Report Contents

Acknowledgement
Forward
The Fellowship

Workshop One
Workshop One Report
Workshop One Evaluation Data Analysis Report
Workshop One Agenda

Workshop Two
Workshop Two Report
Workshop Two Evaluation Data Analysis Report
Workshop Two Agenda

Workshop Three
Workshop Three Report
Workshop Three Evaluation Data Analysis Report
Workshop Three Agenda

Annex Four – Participant Profiles
Acknowledgement

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- 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, to serve as the political focal point for the programme;
- The Ministry of Labour, Public Service, and Human Resources Development, government of South Sudan, to serve as the operational focal point for the programme;
- United Nations Development Programme (UNDP), South Sudan, to serve on the UNITAR Advisory Group for 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 Juba, 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 2015 cycle of the programme.
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.

ABOUT THE UNITAR HIROSHIMA OFFICE
The UNITAR Hiroshima Office, by virtue of the resonance of its location, has an inherent strength in the areas of post-conflict reconstruction as well as the broader themes of international peace and security. The Office has, since 2003 instituted its highly successful UNITAR Fellowship for Afghanistan Programme, which has trained over 500 professionals from Afghanistan in skills crucial to the indigenous identification of need, as well as project planning; communication; team building; and leadership. The key lessons learned through this process, coupled with leading instructional design methodologies instituted at the UNITAR Hiroshima Office, have been adapted, based upon in-depth needs assessment processes, and engagement with local actors, to the UNITAR South Sudan Fellowship Programme.

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 20 junior-to-mid-career level South Sudanese professionals in the field of project development and leadership. Participants, known as Fellows, are trained in the identification of local need and national priorities, along with the design, implementation, monitoring, and evaluation of projects to address such in way 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:
- Needs Assessment;
- Stakeholder Analysis;
- Data Analysis;
- Project Identification;
- Prioritisation;
- Project Planning;
- Implementation;
- Monitoring;
- Evaluation;
- Change Management
Soft Skills:
- Teamwork;
- Communication;
- Conflict Identification and Resolution;
- 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.

The Fellowship structure was as follows:

<table>
<thead>
<tr>
<th>Online Orientation Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>Workshop One</td>
</tr>
<tr>
<td>Online Mentoring Sessions</td>
</tr>
<tr>
<td>Assignment I: Needs Assessment</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assignment II: Self-led Project</th>
</tr>
</thead>
<tbody>
<tr>
<td>Workshop Two</td>
</tr>
<tr>
<td>Online Mentoring Sessions</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assignment III: Presentation and proposal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Workshop Three</td>
</tr>
<tr>
<td>Three month usage and knowledge transfer follow up</td>
</tr>
<tr>
<td>Engagement with potential donors or champions (arranged by UNITAR in Juba)</td>
</tr>
</tbody>
</table>
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 a scoping mission to Juba in early 2015, whereby UNITAR undertook further engagement with governmental and United Nations representatives in South Sudan to enhance the effectiveness and national ownership of the programme, thereby allowing for more focused, and contextualised, needs assessment to take place.

PARTICIPANTS
FELLOWS
First-time participants in the programme, Fellows are the main beneficiaries of the Fellowship. Each Fellow is required to undertake a needs assessment, utilising the knowledge gained at Workshop One. This is followed by the development of a project proposal document, incorporating learning undertaken at Workshops Two and Three, as well as through the online mentoring sessions.

MENTORS
Incorporating key methodological practices from other UNITAR Hiroshima training programmes, the SSFP saw ten (10) 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 SSFP 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.

RESOURCE PERSONS
Resource Persons are experts, practitioners or academics in various disciplines from around the globe. Resource Persons (RP}s) identified for the SSFP programme worked with the UNITAR Hiroshima Team to develop the overall instructional design and thematic focus of the Fellowship. Resource Persons facilitated the main presentations of the programme, sharing knowledge and expertise, while guiding and advising Fellows. In addition to attending all Workshops in person, they also provided mentorship. In addition to UNITAR Staff, the four (4) Resource Persons came from the following countries:

- Kenya;
- Mali;
- Senegal;
- United States of America.

ADVISORY GROUP
In order to be able to more effectively assess localized realities and capacity needs, as well as to have a strong and effective base of support and guidance within South Sudan, UNITAR established an Advisory Group (AG). The AG consisted of local and international actors who possessed the insight, experience, and presence within South Sudan to allow UNITAR to design and deliver focused training, contextualised to the real needs of the nation, so as to increase indigenous capacity. The members of the AG included:

- Japanese Ambassador to South Sudan;
- UNDP Country Director, South Sudan; and
- UNITAR Hiroshima Office Director.
**KEY ELEMENTS:**
Key elements of the Fellowship for 2015 Cycle 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. Standing as milestones in the Fellowship, these orientation sessions were augmented by needs-based discussions between Fellows, Mentors, and UNITAR Staff.

**Workshops**
The Fellowship consists of three Workshops, each standing as a milestone in the programme, allowing for a review of assignments, and the imparting of knowledge in preparation for subsequent sessions and projects. The timeline of three Workshops for the 2015 Cycle was as follows:
- **Workshop One:** 23 – 27 November 2015 - Juba, South Sudan
- **Workshop Two:** 20 – 26 January 2016 - Tokyo/Hiroshima, Japan
- **Workshop Three:** 8 – 11 March 2016 - Juba, South Sudan

**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 One, 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

**Assignment Three:** Through a formal presentation, Assignment Three stands as a final milestone, incorporating the development of a detailed project proposal plan with budget, implementation, and evaluation aspects outlined. It is also submitted in written form at the end of Workshop Three.
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; Study-Trips; Mentor-Fellow Communications; Individual Projects; Team work; and Distance Learning activities.

beneficiaries:
The 20 Fellows of the 2015 Cycle are representatives of the following organisations and institutions:

- Ministry of Finance, Commerce and Economic Planning;
- Ministry of Labour, Public Service and Human Resources Management;
- Ministry of Agriculture, Forestry, Tourism, Animal Resources and Fisheries;
- Ministry of Health;
- Ministry of Education, Science and Technology;
- Ministry of Foreign Affairs and International Cooperation;
- Ministry of Cabinet Affairs;
- Ministry of Interior and Wildlife Conservation;
- Ministry of Youth, Culture and Sports;
- Ministry of Lands, Housing and Physical Planning;
- Ministry of Gender, Child and Social Welfare;
- Ministry of Humanitarian Affairs and Disaster Management;
- Ministry of Justice;
- Ministry of Information and Broadcasting;
- Office of the President;
- Juba City Council;
- Community Empowerment for Progress Organization (CEPO);
- The Health Support Organisation (THESO);
- Association for Media Development in South Sudan (AMDISS);

Projects Developed:
The projects developed for the 2015 Cycle, identified by Fellows as being key to the sustainable development of their departments, ministries, and South Sudan itself, were as follows:

- Training on International Diplomatic Protocols and Information Technology: Capacity Building Initiative for the Office of State Protocol;
- Extension Training in the Ministry of Agriculture on Project Management;
- Training for Nurses, Midwives, and Clinical Officers on Emergency Obstetric and New-born Care (EmONC);
- Addressing Workplace Violence: Promoting Healthy Workplace Relationships;
- Organization of Nonviolence and Development (ONAD): Strengthening Staff Capacity on Programme and Financial Management;
- Primary School Teachers Training: Improving Teaching Methodology and Life Skills at Cueibet County, Gok State, Ministry of Education;
- Bridging Information Communication Technology and English Language Skills in the Public Sector, Ministry of Gender, Child, and Social Welfare;
- Training of Trainers (TOT) on Teaching Methodology and Managerial Skills for Vocational Training Centres, Ministry of Labour, Public Service and Human Resources Management;
- Capacity Building on Project Management for Community Empowerment for Progress Organization(CEPO);
- Proper Fee Collection and Financial Management: Improving the Capacity of Personnel Working in Authentication Department at the Ministry of Foreign Affairs and International Cooperation;
- Warehouse Management Training for Logistics and Procurement Staff in the Ministry of Humanitarian Affairs and Disaster Management;
- Improving Solid Waste Management in Juba City;
- Training of Accountants in the Ministry of Finance and Economic Planning;
- Strengthening the Capacity of Eye Media Towards Self-Sustenance through its Commercial Division;
- Capacity Building for Administrators, Coaches, and Referees in the Ministry of Culture, Youth and Sports;
- Legal Aid to Vulnerable Female Inmates in Juba Central Prison;
- Improving Security in Juba City: Training for Police at the Ministry of Interior and Wildlife Conservation, South Sudan National Police Service;
- Local Community Training on Water, Sanitation, and Hygiene Management in Gumbo Area;
- Project Management Training for Staff at Ministry of Lands, Housing and Physical Planning;
- Improving Quality of Broadcasting: Training of Engineers on Quality Management of Digital Broadcasting Equipment and Production for SSBC TV Station (South Sudan Broadcasting Cooperation).

