UNITAR Fellowship for Afghanistan 2012 Cycle

Executive Summary

Knowledge to lead

Individual project/activity		✓
Cluster		
Type of evaluation	Self-evaluation	✓
	Independent	
Results level	Output	✓
	Outcome	✓

■ Acknowledgements

UNITAR would like to thank the following entities for their involvement in, and support of the 2012 Fellowship Cycle.

- The Agha Khan Foundation
- Alberta Children's Hospital
- Alberta Health Services
- Hiroshima Municipal Government
- Hiroshima Prefectural Government
- Hiroshima University
- Los Lagos University, Chile
- PLAN:NET Ltd (Canada)
- Singapore International Foundation
- The Texas Legislative Budget Board
- The Texas Senate
- The University of Calgary
- The University of Texas at Austin

▪ Outline

ABOUT UNITAR

The United Nations Institute for Training and Research (UNITAR), based in Geneva, is an autonomous body within the United Nations tasked with delivering innovative training and conducting research on knowledge systems to develop the capacity of beneficiaries. Its goal is to be a centre of excellence recognized within and outside the United Nations system for standard-setting methodologies, high-quality training and research capacity on knowledge systems.

FELLOWSHIP FOR AFGHANISTAN

The Fellowship is an annual eight-month long programme aiming at capacity building and enhancing the leadership, management and professional skills of a core group of senior government officials, academics and practitioners from Afghanistan.

The Fellowship discusses important themes related to the effective governance of Afghanistan by and for Afghan nationals themselves, a crucial requirement for the future of the nation following 2014. These include:

- Organizational Development
- Organizational Change
- Project Design
- Project Management
- Human Resource Development
- Human Resource Management
- Accounting and budgeting
- Leading and mentoring teams for development and change
- Team-building and teamwork
- Communication skills
- Strategic planning

The Fellowship seeks to contribute to sustainable learning in the workplace and to build on the capacity of the Afghan civil service as it works to rely on its own ability and lessen its need to depend on the human resources and expertise provided by the international community.

Since its launch in 2003, the Fellowship has completed nine cycles, with a total of over 300 participants having taken part. In this report, an overview of the events during the 2012 Cycle in particular, and the outputs and successes of the programme as a whole are presented.

FELLOWSHIP CORE PRINCIPLES:
- 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.

BACKGROUND

Every year some 60 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.

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.

WORKSHOPS

WORKSHOP I

The Fellowship Cycle is launched in April/May with a three-day Orientation Workshop in Kabul. This is managed primarily by Coaches and other Alumni, and supported by UNITAR and its representative in Kabul.

The Lead Resource Persons in Kabul are the Afghan Resource Persons, who lead incoming Fellows through the structure, roles, responsibilities and expectations of the Fellowship, its principles, requirements and culture. In addition to this orientation, the Workshop consists of an on-site module entitled:

Communication Tools for Professionals
- Afghan Resource Persons
- Sabahuddin Sokout, Training Associate, UNITAR

Augmented by two Video Seminars, entitled:

Organisational Needs Assessment
- Humaira Kamal, UNITAR Advisor

Leadership, Projects and Development
- Lorne Jacques, University of Calgary

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.

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.

WORKSHOP II
Is held in July, typically at an international venue in the region, taking place un Abu Dhabi, UAE for example for the 2011 and 2012 Cycles, and is an important milestone.

Fellows have through Assignment One, acquired a basic understanding of their 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, ARP and Mentors.

Following individual presentation of the findings of each needs Assessment, Fellows move on to the next phase of working as a team on a project. This is done through a series of teaching modules, entitled:

Facilitation and Team Development
- Michael Fors, Microsoft Corporation

Addresses roles and responsibilities, as well a team-building.

Leadership and the Public Service
- Michael Fors, Microsoft Corporation

Assesses the impact of individuals in leadership or Fellowship 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

Project Planning and Proposal Writing
- Professor David Eaton, University of Texas at Austin

Offers practical tools needed for the next stage of developing a team project within the Fellowship, and beyond

During these workshops also, many 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.

WORKSHOP III | HIROSHIMA, JAPAN
The training and project work culminates in the main training session of the Fellowship, taking place in Hiroshima, Japan. 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.

WORKSHOP IV| KABUL, AFGHANISTAN

The training and project work culminates in the main training session of the Fellowship, taking place in Hiroshima, Japan. Fellows present their reports on team projects and receive extensive feedback.

TEAM PROJECT WORK

ASSIGNMENT I

Each Fellow undertakes an organization/needs assessment in her/his workplace for one of the following purposes:

1) To determine the needs and service requirements of a population or customer group served by the Fellow's organization;
2) To determine the capacities and priority needs of the Fellow's organization in order to more effectively support the organization's mission; or
3) To determine the capacities and priority development needs of a particular group of employees within the organization (e.g., supervisors, engineers, scientists, teachers, secretaries, etc.).

In the weeks in between Workshop I and Workshop II, Fellows are be offered guidance by UNITAR's team of Mentors, Coaches and Afghan Resource Persons. Following individual presentation of the findings of Assignment One at Workshop II, each team uses the results of the organization needs assessments to decide on a team project.

ASSIGNMENT II

Assignment II sees teams tasked with developing a concept paper in the form of a high-level Project Plan. Elements of the Fellowship covered in Workshop II contribute greatly to the development of Assignemnt II. This process also is focused upon by the Coaches, ARPs and Mentors, and discussed at length during Audio Conferences.

