



unitar

United Nations Institute for Training and Research

2010

U.N. POST-CONFLICT RECONSTRUCTION PROGRAMME
Building Capacity for a Brighter Future



UNITAR FELLOWSHIP FOR AFGHANISTAN

In partnership with the Afghan Civil Service Institute

2010 Cycle Summary



Afghanistan Civil
Service Institute



Singapore International
Foundation



Hiroshima Prefecture



The City of Hiroshima





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The curriculum outlines and evaluation questionnaires used throughout the 2010 Cycle are available upon request.



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- The City of Hiroshima
- Itsukushima Shinto Shrine
- The Hiroshima Peace Memorial Museum
- The people of Hiroshima
- The Independent Administrative Reform and Civil Service Commission of Afghanistan
- The Afghanistan Civil Service Institute
- Singapore International Foundation

Our special thanks go to the Faculty and participants who contributed their time and expertise to the Session so graciously, and finally to the alumni and friends of UNITAR in Hiroshima and around the world whose cooperation was indispensable for the successful conduct of this workshop.

Humaira Kamal, Phoenix
Sabahuddin Sokout, Kabul
Johanna Diwa, Hiroshima
March 2011



2010 UNITAR Hiroshima Fellowship for Afghanistan EXECUTIVE REPORT

I. BACKGROUND

INTRODUCTION

Under the Post-Conflict Reconstruction area of the United Nations Institute for Training and Research (UNITAR) Hiroshima Office for Asia and the Pacific, 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 build on the capacity of Afghan civil service so it could rely on its own ability and lessen its need to depend on the human resources and expertise provided by the international community.

Since its launch¹ in 2003, the Fellowship has completed seven cycles. In this report, an overview of the events and lessons learned during the 2010 Cycle in particular (see **Box 3** for a summary of key statistics and activities for this cycle), and the outputs and successes of the programme are presented. Furthermore, in the hope that it will be of value to those involved in post-conflict reconstruction, UNITAR sets out to analyze and apply the lessons learned for the development of the Fellowship plan for the next cycle, and to provide an overview of UNITAR's strategy for the future of the Fellowship in this report.

¹ 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. This initiative and the research mission were led by Amb. Jonathan Moore, former US Ambassador to the United Nations, and Professor Akio Inoue, of Tenri University. Ambassador Moore and Nassrine Azimi, former Director of the UNITAR Hiroshima Office, led a second fact-finding and programme evaluation mission to Afghanistan in 2006.

Every year some 25 Afghan civil servants, academics, and practitioners participate in the seven-month long 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 throughout the Cycle. Qualified Fellows and Coaches of each cycle are selected as Coaches and Afghan Resource Persons, respectively, 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.

As a more recent development, in partnership with the Afghan Civil Service Institute, and through the financial contribution from the Civil Service Commission and the US AID, the number of Fellowships in the UNITAR Hiroshima Fellowship for Afghanistan Cycle has been expanded by an additional 25 slots for members of the Civil Service as of 2010.

The core principles of the Fellowship are:

- The enrolment of highly qualified and experienced participants from a variety of 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 and 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:

a) To support Fellows in the application of their new knowledge and greater 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

For a graphic representation of the Fellowship's structure and curriculum (timeline slightly changed for illustration purposes) please see Box 2.

FELLOWSHIP CYCLE STRUCTURE AND FLOW

Fellowship Structure and Typical Flow Chart*

Month 1	Month 2	Month 3	Month 4	Month 5	Month 6	Month 7
Workshop 1	Web-seminar 1	Workshop 2	Workshop 3	Web-seminar 3	Web-seminar 5	Workshop 4
Introduction to the Fellowship: Concepts of Coaching, Mentoring, e-learning and learner-driven learning	An introduction to human resources management and development.	Understanding leadership and organizational development as tools for maximizing performance within organizations. Understanding the performance model: social capital, stakeholder analysis, problem mapping, change projects with transformational abilities; intro to result-based management.	Project planning: Needs identification, identification of solution, scope, stakeholders, sponsors, methodology, resources, evaluation and monitoring, next steps	Tools for Performance Maximization: HR development, Performance appraisal, Coaching/giving feedback, Balanced scorecard, Benchmarking	Training as a Capacity-building tool	Leading project implementation
Additional tools: How to contract out roles between players in the Fellowship context; between the Coaches, Fellows and Mentors. Communication tools for Professionals: verbal and written	Web-seminar 2	Additional tools: Skills in coaching/facilitation, individual workstyles, and team development	Additional tools: Skills in proposal writing; fundraising; friendraisig	Web-seminar 4	Web Seminar 6	Leadership and Change in Organizations
	Organizational Needs Assessment		Additional tools: Skills in coaching/facilitation, individual workstyles, and team development	Result-based Management: detailed briefing and exercise	Tools for Conflict Resolution – conflict mapping, ABC triangle, win-win solutions	Understanding and managing the change processes.
	Assignment 1		Assignment 2		Assignment 3	Additional tools: Evaluating team performance
	Conduct an Organization Needs Assessment within your organization (individual assignment)		Team project: Development of a Change project concept paper/high level plan		Team Assignment – Develop a detailed project plan with fund-raising proposal if required	Cycle After-Action Review and Lessons Learned Workshop

* In-parallel to the Fellows' on-going training, the Fellowship offers a Training of Trainers module for alumni from previous years who will become Coaches. In addition, a Trainers-in-Training module is offered for new Afghan Resource Persons (ARPs).



Launch, Orientation Workshop and Assignment I (Report attached as Annex I):

The Fellowship cycle is launched with a four-day orientation workshop managed 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 lead resource persons in Kabul are the Afghan Resource Persons (ARPs, the Fellowship's faculty-in-training). The incoming Fellows are introduced to the Fellowship, its principles, requirements and culture, and in particular the roles of Coaches and Mentors. In addition to orientation the workshop offers one on-site module entitled - *Communication tools for Professionals*; and two web-seminars on *Introduction to human resource management and development*; and on *How to conduct an Organization Needs Assessment*. These modules are designed to equip Fellows with the skills and tools needed to be able to fulfil their assignments and requirements throughout the Fellowship and beyond. (For an executive summary of the Orientation Workshop submitted by the Coaches and ARPs please see Annex I). 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—the conduct of an organization needs assessment, which is an individual assignment.

Workshops II and III (Report on workshops are attached as Annex II) -

are held back to back at an international venue in the region, 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, have begun to understand the mechanics of the Fellowship at the individual level, and have established an initial rapport with the



group, Coach and Mentors, 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 to accelerate 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 the 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 needed for the next stage of 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. This is also a



turning point in the cycle as the groups evolve into teams and acquire an understanding of their connection with the Fellowship Community at large.

Where possible, workshops II and III are organized within the framework of a Study-trip to put the workshop content within the context of a productive and performing system of governance and economy.

Team Project Work (Assignments 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 (a detailed plan for an organizational development or change project) with support from Mentors and Coaches. Their work is further supported by the Afghan Resource Persons and the on-going web seminar series which offer training sessions on topics related to the team project assignments, such as practical tools to increase organizational performance, result-based management, and skills for developing training as a capacity-building tool.

Workshop IV and Study-trip to Japan (Executive Summary of on the workshop and trip is attached as Annex III)

The training and project work culminates in the final meeting in Hiroshima. Fellows present their reports on team projects and receive extensive feedback. This is followed by an assessment and evaluation of teamwork within the Fellowship teams using specific tools of team performance assessment, and the usefulness of the facilitation and teambuilding skills acquired. The workshop then focuses on the **process of implementation** of an organizational development or change project using the Fellows' projects as case studies and the skills and tools required to lead change within an organization. The workshop concludes with 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.



The Study-trip to Hiroshima addresses the leitmotif of the Fellowship which is lessons from Hiroshima's post-conflict reconstruction -- of its infrastructure, economy and spirit.

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 recurring themes 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.



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 an expanded and intensive training module on Coaching for Coaches, is offered in each Cycle. The careful selection of committed and competent alumni as Coaches and providing them with the appropriate training and preparation to serve in this role play a key part in ensuring the success of the Fellowship programme.

Coaching for Coaches Module (as of 2010):

The Coaching for Coaches Module starts before the official launch of the Fellowship. Throughout the year eight web-based

sessions and two on-site working sessions are conducted. 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. The aim of the on-site sessions of the Hiroshima study trip is to help Coaches widen their focus from individual development to planning for the Fellowship and Afghanistan's capacity-building.

The Coaching for Coaches Module starts before the official launch of the Fellowship. To facilitate the Coaches' responsibility of guiding the Fellows through their assignments, the first six web-based sessions are conducted prior to the official launch of the Fellowship to ensure they are prepared in time. Two subsequent web sessions conducted during the Fellowship Cycle primarily focus on the challenges faced by Coaches thus far. Prior to each session, Coaches are given assignments and background reading. They are also asked to manage and facilitate the Fellowship Orientation workshop, the UNITAR-ACTRA Web Seminars (ACTRA is the alumni association of Afghan professionals trained by UNITAR), as well as After-Action Reviews (AARs) at workshops I, II and III throughout the Cycle. As a final requirement Coaches with the ARPs and ACTRA members are asked to organize a Cycle De-briefing Seminar.

*—Fellowship After-Action Review and Lessons Learned—*upon the Fellows' return to Kabul to disseminate some of the lessons and skills learned through the Cycle to colleagues and supervisors and present the projects developed to try to gather support from internal and external sponsors for implementation.

Afghan Resource Persons (ARPs)

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 are invited to enhance their facilitation and training skills by participating as apprentice faculty members throughout the Cycle and particularly at the Fellowship workshops. The UNITAR team and workshop resource persons work with the selected candidates in preparation and delivery of the workshops.

The ARPs, as part of their training, are required to attend the Coaching for Coaches module sessions, to develop a minimum of two Afghan case studies pertaining to the topics of the workshops assigned, conduct the Orientation Workshop as well as the Cycle Debriefing Seminar as lead resource persons, assists UNITAR in coaching and supporting the Coaches in their roles, and act as a resource for assigned Fellowship groups.

UNITAR and the Fellowship core faculty will also set other training and facilitation assignments to expand the experience of

the ARP during the Cycle. This is meant to ensure that for future Cycles the Fellowship would have already started preparing Afghan resource persons who may be ready to develop and teach similar curriculums. In 2009 two resource persons from Afghanistan were selected for this module.

II. FELLOWSHIP OUTPUTS - Direct Deliverables

2.1 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.





FELLOWSHIP CYCLE: 2010

Participants

- » 55 Fellows (including at least six women)

Government: 44

- » Afghan Civil Service Institute (12),
- » Ministry of Finance (6),
- » Ministry of Rural Rehabilitation and Development (5),
- » Da Afghanistan Bank (3),
- » Ministry of Public Health (3),
- » Afghanistan Investment Support Agency (2),
- » Ministry of Public Works (2),
- » Office of the President (2),
- » Council of the Ministers' Secretariat (1),
- » Independent Directorate of Local Governance (1),
- » Independent Admin. Reform and Civil Service Commission (1),
- » Ministry of Foreign Affairs (1),
- » Ministry of Higher Education (1),
- » Ministry of Urban Development (1),
- » National Assembly of Afghanistan (1),
- » Office of Audit and Control (1),
- » Organization of Human Resource Development (1)

Academia: 3

NGOs and International Organizations: 8

Coaches, Mentors and International Resource Persons: 24

- » Hiroshima University, Japan (2)
- » UNITAR Hiroshima Office, Japan (3)
- » University of Texas at Austin, USA (5)
- » University of Calgary, Canada (7)
- » Singapore International Foundation (4)
- » Lamb and Lamb Associates, USA (2)
- » Microsoft Corporation, USA (1)

Afghan Resource Persons

(Trainers-in-Training): 5

- » Independent Administrative Reform and Civil Service Commission, Afghanistan (1),
- » Ministry of Finance, Afghanistan (1)
- » United Nations Office for Project Services, Afghanistan (1)
- » The World Bank, Afghanistan (1)
- » CIDA, Afghanistan (1)

Activities

Three international and two local workshops and three study trips to Abu Dhabi, Dubai and Japan respectively:

1. Workshop I: Cycle Launch and Orientation (Kabul, May 2010)
2. International Workshop II - "Leadership and Organizational Development for Performance and Results" (Abu-Dhabi, July 2010)
3. International Workshop III - "Project Planning & Proposal Writing" (Dubai, July 2010)
4. International Workshop IV - "Leading Change in Organizations - Change strategies and the project implementation process" (Hiroshima, November 2010)
5. Closing Workshop: Cycle After-Action-Review and Lessons Learned (Kabul, February 2011)

Additional Activities

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

- I. "Introduction to human resources management and development"
- II. "Organizational Needs Assessment"
- III. "Tools for Performance Maximization"
- IV. "Result-Based Management"
- V. "Developing Training as a Capacity Building Tool"
- VI. "Tools for Conflict Resolution"

High-level Roundtable in Hiroshima on Post-conflict Reconstruction: Topic of 2010 roundtable was "Why is it important for Japan to continue to invest in Afghanistan's reconstruction? - The anatomy of the Japanese policy for engagement".

Distance learning: Regular e-mail communication with Mentors, video-conferences, and a minimum of twelve scheduled audio-web conferences and project-work sessions for each group.

Coaching for Coaches Module: 10 Coaches and 5 Afghan Resource Persons were trained through web conferences and on-site sessions.



Group I: EDUCATION

Mentors	Ms. Sue Ries LAMB Mr. Howard LAMB
Coach	Mr. Zainulabuddin HAMID
ARP	Mr. Musa KAWAWI Mr. Aziz Ahmad GULESTANI Mr. Ahmad Ramin SADIQ
Fellows	Mr. Ahmad ZAKI Mr. Abdul Ghafoor HAQ NAZAR Ms. Farzana KABIR



Group 1 selected a project on Distance Learning Center at Kabul University to address the problems and opportunities identified in their needs assessment analysis. The project goals include the development of capacity of the Engineering Faculty and offer comprehensive curriculum. They believe that accreditation is an important step towards global standards. The project aims to establish connection between national and international universities with Kabul University and the development of distance learning technology particularly in the Faculty of Engineering.





Group II: PUBLIC FINANCE

Mentors Ms. Jennifer FOX
Ms. Sharapiya KAKIMOVA

Coach Mr. Obaidullah OBAIDI

ARP Mr. Mohammad Akbar HAMIDI
Mr. Bashirullah NAJIMI
Mr. Abdul RAHIM

Fellows Mr. Nasir Afghan SALEH
Mr. Mohammad Naeem HAMEED
Mr. Hamidullah ZAHID
Mr. Javed Hussain NASTOH



**Economic and Fiscal
Implementation
Plan**

**Presented by: UNITAR Group 2
(Public Finance)
Date: 03/02/2010**

Why this Project?



- Decision maker:
- Budget
- Economic
- Oversight
- Need accurate and Timely Data
- Cost of the project is USD 20,000

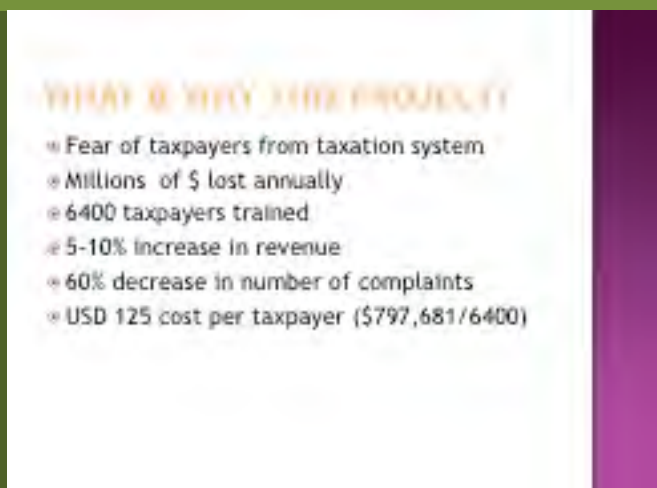
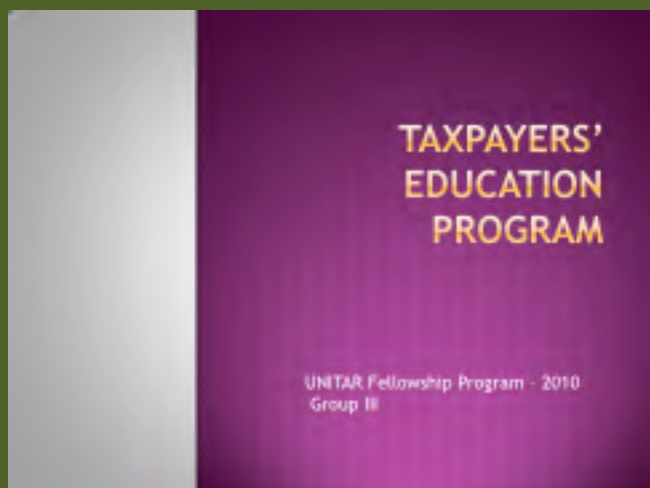
The project chosen by Group II is the establishment of an economic and fiscal database which will assist members of the National Assembly to further improve their oversight role on executive actions in macro, fiscal and public finance policies. There are two phases in the project, which consists of preparation and approval in the first, and implementation of the project in the second phase. The potential risks were identified as well as how they can be managed such as the accuracy and availability of data, sustainability of the project, funding and changes in the report requirement of the National Assembly.





Group III: PUBLIC POLICY AND STRATEGY

Mentors	Ms. Meredith MELECKI Mr. Steven POLUNSKY
Coach	Mr. Nasser NAZARI
ARP	Mr. Zianulabidin HAMID Ms. Farkhanda GHOSSY Mr. Sharifullah HASHIM
Fellows	Mr. Najeeb AHMADZAI Mr. Elham ARASH Mr. Mohammad Nasir FIGAR Mr. Besmillah Maiwand AKBARI



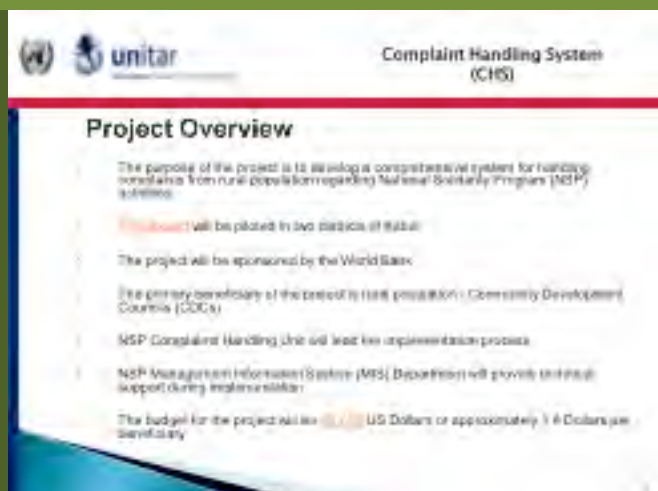
Group III opted to implement a project on Tax Education Program, as identified by their needs assessment analysis. The stakeholders and sponsors identified in the project include the Afghanistan Revenue Department (ARD), MoF, UNITAR (Group 3 Fellows), Harakat, Donor Organization, Taxpayers and employees of ARD. They identified the success indicators according to the knowledge promoted to taxpayers especially about the process and procedures of filing of tax returns.





