UNITAR South Sudan Fellowship Programme
Entrepreneurship and Leadership Youth Training Programme
Project Completion Report
2016 Cycle

June 2017
Contents

Acknowledgement 3
Executive Summary 4
Lessons Learned 5
Strategic Alignment – Sustainable Development Goals 10
Foreword and The Fellowship 11
Workshop I 17
Workshop I – Evaluation Data Analysis Report 22
Workshop II 36
Workshop II – Evaluation Data Analysis Report 41
Annexes: Participant Profiles and Media Coverage 54
Acknowledgement

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- The Government and people of Japan for their generous financial contribution to support the implementation of the programme;
- The Japanese Embassy in Juba, South Sudan, for its guidance and consistent support;
- The Ministry of Foreign Affairs and International Cooperation, Government of South Sudan, which serves as the political focal point for the programme;
- The Ministry of Labour, Public Service, and Human Resources Development, Government of South Sudan, which serves as the operational focal point for the programme;
- United Nations Development Programme (UNDP), South Sudan, which serves on the UNITAR Advisory Group for South Sudan;
- The United Nations Children’s Emergency Fund (UNICEF), Juba, South Sudan;
- United Nations Women, Juba, South Sudan;
- Hiroshima Prefectural Government and the City of Hiroshima for their support in the implementation of the Hiroshima workshop of the programme;

Our special thanks go to the UNITAR partners and stakeholders in South Sudan for their institutional and moral support. In addition, we would like to thank our Resource Persons and participants who contributed their time and expertise to the programme so graciously and finally to the people of Hiroshima whose support was indispensable for the successful conduct of the 2016 Cycle of the programme.
Executive Summary

The United Nations Institute for Training and Research (UNITAR) Hiroshima Office implemented the second cycle of the UNITAR South Sudan Fellowship Programme: Entrepreneurship and Leadership Youth Training between July 2016 and March 2017. Focusing on needs assessment, project management, leadership, and entrepreneurship skills, the six-month capacity-building training programme offered scholarship to 30 South Sudanese Fellows and Coaches from public sector, private sector, academic institutions, and civil society organisations. The programme consisted of four workshops—two in Juba, South Sudan, one in Sharjah, United Arab Emirates, and one in Hiroshima, Japan.

Designed for junior- to mid-career-level South Sudanese professionals, entrepreneurship and social entrepreneurship were included as a new focus in the 2016 Cycle, which was the second iteration of the programme. Learning about entrepreneurship and social entrepreneurship was balanced with training on the provision of good public services, so that Fellows would be equipped with tools to work in a variety of environments in South Sudan, including those where entrepreneurship may not be viable.

Where opportunities for entrepreneurship do exist, UNITAR intends that South Sudan’s young population is able to make the best use of them. Providing youth with the entrepreneurial skills and insight to identify new business opportunities, to lead, and to develop projects can help address the growing needs of their communities. Creating employment opportunities for youth is not only timely but critical to economic stability and recovery in South Sudan. The programme’s capacity-building framework supported the development of entrepreneurial skills of Fellows from both public and private sectors, with an emphasis on small and medium enterprises and businesses. In addition to strengthening the Fellows’ knowledge in entrepreneurship, the programme continues to offer skills training in Organizational Needs Assessment, Project Management and Implementation, and Leadership, all of which are essential for the current capacity-building needs and realities in South Sudan.

The Programme encourages peer learning, knowledge sharing, and the formation of a network of like-minded colleagues and friends across all sectors. Coaches – standout Fellows from the previous cycle who participated in workshops and provided current Fellows with guidance and mentoring both face-to-face and remotely – were an invaluable addition to the 2016 Cycle of the programme. They shared their own experiences of developing and implementing projects, as well as contextualizing Fellows’ learning to the current situation in South Sudan. The total number of programme alumni in South Sudan now stands at 50, representing 34 different governmental and non-governmental organizations.

Going forward, UNITAR will continue to build upon this network so that future Fellows and alumni can draw on its resources.

What is Entrepreneurship and Social Entrepreneurship?

Entrepreneurship is a force that mobilises available resources to meet market demand. It is the process of creating value by pulling together a unique package of resources to exploit an economic opportunity, which in return contribute to the economic development of a country. Social entrepreneurship is a concept built on the principles of entrepreneurship and social capital; it enables social action and civic engagement through using entrepreneurship to address social issues or needs in a given community.
Lessons Learned

Coaching and mentoring was a key element of facilitating Fellows’ learning:

Coaching and mentorship is a key element of this programme, augmenting the learning and providing Fellows support as they complete their assignments. To promote South-South cooperation, international Mentors from the UNITAR Hiroshima Afghanistan Fellowship Programme were introduced to the Fellows. However, the lack of stable power and good internet service across South Sudan affected the communication between Fellows and international Mentors. That said, the UNITAR Juba-based Coaches were helpful in filling this gap and providing necessary mentorship to the Fellows on a regular basis. UNITAR will explore the possibility of organizing periodic online session between international Mentors and Fellows in the UNITAR Juba Office to establish a good rapport between Mentors and Fellows in future iterations of the programme.

The multi-sector approach provided a unique opportunity for Fellows to collaborate: Fellows came from various organizations and sectors and brought diverse knowledge and experiences to the programme. Fellows highlighted that they were working in multi-sector teams for the first time as they participated in workshops and undertook their assignments. They noted that the programme presented an opportunity to work together for a common goal: to create a better future for the people of South Sudan. The multi-sector approach enriched the entire programme and proved essential and effective in building trust, friendship, and a network of like-minded South Sudanese.

For entrepreneurship in South Sudan to flourish, the promotion of public-private partnerships is essential to the long-term economic stability of the country. The programme’s format contributes to a better understanding between diverse sectors and institutions. Cooperation and coordination between the public and private sector is necessary to create an environment in which entrepreneurship, and by extension employment and economic opportunity, can have a tangible positive impact on the socio-economic development of South Sudanese society.

A competitive nomination and selection process is winning support and buy-in from the national government: Merit-based nomination and selection of potential Fellows generated a positive response and buy-in from the top leadership of ministries and institutions. As merit-based selection is rare in South Sudan, such a nomination and selection process encourages healthy competition among three nominees from a single organization. Special attention was paid to individual performance and qualification during interviews and selection process.

Sharing of Needs Assessment Results:

The UNITAR Hiroshima Office, as a matter of course, undertakes a need assessment with Fellows following their final selection. These assessments influence the instructional design processes of the Office and are shared with Resource Persons and UNITAR staff only. Beginning with this programme, an anonymised summary of the needs assessment results was shared with participants in their binders and addressed during presentations and practical exercises. Participants indicated that exposure to these results allowed them to identify common issues amongst themselves; the results also functioned as discussion points when examining lessons learned and change management.

The initial needs assessment for the programme was undertaken during the orientation workshop with Fellows in Juba through an online session followed by a questionnaire. The results of the assessment indicated the need for more focused training on the project management cycle. The data showed that
while 80% of Fellows have a role related to project management, include project proposal writing, developing action plans, and monitoring and evaluation, 75% Fellows reported that they had no formal training in the areas of project management, which is negatively affecting their work performance and the overall services delivered to the people of South Sudan.

To fill the gap, introductory sessions were incorporated to outline the concepts of the project management cycle and sessions examining Organizational Needs Assessment, in order to provide all Fellows with baseline knowledge, along with that on proposal writing and action plan development. With regard to the communication and leadership aspects of the programme, the assessment showed that while the Fellows were, in general, quite comfortable within their field and/or communities, there was a need for further training around effective communication and risk mitigation.

Visiting Hiroshima inspired Fellows and gave them hope for South Sudan’s recovery:
A major component of the programme’s second international workshop, held in Hiroshima, is exposing Fellows to the story of Hiroshima’s atomic bombing and reconstruction. Many Fellows remarked on the emotional impact of spending time learning about the horrors of Hiroshima’s destruction in the Peace Memorial Museum, then stepping back out into the verdant, beautiful Peace Park and seeing the transformation Hiroshima accomplished. Alongside this simple visual impact, UNITAR staff and Resource Persons also gave a lecture on Japan’s post-war reconstruction, as well as a guided tour of the Park. Although the situations of post-war Japan and current South Sudan have significant differences, seeing Hiroshima’s transformation with their own eyes inspires Fellows to continue working to give their country a bright future.

Building an alumni network creates a local support system for Fellows even after the programme ends:
With each cycle of the programme, the network of alumni in South Sudan grows. Along with the knowledge and skills gained through UNITAR’s programme, former Fellows have experience working and developing projects in South Sudan, making every single alumni – not just Coaches or local staff – a valuable resource to both future Fellows and their local counterparts. Furthermore, the multi-sector nature of the programme means that Fellows have access to a much wider network of resources and potential partners than if they only had contacts in their sector. The presence of Coaches also helps connect current Fellows with Fellows from previous cycles through Coaches’ participation in both groups.

Gender equality had a positive influence on the group dynamic:
One of the key characteristics of the programme was the gender ratio among Fellows, which is closely related to the Sustainable Development Goal 5. Almost half of the 2016 programme participants were women, who came from various public sector, private sector, academic institutions, and civil society organizations. Gender balance among participants enriched the quality of workshops by women’s active engagement and input in practical exercises, group discussions, and teamwork. Male Fellows respected their female counterparts’ strength and accepted women’s current and potential contributions to the areas of entrepreneurship, leadership, and development in South Sudan. Female Fellows were often vocal in sharing their experiences and opinions, which contributed to constructive discussion and informative debate within the group.

However, some female Fellows had low self-confidence and were hesitant to speak up or were nervous during presentations. Lack of self-confidence, a problem seen in Fellows of both genders, can significantly affect Fellows’ performance. Addressing this issue in the training, along with the knowledge and skills modules already built into the programme, will unlock the existing potential among Fellows, which will lead to overall improvement in individual and professional performance. Additional coaching and mentoring is needed in future programme cycles to address issues of self-confidence, especially as they intersect with gender dynamics.
UNITAR staff worked to compensate for challenges stemming from the political and security environment:
The political and security environment in South Sudan is constantly changing and difficult to predict, and security-related incidences can potentially delay the implementation of Juba-based workshops and online sessions. Similarly, political, tribal, and ethnic tensions can flare up from time to time, sometimes forcing people to flee and take refuge in camps or rural areas. When such incidents occur, it can be difficult for UNITAR staff to contact Fellows affected by the situation. In order to ensure that the programme runs as safely and smoothly as possible, vigilance, flexibility, and accurate and timely assessments of the political and security climate are necessary. Maintaining robust communication with stakeholders and partners is important to get up-to-date information to prepare and plan for unwanted situations. Thanks to the efforts of UNITAR’s Hiroshima- and Juba-based staff, Coaches, and other partners, the 2016 Cycle was completed successfully, to the great benefit of all involved, despite an occasionally adverse environment.

The political and security environment must be taken into account as Fellows complete their assignments:
As part of their first assignment, Fellows undertook an Environmental Analysis, which examines an organization’s environment with regard to the broader political, economic, social, technological, legal, environmental and sectoral conditions that help or hinder the organisation’s goals and mission. One of the key conditions Fellows identified was the deteriorating political and security environment. In particular, Fellows felt discouraged from undertaking needs assessment in areas that were considered unsafe, politically sensitive, such as issues related to corruption, refugees, prostitution, questioning political nepotism, etc. Although these issues can complicate Fellows’ work, they can be addressed through realistic goals and effectively scoped projects on the part of the Fellows, as well as close communication with Coaches and local staff who are familiar with the situation in South Sudan and have experience navigating it.

Future cycles will address difficulties Fellows have obtaining funding for their projects:
Fellows sometimes encountered challenges to implementing their projects, specifically when it came to finding donors to support them. There are a number of possible explanations for this, such as a mismatch of supply and demand or insufficient trust between Fellows and potential donors. However, these challenges can be overcome through finding champions with credibility and authority to promote projects and strengthen ties between Fellows and donors. Fellows can also aim for success by writing clear, comprehensive proposals, which are based on objective Needs Assessments. Proposals should clearly define said needs and be supported by sound budget, risk mitigation, and monitoring and evaluation sections, as well as a Fellow’s presentation skills to give an impactful pitch to potential donors. These are all elements of UNITAR’s current programme, but UNITAR plans to augment and deepen these lessons based on the experiences of former Fellows.