This is augmented by Web Seminars, which offer training sessions on topics related to the team project assignments, including:
- Practical Tools to Increase Organizational Performance
- Result-based Management
- Skills for developing training as a capacity-building tool

ASSIGNMENT III

Assignment III calls for the development of a team project plan for organizational development or change projects for Afghanistan. Through a formal presentation involving all group members, a report is made upon the development of a detailed project plan for the team's organizational development or change project as developed through Assignments I and II.

FELLOWSHIP 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, including:

- On-site workshops
- Study-trips
- Mentor/ARP/Coach/Fellow communication
- Team projects
- Distance learning activities

MENTORS/ARPs/COACHES

MENTORS

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. The 2012 Cycle of the Fellowship saw the appointment of the first Afghan Mentor, a stand-out graduate of the Programme, reflecting the long-term role transferral goal of the Fellowship.

AFGHAN RESOURCE PERSONS (ARP)

The most promising Coaches of a particular Cycle are invited back to act as Afghan Resource Persons – a role which sees them advising UNITAR on the structure and direction of the Fellowship in general as the needs and realities change in Afghanistan. ARPs work with all groups and also deliver presentations at Workshops while liaising with Faculty.

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, assist UNITAR in coaching and supporting the Coaches in their roles, and act as a resource for assigned Fellowship groups.

COACHES

Coaches are selected from the most capable graduates of previous Fellowship Cycles and constitute the Fellowship's mentoring arm in Afghanistan. Coaches are assigned to Groups and act to contextualize the learning being given to the realities of Afghanistan as well as outlining to Fellows the expectations of UNITAR and the roles and responsibilities inherent within the Fellowship.

COACHING FOR COACHES MODULE

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, as well as After-Action Reviews (AARs) at all Workshops. As a final requirement Coaches, along with the ARPs are asked to organize a Cycle De-briefing Seminar.

VIDEO SEMINARS

Throughout the Fellowship, Video Seminars link Fellows, as a group, to Resource Persons around the globe. Presentations delivered during such events correspond to the phase in the Fellowship at which the Fellows find themselves and have included, amongst others:

- Tools For Maximising Performance
- Training As A Capacity Development Tool
- Conflict Resolution
- Leadership Development
- Results Based Management

AUDIO CONFERENCES

All groups are connected via Skype to both UNITAR and their Mentors every 4 weeks so that the project and Fellowship process can be discussed. Standing as milestones in the programme, these conferences are augmented by ad-hoc discussions between group members, Coaches, ARPs and Mentors.

2012 Cycle Highlights

The 2012 cycle of the Fellowship represented its ninth annual iteration, and consisted of 59 Fellows, 10 Coaches, 4 Afghan Resource Persons, and over 25 Mentors from around the globe. Workshops took place in Kabul, Abu Dhabi, and Hiroshima, with an outline of such below.

WORKSHOP I | JUNE 11-13, 2012
KABUL | AFGHANISTAN
ADAPTED FROM A SUMMARY PREPARED BY:
ASIFA STANEKZAI | 2012 FELLOW

The workshop was formally opened by Mr. Sabahuddin Sokout, Training Associate, UNITAR, who later on invited Mr. Berin McKenzie, Specialist, UNITAR, and Mr. Musa Kamawi, Head of Human Resources, Ministry of Finance Afghanistan.

Mr. McKenzie welcomed all Fellows on behalf of UNITAR and stated that it is great pleasure that we have completed 8 cycles of the UNITAR Fellowship programme successfully.

Later on, Mr. Kamawi, on behalf of the Minister of Finance of the Islamic Republic of Afghanistan, Dr. Omar Zakhilwal read his opening remarks, stating that it is matter of great pride that all Fellows had been selected in a transparent manner for the current cycle of the Fellowship program. He requested all Fellows to be very punctual in order to get maximum benefit from the programme and try to utilize properly the knowledge which they gain from the programme in their practical life in order to gain more success in their future career.

Detailed presentations were then made by different Coaches of the 2012 Cycle, on the core approach of the Fellowship programme itself. This included:

- Introduction to the UNITAR Fellowship Programme
- The Management of Productive Meetings

After the introductory presentations, all Fellows introduced themselves and outlined what expectations they had from the programme. All Fellows had very ambitious expectations and indicated a thirst to learn something and fully utilize their time for the betterment of their country.

In the afternoon, H.E. Ambassador of Afghanistan to Japan, H.E. Dr. Sayed Mohammad Amin

Fatimie welcomed all Fellows with an encouraging speech, delivered from the Embassy in Tokyo. To conclude the opening day of the session, this was followed by a presentation delivered by Mr. Alex Mejia, Head of the UNITAR Hiroshima Office, entitled:

- Leadership in Public Sector

The second day of Workshop began with an "After Action Review", whereby all Fellows took analyzed the information received the day prior.

This was followed by a presentation by Ms. Humaira Kamal, special advisor to UNITAR, who covered:

- Organizational Needs Assessment and Environmental Analysis

This presentation outlined the aims and process behind an Organizational Needs Assessment, which forms the basis of Assignment One of the Fellowship. The presentation was augmented by activities led by the ARPs which served to contextualize the information being presented to the context of both Afghanistan and the Fellowship itself.