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 Three.

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)

FOLLOW UP FELLOWS:
Within one month of the conclusion of the programme, Fellows were required to develop training sessions within their own entities to share the knowledge and experience with colleagues.

UNITAR:
Within three months of the conclusion of the programme, UNITAR will arrange an engagement session with potential donors and champions of projects developed through the Fellowship, to take place in Juba.
Workshop One

23 – 27 November 2015 | Juba, South Sudan

Workshop One, attended by 20 Fellows, 3 Resource Persons, 4 UNITAR Staff, and 3 guest Resource Persons, totalling 30 participants, took place in Juba, South Sudan, between 23 – 27 November 2015. 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 One offered a new training model, incorporating years of experience in training and lessons learned at the UNITAR Hiroshima Office. It provided a highly structured and focused training methodology with the intent of addressing differing adult learning styles to maximize learning outcomes. The instructional design or 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:

- 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: Organisational Needs Assessments: An Introduction

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 presentation element of this session was kept to a minimum so as to maximise the retaining capacity of Fellows, and allow for practical exercises. 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. Resource Persons floated among groups to assist in guiding the exercise and discussion. Each group of Fellows were given 5 minutes to report back and share key points covered in their discussion with all participants. The summary element of Module One saw Fellows encouraged to ask questions and/or provide feedback to invite further reflection on the relevance of the Module to local/individual realities. The key focus of this session was to have Fellows analyse the importance of undertaking a robust Organisational Needs Assessment which in return could provide a sound basis for designing a project to address identified needs in an efficient and effective manner.
MODULE II: Organisations as Open Socio Technical Systems
This module 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 3 Social elements and 3 Technical elements of their organisations. Resource Persons once again floated among the groups to assist in guiding the group exercise and discussion. Each pair of Fellows were then given time to report back on the discussion and share key points covered with all participants. The Module summary saw Fellows encouraged to ask questions and/or provide feedback to invite further reflection on its relevance to local/individual realities.

MODULE III: 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. Fellows were presented with cautions to consider while selecting from the three types of assessment, before finalising the structure and type of needs assessment they would be designing and delivering:

- Do-able – feasibility
- Scope
- Time constraints
- Relevance to Fellows’ role in organisation
- Resource availability (including human resources)
- Other (specific to South Sudan context)

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) What type?
3) What, if anything, happened as a result?

During a subsequent pair exercise, Fellows were asked to discuss:

1) What type of needs assessment would be most useful and “do-able” for them to conduct in their organisation?
2) Why?
3) What would the purpose of their assessment be?

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?

The key focus of this module was to ascertain the differences between the three types of Organisational Needs Assessment outlined, along with their relative context specific strengths and weaknesses – a crucial element when considering the overall design of the assessment process.

MODULE IV: Organisational Needs Assessment – 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 serve 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 pre-requisite 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 V: Organisational Needs Assessment – 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. Practical exercises were built-in to inform Fellows about the relative advantages and disadvantages of data collection methods, examine the nature of their proposed ONA, and formulate appropriate data collection methods. 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 summary session of Module V saw Fellows encouraged to ask questions and/or provide feedback to invite further reflection on its relevance to local/individual realities. The key focus of the module was for Fellows to gain insight into the differences between quantitative or qualitative methods, 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 VI: Organisational Needs Assessment – Data Analysis**
Module VI aimed at assisting Fellows to outline three important steps in data analysis;
- Methodologies behind coding data;
- The importance of grounding data;
- Skills important for reporting data.

The key highlights of the session included outlining the importance of proper analysis of data compiled during the ONA.

**MODULE VII: Identifying and Integrating Stakeholders**
This Module outlined
1) the importance of proper identification and integration of stakeholders;
2) key elements of the stakeholder identification, integration, and engagement processes; and
3) 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 versus Interest matrix outlined during the module.

MODULE VIII: Effective Communication
This Module aimed at helping Fellows discuss:
  - Proper encoding;
  - Levels of, and barriers to, communication;
  - Effective written/oral communication skills; and
  - The key elements of giving and receiving feedback.

To showcase the importance of proper encoding, two volunteers are selected and requested to sit back-to-back at 2 tables. In front of each volunteer were identical wooden blocks. Volunteer A builds a design of their choosing, while giving Volunteer B verbal instructions on what to do to recreate the design. No verification or input from Volunteer B or the other Fellows is allowed. At the end of 2 minutes, the Fellows were invited to view each other's designs. Discussions were encouraged regarding the experience before more volunteers took part. During group exercise session, Fellows were divided into groups to discuss barriers to communication, at a personal, professional, local, national, and cultural level.

MODULE IX: Leadership and Organizational Development for Performance and Results
This module sought to help Fellows understand the concept of how sound leadership and planned organizational development can maximize performance and produce desired results. It also aimed to support Fellows to develop team projects addressing the common needs of their organizations, while enhancing their understanding of the obstacles and opportunities in the organizational development and change process.

MODULE X: Peace Building and an Effective Civil Service
This session aimed at helping Fellows understand the concept of effective civil service in the context of peacebuilding. Countries emerging from conflict and long-term instability, where public service in terms of administrative and social services are generally lacking or inadequately provided, can result in public discontent and grievances. In any given situation, such as South Sudan, restoring public service constitutes one of the key challenges that cannot be ignored or taken lightly. It has either positive or negative effect, depending on the response strategy put forward to address it. Public trust and hope in the civil service or the lack of it, can seriously undermining or contributing significantly to the initial efforts of peacebuilding and overall post conflict reconstruction. The module outlined the existing knowledge and challenges in this area and what are the necessary factors to be taken into consideration to develop projects that will contribute rather than undermine the public legitimacy and trust in public institutions in South Sudan.

MATERIAL:
Participants were provided with binders at the outset of the programme, which included all the required documentation:
  - Agenda;
  - Logistical information;
  - Presentations;
  - Practical Exercises;
  - Evaluation Forms.

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 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 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.

Conclusions
Workshop One 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 ROPES (Review, Overview, Presentation, Exercise, and Summary) design process, introduced at Workshop One, provides an alternative to the classic presentation model training for effective learning. 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 One showed that 70% of respondents ‘agreed’ or ‘strongly agreed’ that the information presented in Workshop One was new to them, with 80% indicating that the content of Workshop One was relevant to their jobs. Prior to the workshop, only 10% of participants felt that they possessed a ‘moderate’ to ‘high ability’ to “Review the key elements of an Organizational Needs Assessment”, whilst 70% of respondents felt that they had gained a high understanding of such by the end of the workshop. Similarly, with regard to “Describe the process of data analysis and reporting”, those indicating that they had a ‘moderately high’ to ‘high’ understanding grew from 20% of total respondents to 70% by the end of the workshop.

With regard to the methodology utilised in Workshop One, including interactive lectures, after-action reviews, and practical exercises, 85% 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.
EVALUATION DATA – WORKSHOP ONE

The evaluation method employed for training program 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:
Review key elements of Organizational Needs Assessment (ONA)

Relevance of objective to your learning needs

Extent to which you met learning objective

LEARNING OBJECTIVE II:
Clarify the key elements, which makes Organizations Open-Socio-Technical System

Relevance of objective to your learning needs

Extent to which you met learning objective

LEARNING OBJECTIVE III:
Classify three types of Organizational Needs Assessments

Relevance of objective to your learning needs

Extent to which you met learning objective
LEARNING OBJECTIVE IV:
Outline the stages of an Organizational Needs Assessments

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

LEARNING OBJECTIVE V:
Identify approaches to manage conflict in workplace

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

LEARNING OBJECTIVE VI:
Restate the advantage and disadvantage of five data collections methods

Relevance of objective to your learning needs
Extent to which you met learning objective
LEARNING OBJECTIVE VII:
Describe the process of data analysis and reporting

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

LEARNING OBJECTIVE VIII:
Describe Outline key elements of stakeholder identification, integration and engagement process

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

LEARNING OBJECTIVE IX:
Recognize effective communication skills

Relevance of objective to your learning needs
Extent to which you met learning objective
5. VALUES, RELEVANCE AND INTEND TO USE

Please rate the following statements using the numerical scale from strongly agree (3) 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

6. METHODOLOGY:

The methodology used in this workshop included presentation, practical exercises and after action reviews

The event's methodology was useful given the learning objectives
7. OVERALL EFFECTIVENESS OF THE TRAINER (S)/FACILITATORS was (WERE)
Please rate the following statements using the numerical scale from strongly agree (4) to disagree (1). The trainer(s)/facilitator(s) was (were) effective at:

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

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8. 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?
9. OVERALL SATISFACTION OF THE WORKSHOP:
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:

Please rate the following statements using the numerical scale from high (5) to low (1). By the end of the workshop I was able to:

(I) Review key elements of Organizational Needs Assessment (ONA)

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<tr>
<th>No Answer</th>
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Rate your skill before the programme

Rate your skill after the programme

Before -After difference

Rate your skill Before the workshop

Rate your skill After the workshop

10%

70%

Please rate the following statements using the numerical scale from high (5) to low (1). By the end of the workshop I was able to:

(II) Clarify the key elements, which makes Organizations Open-Socio-Technical System.