Fellows and their champions should stress the importance of Organizational Needs Assessment reports to their organizations:
Fellows discussed concerns and reservations that their organizations and institutions pay less attention to timely organizational needs assessments that could have the potential to improve the organizations’ goals as well as overall performance. This is particularly relevant for public-sector organizations and ministries where lack of political will and attention from the line managers and supervisors makes it difficult for Fellows to win the support of their organizations and ministries.
Although there is no culture of conducting regular ONA in many organizations, part of the problem is a lack of supervisor support and a lack of communication between supervisors and an organization’s top leadership. Linked to this are general problems such as of lack of funding, financial stability, equality between public sector organisations, and the overall political environment. Fellows noted the idea of cultivating champions within organizations and ministries to win over supervisors’ support and to bring the ONA to the attention of the top leadership. Fellows should be encouraged to suggest regular ONAs to their organization, in order to improve said organization’s service delivery and overall performance.
Lessons Learned – Key Messages from Participants:

Comments:

- “The training was essential and relevant to our professions. It gave us an insight on how to plan project implementation and now we are able to help our colleagues and share our knowledge with them for a positive outcome of our activities.”
- “Through this training, I learned important things that I have never learned from my education. We learned the importance of initiatives and not just waiting for somebody to help you. We learned Business Model Canvas, which will help us work with our business partners more effectively for a positive outcome. We learned how to identify a country’s needs for the development of South Sudan.”
- “This was a golden opportunity for us, and the training was very useful to South Sudanese. Continuing this training is very important to increase performance of civil service in South Sudan.”
- “The assignments and group discussions helped us identify requirements to run projects successfully. The workshop empowered us to carry out our official assignments more appropriately.”
- “Many thanks to UNITAR staffs for their good work and the government of Japan for supporting youth of South Sudanese government as well as private sector.”

Recommendations:

- “More practical exercises will help all the participants retain more of what they learn.”
- “I hope there will be more training on leadership and budgeting in the future.”
- “Providing more examples for various sectors will help us understand more about each subject.”
- “I hope more participants can take part in this training in the future as we found it very helpful.”
Strategic Alignment – Sustainable Development Goals

The UNITAR South Sudan Fellowship Programme is a comprehensive training programme that supports Transforming our World: the 2030 Agenda for Sustainable Development. The programme contributes to the following Sustainable Development Goals (SDGs) and targets:

- **Goal 4 – Quality Education**
  - 4.4 – By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship.

- **Goal 5 – Achieve gender equality and empower all women and girls**
  - 5.5 - Ensure women’s full and effective participation and equal opportunities for leadership at all levels of decision-making in political, economic and public life.

- **Goal 8 – Decent work and economic growth**
  - 8.3 – Promote development-oriented policies that support productive activities, decent job creation, entrepreneurship, creativity and innovation, and encourage the formalization and growth of micro-, small- and medium-sized enterprises, including through access to financial services.

- **Goal 10 – Reduce inequality within and among countries**
  - 10.2 – By 2030 empower and promote the social, economic and political inclusion of all, irrespective of age, sex disability, race, ethnicity, origin, religion or economic or other status.
  - 10.b - Encourage official development assistance and financial flows, including foreign direct investment, to States where the need is greatest, in particular least developed countries, African countries, small island developing States and landlocked developing countries, in accordance with their national plans and programmes.

- **Goal 16 – Peace, justice and strong institutions**
  - 16.6 – Develop effective, accountable and transparent institutions at all levels.¹

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Foreword

ABOUT UNITAR
The United Nations Institute for Training and Research (UNITAR) was established in 1965 as an autonomous body within the United Nations, and is headquartered in Geneva, Switzerland. The mandate of UNITAR is to enhance the effectiveness of the work of the United Nations and its Member States in the field of peace and security and in the promotion of economic and social development. UNITAR designs and conducts worldwide some 500 different training activities per year for more than 40,000 beneficiaries, including diplomats and other government officials, non-governmental representatives and local authorities.

UNITAR Hiroshima Office
UNITAR has many years of institutional experience in training on development issues, formulating unique methodological approaches, focused upon the needs of adult learners. The UNITAR Hiroshima Office, through its long experience in designing and delivering training for post-conflict countries, including South Sudan, Afghanistan and Iraq, also has a unique understanding of the needs of beneficiaries in such environments.

In addition, and by virtue of its location in the symbolic city of Hiroshima, the UNITAR Hiroshima Office is also able to expose participants to the post-conflict reconstruction story of the city, as well as to the policies and processes implemented which today see a citizenry devoted to peace education, and the memorialisation of tragedy for the benefit of future generations.

UNITAR, as the key UN Agency specialising in adult learning and instructional design, is all-to-aware of the shortcomings of traditional face-to-face training workshops: the short period of engagement, and a lack of follow-up and knowledge transfer monitoring. Acknowledging this, this programme sees both a longer time frame, incorporating three face-to-face sessions, and is augmented further by asynchronous training modules, and participant-led projects.

The Fellowship

ABOUT THE FELLOWSHIP
The UNITAR South Sudan Fellowship Programme (SSFP), launched in 2015, is a six-month-long training programme which builds the capacity of junior-to-mid-career level South Sudanese professionals in the field of project development, entrepreneurship and leadership. Participants, known as Fellows, are trained in the identification of local needs and national priorities, along with the development and implementation of projects to address them in such ways that will assist in the shaping of their nation’s path toward sustainable recovery and development. The Fellowship builds on the existing local knowledge and capacities in the country to support Fellows in the application of their enhanced knowledge, skills, and confidence in the transformation of their respective Ministries and institutions.
FELLOWSHIP OBJECTIVES
The Fellowship’s specific long-term objectives are to equip participants with two sets of concrete skills:

Hard Skills:
- Organisational Needs Assessment;
- Environmental Analysis;
- Stakeholder Analysis;
- Data Analysis and Reporting;
- Project Identification;
- Prioritisation;
- Project Planning;
- Implementation;
- Monitoring;
- Evaluation;
- Change Management.

Soft Skills:
- Teamwork;
- Communication;
- Conflict Identification and Resolution;
- Risk Identification and Mitigation;
- Presentation Skills;
- Leadership.

FELLOWSHIP STRUCTURE
The Fellowship structure and learning objectives were determined through an extensive Needs Assessment process, undertaken with Fellows, augmented by consultations with Resource Persons, partners, and stakeholders on the ground. In addition, a careful focus was maintained on blended learning, as well as specific adult learning styles, so as to promote not only knowledge transfer, but also self-led contextualisation of the materials and learning being facilitated to national realities and contexts.

NEEDS ASSESSMENT
At the inception of the Fellowship, a Needs Assessment was conducted with Fellows to determine the specific learning orientation to be addressed within the themes of the programme. The information gathered through this process was discussed with Resource Persons and incorporated into the instructional design of the programme. This was augmented by knowledge gained through the 2015 Cycle of the programme; UNITAR staff used lessons learned from the previous cycle to tailor and contextualize the learning to the needs of South Sudan.

PARTICIPANTS
FELLOWS
Fellows are the main beneficiaries of the Fellowship. Each Fellow is required to undertake a needs assessment, utilising the knowledge gained at Workshop I. This is followed by the development of a project proposal document, incorporating learning undertaken at Workshops II, as well as through the online mentoring sessions. The 2016 programme saw 23 Fellows, including 13 women, completing all the requirements of workshops, committed 20 hours per month and 18 days of on-site training.

COACHES
Coaches are standout-out graduates from previous cycle and are assigned with providing daily coaching, regular mentoring, and overall guidance on the programme’s assignments and requirements to new Fellows. The 2016 programme saw five Coaches play an important role and help contextualize...
the learning to the South Sudanese contexts and realities through:

- Familiarizing new Fellows through the programme’s processes, expectations, roles and responsibilities;
- Guiding new Fellows to practice effective communication with other Fellows, Resource Persons, and UNITAR staff to meet programme’s milestones and deadlines;
- Facilitating Juba-based online sessions and practical exercises;
- Encouraging new Fellows to utilize local knowledge and resources in conducting assignments and overcoming daily problems;
- Coaches receive additional “Coaching for Coaches” training as a contribution for their further personal and professional development.

Volunteering their time, insight, and experience, Coaches are an important element of the programme and an invaluable asset to the timely delivery and quality of the programme.

MENTORS
Incorporating key methodological practices from other UNITAR Hiroshima training programmes, the SSFP saw twelve (12) Mentors, from the UNITAR Fellowship Community in Afghanistan, volunteer their time, insight, and expertise. Mentors, in this context, are working experts, practitioners, or academics in various disciplines who volunteer to engage with Fellows in mutually beneficial relationships. Each of the Mentors in this instance had not only received extensive and specific training from UNITAR in regards to the development and undertaking of Organizational Needs Assessments, but had also utilised this learning in the real world, and were able to provide case studies as to challenges and opportunities therein to the South Sudanese Fellows. This South-to-South cooperation, through the establishment of mutually beneficial networks and communication channels across various programmes serves to promote exchanges between countries, and allow for the examination of issues in differing contexts.

KEY ASPECTS OF FELLOWSHIP
Key aspects of the 2016 Fellowship were as follows:

Orientation Session
All Fellows were connected via Skype to UNITAR to discuss the Fellowship processes and individual roles and responsibilities in conducting assignments, meeting deadlines, and achieving the overall goals of the Fellowship. The orientation session was augmented by needs-based discussions between Fellows, Coaches, Mentors, and UNITAR Staff.

Workshops
The Fellowship consists of two international Workshops, allowing for a review of assignments, and the imparting of knowledge in preparation for subsequent sessions and projects. Workshop I introduces the idea of Organizational Needs Assessment to the Fellow’s working environment in South Sudan, where fellows improved their understanding of the key processes of organizational needs assessments through data gathering, analysis, and reporting. Workshop II linked the needs assessment with project planning and implementation training. The timeline of two Workshops for the 2016 Cycle was as follows:

- Workshop I: 18 – 20 October 2016 – Sharjah, United Arab Emirates
- Workshop II: 12 – 17 February 2017 - Hiroshima, Japan

Online Session
Online sessions are Skype-based sessions delivered online and facilitated by UNITAR to follow-up on Fellows’ progress and provide them with knowledge on specific themes relevant to completing their assignments. However, as the online sessions are dependent on the internet quality, speed and bandwidth, recorded video presentations were provided as a backup and to maintain quality. This was found to be very effective, allowing for deeper review of presentations at a convenient time, but also enabling those Fellows who were not able to physically join the session to equally benefit from the online training.
ASSIGNMENTS
In order to contextualise and personalise the training being delivered, as well as to monitor and evaluate knowledge transfer and areas of continued need, Fellows were required to work on individual assignments throughout the Fellowship.

Assignment One: Each Fellow undertook an Organisational Needs Assessment in her/his workplace to determine what was required (inclusive of, but not restricted to, training needs) for that entity to sustainably deliver on its mandate, and contribute to the rebuilding of South Sudan.

Assignment Two: Based on the findings of the Organisational Needs Assessments conducted in Assignment I, each Fellow developed a project proposal document incorporating elements from the Results Chain process:
- Impact Statement;
- Outcome Statement and Indicators;
- Outputs and Indicators,
- Activities;
- Inputs;
- Tasks;
- Timeline and Milestones;
- Monitoring Plan
- Risk Mitigation Plan
- Budget

Combination of Different Training Methods
The Fellowship undertakes a combination of different training methods with a series of skill-building activities, including, but not limited to; Face-to-face Workshops; online working sessions; Study-Trips; Mentor-Fellow Communications; Individual Projects; Team work; and Distance Learning activities.