This was followed by a presentation delivered by Mr. Aimal Hakim, an ARP for the 20123 Cycle, entitled:

- Introduction to Distance Learning Tools

This presentation outlined ways in which Fellows can maintain contact with their Mentors, ARPs and Coaches throughout the Fellowship. The benefits and disadvantages of Distance Learning were also outlined. The next presentation was delivered by two ARPs of the 2012 Cycle, Mr. Ebrahamkail and Mr. Sayed Gheyasuddin Saadat, and was entitled:

- Effective Oral and Written Communication at Workplace

This was augmented by practical exercises and discussion groups covering the areas raised, and requiring Fellows to report back in plenary.

The final day of the Workshop saw a presentation delivered by professor Lorne Jacques, of the University of Calgary, entitled:

• Civil Society and Social Capital

Complete with practical exercises and reporting session, the presentation linked the aims of the Fellowship to its thematic.

This was followed by the first Audio Conference sessions between Mentors and Groups, which served to close out the very successful opening session.

WORKSHOP II | JUNE 15-18, 2012
ABU DHABI | UAE
ADAPTED FROM A SUMMARY PREPARED BY:
AHMAD ZIA | 2012 FELLOW

The Workshop began shortly after the arrival of Fellows into Abu Dhabi, with presentations made by Mr. Alex Mejia, Mr. Berin McKenzie, and Mr. Sabahuddin Sokout of UNITAR.

This was followed by each Fellow presenting the results of Assignment One, the Organizational Needs Assessment, to their own group and the assembled Coaches, Mentors and ARPs. Each presentation was followed by comments from the
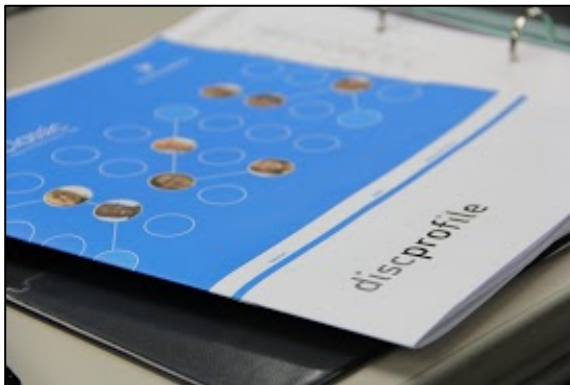
panel, and was subject to a round of questioning by the Group concerned.

Following an After Action Review, examining developments the previous day, the Lead resource Person for the Fellowship, Dr. Michael Fors, of Microsoft Corporation, delivered a presentation entitled:

• Coaching and Facilitation

The Presentation examined the shaping of high performance teams through Coaching, as well as the role of the facilitator with regard to project success. This was followed by a presentation examining:

• Team Development

This session examined the stages in team formation, and questioned Fellows as to their current developmental stage as a team. Various practical exercises were undertaken as part of this process, serving to highlight the importance of roles and responsibilities, communication and coordination.

The day began with a continuation of the Team development presentation from the previous day, before groups entered a discussion phase to agree upon an assessment that would be adopted as their Fellowship project.

This was followed by a Dr. Fors presentation entitled:

• Project Planning

This session worked through the requirements and stages of successful project planning and saw Groups utilizing their newly decided upon topics as case studies for the learning taking place.

A video-link was then established with Professor David Eaton of the University of Texas at Austin, who presented on:

• Project Design and Proposal Writing

Once again, the newly decided upon projects acted as real world examples for the theoretical outlined being delivered by Professor Eaton. The rest of the day was spent by teams analyzing their projects under the following criteria:

• What is the problem?
• How was data gathered regarding the problem?
• What is the problem statement?
• What is the proposed solution?
• How is this solution better than others?
• What is the project timetable?
• What is the project budget?

After working late into the evening, Fellows presented their draft project proposals to a panel made up of Professor Eaton and Ms. Humaira Kamal, connecting via Skype, and Mr. Berin McKenzie, Dr. Michael Fors, and Mr. Musa Kamawi. The feedback given during this session served as a basis for Assignment II of the Fellowship.

The Workshop was seen out by a presentation by H.E. Luis Gallegos, Permanent representative of Ecuador to the United Nations in Geneva, who discussed current global issues as they relate to Afghanistan, as well as his insight into the reconstruction of Afghanistan.

The session began with an introductory presentation delivered by Mr. Berin McKenzie, UNITAR, entitled:

• A Japanese Cultural Introduction

This served to contextualise the story of Hiroshima since August 6 1945, as well as to highlight the collaboration between UNITAR and the Prefectural Government of Hiroshima in developing the programme.

Following this, all Groups were then invited to present the projects as they had been developing since Workshop II in Abu Dhabi. Groups were given 6 minutes in which to present their projects, which was followed up by a 4 minute Q and A session from the gathered panel of ARPs, mentors and UNITAR staff.

This was followed by a presentation from Dr. Michael Fors, entitled:

• Working Styles And The DiSC Test

Dr Fors began the session by relating commonalities observed in Abu Dhabi, and in the presentations delivered immediately prior, and the impact of personal and group working styles upon team development as well as project planning and implementation. The underlying focus of the session was the leveraging of diverse work styles as a team strength, and in order for Fellow to understand the strengths and weaknesses of their own workstyles, the DiSC test was administered.

This was followed by a Practical Exercise which saw Fellows discuss the strengths and weaknesses of their own workstyles, and contemplate what they were like to work with.