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<tr>
<th>No Answer</th>
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Rate your skill before the programme

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

Before – After difference

Rate your skill Before the workshop                                       Rate your skill After the workshop

Rate your skill Before the workshop: 15%
Rate your skill After the workshop: 60%

Please rate the following statements using the numerical scale from high (5) to low (1). By the end of the workshop I was able to:

(III) Classify the three types of Organizational Needs Assessments

Before: 60%  
After: 15%

Rate your skill After the workshop
Rate your skill Before the workshop
Please rate the following statements using the numerical scale from high (5) to low (1). By the end of the workshop I was able to:

(IV) Outline the stages of an Organizational Needs Assessments

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<thead>
<tr>
<th>Rate your skill before the programme</th>
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<td>No Answer</td>
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<td>High</td>
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Before –After difference

- Rate your skill Before the workshop: 20%
- Rate your skill After the workshop: 60%

Please rate the following statements using the numerical scale from high (5) to low (1). By the end of the workshop I was able to:

(V) Identify approaches to manage conflict in the workplace
Please rate the following statements using the numerical scale from high (5) to low (1). By the end of the workshop I was able to:

(VI) Restate the advantage and disadvantages of five data collection methods

Rate your skill before the programme

Rate your skill after the programme
Please rate the following statements using the numerical scale from high (5) to low (1). By the end of the workshop I was able to:

(VII) Describe the process of data analysis and reporting

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<td>Rate your skill before the programme</td>
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Please rate the following statements using the numerical scale from high (5) to low (1). By the end of the workshop I was able to:

(VIII) Outline key elements of stakeholder identification, integration and engagement processes

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<td>Rate your skill before the programme</td>
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Before –After difference

Rate your skill Before the workshop | Rate your skill After the workshop

25% | 70%
Rate your skill before the programme

Rate your skill after the programme

Before – After difference

Rate your skill Before the workshop

Rate your skill After the workshop

20%

70%

Please rate the following statements using the numerical scale from high (5) to low (1). By the end of the workshop I was able to:

(IX) Recognise effective communication skills

Rate your skill before the programme

Rate your skill after the programme
Before – After difference

Rate your skill Before the workshop 20%
Rate your skill After the workshop 75%

Review the key elements of an Organisational Needs Assessment (ONA) 70%
Clarify the elements which make Organisations Open Socio-Technical Systems 60%
Classify the three types of Organisational Needs Assessment 70%
Outline the stages of an Organisational Needs Assessment 60%
Restate the advantages and disadvantages of five data collection methods 70%
Describe the process of data analysis and reporting 70%
Outline key elements of the stakeholder identification, integration, and engagement processes 70%
Recognise effective communication skills 75%

10% 15% 20% 20% 25% 20% 20% 20%
## Annex One

**UNITAR South Sudan Fellowship Programme**  
**Workshop One | 23 - 27 November 2015 | Juba, South Sudan**

### AGENDA

<table>
<thead>
<tr>
<th>Day One</th>
<th>Day Two</th>
<th>Day Three</th>
<th>Day Four</th>
<th>Day Five</th>
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</thead>
<tbody>
<tr>
<td><strong>Monday 23 November</strong></td>
<td><strong>Tuesday 24 November</strong></td>
<td><strong>Wednesday 25 November</strong></td>
<td><strong>Thursday 26 November</strong></td>
<td><strong>Friday 27 November</strong></td>
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<tr>
<td>09:00 - 09:30</td>
<td>Introductions</td>
<td>09:00 - 09:30</td>
<td>09:00 - 09:30</td>
<td>09:00 - 09:30</td>
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<tr>
<td>09:30 - 10:00</td>
<td>Agenda</td>
<td>09:30 - 11:00</td>
<td>09:30 - 11:00</td>
<td>09:30 - 11:00</td>
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<tr>
<td>10:00 - 10:30</td>
<td>Objectives Setting</td>
<td>Organisational Needs Assessment: Stages and Champions</td>
<td>Identifying and Integrating Stakeholders</td>
<td>09:30 - 11:00</td>
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<tr>
<td>10:30 - 11:00</td>
<td>Expectations Setting</td>
<td>Session Four</td>
<td>Mamadou Ndaw</td>
<td>Session Ten</td>
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<tr>
<td>11:00 - 11:30</td>
<td>Engagement Activities</td>
<td>Organisational Needs Assessment: Gathering Data and Asking Good Questions</td>
<td>Mentoring Session</td>
<td>All</td>
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<td>11:30 - 12:00</td>
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<td>12:00 - 12:30</td>
<td>Tea Break</td>
<td>Session Three</td>
<td>Session Four</td>
<td>11:00 - 11:30</td>
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<tr>
<td>12:30 - 13:00</td>
<td>Opening Ceremony</td>
<td>Organisational Needs Assessment: Three Types of Organisational Needs Assessment</td>
<td>Mamadou Ndaw</td>
<td>Closing Ceremony</td>
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<tr>
<td>13:00 - 13:30</td>
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<tr>
<td>14:00 - 14:30</td>
<td>Session Two</td>
<td>Effective Communication</td>
<td>Lucy Wanjiru</td>
<td>11:00 - 11:30</td>
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<tr>
<td>15:00 - 15:30</td>
<td>Organisational Needs Assessment: Organisations as “Open Socio-technical Systems”</td>
<td>Data Analysis and Reporting</td>
<td>Mamadou Ndaw</td>
<td>11:00 - 11:30</td>
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<tr>
<td>15:30 - 16:00</td>
<td>Shamsul Hadi Shams</td>
<td>14:00 - 15:30</td>
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<tr>
<td>16:00 - 16:30</td>
<td>LUNCH</td>
<td>Peace Building and an Effective Civil Service</td>
<td>Session Six</td>
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<td>16:30 - 17:00</td>
<td>14:00 - 15:30</td>
<td>Session Five</td>
<td>Organisational Needs Assessment: Data Analysis and Reporting</td>
<td>Session Nine</td>
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<tr>
<td>17:00 - 17:30</td>
<td>Lessons from UNITAR Afghanistan Fellowship Programme</td>
<td>Organisational Needs Assessment: Data Analysis and Reporting</td>
<td>Mamadou Ndaw</td>
<td>Introduction to Project Planning</td>
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<td>17:30 - 18:00</td>
<td>Shamsul Hadi Shams</td>
<td>14:00 - 15:30</td>
<td>14:00 - 15:30</td>
<td>Berin McKenzie</td>
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<td>18:00 - 18:30</td>
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### Partner Session

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<th>17:00 - 18:00</th>
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**Introductions**

*Agenda*

*Objectives Setting*

*Expectations Setting*

*Engagement Activities*

*Session One*

*Organisational Needs Assessment: An Introduction*

*Opening Ceremony*

*Organisational Needs Assessment: Stages and Champions*

*Organisational Needs Assessment: Gathering Data and Asking Good Questions*

*Effective Communication*

*Peace Building and an Effective Civil Service*

*Organisational Needs Assessment: Data Analysis and Reporting*

*Partner Session*

**Shamsul Hadi Shams**

**Lucy Wanjiru**

**Mamadou Ndaw**

**Berin McKenzie**

**All**
Workshop Two

20 – 26 January 2016 | Hiroshima/Tokyo, Japan

Workshop Two, attended by 20 Fellows, 3 Resource Persons and 2 guest Resource Persons took place in Tokyo and Hiroshima, Japan, between 20 – 26 January 2016. 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 seven modules delivered.

Learning Objectives

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

- Describe the importance of inclusive project planning;
- Restate the key processes of the Results Chain;
- Outline the process of developing effective Problem Statements;
- 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;
- Identify tasks within project plans;
- Prepare a simple Gantt Chart;
- Discuss Monitoring and Evaluation in the context of project planning.

Description

Building on the presentations and discussions of Workshop One, and with Fellows incorporating the findings of their Needs Assessment into an effective project development and implementation plan, Workshop Two offered seven modules.

MODULE I: Planning and the Problem Statement

Module One aimed at facilitating discussion on the following:

- 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. The problem statement outlines not only the need for a project but also establishes the focus or rational for the project.

Fellows were given time to undertake practical exercises embedded in the first module. 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. Resource Persons floated among groups to assist in guiding the group exercise and discussion. 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.