Group IV: PROJECT MANAGEMENT AND PLANNING

Mentors	Mr. David EATON Mr. John BARTON
Coach	Mr. Mohammad Bashir DAWAR
ARP	Mr. Nasser NAZARI Mr. Jalaluddin HAMEED Mr. Wali Mohammad BAKTASH
Fellows	Mr. Mohammad Arif ILYASEE Ms. Dalia AKBARMIR Mr. Abdul Saboor SAKHIZADA Mr. Aimal STANIKZAI



Group IV selected a project on implementing a Complaint Handling System. The purpose of the project is to develop a comprehensive system for handling complaints from rural population regarding National Solidarity Program (NSP) activities. The primary beneficiary of the project is rural population - Community Development Councils (CDCs). The project will ensure that the villagers' complaints & concerns are addressed – thereby leading to greater satisfaction with government services.





Group V: COMMUNITY DEVELOPMENT

Mentors

Mr. Philip COX
Ms. Sheila ROBINSON

Coach

Mr. Mohammad Yama SHAMS

ARP

Ms. Najla SABRI

Mr. Mohammad Ishaq SAHIBZADA

Mr. Zakir STANIKZAI

Fellows

Mr. Zabiullah AMIRI

Mr. Ahmad Fawad DURRANI

Mr. Mohibullah QURAISHY



GROUP 5(COMMUNITY DEVELOPMENT)

Project Title: Community Participatory Monitoring (CPM)

PROJECT GOAL & OBJECTIVES

Goal

- Enhance the transparency and accountability of the NRAP program by involving the communities to manage project work through the Community Participatory Monitoring (CPM)

Objectives:

- To enhance and sustain community participation in project management cycle
- To build/develop the capacity of CPMCs to ensure the transparency and accountability of the NRAP

The project selected by Group 5 was based on the problem of low involvement of community that results to lack of transparency and accountability and lack of trust of community in project ownership as identified in the needs assessment analysis. The project aims to establish Community Participatory Monitoring committees (CPMCs) and building their capacities through trainings. The project aims to enhance and sustain community participation in project management cycle and to build/develop the capacity of CPMCs to ensure the transparency and accountability of the NRAP.





Group VI: MANAGEMENT OF PUBLIC HEALTH

Mentors	Ms. Jennifer M. HATFIELD
	Ms. Denise BUCHNER
Coach	Ms. Hangama HAMID
ARP	Mr. Mohammad Akbar HAMIDI
	Mr. Mohammad Azim OMED
	Mr. Mohammad Haroon NASEEMI
Fellows	Mr. Siawash PAYAB
	Mr. Sayed Gheyasuddin SAADAT
	Mr. Sayed Matiullah WAHIDI



Securing Education for Impaired Children

Project Implementation Strategy

Prepared By: Group VI

Dr. Akram Ghassebi
Mr. E. Alwan
Mr. S. Alwan
Mr. Siawash Payab
Dr. Waleed Khassab

Goal of the project

This project would improve and complements the existing FWF (Family Welfare Focus) education for hearing impaired children till the transition of this program to MoE (Ministry of Education) by 2012.

Group 6 selected a project on Securing Education for Impaired Children. This project is envisioned to improve and complement the existing FWF (Family Welfare Focus) education for hearing impaired children until the transition of this program to Ministry of Education by 2012. This project aims to benefit 320 students who would receive education for two years. It also aims to reduce the turnover rate of the staff by developing a retention strategy.





Group VII: CAPACITY BUILDING IN PUBLIC HEALTH

Mentors	Mr. Roger GALBRAITH
	Ms. Cheryl MACLEOD
	Ms. Lubna BAIG
Coach	Mr. Ahmad Fawad AKBARI
ARP	Mr. Zianulabidin HAMID
	Mr. Waheedullah SHINWARI
	Mr. Aryan SHAMS
Fellows	Mr. Qahir SINA
	Mr. Ahmad Shekib MOSTAGHNI
	Mr. Muhammad Sharif FAYEZ



Improving Cleaning & Support Services at Ali Abad Teaching Hospital



Project Implementation Plan

Stakeholders and Sponsors

Stakeholders:

- Clients (Patients and Visitor)
- Hospital Management and Staff
- Kabul Medical University (KMU)
- Ministry of Higher Education (MoHE)
- Ministry of Public Health (MoPH)
- Ministry of Finance (MoF)
- UNITAR (Group VII Fellows)

Sponsors:

- Chancellor- Kabul Medical University
- Deputy Higher Education Minister
- Deputy Finance Minister

Leaders & Managers:

- Project Executive Committee (UNITAR Group VII Fellows, Hospital Nursing Manager and Representatives of KMU, MoHE, MoPH, and MoF)

The project chosen by Group 7 is the Improvement of Cleaning and Support Service at Ali Abad Teaching Hospital. The pre-implementation stage of the project involves meeting with sponsors and stakeholders while monthly meetings will be held during the implementation stage. The outcome indicators include increase in compliance, satisfaction level, decrease in length of patient's stay and decrease in infections acquired in the hospital. Measurement tools and standards and means of verification were also identified by the group.





Group VIII: TRAINING AND CAPACITY BUILDING

Mentors

Mr. Shuichi NAKAYAMA
Ms. Kaori OKABE

Coach

Ms. Homa KABIRI

ARP

Ms. Najla SABRI

Mr. Husain HASANI

Mr. Abdullah KAKAR

Fellows

Mr. Abdul Munir MOBASHIR

Mr. Abdullah SABET

Mr. Ghulam Sakhi SAMIM

Mr. Ramin MAJIDZADA



Conflict Resolution Training Program

for

Coordination of Humanitarian Aid (CHA) Managers

Implementation Plan

Group: 8

November 5th 2010

Project Goal

To improve the overall productivity of CHA through:

- provision of conflict resolution training
- Coaching



Project Objectives

- Building the Capacity of 30 CHA managers in the following areas:

- Communication Skills
- Team Work
- Meeting Management
- Provision of Performance Feedback
- Coaching the Staff

Group 8 selected a project in Conflict Resolution Training Program for Coordination of Humanitarian Aid (CHA) Managers. The overall goal of the project is to improve the overall productivity of CHA through provision of conflict resolution training and coaching. A total of 30 CHA managers are targeted to benefit in this training. Strategies such as two months follow up in coaching as well as a communication strategy after the completion of the project have been identified by the group.





Group IX: HUMAN RESOURCE MANAGEMENT

Mentors

Ms. CHIN Hooi Yen
Mr. Mukul DEVA
Mr. Berin MCKENZIE

Coach

Mr. Aimal HAKIM

ARP

Mr. Musa KAMAWI

Mr. Emal YARZADA

Mr. Yaqoub HOTAK

Fellows

Mr. Hamid HAMDARD

Ms. Zarmina SAMADI

Mr. Mohammad Jahid FARAHI

Mr. Abdul Azim HAKIMI



Performance Appraisal Awareness Project

Group IX

“Helping people win at
work”

*A project which supports people not to mark the
papers but to help them get an 'A'*

The project of Group 9 is on Performance Appraisal Awareness as the solution to the problem identified through needs assessment analysis. Performance Appraisal System available but it is not giving the desired output because the staff are not trained to use it. The project is designed to respond to different needs such as PA awareness scheme, staff development, succession planning, motivation and beneficiaries' satisfaction.





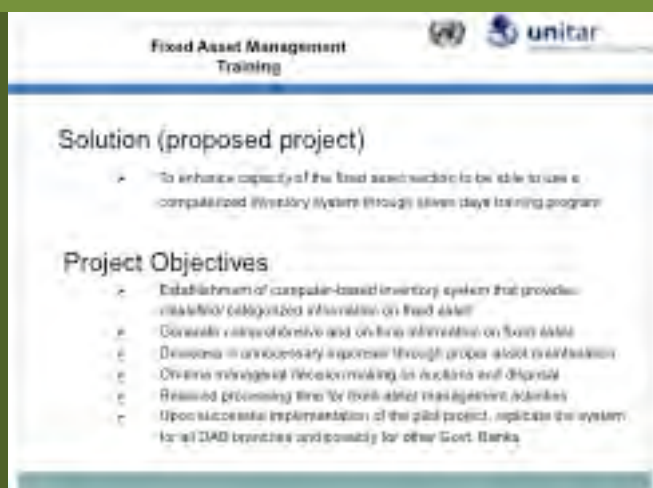
Group X: ADMINISTRATIVE AFFAIRS

Mentors Mr. KO Eng Wee
Ms. Rama KANNAN

Coach Mr. Khawaja Hafizullah HAFIZI

ARP Mr. Nasser NAZARI
Mr. Reza JAHANGIR
Ms. Tamana NADERI

Fellows Ms. Zakia NOURI
Mr. Mirwais QARIZADA
Mr. Samadi JALILUDDIN



Group 10 selected a project on Fixed Asset Management Training, aiming to enhance capacity of the fixed asset section to be able to use a computerized inventory system through seven days training program. The project aims to establish computer-based inventory system that provides classified/ categorized information on fixed asset, and generate comprehensive and on-time information on fixed asset. Upon successful implementation of the pilot project, the group aims to replicate the system for all DAB branches and possibly for other government banks.





2.2 ACTRA, Coaches and Afghan Resource Persons (ARPs) 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 following 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. In 2008 ACTRA 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. These activities have been significantly expanded with the Association and UNITAR jointly organizing two new training events –

- The four-day Orientation Workshop and Fellowship Launch – Kabul, May 2010
- The one-day Cycle De-briefing Seminar – 2010 Fellowship After Action Review and Lessons Learned – Kabul, March 2011

The special elements of these two events are that the Fellowship ARPs conducted the events as lead resource persons and the management of the events is led by the Coaches.

Despite the fact that the Association is still relatively unknown in Afghanistan, it has received some very encouraging offers to take on projects from USAID/Ministry of Public Works, Ministry of Finance, Civil Service Commission and others. 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 ongoing and will 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.

2.3 Expanded role of Coaches and ARPs

The role of the Coach as the Fellowship's mentoring arm in Afghanistan has evolved very much in line with its original conceptualization, and 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 that has been documented in the past. Similarly for the ARPs, who are relatively new to the Fellowship, their roles too have been evolving and expanding from year to year. A few particular directions of this expansion in 2010 can be described as follows:

In the 2010 Cycle UNITAR took steps to further expand the role of Coaches in supervising and steering the work of their assigned groups. This included giving them much greater responsibility in terms of organizing and facilitating audio-web conferences (AWCs) with Mentors, follow-up of Mentors and Fellows in meeting commitments, and actively seeking help for their groups from UNITAR and resource



persons if needed. UNITAR believes that the Coaches played the most important role in ensuring the effective participation of Fellows, and in terms of achieving the overall goals of the Fellowship. Similarly, in the case of the ARPs, as part of their terms of reference, they were asked to act as an active resource for the Coaches and the assigned groups. The ARPs made very visible efforts to be involved in the supervision of the work of different groups and to respond when asked for advice and assistance by Coaches.

It should be noted that credit for the expansion and evolution of these roles is due largely to the candidates themselves, as they took initiative and took on responsibilities themselves.

An expansion of roles also took place in the sense that the Coaches and ARPs have begun acting as support groups for each other. With facilitation from UNITAR, the Coaches and ARPs have started meeting regularly as a support group for each other and for UNITAR's planning arm in Afghanistan. In some cases the ARPs also acted as Mentors to the Coaches themselves. An example of this was seen in the final workshop in Hiroshima where two of the five ARPs have presented a case study during the class, facilitating group work and discussion among all the Fellows.

Finally, in the 2010 Cycle the Coaches and ARPs expanded their responsibilities by managing and conducting two new training events in Kabul (the Orientation Workshop

and the Cycle Debriefing) in addition to the ACTRA-UNITAR Web Seminars. This allowed them to adopt a "hands-on" approach and be responsible for the management and content of such events. The resulting sense of ownership was so complete that the Coaches asked to be responsible for conducting the evaluation and writing the workshop report and executive summary themselves (the Orientation Workshop Executive Summary is attached as Annex I).

Meetings between UNITAR staff, the Afghan resource persons and Coaches to discuss their overall experience with the Fellowship, are 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 and 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 to raise the profile and quality of ACTRA's training at the national level.

III. 2010 CYCLE EVALUATION, LESSONS LEARNED AND RECOMMENDATIONS

3.1. Overall Cycle Evaluation

At the end of the 2010 Cycle Debrief, participants were asked to fill out evaluation questionnaires for the 2010 Fellowship as a whole (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 a brief summary of the Fellows' responses.





"Hiroshima Training was different, because it contained both theory and practice ," (2010 Fellow).

The first question on the Fellowship questionnaire asked the participants how the Fellowship compared negatively and positively with other programmes the Fellows might have attended in the past. Overall Fellows were high satisfied with the existing set-up of the Fellowship program. Compare to other similar programs Fellows appreciated the practical aspects of the workshops, *"more practice-based"* and *"contained both theory and practice"*. Some of the Fellows recommended increase in time as the workshop sometimes get *"very tight and limited"*, while a few mentioned reduction of time because of their office responsibility.

The second question asked the Fellows to rate the role of Mentors, Coaches and Afghan Resource Persons (ARPs). Many Fellows recognized the roles of the mentors, coaches and Afghan Resource Persons (ARPs) as effective and important. One Fellow underlined that, *"Afghan RP in the cycle was very important for helping, consulting and getting previous experience."* Others mentioned that, *"The expert advices and support by the Mentors were really helpful."* and *"The coaches have a very important role in the team project and assignments."* There was a 100% agreement among the Fellows on the importance of mentors and almost all of them, with the exception of two, agreed on the importance of coaches and Afghan Resource Persons.

Participants were overwhelmingly positive about the overall teamwork among the participants and its role in their team project selection. The majority of them referred to the importance of teamwork in the success and efficiency of their team as it generated "mutual respect among team



members," "commitment," "honesty," "consultation," "division of labor" and "clear communication."

Some of the Fellows also mentioned on the difficulties they faced especially when team members do not agree on specific decisions that results in group conflict. One Fellow mentioned about the difficulties that arouse from the change of group members in the middle of the cycle.

Web Seminars were positively rated as the participants felt that they contributed to their learning and added value to their knowledge and understanding of human resource development (HRD) and human resource management (HRM) issues.

Despite an overall positive evaluation of the methodology, there was a mixed opinion with regards the overall timeline of the Fellowship. Some Fellows felt that it should be extended to a full year and that study-trips should be increased.

A majority of the participants rated the three distance learning tools used during the Fellowship positively. There was a total positive agreement about the importance of video conference, in establishing contact and relationship between the Fellows, Mentors and Coaches. Audio web conference was also rated high and effective, with an exception of one Fellow. Email exchanges were rated helpful and useful by all the Fellows.



The Fellows were also asked about any changes they feel necessary in some aspect of the Fellowship. Most of the respondents suggested reconsidering the appropriate number of Fellows in each cycle. This could have arisen from the challenges that a big group presents. The respondents also suggested more commitment of the Fellowship program players (Coaches, ARPs and Mentors). Some Fellows also suggested a stricter monitoring of the Fellows' performance and activities. A few also suggested to expand the program to other provinces.

Recommendations from the End of Cycle Debriefing with Mentors (For the full summary please see Annex IV)

"... thing that is striking is how the Fellowship is maturing – when you are there you get/feel the strength of a community," Comment by Mentor Dr. Roger Galbraith, University of Calgary.

- (1) It would be good to have an orientation session with all Mentors to review the elements of the Fellowship again at the beginning of each Cycle; (2) It might also be useful to have mentors at different institutions – UofC, UTA, SIF – to take communication and coordination responsibilities among mentors and hold an on-line session or send out a hi-level update on Cycle content and events to-date every two months
- (2) When Mentors participate in workshops as panelists for presentations, they need briefings on grading and the focus of the presentations – i.e. in the case of the last project presentations in Hiroshima – focus on implementation process.
- (3) The UTA Mentors offered to do a third party evaluation of the programme if UNITAR were interested.
- (4) Importance of Mentors attending the workshops and meeting Fellows in person at least once --
RECOMMENDATION: Find funding for Mentor travel – their attendance of workshops is so critical to the programme)
- (5) Introduce how to write proper minutes in Orientation for the Fellows and the Cfor C session on managing meetings.)
- (6) It might be useful to give Mentors some project running in parallel to some of the workshop sessions.
- (7) Have session with Coaches and Mentors in parallel in these workshops.)
- (8) More communication between Coaches and Mentors
- (9) Don't reduce the time for debriefing after team-building exercises at workshops.
- (10) More 'get to know you time' up front. Ironically, I thought we had a good introductory session this time around. Perhaps, just to say that this is important –
- (11) A separate, preparatory skype conversation with members of the support team would be good (the roles occupied last year by Yamma and Najla)
- (12) A skype hook up during both week-long workshops might be helpful - though mentors would need to have a role assigned to them so that they can be useful. *At each workshop*



Fellows are required to meet milestones in their project work, for which they work in the evenings, we could set aside time in the day for project work which would be in a skype with the Mentors.

- (13) Having office hours with your group members on Skype on and off would keep the communication going and also answer questions more promptly through discussions.
- (14) UNITAR could create an internet platform where Fellowship community could post communication, like using Blackboard and posting assignments on it. Have a Fellowship Portal.
- (15) Mentors like the idea of Skype for Mentor debriefing in the beginning of the cycle.

IV. CONCLUSIONS AND FUTURE PLANS

Based on the Fellowship community's feedback the following are some findings that will have an impact on the plan for the 2011 AF:

- UNITAR concludes that the management and leadership toolbox developed over the last seven 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 on the whole 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 further expand the topic of change management, offer web-seminars on Training of Trainers (TOT), workflow analysis and detailed environmental analysis.

- The need to expand and better define the role of the Afghan Faculty-in-training and ACTRA were much requested improvements for 2010.

- The need to further refine the selection process and expand support and understanding of employers and supervisors for Fellowship activities and approach, has also been highlighted by Alumni, local partners and internal evaluation of events.

- Finally, UNITAR and its partners are also aware that after the completion of the seventh cycle, which was co-managed to the greatest extent with the Fellowship Coaches and Afghan Resource Persons (ARPs), the pressure to take the strengthening of the Alumni community as a capacity-building and HRD resource up one level is critical to the future success of the Fellowship.

UNITAR plans to address the issues raised above in its 2011 Cycle pending availability of funds.



ANNEX I:

EXECUTIVE SUMMARY OF ORIENTATION WORKSHOP I

BACKGROUND

The 2010 Cycle of Hiroshima Fellowship for Afghanistan was launched with an Orientation Session on 16th May 2010 in Kabul delivered through on-site and video-conferencing, and the official Inaugural Lunch on the 17th of May.

The Orientation Session was opened with a short opening speech by Mr. Farhad Osmani, Director General for the Afghanistan Civil Service Institute, who emphasized on the support of the Hiroshima Prefecture and the City of Hiroshima, the ACSI and USAID for their generosity to equip Afghan people with the tools, skills and knowledge to lead Afghanistan to a prosperous and bright future.

It was also addressed by Mr. Alex Mejia, Head of UNITAR Hiroshima Office who explained UNITAR's strategy and mission to further enhance the capacities of the Afghan professional community and how

the Institution's efforts to expand the number of the Fellows aims to make the existing professional network larger and stronger as a resource for its members and Afghanistan. The orientation Session was presided over by HE Finance Deputy Minister, Mr. Abdul Razaq Samadi who after assurance of his full technical and administrative support to the UNITAR declared:

"I believe that UNITAR is a unique and wonderful executive training program that really graduates change agents in the public sector of Afghanistan, I am quite please to see the directors, executives and managers representing their respective organizations to become change managers after the successful completion of the fellowship program".

The Fellows were also welcomed by Mr. Abdul Rashid Janbaz, representing ACTRA, the UNITAR alumni association with a short speech emphasizing the value of the gathering under one umbrella in order to expand the trainings and its impact for



the whole country. Mr. Jonson François, the representative of CIDA talked very briefly about the importance of the program and identified Mr. Akbar Hamidi and Mr. Nasir Ebrahimkhil as the agents of change in CIDA. He thanked the UNITAR Fellowship program. He assured the programme of CIDA's continued support, such as CIDA's in-kind contribution – of the use of its video conferencing facilities and office space during the cycle.