A presentation entitled:

• Organisational Development And Performance (Leading Project Implementation)

was then delivered, outlining first the project process from a donor's perspective. An examination was then made of the definition and history of "the organisation", as well as the reasons behind their existence. Stressing that Organisational Development must be focused on performance, the presentation encouraged Fellows to understand that while Organisational Development has been seen as predominantly a Human Resources term, in fact the onus should rest on the leaders of an organisation, to inculcate this.

Dr Fors then worked to outline elements of Systematic Performance, before introducing elements of project success, as it relates to organisational performance. A separate Project Implementation Checklist was distributed, which sought to encourage Fellows to ingrain such processes in any project development process they were involved in.

The presentation then moved to examine elements in Leading a Project Management Team, starting with the importance of proper team selection. Dr Fors encouraged Fellows to begin considering the make-up of teams, following the end of the Fellowship, who could work towards the effective implementation of the project developed therein. Processes for the effective management of such a team were then outlined, culminating in an exercise which saw Fellows examining the sponsorship and team selection processes.

Communication strategies and the importance of such were then outlined, as was the effective measurement of success of both the project and the implementing organization in general. A Practical Exercise was undertaken whereby Fellows worked on a presentation regarding the measurement of success of their project during different phases of its development and implementation. This was followed up by an examination of strategies which may be implemented to scale up projects in the future.

To augment this presentation Mr. Musa Kamawi, Head of Human Resources of the Ministry of Finance of Afghanistan and graduate, former Coach and ARP of the Fellowship itself, worked to contextualize the content delivered into an Afghan context. This was achieved through discussing successful project implementation

Case Studies, and comparing and contrasting such with unsuccessful projects.
Professor Yuji Uesugi, of Hiroshima University then presented on:

- Conflict Resolution

Examining then the stages of conflict, Professor Uesugi separated the process as such:
- Pre-conflict
- Confrontation
- Crisis
- Outcome
- Post-conflict

The Attitude, Behavior and Context (ABC) Triangle was explained also as a means to analyze conflict. The methodology behind the ABC Triangle was outlined, before Fellows moved to the main focus of the session, that of Conflict Mapping (CM). Conflict Mapping stands as a means to identify and analyze all facets of conflict so as to be able to accurately diagnose their causes.

Shona Welsh, of the College of the North Atlantic then delivered a session with the title:

- Tools For Performance Maximisation And Understanding Change

The role of training in performance maximisation was outlined with the following definitions:

- Knowledge: information

- Skills: how to use the information in the workplace
- Attitudes: the manner in which you apply the skills

This was augmented by an analysis of training myths, which forced fellows to train themselves to think deeper than simply "training" as a panacea for improving organisational performance.

The appraisal of performance and the rewarding of employees based upon the findings of such was examined, including tips for Fellows to bear in mind when undertaking such an exercise before, during and after the performance appraisal exercise. This focus then led into an examination of Coaching, examining the acronym GROW:
- G – Goal (what is the issue?)
- R – Reality (what have you tried?)
- O – Options (what are your ideas/options?)
- W – What's next (what are your most powerful next steps?)

Following Practical Exercises, readings were then outlined, which would allow Fellows to understand the dynamics of performance and ways in which they could influence the change process within their organisation.

Fellows then presented their projects as developed since Abu Dhabi. This saw Groups given a set time limit to make a proposal to a panel of UNITAR Mentors, Staff and Resource Persons, as well as ARPS, who then served to make comment.

**WORKSHOP IV | DECEMBER 10-11, 2012
KABUL | AFGHANISTAN
ADAPTED FROM A SUMMARY
PREPARED BY UNITAR**

The final workshop of the 2012 Cycle was inaugurated via video-link by Mr. Brandon Turner, Officer in Charge of the UNITAR Hiroshima Office, and Mr, Berin McKenzie, Specialist, UNITAR. Groups began the proceedings by making their project presentations to the assembled group of sponsors, alumni and VIPs – representatives from all of the ministries represented within the 2012 Cycle.

Groups were given 8 minutes to present, followed by 7 minutes of Q and A from the floor, with 5 minutes of feedback then given by experts on the ground, as well as via web-link from UNITAR.

Following the end of all presentations, a session was headed by the UNITAR representative in Kabul, Mr. Sabahuddin Sokout, serving to analyse projects of the Fellowship to date that had been implemented and the lessons learned from this process.

Day two of the programme began with an After Action Review led by the Coaches of the 2012 Cycle, before a Web Seminar delivered by Dr. Phil Cox of the University of Calgary, who examined:

- Participatory Monitoring and Evaluation

This session outlined Monitoring and Evaluation, as well as the developing notion of Participatory Monitoring and Evaluation, which shows efficacy, particularly for countries such as Afghanistan. The process, benefits and opportunities, as well as shortcomings of the approach wee outlined in a session that also included Practical Exercises.

The final session of the Fellowship was delivered by Mr, Musa Kamawi of the Ministry of Finance who discussed:

- Human Resources Management: the Fundamentals

which served to have Fellows think longer term that the implementation of the projects they had developed throughput the programme, and into the future.

The Workshop was then closed by Dr. Omar Zakhilwal, Minister of Finance of the Islamic Republic of Afghanistan, who presided also over the graduation ceremony.

