main development objective for this project is seeing a significant proportion of service delivery ministries performing their functions to an acceptable level and being held accountable for the use of public resources, by 2011. The project supports IARCSC in preparing the required legal framework for HRM policies and procedures, supports implementation of new Pay and Grade Reform and oversight of the Public Administrative Reforms. Mr. Nazari has a working background with the United Nations, the Asian Development Bank and recently with the World Bank. Mr. Nasser holds an MSc. on the Power Supply of Cities and Industries from Kabul Polytechnic University and is pursuing his Masters of Public Administration from Kabul University.</p>

<i>Group IV</i>	
	<p><u>Ahmadullah MOLAKHAIL</u></p> <p>Ahmadullah Molakhail graduated from Kabul Medical University in 1998. After graduation he joined Attaturk Childrens Hospital as a paediatrician for two years. He then joined Aide Medical International (AMI), a French medical NGO, as a Nutrition Program Coordinator.. In January 2003, Dr. Molakhail joined the International Medical Corps (IMC) as a Provincial Program Coordinator, and then as a Project Manager for Khost province in the SE of Afghanistan. In April 2004, he joined Management Sciences for Health, an American NGO, as health advisor for the SE region. In 2005, Dr. Molakhail received a one year non-degree Fellowship from the US Embassy in Kabul to study Public Health Policy and Management at the University of North Carolina. He was then awarded a Summer School of Public Health Fellowship from Boston University. Since July 2006, Dr. Molakhail has been the Health and Community Development Director at the Social and Health Development Program (SHDP)</p>
	<p><u>Mohammad Saber PERDES</u></p> <p>Mohammad Saber Perdes graduated from the Faculty of Medicine, Afghan University, Peshawar, Pakistan in 2002. Since late 2006, He has been a Nutrition Advisor in the Information, Education and Communication (IEC) Department of the Ministry of Public Health in Kabul. Dr. Perdes is also serving as an IEC/BCC (Behavior Change Communication) Trainer and has conducted training in the capital and provinces of Afghanistan.</p>
	<p><u>Malika POPAL</u></p> <p>Malika Popal graduated from Kabul Medical University in 1987, and worked in the Kabul Maternal and Child Health (MCH) clinic of the Ministry of Public Health (MoPH) from 1987 - 1991. Between 1991 and 2003 Dr. Popal served as Medical Officer at a refugee hospital in Quetta, Pakistan, with the Save the Children USA, Haripur Program in Peshawar, Pakistan and at a hospital for Afghanistan refugees, also in Peshawar. In addition, she worked as Head of Medical Solutions, Manager of Marketing and Sales at SIEMENS Afghanistan, as MCH Officer at the Rural Expansion of Afghanistan's Community-based Healthcare (REACH), Program Management Sciences for Health (MSH)/USAID and Reproductive Health Director at the MoPH. Currently Dr. Popal is working as a Provincial Public Health Advisor for the General Director of Provincial Public Health (GDPPH) at the MoPH.</p>
	<p><u>Hamed SHARIFI</u></p> <p>Hamed Sharifi graduated from the Kabul Medical Institute in 1990. He has worked with the Ministry of Public Health and NGOs and jointly with the Rural Rehabilitation Association for Afghanistan (RRAA). He has worked in different positions in the RRAA including Team Leader, Project Manager, Program Supervisor, Health Coordinator and finally, for the last two years, as Program Coordinator. He has been involved mostly in Health and Water/Sanitation Projects and attended several workshops and training sessions as well as conducting training.</p>
	<p><u>Sohaila Ziaee WAHEB</u></p> <p>Sohaila Ziaee Waheb graduated from Ummahatul Momenin University, Peshawar, Pakistan, in 1998 with an MD qualification. She is the Maternal and Neonatal Care Officer with the Safe Motherhood Initiative, a programme developed by UNICEF and the Ministry of Public Health to reduce maternal mortality. Dr. Waheb's current responsibilities include supervision of health facilities that provide maternal and neonatal health services, development of technical guidelines and tools for their monitoring and evaluation, and conduct of training courses for doctors and midwives. Prior to her present position, she worked as an MD.</p>

Group V





	<p><u>Mir Abdullah MASHKOORI</u></p> <p>Mir Abdullah Mashkoori is working as Head of the Projection Department in the Ministry of the Economy. He graduated from the City Construction Institute of the Ukraine Republic in 1987 with a Masters Degree in Science Engineering. Mr. Mashkoori has worked in various governmental institutions and NGOs in different positions, such as: Director of the External Relations Department in the Prime Ministry, Director of the Construction Department in the Prime Ministry, Interpreter of the Russian language at the Movement for Peace, Development, Liberation and Disarmament, Director of Finance and Logistics in the Refugees Commission, Head of Projects Control and Surveillance Department in the Ministry of Reconstruction, Research and Planning Advisor in the Office of Afghanistan Reconstruction and Development Services as well as Head of the Transport and Communication Department in the Ministry of the Economy. He has participated in many conferences and training courses both domestically and internationally.</p>
	<p><u>Shahpoor MOHAMMADI</u></p> <p>Shahpoor Mohammadi is a civil engineer, who graduated from Nangrahar University in 2005. He has three years working experience with two Afghan NGOs, the Baz Construction Unit for Rehabilitation of Afghanistan (BCURA) and the Rehabilitation Organization of Afghanistan (ROA), where he is currently the Assistant Director. During his work in BCURA, he studied Office Development and Environmental Issues and attended a workshop on Health Management organized by the Pakistan Ministry of Health in Peshawar. Recently Mr. Mohammadi completed two training workshops, conducted by the US Army Corps of Engineers and the Provincial Reconstruction Team of Nangrahar on proposal writing focusing on US assistance to Afghanistan.</p>
	<p><u>Jamal Nasir PASHTON</u></p> <p>Jamal Nasir Pashton has a BSc. in Eco-Politics and a Masters Degree in International Relations from University of Baluchistan, Quetta, Pakistan. In Kandahar city he started by joining a Coordination Unit for the Development Projects under the Provincial Reconstruction Team (PRT). Subsequently he worked with a private law firm, drafting policies and translation services as well as joining the Afghanistan National Development Strategy (ANDS) Programme in the Ministry of Urban Development (MoUD) as a Development Projects Coordinator. Currently he is working as a Coordination Officer and ANDS focal point, is a Protocol Officer and is in charge of the Foreign Relations and Project Development Units within the MoUD.</p>
	<p><u>Mujeeb-ur-Rahman SHIRZAD</u></p> <p>Mujeeb-ur-Rahman Shirzad has M.D from Kabul Medical Institute, Afghanistan, and Master degree in Business Administration from Preston University, Pakistan, obtained through distance learning (EMBA). Mr. Shirzad has worked for seven years with international NGOs in the Eastern Region of Afghanistan in senior management positions including Project Supervisor in Serving Emergency Relief and Vocational Enterprise (SERVE), Regional Coordinator for Aide Medical International (AMI) and Deputy Project Coordinator for Health Net International (HNI). He has been Regional Director of a National NGO, LRSO, as well as Private Business Developing Services provider in Nangarhar province. During different missions he has been practically trained by International NGOs in the fields of General Management, Project Management, Human Resource Management, Budgeting, Accounting and Financial Management, the Development of Business Plans, Investment and Making Factories, Proposal and Report Writing, Evaluation and Monitoring, Conducting Surveys, Organizing Training Programs, Community Involvement and Participation, Advocacy, Facilitation and Communication, Needs</p>




	Assessment, and Problem Solving and Gender Issues. Currently, he is working as Afghanistan Investment Support Agency (AISA) Eastern Regional Manger in Jalalabad, Nangarhar.
	<i>Group VI</i>
	<p><u>Mahbooba ABAWI</u></p> <p>Mahbooba Abawi is a Gender and Youth Consultant and member of the Gender Committee for the Ministry of Agriculture, Irrigation and Livestock. With an education background in engineering, Ms. Abawi also has extensive experience in project planning, estimation, implementation, monitoring, community development, the empowerment of women, gender and youth. She is also a member of the Advisory Committee of Vocational Training for Afghan Women project from Care International in Afghanistan. Ms. Abawi is providing gender awareness workshops for governmental, national and international NGOs at both a central and provincial level.</p>
	<p><u>Zarmina POPAL</u></p> <p>Zarmina Popal graduated from Kabul Polytechnic University in 1988 with an MSc, majoring in Structural Engineering and was hired by the Institution of PAMA in 1993. In 2003 she started at the Ministry of Urban Development and Housing as Head of the Standard Codes and Regulations Department. In May 2005 Ms. Popal started working at the construction company Technologists Inc. and has taken part in the rehabilitation of Afghanistan. She has experience in different positions and departments, such as: the Industrial Parks Department, as Head of the Civil Engineering Department, Senior Specification Department officer and is currently working as a Structural Engineer in the design division. Ms. Popal is the member of Society of Afghan Architects & Engineers since 2004.</p>
	<p><u>Najla SABRI</u></p> <p>Najla Sabri is a Personal Assistant to the European Union Special Representative for Afghanistan. She has been serving in this capacity since July 2002. She Graduated from the English department of the Kabul University Faculty of Literature and Languages in 2003. Ms. Sabri is also a member of the Afghan Young Leaders' Forum, a project run by German organization Friedrich Ebert Stiftung.</p>






ANNEX II: BRIEF BIOGRAPHIES OF MENTORS, RESOURCE PERSONS AND COACHES

<i>Coaches and Resource Persons</i>	
	<p><u>Yumi Isabelle AKIEDA</u></p> <p>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.</p>
	<p><u>Zabiullah AZIZI</u></p> <p>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. Mr. Azizi joined UNITAR Hiroshima Fellowship for Afghanistan as a Fellow in 2007 Cycle and became a Coach for the 2008 Cycle.</p>
	<p><u>CHIN Hooi Yen</u></p> <p>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>
	<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 Pittsburgh (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>Mohammad Amir FOLADI</u></p> <p>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. Mr. Foladi joined UNITAR Hiroshima Fellowship for Afghanistan as a Fellow in 2007 Cycle and became a Coach for the 2008 Cycle.</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>Roger GALBRAITH</u></p> <p>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>Pat GILMORE</u></p> <p>In her current role of Manager of Organization Effectiveness for Calgary Laboratory Services, Pat is responsible for designing, implementing and sustaining organizational development programs in the areas of leadership development, team development and change management. She has worked in large complex health care systems for over 25 years as a speech-language pathologist, operational and clinical manager and organization development consultant. In these roles she has acquired extensive experience in the areas of direct patient care, staff supervision, clinical program development and designing; team development interventions, small and large-scale change initiatives, strategic plans workshops and leadership development programs. In 2007 she volunteered in Yemen where she taught leadership development to physicians and other senior health care leaders. She holds Masters of Arts in Organization Development from the Fielding Institute Santa Barbara.</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>Jennifer HATFIELD</u></p> <p>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 JAQUES</u></p> <p>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>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</p>