BENEFICIARIES
The 25 Fellows of the 2016 Cycle are representatives of the following organisations and institutions in South Sudan:
- Ministry of Finance and Planning;
- Ministry of Labour, Public Service, and Human Resources Development;
- Ministry of Agriculture and Food Security;
- National Ministry of Health;
- Ministry of Higher Education, Science, and Technology;
- Ministry of Foreign Affairs and International Cooperation;
- Ministry of Cabinet Affairs;
- Ministry of Interior;
- Ministry of Land, Housing, and Urban Planning;
- Ministry of Gender, Child and Social Welfare;
- Ministry of Information, Communication and Postal Services;
- Ministry of Roads and Bridges;
- Ministry of Trade and Industry;
- Ministry of Livestock and Fisheries;
- National Bureau of Statistics;
- Juba City Council;
- Upper Nile University;
- University of Juba;
- South Sudan Women Entrepreneurship Association (SSWEA);
- Smile Again Africa (SAA);
- Chamber of Commerce, Industry, and Agriculture (CCIA);
- South Sudan Law Society (SSLS);
- Nile Hope (NH);
- Community Agribusiness Development Agency (CADA).
FELLOWS’ PROJECTS
The projects developed during the 2016 Cycle, identified by Fellows as being key to the sustainable development of their departments, ministries, and South Sudan itself, were as follows:

<table>
<thead>
<tr>
<th>Organisation</th>
<th>Name</th>
<th>Projects Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ministry of Higher Education, Science and Technology</td>
<td>Alma Gabriel Korsuk</td>
<td>Introduction of New and Improved Registration System to Increase Number of Private and Foreign Higher Institutions in Juba: Ministry of Higher Education, Science and Technology</td>
</tr>
<tr>
<td>Ministry of Health</td>
<td>Bol Mawien Deng</td>
<td>Clerical Section of the Ministry of Health RSS/Juba: Assessing the Strengths and Priority Development Areas of First-Line Record Management Staff (Clerks)</td>
</tr>
<tr>
<td>Ministry of Livestock and Fisheries</td>
<td>Jada Rombe Wani</td>
<td>Result Chain For East Coast Fever Disease Control In Bor County, Jonglei State</td>
</tr>
<tr>
<td>Ministry of Cabinet Affairs</td>
<td>Hakim Monykeur</td>
<td>Entrepreneurial Skills Training Program For The Internally Displaced Women In Juba: Initiatives to Train the Internally Displaced Women (IDP) on Income Generating Activities</td>
</tr>
<tr>
<td>Ministry of Information, Communication and Postal Services</td>
<td>Kuir Garang Bul</td>
<td>National Electronic Government: The Use of Information and Communication Technology (ICT) to Improving Activities of Public Sector Organizations</td>
</tr>
<tr>
<td>The University of Juba</td>
<td>Rose John Mabu Panza</td>
<td>Establishment of Technological Facility in University of Juba to Improve Products/Service for Staff, Students and Costumers of the University</td>
</tr>
<tr>
<td>Ministry of Land, Housing, and Urban Planning</td>
<td>Suru Salah Alhaj Sebit</td>
<td>Addressing Problems within the Housing Sector, State Ministry of Physical Infrastructure to Deliver Efficient/Effective Service</td>
</tr>
<tr>
<td>Ministry of Roads and Bridges</td>
<td>Samuel Ngor Ali</td>
<td>Improve Road Condition and Accessibility in Tali County: Ministry of Roads and Bridges</td>
</tr>
<tr>
<td>Ministry of Trade and Industry</td>
<td>Maker Biar Angeth</td>
<td>Communication Training on Senior, Middle and Lower Management and Administration of the Ministry of Trade and Industry (MTI)</td>
</tr>
<tr>
<td>Ministry of Agriculture and Food Security</td>
<td>Philip Akout Atem</td>
<td>Promotion Of Konyo-Konyo Youth BODA-BODA (Motorbike) Riders Saving And Credit Co-Operative (SACCO) Society Limited</td>
</tr>
<tr>
<td>Ministry of Gender, Child, and Social Welfare</td>
<td>Sawasan Omer Ismail</td>
<td>Enhance Staff Capacity and Knowledge on Gender Mainstreaming within Ministry of Gender, Child, and Social Welfare</td>
</tr>
<tr>
<td>Bright Minds Nursery and Primary School</td>
<td>Lily Yata Daniel</td>
<td>Introducing Effective Education System for the Users of Bright Minds Nursery and Primary School</td>
</tr>
<tr>
<td>Community Agribusiness Development Agency (CADA)</td>
<td>Alice Sunday Seme</td>
<td>Professional Skill Training for Primary School Teachers in Munuki Block</td>
</tr>
<tr>
<td>South Sudan Women Entrepreneurship Association (SSWEA)</td>
<td>Nasadu Emma</td>
<td>Female Business Owners in Rock City Markets: Expand Financial Access of Women’s Entrepreneurs</td>
</tr>
<tr>
<td>South Sudan Law Society (SSLS)</td>
<td>Elizabeth Atong Malual</td>
<td>Organizational Needs Assessment on the Available Legislations Protecting Women and Girls’ Rights</td>
</tr>
<tr>
<td>Nile Hope (NH)</td>
<td>Grace Nyakuoth</td>
<td>Improve Sanitation in Kok Island to Prevent Infectious Diseases and Decrease Child Mortality Rate</td>
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GRADUATION
Participants were awarded a UNITAR Certificate of Completion upon:
1) Participation in all Workshops;
2) Completion of all Assignments to a satisfactory level;
3) Final project presentation during Workshop II.

EVALUATION
Each Workshop and Asynchronous Session was subject to a two-fold anonymous evaluation process undertaken at the conclusion of the programme. This incorporated both a self-assessment before/after questionnaire, outlining change in knowledge, as well as a feedback questionnaire, evaluating the pre-delivery content, the programme content and objectives of the training concerned.

Overall Programme Evaluation:
Following the completion of the programme, UNITAR will undertake written evaluations at the following intervals:
- 60 days | Learning: Individual written evaluation to identify changes in skills, knowledge or attitudes (Kirkpatrick Level 2)
- 90 days | Application: Individual Written evaluation to identify on-the-job behavioural change to identify frequency and use of new skills, knowledge and attitudes, as well as barriers and enablers in this regard (Kirkpatrick Level 3)
Workshop I

18 – 20 October 2016 | Sharjah, UAE

Workshop I, attended by 25 Fellows, 5 Coaches, 2 UNITAR Staff, totalling 32 participants, took place in Sharjah, UAE, between 18 – 20 October 2016. The Workshop allowed Fellows to gain an in-depth understanding of Organizational Needs Assessment as a first step in the project design and management process, while working to contextualise the training delivered for the realities of South Sudan. Workshop I provided a highly structured and focused training methodology with the intent of addressing differing adult learning styles to maximize learning outcomes. The instructional design of the Workshop incorporated the ROPES approach (Review; Overview; Presentation; Exercise; and Summary), which serves to deliver a more comprehensive training process, when compared to traditional presentation-heavy models of learning.

LEARNING OBJECTIVES

By the end of the Workshop, participants were able to:

- Discuss the concept of social businesses;
- Outline means of nurturing entrepreneurship;
- Review the key elements of an Organisational Needs Assessment (ONA);
- Clarify the elements which make Organisations Open Socio-Technical Systems;
- Classify the three types of Organisational Needs Assessment;
- Outline the stages of an Organisational Needs Assessment;
- Restate the advantages and disadvantages of five data collection methods;
- Describe the process of data analysis and reporting;
- Outline key elements of the stakeholder identification, integration, and engagement processes;
- Recognise effective communication skills.

DESCRIPTION

MODULE I: Entrepreneurship – An Introduction

This module sought to help Fellows understand the concept of entrepreneurship, social capital and social entrepreneurship. Entrepreneurship is a force that mobilises available resources to meet unmet market demand. It is the process of creating value by pulling together a unique package of resources to exploit an economic opportunity, which in return contribute to the economic development of a country. Social Entrepreneurship is a concept built on the understandings of entrepreneurship as well as social capital that enables social action and civic engagement. The module allows Fellows to further discuss and exchange ideas about:

- Social entrepreneurship in the context of South Sudan and the relevance of entrepreneurship to the long-term economic stability and employment opportunities in the country;
- What are the key skills and characteristics displayed by entrepreneurs that can be promoted and nourished in South Sudan?

MODULE II: Organisational Needs Assessment and Environmental Analysis

This module aimed at helping Fellows clarify what an Organisational Needs Assessments (ONA) is, as well as its purpose. Differing reasons for undertaking an ONA were shared, as well as the key elements of undertaking an Environmental Analysis. The practical exercises saw Fellows divided into groups to discuss examples, opportunities and challenges that may exist regarding undertaking an ONA at Fellows’ organisations and institutions. Each group of Fellows were given 5 minutes to report
back and share key points covered in their discussion with all participants. The key focus of this session was to have Fellows analyse the importance of undertaking a robust and objective Organisational Needs Assessment which in return could provide a sound foundation for designing a project to address identified needs in an efficient and effective manner.

MODULE III: Conducting an Organisational Needs Assessment (ONA): Organisations as Open Socio-technical Systems
Module III aimed at helping Fellows clarify the elements which make organisations Open Socio-Technical Systems. The presentation element examined environmental and stakeholder analysis, as well as the social and technical aspects of organisations. During the practical exercises, Fellows were instructed to undertake an individual exercise, by considering the top one or two messages their organisations or institutions are hearing from an important stakeholder. Following this, and now working in pairs, Fellows listed three Social elements and three Technical elements of their organisations. Each pair of Fellows were then given time to report back on the discussion and share key points covered with all participants.

MODULE IV: Conducting an Organisational Needs Assessment (ONA): Three Types of Organisational Needs Assessment
This module aimed at helping Fellows to classify the three types of Organisational Needs Assessment: Strategic; Tactical, and Operational. Understanding the differences between the three types of ONA outlined in this session is crucial when considering the overall design of the assessment process. During the first practical exercise session Fellows were asked to undertake an individual exercise by considering:

1) Has their organisation conducted a Needs Assessment in the last 2 years?
2) If yes, what type?
3) What, if anything, happened as a result?

During a subsequent pair exercise, Fellows were asked to discuss what percentage of their needs assessment focus will be within the scope of three types of ONA outlined during the session. A group exercise was then undertaken whereby Fellows were asked consider which of these cautions outlined in the presentation would be:

1) Most relevant for their organisation? Why?
2) Least relevant for their organisation? Why?
3) What South Sudan specific cautions exist?

MODULE V: Conducting an Organisational Needs Assessment (ONA): Stages and Champions
This module aimed at helping Fellows to analyse the roles of project champions during the ONA and project development stages. In order to do this, Fellows first worked to outline the key steps of developing, delivering, and analysing an ONA, including the pre-assessment, assessment, and post-assessment phases. Understanding the structure and flow of an ONA is as important for its success as finding appropriate champion(s) who are committed to project success, and are able to influence key stakeholders and decision makers. An individual practical exercise provided an opportunity for Fellows to think of a positive experience they may have had with a project champion: what made it positive and what were the results? By the same token, thinking of a negative experience with a project champion allowed Fellows to discuss what made it negative, what the result was, and how things could have been dealt with differently. Fellows were given time to think of the target group for their ONA; who they will need to have served as the champion of their needs assessment in order to achieve access to and credibility with the target population, and ways to ensure that the results of any ONA undertaken were used effectively.
During a subsequent group exercise, Fellows were asked to play the hypothetical role of a Vice-Minister in the Ministry of Health of a fictional country, who is approached to act as a champion for a major project working on maternal health in the capital. Fellows were asked to outline what prerequisite information they would require from the project team approaching them? This role play allowed Fellows to examine the importance of sourcing, and retaining, proper champions for the ONA process, and providing information that will help champions to sell the project while providing support for the project manager.

**MODULE VI: Conducting an Organisational Needs Assessment (ONA): Gathering Data and Asking Good Questions**

This module allowed Fellows to discuss the difference between qualitative and quantitative data, iterate the advantages and disadvantages of five data collection methods, and outline the types of questions relevant for Strategic, Tactical, and Operational Needs Assessments. During pair- and group-based practical exercise sessions, Fellows were asked to compare examples of qualitative and quantitative data they could gather, as well as being tasked with developing good and bad questions related to an assigned case study. The key focus of the module was for Fellows to comprehend the theoretical and practical benefits of each approach and to be able to outline the importance of why asking good questions is central to undertaking a robust ONA.