MODULE II: The Results Chain and Impacts
The previous module examined the importance of proper planning, and the process required in the development of a problem statement, 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 project process and clarifying the concept of Impact of a given project. 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 feedback and constructive input. The focus 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 III: Results Chain: Outcomes and Outputs
The aim of this module was to enable Fellows to discuss:
- The development of Outcomes in the Results Chain process;
- The formulation of S.M.A.R.T Outcomes and Outputs;
- The contribution of Outputs to Outcome achievement in the Results Chain process.

The presentation element of this module introduced Fellows to the use of S.M.A.R.T concepts to develop Outcomes and Outputs - two critical steps in the Results Chain process, which can be applied in many facets of project design and development. S.M.A.R.T stands for:
- Specific
- Measurable
- Achievable
- Relevant
- Time-dependent

If a project has the above mentioned attributes, the possibility of it being successful, funded and implemented is higher. During the exercise module Fellows were asked to review their individual Impact Statements; develop three Outcomes using S.M.A.R.T concepts; as well as reviewing their Outcomes Statement and developing at least 2 Outputs that would contribute to the achievement of these Outcomes. In order to provide ample time for Fellows to share and provide feedback to group members, a total of 60 minutes were spent on this practical exercise module. The key highlight of this module was to understand the importance of developing Outcomes and Outputs using S.M.A.R.T concepts and how this enables the achievement of overall Outcomes and Impact.

Fellows paid a courtesy visit to the Japan International Cooperation Agency (JICA) in Tokyo, Japan. Fellows expressed their gratitude to JICA Officials for their hard work and efforts to restore basic infrastructures that will facilitate the recovery and reconstruction of South Sudan. Fellows showed keen interest in JICAs ongoing projects for South Sudan and promised voluntary support to help JICA implement development projects that will help the people of South Sudan move toward self-reliance and development. Fellows and senior level officials from JICA exchanged views and discussed the timeline and benefits of prospective projects that JICA will implement in the coming years that will support South Sudanese working towards rebuilding their own country.
MODULE IV: Results Chain: Performance Indicators

This module aimed at helping Fellows to prepare performance indicators for the following levels of the Results Chain:

- Impacts
- Outcomes
- Outputs

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 act as signposts of change, describing ways in which intended results are to be tracked, and are crucial for the development and implementation of an effective monitoring and evaluation process. During the individual exercise module, Fellows were asked to develop at least two Impact indicators, two Outcomes indicators, and two Outputs indicators, which could track the achievement of Impact, Outcomes and Outputs of, proposed projects.

MODULE V: Results Chain: Activities and Inputs

This module allowed Fellows to discuss:

- The importance of proper Activity and Input definitions in project development;
- The development of Activities and Inputs;
- The role of Inputs in project development.

Activities are actions needed to obtain stated Outputs of the Results Chain. Activities trigger processes involved in generating tangible goods and service, or Outputs. Usually, more than one Activity is required to achieve an Output and ultimately these Activities then contribute to overall project Outcomes and Impacts. 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 five to local/individual realities.

MODULE VI: Results Chain: 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 construction feedback.

MODULE VII: Monitoring and Evaluation
The previous module examined breaking Activities and Inputs into smaller, more assignable tasks. It then examined the importance of developing accurate Timeframes for project development, moving back up the Results Chain. This module aimed at facilitating the learning of Fellows, so they were able to 1) discuss key concepts behind Monitoring and Evaluation and 2) put together a Monitoring Planning Matrix.

Monitoring and Evaluation is very important element of a project design and implementation process. Monitoring generally focuses on the question of *are we do things right?* while Evaluation is looking at *did we do the right things?* Proper planning allows project planners to identify if intended results are being achieved. In addition, Monitoring and Evaluation will help project planners to examine what worked, what did not work, and if corrective action is required. It also provides feedback to improve programming, policy, and strategy at all levels. During the individual exercise module Fellows were asked to develop a Monitoring Planning Matrix for at least two Outcomes, using individual Outcomes and Inputs identified in the previous module. Thirty minutes were given to Fellows to share their Monitoring Planning Matrix with group members as well as with Resource persons for further feedback and comments.

MATERIAL:
Participants were provided with binders at the outset of the programme, which included all the requirement documentations:
- Agenda;
- Logistical information;
- All presentations;
- Practical Exercises;
- Evaluation Forms.

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 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 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.
Conclusions

Workshop Two, building on the training provided in Workshop One, allowed Fellows to gain an in-depth understanding of project development while working to contextualise the training received for the realities of South Sudan. 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 ROPES (Review, Overview, Presentation, Exercise, and Summary) design process, introduced at Workshop One, provides an alternative to the classic presentation model training for effective learning. The Workshop also supported Fellows in working toward 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 Two showed that 85% of respondents ‘agreed’ or ‘strongly agreed’ that the information presented in Workshop Two was new to them, with 85% indicating that the content of Workshop Two was relevant to their jobs. Prior to the workshop, only 30% of participants felt that they possessed a ‘moderate’ to ‘high ability’ to “Describe the importance of inclusive project planning”, whilst 95% of respondents felt that they had gained a high understanding of such by the end of the workshop. Similarly, with regard to “Restate the key processes of the Results Chain”, those indicating that they had a ‘moderately high’ to ‘high’ understanding grew from 10% of total respondents to 90% by the end of the workshop.

With regard to the methodology utilized in Workshop Two, including presentations, study visits and practical exercises, 80% 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, by 95% of respondents.

Overall, the responses received were significantly positive. UNITAR Hiroshima will continue working towards the successful implementation of Workshop Three. Workshop Two will be held in Juba, South Sudan during 8 – 11 March 2016.
EVALUATION DATA – WORKSHOP TWO

The evaluation method employed for training program 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
Describe the importance of inclusive project planning:

Relevance of objective to your learning needs

Extent to which you met learning objective

LEARNING OBJECTIVE II
Restate the key processes of the Result Chain:

Relevance of objective to your learning needs

Extent to which you met learning objective

LEARNING OBJECTIVE III
Outline the process of developing effective Problem Statement:

Relevance of objective to your learning needs

Extent to which you met learning objective
LEARNING OBJECTIVE IV
Prepare Impact Statements:
- Relevance of objective to your learning needs
- Extent to which you met learning objective

LEARNING OBJECTIVE V
Illustrate the processes required for developing effective outcomes:
- Relevance of objective to your learning needs
- Extent to which you met learning objective

LEARNING OBJECTIVE VI
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 VII
Prepare outcome statements for project plans:

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

LEARNING OBJECTIVE VIII
Define activities within project planning:

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

LEARNING OBJECTIVE IX
Identify tasks within project plans:

- Relevance of objective to your learning needs
- Extent to which you met learning objective
LEARNING OBJECTIVE X
Prepare a simple Gantt chart:

- Fully
- Mostly
- More/Less
- Partially
- Not at All

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

LEARNING OBJECTIVE XI
Discuss Monitoring and Evaluation in the context of project planning:

- Fully
- Mostly
- Partially
- No Answer

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

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

- Strongly Agree
- Agree
- Neutral
- No Answer

The information presented in this workshop was new to me
The content of the workshop was relevant to my job
6. METHODOLOGY:
The methodology used in this workshop included presentations, study visits and practical exercises.

The event's methodology was useful given the learning objectives.

7. OVERALL EFFECTIVENESS OF THE TRAINER (S)/FACILITATORS was (WERE)
Please rate the following statements using the numerical scale from strongly agree (5) to strongly disagree (1). The trainer(s)/facilitator(s) was (were) effective at:

- Presenting information
- Responding to questions of participation

It is likely that I will use the information acquired.
8. 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?

9. OVERALL SATISFACTION OF THE WORKSHOP:
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:

Please rate the following statements using the numerical scale from high (5) to low (1). By the end of the workshop I was able to:

(I) Describe the importance of inclusive project planning

Rate your skill before the programme

Rate your skill after the programme

Before–After difference

Rate your skill BEFORE the Workshop

Rate your skill AFTER the Workshop

30%

95%
Please rate the following statements using the numerical scale from high (5) to low (1). By the end of the workshop I was able to:

(II) Restate the key processes of the Results Chain

Rate your skill before the programme

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<th>Skill Level</th>
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Rate your skill after the programme

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<th>Skill Level</th>
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Before–After difference

- Rate your skill BEFORE the Programme: 10%
- Rate your skill AFTER the Programme: 90%
Please rate the following statements using the numerical scale from high (5) to low (1). By the end of the workshop I was able to:

(III) Outline the process of developing effective Problem Statements

Before - After difference

Rate your skill before the programme

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<th>Moderate</th>
<th>Average</th>
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<th>Low</th>
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Rate your skill after the programme
Please rate the following statements using the numerical scale from high (5) to low (1). By the end of the workshop I was able to:

(IV) Prepare Impact Statements

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<th>Difference</th>
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Rate your skill before the programme
Rate your skill after the programme

Before–After difference

Rate your skill BEFORE the Programme 10%
Rate your skill AFTER the Programme 85%
Please rate the following statements using the numerical scale from high (5) to low (1). By the end of the workshop I was able to:

(V) Illustrate the processes required for developing effective outcomes

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Rate your skill before the programme

Rate your skill after the programme

Before–After difference

Rate your skill BEFORE the Programme

Rate your skill AFTER the Programme

10%     85%
Please rate the following statements using the numerical scale from high (5) to low (1). By the end of the workshop I was able to:

(VI) Restate the focus of S.M.A.R.T Methodologies

Before—After difference

Rate your skill BEFORE the Programme 15%
Rate your skill AFTER the Programme 85%
Please rate the following statements using the numerical scale from high (5) to low (1). By the end of the workshop I was able to:

(VII) Prepare Outcome Statements for project plans

Rate your skill before the programme

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Rate your skill after the programme

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Before - After difference

Rate your skill BEFORE the Programme

Rate your skill AFTER the Programme

15% vs 85%
Please rate the following statements using the numerical scale from high (5) to low (1). By the end of the workshop I was able to:

(VIII) Define activities within project planning

Rate your skill before the programme

Rate your skill after the programme

Before – After difference

Rate your skill BEFORE the Programme

Rate your skill AFTER the Programme

20%

80%
Please rate the following statements using the numerical scale from high (5) to low (1). By the end of the workshop I was able to:

(IX) Identify tasks within project plans

Please provide your skill rating before and after the programme.

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<th>Rating</th>
<th>Before</th>
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<th>Improvement</th>
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**Before –After difference**

- Rate your skill BEFORE the Programme: 20%
- Rate your skill AFTER the Programme: 85%
Please rate the following statements using the numerical scale from high (5) to low (1). By the end of the workshop I was able to:

(X) Prepare a simple Gantt chart

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<th>Rate your skill before the programme</th>
<th>Rate your skill after the programme</th>
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Rate your skill before the programme

Rate your skill after the programme

Before – After difference

Rate your skill BEFORE the Programme: 30%

Rate your skill AFTER the Programme: 65%
Please rate the following statements using the numerical scale from high (5) to low (1). By the end of the workshop I was able to:

(XI) Discuss monitoring and evaluation in the context of project planning

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

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Before – After difference

Rate your skill BEFORE the Programme | Rate your skill AFTER the Programme

- 20%
- 95%
Describe the importance of inclusive project planning
Restate the key processes of the Results Chain
Outline the process of developing effective Problem Statements
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
Identify tasks within project plans
Prepare a simple Gantt chart
Discuss monitoring and evaluation in the context of project planning

Before
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<th>Thursday 21 January</th>
<th>Friday 22 January</th>
<th>Saturday 23 January</th>
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Workshop Three

8 - 11 March 2016 | Juba, South Sudan

Workshop Three, attended by 20 Fellows, 2 Resource Persons, 2 guests Resource Persons took place in Juba, South Sudan, between 8 - 11 March 2016. The Workshop allowed Fellows to gain an in-depth understanding of Project Implementation and Leadership skills while working to contextualise the training received for the realities of South Sudan through seven modules delivered. Workshop Three was the final milestone of the UNITAR South Sudan Fellowship Programme.

Learning Objectives

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

- Describe processes for pitching projects to sponsors, stakeholders, and donors;
- Outline means to develop detailed implementation action plans, including deliverables, timelines, and indicators of success;
- Restate key budget elements, including determining cost/benefit;
- Discuss the ADKAR Change Management Model;
- Illustrate the Bridges Transition Management Model;
- Define project “fit” within organizations, including methods to scale projects;
- Define key elements of project, and organizational, leadership systems.

Description

Workshop Three offered seven modules that built upon the presentations and discussions of Workshops One and Two, incorporating the findings of Assignments One and Two to develop an effective project implementation plan.

MODULE I: Review of Assignment Two, Project Architecture and Panel Scorecard

This module assisted Fellows in re-examining the results of their Assignment Two through a review of individual project architecture and the Problem Statement they had developed in the previous workshop. Linking the Problem Statement with the Results Chain allowed participants to re-examine the Impact Statement, and what the actual or intended changes of their project were. Activities and Inputs were identified that will help in the accomplishment of Outputs. In a similar manner, Fellows discussed the sets of Tasks, indicating Responsibilities and Milestones with the development of Gantt chart, incorporating a Timeframe for proposed projects that they had developed through the course of the Fellowship to date.
**MODULE II: Selling the Importance of Project Implementation**

This module aimed at helping Fellows to outline the importance of their project and its implementation to:

- sponsors and stakeholders;
- constituents;
- senior leaders;
- leader and managers within the organization; and
- team members.

The presentation element of this module focused on how to generate buy-in through preparing a pitch - opening with a clear problem/opportunity statement, linked to a proposed solution outline that describes briefly the benefits to constituents and what it would take to implement the project. Selling the importance of the project requires developing a healthy relationship with the audience. Practicing good body language and presentation skills are also central in delivering an effective presentation, and Fellows were given time to work on preparing Opening and Closing statements for their individual projects, linking their Needs Assessment with a clear Problem Statement, outlining deliverables, timelines and other key elements of Results Chain. Extra time was then spent on group exercises before Fellows were given 6 minutes each to deliver their pitch proposals in front of their colleagues and the assembled Resource Persons. Key elements of this module included the fact that the preparation of an effective pitch requires a combination of presentation skills and specific means to emotionally appeal to audiences through proper body posture, eye contact and the use of simple visuals.

**MODULE III: Project Implementation Work Review**

The aim of this module was to enable Fellows to create a plan to implement individual projects with detailed Work Plan Reviews to check on progress, including deliverables, timelines, and indicators of success. It also helped Fellows to discuss questions of the what, why, and how in regards to the development of a Project Implementation Work Review. The importance of designing and undertaking a review of each team members deliverables, due dates, milestones, indicators, status and action items on a project team, was highlighted, as project members are dependent on each other’s work that may require constant adjustment. Conducting a proper work review is indispensable to reflect on the progress...
achieved and to align the project if it is going to be successfully completed. Fellows were given time to develop a plan for the implementation of a work review system by looking at questions of how often work reviews should be conducted, whose work is included and to what level, and how to track and follow up on action items identified.

**Project Review Template**

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<thead>
<tr>
<th>Deliverable</th>
<th>Owner</th>
<th>Due Date</th>
<th>Milestone</th>
<th>Indicator</th>
<th>Budget</th>
<th>Status</th>
<th>Action Items</th>
</tr>
</thead>
</table>

**MODULE IV: Budgets, Cost-Benefits Analysis, Donors and Sponsors**

This module aimed at helping Fellows prepare a high level budget with a clear summary of the necessary and sufficient costs (including, for example, salaries, facilities, materials, travel, meals, hardware and software etc.) for the proposed project. The idea of preparing a high level budget at this stage is to make sure that expenses are realistic and outlined in a way in which champions and potential donors are able to effectively consider. Cost-benefit analysis, also introduced in this module, is key in planning a realistic budget that will answer critical questions of what the overall cost of the project is, and how the benefits of the project can outweigh the costs. Donors, sponsors, and stakeholder analysis can assist project planners in exploring who are their potential donors and sponsors, and whether they meet their expectations in terms of support and time commitment to review progress and respond to requests for help/follow up. If done properly, cost-benefit and donor/stakeholder analysis, improve the possibility of finding a champion, which in turn increases the chances of a project being funded and implemented. During a 60-minute practical exercise, Fellows were asked to develop a high level budget, demonstrating benefits of their project augmented by data, while outlining characteristics of sponsor/donor and their roles. Fellows were asked to share and receive/provide constructive feedback with group members.

**MODULE V: Change and Transition Management**

The ADKAR model - a results-based change management tool - was introduced as a starting point to guide discussion on how to manage change at individual through organizational levels. ADKAR represents the five elements of change – **Awareness** of the need for change, **Desire** to participate and support the change, **Knowledge** on how to change, **Ability** to implement required skills, and **Reinforcement** to sustain the change. All five elements must be achieved in a holistic manner for the change to be a success. Practical exercises were built-in to the module to allow Fellows to use their projects to develop an individual ADKAR model that would drive change through the steps outlined above. During the group exercise module, Fellows were asked to present their plan for ten minutes and to receive/provide constructive feedback. The summary session saw Fellows encouraged to ask questions and/or provide feedback to invite further reflection on the relevance of module five to local/individual realities.

**MODULE VI: Project Integration and Scaling**

This module aimed at assisting Fellows to discuss:

1) project fit within a host organization;
2) how to scale project beyond the initial launch to serve many more constituents.

Understanding the dynamics of how a project is integrated into host organizations is important so that it can be prioritized and maintained. Configuring the alignment of a project with the vision and strategic direction of the host organization is a starting point. Fellows were given time to conduct an individual assignment to determine how they would integrate their own project into a host
organization, by highlighting the organizations strategic plan, governance structure, leader/manager plans and ownership, and the measurement of the project within the organizational dashboard. Time was also given to conducting group exercises by sharing project integration and scaling plans with Fellows and Resource Persons and receiving/providing construction feedback.