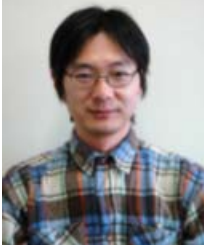
	<p>and the U.S. State Department/ Government of Pakistan. He received the Ed.D. in Human Development and Educational Administration from the University of Maryland and has done post doctoral work with the NTL Institute for Applied Behavioral Science. Professional associations include: American Psychological Association, Association for Psychological Type, Association for Transpersonal Psychology and the NTL Institute for Applied Behavioral Science.</p>
	<p><u>Sue LAMB</u> 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> 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>Vinod B. MATHUR</u> 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>Fazal Malik QASIMI</u> Fazal Malik Qasimi is a National consultant for the Admin, Finance, Human Resources and Logistics departments at the Ministry of Interior of Afghanistan. He served as 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. Mr. Qasimi joined UNITAR Hiroshima Fellowship for Afghanistan as a Fellow in 2007 Cycle and became a Coach for the 2008 Cycle.</p>
	<p><u>Najib Rahman SABORY</u> 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. Mr. Sabory joined UNITAR Hiroshima Fellowship for Afghanistan as a Fellow in 2007 Cycle and became a Coach for the 2008 Cycle.</p>
	<p><u>Gul Afghan SALEH</u> 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. Mr. Saleh joined UNITAR Hiroshima Fellowship for Afghanistan as a Fellow in 2007 Cycle and became a Coach for the 2008 Cycle.</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. Mr. Saljuqi joined UNITAR Hiroshima Fellowship for Afghanistan as a Fellow in 2006, as a Coach in 2007 and as an Afghan Resource Person in 2008.</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. Mr. Sokout joined UNITAR Hiroshima Fellowship for Afghanistan as a Fellow in 2005, as a Coach in 2006 and 2007, and as an Afghan Resource Person in 2008. In 2007 he was selected as a focal point of the UNITAR Hiroshima Office in Kabul and presently serves as a Training Assistant of UNITAR.</p>
	<p><u>Abdul Samad YADGARI</u> 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. Mr. Yadgari joined UNITAR Hiroshima Fellowship for Afghanistan as a Fellow in 2007 Cycle and became a Coach for the 2008 Cycle.</p>
	<p><u>Kimiyo YAMASHITA</u> Kimiyo Yamashita is an Assistant Professor at the Tokyo University of Foreign Studies and a member of the ICOMOS Japan National Committee. She graduated with honors from Istanbul Technical University, Turkey, in 1993 and obtained her Ph.D. in Science of Design from the Tsukuba University, Japan, in 1999. She conducted her research regarding religious architecture in Islamic societies as a postdoctoral fellow of the Aga Khan Program for Islamic Architecture at Massachusetts Institute of Technology in 2002-2003. After that, Ms. Yamashita worked as a program officer for Middle Eastern Programs including Afghanistan at the Japan Foundation in 2003-2005 and joined the Research and Educational Project for Middle East and Islamic Studies at Tokyo University of Foreign Studies as a research fellow in 2005-2007.</p>
	<p><u>Leo ZONN</u> Leo Zonn completed a Ph.D. in Geography at the University of Wisconsin, Milwaukee in 1975. His academic positions have been at Arizona State University (1975-1986), East Carolina University (1986-1997), the University of North Carolina at Chapel Hill (1997 to 2004), and the University of Texas at Austin (2004-present). His university administrative experience has been varied and includes sixteen consecutive years as department chair at ECU and UNC (1986-2002) and now two more years (2006-2008) at the University of Texas, with a few more on the near horizon. Dr. Zonn is a cultural geographer whose research and teaching over the last decade plus have been concerned with issues of geographic representation, particularly narrative cinema and the complex array of discourses that reflect, frame, and enrich geographies of film. His research focuses upon Third Cinema (subaltern), globalization and national identity, race-ethnicity, and gender, while he hopes to explore the relations between identity and the place-based experiences of film watching within a variety of historical and international settings. His long term interests have also included cultural landscapes, migration, and the many realms of place identity, from the local to the global. Ultimately, it is this experiential nature of place, including its many forms, constructions, interpretations, and practices, that has been the one consistent element of his work.</p>

UNITAR Staff and Interns

	<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. Since 1994, she has directed a publication series in Peacekeeping, under which she has edited or co-edited seven books.</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 completed a programme of communication and journalism at Stanford University and 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>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 and later on her Ph.D. on public administration in post conflict countries with specific focus on Afghanistan 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. Dr. Kakimova has participated in many courses related to the international cooperation. She joined UNITAR twice as an Associate, in 2002 and 2003, and has been a Training Assistant with UNITAR Hiroshima Office 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 McKENZIE</u></p> <p>A New Zealander working with UNITAR since 2006, Berin graduated with a B.A. degree in Japanese from New Zealand's Canterbury University. In addition, he has B.A. (Hons.) and M.A. degrees in International Relations from Auckland University. His M.A. thesis focused on multilateral initiatives as pursued by Japan in regards to its China Policy. He is currently also working in a local government position in Hatsukaichi City, Hiroshima.</p>

	<p><u>Gaston NISHIWAKI</u> Gaston Ariel Nishiwaki completed his diploma in Physical Therapy and Bachelor degree from El Salvador University in Argentina in 2000. He has been a research student and teaching assistant at the Department of Rehabilitation and Physical Medicine at Hokkaido University until 2003. He then entered the Graduate School of Health Sciences, Department of Sport Rehabilitation, Faculty of Medicine, Hiroshima University and graduated with a Doctoral degree in Health Science in 2007. Dr. Nishiwaki joined UNITAR in April 2008.</p>
	<p><u>Kaori OKABE</u> 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 Hiroshima Office since July 2003.</p>
	<p><u>Sergei SHAPOSHNIKOV</u> 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. Mr. Shaposhnikov is currently a Training Assistant at UNITAR Hiroshima Office.</p>
	<p><u>Atsushi YASUI</u> 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 Hiroshima Office in November 2003.</p>

ANNEX III: GROUPING LIST

Group I - Education		
Mentors	Ms. Sue Ries LAMB Dr. Howard LAMB	Lamb & Lamb Associates
Coach.	Mr. Najib Rahman SABORY	Kabul University, Ministry of Higher Education
Fellows	Mr. Mohammad Nazir NEJABI	Kabul Polytechnic University, Ministry of Higher Education
	Mr. Mohammad AKBAR	Media Support Partnership Afghanistan
	Mr. Naqibullah HAFIZI	UN and International Conferences Department, Ministry of Foreign Affairs of Afghanistan

GROUP II – Project Management		
Mentors	Prof. Leo ZONN Prof. David EATON	University of Texas at Austin
Coach	Mr. Gul Afghan SALEH	United States Agency for International Development (USAID)
Fellows	Mr. Said Hashmat SADAT	Ministry of Rural Rehabilitation and Development/NRAP
	Mr. Jan Mohammad HEKMATJO	Ministry of Rural Rehabilitation and Development
	Mr Abdullah SHARIFI	Ministry of Rural Rehabilitation and Development
	Mr. Zainulabuddin HAMID	UNOPS, Operation Center
	Mr. Kamal SAFI	UNOPS-AGOC

GROUP III – Human Resource Management		
Mentors	Ms Hooi Yen CHIN Ms. Patsian LOW Mr. Ernest LEE KIAN MENG	Singapore International Foundation
Coach	Mr. Fazal Malik QASIMI	Ministry of Interior Affairs
Fellows	Mr. Musa KAMAWI	Afghanistan Investment Support Agency (AISA)
	Mr. Nasser NAZARI	Independent Administrative Reform & Civil Service Commission
	Mr. Feroz HEMATIYAR	Independent Administrative Reform & Civil Service Commission
	Mr. Mohammad Akbar HAMIDI	Checchi and Company Consulting, Inc.

GROUP IV – Public Health		
Mentors	Prof. Lorne JAUQUES Prof. Roger GALBRAITH Ms. Patricia GILMORE Ms. Cheryl MACLEOD	University of Calgary
Coach	Mr. Zabiullah AZIZI	Union of Assistance for Schools in Afghanistan (VUSAF)
Fellows	Dr. Malika POPAL	Ministry of Public Health
	Dr. Mohammad Saber PERDES	Ministry of Public Health, IEC department
	Dr. Ahmadullah MOLAKHAIL	Social and Health Development Program
	Dr. Hamed SHARIFI	Rural Rehabilitation Association for Afghanistan (RRAA)
	Dr. Sohaila ZIAEE WAHEB	Ministry of Public Health

Group V – Policy, Strategy and Economic Development		
Mentors	Ms. Vikas GOSWAMI Mr. Deepak MAHESHWARI	Microsoft Corporation
	Prof. Yuji UESUGI	Hiroshima University
Coach	Mr. Abdul Samad YADGARI	Da Afghanistan Bank
Fellows	Mr. Mujeeb Ur Rahman SHIRZAD	Afghanistan Investment Support Agency (AISA)
	Mr. Shahpoor MOHAMMADI	Rehabilitation Organization of Afghanistan (ROA)
	Mr. Jamal Nasir PASHTON	Ministry of Urban Development, Policy Department
	Mr. Mir Abdullah MASHKOORI	Ministry of Economy

Group VI – Social Ethic and Gender Issues		
Mentors	Prof. Jennifer M. HATFIELD	University of Calgary
	Ms. Yumi Isabelle AKIEDA Ms. Kimiyo YAMASHITA	ICOMOS Japan National Committee
Coaches	Mr. Mohammad Amir FOLADI	<i>Agha Khan Foundation, Afghanistan</i>
	Ms Mahbooba ABAWI	Ministry of Agriculture, Irrigation and Livestock
Fellows	Ms. Zarmina POPAL	Technologist Inc
	Ms. Najla SABRI	Office of the EU Special Representative for Afghanistan

ANNEX IV: PRESS COVERAGE OF THE FELLOWSHIP

Please Visit: http://www.unitar.org/hiroshima/fellowship-for-afghanistan/2008/press_coverage

ANNEX V: EXECUTIVE SUMMARY OF FELLOWSHIP WORKSHOPS I & II

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 with 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 workshops I and II, Fellows have already gone through a rigorous set of learning activities including participation in Fellowship Orientation sessions led by UNITAR Coaches, two web seminars, a number of audio-web conferences and project work sessions, in addition to regular e-mail exchanges with Mentors and UNITAR staff. The workshops in Dehradun were the first on-site training events of 2008. It was also the first opportunity for the Fellows and Coaches to meet their Mentors and UNITAR resource persons and staff in person.