**MODULE VII: Conducting an Organisational Needs Assessment (ONA): Data Analysis and Reporting**

The previous module examined the importance of developing good data for an ONA; Module VII highlighted the importance of proper analysis of data compiled during the ONA. Proper analysis of an ONA allows for more appropriate and targeted projects. Fellows discussed three important steps including coding, grounding, and reporting data:

- **Coding** data refers to labelling and classifying data into common topics and themes emerging from the data. A number of techniques were discussed to help Fellows code the data and visualize those using numbers and graphs.
- **Grounding** data refers to separation of pre-existing notions and personal prejudices from the gathered data. It is easily said than done and requires careful examination and will. The importance of grounding data is to let the data objectively reveal the outcome of the assessment conducted in the field.
- **During the reporting data phase**, a number of key questions are answered such as, what is the need or gap being analyzed, the purpose of the analysis, and the finding of the analysis. It is equally important to objectively analyze the data with a balanced representation of different views.

During the practical exercise, and to augment the discussion further, Coaches outlined some of the challenges and opportunities they faced in regard to their data analysis processes during their Fellowship experiences and how they overcome them.

**MODULE VIII: Identifying and Integrating Stakeholders**

This module provided skills to allow for more comprehensive stakeholder identification and engagement during assessment, implementation as well as evaluation phases, leading to more sustainable and beneficial relationships. The presentation outlined:

- The importance of proper identification and integration of stakeholders in to projects;
- Key elements of the stakeholder identification, integration, and engagement processes; and
- Key steps in designing and undertaking a stakeholder analysis.
During the practical exercise sessions, Fellows were given time to consider stakeholders for their proposed project and to discuss this with other Fellows, while working together to extrapolate and expand the list, so as to be able to identify not only all relevant stakeholders, but also their positions on a Power/Influence versus Interest matrix outlined during the module.

MODULE IX: Effective Communication
Module IX aimed at helping Fellows discuss:

- Importance of proper encoding when communicating;
- Levels of, and barriers to, communication;
- Effective written/oral communication skills; and
- Three key elements in giving and receiving feedback.

During group exercise session, Fellows were divided into groups to discuss barriers to communication, at a personal, professional, local, national, and cultural level.

MODULE X: Planning and Problem Statement
Module X aimed at facilitating discussion on the following themes:

- The benefits of proper planning, its purpose, and reasons for undertaking a proper planning;
- The importance of the 5Ws (who, what, when, where, and why) in developing problem statements;
- Skills required to produce an effective problem statement

The rationale for being able to effectively establish a problem statement provides a clear link between the findings of the Needs Assessment conducted, and the impact of the ultimate project delivered. Proper planning allows for the development of a clear direction, promotes accountability, helps in the allocation and management of the limited resources available, and allows for the anticipation of issues and problems for unforeseeable circumstances.

During the individual exercises, Fellows reviewed their Needs Assessment report to develop a problem statement before entering a group exercise by sharing individual problem statements and sharing constructive feedback from group members. Each group was then given time to summarise the practical exercise, with their colleagues encouraged to ask questions and provide feedback relating the learning to local/individual realities. The key focus of the module was to gain insight into proper planning processes, and to acquire the skills to develop a succinct problem statement, which in return will provide a sound basis for designing a project in an effective manner.

MATERIAL
Fellows were provided with binders at the outset of the workshop, which included all the required documentation, including agenda, logistical information, presentations, practical exercises, and evaluation forms.

METHODODOLOGY
INTERACTIVE LECTURES:
Presentations were made by Resource Persons examining the themes of the Workshop from a broad theoretical perspective down to case studies examining real world implementation. These presentations were augmented by small group exercises and structured discussion from the floor, which served to contextualise the issues/themes being examined.

INDIVIDUAL EXERCISES:
In order for participants to work toward the self-led ONA and project development assignments, a number of individual practical exercises were incorporated into the agenda. This allowed also for one-on-one interaction with resource Persons and UNITAR staff, so that Fellows could discuss elements of the learning specific to their needs, and those of their organisation.
SMALL GROUP EXERCISES:
Representing a key component, small group exercises allow for interaction and rich discussion on the application of the knowledge to the specific settings of their working situation in South Sudan.

AFTER-ACTION REVIEWS:
Representing a key component of the workshop, and implemented by Coaches, the after-action review takes place within teams at the start of each morning, discussing the main issues raised in the previous presentations, as well as the specific frames of reference as applied to these by participants.

CONCLUSIONS
Workshop I allowed Fellows to gain an in-depth understanding of the Organizational Needs Assessment process as a first step in project design and management, while working to contextualise the training received for the realities of South Sudan through a number of focused training modules. The Workshop utilized an innovative instructional design process, incorporating years of experience in training and lessons learned at the UNITAR Hiroshima Office. This model provided for more structured training which focused on maximizing learning outcomes. The Workshop also supported Fellows in working towards identifying potential projects addressing the common needs of their organizations, while enhancing their understanding of the obstacles and opportunities in the organizational development and change process.

EVALUATION DATA

The evaluation data gathered at the end of Workshop I showed that 96% of respondents “agreed” or “strongly agreed” that they will likely use the information acquired in Workshop I, with 84% indicating that the content of Workshop I was relevant to their jobs. Prior to the workshop, only 12% of respondents felt that they possessed a “moderate” to “high ability” to “Review the key elements of an Organizational Needs Assessment,” while 96% of respondents felt that they had gained a high understanding of such by the end of the workshop. Similarly, with regard to “Discuss the concept of social business,” those indicating that they had a “moderately high” to “high” understanding grew from 16% of total respondents to 84% by the end of the workshop.

With regard to the methodology utilised in Workshop I, including interactive lectures, after-action reviews, and practical exercises, 100% of respondents indicated that they “agreed” or “strongly agreed” that it was useful. Similarly, the trainers/facilitators of the programme were seen as effective at presenting information, as well as stimulating participants’ involvement, by 100% of respondents. Overall, the responses received were significantly positive.
Workshop I – Evaluation Data Analysis Report

The evaluation method employed for the UNITAR South Sudan Fellowship Programme Entrepreneurship and Leadership Youth Training Workshop I was a two-level evaluation questionnaire: A Participant Self-Assessment questionnaire, which allowed participants to evaluate their individual (pre-existing) knowledge, skills and competencies on the subject matter, so as to create awareness about participant learning needs and help enhance their learning levels. The Participant Feedback Questionnaire captured individual reactions to the overall quality of the programme and allows for their feedback to be heard and incorporated in future iterations of the programme. Both questionnaires were made available to all participants from the beginning of the session and cover individual learning needs as well as the application process, pre-session build-up, and the session itself.

The overall purpose of the evaluation is to analyse the relevance and direction of the overall content of the programme while also quantifying the performance of the UNITAR Hiroshima Office as a whole in delivering the programme. Major findings of the programme are analysed and recommendations will be incorporated when planning for next programme.

The participant feedback evaluation questionnaire examined the following areas in detail:

- Pre-Event information
- Learning objectives
- Value, relevance, and intent to use
- Methodology
- Satisfaction with the quality of facilitators
- Applicability of after-action review and practical exercises
- Overall satisfaction of the event

Major Findings and Recommendations

Pre-event Information

Please rate the degree to which information circulated prior to the workshop was:

- Useful (in terms of making an informed decision)
- Accurate (in terms of matching what took place)
Learning Objectives

A large majority of participants agreed that they had achieved the learning objectives. Following are a detailed description of participants’ reaction to the questions.

Learning Objective I
Discuss the concept of social business:

Relevance of objective to your learning needs

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Extent to which you met learning objective

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Learning Objective II
Outline means of nurturing entrepreneurship:

Relevance of objective to your learning needs

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Learning Objective III
Review the key elements of an Organisational Needs Assessment (ONA):

Relevance of objective to your learning needs

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Learning Objective IV
Clarify the elements which make Organisations Open Socio-Technical System:

Relevance of objective to your learning needs

Extent to which you met learning objective

Learning Objective V
Classify the three types of Organisational Needs Assessment:

Relevance of objective to your learning needs

Extent to which you met learning objective

Learning Objective VI
Outline the stages of an Organisational Needs Assessment:

Relevance of objective to your learning needs

Extent to which you met learning objective
Learning Objective VII
Restate the advancement and disadvantages of five data collection methods:

- Fully
- Mostly
- More/Less
- Partially

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

Learning Objective VIII
Describe the process of data analysis and reporting:

- Fully
- Mostly
- More/Less
- Partially

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

Learning Objective IX
Outline key elements of the stakeholder identification, integration, and engagement processes:

- Fully
- Mostly
- More/Less
- N/A
- Not at All

Relevance of objective to your learning needs
Extent to which you met learning objective
Learning Objective X
Recognise effective communication skills:

- Fully
- Mostly
- More/Less

Value, Relevance and Intent to Use
Please rate the following statements using the numerical scale from strongly agree (5) to disagree (1).

- The information presented in this workshop was new to me
- The content of the workshop was relevant to my job
- It is likely that I will use the information acquired

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

The methodology used in this workshop included lectures, study tours and practical exercises.

The event's methodology was useful given the learning objectives

**Overall Satisfaction with the Quality of Facilitators**

Please rate the following statements using the numerical scale from strongly agree (5) to disagree (1).

The trainer(s)/facilitator(s) was (were) effective at:

- Presenting information
- Responding to questions of participations
- Stimulating participant involvement
Applicability of After Action Review and Practical Exercises
The assessment of learning included After-Action Reviews and Practical Exercises:

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

Overall Satisfaction of the Event
Please rate the following statements using the numerical scale from strongly agree (5) to disagree (1):

Overall, the workshop was very useful
I will recommend this workshop to a colleague
Participant Self-Assessment Questionnaire

Level of Knowledge, Skill, and Competencies in Relation to Each Learning Objective Before and After the Training

Learning Objective I
Discuss the concept of social businesses:

Rate your skill before the programme

Rate your skill after the programme

Before-After Difference (Moderate & High Responses)
Learning Objective II
Outline means of nurturing entrepreneurship:

Rate your skill before the programme

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Rate your skill after the programme

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Before-After Difference (Moderate & High Responses)

8% before
44% after

Learning Objective III
Review the key elements of an Organisational Needs Assessment (ONA):

Rate your skill before the programme

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Rate your skill after the programme

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Before-After Difference (Moderate & High Responses)

4% before
64% after
**Learning Objective IV**

Clarify the elements which make Organisations Open Socio-Technical System:

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**Learning Objective V**

Classify the three types of Organisational Needs Assessment:

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Before-After Difference (Moderate & High Responses)
Learning Objective VI
Outline the stages of an Organisational Needs Assessment:

Before-After Difference (Moderate & High Responses)

Learning Objective VII
Restate the advancement and disadvantages of five data collection methods:

Before-After Difference (Moderate & High Responses)
Learning Objective VIII
Describe the process of data analysis and reporting:

Rate your skill before the programme
Rate your skill after the programme

Learning Objective IX
Outline key elements of the stakeholder identification, integration, and engagement processes:

Rate your skill before the programme
Rate your skill after the programme

Before-After Difference (Moderate & High Responses)
Learning Objective X
Recognise effective communication skills:

Rate your skill before the programme
Rate your skill after the programme

Before-After Difference (Moderate & High Responses)
## Workshop I – Agenda

<table>
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<th>Time</th>
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### Day One

- **09:00 - 09:30**
  - After Action Review (Session Four)

- **09:30 - 10:00**
  - Session Four (Organisational Needs Assessment: Stages and Champions)

### Day Three

- **10:00 - 11:00**
  - Introductions
  - Agenda
  - Objectives Setting
  - Expectations Setting
  - Engagement Activities

- **11:00 - 11:30**
  - Tea Break

- **11:30 - 12:00**
  - After Action Review (Session Five)

- **12:00 - 12:30**
  - Organisational Needs Assessment and Environmental Analysis (Shamsul Hadi Shams - UNITAR)

- **12:30 - 13:00**
  - Session One

- **13:00 - 14:00**
  - Lunch

### Day Four

- **13:00 - 14:00**
  - Session Six (Organisational Needs Assessment: Data Analysis and Reporting)

- **14:00 - 15:30**
  - Session Two

- **15:30 - 16:00**
  - Tea Break

- **16:00 - 17:30**
  - Session Three

### Friday

- **16:00 - 17:00**
  - Session Seven

- **17:00 - 18:00**
  - Mentoring Session

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**NOTE:** A dinner box will be provided upon arrival at the Hotel.