Annex One | Evaluation Data

2012: EVALUATION

The evaluation method utilised for the Fellowship was a 4-page, anonymous evaluation questionnaire, which was made available to all participants from the beginning of the Session. It covered the application process, as well as pre-session build-up and the Session itself. In order to also ascertain the relevance and implementability of the training offered.

The purpose for the evaluation of the Fellowship is to not only analyse the relevance and direction of the overall content of the Fellowship for Afghanistan, but also that of the performance of the UNITAR Hiroshima Office as a whole. Findings will be analysed when for planning 2013 Fellowship, as well as for any in-country activities which may be developed.

The evaluation questions examined in detail, the following areas:

- Pre-Event Information
- Learning Objectives
- Value, Relevance and Intent to Use
- Methodology
- Satisfaction with the Quality of Facilitator
- Applicability of After Action Review and Practical Exercises
- Overall Satisfaction of the Event

MAJOR FINDINGS AND RECOMMENTATIONS

PRE-EVENT INFORMATION
Degree to which information circulated prior to the Session was accurate:

Legend (both charts): Completely, Mostly, More or less, Partially, Not at all, Not applicable
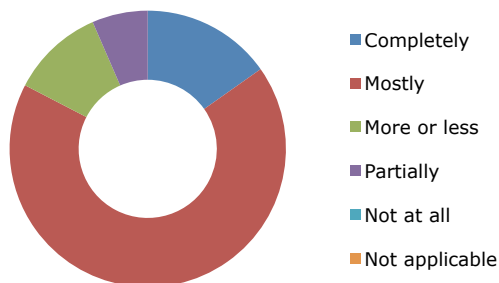
Useful (in terms of making an informed decision)   Accurate (in terms of matching what took place)
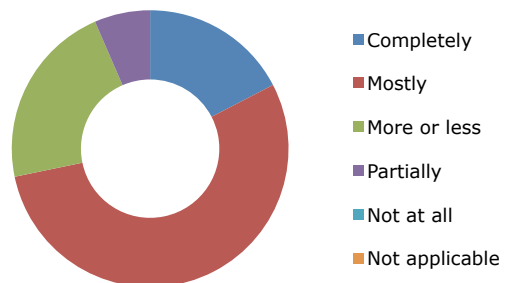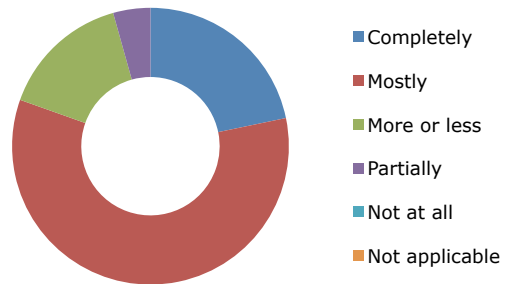
LEARNING OBJECTIVES

The participants have successfully completed the course work and awarded with Certification of Completion. The great majority of participants agreed that they achieved the learning objectives.

LEARNING OBJECTIVE I:

Be able to objectively assess your personality and use this result to facilitate better teamwork:
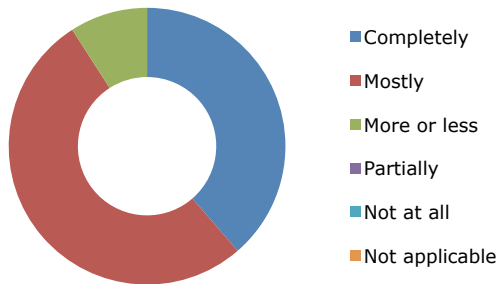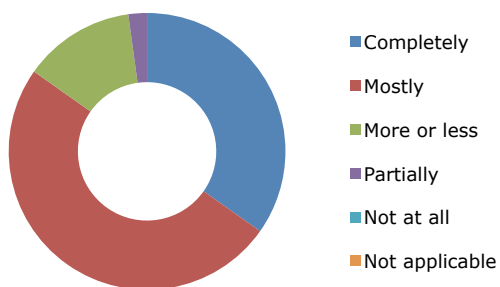

Completely
Mostly
More or less
Partially
Not at all
Not applicable

Relevance of objective to your learning needs

Extent to which you met learning objective

LEARNING OBJECTIVE II:

Understand the issues involved in leading project implementation:

Completely
Mostly
More or less
Partially
Not at all
Not applicable

Relevance of objective to your learning needs
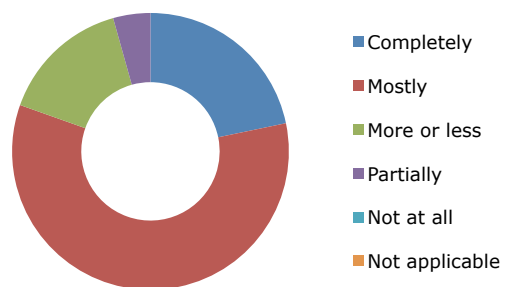
Extent to which you met learning objective