The two Workshops “Leadership and Organizational Development for Performance and Results” and “Project Planning and Proposal Writing” were held in partnership with the Wildlife Institute of India in Dehradun, from 7 to 13 July 2008. Thirty-one Fellows, Coaches and resource persons from Afghanistan and six international Mentors and resource persons attended the events. In addition, representatives of UNITAR’s partner institutions, the Singapore

International Foundation (SIF) and Microsoft UK, joined the group, enriching the learning experience. The resource persons were ably supported by two Afghan resource persons (selected from among UNITAR alumni), Dr. Abdul Tawab Saljuqi and Mr. Sabahuddin Sokout. UNITAR aims to sustain and expand the roles of selected Alumni as Afghan resource persons each year to facilitate the development of a core group of trainers and facilitators in Afghanistan.

Workshop I: Leadership and Organizational Development for Performance and Results

Workshop I of the 2008 Cycle focused on “Leadership and Organizational Development for Performance and Results” as one of the key components of capacity building in the public service in Afghanistan.

The workshop was intensive and interactive, conducted in groups and structured around elements of leadership and its impact on performance and results, coaching and facilitation of teams.

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

- leadership and its impact on performance and results;
- stakeholder analysis;
- role of social capital;
- team development and facilitation.



During a study visit



Singaporean Mentors, Ms. Patsian Low and Mr. Ernest Lee Kian Meng, and Participants



During a study visit



Dr. Tawab Saljuqi of the Ministry of Public Health presenting on leadership

Leadership Module: Content and Methodology

The workshop on leadership opened with a brief exercise where participants were asked to think about leaders they admire and the reasons for this. The qualities identified were compiled as a list to be referred to throughout the session. This was followed by an overview of performance, results and the responsibility of leaders, organizations and communities. Each group of participants was asked to define one of the following terms: 'performance', 'development', 'leadership', 'organization' and 'community', to establish how the terms are understood in the Afghan context, and the opportunities therein for expansion of that understanding.

In a more in-depth examination of leadership for performance the question of 'what', organizations with their leaders have to achieve, and 'why' it is important rather than 'who' leads an organization was discussed. The topic provoked many reflections on performance management in Afghanistan. After understanding the 'whats' and 'whys' of a great performance, the **performance matrix**, which provided explanation on how goals, design and management differ on different levels was introduced. To better understand how these levels work, a case study was given, reflecting the situation of one woman, Ria, who died in childbirth. Each group was asked to analyze the reasons of Ria's death from an organizational perspective and think of the organizational solution for the problem. Following

brief group presentations the concepts related to objectives, sustainability and transformation were presented. Each group was then asked to classify their organizational solutions based on the introduced concepts. The discussion was then led back to the qualities of a good leader with emphasis on his/her ability to serve, which in turn would lead to gaining greater support.

The workshop offered a substantial session on result based management (RBM), relevant also in the context of project management for donors such as the World Bank, and the role of stakeholders in the process. The stakeholder analysis exercise generated a lot of interest and discussion among the participants, as it elaborated the reasons for consulting stakeholders and the process of identification and assessment of their impact on the project and/or organization. Participants learned to develop stakeholder maps as a tool to visually identify stakeholders and their impact and interests. Some methods of involving or knowing stakeholders were also identified.

The concept of social capital and its importance within organizations was new for almost all participants, and one that they connected with immediately. The discussion started with a simple exercise where an ordinary chair was put in front of the class as a subject and everyone was invited to comment on what he/she saw. The exercise demonstrated the multiple possibilities of definitions of a simple subject such as a 'chair', and highlighted the richness of thoughts within the group. The de-briefing of the exercise smoothly led into the definition of social capital within groups/organizations/society/ country and its importance for better performance and results. Some qualities of a performing organization such as facilitation of communication within the organization, clear identification of roles and responsibilities; provision of mechanisms for participation of an organization's members in the decision-making process and others, were analyzed. The theoretical background on social capital also included definitions of 'structural' and 'cognitive' social capital and their interrelationship. Some examples of how social capital can be used negatively were also



Dr. Lorne Jaques of the University of Calgary



Dr. Jennifer Hatfield and participants in discussion



Clarifying ideas

Box 1. Exercise on Change

Participants were asked to divide into pairs and face each other. The pairs were asked to turn their backs on their partners, and one person in each pair was requested to make three changes in his/her appearance. The partner was then asked to identify the changes made. The same people were asked to make another five changes. Following this the corresponding partner was asked to make ten changes in their own appearance all at once. In the debrief participants were requested to analyze their experience during the exercise. The exercise clearly showed some characteristics of change and their implications – *such as that change can be sudden and enforced from the outside, there might be limited resources to bring necessary change, some changes are not necessary and are just artificial, etc.*

introduced where it was used as a resource and a source of power. The session continued with brief introductions to the three inter-related concepts of importance to ‘community’ - local associations and networks; social satisfaction and direct indicators.

The session on development began with an exercise on change (**Box 1**).

The concept of ‘Followship’ was also introduced in the context of leadership as an important element. A follower accepts, takes, understands and delivers orders/tasks from a leader. A key element to have strong followship is **trust**. The topic provoked discussions on whether the followship concept is present and has sufficient attention in Afghanistan.

In addition to discussions on the Afghan experience throughout the workshop, one session, entitled “Leadership – reflections from Afghanistan” was conducted by Dr. Tawab Saljuqi. The session began with the findings of a survey (conducted by Dr. Lorne Jaques and Dr.

Saljuqi) on the perceptions of existing leaders, and the qualities desired in an Afghan leader. As expected the presentation generated much discussion, concluding with the assessment that the desired qualities in a leader were not yet flourishing in the current Afghan environment.

At the end of the first day, 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 for self-reflection, helping participants recognize the leadership skills they possessed or needed to develop/enhance.

Team Development Module: Content and Methodology

The team development module addressed an important component of leadership and based on feedback from the previous year, was found to be most pertinent to Afghanistan. This year it was also introduced earlier in the programme so as to facilitate the Fellowship’s group dynamics, and improve understanding and

Box 2. DiSC test

“The DiSC analysis has given us the clear vision about our working style which was not known by us to date and we learned our roles in the group and learned how to improve our responsibility and leadership style and how to deal with other group members”, Fellow 2008

As a part of the Team Development module, the Fellows took a DiSC ® Personal Profile Test, as a 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 individual assignments, this test aimed to improve productivity or teamwork in the narrow sense and to help 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 were also able to better anticipate disagreements and conflicts arising from theirs (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.

cooperation within the groups for more productive outcomes of team projects. The team development module also offered an intensive working session involving Mentors and Coaches present on coaching and facilitation within the context of the Fellowship and beyond. The module also allowed the Coaches to take their skills to the next level through co-facilitation with the lead resource person, and analysis of the team challenges.

The module started with the DiSC® Personal Profile Test assessing individual behavioral styles and personal characteristics (**Box 2**). Coaches had already taken the test last year, and so helped Fellows take theirs⁴. The analysis of test results lead into explanation on the different working styles of each. Then, participants were asked to combine groups based on their working styles identified in the test and discuss the strengths/weaknesses of each style. The debriefing exercise thereafter identified the working styles and characteristics of personalities present in each Fellowship group and helped Fellows understand their personal preferences and styles, and 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 appropriate ways to provide feedback. It was recommended that Coaches have a stronger role in the beginning of the Fellowship, and once 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. At the end of the programme Coaches should again step in to ensure that the results meet the Fellowship requirements and timeline. The 2008 Coaches were asked to comment on their personal experiences in the Fellowship. 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. There was also discussion (initiated originally by some Coaches during the Coaching for Coaches Module) on whether the term 'Facilitator' should be used instead of the term 'Coach' as it better reflects the role of Coaches in the Fellowship context. 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 role of Mentors was also touched upon during the session and continued in more detail in the respective groups.

The team development module also covered themes such as 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. The Tuckman Model was introduced, describing the forming, storming, norming and performing stages of team development, and emphasis was placed on the importance of a careful They were then asked to identify the stage at which they think their Fellowship group was in and why.

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 (**Box 3**). The challenges clearly demonstrated 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. Many groups realized that they were not at the stage they had assigned for themselves before the exercises.



Prof. Leo Zonn of the University of Texas at Austin



UNITAR's Mr. Sabahuddin Sokout outlining key concepts of proposals



Group work

⁴ The glossary of the test was developed by the 2007 Coaches for the last cycle.

Box 3. Team Challenges

As a conclusion to the team development module, each Fellowship group had to participate in three team challenges. Six groups were divided into three teams – two groups per team. The challenges to be overcome by each team were: 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 challenge 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 of the room 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. Thirty minutes were allocated for each exercise. The teams were allowed to have verbal communication for only the first ten minutes during which they were meant to develop a strategy or plan for further action and for non-verbal communication as well. 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. The exercises and the de-briefing sessions were also observed by Mentors and resource persons.

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 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.



Workshop II on Project Planning and Proposal Writing: Content and Methodology

Workshop II aimed at equipping participants with a basic knowledge of project planning and proposal writing in order to prepare them for work on their team projects. The overall objectives of the workshop were:

- to enhance participants' understanding of project planning;
- to introduce skills in proposal writing; and
- to further develop team projects.