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**FZ 612**

- **Dep JUB:** 15:15
- **Arr DXB:** 21:45

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**FZ 611**

- **Dep DXB:** 09:50
- **Arr JUB:** 14:15

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**Bus to Hotel**

(Copthorne Hotel Sharjah)

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**NOTE:** A dinner box will be provided upon arrival at the Hotel.
Workshop II
12 – 17 February 2017 | Hiroshima and Tokyo, Japan
Workshop II, attended by 23 Fellows and five Coaches, took place in Tokyo and Hiroshima, Japan, between 12 – 17 February 2017. The Workshop allowed Fellows to gain an in-depth understanding of project development and implementation planning while working to contextualise the training received for the realities of South Sudan through the eight modules delivered.

LEARNING OBJECTIVES
By the end of the Workshop, participants were able to:
- Restate the key processes of the Results Chain;
- Prepare Impact Statements;
- Illustrate the processes required for developing Effective Outcomes;
- Restate the focus of S.M.A.R.T. Methodologies;
- Prepare Outcome Statements for project plans;
- Define Activities within project planning;
- Prepare a simple Gantt Chart;
- Discuss key elements of Japan’s post-war reconstruction;
- Outline the steps in developing a Business Model Canvas.

DESCRIPTION
Building on the presentations and discussions of Workshop I, and with Fellows incorporating the findings of their Needs Assessment into an effective project development and implementation plan, Workshop II offered eight modules.

MODULE I: Reviewing the Problem Statement
This module aimed at helping Fellows to be able to effectively establish a problem statement, providing a clear link between the findings of the Needs Assessment and the impact of the ultimate project. By the end of this module, participants were able to:
- Recognise the importance of the 5Ws (who, what, when, where, and why) in developing problem statements;
- Outline the process of developing effective problem statements.

During a group exercise, Fellows were given time to review and revise their problem statement and share them in groups to receive feedback and constructive input.

MODULE II: The Results Chain and Indicators
This module aimed at helping Fellows to outline the key steps required in developing a Results Chain. The presentation element of this module focused on the discussion of the Results Chain process and the use of specific, measurable, achievable, relevant, and time-depend (S.M.A.R.T.) performance indicators. The Results Chain provides crucial skills for both project planning and implementation. It provides a framework for project proposal documents, which aids in developing buy-in for stakeholders and decision makers. S.M.A.R.T. Performance Indicators act as signposts of change.
They describe ways in which intended results are to be tracked and are crucial for effective monitoring and evaluation. The development of good performance indicators leads to more focused and scope-relevant projects.

During this session, it was emphasized that if Fellows develop a project with the above-mentioned attributes, the possibility of it being successful, funded, and implemented is higher. The development of good performance indicators allows the examination of the proposed impact, outcomes and outputs of any given project to ascertain if they are valid, reasonable, and achievable. If done properly, this leads us to more focused and scope-relevant projects. Performance indicators, describing ways in which intended results are to be tracked, are crucial for the development and implementation of an effective monitoring and evaluation process.

MODULE III: Impacts and Outcomes
The previous module outlined the structure of the Results Chain process, as well as the steps needed for the formulation of Indicators. Impacts and outcomes are crucial elements in the Results Chain process and contribute to a project’s definition, scope, and impact. Being able to define S.M.A.R.T. outcomes assists in the monitoring and evaluation processes of project development. Fellows were given time to undertake a practical exercise by reviewing their individual problem statements and developing a related impact statement. Fellows then shared their impact statements in groups with colleagues invited to provide constructive feedback and input. The key highlight of this module was the fact that the Results Chain provides crucial skills for both project planning and implementation. It provides a framework for project proposal documents, which aids in developing buy-in from stakeholders and decision makers.

MODULE IV: Outputs
The aim of this module was to enable Fellows to:
- Discuss the concept of outputs in the results framework;
- Develop effective output statements, supported by S.M.A.R.T. indicators.

Outputs are projects’ goods, services, or products that contribute to the achievement of outcomes. Being able to effectively identify and develop outputs and indicators will allow for more scoped project documents, as well as allowing for activities, tasks, and role allocation to be more targeted. During the exercise module Fellows were asked to review their individual impact statements and develop two outcomes using S.M.A.R.T. performance indicators. The key highlight of this module was the fact that the Results Chain provides crucial skills for both project planning and implementation. It provides a framework for project proposal documents, which aids in developing buy-in from stakeholders and decision makers.

MODULE V: Activities and Inputs
Module V assisted Fellows to discuss:
- The importance of proper activity definition in project development;
- The development of activities and inputs;
- The role of inputs in project development.

Activities are the coordination, technical assistance, or training tasks organized and executed through a project. The development of activities allows for project planners to break down outputs into smaller...
units, thereby allowing for further allocation of responsibility and resources. Inputs contribute to activities, and the identification of specific inputs allows for further control and understanding of the requirements of any given project. Practical exercises saw Fellows asked to use their individual projects outputs and output-indicators to identify:

- What actions were needed to achieve the stated output?
- Will the stated activities ensure the output is achieved?
- What inputs (resources) are necessary to undertake stated activities?

During a subsequent pairs exercise, Fellows were asked to compare examples and provide constructive feedback. As a summary, Fellows were once again encouraged to ask questions and/or provide feedback to invite further reflection on the relevance of Module V to local/individual realities.

**MODULE VI: Tasks, Timeframes, Milestones, and Responsibilities**

Module VI aimed at assisting Fellows to:
- Recognise the importance of developing tasks;
- Define timeframe development processes using a Gantt Chart;
- Implement milestone development in project planning;
- Discuss the importance of allocating responsibilities.

The effective development of tasks, timeframes, milestones and responsibilities in project design and development aids in the implementation, monitoring, and evaluation phases. The idea of breaking down activities and inputs into even further assignable, measurable tasks, and incorporating these into a timeline, assists in communication, stakeholder buy-in, transparency, and accountability. Fellows undertook an individual assignment by selecting one (or more) of their activities to develop a set of tasks for, indicating responsibilities and milestones, aided by a Gantt Chart incorporating a proposed timeframe required for each step on the Result Chain. Time was then given to conduct a group exercise by sharing tasks, and Gantt Charts with Fellows and Resource Persons in order to receive/provide constructive feedback.

**MODULE VII: Peacebuilding in Japan and Hiroshima**

Module VII, led by guest speaker Professor Hideaki Shinoda, introduced the history of post-conflict peacebuilding in Japan. Beginning with internal wars during the Meiji Era, Professor Shinoda chronicled the shift between the pre-World War II “peace” achieved through military might to non-military peace after 1945. The module’s historical and political perspective helped Fellows make the best use of their time in Japan, particularly in Hiroshima, through giving them a nuanced understanding of Japan’s path to post-war reconstruction and peace.

**MODULE VIII: Business Canvas Model**

The Business Model Canvas Model (BMC) is a tool which can be used to design, refine, describe, challenge, and pivot a business model or plan. Using the insight gained from needs assessment – particularly for those that have identified a business or social business need or opportunity – the BMC can be another means to structure a project development plan.
UNITAR South Sudan Fellowship Programme | 2016 Cycle | Project Completion Report

This module helped Fellows to recognize, and re-evaluate existing relationships, think holistically, and to engage stakeholders on all levels and foster collaboration among them. Fellows used the following nine key component to conduct a practical exercise for 30 minutes. The purpose was to refine their business plans with developing a value proposition and to see how it fits within the bigger picture:

- Customer segments;
- Value propositions;
- Channels;
- Customer relationships;
- Revenue streams;
- Key activities;
- Key resources;
- Key partnerships;
- Cost structures.

MATERIAL:
Participants were provided with binders at the outset of the programme, which included all the requirement documentations, including agenda, logistical information, practical exercises, and evaluation form.

METHODOLOGY:

INTERACTIVE LECTURES:
Presentations were made by Resource Persons examining the themes of the Workshop from a broad theoretical perspective down to case studies examining real world implementation. These presentations were augmented by small group exercises and structured discussion from the floor, which served to contextualise the topics being examined.

INDIVIDUAL EXERCISES:
In order for participants to work toward the self-ledONAand project development assignments, a number of individual practical exercises were incorporated into the agenda. This allowed also for one-on-one interaction with Resource Persons and UNITAR staff, so that Fellows could discuss elements of the learning specific to their needs, and those of their organisation.

SMALL GROUP EXERCISES:
Representing a key component, small group exercises allow for interaction and rich discussion on the application of the knowledge to the specific settings of their working situation in South Sudan.

AFTER-ACTION REVIEWS:
Representing a key component of the workshop, and implemented by Fellows, the after-action review takes place within teams at the start of each morning, discussing the main issues raised in the previous presentations, as well as the specific frames of reference as applied to these by participants.

EVALUATION DATA:
The evaluation data gathered at the end of Workshop II showed that 86% of respondents “agreed” or “strongly agreed” that the information presented was new to them, with 91% indicating that the content of Workshop II was relevant to their jobs. Prior to the workshop, only 9% of participants felt that they possessed a “moderate” to “high ability” to “Restate the key processes of the Results Chain,” while 91% of respondents felt that they had gained a high understanding of such by the end of the workshop. Similarly, with regard to “Define activities within project planning,” those indicating that they had a “moderately high” to “high” understanding grew from 9% of total respondents to 91% by the end of the workshop.
With regard to the methodology utilized in Workshop II, including presentations, study visits and practical exercises, 100% of respondents indicated that they “agreed” or “strongly agreed” that it was useful. Similarly, the facilitators of the programme were seen as effective at presenting information, by 100% of respondents. Overall, the responses received were significantly positive.
Workshop II – Evaluation Data Analysis Report

The evaluation method employed for the UNITAR South Sudan Fellowship Programme Entrepreneurship and Leadership Youth Training Workshop II was a two-level evaluation questionnaire: A Participant Self-Assessment questionnaire, which allowed participants to evaluate their individual (pre-existing) knowledge, skills and competencies on the subject matter, so as to create awareness about participant learning needs and help enhance their learning levels; whilst the Participant Feedback Questionnaire captured individual reactions to the overall quality of the programme and allows for their feedback to be heard and incorporated in future iterations of the programme. Both questionnaires were made available to all participants from the beginning of the session and covers individual learning needs as well as the application process, pre-session build-up, and the session itself.

The overall purpose of the evaluation is to analyse the relevance and direction of the overall content of the programme while also quantifying the performance of the UNITAR Hiroshima Office as a whole in delivering the programme. Major findings of the programme are analysed and recommendations will be incorporated when planning for the next programme.

The participant feedback evaluation questionnaire examined the following areas in detail:

- Pre-event information
- Learning objectives
- Value, relevance, and intent to use
- Methodology
- Satisfaction with the quality of facilitators
- Applicability of after-action review and practical exercises
- Overall satisfaction of the event

Major Findings and Recommendations

Pre-event Information

Please rate the degree to which information circulated prior to the workshop was:

- Useful (in terms of making an informed decision)
- Accurate (in terms of matching what took place)
Learning Objectives
A large majority of participants agreed that they had achieved the learning objectives. Following are a detailed description of participants’ reaction to the questions

**Learning Objective I**
Restate the key processes of the Results Chain:

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

**Learning Objective II**
Prepare Impact Statements:

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

**Learning Objective III**
Illustrate the processes required for developing Effective Outcomes:

Relevance of objective to your learning needs
Extent to which you met learning objective
**Learning Objective IV**
Restate the focus of S.M.A.R.T Methodologies:

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

**Learning Objective V**
Prepare Outcome Statements for project plans:

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

**Learning Objective VI**
Define Activities within project planning:

- Relevance of objective to your learning needs
- Extent to which you met learning objective
Learning Objective VII
Prepare a simple Gantt Chart:

Learning Objective VIII
Discuss key elements of Japan's post-war reconstruction:

Learning Objective IX
Outline the steps in developing a Business Model Canvas:
Value, Relevance and Intent to Use
Please rate the following statements using the numerical scale from strongly agree (5) to disagree (1).