MODULE VII: Leadership
This module aimed at helping Fellows to discuss the concept of a leadership system; and to outline the 10 essential elements a leader needs to put in place to be successful and grow high performing teams and organizations. These included:

- Strategic Plans;
- Governance Structure;
- Leadership;
- Culture;
- Programme & Service Portfolios;
- Strategic Partnerships;
- Funding and Financials;
- Results; and
- Personal Leadership.

Strategic planning provides a vision for an organization that is compelling and urgent, whereas governance boards ratify strategy, and check progress on a regular basis. The structure of the organization needs to be examined to match the vision and strategy formulated. The right leadership, accountable for progress on strategy, helps to define and facilitate a value system conducive to achieving results. Time was given to Fellows to share their Monitoring Planning Matrix with group members as well as with Resource Persons for further feedback and comments.

MATERIAL:
Participants were provided with binders at the outset of the programme, which included all the requirement documentations:

- Agenda;
- Logistical information;
- All presentations;
- Practical Exercises;
- Evaluation Forms.

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 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 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.

Conclusions
Workshop Three, building on the training provided in Workshop One and Workshop Two, allowed Fellows to gain an in-depth understanding of project implementation and leadership while working to contextualise the training received for the realities of South Sudan. It supported Fellows to develop individual projects addressing the common needs of their organizations, while enhancing their understanding of the obstacles and opportunities in the organization development and change process.

EVALUATION DATA:
The evaluation data gathered at the end of Workshop Three showed that 89% of respondents ‘agreed’ or ‘strongly agreed’ that the information presented in Workshop Three was new to them, with 95% indicating that the content of Workshop Three was relevant to their jobs. Prior to the workshop, only 16% of participants felt that they possessed a ‘moderate’ to ‘high ability’ to “Outline means to develop details implementation action plans, including deliverables, timeline, and indicators of success”, whilst 79% of respondents felt that they had gained a high understanding of such by the end of the workshop. Similarly, with regard to “Define key elements of project, and organizational, leadership systems”, those indicating that they had a ‘moderately high’ to ‘high’ understanding grew from 26% of total respondents to 95% by the end of the workshop.

With regard to the methodology utilized in Workshop Three, 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. UNITAR will continue for sustain engagement and follow up with Fellows.
EVALUATION DATA – WORKSHOP THREE

The evaluation method employed for training program 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**
Describe process for pitching projects to sponsors, stakeholders and donors:

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<tr>
<th>Relevance of objective to your learning needs</th>
<th>Extent to which you met learning objective</th>
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<td>Fully</td>
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<td>More/Less</td>
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<td>Partially</td>
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**LEARNING OBJECTIVE II**
Outline means to develop details implementation action plans, including deliverables, timelines and indicators of success:

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<th>Relevance of objective to your learning needs</th>
<th>Extent to which you met learning objective</th>
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<tr>
<td>Fully</td>
<td>Fully</td>
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<td>Mostly</td>
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<td>Partially</td>
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**LEARNING OBJECTIVE III**
Restore key budget elements, including determining cost/benefit:

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<th>Relevance of objective to your learning needs</th>
<th>Extent to which you met learning objective</th>
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<td>Partially</td>
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LEARNING OBJECTIVE IV
Discuss the ADKAR Change Management Model:

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

LEARNING OBJECTIVE V
Illustrate the Bridges Transition Management Model:

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

LEARNING OBJECTIVE VI
Define project "fit" within organizations, including methods to scale projects:

- Relevance of objective to your learning needs
- Extent to which you met learning objective
LEARNING OBJECTIVE VII
Define key elements of project, and organizational, leadership systems:

Relevance of objective to your learning needs

Extent to which you met learning objective

5. VALUES, RELEVANCE AND INTEND TO USE
Please rate the following statements using the numerical scale from strongly agree (5) to strongly 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
6. METHODOLOGY:
The methodology used in this workshop included presentations, study visits and practical exercises.

The Workshop's methodology was useful given the learning.

7. OVERALL EFFECTIVENESS OF THE TRAINER (S)/FACILITATORS was (WERE)
Please rate the following statements using the numerical scale from strongly agree (5) to strongly disagree (1). The trainer(s)/facilitator(s) was (were) effective at:

- Presenting information
- Responding to questions of participants
- Stimulating participant involvement
8. 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?

9. OVERALL SATISFACTION OF THE WORKSHOP:
Please rate the following statements using the numerical scale from strongly agree (5) to disagree (1):

Overview, 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:

Please rate the following statements using the numerical scale from high (5) to low (1). By the end of the workshop I was able to:
(I) Describe process for pitching projects to sponsors, stakeholders and donors

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<th>After</th>
<th>Difference</th>
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<td>High (5)</td>
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Rate your skill before the Workshop Rate your skill after the Workshop

Before–After difference

1. DESCRIBE PROCESSES FOR PITCHING PROJECTS TO SPONSORS, STAKEHOLDERS, AND DONORS

89% 21%

Please rate the following statements using the numerical scale from high (5) to low (1). By the end of the workshop I was able to:
(II) Outline means to develop details implementation action plans, including deliverables, timeline and indicators of success
Please rate the following statements using the numerical scale from high (5) to low (1). By the end of the workshop I was able to:

(iii) Restate key budget elements, including determining cost/benefit

Before–After difference

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<th>Before Workshop</th>
<th>After Workshop</th>
<th>Difference</th>
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<td>Low (1)</td>
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<tr>
<td>Moderate (4)</td>
<td>Some (2)</td>
<td>Some (2)</td>
<td>2%</td>
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<tr>
<td>Average (3)</td>
<td>Average (3)</td>
<td>Average (3)</td>
<td>0%</td>
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<tr>
<td>Some (2)</td>
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<td>Low (1)</td>
<td>High (5)</td>
<td>High (5)</td>
<td>79%</td>
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2. OUTLINE MEANS TO DEVELOP DETAILS IMPLEMENTATION ACTION PLANS, INCLUDING DELIVERABLES,...

Before–After difference

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<th>After Workshop</th>
<th>Difference</th>
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<td>4%</td>
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<tr>
<td>Moderate (4)</td>
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<td>Average (3)</td>
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<td>Some (2)</td>
<td>Moderate (4)</td>
<td>Moderate (4)</td>
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<td>Low (1)</td>
<td>High (5)</td>
<td>High (5)</td>
<td>79%</td>
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</table>
Please rate the following statements using the numerical scale from high (5) to low (1). By the end of the workshop I was able to:

(IV) Discuss the ADKAR Change Management Model

Rate your skill before the Workshop

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<th>Scale</th>
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<th>Difference</th>
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Rate your skill after the Workshop

Before–After difference

3. RESTATE KEY BUDGET ELEMENTS, INCLUDING DETERMINING COST/BENEFIT

4. DISCUSS THE ADKAR CHANGE MANAGEMENT MODEL

79%

Please rate the following statements using the numerical scale from high (5) to low (1). By the end of the workshop I was able to:

(V) Illustrate the Bridges Transitions Management Model
Please rate the following statements using the numerical scale from high (5) to low (1). By the end of the workshop I was able to:

(VI) Define project “fit” within organizations, including methods to scale projects
6. Define project "fit" within organizations, including methods to scale projects

Before–After difference

Rate your skill before the Workshop

Rate your skill after the Workshop

Before–After difference

Please rate the following statements using the numerical scale from high (5) to low (1). By the end of the workshop I was able to:

(VI) Define key elements of project, and organizational, leadership systems
7. Define key elements of project, and organisational, leadership systems

Describe processes for pitching projects to sponsors, stakeholders, and donors
Outline means to develop details of implementation plans, including deliverables, timeline, and indicators of success
Restate key budget elements, including determining cost/benefit
Discuss the ADKAR change management model
Illustrate the bridges transitions management model
Define project “fit” within organisations, including methods to scale projects
Define key elements of project, and organisational, leadership systems

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**AGENDA**

**Monday 7 March**
- 09:00 - 09:30: Opening Ceremony
- 09:30 - 11:00: Session One
- 11:00 - 11:30: Tea Break
- 13:30 - 14:00: LUNCH
- 14:00 - 14:30: Session Three
- 15:30 - 16:00: Tea Break
- 16:30 - 17:00: Session Four
- 17:00 - 17:30: Working Session

**Tuesday 8 March**
- 09:00 - 09:30: After Action Review
- 10:00 - 10:30: Session Five
- 11:00 - 11:30: Tea Break
- 17:00 - 17:30: Working Session

**Wednesday 9 March**
- 11:00 - 11:30: Tea Break

**Thursday 10 March**
- 09:00 - 11:00: Supervisor Presentations
  - 5 minute presentation
  - 1 minute changeover
- 09:00 - 11:00: Supervisor Presentations
  - 5 minute presentation
  - 1 minute changeover
- 15:30 - 16:00: Tea Break
- 16:30 - 17:00: Working Session
- 17:00 - 17:30: Working Session

**Friday 11 March**
- 11:30 - 13:00: Session Six
- 12:00 - 13:00: Working Session
Annex Four: Participant Profiles

UNITAR South Sudan Fellowship Programme 2015

Building Capacity for a Brighter Future
Fellow Profiles

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.