The Cycle Inaugural Lunch was hosted by Mr. Alex Mejia and Mr. Farhad Osmani on 17 July at the Afghan Civil Service Institute (ACSI). The reception was addressed by two key-note speakers Dr. Ahmad Moshahid, Chairman for the Afghanistan Civil Service Commission and HE Mr. Azrat Omar Zakhilwal, Afghanistan's Finance Minister who presided as special guests. The event was covered by national press and broadcasted through National TV of Afghanistan.

HE Dr. Omar Zakhilwal, Afghanistan Finance Minister in his keynote address stated;

"The reason of my participation in this important ceremony is just to recognize the UNITAR Fellowship program and UNITAR's positive services for Afghanistan. As you might know that for the last 8 years around 2 billion US Dollar has been invested in institutional and capacity building programs for civil servants, but we are still to see significant results for that investment. I am not happy with the progress and impact, however, I am very impressed with the UNITAR Fellowship program. It is cost-effective-efficient, less cost more impact, provides great possibilities with limited resources for the Afghan people to learn and improve themselves, as well as have great achievements within their ministries/organizations. For this reason I would like to extend my strong support for the

UNITAR program. I have seen and felt the impact of the UNITAR Fellowship practically. When I was head of AISA, previous organization, I introduced a couple of staff for this program. As a result, I have seen remarkable improvement in their personal and professional capacity."

Dr. Ahmad Mushahid as the second keynote speaker made the following remarks;

".... we need human capital, like developed countries Japan, Singapore, and others that have no natural resources but invested in human resources for socio-economic development of their respective countries. We also need to invest rightly on training and development programs and I highlight the importance of the Fellowship program and would urge you all to utilize the great opportunity of the fellowship program. "

Mr. Alex Mejia in his speech during the session insisted on the quality of the program and thanked all partners for the contribution to the program, with a special thanks to the Finance Minister for all his support. He presented a bell to HE Mr. Zakhilwal and requested him to ring the bell which according to the Japanese culture, would bring all the goodness of the universe to him and this program.

The launch ceremony was followed by proceedings of the workshop. The coaches began their session with an introduction to the Fellowship. During their presentations they shared their best practices and lessons learned from last year with the new Fellows. The coaches' presentation consisted of a comprehensive explanation of the Fellowship activities, packages, assignments, different sessions and general methodology, and the role of Coaches, Resource Persons, Mentors and ACTRA during the Cycle. At the end a short briefing on Fellowship logistics was presented by UNITAR. Fellows were



encouraged to meet the requirements of the Fellowship in order to graduate.

The Fellows questions at the end were answered by Mr. Mejia, Ms. Kamal, Mr. Sokout, Coaches and Afghan Resource Persons.

ORGANISATION OF WORKSHOP

The first session of the workshop consisted of the Welcome Ceremony while the following session was continued offline in the Afghanistan Civil Service Institute with short meetings of the Fellowship groups with their coaches. These meetings aimed to provide Fellows with necessary information on their roles, the roles and responsibilities of their mentors and coaches during the Cycle. The coaches used this meeting as an opportunity to contract out their roles with their Fellows within the groups. The session continued with a presentation on **Management of Productive Meetings**, presented by the Afghan Resource Person, Mr. Nasser Nazari who emphasized on the types, purpose and elements of effective meetings and focused much the roles of members participating in the meetings. One of the highlighted issues in this presentation was on how to prevent the conditions that make the meetings boring and provide a space or the environment to attract the concentration of people and make the meeting effective and lively that was appreciated much by the participants. The presentation was ended by showing a short video on how to run a meeting.

The session was concluded with an **Introduction to distance learning tools** such as Elluminate and Skype packages by Mr. Bashir Dawar, UNITAR coach. The presentation on Distance Learning Tools was continued on 22nd May by Mr. Zainulabuddin Hamid, the Afghan Resource Person and Mr. Sokout through showing a past recorded session of the Audio Web Conference in order to make the Fellows more familiar with the use of Elluminate package during the Cycle.

The second day of the Orientation Workshop continued with Seminar I on **Leadership in Human Resource Management and Development** that was delivered by Mr. Alex Mejia, UNITAR Head of Hiroshima Office. Mr. Mejia easily connected to the audience through his excellent presentation and skills to encourage the Fellows, Coaches and the Afghan Resource Persons to participate in the presentation. He presented all the different topics but related to each other through discussion and lively exercises that was impressive for the participants. Mr. Mejia focused primarily on HRD & HRM. He also gave an overview on **Motivation, Delegation and How to give Feedback** during his presentation.

The third day of the Orientation Workshop continued with the **Module on Effective Written & Oral Communication Tools** by Afghan Resource Persons (ARPs), Mr. Musa Kamawi, Mr. Akbar Hamidi, Mr. Nasser Nazari and Ms. Najla Sabri. The presentations were split into two parts, Written and Oral Communication. Mr. Kamawi and Hamidi presented the Written Communication part and Mr. Nazari and Ms. Sabri tackled the responsibility to present the Oral Communication to Fellows. The ARPs conducted the sessions in an interactive and participatory manner.

Mr. Kamawi and Mr. Hamidi started their presentation by giving an exercise to the groups and mainly talked regarding the types and processes of communication, identification of personal barriers to effective communication, directional flow of communications, communication channels and report/email/memo/letter writing during their presentation. The sessions were appreciated by the Fellows. Both the ARPs presented three exercises on checking and writing of reports and emails that were done by the Fellows during the session.

Mr. Nasser Nazari and Ms. Najla Sabri began their presentation on Oral Communications through connecting the



ideas with the Written Communications and mainly focused on Hearing and Listening, Means of Communication, Communication Barriers and Oral Presentation. They also explained the differences between written and oral communication as well as touched on 7Cs of Communication which generated great interest among the Fellows. They proposed two exercises to be done individually and in groups. The exercises consisted of a) Phone Call to a restaurant b) drawing of communication cycle and the process. The exercises in both presentations were followed by a feedback session with the Panel of Commentators comprised of Coaches, ARPs and Mr. Sokout.

Dr. Howard and Sue Lamb from Lamb & Lamb Associates, the mentors and resource persons of UNITAR, led Seminar II as a web-based session on **Organization Needs Assessment and Environmental Analysis** involving exercises and activities facilitated in Kabul by Coaches and ARPs, during the third day of the Orientation Workshop. The fellows were introduced to new concepts on the three kinds of needs assessment, Operational, Tactical and Strategic. They were exposed to the mechanics and processes involved in conducting an assessment, and the benefits of doing an organization needs assessments. The Fellows familiarized themselves with different terms and requirements of Assignment I of the UNITAR Fellowship during this session and with different internal and external environmental factors that would affect an organization to be improved or prevent from improving.

The Seminars were extremely interactive, requiring exercises and role playing. The Fellows enjoyed both Web Seminars and counted them as important and useful parts of the Fellowship. In addition they were pleased with the overall format of the UNITAR program, stating that because the Fellowship is a combination of both online and offline sessions, it can be a good model for creatively improving knowledge

and experience within limited resources. Majority of the Fellows were of the opinion that this is one of the most unique programs, which touches current and relevant topics of the work environment in Afghanistan. It is a combination of both theoretical teachings and practical exercises. Some of the Fellows also referred to one of the basic aims of UNITAR program, which is the establishment of a professional network on national and international levels. The network can help the fellows in many aspects, it can help them improve in the areas where they have less experience, it can also help them solve problems easily through team work

Day 4 of the Orientation Workshop was allocated for introductory group meetings through video-conferencing between mentors and Fellows, followed by short off-line meetings with coaches on planning and preparation of assignment one as one of the requirements of the Fellowship. The coaches offered useful information and tips and encouraged their group members to tackle their responsibilities in due time. Due to the large group of Fellows this year, the introductory video conferencing sessions were held over two days with the last one on 26th May, 2010.

SUMMARY OF EVALUATION

UNITAR fellowship orientation workshop evaluation reports the following areas:

1. Workshop Structure & Content
2. Teaching Methodology, Lecture, and Training Material
3. Workshop usefulness
4. Use of Video-Conferencing
5. Role of UNITAR Coaches, Afghan Resource Persons
6. Role of ACTRA & Recommendation for improvement
7. Logistical Arrangements/Management of Workshop

Data Gathered

The data were gathered through distribution of questionnaires to fellows.



UNITAR's intention was to enable key aspects of each day to be scrutinized.

Q1. How would you evaluate the orientation workshop overall in terms of its structure and content?

Result: The responses received, were mostly very encouraging tabulated as below:

- 1). Outstanding (1%)
- 2). Excellent (10%)
- 3). Remarkable (2%)
- 4). Very Good (52%)
- 5). Good (30%)
- 6). Satisfactory (5%)

Q 2: How would you evaluate the teaching methodology, lectures and the training materials provided?

Result: 99% responses have termed the teaching methodology, perfect, & satisfactory, lecture and training materials were found relevant, valid, specially the case studies, role play, practical exercise were declared unique & dynamic.

Q 3: Were the workshop topics relevant to your work responsibilities? If so, in what way?

Result: 99% responses declared the workshop topics very relevant to their professional work responsibilities, and Effective Communication, Needs Assessment, HRM/HRD, motivation, delegation, giving/receiving feedback topics were called most useful; however, 1% called the workshop irrelevant to their job responsibilities.

Q 4: What were the most useful and interesting sessions, for you and why? Please also list the least useful, why?

Result: The most useful and interesting sessions of the workshop were as follows: 25% called the Organizational Need Assessment more useful. 50% called the Human Resources Management/HRD most interesting session of the workshop. 15% called the Effective

Communication interesting. 10% called the coaches lectures/experiences effective. 3% call all the sessions useful and 2% replied no answer.

Q 5. Do you feel that the workshop enhanced your understanding of the general skills required to meet the challenges of the fellowship? And in particular the skills required for conducting a needs assessment, or professional business communication?

Result: 40% believe the workshop enhanced their understanding about Needs Assessments. 40% thought that they have enhanced their general skills in conducting needs assessment and professional business communication. 5% did not respond to this particularly question and the remaining 15% called the workshop very useful in general.

Q 6. Please comment on the logistical arrangements and management of the workshop?

Result: 13% called the workshop logistical arrangement Excellent and the rest rated it very good.

Q 7. Please evaluate video-conferencing as a distance learning tool for conducting the web-seminars.

Result: 40 % called the video-conferencing as distance learning tool Very Useful. 25% called it Very Good. 20% Good. 5 % Called it a Cost-Effective learning tool. 5% called it an excellent learning tool and 5% called it practical.

Q 8. Kindly comment on the support offered, and role of the UNITAR Coaches, and Afghan Resources Persons?

Result: 73% called the support provided by Coaches and ARPs important & very useful, 27% called it Excellent.

Q 9. Please comment on your understanding of ACTRA and its role, and any recommendation that you might have



for the Association on how it can assist you through the Fellowship Cycle?

Result: The following recommendations were received:

1. ACTRA should take greater responsibilities in UNITAR, and Administrative system of Government of Afghanistan
2. ACTRA should share the knowledge & skills within Afghanistan
3. ACTRA should be developed as alternative of UNITAR fellowship in Afghanistan
4. Develop the community of professional, fellows through ACTRA.
5. ACTRA is a good partner with the UNITAR fellowship.

Q10. Please share any other comments you may have about what went well in the workshop and areas that could be improved. Also list any other topics, that you would like to see added in the fellowship workshops curricula?

Result: Some comments by the Fellows:

1. Some presentations were too long it should be divided into two Session.
2. Women Leadership and strategic planning, Monitoring & Evaluation and Project Management topics should be included in future workshop.
3. Fellows should be encouraged to give constructive comments
4. Please provide us the soft copy of the presentations
5. Technical problems should be removed in advance.

Most of the fellows called the workshop very useful, objective, enhanced their general skills of business.

Overall observations of the Coaches:

- The orientation package (material, webinars, offline sessions, etc) was presented to the new fellows of cycle 2010 in a sequence of four days in row which proved to be effective in terms of following the session and the relevance

of material though for some fellows was not very easy to be away from their jobs. The package was well received by the fellows and is a good reference for most of their questions especially the material on Needs Assessment.

- The online sessions interested the fellows the most.
- The Logistic part of the workshop was well received by the fellows.
- The flexibility and readiness of the resource persons in terms of adapting to the rescheduling on the spot was very efficient and supported the time management of the workshop. Likewise, the hard work of the facilitators during the workshop kept the participants motivated and involved throughout the webinars.
- The atmosphere throughout the sessions was very friendly and respectful resulting in useful group work and rich discussions.
- Last but not the least, Mr. Sokout, as always, was the engine for the running the whole process very successfully.
- The ACTRA members were supposed to show more support and activities.

Analytical Analysis of Four Day Workshop
The UNITAR four day orientation workshops were conducted in a systematic way; however, there is always room for the improvement and recommendation.

Strengths points of workshop

- The asset of the workshop was strong commitment & dedication of Coaches & Afghan Resources persons, fellows, and mentors.
- Good team work was demonstrated during workshop
- The topics of the workshop Effective Communication, Need Assessment, HRM was found to be most interesting
- Group exercises, case studies, and team work introduced the new methodology among the fellows



- Logistical arrangement was perfect.

Areas of Improvement:

- ❖ Time Management was one of the areas where more attention was needed in our web seminars.
- ❖ Need to check and ensure in advance that technology was working properly before the start of the on-line sessions.
- ❖ Coaches-Afghan resources persons-ACTRA members need to coordinate effectively their activities regarding the web seminar and identify the assignment of each person

At end the four days the workshop in term of topics, lectures, and logistics was found to be very successful & useful. The Coaches, Resource Persons and Alumni also appreciated UNITAR's Fellowship strategy which creates this wonderful opportunity for the Afghan Resource Persons and Coaches to prove themselves through facilitation of the workshop and presentation of the important elements of the Fellowship Program.



ANNEX II: **EXECUTIVE SUMMARY OF STUDY-TRIP TO ABU-DHABI AND DUBAI AND WORKSHOPS II & III**

"The Fellowship is a really great initiative and will have great results."
Fellow, 2010 AF Cycle

BACKGROUND

Prior to workshops II and III, the Fellows have already gone through a rigorous set of learning activities including participation in the Fellowship Orientation Workshop I led by UNITAR Afghan Resource Persons and Coaches, two web seminars, an intensive first assignment, a number of audio-web conferences and project work sessions, in addition to regular e-mail exchanges with their Mentors and UNITAR staff. The study-trips and workshops in Abu-Dhabi and Dubai were the first opportunity for the Afghan Fellows and Coaches to meet some of their Mentors and UNITAR resource persons and staff in person.

The Abu-Dhabi and Dubai study-trips, Workshop II "**Leadership, Organizational Development and Social Capital**" and Workshop III "**Project Planning and Proposal Writing**" included a 2-day intensive working session on team building, facilitation and coaching as well. Sixty-five Fellows, Coaches and Afghan Resource Persons, and nine international Mentors and resource persons from University of Calgary, Microsoft Corp., University of Texas at Austin and Singapore International Foundation attended the events. The group was also joined by Mr. Farhad Osmani, Director General Afghanistan Civil Service Institute and Mr. Javier Ortiz, Executive Director, New World Group and Peace-building Council. We are pleased to report that the lead resource persons of workshops II and III were ably supported by the Afghan resource persons (selected from the pool of UNITAR alumni). UNITAR

hopes 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.

During the study-trip UNITAR hosted an official dinner and cultural presentation in honour of the participants in Abu Dhabi, with H.E. Mr. Richard Olsen, United States Ambassador to UAE as the chief guest. The gathering was addressed by Mr. Farhad Osmani of ACSI, who thanked the government of United States for their support and assistance to the programme, and Ambassador Olsen who made the key-note address focusing on Afghan achievements and the United States commitment to their progress. Dinner was followed by a multi-media and musical cultural presentation by the Afghan Fellows which was much appreciated by the guests.

On Day 1 the study-trip began with an introduction and orientation session opened by the Head of UNITAR Office for Asia and the Pacific, and one of the lead resource persons for the workshops.

WORKSHOP II: LEADERSHIP, ORGANISATIONAL DEVELOPMENT AND SOCIAL CAPITAL

Workshop II of the 2010 Cycle focused on Leadership and Organizational Development for Performance and Results as the overarching theme for capacity building in the public service in Afghanistan. The workshop was an intensive and interactive event, structured around elements of leadership and its impact on performance and results, coaching and facilitation of teams, and required Fellows to work in groups on exercises assigned by resource persons.



The topics included, *inter alia*:

- Leadership and its impact on performance and results;
- Stakeholder analysis
- The role of social capital and community development
- Team development and facilitation

Leadership Module: Content and Methodology

After-Action Review of Workshop Day 2 - What stood out for the Participants:

Leadership and followship, Portrait of an Afghan Leader, trust and fear, self-efficacy, the Ria case study – problems and solutions, change exercise and

community/stakeholder participation.

"He who wants to be king in the future must first learn to serve." Source: by G.F. Kojo Arthur (from Prof. Lorne Jaques' presentation on leadership and organizational development for performance and results)

Leadership & Followship: The workshop on leadership opened with a reflective session on famous quotes on leadership, where the Fellows were asked to review and reflect on the context and text of these comments within groups and identify which quote best described the kind of leadership that they would look for in their leaders.

Box 1: Exercise – Portrait of an Afghan Leader:

An exercise was conducted where each Fellowship group was asked to draw a portrait of an Afghan Leader based on the leadership characteristics that they have observed in current leaders, or desire in an ideal leader. They were then asked to comment on their drawing, explaining what the different elements in the figure symbolize. This turned out to be one of the most interesting and thought provoking exercises and some very interesting portraits were developed including a woman leader, a leader from among the common man with understanding of poverty, a leader for peace and education, an Afghan leader confused by pressures around him, a complex Afghan.



This was followed by a detailed session on the importance of the dynamic between leadership and **'followship'**. *'If you want to climb a tree you usually need a "leg-up" - Lorne Jaques - presentation.* A follower accepts, takes, understands, and delivers orders/tasks from a leader. A key element for building strong 'followship' is **trust**. The topic provoked discussions on whether the 'followship' concept is present in, and is a realistic concept for, Afghanistan. This generated another fruitful discussion on the difference between management and leadership, and good and bad leadership and

the session was concluded with an exercise on leadership vs. management.

Self-efficacy: In 2010 one of the new concepts introduced as a tool for maximization of capacities and performance was Self-efficacy. This was discussed in the context of leadership, with a focus on the sources of self-efficacy which the group found to be a very compelling tool in the developmental and post-conflict environment.

The workshop leader also conducted a change exercise which proved to be simple



but very effective in relaying the message-

Box 2. 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 (A) in each pair was requested to make three changes in his/her appearance. The partner (B) was then asked to identify the changes made. The same people (As) were asked to make a further five changes. The corresponding partner (B) was subsequently 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, that there might be limited resources to bring necessary change, and that some changes are not necessary and are just artificial, etc.*

- the pace and extent of changes has a direct impact on the success of any change or developmental projects.

Projects and Performance: The session on projects and performance had one key message – “*Never lose touch with the **reasons** for doing a project*” – Lorne Jaques, 2010 presentation.