LEARNING OBJECTIVE III:
Have an understanding of project implementation for organisational performance:
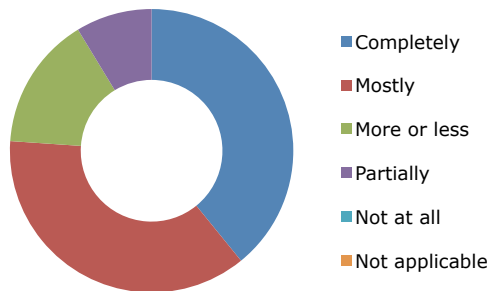
Legend:
- Completely
- Mostly
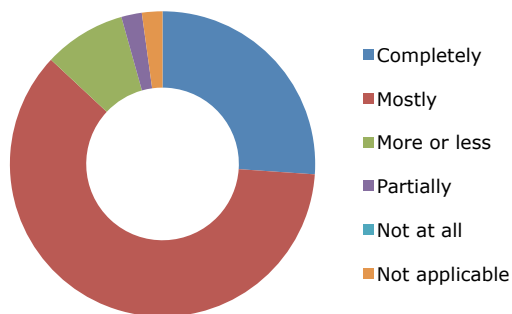- More or less
- Partially
- Not at all
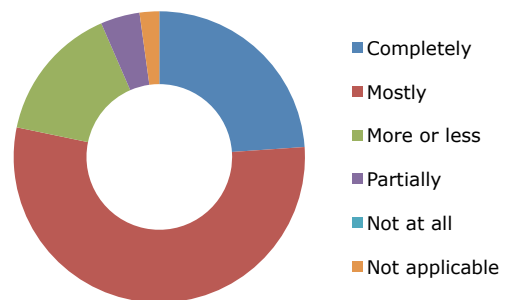- Not applicable

Relevance of objective to your learning needs
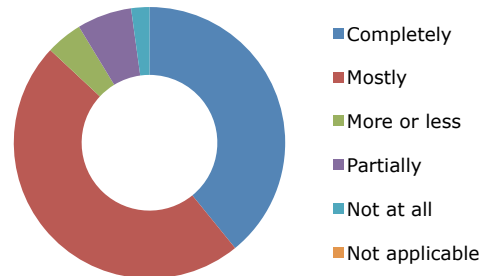
Extent to which you met learning objective

LEARNING OBJECTIVE IV:
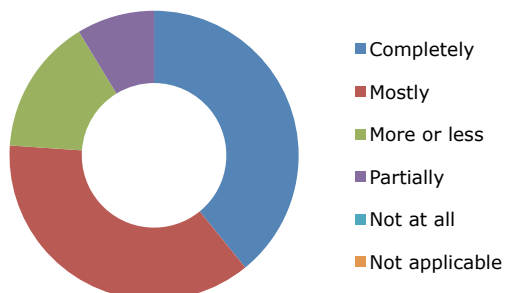Be aware of the skills necessary to facilitate, mediate or negotiate conflict resolution:

Legend:
- Completely
- Mostly
- More or less
- Partially
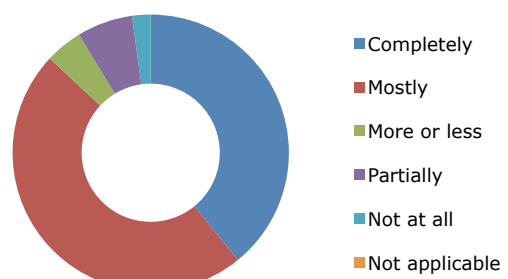- Not at all
- Not applicable

Relevance of objective to your learning needs

Extent to which you met learning objective

LEARNING OBJECTIVE V:
Have an understanding of organisational change management:

Legend:
- Completely
- Mostly
- More or less
- Partially
- Not at all
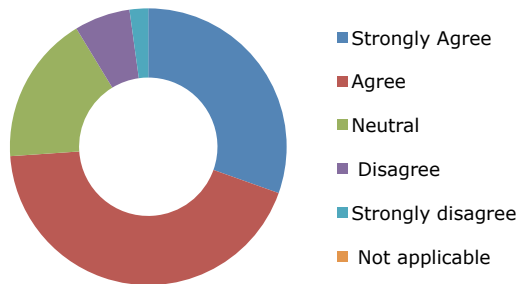- Not applicable

Relevance of objective to your learning needs
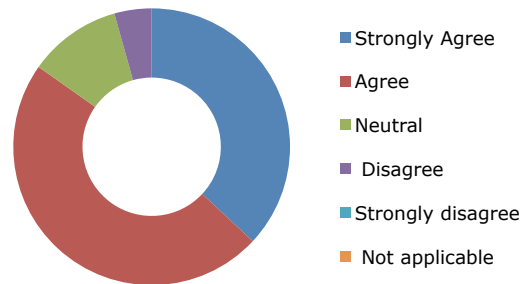
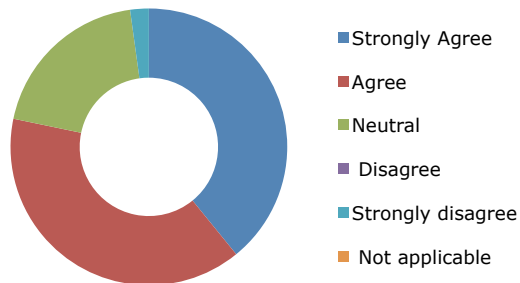Extent to which you met learning objective

VALUE, RELEVANCE AND INTENT TO USE:
Please rate the following statements using the numerical scale from strongly agree (5) to strongly disagree (1).