Workshop II started with a presentation on the importance of planning for project success. Participants were exposed to situations where the importance of planning and the ability to articulate a project's goals and objectives play a crucial role in ensuring project sponsorship and success. The session presented project planning as a basic tool for translating ideas into reality for organizational success. It emphasized that in order to make an idea understood it is necessary that the presentation about the project idea be designed in a way that builds a healthy relationship between presenters and the audience, which eventually influences the decision on the project itself.

Participants were then introduced to a project worksheet as a tool to better articulate the project idea at a high-level. Two 2008 Coaches were requested to present their personal experiences in filling out the project worksheets step by step with interactive discussion from the group. Once the tool was understood, all groups were asked to fill out the worksheet for their Fellowship's team projects. This exercise allowed additional time for Fellows to think on their team project more carefully. Most of the groups finalized their team project during this exercise.

The workshop then continued with the elements of a project proposal. In order to better understand

what a proposal should reflect, the concept of fundraising and different types of fundraising were introduced as well as the important question of 'why do people/organizations give?' It was highlighted that if an institution seeks funds it has first to clearly understand its own objectives and needs and, based on that, identify suitable people/organizations which are willing and ready to assist. "Friends-raising" before fundraising is important as it develops trust between the potential recipient and donor. Participants were also reminded that in order to achieve their objectives, organizations should not limit fundraising to financial aid, but include all possible types of support, like in-kind contributions, partnership and others.

The key concepts and components for a proposal to be effective were explained. Participants were first asked to sit in their groups and define the terms 'goal' and 'objective'. Then, each group had to identify the goals and objectives for their team projects. Emphasis was made on the importance of the close relationship between goals, objectives and activities in order to achieve them.

An explanation on effective project design addressed the topics of project input, output and its impact on direct and indirect beneficiaries. It also underlined the importance of demonstrating sustainability of a project in any proposal. The discussion continued with the identification of the different components of a 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) was also mentioned as an important component of a proposal to ensure that the organization is serious in its actions.

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.



Dr. Michael Fors of Microsoft Corporation



The "Treacherous Mountain Pass"



Negotiating with "Poisonous Waste"



Presenting to peers

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 planning and proposal writing, it offered a number of valuable insights for many with extensive experience in this area.

Finally it is important to note that the workshop was jointly delivered by Dr. Zonn and one of the Afghan resource persons, Mr. Sabahuddin Sokout. The collaboration was appreciated by the Fellows not only because they were pleased to see former fellows in the role of resource persons in the case of both Dr. Saljuqi and Mr. Sokout throughout the Dehradun events, but also because Afghan experiences and perspectives were better grasped.

Organization of Workshops

For a brief glance on how the curriculum and planning links the three workshops through a Fellowship Cycle please see **Box 4**.

The 2008 workshops I and II were organized in partnership with the Wildlife Institute of India and with the help of other UNITAR partners in Afghanistan, Japan and India⁵. The WII organized study visits to Mussoorie, as well as to its own premises and the Forest Research Institute (FRI). Additional activities included a study visit to Qutb Minar in Delhi. These study visits highlighted the progress India has made in protecting the environment and preserving its biodiversity and cultural heritage, which could be a useful case study for Afghanistan where these areas are still in the early stages of development.

⁵ The Afghan Civil Service Commission and the Embassy of Afghanistan in Tokyo facilitated all preparations, including the issue and extension of service passports. Embassies and Consulates of India in Japan, Afghanistan, US, Canada and Singapore expedited visa arrangements. 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.

All workshop 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 encouraging them to learn from one another.

Each day an After Action Review (AAR) was conducted where participants were asked to briefly present on the most important subject, a 'jewel', learned during the previous day. About 12-15 participants were able to make brief presentations during these AARs. From the second day onwards all AARs and de-briefings were conducted by Coaches/Afghan resource persons. In addition, before study trips, all participants were provided with questions to which they were asked to reply during the follow up de-briefing session. While for the visits to the WII and FRI participants were asked to bring back and present something tangible (photos, a leaf, etc) which for them represented the nature of each institution and its mandate; for the visit to Mussoorie, participants were asked to comment about the human and natural environment and the interrelation between the two. Organized de-briefings for the study visits were new to the Fellowship, but proved to be an effective tool as it kept participants alert and engaged, while offering a better understanding of the purpose of the study trips.

The Fellows gave an overwhelmingly positive evaluation of the workshop organization. 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.

The Dehradun event was the best attended thus far according to the number of Mentors, partners and resource persons present. Five Mentors of the four Fellowship groups attended the workshops which allowed for a deeper understanding of the Mentor-Coach-Fellows dynamics and took the relationship within the groups to a higher level. This rich gathering allowed groups to have substantive meetings during and after workshop hours to discuss their concerns, ideas and further steps.

In addition to the Fellowship Community circle, the workshop was briefly attended by the Consul

of the Embassy of Afghanistan in India, Mr. Abbas Bashir. Last, but not least, Professor Radha Kumar, member of the UNITAR Board of Trustees and the Director of the Nelson Mandela Center for Peace and Conflict Resolution at the Jamia Millia Islamia University, attended the workshops' closing session, and gave a brief talk on the reality of conflicts and their reasons.

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, Mentors and the resource persons on exercises and assignments. Also, two resource persons from Afghanistan, UNITAR's former Coaches, conducted training sessions during the workshops. This practice was highly rated by all participants as it showed true skills transfer from the international to the national levels. In addition, every day two different Coaches/Afghan resource persons ably conducted the AAR, which gave them exposure to different aspects of facilitation.

The meeting between UNITAR staff and Coaches/Afghan resource persons on the overall experience with the Fellowship in a new capacity was organized. Most of the Coaches did not face problems with their groups of Fellows, however, there were a few difficult cases for which some advice and recommendations were provided by the rest of the group. In addition a separate discussion on the newly established association of

the UNITAR alumni, the Afghan Consultancy, Training and Research Association (ACTRA), took place not only within the close circle of Coaches, Mentors and resource persons, but ideas from the whole Fellowship group were also requested (**Box 5**).

The programme also benefited from the active and supportive HO alumni network at large (the workshop venues and preparations were made possible by the commitment and support of UNITAR's alumni from the Wildlife Institute of India). Other alumni from India attended the Friendship dinner and had an opportunity to be linked into a bigger UNITAR alumni network.

Preparations for Workshop III in Hiroshima

Throughout the workshops and especially at their conclusion, Fellows were given a briefing on the requirements for Assignments II and III, to be completed as preparation for Hiroshima. Both assignments are group assignments. Assignment II is to develop a brief concept paper for the team project, which should clearly demonstrate the *what*, *why* and *how* of the planned project. Fellows had multiple opportunities to discuss their possible team projects and work on project worksheets. Assignment II is considered as a simple step to lead to Assignment III which includes the submission of a written report and a formal presentation on the **detailed** plan for the team project, a key requirement for completing the Fellowship. Assignment III also requires the development of a training curriculum, if training is chosen as a team project, and project proposal, if the project plan included a fundraising

Box 4. Fellowship Cycle – Structure and Flow

In the Fellowship cycle, Dehradun is an important turning point. Fellows have by then grasped a basic understanding of their/their organizations' needs; they have also begun to understand the mechanics of the Fellowship at the individual level, and are now ready to move into the next phase of working as a team on a project. The facilitation and team development module aims at accelerating this process by addressing roles and responsibilities as well as team-building; the leadership module discusses the impact of individuals in leadership or followship roles, as well as the accumulation of social capital on performance -- concepts and skills required to translate findings from needs assessments into appropriate solutions; and project planning and proposal writing offers two practical tools immediately applicable to the next stage in developing a team project within the Fellowship, or beyond.

Upon return from Dehradun, fellows begin work on the next assignments related to the team project with support from Mentors and Coaches. Their work is further supported by the on-going webseminar series which offers training sessions on topics related to the team project assignments such as a further discussion on practical tools to ensure performance in organizations, and skills for developing training as a capacity-building tool.

Finally the training and project work culminates in the final meeting in Hiroshima. Fellows present their reports on team projects, after which the workshop focuses on the **process of implementation** of an organization development or change project using the Fellows' projects as case studies. The workshop ends with a reassessment of teamwork within the groups and how the facilitation and teambuilding skills learned in Dehradun were useful, or not, and a working session on how concepts learned within the Fellowship will be useful or applicable in the Fellows' work environments.

component. Detailed guidelines and supplemental readings were provided to assist the Fellows' work on the assignments.

Closing Ceremony

The closing ceremony took place on 13 July 2008. It was addressed by Dean Vinod Mathur and Dr. Sathyakumar on behalf of the WII, followed by Dr. Sharapiya Kakimova on behalf of UNITAR, Professor Jennifer Hatfield on behalf of the Mentors, Mr. Gul Afghan Saleh on behalf of the Coaches and Ms. Najla Sabri on behalf of the Fellows. Professor Radha Kumar made the keynote address during the closing ceremony while touching upon conflict and peace issues, subjects which are pertinent to Afghanistan and which provoked deep interest within the group. The address was so resonant that UNITAR has already received requests to continue this discussion in the future. In addition to providing the group photo, and small tokens for each participant, the WII made a very special gesture by re-awarding the diploma of completion for a WII course to one of the 2008 Fellows, Mr. Jan Hekmatjo, who graduated from the WII more than 20 years ago and had lost his diploma during the conflict years. He is one of the few WII alumni in Afghanistan. The diploma award was a highlight of the closing ceremony as it also provided a deeper connection between the UNITAR and WII networks.

After the formal ceremony the Fellowship community had the opportunity for informal exchanges during the travel to and stay in Delhi.