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 MS in Educational and Training System Design from the University of Twente, Netherlands. He completed his GCE at the University of London.

Michael Deng Mayen Bol
Assistant Inspector for Sports Training
Ministry of Youth, Culture and Sport

Michael Deng Mayen Bol graduated with a Bachelor of Sport Science and Management from Ndejje University, Uganda in 2013. He began working in the Ministry of Youth, Culture and Sports as a sports trainer in 2006, and is currently the Assistant Inspector for Sports Training.

Marial Luk Lueth Duany
Deputy Director
Ministry of Education

Marial Luk Lueth Duany graduated with a Bachelor degree in Teacher Education from Kyambogo University, Uganda and 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 in the Ministry of Education.
Betty Silmo Simaya Duku
Public Health Officer
Juba City Council

Betty Silmo Simaya Duku graduated with a Diploma in Public and Environmental Health. She currently works as a Public Health Officer in Juba City Council – CES.

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

John Reech Jurkuch Gak holds a Bachelor 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 University of Juba Program. He has worked as Deputy Director Finance, and Acting Director for the Administration and Finance division. He is currently working as a focal point for social protection in South Sudan.

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.

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

Viana Victor Leju Kato is First Secretary and a 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 Master of Arts in Managing Peace and Security in Africa, from the Institute of Peace and Security Studies, Addis Ababa University, Ethiopia.

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.
Morris Loro Morbe Ladu  
Assistant Inspector  
Ministry of Agriculture, Forestry, Cooperative and Rural Development

Morris Loro Morbe Ladu graduated with a diploma from the University of Juba, Sudan. He joined the Department of Agriculture, Education and Training under the Ministry of Agriculture, Forestry, Cooperative and Rural Development as an Assistant Inspector in 2006 and was promoted to Inspector in 2012.

Gaspren Moyi Lime  
Broadcasting Engineer  
Ministry of Information and Broadcasting.

Gaspren Moyi Lime graduated with a Diploma in Engineering and Architecture from Juba University, Sudan. He is currently working as a Broadcasting Engineer in the Ministry of Information and Broadcasting.

Mading Apiu Lok  
Acting Director-General  
Ministry of Cabinet Affairs

Mading Apiu Lok holds a Master’s 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 the proposals from different line ministries, including the Governance Cluster, Economic Cluster, and the Service and Capacity Development Cluster.

Jacob Mau Majok Loreech  
Clerk  
Ministry of Interior

Jacob Mau Majok Loreech is in the final year of his Bachelor of Science (Honours) degree at the University of Juba. He is currently a Clerk in the Ministry of Interior. He has previously worked with the UN in Western Bahr el Ghazal.

Christina Pita Lukudu  
Legal Practitioner  
Ministry of Justice

Christina Pita Lukudu graduated with Bachelor LLB 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, domestic violence and other violence issues against women, and in legislative drafting with a specific focus on gender sensitive legislation for more than 6 years.
Lino Arkanjelo Maritia
Senior Logistics Inspector
Ministry of Humanitarian Affairs and Disaster Management

Lino Arkanjelo Maritia graduated with a Diploma degree in Adult Education from the University of Juba. He is working as Senior Inspector for Logistics and Procurement in the Ministry of Humanitarian Affairs and Disaster Management.

Rehema Siama Guwo Monoja
Program Director
Association for Media Development in South Sudan

Rehema Siama Guwo Monoja graduated with a M.A. in Communication Studies from Nairobi University, Kenya and she holds a B.A. in English Literature. She has been working as a Program Director in Eye Radio/Eye Media since 2013.

Vicky Valente Achaya Okeng
Health Support Officer
The Health Support Organization

Vicky Valente Achaya Okeng holds a Diploma in Civil Engineering. She has previously worked as a Construction Supervisor, and is currently working with The Health Support Organization (THESO).

Simon Dumo Khamis Wuryem
Accountant
Ministry of Finance and Economic and Planning

Simon Dumo Khamis Wuryem completed his Diploma in Public Administration from the School of Management Science in the University of Juba. He is working in Department of Accounts in the Ministry of Finance and Economic and Planning.

Agum Issac Daniel Ywang
Acting Deputy
Ministry of Health

Agum Issac Daniel Ywang graduated with a Diploma degree in Curative and Preventive Medicine from the Health Training Institute, Medani. She has worked as Deputy National Coordinator of Onchocircasis Vulvulus (OV) Control Program in New Sudan Ministry of Health and as the Acting Deputy General for administration and finance in the Ministry of Health. She has experience working with international organisations, including with the International Committee for Red Cross, International Refugee Committee (IRC) in Marial bai, Northern Banher el Gazal state, and UNICEF education section in Nairobi. She is currently Acting Director for safe motherhood in the Ministry of Health.
Mentor Profiles

Mohammad Sohail KAAKAR
Senior Strategic Advisor
Office of the President of Islamic Republic of Afghanistan

Mohammad Sohail Kaakar earned his Bachelors in Faculty of Social Sciences Department of Sociology and Philosophy at Kabul University, Afghanistan. He was a Fellow in UNITAR’s 2014 Cycle of the Afghanistan Fellowship 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.

Ahmad Shah NAQSHBANDI
Deputy Operations Director
Afghanistan Rural Enterprise Development Programme

Ahmad Shah Naqshbandi holds Master’s degree in business administration. He is currently pursuing a postgraduate diploma in sustainable rural development from the Indian National Institute of Rural Development. Mr. Naqshbandi has extensive working experience in operational management and has worked with different government and donor-funded programs at senior levels. He currently works as the Deputy Operations Director for Afghanistan Rural Enterprise Development Program, a World Bank-funded, multi-million, multi-year, national program of the Ministry of Rural Rehabilitation and Development. Naqshbandi has also worked closely with the Afghan Transition Coordination Commission (TCC) lead by current President Ghani in 2012 to 2013 and Afghanistan Cricket Board. He helped the process in developing and building their procurement, human resource, financial and administrative systems.

Nasser NAZARI
CEO
Rainbow Consulting Services

Nasser Nazari is a seasoned project manager with consistent track record of accomplishments in the management of UNWFP, ADB, JICA, CID, IFC, and the World Bank development and humanitarian projects in Afghanistan. He is fully conversant with all knowledge areas, project phases and processes described by the PMI. Mr. Nazari has managed several projects from initiation to closing. He has had the responsibility for overseeing and spending multi-million dollar budgets and management of up to 50 project staff. He has worked with all levels of the management including ministers, deputy ministers, DGs, CEOs, TTLs, and wide-ranging project beneficiaries. His core competencies include project management, coordination and implementation of projects in sectors of public administrative reform, private sector development, agriculture, poverty alleviation, research, business process simplification, training and capacity building. He currently works as a freelance consultant for the WB/IFC and Chemonics International and also manages a consulting firm since 2012.
Murtaza NOORI
Public Procurement Policy Director
National Procurement Authority, Islamic Republic of Afghanistan

Murtaza Noori completed an Executive Master’s 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 more than a decade of experience in administration, finance, procurement and HR for community based development projects. He is currently the Public Procurement Policy Director for the National Procurement Authority, and is a visiting Assistant Professor at UMEF University of Afghanistan. His working experience includes Senior Admin and Finance Manager at the Afghanistan Rural Access Project (ARAP), and Admin-HR and Finance Coordinator for the UNOPS National Emergency Rural Access Project (NERAP).

Orya NASRULLAH
Field Implementation and Operation Manager
Aga Khan Foundation, Afghanistan

Dr. Orya Nasrullah joined the Aga Khan Foundation, Afghanistan in 2010, as a Health Program Support Officer and was soon promoted to National Coordinator, Health Programmes. He was a Fellow in the 2011 Cycle of the UNITAR Afghanistan Fellowship Programme, and a coach in the 2012 cycle. He has been invited to attend other capacity development programmes in Switzerland, France, Germany, Holland, Sweden, Turkey, Japan, Tajikistan, Bangladesh, and India. He currently works for Aga Khan Foundation, Afghanistan in the capacity of Field Implementation and Operations Manager, He received his Master’s Degree in Public Health in 2013.