- The information presented in this workshop was new to me
- The content of the workshop was relevant to my job
- It is likely that I will use the information acquired

Methodology
The methodology used in this workshop included lectures, study tours and practical exercises:

- The event’s methodology was useful given the learning objectives
Overall Satisfaction with the Quality of Facilitators

Please rate the following statements using the numerical scale from strongly agree (5) to disagree (1).

The trainer(s)/facilitator(s) was (were) effective at:

- Presenting information
- Responding to questions of participants
- Stimulating participant involvement

Applicability of After Action Review and Practical Exercises

The assessment of learning included After-Action Reviews and Practical Exercises:

- How useful was (were) the method(s) in helping you to achieve the learning objectives?
Overall Satisfaction of the Event

Please rate the following statements using the numerical scale from strongly agree (5) to disagree (1):

- Overall, the workshop was very useful
- I will recommend this workshop to a colleague
Participant Self-Assessment Questionnaire

Level of Knowledge, Skill, and Competencies in Relation to Each Learning Objective Before and After the Training

Learning Objective I
Restate the key processes of the Results Chain:

Rate your skill before the programme

Rate your skill after the programme

Before-After Difference (Moderate & High Responses)
Learning Objective II
Prepare Impact Statements:

Before-After Difference (Moderate & High Responses)

Learning Objective III
Illustrate the processes required for developing Effective Outcomes:

Before-After Difference (Moderate & High Responses)
Learning Objective IV
Restate the focus of S.M.A.R.T. Methodologies:

Rate your skill before the programme

Rate your skill after the programme

Before-After Difference (Moderate & High Responses)

Learning Objective V
Prepare Outcome Statements for project plans:

Rate your skill before the programme

Rate your skill after the programme

Before-After Difference (Moderate & High Responses)
Learning Objective VI
Define Activities within project planning:

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<th>Low</th>
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<th>Average</th>
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<td>4</td>
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Rate your skill before the programme

Learning Objective VII
Prepare a simple Gantt Chart:

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<tr>
<th>No Answer</th>
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<th>Some</th>
<th>Average</th>
<th>Moderate</th>
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<td>5</td>
<td>10</td>
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Rate your skill before the programme

Before-After Difference (Moderate & High Responses)

Rate your skill AFTER the Workshop

Rate your skill BEFORE the Workshop

9%

Rate your skill AFTER the Programme

Rate your skill BEFORE the Programme

9%

86%

Before-After Difference (Moderate & High Responses)
Learning Objective VIII
Discuss key elements of Japan’s post-war reconstruction:

Learning Objective IX
Outline the steps in developing a Business Model Canvas:
## Workshop II – Agenda

<table>
<thead>
<tr>
<th>Saturday 11 February</th>
<th>Sunday 12 February</th>
<th>Monday 13 February</th>
<th>Tuesday 14 February</th>
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<td>Module 5: Project Presentations</td>
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<td>Module 6: Mayor Visit</td>
<td>Vice Governor Visit</td>
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<td>Mayor Visit</td>
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<td>Vice Governor Visit</td>
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<td>Module 6: Review of the Problem Statement</td>
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<td>Module 6: Outputs</td>
<td>Module 8: Professor Bielenda - Impact Post-war Reconstruction (TUC)</td>
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<td>15:00 - 17:30</td>
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<td>Flower Offering</td>
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<td>Peace Memorial Museum and Park</td>
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<td>Mentoring Session</td>
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**STUDY TOUR**

- **Arrive Juba - Bus to Khartoum**
- **11:00 - 11:30** Break
- **11:30 - 13:00** Module 2: Project Presentations
- **13:00 - 13:30** Lunch
- **13:30 - 14:00** Lunch
- **14:30 - 16:15** Module 6: Review of the Problem Statement
- **15:00 - 17:30** Flower Offering
- **16:00 - 17:00** Mentoring Session
Annex One – Participant Profile

Fellow Profiles

**Grace Nyakuoth William Gatjung**
Field Accountant Administrator
Nile Hope

Grace Nyakuoth William Gatjung has a B.A. Degree in Business Administration from Kenya Methodist University. Grace has worked as an intern for three months in the Kenyatta National Hospital finance unit and has been working as a field accountant and administrator for Nile Hope since March 2016.

**Nasabu Emma Pascal Bandindi**
Human Resource Manager
South Sudan Women Entrepreneur Association

Nasabu Emma Pascal Bandindi has a B.A. Degree in Public Administration and Management from the Uganda Christina University Mukono, a certificate in Public Sector Reforms, and a certificate in Right to Food Policy. Currently, she works as a Human Resource Manager at South Sudan Women Entrepreneur Association. Nasabu is experienced in the recruitment of qualified people and the job selection process.

**Nyabol Gai Thiong**
Head of Rural Development Department/Teaching Assistant
Upper Nile University

Nyabol Gai Thiong has a B.A. Degree in Rural Development from Juba University. Currently, she is a teaching assistant at Upper Nile University. Previously, Nyabol worked at the Ministry of Justice as a senior store keeper. She also interned at UN Women in South Sudan, as well as for the Access to Justice Programme in South Sudan, where she worked for three months with the British Council in Juba.

**Rose Panza John Mabu**
Lecturer
University of Juba

Rose Panza John Mabu attended the Catholic University of South Sudan and received a B.A. Degree in Economics and Business Administration. She earned M.A. Degree in Secondary Education at Indiana University in the United States. Currently, she serves as a Lecturer at the University of Juba in the department of English Language. Additionally, Rose worked as a primary school teacher before joining the University. During her B.A. Degree, she attended several business-oriented courses, including ones on entrepreneurship. She received an award for a business plan proposal in her final year at the Catholic University of South Sudan.
Elizabeth Atong Malual Aguer
Legal Aid Attorney
South Sudan Law Society

Elizabeth Atong Malual Aguer graduated from the University of Juba College of Law in 2010. She currently works for the South Sudan Law Society as a legal aid lawyer. Prior to her current position, she has work experience as a public relations manager at a newspaper and later as a trial lawyer. She is trained in children’s rights protection as well as gender-based violence. She also participated in the Women and Justice 2015 International Visitors Leadership Regional Program in Washington, D.C., where she represented South Sudan. Her professional memberships include South Sudan Women Lawyers and the South Sudan Women Empowerment Network, and she served as the Chairperson of Centre for Justice and Democracy.

Lily Yata Daniel Peter
Head Mistress
Bright Minds Nursery and Primary School

Lily Yata Daniel Peter acquired a diploma in Human Resource Management in 2010 and a B.A. Degree in Human Resource Management in 2014. She is currently affiliated with various social work and education programmes and is the Head Mistress at the Bright Minds Nursery and Primary School.

Mary Biong Arop Kuol
Senior Human Resource Officer
Nile Petroleum Corporation

Mary Biong Arop Kuol graduated from the Juba University School of Management Science’s Department of Public Administration in 2010. She has been working at Nile Petroleum as a senior human resource officer since 2012. She is experienced in the recruitment process and human resource planning.

Samuel Ngor Ali Malou
Senior Inspector
Ministry of Roads and Bridges

Samuel Ngor Ali Malou received a diploma in Project Monitoring and Evaluation in 2004 and a diploma in Civil Engineering from Makerere University in 2009. He has seven years of experience in road construction. He attended a program focused in road maintenance management in Japan as well as completed a civil engineering course in China 2015.

Jada Rombe Wani Lokak
Inspector, Vector and Disease Control
Ministry of Livestock and Fisheries

Jada Rombe Wani Lokak received a B.Sc. Degree in Veterinary Science from the University of Bahr El Ghazal College of Veterinary Sciences in Khartoum, Sudan, in 2004 and a certificate in Epidemiology and Disease Surveillance from the University of Nairobi in 2008. Since November 2006, he has worked as an inspector of Vector and Disease Control and a directorate of Veterinary Services in the Ministry of Livestock and Fisheries Industry.
Kuir Garang Bul Agoth  
Inspector of IT  
Ministry of Information, Communication and Postal Services

Kuir Garang Bul Agoth received a diploma in Information Technology from St. Lawrence University in 2013. Part of his work involves giving training on IT skills to interns and new staff members in the ministry.

Nyadoor Nyang Choul Choul Dhuor  
Diplomat  
Ministry of Foreign Affairs and International Cooperation (MFA+IC)

Nyadoor Nyang Choul Choul Dhuor holds a B.A. Degree in International Studies (Political Science) from Victoria University and a Graduate diploma in Management from the Swinburne University of Technology. For the past five years, she has been working for the MFA+IC. She has a total of six years working in the public sector. In addition to her formal education, Nyadoor also gained experience working with the South Sudan Referendum Taskforce and has attended diplomatic trainings abroad.

Alice Sunday Seme Paul  
Community Education Officer  
Community Agribusiness Development Agency

Alice Sunday Seme Paul holds a diploma in Education from Uganda Christian University. Currently, she is working with Community Agribusiness Development Agency as a community education officer. She gained teaching practice in two different schools as part of her training during university.

Philip Akuot Atem Dut  
Inspector for Marketing  
Ministry of Agriculture and Food Security

Philip Akuot Atem Dut received a diploma in Marketing Management in 2004 as well as a B.A. Degree in Public Administration in 2014. He finished his M.A. Degree in Public Administration and Management at Kampala University. Since 2006, he has worked as an inspector for marketing in the Ministry of Agriculture and Food Security.

Sawsan Omer Ismail Saeed  
Inspector for Gender  
Ministry of Gender, Child, and Social Welfare

Sawsan Omer Ismail Saeed graduated from the University of Juba College of Education Science. She worked as a social worker for Save the Children (U.K.) for three years and as an assistant project officer for four years. She has worked for the Ministry of Gender, Child, and Social Welfare as an inspector for gender since 2013.

Hakim Monykuer Awuok  
Deputy Director of Resolutions  
Ministry of Cabinet Affairs

Hakim Monykuer Awuok holds a B.A. Degree in Public Administration from Kampala International University, Uganda. He is currently a member of the African Association of Public Administration and Management. He has 12 years of work experience with the Government of South Sudan. He served with the Ministry of Education and Instructions. Currently he is a deputy director of resolutions in the Ministry of Cabinet Affairs.
Surur Salah Alhaj Sebit  
Member of Housing Department  
Ministry of Land, Housing, and Urban Planning

Surur Salah Alhaj Sebit received a B.Sc. (Honours) Degree from the University of Juba’s College of Engineering and Agriculture in 2011. He currently works for the Ministry of Physical Infrastructure’s Department of Housing in Central Equatoria State. He has three years’ work experience in Housing Process, as well as three years’ experience at the University of Juba as a teaching assistant.

Alma Gabriel Korsuk Kumi  
Senior Inspector for Accreditation  
Ministry of Higher Education, Science, and Technology

Alma Gabriel Korsuk Kumi graduated from the University of Khartoum’s Department of Sociology and Social Anthropology with Honours in 2002. Currently, she works at the Ministry of Higher Education, Science, and Technology in the directorate of accreditation, private, and foreign higher education as a senior inspector. Previously, she was a research assistant at the Economic and Social Research Institute, Ministry of Higher Education in Sudan from 2003 to 2011.

Chol Makur Aciek Lat  
Clinical Mentor (Medical Officer)  
Ministry of Health

Chol Makur Aciek Lat received a B.A. Degree in Medicine and Surgery from the University of Juba in 2014. He worked for a national NGO called Unity Schools Education Trust as an executive director for two years. He has worked for the Ministry of Health in the capacity as medical officer and clinical mentor for two years.