Evaluations

...*"we are a living nation and we can change*

*and we could bring the change that the world expects from us and we expect from ourselves. In a few words I could say that this course was few days of planting hopes for the future of Afghanistan - this was a project with all the Tuckman stages and I can see it quickly reaching the norming and performing stage"...*⁶

The energy and excitement generated from the Dehradun gathering can be measured from the fact that in addition to the evaluation questionnaires, we have received substantive individual reports with recommendations from many Fellows, and detailed notes from Coaches and Mentors with valuable insights for the workshops and the Fellowship at large. The challenge of course is to compile and consolidate these inputs into a coherent whole and we have attempted to do so below:

Workshops and Methodology

Evaluation of the workshops 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 workshops I & II were well designed in terms of their structure and content and that the topics were highly relevant to their job responsibilities and Afghanistan's current situation. Two participants though mentioned that simplification of language used in some cases is required while another three identified that the content of workshop I should have been simplified in general as sometimes it was difficult to catch the meaning. One participant felt that workshop I did not have

Box 5. Afghan Consultancy, Training and Research Association (ACTRA)

The ACTRA, an association of Afghan professionals trained by UNITAR, was established in March 2008 after a long consultation process between UNITAR and its alumni network and complicated judicial procedures. Since the launch of the Fellowship one thing has been clear; that the Fellowship in its current format cannot be sustained indefinitely by UNITAR, and therefore the primary long-term goal of the programme has been the establishment of a core-group of like-minded and trained Afghan professionals who can act as a resource for leadership in capacity-building and development. ACTRA is the formal realization of that goal. Although very much in its infancy, it is driven by the commitment and aspirations of its members to be a think-tank of professionals from various fields, functioning as a network and support unit for training and research in Afghanistan.

The ACTRA has already started its activities by co-facilitating with UNITAR the web seminar series on Human Resource Development and Management, having already conducted two seminars to-date, with three more to go.

The discussion on the ACTRA's goals, objectives and activities which started in the classroom during the workshop, will continue through e-mail correspondence and will be further expanded to the whole Fellowship Community in Afghanistan and around the world.

For more information please visit: www.unitar.org/hiroshima/afghancorner/association/index.htm



Member of the UNITAR Board of Trustees Professor Radha Kumar addresses the closing ceremony

enough sessions on leadership, but rather on performance, while another participant felt that workshop II missed an important session on project management. Three participants also mentioned that time management of workshop II could be improved and more time should be allocated for the subject in the future.

In terms of **methodology**, lectures and training materials, nearly all participants noted that it was good as lectures were interspersed with practical exercises throughout and allowed participants to work on their Fellowship team projects as well. Some participants though mentioned that more background reading materials would be necessary for the future. One of the points which came out across most of the collected questionnaires is that participants highly appreciated the involvement of two Afghan resource persons during the workshops which was referred to as 'true capacity building'. One Fellow characterized the methodology used as, 'very different than all other workshops which I have participated in before, with lots of activities. I especially appreciated the case studies at the end of each lecture'. However, some participants felt that sometimes lectures were long and did not have enough exercises in it. One Fellow recommended having pre- and post- workshops tests in order to evaluate the gained knowledge better.

Most of the participants identified that workshops topics were **relevant** to their present job responsibilities and many indicated that they will apply the lessons learned in their offices upon return to Afghanistan. "The topics were relevant to our needs, because we did not understand leadership and we did not know at all about our work styles, and standard works styles. We have never heard about social capital. Now we know all and can apply it". One Fellow noted that the topics were relevant "*because the many examples used were the same problems of my company*". Another one raised the point that for her the topics were relevant "*as I am part of a team in my office and by now after the workshop, I know the*

role of myself better and the importance of communication, trust (social capital), etc. The workshop showed me how leaders and team are bound to each other and can't work without each others' cooperation". However, it was requested to have more practical applications of leadership and followship principles for their organizations, while a Mentor suggested that '*the didactic components were strong but could be strengthened by using the experience of the participants*'. As Afghanistan gets a lot of funding for its reconstruction efforts, most of the participants deal with the proposal writing and/or project management in their current jobs and therefore were appreciative of workshop II topics' relevance to their work.

Facilitation and workshop materials were rated highly by the participants. Using different tools like video clips and exercises made workshops 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 them understand groups' performances. The recommendation was made to record exercises in the future which can allow groups to re-visit their groups dynamics and styles during in-class debriefs and reviews.

Participants also highly rated study visits and the keynote address at the closing session as important additions to the classroom based learning. The presence of many UNITAR Mentors, partners and resource persons was greatly appreciated by all.

Many pointed out that active participation of all participants in discussions and exercises created a good learning environment which led to the building of social capital within the group along with building high motivation.

Logistics and Organization

Despite the overall positive evaluation of the workshops' content and methodology, many participants indicated that the tight schedule of the workshops resulted in not enough allocation of time for preparation and reading materials. As one Mentor put it "*the program was very full, there was little time for reflection or what I call "Open Spaces" for small group dialogue on a particular point*". Transportation between Dehradun and Delhi was considered to be quite tough and it was strongly recommended to be re-considered in the future. Participants also requested that accommodation and meals in Dehradun be improved. Internet access at the hotel was problematic almost throughout.

In short the workshops were positively reviewed overall, and provided many valuable lessons to be taken into consideration by UNITAR for the Fellowship's continuation in future cycles.

Mid-term evaluation of the Fellowship

In addition to the workshops, a mid-term Fellowship evaluation was conducted.

Assignment I: Fellows found Assignment I a valuable learning and investigative tool to understand personal, organizational and sectoral needs and concerns. One of the Fellows comments that *"It was a very useful tool for me and I learnt a lot going through the process because it was my first exposure to such an exercise"*. Many Fellows pointed out that it was the first time they had conducted a needs assessment, and that although initially it was a bit difficult to understand whether they were on the right track or not, comments from Coaches and Mentors helped a lot.

While in some groups, team project selections did not take time, others had to meet and discuss it several times. Groups with Fellows from different organizations had some difficulties in identifying a team project, but after consultations they managed to make the choice. One technique of selecting a team project, mentioned in the questionnaire, was to list all weaknesses and challenges from Fellows' organizations, and then identify the common problems raised in all needs assessments which could be addressed in the project.

Many participants do not foresee any problems to fulfilling the Fellowship requirements from now on. However, time constraints is one of the obstacles mentioned.

Web Seminars: Web seminars, the new initiative of the 2008 Cycle, were evaluated by participants as "important and useful". Most of the participants mentioned that web seminars contributed to their knowledge and understanding of human resource management. However, many participants indicated the necessity for more time allocation for the web seminars. In addition some technical problems faced were identified as a barrier to better results. Participants also listed topics of preference that they would like to see addressed in the remaining three sessions. The 2 topics most requested in the order of preference are (a) organizational development and change tools; and (b) development of training as a capacity building tool. There are others which make the list but are quite behind in terms of votes.

Audio-web conferences (AWC): are admitted to be a good communication tool only when there are no internet problems. This year only few groups benefited from the AWCs as most of the time there were connectivity issues, so time was spent on trying to solve those problems rather than interact with Mentors who were patiently waiting for their groups to come on-line. Of course e-mail communication is considered as the most useful tool for communication until now.

RECOMMENDATIONS⁷:

- Provide training in Afghanistan provinces where security is better or other neighbouring countries like Kazakhstan, Turkmenistan or others;
- Provide more materials on workshop subjects in advance;
- In addition to presentations, provide background materials for topics;
- Use simple language during presentations;
- Continue encouraging active participation from all;
- Ensure continuity of the overall themes across different modules;
- Make video recordings of team-building exercises 'for in-class dissection';
- Use more Afghan group's experiences/case studies to strengthen the topics content and to connect it to the Afghanistan perspective;
- Ensure more practical applications of the workshops' subjects;
- Connect topics of the workshops not only to the Fellowship framework, but even better to the professional workplace of each Fellow//Coach and see how the topics can contribute to their work environment and performance;
- Continue involving Afghan alumni in the delivery and conduct of workshops;
- Allocate more time for each subject;
- Allocation of more time for "open spaces" for 'small group dialog on a particular point' (1-2 hours per day during official workshop hours,



Participants with UNITAR staff

⁷ All recommendations are based on the analysis of the questionnaires and follow up reports.

not after);

- Increase usage of self reflection exercise allowing participants to better understand the contents;
- Increase number of exercises;
- Include cultural session on India by the partner institution to improve cooperation and level of involvement from all sides;
- Improve means of transportation and food;
- Request all participants use laptops during the sessions to provide an end of day report/reflection on the day. In addition, no paper will be wasted.

Finally, the opening keynote address by the Director of the UNITAR Hiroshima Office, Ms.

Nassrine Azimi, was mentioned by many Afghans in evaluations, as well as subsequent communications, as the most inspiring and appropriate note with which to launch the proceedings in Dehradun. The quote that was referred to by all participants as the main message was “*The pull of the future is stronger than the push of the past*”, which resonated with the group as it strives to change not only its future, but the very future of Afghanistan.

Sharapiya Kakimova, Hiroshima
Humaira Kamal, Phoenix
August 2008

ANNEX VI: EXECUTIVE SUMMARY OF STUDY-TRIP AND WORKSHOP III ON "LEADING PROJECT IMPLEMENTATION IN ORGANIZATIONS"

STUDY TRIP AND WORKSHOP III

" This was a fantastic opportunity for me. I learned very much not only from the workshop but also from other activities and the working culture of Japan." Fellow, Class of 2008

" I am managing many programmes in the water and power sectors where the leadership and management skills I have learned (in UNITAR) greatly help me in my work." Coach, 2008

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 with 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 study-trip and workshop III, the Fellows had already gone through a rigorous set of learning activities including: participation in Fellowship Orientation sessions led by UNITAR Coaches; five web seminars; a number of audio-web conferences; project work sessions and two on-site workshops in addition to regular e-mail exchanges with Mentors and UNITAR staff. The Hiroshima study trip and workshop III, held

from 1 to 11 November 2008, 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 Project Implementation in Organisations*," was attended by twenty nine Fellows and Coaches from Afghanistan and eleven faculty members. The lead resource person was Dr. Michael Fors, supported by Mr. Sabahuddin Sokout and Mentors from the University of Calgary, Hiroshima University and the SIF which further contributed to a better understanding of the Mentor-Coach-Fellow dynamic. Three representatives from two partner organisations outside Japan, the Independent Administrative Reform and Civil Service Commission and SIF were also present which allowed for deeper interaction, and understanding of the Fellowship, taking the partnership to the next level. Hiroshima University representatives also attended several workshop sessions. The workshops' closing session was attended by the Vice-Governor of Hiroshima Prefecture, The Honourable Mr. Kazuaki Jono.

