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United Nations Institute for Training and Research



From
the People of Japan

UNITAR SOUTH SUDAN FELLOWSHIP

PROGRAMME ENTREPRENEURSHIP AND LEADERSHIP YOUTH TRAINING PROGRAMME

PROJECT COMPLETION REPORT
2017 CYCLE

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Questions or queries?

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The full Project Completion Report, including individual workshop reports and evaluation results, is available at : www.unitar.org/hiroshima

Acknowledgement

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- United Nations Development Programme (UNDP), South Sudan, which serves on the UNITAR Advisory Group for South Sudan;
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- Hiroshima Prefectural Government and the City of Hiroshima for their support in the implementation of the Hiroshima workshop of the programme;

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Executive Summary

The United Nations Institute for Training and Research (UNITAR) Hiroshima Office, through the financial support of the People and Government of Japan, implemented the third cycle of the UNITAR South Sudan Fellowship Programme: Entrepreneurship and Leadership Youth Training (hereafter “the programme”) between July 2017 and March 2018. The programme consisted of four face-to-face workshops, taking place in Juba (South Sudan), Entebbe (Uganda), and in Hiroshima (Japan). Focusing on needs assessment, project planning, leadership, and entrepreneurship skills, the six-month capacity-building training programme offered scholarships to 25 South Sudanese Fellows and Coaches from the public sector, private sector, academic institutions, and civil society organisations. Building on the experience of the 2015-2017 Cycles, the programme focused on strategies to augment the knowledge, skills and attitudes of junior-mid level professionals with real world examples, best practices and exercises to identify local needs, and design projects and entrepreneurial responses to address such needs.

Targeting a variety of points, each of the programme’s two main workshops prioritized equipping Fellows with knowledge and tools to assess needs in a robust and objective manner. The programme emphasized the importance of needs assessment in the target community as well as formulating a project that responds with innovative approaches.

The programme worked to bolster access to quality public services and employment opportunities.

Participants received communications coaching on pitching ideas effectively to win supporters and donors. Additionally, participants undertook leadership training and sessions on implementing projects with a monitoring and evaluation cycle. A focus on monitoring and evaluation in a responsible manner had real-world implications for participants’ own project proposals.

Twenty project proposals were developed based on the findings of the needs assessment and subsequently presented by the Fellows following the completion of the programme. Through these efforts, the programme aims to promote development for South Sudanese by South Sudanese themselves.

The programme encourages peer learning, knowledge sharing, and the formation of a network of like-minded colleagues and friends across all sectors. Coaches, stand-out Fellows from the previous cycle, participated in programme workshops and provided current Fellows with guidance and mentoring both face-to-face and remotely. They were an invaluable addition to the 2017 Cycle of the programme as they shared their own experiences of developing and implementing projects, as well as contextualized Fellows’ learning to the current situation in South Sudan. The total number of programme alumni in South Sudan now stands at 64, with almost half of them female, representing 42 different governmental and non-governmental organisations. Going forward, UNITAR will continue to build upon this network so that future Fellows and alumni can draw on its resources.

FELLOWS PROJECTS

The projects developed during the 2017 Cycle, showcased wide-ranging thematic areas such as promoting fisheries, disaster risk reduction, supporting the disabled, peace/reconciliation processes, and women’s empowerment. These projects were identified by Fellows as being key to the sustainable development of their departments, ministries, and South Sudan itself. The projects were as follows:

	NAME	PROJECT	DEPARTMENT
1	Mr. Luka Stephen Kuteng Daga	Guideline Development for Internship Training Programme	Ministry of Labour, Public Service and Human Resource Development
2	Mr. Moses Maker Kenjok Adout	Mingkaman Small-scale Fisheries Project	Ministry of Finance and Economic Planning
3	Mr. David Aruai Diing	Finance and economic Data Streamlining Project	Ministry of Finance and Economic Planning
4	Mr. Charles Placido Wani Lako	Risk and Hazardous Information Communication Challenge by MHADM, GOSS	Ministry of Humanitarian Affairs and Disaster Management
5	Mr. Gatbel Yich Thony Dat	Identification of Problems that Hinder Efficient Functioning of Cooperative Societies	Ministry of Agriculture and Food Security: Directorate of Cooperative Development
6	Ms. Hana Seliman Ibrahim Modi	Establishment of FM Radio for Balanced Information Broadcasting in Luri County	Ministry of Information, Culture and Youth
7	Ms. Jane Tumalo Erasto Keri	Renovation of Buluk Special School for Blind	Ministry of Gender, Child, and Social Welfare
8	Mr. Shadrach Chol Buoi Magok	Conducting Peace and Reconciliation Conferences for the Youth of Western Lakes State, South Sudan.	Ministry of Foreign Affairs and International Relations
9	Mr. David John William Malvil	Tracking the Disbursement of Health Funds to the States: Improving Awareness and Accountability of County Planners and Finance Officers	Ministry of Health
10	Mr. Koul Gabriel Nyok Kur	Capacity Training on Psychiatric Aide	Ministry of Interior
11	Mr. Juma Charles Justine Enosa	Training programme on Financial Management, Record Keeping and Marketing at South Sudan Chamber of Commerce	Chamber of Commerce
12	Ms. Veronica Igale Monoja	Stopping the Menstruation Stigma in Primary Schools	Chamber of Women Entrepreneurs
13	Ms. Mary Kadi Edward Manoah	Unit Reformation Project	Chamber of Women Entrepreneurs
14	Ms. Victoria Night Timon Lemi	Inclusion and Engendering Women Participation in the National Parliament	Community Empowerment for Progress (CEPO)
15	Mr. Pal Wan Kuach Majock	Water and Environmental Sanitation Project	Nile Hope (NH)
16	Ms. Flora Lukudu Justin Latio	Women Training on Entrepreneurial Skills	Organization for Non - Violence and Development (ONAD)
17	Ms. Kakule Rose Justine Enosa	Empowering Women Economically through Entrepreneurship Skills	Smile Again Africa Development Organization (SAADO)
18	Mr. Joseph Lemi Sosteno Guya	Training of Public Procurement Officers on Effective Procurement Management	University of Juba
19	Ms. Naimat Khamis Abuanja Issa	Entrepreneurship Training for Unclassified Workers in Upper Nile University	Upper Nile University
20	Ms. Rachel Alek Aguer Arok	Reprinting and Launching Real Woman Magazine	Media Organization -AMDISS

Lessons Learned



COACHING AND MENTORING WAS A KEY ELEMENT OF FACILITATING FELLOWS' LEARNING

Coaching and mentorship is a key element of this programme, augmenting the learning and providing Fellows support as they complete their assignments. Volunteering their time, insight, and experience, Coaches and Mentors are an important element of the programme and an invaluable asset to the timely delivery and quality of the programme. To promote South-South cooperation, international Mentors from the UNITAR Hiroshima Afghanistan Fellowship Programme were introduced to the new Fellows in close coordination with the UNITAR Juba-based Coaches, providing necessary mentorship to the Fellows on a regular basis. Having mentors from Afghanistan, was extremely helpful in integrating coaches who understand the challenges of operating in conflict environments. Professionals in Afghanistan need to constantly assess and manage risks, scope realistically and prioritize. Mentors from the Afghanistan Programme gave lessons specific to conflict situations with South Sudanese trainees. Fellows placed into six separate coaching and mentorship groups allowed Mentors to provide focused and critical insights on assignments and hold need-based online meetings. Most of the correspondence between Fellows, Mentors, and Coaches took place through email exchanges. In evaluations, sharing knowledge, experiences, and ideas attributed to an enriched learning experience and mentorship. UNITAR will explore the possibility of organizing periodic online sessions between international Mentors and new Fellows in the UNITAR Juba Office to establish a good rapport between Mentors and Fellows in future iterations of the programme.



A MULTI-SECTOR APPROACH PROVIDED A UNIQUE OPPORTUNITY FOR FELLOWS TO COLLABORATE

Fellows came from various organisations and sectors and brought diverse knowledge and experiences to the programme. The multi-sector approach of this programme enabled participants to depart from siloed approaches and move towards integrated approaches. In today's globalised world, issues within communities interconnect. The multi-sector approach allowed participants to look beyond traditional boundaries and to for integrative, innovative solutions. The programme presented an opportunity to work together for a common goal of mutual learning and sharing that created a unique, nurturing environment for Fellows to equally benefit. The multi-sector approach enriched the entire programme and proved effective in building trust, friendship, and a network of like-minded South Sudanese. The programme's multi-sector approach also contributed to a better understanding between diverse sectors, institutions, and people. Cooperation and coordination between the public and private sector is necessary to create an environment in which entrepreneurship, and by extension employment and economic opportunity, can have a tangible positive impact on the socio-economic development of South Sudanese society.

Lessons Learned



GENDER EQUALITY HAD A POSITIVE INFLUENCE ON THE GROUP DYNAMIC

One of the notable characteristics of the programme was the gender ratio among Fellows. Almost half of the 2017 Programme participants were women, who came from various public sector, private sector, academic institutions, and civil society organisations. Gender balance among participants enriched the quality of workshops through women's active engagement and input in practical exercises, group discussions, and teamwork. Gender balance also closely related to the Sustainable Development Goal 5, Gender Equality. It is observed by the coaches and staff that male Fellows respected their female counterparts' strength and accepted women's current and potential contributions to the areas of entrepreneurship, leadership, and development in South Sudan. Female Fellows were often vocal in sharing their experiences and opinions, which contributed to constructive discussion and informative debate within the group.

However, some female Fellows had low self-confidence and were hesitant to speak up or were nervous during presentations. Lack of self-confidence, a problem seen in Fellows of both genders, can significantly affect Fellows' performance. Addressing this issue in the training, along with the knowledge and skills modules already built into the programme, will unlock the existing potential among Fellows and lead to overall improvement in individual and professional performance. Additional coaching and mentoring is needed in future programme cycles to address issues of self-confidence, especially as they intersect with gender dynamics.



SHARING OF NEEDS ASSESSMENT RESULTS

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

The initial needs assessment for the programme was undertaken during the orientation workshop with Fellows in Juba through an online session followed by a questionnaire. The results of the assessment indicated the need for more focused training on the project management cycle. The data showed that while 65% of Fellows have a role related to project management, including project proposal writing, developing action plans, and monitoring and evaluation, 75% Fellows reported that they had no formal training in the areas of project management, which is negatively affecting their work performance and the overall services delivered to the people of South Sudan.

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

Lessons Learned



BUILDING AN ALUMNI NETWORK CREATES A LOCAL SUPPORT SYSTEM FOR FELLOWS EVEN AFTER THE PROGRAMME ENDS

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



A COMPETITIVE NOMINATION AND SELECTION PROCESS IS WINNING SUPPORT AND BUY-IN FROM THE NATIONAL GOVERNMENT

Merit-based nomination and selection of potential Fellows generated a positive response and buy-in from the top leadership of ministries and institutions. As merit-based selection is rare in South Sudan. The nomination and selection process encourages healthy competition among three nominees from a single organisation. A written test was introduced in 2017 cycle in the form of essay writing to further augment the interview and document screening process. Special attention was paid to individual previous achievements, performance, and qualifications including English language skills during the selection process.



VISITING HIROSHIMA INSPIRED FELLOWS AND GAVE THEM HOPE FOR SOUTH SUDAN'S RECOVERY

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

Lessons Learned



UNITAR STAFF WORKED TO COMPENSATE FOR CHALLENGES STEMMING FROM THE POLITICAL AND SECURITY ENVIRONMENT

The political and security environment in South Sudan is constantly changing and difficult to predict, and security-related incidences can potentially delay the implementation of Juba-based workshops and online sessions. Online sessions are Skype-based sessions delivered online and facilitated by UNITAR to follow-up on Fellows' progress and provide them with knowledge on specific themes relevant to completing their assignments. However, as the online sessions are dependent on the internet quality, speed and bandwidth, recorded video presentations were provided as a backup and to maintain quality. This was found to be very effective, allowing for deeper review of presentations at a convenient time, but also enabling those Fellows who were not able to physically join the session to equally benefit from the online training.

Similarly, political, tribal, and ethnic tensions can flare up from time to time, sometimes forcing people to flee and take refuge in camps or rural areas. When such incidents occur, it can be difficult for UNITAR staff to contact Fellows affected by the situation. To ensure that the programme runs as safely and smoothly as possible, vigilance, flexibility, and accurate and timely assessments of the political and security climate are necessary. Maintaining robust communication with stakeholders and partners is important to get up-to-date information to prepare and plan for unwanted situations. Thanks to the efforts of UNITAR's Hiroshima- and Juba-based staff, Coaches, and other partners, the 2017 Cycle was completed successfully, to the great benefit of all involved, despite an occasionally adverse environment.



THE POLITICAL AND SECURITY ENVIRONMENT MUST BE TAKEN INTO ACCOUNT AS FELLOWS COMPLETE THEIR ASSIGNMENTS

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

Lessons Learned



KNOWLEDGE AROUND OBTAINING FUNDING AND TECHNIQUES WAS INCLUDED IN THE PROGRAMME

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



FELLOWS AND THEIR CHAMPIONS SHOULD STRESS THE IMPORTANCE OF ORGANISATIONAL NEEDS ASSESSMENT REPORTS TO THEIR ORGANISATIONS

Fellows discussed concerns and reservations that their organisations and institutions currently pay less attention to timely Organisational Needs Assessments (ONA) that could potentially improve the organisations' goals as well as overall performance. This is particularly relevant for public-sector organisations and ministries where lack of political will and attention from the line managers and supervisors makes it difficult for Fellows to win the support of their organisations and ministries. Although there is no culture of conducting regular ONA in many organisations, part of the problem is a lack of supervisor support and a lack of communication between supervisors and an organisation's top leadership. Linked to this are general problems such as of lack of funding, financial stability, equality between public sector organisations, and the overall political environment. Fellows noted the idea of cultivating champions within organisations and ministries to win over supervisors' support and to bring the ONA to the attention of the top leadership. Fellows should be encouraged to suggest regular ONAs to their organisation, to improve said organisation's service delivery and overall performance.

Lessons Learned

KEY MESSAGES FROM PARTICIPANTS



Comments

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



Recommendations

- “More practical exercises will help all the participants retain more of what they learn.”
- “I hope there will be more training on leadership and budgeting in the future.”
- “Providing more examples for various sectors will help us understand more about each subject.”
- “Some topics are new for some of us, so sufficient built-in time would help us to understand those topics properly.”
- “I hope more participants can take part in this training in the future as we found it very helpful.”

Strategic Alignment

SUSTAINABLE DEVELOPMENT GOALS

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

- Goal 4 – Quality Education
 - § 4.4 – By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship.
- Goal 5 – Achieve gender equality and empower all women and girls
 - § 5.5 - Ensure women’s full and effective participation and equal opportunities for leadership at all levels of decision-making in political, economic and public life.
- Goal 8 – Decent work and economic growth
 - § 8.3 – Promote development-oriented policies that support productive activities, decent job creation, entrepreneurship, creativity and innovation, and encourage the formalization and growth of micro-, small-

and medium-sized enterprises, including through access to financial services

- Goal 10 – Reduce inequality within and among countries
 - § 10.2 – By 2030 empower and promote the social, economic and political inclusion of all, irrespective of age, sex disability, race, ethnicity, origin, religion or economic or other status.
 - § 10.b - Encourage official development assistance and financial flows, including foreign direct investment, to States where the need is greatest, particularly the least developed countries, African countries, small island developing States and landlocked developing countries, in accordance with their national plans and programmes.
 - Goal 16 – Peace, justice and strong institutions
 - § 16.6 – Develop effective, accountable and transparent institutions at all levels.[1]
- [1] UN Sustainable Development, SDGs, <https://sustainabledevelopment.un.org/sdgs>, Accessed 5/24/17



Overview



About UNITAR

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

UNITAR Hiroshima Office

UNITAR has many years of institutional experience in training on development issues, formulating unique methodological approaches, focused upon the needs of adult learners. The UNITAR Hiroshima Office, through its long experience in designing and delivering training for post-conflict countries,

including South Sudan, Afghanistan and Iraq, also has a unique understanding of the needs of beneficiaries in such environments.

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

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



Where We Work

UNITAR is headquartered in Geneva, Switzerland with main offices in New York, U.S.A and Hiroshima, Japan.

The locations for the 2017 South Sudan Fellowship Cycle were:

- Workshop I: 16 - 20 August 2017 – Entebbe, Uganda
- Workshop II: 4 - 12 October 2017 – Hiroshima, Japan
- The Fellowship participants were recruited from South Sudan

Travel Distance
7846 km

Travel Hours
17 h 20 h

The Fellowship

About the Fellowship

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

Fellowship Objectives

The Fellowship's specific long-term objectives are to equip participants with two sets of concrete skills:

HARD SKILLS

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

SOFT SKILLS

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

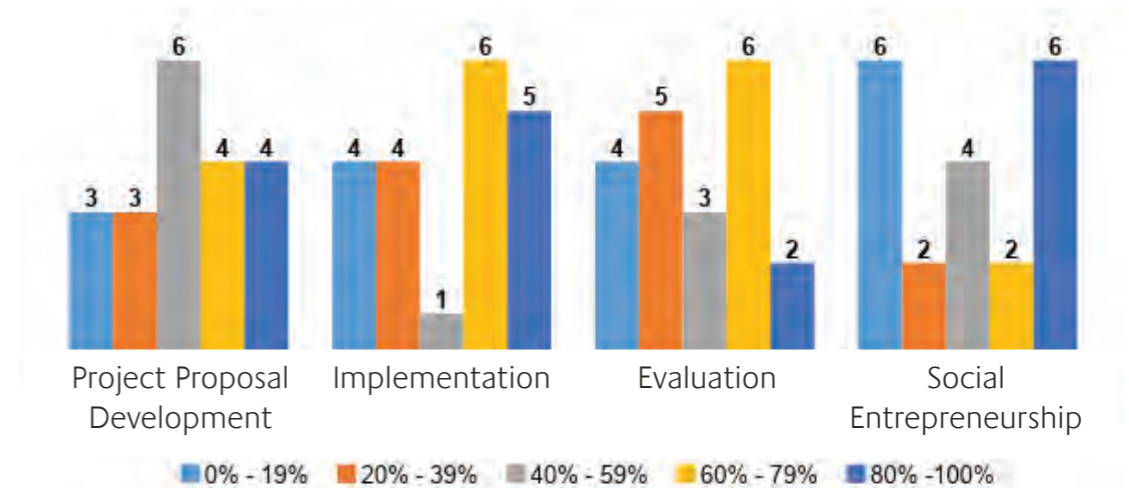
Fellowship Structure

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

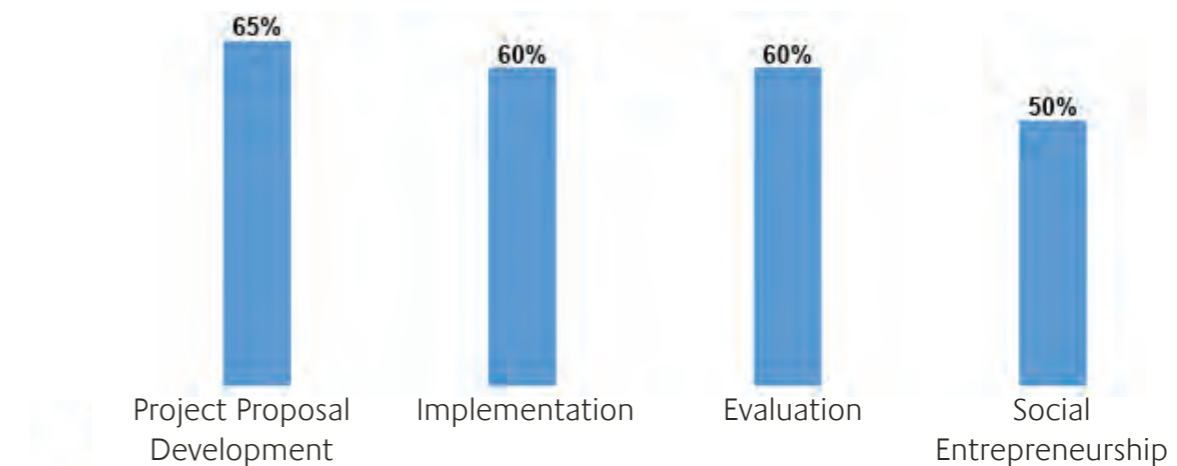
NEEDS ASSESSMENT

At the inception of the Fellowship, a Needs Assessment was conducted with Fellows to determine the specific learning orientation to be addressed within the themes of the programme. The information gathered through this process was discussed with Resource Persons and incorporated into the instructional design of the Programme. This was augmented by knowledge gained through the 2017 Cycle of the Programme; UNITAR staff used lessons learned from the previous cycle to tailor and contextualize the learning to the needs of South Sudan.

PERCENTAGE OF FELLOWS' ROLES IN PROJECT PLANNING AND IMPLEMENTATION



PERCENTAGE OF FELLOWS' TRAINING NEEDS REGARDING PROJECT DEVELOPMENT AND PLANNING



FELLOWS' PARTICIPATION IN THE TRAININGS ON PROJECT PLANNING IN THE PAST

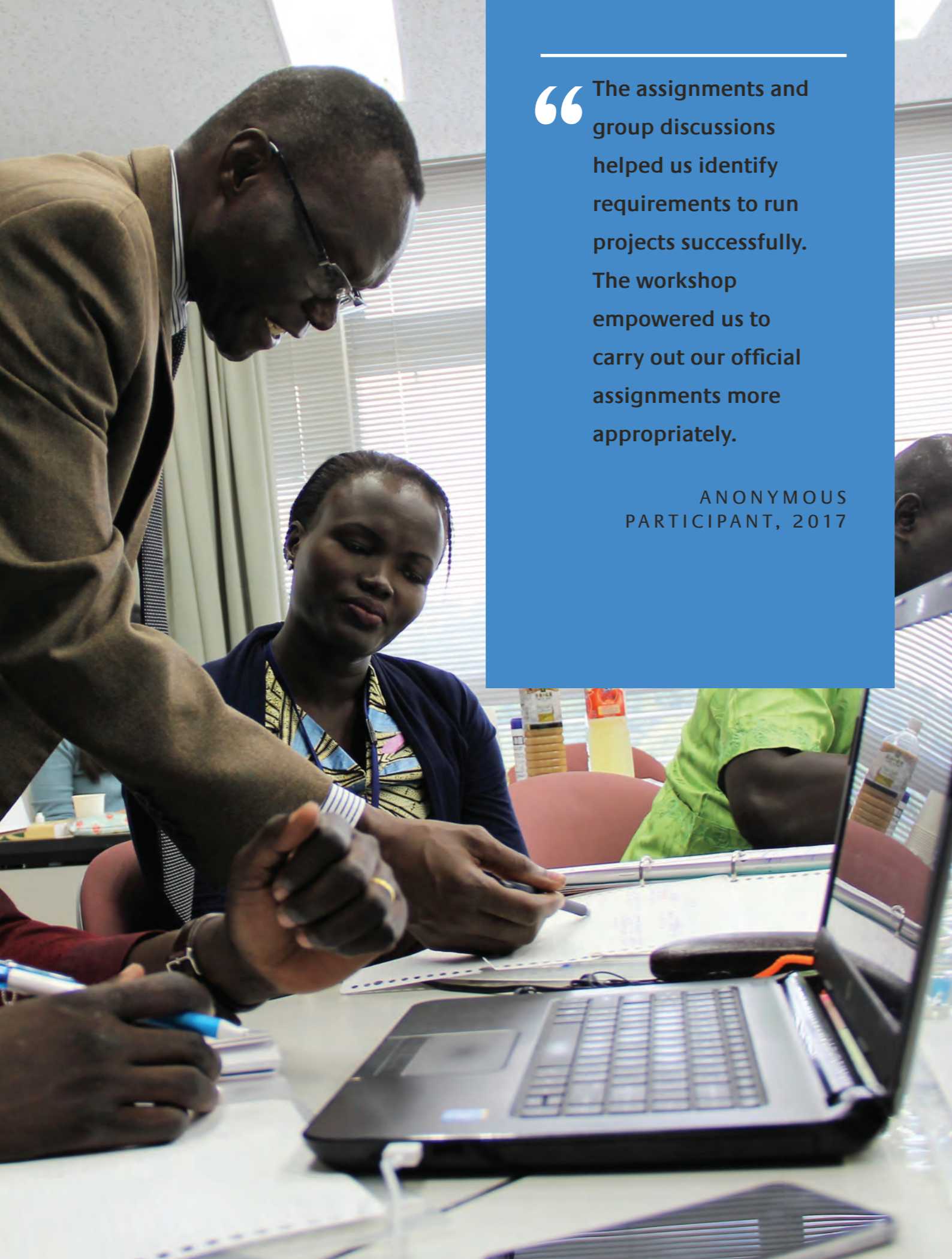


FELLOWS' PARTICIPATION IN THE TRAININGS ON SOCIAL ENTREPRENEURSHIP IN THE PAST



FELLOWS' PARTICIPATION IN THE TRAININGS ON LEADERSHIP IN THE PAST

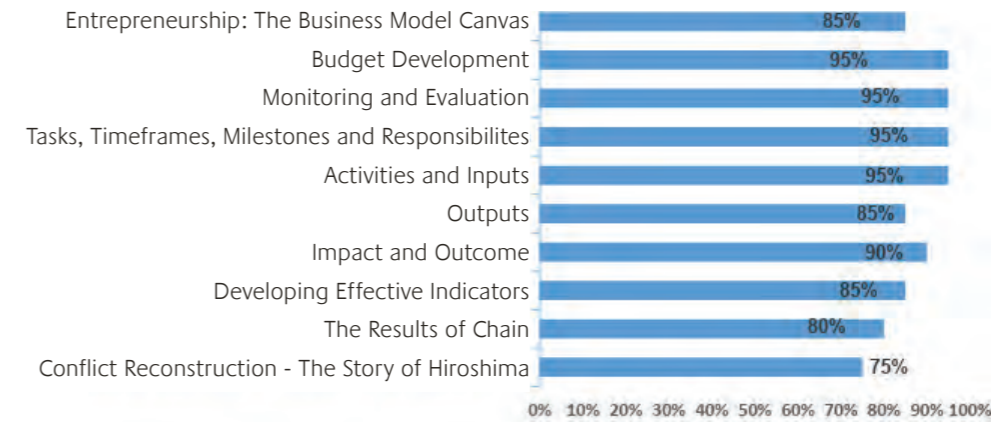




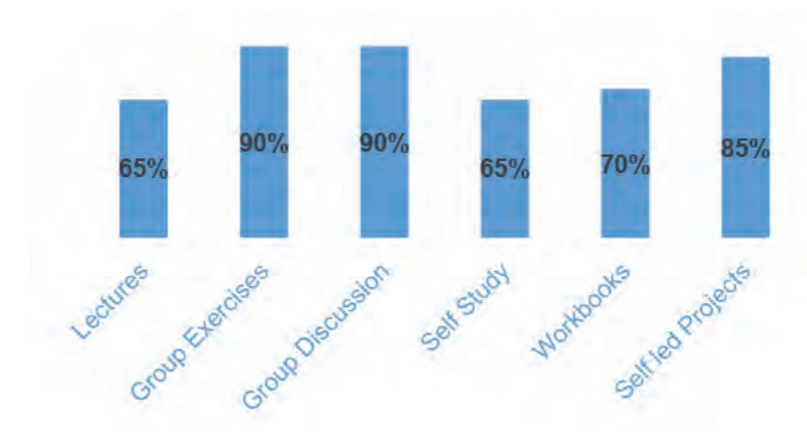
“The assignments and group discussions helped us identify requirements to run projects successfully. The workshop empowered us to carry out our official assignments more appropriately.

ANONYMOUS PARTICIPANT, 2017

FELLOWS’ RESPONSES ON THE THEMES PROPOSED FOR WORKSHOP 2: PROJECT DEVELOPMENT AND IMPLEMENTATION PLANNING



FELLOWS’ RESPONSE ON THE TYPES OF TRAINING METHODS: BENEFITTED THE MOST



FELLOWS’ ASSESSMENT ON MOST RELEVANT THEMES FOR WORKSHOP ONE: SOCIAL ENTREPRENEURSHIP, NEED ASSESSMENT, AND LEADERSHIP



The Fellowship

Participants

FELLOWS

Fellows are the main beneficiaries of the Fellowship. Each Fellow is required to undertake a needs assessment, utilising the knowledge gained at Workshop I. This is followed by the development of a project proposal document, incorporating learning undertaken at Workshops II, as well as through the online mentoring sessions. The 2017 Programme saw 20 Fellows, including 10 women, completing all the requirements of workshops, committed 20 hours per month and 18 days of on-site training.

COACHES

Coaches are stand-out graduates from previous cycle and are assigned with providing daily coaching, regular mentoring, and overall guidance on the programme's assignments and requirements to new Fellows. The 2017 programme saw five Coaches play an important role and help contextualize the learning to the South Sudanese contexts and realities through:

- Familiarizing new Fellows through the programme's processes, expectations, roles and responsibilities;
- Guiding new Fellows to practice effective communication with other Fellows, Resource Persons, and UNITAR staff to meet programme's milestones and deadlines;
- Facilitating Juba-based online sessions and practical exercises;

- Encouraging new Fellows to utilize local knowledge and resources in conducting assignments and overcoming daily problems;

Coaches receive additional "Coaching for Coaches" training as a contribution for their further personal and professional development.

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

MENTORS

Incorporating key methodological practices from other UNITAR Hiroshima training programmes, the SSFP saw twelve (7) 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 Organisational Needs Assessments, but had also utilised this learning in the real world, and were able to provide case studies as to challenges and opportunities therein to the South Sudanese Fellows. This South-to-South cooperation, through the establishment of mutually beneficial networks and communication channels across various programmes serves to promote exchanges between countries and allow for the examination of issues in differing contexts.

Key Aspects of the Fellowship

Key aspects of the 2017 Fellowship were as follows:

ORIENTATION SESSION

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

WORKSHOPS

The Fellowship consists of two international Workshops, allowing for a review of assignments, and the imparting of knowledge in preparation for subsequent sessions and projects. Workshop I introduces the idea of Organisational Needs Assessment to the Fellow's working environment in South Sudan, where Fellows improved

COMMENCEMENT OF THE UNITAR SOUTH SUDAN FELLOWSHIP PROGRAMME 2017 CYCLE

22 MAY 2017 – JUBA SOUTH SUDAN

The UNITAR Hiroshima Office and the Embassy of Japan in South Sudan have launched the third cycle of the UNITAR South Sudan Fellowship Programme. Kiya Masahiko, Ambassador of Japan to South Sudan, said the programme is particularly relevant to South Sudan's ongoing peacebuilding. "The Government and the people of Japan are behind the self-help efforts of the people of South Sudan to achieve sustainable peace and development. As a nation that rose from the devastation of war, Japan is eager to see peace take root in South Sudan by the people's leadership and ownership galvanized through this Japan-UNITAR Hiroshima project. The Government of Japan, a strong advocate of global peace and development, is committed to supporting the South Sudanese people through a range of humanitarian, development and peacebuilding projects, including through UNITAR Hiroshima."

The Fellowship



their understanding of the key processes of organisational needs assessments through data gathering, analysis, and reporting. Workshop II linked the needs assessment with project planning and implementation training. The timeline of two Workshops for the 2017 Cycle was as follows:

- **Workshop I:** 16 - 20 August 2017 – Entebbe, Uganda
- **Workshop II:** 4 - 12 October 2017 – Hiroshima, Japan

ONLINE SESSION

Online sessions are Skype-based sessions delivered online and facilitated by UNITAR to follow-up on Fellows' progress and provide them with knowledge on specific themes relevant to completing their assignments. However,

as the online sessions are dependent on the internet quality, speed and bandwidth, recorded video presentations were provided as a backup and to maintain quality. This was found to be very effective, allowing for deeper review of presentations at a convenient time, but also enabling those Fellows who were not able to physically join the session to equally benefit from the online training.

ASSIGNMENTS

In order to contextualise and personalise the training being delivered, as well as to monitor and evaluate knowledge transfer and areas of continued need, Fellows were required to work on individual assignments throughout the Fellowship.



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

Assignment Two: Based on the findings of the Organisational Needs Assessments conducted in Assignment I, each Fellow developed a project proposal document incorporating elements from the Results Chain process:

- Impact Statement;
- Outcome Statement and Indicators;
- Outputs and Indicators,
- Activities;
- Inputs;

- Tasks;
- Timeline and Milestones;
- Monitoring Plan
- Risk Mitigation Plan
- Budget

COMBINATION OF DIFFERENT TRAINING METHODS

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

The Fellowship

Beneficiaries

The 20 Fellows of the 2017 Cycle are representatives of the following organisations and institutions in South Sudan:

- Ministry of Health - Directorate of Reproductive Health Service
- Ministry of Finance and Economic Planning – Department of Collection of Medium & Small Tax Payer Unit
- Ministry of Agriculture and Food Security - Directorate of Cooperative Development
- Ministry of Interior - Directorate of South Sudan National Police Service/Joint Integrated Police
- Ministry of Gender, Child, and Social Welfare - Directorate of Child Welfare
- Ministry of Humanitarian Affairs and Disaster Management - Directorate of Disaster Management
- Ministry of information, Culture and Youth
- Ministry of Labor, Public Service, and Human Resource Development - Directorate of Human Resource Management
- Ministry of Foreign Affairs and International Cooperation - Department for training FSOs
- Smile Again Africa Development Organization (SAADO)
- Nile Hope (NH)
- Community Empowerment for Progress Organization (CEPO)
- Organization for Non-Violence and Development (ONAD)
- Media Organization - AMDISS
- South Sudan Chamber of Commerce
- Chamber of Women Entrepreneurs
- University of Juba - Department of Management Science
- Upper Nile University - Department of Rural Development



Graduation

Participants were awarded a UNITAR Certificate of Completion upon:

- Participation in all Workshops;
- Completion of all Assignments to a satisfactory level;
- Final project presentation during Workshop II.

Evaluation

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

OVERALL PROGRAMME EVALUATION:

Following the completion of the programme, UNITAR will undertake written evaluations at the following intervals:

- 60 days | Learning: Individual written evaluation to identify changes in skills, knowledge or attitudes (Kirkpatrick Level 2)
- 90 days | Application: Individual Written evaluation to identify on-the-job behavioural change to identify frequency and use of new skills, knowledge and attitudes, as well as barriers and enablers in this regard (Kirkpatrick Level 3)



Workshop I

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“Continuing this training is very important to increase performance of civil service in South Sudan.”

ANONYMOUS
PARTICIPANT, 2017

Workshop I, attended by 20 Fellows, 5 Coaches, 2 UNITAR Staff, totalling 27 participants, took place in Entebbe, Uganda, between 16 – 20 August 2017. The Workshop allowed Fellows to gain an in-depth understanding of Organisational Needs Assessment as a first step in the project design and management process, while working to contextualise the training delivered for the realities of South Sudan. Workshop I provided a highly structured and focused training methodology with the intent of addressing differing adult learning styles to maximize learning outcomes. The instructional design of the Workshop incorporated the ROPES approach (Review; Overview; Presentation; Exercise; and Summary), which serves to deliver a more comprehensive training process, when compared to traditional presentation-heavy models of learning.

Learning Objectives

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

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

Description

MODULE I: ENTREPRENEURSHIP – AN INTRODUCTION

This module sought to help Fellows understand the concept of entrepreneurship, social capital and social entrepreneurship. Entrepreneurship is a force that mobilises available resources to meet unmet market demand. It is the process

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

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

MODULE II: ORGANISATIONAL NEEDS ASSESSMENT AND ENVIRONMENTAL ANALYSIS

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

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Needs Assessment which in return could provide a sound foundation for designing a project to address identified needs in an efficient and effective manner.

MODULE III: CONDUCTING AN ORGANISATIONAL NEEDS ASSESSMENT (ORGANISATIONS AS OPEN SOCIO-TECHNICAL SYSTEMS)

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

MODULE IV: CONDUCTING AN ORGANISATIONAL NEEDS ASSESSMENT (THREE TYPES OF ORGANISATIONAL NEEDS ASSESSMENT)

This module aimed at helping Fellows to classify the three types of Organisational Needs Assessment: Strategic; Tactical, and Operational. Understanding the differences between the three types of ONA outlined in this session is crucial when considering the overall design of the assessment process. During the first practical

exercise session Fellows were asked to undertake an individual exercise by considering:

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

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

- Most relevant for their organisation? Why?
- Least relevant for their organisation? Why?
- What South Sudan specific cautions exist?

MODULE V: CONDUCTING AN 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. 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 can influence key stakeholders and decision makers. An individual practical exercise provided an opportunity for Fellows to think of a positive experience they may have had with a project champion: what made it positive and what were the results? By the same

token, thinking of a negative experience with a project champion allowed Fellows to discuss what made it negative, what the result was, and how things could have been dealt with differently. Fellows were given time to think of the target group for their ONA; who they will need to have served as the champion of their needs assessment 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 VI: CONDUCTING AN 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. During pair- and group-based practical exercise sessions, Fellows were asked to compare examples of qualitative and quantitative data they could gather, as well as being tasked with developing good and bad questions related to an assigned case study. The key focus of the module was for Fellows to comprehend the theoretical and



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practical benefits of each approach and to be able to outline the importance of why asking good questions is central to undertaking a robust ONA.

MODULE VII: CONDUCTING AN ORGANISATIONAL NEEDS ASSESSMENT (DATA ANALYSIS AND REPORTING)

The previous module examined the importance of developing good data for an ONA; Module VII highlighted the importance of proper analysis of data compiled during the ONA. Proper analysis of an ONA allows for more appropriate and targeted projects. Fellows discussed three important steps including coding, grounding, and reporting data: Coding data refers to labelling and classifying data into common topics and themes emerging from the data. A number of techniques were discussed to help Fellows code the data and visualize those using numbers and graphs.

Grounding data refers to separation of pre-existing notions and personal prejudices from the gathered data. It is easily said than done and requires careful examination and will. The importance of grounding data is to let the data objectively reveal the outcome of the assessment conducted in the field.

During the reporting data phase, a number of key questions are answered such as, what is the need or gap being analysed, the purpose of the analysis, and the finding of the analysis. It is equally important to objectively analyse the data with a balanced representation of different views.

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

MODULE VIII: IDENTIFYING AND INTEGRATING STAKEHOLDERS

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

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

MODULE IX: EFFECTIVE COMMUNICATION

Module IX aimed at helping Fellows discuss:

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

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

MODULE X: PLANNING AND PROBLEM STATEMENT

Module X aimed at facilitating discussion on the following themes:

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

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

and allows for the anticipation of issues and problems for unforeseeable circumstances.

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

Materials

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

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.

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INDIVIDUAL EXERCISES

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

SMALL GROUP EXERCISES

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

AFTER-ACTION REVIEWS:

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

Conclusions

Workshop I allowed Fellows to gain an in-depth understanding of the Organisational Needs Assessment process as a first step in project design and management, while working to contextualise the training received for the realities of South Sudan through a number of focused training modules. The Workshop utilized an innovative instructional design process, incorporating years of experience in training and lessons learned at the UNITAR Hiroshima Office. This model provided for more

structured training which focused on maximizing learning outcomes. The Workshop also supported Fellows in working towards identifying potential projects addressing the common needs of their organisations, while enhancing their understanding of the obstacles and opportunities in the organisational development and change process.

Evaluation Data

The evaluation data gathered at the end of Workshop I showed that 95% of respondents “agreed” or “strongly agreed” that they will likely use the information acquired in Workshop I, with 90% indicating that the content of Workshop I was relevant to their jobs. Prior to the workshop, only 15% of respondents felt that they possessed a “moderate” to “high ability” to “Review the key elements of an Environmental Analysis,” while 90% of respondents felt that they had gained a high understanding of such by the end of the workshop. Similarly, with regard to “Outline the means of nurturing social entrepreneurship,” those indicating that they had a “moderately high” to “high” understanding grew from 20% of total respondents to 90% by the end of the workshop.

With regard to the methodology utilised in Workshop I, including interactive lectures, after-action reviews, and practical exercises, 95% of respondents indicated that they “agreed” or “strongly agreed” that it was useful. Similarly, the trainers/facilitators of the programme were seen as effective at presenting information, as well as stimulating participants’ involvement, by 100% of respondents. Overall, the responses received were significantly positive.



Workshop I

EVALUATION DATA ANALYSIS REPORT

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

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

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

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

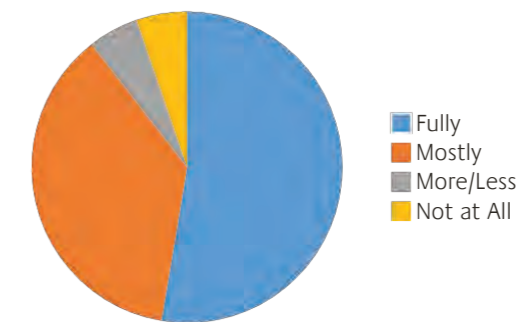


Evaluation Data Analysis

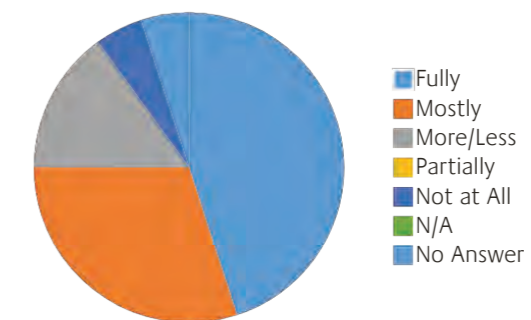
Pre-event Information

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)



Evaluation Data Analysis

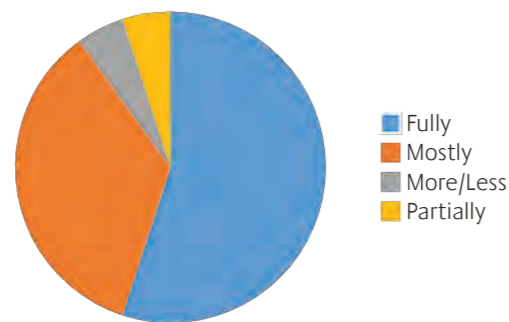
Learning Objectives

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

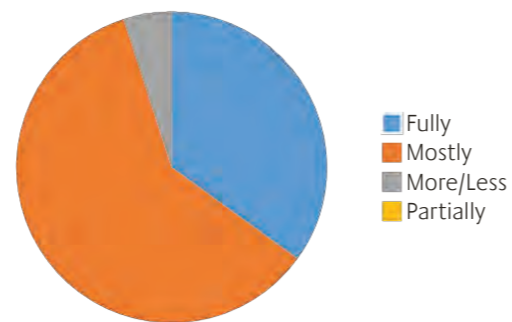
LEARNING OBJECTIVE I

Discuss the Concept of Social Business.

RELEVANCE OF THE OBJECTIVE TO YOUR LEARNING NEEDS



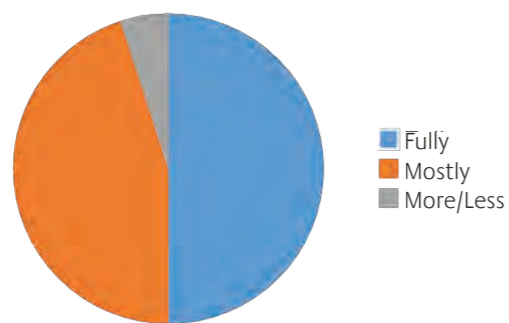
EXTENT TO WHICH YOU MET THE LEARNING OBJECTIVE



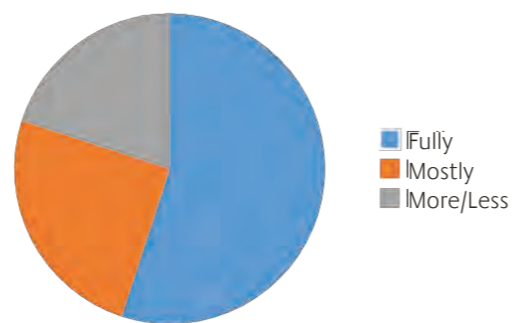
LEARNING OBJECTIVE II

Outline means of nurturing entrepreneurship.

RELEVANCE OF THE OBJECTIVE TO YOUR LEARNING NEEDS



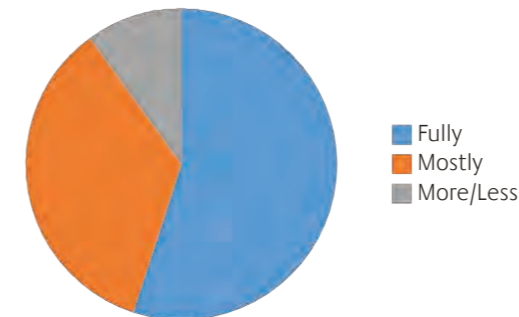
EXTENT TO WHICH YOU MET THE LEARNING OBJECTIVE



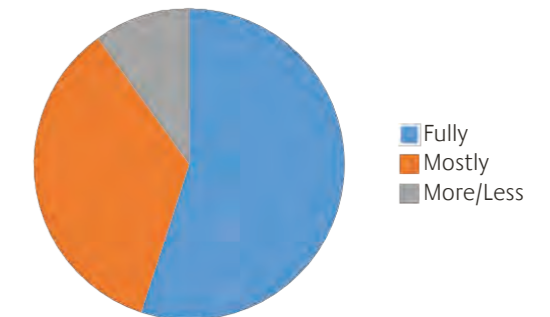
LEARNING OBJECTIVE III

Review the key elements of an Environmental Analysis.

RELEVANCE OF THE OBJECTIVE TO YOUR LEARNING NEEDS



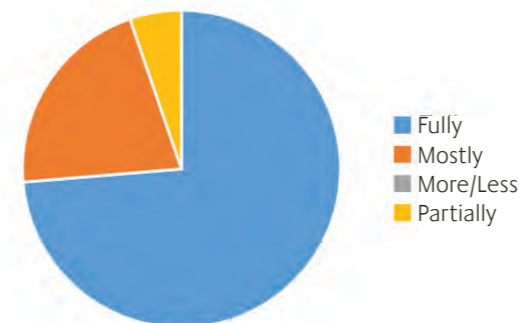
EXTENT TO WHICH YOU MET THE LEARNING OBJECTIVE



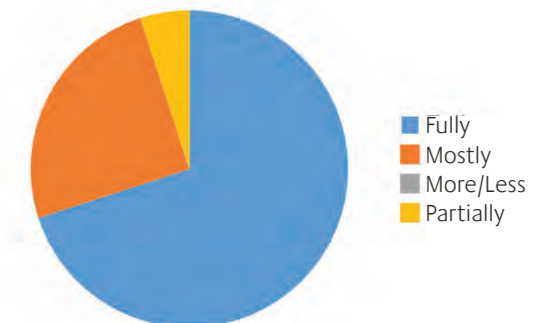
LEARNING OBJECTIVE IV

Clarify the elements which make organisation Open Socio - Technical System.

RELEVANCE OF THE OBJECTIVE TO YOUR LEARNING NEEDS



EXTENT TO WHICH YOU MET THE LEARNING OBJECTIVE

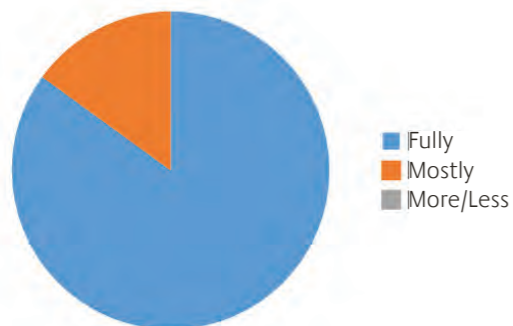


Evaluation Data Analysis

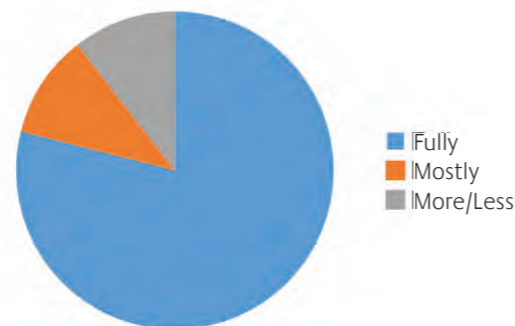
LEARNING OBJECTIVE V

Classify the three types of Organisational Needs Assessment.

RELEVANCE OF THE OBJECTIVE TO YOUR LEARNING NEEDS



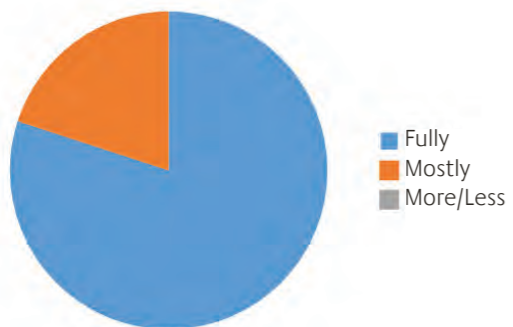
EXTENT TO WHICH YOU MET THE LEARNING OBJECTIVE



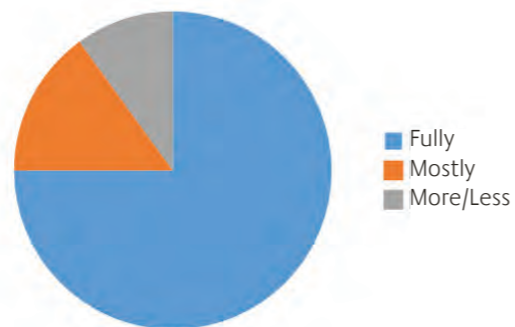
LEARNING OBJECTIVE VI

Outline the stages of an Organisational Needs Assessment.

RELEVANCE OF THE OBJECTIVE TO YOUR LEARNING NEEDS



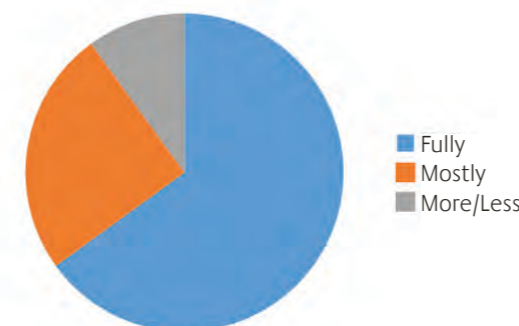
EXTENT TO WHICH YOU MET THE LEARNING OBJECTIVE



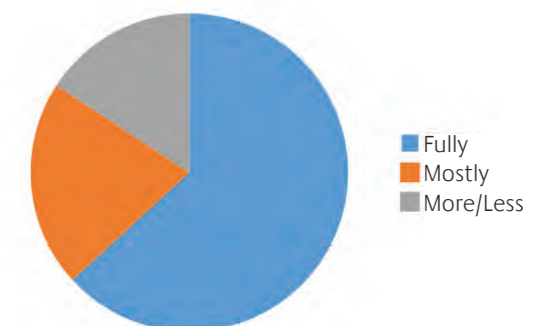
LEARNING OBJECTIVE VII

Restate the advantages and disadvantages of five data collection methods.

RELEVANCE OF THE OBJECTIVE TO YOUR LEARNING NEEDS



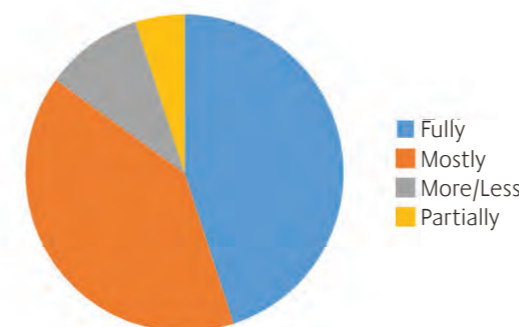
EXTENT TO WHICH YOU MET THE LEARNING OBJECTIVE



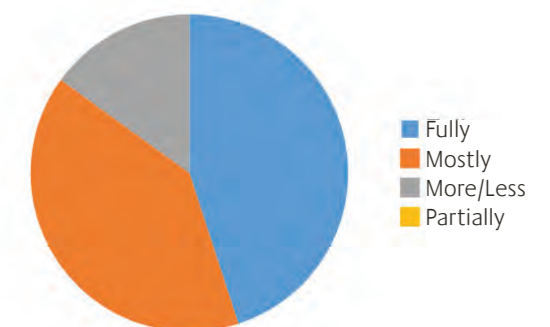
LEARNING OBJECTIVE VIII

Describe the process of data analysis.

RELEVANCE OF THE OBJECTIVE TO YOUR LEARNING NEEDS



EXTENT TO WHICH YOU MET THE LEARNING OBJECTIVE

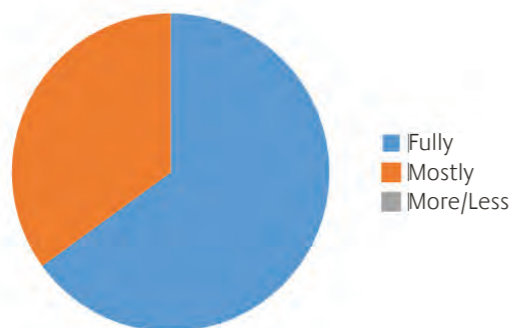


Evaluation Data Analysis

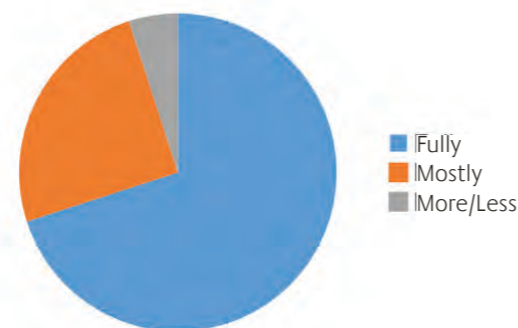
LEARNING OBJECTIVE IX

Outline key elements of the stakeholder identification, integration, and engagement process.

RELEVANCE OF THE OBJECTIVE TO YOUR LEARNING NEEDS



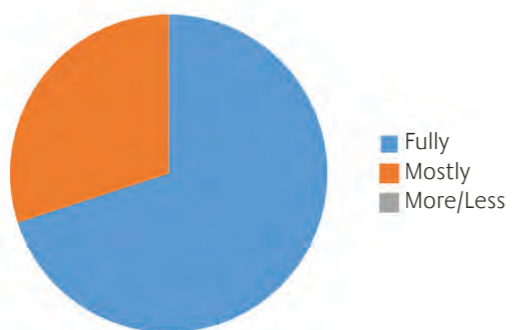
EXTENT TO WHICH YOU MET THE LEARNING OBJECTIVE



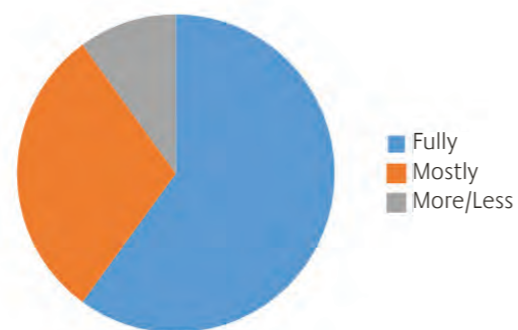
LEARNING OBJECTIVE X

Recognize effective communication skills.

RELEVANCE OF THE OBJECTIVE TO YOUR LEARNING NEEDS



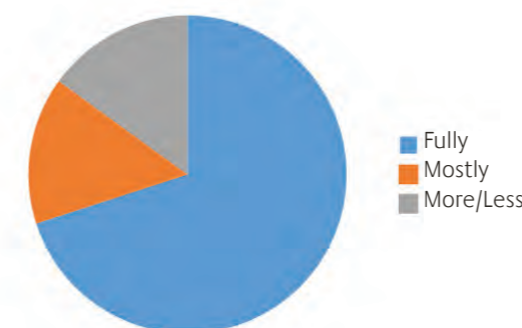
EXTENT TO WHICH YOU MET THE LEARNING OBJECTIVE



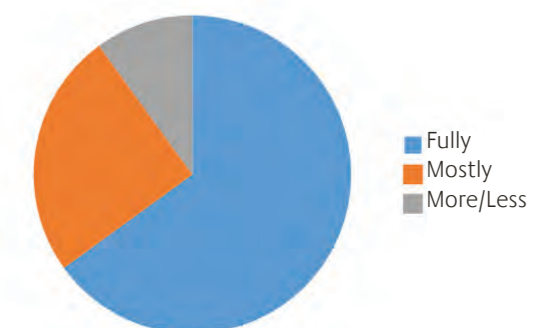
LEARNING OBJECTIVE XI

Apply knowledge of individual workstyles to their own practices.

RELEVANCE OF THE OBJECTIVE TO YOUR LEARNING NEEDS



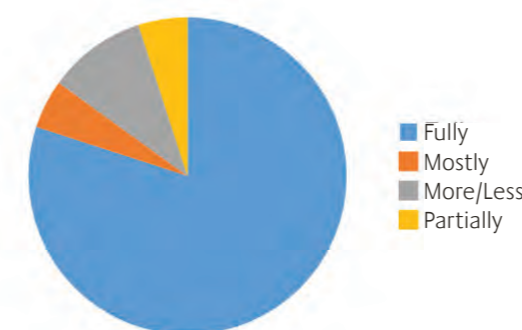
EXTENT TO WHICH YOU MET THE LEARNING OBJECTIVE



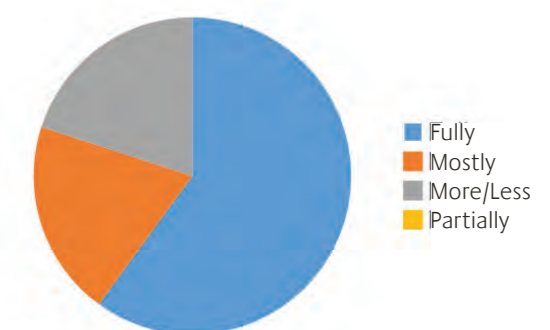
LEARNING OBJECTIVE XII

Discuss the development of effective problem statements.

RELEVANCE OF THE OBJECTIVE TO YOUR LEARNING NEEDS



EXTENT TO WHICH YOU MET THE LEARNING OBJECTIVE

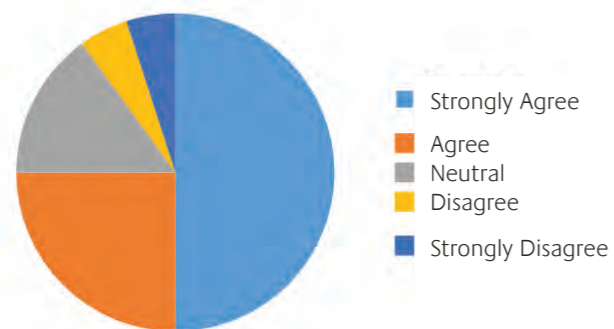


Evaluation Data Analysis

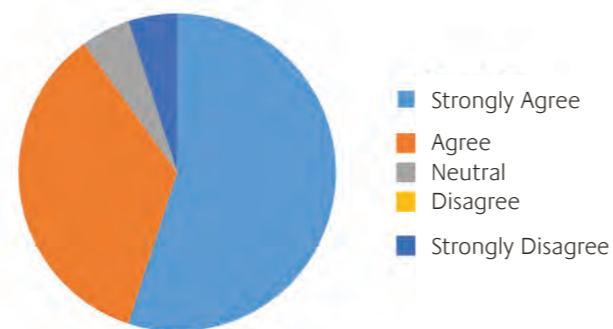
VALUE, RELEVANCE AND INTENT TO USE

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

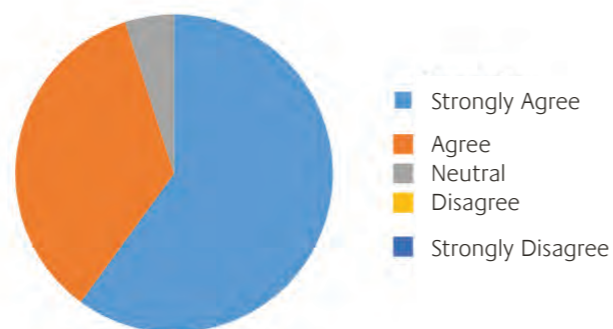
THE INFORMATION PRESENTED IN THIS WORKSHOP WAS NEW TO ME



THE CONTENT OF THE WORKSHOP WAS RELEVANT TO MY JOB



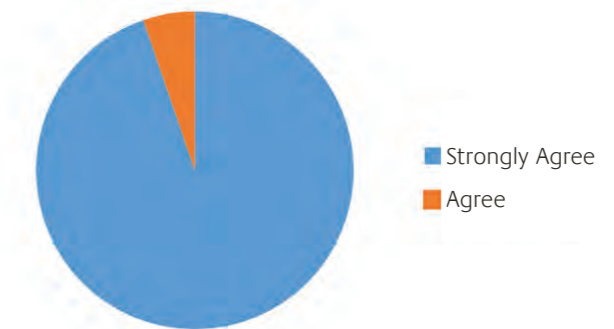
IT IS LIKELY THAT I WILL USE THE INFORMATION ACQUIRED



METHODOLOGY

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

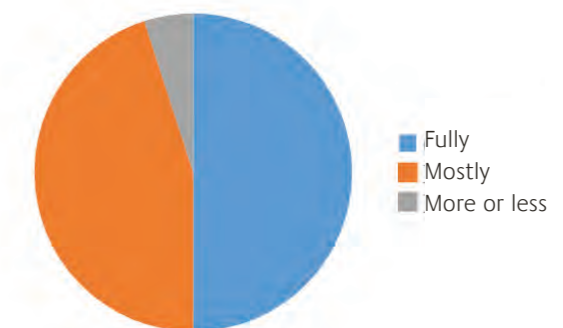
THE EVENT'S METHODOLOGY WAS USEFUL GIVEN THE LEARNING OBJECTIVES



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?

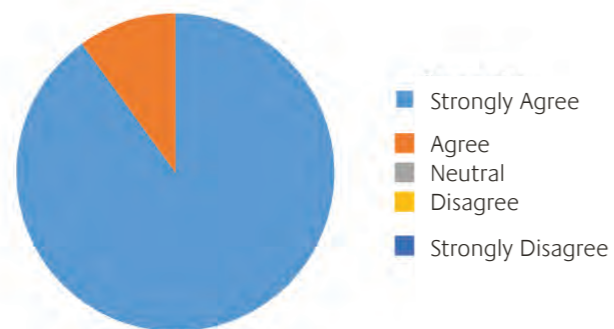


Evaluation Data Analysis

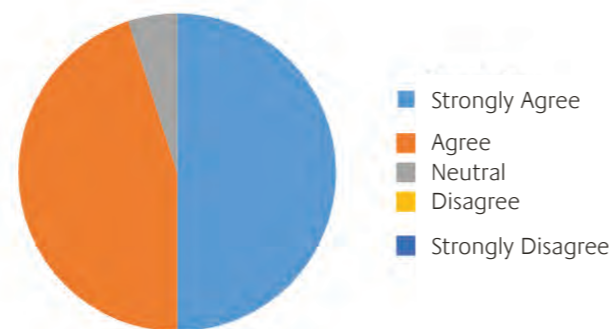
OVERALL SATISFACTION WITH THE QUALITY OF FACILITATORS

Please rate the following statements using the numerical scale from strongly agree (5) to disagree (1). The trainer(s)/facilitator(s) was (were) effective at:

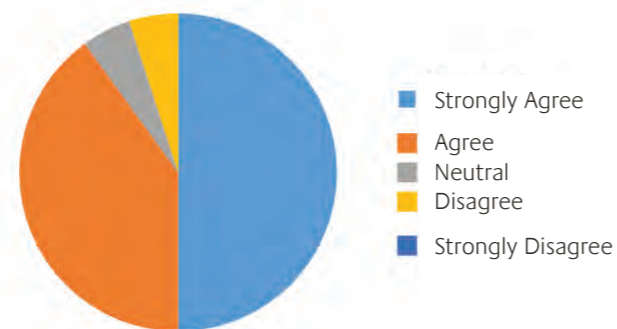
PRESENTING INFORMATION



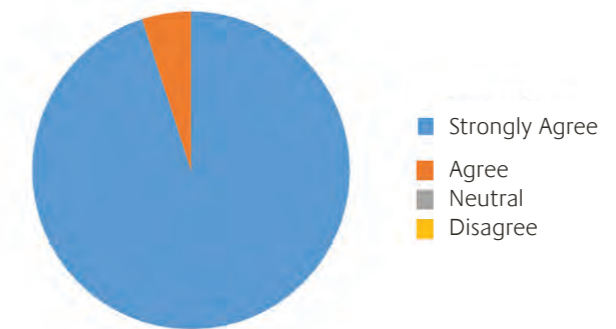
RESPONDING TO QUESTIONS OF PARTICIPANTS



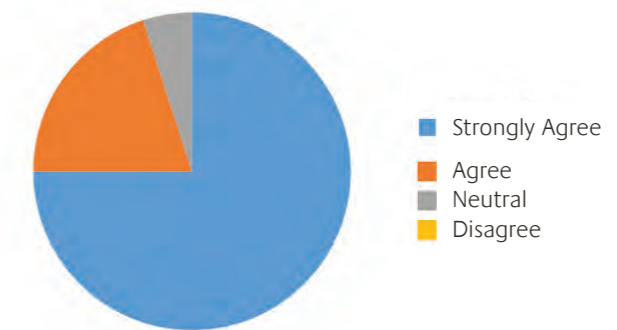
STIMULATING PARTICIPANT INVOLVEMENT



OVERALL, THE WORKSHOP WAS VERY USEFUL



I WILL RECOMMEND THIS WORKSHOP TO A COLLEAGUE



Evaluation Data Analysis

Participant Self-Assessment Questionnaire

Level of Knowledge, Skill, and Competencies in relation to each learning objective before and after the Training.

LEARNING OBJECTIVE I

Discuss the concept of social businesses

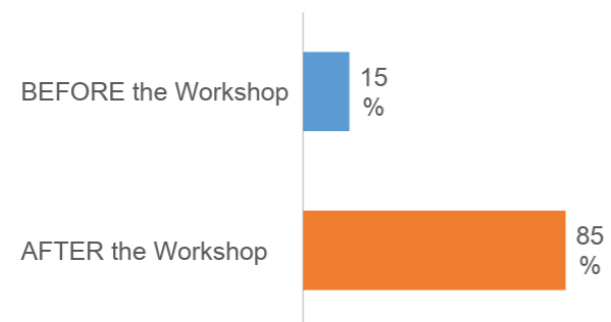


LEARNING OBJECTIVE II

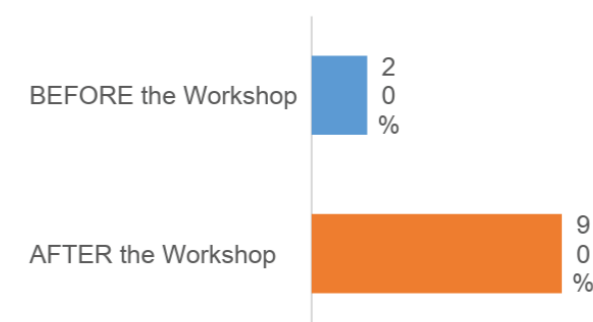
Outline means of nurturing entrepreneurship.



BEFORE-AFTER DIFFERENCE (MODERATE & HIGH RESPONSES)



BEFORE-AFTER DIFFERENCE (MODERATE & HIGH RESPONSES)



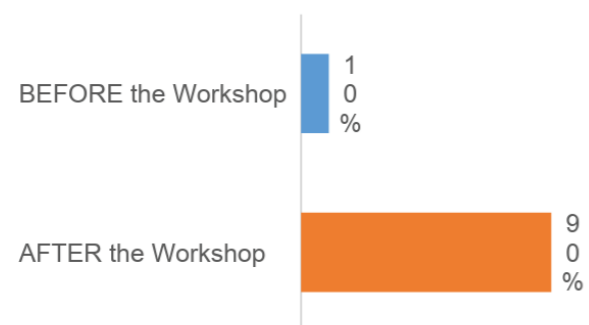
Evaluation Data Analysis

LEARNING OBJECTIVE III

Review the key elements of an Environmental Analysis.

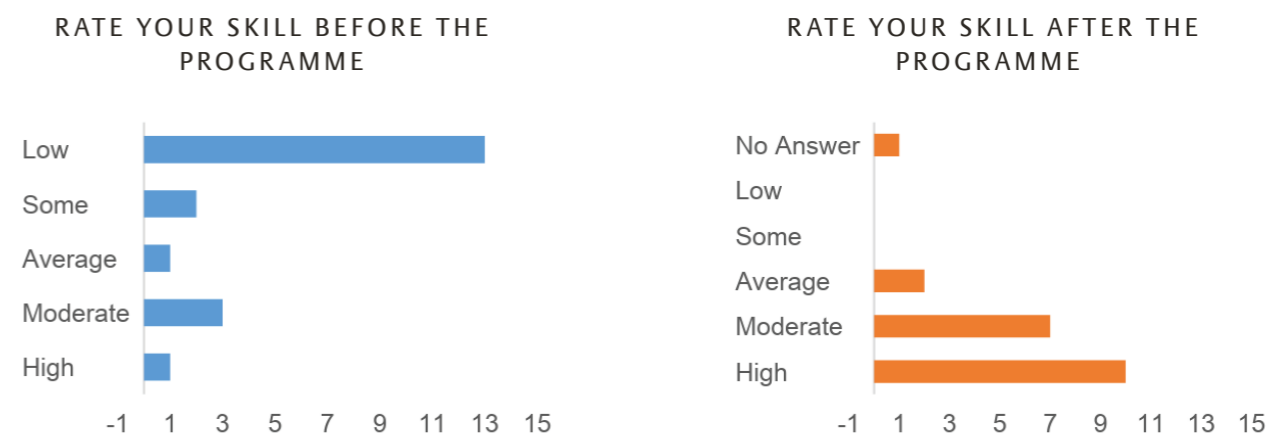


BEFORE-AFTER DIFFERENCE (MODERATE & HIGH RESPONSES)

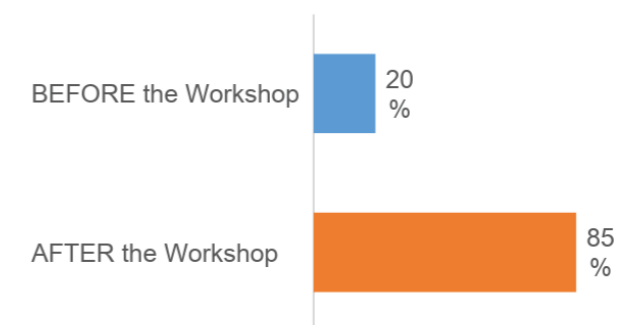


LEARNING OBJECTIVE IV

Clarify the elements which make Organisations open Socio-Technical System.



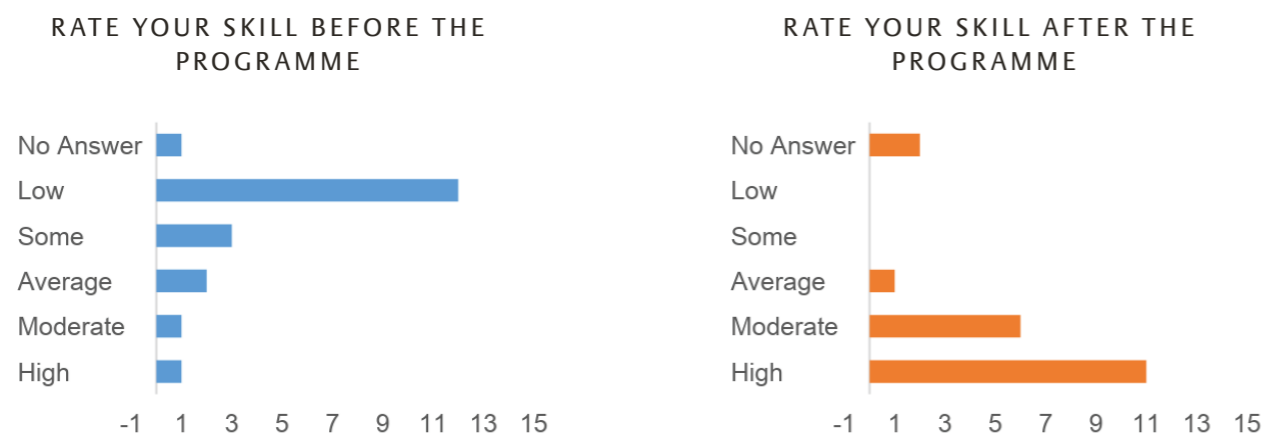
BEFORE-AFTER DIFFERENCE (MODERATE & HIGH RESPONSES)



Evaluation Data Analysis

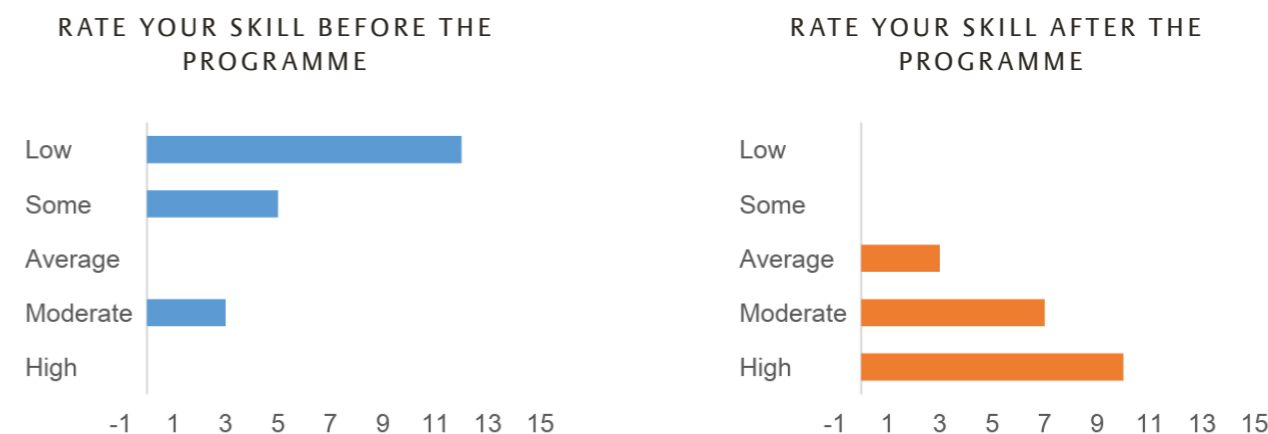
LEARNING OBJECTIVE V

Classify the three types of Organisational Needs Assessment.

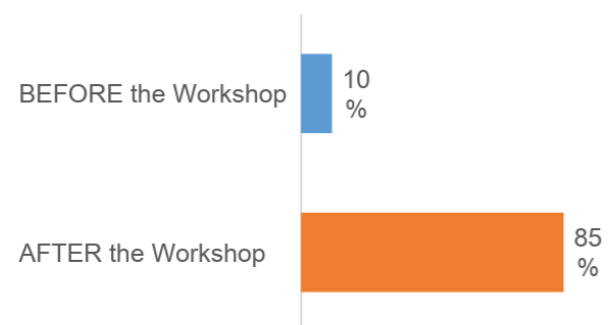


LEARNING OBJECTIVE VI

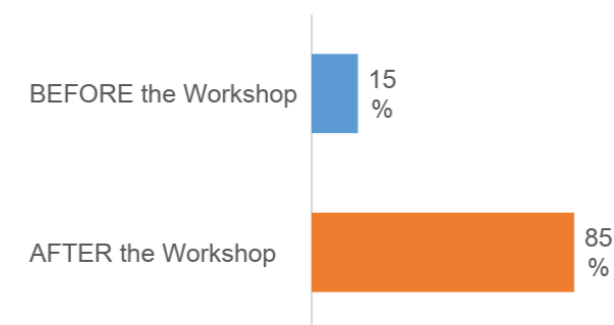
Outline the stages of an Organisational Needs Assessment.



BEFORE-AFTER DIFFERENCE (MODERATE & HIGH RESPONSES)



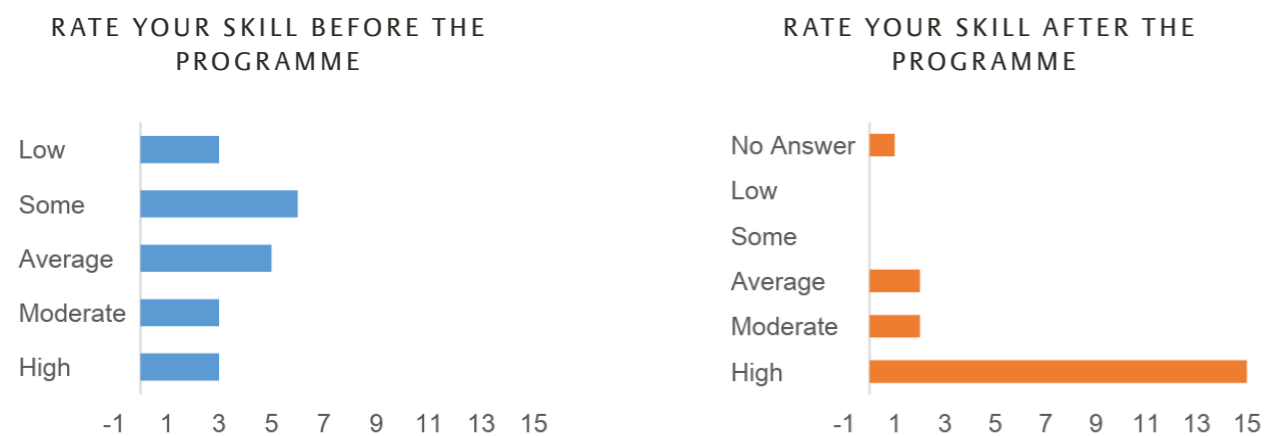
BEFORE-AFTER DIFFERENCE (MODERATE & HIGH RESPONSES)



Evaluation Data Analysis

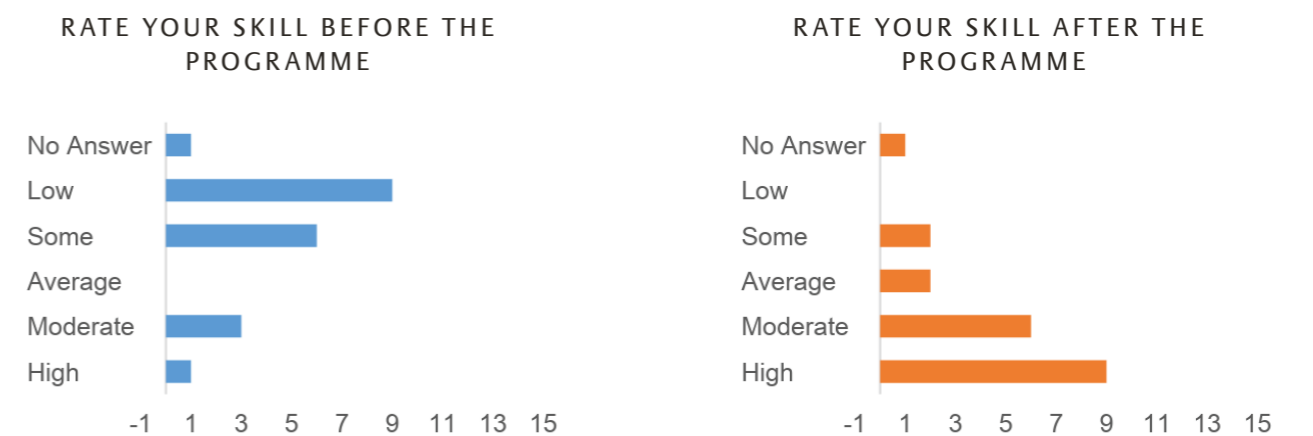
LEARNING OBJECTIVE VII

Restate the advantages and disadvantages of data collection methods.

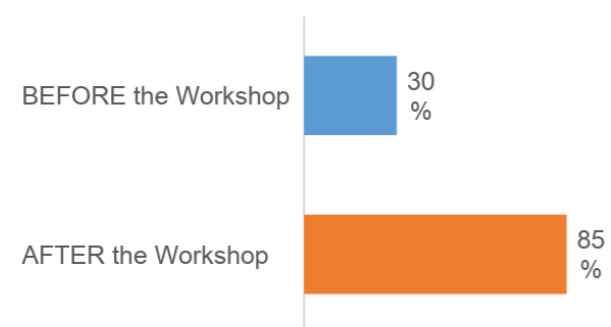


LEARNING OBJECTIVE VIII

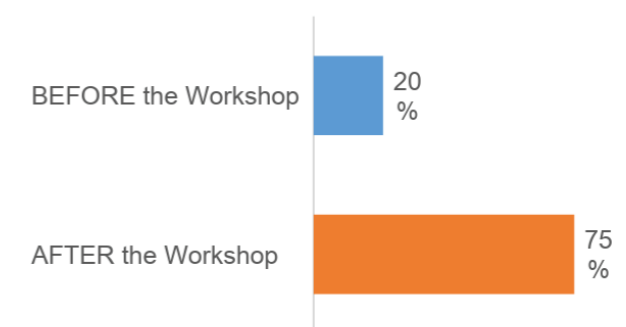
Describe the process of data analysis.



BEFORE-AFTER DIFFERENCE (MODERATE & HIGH RESPONSES)



BEFORE-AFTER DIFFERENCE (MODERATE & HIGH RESPONSES)



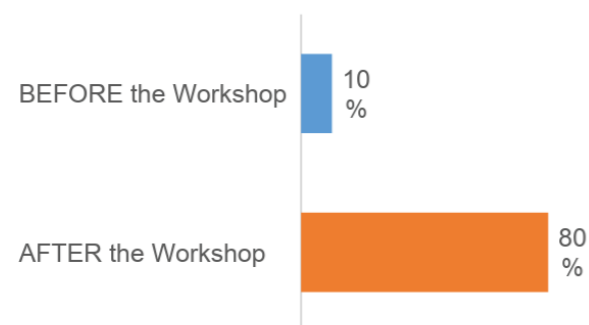
Evaluation Data Analysis

LEARNING OBJECTIVE IX

Outline key elements of the stakeholder identification, integration and engagement process.

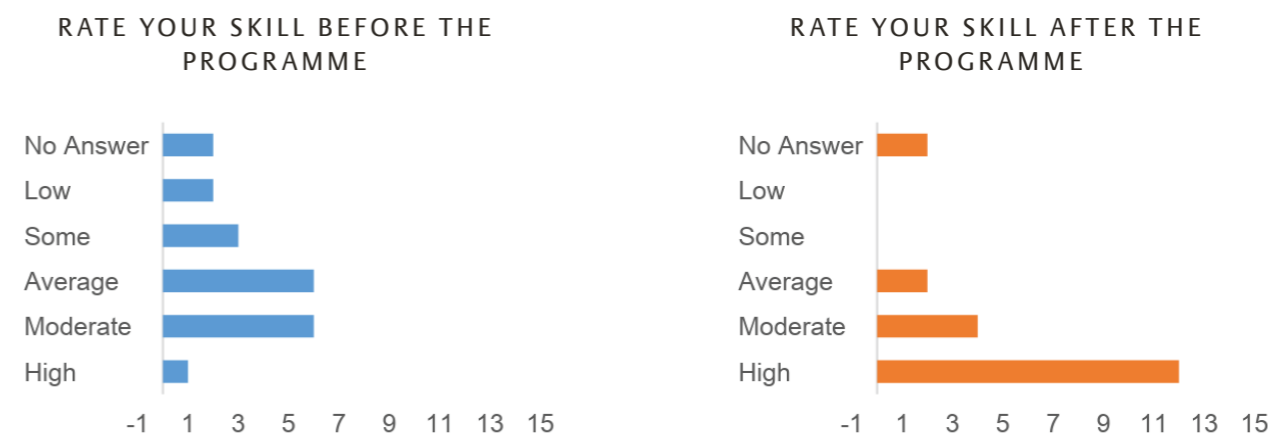


BEFORE-AFTER DIFFERENCE (MODERATE & HIGH RESPONSES)

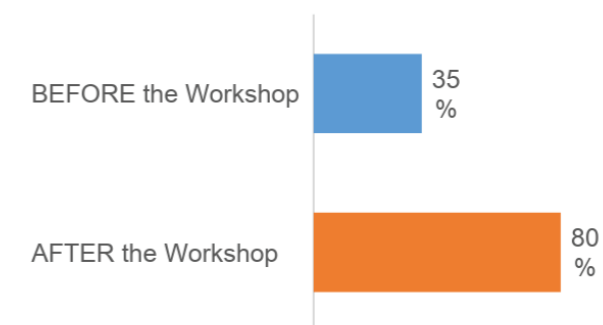


LEARNING OBJECTIVE X

Recognise effective communication skills.



BEFORE-AFTER DIFFERENCE (MODERATE & HIGH RESPONSES)



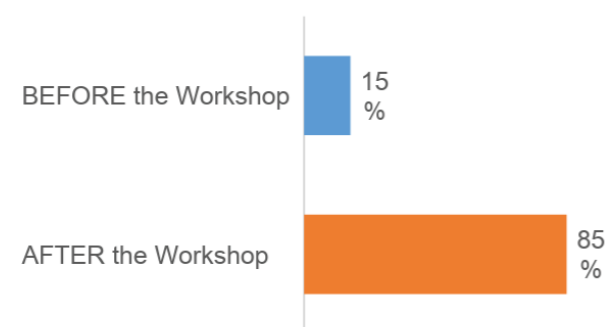
Evaluation Data Analysis

LEARNING OBJECTIVE XI

Apply knowledge of individual workstyles to their own practices.

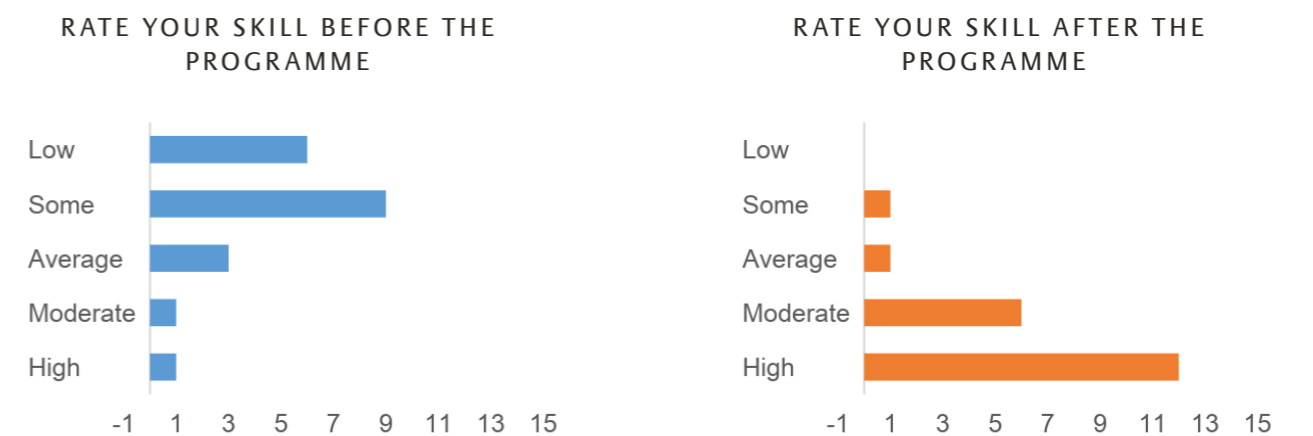


BEFORE-AFTER DIFFERENCE (MODERATE & HIGH RESPONSES)

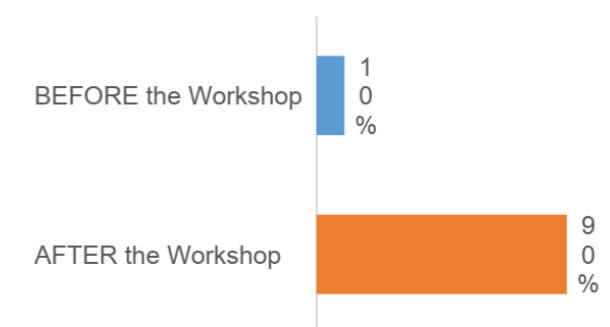


LEARNING OBJECTIVE XII

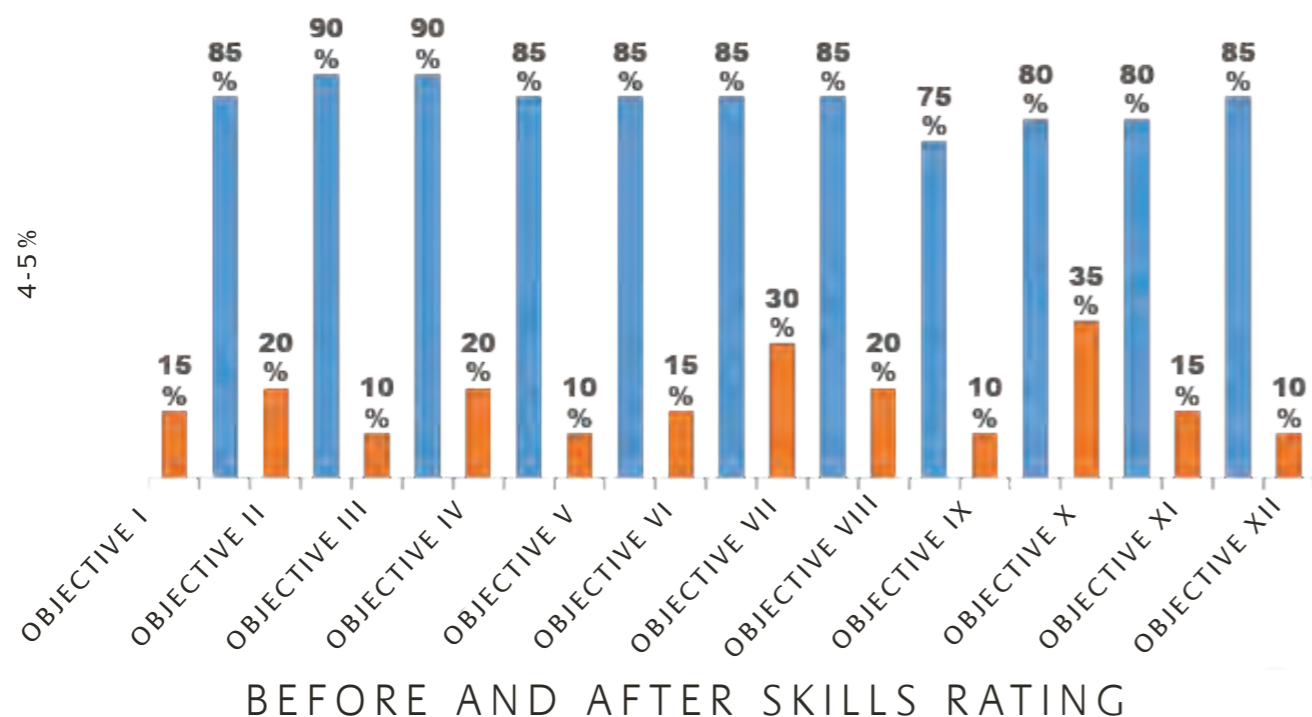
Discuss the development of effective problem statements.



BEFORE-AFTER DIFFERENCE (MODERATE & HIGH RESPONSES)



Evaluation Data Analysis



Overall Individual Skills Rating Before and After the Training

There are a total of twelve learning objectives for the workshop I, explained in detail at the beginning of this evaluation. This section shows an overall evaluation of the skill levels of the participants, for each learning objective before and after the workshop. The following chart shows a clear increase in the skill levels after the workshop, self-evaluated by the participants. A large majority of participants believed that their skills have improved after the workshop and they have achieved the learning objectives.

Agenda for Workshop I

16- 20 AUGUST 2017 | ENTEBBE, UGANDA



UNITAR South Sudan Fellowship Programme - 2017 Cycle Workshop II - Entebbe, Uganda AGENDA

	Tuesday, 15 August	Wednesday, 16 August	Thursday, 17 August	Friday, 18 August	Saturday, 19 August	Sunday, 20 August	Monday, 21 August
09:00 - 09:30		09:00 - 09:30 Opening Ceremony	09:00 - 09:30 After Action Review	09:00 - 10:00 After Action Review	09:00 - 10:00 After Action Review		
09:30 - 10:00		09:30 - 11:00 Introductions Agenda Objectives Setting Expectations Setting Engagement Activities	09:30 - 11:00 Module Three Organisational Needs Assessment (ONA) and Environmental Analysis (by Berni McKenzie - UNITAR) (Coach: TBC)	09:30 - 11:00 Module Six ONA: Stages and Champions (by Shamsul Haq Shams - UNITAR) (Coach: TBC)	09:30 - 11:00 Module Nine ONA: Identifying and Integrating Stakeholders (by Berni McKenzie - UNITAR) (Coach: TBC)		
10:00 - 10:30							
10:30 - 11:00							
11:00 - 11:30		11:00 - 11:30 Tea Break	11:00 - 11:30 Tea Break	11:00 - 11:30 Tea Break	11:00 - 11:30 Tea Break	11:00 - 13:00 Module Twelve Disc Test	
11:30 - 12:00		11:30 - 13:00 Module One Entrepreneurship: An Introduction (UNITAR)	11:30 - 13:00 Module Four ONA: Organisations as "Open Socio-technical Systems" (by Shamsul Haq Shams - UNITAR) (Coach: TBC)	11:30 - 13:00 Module Seven ONA: Gathering Data and Asking Good Questions (by Berni McKenzie - UNITAR) (Coach: TBC)	11:30 - 13:00 Module Ten ONA: Effective Communication (by Berni McKenzie - UNITAR) (Coach: TBC)		
12:00 - 12:30							
12:30 - 13:00							
13:00 - 13:30	Ethiopian Airlines (ET 356) Depart from Juba at 13:20 Arrive in Entebbe at 14:40	13:00 - 14:00 LUNCH	13:00 - 14:00 LUNCH	13:00 - 14:00 LUNCH	13:00 - 14:00 LUNCH	13:00 - 14:00 LUNCH	Bus to the Airport Ethiopian Airlines (ET 357) Depart from Entebbe at 15:20 Arrive in Juba at 16:40
13:30 - 14:00	Bus to the Hotel (LAICO Lake Victoria)						
14:00 - 14:30		14:00 - 15:30 Module Two Social Entrepreneurship: An Introduction (UNITAR)	14:00 - 15:30 Module Five ONA: Three Types of Organisational Needs Assessment (by Berni McKenzie - UNITAR) (Coach: TBC)	14:00 - 15:30 Module Eight ONA: Data Analysis and Reporting (by Shamsul Haq Shams - UNITAR) (Coach: TBC)	14:00 - 15:30 Module Eleven ONA: Problem Statements (by Shamsul Haq Shams - UNITAR) (Coach: TBC)	14:00 - 15:30 Module Thirteen Disc Test: Leadership of the Self	
14:30 - 15:00							
15:00 - 15:30							
15:30 - 16:00		15:30 - 17:00 Mentoring Session	15:30 - 17:00 Mentoring Session	15:30 - 17:00 Mentoring Session	15:30 - 17:00 Coaches Panel Session: My Fellowship Journey - the ONA	(Rolling Tea Break)	
16:00 - 16:30							
16:30 - 17:00							

Workshop II

4 – 12 OCTOBER 2017 | HIROSHIMA AND TOKYO, JAPAN

Workshop II, attended by 20 Fellows and five Coaches, took place in Tokyo and Hiroshima, Japan, between 4 – 12 October 2017. The Workshop allowed Fellows to gain an in-depth understanding of project development and implementation planning while working to contextualise the training received for the realities of South Sudan through the eight modules delivered.

Learning Objectives

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

- Restate the key processes of the Results Chain;
- Prepare Impact Statements;
- Illustrate the processes required for developing Effective Outcomes;
- Restate the focus of S.M.A.R.T. Methodologies;
- Prepare Outcome Statements for project plans;
- Define Activities within project planning;
- Illustrate the development of effective indicators;
- Describe the importance of task assignment in project planning;
- Discuss the definition and development of outputs in project planning;
- Discuss key elements of Japan's post-war reconstruction;
- Outline the steps in developing a Business Model Canvas.

Description

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

MODULE I: REVIEWING THE PROBLEM STATEMENT

This module aimed at helping Fellows to be able to effectively establish a problem statement, providing a clear link between the findings of the Needs Assessment and the impact of the ultimate project. By the end of this module, participants were able to:

- Recognise the importance of the 5Ws (who, what, when, where, and why) in developing problem statements;
- Outline the process of developing effective problem statements.

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

MODULE II: THE RESULTS CHAIN AND INDICATORS

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

for effective monitoring and evaluation. The development of good performance indicators leads to more focused and scope-relevant projects.

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

MODULE III: IMPACTS AND OUTCOMES

The previous module outlined the structure of the Results Chain process, as well as the steps needed for the formulation of Indicators. Impacts and outcomes are crucial elements in the Results Chain process and contribute to a project's definition, scope, and impact. Being able to define S.M.A.R.T. outcomes assists in the monitoring and evaluation processes of project development. Fellows were given time to undertake a practical exercise by reviewing their individual problem statements and developing a related impact statement. Fellows then shared their impact statements in groups with colleagues invited to provide constructive feedback and input. The key highlight of this module was the fact that the Results Chain provides crucial skills

STUDY TOUR

During the second day of Workshop II, following the courtesy call to the Governor of Hiroshima Prefecture, everyone walked to the Hiroshima Peace Memorial Park and Museum. Fellows were guided through the Peace Memorial Park and Museum, reflecting on the history of the city, the scale of the devastation, and the lesson learned from the reconstruction following the atomic bombing. It was an emotional encounter for many and a reminder of the ongoing conflict in their own country. Fellows discussed the importance of peace and reconciliation efforts to the rebuilding and reconstruction of South Sudan and the active participation of everyone.

Workshop II

4 – 12 OCTOBER 2017 | HIROSHIMA AND TOKYO, JAPAN

HOMESTAY PROGRAMME

Workshop II was held in Hiroshima, Japan and as a continuation of the Programme, the UNITAR Office organised one night-two days home stay programme with the support and sponsorship of the Rotary Club, Hiroshima. It was a unique opportunity for South Sudanese Fellows to visit and stay with their Japanese host families and exchange views about each other's cultures. The homestay contributed to mutual friendship and learning between both sides, further enriching the experience of everyone in the process. The friendship and experiences gained through the homestay programme will live on and continue to contribute to improving mutual understanding between Hiroshima and South Sudan.

for both project planning and implementation. It provides a framework for project proposal documents, which aids in developing buy-in from stakeholders and decision makers.

MODULE IV: OUTPUTS

The aim of this module was to enable Fellows to:

- Discuss the concept of outputs in the results framework;
- Develop effective output statements, supported by S.M.A.R.T. indicators.

Outputs are projects goods, services, or products that contribute to the achievement of outcomes. Being able to effectively identify and develop outputs and indicators will allow for more scoped project documents, as well as allowing for activities, tasks, and role allocation to be more targeted. During the exercise module Fellows were asked to review their individual impact statements and develop two outcomes using S.M.A.R.T. performance indicators. The key highlight of this module was to help Fellows develop effective outcome statements within the results framework.

MODULE V: ACTIVITIES AND INPUTS

Module V assisted Fellows to discuss:

- The importance of proper activity definition in project development;
- The development of activities and inputs;
- The role of inputs in project development.

Activities are the coordination, technical assistance, or training tasks organized and executed through a project. The development of activities allows for project planners to break down outputs into

smaller units, thereby allowing for further allocation of responsibility and resources. Inputs contribute to activities, and the identification of specific inputs allows for further control and understanding of the requirements of any given project. Practical exercises saw Fellows asked to use their individual projects outputs and output-indicators to identify:

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

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

MODULE VI: TASKS, TIMEFRAMES, MILESTONES, AND RESPONSIBILITIES

Module VI aimed at assisting Fellows to:

- Recognise the importance of developing tasks;
- Define timeframe development processes using a Gantt Chart;
- Implement milestone development in project planning;
- Discuss the importance of allocating responsibilities.

The effective development of tasks, timeframes, milestones and responsibilities in project design and development aids in the implementation,

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

MODULE VII: POST-WAR RECONSTRUCTION IN HIROSHIMA AND JAPAN

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

Workshop II

4 – 12 OCTOBER 2017 | HIROSHIMA AND TOKYO, JAPAN

MODULE VIII: BUSINESS CANVAS MODEL

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

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

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

Material

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

Methodology

INTERACTIVE LECTURES

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

INDIVIDUAL EXERCISES

In order for participants to work toward the self-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.

EVALUATION DATA

The evaluation data gathered at the end of Workshop II showed that 95% of respondents “agreed” or “strongly agreed” that the information presented was new to them, with 95% indicating that the content of Workshop

II was relevant to their jobs. Prior to the workshop, only 10% of participants felt that they possessed a “moderate” to “high ability” to “Restate the key processes of the Results Chain,” while 75% of respondents felt that they had gained a high understanding of such by the end of the workshop. Similarly, with regard to “Define activities within project planning,” those indicating that they had a “moderately high” to “high” understanding grew from 15% of total respondents to 80% by the end of the workshop.

With regard to the methodology utilized in Workshop II, including presentations, study visits and practical exercises, 100% of respondents indicated that they “agreed” or “strongly agreed” that it was useful. Similarly, the facilitators of the programme were seen as effective at presenting information, by 100% of respondents. Overall, the responses received were significantly positive.

Workshop II

4 – 12 OCTOBER 2017 | HIROSHIMA AND TOKYO, JAPAN

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

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

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

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

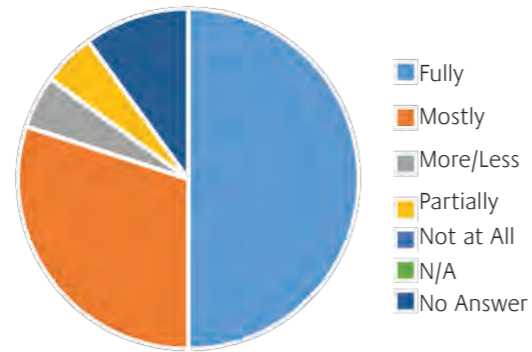


Evaluation Data Analysis

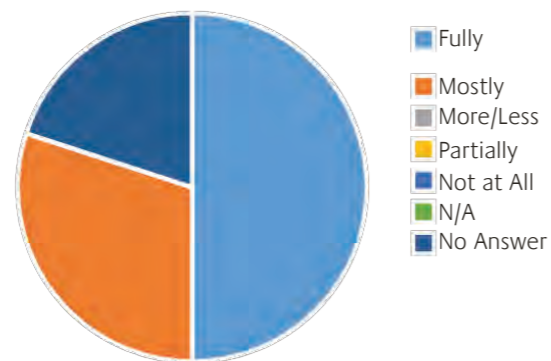
Pre-event Information

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)



Evaluation Data Analysis

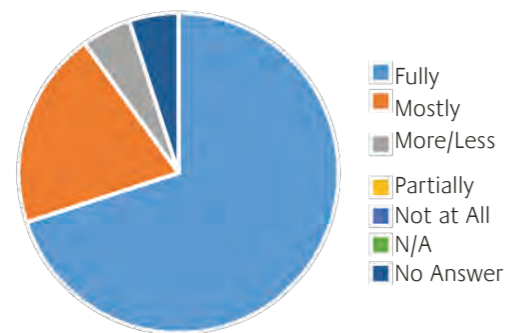
Learning Objectives

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

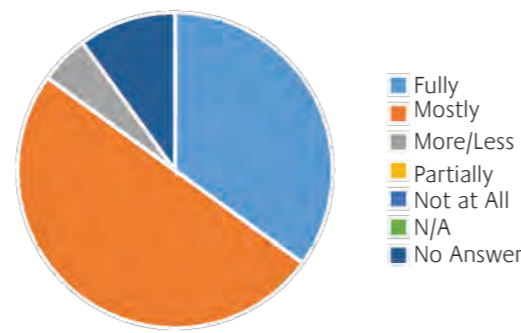
LEARNING OBJECTIVE I

Restate the key processes of the Results Chain.

RELEVANCE OF THE OBJECTIVE TO YOUR LEARNING NEEDS



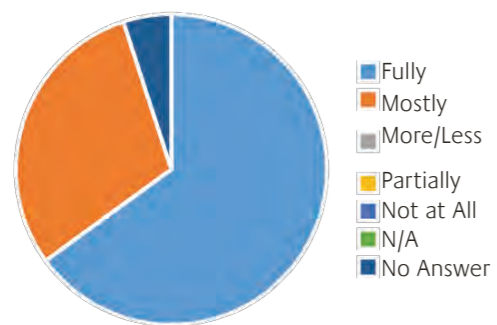
EXTENT TO WHICH YOU MET THE LEARNING OBJECTIVE



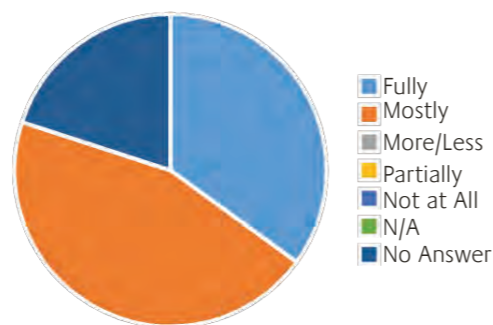
LEARNING OBJECTIVE II

Prepare Impact Statements.

RELEVANCE OF THE OBJECTIVE TO YOUR LEARNING NEEDS



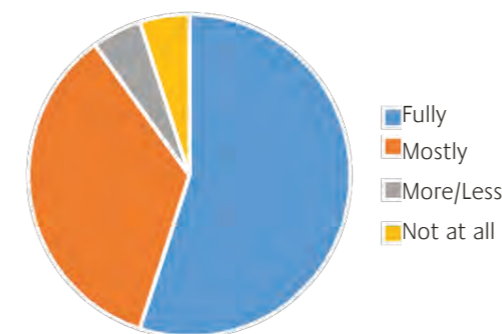
EXTENT TO WHICH YOU MET THE LEARNING OBJECTIVE



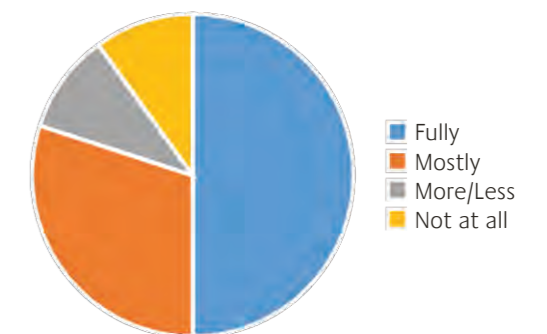
LEARNING OBJECTIVE III

Illustrate the processes required for developing Effective Outcomes.

RELEVANCE OF THE OBJECTIVE TO YOUR LEARNING NEEDS



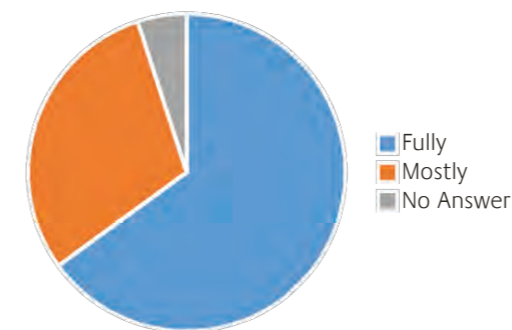
EXTENT TO WHICH YOU MET THE LEARNING OBJECTIVE



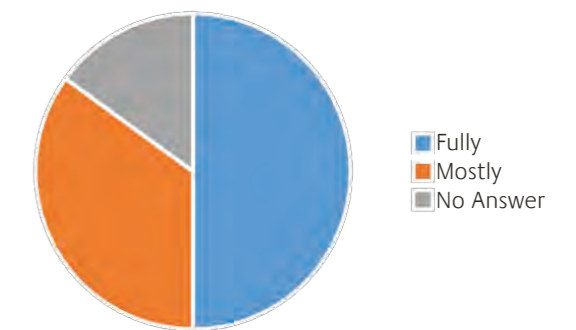
LEARNING OBJECTIVE IV

Restate the focus of S.M.A.R.T Methodologies.

RELEVANCE OF THE OBJECTIVE TO YOUR LEARNING NEEDS



EXTENT TO WHICH YOU MET THE LEARNING OBJECTIVE

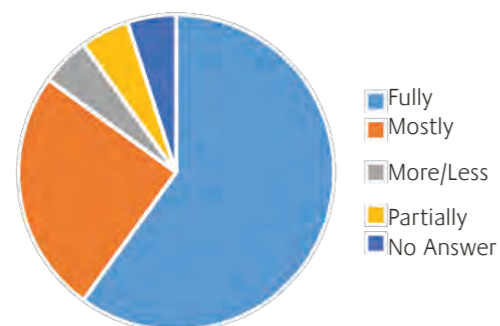


Evaluation Data Analysis

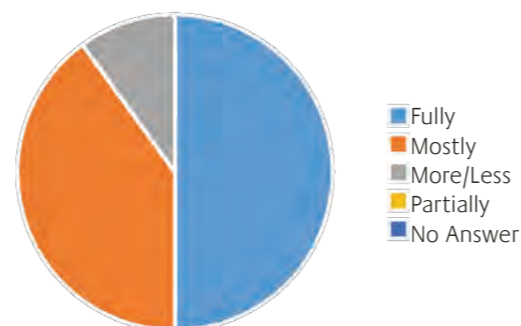
LEARNING OBJECTIVE V

Prepare Outcome Statements for Project Plans.

RELEVANCE OF THE OBJECTIVE TO YOUR LEARNING NEEDS



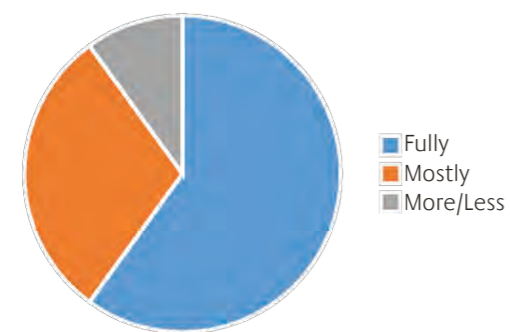
EXTENT TO WHICH YOU MET THE LEARNING OBJECTIVE



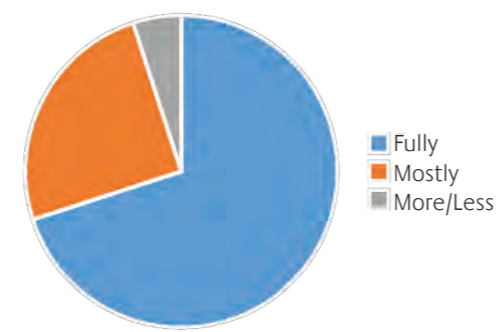
LEARNING OBJECTIVE VI

Define Activities within project planning.

RELEVANCE OF THE OBJECTIVE TO YOUR LEARNING NEEDS



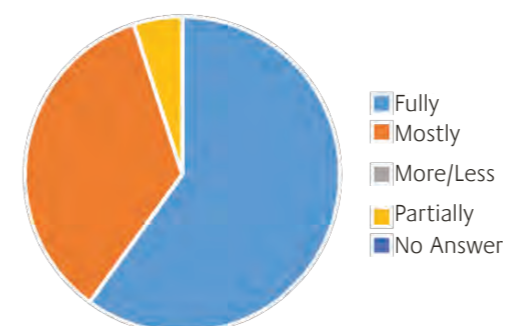
EXTENT TO WHICH YOU MET THE LEARNING OBJECTIVE



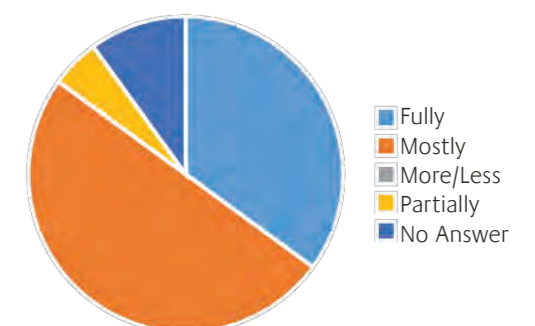
LEARNING OBJECTIVE VII

Illustrate the development of effective indicators.

RELEVANCE OF THE OBJECTIVE TO YOUR LEARNING NEEDS



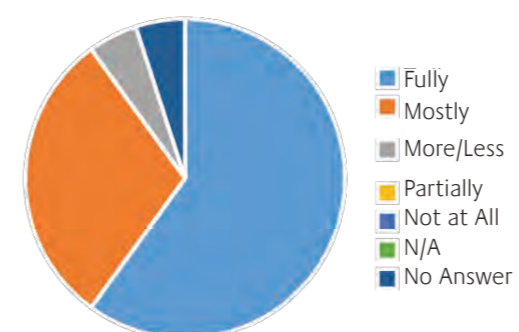
EXTENT TO WHICH YOU MET THE LEARNING OBJECTIVE



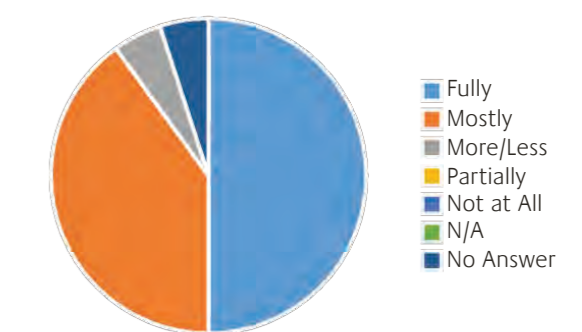
LEARNING OBJECTIVE VIII

Describe the importance of task assignment in project planning.

RELEVANCE OF THE OBJECTIVE TO YOUR LEARNING NEEDS



EXTENT TO WHICH YOU MET THE LEARNING OBJECTIVE

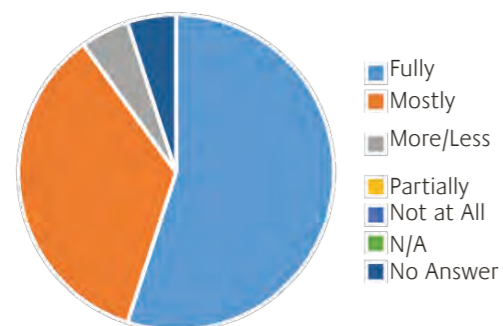


Evaluation Data Analysis

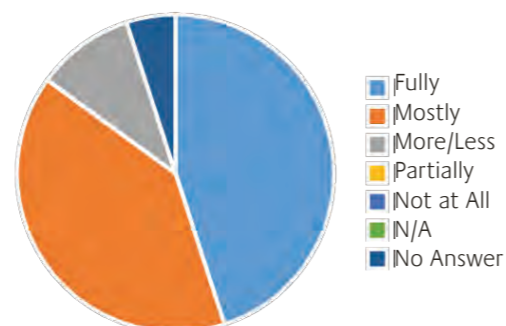
LEARNING OBJECTIVE IX

Discuss the definition and development of Outputs in project planning.

RELEVANCE OF THE OBJECTIVE TO YOUR LEARNING NEEDS



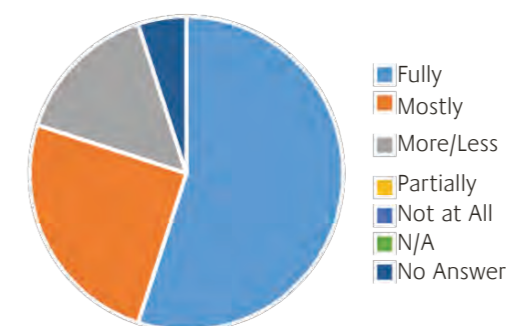
EXTENT TO WHICH YOU MET THE LEARNING OBJECTIVE



LEARNING OBJECTIVE XI

Outline the steps in developing a Business Model Canvas.

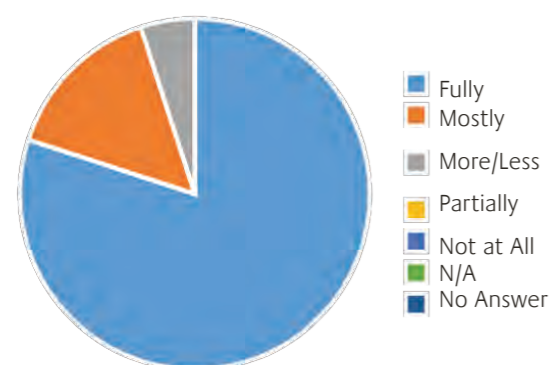
RELEVANCE OF THE OBJECTIVE TO YOUR LEARNING NEEDS



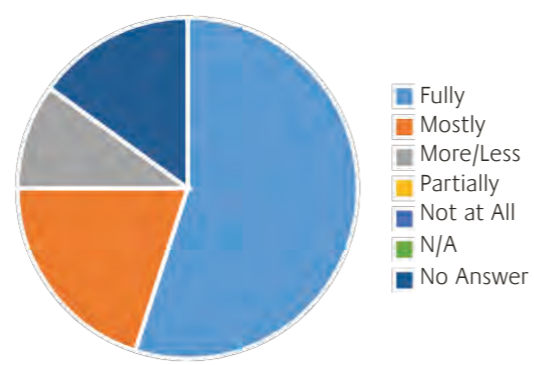
LEARNING OBJECTIVE X

Discuss key elements of Japan's post-war reconstruction.

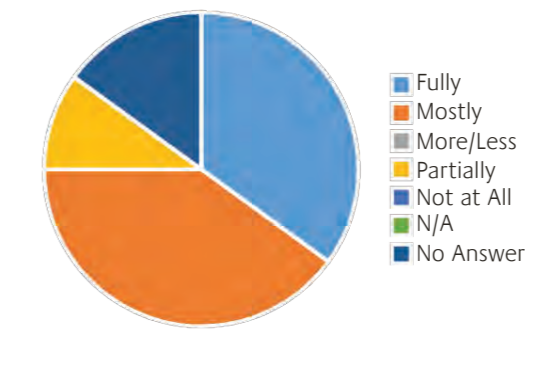
RELEVANCE OF THE OBJECTIVE TO YOUR LEARNING NEEDS



EXTENT TO WHICH YOU MET THE LEARNING OBJECTIVE



EXTENT TO WHICH YOU MET THE LEARNING OBJECTIVE

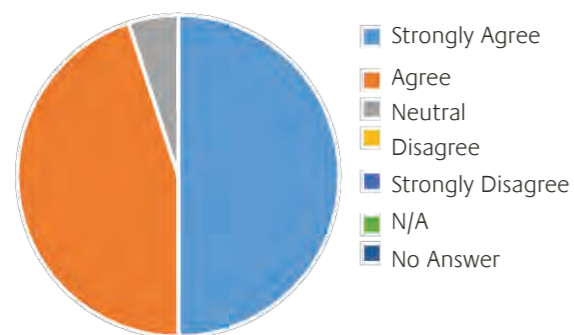


Evaluation Data Analysis

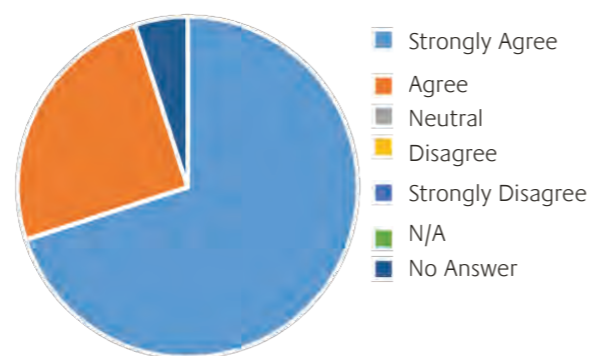
VALUE, RELEVANCE AND INTENT TO USE

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

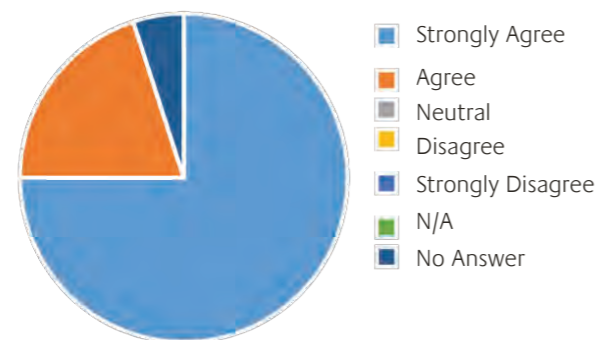
THE INFORMATION PRESENTED IN THIS WORKSHOP WAS NEW TO ME



THE CONTENT OF THE WORKSHOP WAS RELEVANT TO MY JOB



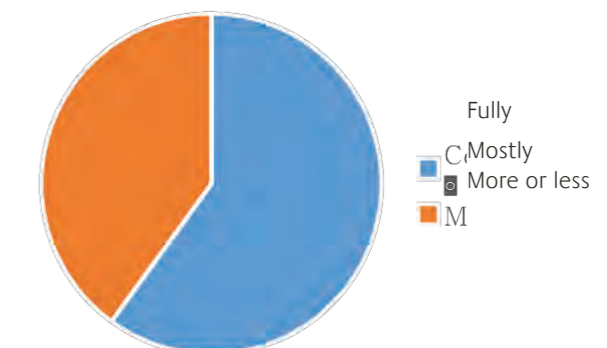
IT IS LIKELY THAT I WILL USE THE INFORMATION ACQUIRED



APPLICABILITY OF AFTER ACTION REVIEW AND PRACTICAL EXERCISES

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

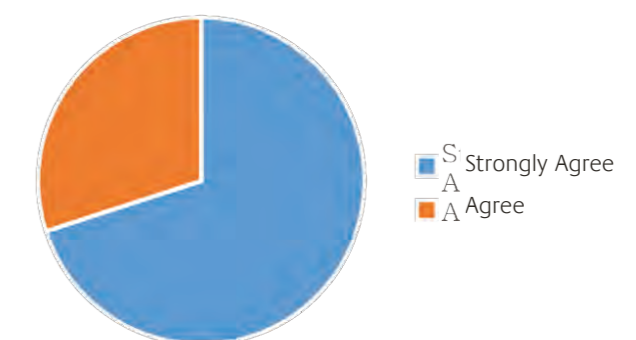
HOW USEFUL WAS (WERE) THE METHOD(S) IN HELPING YOU TO ACHIEVE THE LEARNING OBJECTIVES?



METHODOLOGY

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

THE EVENT'S METHODOLOGY WAS USEFUL GIVEN THE LEARNING OBJECTIVES



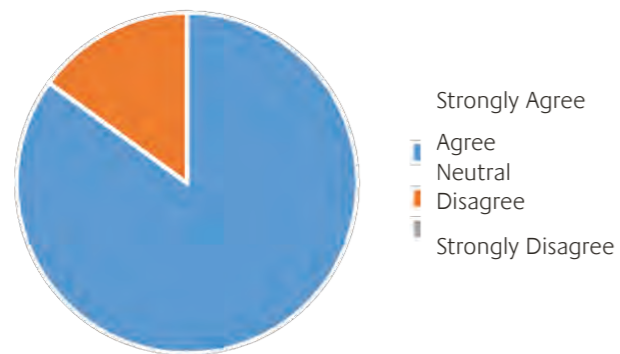
Evaluation Data Analysis

OVERALL SATISFACTION WITH THE QUALITY OF FACILITATORS

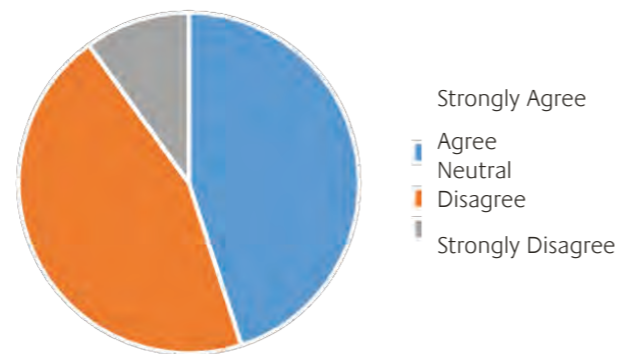
Please rate the following statements using the numerical scale from strongly agree (5) to strongly disagree (1).

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

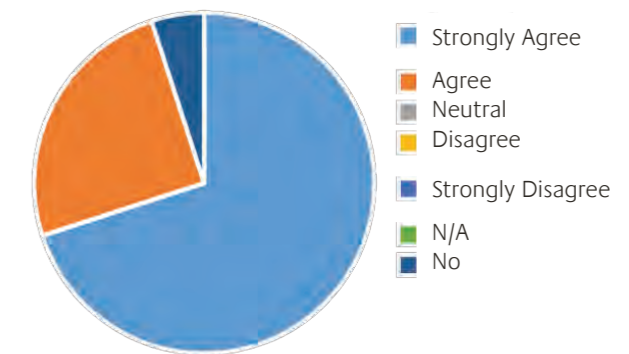
PRESENTING INFORMATION



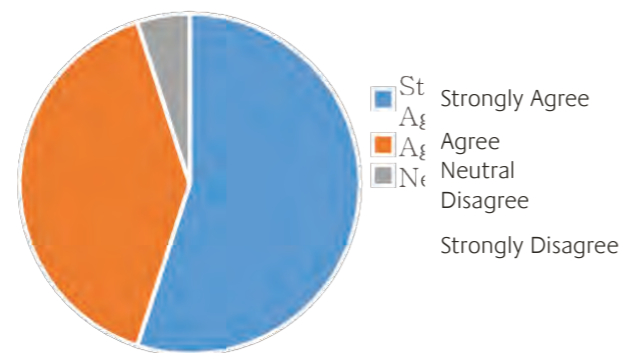
RESPONDING TO QUESTIONS OF PARTICIPANTS



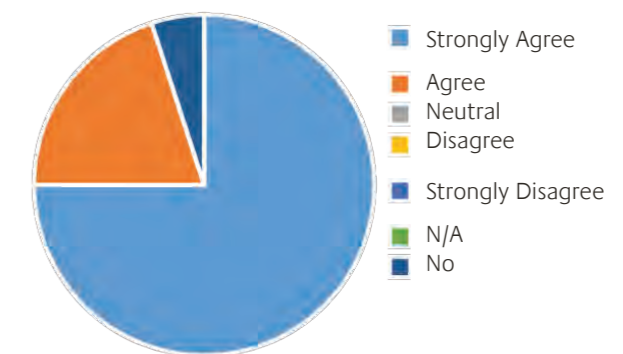
OVERALL, THE WORKSHOP WAS VERY USEFUL



STIMULATING PARTICIPANT INVOLVEMENT



I WILL RECOMMEND THIS WORKSHOP TO A COLLEAGUE



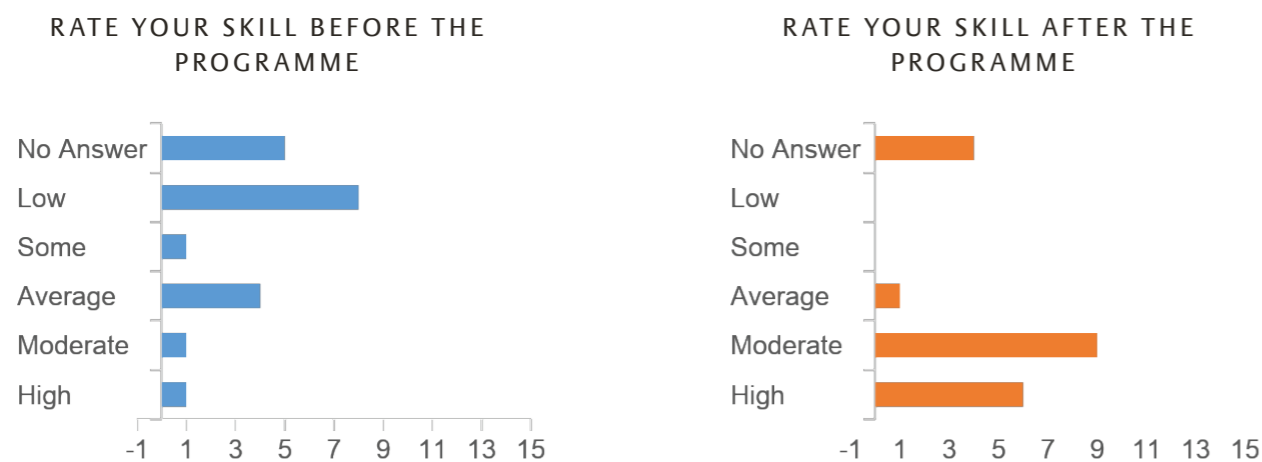
Evaluation Data Analysis

Participant Self-Assessment Questionnaire

Level of Knowledge, Skill, and Competencies in relation to each learning objective before and after the Training.

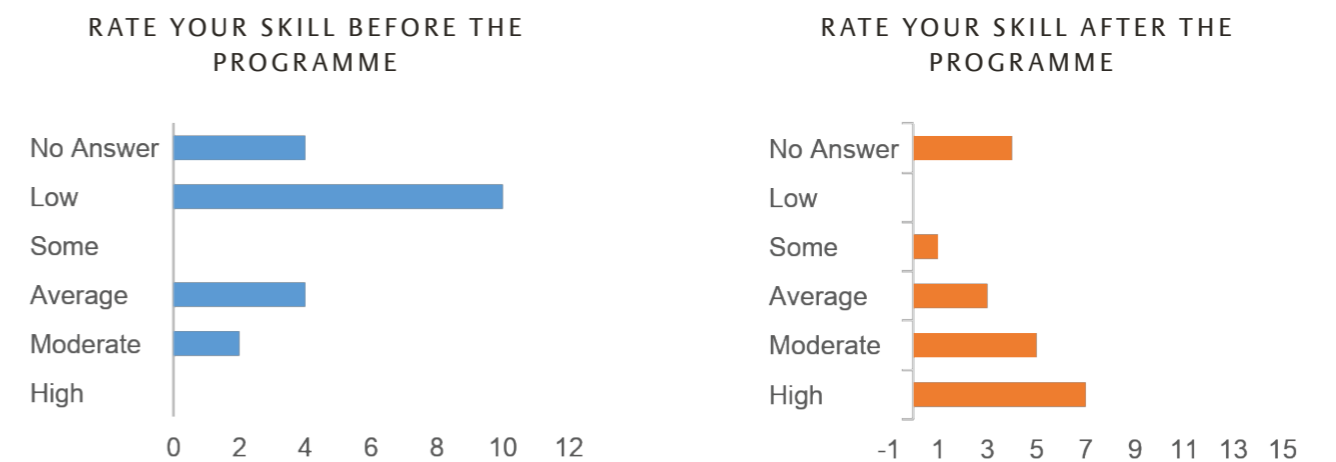
LEARNING OBJECTIVE I

Restate the key processes of the Results Chain.

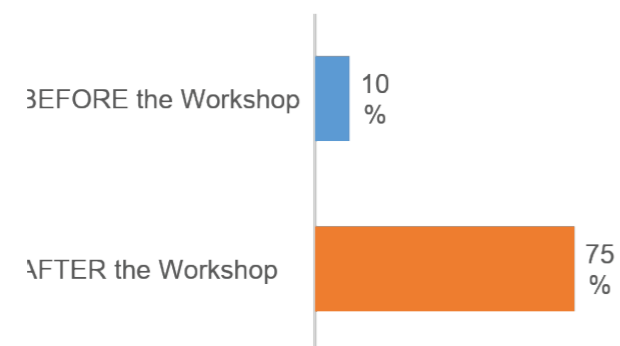


LEARNING OBJECTIVE II

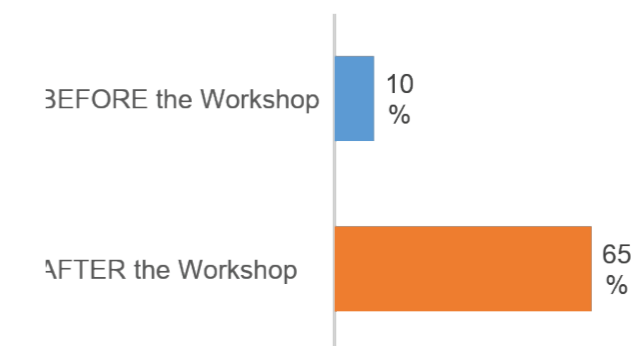
Prepare Impact Statements.



BEFORE-AFTER DIFFERENCE (MODERATE & HIGH RESPONSES)



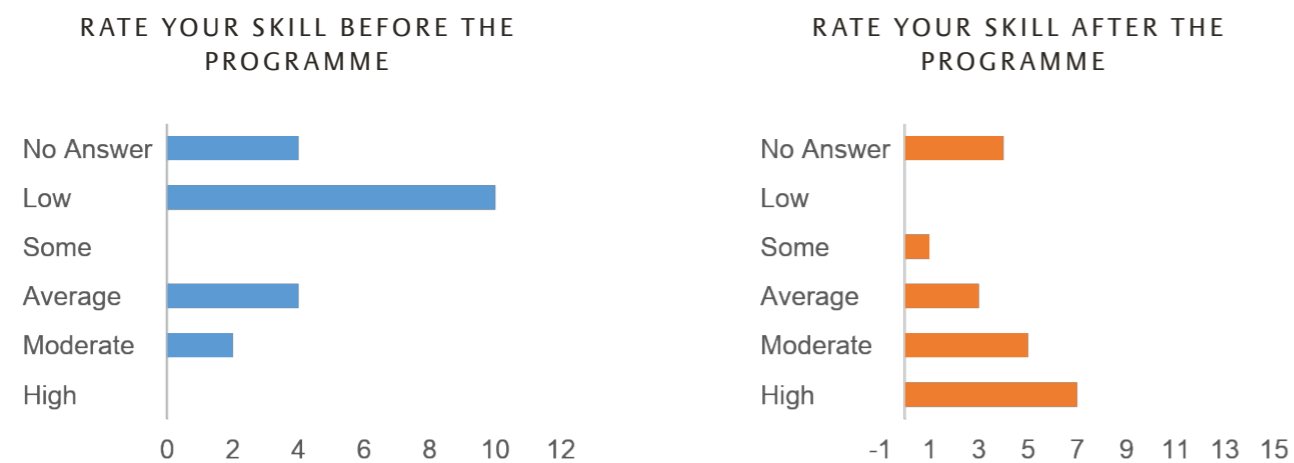
BEFORE-AFTER DIFFERENCE (MODERATE & HIGH RESPONSES)



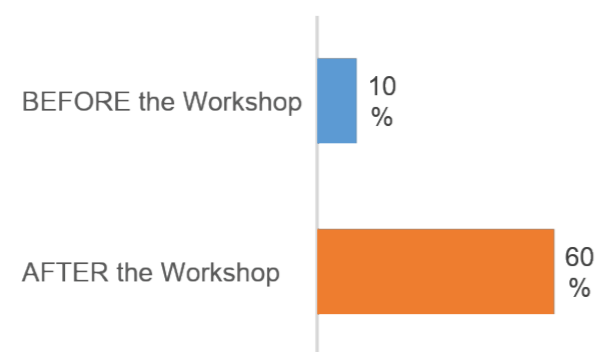
Evaluation Data Analysis

LEARNING OBJECTIVE III

Illustrate the processes required for developing Effective Outcomes.

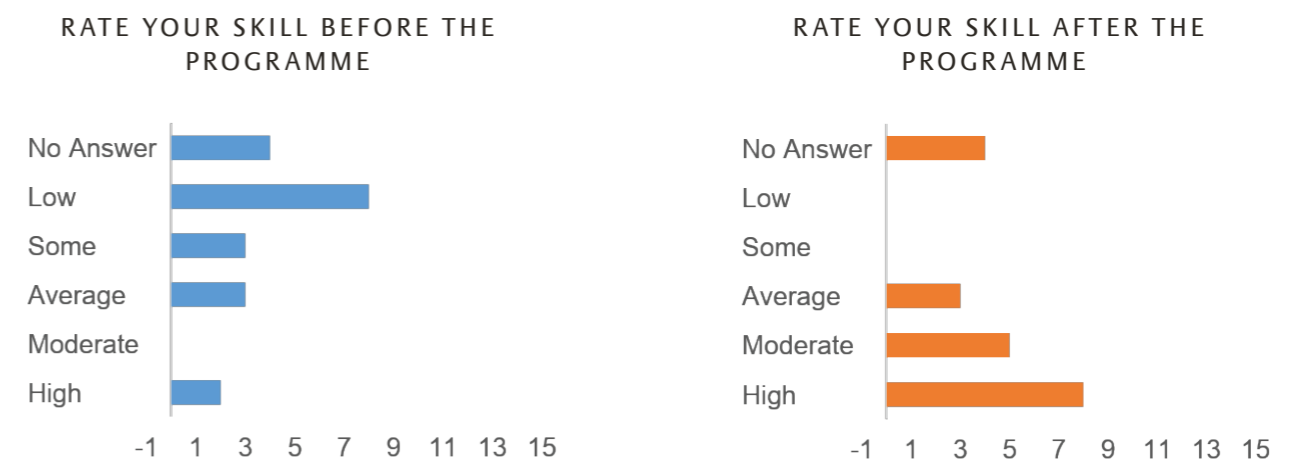


BEFORE-AFTER DIFFERENCE (MODERATE & HIGH RESPONSES)

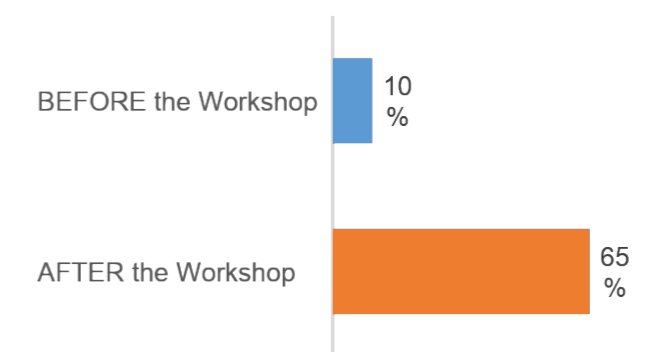


LEARNING OBJECTIVE IV

Restate the focus of S.M.A.R.T Methodologies.



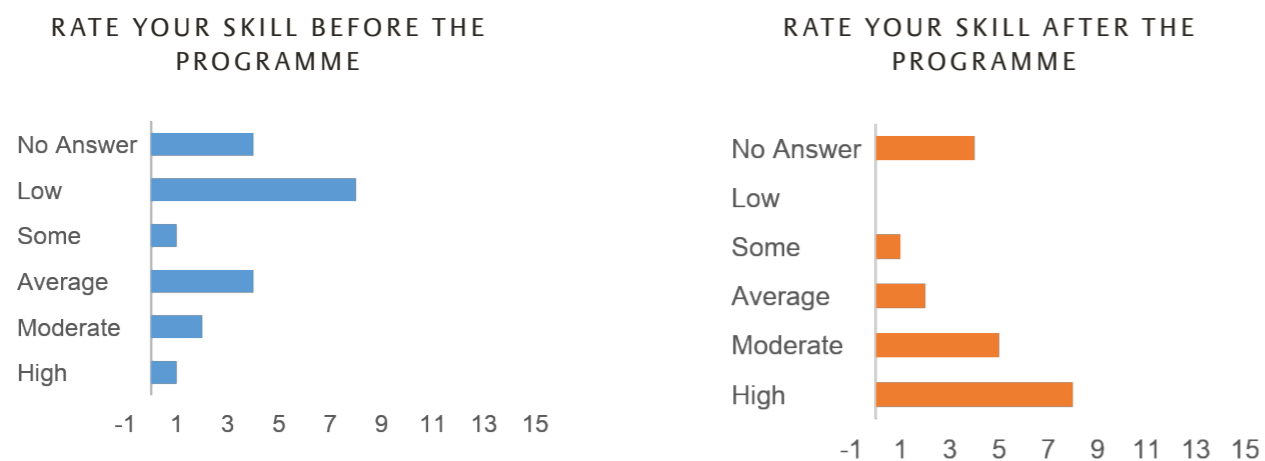
BEFORE-AFTER DIFFERENCE (MODERATE & HIGH RESPONSES)



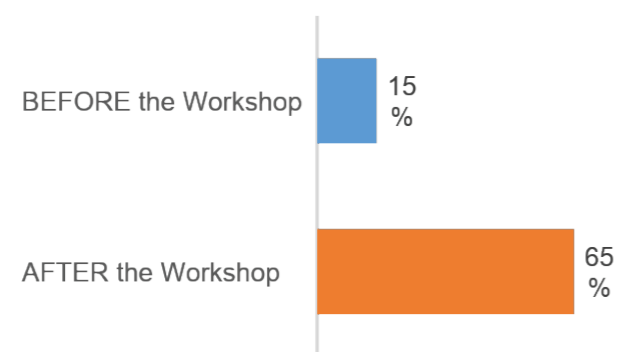
Evaluation Data Analysis

LEARNING OBJECTIVE V

Prepare Outcome Statements for Project Plans.

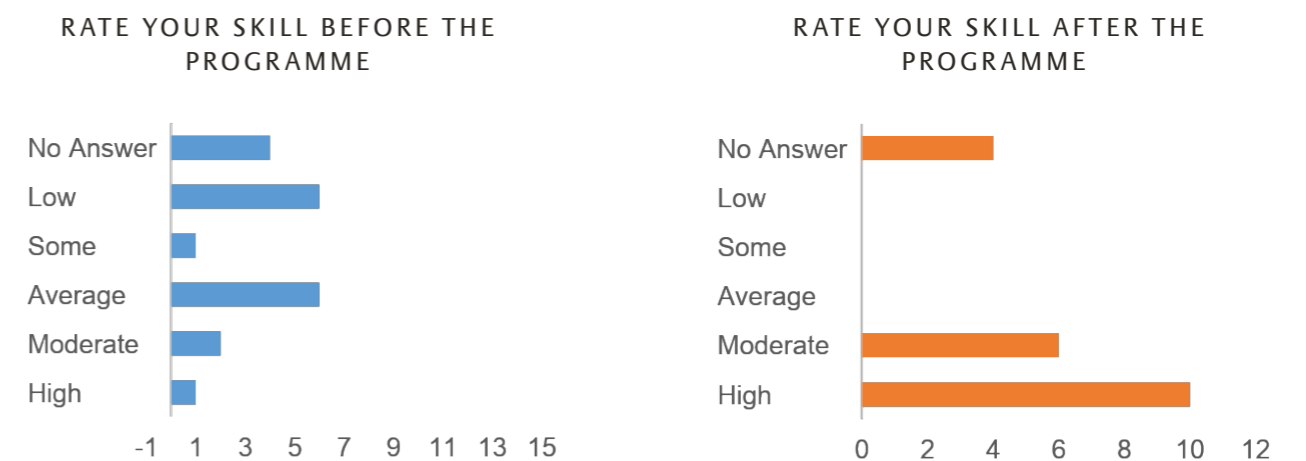


BEFORE-AFTER DIFFERENCE (MODERATE & HIGH RESPONSES)

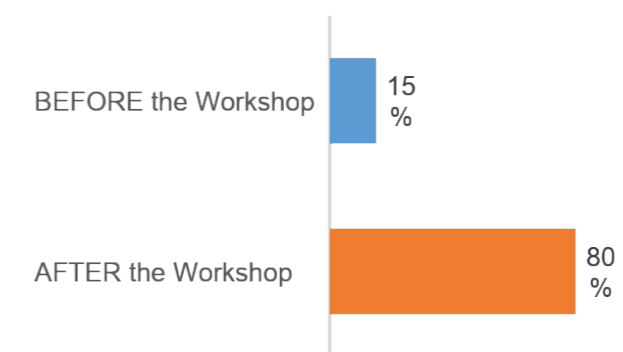


LEARNING OBJECTIVE VI

Define Activities within project planning.



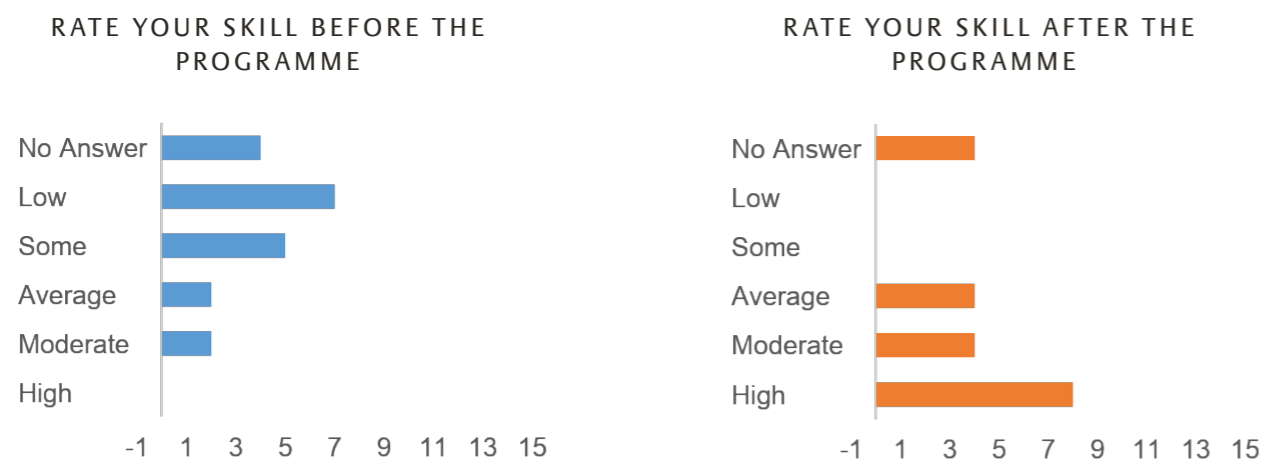
BEFORE-AFTER DIFFERENCE (MODERATE & HIGH RESPONSES)



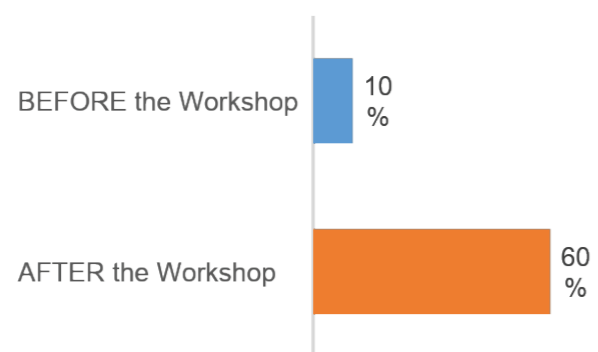
Evaluation Data Analysis

LEARNING OBJECTIVE VII

Illustrate the development of effective indicators.

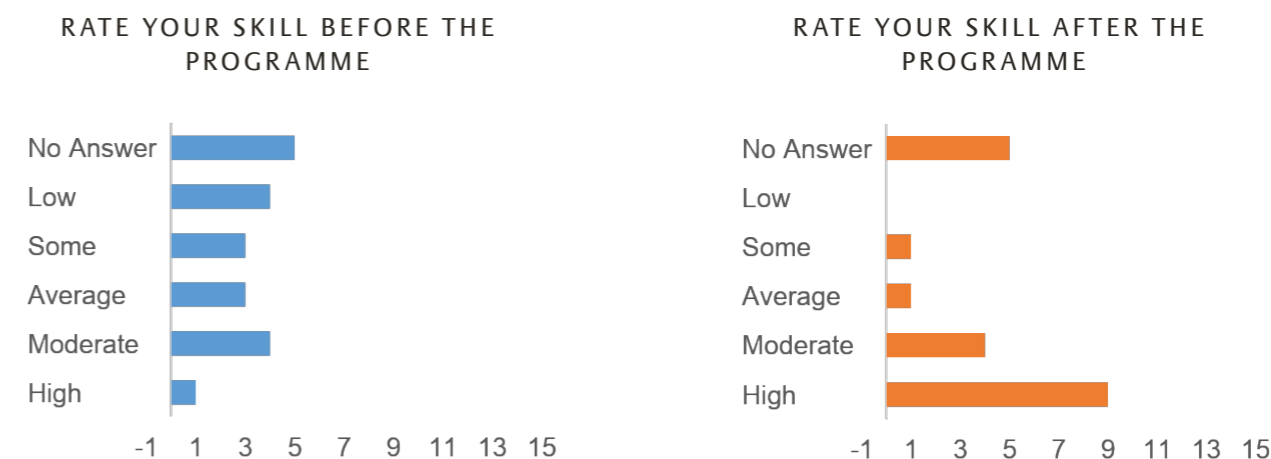


BEFORE-AFTER DIFFERENCE (MODERATE & HIGH RESPONSES)

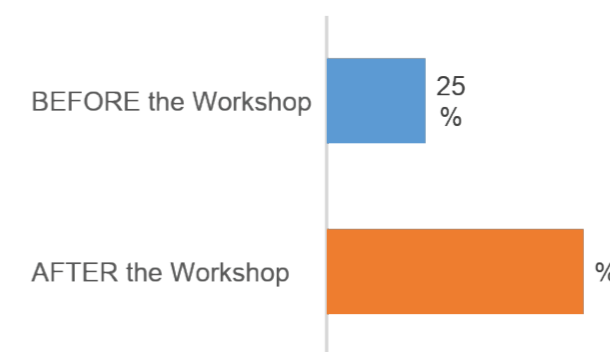


LEARNING OBJECTIVE VIII

Describe the importance of task assignment in project planning.



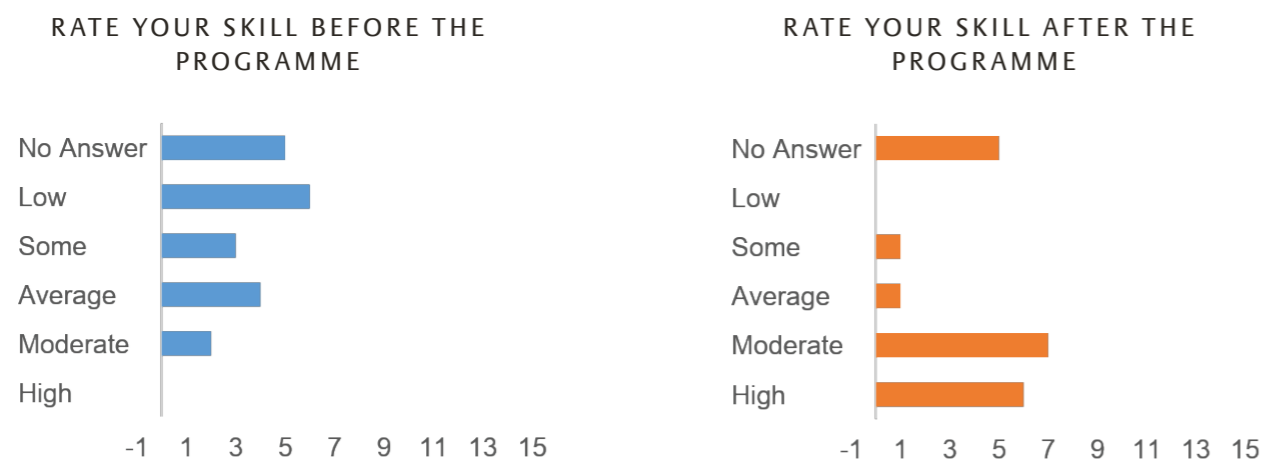
BEFORE-AFTER DIFFERENCE (MODERATE & HIGH RESPONSES)



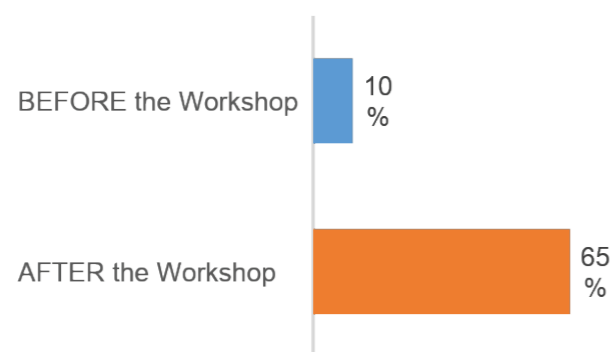
Evaluation Data Analysis

LEARNING OBJECTIVE IX

Discuss the definition and development of Outputs in project planning.

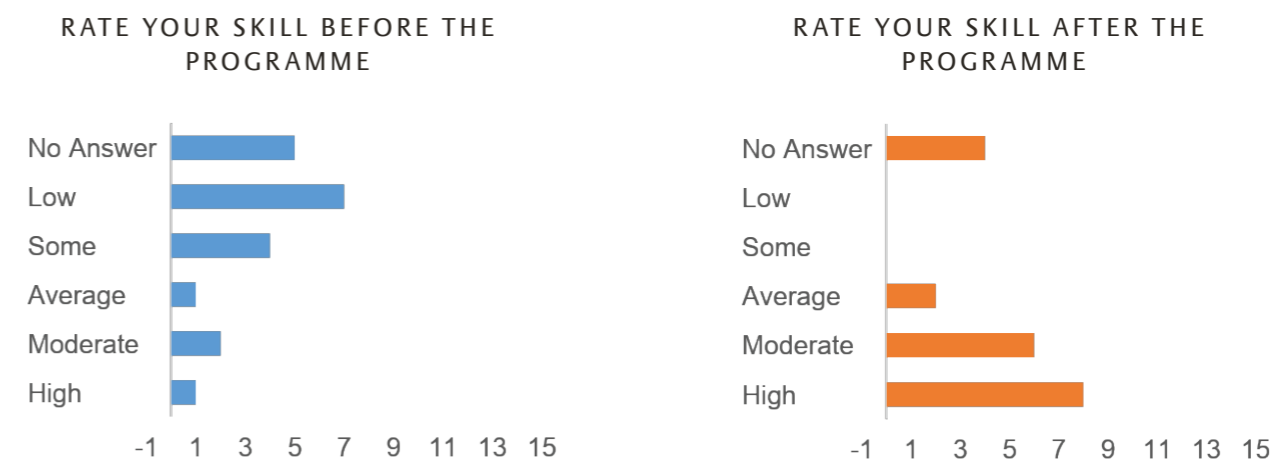


BEFORE-AFTER DIFFERENCE (MODERATE & HIGH RESPONSES)

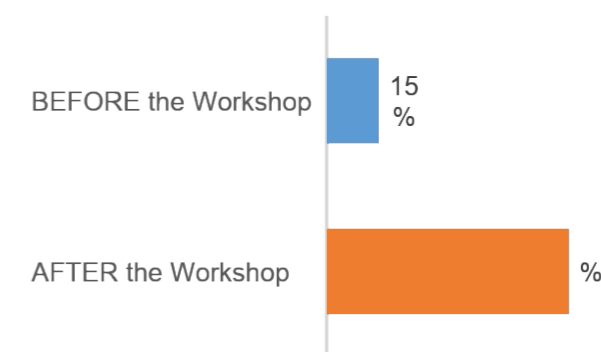


LEARNING OBJECTIVE X

Discuss key elements of Japan's post-war reconstruction.



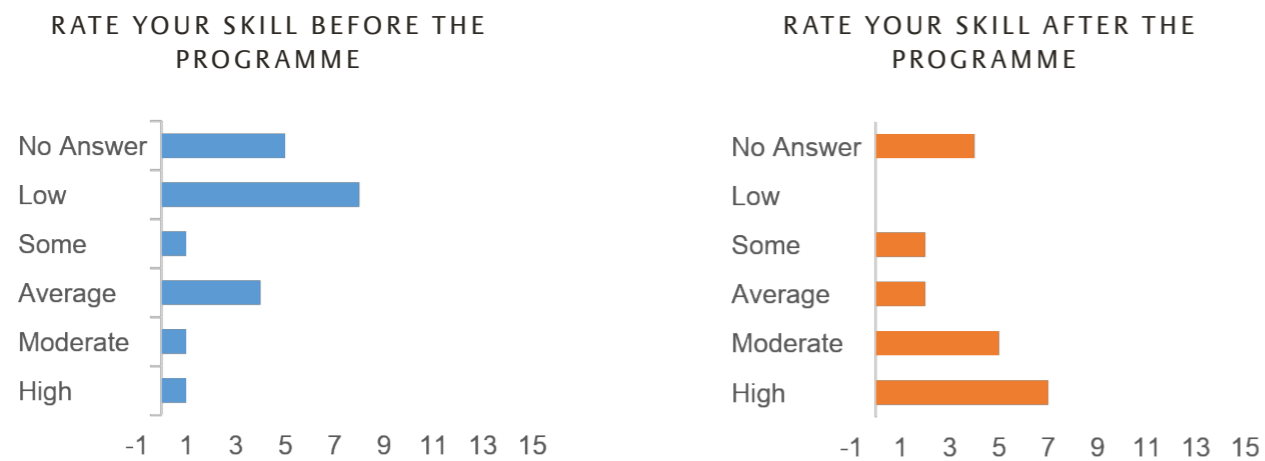
BEFORE-AFTER DIFFERENCE (MODERATE & HIGH RESPONSES)



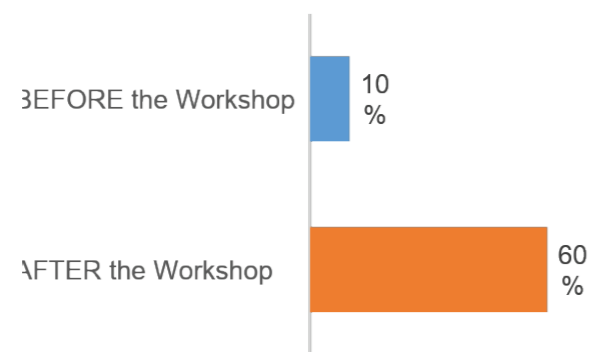
Evaluation Data Analysis

LEARNING OBJECTIVE XI

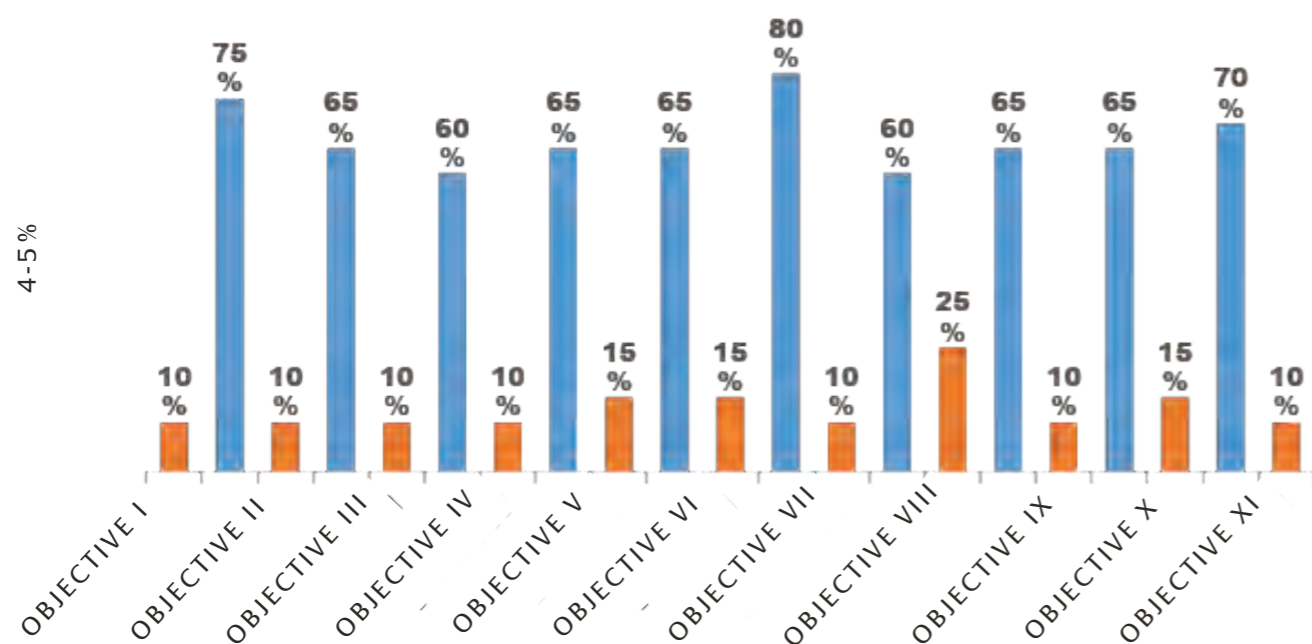
Outline the steps in developing a Business Model Canvas



BEFORE-AFTER DIFFERENCE (MODERATE & HIGH RESPONSES)



Evaluation Data Analysis



BEFORE AND AFTER SKILLS RATING

Overall Individual Skills Rating Before and After the Training

There are a total of twelve learning objectives for the workshop I, explained in detail at the beginning of this evaluation. This section shows an overall evaluation of the skill levels of the participants, for each learning objective before and after the workshop. The following chart shows a clear increase in the skill levels after the workshop, self-evaluated by the participants. A large majority of participants believed that their skills have improved after the workshop and they have achieved the learning objectives.

Agenda for Workshop II

4 – 12 OCTOBER 2017 | HIROSHIMA AND TOKYO, JAPAN



From the People of Japan

UNITAR South Sudan Fellowship Programme - 2017 Cycle
Workshop III - Tokyo and Hiroshima, Japan



	Wednesday 4 October	Thursday 5 October	Friday 6 October	Saturday 7 October	Sunday 8 October	Monday 9 October	Tuesday 10 October	Wednesday 11 October	Thursday 12 October	Friday 13 October
09:00 - 09:30			07:20 - 09:00 Breakfast	Breakfast at host families'	07:30 - 09:30 Breakfast	07:30 - 09:30 Breakfast	07:20 - 09:00 Breakfast	07:20 - 09:00 Breakfast	07:20 - 09:00 Breakfast	07:20 - 09:00 Breakfast
09:30 - 10:00		06:00 ~ Breakfast (13F)	09:00 Bus to Hiroshima City	Cultural Exchange Programme: Trip to Miyajima Island	09:00 - 09:30 After Action Review	09:00 - 09:30 After Action Review	09:00 - 09:30 After Action Review	09:00 - 09:30 After Action Review	09:00 - 09:30 After Action Review	09:00 - 09:30 After Action Review
10:00 - 10:30		08:40 Check-out from hotel			10:00 - 10:30 Opening Ceremony	09:30 - 11:00 Module 4: The Results Chain and Indicators	09:30 - 11:00 Module 7: Activities and Inputs	09:30 - 11:00 Module 10: Business Model Canvas	10:00 - 12:00 Module 13: Project Presentations	FREE TIME
10:30 - 11:00		09:00 Bus to Tokyo	11:00 - 12:15 LUNCH at UNITAR Hiroshima Office		10:30 - 12:00 Module 1: Project Presentations	11:00 - 12:00 Working Session	11:00 - 12:00 Working Session	11:00 - 12:00 Working Session	6 minutes: Presentation 2 minutes: Feedback 1 minute: Changover	10:00 Check-out
11:00 - 11:30		10:30 Arrive at MoFA			5 minutes: Presentation 3 minutes: Feedback 1 minute: Changover					
11:30 - 12:00		11:00 - 11:20 Courtesy Call (CC) to MoFA			12:00 - 13:00 LUNCH					
12:00 - 12:30		11:30 - 12:30 Bus to Meiji Jingu Shrine (Lunch on Bus)	12:15 Walk to Prefectural Building							
12:30 - 13:00			13:00 - 13:20 CC to Governor of Hiroshima Prefecture							
13:00 - 13:30										
13:30 - 14:00		12:30 - 15:30 Study Tour 1: Meiji Jingu Shrine	13:30 - 17:00 Study Tour 2: Hiroshima Peace Memorial Park and Museum							
14:00 - 14:30										
14:30 - 15:00		15:30 - 16:30 Bus to Hanneda Airport								
15:00 - 15:30										
15:30 - 16:00										
16:00 - 16:30										
16:30 - 17:00										
17:00 - 17:30										
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22:00 - 22:30										
22:30 - 23:00										
23:00 - 23:30										
23:30 - 00:00										

Annex One

PARTICIPANT PROFILES



Placido Wani Lako
Director for Emergency P. and Response
Ministry of Humanitarian Affairs and Disaster Management

Charles Placido Wani Lako has a Masters of Science from the University of Juba. Currently, he is working as director of disaster risk education with the Ministry of Humanitarian Affairs and Disaster Management, Republic of South Sudan, where previously he served as director of corruption education and prevention for 10 years.



David Aruai Diing Aruai
Inspector for Macroeconomic
Ministry of Finance and Economics Planning

David Aruai Diing Aruai has a Bachelor of Science in Economics from the University of Bahr EL - Ghazal. Currently, he is working as an inspector of macroeconomic with the Ministry of Finance and Economic Planning, Republic of South Sudan. He has previous experience working as English tutor. David is experienced in data collection, analysis, and forecasting and modelling, as well as report writing.



David John William Malwil
Inspector of Budget
Ministry of Health

David John William Malwil has a Bachelor of Science (General) in Sociology and Social Anthropology College of Social and Economic Studies Juba. Currently he policy planning budgeting and research as an Inspector of Budget is working with the Ministry of Health, Republic of South Sudan. David is also experienced in preparing the annual Budget and following the budget execution process.



Flora Lukudu Justin Latio
Youth Field Officer
Organization for Non-violence and Development (ONAD)

Flora Lukudu Justin Latio graduated from the University of Juba. Currently she is working as a youth field officer with Nonviolence Organization focusing on peace and conflict resolution. Previously she worked as chairperson for National Youth Dialogue Platform. Flora has experienced leadership practically while working with youth in South Sudan through her various activities.



Gatbel Yich Thony Dat
Inspector for Education and Training
Ministry of Agriculture and Food Security

Gatbel Yich Thony Dat has a Masters in Business Administration and Management from the University of International Business and Economics in China. Currently he is working as inspector for education and training with the Ministry of Agriculture, Food Security, Cooperative and Rural Development, Republic of South Sudan.



Hana Seliman Ibrahim Modi
Reporter at Radio Bakhita
Jubek State, Ministry of Information, Culture, Youth and Sports

Hana Seliman Ibrahim Modi has a Bachelor's degree in Public Relations and Communications from the University of Sudan. Currently she is working as a reporter for Bakhita Radio, which is run by the Ministry of Information, Culture, and Youth, Republic of South Sudan.

Annex One

PARTICIPANT PROFILES



Jane Tumalu Erasto Modi Keri
Senior Inspector for Gender
Ministry of Gender, Child and Social Welfare

Jane Tumalu Erasto Modi Keri works as a senior inspector, mainstreaming gender into women's economic project in the ministry.



Joseph Lemi Susteno Guya
Lecturer
University of Juba

Joseph Lemi Susteno Guya has MBA in Business Administration from Juba University. Currently he is a lecturer of entrepreneurship and head of business administration at the School of Management Science, University of Juba.



Juma Charles Simon Geri
South Sudan Chamber of Commerce, Industry and Agriculture

Juma Charles is the director of Membership and Services at the Chamber of Commerce, Industry, and Agriculture, Republic of South Sudan. He served as the secretary general of Chamber of Commerce, Industry, and Agriculture, Central Equatoria, in the past. He graduated from Nkumba University and currently work as a manager in a retail shop in Kajo-Keji.



Kakule Rose Justine Enosa
Project Officer
Smile Again Africa Development Organization (SAADO)

Kakule Rose Justine Enosa has a diploma in Business Administration, Accounting and Finance from Cavendish University, Uganda; she also holds a certificate of Education from the University of Uganda. Currently she is working as a project officer with Smile Again Africa Development Organization. Previously she worked as a research assistant for the same organization. Kakule has experience in business administration and project management.



Kuol Gabriel Nyok Kur
Secretary
Ministry of interior

Kuol Gabriel Nyok Kur has Bachelor of Arts in Mass Communication from the University of Juba. Currently he is working as a secretary with the Ministry of Interior, Republic of South Sudan.



Luka Stephen Kuteng Daga
Assistant Inspector for Skills Development
Ministry of Labour, Public Service and Human Resource Development

Luka Stephen Kuteng Daga has a degree in Public Administration from the University of Juba and certificate in English Language from Kampala Adult School. Currently he is working as an assistant inspector for skills development with the Ministry of Labor, Public Service and Human Resource, Republic of South Sudan. Luka is experienced in general administration.

Annex One

PARTICIPANT PROFILES



Mary Kadi Edward Manoah
Technical Assistant
Chamber of Women Entrepreneurs

Mary Kadi Edward Manoah has BA in Mass Communication from Cairo University. She has worked as a technical assistant with the Chamber of Women Entrepreneurs for over three years. Mary is experienced in communication and entrepreneurship.



Moses Maker Kenjok Aduot
Inspector of Budget
Ministry of Finance and Economic Planning

Moses Maker Kenjok Aduot has Bachelor degree in Applied Economics from the University of Canberra. Currently, he is working as an inspector of budget with the Ministry of Finance and Economics Planning, Republic of South Sudan.



Naimat Khamis Abuanja Issa
Lecturer
Upper Nile University

Naimat Khamis Abuanja Issa has B.Sc. in Rural Extension Education and Development and a M.Sc. in Gender Migration and Multiculturalism Studies from Ahfad University for Women. Currently she is a lecturer in Upper Nile University.



Pal Wan Kuach Majock
Human Resource Manager
Nile Hope

Pal Wan Kuach Majock has Bachelor's degree in Human Resource Management from St. Lawrence University in Uganda and holds a diploma of Human Resource and Management at Makerere Institute for Social Development in Uganda. Currently, he is working as human resource manager with Nile Hope Organization.



Rachel Alek Aguer Arok
Deputy Treasurer
Association for Media Development in South Sudan (AMDISS)

Rachel Alek Aguer Arok has degree in Mass Communication and Public Relations from the University of Juba. Currently, she is working as deputy treasurer with association for media development in South Sudan. She is also a founder/CEO of "Real Women" Magazine, the Republic of South Sudan.



Shadrach Chol Buoi Magok
Diplomat
Ministry of Foreign Affairs and International Cooperation

Shadrach Chol Buoi Magok has Bachelor of Art degree in Economics from Kampala International University, Republic of Uganda. Currently he is working as a diplomat, with the rank of third secretary, with the Ministry of Foreign Affairs and International Cooperation, Republic of South Sudan. He is also a member of the Council of National Youth Union.

Annex One

PARTICIPANT PROFILES



Santa Jima Justin ALI (Ms.)
Lecturer
College of Law, University of Juba

Ms. Ali recently completed master's degree in law. She currently works as a Lecturer in the University of Juba, College of Law. She also works as an Advocate and Legal Consultant at the law firm since 2008



Peter Kuot Jel AKOON (Mr.)
Managing Director & Lecturer
University of Juba

Mr. Akoon completed Master of Science in Global Management in 2016 and Post Graduate Diploma in Business Administration in 2013. He accomplished Bachelor of Science in Civil Engineering as well. He worked as Managing Director in Equator Guest House (2008-2012) in Juba prior to the current position of Lecturer and Managing Director. He also worked as Resident Engineer for Road Construction, World Food Programme.





Annex One

SOUTH SUDAN MENTORS AND RESOURCE PERSONS



Emmanuel Ayume Benjamin
Head of Diplomatic Affairs
Office of the President

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



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

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



Grace John Kenyi Geri
Program Assistant
Community Empowerment for Progress Organization

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

Annex One

COACHES



Marial Luk Lueth Duany
Deputy Director
Ministry of Education

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



Christina Pita Lukudu
Legal Practitioner
Ministry of Justice

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



Hakim Monykuer Awuok
Deputy Director of Resolutions
Ministry of Cabinet Affairs

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



Rose John Mabu Panza
Lecturer
University of Juba

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



Annex One

RESERVE COACHES



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

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



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

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



Annex One

UNITAR HIROSHIMA OFFICE STAFF



Mihoko KUMAMOTO (Ms.)
Director

Ms. Kumamoto has over 18 years of professional experience in the development cooperation field and has been with the United Nations for 13 years. Ms. Kumamoto started her career at Kyushu Electric Power Company in Japan where she coordinated training programmes and while there, she discovered that her passion was in helping people to help themselves, specifically through human development and development cooperation. After six years, Ms. Kumamoto left the company and moved to New York to earn her Masters in Economic Development at Columbia University. In 2001, she joined the United Nations Development Programme (UNDP), and served its Vietnam Country Office as Junior Professional Officer. In 2003, she moved to the Bureau for Development Programme of UNDP Headquarters in New York and led various signature programmes that promoted the capacity development of institutions and individuals including the Africa Adaptation Programme. In 2011, Ms. Kumamoto worked for UNDP Multi-Country Office for Samoa, the Cook Islands, Niue and Tokelau as Assistant Resident Representative for Crisis Prevention and Recovery, the Environment and Climate Change. After the assignment, she re-joined UNDP Headquarters, and in 2012, Ms. Kumamoto moved to Jakarta to serve UNDP Indonesia as a Senior Advisor. Ms. Kumamoto holds a 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 (Mr.)
Senior Specialist

Mr. 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 regard 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.

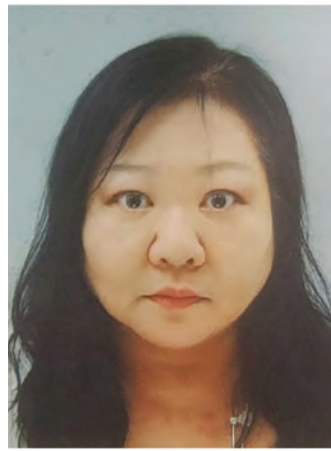


Shamsul Hadi SHAMS (Mr.)
Training Associate

Mr. Shams graduated from Hiroshima University in 2012 with a PhD in International Development and Cooperation (Development Science Division). He received his M.A. in Political Science and International Relations from the International University Islamabad in 2006 and a B.A. in Natural Sciences in 2004 from the University of Peshawar, Pakistan. His doctoral dissertation focused on the impacts of reconstruction strategy on the viability of intra-Afghan conflict settlement, in Afghanistan. His research interests include Afghanistan post-conflict reconstruction and recovery, governance reforms, capacity development, state building processes and conflict resolution. He presented his research in academic conferences in Japan, United States and Canada in the past several years. He joined UNITAR Hiroshima Office in 2012.

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UNITAR HIROSHIMA OFFICE STAFF



Junko SHIMAZU (Ms.)
Training Associate

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



Nigel GAN (Mr.)
Training Associate

Mr. 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.



Rika SHIBATA (Ms.)
Assistant Administrator

Ms. Shibata has a B.A. Degree in Clinical Psychology at Kawasaki University of medical welfare. She has worked with Hiroshima International Centre as a programme officer from 2009 to 2017 and coordinated the training of Hiroshima prefecture and Japan International Cooperation Agency (JICA) related to governance and education for peace in Hiroshima. She joined UNITAR Hiroshima Office from October 2017 as an Assistant Administrator and working close for South Sudan and Iraq programmes.



Yoko MORITA (Ms.)
Assistant Administrator

Ms. Morita graduated with a bachelor's degree in International Relations from Ritsumeikan University; and a Master's degree in Strategic Communication from Washington State University. She also studied Theatre at the City University of New York as an Undergraduate student. Following working as a writer at Chugoku Shimbun Newspapers for a few years, she worked as an administrative assistant at the Japan Patent Office, Ministry of Economy, Trade and Industry; and worked as a PR consultant for the Foreign Press Center/Japan. She joined the UNITAR Hiroshima Office in December 2017.

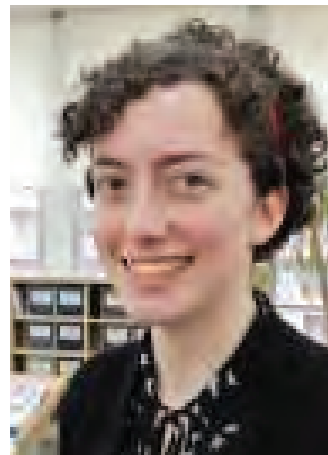
Annex One

UNITAR HIROSHIMA OFFICE STAFF



Kenta MATSUOKA (Mr.)
Expert

Mr. Matsuoka has a B.A. Degree in Arts from Kyoto University of Foreign Studies. After graduation, he worked as a cram school teacher, teaching English to high school students for two years, before starting working at the Hiroshima Prefectural Government in 2014. Working in the Art and Culture Division, his main responsibilities were to manage the Kenbiten, the Annual Competition of Art in Hiroshima Prefecture, and to supervise the Hiroshima Culture Promotion Foundation. He has been seconded to the UNITAR Hiroshima Office since April 2017 to strengthen the partnership between UNITAR and the Prefectural Government.



Annelise GISEBURT (Ms.)
Fellow

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



Harmond Pedrosa MARTE
Intern

Mr. Marte is currently a Graduate Student of the Peace and Coexistence at the Graduate School of International Development and Cooperation (IDEC), Hiroshima University. He graduated with a Bachelor of Arts in History from the University of the Philippines and has earned credits in master's in international studies in the same University. He worked as an Associate for MSCI Hong Kong Ltd. His research interests include women and gender studies, indigenous peoples' studies and corporate social responsibilities.



Shree Kumar Maharjan (Mr.)
Intern

Mr. Maharjan is a Nepalese currently doing PhD in the Graduate School of International Development and Cooperation (IDEC) Hiroshima University. He is a student of Cultural Creation Course under the Taoyaka Programme of the University, who has been focusing his research in factors affecting climate change adaptation in agriculture in Nepal. He has been engaged in different research and development activities from the local to regional level. He joined the UNITAR Hiroshima Office in June 2018 as an intern.

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UNITAR HIROSHIMA OFFICE STAFF



Kalika KASTEIN (Ms.)
Intern

Ms. Kastein is an intern with UNITAR Hiroshima Office and is currently a Rotary Peace Fellow working towards her Masters in Peace Studies from International Christian University in Tokyo. She holds a Master of Science in Education from Johns Hopkins University. As a certified teacher in the state of Hawai'i (U.S.A.) in both Elementary Education and Special Education, she has been teaching and working in educational organisations working towards peace and equity for over five years. Her roles have been diverse, from public school classroom teacher to Field Director for an educational NGO. She also served with the Peace Corps in Cameroon. She has lived and worked in South Korea, Cameroon, India, and Micronesia.



Annex Two

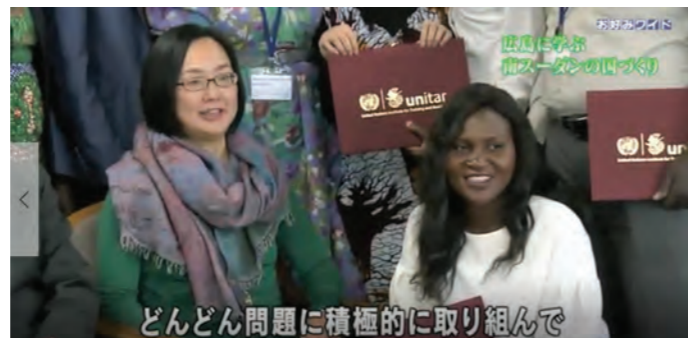
MEDIA COVERAGE

NHK

On 12 February 2017, NHK News story featured the beginning of the workshop in Hiroshima. Fellows explored Hiroshima's reconstruction story, visiting the A-Bomb Dome and the Peace Memorial Museum. NHK is a national public broadcasting organisation in Japan.

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

A nine-minute feature on the programme, with a focus on education in South Sudan, aired on NHK on 29 March. Although there are many inter-related barriers to education in South Sudan, one of the Fellows, Lily Yata Daniel Peter, is working hard to made education accessible. Challenges to attending and focusing in school – Lily cited low school attendance, poverty, and lack of infrastructure – impact the students' performance, but if the school is improved, so will the students' ability to learn. NHK also showed the Fellows when they visited the Hiroshima Peace Memorial Museum, and Lily



commented afterward on the “great message” of Hiroshima and the inspiration that the story of the city’s reconstruction has given her.

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

Chugoku Newspaper

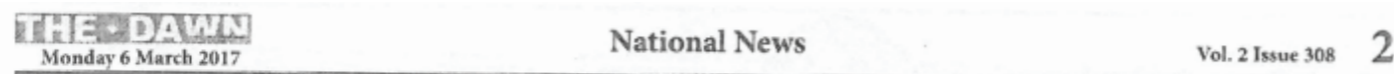
On 14 February 2017, Chugoku Newspaper, a Japanese local daily newspaper based in Hiroshima, featured about the beginning of the programme in Hiroshima. The English translation of the newspaper is as follows:

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



The Dawn (South Sudan)

On 6 March, the Dawn Newspaper, Juba, South Sudan, featured the UNITAR South Sudan Fellowship Programme, 2017 Cycle:



30 Young South Sudanese Professionals Joined UNITAR Leadership and Entrepreneurship Workshop in Hiroshima

3 March, 2017, Hiroshima, Japan – 30 young South Sudanese professionals took part in UNITAR workshop in Hiroshima last month as the continuation of the second cycle of the UNITAR South Sudan Fellowship Programme: Entrepreneurship and Leadership Youth Training, the six-month specialized capacity-building training programme for selected junior to mid-career level professionals.

Focusing on project development and implementation, this year's programme offers 30 South Sudanese Fellows and Coaches, including 13 women, from the public sector, private sector, academic institutions, and civil society organisations.

Workshop II, held in Hiroshima and Tokyo, Japan, from 12 – 17 February, linked the Needs Assessment, which Fellows completed following Workshop I, with project planning and implementation training. In the week leading up to the workshop, UNITAR conducted a lesson on developing problem statements through an online session. H.E. Kiya Masahiko, Ambassador of Japan to South Sudan, addressed the Fellows in Juba at that time.

On their first day in Hiroshima, Fellows and Coaches visited the Hiroshima Peace Memorial Museum. Fellows said they were struck by the beauty of present-day Hiroshima, which had recovered in a relatively

short period of time from the tragedy of the world's first atomic bombing.

Over the course of the workshop, Fellows used the Results Chain, which allowed Fellows to see both the societal impact of a project, as well as the practical steps necessary to carry out a project. Fellows worked together to refine their Problem Statements and develop Impact Statements, which describe why a given project proposal is vital to an organisation and community.

During their last day in Japan, the group travelled to Tokyo to call on the Ministry of Foreign Affairs, whose generous support makes this programme possible.

Joshua Franco Paul, Director for Asia and Australia, Ministry of Foreign Affairs and International Cooperation of the Republic of South Sudan said, "Capacity building is one of the key elements to implementing the peace agreement signed in August 2016. I am confident that the Fellows, with the knowledge and skills gained from UNITAR and their experience in Japan, will transform South Sudan's institutions and greatly improve the delivery of services to all in the Republic of South Sudan."

Therezine Filbert Eugenio Sangu, Acting Director General for Human Resource Development of South Sudan's Ministry of Labour, Public Service, and Human Resource



H.E. Ambassador Kiya Masahiko addresses Fellows

Development stated, "The Fellows who have graduated from UNITAR South Sudan Fellowship Programme in 2015 are already performing at higher levels. I am optimistic that governmental and other institutions in South Sudan will experience a positive impact from this programme."

UNITAR Hiroshima Office Head Mihoko Kumamoto remarked, "South Sudan continues to face severe challenges. Our training programme aims to build the future leaders of South Sudan. The trainees, both men and women, are young professionals and come from diverse backgrounds. They have a common dream, which is to build a peaceful country that respects people and the environment and gives hope. The Fellows learned

a set of skills critical to providing basic services. They also learned one model of reconstruction from Hiroshima. It is an honour to support these young professionals to realize their dream."

H.E. Kiya Masahiko, Ambassador of Japan to South Sudan, expressed: "Japanese people remember how Hiroshima was

restored by the united efforts of survivors of the disastrous war 72 years ago. The Fellows, who were selected among frontrunners in South Sudan's reconstruction and development scenes, were inspired by their experience in and visits to Hiroshima and Japan at large. I strongly wish that the Fellows, with their renewed passion, will greatly contribute to South Sudan's peace and prosperity."

Samuel Ngor Ali Malou, a Fellow who participated in Workshop II, commented: "Japan and South Sudan have been good friends for many years. I am a Senior Inspector for the Ministry of Roads and Bridges, and have been given such a special opportunity to receive training through the UNITAR South Sudan Fellowship Programme as a means of contributing to the human resources development of our new nation of South Sudan. During the 6-month-long training, we have been equipped with the necessary knowledge and technical skills to support the country in various fields. Through traveling to Hiroshima for further training, we have enjoyed Japanese food, traditions and culture, and its natural beauty during our stay in Japan. These experiences and skills we have gained will inevitably have direct positive impacts in the development of our country."



SSFP 2016 Cycle Fellows and Coaches in Hiroshima



“The training was essential and relevant to our professions. It gave us an insight on how to design project, develop implementation and monitoring plans.

ANONYMOUS PARTICIPANT, 2017



Discuss key elements of Japan's post-war reconstruction

Restate the key processes of the Results Chain

Prepare Impact Statements

Outline the steps in developing a Business Model Canvas

Define A planning

Prepare Outcome Statements for project plans

Illustrate the development of effective indicators

Illustrate the processes required for developing Effective Outcomes

Restate the focus of S.M.A.R.T Methodologies

Rose John Mabu Panza