Performance Maximizer and Why it all matters:

This session began with an overview of performance, results and the responsibility of leaders, organizations and communities with a focus on the Performance Maximizer model of Tony Roithmayr (1999). In a more in-depth examination of leadership for performance, the questions of ‘what’, organizations and their leaders have to achieve, and ‘why’ it is important, rather than ‘who’ leads an organization, were discussed. The topic provoked intense reflections on performance management in Afghanistan. The central case study used in the discussion on performance to demonstrate “**Why it all matters?**” was the Story of Ria—a young woman whose death in childbirth was due to a number of factors within the community where she lived. Each group was asked to analyze the reasons of Ria’s death from an organizational perspective and try to come up with an organizational solution to the problem. Following brief group

presentations on their analysis of the case,



concepts relating to project objectives, sustainability and transformation were presented.

Each group was then asked to classify their organizational solutions based on those concepts. The discussion was then led back to assessing the qualities of a good leader, emphasizing his/her ability to serve the constituency, which in turn could lead to gaining greater support and achieving results that could transform ² the community or organization. One example of an Afghan transformational project discussed was the Solidarity Programme which employed and trained unemployed people in local communities and ex-tribal militia to build roads into hard-to-reach areas, thereby also connecting communities to each other for business and trade. The conclusion was reached that for

²**Transformational change**, is change that is not merely an extension or improvement over the past, but a state change.

This state change can be **personal and organizational**. The change is bold and compelling - not simply a more or better version of business-as-usual. It calls for a new level of innovation and collaboration and inspires the people of the organization/community. **Achieving this state change** requires altering and expanding the limiting mindset in which the individual/the organization operates. (Source: Executive Coaching.LPRgroup.com)



a project to bring about transformational change, the process has to be truly participatory.

After-Action Review of Workshop Day 3 - What stood out for the Participants:

Elements of a great performance, Stakeholder analysis, team-building and development, Push & Pull projects, Social Capital and indicators of social capital (to-do and not-to-do lists).

Performance Maximizer Model: Day 2 began with a detailed discussion on the The Performance Maximizer Model by Tony Roithmayr, 1999. The resource person emphasized that all elements of the model are important for a great performance, and anyone of them could be the weak link.

Project Cycles: In the context of project cycle analysis, the process of evaluating the fit of the project with the community or organization was reviewed, including the concepts of push and pull projects.

Stakeholder Analysis: This led to a critical part of this workshop as it is much requested and very valued by the Fellows each year.

"Stakeholder Participation - enriching project design and implementation through the inclusion of more perspectives" (Presentation by Lorne Jaques)

The stakeholder analysis generated a lot of interest and discussion amongst participants, as it elaborated on 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.

Social Capital: "You can only do **transformational** development in an organization and ..., the organization can only transform itself; if, it has the most

important qualities of a community...the most important of those qualities is: Social Capital.

And the weaker its social capital ...the more vulnerable are its members, and the weaker its performance potential." Lorne Jaques, Presentation

The concept of social capital and its importance within organizations was new for nearly all participants, and one that they immediately connected with. The discussion started with a simple exercise trying to answer the question of "who has social capital by living in the same place for a long time?" From the de-briefing session after the exercise followed a definition of social capital within groups/organizations/society/the country and its importance in terms of achieving 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 introduced, namely instances of where it was used as a resource and a source of power. The session also briefly introduced the three inter-related concepts of importance to 'community': local associations and networks; social satisfaction; and direct indicators.

Coaching and Team Development Module: Content and Methodology

After-Action Review of Workshop Day 3 and 4 - What stood out for the Participants: Definition of the role of a Coach; Coach/facilitator as catalysts not scapegoats; Role of Fellows, Coaches and Mentors; timeliness and constructiveness



of feedback; Tuckman stages of team development; DISC analysis for individual working styles; Team development exercises and de-briefs, case studies developed and presented by Afghan resource person, the connection with the previous sessions with the objective - performance and serving constituents, the imagery from a video of an orchestra performing the Bolero, working as a team to perform a perfect symphony.

"Facilitation – the art and science of shaping a high-performing team" (Presentation by Dr. Michael Fors).

The coaching and team development module addressed an important component of leadership, and based on feedback from previous years, has been found to be most pertinent to Afghanistan. This module plays a key role in the methodology applied in the Fellowship and offers an intensive working session involving Mentors and Coaches present on coaching and facilitation within the context of the Fellowship and beyond. It encourages Coaches to take their skills to the next level through co-facilitation with the lead resource person and analysis of the challenges facing teams. Finally, it helps the Fellows understand the Fellowship's group dynamics, and leads to greater understanding and cooperation within the groups, resulting in more productive outcomes of team projects.

Coaching and Mentoring: The module started with a presentation on the concepts of coaching and facilitation and the role of a Coach in the Fellowship. Coaching was defined as a catalyst which *"empowers the team to become self-managed, supports improvement to their performance, so the team may own its performance & resulting success, and sometimes create magic"*. In the context of the Fellowship the objectives of a Coach are defined as follows:

- Assist each team member in creating a program that can improve Afghanistan

- Help the team produce quality output for the Fellowship
- Teach how teams work, and guide them through the stages of team development
- Help each participant grow his/her leadership abilities
- Create a positive learning environment

As always this presentation generated a lot of discussion, with Fellows, Coaches and Mentors grappling to understand each other's expectations and constraints. It was concluded that facilitation is indeed a delicately balanced process. The role of Mentors was also touched upon during the session and continued to be discussed in greater detail within the respective Fellowship groups.

Team Development:

"Teams are engines that drive performance" (Presentation by Dr. Michael Fors)

In this session teams and the roles they were discussed. The difference between team development and team-building, and the role of leaders were also highlighted. 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 forming process to help a team move smoothly through the other stages.

The process and specific elements of team work were also described in more detail. This session was followed by a short video where the different stages of team development within the Los Angeles Philharmonic Orchestra for performing Ravel's "Bolero" were examined. Fellows were asked to comment on the clip and identify the stages of team development; and they were asked to identify the stage at which they think their Fellowship group is and why. 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.

Case Study Presentation by Afghan Resource Person (ARP): This was followed



by the presentation of a case study by one Of the ARPs – Mr. Musa Kamawi on team-development experiences in the Ministry of Finance.

Team Challenges: To demonstrate the concepts of the team development module the sessions in class were followed by half a day of team challenges (See Box 3). The challenges clearly demonstrated the dynamics of each group and the level of

of the Afghan Resource Person based on 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. The module wrapped up with a team development checklist.

Box 3. Team Challenges

As a conclusion to the team development module, each Fellowship group participated in three team challenges. Six Fellowship groups were divided into three teams – two groups in each team. There were three challenges to be overcome by each team: the **Treacherous Mountain Pass** where the members of two different groups were placed at opposite ends of the room to each other and had to swap positions by moving through an electronic maze; two **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 supposed to develop a strategy or plan for further action and for non-verbal communication. 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 the tasks set them were or were not achieved. The exercises and the de-briefing sessions were also observed by Mentors and resource persons.

Observations of different groups' performances during the different activities clearly revealed which groups had established procedures before moving to action and which ones had not. Some groups took more time than others to understand the challenge, discussed the best means to solve it and appointed 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 their goal. In the terminology learned, these groups tended to skipping the "forming" stage of team development and immediately moved to a "storming" stage. Nevertheless, after detailed analysis of their own performance during the de-briefing sessions, the performance of all the groups had gradually improved. It was interesting to note that the outcome of the exercises was better for those teams where members of two different Fellowship groups helped each other, and viewed the different group members as partners rather than opponents. They also had the added benefit of being able to change leaders in the course of the exercise so they were better able to match the leader's skills with the problem at hand.



The team development module ended with a session dealing with the DiSC ® Personal Profile Test assessing, individual working styles and personal characteristics (see box 4). The test was administered by one of the ARPs present, and as the Coaches had already taken the test in the previous year, they helped the Fellows take theirs³. The analysis of the test results provided insights into the different working styles of each Fellow. All participants were subsequently asked to form groups based on their working styles identified in the test and try to determine the strengths and weaknesses of respective styles. The subsequent de-briefing exercise identified the working styles and characteristics of personalities present in each Fellowship group and helped Fellows not only understand their personal preferences and styles, but also helped them understand why certain dynamics occurred within their respective groups.

Box 4. DISC Test

As a part of the Team Development module, the Fellows took a DiSC ® Personal Profile Test—a reliable way to assess behavioural styles and preferences of individuals—with a view to improving 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 to see if their teams were well-balanced (in terms of personality profiles and work styles, with some people's strengths complementing others' weaknesses), and what could be done to improve the effectiveness and teamwork of less-balanced teams. They also learned how to better anticipate disagreements and conflicts arising from their (and others') personal traits, and how 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 accordance with the overall aims of the Fellowship, it was designed to make them better team members, managers and leaders, increase their confidence and make them more effective in working together with other people, thereby contributing to the transformation and development of their organizations.

³ The glossary of the test was developed by the 2007 Coaches



WORKSHOP III: PROJECT PLANNING AND PROPOSAL WRITING: CONTENT AND METHODOLOGY

After-Action Review of Workshop Day

1 and 2 - What stood out for the Participants: the project planning template, the process of brain storming ideas, and challenge of clearly and briefly articulating the idea, the process of thinking through the high-level details of the selected project, then rethinking the project from

the donor/sponsor's perspective and presenting to them why it would be important for their organization; proposal components, developing a budget; giving and receiving feedback.

Workshop III aimed to equip participants with a basic knowledge of project planning and proposal writing to prepare them for 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.*

Project Planning: Workshop III started with a presentation on the importance of planning for carrying out a project successfully. Participants were confronted with situations in which the importance of planning and the ability to articulate a project's goals and objectives play a crucial role in securing sponsorship for a project and its successful outcome. The session taught participants about project planning as a basic tool for successfully translating ideas into reality in an organizational context. The groups were then assigned an exercise, namely to discuss the various project ideas within their groups, select one and summarise it

in one sentence to be shared with the class.

Participants were subsequently familiarised with project worksheets as a tool for better articulation of the project idea at a high level.

Case Study Presentation by ARP: This was followed by a case presentation by the ARP – Mr. Nasser Nazari - about an actual situation which showed the consequences of some of the key steps of project planning being skipped.

The Fellows then continued work using the project worksheet, which also gave them extra time to think about their team project more carefully. Most of the groups finalized their team project's worksheet during this exercise and presented their results to the class.

Project Proposal Writing: The workshop subsequently addressed the elements of a project proposal. To create a better understanding of how a proposal for a project is a story which has a problem, an action and an outcome – the Fellows were asked to identify a famous Afghan story and while explaining it develop a narrative which flows and captures the audience. To demonstrate this further a case on literacy in Brazil was discussed. Then the Fellows were asked to revise their projects' problem statements and the solution they recommend, and present to the class to show why the audience should care.

This was followed by an introduction to the elements of a proposal. An explanation of effective project design addressed the topics of project input, output and its impact on direct and indirect beneficiaries. It underlined the importance of demonstrating the sustainability of a project when putting together a proposal. The different components of a project were identified, and it was explained how these could be modified in the course of the project cycle and how to handle such



modifications The issue of monitoring and evaluation (M&E) was addressed as a critical component of a proposal.

Group Exercise: The Fellows were then given the group assignment to develop the list of tasks needed to achieve the solution to their project problem, a timeline to perform the tasks and a rough budget. They should also list the attachments they will need and the performance indicators to be used in evaluating and monitoring the group project. The groups then presented these assignments to the class and received feedback and comments to enable them to fine tune their project concepts.

At the conclusion of the module the concept of fundraising and the different types of fundraising were introduced and the key question of 'why do people/organizations give?' was addressed. Another important principle highlighted was "Know your donor or target sponsor". It was emphasized that an institution seeking funds first has to clearly understand its own objectives and needs and, based on that, find suitable people internally/organizations externally willing and ready to assist. *"Friends-raising before fundraising is important as it develops trust between the potential recipient and donor"*, (Presentation by Prof David Eaton). Participants were reminded that to achieve their objectives, organizations should not limit fundraising to financial aid, but include all possible types of support, such as in-kind contributions and partnership.

Fellows were advised that when developing a proposal they should try to look at it from the perspective of the target sponsor/donor to identify and highlight elements which would be of interest to them, to try to match the sponsor/donor's needs and objectives.

Nearly all participants indicated that the topics dealt with were highly relevant to their job responsibilities and Afghanistan's current situation. The discussion was

enriched by Fellows from donor organizations and recipient organizations sharing their experiences. The workshop offered numerous valuable insights even to those with extensive experience in this area, as it entailed a very thorough overview of all aspects of project planning and proposal writing.

FEEDBACK SESSIONS FOR FELLOWSHIP ASSIGNMENT I

This component of the study-trip was re-introduced after a number of years, and was much appreciated by the Fellows. Assignment 1 of the Fellowship Cycle is an individual assignment to conduct an organization needs assessment within each Fellow's employer organization. During the assignment the Fellows are supported and guided by their Mentors and Coaches. However they are keen to receive feedback on their final submission from UNITAR and other members of the Fellowship community. In 2010, although it was a challenge to give opportunity to 55 Fellows to present their assignments, it was managed by organizing presentation sessions in the evening after the workshop day. Panels of Mentors, Resource Persons, ARPs and the UNITAR team were assigned two or three groups not directly associated with them, and in these sessions facilitated by the Coaches, the individual Fellows were asked to present their assignments and receive direct feedback from third parties. This also gave the Mentors and resource persons the opportunity to get to know Fellows and their organizations from other groups, and for the Fellows to benefit from the expertise and experience of other Mentors.

ORGANIZATION OF WORKSHOPS II & III

The 2010 Abu-Dhabi and Dubai Study-trips and workshops II and III sessions were conducted in a "facilitation" format. Many



sessions were accompanied by physical activities such as moving from one section of the room to another, changing seats and partners in each group, thus keeping participants alert and engaged. This encouraged active interaction outside the groups formed at the start of the Fellowship, giving participants different perspectives and encouraging them to learn from each other.

Each day an After Action Review (AAR) was conducted by Coaches when participants were asked to give brief presentations on the most important subject, a 'jewel', learned during the previous day. However the Study-trip aspect of the Fellowship was severely undermined this year due to some constraints on the host government's side of time as well as space constraint exacerbated by the Fellowship's unusually large 2010 group size.

SUMMARY OF EVALUATION

The following is a brief summary of participant responses to the evaluation questionnaires. An attempt has been made to synthesize these into key points to gain a clear understanding of the analysis, impressions and suggestions with a view to future improvements.

a) Workshop II - structure and content:

There was an overwhelmingly (100%) positive response to the design of the structure and content of Workshop II. All participants highly rated the workshop topics, having found them to be excellently organized and structured in a very professional and comprehensive manner. Most of the respondents commended on the workshop as they found it very relevant to their job responsibilities and demands. There was unanimous agreement on the shortness of workshop duration which was considered to be

extremely tight and exhausting. Below are some of their responses;

- *It is mentionable that I have learned much and got most of the things that were really useful*
- *All the topics were most useful, specially leadership and followship*
- *For this large participant numbers, if the time was extended it would be much better;*
- *I appreciate the structure as it took us in an impressive manner into details about leadership and team building. All aspects were covered. The real concept of leader and team was defined.*
- *These were the best workshops I have attended, great presentations and facilitation and content. I really appreciate it.*
- *Workshop II was very well structured and the topics covered in the workshop were really relevant to my career and job.*
- *The workshop was very good content-wise but unfortunately there were no study visits. The lecture from the Abu Dhabi Planning Ministry was least useful.*

Teaching methodology, lectures and training materials used/provided.

Nearly all participants noted that the workshop methodology, lectures and training materials were useful and effective in helping them to gain an in-depth understanding of the topics. The combination of relevant and high quality materials with practical exercises and games helped to facilitate their learning.

Most of them also noted the high caliber of the lecturers and their professional teaching styles. Specific response included:

- *The teaching methodology was...excellent... practical exercises were very useful, the presentations by fellows and the opportunities to make comment and ask questions were very useful methods.*



- All three lecturers were very experienced. The impressive teaching methods were quite new as it helped us a lot to learn and participate.
- The methods used were very advanced and updated. Video, pictures and texts were all used which made the method more efficient and useful.

The most useful and interesting sessions:

The session on team development and leadership were most frequently quoted as the most useful and interesting, while some participants also commented on the importance of games and exercises used during the sessions.

Specific responses included:

- ...the games which were conducted by Michael Fors were quite effective we were able to practically observe his lectures which we were taught...
- ...the social capital. We had it but we were not aware in that it is a capital and I did not understand the value of it till now.

Sessions on coaching and team-development:

Nearly all participants indicated that the sessions on coaching and team development were very helpful to them in terms of enhancing their understanding of team dynamics. These sessions heightened their awareness and helped them to clarify the relationship between mentors, coaches and among other fellows. Some of their responses included:

- Differentiating team building and team development as well as practically developing team with knowing responsibilities of team players were topics that I liked the most and learned them with very enthusiasm.

General Comments:

- Well done UNITAR and other sponsors. Your contribution does matter.
- Dr. Fors as usual was fantastic.

- The most useful is the crucial participation of Fellows
- All the sessions were well planned. Important of all which needs to improve is cheaper internet access to enable our work during sessions.
- All mentors should be present
- The role of ACTRA is very broad regarding the Fellowship and it should be strengthened.
- With reference to ACTRA it is good to have a body of Afghan Professionals

b) Workshop III -- structure and content:

In general, Workshop III was highly rated by the participants. The contents were found to be very helpful in terms of teaching them how to plan projects and write proposals and were well structured. However, like for Workshop II participants felt that although the contents and materials were very rich, the time allocated for Workshop III was insufficient making it difficult to follow the discussion at times.

- Proposal writing was the most useful in this workshop.
- Project planning and proposal writing was very interesting topics to me, the lessons I learned in the session will be applied and I will try to transform my colleagues in my organization as much as possible.
- The 2nd workshop was quite educative we have understood how donor could be pleased and how to make a realistic budget and convince the donor. We learn to put ourselves in donor's minds.

Teaching methodology, lectures and training materials used/provided

In terms of the workshop methodology, lectures and training materials, all participants found them to be very effective and useful. The use of alternative methodologies alongside the lectures, such as practical exercises, case studies, etc. was considered to be very helpful. The materials were considered to be adequate



and very up-to-date and the expertise of the lecturers was highly rated. Regarding time, the consensus was that the time was critically short for the two workshops.

Specific response included:

- *The teaching methodology and training materials used during the session was excellent and the practical exercises were very useful for understanding. Without practical exercises and presentation it was difficult to understand so the method was useful at all.*
- *I found David teaching method very interesting to me. Teaching methodology was quite new for me.*
- *There were several alternative methods like lecture, case study and so on.*
- *Training materials were prepared and managed very well.*
- *The methodology used by Dr. Lorne and Dr. Fors were brilliant, but Dr. Eaton's teaching methodology was tough and more demanding.*

Relevance of workshop topics in terms of job responsibilities:

All the participants identified that workshop topics were relevant to their present work responsibilities in Afghanistan and many felt that their improved skills when applied in their own work places will help improve their organizations. As some of the participants are involved with reconstruction projects which get funding from various donors, they considered the topics of project planning and proposal writing highly relevant to their current jobs. Specific responses included:

- *They were quite relevant to my job i.e. writing proposals and leadership, budgets, motivations of donors.*
- *I work in a team as a Program Coordinator and mostly dealing with grants management, proposal writing, etc. which are relevant to workshops contents in great extent.*

Other comments:

- *The team work and exercises were the practical lessons that I will never forget.*
- *Everything was good except for the heavy packed schedule that didn't let us actively participate with some energy.*

PREPARATIONS FOR WORKSHOP IV IN HIROSHIMA

Throughout the workshops and especially at their conclusion, Fellows were given briefings on the requirements for Assignments II and III, to be completed in preparation for workshop IV. As throughout the two workshops, Fellows had many opportunities to discuss their possible team projects and work on team project worksheets. From Assignment II it is just a small step to Assignment III, which requires submission of a written report and a formal presentation on the **detailed** plan for the team project, a key requirement for completing the Fellowship. Detailed guidelines and supplemental reading materials were provided to help Fellows with their work on the assignments.