Additional activities included a roundtable in Tokyo entitled "*Afghanistan's Reconstruction – Challenges and Commitments*," organized in partnership with the Embassy of Afghanistan in Japan, as well as study visits to Hiroshima's Peace Memorial Museum and Park, JICA and the TDLC along with several cultural, religious and historical sites on Miyajima Island and in Tokyo. To deepen cultural understanding between Japan and Afghanistan, different cultural exchange activities took place.

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



UNITAR staff and Coaches in a planning meeting



During a study visit to Hiroshima Peace Memorial Museum & Park



Group VI working on the Final Project Presentation



Mr. Sabahuddin Sokout and participants from Group I in discussion

plan for their team projects. The report and presentation were to reflect the following components:

- expected project outcomes;
- specific objectives;
- project justification;
- environmental analysis;
- key stakeholders and their expectations;
- a comprehensive action plan for developing and implementing the project; and
- a description of how the project would be monitored and evaluated.

All six Fellowship groups worked hard not only on their final presentations, but also on the implementation of their team projects (even though the latter was not a requirement for graduation).

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' sound knowledge of their related subjects, their will and commitment to fully implement projects, as well as their public speaking and presentation skills. As each group was given specific feedback on team project presentations, the majority of participants felt the need to revise and further improve their presentations following the workshop.



Group IV Presenting to peers



Prof. Yugi Uesugi and Group V in discussion



Participants working on the Team Performance Evaluation Exercise

WORKSHOP III: LEADING PROJECT IMPLEMENTATION IN ORGANIZATIONS

Workshop III of the 2008 Cycle focused on "Leading Project Implementation in Organizations" as one of the key components of capacity building in Afghanistan's public and private sectors.

The workshop was intensive and interactive, conducted in groups, and structured around elements of project implementation, coaching and the facilitation of teams.

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

- a leader's role in project implementation;
- a quick review and check on team performance;
- organisational development & performance;
- project implementation for organisational performance;
- 'selling' the importance of project implementation;
- securing implementation sponsorship;
- leading a project implementation team;
- project 'fit' in the organization;
- communication;
- measurement;
- driving change & transition;
- managing the transition.

Project Implementation and Team Development Modules: Content and Methodology

In the workshop on project implementation participants were taught the significance of the role of the leader in project implementation in general, and specifically his/her role in assessing the project implementation team's performance. The team development module was opened with a reflective exercise on how each Fellowship group evaluated its evolution from being a mere group to that of a functioning team. During another team development exercise each Fellowship group was asked to develop a product with limited budget and materials, to assess



Mr. Kazuaki Jono, Vice Governor of Hiroshima Prefecture during the graduation ceremony

whether the Fellowship groups had improved their team performance since the start of the team development module in July 2008 (see box 1). Despite substantial progress in the teamwork of most groups it was still the case that an insufficient share of time was devoted to planning and assigning team leadership.

In an exercise based on the Tuckman Model of the “*forming, storming, norming and performing*” stages of team development, each participant was asked to evaluate his/her team performance, and the same evaluation was subsequently carried out for the overall group performance throughout the Fellowship Cycle. There was a consensus amongst groups that during the Fellowship Cycle they had been at the “performing” stage, despite the fact that for the purposes of the exercise in class the goal of the exercise had not been achieved by any group. All participants were also asked to evaluate their contribution during the exercise and to the development of the team throughout the Cycle, using the “Hill of Influence” and a graph showing team performance versus individual performance as a yardstick. The main question addressed was whether the degree of influence was in proportion to the time spent talking by each member.

The session was a continuation of the team development module introduced earlier in the

Cycle in which Fellows in each assigned group worked through different team development exercises to improve their understanding of group dynamics and team-development before they started work on team projects.

In the first workshop of the 2008 Cycle, teams were identified as the engines of organizational performance. Workshop III focused on defining an organization and its history, and organizational development as one of the key tasks of leaders. Project implementation is one of the main activities in the organizational performance matrix, which after it is assessed, designed and developed, has to set up the framework for the organization’s success. Continuing the work done by participants at workshop I in July when they had learned to identify stakeholders, their importance and their interests, the important issue of gaining stakeholder support with a view to the successful implementation of a project was addressed. Participants were taught how to develop a project implementation pitch (an “elevator pitch”) and to potential sponsors/stakeholders, by carrying out this exercise to sell their respective projects.

Participants were also taught the importance of project ‘fit’ in the organization and again each group was asked to make a brief presentation on their respective project’s ‘fit’ with the target organization/sponsor. Further topics covered were the optimum communication of the project implementation process and its results, and scaling project success. The importance of measuring a project’s success once implemented was also addressed, including methodologies for measurement, and teams were asked to identify the success indicators for their respective projects.

The session on Change Management was conducted by Mr. Sabahuddin Sokout, one of the Afghan resource persons for the 2008 Cycle, who taught participants about the difficulties of change. An exercise was conducted, during which participants were required to try and convince

Box 2. Team Development Exercise – Design and Production of Safety Helmets

Each team was asked to develop and produce a safety helmet for use in Afghanistan but also to be promoted for export to the rest of the world. Teams were given only very limited resources, no access to computers, and were asked to present a demo of a product they could develop in 45 minutes, which was meant to be a safety helmet that would protect the heads of cyclists, motorcyclists, and even parachutists. Each team was provided with a raw egg to simulate a human head and brains and around which the “helmet” was to be fitted. The “helmet” had to be produced with the materials at hand and the team had to show a detailed cost estimate. Before unveiling their product each team had to make a two minute presentation touting the benefits of the product.

Goal of the exercise: To develop the best product at the lowest cost that would prevent the “brains” from scrambling when the egg is dropped on the floor from a height of approximately 3 metres.

members of other teams of their own project's greater importance, and persuade them to switch allegiances away from their own projects. This exercise clearly demonstrated how difficult it is to create critical mass to support a change project, especially when there are time and resource constraints. Participants learned about how to manage transition and its three stages: the "ending", the "neutral zone" and the "new beginning". This is a topic of great relevance to today's situation in Afghanistan where a great number of organizations are currently occupied with trying to implement change-oriented projects in one way or another.

At the end of the workshop each team presented their project's implementation plan to a panel of "stakeholders" who evaluated whether the team project could actually be implemented.

A "journaling" exercise was conducted on two successive days to give participants an opportunity to put to paper their thoughts on a particular subject they had studied that day, or on a specific event of the workshop.

All workshop sessions were conducted in a "facilitation" format entailing short presentations interspersed with Q&A and follow-up. Many sessions included follow-up exercises culminating in short group presentations to consolidate the subject matter learned, whilst keeping participants alert and engaged.

Every day an After Action Review (AAR) was conducted, when participants were asked to give a brief presentation on the most important subject, a 'jewel', learned during the previous day. Continuing the practice started in previous workshops, AAR's were conducted by Coaches, giving them the opportunity to reflect on their own understanding of the subject matter and improve their facilitation skills. In addition, participants were given questions ahead of study trips that they would be expected to answer during follow up de-briefing sessions. These sessions proved to be an effective tool as they kept participants focused on both observation and analysis, while offering a better understanding of the purpose of the excursions.

STUDY TRIP ACTIVITIES

On 10 November a roundtable on



Roundtable panel



Cultural exchange activity



Group III working on the Team exercise

"Afghanistan's Reconstruction – Challenges and Commitments" was organized in partnership with the Embassy of Afghanistan to Japan. It was the first public event organized by the UNITAR Hiroshima Office in Tokyo. It was also a highlight of the study-trip as it brought together experts from Japan, Afghanistan and other countries to discuss the importance of keeping up assistance to Afghanistan despite the deteriorating security situation. The roundtable was opened by the Senior Minister of the Islamic Republic of Afghanistan, Hedayat Amin Arsala, who started his address by requesting a minute of silence for the late Mr. Kazuya Ito, a Japanese aid worker who died in Afghanistan in August 2008. The second opening address was made by the Parliamentary Vice-Minister for Foreign Affairs of Japan, Masahiko Shibayama. The addresses were followed by two panel discussion sessions focusing on the overall political and technical aspects of the assistance to Afghanistan and its importance (see attached the roundtable information note as Annex I). It was also a good opportunity to touch upon the Fellowship, its small, but solid outcomes and ways to move forward. At the end of the roundtable, representatives of the Afghan participants presented the New Ariana Encyclopaedia (the product of a UNITAR Fellow's Fellowship project from 2005 in which he prepared a proposal for funding necessary to develop and publish the new Afghan encyclopaedia) to the Japan International Cooperation Agency (JICA), the Ministry of Foreign Affairs of Japan (MOFA) and the Embassy of Afghanistan to Japan as a token of gratitude for their support and assistance. The encyclopaedia was also presented to the Governor of Hiroshima by the group of Afghans, and was sent to the Mayor of Hiroshima (see attached articles - Annex II).

The subsequent visit to JICA headquarters in Tokyo was a good opportunity to learn more about the new JICA and its expanded mandate. The group was welcomed by the Senior Vice-President of JICA Ambassador, Kenzo Oshima, who continued the discussion about JICA and its assistance to Afghanistan which he had started earlier at the roundtable.

Following JICA, a visit to the Tokyo Development Learning Center (DLC) exposed the Afghan group to one of the best distance learning centers in the world, and demonstrated

how a similar center can be used effectively for a wider audience. The introduction to Tokyo DLC in particular and Global DLC in general was made by Mr. Ryu Fukui, the Manager of the TDLC. It was a good experience for the group considering the fact that they had often used the Kabul DLC during the Fellowship Cycle. The debriefing session after the visit showed that many Fellows were concerned about finding ways in which KDLC could be used more effectively while providing greater access to the general public.

Study visits to Miyajima Island and Tokyo, as well as cultural briefings exposed the group to various aspects of Japan's history, cultural heritage and religion. As always the study-trip was launched with a presentation by Professor Taiji Hotta of Hiroshima University who introduced the Afghan group to Japanese culture. Participants were also able to practice Japanese calligraphy and paper folding. For the first time a cultural exchange session with the Japanese public was organized where, in addition to learning how to use a Japanese traditional wooden toy, the *kendama*, the Afghan group had the opportunity to present an aspect of its own culture, in the form of the "Barat Night"—a traditional after-engagement ceremony involving the future bride and groom's families. The introduction of Afghan culture was done through a role play where each attendee represented a member of either the future bride or groom's family. The roles of the lucky couple were also played by Japanese attendees, which resulted in real exchange and better understanding, and brought enjoyment for Afghans and Japanese alike. This was the first time Afghan culture was introduced in the Fellowship Cycle and it turned out to be a good way to show a different face of the Afghan people and their great hospitality (see attached articles – Annex II).