Friba QURAISHI
Director
Ministry of Rural Rehabilitation and Development, Islamic Republic of Afghanistan

Friba Quraishi is presently a Director at the Ministry of Rural Rehabilitation and Development (MRRD). She has a good deal of experience in various banking sectors and institutions in the past. She particularly played an active role in the business development policies for the Bank of Al Falah, Ltd. She obtained a BA degree in Literature from Kabul University.

Mohammad Sharif RASIKH
Human Resources Director
Ministry of Public Works, Islamic Republic of Afghanistan

Mohammad Sharif Rasikh has an MBA in Construction and Human Resources Management via distance learning ISBM India and a BSc in Engineering from Kabul Polytechnic University, Kabul, Afghanistan. He is currently working as the Human Resources Director in the Ministry of Public Works, and was previously the Program Director of the Technical Support Unit for Italian Government Programs in the Ministry of Public Works (Herat Bypass Project and Herat – Chisht Sharif Project). He was also a Technical Advisor and Survey and Road Design Manager at the Ministry of Public Works.
Sayed Gheyasuddin SAADAT
Protocol and Government Liaison Officer
Embassy of Canada in Afghanistan

Sayed Gheyasuddin Saadat is currently Protocol and Government Liaison Officer at the Embassy of Canada in Afghanistan. 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. Mr. Saadat holds a Master’s Degree in Business Administration, specializing in Management and Leadership, from Kardan University and a Diploma in Policy Analysis from the University of Central Asia.

Abdul Bashir SAKHIZADA
Laboratory and Professional Services Manager
French Medical Institute for Children, Kabul

Dr. Abdul Bashir Sakhizada finished his post-graduate medical education in Internal Medicine in 2007. He has worked extensively in the medical field, including roles as a Medical Translator for the Aga Khan Foundation; Service Coordinator, Clinical Laboratory Aga Khan University Hospital; Consultant in Internal Medicine - French Medical Institute for Children (FMIC) - Kabul, Assistant Manager (Laboratory), FMIC; and Public Relations, Communication and Marketing Manager in Kabul. He is currently the Manager of Laboratory and Professional Services in FMIC.

Asifa STANIKZAI
Deputy Manager
Ministry of Finance, Islamic Republic of Afghanistan

Asifa Stanekzai is presently the Deputy Manager, Project Support Unit (CBR) at the Ministry of Finance. She has studied at the International Islamic University Islamabad (IIUI), Pakistan and received an MBA in Finance. She served as an advisor for financial and operational management in both public and private sectors, and assisted the Ministry of Finance with reforms related to the budget department.
Resource Person Profiles

Mamadou N'DAW
Evaluation Advisor and Team Leader of R8M and M&E

Mamadou N’daw is the R8M and Evaluation Advisor and Team Leader of R8M and M&E Unit of UNDP’s Regional Service Centre for Africa. Prior to joining RSCA, Mr. N’daw served as the Coordinator and M&E Specialist of the Programme Quality Assurance and Advocacy Unit in the DRC Country Office. Prior to this, he led the Monitoring and Evaluation Unit in the DRC CO (2012 to 2014). From 2009 to 2012, he was the Head of the M&E Unit for the Common Humanitarian Fund, also in the DRC CO. Mr. N’daw served as Planning, Monitoring, Evaluation and Public Investment Specialist with UNDP CO in the Central African Republic (2007 – 2009).

Hideaki SHINODA
Professor and Director of the Hiroshima Peacebuilders Center

Hideaki Shinoda is a Professor at the Graduate School of Global Studies, Tokyo University of Foreign Studies. Prof. Shinoda is the Director of the Hiroshima Peacebuilders Center (HPC). His research has focused on theory and practice of peace building and conflict resolution. He has held various teaching positions at Hiroshima University’s Institute for Peace Science, Utsunomiya University, Keele University and the London School of Economics and Political Science. Publications include Kokkashugi to iu shisō (The Ideology of Nationalism), which received the 2012 Suntory Prize for social sciences and humanities and Heiwa kōchiku to hō no shihai (Peace Building and the Rule of Law), which received the 2003 Osanagi Jirō Rondan Award. Prof. Shinoda received both his B.A and M.A. in Political Science at Waseda University in Tokyo, Japan. Prof. Shinoda holds a Ph.D. in International Relations from the London School of Economics and Political Science (University of London).

Lucy WANJIRU
Partnerships Specialist in the Engagement Initiatives Team in UNDP's Bureau

Lucy Wanjiru is a Partnerships Specialist in the Engagement Initiatives Team in UNDP’s Bureau for External Relations and Advocacy. She works on advancing the New Strategic Partnerships agenda and supporting the diversification of UNDP’s funding and partnerships base by engaging with emerging economies and non-state development actors in collaboration with UNDP Bureaux. Previously, Ms. Wanjiru was a gender and environment specialist working on strengthening of partnerships for advocacy, capacity building, and developing new knowledge to ensure that environment and climate change strategies address the needs of poor communities equitably. Her work involved providing technical support environment activities of UNDP and to the Global Gender and Climate Change Alliance, a partnership of over 100 organizations that is supporting the design and implementation of inclusive climate policies and programmes, and financing for environmentally sustainable and socially inclusive economic development. Prior to joining UNDP, Ms. Wanjiru was a socio-economic consultant in the Ministry of Water and Irrigation Reforms in Kenya and worked for over 10 years at the grassroots level as a community mobilizer and trainer in Integrated Water Resources Management with organizations such as the African Medical and Research Foundation and the Swedish International Development Agency. Ms. Wanjiru is a Kenyan national and holds an MA in Sustainable International Development, from the Heller School of social policy and management, Brandeis University (USA) and a BA in Administration and sociology from Moi University (Kenya).
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 rejoined UNDP Headquarters, and in 2012, Ms. Kumamoto moved to Jakarta to serve UNDP Indonesia as a Senior Advisor. Ms. Kumamoto holds a Bachelor’s 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
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.

Francis SCOPAS  
Coordinator – Juba Office  
UNITED NATIONS INSTITUTE FOR TRAINING AND RESEARCH (UNITAR) Hiroshima Office  

Francis Scopas has a B.A. in Rural Development from the University of Juba, and a Master’s in Multicultural and International Education from Oslo University College, Norway. Mr. Scopas is the coordinator and key contact officer for the UNITAR Juba Office. He has a deep interest in educational issues and extensive experience in project management and administration, as well as logistic and asset management. He has held positions with the US Embassy in Sudan and Iraq, the British Council in Juba, and with Adam Smith International.

Kaori ITO  
Expert  
UNITED NATIONS INSTITUTE FOR TRAINING AND RESEARCH (UNITAR) Hiroshima Office  

Kaori Ito studied Japanese law (Constitution, Civil Code and Penal Code), and graduated from Faculty of Law, Kyoto University in 2011. She received her Master’s degree in Politics and Government (Municipal level) from the Graduate School of Government, Kyoto University, in 2013. She worked for two years at Fukuyama Iyo High School before joining Hiroshima Board of Education in 2015. Her responsibilities included management of the budget and expenses, as well as teachers and clerks’ affair. Her currently responsibility at the department is to reform the education system for high school students. She was seconded to the UNITAR Hiroshima Office from April 2015.

Nobuaki NISHIKAWA  
Expert  
UNITED NATIONS INSTITUTE FOR TRAINING AND RESEARCH (UNITAR) Hiroshima Office  

Nobuaki Nishikawa has a B.A. Degree in Economics from Soka University. After graduation, he worked as a cram school teacher, teaching English and Maths to high school students for one year, before start working in Hiroshima Prefectural Office in 2012. He worked with the Hiroshima Prefectural Centre for Disease Control and Prevention (Hiroshima CDC) to prevent Tuberculosis in Hiroshima Prefecture. His responsibility included to help patients to apply for the national medical subsidy, compiling statistics on TB, and running seminars. He was seconded to the UNITAR Hiroshima Office from April 2015 to strengthen the partnership between UNITAR and the Prefectural Offices.
**Nigel GAN**
Assistant 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.

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**Momotaj BEGUM**
Intern
UNITED NATIONS INSTITUTE FOR TRAINING AND RESEARCH (UNITAR) Hiroshima Office

Momotaj Begum graduated with a PhD in Cultural and Regional Studies from Hiroshima University in 2015. She is currently working as a specially appointed researcher in the Graduate School for International Development and Cooperation (IDEC), Hiroshima University. Her research specialization covers the broader themes of gender, religion and education, with a focus on South Asia and Bangladesh. Previously, she was a television and newspaper journalist in Bangladesh.

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**Manni LU**
Intern
UNITED NATIONS INSTITUTE FOR TRAINING AND RESEARCH (UNITAR) Hiroshima Office

Manni Lu graduated in 2013 with a B.A. degree in Japanese from Chongqing Normal University, China. Currently Lu is studying a Master’s in Economic Development Policy in the Graduate School for International Development and Cooperation (IDEC), Hiroshima University. She has been undertaking an internship with the UNITAR Hiroshima Office since October 2015.