ANNEX III: EXECUTIVE SUMMARY OF STUDY-TRIP TO HIROSHIMA AND WORKSHOP IV

"Afghanistan is a rich country in human and other resources. To manage these resources and bring prosperity to our country, this workshop in Project Management and Leadership is useful for Afghan leaders to learn about project design, needs assessment and implementing strategies and use the knowledge we gained here when we get back in Afghanistan."

2010 Fellow

"Going to Hiroshima to join the group was extremely valuable. To witness the whole class -- the incredible enthusiasm, the packed room. It increased my appreciation of the programme. During the workshop, in the room you can feel the growing strength of the Fellowship community."

*Mentor, Dr. Roger Galbraith
University of Calgary*

BACKGROUND

The Study-trip to Japan and Workshop IV, held from 1 to 7 November 2010, was a unique opportunity to expose the Afghan Fellows, Coaches and Afghan Resource Persons (ARPs) to Japan—its society, culture, science and technology, and its history of post-war reconstruction.

The workshop, entitled *"Leading Change in Organisations – Change strategies and implementation of change projects"* was attended by 64 Fellows, Coaches and ARPs from Afghanistan and 15 faculty members and partners. The lead resource person was Dr. Michael Fors, supported by Mentors from the University of Calgary, University of Texas at Austin, Hiroshima University, Singapore International Foundation (SIF) and UNITAR. The workshops' closing session was attended by the Vice-Governor of Hiroshima

Prefecture, The Honourable Mr. Hiroshi Arioka.

CONTEXT AND CONTENT

The Study-trip and Workshop IV began and ended with activities which provide context to the Fellowship initiative and philosophy: to share the message and lessons of Hiroshima with other societies, to learn the lessons of spiritual and physical reconstruction, and to foster cultural understanding and exchange between nations.

The orientation session focused on the professional and cultural etiquette of the Japanese and Afghan societies, and on norms of acceptable behaviour. The group was able to find many similarities in values, such as a shared respect for older people and teachers. The session included a briefing on cultural and religious history, and the evolution of Japanese Society, which was much valued by the Fellows.



Workshop IV Sessions

Session I
Team Development and
Performance Evaluation

Session II
Leading Project Implementation

Session III
1. Case Study Exercise on Project
Implementation
2. Case Study Exercise on
Institutional Change Management

Session IV
Organizational Change Management
Its Role in Project Implementation

Panel's Concluding Comments on
Group Project Presentations

Journaling and Reflection on the
Fellowship Experience

To deepen cultural understanding between Japan and Afghanistan, Fellows were given the opportunity to practice Japanese calligraphy and paper folding, and partake in the traditional Japanese Tea Ceremony.

"These activities made me appreciate the respect they have for their own culture. When learning paper folding I realized that we could encourage similar Afghan traditions as well. The most important lesson I take away from this is that industrialization does not mean that we have to lose our cultural traditions."
2010 Fellow

Additional activities included a roundtable entitled *"Why is it important for Japan to continue to invest in Afghanistan's Reconstruction? The anatomy of the Japanese policy for engagement"*. This and a presentation on Afghan culture were the two main public sessions. The Roundtable was addressed by Mr. Katsunori Ashida from the International Cooperation Bureau

of the Ministry of Foreign Affairs of Japan, and Ms. Yuko Mitsui of the South Asia Department of the Japan International Cooperation Agency. Both experts made a presentation on policy imperatives in the strategy for Afghanistan and the current future outlook; as well as priority areas for Japanese assistance to Afghanistan; and how and why they have changed over the last nine years. After the Public Session, the audience comprised of local people from Hiroshima community, academia, business sector and the government, stayed and enjoyed an Afghan cultural dance, a small exhibition of traditional arts and handicrafts, and traditional food tasting.

The Study-trip included an official visit to the Hiroshima Prefecture Education Centre which impressed the participants with its thorough approach to training new teachers as well as enhancing/updating the skills of experienced teachers. The area of training of trainers is a critical area for the Afghan delegation from all sectors, and as much as they found the use of some of the hi-tech training tools fascinating, what really affected them was the way the centre was still using, and using well, technology from earlier decades. As one Fellow said,

"How beautifully the Japanese people are using older equipment in parallel to cutting edge tools ... this is what we need to learn the most, how to maximize on existing resources by not disregarding equipment if it is of earlier models...!"

Another lesson learned from this visit was the Centre's focus on problem-solving and the use of their own language. Furthermore, the Fellows were given an opportunity during the visit to clarify their questions and interests through a Q&A session after the presentations on a general overview of the Centre and its e-learning programmes.

The study-trips to cultural, religious and historical sites on Miyajima Island were also much appreciated. At the island, the



Fellows visited the Itsukushima Shinto Shrine. They were given an explanation about Miyajima's history and its famous red gate.



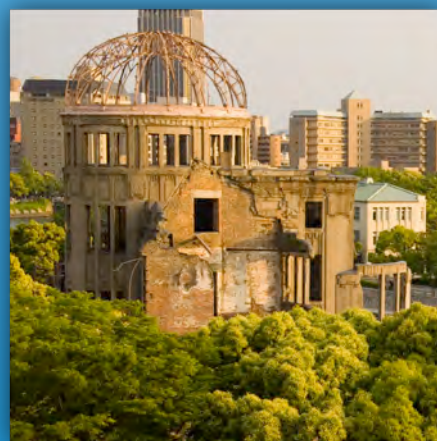
A visit to the Hiroshima Peace Memorial Park and Museum and a meeting with Mrs. Yoshiko Kajimoto, a *hibakusha*, or atomic bomb survivor, were among the most memorable moments of the Study-trip. The subsequent 'journaling' session revealed that Hiroshima's story and Mrs. Kajimoto's harrowing account of her experiences in the immediate aftermath of the atomic bomb's explosion gave participants a lot of courage, strength and renewed their determination to continue their efforts to promote peace in their country, while also inducing sympathy and admiration for the people of Hiroshima, for the manner in which they dealt with the consequences of the atomic bombing.

TEAM PROJECT PRESENTATIONS

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

Hiroshima Peace Memorial (Genbaku Dome)

The Hiroshima Peace Memorial (*Genbaku Dome*) was the only structure left standing in the area where the first atomic bomb exploded on 6 August 1945. Through the efforts of many people, including those of the city of Hiroshima, it has been preserved in the same state as immediately after the bombing. Not only is it a stark and powerful symbol of the most destructive force ever created by humankind; it also expresses the hope for world peace and the ultimate elimination of all nuclear weapons.



" the visit to Peace Park, and Atomic Dome was very interesting and useful for me. Through the visit I learned how much the Japanese people have suffered and how they built their country and Hiroshima City again by clear vision, adequate plan and committed people. It was a lesson for us Afghan people to rebuild our homeland by using our own resources."

Coach, AF 2010 Cycle

were to include the following components:

- expected project outcomes;
- specific objectives;
- project justification;
- environmental analysis;
- key stakeholders and their expectations;



- a comprehensive action plan for developing the project; and
- a description of how the project would be monitored and evaluated.

All 10 Fellowship groups had worked diligently, not only on their final presentations but also on the potential 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. The session amply demonstrated participants' sound knowledge of their subject matter; their commitment and determination to fully implement projects; and their public speaking and presentation skills. As each group was given specific feedback on the presentations of their team projects, most participants felt the need to revise and further improve their presentations following the workshop. In the After Action Review of the Presentation sessions, the Fellows highlighted the lessons learned from the experience – importance of time management, effective presentations and coordination with group members. They also benefitted from observing the team building process and competition between groups.

Box 1. The Egg Exercise

Exercise for the evaluation of team development: Design and Production of Safety Helmets

Each team was asked to develop and produce a safety helmet for use in Afghanistan and to be exported to the rest of the world. Teams were given 45 minutes to design and construct a prototype of a safety helmet to protect the heads of cyclists, motorcyclists, and even parachutists, with only very limited resources and without access to computers.

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 available materials and the teams were asked to provide a detailed cost estimate. Before unveiling their product each team was asked to give a two-minute presentation touting the benefits of their 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.



*"The exercises are very practical;
they are great team building opportunities."*

2010 Fellow



PROJECT IMPLEMENTATION AND TEAM MANAGEMENT

"The effectiveness of the program is clear as it brought change in our performance, especially by working with teams."

2010 Fellow

The workshop, conducted in groups, was intensive and interactive and structured around the elements of leadership, organizations, leading change and developing change strategies, project implementation, and team performance.

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

- organisational development
- team performance and evaluation tools;
- 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;
- resources.

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 his/her role in assessing the performance of a team implementing a project, in particular. At the start of the team development module, each Fellowship group was asked to reflect on how they evolved from a mere group into a functioning team.



In another team development exercise, each Fellowship group was asked to develop a product with limited budget and materials, to assess whether the Fellowship groups had improved their team performance since the start of the team development module in July 2010 (see box 1 – The Egg Exercise). Despite substantial progress in the teamwork of most groups, and with one group even managing to create a successful product prototype, some groups devoted an insufficient part of their time 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. The same evaluation was subsequently carried out for the overall group performance throughout the Fellowship Cycle. On the



last day of the workshop all participants were also asked to evaluate their contribution to team development during the Cycle, and team project work 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. This is a private in-group evaluation which usually generates some intense discussion



and analysis – demonstrating to the group that these kinds of honest evaluation sessions and discussion are also a critical part of team formation and performance.

In the earlier workshops and seminars of the 2010 Cycle, teams were identified as the engines of organizational performance and project implementation as 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 II and III in July, when they had learned to identify stakeholders - their importance and their interests - the key 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") to potential sponsors/stakeholders, and by carrying out this exercise to sell their respective projects. Comments followed after each group's presentation.

Participants were also taught the importance of project 'fit' in the organisation and again each group was asked to incorporate the justification of the project fit into their presentation on implementation. 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 case studies were great and they gave us a chance to discuss the topics in the Afghan context.."

2010 Fellow

The module was concluded by a case study exercise conducted by one of the 2010 Afghan Resource Persons, Mr. Nasser Nazari. The case study was an Afghan case study written by Mr. Nazari and presented to the Fellows as a group exercise. After an independent reading by the Fellows, they were asked to discuss the problem in groups and then present out their analysis and recommendations in class. Here the affectivity of using Afghan content was underlined as the Fellows were very familiar with the case and engaged in a



highly charged and participatory session. This was concluded by the ARP capturing their recommendations in a summary and presenting what really happened.

LEADING CHANGE IN ORGANISATIONS

This module was opened with another case study exercise on change management presented by Ms. Najla Sabri, also an ARP for the 2010 Cycle. The case was written by Ms. Sabri as well and was on the Afghan electrical power supply company – the performance of which, or lack thereof, impacted every Fellow in the room. The Fellows were asked to follow the same process as with the previous case study, and this session also ended up being a most engaging and charged session of the workshop.

Dr. Michael Fors followed the case exercise by linking the Fellows' case analysis to the change management concepts and lessons. Different models were defined. The importance of trust and courage to change in transition management was highlighted.

The session also addressed resistors to change, types of resistance, an analysis of the reasons for resistance, and methods to overcome resistance. The Fellows were then asked to incorporate the change management considerations in the project implementation process.



At the end of the module each team presented its project's implementation plan to a panel of "stakeholders" who evaluated

whether the team project could actually be implemented.



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 by teams of Coaches. In addition, participants were given questions ahead of study trips that they would be expected to answer during follow up debriefing sessions.



GRADUATION CEREMONY

" Other thing that is striking is how the Fellowship is maturing – when you are there you get/feel the strength of a community."

- Mentor 2010

The graduation ceremony took place on Saturday 6 November at the Hiroshima International Center. Mr. Hiroshi Arioka, Vice-Governor of Hiroshima Prefecture gave an inspiring speech to the Fellows before awarding them Certificates of Completion for the 2010 Fellowship Cycle

SUMMARY OF EVALUATIONS

Evaluation questionnaires were distributed to the participants on the last day of the workshop. An analysis of their responses generally reveals comments that are, on the whole, highly positive, except for some difficulties regarding the intensity of the event and logistics.

There was an overwhelmingly positive evaluation on the overall structure, content and organisation of the workshop. The pre-

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 2010 Cycle.



Mentors, ARPs, Coaches, Fellows and many other friends of UNITAR in Hiroshima participated in the ceremony. Ms. Margaret Thevarakom of the Singapore International Foundation gave some congratulatory remarks to the Fellows for completing the Workshop, followed by Roger Galbraith from the University of Calgary, and two representatives among the Fellows.

event information circulated prior to the workshop was rated by the most of the Fellows as fully and mostly useful. All the five objectives were also rated in terms of clarity and relevance. A majority of the Fellows also agreed that they have met these learning objectives. Most of the Fellows also agreed that the information presented in the workshop are new, relevant and useful in the future. The methodologies used in the workshop such as interactive lecture, group exercises, study-visits, after-action reviews, peer

reviews and group work lectures were rated as fully effective and appropriate.

Many Fellows highly rated the trainers and facilitators in terms of presenting information, responding to needs / questions of participants, summarizing discussions and presentations and promoting participation of all learners and stimulating their environment.

All of the Fellows, except for one, positively rated the assessment methods and tools used in the workshop for assessment of learning as mostly effective. All of the Fellows also expressed satisfaction with the workshop and

indicated that they would recommend the event to their colleagues.

Despite the positive overall evaluation of the workshop's content and methodology, many participants felt that the schedule of the workshop was tight and that there was not enough opportunity to fully explore the new foreign culture they found themselves in, or to adequately reflect on the workshop content. Time constraints, for instance, were a concern for many Fellows, especially as they had wanted to cover some more questions and topics of interest such as strategic planning. Some suggested to extend the duration of the workshop and UNITAR will review the idea.

CONCLUSION

The study trip was the culminating training event of the Fellowship for Afghanistan and completed the 2010 Cycle. 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.

The Fellows, Coaches and Afghan Resources Persons on return to Afghanistan will fulfil the final requirement of the Cycle by conducting and participating in a Cycle After-Action Review and Lessons Learned Workshop for supervisors and colleagues from employer organizations.





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ANNEX IV

End of Cycle Debriefing with Mentors

Comments from UTA Mentors (Grps 2, 3 and 4)

Experience as Mentor and Role of Mentors

- Love being Mentors – It is a unique and special experience
- Enjoyed sharing experiences with the Fellows
- Even though we may have done this before, but there are points when you still need more info. Or need to go back and revisit objectives, exercises, and better understand roles and process
- **(RECOMMENDATION: (1) It would be good to have an orientation session with all Mentors to review the elements of the Fellowship again at the beginning of each Cycle; (2) It might also be useful to have mentors at different institutions – UofC, UTA, SIF – to take communication and coordination responsibilities among mentors and hold an on-line session or send out a hi-level update on Cycle content and events to-date every two months)**
- When Mentors participate in workshops as panelists for presentations, they need briefings on grading and the focus of the presentations – i.e. in the case of the last project presentations in Hiroshima – focus on **implementation** process.
- Group sizes worked for Mentors
- The UTA Mentors offered to do a third party evaluation of the programme if UNITAR were interested.

Importance of Mentors attending the workshops and meeting Fellows in person at least once:

- In one Mentor's experience, she was able to establish a close relationship with her group by participating in all three international workshops and that really helped in group performance.
- **(RECOMMENDATION: Find funding for Mentor travel – their attendance of workshops is so**

critical to the programme)

Role of Coach

- She felt that her Coach did a good job and monthly reports from Coach and Fellows are a must.

Audio-web conferences (AWC)

- Another thing that worked for her group was that she and her co-Mentor asked the Fellows to present on their work on the job individually in each AWC (a different fellow in each AWC) and that really helped them to understand what the Fellows are doing on their job and get to know them personally.

Comments from UNITAR Mentor (Grp. 2)

I. THE FELLOWSHIP

- Selection of Participants
I am not sure I can comment about it, but our group's selection looks good to me as everyone had similar job. The only problem was at the beginning when there was a replacement of one fellow after the first session in Kabul. I thought at that point there was no need to do the replacement, but I understand that you needed to distribute new comers...
- Fellow – Coach – Mentor – UNITAR Dynamics
Again, I realized that it is not the same when you meet fellows face to face and when you meet them online only. At the beginning when everyone worked on needs assessments I thought that group dynamics was good, but when one project out of six was chosen I did not see other fellows, only the one whose project was chosen.. I felt that he carried the load on his shoulders... Though, during skype meetings almost all fellows were active and participated in the discussions. As you know we had problems with two fellows as they were not active on mails and attended few skype sessions....



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- Role and performance of Fellows
Again, at the beginning fellows were active and excited about their NA, but when the team project started their optimism and excitement went down dramatically I thought.... Jennifer and I were sending our comments on team project, but we only got replies from Najimi, whose project was chosen as a team one, and Obaidi.... So, I felt that there was no group work. However, Obaidi and Najimi ensured me that all changes were discussed with all group members and that everyone did his assigned job. I know it has to be true, but I did not feel it that way....
- Role and performance of Coach
Obaidi played an important role in group dynamics. He was always there when before the meetings making sure everyone is there and was always aware of all group members. He was very serious about his Coach duties. He did it with passion and dedication. He was apologizing sometimes for fellows too... It was good, but I think it would have been better if he left the group to navigate themselves. There was a clear leader, Najimi, but I did not feel that group came up with it.. I am also not sure if other group members accepted him as the leader.
- Role of Mentors
I many times felt that fellows do not follow our advice. Sometimes I was not sure if my comments have reached fellows or not. I think we should teach everyone some basic communication rule: when e-mail with or without comments has arrived, fellows should send an acknowledgement.. it would be perfect if they also specify when the other version of their documents will be sent... But the world is not perfect.. I know it... I also know

that fellows work in very difficult conditions.. But there is always room for improvements....

On the other hand, though, I think mentors are important and not necessarily because they try to explain something to fellows or show them the way of doing things in more professional ways. I think more than anything mentors are contacts from outside world, whom fellows can trust and on whom they can rely. I am sure Jennifer is a good friend with all our fellows now and it is great because they surely will keep contact from now on too (may be not all fellows, but at least some of them). I wish I can say the same for me, but the truth is I am not sure I built the same relationship with fellows as Jennifer did. Anyway we both tried to make sure that fellows come to us whenever they need... I hope they will.

- Role and performance of Afghan Resource Person (ARP)
I am not sure our ARP played an important role. Actually he was not much active. When we needed him though, he was there. I think it is good that fellows think that ARP has a higher authority in Kabul, so they respect him/her more.
- Role and performance of UNITAR in facilitating these relationships
UNITAR was kind of observer. I found that it is good to leave groups building their own dynamics.. I knew that you had too much job to do this year, so did not want to copy all our correspondence to your account... I tried though to send final comments and drafts...

2. METHODOLOGY & PROCESS

- Team Projects and Team Work
As I commented before, I did not feel teamwork much....
- Distance Learning Tools
Skype was good this year although we had 2-3 sessions when some fellows could not connect...



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3. STRENGTHS & WEAKNESSES OF THE FELLOWSHIP

It is difficult for me to talk about the Fellowship. I was actually a bit preoccupied about this year's AF as the number has doubled. I think teamwork is not much affected by the number as mentors have almost the same number of fellows in their groups and have regular meetings with them. What I was worried about is that for the doubled number we have the same length of the workshops with the same number of lecturers and staff.. I had experience to teach at local school with 40 students in my class and it is real mess – only third of them listened actually, the other third was pretending listening, and the last third did not even pretend... I also think that a teacher needs more time to explain to a larger audience and to revise their tasks.... But again, I understand unitar's constraints.... I hope that with the increased number the spirit of the fellowship was not lost. I hope 2010 fellows were as much dedicated as the fellows from other years...