Located next to the **Hiroshima Peace Memorial Park and Museum**, the UNITAR office overlooks the Atomic Bomb Dome, a World Heritage Site. Having risen from the ashes, Hiroshima stands witness not only to the barbarity of war but also to the perseverance and great willpower of its citizens. The visit to the Park and Museum as well as the meeting with Mr. Katsufumi Shintaku, an 83 year old *hibakusha*, or atomic bomb survivor, were amongst the study-visit's most memorable moments. The 'journaling' session thereafter revealed that Hiroshima's story and the account of Mr Shintaku's harrowing experiences in the immediate aftermath of the atomic bomb's explosion gave participants a lot of courage, strength and renewed determination to continue their efforts to build and promote peace in their

country, as well as inducing sympathy and admiration for the people of Hiroshima, for the manner in which they dealt with the consequences of the atomic bombing. It also strengthened the belief and desire of the Afghan Fellowship participants to work against the evil of war in general and any possible nuclear conflict in particular. The visit and meeting was a continuation of the Hiroshima topic started in Dehradun, India, in July when the documentary movie by Steven Okazaki "The Mushroom Club" was shown to participants. They also were given a notebook made from recycled paper cranes made by children across Japan and around the world which they took home to be able to illustrate the story of Sadako Sasaki and Hiroshima to their family members⁸.

EVALUATION

Workshop and Methodology

"The workshop content and structure were both excellent. The activities were outstanding. Mike Fors is an excellent lecturer with experience, and is a source of knowledge" Fellow, Class of 2008

Evaluation of the workshop was overwhelmingly positive. Many Fellows noted that the materials provided were sufficient and relevant. The teaching methodology was appreciated by all as participants were not only listening, but also physically involved during exercises and discussion sessions. Nearly all participants noted that it was good lectures were interspersed with practical exercises throughout and allowed participants to work on their Fellowship team projects as well. The "Design and Production of Safety Helmets" exercise and de-briefing thereafter was considered useful in that it helped groups to analyze what level of team development they had achieved having worked with each other for almost eight months. It also helped participants to better analyze their groups' work, and showed the extent of progress made since July when team development exercises were first introduced.

⁸ The Hiroshima Peace Memorial Museum and Park receives paper cranes from children from around Japan and the world with the hope that they will represent a small contribution to peace. For a long time hundreds of tons of paper cranes were simply stored by the city as every year more and more arrived. One NGO, the "Thousand Crane Project For A Hopeful Future", proposed recycling these cranes into notebooks and other stationary products which can still carry the message of peace and be used by different people in different countries. The UNITAR Hiroshima Office is grateful to this NGO for the opportunity to distribute the notebooks to its participants.

Nearly all participants indicated that the workshop was well designed in terms of structure and content and that the topics were highly relevant to their job responsibilities and Afghanistan's current situation, with one Fellow mentioning: *"I am facing many changes during the work and understanding change management will for sure help me a lot"*. A few participants, however, mentioned that the language of instruction should be simplified in some cases. Many participants also commented that more time should be allocated for the subject of project implementation, especially its change management component, and that the schedule of the workshop could be less intensive to allow for better absorption of the training and allow more opportunity for reflection. Another suggestion for making the workshop even more effective was exposure to a successfully implemented project and a field trip in Japan to visit one such project.

The involvement of an Afghan resource person during the workshop was appreciated by all. Some Fellows mentioned that more people from within Afghanistan should be involved in future not only as resource persons, but also as Mentors.

Most of the participants identified that the topics covered in the workshop were relevant to their present job responsibilities and many indicated that they will apply the lessons learned upon return to Afghanistan. As many participants are in managerial positions, they deal with project implementation on a daily basis. For instance one Fellow mentioned: *"I am a manager. I should know how I can evaluate my project and how to present it to a donor and how to make an implementation for it, so the topics were very useful for me"*. Another writes: *"I am prepared to actively take part in meetings and hold presentations. I will start to implement my job according to project implementation methods which I have learned in this program"*. Only two participants mentioned that topics were only somehow relevant to their job responsibilities, but "quite interesting to know". A number of participants thought that organizational development along with change management could have been covered in greater detail.

Along with other methodologies used, many participants mentioned that Mentors' panel feedback and comments deepened their understanding not only of how their projects could be improved, or what the existing strengths of the projects were, but, more importantly, of how to give constructive and positive feedback.

Organizational development and change management, along with guidelines on how to develop a project implementation plan pitch, were considered to be the most interesting topics during the workshop, with each topic being mentioned by 33% of the participants. The team building exercise and presentations, and the subsequent panel feedback were each mentioned by 13% of the participants. All participants mentioned that the workshop enhanced their understanding and the skills required to lead team development and project implementation within their organizations. As one Fellow put it: *"The design of the workshop which included lots of exercises and fun made the points so clear that we gained a lot from each slide and will remember it."*

Study-trip activities

In addition to the workshop, participants had the chance to visit cultural sites on Miyajima Island and in Tokyo where they were exposed to the importance of religion and tradition in Japan, while being able to observe their co-existence with modern development.

Cultural exchange activities helped the group not only to take part in Japanese traditions, but also allowed the Japanese people present to observe and participate in Afghan traditions. Many participants were happy to be able to introduce their culture to Japanese people. A few participants also made recommendations on how to improve the Afghan cultural introduction session, for example by involving some educational institutions or adding a movie. As one participant mentioned: *"The exchange of cultures is very good for building friendly relations between Afghanistan and Japan. Now I know about Japanese culture and some Japanese know a little about our culture and we should expand the cultural exchanges each year."* Another participant noted: *"I wouldn't have known the Japanese way of thought and*



Group photo with A-bomb survivor



Lead Resource Person -- Dr. Michael Fors of Microsoft Corporation



Group II's project presentation



Visit to Tokyo Distance Learning Centre

behaviour without this trip. It made me even more hopeful for the future of Afghanistan”.

With reference to the visits to **Hiroshima Peace Memorial Museum and Park** and a meeting with a *hibakusha*, an atomic bomb survivor, one participant wrote: *“The victim of A-Bomb filled my eyes with tears...”*. In a letter addressed to his mother, one participant wrote: *“I wish there was no war in the world and wish that mothers sing the word of PEACE to the ear of their child just after giving birth”*.

Many participants, in their evaluations, mentioned that the **roundtable** was a good opportunity to address pressing Afghan issues with a high-level panel from Japan and Afghanistan. Although most participants rated the organization of the roundtable and its content highly, many pointed out the necessity of allocating more time for the question and answer session. One participant mentioned: *“Very interesting and useful in a sense to know the international as well as Afghan official point of view of the country’s deteriorating situation”*.

Logistics and Organization

Despite the positive overall evaluation of the workshop’s content and methodology, many participants felt that the schedule of the workshop was tight which meant they were not able to fully appreciate the foreign culture they were in or reflect on the workshop content.

One of the main complaints was related to the international travel arrangements which resulted in a long stay at transit areas both on the way to and from Japan. It was suggested that everything possible should be done in future to try and avoid such arrangements as it can undermine the overall impression of the study-trip before it has even started.

Despite great care taken by UNITAR to try and provide the Afghan members with suitable food,

some Fellowship participants criticized the food arrangements. UNITAR admits that this has been a difficult issue to address given the differences in many respects of the Japanese and Afghan food cultures.

In summary, the workshops overall received positive reviews and the reviews provided UNITAR with many valuable lessons for the future cycles of the Fellowship.

GRADUATION CEREMONY

The graduation ceremony took place on Friday 7 November. Mr. Kazuaki Jono, Vice-Governor of Hiroshima Prefecture, Mentors, Coaches, Fellows and many other friends of UNITAR in Hiroshima participated in the ceremony during which participants were awarded Certificates of Completion for the 2008 Fellowship Cycle by UNITAR. In addition, Fellows received three graduate academic credits from the University of Texas at Austin as a reward for their successful completion of the 2008 Cycle, and two Afghan resource persons were awarded special certificates for their contribution to the Fellowship.

CONCLUSION

The study trip was the culminating event of the Fellowship for Afghanistan and brought the 2008 Cycle to completion. It was rated highly by participants and resource persons alike while also resulting in important lessons that will help UNITAR in its endeavours to continuously improve future cycles of the Fellowship.

Sharapiya Kakimova, Hiroshima, Japan
Humaira Khan-Kamal, Phoenix, USA
December, 2008

ANNEX VII: FELLOWSHIP ROUNDTABLE INFORMATION NOTE

Public Session

On the occasion of the third workshop of the 2008 UNITAR Hiroshima Fellowship for Afghanistan

Monday 10 November 2008

9:30-11:45

Afghanistan's Reconstruction – Challenges and Commitments

Session organized in cooperation with the Embassy of Afghanistan in Tokyo and with the support of the Hiroshima Prefectural Government and Hiroshima Municipality

Questions

1. Why is it important to continue support for rebuilding Afghanistan in spite of the deteriorating security situation? Was the summer of 2008 a turning point for Afghanistan?
2. Why is it important for Japan to stay involved in Afghanistan's reconstruction in the present, as well as the future?
3. From international community's perspective, including Japan – what is at stake if it gives up on Afghanistan?
4. How can the Afghan development process benefit from the new JICA in light of the expanded mandate of the organization?
5. What is the driving force behind the commitment and motivation of the intelligentsia and professionals of Afghanistan to stay the course?
6. In what way is international support for Afghan public sector development important and how do small programmes like the Fellowship contribute to the process? Has there been any real added value?

Roundtable Background

In December 2001, after more than two decades of war, Afghanistan finally had the opportunity to focus on its reconstruction with the support of many countries and international donor agencies. In addition, hundreds of professional Afghans who had left their country during the conflict returned home with the hope of rebuilding their country. It has been seven years since reconstruction began, however, even now the fragile progress made in Afghanistan is threatened by a number of factors.