Aleer Deng Mawut  
Chief of Warehouse  
Ministry of Interior-Directorate of Nationality, Passport and Immigration

Aleer Deng Mawut holds a B.A. Degree in Management Information System from Kampala International University’s School of Computer Studies. He has been working for the Directorate of Nationality, Passport and Immigration, Ministry of Interior, Juba, South Sudan, for five years. His working experience includes being an ID Solution specialist for the government of South Sudan, and he had the opportunity to attended a training in Germany.

Gatluak Riek Mark Thon  
Valuation Officer  
Ministry of Finance and Planning/Directorate of Customs

Gatluak Riek Mark Thon received a B.Sc. Degree from Mekelle University in 2007. He has worked with South Sudan Customs as an administrator, examiner, and valuation officer for nine years.

Maker Biar Angeth  
Researcher  
Ministry of Trade and Industry

Maker Biar Angeth graduated from Daystar University in Nairobi, Kenya, in 2005 and also holds a certificate in Export Marketing Techniques and Export Plans from the Foreign Trade Training Centre. He is a teacher and a community worker by training as well as a psychologist.
**Lam Francis Gabriel Oyiki**  
Human Resource Officer  
National Bureau of Statistics

Lam Francis Gabriel Oyiki received a diploma in Social Work, Social Administration, and Counselling from the Kampala Business Education and Research Institute in 2013. He is currently working in the field of human resource management, while previously, he has experience in counselling. He also has experience in conflict resolution and management.

**Lobojo Alfred Emmanuel Philip**  
Rate Collector  
Juba City Council

Lobojo Alfred Emmanuel Philip received a B.A. Degree in Economic and Business Administration from the Catholic University of East Africa in 2015. Currently, he works under Juba Block, Juba City Council. He has experience in facilitating workshops and has received training in issuing business trading licenses.

**Guot Gabriel Manyang Guot**  
Senior Inspector of Pension & Social Insurance  
Ministry of Labour, Public Service, and Human Resources Development

Guot Gabriel Manyang Guot received a Bachelor of Laws Degree from the University of Juba in 2015. Currently, he is affiliated with the legal service within the Ministry of Labour and the South Sudan Pension Fund as a legal affair officer. He has been in service since 2006 working with the Directorate of Pension and Social Insurance.

**Amaniyo Gloria Amule Thimoty**  
Food Security and Livelihood Project Officer  
Smile Again Africa

Amaniyo Gloria Amule Thimoty holds a B.A. Degree in Business Administration with a Major in Finance and Banking and a Diploma in Development Studies from Kampala International University. She manages a food security and livelihood project where she supervises the state under this project. She also has experience working as an administer.
Coach Profiles

**Emmanuel Ayume Benjamin**  
Head of Diplomatic Affairs  
Office of the President

Emmanuel Ayume Benjamin is the Head of Diplomatic Affairs in the Office of the President. He previously was the Head of the Consular Section in the Government of South Sudan Mission to Belgium and the European Union in Brussels. He graduated with a B. ED. (SC) from the University of Juba, and a M.S. in Educational and Training System Design from the University of Twente, Netherlands. He completed his GCE at the University of London.

**Marial Luk Lueth Duany**  
Deputy Director  
Ministry of Education

Marial Luk Lueth Duany graduated with a B.A. Degree in Teacher Education from Kyambogo University, Uganda, and has a Certificate in Education Management and Administration from KCA University, Kenya. He began working for the Ministry of Education in 2005 and is currently a deputy director.

**Christina Pita Lukudu**  
Legal Practitioner  
Ministry of Justice

Christina Pita Lukudu graduated with a LL.B from Khartoum University. She acquired her Bar Examination Certificate from the Bar Association of Khartoum, Sudan. She is working as a legal practitioner, drafter and prosecutor in the National Ministry of Justice, Sudan. She has been working on human rights, women and child rights, issues surrounding violence against women, and in legislative drafting with a specific focus on gender sensitive legislation for more than six years.

**Viana Victor Leju Kato**  
First Secretary and Deputy Director  
Ministry of Foreign Affairs and International Cooperation

Viana Victor Leju Kato is the First Secretary and the Deputy Director in the Office of the Deputy Minister of Foreign Affairs and International Cooperation. She graduated with honours in Rural Extension, Education, and Development from Ahfad University for Women, Sudan, and holds a M.A. in Managing Peace and Security in Africa from the Institute of Peace and Security Studies, Addis Ababa University, Ethiopia.

**Grace John Kenyi Geri**  
Program Assistant  
Community Empowerment for Progress Organization

Grace John Kenyi Geri holds a Diploma in Community Studies and Rural Development from Juba University. She is currently working as a Program Assistant for Advocacy and Lobby in the Community Empowerment for Progress Organization (CEPO). She is the chairperson for the youth group national platform for peace and reconciliation. She has experience managing projects such as a UN Women project on empowering war-affected women and girls and projects enhancing non-state actors’ capacity for development in South Sudan.
Reserve Coach Profiles

John Reech Jurkuch Gak  
Acting Director  
Ministry of Gender, Child and Social Welfare

John Reech Jurkuch Gak holds a B.A. Degree in Finance and Banking, and a Diploma in Business Management. He is affiliated with the Human Resource Training Centre (MOLPSHRD) and with the National Transformational Leaders Institute (NTLI), MGCSW and the University of Juba Program. He has worked as the Deputy Director of Finance, and Acting Director for the Administration and Finance division. He is currently working as a focal point for social protection in South Sudan.

Zakia Musa Kunda  
Non-violence and gender-based violence trainer  
Organization for Non-Violence and Development

Zakia Musa Kunda holds a Diploma in Community Development from Kenya Institute of Social Work. She is a non-violence and gender-based violence trainer at the Organization for Non-Violence and Development (ONAD) since 2012. She also works as a counsellor and peace-building mobilizer.

Mading Apiu Lok  
Acting Director-General  
Ministry of Cabinet Affairs

Mading Apiu Lok holds a M.A. Degree in Science-Capacity and Development and Extension from Guelph University, Ontario. He worked in the Settlement and Integration Service Organization (SISO) in Ontario, Canada for six years. He currently is the acting director-general for Policy Analysis and Research in the Ministry of Cabinet Affairs, where he is responsible for analysing proposals from different line ministries, including the Governance Cluster, Economic Cluster, and the Service and Capacity Development Cluster.

Okee Christopher George Abdallah  
Instructor  
Ministry of Labour, Public Service and Human Resource Development

Okee Christopher George Abdallah is a Vocational Training Center instructor within the Ministry of Labour, Public Service, and Human Resource Development. He graduated with a certificate in Technical Education in 2005.

John Pitya Luka Agideo  
Architect and Project Assistant  
Ministry of Lands, Housing and Physical Planning

John Pitya Luka Agideo is an architect and project assistant in the Ministry of Lands, Housing, and Physical Planning. He graduated with a Diploma in Architecture from Juba University, Sudan, and has completed three courses in Construction Project Management from Necat Engineering College, Addis Ababa, Ethiopia.
Afghanistan-Based Mentors

Abdul Nasser NAZARI  
Lead Consultant  
Ministry of Trade and Industries

More than 15 years experience of covering both the technical and managerial levels, Nazari was hired as staff and consultant for the humanitarian and development projects of the UNWFP, ADB, JICA, CIDA, IFC, World Bank, Government Ministries and the INGOs. Specializes in project management, business process simplification, contract management, coordination and training. Brings understanding of the project design, M&E and closing. Most recent focus has been on simplification of business processes in the public sector along with other short-term consultancies. Nazari holds an MPPA, MSc in Power Engineering, MA in Humanitarian Aid & Int. Development and a PGD in Rural Development. Nazari has the ability to work collaboratively in teams, build consensus, and effectively coordinate with external actors in a multi-cultural setting with demonstrated ability to develop good working relationships with a wide range of different individuals.

Ahmad Shah NAQSHBANDI  
Advisor  
Administrative Office of the President

Ahmad Shah Naqshbandi holds Master’s degree in Business Administration and a post graduate diploma in Sustainable Rural Development. He is currently pursuing a Master’s degree in Public Procurement Management for Sustainable Development from ITCILO-University of Turin. Mr. Naqshbandi has extensive working experience of operational management with government and donors funded programs, he has worked as a deputy program director with Ministry of Rural Rehabilitation and Development and the Afghanistan Rural Enterprise Development Program as assistant to the president of Afghanistan. He currently works as an advisor in the Administrative Office of the President. Mr. Naqshbandi was a Fellow in the 2014 Cycle and a Coach in the 2015 Cycle.

Homa KABIRI  
Coordinator  
Afghanistan for Geneva Foundation for Medical Education and Research

Homa Kabiri was born in Kabul Afghanistan. She completed her primary and high school in Kabul and obtained her M.D (Medical Doctor) degree in 1997. She entered Postgraduate Medical Education program in Malalai Maternity Hospital in Kabul and after completion of this program she was assigned as Specialist Trainer in this hospital. She also worked as senior sonologist, imaging ward director and director of National Training Center of this hospital subsequently. In 2010 she started working as Director of Afghanistan Postgraduate Medical Education (specialization program) in Ministry of Public Health and worked in this position until 2014. She succeeded in obtaining UK government Chevening scholarship in Sep. 2014 and started studying her Master’s degree in the University of Leeds, UK, and graduated in 2015 as MSc in Leadership and Management in Health and Social care. At the same time, she got admission in the University of Keele, UK, to study her Master’s degree in Health Professions Education: Accreditation and Assessment. She was UNITAR fellowship program fellow in 2009, coach in 2010, and resource person in 2011. She is country coordinator of Afghanistan for Geneva Foundation for Medical Education and Research since 2010. She is expert in: Leadership and management, Monitoring, Evaluation, Curriculum design, qualitative and quantitative research, systematic review, medical education and assessment, obstetrics and Gynecology, ultrasonography, process modeling, six sigma, professional training program design and teaching and training. She is civil society activist and women’s rights advocate.
Mohammad Moein DAQIQ  
Technical Advisor  
Ministry of Finance  

Mohammad Moein Daqiq graduated in 2005 from the English Department, Faculty of Languages and Literature, Kabul University. He joined UNDP Afghanistan as a National Consultant in 2007. He was engaged with SWOT analysis, Project Implementation, Need Assessments and Capacity Development of government counterparts. He joined the Ministry of Finance in 2010 as a Technical Advisor for the Governance Cluster Program. Currently, he is working on 6 National Priority Programmes.

Mohammad Sohail KAAKAR  
Senior Strategic Adviser to National Procurement Authority  
Office of the President  

Mohammad Sohail Kaakar earned his Bachelors in Faculty of Social Sciences Department of Sociology and Philosophy at Kabul University. He was a Fellow in UNITAR’s 2014 Cycle and recently successfully completed the Foundation Course of PRINCE II (Projects in Controlled Environments). He is currently working as Senior Strategic Adviser to National Procurement Authority of Office of the President of Islamic Republic of Afghanistan. He has 12 years of work experience with numerous government and non-government organizations including international NGOs. Prior to joining the Administrative Office of the President, he used to serve as the Spokesperson of Ministry of Public Works and the Program Director of Public Work Corps. Earlier in his career, he had the opportunities to work with the Ministry of Finance on Afghanistan National Development Strategy (ANDS), with International Relief and Development Inc. on a USAID funded capacity development project, United Nations Office for Project Services (UNOPS) and Afghan Women Resource Centre.

Sayed Gheyasuddin SAADAT  
Trade Commissioner  
Embassy of Canada in Afghanistan  

Sayed Gheyasuddin Saadat is currently the trade commissioner at the Embassy of Canada in Afghanistan, and he also serves as committee chair-elect for the locally engaged staff working at the Embassy. Prior to this he was Protocol & Government liaison officer at the Embassy. Mr. Saadat has also worked as a part-time professor at Kardan University for two years, where he taught modules related to Business Administration. His previous professional experience includes program officer and logistics officer for a $365 million USAID funded Secondary and District Center Roads Program in five regions of Afghanistan with United Nations Office for Projects and Services (UNOPS) from 2005 to 2008. He holds a M.B.A., specializing in Management and Leadership, from Kardan University.

