



# UNITAR Hiroshima Developing Dreams:

Entrepreneurship and  
Project Design in  
South Sudan

**PROJECT COMPLETION  
REPORT 2019 CYCLE**



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## OUR DIVISION

The UNITAR Division for Prosperity has an inherent strength in the areas of peace building, post-conflict reconstruction and disarmament as well as the broader themes of international peace and security. Our division develops and delivers focused and relevant needs-based training, including annual Fellowships and on-demand training programmes, in support of the Sustainable Development Goals, for a wide-range of beneficiaries.



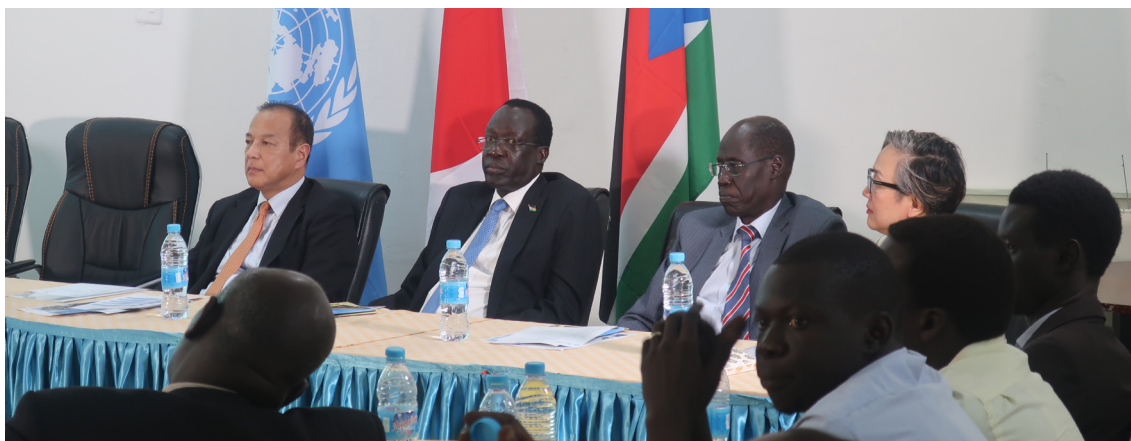
# ACKNOWLEDGEMENT

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

Our special thanks go to the UNITAR partners and stakeholders in South Sudan for their institutional and moral support. In addition, we would like to thank our Resource Persons and Participants who contributed their time and expertise to the programme so graciously and finally to the people of Hiroshima whose support was indispensable for the successful conduct of the 2019 Cycle of the programme.





## EXECUTIVE SUMMARY

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The United Nations Institute for Training and Research (UNITAR) Division for Prosperity, through the financial support of the People and Government of Japan, implemented the fifth cycle of the Developing Dreams: Entrepreneurship and Project Design in South Sudan (hereafter “the programme”) between May 2019 and March 2020. The programme consisted of three 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 and social entrepreneurship skills. The six-month long capacity-building training programme offered scholarships to 23 South Sudanese Participants and 5 Coaches from the public sector, private sector, academic institutions, and civil society organisations.

A landscape of uncertainty has faced South Sudan since its inception. However, the Revitalised Peace Agreement on the Resolution of the Conflict in the Republic of South Sudan (R-ARCSS) that was signed in September 2018, has succeeded in holding a nationwide ceasefire between the signatories, despite ongoing upheavals between the Government and the groups that remain outside the agreement. Yet,

implementation of the agreement – unifying the national army and resolving state boundaries – is stagnated and progressing slowly.

Adding to that, the socio-economic conditions of the country remain bleak; South Sudan ranked #186 out of 189 countries on the UNDP Human Development Index (HDI) in 2019 with as high as 82 per cent of the population living below the income poverty line (national poverty line).

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*Twenty-three project proposals were developed based on the findings of the needs assessment.*

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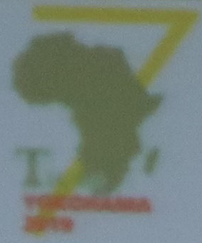
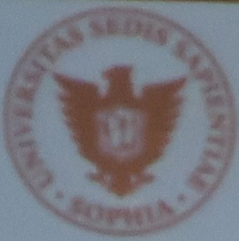
Additionally, two-thirds of South Sudan's population is under the age of 30 and more than 90% of youth lack formal employment. While many South Sudanese depend on informal safeguard networks such as support from communities and family members, there are urgent needs to cultivate the economic base of South Sudan and provide employment opportunities for young people. A strong private sector can act as a tool to provide the much-needed jobs and livelihood opportunities, as it is unsustainable for the government to remain the main employer in the country.

Against this background, the UNITAR programme which focuses on improving the capacity of youth is highly relevant and urgently needed to enable young South Sudanese to act as agents of change. Empowered young South Sudanese can help improve access to, and quality of, basic services desperately needed in South Sudan. This has been confirmed by the TICAD-VII Yokohama Declaration 2019, Advancing Africa's Development through People, Technology and Innovation, which put an emphasis on improving human security and sustainable development through accelerating economic transformation, social development, human resource development, and institution building, and private sector engagement and development.

Building on the experience and insights of the 2015 to 2018 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-three project proposals were developed based on the findings of the needs assessment and subsequently project proposal presentation produced by the Participants following the completion of the programme.

The programme encourages peer learning, knowledge sharing, and the formation of a network of like-minded colleagues and friends across all sectors in South Sudan. Coaches—standout Participants from the previous cycle, participated in programme workshops and provided Participants with regular and timely mentoring and guidance both face-to-face and remotely. They were an invaluable addition to the 2019 Cycle of the programme as they shared their own experiences of developing and implementing projects, as well as contextualized Participants' learning to the changing situation in South Sudan. The total number of programme alumni in South Sudan now stands at 104, with almost half of them female, representing over 50 different governmental and non-governmental organizations and institutions. Going forward, UNITAR will continue to build upon this network so that future Participants and alumni can draw on its resources and expertise.

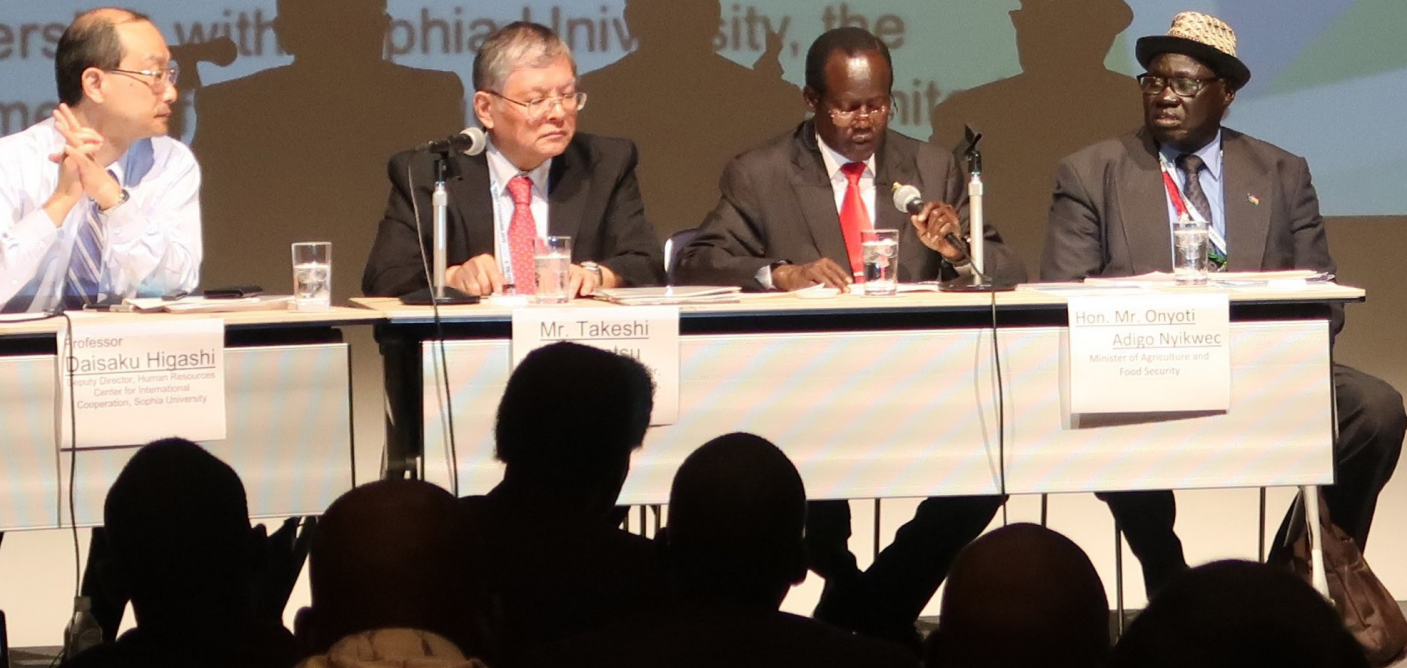




Official Side Event - Panel Discussion

# Building Bridges for Peace

Panel discussion aims to deepen understandings  
as related to peace-building in the Republic  
of Sudan and highlight the importance of  
building the national capacity for post-conflict  
reconstruction in tandem with the implementation of  
the Final Peace Agreement on the Resolution of the  
Conflict in the Republic of South Sudan (R-ARCSS).  
The event is hosted by the United Nations Institute  
for Disarmament and Research (UNITAR) Hiroshima Office  
in partnership with Sophia University, the



Professor  
**Daisaku Higashi**  
Security Director, Human Resources  
Center for International  
Cooperation, Sophia University

Mr. Takeshi

Hon. Mr. Onyoti  
**Adigo Nyikwec**  
Minister of Agriculture and  
Food Security

# PARTICIPANT PROFILES

The projects developed during the 2019 Cycle, identified by Participants as key to the sustainable development of their departments, organisations, and greater South Sudan, were as follows:

	Name	Project	Sector
1	Khamis Bol Ajak AGUAR	Training on Journalism Ethics, Social Responsibility and Media for development	School of Journalism, Media and Communication Studies, University of Juba, South Sudan
2	Victoria Apiou Benjamin AJONGO	Strengthening Environmental Policies: Improving Coordination Between the National and State Ministries on the Implementation of Environmental Programmes	National Ministry of Environment and Forestry, South Sudan
3	Diana Bosco Lee ALONYO		Chamber of Commerce
4	David Mayen ANGAU	Training on Effective Coaching Techniques for South Sudan National Olympic Committee Coaches to Prepare Athletes for International Games	Ministry of Culture, Youth, and Sport
5	Atem Samuel Bol AROK	Basics Skills Training on Budget Preparations Using Software	Directorate of Budget Planning, Ministry of Labour, Public Service, and Human Resource Development, South Sudan
6	Daniel Dut Liai DENG	Improving the Quality of Testing of Imported Drug and Food	Drug and Food Control Authority, South Sudan
7	Sarah Keji Wani DOGGLE	Provision of Communication Equipment to Remote Stations to Improve Transparency and Increase Revenue	Directorate of Customs Service, National Revenue Authority, South Sudan
8	Asienzo Sony Valentino INYANI	Improve Women Participation in Governance and Peace Processes	Crown the Women, NGO, South Sudan
9	Nadlin Justin Samuel JUBARA	Wetland Conservation Through Community Engagement and Participation	Ministry of Environment and Forestry, South Sudan
10	Kual Amath Alor KUOL	Training of Junior Diplomats on Diplomatic Protocols and Standards	Ministry of Foreign Affairs and International Cooperation, South Sudan



	Name	Project	Sector
11	Emmanuel Lako Ernesto LORO	Improving Mandatory Field Training for the Students of Faculty of Public and Environmental Health, Upper Nile University	Upper Nile University, South Sudan
12	Ahon Malou Leuth MAKENY	Civic Education on Democratic Rights Awareness	South Sudan National Elections Commission
13	Jotaba Peninah Nadole NDOROMO	Youth Engagement in Agriculture: Improving Knowledge on Agribusiness Skills and Access to Micro Finances	South Sudan Agricultural Producers Union (SSAPU)
14	Sarah Nyibak Chaat NUL	Financial Management Training for Women Led Businesses	Chamber of Women Entrepreneurs
15	Joseph Sebastian Abanagwa OLWENY	Reform Universities Admission Registration Process: Introduction of Digital Tools to Replace Manual Registration	Ministry of Higher Education, Science and Technology, South Sudan
16	George Ochang Pelegrino OLEYO	Enhancing the Capacity of Fresh Graduates and Prepare them for Future Employment Through Training	Organizations for Nonviolence and Development (ONAD)
17	Anne Silvestro Tukai OSILLY	Improve the Hygiene Situation in Western Juba Gudele Block	Ministry of Water Resources and Irrigation, South Sudan
18	Gale Julius Dada SIMON	Strengthening Quality of the Bakhita Radio Daily Programmes to Attract Customers	Bakhita Radio 91.0 FM, Juba
19	Tereka James Losuba SIMON	Restoring the Financial Sustainability of SPEDP Organization	Support for Peace and Education Development Programme (SPEDP) An NGO
20	John Tombe Longino TOMBE	Improving Solid Waste Management in Rivers and Streams in Kator Town Block through Local Community and Businesses Engagement	Juba City Council, South Sudan



## BENEFICIARIES

The 23 Participants of the 2019 Cycle were representatives of the following institutions and organisations in South Sudan:

- ▶ Bakhita Radio 91.0 FM, Juba
- ▶ Chamber of Commerce
- ▶ Chamber of Women Entrepreneurs
- ▶ Crown the Women
- ▶ Drug and Food Control Authority
- ▶ Eve Organization
- ▶ Juba City Council
- ▶ Ministry of Agriculture and Forestry
- ▶ Ministry of Culture, Youth, and Sport
- ▶ Ministry of Environment and Forestry
- ▶ Ministry of Foreign Affairs and International Cooperation
- ▶ Ministry of Higher Education, Science and Technology
- ▶ Ministry of Labour, Public Service, and Human Resource Development
- ▶ Ministry of Water Resources and Irrigation
- ▶ National Revenue Authority
- ▶ Organizations for Nonviolence and Development (ONAD)
- ▶ Salaam Junub
- ▶ South Sudan Agricultural Producers Union (SSAPU)
- ▶ South Sudan National Elections Commission
- ▶ Support for Peace and Education Development Programme (SPEDP)
- ▶ University of Juba
- ▶ Upper Nile University

# LESSONS LEARNED

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## COACHING AND MENTORING WAS A KEY ELEMENT OF FACILITATING PARTICIPANTS LEARNING

Coaching and mentorship is a key element of this programme, augmenting the learning and providing Participants 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 Programme were introduced to the new Participants in close coordination with the UNITAR Juba-based Coaches, providing necessary mentorship to the Participants on a regular basis. Participants placed into five separate coaching and mentorship groups allowed Mentors to provide focused, one-to-one and critical insights on assignments and hold need-based online meetings. Most of the correspondence between Participants, 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 face-to-face sessions between local Mentors and new Participants in the UNITAR Juba Office to establish a good rapport between Mentors and Participants in future iterations of the programme.

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

Participants 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 Participants 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 entrepreneurs and leaders, and by extension employment and economic opportunity, can have a tangible positive impact on the socio-economic development of South Sudanese society as a whole.

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

Merit-based nomination and selection of potential Participants generated a positive response and buy-in from the top leadership of ministries and institutions. As merit-based selection is not so rare in South Sudan, given the application of such practice for the past 5 years. The nomination and selection process encourages healthy competition among 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, both written and spoken, during the selection process

## **ONLINE TRAINING CREATES NEW OPPORTUNITIES IN TIMES OF UNCERTAINTY TO CONNECT AND LEARN**

The use of online training tools and methodologies such as, online webinar was out of necessity to deliver our commitment to the programme and our participants. However it turned very useful during large-scale shutdown and quarantine. It allows for learning from the comforts of one's home without any travel. The programme will make efforts to utilise such methodologies and new technologies to connect participants in the future and to maximize the number of beneficiaries without impacting the quality of the training delivered by adhering to well established guidelines for effective online training delivery.







## **GENDER EQUALITY HAD A POSITIVE INFLUENCE ON THE GROUP DYNAMIC**

One of the notable characteristics of the programme was the gender ratio among Participants. Almost half of the 2019 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 Participants 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 Participants were often vocal in sharing their experiences and opinions, which contributed to constructive discussion and informative debate within the group.

## **SHARING OF NEEDS ASSESSMENT RESULTS**

The programme undertakes a learning needs assessment with Participants following their final selection. These assessments influence the instructional design processes of the Division and are shared with Resource Persons and UNITAR Staff for constructive feedback on designing needs-based learning modules. Beginning with this Programme, an anonymised summary of the needs assessment results was shared with Participants through the orientation workshop 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 results of the learning needs assessment indicated the need for more focused training on the project management cycle. The data showed that while 68% of Participants have a role related to project management, including project proposal writing, developing action plans, and monitoring and evaluation, 77% Participants 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 Participants 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 Participants 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.

## **BUILDING AN ALUMNI NETWORK CREATES A LOCAL SUPPORT SYSTEM FOR PARTICIPANTS 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 Participants 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 Participants and their local counterparts. Furthermore, the multi-sector nature of the programme means that Participants 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 Participants with Participants from previous cycles through Coaches' participation in both groups.

## **VISITING HIROSHIMA INSPIRED PARTICIPANTS AND GAVE THEM HOPE FOR SOUTH SUDAN'S RECOVERY**

A major component of the programme's second international workshop, held in Hiroshima, is exposing Participants to the story of Hiroshima's atomic bombing and reconstruction. Many Participants 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 Participants to continue working to give their country a bright future.







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

While the September 2018 Revitalized Agreement on the Resolution of the Conflict in the Republic of South Sudan (R-ARCSS), and subsequent formation of the transitional government, generated hopes for peace and stability in South Sudan, however the political and security environment is constantly changing and difficult to predict. 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 Participants' 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 and e-learning materials 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 Participants 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 Participants 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 and consultation 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 2019 Cycle was completed successfully, to the great benefit of all involved, despite an occasionally adverse environment.



## **THE POLITICAL AND SECURITY ENVIRONMENT MUST BE TAKEN INTO ACCOUNT AS PARTICIPANTS COMPLETE THEIR ASSIGNMENTS**

As part of their first assignment, Participants 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 Participants identified was the deteriorating political and security environment. In particular, Participants 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 Participants' work, they can be addressed through realistic goals and effectively scoped projects on the part of the Participants, as well as close communication with Coaches and local Staff who are familiar with the situation in South Sudan and have experience navigating it.

## **THE OUTBREAK OF INFECTIOUS DISEASES CAN POTENTIALLY DELAY THE IMPLEMENTATION AND HARM THE HEALTH OF PARTICIPANTS**

The outbreak of infectious diseases such as Malaria and Typhoid, which are very common disease in many parts of South Sudan and are affecting the health of so many people including the programme Participants. This is not limited to the in-country workshops and events but also international workshops, which requires travel and stay in another country. Some countries have very stringent infectious disease control procedures, that If a Participant is infected and remain asymptomatic for a certain of period time, could potential be barred during entry or exit to and from a country, should the Participant develops fever or exhibits other symptoms. Similarly, the outbreak of Ebola caused serious concerns and fear among the programme Participants. In addition, the COVID-19 outbreak which has started at the end of 2019 and continued through March 2020, has caused serious health and socio-economic impacts around the world. While there is no known cases of COVID-19 in South Sudan so far, however the subsequent quarantines put in place and restriction on international travel and affected our face-to-face activities in South Sudan. Considering such a situation, the future programme will develop and test alternative implementation methodologies including webinars, and e-learning courses.

## **KNOWLEDGE AROUND OBTAINING FUNDING AND TECHNIQUES WAS INCLUDED IN THE PROGRAMME**

Participants 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 Participants and potential donors. However, these challenges can be overcome through finding champions with credibility and authority to promote projects and strengthen ties between Participants and donors. Participants 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 data, sound budget, risk mitigation, and monitoring and evaluation sections. Additionally, Participants's presentation skills contribute to finding funding and they 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 Participants.

## **PARTICIPANTS AND THEIR CHAMPIONS SHOULD STRESS THE IMPORTANCE OF ORGANIZATIONAL NEEDS ASSESSMENT REPORTS TO THEIR ORGANIZATIONS**

Participants 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 Participants 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 lack of funding, financial fiscal stability, equality between public sector organisations, and the overall political environment. Participants 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. Participants should be encouraged to suggest regular ONAs to their organization, to improve said organization's service delivery and overall performance.

## LESSONS LEARNED – KEY MESSAGES FROM PARTICIPANTS:

### COMMENTS:

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

### RECOMMENDATIONS:

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





# STRATEGIC ALIGNMENT: SUSTAINABLE DEVELOPMENT GOALS

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The UNITAR Hiroshima Developing Dreams: Entrepreneurship and Project Design in South Sudan is a comprehensive training programme that supports Transforming our World: the 2030 Agenda for Sustainable Development. The programme will contribute to the following Sustainable Development Goals (SDGs) and targets:

## GOAL 4 – QUALITY EDUCATION

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

## GOAL 5 – ACHIEVE GENDER EQUALITY AND EMPOWER ALL WOMEN AND GIRLS

- ▶ 5.5 - Ensure women's full and effective participation and equal opportunities for leadership at all levels of decision-making in political, economic and public life.

## GOAL 8 – DECENT WORK AND ECONOMIC GROWTH

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

## GOAL 10 – REDUCE INEQUALITY WITHIN AND AMONG COUNTRIES

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

## GOAL 16 – PEACE, JUSTICE AND STRONG INSTITUTIONS

- ▶ 16.6 – Develop effective, accountable and transparent institutions at all levels.

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UN Sustainable Development, SDGs, <https://sustainabledevelopment.un.org/sdgs>, Accessed 3/24/2020.



## Data Collection Methods

METHOD	ADV
Review existing data	<ul style="list-style-type: none"><li>Available</li><li>Objective</li></ul>
Conduct interviews	<ul style="list-style-type: none"><li>Facilitates</li><li>Permits fo</li></ul>
Conduct focus group interviews	<ul style="list-style-type: none"><li>Less time</li><li>Includes n</li><li>Permits To</li></ul>
Administer survey	<ul style="list-style-type: none"><li>Facilitates</li><li>Broad rep group</li></ul>
Hold public meeting or community forum	<ul style="list-style-type: none"><li>Broad rep group</li><li>Buy-in/en</li></ul>



# FOREWORD

## ABOUT UNITAR

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

## THE DIVISION FOR PROSPERITY, UNITAR

The United Nations Institute for Training and Research (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 Iraq, South Sudan, and Afghanistan, also has a unique understanding of the needs of beneficiaries in such environments.

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

UNITAR, as the key UN agency specialising in adult learning and instructional design, is all too 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 two face-to-face sessions, and is augmented further by asynchronous training modules, and participant-led projects.

### SPOTLIGHT ON: THE SDGS

UNITAR Programmes are aligned to the Sustainable Development Goals. Each programme has a different focus and concentrates on a selection of the 17 goals. The UNITAR Hiroshima Developing Dreams: Entrepreneurship and Project Design in South Sudan focuses on the following:









# THE PROGRAMME

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## ABOUT THE PROGRAMME

*Developing Dreams: Entrepreneurship and Project Design* in South Sudan, launched in 2015, and still ongoing 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 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 programme builds on the existing local knowledge and capacities in the country to support Participants in the application of their enhanced knowledge, skills, and confidence in the transformation of their respective Ministries and institutions.

## THE IMPACT OF ENTREPRENEURSHIP

Entrepreneurship and start-ups can help societies function more efficiently through addressing societal needs in a sustainable manner. While many potential businesses identify valid issues that can make a positive impact on communities, a clear understanding of processes that lead to successful start-up businesses is lacking. The programme aims to bridge this gap by providing participants with knowledge and skills to plan and implement successful businesses that can positively impact their communities.

## PROGRAMME OBJECTIVES

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

### HARD SKILLS:

- ▶ Entrepreneurship;
- ▶ Social Business;
- ▶ Project identification;
- ▶ Prioritisation;
- ▶ Planning;
- ▶ Implementation;
- ▶ Monitoring;
- ▶ Evaluation

### SOFT SKILLS:

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

## PROGRAMME STRUCTURE

The programme structure and learning objectives were determined through an extensive Needs Assessment process, undertaken with Participants, 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 programme, a Needs Assessment was conducted with Participants 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.

### COMMENCEMENT OF THE UNITAR SOUTH SUDAN PROGRAMME, 2019 CYCLE

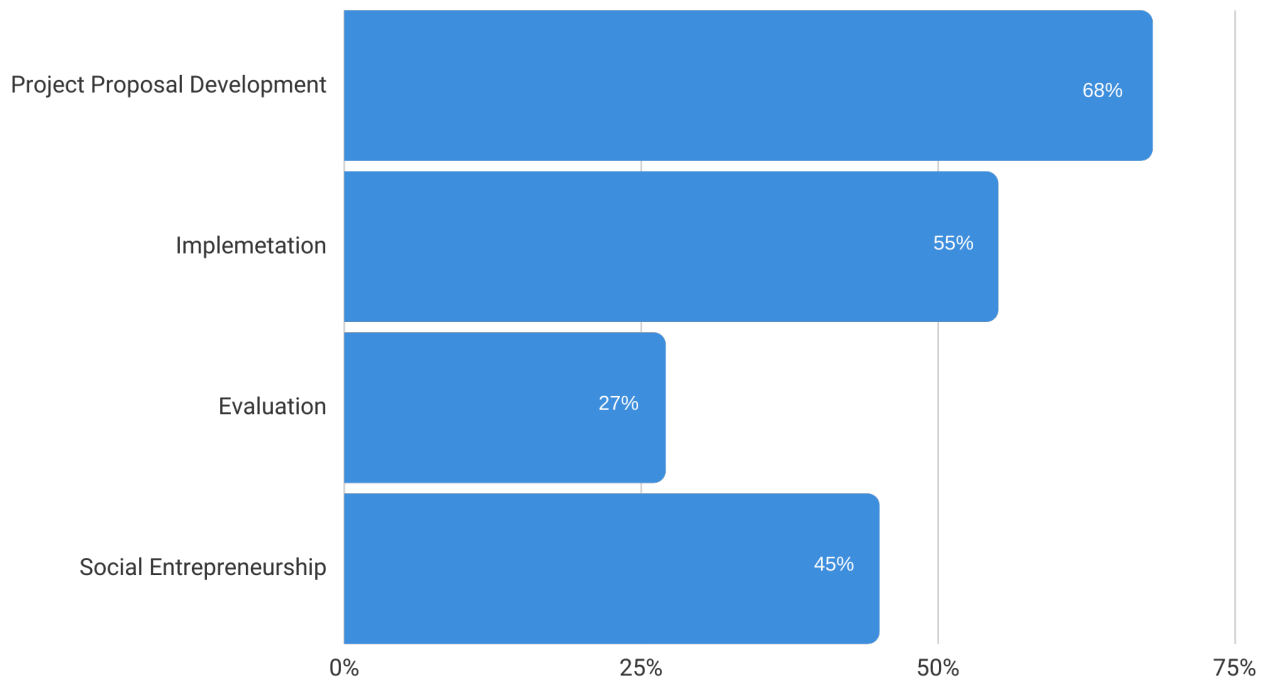
**March 2019** // The UNITAR Hiroshima Office and the Embassy of Japan in South Sudan have launched the fifth cycle of the programme where Mr Seiji Okada, Ambassador of Japan to South Sudan, said the Programme is particularly relevant to South Sudan's ongoing peacebuilding efforts. The Government and 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

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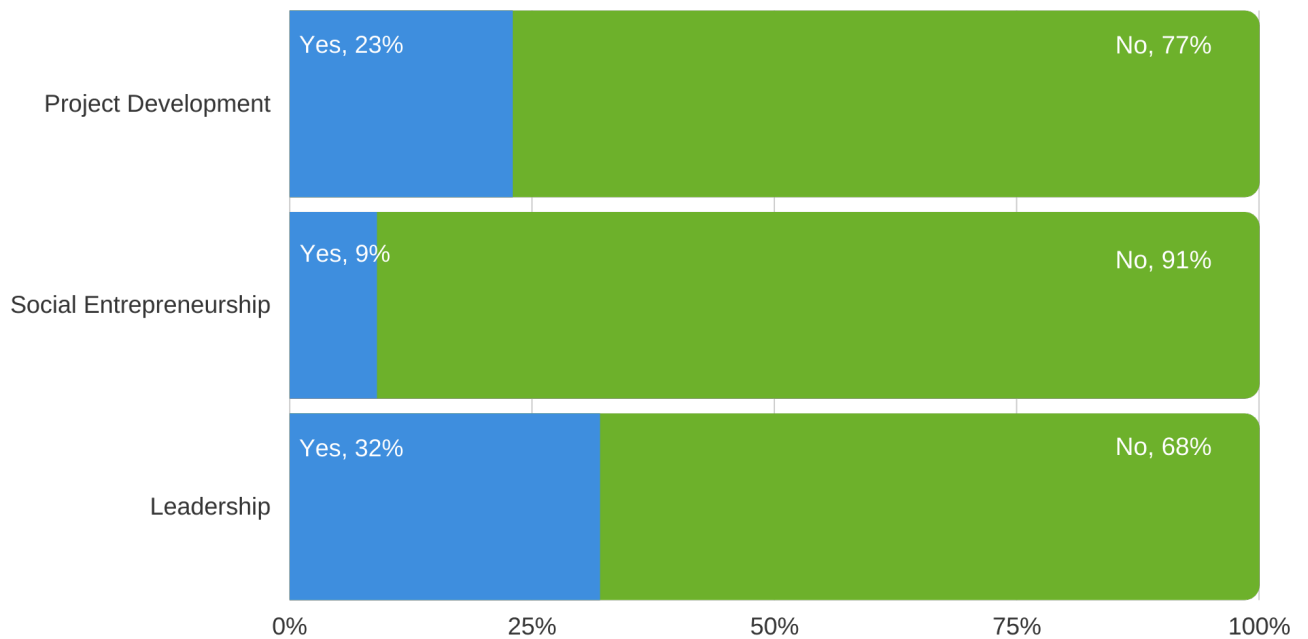
*Entrepreneurship and start-ups can help societies function more efficiently through addressing societal needs in a sustainable manner.*

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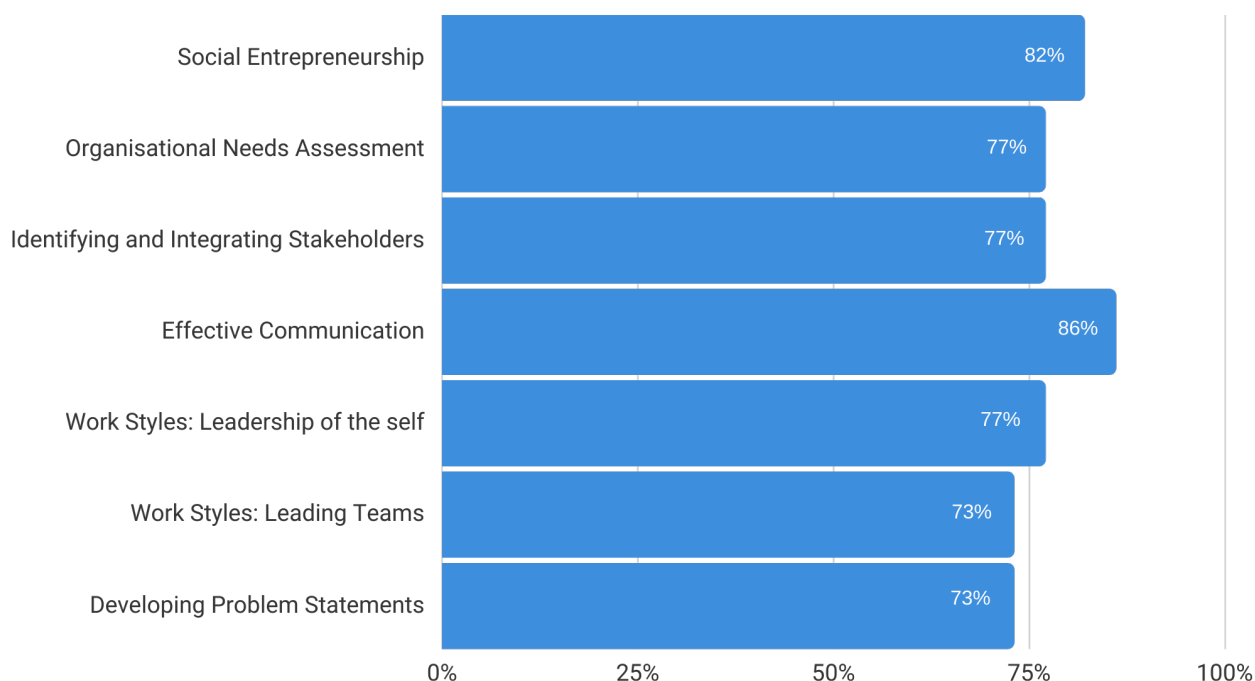
## Percentage of participants' training needs regarding project development and planning



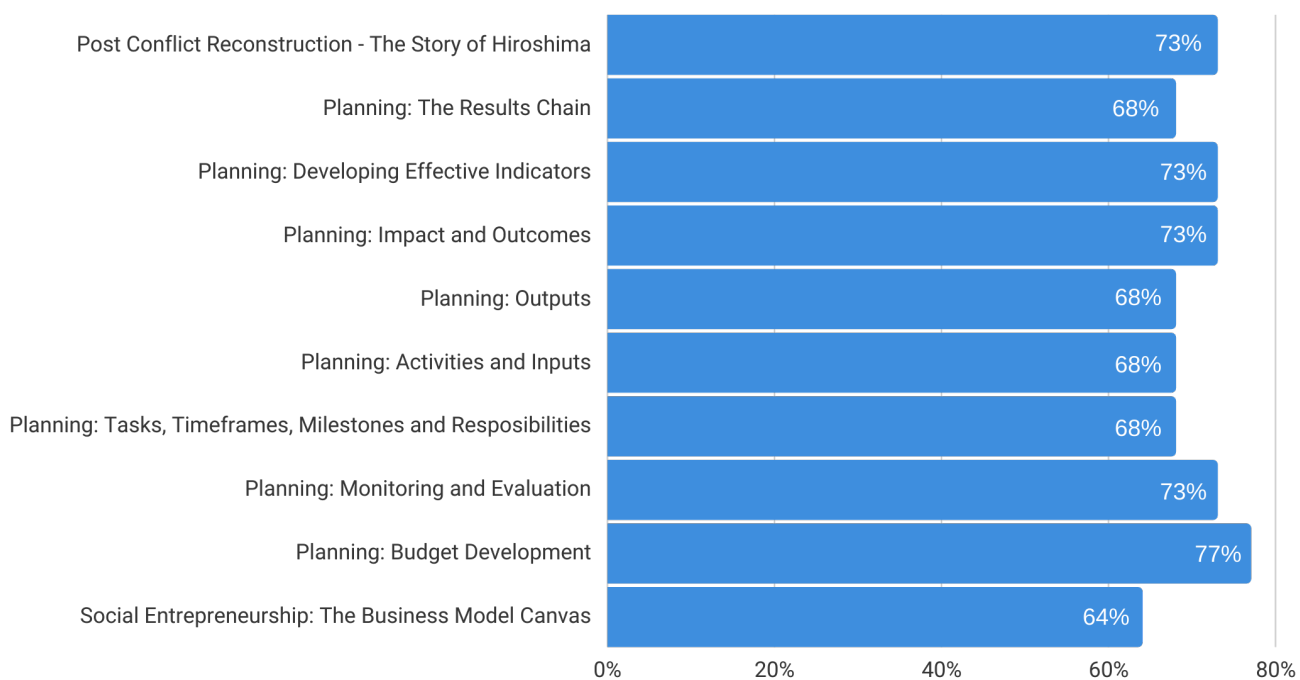
## Percentage participants who received training in the past



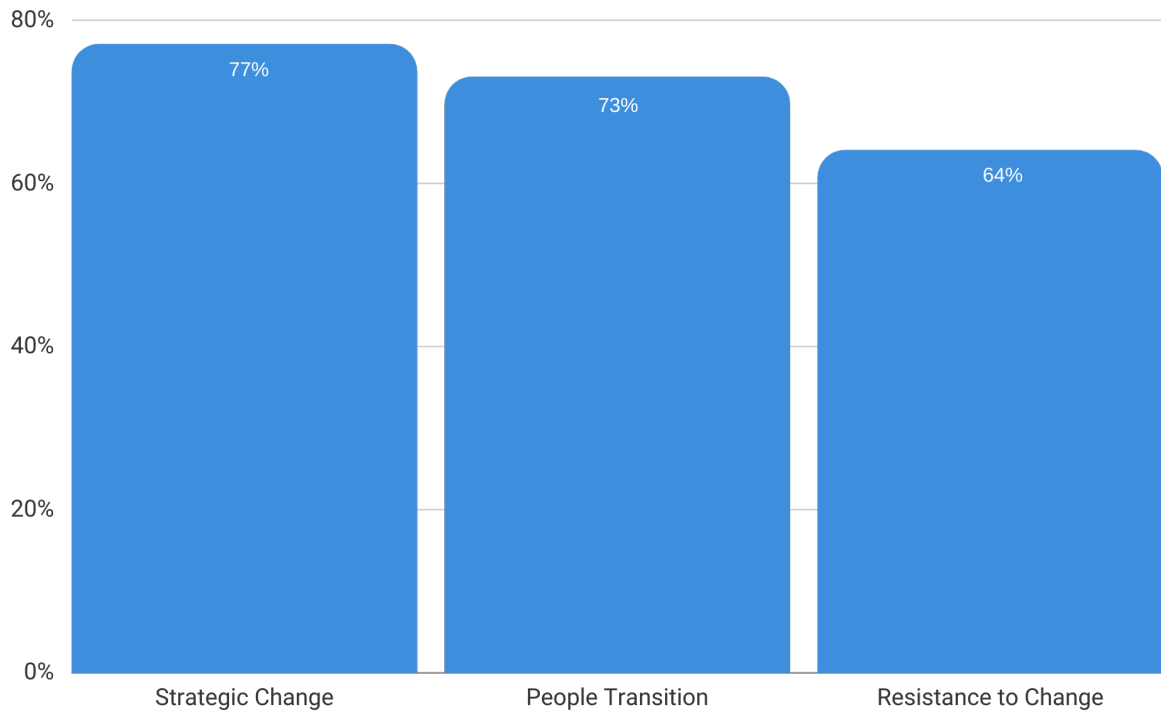
## Participants response on the most relevant themes for Workshop I



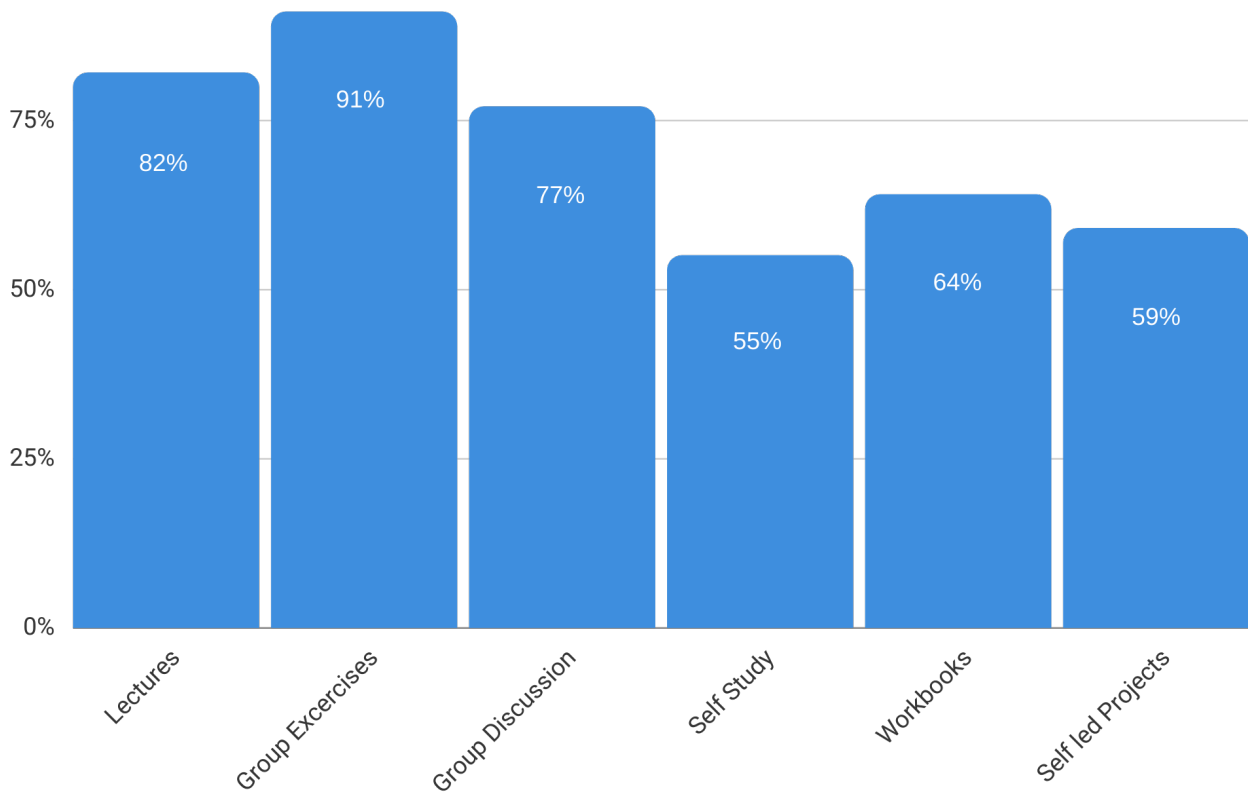
## Participants response on the most relevant themes for Workshop II



## Participants on the most relevant themes for asynchronous training change management



## Training methods benefitting participants the most







## COACHES

Coaches are stand-out graduates from previous cycle and are assigned with providing daily coaching, regular mentoring, and overall guidance on the programme's assignments and requirements to new Participants. The 2019 programme saw five Coaches play an important role and help contextualize the learning to the South Sudanese contexts and realities through:

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

## KEY ASPECTS

Key aspects of the 2019 Cycle programme were as follows:

### ORIENTATION SESSION (WORKSHOP I)

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

### WORKSHOPS

The programme consists of one 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 Participant's working environment in South Sudan, where Participants improved their understanding of the key processes of organizational needs assessments through data gathering, analysis, and reporting. Workshop III linked the needs assessment with project planning and implementation training, assisting Participants to develop their project proposals. The timeline of all three workshops for the 2019 Cycle was as follows:

- ▶ Workshop I: 17 June 2019 – Juba, South Sudan
- ▶ Workshop II: 24 to 30 June 2019 – Entebbe, Uganda
- ▶ Workshop III: 27 August to 6 September 2019 - Hiroshima, Japan

### ONLINE SESSION

Online sessions are Skype-based sessions delivered online and facilitated by UNITAR to follow-up on Participants' 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 Participants 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, Participants were required to work on individual assignments throughout the programme.

## ASSIGNMENT ONE:

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

## ASSIGNMENT TWO

Based on the findings of the Organisational Needs Assessments conducted in Assignment I, each Participant 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

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*Needs assessments are conducted in the workplace to help organizations sustainably contribute to the rebuilding of South Sudan.*

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## COMBINATION OF DIFFERENT TRAINING METHODS

The programme 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-Participant Communications; Individual Projects; Teamwork; and Distance Learning activities.



## Business Model Canvas

### PRACTICAL EXERCISE:

- Group (20 minutes)
  - Select one of your groups projects
  - Identify your Customer Segments
  - Identify your Value Proposition
- Breakup (10 minutes)
  - Discuss your findings for







## 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.

## EVALUATION

Each workshop and Online Session was subject to an 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)





## Identifying and Integrating Stakeholders

**Learning Objective:**  
By the end of this session, participants should be able to:

- Discuss the importance of proper identification and integration of stakeholders
- Outline key elements of the stakeholder engagement processes of the stakeholder
- Perform stakeholder analysis

**What's In It For Me?**  
• This session provides skills to allow for more comprehensive stakeholder engagement leading to more sustainable and better relationships

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# WORKSHOP I

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**17 June 2019 | Juba, South Sudan**

Workshop I, attended by H.E. Seiji Okada, Ambassador of Japan to the Republic of South Sudan, 23 Participants, five Coaches and Resource Person, three UNITAR Staff, took place in Juba, South Sudan on 17 June 2019. All Participants were connected via Skype to UNITAR to discuss the programme structure, processes and individual roles and responsibilities in conducting assignments, meeting deadlines, and achieving the overall goals of the programme. The orientation workshop was augmented by needs-based discussions between Participants, Coaches, Mentors, and UNITAR Staff. The workshop further allowed Participants to get-to-know each other, and to gain an in-depth understanding of the programme 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.







OBJECTIVES  
Discuss key elements of Japan post-war reconstruction

OBJECTIVES  
Prepare Outcomes Statements for projects plans

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OBJECTIVES  
Restate the key processes of the Results Chain

OBJECTIVES  
Illustrate the development of effective indicators

# WORKSHOP II

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**24 – 30 June 2019 | Entebbe, Uganda**

Workshop II, attended by 23 Participants, five Coaches and Resource Person, three UNITAR Staff, took place in Entebbe, Uganda, between 24 - 30 June 2019. The workshop allowed Participants 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:

- ▶ Review the key elements of an Organizational Needs Assessment (ONA);
- ▶ Clarify the elements which make Organizational Open Socio-Technical Systems;
- ▶ Classify the three types of Organizational Needs Assessment (ONA);
- ▶ Outline the stages of an Organizational Needs Assessment (ONA);
- ▶ Restate the advantages and disadvantages of five data collection methods;
- ▶ Discuss the processes behind data analysis;
- ▶ Outline key elements of the stakeholder identification, integration, and engagement processes;
- ▶ Recognize effective communication skills;
- ▶ Outline the key attributes of entrepreneurs;
- ▶ Discuss the process of Design Thinking;
- ▶ Discuss the development of effective problem statements;
- ▶ Apply knowledge of individual workstyles to their own practices.

## DESCRIPTION

Please refer to the agenda of the workshop for details of each module.





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## MATERIALS

Participants 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 Participants 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 Participants 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 Division for Prosperity, UNITAR. This model provided for more structured training which focused on maximizing learning outcomes. The workshop also supported Participants 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.

## KEY EVALUATION DATA RESULTS

The evaluation data gathered at the end of Workshop II showed that 100% of respondents “agreed” or “strongly agreed” that they will likely use the information acquired in Workshop II, with 96% indicating that the content of Workshop II was relevant to their jobs. Prior to the workshop, only 17% of respondents felt that they possessed a “moderate” to “high ability” to “Review the key elements of an Organisational Needs Assessment (ONA),” while 100% of respondents felt that they had gained a high understanding of such by the end of the workshop. Similarly, with regard to “Outline the stages of an Organisational Needs Assessment,” those indicating that they had a “moderately high” to “high” understanding grew from 9% of total respondents to 96% by the end of the workshop.

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



# WORKSHOP II

## EVALUATION DATA ANALYSIS REPORT

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

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

The Participant Feedback Evaluation Questionnaire examined the following areas in detail:

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





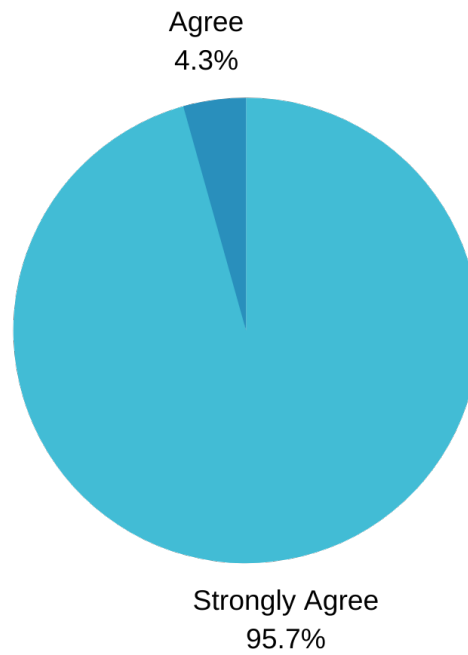


# WORKSHOP II

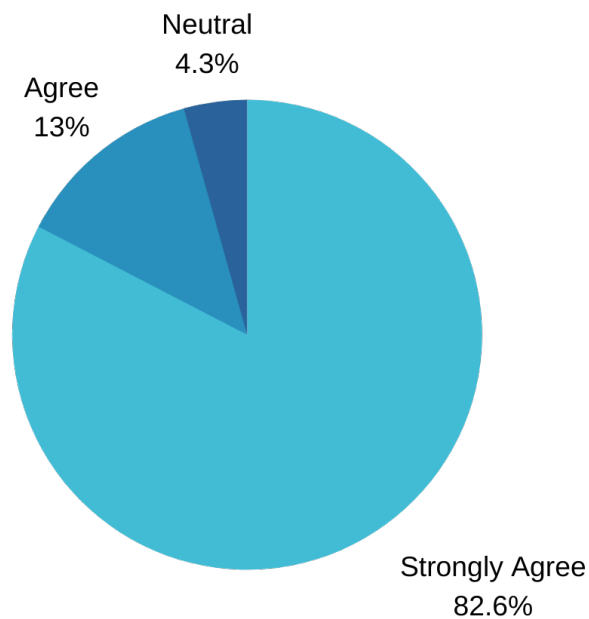
## MAJOR FINDINGS AND RECOMMENDATIONS

### OVERALL SATISFACTION OF THE EVENT

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



Overall, the Workshop was useful.

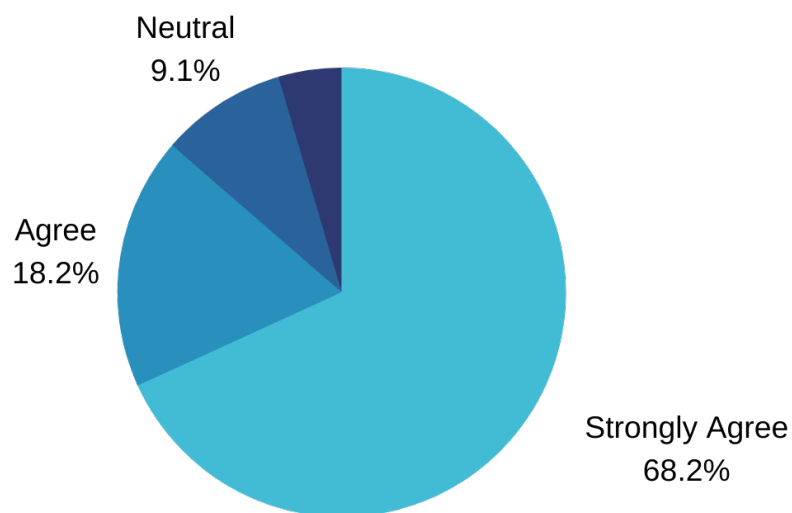


I will recommend this programme to a colleague.

## VALUE, RELEVANCE AND INTENT TO USE

Percentage of participants who felt the information was new

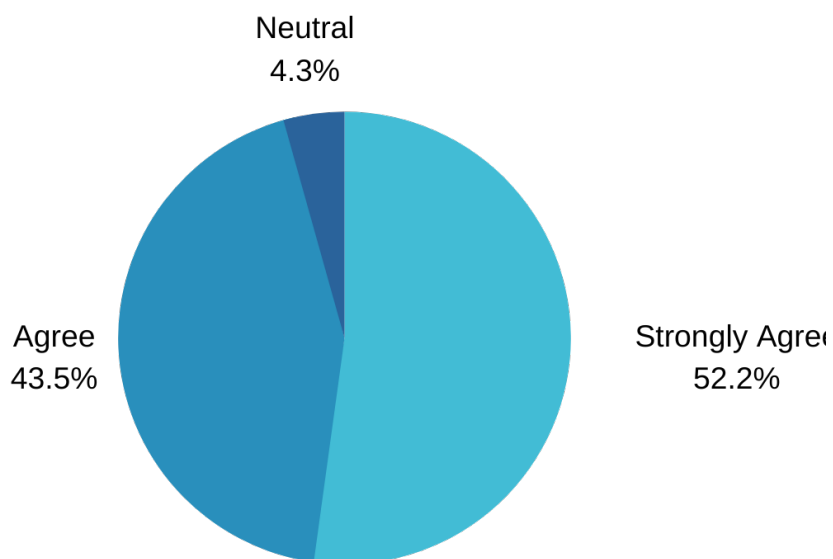
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The information presented in this Workshop was new to me.

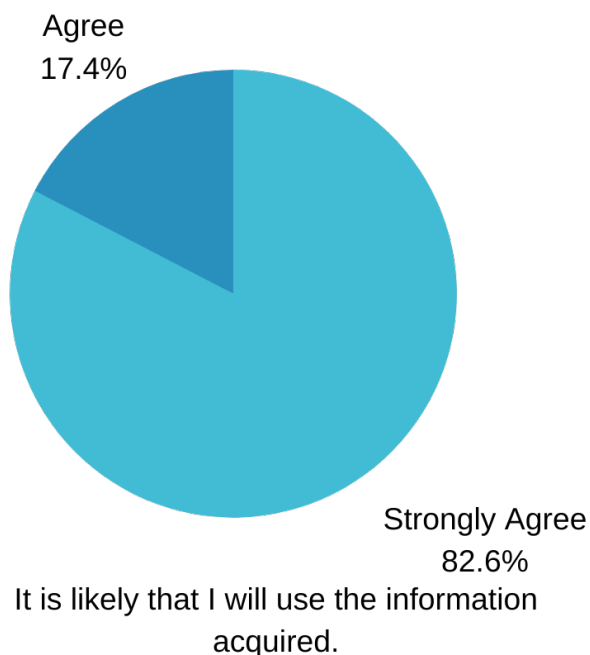
Percentage of participants who felt the information was relevant

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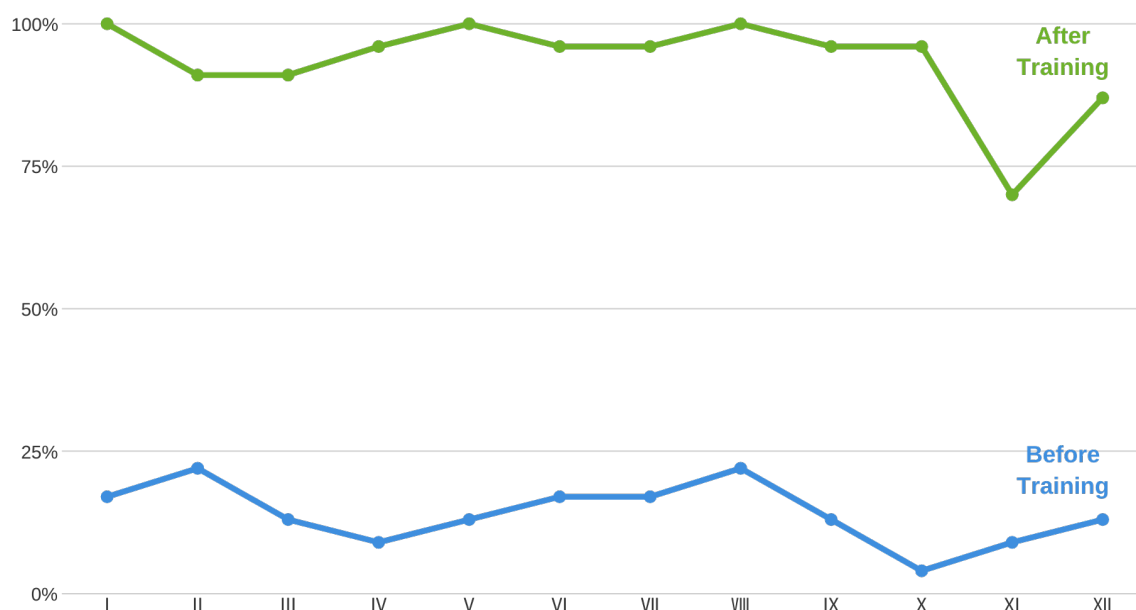
The content of the Workshop was relevant to my job.

Percentage of participants who felt the information was useful



### OVERALL INDIVIDUAL SKILLS RATING BEFORE AND AFTER THE TRAINING

There are total of 17 learning objectives for the 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

	Monday, 24 June	Tuesday, 25 June	Wednesday, 26 June	
09:00 - 09:30	<p><b>Ethiopian Airlines (ET 356)</b>  <b>Depart from Juba at 13:10</b>  <b>Arrive in Entebbe at 14:40</b></p> <p><b>Bus to the Hotel</b>  <b>(LAICO Lake Victoria)</b></p>	<b>09:00 - 09:30</b> <b>Opening Ceremony</b>	<b>09:00 - 09:30</b> <b>After Action Review</b>	
09:30 - 10:00		<p><b>09:30 - 11:00</b>  <u><b>Introductions</b></u>                      Agenda                      Objectives Setting                      Expectations Setting                      Engagement Activities</p>	<p><b>09:30 - 11:00</b>  <u><b>Module Three</b></u>                      ONA: Three Types of                      Organisational Needs                      Assessment                      (Coach: TBC)</p>	
10:00 - 10:30				
10:30 - 11:00				
11:00 - 11:30		<b>11:00 - 11:30</b> <b>Tea Break</b>	<b>11:00 - 11:30</b> <b>Tea Break</b>	
11:30 - 12:00		<p><b>11:30 - 13:00</b>  <u><b>Module One</b></u>                      Organisational Needs                      Assessment(ONA) and                      Environmental Analysis                      (Coach: TBC)</p>	<p><b>11:30 - 13:00</b>  <u><b>Module Four</b></u>                      ONA: Stages and Champions                      (Coach: TBC)</p>	
12:00 - 12:30				
12:30 - 13:00				
13:00 - 13:30			<b>13:00 - 14:00</b> <b>LUNCH</b>	<b>13:00 - 14:00</b> <b>LUNCH</b>
13:30 - 14:00				
14:00 - 14:30			<p><b>14:00 - 15:30</b>  <u><b>Module Two</b></u>                      ONA: Organisations as "Open                      Socio-technical Systems"                      (Coach: TBC)</p>	<p><b>14:00 - 15:30</b>  <u><b>Module Five</b></u>                      ONA: Gathering Data and                      Asking Good Questions                      (Coach: TBC)</p>
14:30 - 15:00				
15:00 - 15:30				
15:30 - 16:00			<b>15:30 - 17:00</b> <b>Mentoring Session</b>	<b>15:30 - 17:00</b> <b>Mentoring Session</b>
16:00 - 16:30				
16:30 - 17:00				

Thursday, 27 June	Friday, 28 June	Saturday, 29 June	Sunday, 30 June
09:00 - 09:30 After Action Review	09:00 - 09:30 After Action Review	09:00 - 09:30 After Action Review	
09:30 - 11:00 <b>Module Six</b> ONA: Data Analysis and Reporting (Coach: TBC)	09:30 - 11:00 <b>Module Nine</b> Planning and the Problem Statement (Coach: TBC)	09:30 - 11:00 <b>Module Twelve</b> Disc Test: Leadership of the Self	
11:00 - 11:30 Tea Break	11:00 - 11:30 Tea Break	11:00 - 11:30 Tea Break	
11:30 - 13:00 <b>Module Seven</b> ONA: Identifying and Integrating Stakeholders (Coach: TBC)	11:30 - 13:00 <b>Module Ten</b> Entrepreneurship: Design Thinking (UNITAR)	11:30 - 13:00 <b>Module Thirteen</b> Disc Test: Leadership of the Self	
13:00 - 14:00 LUNCH	13:00 - 14:00 LUNCH	13:00 - 14:00 LUNCH	
14:00 - 15:30 <b>Module Eight</b> ONA: Effective Communication (Coach: TBC)	14:00 - 15:30 <b>Module Eleven</b> Entrepreneurship: Design Thinking (UNITAR)	14:00 - 15:30 <b>Module Fourteen</b> Leading Teams	
15:30 - 17:00 Mentoring Session	15:30 - 17:00 Coaches Panel Session: My Fellowship Journey - the ONA		
			<p><b>Bus to the Airport</b></p> <p><b>Ethiopian Airlines (ET 357)</b> Depart from Entebbe at 15:05 Arrive in Juba at 16:40</p>



# WORKSHOP III

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**27 August – 6 September 2019 | Hiroshima and Tokyo, Japan**

Workshop III, attended by 23 Participants and five Coaches, took place in Tokyo and Hiroshima, Japan, between 27 August and 6 September 2019. The workshop allowed Participants 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 twenty modules delivered

Participants also interacted and engaged with key UNITAR stakeholders and partners through several courtesy calls and study tours organized in Tokyo and Hiroshima. Participants were further exposed to the story of Hiroshima through a session on Hiroshima's path to reconstruction, guided study tours to the Peace Memorial Park and Peace Memorial Museum as well as engaged with Hibakusha (Atomic Bomb survivors). Workshop-III offered a total of 20 sessions with the following key learning objectives.

## 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

Please refer to the agenda of workshop-III for detail of each module.

## 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 Participants 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 Participants, 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.

## KEY EVALUATION DATA RESULTS

The evaluation data gathered at the end of workshop III showed that 83% of respondents “agreed” or “strongly agreed” that the information presented was new to them, with 96% indicating that the content of workshop III was relevant to their jobs. Prior to the workshop, only 13% of Participants felt that they possessed a “moderate” to “high ability” to “Restate the key processes of the Results Chain,” while 74% 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 26% of total respondents to 78% by the end of the workshop.

With regard to the methodology utilized in workshop III, 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 91% of respondents. Overall, the responses received were significantly positive.

## OUTLINE OF THE TICAD7 SIDE EVENT

A Panel Discussion was hosted by the United Nations Institute for Training and Research (UNITAR) in partnership with the Government of Japan, and the Government of South Sudan, Sophia University, Tokyo, and the United Nations Development Programme on Thursday, August 29th, 2019, at Pacifico Yokohama, Japan.

Under the theme “Building Bridges for Peace in South Sudan”, the Panel Event was held on the sidelines of the 7th Tokyo International Conference on African Development (TICAD 7) to deepen understanding on issues related to peace-building in the Republic of South Sudan, and highlight the importance of promoting national capacity for post-conflict reconstruction in tandem with implementation of the Revitalized Agreement on the Resolution of the Conflict in the Republic of South Sudan (R-ARCSS). The programme Participants participated in the Panel Discussion.





# WORKSHOP III

## EVALUATION DATA ANALYSIS REPORT

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The evaluation method employed for the UNITAR Hiroshima Transforming the Future: Empowering Social Entrepreneurs and Youth Leaders for Iraq 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

### STUDY TOUR AT PEACE PARK

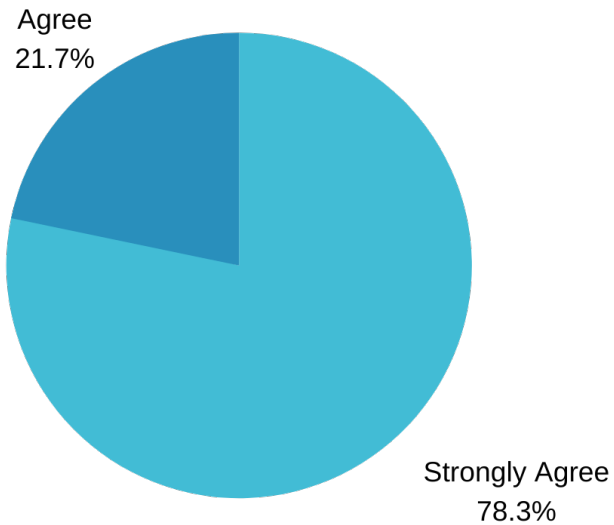
At the second day of Workshop III, following the courtesy call to the Hiroshima Prefecture Government, everyone walked to the Hiroshima Peace Memorial Park and Measum. Participants were guided through the Peace Memorial Park and Measum, reflecting on the history of the city, the scale of devastation,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

# WORKSHOP III

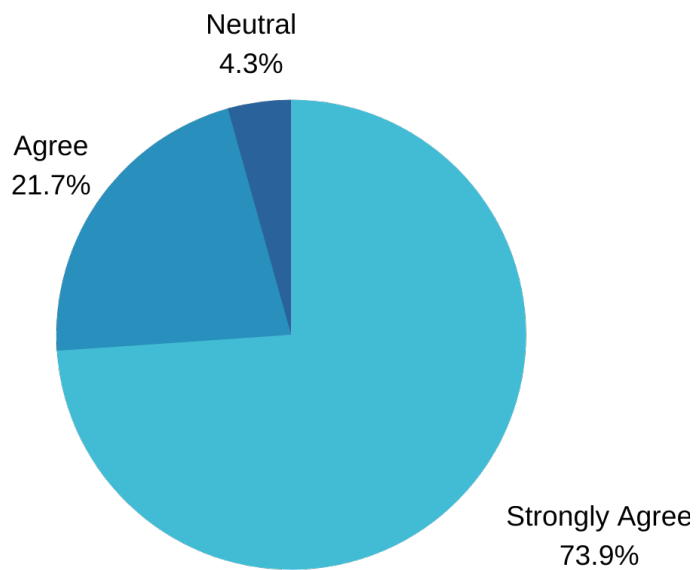
## MAJOR FINDINGS AND RECOMMENDATIONS

### OVERALL SATISFACTION OF THE EVENT

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



Overall, the Workshop was useful.

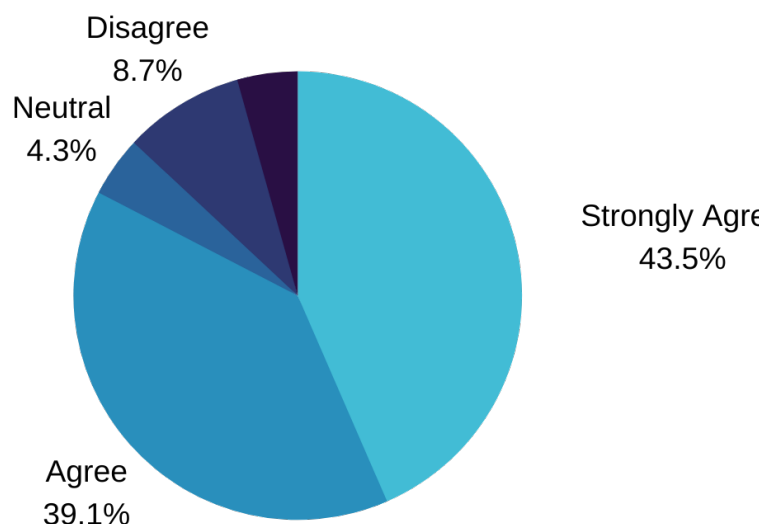


I will recommend this programme to a colleague.

## VALUE, RELEVANCE AND INTENT TO USE

Percentage of participants who felt the information was new

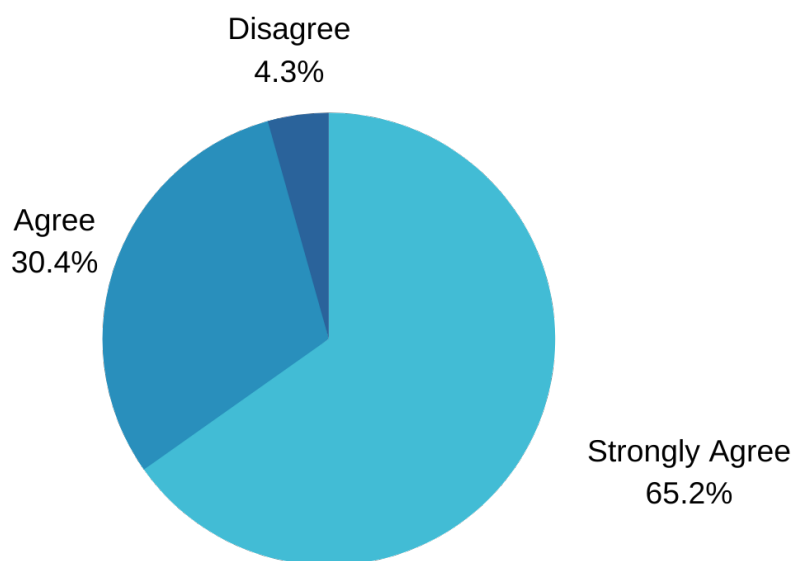
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The information presented in this Workshop was new to me.

Percentage of participants who felt the information was relevant

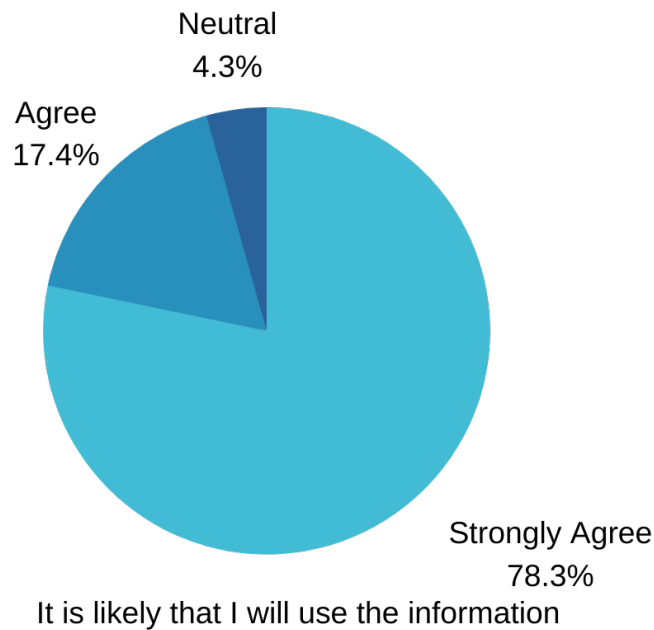
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The content of the Workshop was relevant to my job.

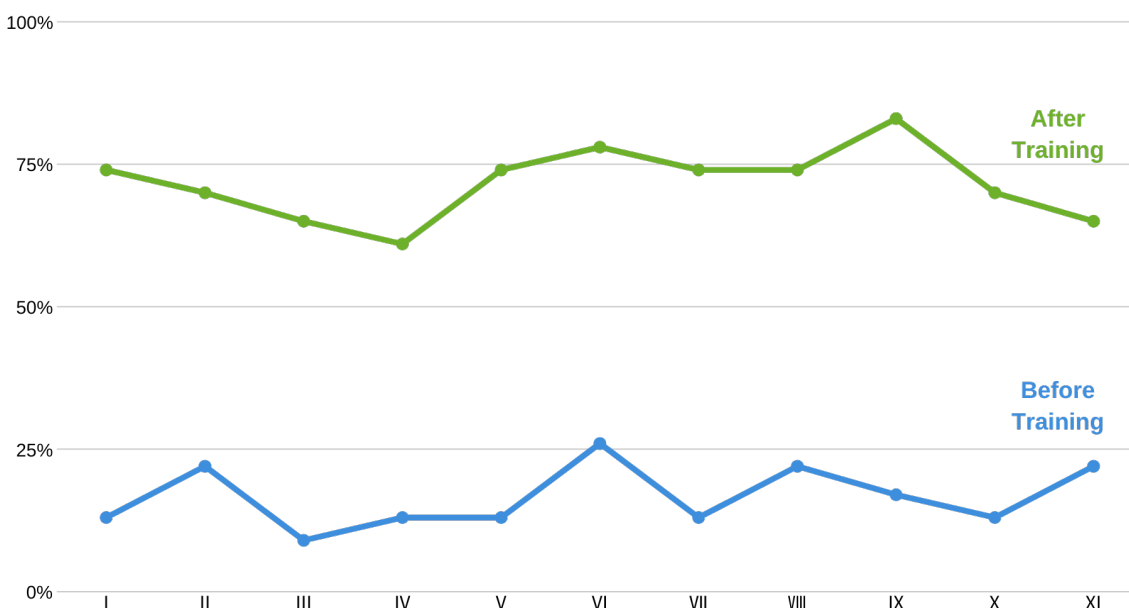


## Percentage of participants who felt the information was useful



## OVERALL INDIVIDUAL SKILLS RATING BEFORE AND AFTER THE TRAINING

There are total of 17 learning objectives for the 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.





BENEFITS

- Help us to address the real problem/challenge
- Low cost of the mission / workshop / course
- Save time
- Results can be easily distributed
- Easy to be embedded and integrated
- Make the project understandable to the donors
- Easy to measure your results or impact of the project

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UNITED NATIONS  
KNOWLEDGE TO LEAD

佐藤 功典  
Koike SATO



# WORKSHOP III AGENDA

	Tuesday 27 Aug	Wednesday 28 Aug	Thursday 29 Aug	Friday 30 Aug	Saturday 31 Aug	
		06:30 - 10:00 Breakfast	06:30 - 07:30 Breakfast	07:20 - 08:00 Breakfast	07:30 - 08:45 Breakfast	
09:00 - 09:30	<p>TRAVEL:</p> <p>&lt;&lt; 26 Aug &gt;&gt; Flight [ET355] 17:20 Juba - 19:20 Addis Ababa</p> <p>Flight [ET672] 23:25 Addis Ababa - &lt;&lt; 27 Aug &gt;&gt; 20:25 Tokyo Narita</p> <p>Meet Transport Pick up Service Representatives at the Airport</p> <p>Bus to the Hotel (Washington Shinjuku Hotel)</p>		08:00 (Sharp) Checkout	08:30 Depart for Hiroshima City	09:00 - 09:30 Opening Ceremony Agenda Setting Objectives Setting	
09:30 - 10:00				08:30 Bus Depart@		
10:00 - 10:30		10:30 - 12:30 Study Tour: Shinjuku Geon	11:00 - 12:00 Pacific Yokohama Hall 2nd F F205+206  TICAD7 Side Event	09:30 - 12:00 Peace Memorial Park and Peace Museum	09:30 - 12:00 Module 1: Project Presentations: 5 minutes   Presentation 3 minutes   Feedback 1 minute   Changeover	
10:30 - 11:00						
11:00 - 11:30						
11:30 - 12:00						
12:00 - 12:30				12:30 Bus to Restaurant		12:00 - 13:00 LUNCH
12:30 - 13:00			12:30 - 14:00 LUNCH Restaurant (Lohas J Style Yaes Branch)	12:45 - 14:00 LUNCH Restaurant (Harvest Yodobashi Yokohama)	12:00 - 13:00 Lunch	
13:00 - 13:30					Meeting with HPG 13:30 - 14:00	13:00 - 14:30 Module 2: Project Presentations: 5 minutes   Presentation 3 minutes   Feedback 1 minute   Changeover
13:30 - 14:00						
14:00 - 14:30			14:45 - 16:45 Study Tour: Meiji Jingu	14:00 Bus to Haneda Airport	City Tour	14:30 - 15:00 Rolling Tea Break
14:30 - 15:00				14:40 Arrival and Check-in @Haneda Airport		
15:00 - 15:30						15:00 - 16:30 Module 3: Reviewing the Problem Statement
15:30 - 16:00			16:45 - 17:30 Bus to Hotel			
16:00 - 16:30						
16:30 - 17:00				17:10 - 18:30 Travel to Hiroshima (Airport) Flight [NH 683]	16:30 Bus to Saijo	16:30 - 17:30 Mentoring Session
17:00 - 17:30				Bus to HIP	17:30 Arrival @HIP	
17:30 - 18:00						
18:00 - 18:30				19:30 - 20:00 Dinner (Check-in After Dinner)	18:00 - 20:00 Dinner	18:00 - 20:00 Dinner
118:30 - 19:00						



Sunday 1 Sep	Monday 2 Sep	Tuesday 3 Sep	Wednesday 4 Sep	Thursday 5 Sep	Friday 6 Sep
07:30 - 08:45 Breakfast	07:20 - 08:45 Breakfast	07:20 - 08:45 Breakfast	07:20 - 08:45 Breakfast	07:20 - 08:45 Breakfast	07:20 - 09:00 Breakfast
09:00 - 10:30 Module 4: Joint Session with Youth Amb. Egg Drop Exc.	09:00 - 09:30 After Action Review	09:00 - 09:30 After Action Review	09:00 - 09:30 After Action Review	09:00 - 12:00 Module 18: Project Presentations: 6 minutes   Presentation 2 minutes   Feedback 1 minute   Changeover	10:00 Check-out
10:30 - 12:00 Module 5: The Results Chain and Indicators	09:30 - 11:00 Module 8: Activities and Inputs	09:30 - 12:00 Module 12: Hiroshima Post-war Reconstruction and work ethics (Hashimoto san)	09:30 - 11:00 Module 15: Business Model Canvas		
	11:00 - 12:00 Module 9: Tasks, Timelines, Milestones, and Responsibilities		11:00 - 12:00 Module 16: Business Model Canvas		
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	11:00 Bus to Hiroshima Airport
13:00 - 14:30 Module 6: Impact and Outcomes	13:00 - 15:00 Module 10: Study Tour: Saijo Agriculture High School	13:00 - 14:30 Module 13: Self Review Entire Result Frame	13:00 - 14:30 Module 17: Business Model Canvas	13:00 - 14:30 Module 19: Project Presentations: 6 minutes   Presentation 2 minutes   Feedback 1 minute   Changeover	
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 - 16:30 Module 7: Outputs	15:00 - 16:30 Module 11: Study Tour Debrief	15:00 - 16:30 Module 14: Self Review Entire Result Frame	15:00 - 16:30 Working Session	15:00 - 15:30 Module 20: Evaluation	TRAVEL:  Flight [NH 3132] 13:50 Hiroshima - 15:25 Tokyo Narita  Flight [ET673] 21:25 Tokyo Narita <b>&lt;&lt; 7 Sep &gt;&gt;</b> 07:45 Addis Ababa  Flight [ET352] 09:00 Addis Ababa 11:15 Juba
16:30 - 17:30 Mentoring Session	16:30 - 17:30 Mentoring Session	17:00 - 18:00 Calligraphy	16:30 - 17:30 Mentoring Session		
18:00 - 20:00 Dinner	18:00 - 20:00 Dinner	18:00 - 19:00 Dinner	18:00 - 20:00 Dinner		
		19:00 - 21:00 Yukata Wearing Experience			

# ANNEXES

## MEDIA COVERAGE

### JUBA MONITOR (PRINT)

#### UNITAR fellows resort to change making in organizations



UNITAR program fellows 2019 cycle pose with Japanese Ambassador to South Sudan, Mr. Seiji Okada after a dinner on experience sharing (Photo: Manyuon Mayen)

By Manyuon Mayen Manyuon

The United Nations Institute for Training and Research (UNITAR) cycle fellows for 2019 who were capacitated in Japan have resorted to making change and mentorship in their various organizations across the country.

The fellows told the gathering during the dinner organized by the Japanese Ambassador to South Sudan on experience sharing last week that they were now injecting acquired knowledge into various organizational functions.

In August this year, a group of over 20 South Sudanese participated in UNITAR program training on various thematic areas aimed to capacitate and equip them with life skills.

The training was conducted by the United Nations Institute for Training and Research, a dedicated training arm of the United Nations system in collaboration with the Japanese government in Japan. Sarah Nyibak Chaat, who works at South Sudan Ministry of Health at Risk communication department, said that the training was fascinating, educating and life touching effective for transformation.

"By then we tend to do things without analysis. But after the training in Japan, we found life-solutions," she said.

"So the fellows of the aluminized UNITAR program are now change makers in their organizations. We are doing our work professionally and in the way that we have skills, professionalism and better expertise unlike before," Ms. Chaat added.

Ms. Chaat stated though they could use to find difficulties by then in writing projects and proposals, she said that it was not the case as we speak.

"Before if you just want to do a project, you would not think of its lifespan but now

she said.

Ms. Chaat added that they were working hard to impart skills and knowledge obtained during UNITAR program to their fellow colleagues at respective working places.

According to her, it was still early for South Sudanese to adopt expertise from different world and use them amicably to help themselves.

"The opportunity of UNITAR is a great one for tomorrow. I had quote a lecturer who said "Think about the choices that you want about the future" so this programs that UNITAR offer are the programs we need for the people of South Sudan so that they take the organization to the next level," Ms. Chaat explained.

"It is possible for South Sudan to rebuild itself and become a world Country that world looks at. So if South Sudan is able to emerge then we are able to do it,"

Khamis Bol Ajak, a lecturer at the college of Community Studies and Rural Development at the University of Juba said that the course was inspiring.

"When I just reflected to our situation as South Sudan then it was really outstanding. About project design and proposal writing, it has encouraged us to become entrepreneurs and problem solvers," he said.

"Beside that we have learned as South Sudanese on past wars experience in Japan. As long as Japanese made it and took the past wars positively we as South Sudan can also do the same," he said. Ajak said that he hoped if people of South Sudan could change their mindsets about the past wars and adapt to international experience, they would be able to change the outcome.

"I believe that if we also hope that our situation can be changed into various situations then we can rebuild our nation and our people. We can change people's lives," he said.

"I appeal to my people to change the negative mind of the conflict and turn into positive. We need to take things from

for us to lose hope. About 24 years ago, Rwanda was suffering but now Rwanda is being considered as the one of the fastest growing economy in Africa,"

"So we need to put in our mind that no one can change this situation apart from us unless we change the way we think and the way we do our things. There is no to change how we think and how we do,"

Olweny Joseph Sabastian, a Senior Inspector for Procurement at the Ministry of Higher Education, Science and Technology said that he was able to learn from different prospective of life and developmental programs.

"UNITAR program has actually added more potential knowledge to our fellows for 2019 cycle. The reason is that some of our initiated project proposals we have already developed are now in the pipelines," he said.

He advised South Sudanese to always apply for UNITAR trainings once they hear about such opportunities.

He affirmed that such opportunities were crucial and key in bringing personnel development as well as development of the country, citing that it would shape South Sudanese.

Amb. Seiji Okada, Japanese Ambassador to South Sudan told the gathering that the Japanese government was rendering services to the people of South Sudan in order to toughen relations.

"The reason why Japan is doing a lot of things in South Sudan for example building bridge, capacity building and many more is to strengthen our bi-lateral relations with South Sudan," Amb. Okada explained.

"Japan is developed nation; our government is now focusing on strengthening relationship with nations in Africa because we have been to the war," he said.

The fellows while in Japan this year were imparted with various skills limited to trainings on leadership, social lives, project design to mention but few.

## FIFTH CIRCLE OF UNITAR FELLOWSHIP STARTS



adminjubamonitor 19/06/2019



Hiro Kikuchi, Head of Development Cooperation at Japan Embassy (C) and UNITAR 2019 fellows pose for a picture on Monday 17th June 17, 2019 during the one day orientation workshop at UNDP (Photo: Woja Emmanuel)

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### By Sheila Ponnice

United Nations Institute for Training and Research (UNITAR) has started training the fifth circle of about 24 South Sudanese youth on project and entrepreneurship program.

The six-month capacity-building training for junior to mid-career-level professionals focuses on project management, leadership, and social entrepreneurship skills.

This year, 24 fellows and coaches, including 11 women, from the public and private sectors, academic institutions, media, and civil society groups will take part in the fellowship.

The first workshop scheduled to take place from 24th to 30th in Entebbe, Uganda, will introduce fellows to social entrepreneurship, types of organizational needs assessment, and best practices.

The fellows will travel to Hiroshima, Japan where they will spend about two weeks before returning to complete the workshop in Juba.



## JUBA MONITOR CONTINUED

Speaking during the one day orientation workshop yesterday at UNITAR Office inside UNDP offices, Japanese Ambassador to South Sudan Seiji Okada urged the 2019 fellows to be strong and positive during the six months fellowship.

He said they should use the skills to create a change in their societies.

Okada added that South Sudan has got very strong human resource to rebuild the country just like Japan did in relation to the 1949 atomic destruction.

James Mangar, a 2018 fellow and the coach for the 2019 programme said that the fellows should maximize the training to equip themselves and make a change in their communities.

Mangar called on the fellows to cooperate and consult with their mentors to produce effective outcome.

“This is a very intensive session you are going to have and I ask you all to take it as an opportunity to change your society, and your country,” Mangar said.

In an interview with Juba Monitor, Prisca Akol, the Communications Officer of Salam Junub and one of the 2019 fellows, said she expects to gain more skills in project writing and entrepreneurship skills.

She said South Sudan youth needed such opportunities to empower and embark on their career goals.

“This training is very important because it empowers human capital based on the fact that we South Sudanese youth need these initiatives to reduce redundancy,” Ms. Akol said.

She added that she will use the skills acquired to create a change in the country.

The UNITAR South Sudan Fellowship Programme is a six-month-long training programme which focuses on project implementation and development, aiming to build the knowledge, skills and attitudes needed for effective project management and leadership of at least 25 junior-mid level professionals including 11 females.

The program also included a team of coaches and mentors that are derived from the fellowship alumni.

Fellows are trained to be able to identify local needs and national priorities, and successfully design and implement projects to address them in ways that will help shape their nation’s path towards sustainable recovery and development. A special emphasis is placed on methodology and skills development related to leadership and mentoring.

The Fellowship aims to develop the capacity of each individual Fellow to be a leader, able to contribute to organizational change within his/her respective ministry or organization.

The United Nations Institute for Training and Research (UNITAR) is a dedicated training arm of the United Nations system.

## SOUTH SUDAN NEWS COVERAGE

30 August 2019

### NHK (JAPAN BROADCASTING CORPORATION)

UNITAR Participants visited Peace Memorial Park to learn about the reality of the Atomic Bombing and the importance of peace and reconciliation, which are highly relevant to the rebuilding of South Sudan.



### RCC BROADCASTING

Participants from South Sudan in Hiroshima visited Peace memorial park and offered a prayer.