Legend:
- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly disagree
- Not applicable

The information presented in this workshop was new

Legend:
- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly disagree
- Not applicable

The content of the workshop was relevant to my job

Legend:
- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly disagree
- Not applicable

It is likely that I will use the information acquired

METHODOLOGY:
The methodology used in this workshop included lecture, study tours and practical exercises

Legend:
- Strongly Agree
- Agree
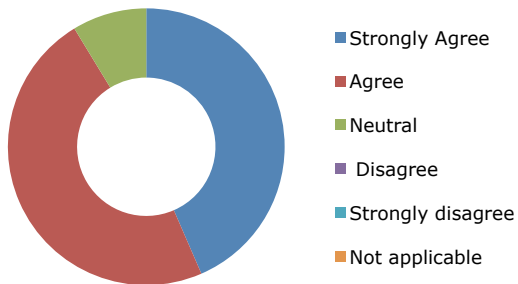- Neutral
- Disagree
- Strongly disagree
- Not applicable
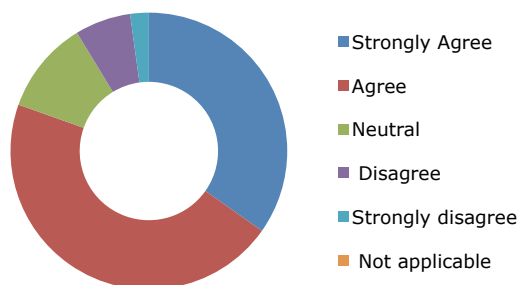
The event's methodology was useful given the learning objectives
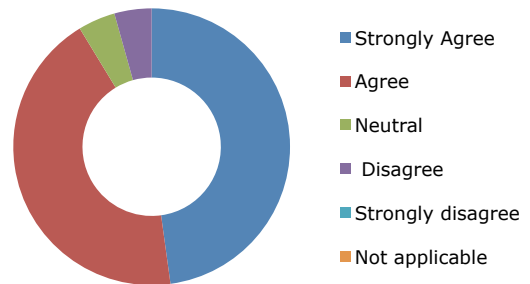
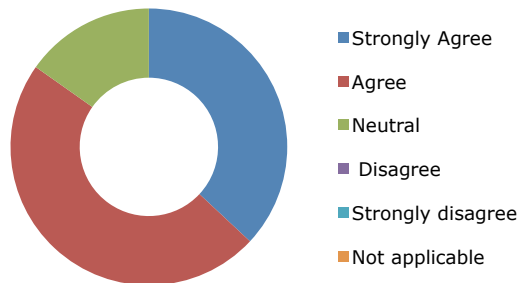OVERALL SATISFACTION OF THE QUALITY OF FACILITATORS:
Please rate the following statements using the numerical scale from strongly agree (5) to strongly disagree (1). The trainer(s)/facilitator(s) was (were) effective at:
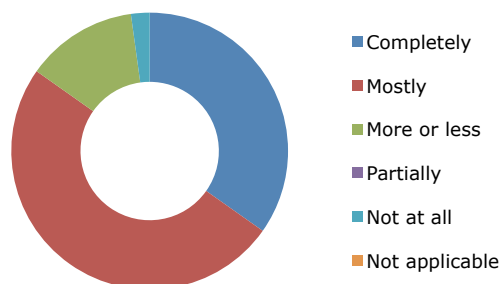

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly disagree
- Not applicable

Presenting information

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly disagree
- Not applicable

Responding to questions of participations

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly disagree
- Not applicable

Stimulating participant involvement

APPLICABILITY OF AFTER ACTION REVIEW AND PRACTIAL EXERCISES:
The assessment of learning included After Action Reviews and Practical Exercises:

- Completely
- Mostly
- More or less
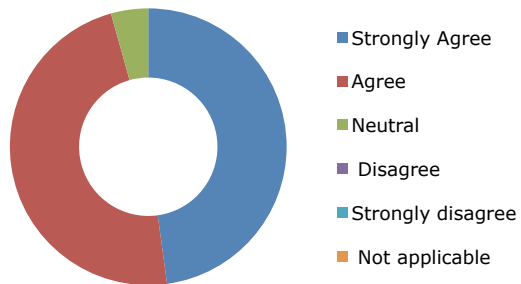- Partially
- Not at all
- Not applicable

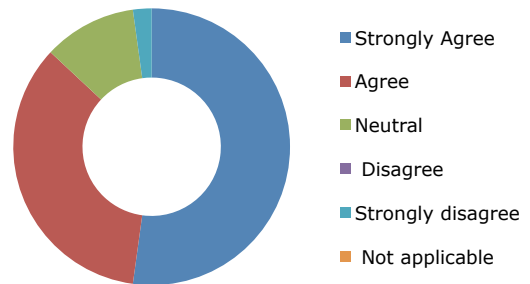How useful was (were) the method(s) in helping you to achieve the learning objectives?

OVERALL SATISFICTION OF THE EVENT:
Please rate the following statements using the numerical scale from strongly agree (5) to strongly disagree (1):

| Strongly Agree |
| Agree |
| Neutral |
| Disagree |
| Strongly disagree |
| Not applicable |

Overall, the workshop was very useful

| Strongly Agree |
| Agree |
| Neutral |
| Disagree |
| Strongly disagree |
| Not applicable |

I will recommend this workshop to a colleague

Annex Two | Results Summary Report

RESULTS SUMMARY REPORT

Project/Activity Name	UNITAR Fellowship For Afghanistan 2012 Cycle	Implementation	Completed
Programme/Office/Unit	HO	Department	

SECTION 1 – OVERALL GOAL

(A) The Fellowship is an annual eight-month long programme aiming at capacity building and enhancing the leadership, management and professional skills of a core group of senior government officials, academics and practitioners from Afghanistan.

(B) The Fellowship seeks to contribute to sustainable learning in the workplace and to build on the existing capacity of the Afghan civil service as it works to rely on its own ability and lessen its need to depend on the human resources and expertise provided by the international community.

SECTION 2 – RESULTS

Outcome(s)	Indicator(s)	Baseline	Target	Actual Performance	Evidence / Means of verification
Supported Fellows in the application of new knowledge and greater confidence to the transformation of their respective ministries and organizations through:					
1. Facilitating effective team work and coordination within the organization through mentoring and teambuilding.	1. Provided monthly discussion sessions. 2. Improved information exchange among participtants and peers.	N/A	Monthly/weekly gathering and discussion sessions.	1. Weekly gathering events and discussion sessions among participants. 2. Evaluation of weekly work.	Alumni Feedback

| 2. | Networking and collaborating with stakeholders and other organizations. | 1. Disseminated information to relevant stakeholders and organizations. 2. Communicated potential outcomes of proposed projects with donors. | N/A | Increase donor participation. | 1. Relevant stakeholders and organizations attended proposal presentations. | Alumni Feedback List of participants of final workshop |

Output(s)

| 1. | Training delivered to representatatives of the Afghan civil service and nongovernmental sector | 1. 70 representatives trained | N/A | 70 | 70 | List of participants of Fellowship Project completion report |
| 2. | Ten project proposals developed | 1. Project proposals presented to potential donors at final workshop | N/A | 10 | 10 | Final workshop report |

SECTION 2 – RESULTS CONTINUED)

Key beneficiary reaction measures Number of respondents: 46	Activity - Event 1	% 4- 5 rating	Major comments
Pre-event Information	Usefulness in making an informed decision	100 %	*The UNITAR Fellowship for Afghanistan program is very useful and effective for developing the capacities of Afghan Fellows. Most of the subjects have covered the participants requirements.*
	Accurate (in terms of matching what took place)	93 %	
	1. Be able to objectively assess your personality and use this result to faciliate better teamwork.		*This program was really useful and I firmly suggest that it should be continued for Afghan Fellows for ever.*
	Relevance	91 %	*The training contents was very useful and we were very satisfied with the training arrangement.*
	Attainment	89 %	

Learning Objectives			
2. Understand the issues involved in leading project implmentation.	Relevance	95 %	*This program was useful and relevant program for Afghans in this present situation, particulary providing knowledge on the needs assessments, problem identification, project planning, design, implementation, presenting, communicating.*
	Attainment	93 %	
3. Have an understanding of project implementation for organizational performance.	Relevance	89 %	*The practical program and excercises can improve the managing skills of the Fellows. Please continue the good job in the future.*
	Attainment	91 %	
4. Be aware of the skills necessary to facilitate, mediate or negotiate conflict resolution.	Relevance	75 %	*The visits in Hiroshima peace memorial park, A-bomb memorial museum and the present developmentof Japan clearly show what a nation should do while be the post conflict. Also, it passes the massage for peace and no to war and atomic bombs. It was a very useful experience, please extend this program to change Afghanstan. Thank you.*
	Attainment	73 %	
5. Have an understanding of organizational change management.	Relevance	84 %	*The workshop was very effective and informative through which the presentation of Fellows increased much regarding team work, organizational change management and leadership skills.*

	Attainment
Value, Relevance, Intent to Use	
Information was new to participants	70 %
Content was relevant to job	80 %
Likelihood to use information	84 %
Overall usefulness	91 %
Methodology	
Usefulness of methodology in relation to learning objectives	91 %
Trainers/Facilitators	
Presenting information	100 %
Responding to questions from participants	91 %
Stimulating participant involvement	91 %
Overall Learning Assessment	
Usefulness of methods in helping to achieve learning objectives	98 %
Recommend activity-event to colleague	100 %

This program is very useful. It should be extended for several years.

1. 70 Afghan civil servants, academics, and practitioners participated in the eight-month long Fellowship.
2. The Fellows are required to develop practical project proposals including implementation and evaluation strategies, and to present them during workshops where Mentors and Resource Persons serve as evaluators and supervisors.

The overall evaluation data presents not only a clear picture of fullfilling the identified learning needs of the target audience, but also improvements in the Fellows' individual skills and performance. The aquired knowledge and techiques by the Fellows are put into practical use within their respective organizations and entities in Afghanistan. As a result, 40 percent of such project proposal developed through UNITAR Fellowship have been implemented on the ground in Afghanistan. The Fellowship is making real

contributions to building the foundation for a highly committed and capable Fellowship community in Afghanistan which can serve as a resource for planning and implementing capacity-building and training activities at the local and national levels.

SECTION 5 – LESSONS TO BE LEARNED

✓ While the target audience is chosen based on a set of criteria including the minimum of a bachelor degree and English language competency, feedback from some participants suggest the need for the facilitators to speak with a clearer accent and pronunciation.

✓ UNITAR will work to provide additional examples and case studies of the practical application of the tools and techniques. This addresses a request by the participants for more help on implementation and application of knowledge.

✓ UNITAR will provide more collaborative tasks to better utilize the participants diverse experience and educational background and build on their strengths.

SECTION 6 – ANNEXES

Implementation Report