Murtaza NOORI  
Senior Administrator / Finance Manager  
Afghanistan Rural Access Project (ARAP)  

Murtaza Noori completed an Executive Masters in Business Administration in 2013 at the Indian School of Business Management in India and a Bachelor Degree in Business Administration from Peshawar University in 2008. Mr. Noori has about 10 years of experience in administration, finance, procurement and HR for community based development projects. He currently works as Senior Admin and Finance Manager at the Afghanistan Rural Access Project (ARAP). His working experience includes Admin-HR.
Musa KAMAWI  
**Human Resources Director**  
Ministry of Finance  

Musa Kamawi has a Master’s in Public Administration from IMS Peshawar University, augmenting his degree in Political Science. He currently acts as human resources director at the Ministry of Finance in Afghanistan. He is the first and only UNITAR Honorary Faculty Member selected from Afghanistan in 2011. Presentations delivered in this role have included those focused on the Role of Human Resources Management in the Public Sector, as well as those examining project implementation in Afghanistan, using real-world examples. Mr. Kamawi has delivered numerous training workshops and seminars, as well as mentoring and training professionals from both the private and public sectors. He has received several notable awards and certificates while his professional career, including recognition from the Minister of Finance, and the President of the Islamic Republic of Afghanistan. As a graduate of the programme, and having served as Fellow, Coach, and Afghan Resource Person, Mr. Kamawi has a unique insight into the structure and development of the programme over time. Mr. Kamawi has developed several glossaries for the Fellowship Programme and continues to be a strong supporter of UNITAR within the region.

Orya NASRULLAH  
**Implementation and Operation Manager**  
Aga Khan Foundation  

Orya Nasrullah graduated from Kabul Medical University’s curative medicine faculty in 2003. In 2004, he joined MSI and took the responsibility of the health program. In 2010, he joined Aga Khan Foundation as Health Program support officer and was promoted as national coordinator of the Health Program in 2011. He attended the UNITAR Afghanistan Fellowship Programme in Dubai and Japan in 2011 and was appointed as Coach for the Programme for 2012. Currently he is working with Aga Khan Foundation, Afghanistan, in the capacity of implementation and operation manager. He also obtained Master’s degree in Public Health in 2013.

Sabahuddin SOKOUT  
**Training Associate**  
United Nations Institute for Training and Research (UNITAR) Hiroshima Office  

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.
UNITAR Staff Profiles

Mihoko KUMAMOTO
Head
United Nations Institute for Training and Research (UNITAR) Hiroshima Office

Mihoko Kumamoto has over 18 years of professional experience in the development cooperation field and has been with the United Nations for 12 years. Ms. Kumamoto started her career at Kyushu Electric Power Company in Japan where she coordinated training programmes and while there, she discovered that her passion was in helping people to help themselves, specifically through human development and development cooperation. After six years, Ms. Kumamoto left the company and moved to New York to earn her Masters in Economic Development at Columbia University. In 2001, she joined the United Nations Development Programme (UNDP), and served its Vietnam Country Office as Junior Professional Officer. In 2003, she moved to the Bureau for Development Programme of UNDP Headquarters in New York and led various signature programmes that promoted the capacity development of institutions and individuals including the Africa Adaptation Programme. In 2011, Ms. Kumamoto worked for UNDP Multi-Country Office for Samoa, the Cook Islands, Niue and Tokelau as Assistant Resident Representative for Crisis Prevention and Recovery, the Environment and Climate Change. After the assignment, she re-joined UNDP Headquarters, and in 2012, Ms. Kumamoto moved to Jakarta to serve UNDP Indonesia as a Senior Advisor. Ms. Kumamoto holds a B.A. Degree in Psychology from West Virginia University and a Master's Degree in International Affairs from Columbia University. She is a PhD candidate at Kyoto University on climate change and sustainable development.

Berin McKENZIE
Senior Specialist
United Nations Institute for Training and Research (UNITAR) Hiroshima Office

Berin McKenzie graduated with a B.A. Degree in Japanese from New Zealand's Canterbury University in 1998, and a B.A. (Hons.) and M.A. in International Relations from the Department of Political Studies at Auckland University. His M.A. Thesis examined multilateral initiatives as pursued by Japan in regards to its policy towards the People’s Republic of China. Fluent in Japanese, Mr. McKenzie was employed in a Japanese local government role prior to joining UNITAR in August 2008. Berin manages programme development and implementation, as well as monitoring and evaluation at the UNITAR Hiroshima Office and has also acted as a Mentor to participants in the UNITAR Fellowship for Afghanistan programme. He is also an Association for Talent Development (ATD) Accredited Master Trainer, and Master Instructional Designer.

Shamsul Hadi SHAMS
Training Officer
United Nations Institute for Training and Research (UNITAR) Hiroshima Office

Shamsul Hadi Shams graduated from Hiroshima University in 2012 and received his PhD in Peace and Co-existence, Developing Science Division. He served as a research assistant conducting research on “Peacebuilding in Afghanistan” from 2009 to 2011 at Hiroshima University. He received his Bachelor’s degree in natural sciences in 2004 from the University of Peshawar, and his Master’s degree in Political Science and International Relations from the International University Islamabad (IIUI), Pakistan, in 2006. His research interests include Afghanistan post 9/11 reconstruction strategy, post-conflict governance, nation/state building processes and conflict resolution. He participated and presented his research at several academic conferences in Japan, United States and Canada over the past several years. He joined UNITAR Hiroshima Office in 2012.
Junko SHIMAZU  
Coordinating Officer  
United Nations Institute for Training and Research (UNITAR) Hiroshima Office

Junko Shimazu has a B.A. Degree in Arts and Science from Temple University, USA and M.A. Degree in Intercultural Communications from the Graduate School for International Development and Cooperation at Hiroshima University. Prior to joining UNITAR, she worked as an interpreter between Japanese and English for 10 years. Ms. Shimazu joined the UNITAR Hiroshima Office in September 2012.

Nigel GAN  
Training Officer  
United Nations Institute for Training and Research (UNITAR) Hiroshima Office

Nigel Gan graduated with a Bachelor of Social Sciences from the University of Sydney in 2009, and a Master’s in International Cooperation Studies from Hiroshima University. He worked for several years as an Information Management Advisor in Executive Services Branch at the Department of Justice, Victoria, Australia, focusing on privacy and freedom of information policy development, implementation and training. Prior to joining UNITAR in 2015, he worked as a Digital Media Consultant at the British Embassy, Tokyo; and for the Fukuyama City Board of Education as part of the JET Programme.

Chihiro MITSUDA  
Assistant Administrator  
United Nations Institute for Training and Research (UNITAR) Hiroshima Office

Chihiro Mitsuda graduated from Kochi University with a B.A. in Humanities and Economics for International Studies, including a High School Teacher’s English Teaching License in 2013. She also studied International Trade at Duksgun Women’s University, South Korea, during her undergraduate. Chihiro completed a Graduate Diploma in Social Science in 2015, and received her Master’s degree in Conflict, Governance and International Development from the University of East Anglia in 2016. During her Master’s, she completed an internship at the United Nations Office for the Coordination of Humanitarian Affairs (OCHA) Kobe Office. She joined the UNITAR Hiroshima Office in March 2016.

Annelise GISEBURT  
Fellow  
United Nations Institute for Training and Research (UNITAR) Hiroshima Office

Annelise Giseburt received a Bachelor of Arts degree from Oberlin College in 2016; she majored in English and East Asia Studies. While in college, Annelise interned with the Japan-America Society of the State of Washington. She joined the UNITAR Hiroshima Office in September 2016 as the first Fellow sent through the partnership between UNITAR and Oberlin Shansi, and she is also currently interning with ANT-Hiroshima.

Nozomi YAMAMOTO  
Trainee  
United Nations Institute for Training and Research (UNITAR) Hiroshima Office

Nozomi received an M.Sc. in International Relations from the University of Bristol in 2016. Her research was about how development strategies of international institutions have captured global poverty and how the macroeconomic policies have affected the life of the people living in poverty. She also obtained a bachelor’s degree in International Relations from Kobe City University of Foreign Studies. She volunteered in Tohoku in the devastated area after the 2011 earthquake, from which she learned the difficulties and importance of the effective reconstruction after disaster.
Akimi YANO
Intern
United Nations Institute for Training and Research (UNITAR) Hiroshima Office

Akimi YANO received her B.A. Degree in International Relations from Ritsumeikan University. She is a candidate for a M.A. Degree in Public Administration at Middlebury Institute of International Studies at Monterey, United States. Her studies focused on various subjects including international development, economics, human security, and peace-building.

Islam Mohammad NURUL
Intern
United Nations Institute for Training and Research (UNITAR) Hiroshima Office

Islam Mohammad NURUL obtained his Masters and Bachelor degree in Peace and Conflict studies from Dhaka University, Bangladesh in 2012. His previous research work was on the socio-economic conditions of indigenous people of Bangladesh. In 2016, he undertook two years’ Japanese language course from Mihara International Language Academy, Hiroshima. Now he is a graduate student of Development Science, majoring in peace and coexistence at Hiroshima University. He is conducting research about the Impact of Japanese Official Development Assistance on human security and peace building in Bangladesh.
Annex Two – Media Coverage

NHK

On 12 February, NHK News story featured the beginning of the workshop in Hiroshima. Fellows explored Hiroshima’s reconstruction story, visiting the A-Bomb Dome and the Peace Memorial Museum. NHK is a national public broadcasting organization in Japan.

On 14 February, NHK News featured the press conference on South Sudan which was led by UNITAR’s strong supporter’s - Senior Government Representative and UNITAR supporter Joshua Franco Paul, Director of Asia and Australia Affairs for the Ministry of Foreign Affairs and International Cooperation of South Sudan, and Madame Therezine Filbert, Director-General for Human Resources Development at the Ministry of Labour, Public Service and Human Resources Development of South Sudan. In the conference, they highlighted the importance of the Programme as an integral component to building capacity as South Sudan seeks peace and stability. Their flower offering with the Fellows, and comments by the Head of our office are also included.

A nine-minute feature on the Programme, with a focus on education in South Sudan, aired on NHK on 29 March. Although there are many inter-related barriers to education in South Sudan, one of the Fellows, Lily Yata Daniel Peter, is working hard to made education accessible. Challenges to attending and focusing in school – Lily cited low school attendance, poverty, and lack of infrastructure – impact the students’ performance, but if the school is improved, so will the students’ ability to learn. NHK also showed the Fellows when they visited the Hiroshima Peace Memorial Museum, and Lily commented afterward on the “great message” of Hiroshima and the inspiration that the story of the city’s reconstruction has given her.

On 29 March, NHK World broadcasted about the Programme, summarizing the three previous NHK coverage in Japan. NHK World is a programme which is oriented to English speaker. The programme featured the Fellow’s learning journey in Hiroshima, how they are inspired by the unique experience of Hiroshima, and how they are motivated to contribute to the future of South Sudan. Mihoko Kumamoto, the Head of UNITAR Hiroshima Office, encouraged Fellows at the end of the workshop, saying “This is not the end of your journey, but it’s just begun.”
Chugoku Newspaper

On 14 February, Chugoku Newspaper, a Japanese local daily newspaper based in Hiroshima, featured about the beginning of the Programme in Hiroshima. The English translation of the newspaper is as follows:

The Programme, aimed at representatives from government and other organisations, began on 13 February in Hiroshima. On the first day, the Fellows gave presentations on current issues South Sudan is facing, such as delays in constructing infrastructure and schools. UNITAR expects the Fellows to take away lessons for solving these issues through learning about Hiroshima’s reconstruction. Mr. Bol Mawien Deng, who works for the Ministry of Health, mentioned, “I want to learn what kind of action national and local government took in the reconstruction process.”
On 6 March, the Dawn Newspaper, Juba, South Sudan, featured the UNITAR South Sudan Fellowship Programme, 2016 Cycle:

**The Dawn (South Sudan)**

On 6 March, the Dawn Newspaper, Juba, South Sudan, featured the UNITAR South Sudan Fellowship Programme, 2016 Cycle: