UNITAR South Sudan Fellowship Programme

Entrepreneurship and Leadership
Youth Training Programme
2018 Cycle Project Completion Report

United Nations Institute for Training and Research

From
the People of Japan

Questions or queries?

Please contact the Training Associate for South Sudan, Mr. Shamsul Hadi Shams at Shamsul.SHAMS@unitar.org

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

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Acknowledgement

The United Nations Institute for Training and Research (UNITAR) Hiroshima Office would like to express its deep gratitude to the following supporters:

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

Our special thanks go to the UNITAR partners and stakeholders in South Sudan for their institutional and moral support. In addition, we would like to thank our Resource Persons and participants who contributed their time and expertise to the programme so graciously and finally to the people of Hiroshima whose support was indispensable for the successful conduct of the 2018 Cycle of the programme.

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 fourth cycle of the UNITAR South Sudan Fellowship Programme: Entrepreneurship and Leadership Youth Training (hereafter “the Programme”) between July 2018 and March 2019. 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, 2016, and 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. 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.

The total number of programme alumni in South Sudan now stands at 84, with almost half of them female, representing over 40 different governmental and non-governmental organizations.

The Programme encourages peer learning, knowledge sharing, and the formation of a network of like-minded colleagues and friends across all sectors. Coaches, standout Fellows from the previous cycle, 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 2018 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 84, with almost half of them female, representing over 40 different governmental and non-governmental organizations. Going forward, UNITAR will continue to build upon this network so that future Fellows and alumni can draw on its resources.

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. 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.

The Fellowship takes a multi-sector approach, allowing Fellows to interact with others and build professional networks.

Fellows gain a unique opportunity to understand the entrepreneurship and eceonomic opportunity as it relates to both private and public sectors because of the diversity within the programme.

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

Fellows came from various organizations and sectors and brought diverse knowledge and experiences to the programme. 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.

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 organization. A written test was introduced in 2018 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.

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 2018 Programme participants were women, who came from various public sector, private sector, academic institutions, and civil society organizations. Gender balance among participants enriched the quality of workshops 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.

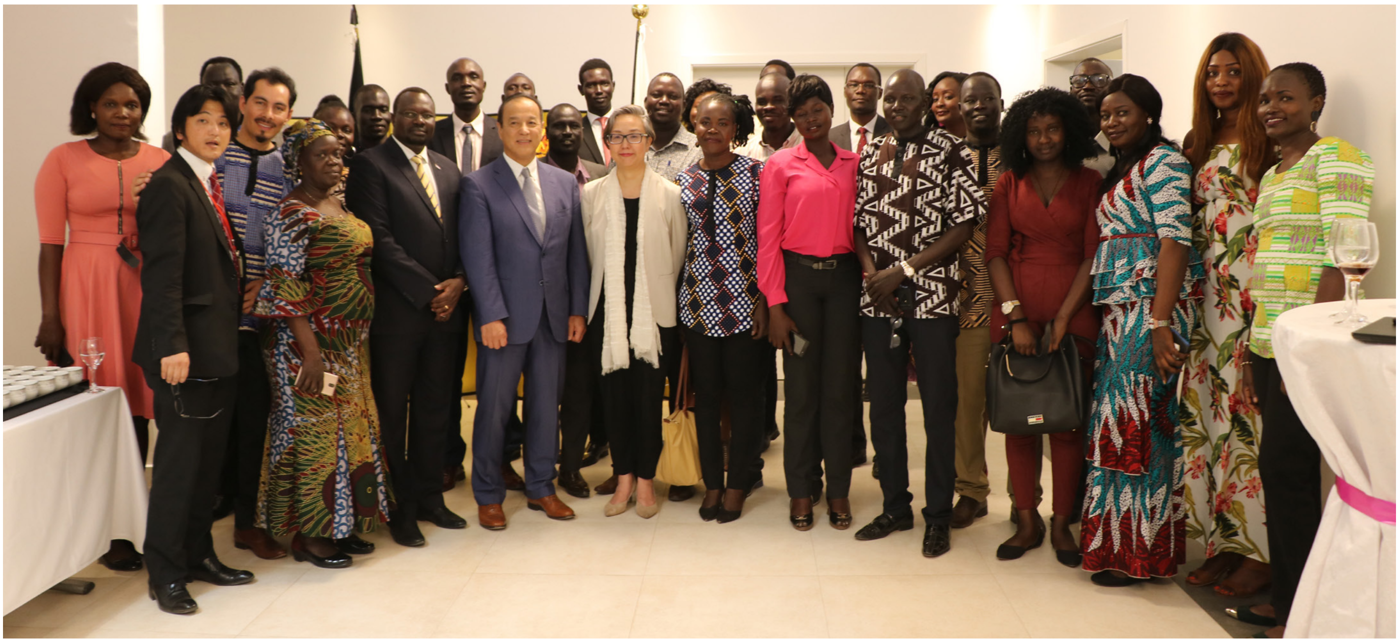
SHARING OF NEEDS ASSESSMENT RESULTS

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.

> *75% Fellows reported that they had no formal training in the areas of project management, which is negatively affecting their work performance and the overall services delivered to the people of South Sudan.*

To fill the gap, introductory sessions were incorporated to outline the concepts of the project management cycle and sessions examining Organizational Needs Assessment, in order to provide all Fellows with 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.



Alumni play a critical role in supporting Fellows. A few alumni each year come back as coaches and mentors to the next group of Fellows.

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.

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

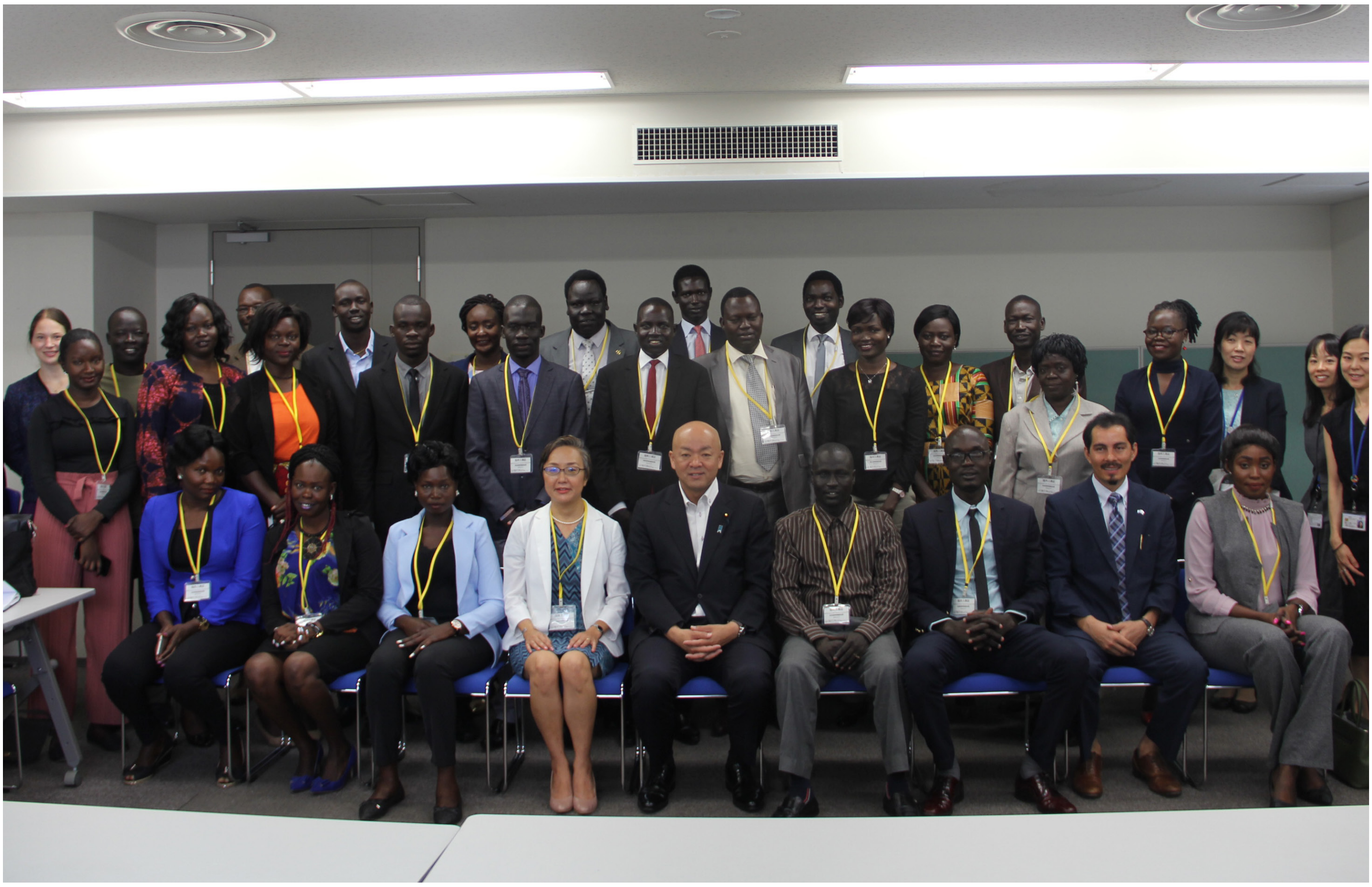
A major component of the programme's second international workshop, held in Hiroshima, is exposing Fellows to the story of Hiroshima's atomic bombing and reconstruction. Many Fellows remarked on the emotional impact of spending time learning about the horrors of Hiroshima's destruction in the Peace Memorial 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.

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 2018 Cycle was completed successfully, to the great benefit of all involved, despite an occasionally adverse environment.

Fellows have the opportunity to experience the culture in Japan as well as experience first-hand Japan's own post-conflict recovery.



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

As part of their first assignment, Fellows undertook an Environmental Analysis, which examines an organization’s environment with regard to the broader political, economic, social, technological, legal, environmental and sectoral conditions that help or hinder the organisation’s goals and mission. One of the key conditions Fellows identified was the deteriorating political and security environment. In particular, Fellows felt discouraged from undertaking needs 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.

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 ORGANIZATIONAL NEEDS ASSESSMENT REPORTS TO THEIR ORGANIZATIONS

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

Strategic Alignment

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

Key Messages from Participants

COMMENTS

- What I have learned from the programme is to pay attention to the details - Maker
- The programme helped me to debunk ‘I know it all’ and helped me out of my cocoon – Aliandro
- I see my self a difference person. I am gaining more confidence and learned how to plan and work independantly – Awate
- I now know where I was, where I am, and where I want to be – Tukube
- After I complete the programme, people in my office start seeing me as an imporant person, and start consulting me how to manage their projects and the problems they are faced with. I am taking online courses on project management, thanks the programme that I am aware of my strenthen and weakness – Bulis

> *“Before, I had self-doubt. I learned how to trust myself and acheive more with less. Now I own my own business in Juba, South Sudan.” - Monica*

- Before, I had self-doubt. I learned how to trust myself and acheive more with less. Now I own my own business in Juba South Sudan - Monica
- When I went to the Peace Meausm in Hiroshima, I saw South Sudan in Hiroshima. Now I have hope that my country will achevie peace – Rita
- I have to confess that I have learned a great deal from the programme. I want to continue my learning and education – Linda
- “The training was essential and relevant to our professions. It gave us an insight on how to design projects, 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.

ERICK de MUL HALL
9

Fellows meet for four different workshops in the South Sudan program in South Sudan, in Uganda, and in Japan.

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."

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Foreward

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 Hiroshima Office is also able to expose participants to the post-conflict reconstruction story of the city.

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

The Fellowship

ABOUT THE FELLOWSHIP

The UNITAR South Sudan Fellowship Programme (SSFP), launched in 2015, is a six-month-long training programme which builds the capacity of junior-to-mid-career level South Sudanese professionals in the field of project 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;
- Budgeting;
- Change Management.

SOFT SKILLS:

- Teamwork;
- Communication;
- Conflict Identification and Resolution;
- Risk Identification and Mitigation;
- Presentation Skills;
- Leadership.
- 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 2018 Cycle of the Programme; UNITAR staff used lessons learned from the previous cycle to tailor and contextualize the learning to the needs of South Sudan.

PARTICIPANTS

FELLOWS

Fellows are the main beneficiaries of the Fellowship. Each Fellow is required to undertake a needs assessment, utilising the knowledge gained at Workshop I. This is followed by the development of a project proposal document, incorporating learning undertaken at Workshops II, as well as through the online mentoring sessions. The 2018 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 standout-out graduates from previous cycle and are assigned with providing daily coaching, regular mentoring, and overall guidance on the programme's assignments and requirements to new Fellows. The 2018 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 regard to the development and undertaking of Organizational Needs Assessments, but had also utilised this learning in the real world, and were able to provide case studies as to challenges and opportunities therein to the South Sudanese Fellows.

This South-to-South cooperation, through the establishment of mutually beneficial networks and communication channels across various programmes serves to promote exchanges between countries and allow for the examination of issues in differing contexts.

KEY ASPECTS OF FELLOWSHIP

ORIENTATION SESSION (WORKSHOP I)

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 in-country and two international Workshops, allowing for a review of assignments, and the imparting of knowledge in preparation for subsequent sessions and projects. Workshop II introduces the idea of Organizational Needs Assessment to the Fellow's working environment in South Sudan, where fellows improved their understanding of the key processes of organizational needs assessments through data gathering, analysis, and reporting.

Commencement of the South Sudan 2018 Cycle

22 May 2018
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."

Workshop III linked the needs assessment with project planning and implementation training, assisting Fellows to develop their project proposals. The final workshop included additional sessions to agument continouty and learning, with final project presentations and graduation ceremony with UNITAR Certificate of Completion. The timeline of all four Workshops for the 2018 Cycle was as follows:

- Workshop I: 12 June 2018 – Juba, South Sudan
- Workshop II: 20 - 26 June 2018 – Entebbe, Uganda
- Workshop III: 02 - 12 September 2018 - Hiroshima, Japan
- Workshop IV: 12-13 March 2019 – Juba, South Sudan

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.

01

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.

02

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

The Fellowship's different methods for delivering trainings ensure that Fellows have opportunity to enagage with the material in different ways.

COMBINATION OF DIFFERENT TRAINING METHODS

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

BENEFICIARIES

The 20 Fellows of the 2018 Cycle were representatives of the following institutions and organisations in South Sudan:

- Anti-Corruption Commission
- Association for Media Development in South Sudan – Juba Monitor
- Chamber of Women Entrepreneurs
- Community Empowerment for Progress Organization
- Eve Organization
- Help Restore Youth South Sudan
- Juba City Council
- Ministry of Agriculture and Food Security
- Ministry of Foreign Affairs and International Cooperation
- Ministry of Labour, Public Service and Human Resource Development
- Ministry of Interior
- Ministry of Finance and Economic Planning
- Ministry of Justice and Constitutional Affairs
- Ministry of Information and Broadcasting
- Ministry of Health
- South Sudan Chamber of Commerce
- Universal Intervention and Development Organisation
- University of Juba

FELLOWS' PROJECTS

The projects developed during the 2018 Cycle, were as follows:

	NAME	PROJECT	DEPARTMENT
1	Peter Kuot Jel AKOON	Improving the quality of education and increasing the graduation rates at the University of Juba by reducing faculty turnover and retaining talent	University of Juba
2	Santa Jima Justin ALI	Increasing learning and research at the University of Juba by providing a comfortable and healthy dining option and social gathering space on campus	University of Juba
3	Liya Charles Batali BARABA	Economic empowerment of women entrepreneurs in Hai Malakia, Juba through business skills training and engagement with Saving and Credit Cooperative Societies	Chamber of Women Entrepreneurs
4	Linda Ragaya Samson BARIPA	Training displaced women from Amadi State on domestic skills and healthy hygiene practices	Ministry of Agriculture and Food Security
5	Latjor Kueth Jal DAR	Improving companies' compliance with annual filing of tax returns to increase revenue collection and improve governmental services	Ministry of Justice and Constitutional Affairs
6	Flora Edward JADA	Improving Juba City Council's waste management services to reduce litter and pollution in Juba	Juba City Council
7	Rita Chol JAL	Enhancing the development and training of junior to mid-level South Sudan diplomats	Ministry of Foreign Affairs and International Cooperation
8	Tukube Emmanuel Henry KENYI	Training smallholder farmers in Rajaf West, Juba on post-harvest management practices to reduce losses and increase the quality and quantity of production	South Sudan Chamber of Commerce
9	Agak Kuol LUAL	Improving the delivery of services by the Ministry of Finance and Economic Planning through records management training	Ministry of Finance and Economic Planning
10	Rose Keji Benjamin LUKENYI	Improving the safety and security of Juba Monitor journalists through training on safety and increasing awareness	Association for Media Development in South Sudan – Juba Monitor
11	Bulis Nguak Deng MATHET	Enhancing the employability of women and youth in Aweil, Northern Bahr el Ghazal through effective livelihood skills training provided by an Aweil Vocational Training Center	Help Restore Youth South Sudan
12	Awate Betty Sebit MIKAYA	Increasing Eve Organization's impact on the empowerment of women and girls in South Sudan through the establishment of a centralized women's training center	Eve Organization
13	Akim John Michael Taban MOGGA	Improving the performance of officers of the Directorate of Human Resources Management through the establishment of a performance management system and human resource management training	Ministry of Labour, Public Service and Human Resource Development
14	Aliandro Lotok PAUL	Increasing viewership and a more informed society by improving the quality of programming of the South Sudan Broadcasting Corporation through training of its producers	Ministry of Information and Broadcasting
15	Monica Nyakenya Keah RUACH	Increasing educational opportunities and school enrolment for street children in Juba	Universal Intervention and Development Organisation
16	Maker Thiongkol Manyang THUC	Combating cholera by constructing pit latrines in Yirol East County	Universal Intervention and Development Organisation
17	Margaret Victor Keri WANI	Increasing the safety and security of human rights defenders in South Sudan through awareness raising and training on safety and security protection measures	Community Empowerment for Progress Organization
18	Ponieta George Lumori WANI	Increasing awareness and sensitization of HIV/AIDS among youth in Juba	Ministry of Health
19	Tombe Charles ZACHARIA	Engaging students in the fight against corruption through anti-corruption education in secondary schools	Anti-Corruption Commission

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 III and Workshop IV.

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:

- Three months | Learning: Individual written evaluation to identify changes in skills, knowledge or attitudes (Kirkpatrick Level 2)
- Three months | 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)

Fellows practice teamwork and leadership skills during the training.

Workshop I

12 June 2018 | Juba, South Sudan

Workshop I, attended by H.E. Seiji Okada, Ambassador of Japan to the Republic of South Sudan, 20 Fellows, 5 Coaches, 2 UNITAR Staff, totalling 27 participants, took place in Juba, South Sudan on 12 June 2018. 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. The Workshop further allowed Fellows to get-to-know each other, and to gain an in-depth understanding of the Fellowship requirements and achieving milestones as a first step, while providing feedback on their existing learning needs and expectation to further tailor the training to the realities of South Sudan.

Workshop II

20 – 26 June 2018 | Entebbe, Uganda

Workshop II, attended by 20 Fellows, 5 Coaches and Resource Person, 2 UNITAR Staff, one observer, totalling 29 participants, took place in Entebbe, Uganda, between 20-26 June 2018. The Workshop allowed Fellows to gain an in-depth understanding of Organizational Needs Assessment as a first step in the project design and management process, while working to contextualise the training delivered for the realities of South Sudan. Workshop II 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 workstyles 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 Needs Assessment which in return could provide a sound foundation for designing a project to address identified needs in an efficient and effective manner.

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

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

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

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

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

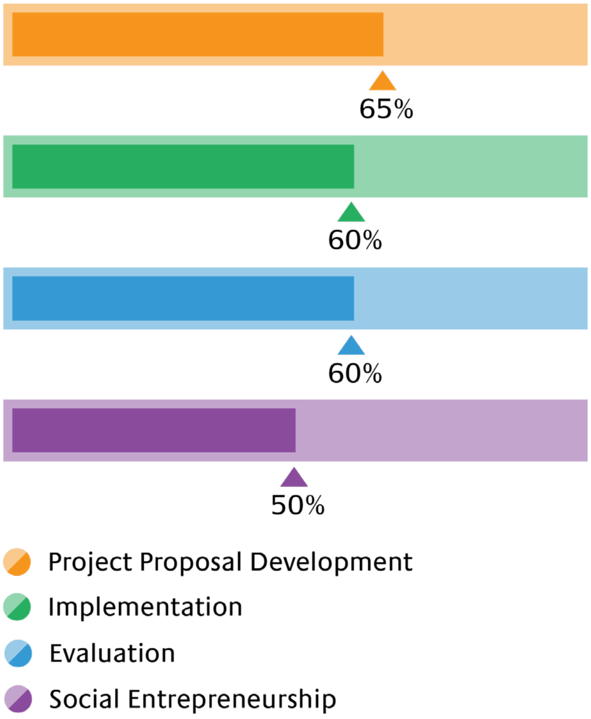
During a subsequent pair exercise, Fellows were asked to discuss what percentage of their needs assessment focus will be within the scope of three types of ONA outlined during the session. A group exercise was then undertaken whereby Fellows were asked to consider which of these cautions outlined in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

Percentage of Fellows’ Training Needs Regarding Project Development and Planning



Depicts Fellows training needs at the onset, prior to joining the Fellowship programme in areas of Project Proposal Development, Implementation, Evaluation, and Social Entrepreneurship.

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 (ONA): GATHERING DATA AND ASKING GOOD QUESTIONS

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

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

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

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

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

MODULE VIII: IDENTIFYING AND INTEGRATING STAKEHOLDERS

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

- The importance of proper identification and integration of stakeholders in to projects;
- Key elements of the stakeholder identification, integration, and engagement processes; and
- Key steps in designing and undertaking a stakeholder analysis.

One example that was highlighted during the session that most often stakeholders are not specified such as “the Ministry of Fanance” or “Ministry of Agriculter”. It is important to specify which department/division with the Ministry of Fianance or Agricuture and the name of the persons so that 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:

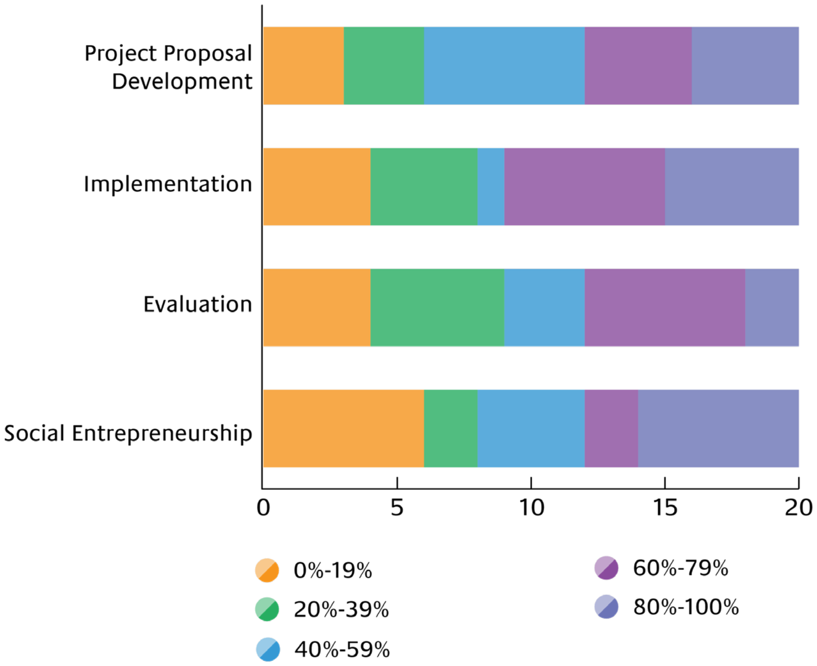
- The benefits of proper planning, its purpose, and reasons for undertaking a proper planning;
- The importance of the 5Ws (who, what, when, where, and why) in developing problem statements;
- Skills required to produce an effective problem statement

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.

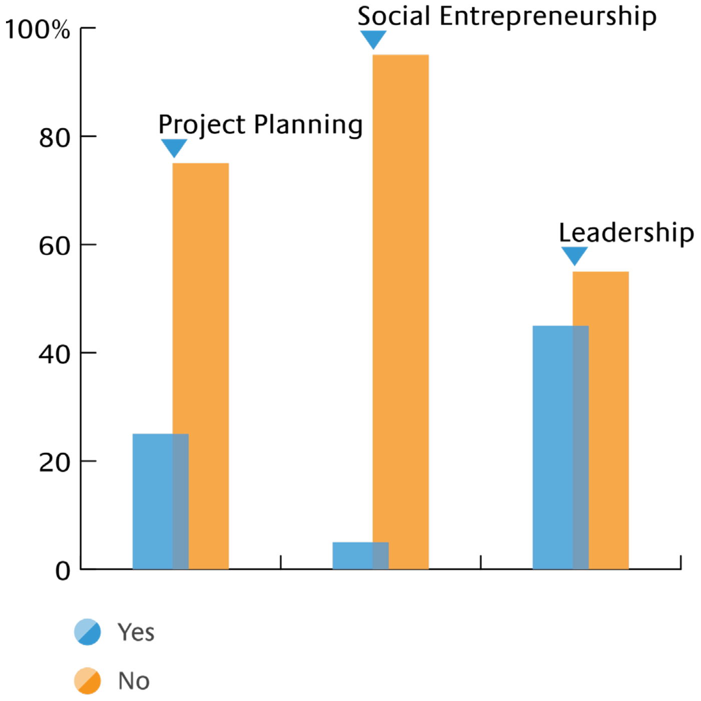
Each group was then given time to summarise the practical exercise, with their colleagues encouraged to ask questions and provide feedback relating the learning to local/individual realities. The key focus of the module was to gain insight into proper planning processes, and to acquire the skills to develop a succinct problem statement, which in return will provide a sound basis for designing a project in an effective manner.

Number and Percentage of Fellows' Roles in Project Planning and Implementation



Number of Fellows in roles related to project planning, implementation, evaluation, and social entrepeneurshipas well as the percentage of time spent in those roles.

Pecentage of Fellow’s Participation in Trainings in the Past



Trainings Fellows have had in the past in the areas of project planning, social entrepreneurship, and leadership.

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.

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 II allowed Fellows to gain an in-depth understanding of the Organizational Needs Assessment process as a first step in project design and management, while working to contextualise the training received for the realities of South Sudan through a number of focused training modules.

The Workshop utilized an innovative instructional design process, incorporating years of experience in training and lessons learned at the UNITAR Hiroshima Office. This model provided for more structured training which focused on maximizing learning outcomes. The Workshop also supported Fellows in working towards identifying potential projects addressing the common needs of their organizations, while enhancing their understanding of the obstacles and opportunities in the organizational development and change process.

EVALUATION DATA

The evaluation data gathered at the end of Workshop I showed that 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.

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, 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.

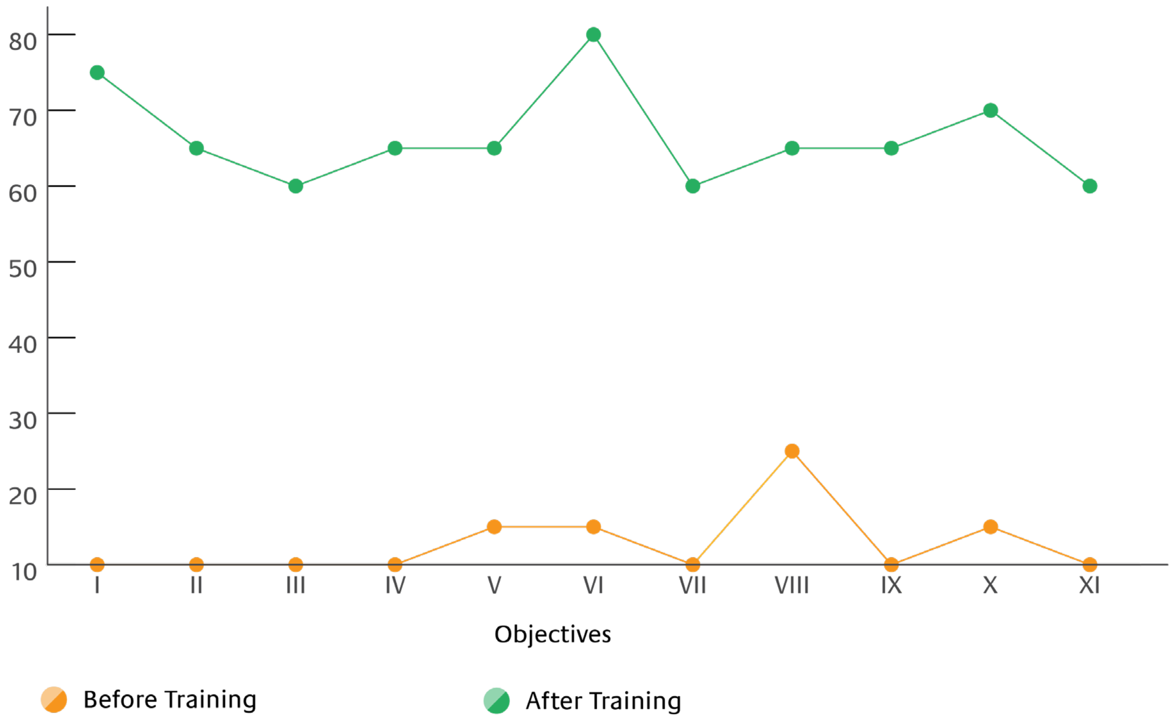
The overall purpose of the evaluation is to analyse the relevance and direction of the overall content of the programme while also quantifying the performance of the UNITAR Hiroshima Office as a whole in delivering the programme. Major findings of the programme are analysed and recommendations will be 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
- Overall Individual Skills Rating Before and After the Training

There were twelve learning objectives for Workshop II, 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.

Before and After Skills Rating for Workshop II



Fellows self-rated skills on objectives taught before and after the workshop.

OVERALL INDIVIDUAL SKILLS RATING BEFORE AND AFTER THE TRAINING

There were twelve learning objectives for Workshop II, 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.

WORKSHOP II 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	**Ethiopian Airlines (ET 356)** **Depart from Juba at 13:20** **Arrive in Entebbe at 14:40** **Bus to the Hotel** **(LAICO Lake Victoria)**	**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**		**Bus to the Airport** **Ethiopian Airlines (ET 357)** **Depart from Entebbe at 15:20** **Arrive in Juba at 16:40**
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 Berin McKenzie - UNITAR) (Coach: TBC)	**09:30 - 11:00** **Module Six** ONA: Stages and Champions (by Shamsul Hadi Shams - UNITAR) (Coach: TBC)	**09:30 - 11:00** **Module Nine** ONA: Identifying and Integrating Stakeholders (by Berin 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 Hadi Shams - UNITAR) (Coach: TBC)	11:30 - 13:00 **Module Seven** ONA: Gathering Data and Asking Good Questions (by Berin McKenzie - UNITAR) (Coach: TBC)	11:30 - 13:00 **Module Ten** ONA: Effective Communication (by Berin McKenzie - UNITAR) (Coach: TBC)		
12:00 - 12:30							
12:30 - 13:00							
13:00 - 13:30		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	
13:30 - 14:00							
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 Berin McKenzie - UNITAR)** **(Coach: TBC)**	**14:00 - 15:30** **Module Eight** **ONA: Data Analysis and Reporting** **(by Shamsul Hadi Shams - UNITAR)** **(Coach: TBC)**	**14:00 - 15:30** **Module Eleven** **ONA: Problem Statements** **(by Shamsul Hadi Shams - UNITAR)** **(Coach: TBC)**	**14:00 - 15:30** **Module Thirteen** **Disc Test:** **Leadership of the Self**	
14:30 - 15:00							
15:00 - 15:30						(Rolling Tea Break)	
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**	**15:30 - 17:00** **Module Fourteen** **Leading Teams**	
16:00 - 16:30							
16:30 - 17:00							

Workshop III

2 – 12 September 2018 | Hiroshima and Tokyo, Japan

Workshop III, attended by 20 Fellows and five Coaches, took place in Tokyo and Hiroshima, Japan, between 02 - 12 September 2018. 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 Japans post-war reconstruction;
- Outline the steps in developing a Business Model Canvas.

DESCRIPTION

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

MODULE I: REVIEWING THE PROBLEM STATEMENT

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

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

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

MODULE II: THE RESULTS CHAIN AND INDICATORS

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

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

MODULE III: IMPACTS AND OUTCOMES

The previous module outlined the structure of the Results Chain process, as well as the steps needed for the formulation of Indicators. Impacts and outcomes are crucial elements in the Results Chain process and contribute to a projects definition, scope, and impact. Being able to define S.M.A.R.T. outcomes assists in the monitoring and evaluation processes of project development. Fellows were given time to undertake a practical exercise by reviewing their individual problem statements and developing a related impact statement. Fellows then shared their impact statements in groups with colleagues invited to provide constructive feedback and input. The key highlight of this module was the fact that the Results Chain provides crucial skills for both project planning and implementation. It provides a framework for project proposal documents, which aids in developing buy-in from stakeholders and decision makers.

MODULE IV: OUTPUTS

The aim of this module was to enable Fellows to:

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

Outputs are projects goods, services, or products that contribute to the achievement of outcomes. Being able to effectively identify and develop outputs and indicators will allow for more scoped project documents, as well as allowing for activities, tasks, and role allocation to be more targeted. During the

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.

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.

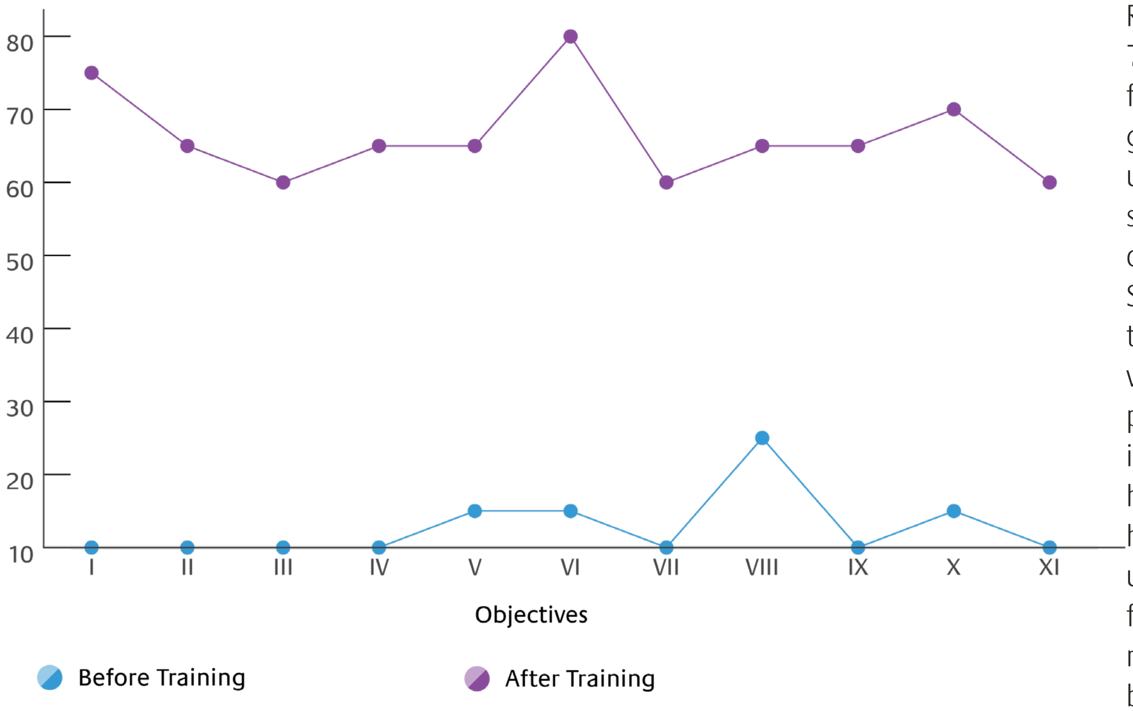
AFTER-ACTION REVIEWS:

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.

Before and After Skills Rating for Workshop III



Fellows self-rated skills on objectives taught before and after 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.

The evaluation method employed for the UNITAR South Sudan Fellowship Programme Entrepreneurship and Leadership Youth Training Workshop III 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

OVERALL INDIVIDUAL SKILLS RATING BEFORE AND AFTER THE TRAINING

There are a total of eleven learning objectives for the Workshop III, 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.

WORKSHOP III AGENDA

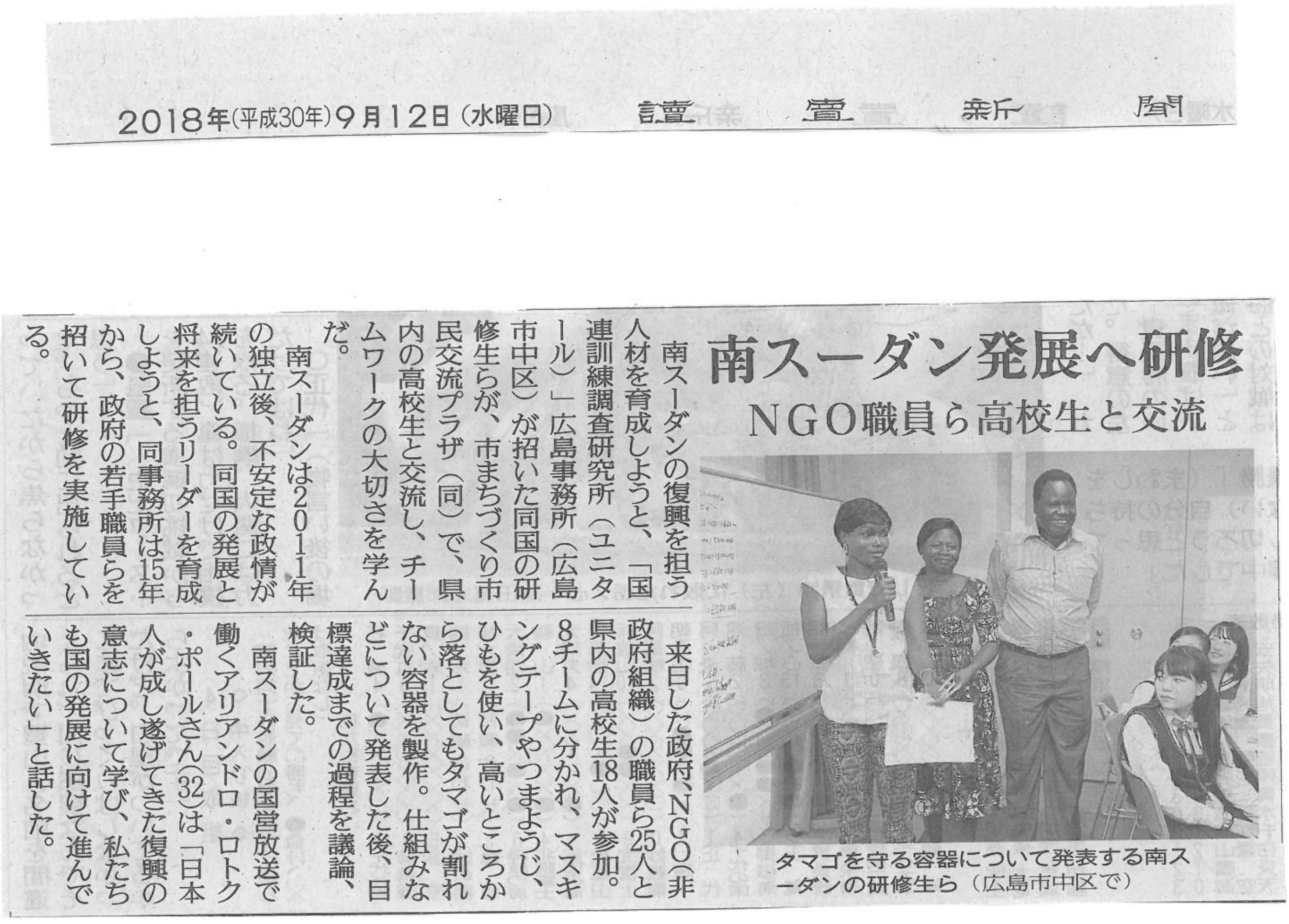
	Wednesday 4 October	Thursday 5 October	Friday 6 October	Saturday 7 October	Sunday 8 October	Monday 9 October	Tuesday 10 October	Wednesday 11 October	Thursday 12 October	Friday 13 October
	TRAVEL: << 3 October >> Flight [ET357] 17:35 Juba - 19:35 Addis Ababa Flight [ET672] 22:25 Addis Ababa - << 4 October >> 20:25 Tokyo Narita Meet UNITAR Representative at the Airport Bus to the Hotel Marroad International Hotel Narita	06:00 ~ Breakfast (13F)	07:20 - 09:00 Breakfast	Cultural Exchange Programme	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
09:00 - 09:30		08:40 Check-out from hotel 09:00 Bus to Tokyo 10:30 Arrive at MoFA								FREE TIME before 10:00 Check-out from HIP
09:30 - 10:00			??:?? - 11:00 TRAVEL: Bus to Hiroshima City			09:30 - 10:00 After Action Review	09:30 - 10:00 After Action Review	09:30 - 10:00 After Action Review		
10:00 - 10:30					10:00 - 10:30 Opening Ceremony	10:00 - 11:30 **Module 4:** The Results Chain and Indicators	10:00 - 11:30 **Module 7:** Activities and Inputs	10:00 - 11:30 **Module 10:** Business Model Canvas	10:00 - 12:00 **Module 13:** Project Presentations	
10:30 - 11:00					10:30 - 12:00 **Module 1:** Project Presentations					
11:00 - 11:30		11:00 - 11:20 Courtesy Call (CC) to MoFA	11:00 - 12:15 LUNCH							
11:30 - 12:00		11:30 - 12:30 Bus to Meiji Jingu Shrine (Lunch on Bus)				11:30 - 12:00 Mentoring Session	11:30 - 12:00 Mentoring Session	11:30 - 12:00 Mentoring Session		
12:00 - 12:30			12:15 Walk to Prefectural Building 13:00 - 13:20 CC to Governor of Hiroshima Prefecture		12:00 - 13:00 LUNCH	12:00 - 13:00 LUNCH	12:00 - 13:00 LUNCH	12:00 - 13:00 LUNCH	12:00 - 13:00 LUNCH	12:00 LUNCH
12:30 - 13:00		12:30 - 15:30 **Study Tour 1:** Meiji Jingu Shrine								12:30 Bus to Hiroshima Airport
13:00 - 13:30					13:00 - 14:30 **Module 2:** Project Presentations	13:00 - 14:30 **Module 5:** Impact and Outcomes	13:00 - 14:30 **Module 8:** Tasks, Timelines, Milestones, and Responsibilities	13:00 - 14:30 **Module 11:** Business Model Canvas	13:00 - 14:30 **Module 14:** Project Presentations	
13:30 - 14:00			13:30 - 17:00 **Study Tour 2:** Hiroshima Peace Memorial Park and Museum							
14:00 - 14:30										TRAVEL: Flight [NH3114] 14:15 Hiroshima - 15:50 Tokyo Narita Flight [ET673] 21:15 Tokyo Narita << 14 October >> 07:45 Addis Ababa Flight [ET356] 10:20 Addis Ababa 12:20 Juba
14:30 - 15:00					14:30 - 15:00 Tea Break	14:30 - 15:00 Tea Break	14:30 - 15:00 Tea Break	14:30 - 15:00 Tea Break	14:30 - 15:00 Tea Break	
15:00 - 15:30					15:00 - 16:30 **Module 3:** Reviewing the Problem Statement	15:00 - 16:30 **Module 6:** Outputs	15:00 - 16:30 **Module 9:** Japan Post-war Reconstruction	15:00 - 16:30 **Module 12:** Business Model Canvas	15:00 - 16:30 **Module 15:** Project Presentations	
15:30 - 16:00		15:30 - 16:30 Bus to Haneda Airport								
16:00 - 16:30										
16:30 - 17:00					16:30 - 17:30 Mentoring Session	16:30 - 17:30 Mentoring Session	16:30 - 17:30 Mentoring Session	16:30 - 17:30 Mentoring Session	16:30 - 17:30 Mentoring Session	
17:00 - 17:30		Flight [NH683] 17:05 Haneda - 18:25 Hiroshima Bus to Hiroshima International Plaza (HIP)	17:00 Meet Host Family Cultural Exchange Programme (Homestay)	17:00 - 20:30 Dinner Reception with Host Families						
17:30 - 18:00										
				20:30 Bus to HIP	18:00 - 20:00 Dinner	18:00 - 20:00 Dinner	18:00 - 20:00 Dinner	18:00 - 20:00 Dinner	18:00 - 20:00 Dinner	

Annex

MEDIA COVERAGE

YOMIURI NEWSPAPER

On 12 September 2018, Yomiuri Newspaper, a Japanese national newspaper with the largest circulation in the world, covered an interactive session among fellows from South Sudan and local high school students in Hiroshima.



2018年（平成30年）9月12日（水曜日）　讀賣新聞

南スーダン発展へ研修

NGO職員ら高校生と交流

南スーダンの復興を担う人材を育成しようと、「国連訓練調査研究所（ユニタール）」広島事務所（広島市中区）が招いた同国の研修生らが、市まちづくり市民交流プラザ（同）で、県内の高校生と交流し、チームワークの大切さを学んだ。

南スーダンは2011年の独立後、不安定な政情が続いている。同国の発展と将来を担うリーダーを育成しようと、同事務所は15年から、政府の若手職員らを招いて研修を実施している。

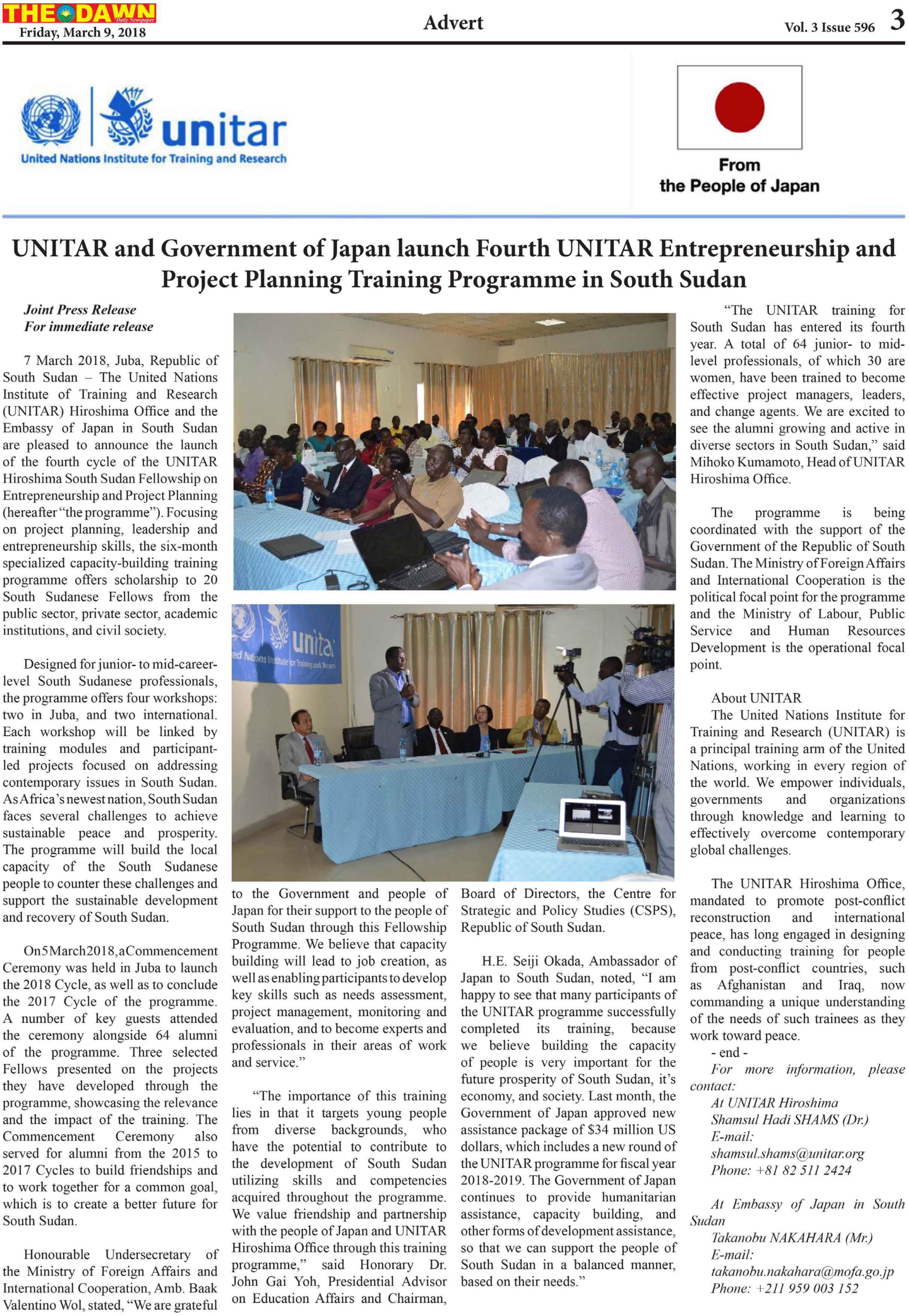
来日した政府、NGO（非政府組織）の職員ら25人と県内の高校生18人が参加。8チームに分かれ、マスキングテープやつまようじ、ひもを使い、高いところから落としてもタマゴが割れない容器を製作。仕組みなどについて発表した後、目標達成までの過程を議論、検証した。

南スーダンの国営放送で働くアリアンドロ・ロトク・ポールさん(32)は「日本人が成し遂げてきた復興の意志について学び、私たちも国の発展に向けて進んでいきたい」と話した。

タマゴを守る容器について発表する南スーダンの研修生ら（広島市中区で）

THE DAWN (SOUTH SUDAN)

On 9 March 2018, The Dawn, a national newspaper in South Sudan, featured the launch of the forth cycle of UNITAR South Sudan Fellowship Programme.



THE DAWN Daily Newspaper
Friday, March 9, 2018 Advert Vol. 3 Issue 596 3

unitar
United Nations Institute for Training and Research

From
the People of Japan

UNITAR and Government of Japan launch Fourth UNITAR Entrepreneurship and Project Planning Training Programme in South Sudan

Joint Press Release
For immediate release

7 March 2018, Juba, Republic of South Sudan – The United Nations Institute of Training and Research (UNITAR) Hiroshima Office and the Embassy of Japan in South Sudan are pleased to announce the launch of the fourth cycle of the UNITAR Hiroshima South Sudan Fellowship on Entrepreneurship and Project Planning (hereafter "the programme"). Focusing on project planning, leadership and entrepreneurship skills, the six-month specialized capacity-building training programme offers scholarship to 20 South Sudanese Fellows from the public sector, private sector, academic institutions, and civil society.

Designed for junior- to mid-career-level South Sudanese professionals, the programme offers four workshops: two in Juba, and two international. Each workshop will be linked by training modules and participant-led projects focused on addressing contemporary issues in South Sudan. As Africa's newest nation, South Sudan faces several challenges to achieve sustainable peace and prosperity. The programme will build the local capacity of the South Sudanese people to counter these challenges and support the sustainable development and recovery of South Sudan.

On 5 March 2018, a Commencement Ceremony was held in Juba to launch the 2018 Cycle, as well as to conclude the 2017 Cycle of the programme. A number of key guests attended the ceremony alongside 64 alumni of the programme. Three selected Fellows presented on the projects they have developed through the programme, showcasing the relevance and the impact of the training. The Commencement Ceremony also served for alumni from the 2015 to 2017 Cycles to build friendships and to work together for a common goal, which is to create a better future for South Sudan.

Honourable Undersecretary of the Ministry of Foreign Affairs and International Cooperation, Amb. Baak Valentino Wol, stated, "We are grateful to the Government and people of Japan for their support to the people of South Sudan through this Fellowship Programme. We believe that capacity building will lead to job creation, as well as enabling participants to develop key skills such as needs assessment, project management, monitoring and evaluation, and to become experts and professionals in their areas of work and service."

"The importance of this training lies in that it targets young people from diverse backgrounds, who have the potential to contribute to the development of South Sudan utilizing skills and competencies acquired throughout the programme. We value friendship and partnership with the people of Japan and UNITAR Hiroshima Office through this training programme," said Honorary Dr. John Gai Yoh, Presidential Advisor on Education Affairs and Chairman, Board of Directors, the Centre for Strategic and Policy Studies (CSPS), Republic of South Sudan.

H.E. Seiji Okada, Ambassador of Japan to South Sudan, noted, "I am happy to see that many participants of the UNITAR programme successfully completed its training, because we believe building the capacity of people is very important for the future prosperity of South Sudan, it's economy, and society. Last month, the Government of Japan approved new assistance package of $34 million US dollars, which includes a new round of the UNITAR programme for fiscal year 2018-2019. The Government of Japan continues to provide humanitarian assistance, capacity building, and other forms of development assistance, so that we can support the people of South Sudan in a balanced manner, based on their needs."

"The UNITAR training for South Sudan has entered its fourth year. A total of 64 junior- to mid-level professionals, of which 30 are women, have been trained to become effective project managers, leaders, and change agents. We are excited to see the alumni growing and active in diverse sectors in South Sudan," said Mihoko Kumamoto, Head of UNITAR Hiroshima Office.

The programme is being coordinated with the support of the Government of the Republic of South Sudan. The Ministry of Foreign Affairs and International Cooperation is the political focal point for the programme and the Ministry of Labour, Public Service and Human Resources Development is the operational focal point.

About UNITAR
The United Nations Institute for Training and Research (UNITAR) is a principal training arm of the United Nations, working in every region of the world. We empower individuals, governments and organizations through knowledge and learning to effectively overcome contemporary global challenges.

The UNITAR Hiroshima Office, mandated to promote post-conflict reconstruction and international peace, has long engaged in designing and conducting training for people from post-conflict countries, such as Afghanistan and Iraq, now commanding a unique understanding of the needs of such trainees as they work toward peace.

- end -

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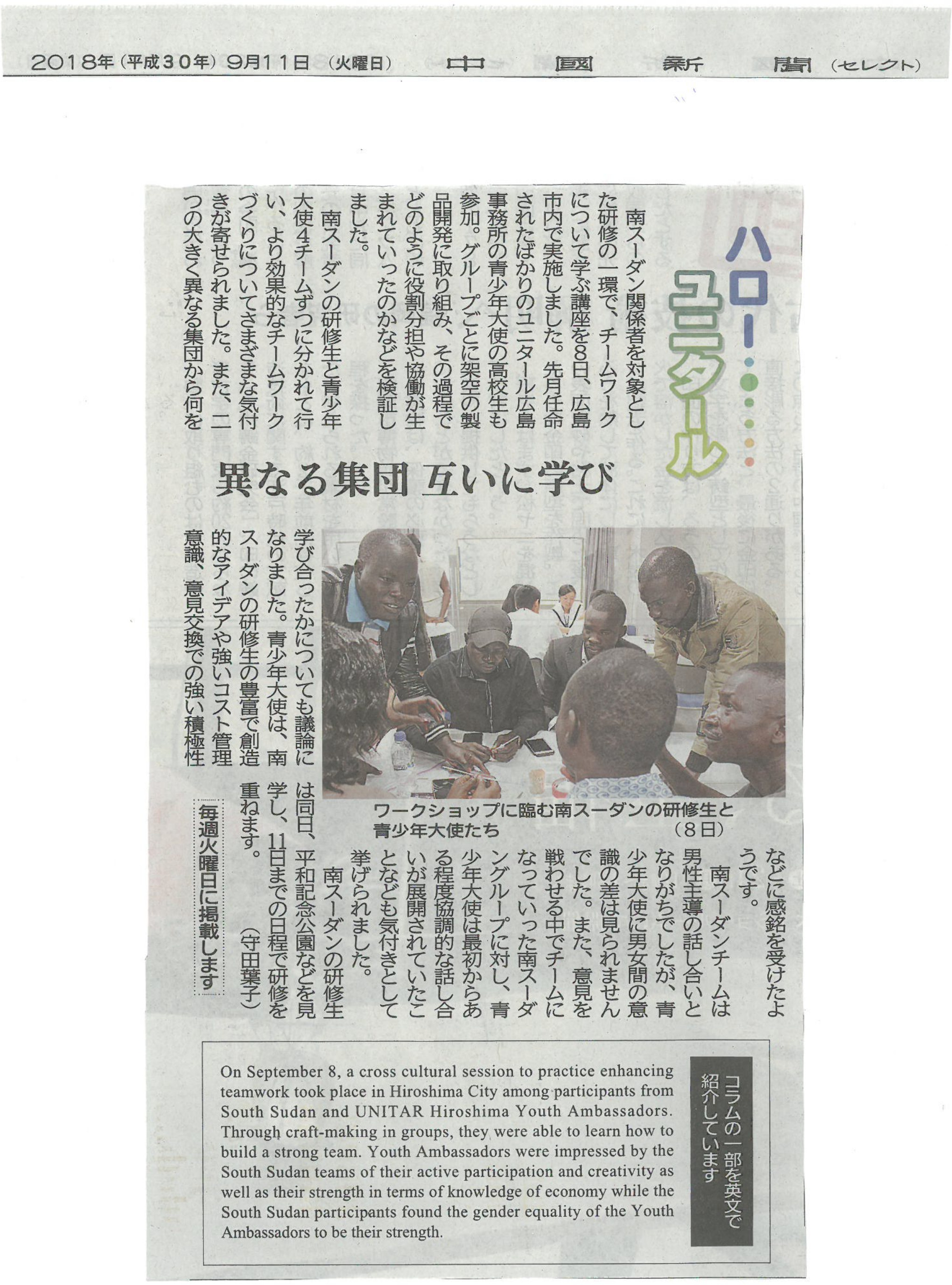
CHUGOKU NEWSPAPER

On 11 September 2018, Chugoku Newspaper, a Japanese local daily newspaper based in Hiroshima, featured a cross cultural session fellows from South Sudan and UNITAR Hiroshima Youth Ambassadors. Through the session took place in Hiroshima City, they learned how to build a strong team.



2018年（平成30年）9月11日（火曜日）　中國新聞（セレクト）

ハロー・ユニタール

異なる集団 互いに学び

南スーダン関係者を対象とした研修の一環で、チームワークについて学ぶ講座を8日、広島市内で実施しました。先月任命されたばかりのユニタール広島事務所の青少年大使の高校生も参加。グループごとに架空の製品開発に取り組み、その過程でどのように役割分担や協働が生まれていったのかなどを検証しました。

南スーダンの研修生と青少年大使4チームずつに分かれて行い、より効果的なチームワークづくりについてさまざまな気付きが寄せられました。また、二つの大きく異なる集団から何を学び合ったかについても議論になりました。青少年大使は、南スーダンの研修生の豊富で創造的なアイデアや強いコスト管理意識、意見交換での強い積極性などに感銘を受けたようです。

南スーダンチームは男性主導の話し合いとなりがちでしたが、青少年大使に男女間の意識の差は見られませんでした。また、意見を戦わせる中でチームになっていった南スーダングループに対し、青少年大使は最初からある程度協調的な話し合いが展開されていたことなども気付きとして挙げられました。

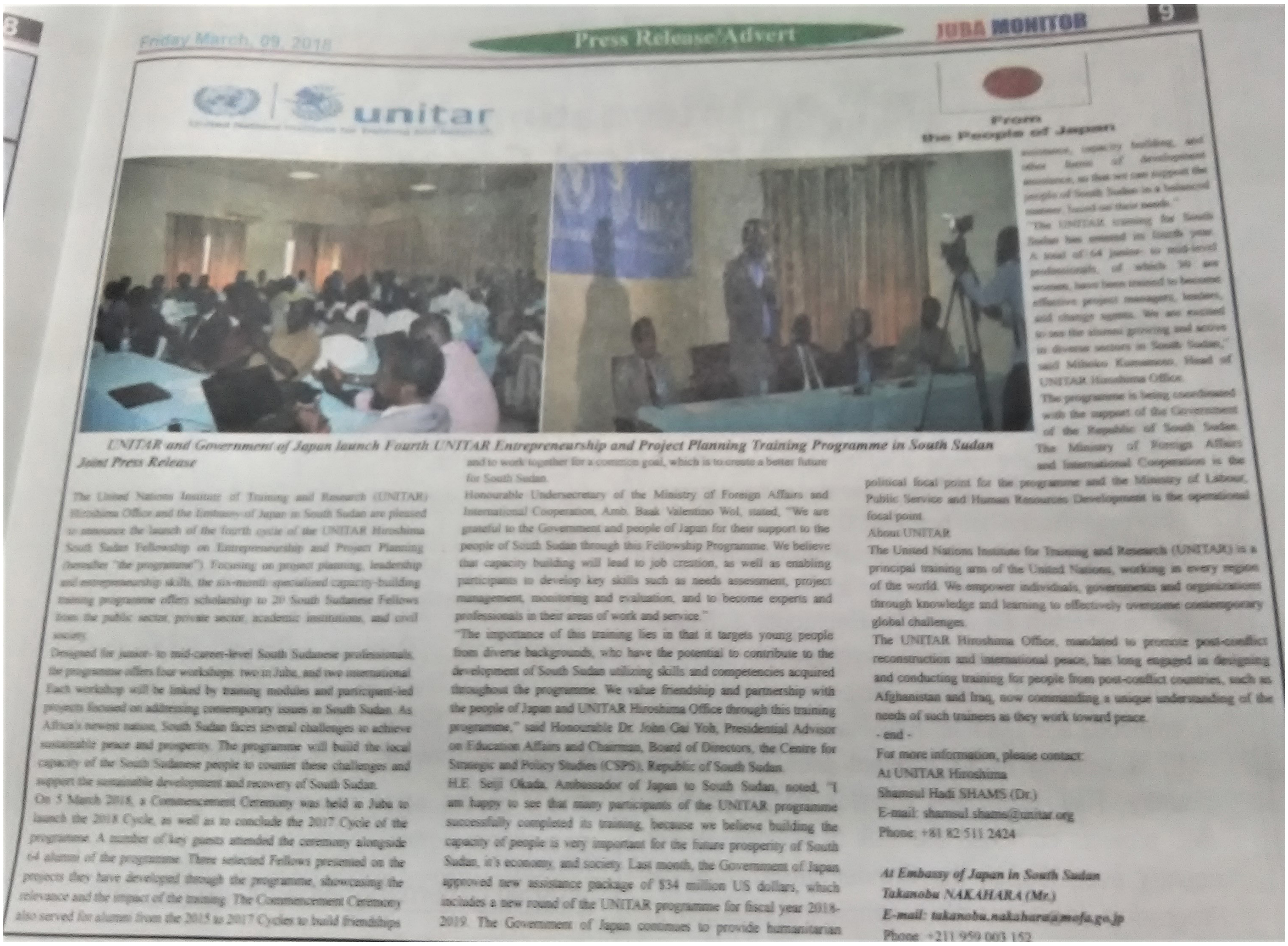
南スーダンの研修生は同日、平和記念公園などを見学し、11日までの日程で研修を重ねます。（守田葉子）

ワークショップに臨む南スーダンの研修生と青少年大使たち（8日）

毎週火曜日に掲載します

コラムの一部を英文で紹介しています

On September 8, a cross cultural session to practice enhancing teamwork took place in Hiroshima City among participants from South Sudan and UNITAR Hiroshima Youth Ambassadors. Through craft-making in groups, they were able to learn how to build a strong team. Youth Ambassadors were impressed by the South Sudan teams of their active participation and creativity as well as their strength in terms of knowledge of economy while the South Sudan participants found the gender equality of the Youth Ambassadors to be their strength.



8 Friday March, 09, 2018 Press Release/Advert JUBA MONITOR 9

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United Nations Institute for Training and Research

From
the People of Japan

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- end -

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JUBA MONITOR

On 9 March 2018, Juba Monitor Newspaper, an independent newspaper based in Juba, South Sudan, also featured the launch of the forth cycle of UNITAR South Sudan Fellowship Programme.