I love this programme, so my list of strengths is very long and it matches with yours.

4. AF NETWORK/COMMUNITY FOR CAPACITY AND INSTITUTION BUILDING

(Alumni Association, partner institutions, future of AF)

I don't know what happened with ACTRA. Does it work still? I wish they have some activities because it is the best way to capacity and institution building domestically.. I am available if they need my help.

Comments from UofC –Jennifer Hatfield and Denise Buchner (Grp 6)

Dubai and Hiroshima Workshops

- In Dubai activities around teamwork were great.
- For the Mentor to be present in Dubai is even more critical than being in Hiroshima. It is just great to be able to bond with the group in person and contribute when they are choosing their team project.

- Hiroshima workshop was great – a couple of improvements from last year, and less didactic.
- Level of participation was very high, high energy in the class room
- The days were however very lengthy

Role of Coach

- It was also rough with our group when the Coach was a bit absent on two occasions – group dynamics became a little difficult as well.
- The monthly reports from Fellows and Coaches are important, but the minutes of meetings are very lacking in important details – they only seem to have attendance info and list of topics discussed.
- **(RECOMMENDATION: Introduce how to write proper minutes in Orientation for the Fellows and the Cfor C session on managing meetings.)**

Team project

- There was a huge misunderstanding about writing a proposal as the team project – Can it be the end goal to develop a proposal?

Fellows

- Wonderful group.

Comments from SIF Mentors (Group 9 and 10)

Experience as Mentor

- No clue what we were getting into, so therefore very pleasantly surprised that it was so valuable for us as Mentors as well.
- Attendance of workshops is very important for Mentors and Mentees
- More contact would be welcome, and attendance in Dubai should be Mandatory for Mentors without which it would not be possible to weigh in on any important team development aspect as well as project.
- The session in Dubai was most fruitful as it was there that they learned how to work together as a team.
- I would only wish that there was more opportunity for discussion at these workshops.



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- Efficiency of Mentors increased dramatically after Dubai.
- Use Mentors more.
- **(Recommendation: Maybe give Mentors some project running in parallel to some of the workshop sessions.)**
- **(Recommendation: Have session with Coaches and Mentors in parallel in these workshops.)**
- Great experience of meeting other Mentors

Fellows

- Noticed considerable strain among groups along tribal and ethnic dynamics
- Highlight the Cfor C session on gatekeeping – to underline the importance of the Coach as a gatekeeper of inclusion and diversity
- More communication between Coaches and Mentors

Role of Coach and Mentor

- Aimal was very effective as a Coach and Musa was very hands-on an ARP.

Workshops

- Don't reduce the time for debriefing after team-building exercises.

Comments from UofC Mentors (Grp 5)

- overall, an enjoyable experience from our mentor vantage point - a very congenial group
- the skype connections were immeasurably better than during the previous year - very few breakdowns
- that said, we are not sure what value we really added to the group - despite having good connections I think we both felt a bit remote from the team (we did not get to know the members very well). For example, I did not feel in a position to nominate anyone from the group for future coaching roles.
- we sometimes lost the plot amidst the various drafts - in one instance

giving feedback after the group had thought it was finished

- we did play our roles as well as we could in relation to Najla and Yamma - we were not a coordinated and reinforcing of each other as I think we should have been

Recommendations:

- **More 'get to know you time' up front. Ironically, I thought we had a good introductory session this time around. Perhaps, just to say that this is important –**
- **A separate, preparatory skype conversation with members of the support team would be good (the roles occupied last year by Yamma and Najla)**
- **A skype hook up during both week-long workshops might be helpful - though mentors would need to have a role assigned to them so that they can be useful.**

UNITAR Response: That's a great idea. I will definitely work on it. As you may know in each workshop they are required to meet milestones in their project work, for which they work in the evenings, we could set aside time in the day for project work which would be in a skype with the Mentors.

- We both very much enjoyed working with you Humaira - you are a critical element in the success of this important initiative, to be sure!

Comments from UofC Mentors (Grp 7)

- Experience this year was a lot easier – UNITAR debriefing was very useful
- Timelines were quite short which could be managed by the Mentors planning better with the group to send the assignments on time.
- Fellows relationship with the Coach, Mentors and other Fellows was very respectful and always acknowledged.

Role of Coach



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- Communication with Coach (Dr. Akbari) very good.
- Coach did well to manage the challenges within the group. It really highlighted the importance of Coach within the group.

AWC Meetings and communication

- Skype worked well.
- Having impromptu meetings on skype also worked well
Recommendation: Having office hours with your group members on Skype on and off would keep the communication going and also answer questions more promptly through discussions.

Workshop in Hiroshima

- So striking to see the group in person, and really glad I did it. I am now hoping to do it in Dubai in 2011 and think it will be very valuable
- Although this was a bigger group – but was struck by all the

enthusiasm, room packed, the energy in the room. It increased my enjoyment of the programme.

- Other thing that is striking is how the Fellowship is maturing – when you are there you get/feel the strength of a community.

-

Assignments:

- Info on assignments was available and helpful

Recommendations:

- **UNITAR could create an internet platform where Fellowship community could post communication, like using Blackboard and posting assignments on it. Have a Fellowship Portal.**

Mentors like the idea of Skype for Mentor debriefing in the beginning of the cycle.



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ANNEX V: **WEB SEMINARS SHORT REPORTS**

WEB SEMINAR 3 SHORT REPORT

Web Seminar 3 on "Tool for Performance Maximization"

The third UNITAR-ACTRA web seminar series on Human Resource Development and Management was conducted on Tool for Performance Maximization for improved HRM/HRD on August 24, 2010 at CIDA office Kabul and presentation was jointly presented by Singapore International Foundation Mentors:

- Mrs. Patsian Low
- Mr. Ernest Lee Kian Meng

Three facilitators were also part of this web seminar, Ms. Hangama Hamid, Mr. Basir Dawar, Mr. Obaidullah Obaidi and Musa Kamawi was Chief Facilitator for the web seminar. The purpose of the report was to get feedback from the seminar participants for this particular seminar.

Quantitative Analysis and Data Collected
Data collected in association with the conduct of the web seminar included:

- participants from fellowship 2010 & previous cycles
- Participant Feedback Evaluation Form of Web seminar Experience.

Number of Attendees

The target batch was 50 participants but out of 25/40 (60%) participants have responded to web seminar evaluation form.

Feedback Provided by Participants

Feedback was provided via a web seminar evaluation form completed by participants. However the feedback received was most supportive of the workshop and appreciative of both the information provided and the way in which it was delivered.

Feedback 1: What did participants learn from Tool for Performance Maximization Web seminar?

- Concept of greater performance & its component
- Concept of performance management

- Grow Model
- Clear performance expectation
- Establishment of rewards system for Employee Motivation
- Recognition & Reward and Training/Development framework
- Benchmarking & performance evaluation/appraisal
- Motivation & Reward system
- Coach and Coachee feedback Exercise

Feedback 2: What may you change in your current work situation as a result of the seminar?

95% responses suggested that some of the topics related performance maximization, Reward/Recognition, Motivation Business process Engineering would bring positive changes in the respective fields.

4% said it would bring partial impact daily activities.

1% said no impact

Feedback 3: Did the seminar meet your expectations? Please describe?

68% responses said that expectation met (Well done)

25% topic were declared relevant & satisfactory

5% said web seminar was above the expectation (Excellent)

1% said that expectation did not met

1% topic needed more clarification.

Feedback 4: Was the on-line component useful to your current professional responsibilities?

70 % said on- line was very useful & informative

20% good & perfect

5% Satisfactory

5% role of facilitators was called good



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Feedback 5: How did the off-line component contribute to your understanding of the topics?

95 % said off-time component was useful & effective specially the case studies with facilitator
1% hard copy of material should have given in advance
1% said that off-line session was not effective
3% not responded

Feedback 7: Overall Logistical arrangement/Management

50% declared arrangement was excellent
25% declared arrangement was perfect
25% declared arrangement was good

Conclusion

The aim of the web seminar to provide fellows, participants, with the knowledge, skills necessary to optimize great performance, Training/Development framework, management of reward & recognition system/package in organization, to understand various motivation theories, and its application in Afghanistan context. Moreover, these topics were supported by case studies, exercises, team work, presentation, question/answers, and feedback session.

The web seminar on tool for performance maximization found to be very useful & relevance to professional work, moreover, it would provide foundation to support to existing reward/recognition package in the Afghanistan public and private sectors.

WEB SEMINAR 4 REPORT

Web Seminar IV on Results Based Management (RBM)

Overall the participants were satisfied with the contents of the seminar. Majority reflected the usefulness of the RBM concept in preparation of their group projects and day-to-day work.

To most of the participants the RBM concept was described in details and for some for the first time. The seminar participants enjoyed the practical examples provided by the presenter. The seminar gave them an opportunity to get more familiar with concepts such as input, activity, output, outcome, impact, indicators, M&E plan, Risk Management/Mitigation...etc.

As reflected in their feedback, all groups will use the RBM methodology to better prepare their Groups projects and consider recommendations for setting the right indicators, risk management plans and Monitoring Plans.

Majority of the respondents stated that as they further understood the RBM concept, they will make use of it in their projects, and work places.

The logistical arrangements were described well, but some of the respondents identified the seminar venue is very small to accommodate about 60 participants.

The presentation methodology was described simple and understandable to majority and especially to those who understood about RBM for the first time.

The seminar was conducted within the planned time-frame successfully and covered almost all of the topics. Some of the respondents suggested the future events (seminars) notifications should be sent well in advance, enabling them to make themselves available for the seminars.

Majority of the respondents commented that the knowledge and understanding of the RBM seminar will be used for the next stage of their Group project. They will also develop their Risk Analysis and Mitigation sheet.



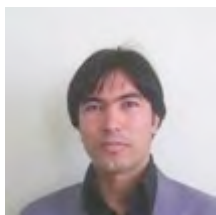
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ANNEX VI: BRIEF BIOGRAPHIES OF 2010 FELLOWS

GROUP I

Aziz Ahmad GULESTANI



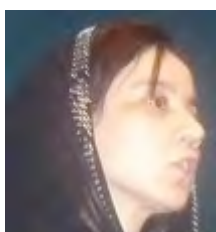
Aziz Ahmad Gulestani is Assistant Professor in the Engineering Faculty of Kabul University. In 2007, he was an adjunct instructor at the National Military Academy of Afghanistan. He received his MSc in Civil Engineering from Ohio University (USA) and his BSc in Civil Engineering from the Engineering Faculty at Kabul University.

Abdul Ghafoor HAQ NAZAR



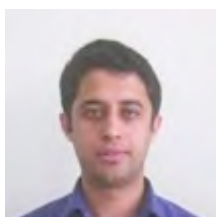
Abdul Ghafoor Haq Nazar has been Policy and Strategy SME (Subject Matter Expert) at the Afghan Civil Service Institute (ACSI) since 2010. Previously, from 2009 to 2010, he was Senior Trainer of Public Policy and Laws at the same institution. He received his Master of Public Policy and Administration from a joint programme between Kabul University and the University of Washington (USA) and his BA from the School of Law and Political Sciences, Kabul University.

Farzana KABIR



Farzana Kabir has been Director of the Planning and Coordination Department of the Afghan Civil Service Institute (ACSI) since 2006. From 2004 to 2005, she was Deputy Director of Administration and Finance at the same institution. She received her master's degree in Human Resource Planning and Development from Guru Gobind Singh Indraprastha University (New Delhi, India) and her BA in English from the Faculty of Languages and Literature at Kabul University.

Ahmad Ramin SADIQ



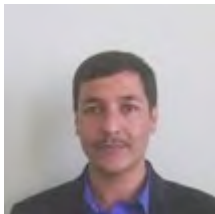
Ahmad Ramin Sadiq has been Assistant Professor in the Architectural Department of the Engineering Faculty at Kabul University since 2009. From 2008 to 2009, he worked as Estimator and as a member of the design team in UIProjects and FCEC Construction Company. He received his degree in architecture from Kabul University.



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Ahmad ZAKI



Ahmad Zaki is Assistant Professor in the Engineering Faculty at Kabul University. From 2008 to 2010, he worked as Architecture Designer in the Construction Department of the National Institute of Management and Administration (NIMA), MOE, through the USAID-CDP Programme. He received his degree in architecture from the Engineering Faculty at Kabul University.

GROUP II

Mohammad Naeem HAMEED



Mohammad Naeem Hameed is working as a Director of Accounting Department in Treasury Department, Ministry of Finance for over one year. He completed Master in Public Policy and Administration from Kabul and Washington University and Bachelor degree in Economics from Kabul, University.

Bashirullah NAJIMI



Bashirullah Najimi is Macro Economic and Fiscal Coordinator at the National Assembly Budget Office, working under the auspices of the Afghanistan Parliamentary Assistance Project (APAP/USAID). Prior to that, he was Senior Budget Analyst at the Department of Finance in the United Arab Emirates. Mr. Najimi has an MSc in Economics and Finance from the International Islamic University (Islamabad, Pakistan).

Javed Hussain NASTOH



Javed Hussain Nastoh has been Budget Officer for the Ministry of Finance since 2009. In 2008, he was Finance Assistant at the Paiwastoon Networking Company through a special internship programme conducted by ASMED/USAID. He received his Bachelor's degree in economics from Kabul University.



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Abdul RAHIM



Abdul Rahim is Head of Debt Management and Financial Planning Directorate in Treasury Department, Ministry of Finance for more than 5 years. He got a Master Degree in Economics and Finance and Bachelor degree in Economics from International Islamic University, Islamabad, Pakistan. His current job responsibilities include managing external debt of Government of Afghanistan, reconciliation of old bilateral debt claims, analysis of new loans and managing cash flows for Treasury Department.

Nasir Afghan SALEH



Nasir Afghan Saleh currently works in the Office of Audit and Control, having previously acted as Logistics Officer with the Organisation of Rehabilitation Development and Economic Recovery (ORDER). Mr. Saleh has an MSc in the Programming and Planning of Economic Systems from the University of National and World Economy (Bulgaria).

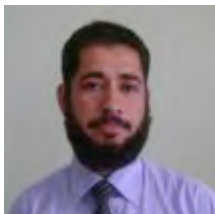
Hamid Ullah ZAHID



Hamid Ullah Zahid has been Deputy Finance Director in the Office of the President's Chief of Staff since 2008. From 2007 to 2008, he was Financial Management Consultant for the Emergency Transport Rehabilitation Project, World Bank. He received his MBA from Preston University Peshawar Campus (Pakistan) and his BA from the University of Peshawar.

GROUP III

Najeeb AHMADZAI



Najeeb Ahmadzai is currently employed as Manager in the Appeals and Review Unit of the Ministry of Finance. Prior to this, he worked as Finance Manager at the Al Akhbar Newspaper in Peshawar, Pakistan. Mr. Ahmadzai has an MBA/MS in Finance from the National University of Computer and Emerging Sciences (FAST).



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Elham ARASH



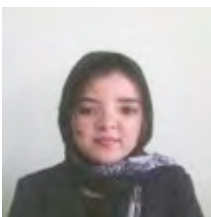
Elham Arash has been working in the UN and International Conferences Department of the Ministry of Foreign Affairs since 2009. From 2007 to 2008, he worked in the Protocol and Second Political Department of the same institution. He received his degree in law and political science from Kabul University.

Mohammad Nasir FIGAR



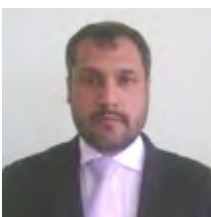
Mohammad Nasir Figar is Planning and Implementation Officer at the Independent Directorate of Local Governance (IDLG). In 2009, he was Capacity Development Expert at ANDS/Policy Analysis Development Unit of the Ministry of Economy. He is currently pursuing an MPA at the Indira Ghandi National Open University (India) and received his BA (Hons) in Political Science from Aligarh Muslim University (India).

Farkhunda GHOOSY



Farkhunda Ghoosy has been working in Supervision and Monitoring Building and Urban Projects of the Ministry of Urban Development since 2008. From 2006 to 2008, she was a civil engineer at the same institution. She received her Master of Public Policy Administration from Washington University (USA) and Kabul University and her bachelor's degree from the Engineering Faculty at Kabul University.

Sharifullah HASHIM



Sharifullah Hashim has been Deputy Director of Policy in the Office of the President since 2008. Previously, he was Administrative Director at the Embassy of Afghanistan in Washington, DC. He received his MBA from Strayer University (Washington, DC, USA) and his BA in Architecture from the College of Urbanism and Engineering in Kabul.



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Ramin MAJIDZADA



Ramin Majidzada has been working for Deloitte Consulting LLP/ACSS Project, Kabul since 2009. Previously, from 2008 to 2009, he was Senior Training Coordinator at AMSP & CAWSA Projects. He is currently pursuing his bachelor's degree in Business Administration at Kardan University.

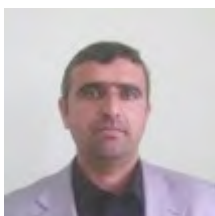
GROUP IV

Dalia AKBARMIR



Dalia Akbarmir has been Procurement Focal Point for the National Emergency Rural Access Programme (NERAP) of the Ministry of Public Works since 2009. From 2006 to 2009, she was Engineering/Planning Officer for NRAP of the same institution. She graduated from the Civil Engineering Faculty at Nangarhar University.

Wali Mohammad BAKTASH



Wali Mohammad Baktash is Senior Contact Management Engineer in the National Rural Access Programme of the Ministry of Rural Rehabilitation and Development (MRRD). From 2006 to 2008, he was Provincial Technical Advisor for the Kabul Region of the United Nations Office for Project Services (UNOPS). He received his BSc from the Faculty at Engineering of Kabul University.

Jalaluddin HAMEED



Jalaluddin Hameed has been Head of Management Information System (MIS) in the National Solidarity Programme (NSP) of the Ministry of Rural Rehabilitation and Development (MRRD) since 2009. Previously, he was Deputy Head of Management Information System at the same institution. He received his MS in Computer Science from Preston University (Pakistan) and his Diploma in Computer Science from the Pakistan Degree College of Information Sciences/Pakistan Computer Academy.



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Mohammad Arif ILYASEE



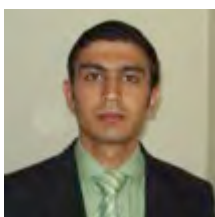
Mohammad Arif Ilyasee acts as ICT Infrastructure Manager at Da Afghanistan Bank in Kabul, having previously been IT Specialist and Network Administrator at the same institution. Mr. Ilyasee has a Bachelor in Business Administration (BBA) from Kardan University and is currently pursuing an MBA (Distance Learning) in Business Administration through ISBM (Delhi, India).

Abdul Saboor SAKHIZADA



Abdul Saboor Sakhizada has been Head of the Technical Unit of UNOPS, Ministry of Rural Rehabilitation and Development (MRRD) since 2009 and Sr. Bridge Design Engineer since 2006. From 2004 to 2006, he was Structural Design Engineer at the same institution. He received his BSc from the Engineering Faculty at Kabul University.

Aimal STANIKZAI



Aimal Stanikzai has been Programme Budget Advisor for the Afghan Civil Service Institute (ACSI) since 2009. From 2008 to 2009, he was Programme Budgeting and Reporting Officer for UNDP/MOF. He received his BSc in Economics from Kabul University.