One of the most critical factors negatively impacting reconstruction is the deteriorating security situation, particularly since the first riots took place in Kabul in May 2006. Nevertheless, despite the rising security concerns, the support to Afghanistan is still a matter of priority not only to the committed men and women of Afghanistan, but also for many donor countries and agencies. The Roundtable would like to address the reasons behind this. In the Roundtable organized on 10 November, experts from Afghanistan and Japan will attempt to answer the key questions listed above, and others posed by Japanese citizens.

About 2008 UNITAR Hiroshima Fellowship for Afghanistan

In the 2008 workshop, some 40 experts from Afghanistan, Japan, Singapore, USA and Canada will meet in Hiroshima to conclude the fifth cycle of the UNITAR Hiroshima Fellowship for Afghanistan, a long term programme aiming at building leadership and management skills and providing technical and institutional support to a core group of senior Afghan government officials, academics and practitioners. This Roundtable is a part of this event and the primary public session. For more information please visit

Date: Monday, 10 November 2008
Time: 9:30 to 11:45
Language: English, Q&A session in English and Japanese
Location: Embassy of Afghanistan to Japan, 2-2-1 Azabudai, Minato ward, Tokyo, 106-0041
Access: <http://www.afghanembassyjp.com/en/embassy/101>
Application to participate:

Please send the registration form preferably by email (or fax) to:

Embassy of Afghanistan to Japan

• Tel: (03) 5574-7611 • Fax: (03) 5574-0195 • E-mail: pratt@afghanembassyjp.org
Website: <http://www.afghanembassyjp.com/>

Public Session

On the occasion of the third workshop of the 2008 UNITAR Hiroshima Fellowship for Afghanistan

Monday 10 November 2008

9:30-11:45

Afghanistan's Reconstruction – Challenges and Commitments

Session organized in cooperation with the Embassy of Afghanistan in Tokyo and with the support of the Hiroshima Prefectural Government and Hiroshima Municipality

09:00 – 09:30 – Registration

09:30 – 09:40 – Opening remarks

H.E. Hedayat Amin Arsala, Senior Minister of the Islamic Republic of Afghanistan

H.E. Masahiko Shibayama, Parliamentary Vice-Minister for Foreign Affairs of Japan

09:40 – 10:20 – Panel discussion I

Moderator:

Mr. Koichiro Tanaka, Director of Japan Institute of Middle Eastern Economics Center

Speakers (up to 10 minutes each):

Ambassador Haron Amin, Embassy of Afghanistan in Tokyo

1. Why is it important to continue support for rebuilding Afghanistan in spite of the deteriorating security situation? Was the summer of 2008 a turning point?

Ambassador Tadahiro Abe, in charge of Afghanistan Assistance Coordination, Ministry of Foreign Affairs of Japan

2. Why is it important for Japan to stay involved in Afghanistan's reconstruction in the present, as well as in the future?

Ambassador Franz-Michael Skjold Mellbin, Royal Danish Embassy in Japan

3. From international community's perspective, including Japan – what is at stake if it gives up on Afghanistan?

10:20 – 10:35 – Q&A

10:35 – 11:15 – Panel discussion II

Moderator:

Patsian Low, Singapore International Foundation

Speakers (up to 10 minutes each):

Vice president Kenzo Oshima, Japan International Cooperation Agency

4. How can the Afghan development process benefit from the new JICA in light of the expanded mandate of the organization?

Ms. Najla Sabri, Representative of the Afghan Fellows, Delegation of the European Commission to Afghanistan

5. What is the driving force behind the commitment and motivation of the Afghan intelligentsia and professionals to stay the course?

Prof. Yuji Uesugi, Graduate School for International Development and Cooperation, Hiroshima University

6. In what way is international support for Afghan public sector development important and how do small programmes like the Fellowship contribute to the process? Has there been any real added value?

11:15 – 11:30 – Q&A

11:30 – 11:40 – Moderators' Summary and Conclusions

11:40 – 11:45 – Closing Remarks

Mr. Nobuo Kimura, Managing Director, Public Relations and Secretarial Department, Hiroshima Prefectural Government

“Afghanistan’s Reconstruction – Challenges and Commitments” Roundtable Profiles



Mr. Koichiro Tanaka: Director of Jime Center, Institute of Energy Economics Japan (IEEJ), Tokyo

Mr. Koichiro Tanaka received his B.A. and M.A. in Persian linguistics from Tokyo University of Foreign Studies. After joining the Embassy of Japan in Tehran as a Political Attaché in 1989, he moved in 1992 to the Tokyo-based Japanese Institute of Middle Eastern Economics (JIME) as a Senior Researcher and later as a Political Officer to the United Nations Special Mission to Afghanistan. In October 2001, Mr. Tanaka joined the International Development Center of Japan and then returned to JIME in June 2004. With the merger of JIME and the Institute of Energy Economics Japan (IEEJ) in April 2005, he was appointed to IEEJ’s board in June 2008.



Ambassador Haron Amin: Embassy of Afghanistan in Tokyo

Born in Kabul, Ambassador Amin left Afghanistan after the Soviet Invasion and he returned back in 1988 to fight with the legendary Commander Ahmad Shah Massoud against the Soviet invaders and later against the Taliban-al Qaeda networks. After joining the Foreign Ministry and serving in various diplomatic roles at the United Nations in the United States, he was named Charge d’Affaires of the Afghan Embassy in Washington, DC in 2002. Ambassador Amin has headed the Afghan mission in Tokyo and served as non-resident ambassador to the Philippines, Thailand and Singapore since April 2004.



Mr. Tadahiro Abe, Ambassador in charge of Afghanistan Assistance Coordination, Ministry of Foreign Affairs of Japan

His Excellency Ambassador Abe has been working with the Ministry of Foreign Affairs since 1972 in a variety of positions and divisions. He has worked for the North American Bureau, the European Bureau and the Economic Cooperation Bureau. Overseas, he has served in the United States four, in Pakistan twice, and once each in Switzerland, Austria and Vietnam. Prior to his current post, he was posted as Ambassador to the Republic of Azerbaijan and Georgia in September 2004. Since November of 2007, Ambassador Abe has been working as Ambassador of Japan in Charge of Afghanistan Assistance Coordination.



Ambassador Franz-Michael Skjold Mellbin: Royal Danish Embassy in Tokyo

Ambassador Franz-Michael Skjold Mellbin graduated from the University of Copenhagen with a degree in Law in 1983 and worked as a lawyer before joining Denmark’s Ministry of Foreign Affairs in 1985. After his initial foreign assignment in Bonn in 1988, he moved between Denmark and overseas posts in Brazil and Beijing before becoming the Danish Ambassador Afghanistan Kabul in 2007. Ambassador Mellbin has served as the Danish ambassador to Japan since September of this year.

“Afghanistan’s Reconstruction – Challenges and Commitments” Roundtable Profiles



Patsian Low: UNITAR Mentor

Patsian Low recently started a business consulting venture with several partners, focusing on Asia-Pacific NGOs and micro-startups. Previously, She had served as Vice President of the Securities Finance Unit in State Street Bank and was in charge of Asian activities. Patsian obtained her BSc in Finance from Binghamton University and MBA in Marketing from Stern School of Business, New York University. During her 13 years of international securities financing, she has also authored country reports for the United Nations Microcredit Unit’s Year of Microcredit Program.



Vice President Kenzo Oshima: Japan International Cooperation Agency

Ambassador Kenzo Oshima is Senior Vice President of the Japan International Cooperation Agency (JICA). Prior to joining JICA, he was permanent representative of Japan to the United Nations in New York (2005-2007), ambassador of Japan to Australia (2003-2004) and UN Under-Secretary-General for Humanitarian Affairs (2001-2003). He was Secretary-General of the Secretariat for International Peace Cooperation HQs in the Office of the Prime Minister of Japan, where he oversaw Japan's peacekeeping and humanitarian assistance program. During his early diplomatic career he was posted to France, India, Australia, Washington and New York.



Ms. Najla Sabri: Representative of the Afghan Fellows, Delegation of the European Commission to Afghanistan

Ms. Najla Sabri has been serving as a personal assistant to the European Union Special Representative for Afghanistan since July, 2002. She earned her degree in from the English department of the Kabul University Faculty of Literature and Languages in 2003. Ms. Sabri is a member of the Afghan Young Leaders’ Forum run by the German organization Friedrich Ebert Stiftung.



Yuji Uesugi: UNITAR Mentor

Yuji Uesugi is an Associate Professor at the Graduate School for International Development and Cooperation, Hiroshima University.

He is also a founder and a vice-executive director of the Okinawa Peace Assistance Center. After graduating from the International Christian University in Tokyo in 1994, he received his master degree from the Institute for Conflict Analysis and Resolution, George Mason University in 1996, and his PhD in international conflict analysis from the University of Kent in the United Kingdom in 2003. He has worked as a researcher for the Research Institute for Peace and Security in Tokyo. Currently, he is taking part in a research project which focuses on the Japanese efforts in the post-conflict peacebuilding in Afghanistan and elsewhere. He has worked in conflict-affected areas such as Afghanistan, Cambodia, East Timor, Aceh, Sudan, Uganda, Cyprus, Golan Heights, and others

ANNEX VIII: 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 project⁹. 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.

⁹ 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 IX: LETTER OF APPRECIATION FROM AN ALUMNI'S SUPERVISOR

Letter from VUSAF:

Marga Flader <xxxx_germany@hotmail.de>	To <Humaira.kamal@unitar.org>, <Sharapiya.kakimova@unitar.org>
11.08.2008 16:13 ZE2	cc
	bcc
Please respond to	Subject FW: UNITAR Training

Dear Ms Humaira Kamal
Dear Ms Sharapiya Kakimova

As you know, our country director, Zabiullah Azizi, took part in UNITAR training, last year as fellow and this year he is acting as trainer.

Zabiullah seemed keen to pass on what he has learned during his own training. Since returning from India he prepared teaching material for a workshop on leadership, teamwork and project management. He invited the management team of our education centre in Andkhai to Kabul where a three day workshop took place for this team and also for our colleagues in the Kabul office.

All participants found the workshop very useful and worthwhile and we hope that our projects will also benefit from the experience.

Kind regards
Marga Flader
Director Germany

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