GROUP V

Zabiullah AMIRI



Zabiullah Amiri has been Finance Manager/Head of the Finance Department for the Afghanistan Programme of Norwegian Church Aid (NCA) since 2008. From 2006 to 2008, he was Finance Manager at the same organisation. He is currently pursuing his BFA at the Dunya Higher Education Institute.



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Ahmad Fawad DURRANI



Ahmad Fawad Durrani has been Programme Officer at the Sanayee Development Organisation (SDO) since 2009. Previously, he was Advocacy and Communication Officer at the same organisation. He is currently pursuing his BBA at the Kardan Institute of Higher Education.

Mohibullah QURASHY



Mohibullah Quraishy has been Regional Internship Manager for the Afghan Civil Service Institute since 2010. From 2009 to 2010, he worked in regional public outreach for the Independent Election Commission (IEC). He received his bachelor's degree from the Science Faculty at Balkh University.

Mohammad Ishaq SAHIBZADA



Mohammad Ishaq Sahibzada has been Senior Environment and Social Management Officer in the National Emergency Rural Access Programme (NERAP) of the Ministry of Rural Rehabilitation and Development (MRRD) since 2009. From 2005 to 2008, he was National Environment and Social Coordinator for the National Rural Access Programme (NRAP) of the United Nations Office of Project Services (UNOPS), Afghanistan. He received his BSc in Pharmacy from Kabul University.

Zakir STANIKZAI



Zakir Stanikzai works as Outreach Coordinator in the Rural Development/Human and Institutional Development Department at the Aga Khan Foundation (AKF) in Kabul. He previously acted as Provincial Programme Coordinator for Local Governance and Community Development for the DAI/LGCD/USAID Project. Mr. Stanikzai holds a B.S.C/DVM Certificate from the Faculty of Veterinary Science at Kabul University.



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GROUP VI

Mohammad Haroon NASEEMI



Mohammad Haroon Naseemi has been Deputy Manager of Contract for Development Budget in the General Directorate of Administration of the Ministry of Public Health since 2008. From 2006 to 2008, he was Finance and Procurement Officer at International Poor Concern (IPC) Kabul. He received his MD from the Medical University, Kabul.

Mohammad Azim OMED



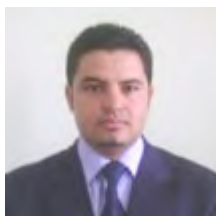
Mohammad Azim Omed has been Head of Monitoring and Evaluation in the International Relations Department of the Ministry of Public Health since 2009. Previously, he was Technical Manager/EPHS Focal Point for the International Medical Corps (IMC). He received his MD in Curative Medicine from the University of Heart.

Siawash PAYAB



Siawash Payab has been CEO of Family Welfare Focus (FWF) since 2008. Previously, from 2007 to 2008, he was Admin Finance Officer at the same organisation. He received his BBA from Kardan University.

Sayed Gheyasuddin SAADAT



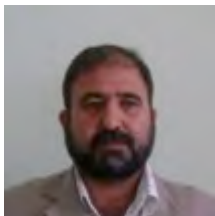
Sayed Gheyasuddin Saadat acts as Protocol and Events Officer at the Canadian Embassy in Kabul and previously worked as Programme Associate at the Programme Manager's Office of USAID/UNOPS. Mr. Saadat holds a Bachelor in Business Administration (BBA) from the Neda-e-Afghan Institute.



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Sayed Matiullah WAHIDI



Sayed Matiullah Wahidi has been HRD Consultant for the HR Department of the Ministry of Public Health since 2004. Prior to this, he worked as National Technical Officer for Monitoring and Evaluation IMC. In 2002, he established and was Head of the clinic Torkhum IMC. He received his MBBS from the Punjab Medical College Faisalabad (Pakistan).

GROUP VII

Muhammad Sharif FAYEZ



Muhammad Sharif Fayez has been Head of HR and Administration at the Norwegian Church Aid (NCA) since 2004. From 1999 to 2003, he was Administrative and Finance Officer in the DACAAR Integrated Agriculture Development Section. He received his MA in Theology from the NWFP University of Peshawar (Pakistan) and his BSc in Electrical Power Engineering from the NWFP University of Engineering and Technology Peshawar.

Ahmad Shekib MOSTAGHNI



Ahmad Shekib Mostaghni has been National Training Director at the Afghan Civil Service Institute (ACSI) since 2010. From 2008 to 2010, he was Senior Consultant (Procurement Reform) at Bearing Point Inc. & Deloitte Consulting LLP, USAID Afghanistan Civil Service Support (ACSS). He received his bachelor's degree in Islamic law from the Faculty of Islamic Law and Theology, Kabul University.

Aryan SHAMS



Aryan Shams is Office Manager for the Minister of Urban Development. Previously, from 2005 to 2008, he was First Secretary and Personal Assistant to the Minister of Urban Development. He received his BA in Political Science from the University of Balochistan (Pakistan).



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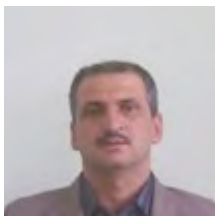
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Waheedullah SHINWARI



Waheedullah Shinwari has been Director of the Institute of Health Sciences, Ministry of Public Health, in Jalalabad since 2006. From 2003 to 2006, he was Provincial HMIS Officer. He graduated from the Afghanistan Medical Sciences University, Kabul.

Muhammed Kahir SINA



Muhammed Kahir Sina is Assisting Director at Aliabad Teaching Hospital, Kabul Medical University, Ministry of Higher Education. From 2002 to 2006, he was Resident in Neurosurgery at the same institution. He received his MD from Kabul Medical University.

GROUP VIII

Maiwand AKBARI



Maiwand Akbari has been Senior Financial Management Advisor for the Afghan Civil Service Institute (ACSI) since 2009. Previously, from 2008 to 2009, he was Senior Advisor for Financial Management at Adam Smith International/DFID. He is currently pursuing a degree at the American University of Afghanistan.

Husain HASANI



Husain Hasani is a Master Trainer at Coordination of Humanitarian Assistance, Organisation of Human Resource Development (CHA/OHRD) in Kabul and was previously Health Planning Officer in the Policy and Planning Directorate of the Ministry of Health. Mr. Hasani has a Diploma in Business Administration from the Kardan Business Administration Institute.



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Abdullah KAKAR



Abdullah Kakar is Public Policy and Strategy Instructor and Head of Research and Training Materials Production at the Afghan Civil Service Institute (ACSI). From 2006 to 2008, he was Senior Training Expert and Training Material Production Specialist in the Training and Development Department of the same institution. He received his MA in Public Administration and Public Policy from Washington State University (USA) and Kabul University, and his BA from the Faculty of Law and Political Science at Kabul University.

Abdul Munir MOBASHIR



Abdul Munir Mobashir is Senior Programme Coordinator at the Afghan Civil Service Institute (ACSI). Previously, he was Sub-National Coordination Expert at the same institution. He received his master's degree in Public Policy and Administration from Kabul University and the University of Washington (USA) and his BA in Law and Political Science from Kabul University.

Abdullah SABET



Abdullah Sabet has been a staff member of the Scholarships and Bursaries Department of the Afghan Civil Service Institute (ACSI). He received his degree from the Faculty of Law at Behshty University (Iran).

Ghulam Sakhi SAMIM



Ghulam Sakhi Samim works as Human Resources and Administrative Officer at the Canadian Embassy in Kabul, having previously acted as Human Resources and Operations Manager at the Medial Refresher Course for Afghans (MRCA). Mr. Samim holds a BA in Literature from Kabul University.



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GROUP IX

Mohammad Jahid FARAHI



Mr. Mohammad Jahid Farahi is currently working as Head of Human Resources Management and Development Department of NABDP/MRRD (National Area Based Development program of the Ministry of Rural Rehabilitation and Development). He initially joined NABDP/MRRD as Sr. Human Resources Officer. He has worked in GTZ as Head of Training Section, Training Officer at UNDP/AIMS and Program Officer in Demining Agency for Afghanistan. Mr. Jahid has BBA degree from Kardan University affiliated with Preston University of USA. He specialized in Management subjects.

Abdul Azim HAKIMI



Abdul Azim Hakimi acts as a Deputy Team lead of Quality Assurance Directorate at the Afghanistan Civil Service Institute in Kabul. Previously he has worked as M&E specialist and Trainer at the same Institution. Mr. Azim Hakimi holds a Bachelor of Medical Doctor from Kabul Medical University.

Hamid HAMDARD



Hamid Hamdard is National Human Resource Consultant at the Ministry of Finance. He was previously Technical Assistance Management Cell Manager at the same institution. Mr. Hamdard has a Diploma in Business Administration (DBA) from APTECH-MRM, the University of Business Education in Kabul.

Yaqoub HOTAK



Yaqoub Hotak is HR Director at the Afghan Civil Service Institute (ACSI). From 2007 to 2009, he was HR Advisor in the Capacity Development Programme of the Ministry of Agriculture, Irrigation and Livestock. He received his degree from the Nangarhar Medical Faculty.



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Zarina SAMADI



Zarina Samadi has been working as Director General of Human Resources at Da Afghanistan Bank since 2007, having previously worked as Head of the Staff Development/Training Center. Ms. Samadi holds a BSc in Economics from Kabul University.

Emal YARZADA



Emal Yarzada acts as a National Human Resources Manager at the Aga Khan Foundation (AKF) in Kabul, having previously worked as Human Resources Manager at the same institution. Mr. Yarzada holds a Bachelor of Business Administration (BBA) from Preston University (Pakistan).

GROUP X

Reza JAHANGIR



Reza Jahangir has been Expert in the Organisations Department in the Office of Administrative Affairs and Council of the Ministers' Secretariat since 2009. From 2007 to 2009, he was Executive Officer and Member of the Supreme Council of the Afghanistan Organisation for Development of Human Rights (AODHR). He received his degree from the Medical Faculty of Balkh University.

Samadi JALILUDDIN



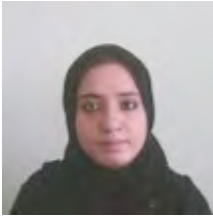
Samadi Jaliluddin is Finance Coordinator at the Aga Khan Foundation (AKF), Afghanistan. From 2007 to 2008, he was Regional Accounting Team Leader at Roshan (Telecom Development Company Afghanistan, Ltd). He received his Bachelor of Commerce from the Faculty of Business Administration and Commerce at the University of Karachi (Pakistan).



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Tamana NADERI



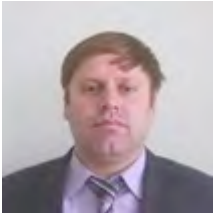
Tamana Naderi currently works as Accountant in the CFO Department of Da Afghanistan Bank, having previously been employed as Administration Assistant at Bakhtar University. Ms. Naderi holds a Bachelor in Business Administration (BBA) from the same institution.

Zakia NOURI



Zakia Nouri has been Administrator at the Director General Office of CSMD at the Independent Administrative Reform and Civil Service Commission (IARCSC). From 2006 to 2009, she was Administrative Manager and Senior Translator in the HR Policy and Legislative Department. She is currently pursuing her BBA at the American University of Afghanistan.

Mirwais QARIZADA



Mirwais Qarizada is Executive Assistant to the Deputy Minister of Administration in the Administration Department of the Ministry of Finance. From 2005 to 2008, he was Senior Finance and Accountant Officer for GCMU/World Bank Project. He received his BBA from Kabul University.



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ANNEX VII: **BRIEF BIOGRAPHIES OF 2010 COACHES, RESOURCE** **PERSONS, MENTORS AND STAFF**

Ahmad Fawad AKBARI



Ahmad Fawad Akbari is the Health Program Support Officer of the National Programme Office of the Agha Khan Foundation (AKF). Before this he worked for Marie Stopes International in a number of capacities including Deputy Clinical Services Programme Manager, Human Resources and Admin Manager and STI and HIV Health promoter. His other experiences include working as a Research Officer, a Translator and Interpreter. Dr. Akbari graduated from the Paediatric Faculty of Kabul Medical University in 2006 and holds a Diploma in Business Administration from Kardan Institute of Business Administration.

Lubna BAIG



Dr. Lubna Baig is the Managing Director of the Alberta International Medical Graduate Program, and Assistant Professor (adjunct) in the Medical Education and Research Unit in the Department of Community Health Sciences, Faculty of Medicine at the University of Calgary. She is also the Professor of Community Medicine at Karachi Medical and Dental College, Karachi Pakistan. She is a public health physician with a PhD in Medical Education. She has been a WHO consultant (EMRO) for Medical Education and Preventive Health for many years. She has more than 50 papers from original research in peer reviewed journals in addition to a book and 10 chapters in books. Her publications are from varied disciplines including Public Health and Medical Education. Her research interests are in health professions education (assessment, curriculum development, and program evaluation), and disease prevention and health promotion.

John BARTON



John Barton is currently Manager of Public Information and Report Production for the Texas Legislative Budget Board (LBB). In addition to being the LBB's Public Information Officer, he is responsible for the preparation of numerous budget, evaluation, and performance-related publications and analyses related to state government effectiveness and efficiency and governmental transparency. His responsibilities also include analyzing the impact of state legislation on more than 250 counties and 1,200 incorporated cities in Texas. Mr. Barton has been a leader in the ongoing development and implementation of statewide strategic planning, performance budgeting, performance monitoring, and investment budgeting in Texas since 1991. During the past 15 years, Mr. Barton has leveraged his experience with Texas' internationally-recognized fiscal accountability initiatives and programs to provide training and technical assistance to more than two dozen delegations of foreign officials representing 38 countries. In addition to his work at the LBB, Mr. Barton is an Adjunct Professor of Social Work at the University of Texas at Austin, and has served as a City Alderman in Rollingwood, Texas. He received his bachelor's degree from the University of Colorado at Boulder, and a master's degree from the University of Texas at Austin. In addition to his academic experience, Mr. Barton has received formal training in community service development, nonprofit organization management, and executive and outdoor leadership. He has travelled throughout the world, and has long been involved with various causes that champion human rights and environmental sustainability.



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Denise BUCHNER



Denise Buchner is a PhD candidate in the Interdisciplinary Graduate Program at the University of Calgary. Her thesis work is a study of health and disability in Laos. Her areas of study are Community Rehabilitation and Disability Studies, Community Health Sciences and International Development. Denise completed an MA Degree at the University of British Columbia where she studied cultural interpretations of Deafness in Swaziland. Her bachelor Degree is in special education. Denise's research interests include international health systems, community development, cultural interpretations of health and disability and international / development project evaluation. Denise is currently an instructor at the University of Calgary - teaching community development in community rehabilitation at in the department of Community Rehabilitation and Disability Studies. Denise has extensive experience working with many community-based organizations in both local and international contexts.

Hooi Yen CHIN



Hooi Yen is Adjunct Associate at Republic Polytechnic, where she lectures and facilitates classes for B101 Entrepreneurship, a course on entrepreneurship, business plan writing, fund raising and business principles for start-ups. She headed the Corporate and Commercial Department of Gateway Law Corporation, a boutique practice with associated offices throughout Asia Pacific. Her practice focuses on (a) venture capital, investments and mergers and acquisitions, (b) technology, info-communications and e-commerce, (c) the travel and hospitality industry and (d) intellectual property, media and the arts. She started legal practice with one of Singapore's largest firms after graduating from the National University of Singapore. In 2001, she joined the management team of ZUJI, a start-up that grew into an Asia Pacific wide MNC within 5 years as its Head, Legal & Compliance. She is cited as a leading lawyer under the Corporate/Mergers & Acquisitions category of the 2007-2008 edition of the AsiaPacific Legal 500. Her work is also cited in Asialaw Profiles 2008 in 3 categories-Labour & Employment, Mergers & Acquisitions and Private Equity & Venture Capital. She speaks regularly at seminars and has published articles on legal developments.

Philip COX



Philip Cox specializes in performance management as it relates to international and Canadian social development. He applies participatory approaches to monitoring and evaluation, and to training on the methods of results based planning, management and reporting. Over the past ten years, Cox and his colleagues at PLAN:NET Limited (www.plannet.ca) have pioneered a training/coaching approach to help managers deal with the new global focus on results achievement. The approach centers on the image of a person dropping a rock into a pond, creating a splash and ripple. The image is used to demystify the vocabulary of performance management and to help people visualize and document their activities and intended results. Cox and colleagues offer hands on training and post training coaching/advice as needed. To date, he has delivered more than 100 such trainings to participants of more than 800 non-profit organizations, university teams, and government departments/agencies. Clients for these performance management services include: UNICEF, WFP, UNDP, UNCHS, International Trade Centre, the Commonwealth Secretariat, several Canadian Government ministries (mostly CIDA and the Department of Canadian Heritage), several Canadian universities and community foundations like the United Way. Clients also include numerous non-governmental/not of profit organizations. He has worked in many different cultural settings in Canada, as well as in Russia, Central and South Asia (including Afghanistan), the South Pacific, the Caribbean, Latin America and Africa.



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Mohammad Bashir DAWAR



Mohammad Bashir Dawar holds a Master's Degree in Business Administration from Preston University in Pakistan where he also graduated with Bachelor of Science in Information Technology (BS-IT). He also studied in Kabul Medical University for five years. He is now the Director of ICT/IM in the Independent Directorate of Local Governance (IDLG) where he initially worked as a Strategic ICT and Systems Improvement Manager. His prior experiences were as an IT Domain Team Leader in the Asia Foundation, IT Manager in the Embassy of Canada in Kabul, IT Officer in CARE International and IT/Database/Admin Assistant in the International Organization for Migration (IOM) in Pakistan.

Mukul DEVA



Sponsored by the National Arts Council of Singapore as a Foreign Artistic Talent, Mukul Deva is currently a Singapore Permanent Resident. Mukul is the pioneer of and India's premier military action thriller writer. His published works also include the critically acclaimed S.T.R.I.P.T.E.A.S.E. – The Art of Corporate Warfare (a management primer on how to run a business more efficiently). An accomplished motivational speaker, Mukul is also a certified professional / trainer / facilitator in BELBIN team roles, Cross-Culture, Conflict Resolution, Business Continuity and Disaster Management. In addition to being a best-selling author he is also a successful entrepreneur and the founding director of a number of successful organizations. Prior to this, Mukul spent 16+ years of experience in the Indian Army, including ten years in combat in India and overseas before taking premature retirement as a Major. His Army tenure not only gave him extensive HR and man management skills, it also saw him emerge as a specialist in counter-terror and counter-insurgency operations.

David J. EATON



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



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Michael A. FORS



Dr. Fors is Director of Strategy in Microsoft's Mobile Division, where he works with Vice Presidents to set business and engineering strategy. Fors has been leader of a business performance team at Microsoft for 5 years that, at the request of vice presidents, assessed and improved the performance of their divisions, worked with senior product leadership teams to create viable business plans, and partnered with technologists to create business plans for innovative new technologies deemed to have potential by Bill Gates via his ThinkWeek Program. Prior to Microsoft, Fors was at Intel Corporation for 12 years, where he was leader of Intel University. There, his 200 person organization managed a system of 7000 courses, and developed programs that created benchmarked best practice programs in the areas of strategy and performance improvement, leadership/management development, and employee performance. He worked with Intel's executive staff and Andy Grove (CEO) to design and develop Intel's culture and values programs, including programs required by every employee. Fors has had a Fellowship at the United Nations for 10 years. He consulted at the United Nations New York Headquarters with ambassadors from countries around the world on leadership, strategy, internet governance, cyberterrorism, and security. For five years he has helped to rebuild Afghanistan, by driving a leadership and strategic planning program for new Afghan government, business, and non-profit leaders. Fors is a Certified Management Consultant. He is a lecturer at the University of Washington and serves on the Board of Directors at the iSchool. He is also a Baldrige Examiner, where he judges high performing U.S. organizations. The prestigious Baldrige Award is awarded by the President of the United States to selected organizations. Dr. Fors has extensively worked in Europe, Asia, and the Middle East. He has a Ph.D. from Arizona State University, a Master's from George Washington University, and a Bachelor's from the University of Washington.

Jennifer FOX



Jennifer Fox is a senior budget and oversight analyst for the Texas Legislative Budget Board. In this role Ms. Fox has worked with legislators, and chief agency and legislative staff to develop budgets for 12 state agencies including the Texas Department of State Health Services and the Texas Department of Agriculture. She has also led numerous trainings for international delegations and agency personnel on performance-based budget development and analysis and managed an agency-wide taskforce to develop recommendations to enhance the Texas performance-based budget system. Prior to this position, Ms. Fox worked as a legislative aide for Texas State Representative Harryette Ehrhardt, as an analyst at Consumers Union Southwest Regional Office and as an information specialist at the Texas Intensive English Program. Ms. Fox has also been involved in international work in the Austin area for the last nine years including serving as Vice President for Austin Young Professionals for International Cooperation and as Chair of Protocol for the International Hospitality Council of Austin. She has lived, worked, and studied abroad in Croatia, Mexico, and Italy. Ms. Fox graduated from the University of Texas at Austin with Master's Degrees from the LBJ School of Public Affairs and UT's Center for Russian, East European and Eurasian Studies.

Roger GALBRAITH



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.



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Khwaja Hafizullah HAFIZI



Khwaja Hafizullah Hafizi holds a Bachelor in Business Administration from Kardan University and is a Certified Accounting Technician (CAT) from the Association of Chartered Certified Accountants (ACCA) in United Kingdom. He is presently working as a Finance/Payroll Associate of the United Nations Development Programme (UNDP) since April 2006. He also worked as a Finance Assistant at the Afghanistan's New Beginnings Programme (ANBP) from 2004 to 2006 and a Finance Associate in Savanna International Telecom in 2003.

Aimal HAKIM



Aimal Hakim has more than five years of working experience in the field of Human Resource Management and more than one year experience with the Reform Implementation and Management Units of the Ministry of Education and Finance as a Performance Evaluation and Technical Assistants Recruitment counterpart. He is presently working as a Merit Based Appointment and Performance Appraisal Consultant at the Ministry of Finance. Mr. Hakim holds a Diploma in Business Administration from Kardan Institute of Business Administration where he also studied for a Bachelor in Business Administration. He also received a Diploma in Information Technology from Brains Post Graduate College of Information Technology in Pakistan. Mr. Hakim has attended two international training courses in Human Resources Management and Management Information System and Design in Netherlands in 2006.

Hangama HAMED



Hangama Hamed graduated from Kabul Medical University in 2000. She is now working with the Japan International Cooperation Agency (JICA) in Afghanistan as a Programme Officer since the latter part of 2008 and as a Technical Assistant/ Technical Officer since 2005. Dr. Hamed has almost 11 years of experience working as an OB/GYN at the Omid Health Facility, Malalei Maternity Hospital and Afghan Hospital. She also has worked as a Trainer in the Population Services International (PSI-Afghanistan) from 2002-2004. Dr. Hamed has various experiences in moderating and supervising Focus Group Discussion, in-service training programs for midwives, training cycle management, organising and coordinating training programmes and technical support provision.

Zianulabuddin HAMID



Zianulabuddin Hamid has been working with the Vertical Structure Unit of the United Nations Office for Project Services (UNOPS) in Afghanistan since August 2002. His roles 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.



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Mohammad Akbar HAMIDI



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.

Jennifer HATFIELD



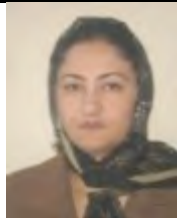
Dr. Jennifer Hatfield is a Canadian Psychologist with 25 years experience in counselling, research, consulting and leadership development. She holds a BA in Combined Social Sciences (Psychology) from the University of Reading England, a Masters Degree in Psychology from the University of Glasgow in Scotland,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

Lorne JAQUES



Lorne Jaques has led teams of academics and development professionals whose projects have 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 and Senior Director of the International Development and Research International Centre at the University of Calgary.

Homa KABIRI



Homa Kabiri has been working as the Director of the Malalei Maternity Hospital Training Center since 2007 where she was previously the Chief of the Imaging Department from 2005 to 2006. Prior to that, she was a Trainer of the Hospital's Obstetrics and Gynecology Residency Program from 2004 to 2005. Dr. Kabiri graduated from Kabul Medical University and specialized in Obstetrics and Gynecology under the Residency Program of Malalei Maternity Hospital.



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Sharapiya KAKIMOVA



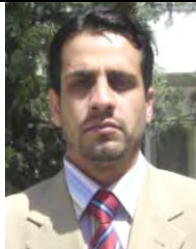
Sharapiya Kakimova graduated from Kazakh State Polytechnic Institute in 1993 as a system engineer. She obtained a Degree of Master of Arts in the field of international relations and later on her Ph.D. on public administration in post conflict countries with specific focus on Afghanistan, from Hiroshima 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 was a Training Assistant with the UNITAR Hiroshima Office from January 2004 until January 2009.

Rama KANNAN



Rama Kannan has over 17 years of Strategy and marketing experience, with much of her career in the corporate sector in different countries in Asia and some in the developmental sector. The most recent corporate work was with British Petroleum (BP) in the Lubricants division for 4 years in Asia regional strategy and marketing roles, based out of Singapore and Bangkok. In her last role, she headed marketing operations in 4 Asian countries - Indonesia, Philippines, Korea and Taiwan. As a management consultant before that with Tecnova, an Indo-French consultancy, Ms. Kannan headed a team providing comprehensive market entry strategy to multinational clients into India; instrumental in organizing the entry and establishment of several companies including Usinor, Tefal, Fromageries BEL, General Signal and Barilla. She also has 8 years of international marketing experience predominantly with PepsiCo in India. Rama Kannan wanted to explore outside the corporate sector and after BP, she consulted (pro bono) with 'Care International' in Bangkok to build a strategy to engage and build partnerships with the private sector in Asia; She identified and recommended focus engagement areas and developed an implementation process to build capabilities, after travelling widely into Bangladesh, Sri Lanka and India. In Singapore she co-founded and registered 'The Microfinance Society of Singapore', with an initial mandate to increase awareness in Singapore. To date the Society has organized seminars with prominent professionals in the field. Currently she and her co-founders are exploring partnerships with Microfinance Institutions in the region. Ms. Kannan has an MBA from NUS, Singapore, and two bachelors' degrees in Commerce and Law both from Delhi University, India.

Musa KAMAWI



Musa Kamawi is working as Director of Human Resources at the Ministry of Finance of Afghanistan. Prior to his current position, he worked as Human Resource Manager in the Afghanistan Investment Support Agency (AISA) for three years. He received his B.A Degree in Economics and Political Science from the University of Peshawar, and obtained his Masters Degree in Public Administration (specialization) in Human Resource Management/Development from the Institute of Management Sciences, University of Peshawar, Pakistan in 2004. Additionally he attended HR Training in India, amongst others he coordinated and implemented AISA-ASMED Mentorship program and AISA Investment Training in 2008 respectively. He has also contributed to the completion of Investment and Finance and Management glossaries for resource material for investment training programmes.



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Howard LAMB



Howard Lamb is Co-Founder and Partner in Lamb and 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, the U.S. Department of Education, The Bear Tribe Medicine Society and the U.S. State Department/ Government of Pakistan. He received the Ed.D. in Human Development and Educational Administration from the University of Maryland and has done post doctoral work with the NTL Institute for Applied Behavioral Science. Professional associations include: American Psychological Association, Association for Psychological Type, Association for Transpersonal Psychology and the NTL Institute for Applied Behavioral Science.

Sue Ries LAMB



Sue Ries Lamb is Co-Founder and Partner in Lamb and 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.

Cheryl MACLEOD



Cheryl Macleod is the Lead, School Health & Well Child Nursing practice with Alberta Health Services, Calgary Zone. Her community health nursing career covers over 25 years in both urban and rural contexts and supporting maternal and child health, vaccination programs, and school health promotion. Currently serving a key leadership role in the planning, development and evaluation of School Health & Well Child nursing services. Cheryl's educational credentials include a RN, BScN, CCHN(C), MEd in the specialty area of Workplace and Adult Learning.



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Berin McKENZIE



Berin McKenzie graduated with a B.A. Degree in Japanese from New Zealand's Canterbury University as well as B.A. (Hons.) and M.A. Degree in International Relations from Auckland University. His M.A. thesis focused on multilateral initiatives as pursued by Japan in regards to its China Policy. Prior to working at UNITAR Berin was employed in a Japanese local government role in Hatsukaichi City, Hiroshima.

Meredith MELECKI



Meredith Melecki works as an analyst for the Texas Legislative Budget Board where she researches policy issues and conducts performance reviews of state government programs. In her position she primarily focuses on transportation and environmental issues. She obtained a Master of Arts in International Relations from the University of Wollongong, Australia with a focus on peace and conflict resolution. During her Master's her research focused on the role of NGOs on peace efforts in Aceh, Indonesia and Sri Lanka. While at the University of Wollongong she also completed a Graduate Certificate in Multicultural Journalism. She is active in several local organizations with an international focus, including Young Professionals for International Cooperation, the International Hospitality Council of Austin, and Ten Thousand Villages.

Shuichi NAKAYAMA



Shuichi Nakayama is a Professor Emeritus of Hiroshima University, and is currently a Professor at the Hiroshima University of Economics in Japan. He is also the Chair of the Education Sub-Committee, Japanese National Commission for UNESCO. In 2004 he worked as a consultant at the UNESCO Bangkok office, conducting a Situational Analysis of ESD in the Asia-Pacific region. Shuichi was the Director of the Institute of Peace Science at Hiroshima University from 2002 to 2003, and was Professor of Geography and Curriculum Development, Hiroshima University from 1995 to 2003. He received his Ph.D. in Geography from Banaras Hindu University, India, in 1972, and his Doctor of Literature in Human Geography from Hiroshima University in 1978.

Nasser NAZARI



Nasser Nazari leads the PMU of Civil Service Reform Project (CSRP), 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 three years CSRP project consists of three major components and presently about 18 international and 47 national consultants are working in the Civil Service Commission and project line Miniseries. Mr. Nazari has a working background with the national NGOs/Development communities, United Nations, the Asian Development Bank and recently with the World Bank. Mr. Nasser holds a Masters in Engineering and will shortly obtain Master Degree of Public Policy and Administration.



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Obaidullah OBAIDI



Obaidullah Obaidi is the Deputy Director General of Information Technology in Da Afghanistan Bank (The Central Bank of Afghanistan) since March 2008. Mr. Obaidi started working with Da Afghanistan Bank since 2003 where he was initially a Network Assistant then a Network Administrator in 2003 and Manager in ICT Infrastructure from 2005 to 2008. His earlier experiences include working for CARE International in Afghanistan as an IT Assistant and a Computer Teacher in Nasrat Computer Centre late 1999. Mr. Obaidi has a Bachelor's Degree in Information Technology.

Kaori OKABE



Kaori Okabe is currently working on her dissertation for Ph.D. in International Development in Education. She holds a Master's Degree in Educational Development from the Graduate School for International Development and Cooperation at Hiroshima University where she also completed doctoral course work. She received B.A. Degree in Education from Kagawa 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 2001 to 2003 she was a Research Assistant at Hiroshima University and served as a staff for the UNESCO Asia-Pacific Programme of Educational Innovation for Development (APEID) seminars devoted to Education for All and teachers' education. In 1999, she went to the University of Amsterdam in the Netherlands as a researcher. Kaori Okabe has written several papers in the field of international development in education and its evaluation. She has been working at UNITAR since July 2003 and was recently appointed as Training Associate.

Steven POLUNSKY



Steven Polunsky is the Director of the Texas Senate Committee on Transportation and Homeland Security, where he and his staff evaluate legislation, conduct policy studies, and perform oversight of state and local agencies. His experience includes service as director of the Legislative Study Committee on Private Participation in Toll Projects, director of the Study Commission on Transportation Financing, co-director of the Study Commission on Availability of Pre-Owned Heavy Duty Commercial Motor Vehicles, 13 years at the Texas Department of Transportation in government relations and policy analysis, and four years as Director of Research and Planning for the Texas High-Speed Rail Authority. A public speaker and amateur radio operator (KE5GDR), he holds a Master's of Public Affairs from the LBJ School of Public Affairs at the University of Texas at Austin.

Sheila Ann ROBINSON



Ms. Robinson graduated from the University of Calgary with a PhD in Community Health Sciences (International Health Systems) in 1988 and an MA in International Development in 1979. She received her BSc in Nursing from Boston College in 1966. She has twenty-five years' experience in global health and development, spanning field work, research, program planning, management and evaluation. Presently, she is Director and Senior Consultant for Plan:Net Ltd. (Calgary, Canada) and River Run Associates (Cambodia and Calgary, Canada). She is also an Assistant Professor (adjunct) for the Community Health Sciences Department, Faculty of Medicine, University of Calgary.



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Najla SABRI



Najla Sabri is currently working as Extended Terms Consultant at the World Bank. Prior to this, she was a Personal Assistant to the European Union Special Representative for Afghanistan. She had 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.

Mohammad Yama SHAMS



Mohammad Yama Shams is the Coordinator for Reform Implementation in the Management Unit of the IARCSC/MPW. Since 2007, he has been the adviser for the Ministry of Public Works (MPW) and a Representative of MPW in the Parliament. Prior to this, he was the Office Manager in the Minister's Office of MPW, and the First Secretary to the Minister of Urban Development and Housing (MUDH) respectively. Mr Yama Shams has a Master's Degree in International Management and a BA in Political Science from Pakistans Balochistan University.

Margaret THEVARAKOM



Margaret Thevarakom is Deputy Director of International Volunteerism at the SIF. She oversees the SIF's flagship programme which aims to support capacity development in 10 countries in Asia in the areas of health, education, community development, information technology, business development and governance. She has more than 12 years of experience in building local and international partnerships that have enabled interested donors, supporters and skilled volunteers from Singapore to contribute and participate in capacity building projects in parts of Asia. With vast experience in directly managing projects and partnerships in developing countries such as Afghanistan, Botswana, Cambodia, Ghana, India, Indonesia, Laos, Myanmar and Vietnam, Margaret directs SIF's overall international volunteerism and development strategy and directions even while guiding and supervising a team of 14 in the department's day-to-day operations. Her current focus is in growing SIF's programmes, its volunteer community and collaborations with international partners while re-engineering the department's business processes.

Yuji UESUGI



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



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Ko Eng WEE



Ko Eng Wee has more than 20 years of working experience in the theme park, leisure and resort industry. During his term as the General Manager Leisure Business in Sentosa, he significantly increased the sales revenue and was recognized for successful strategic planning and high financial performance. In related projects in the industry Mr. Ko also gained hands-on experience in project and operations management, business negotiations and joint ventures. His international experienced included working in China and Indonesia, and competing in markets such as India. Ko Eng Wee has also worked as Mentor in other international development projects supported by Singapore International Foundation (SIF).

OBSERVER

Abdul Samad YADGARI



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.



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STAFF

Johanna DIWA



Johanna Paula Diwa-Acallar is currently pursuing a Ph.D. in Comparative and International Education at Hiroshima University where she previously received a Masters of Education (M.Ed.) in Educational Administration and Human Sciences. Initially, she graduated *Cum Laude* in BA Philosophy, Minor in English Language in 2001 from the University of the Philippines where she is also a Master of Arts (MA) in Philosophy candidate. In 2002, Johanna studied International Relations at the International University of Japan and in 2005, she was selected for the Asian Youth Fellowship Award. Ms. Diwa-Acallar joined UNITAR in March 2009.

Humaira Khan-KAMAL



Humaira Kamal has been a UNITAR Special Fellow since 1996, and Training Associate since 2008. In her first assignment 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 in the overall design, launch and management of the Fellowship project on post-conflict reconstruction and training in Afghanistan, being conducted by the UNITAR Hiroshima Office. Ms. Kamal was a Government of Japan scholar to the Lahore University of Management Sciences where she earned her master's in business administration. Her post-graduate work was focused on non-profit management and community empowerment projects.

Berin McKENZIE



Berin McKenzie graduated with a B.A. Degree in Japanese from New Zealand's Canterbury University as well as B.A. (Hons.) and M.A. Degree in International Relations from Auckland University. His M.A. thesis focused on multilateral initiatives as pursued by Japan in regards to its China Policy. Prior to working at UNITAR Berin was employed in a Japanese local government role in Hattukaichi City, Hiroshima.

Alexander MEJIA



Mr. Mejía earned a Masters in Finance from INCAE University in Costa Rica and a Bachelors Degree from Zamorano University in Honduras. He is also a Master in Foreign Affairs candidate at Georgetown University in Washington, DC and holds a Diploma in Political Leadership from Harvard University's John F. Kennedy School of Government and graduated from the Political and Electoral Marketing Program of Universidad de La Sabana in Colombia. After working in corporate banking for seven years in Latin America, Mr. Mejía began his career as a diplomat in 1998 when he became Counselor at the Ecuadorian Embassy in Bogotá, Colombia. In 2001, he was appointed Vice Minister of Economy for his native Ecuador. As such he was also appointed Governor to the World Bank, Governor to the Inter-American Development Bank and Board Member of the Ecuadorian Central Bank. In 2003 and 2004 he served as Director of the Andean Program at the Inter-American Council in Washington, D.C., an international entity chartered by the Organization of American



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States. In 2005 Mr. Mejía was appointed Executive Director of the UNITAR Training Center in the United States of America, CIFAL Atlanta. Mr Mejía was appointed by the Executive Director of UNITAR as Head of the UNITAR Hiroshima Office in October 2009.

Michiyo MIYAMOTO



Michiyo Miyamoto graduated from Kyoto University for Foreign Studies with a Bachelor's degree in French. She is certified as a bilingual secretary and is an experienced administrative professional in supporting multinational working environment. She worked as an Executive Assistant at a major public company in Tokyo and returned to her hometown in Hiroshima Prefecture in a couple of decades. She joined the UNITAR Hiroshima Office from May 2010.

Yoko NAKAMURA



Yoko Nakamura graduated from the American University of Paris (AUP) with a BA in International Economics and International Politics. As an undergraduate, she interned at AUP's Academic Resource Center, where she was also a writing and math tutor. She joined the UNITAR Hiroshima Office in February 2010.

Kaori OKABE



Kaori Okabe is currently working on her dissertation for Ph.D. in International Development in Education. She holds a Master's Degree in Educational Development from the Graduate School for International Development and Cooperation at Hiroshima University where she also completed doctoral course work. She received B.A. Degree in Education from Kagawa 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 2001 to 2003 she was a Research Assistant at Hiroshima University and served as a staff for the UNESCO Asia-Pacific Programme of Educational Innovation for Development (APEID) seminars devoted to Education for All and teachers' education. In 1999, she went to the University of Amsterdam in the Netherlands as a researcher. Kaori Okabe has written several papers in the field of international development in education and its evaluation. She has been working at UNITAR since July 2003 and was recently appointed as Training Associate.

Sabahuddin SOKOUT



Sabahuddin Sokout is UNITAR Training Assistant and Focal Point in Afghanistan. Prior to this he was Administration and Finance Officer at the 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 the 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.



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United Nations
Institute for Training and Research (UNITAR)
Hiroshima Office for Asia and the Pacific
5th floor, 5-44 Motomachi, Naka-ku
Hiroshima 730-0011, Japan

Tel +81 (0) 82 511 2424
Fax +81 (0) 82 211 0511

www.unitar.org/hiroshima

