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United Nations Institute for Training and Research

From
the People of Japan

UNITAR IRAQ FELLOWSHIP PROGRAMME

ENTREPRENEURSHIP AND LEADERSHIP YOUTH TRAINING PROGRAMME

PROJECT COMPLETION REPORT
2017 CYCLE

Questions or queries?

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

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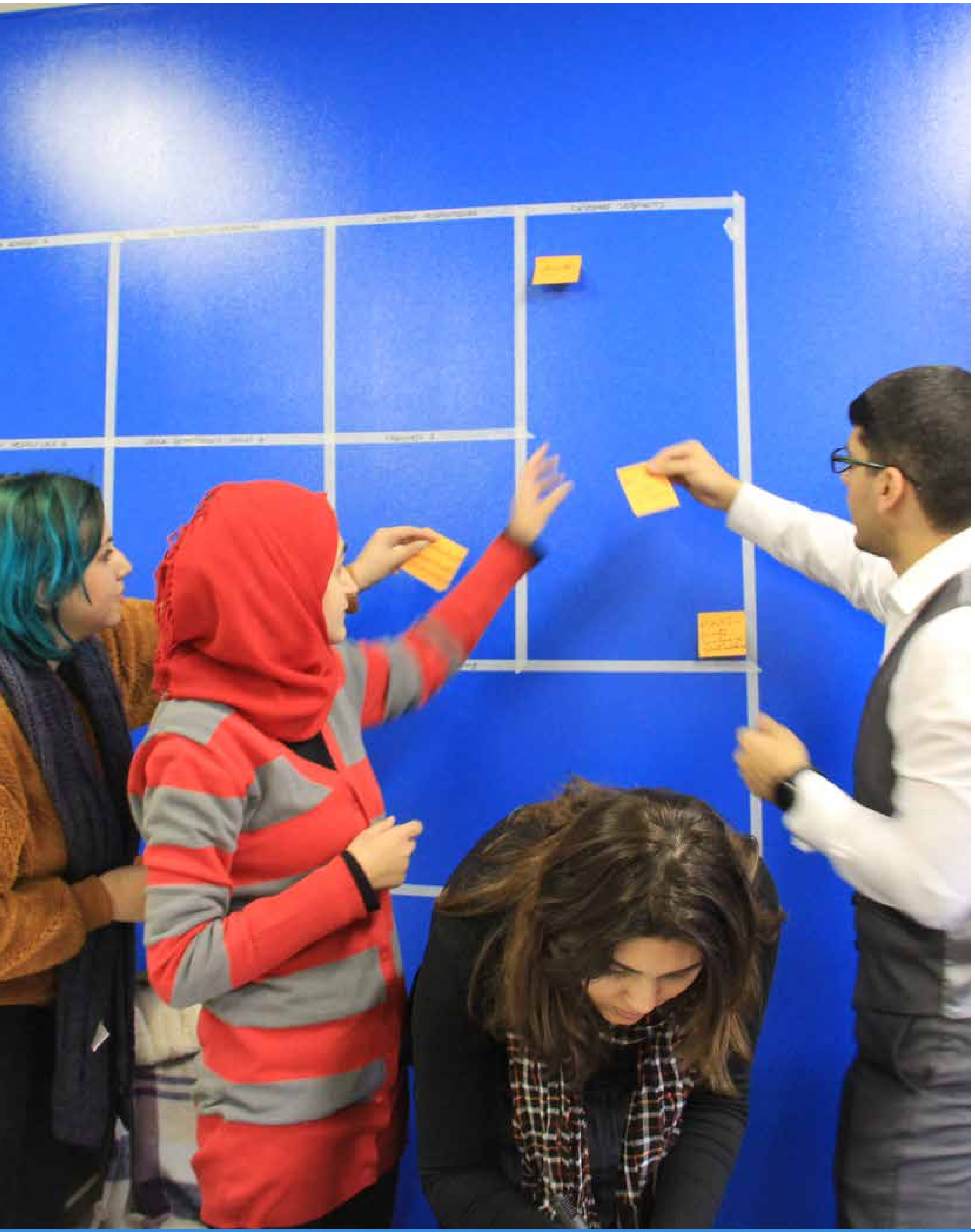

Acknowledgement

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- The government and people of Japan for their generous financial contribution to support the implementation of the programme;
- The Ministry of Foreign Affairs, Government of the Republic of Iraq;
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- The Embassy of the Republic of Iraq in Tokyo, Japan, for its guidance and consistent support;
- The Embassy of Japan in Baghdad, Iraq, for its guidance and consistent support;
- United Nations Development Programme (UNDP), Iraq;
- The United Nations Assistance Mission for Iraq (UNAMI);
- Hiroshima Prefectural Government and the City of Hiroshima for their support in the implementation of the Hiroshima workshop of the programme.

WHAT IS ENTREPRENEURSHIP AND SOCIAL ENTREPRENEURSHIP?

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

Our special thanks go to the UNITAR partners and stakeholders in Baghdad, Iraq, 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. Finally, we would like to thank the people of Hiroshima, whose support was indispensable for the success of the 2017 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 second cycle of the UNITAR Iraq Fellowship Programme: Entrepreneurship and Leadership Youth Training (hereafter "the programme") between August 2017 and March 2018. Focusing on needs assessment, project management, leadership, and entrepreneurship skills, the six-month capacity-building training programme offered scholarship to 25 Iraqi Fellows and Coaches from public sector, private sector, academic institutions, and civil society organisations. The programme consisted of four workshops—two in Baghdad (Iraq), one in Istanbul (Turkey), and one in Hiroshima (Japan). To expand the geographical scope of the programme beyond Baghdad, the 2017 programme saw the launch of an online call for applications to reached out to youth from all parts of Iraq, who make up the majority of Iraq's population.[1]

The programme had geographical diversity among the Fellows. Fellows came from various regions such as the Basar region in the south, Erbil region in the north, and the Baghdad region. In coming years, the programme would benefit from even greater geographical balance since this allows Fellows a unique oopportunity to hear and learn from each other, despite the challenges of opening up to those from different backgrounds.

Designed for junior- to mid-career-level Iraqi professionals, the programme's capacity-building framework supported the development of entrepreneurial skills of Fellows looking to address local needs through innovative and creative business solutions. Providing youth with the knowledge, skills and attitudes to promote grassroots capacity development for small and medium enterprises at the local and regional levels are critical elements of the eventual sustainable development of Iraq. Social entrepreneurship has a promising future in addressing issues related to social, economic, and environmental development, all critical factors for durable peace and lasting stability. In addition to strengthening the Fellows' knowledge in social entrepreneurship, the programme offered skills training in Organisational Needs Assessment, project development and implementation, and leadership, all of which are essential for creating an environment to promote entrepreneurship and carrying out entrepreneurial initiatives. 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 programme also encouraged peer learning, knowledge sharing, and the formation of a network of practitioners in Iraq. Furthermore, the programme facilitated South-South learning through providing Fellows access to a regional network of entrepreneurs and experts in project development and implementation from countries including Afghanistan and Jordan.

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[1] Nations Development Programme in Iraq: http://www.iq.undp.org/content/iraq/en/home/countryinfo.html

FELLOWS PROJECTS

The projects developed during the 2017 Cycle, identified by Fellows as being key to the sustainable development of their departments, ministries, and Iraq itself, were as follows:

	NAME	PROJECT	ORGANISATION
1	Mr. Ahmed Ressan HUSSEN	Application of the principle of smart airports in the Iraqi Aviation Industry	Ministry of Transportation – Iraq Civil Aviation Authority
2	Mr. Mohsin A. Hassan ALBDERY	Training for implementation of KAIZEN and ICT in Government administration and Evaluation	Ministry of Water Resources
3	Mr. Hussain Khthear Sayed SUBHI	Developing entrepreneurship skills in context of Iraqi higher education system based on senior capstone project	University of Technology, Baghdad
4	Mr. Ali Jameel Abdulsatter MUSLIM	Sirius Learning Camp	Shell Iraq petroleum development
5	Ms. Zainab Hadi HASAN	Empowering fresh graduates to enter labor market in Iraq	Darin Group
6	Mr. Ali Ihsan Hadi SIDKI	Training the International federation of medical students' association – Iraq (IFMSA-Iraq) to advance from Proposal to Implementation stage of Project development	International Federation of Medical Students' Associations-Iraq (IFMSA-Iraq)
7	Mr. Ammar Jabbar Abdulrazzq SABTI	Effect of School Garden on students & teachers in primary Schools -Iraq/ Baghdad	National Center for Water Resources Management/ Ministry of Water Resources
8	Mr. Ammar Rafid AHMED	Learning and Development Program for Employees	International Medical Corps
9	Mr. Areeb Mohamed Abdulridha AL-QURAISHI	Environmental Analysis for eSITE Information Technology LLC	Asser Al Technalogia Information Technology LTD
10	Ms. Dunya Abdulazeez Gheni ALDHAHER	How can BIM tools and workflows assist architects and engineers to optimise their design	Ministry of Construction and Housing and Public Municipalities
11	Ms. Hadeel Faez KHADHIM	Needs Assessment of Customer Group served by your organisation or immediate work group	Federation of Iraqi Chambers of Commerce (FICC)
12	Mr. Hassan Ramz Zami FAKHRI	Assessment of Customer Needs and improving ways to better fulfil them	Becorp Inc. / Ardunic Inc.
13	Ms. Hiba Badr ABDULAZEEZ	Needs Assessment for increasing women's involvement in security dialogue within community policy projects.	Tammuz Organization for Social Development
14	Ms. Muklah Hilal NAJI	Assessing the effectiveness of Innovation Development programmme's impact on community and to develop their entrepreneurial skills	Icop Computer Manufacturing / ScopeSky communication (ISP Group)
15	Mr. Osamah Zaid Ali AL-GHURAIBAWI	The role of youth in building trust between Ninawa community and the Iraqi Security Forces	Iraqi center of conflict management and negotiation skills
16	Ms. Rawaa Khaleel ISMAEEL	Needs Assessment for identifying the new Services needed by women in Arbat Refugee Camp	Civil Development Organization (CDO)
17	Ms. Sarah H. Abdallah AL-ANBAGI	Assessing the effectiveness of ENKI's operations in accomplishing its mission within the workplan	Breakthrough Media Networks
18	Ms. Shanya Mohammed SAEED	Needs Assessment of the target community of the Relief project	Global Youth Organization
19	Ms. Taif Hussam Sabti KHUDHUR	Improving the performance of Zain Iraq by identifying the challenges faced by the organization.	Zain Iraq telecom company
20	Ms. Watan M. AL-TAIE	Empowering Iraqi youth in corporate and entrepreneurship ecosystem through managing the innovative projects	Zain Iraq telecom company

Lessons Learned

THE IRAQI CONTEXT IS CONDUCIVE TO ENTREPRENEURSHIP AND SOCIAL ENTREPRENEURSHIP

Compared to other conflict-affected countries, where patchy internet access and other communication issues often hinder organizations' ability to function, Iraq has thriving social and business networks, both online and offline. Throughout the 2017 programme cycle, UNITAR experienced first-hand how participants utilized social media to spread awareness of the programme and of their own related activities. Social networks are also highly relevant to entrepreneurship and social entrepreneurship, where disseminated information about an organization or service, as well as interaction with the community an organization is servicing, is critical to an enterprise's effectiveness and success. Iraq's young population suited to utilize the new technologies and social networks present in the country to address their communities' numerous and evolving needs through social entrepreneurship.

EXPERTS FAMILIAR WITH THE LOCAL SITUATION CONTRIBUTED TO CONTEXTUALIZED LEARNING

UNITAR's Baghdad-based staff and other local partners, such as a Resource Person from UNDP Iraq and Zain Telecommunication Company, were helpful in relating programme content to the current local situation in Iraq. With regard to security, although risk management is always an aspect of UNITAR's training on project development and social entrepreneurship, it is especially relevant in countries still experiencing conflict like Iraq. Local expertise is indispensable when working in conflict-affected areas, and the inclusion of said expertise helped make the programme highly relevant to the participants' needs. Partnership with Zain, which runs an incubator that provides aspiring entrepreneurs with resources and space to work free of charge, introduced Fellows to current entrepreneurship opportunities that exist close at hand.

THE DIVERSE, MULTI-SECTOR GROUP OF FELLOWS ENCOURAGED PEER LEARNING AND COLLABORATION

Fellows came from various organizations and sectors and brought diverse knowledge and experiences to the programme. Many highlighted that, through group work and assignments, they were working in multi-sector teams for the first time and that they would continue to utilize a multi-sectors perspective after they finished the programme. They noted the programme presented an opportunity to work together for a common goal: to create a better future for the people of Iraq. The multi-sector approach enriched the entire programme and proved essential and effective in building trust, friendship, and a network of like-minded Iraqi youth. Furthermore, the promotion of public-private partnerships is essential to the long-term economic stability of Iraq, as the public sector is responsible for creating an environment in which entrepreneurship and social entrepreneurship can flourish; such an environment can then have a tangible positive impact on the socio-economic development of Iraqi society.

Although Fellows did not all begin the programme with the same level of knowledge about social entrepreneurship, which could have hindered teamwork and small group dynamics, in practice Fellows cooperated as they undertook practical exercises; they helped each other contextualize the learning to their various professional experiences. The learning needs of both those who already had entrepreneurship skills and those with less experience needed to be incorporated in the programme's design; UNITAR staff and our Resource Persons rose to the challenge and created a nuanced programme that addressed Fellows' needs and facilitated communication between Fellows from diverse sectors and professional experiences.

Lessons Learned

GENDER EQUALITY HAD A POSITIVE INFLUENCE ON THE GROUP DYNAMIC

One of the key characteristics of the programme was the gender ratio among Fellows, which is closely related to the Sustainable Development Goal 5. Half of the 2017 programme participants were women, coming from various public sector, private sector, academic institutions, and civil society organizations. The majority of female Fellows were highly educated, competent, and vocal in sharing their experiences and opinions, which contributed to constructive discussion and informative debate within the group. Occasionally Fellows were more reserved due to a lack of confidence in their English ability, but this issue affected Fellows of both genders. In the future, UNITAR will make sure to nurture Fellows' confidence along with their knowledge and skills.

Gender balance among participants enriched the quality of workshops by women and men's active engagement and input in practical exercises, group discussions, and teamwork. It is observed by 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 Iraq. To increase the number of skilled female leaders who can have a positive impact on Iraqi society, UNITAR took concrete steps to improve the gender balance in the 2017 cycle of the programme compared to the 2016 cycle. The training for the 2017 cycle also included a session on SDGs with focus on SDG Goal 5 – Gender Equality. This session helped the participants discuss the issue of gender in depth and better understand different perspectives.

THE SHARING OF NEEDS ASSESSMENT RESULTS POSITIVELY IMPACTED THE PROGRAMME

The UNITAR Hiroshima Office always undertakes a Needs Assessment with participants following their acceptance to a programme. The assessment results help determine the instructional design of the programme; they are also shared with Resource Persons. Fellows undertook an initial needs assessment questionnaire regarding the content of the programme during the orientation workshop in Baghdad. An anonymised summary of the needs assessment results was shared with Fellows during Workshop I and was addressed during presentations and practical exercises sessions. Fellows indicated that exposure to these results allowed them to identify issues they all faced in their work.

The needs assessment results indicated that Fellows wished for more focused training around entrepreneurship and teambuilding. The assessment data showed that almost half (47%) of the Fellows already had a role related to promoting entrepreneurship at their work. To address the gap in Fellows' knowledge of entrepreneurship, introductory sessions were incorporated in the programme to outline the concepts of entrepreneurship, as well sessions examining teambuilding and teamwork.

Lessons Learned

PROPOSAL WRITING, AND PRESENTATION SKILLS ARE HIGHLY RELEVANT TO FELLOWS' NEEDS

Both UNITAR staff and the Iraqi Fellows understood the skill level and preparation necessary for writing and pitching effective project proposals to donors. Elements of effective, comprehensive proposals, such as the results of an objective Needs Assessments, a sound budget, and detailed risk mitigation and monitoring and evaluation sections, were emphasized throughout the programme. Fellows also honed their presentation skills through multiple opportunities to present their Needs Assessment results and project proposals, along with presentations related to group exercises undertaken during workshops. Constructive comments on presentation style were always part of the feedback from UNITAR staff and Resource Persons.

AFGHANS AND OTHER REGIONAL EXPERTS FACILITATE SOUTH-SOUTH LEARNING

Mentorship is a key element of this programme, augmenting the learning and providing Fellows support as they complete their assignments. Mentors for this cycle of the Iraq Fellowship Programme had years of experience working for UNITAR's Afghanistan Fellowship Programme, which for 13 years has provided training to Afghans on project development and implementation. Utilizing their experience and regional knowledge, Mentors communicated with and advised Fellows as they worked on their Organisational Need Assessments and developed their project proposals. In future programme cycles, UNITAR plans to increase communication between Fellows and Mentors in order to deepen their rapport and knowledge transfer, as well as strengthen regional bonds.

TRUST-BUILDING IS KEY TO CONDUCTING A SUCCESSFUL ORGANIZATIONAL NEEDS ASSESSMENT (ONA):

To compliment what Fellows learn during Workshop I, one of their assignments is to conduct a robust and objective Organizational Needs Assessment (ONA) in the field. Fellows highlighted challenges to conducting an ONA, such as the political and security environment in Iraq, people's learned distrust of public servants and NGOs, and identity politics. Building the relationships and trust necessary to receive honest feedback to a Needs Assessment takes time. In future iterations of the programme, UNITAR staff and Resource Persons will make sure Fellows understand the time required to thoroughly carry out their Needs Assessment Assignment, as well as provide advice for building relationships with a target community.

FELLOWS SOMETIME FIND IT DIFFICULT TO OBTAIN FUNDING FOR PROJECTS:

Following the programme's completion, Fellows sometimes faced challenges obtaining funding for the projects they had developed throughout the programme. Reasons for this may include mismatches between supply and demand or insufficient networking and trust between Fellows and potential donors. In order for Fellows to be able to secure funding for their projects, in future programme cycles UNITAR plans to provide deeper training on project champions and other topics that can help Fellows implement their projects.

Lessons Learned

INTRODUCING LOCAL COACHES FOR THE 2017 CYCLE

In UNITAR's other fellowship programmes, coaches are standout graduates from previous cycle who are assigned with providing daily coaching during workshops, as well as regular mentoring and overall guidance on the programme's assignments and requirements to Fellows. Coaches play an important role to help contextualize the learning to local realities. Coaches receive additional "Coaching for Coaches" training as a contribution for their further personal and professional development.

Since the 2016 programme was the very first cycle, local Coaches could not be assigned. UNITAR introduced local Coaches for 2017 Cycle. 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.

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Support for Entrepreneurs
Government and Efforts Ma
SO@R Service Inc.
SO@R

Strategic Alignment

SUSTAINABLE DEVELOPMENT GOALS

The UNITAR Iraq Fellowship Programme 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, 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.[2]

[2] UN Sustainable Development, SDGs, https://sustainabledevelopment.un.org/sdgs, Accessed 5/24/17

SUSTAINABLE DEVELOPMENT GOALS
17 GOALS TO TRANSFORM OUR WORLD

Overview

About UNITAR

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

UNITAR Hiroshima Office

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 face-to-face sessions, and is augmented further by asynchronous training modules, and participant-led projects.

TURKEY
IRAQ
JAPAN

Where we work

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

The locations for the 2017 Iraq Fellowship Cycle were:

- **Workshop I:** 6 – 12 December 2017 – Istanbul, Turkey
- **Workshop II:** 31 January – 10 February 2018 – Tokyo and Hiroshima, Japan
- The Fellowship participants were recruited from Iraq

The Fellowship

About the Fellowship

Economic development is crucial to promoting stability and development, particularly in conflict and post-conflict areas, as limited economic opportunities, including unemployment, are among the root causes of conflict and violence. Capacity building around needs assessment, project planning, and the sharing of best practices among entrepreneurs and small and medium enterprises can promote peace, stability, prosperity, and encourages the development of civil society. By providing Iraqi youth with skills in entrepreneurship, these youths can have an opportunity to participate and engage more meaningfully in society through developing local business, which can contribute to increased stability. Tailored to the current realities of Iraq, the UNITAR Iraq Fellowship Programme: Entrepreneurship and Leadership Youth Training (the programme) is a specialized capacity-building training providing Iraqi youth with skills in entrepreneurship and social entrepreneurship to be leaders in their communities. The programme took a robust approach to supporting Iraq's sustainable recovery and growth by focusing on project and business development, implementation, and leadership skills.

The Impact of Entrepreneurship

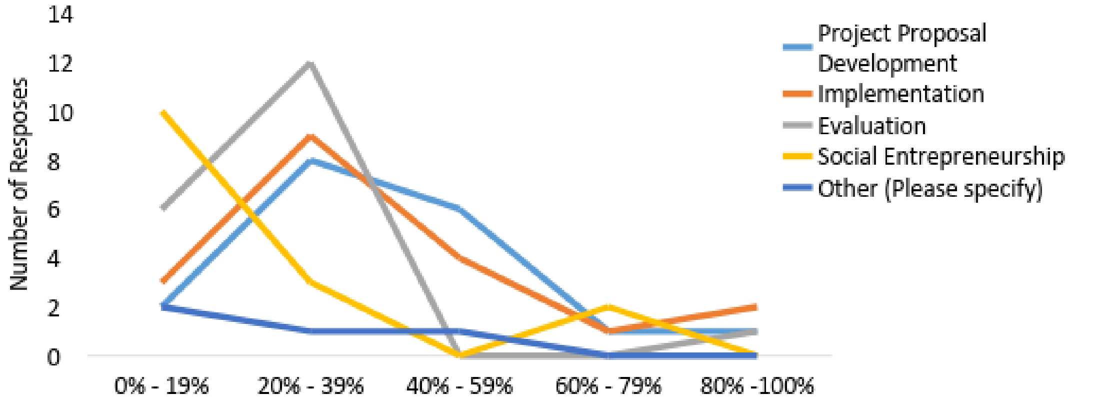
Entrepreneurship and start-ups can help societies function more efficiently through addressing societal needs in a sustainable manner. While many potential businesses identify valid issues that can make a positive impact on communities, a clear understanding of processes that lead to successful start-up 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.

THE PROGRAMME EXPERIENCE THROUGH THE EYES OF A FELLOW FROM 2016 CYCLE: MS. RANYA BAKR

I participated in the UNITAR Iraq Fellowship Programme 2016 Cycle. It was a wonderful experience for me; I gained valuable of knowledge and skills though the programme. It was eye-opening for me because often in the field of entrepreneurship and architecture we tend to be more artistic than focused on planning. I learned from UNITAR that planning a project is just as important as implementing it, because 90 percent of the work happens in the planning period. I learned about needs assessment and how important it is not only for organisations but also at the individual level. I was really focused during the entire programme and tried to absorb as much information as I could, and it resulted in my selection as a Coach for the 2017 Cycle.

I participated in the programme because I believe that we always need to take a step higher than our expectations – change happens outside the comfort zone. I pushed myself and learned new things while being busy with my studies and job. This experience pushed me to the limit; that is when I started channeling my ideas into a concrete project.

PERCENTAGE OF THE FELLOWS' CURRENT ROLES IN PROJECT DEVELOPMENT AND MANAGEMENT IN THEIR RESPECTIVE ORGANISATION/DEPARTMENT



Fellowship Objectives

The programme seeks to equip participants with key skills that can transform ideas into action. The programme helps to widen the community of skilled entrepreneurs in Iraq as they work to generate goods and services for the people of their country, specifically through focusing on:

HARD SKILLS

- Project and business planning;
- Need assessment;
- Implementation;
- Sales strategy, evaluation (needed for effective project and business development and implementation)

SOFT SKILLS

- Team work;
- Communication;
- Conflict identification and resolution;
- Presentation, and leadership (needed for effective management of businesses and change)

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.

Fellowship Structure

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

The Fellowship

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Participants

FELLOWS

Fellows are the main beneficiaries of the Fellowship. Each Fellow is required to design and undertake a needs assessment, utilising the knowledge gained at Workshop I. This is followed by the development of a project proposal document, incorporating learning undertaken at Workshops II, as well as through the online mentoring sessions. The 2017 programme saw 20 Fellows, including 10 women, completing all the requirements of workshops, including 20 hours of individual work per month and 18 days of on-site training. The Fellows, young leaders from various sectors of Iraqi society, have gained knowledge and skills vital to promoting entrepreneurship, and by extension reconstruction and development, in Iraq.

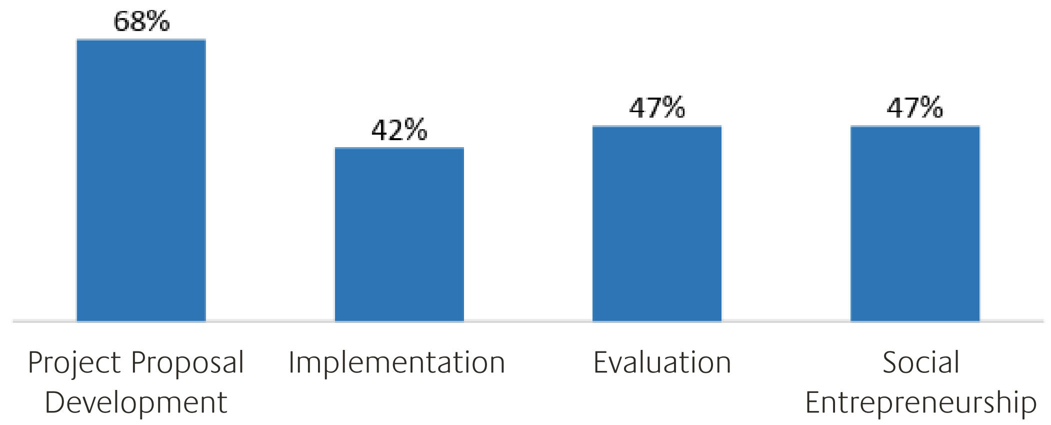
MENTORS

Incorporating key methodological practices from other UNITAR Hiroshima training programmes, the programme saw seven international Mentors from the UNITAR Afghanistan Fellowship Programme volunteer their time, insight, and expertise. Mentors are working experts, practitioners, or academics in various disciplines who volunteer to engage with Fellows in mutually beneficial relationships. Each of the Mentors had not only received extensive training from UNITAR in regard to the development and undertaking of Organisational Needs Assessments but had also utilised this learning in the real world and were able to provide examples to the Iraqi Fellows. This South-South cooperation serves to promote exchanges between countries and allow for the examination of issues in differing contexts.

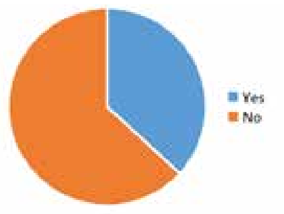
RESOURCE PERSONS

Resource Persons are experts, practitioners, or academics in various disciplines from around the globe. Resource Persons (RPs) identified for the Iraq Fellowship Programme worked with the UNITAR Hiroshima Office to develop the overall instructional design and thematic focus of the programme. Resource Persons facilitated the main presentations of the programme, shared knowledge and expertise, and advised Fellows. In addition to attending Workshops in person, they also provided mentorship. The four Resource Persons who participated in the programme came from Japan, Iraq, and Afghanistan:

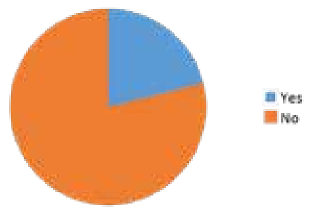
PERCENTAGE OF FELLOWS' ROLES IN PROJECT PLANNING AND IMPLEMENTATION



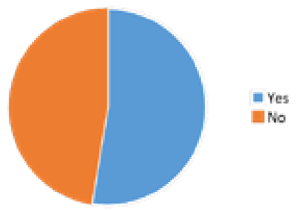
FELLOWS' PARTICIPATION IN THE TRAININGS ON PROJECT PLANNING IN THE PAST



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



FELLOWS' PARTICIPATION IN THE TRAININGS ON LEADERSHIP IN THE PAST



Key Aspects of the Fellowship

ORIENTATION WORKSHOP

An orientation workshop for the 2017 Cycle of the programme was held in Bagdad, Iraq, on October 20-22, 2017. The aims of the session were for the 20 Fellows to undertake a needs assessment and to provide them with an overview of the programme, led by UNITAR staff. Fellows were introduced to the Fellowship processes and individual roles and responsibilities in conducting assignments, meeting deadlines, and achieving the overall goals of the Fellowship. A staff from Zain Entrepreneurship-Business Incubation centre Iraq, a telecommunications company based in the Middle East, provided a session on funding mechanisms and support system available to the young entrepreneurs in Iraq.

WORKSHOPS

The Fellowship consists of two international Workshops, allowing for a review of assignments and the imparting of knowledge in preparation for subsequent sessions and projects. Workshop I introduced the participants to the concepts of organisational needs assessment, project planning, entrepreneurship, and best practice for assessing indigenous needs. Workshop II focused on the tools for effective communication and

The Fellowship

outlining successful strategic business plans along with practical elements of project development and implementation. Connecting these two workshops is a range of asynchronous training modules on topics such as risk mitigation, budgeting, monitoring and evaluation, and change management, alongside the assignments and project work participants undertake. The timeline of two international Workshops for the 2017 Cycle was as follows:

- **Workshop I:** 6 – 12 December 2017 – Istanbul, Turkey
- **Workshop II:** 31 January – 10 February 2018 – Tokyo and Hiroshima, Japan

ONLINE SESSION

Online sessions are Skype-based sessions facilitated by UNITAR to follow up on Fellows' progress and provide them with knowledge on specific themes relevant to completing their assignments. Recorded video presentations were provided as a backup in case the internet connection was unreliable. This was found to be effective, allowing for deeper review of presentations at convenient times and enabling Fellows who were not able to 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.

ASSIGNMENTS	DOMESTIC AND INTERNATIONAL WORKSHOPS
Assignment I: Needs Assessment	Orientation Workshop | Fellowship Structure and Fellows' Role and Responsibilities, Fellows' Learning Needs Assessment | Baghdad, Iraq
	Workshop One I Project Development and Implementation: Introduction and Theory | Istanbul, Turkey
	Online Mentoring Sessions
Assignment II: Self-led Project	Workshop Two | Project Development and Implementation: Practice (incorporating participant led projects) | Hiroshima and Tokyo, Japan
	Online Mentoring Sessions
Assignment III: Presentation and Proposal	Final Workshop | Risk Mitigation, Budget, Monitoring and Evaluation, Change Management | Baghdad, Iraq
	Three-month usage and knowledge transfer follow up by UNITAR Hiroshima Office

Assignment One: Each Fellow designed and 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 Iraq.

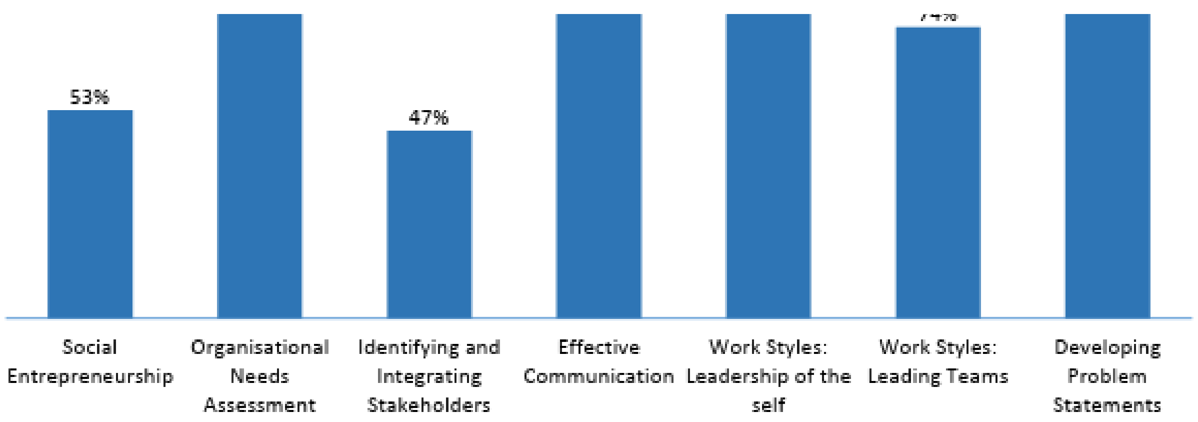
Assignment Two: Based on the findings of the Organisational Needs Assessments conducted in Assignment I, each Fellow developed a project proposal document incorporating elements from the Results Chain process (Impact Statement, Outcome Statement and Indicators, Outputs and Indicators, Activities, Inputs,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

COMBINATION OF DIFFERENT TRAINING METHODS

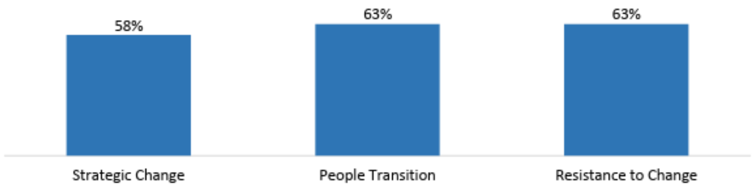
The Fellowship undertakes a combination of different training methods with a series of skill-building activities, including, but not limited to: face-to-face Workshops; study tours; Mentor-Fellow communication; individual projects; team work; and distance learning activities.

> “We learned so much [sic] things, such as organization needs assessment and training method, which I will definitely carry with me back home. Thank you for providing us the opportutnity ot oearn and laugh together with my colleagues.”
>
> ANONYMOUS PARTICIPANT, 2017

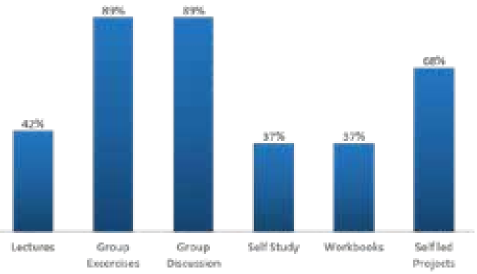
RELEVANCE OF THE THEMES PROPOSED FOR WORKSHOP: SOCIAL ENTREPRENEURSHIP, NEEDS ASSESSMENT, AND LEADERSHIP



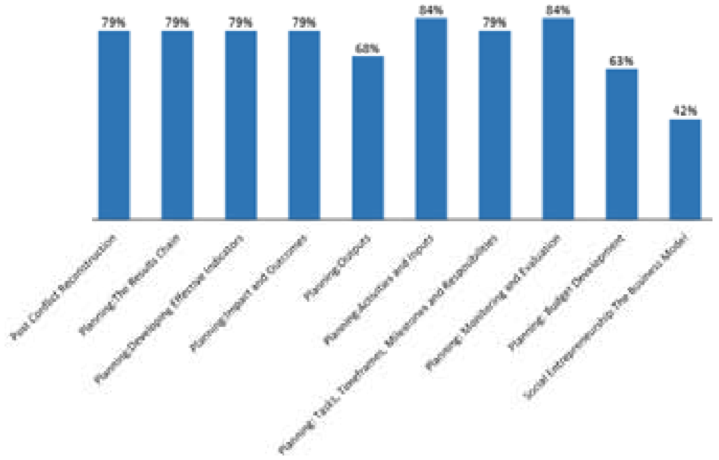
THEMES PROPOSED FOR ASYNCHRONOUS TRAINING: CHANGE MANAGEMENT



TRAINING METHODS BENEFITTING THE FELLOWS THE MOST



RELEVANCE OF THE THEMES PROPOSED FOR WORKSHOP TWO: PROJECT DEVELOPMENT AND IMPLEMENTATION PLANNING



The Fellowship

Beneficiaries

The 20 Fellows of the 2017 Cycle are representatives of the following organisations and institutions, including 10 women representing public, private, civil society organizations (CSOs) and academic institutions:

- Ministry of Transportation – Iraq Civil Aviation Authority;
- Ministry of Water Resources;
- Ministry of Construction and Housing and Public Municipalities;
- National Center for Water Resources Management/Ministry of Water Resources;
- Federation of Iraqi Chambers of Commerce (FICC);
- University of Technology;
- Shell Iraq Petroleum Development;
- Darin Group;
- International Federation of Medical Students' Associations – Iraq (IFMSA-Iraq);
- International Medical Corps;
- Asser Al Technalogia Information Technology LTD;
- Becorp Inc./Ardunoc Inc.;
- Tammuz Organization for Social Development;
- Icop Computer Manufacturing/Scope sky communication (ISP Group);
- Iraqi Center of Conflict Management and Negotiation Skills;
- Civil Development Organization (CDO);
- Zain Iraq Telecom Company

Graduation

Participants were awarded a UNITAR Certificate of Completion upon participation in all Workshops, completion of all assignments to a satisfactory level, and final project presentation during Workshop II.

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:

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

EXAMPLE OF A PROJECT DEVELOPED BY FELLOWS: MR. YOUSUF IHSAN KHATTAB AL-RAWI

One of the Iraqi Fellows, Mr. Yousuf Ihsan Khattab Al-rawi, developed a project titled "Debate 4 Peace," which will teach Iraqi youth to solve conflict through words rather than violence. Mr. Al-rawi identified through his needs assessment that Iraqi youth in Baghdad lack debate skills, and this is correlated with poor communication skills and misunderstandings, which hindered the community and led to hatred rather than working together to add something to the society. To address this issue, he developed a project proposal to provide trainings on communication to increase tolerance, pluralism, and productivity among youth in Baghdad. At the final presentation during Workshop II, he commented, "Debate can serve as a tool for dialogue and discussion rather than futile arguments that may increase tension."

Workshop I

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unitar
UNITAR Hiroshima Iraq Fellowship Programme - 2017 Cycle (IFP)

> **More practical exercise will help us learn quickly.**
>
> ANONYMOUS PARTICIPANT, 2017

Workshop I, attended by 20 Fellows, two Resource Person, and three UNITAR Staff, totalling 29 participants, took place in Istanbul, Turkey, between 6 – 12 December 2017. The Workshop allowed Fellows to gain an in-depth understanding of Organisational Needs Assessment as a first step in the project design and management process, while working to contextualise the training delivered for the realities of Iraq. The Workshop also supported Fellows in working toward identifying potential projects addressing the common needs of their organizations, while enhancing their understanding of the obstacles and opportunities in the organizational development and change process. Workshop I offered a new training model, incorporating years of experience in training and lessons learned at the UNITAR Hiroshima Office. It provided a highly structured and focused training methodology with the intent of addressing differing adult learning styles to maximize learning outcomes. The instructional design 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 entrepreneurship;
- Outline means of nurturing entrepreneurship;
- Review the Business Canvas Model;
- Review the key elements of an Organizational Needs Assessment (ONA);
- Clarify the elements which make Organizations Open Socio-Technical Systems;
- Classify the three types of Organizational Needs Assessment;
- Outline the stages of an Organizational 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;
- Recognize effective communication skills.

Training Sessions Delivered

MODULE I: ENTREPRENEURSHIP – AN INTRODUCTION

This module sought to help Fellows understand the concepts 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 allowed Fellows to further discuss and exchange ideas about:

- Social entrepreneurship in the context of Iraq and the relevance of entrepreneurship to the long-term economic stability and employment opportunities in the country;
- Key skills and characteristics displayed by entrepreneurs that can be promoted and nourished in Iraq.

Through the individual and group practical exercises, Fellow's gained a better understanding of the key elements of entrepreneurship and outlined existing opportunities, which, if effectively unlocked, can offer huge economic potential for youth employment in the country.

MODULE II: BUSINESS MODEL CANVAS

The Business Model Canvas (BMC) is a tool that can be used to design, refine, describe, challenge, and pivot a business model or plan. Using the insight gained from a 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.

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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 Structure

MODULE III: CONDUCTING AN ORGANISATIONAL NEEDS ASSESSMENT (ONA): ONA 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 five minutes to report back and share key points covered in their discussion with all participants. The summary element of Module II saw Fellows encouraged to ask questions and/or provide feedback to invite further reflection on the relevance of the Module to local and individual realities. The key focus of this session was to have Fellows analyse the importance of undertaking a robust and an 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 IV: CONDUCTING AN ORGANISATIONAL NEEDS ASSESSMENT (ONA): ORGANISATIONS AS OPEN SOCIO-TECHNICAL SYSTEMS

Module IV aimed at helping Fellows clarify the elements that 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 V: 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 two 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 Iraq-specific cautions exist?

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

MODULE VI: CONDUCTING AN ORGANISATIONAL NEEDS ASSESSMENT (ONA): STAGES AND CHAMPIONS

This module aimed at helping Fellows to analyse the roles of project champions during the ONA and project development stages. In order to do this, Fellows first worked to outline the key steps of developing, delivering, and analysing an ONA, including the pre-assessment, assessment, and post-assessment phases. Understanding the structure and flow of an ONA is as important for its success, as is finding appropriate champion(s) who are committed to project success and are able to influence key stakeholders and decision-makers. An individual practical exercise provided an opportunity for Fellows to think of a positive experience they may have had with a project champion: What made it positive, and what were the results? By the same token, thinking of a negative experience with a project champion allowed Fellows to discuss what made it negative, what the result was, and how things could have been dealt with differently. Fellows were given time to think of the target group for their ONA, whose needs they are trying to serve. A champion of their needs assessment can help gain

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access to and credibility with the target population, as well as ensure that the results of any ONA undertaken are 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. This roleplay allowed Fellows to examine the importance of sourcing and retaining proper champions for the ONA process, as well as the importance of providing information that will help champions sell the project.

MODULE VII: CONDUCTING AN ORGANIZATIONAL 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. Practical exercises were built in to inform Fellows about the relative advantages and disadvantages of data collection methods, examine the nature of their proposed ONA, and formulate appropriate data collection methods. During pair- and group-based practical exercise sessions, Fellows were asked to compare examples of qualitative and quantitative data they could gather, as well as being tasked with developing good and bad questions related to an assigned case study.

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

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

- Coding data refers to labelling and classifying data into common topics and themes emerging from the data. A number of techniques were discussed to help Fellows code the data and visualize those using numbers and graphs.
- Grounding data refers to separation of pre-existing notions and personal prejudices from the gathered data. It is more 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 the need or gap is being analysed, the purpose of the analysis, and the finding of the analysis. It is equally important to objectively analyse the data with a balanced representation of different views.

MODULE IX: IDENTIFYING AND INTEGRATING STAKEHOLDERS

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

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

MODULE X: EFFECTIVE COMMUNICATION

Module X aimed at helping Fellows discuss:

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

To showcase the importance of proper encoding, two volunteers are selected and requested to sit back-to-back at two tables. In front of each volunteer were identical wooden blocks. Volunteer A builds a design of their choosing, while giving Volunteer B verbal instructions on what to do to recreate the design without looking. At the end of two minutes, the Fellows were invited to view each other's designs. Discussions were encouraged regarding the experience before more volunteers took part. During a subsequent group exercise session, Fellows were divided into groups to discuss barriers to communication, at a personal, professional, local, national, and cultural level.

MODULE XI: PLANNING AND THE PROBLEM STATEMENT

Module XI aimed at facilitating discussion on the following themes:

- The benefits of proper planning, its purpose, and reasons for undertaking 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 and the impact of the ultimate project delivered. Proper planning allows for the development of a clear direction, promotes accountability, helps in the allocation and management of the limited resources available, and allows for the anticipation of issues and problems for unforeseeable circumstances. The problem statement outlines not only the need for a project but also establishes the focus or rational for the project.

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During 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. The key focus of the module was to gain insight into proper planning processes and to acquire the skills to develop a succinct problem statement, which in return will provide a sound basis for designing a project in an effective manner.

Material

Participants were provided with binders at the outset of the programme, which included all the required documentation, such as agenda, logistical information, presentations, 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 issues and 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

A key component of workshops, small group exercises allow for interaction and rich discussion on the application of the knowledge to the specific settings of their working situation in Iraq.

AFTER-ACTION REVIEWS

After-action reviews take 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 I showed that 100% of respondents “agreed” or “strongly agreed” that they will likely to use the information in Workshop I, with 84% indicating that the content of Workshop I was new to them. Prior to the workshop, only 16% of participants felt that they possessed a “moderate” to “high ability” to “Classify the three types of organisational needs assessment,” while 89% of respondents felt that they had gained a high understanding of such by the end of the workshop. Similarly, with regard to “Review the key elements of an Organisational Needs Assessment,” those indicating that they had a “moderately high” to “high” understanding grew from 26% of total respondents to 92% by the end of the workshop.

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

Workshop I

EVALUATION DATA ANALYSIS REPORT

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

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

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

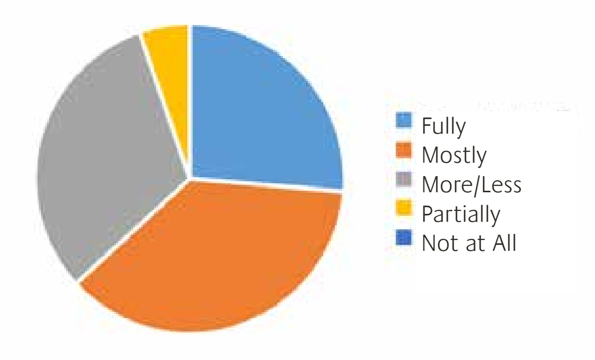
- Pre-Event Information
- Learning Objectives
- Value, Relevance, and Intent to Use
- Methodology
- Satisfaction with the Quality of Facilitators
- Applicability of After-Action Review and Practical Exercises
- Overall Satisfaction of the Event

Evaluation Data Analysis

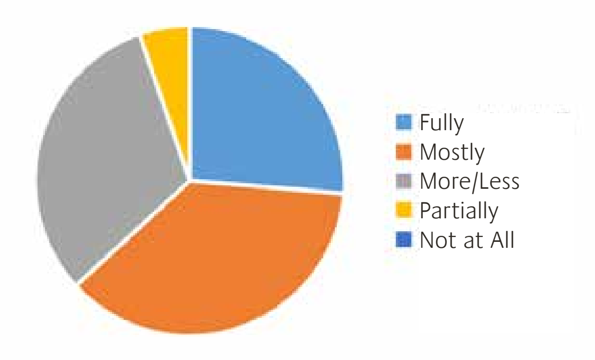
Pre-event Information

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

USEFUL (IN TERMS OF MAKING AN INFORMED DECISION)



ACCURATE (IN TERMS OF MATCHING WHAT TOOK PLACE)



Evaluation Data Analysis

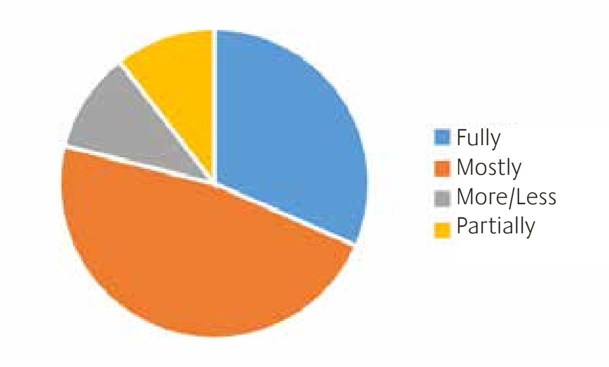
Learning Objectives

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

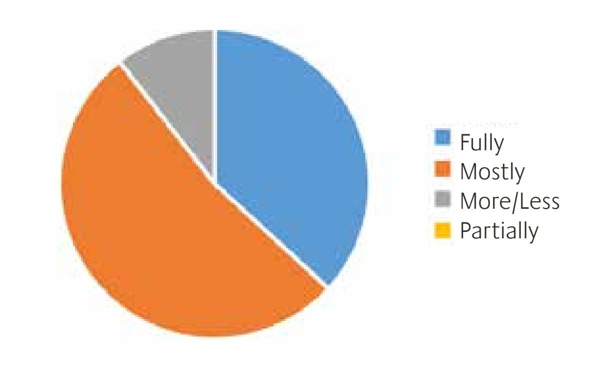
LEARNING OBJECTIVE I

Discuss the Concept of Social Entrepreneurship.

RELEVANCE OF THE OBJECTIVE TO YOUR LEARNING NEEDS



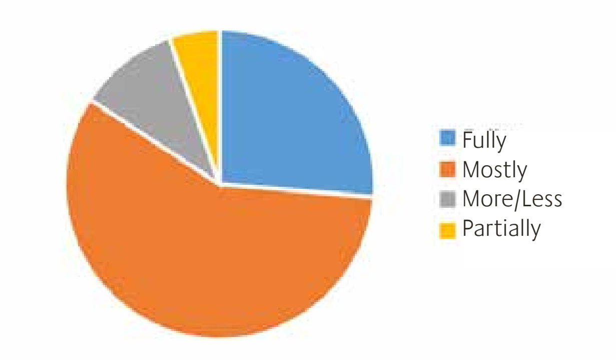
EXTENT TO WHICH YOU MET THE LEARNING OBJECTIVE



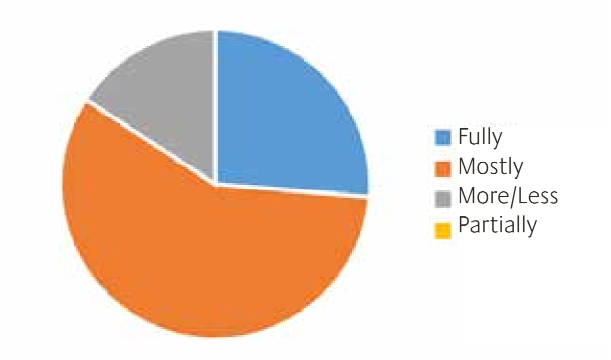
LEARNING OBJECTIVE II

Outline means of nurturing entrepreneurship and social entrepreneurship.

RELEVANCE OF THE OBJECTIVE TO YOUR LEARNING NEEDS



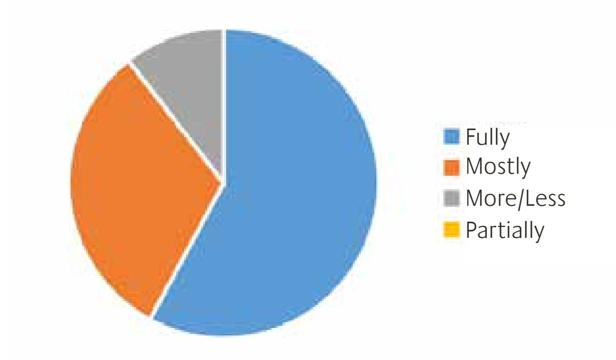
EXTENT TO WHICH YOU MET THE LEARNING OBJECTIVE



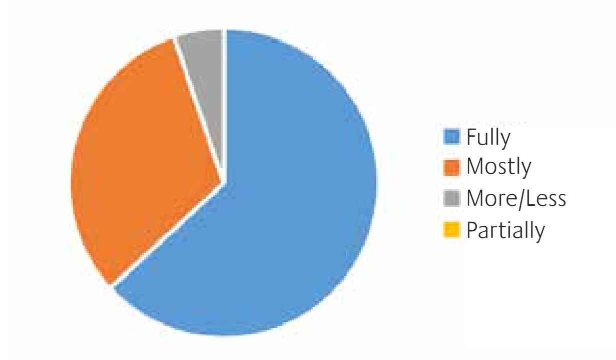
LEARNING OBJECTIVE III

Review the key elements of an Organizational Needs Assessment (ONA).

RELEVANCE OF THE OBJECTIVE TO YOUR LEARNING NEEDS



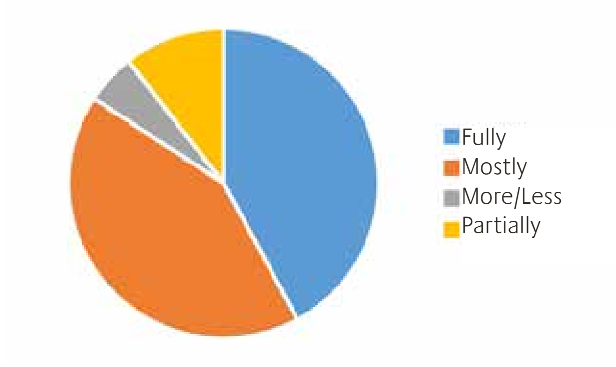
EXTENT TO WHICH YOU MET THE LEARNING OBJECTIVE



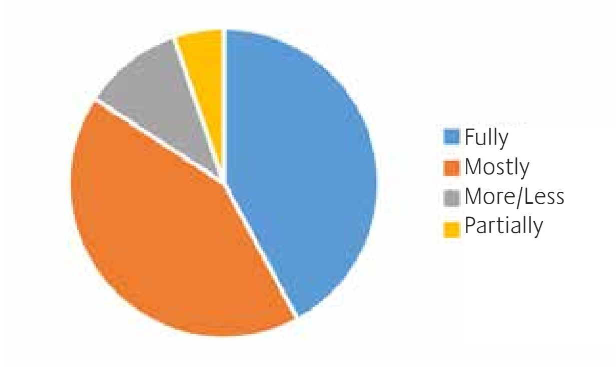
LEARNING OBJECTIVE IV

Clarify the elements which make organizations Open Socio-Technical Systems.

RELEVANCE OF THE OBJECTIVE TO YOUR LEARNING NEEDS



EXTENT TO WHICH YOU MET THE LEARNING OBJECTIVE

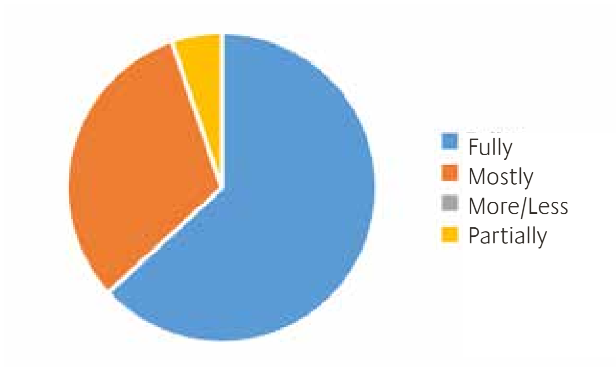


Evaluation Data Analysis

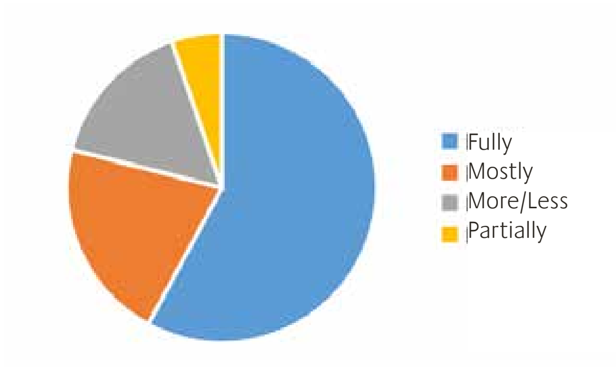
LEARNING OBJECTIVE V

Classify the three types of Organizational Needs Assessment.

RELEVANCE OF THE OBJECTIVE TO YOUR LEARNING NEEDS



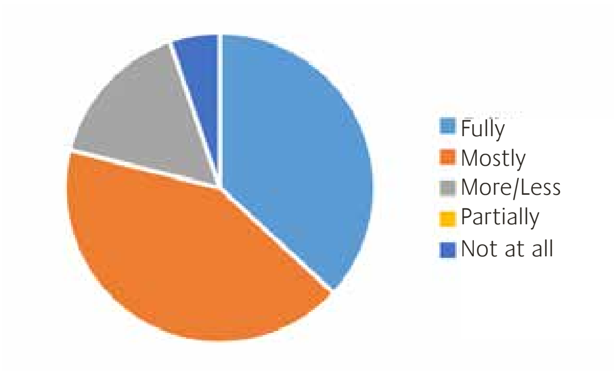
EXTENT TO WHICH YOU MET THE LEARNING OBJECTIVE



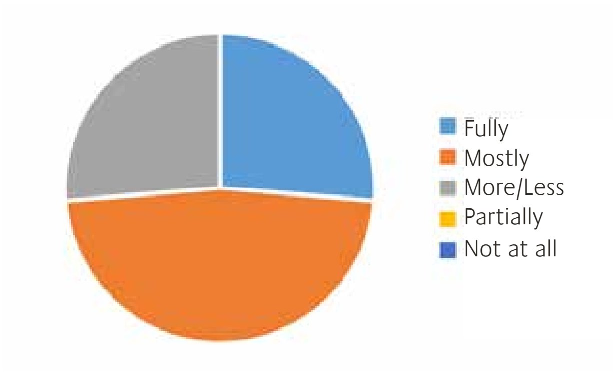
LEARNING OBJECTIVE VI

Outline the stages of an Organizational Needs Assessment.

RELEVANCE OF THE OBJECTIVE TO YOUR LEARNING NEEDS



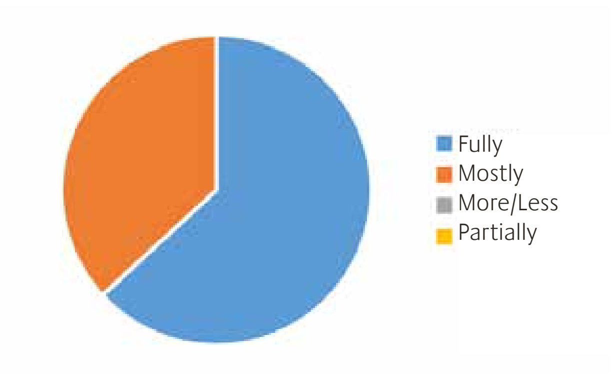
EXTENT TO WHICH YOU MET THE LEARNING OBJECTIVE



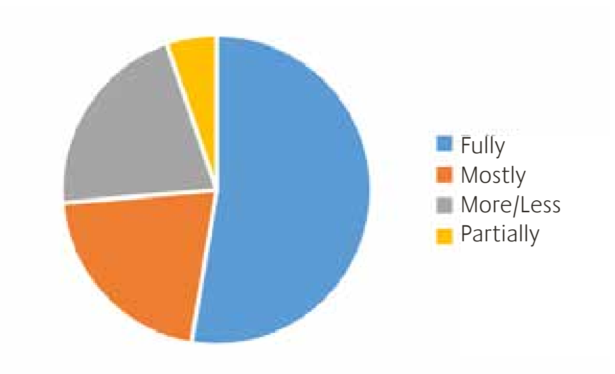
LEARNING OBJECTIVE VII

Restate the advantages and disadvantages of five data collection methods.

RELEVANCE OF THE OBJECTIVE TO YOUR LEARNING NEEDS



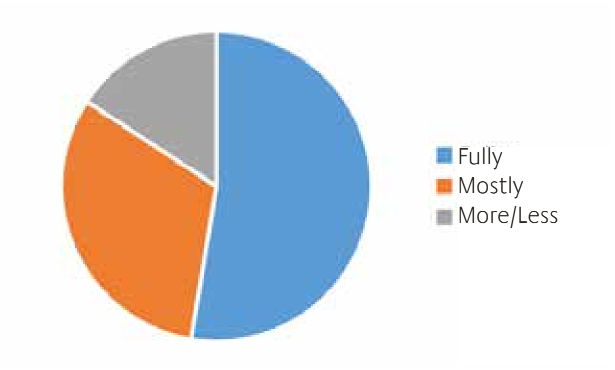
EXTENT TO WHICH YOU MET THE LEARNING OBJECTIVE



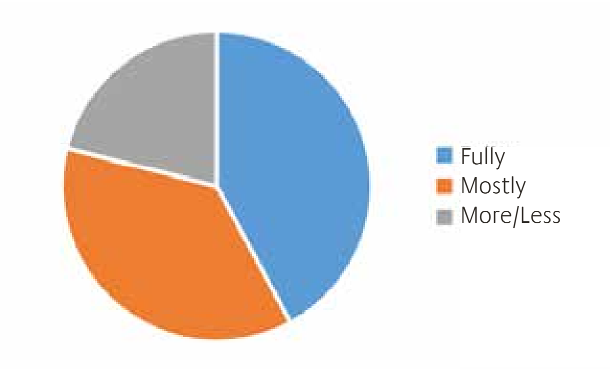
LEARNING OBJECTIVE VIII

Describe the process of data analysis.

RELEVANCE OF THE OBJECTIVE TO YOUR LEARNING NEEDS



EXTENT TO WHICH YOU MET THE LEARNING OBJECTIVE

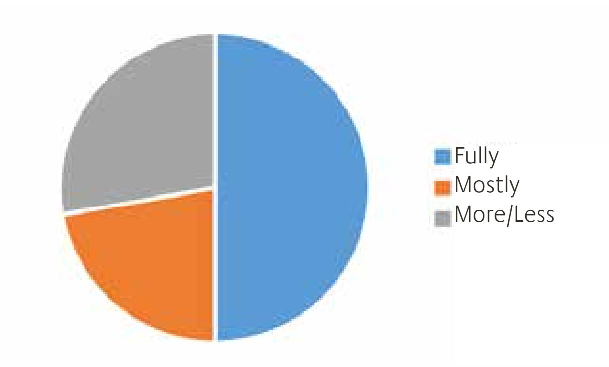


Evaluation Data Analysis

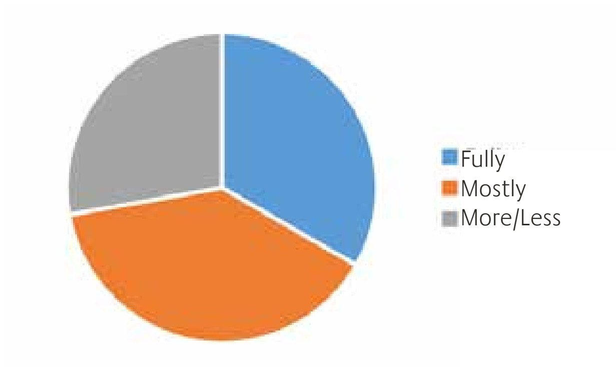
LEARNING OBJECTIVE IX

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

RELEVANCE OF THE OBJECTIVE TO YOUR LEARNING NEEDS



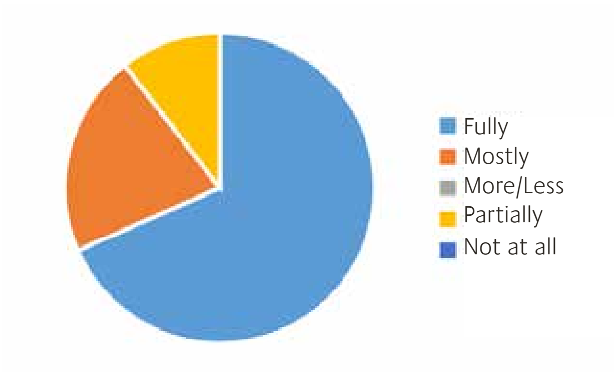
EXTENT TO WHICH YOU MET THE LEARNING OBJECTIVE



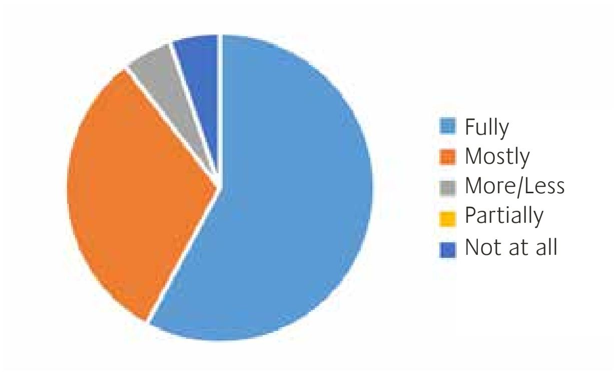
LEARNING OBJECTIVE X

Recognize effective communication skills.

RELEVANCE OF THE OBJECTIVE TO YOUR LEARNING NEEDS



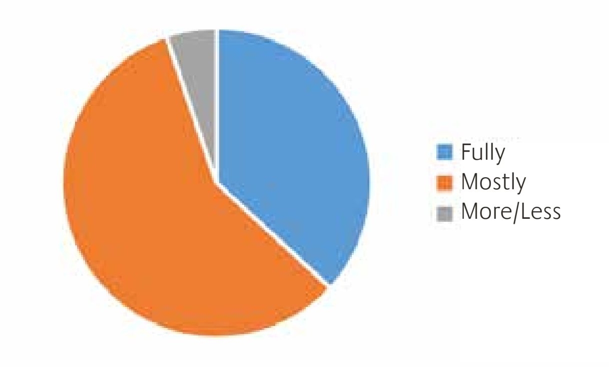
EXTENT TO WHICH YOU MET THE LEARNING OBJECTIVE



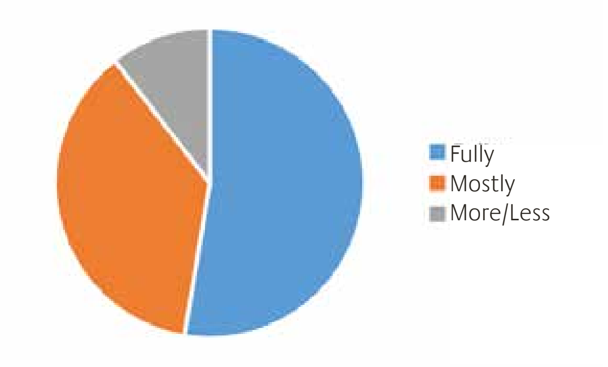
LEARNING OBJECTIVE XI

Apply knowledge of individual workstyles to their own practices.

RELEVANCE OF THE OBJECTIVE TO YOUR LEARNING NEEDS



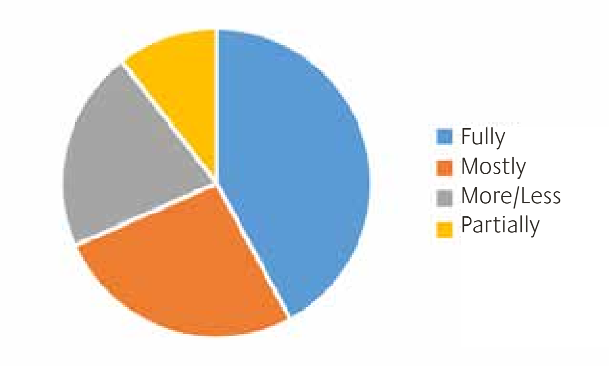
EXTENT TO WHICH YOU MET THE LEARNING OBJECTIVE



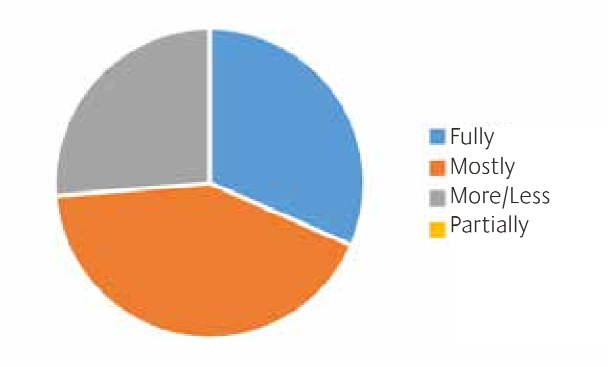
LEARNING OBJECTIVE XII

Discuss the development of effective problem statements.

RELEVANCE OF THE OBJECTIVE TO YOUR LEARNING NEEDS



EXTENT TO WHICH YOU MET THE LEARNING OBJECTIVE

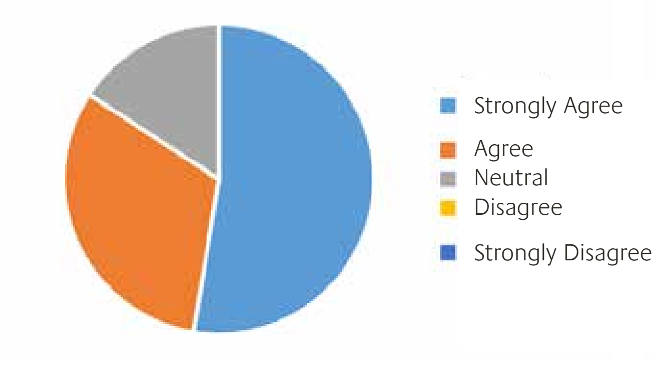


Evaluation Data Analysis

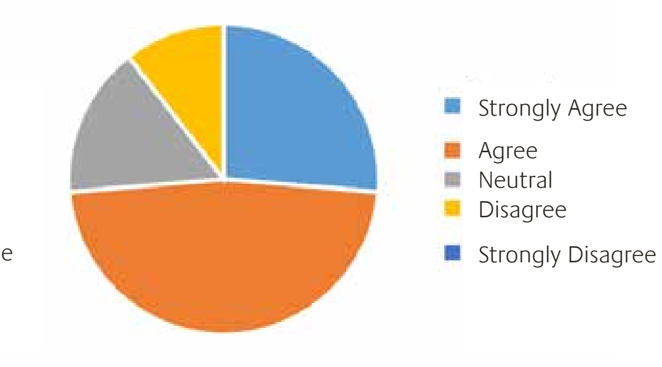
VALUE, RELEVANCE AND INTENT TO USE

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

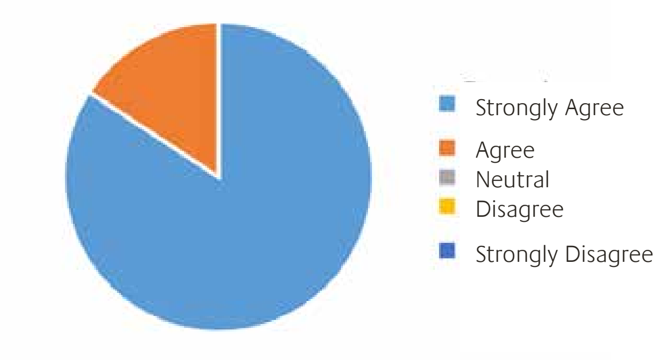
THE INFORMATION PRESENTED IN THIS WORKSHOP WAS NEW TO ME



THE CONTENT OF THE WORKSHOP WAS RELEVANT TO MY JOB



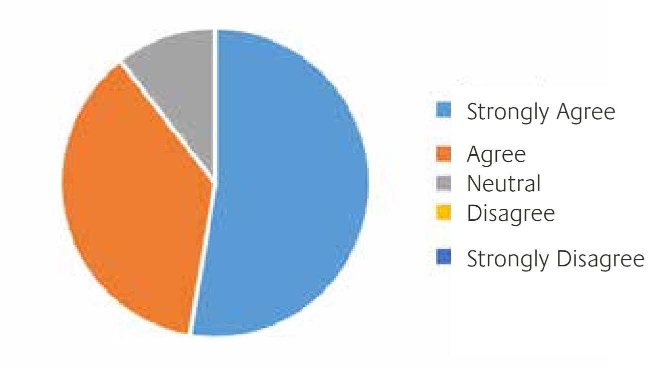
IT IS LIKELY THAT I WILL USE THE INFORMATION ACQUIRED



METHODOLOGY

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

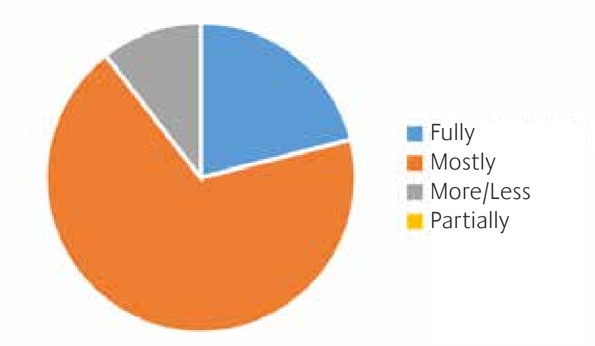
THE EVENT'S METHODOLOGY WAS USEFUL GIVEN THE LEARNING OBJECTIVES



APPLICABILITY OF AFTER ACTION REVIEW AND PRACTICAL EXERCISES

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

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



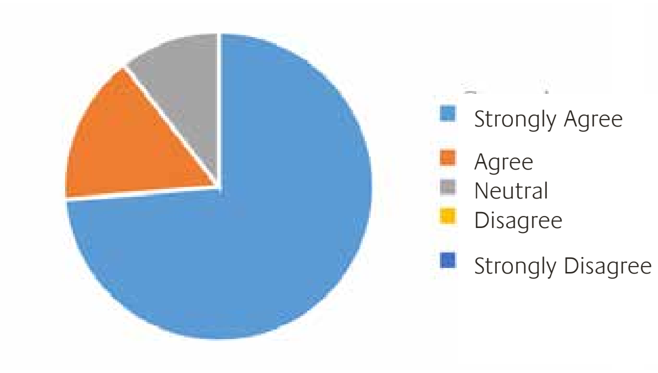
Evaluation Data Analysis

OVERALL SATISFACTION WITH THE QUALITY OF FACILITATORS

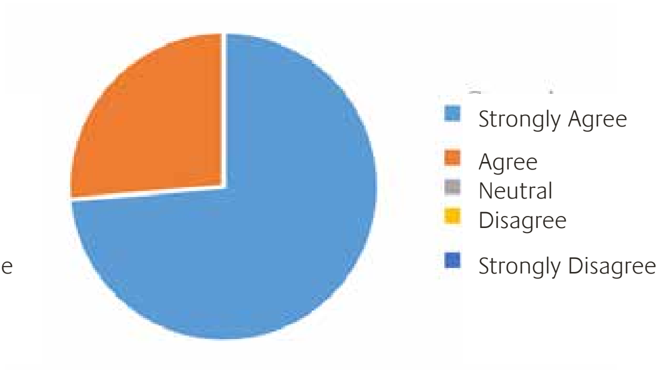
Please rate the following statements using the numerical scale from strongly agree (5) to strongly disagree (1).

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

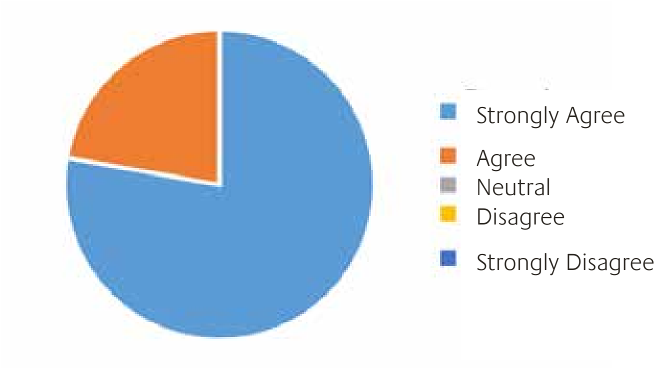
PRESENTING INFORMATION



RESPONDING TO QUESTIONS OF PARTICIPANTS



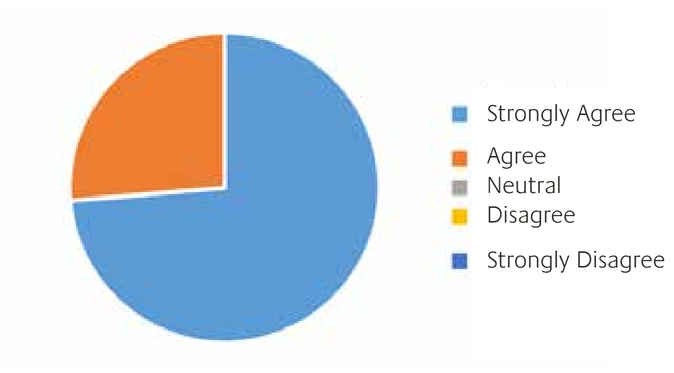
STIMULATING PARTICIPANT INVOLVEMENT



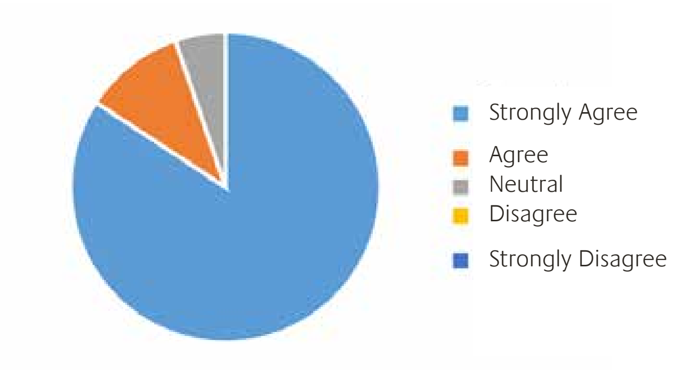
OVERALL SATISFACTION OF THE EVENT

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

OVERALL, THE WORKSHOP WAS VERY USEFUL



I WILL RECOMMEND THIS WORKSHOP TO A COLLEAGUE



Evaluation Data Analysis

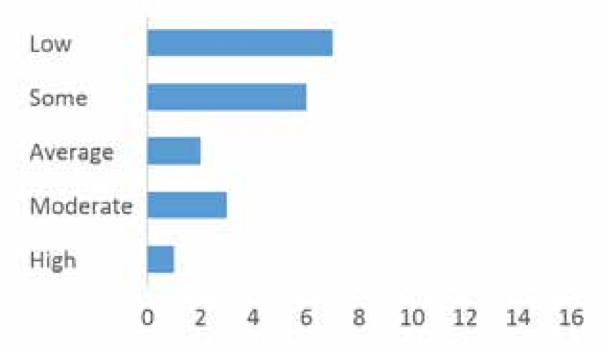
Participant Self-Assessment Questionnaire

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

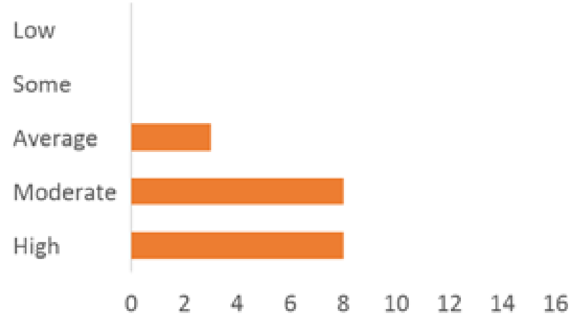
LEARNING OBJECTIVE I

Discuss the concept of social businesses.

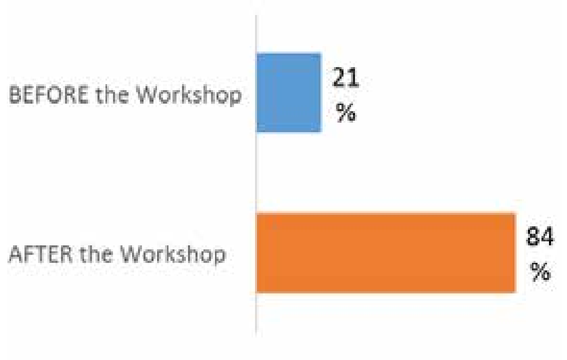
RATE YOUR SKILL BEFORE THE PROGRAMME



RATE YOUR SKILL AFTER THE PROGRAMME



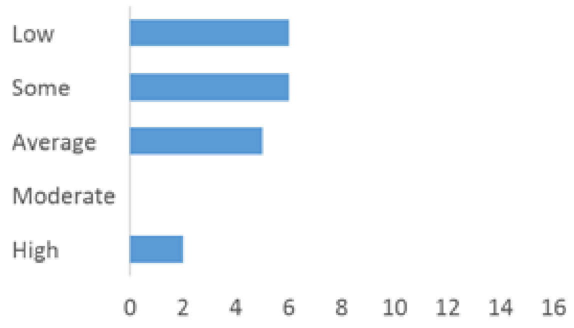
BEFORE-AFTER DIFFERENCE (MODERATE & HIGH RESPONSES)



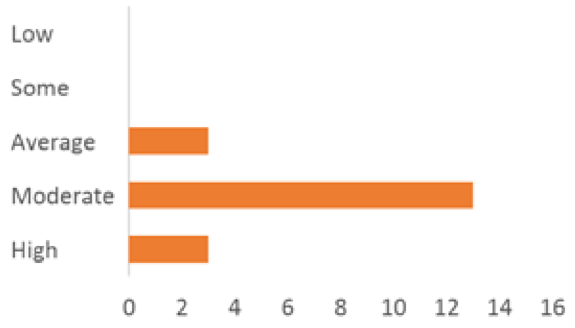
LEARNING OBJECTIVE II

Outline means of nurturing entrepreneurship.

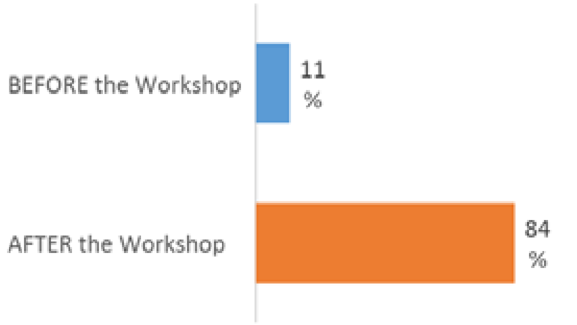
RATE YOUR SKILL BEFORE THE PROGRAMME



RATE YOUR SKILL AFTER THE PROGRAMME



BEFORE-AFTER DIFFERENCE (MODERATE & HIGH RESPONSES)

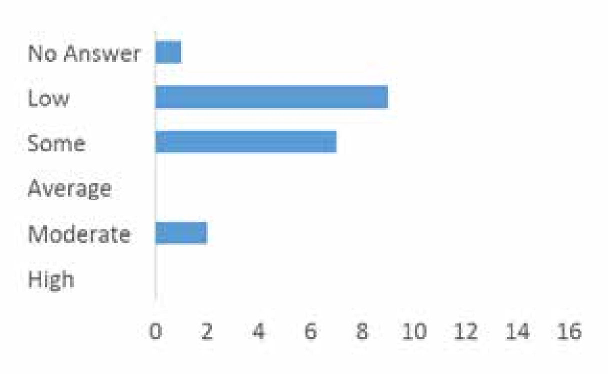


Evaluation Data Analysis

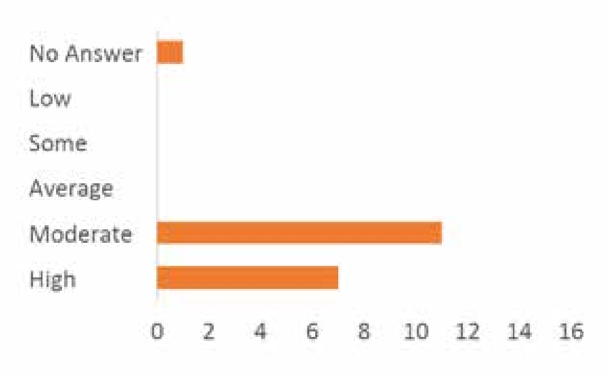
LEARNING OBJECTIVE III

Review the key elements of an Environmental Analysis.

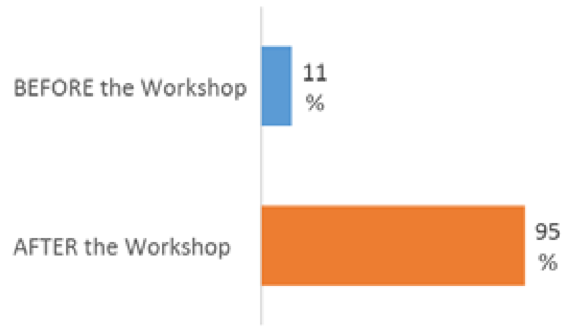
RATE YOUR SKILL BEFORE THE PROGRAMME



RATE YOUR SKILL AFTER THE PROGRAMME



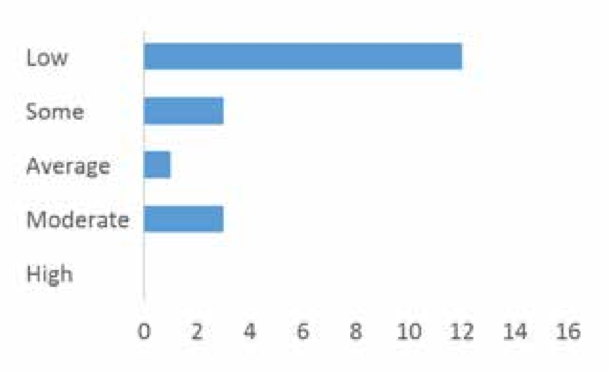
BEFORE-AFTER DIFFERENCE (MODERATE & HIGH RESPONSES)



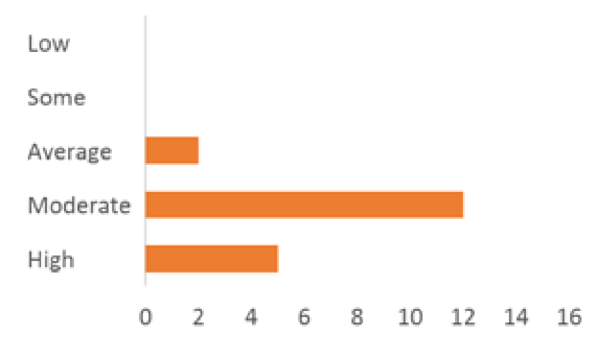
LEARNING OBJECTIVE IV

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

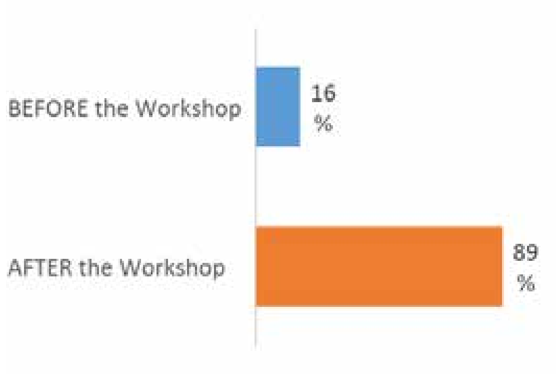
RATE YOUR SKILL BEFORE THE PROGRAMME



RATE YOUR SKILL AFTER THE PROGRAMME



BEFORE-AFTER DIFFERENCE (MODERATE & HIGH RESPONSES)

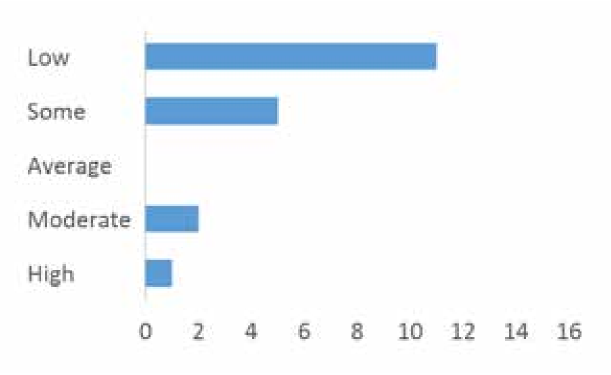


Evaluation Data Analysis

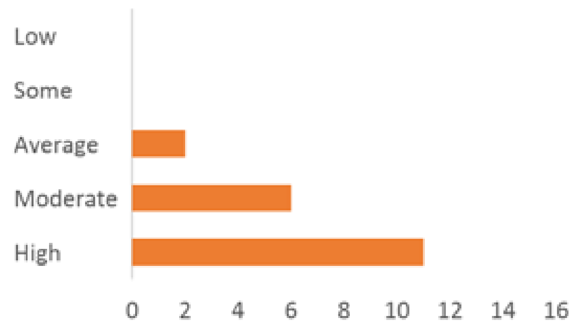
LEARNING OBJECTIVE V

Classify the three types of Organizational Needs Assessment.

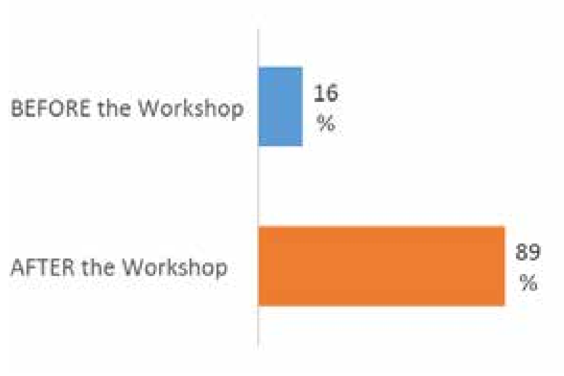
RATE YOUR SKILL BEFORE THE PROGRAMME



RATE YOUR SKILL AFTER THE PROGRAMME



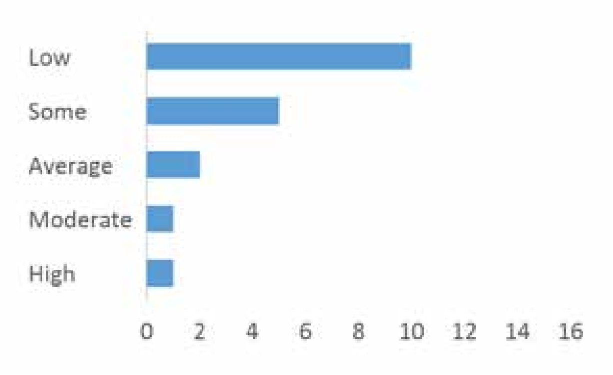
BEFORE-AFTER DIFFERENCE (MODERATE & HIGH RESPONSES)



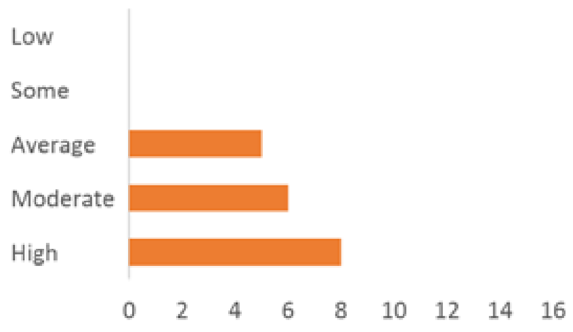
LEARNING OBJECTIVE VI

Outline the stages of an Organizational Needs Assessment.

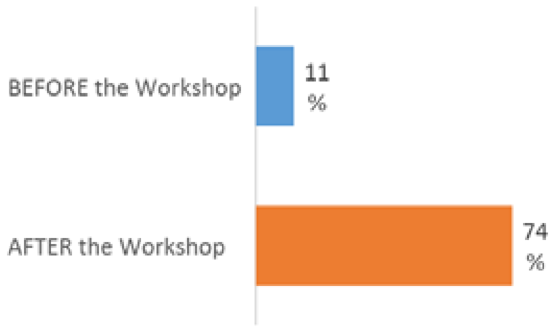
RATE YOUR SKILL BEFORE THE PROGRAMME



RATE YOUR SKILL AFTER THE PROGRAMME



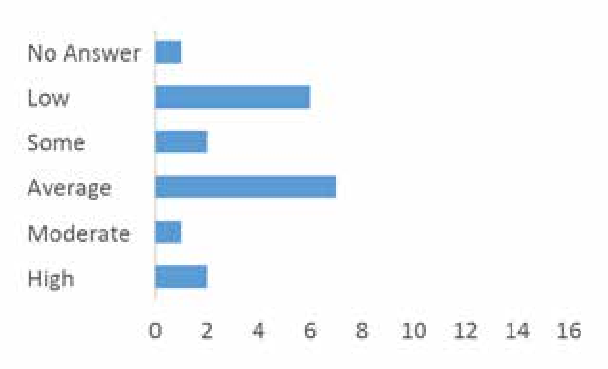
BEFORE-AFTER DIFFERENCE (MODERATE & HIGH RESPONSES)



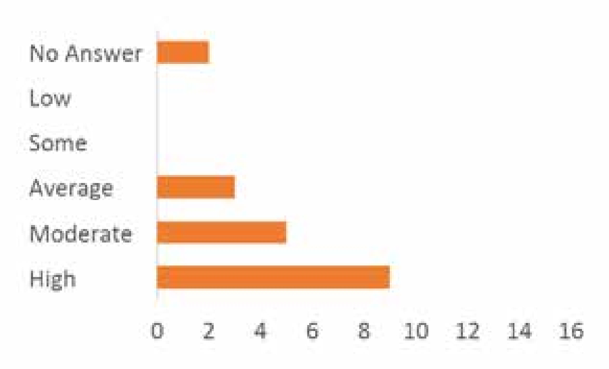
Evaluation Data Analysis

LEARNING OBJECTIVE VII

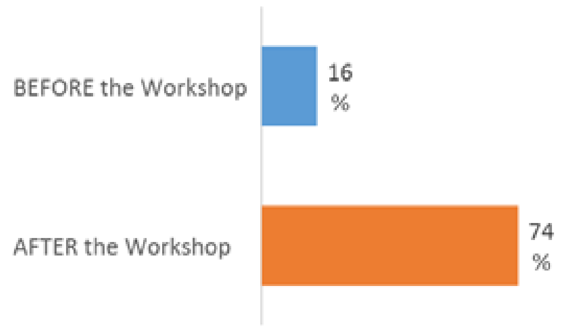
Restate the advantages and disadvantages of data collection methods.



RATE YOUR SKILL BEFORE THE PROGRAMME



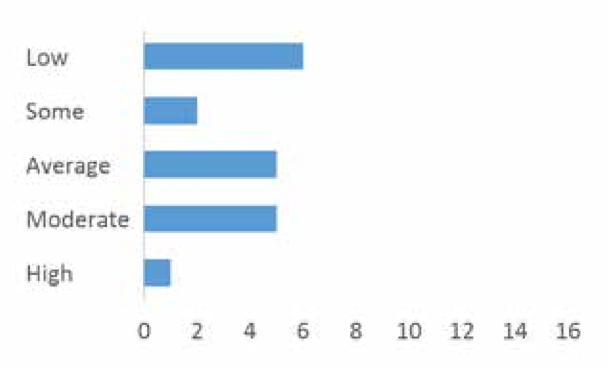
RATE YOUR SKILL AFTER THE PROGRAMME



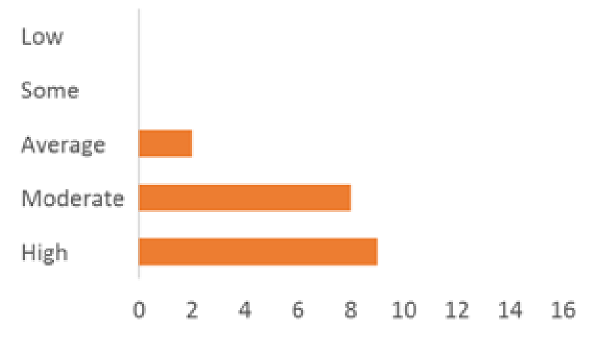
BEFORE-AFTER DIFFERENCE (MODERATE & HIGH RESPONSES)

LEARNING OBJECTIVE VIII

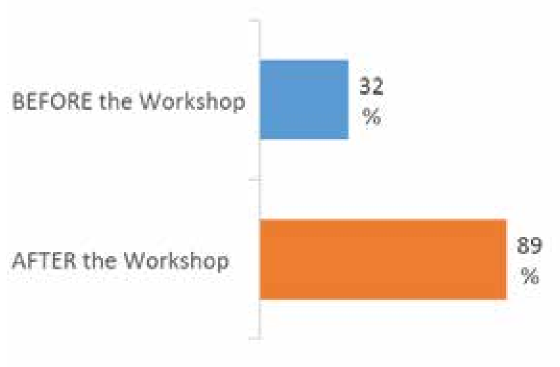
Describe the process of data analysis.



RATE YOUR SKILL BEFORE THE PROGRAMME



RATE YOUR SKILL AFTER THE PROGRAMME



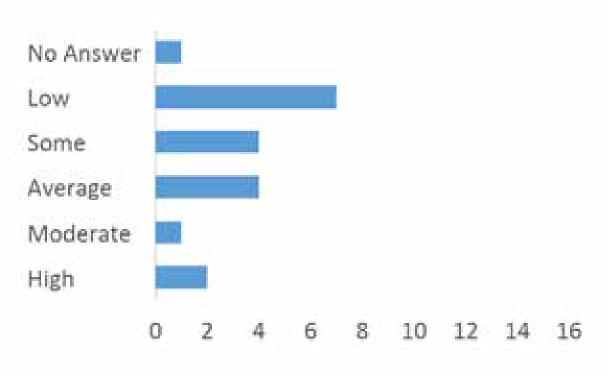
BEFORE-AFTER DIFFERENCE (MODERATE & HIGH RESPONSES)

Evaluation Data Analysis

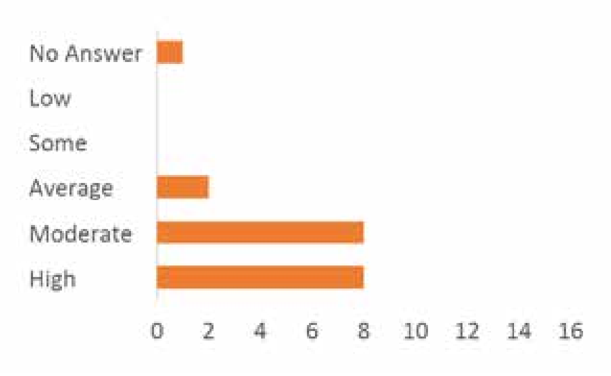
LEARNING OBJECTIVE IX

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

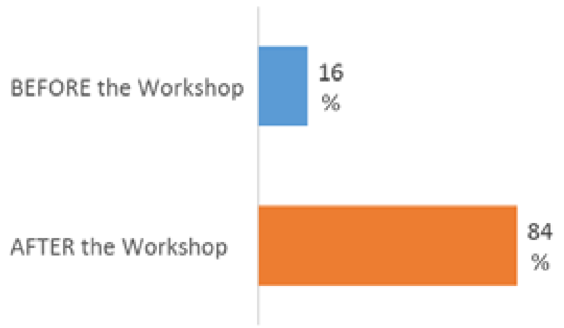
RATE YOUR SKILL BEFORE THE PROGRAMME



RATE YOUR SKILL AFTER THE PROGRAMME



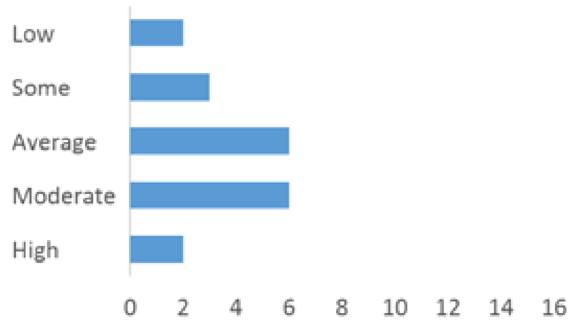
BEFORE-AFTER DIFFERENCE (MODERATE & HIGH RESPONSES)



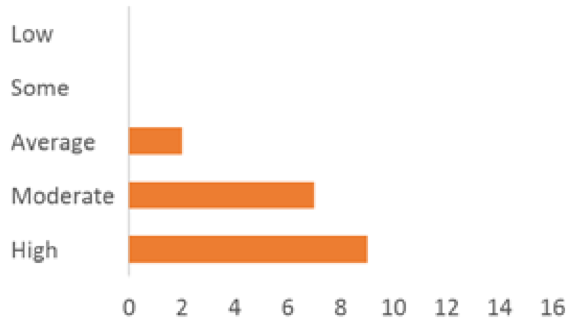
LEARNING OBJECTIVE X

Recognise effective communication skills.

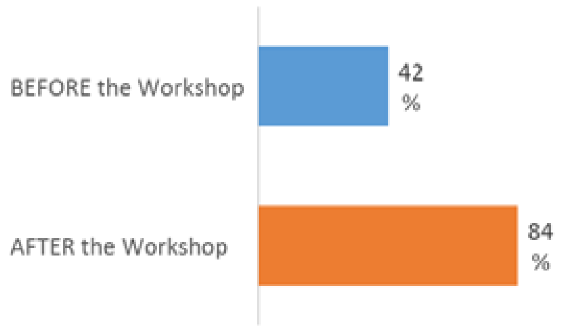
RATE YOUR SKILL BEFORE THE PROGRAMME



RATE YOUR SKILL AFTER THE PROGRAMME



BEFORE-AFTER DIFFERENCE (MODERATE & HIGH RESPONSES)

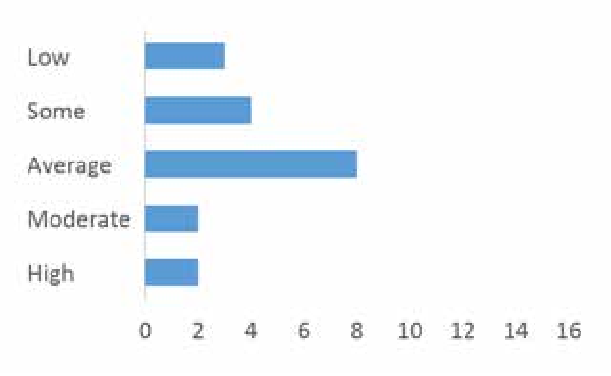


Evaluation Data Analysis

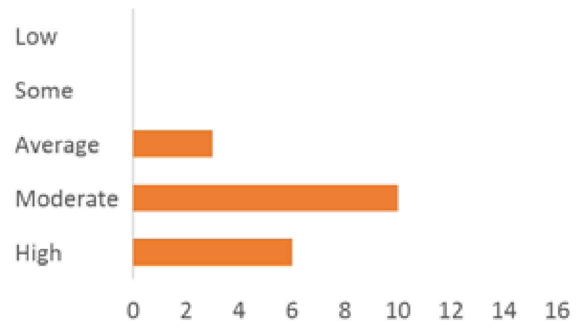
LEARNING OBJECTIVE XI

Apply knowledge of individual workstyles to their own practices.

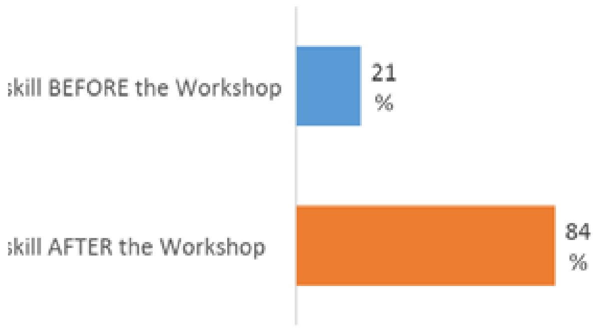
RATE YOUR SKILL BEFORE THE PROGRAMME



RATE YOUR SKILL AFTER THE PROGRAMME



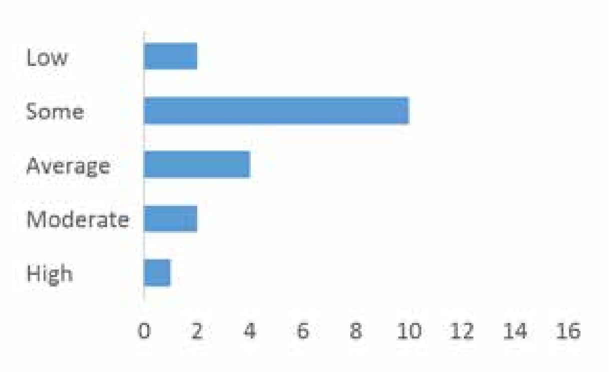
BEFORE-AFTER DIFFERENCE (MODERATE & HIGH RESPONSES)



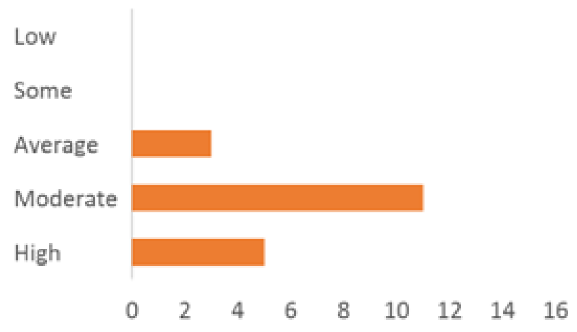
LEARNING OBJECTIVE XII

Discuss the development of effective problem statements.

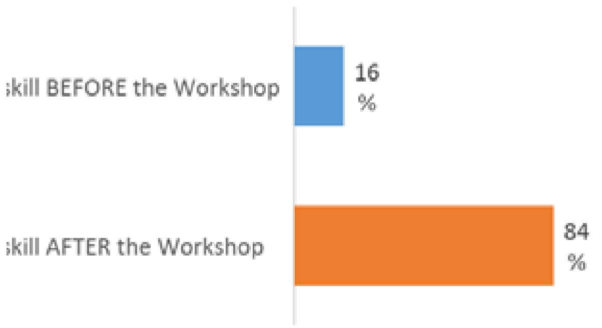
RATE YOUR SKILL BEFORE THE PROGRAMME



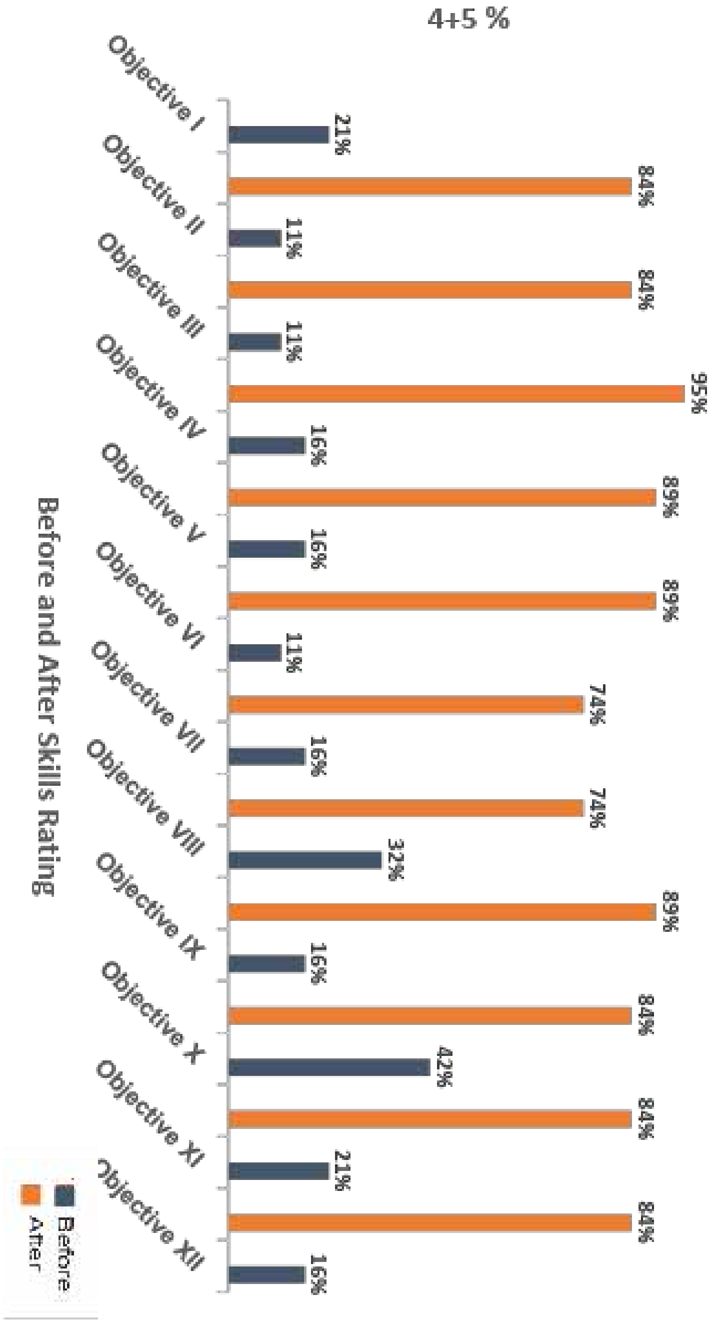
RATE YOUR SKILL AFTER THE PROGRAMME



BEFORE-AFTER DIFFERENCE (MODERATE & HIGH RESPONSES)



Evaluation Data Analysis



Before and After Skills Rating

OVERALL INDIVIDUAL SKILLS RATING BEFORE AND AFTER THE TRAINING

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

Agenda for Workshop I

6 - 12 DECEMBER 2017 | ISTANBUL, TURKEY

	Wednesday 6 December	Thursday 7 December	Friday 8 December	Saturday 9 December	Sunday 10 December	Monday 11 December	Tuesday 12 December
09:00 - 09:30	**Flight N: TK 803** **09:05** **Departure from BAGHDAD (BGW)** **12:20** **Arrival at ISTANBUL (IST)** **NOTES:** **Please be prepared and give yourself at least 3 Hours prior to the departure. We advise you to be at Baghdad airport by 6:30am** **Upon arrival, Hotel shuttle bus will pick up you**		**09:00 - 09:30** **After Action Review**	**09:00 - 09:30** **After Action Review**	**09:00 - 09:30** **After Action Review**	**09:00 - 09:30** **After Action Review**	**Flight N: TK 302** **11:15** **Departure from ISTANBUL (IST)** **14:10** **Arrival at BAGHDAD (BGW)** **NOTES:** **Please be prepared and give yourself at least 3Hours prior to the departure. We advise you to be at Istanbul airport by 8:30 am** **Hotel shuttle bus will drop you to the airport**
09:30 - 10:00		**09:30 - 11:00** Introduction Agenda Objectives Setting Expectations setting Engagement Activities	**09:30 - 11:00** Session Three Organisational Needs Assessment (ONA) and Environmental Analysis (Coach: TBC)	**09:30 - 11:00** Session Six ONA: Stages and Champions (Coach: TBC)	**09:30 - 11:00** Session Nine ONA: Identifying and Integrating Stakeholders (Coach: TBC)	**09:30 - 11:00** Session Twelve Disc Test:	
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 - 11:30** **Tea Break**	
11:30 - 12:00		**11:30 - 13:00** Session One Entrepreneurship: An introduction	**11:30 - 13:00** Session Four ONA: Organizations as "Open Socio-techical Systems" (Coach: TBC)	**11:30 - 13:00** Session Seven ONA: Gathering Data and Asking Good Questions (Coach: TBC)	**11:30 - 13:00** Session Ten ONA: Effective Communication	**11:30 - 13:00** Session Thirteen Disc Test: Leadership of the Self	
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** Session Two Entrepreneurship: The Iraqi Perspective (Presented by Coaches)	**14:00 - 15:30** Session Five ONA: Three Types of Organizational Needs Assessment (Coach: TBC)	**14:00 - 15:30** Session Eight ONA: Data Analysis and Reporting (Coach: TBC)	**14:00 - 15:30** Session Eleven ONA: Problem Statements	**Free Time**	
14:30 - 15:00							
15:00 - 15:30							
15:30 - 16:00		**15:30 - 17:00** **Mentoring Session**	**15:30 - 17:00** **Mentoring Session**	**15:30 - 17:00** **Mentoring Session**	**15:30 - 17:00** Coaches-led Session **Fellowship Journey**		
16:00 - 16:30							
16:30 - 17:00							
17:00 - 17:30							

Workshop II

31 JANUARY – 10 FEBRUARY 2018 | HIROSHIMA AND TOKYO, JAPAN

Workshop II, attended by 20 Fellows and five Coaches, took place in Tokyo and Hiroshima, Japan, between 4 – 12 Workshop II, attended by 24 Fellows and three Resource Persons, took place in Hiroshima, Japan, between 31 January – 10 February 2018. The Workshop allowed Fellows to gain an in-depth understanding of high-level business planning, entrepreneurship, project development and implementation planning while working to contextualise the training received for the realities of Iraq. Fellows also examined in detail the results framework to refine their own individual projects to address the needs of their organisations, while enhancing their understanding of the obstacles and opportunities in the organisational development and change process.

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 10 modules.

Learning Objectives

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

- State the elements required for effective business planning;
- Outline methodologies for assessing opportunity in business planning;
- Discuss customer acquisition processes;
- Outline scoping mechanisms in project management;
- 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.

MODULE I: HIROSHIMA'S PATH TO RECONSTRUCTION

Module I introduced Fellows to the atomic-bombing of Hiroshima on 6 August 1945; the bombing completed devastated the entire city. It took years of hard work and sacrifice to make the transition and identity shift from a "military capital" to a "city of peace." Fellows also learned about:

- Challenges faced by the local government to rebuild the city from scratch;
- Post-war reconstruction plan – short-term plan and long-term plan;
- Enactment of Hiroshima Peace Memorial City Construction Law in 1949, and the construction of Peace Memorial Park and Museum in 1955;
- Rebuilding the industrial economy and its relationship with Korean War.

MODULE II: 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. Building on the presentations and discussions of the previous session, Fellows worked on taking the findings of their Needs Assessment and developing effective project development and implementation plans. By the end of this module, Fellows 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.

MODULE III: 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 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 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. S.M.A.R.T. stands for Specific, Measurable, Achievable, Relevant, and Time-dependent.

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.

MODULE IV: IMPACTS AND OUTCOMES

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 constructive feedback and input. Impacts and Outcomes provide a framework for project proposal documents, which aids in developing buy-in from stakeholders and decision makers.

MODULE V: 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 SMART indicators.

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Outputs are projects goods, services, or products which contribute to the achievement of Outcomes. Being able to effectively identify and develop Outputs and indicators will allow for more scoped project documents, as well as allowing for Activities, Tasks, and role allocation to be more targeted. During the exercise module Fellows were asked to review their individual Impact Statements; develop two Outcomes using S.M.A.R.T. Performance Indicator. Outputs represent the last time in the process whereby an organisation or individual has complete control.

MODULE VI: ACTIVITIES AND INPUTS

The Module VI 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.

MODULE VII: 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 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 issues and 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 Iraq.

AFTER-ACTION REVIEW

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.

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Evaluation Data

The evaluation data gathered at the end of Workshop II showed that 89% of respondents "agreed" or "strongly agreed" that they will likely to use the information in Workshop II, with 79% indicating that the content of Workshop II was relevant to their jobs. Prior to the workshop, only 5% of participants felt that they possessed a "moderate" to "high ability" to "Prepare Outcome Statements for Project Plans," while 95% of respondents felt that they had gained a high understanding of such by the end of the workshop. Similarly, with regard to "Restate the Key Processes of the Results Chain", those indicating that they had a "moderately high" to "high" understanding grew from 11% of total respondents to 95% by the end of the workshop.

With regard to the methodology utilized in Workshop II, including presentations, study visits and practical exercises, 100% of respondents indicated that they "agreed" or "strongly agreed" that it was useful. Similarly, the trainers and facilitators of the programme were seen as effective at presenting information, by 100% of respondents. Overall, the responses received were significantly positive. October 2017. The Workshop allowed Fellows to gain an in-depth understanding of project development and implementation planning while working to contextualise the training received for the realities of South Sudan through the eight modules delivered.

A FELLOW'S COMMENT: RANYA BAKR

One of the Fellows who participated in Workshop II, Ranya Bakr, said, "I am passionate about architecture because I believe buildings tell a story. France would not be France without the Eiffel Tower and Syndney would not be Sydney wihout Sydney Opera House. I believe that creating landmarks is more important than creating paintings because buildings act as memories that we leave for our next generations [sic]. For instance, in the case of Hiroshima, the city dedcided to keep the Atomic Bomb Dome as a reminder of one of the most horrible disasters in human history. Simply through its existence, the Dome tells people that the city has [been] revived and prospered, but that they should never forget the horrors of war and the struggles of previous generations. I believe that is very applicable to Iraq. "

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

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

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

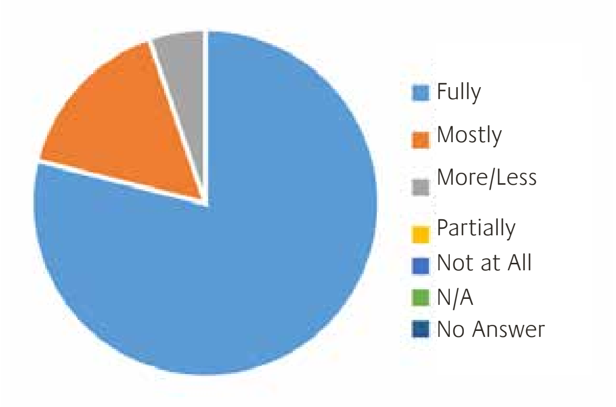
- Pre-Event Information
- Learning Objectives
- Value, Relevance, and Intent to Use
- Methodology
- Satisfaction with the Quality of Facilitators
- Applicability of After-Action Review and Practical Exercises
- Overall Satisfaction of the Event

Evaluation Data Analysis

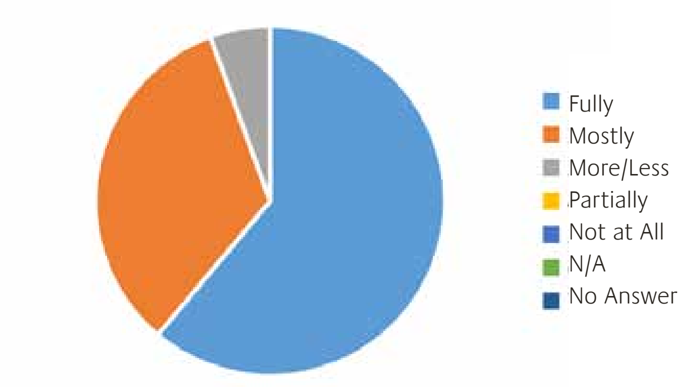
Pre-event Information

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

USEFUL (IN TERMS OF MAKING AN INFORMED DECISION)



ACCURATE (IN TERMS OF MATCHING WHAT TOOK PLACE)



Evaluation Data Analysis

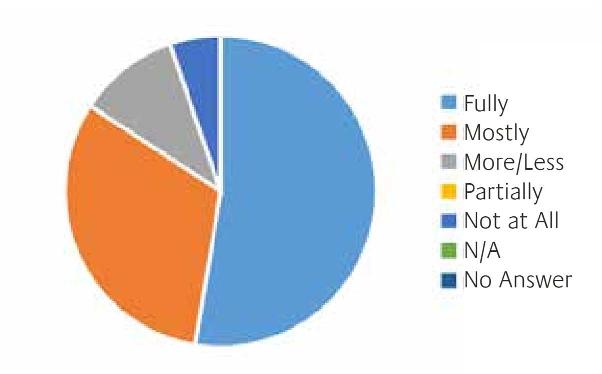
Learning Objectives

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

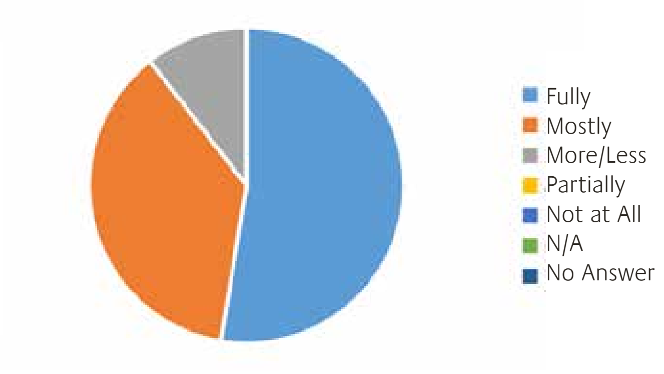
LEARNING OBJECTIVE I

Restate the key processes of the Results Chain.

RELEVANCE OF THE OBJECTIVE TO YOUR LEARNING NEEDS



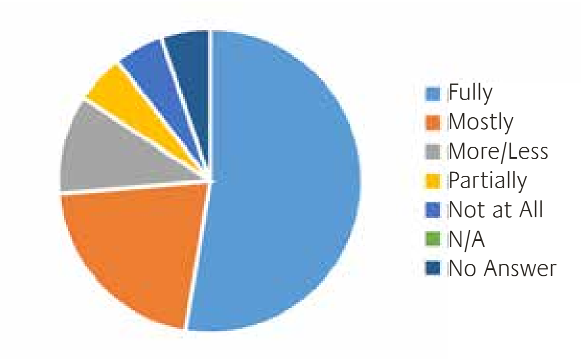
EXTENT TO WHICH YOU MET THE LEARNING OBJECTIVE



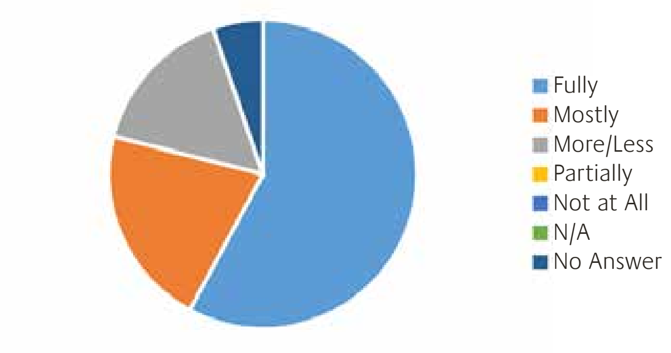
LEARNING OBJECTIVE II

Prepare Impact Statements.

RELEVANCE OF THE OBJECTIVE TO YOUR LEARNING NEEDS



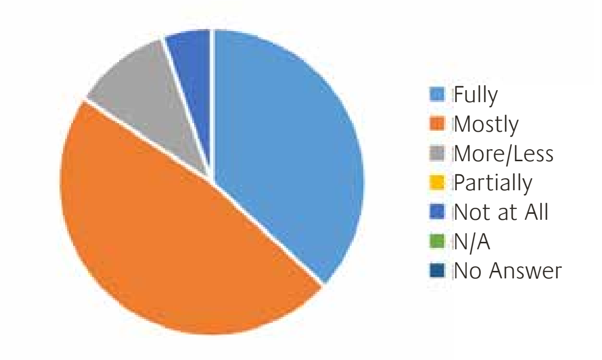
EXTENT TO WHICH YOU MET THE LEARNING OBJECTIVE



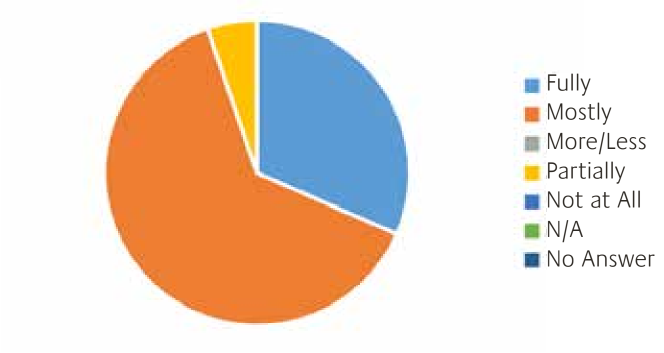
LEARNING OBJECTIVE III

Illustrate the processes required for developing Effective Outcomes.

RELEVANCE OF THE OBJECTIVE TO YOUR LEARNING NEEDS



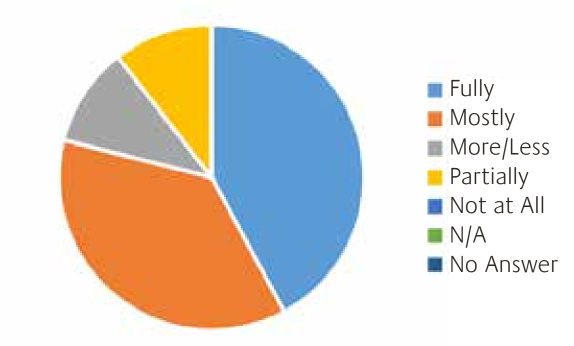
EXTENT TO WHICH YOU MET THE LEARNING OBJECTIVE



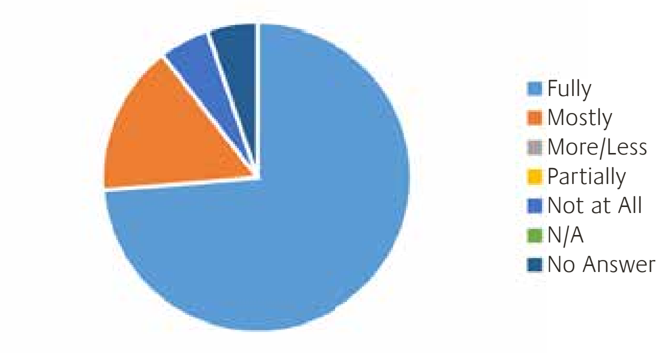
LEARNING OBJECTIVE IV

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

RELEVANCE OF THE OBJECTIVE TO YOUR LEARNING NEEDS



EXTENT TO WHICH YOU MET THE LEARNING OBJECTIVE

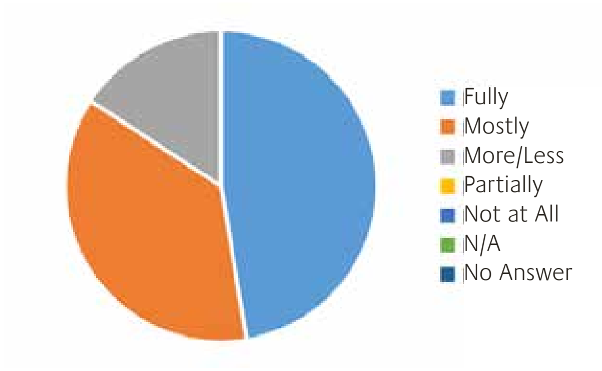


Evaluation Data Analysis

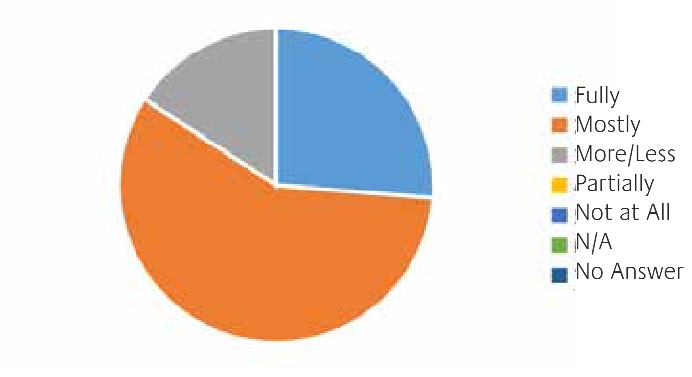
LEARNING OBJECTIVE V

Prepare Outcome Statements for Project Plans.

RELEVANCE OF THE OBJECTIVE TO YOUR LEARNING NEEDS



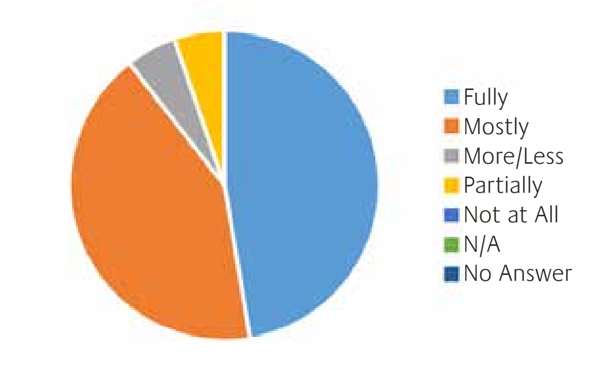
EXTENT TO WHICH YOU MET THE LEARNING OBJECTIVE



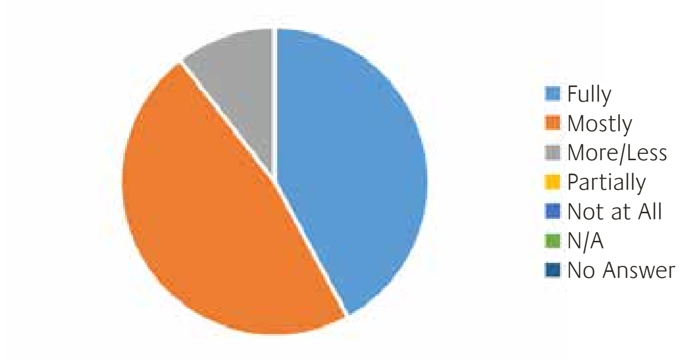
LEARNING OBJECTIVE VI

Define Activities within project planning.

RELEVANCE OF THE OBJECTIVE TO YOUR LEARNING NEEDS



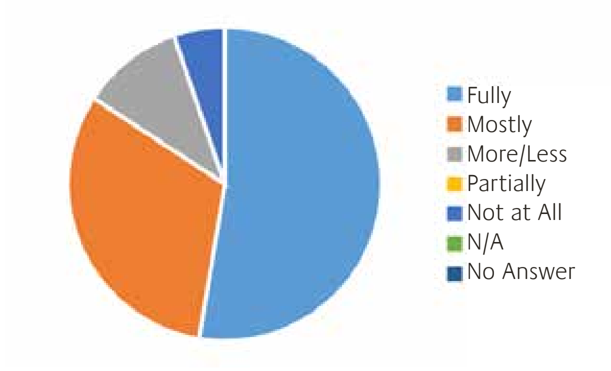
EXTENT TO WHICH YOU MET THE LEARNING OBJECTIVE



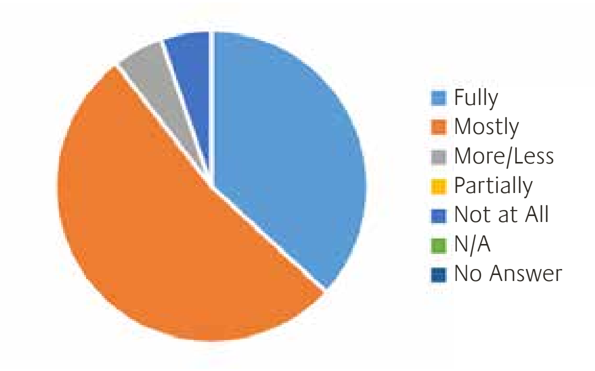
LEARNING OBJECTIVE VII

Illustrate the development of effective indicators.

RELEVANCE OF THE OBJECTIVE TO YOUR LEARNING NEEDS



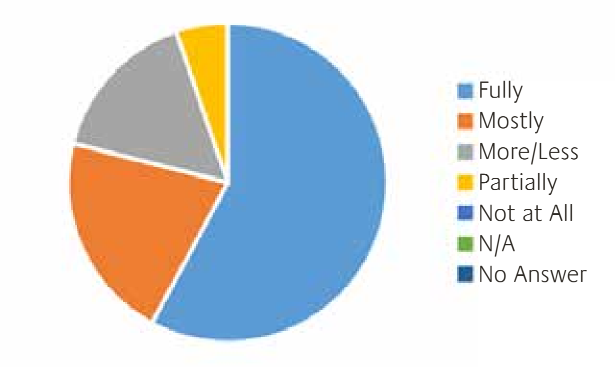
EXTENT TO WHICH YOU MET THE LEARNING OBJECTIVE



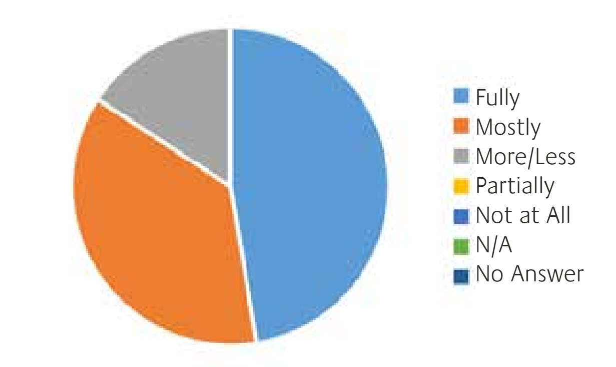
LEARNING OBJECTIVE VIII

Describe the importance of task assignment in project planning.

RELEVANCE OF THE OBJECTIVE TO YOUR LEARNING NEEDS



EXTENT TO WHICH YOU MET THE LEARNING OBJECTIVE

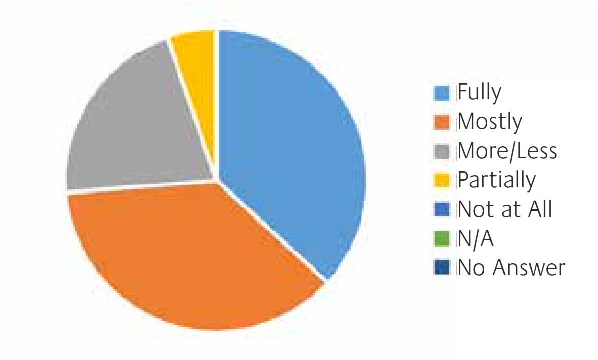


Evaluation Data Analysis

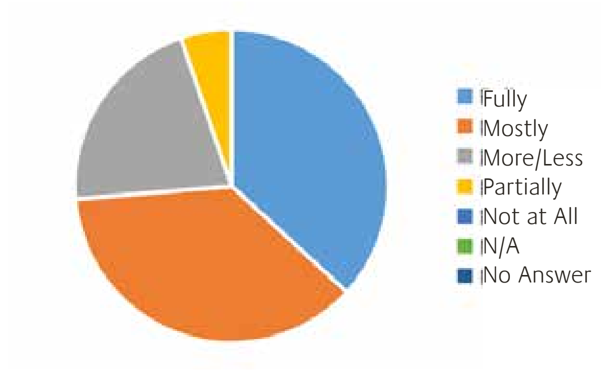
LEARNING OBJECTIVE IX

Discuss the definition and development of Outputs in project planning.

RELEVANCE OF THE OBJECTIVE TO YOUR LEARNING NEEDS



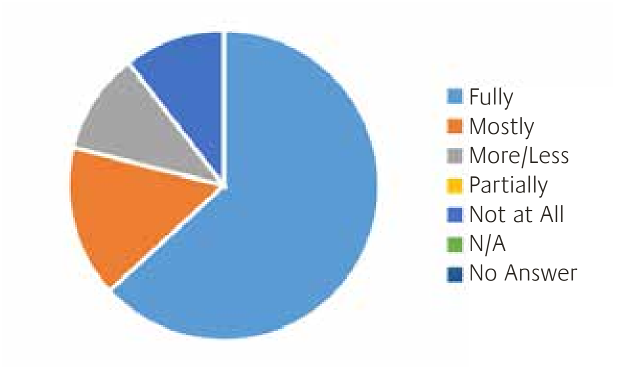
EXTENT TO WHICH YOU MET THE LEARNING OBJECTIVE



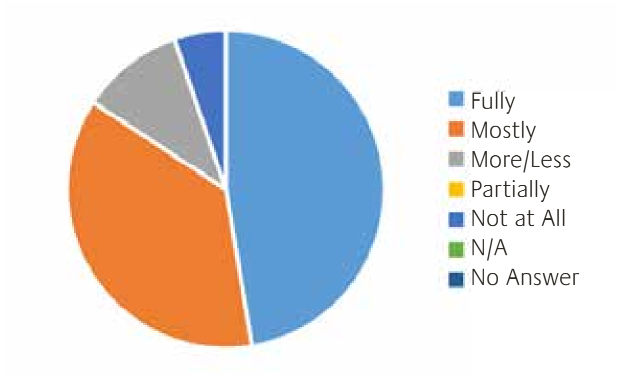
LEARNING OBJECTIVE X

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

RELEVANCE OF THE OBJECTIVE TO YOUR LEARNING NEEDS



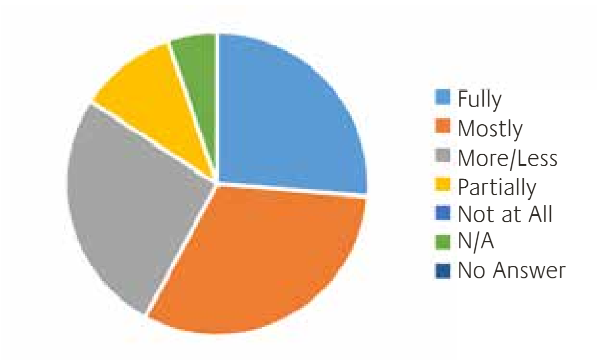
EXTENT TO WHICH YOU MET THE LEARNING OBJECTIVE



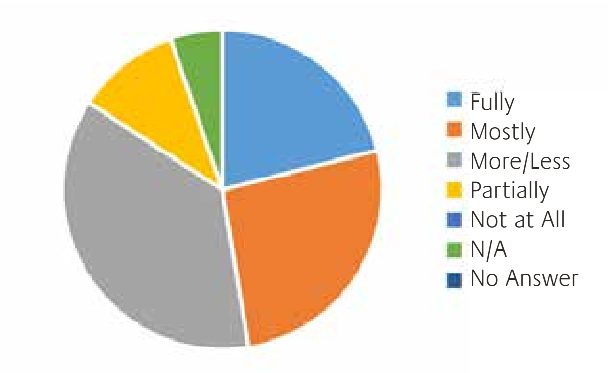
LEARNING OBJECTIVE XI

Outline the steps in developing a Business Model Canvas.

RELEVANCE OF THE OBJECTIVE TO YOUR LEARNING NEEDS



EXTENT TO WHICH YOU MET THE LEARNING OBJECTIVE

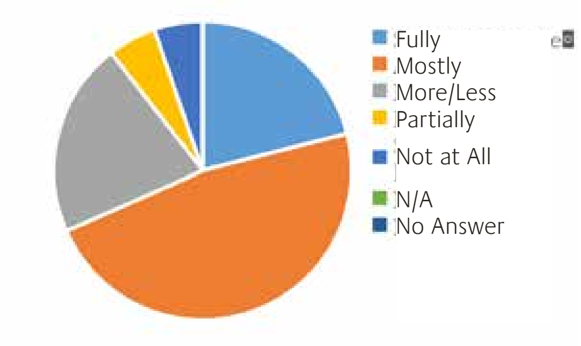


Evaluation Data Analysis

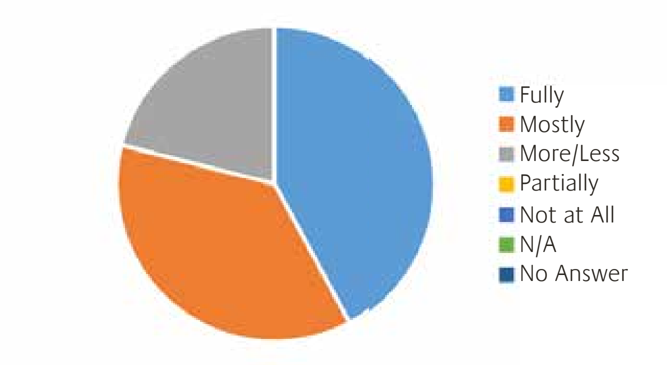
VALUE, RELEVANCE AND INTENT TO USE

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

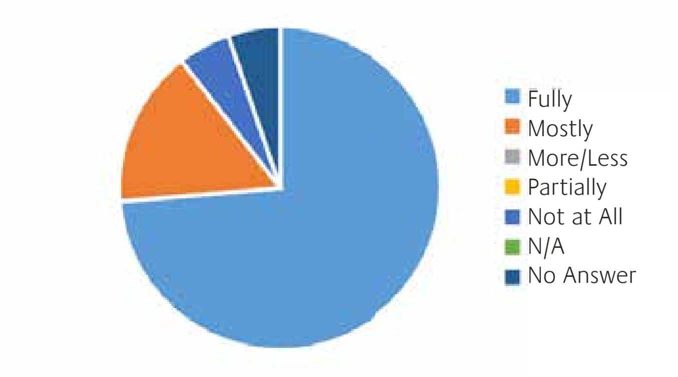
THE INFORMATION PRESENTED IN THIS WORKSHOP WAS NEW TO ME



THE CONTENT OF THE WORKSHOP WAS RELEVANT TO MY JOB



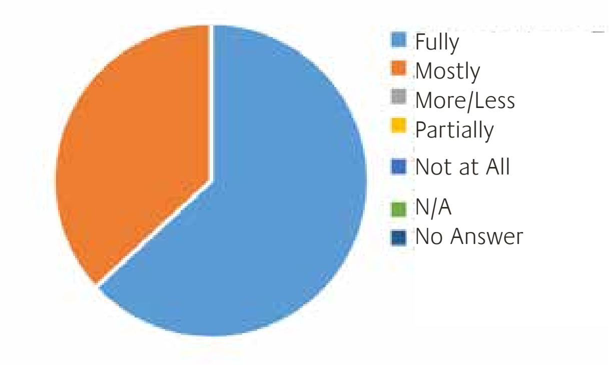
IT IS LIKELY THAT I WILL USE THE INFORMATION ACQUIRED



APPLICABILITY OF AFTER ACTION REVIEW AND PRACTICAL EXERCISES

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

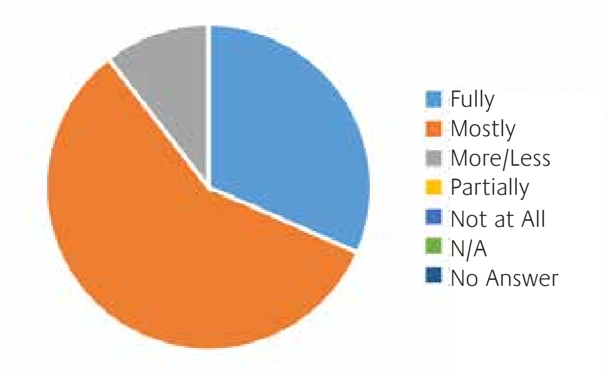
HOW USEFUL WAS (WERE) THE METHOD(S) IN HELPING YOU TO ACHIEVE THE LEARNING OBJECTIVES?



METHODOLOGY

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

THE EVENT’S METHODOLOGY WAS USEFUL GIVEN THE LEARNING OBJECTIVES



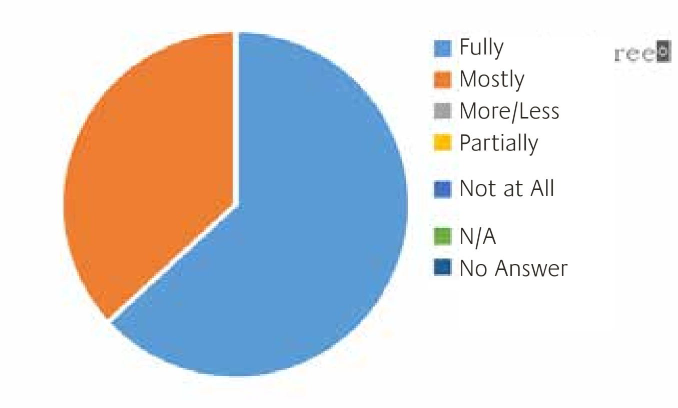
Evaluation Data Analysis

OVERALL SATISFACTION WITH THE QUALITY OF FACILITATORS

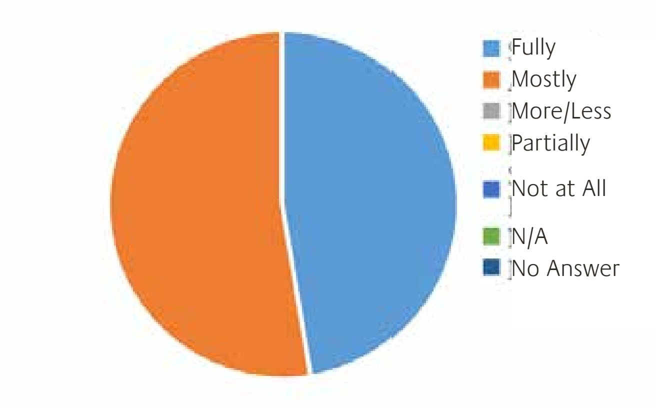
Please rate the following statements using the numerical scale from strongly agree (5) to strongly disagree (1).

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

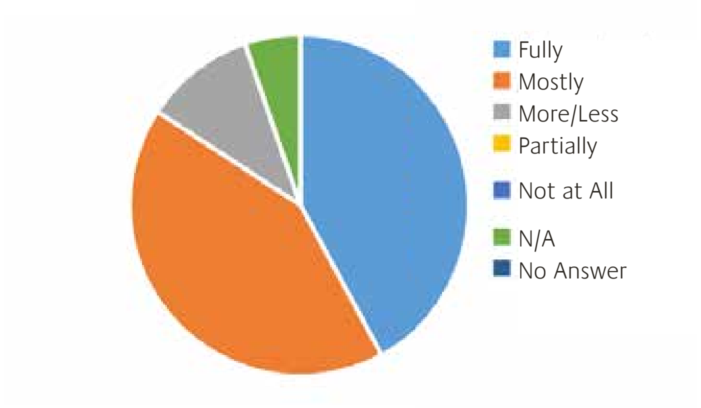
PRESENTING INFORMATION



RESPONDING TO QUESTIONS OF PARTICIPANTS



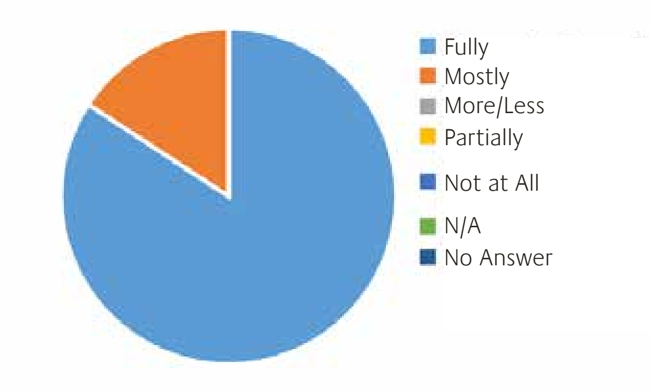
STIMULATING PARTICIPANT INVOLVEMENT



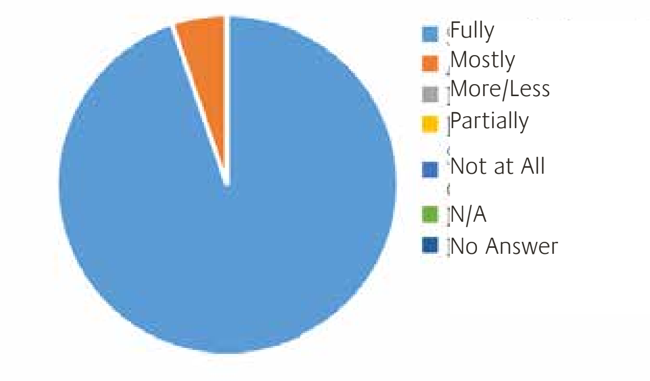
OVERALL SATISFACTION OF THE EVENT

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

OVERALL, THE WORKSHOP WAS VERY USEFUL



I WILL RECOMMEND THIS WORKSHOP TO A COLLEAGUE



Evaluation Data Analysis

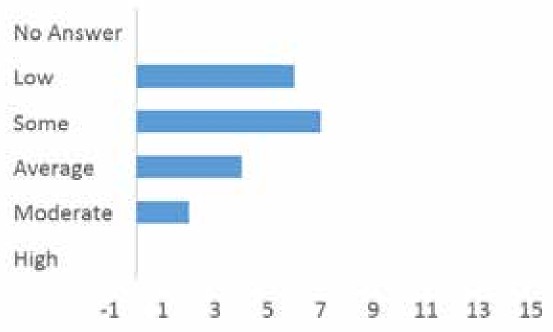
Participant Self-Assessment Questionnaire

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

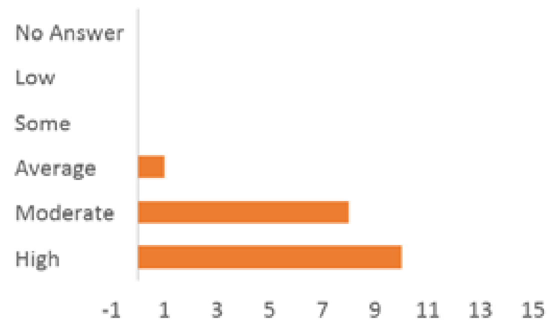
LEARNING OBJECTIVE I

Restate the key processes of the Results Chain.

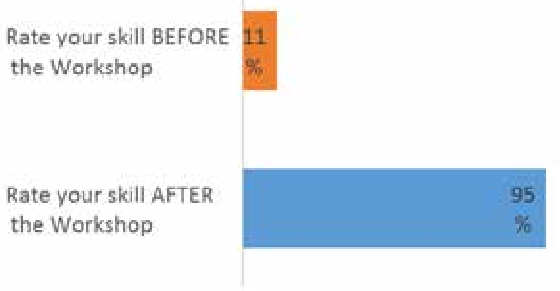
RATE YOUR SKILL BEFORE THE PROGRAMME



RATE YOUR SKILL AFTER THE PROGRAMME



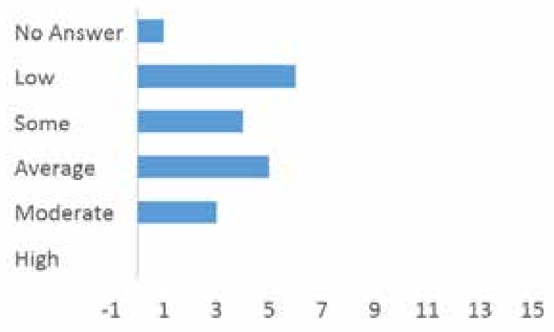
BEFORE-AFTER DIFFERENCE (MODERATE & HIGH RESPONSES)



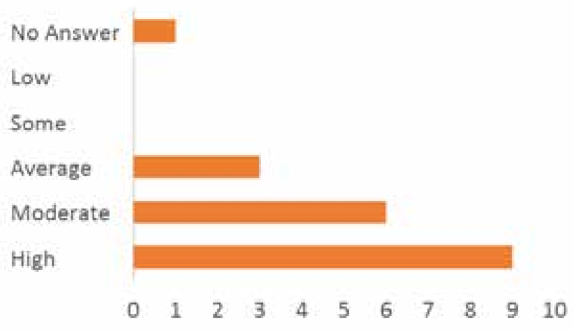
LEARNING OBJECTIVE II

Prepare Impact Statements.

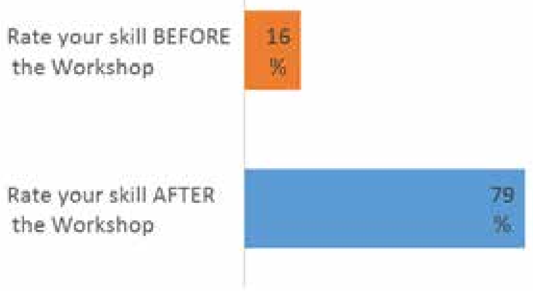
RATE YOUR SKILL BEFORE THE PROGRAMME



RATE YOUR SKILL AFTER THE PROGRAMME



BEFORE-AFTER DIFFERENCE (MODERATE & HIGH RESPONSES)

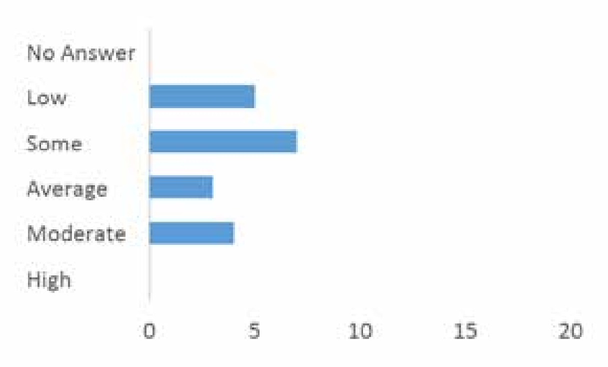


Evaluation Data Analysis

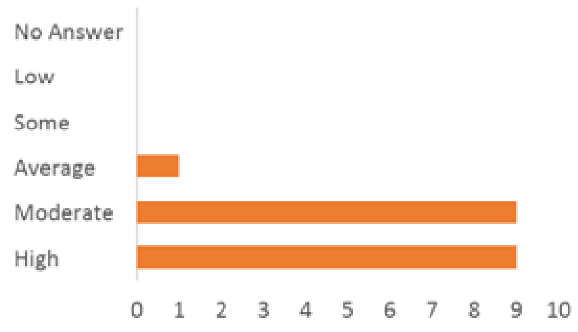
LEARNING OBJECTIVE III

Illustrate the processes required for developing Effective Outcomes.

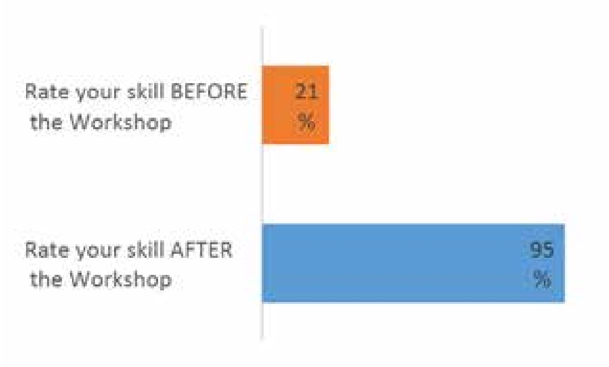
RATE YOUR SKILL BEFORE THE PROGRAMME



RATE YOUR SKILL AFTER THE PROGRAMME



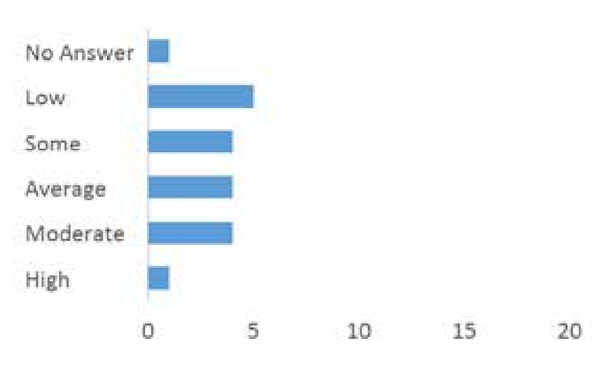
BEFORE-AFTER DIFFERENCE (MODERATE & HIGH RESPONSES)



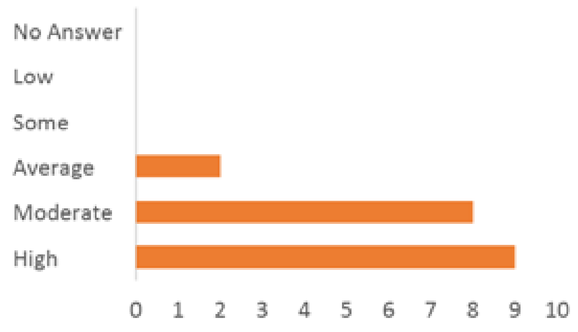
LEARNING OBJECTIVE IV

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

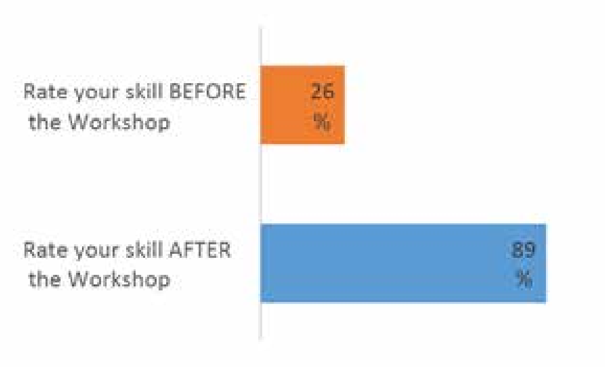
RATE YOUR SKILL BEFORE THE PROGRAMME



RATE YOUR SKILL AFTER THE PROGRAMME



BEFORE-AFTER DIFFERENCE (MODERATE & HIGH RESPONSES)

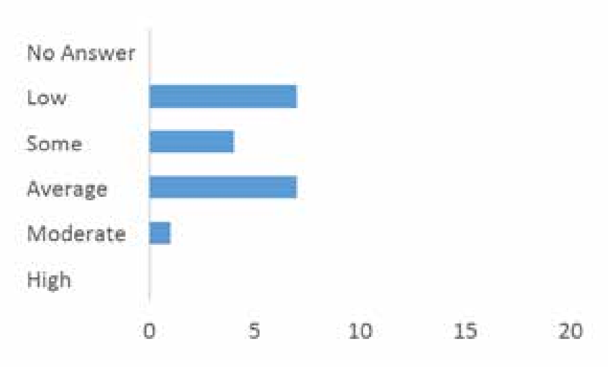


Evaluation Data Analysis

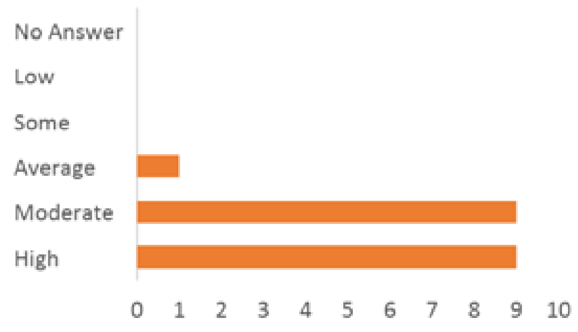
LEARNING OBJECTIVE V

Prepare Outcome Statements for Project Plans.

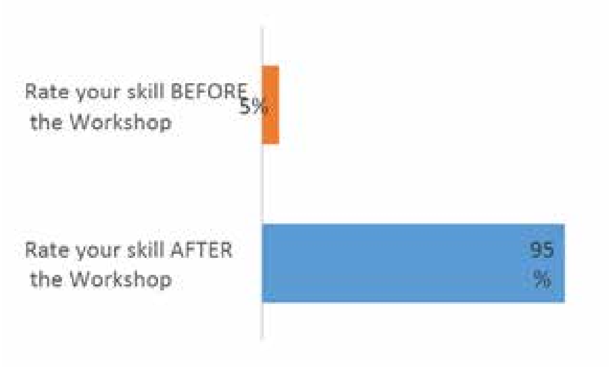
RATE YOUR SKILL BEFORE THE PROGRAMME



RATE YOUR SKILL AFTER THE PROGRAMME



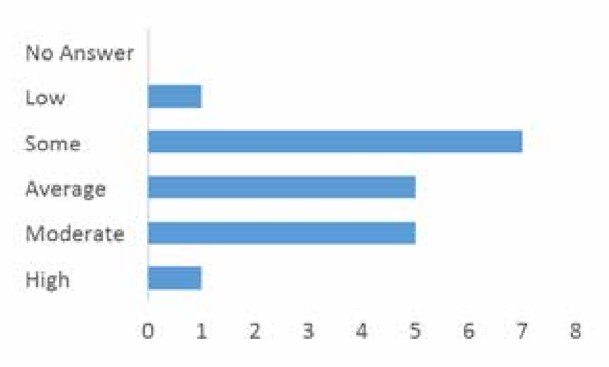
BEFORE-AFTER DIFFERENCE (MODERATE & HIGH RESPONSES)



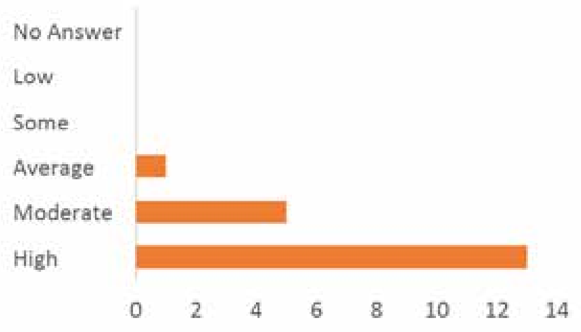
LEARNING OBJECTIVE VI

Define Activities within project planning.

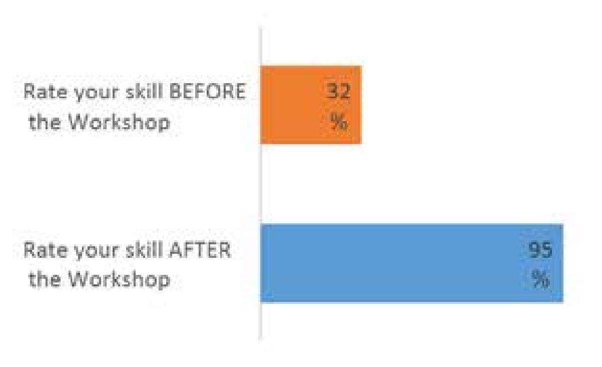
RATE YOUR SKILL BEFORE THE PROGRAMME



RATE YOUR SKILL AFTER THE PROGRAMME



BEFORE-AFTER DIFFERENCE (MODERATE & HIGH RESPONSES)

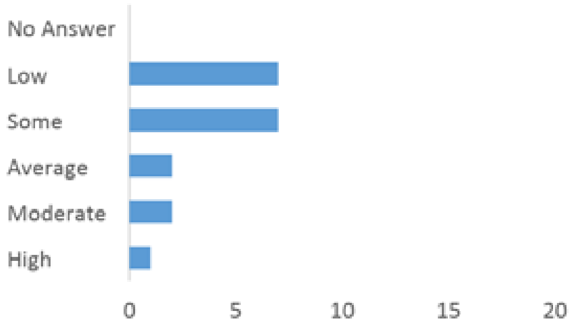


Evaluation Data Analysis

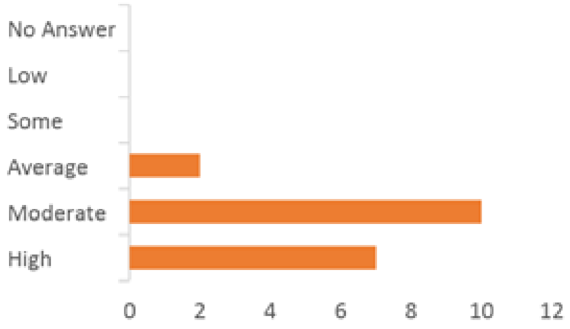
LEARNING OBJECTIVE VII

Illustrate the development of effective indicators.

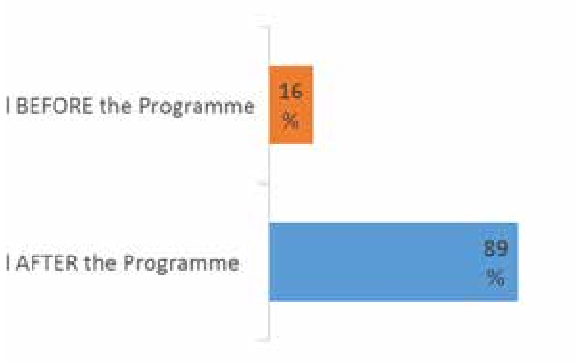
RATE YOUR SKILL BEFORE THE PROGRAMME



RATE YOUR SKILL AFTER THE PROGRAMME



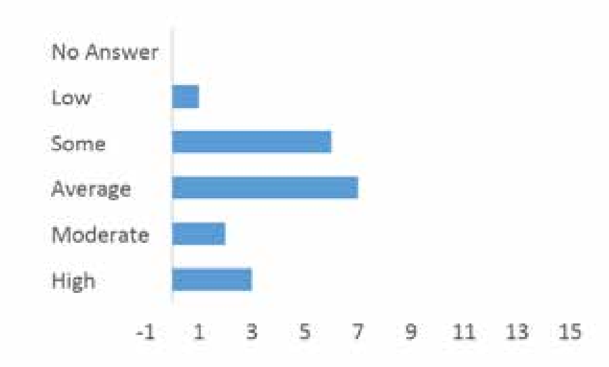
BEFORE-AFTER DIFFERENCE (MODERATE & HIGH RESPONSES)



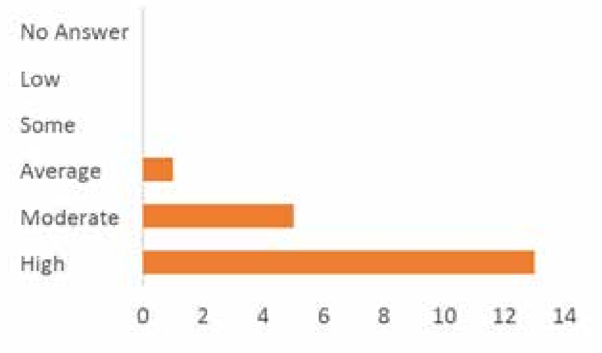
LEARNING OBJECTIVE VIII

Describe the importance of task assignment in project planning.

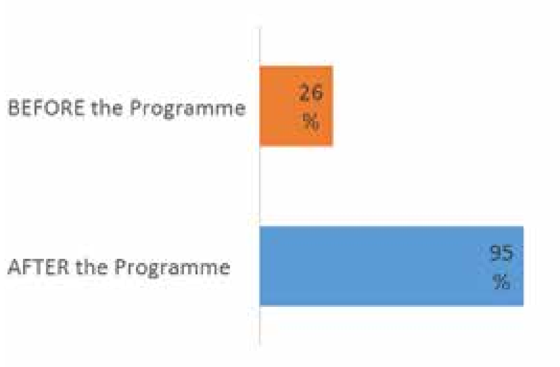
RATE YOUR SKILL BEFORE THE PROGRAMME



RATE YOUR SKILL AFTER THE PROGRAMME



BEFORE-AFTER DIFFERENCE (MODERATE & HIGH RESPONSES)

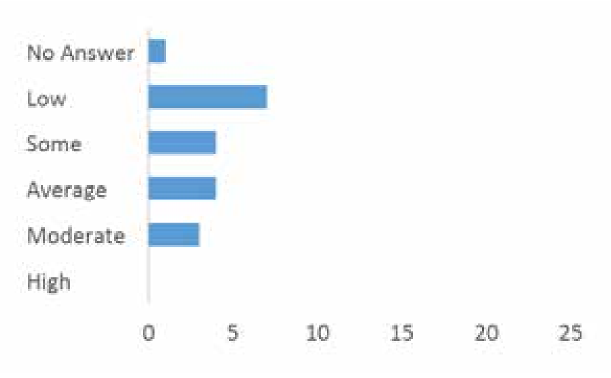


Evaluation Data Analysis

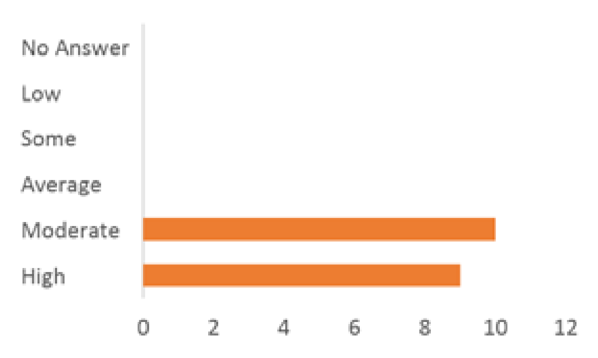
LEARNING OBJECTIVE IX

Discuss the definition and development of Outputs in project planning.

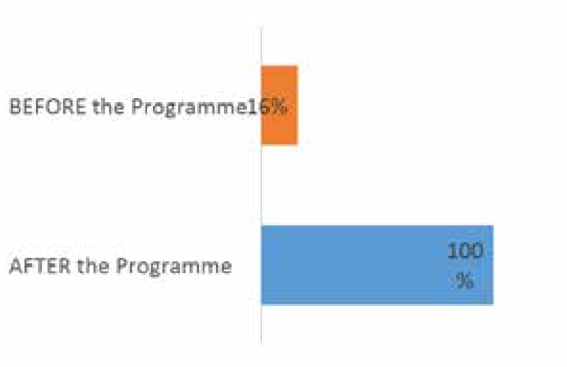
RATE YOUR SKILL BEFORE THE PROGRAMME



RATE YOUR SKILL AFTER THE PROGRAMME



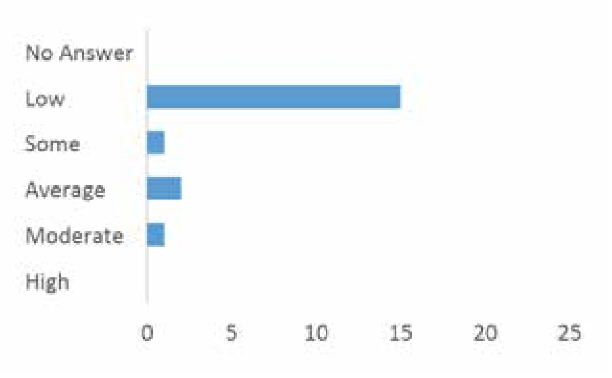
BEFORE-AFTER DIFFERENCE (MODERATE & HIGH RESPONSES)



LEARNING OBJECTIVE X

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

RATE YOUR SKILL BEFORE THE PROGRAMME



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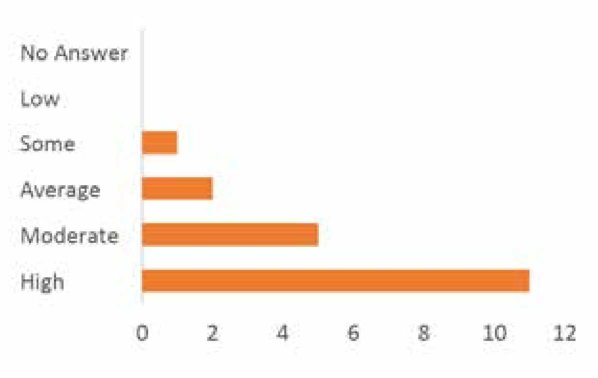
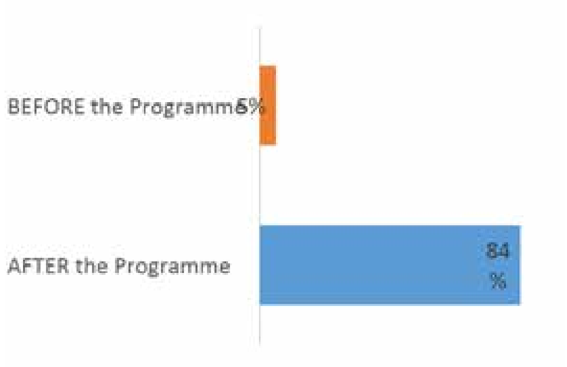


BEFORE-AFTER DIFFERENCE (MODERATE & HIGH RESPONSES)

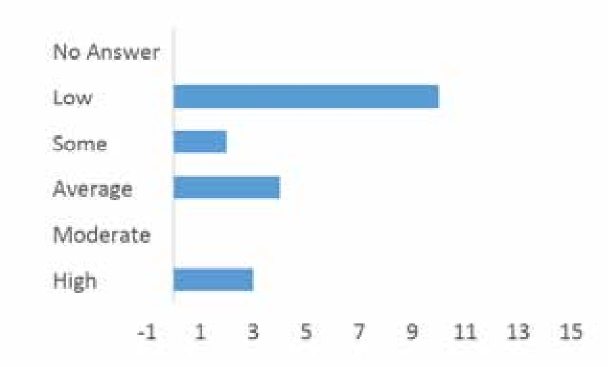


Evaluation Data Analysis

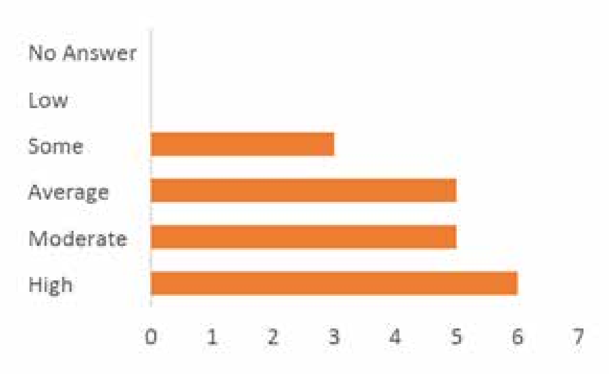
LEARNING OBJECTIVE XI

Outline the steps in developing a Business Model Canvas

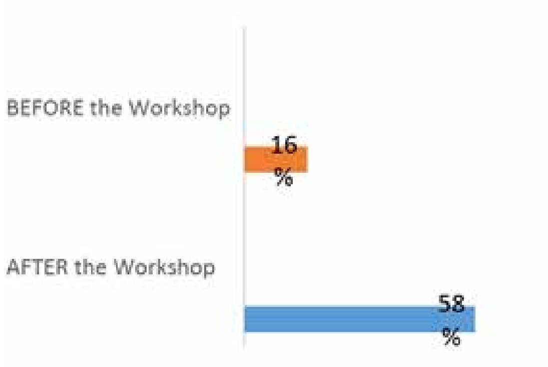
RATE YOUR SKILL BEFORE THE PROGRAMME



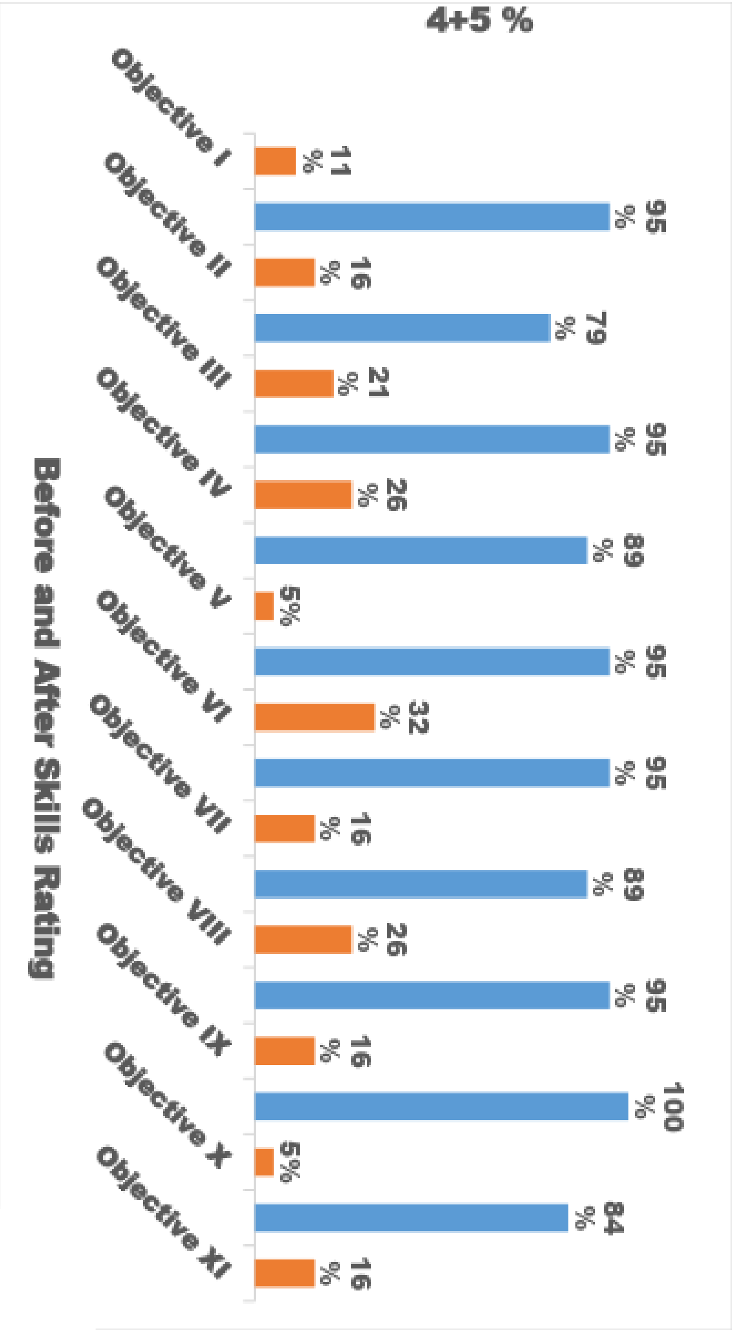
RATE YOUR SKILL AFTER THE PROGRAMME



BEFORE-AFTER DIFFERENCE (MODERATE & HIGH RESPONSES)



Evaluation Data Analysis



OVERALL INDIVIDUAL SKILLS RATING BEFORE AND AFTER THE TRAINING

There are total of twelve 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.

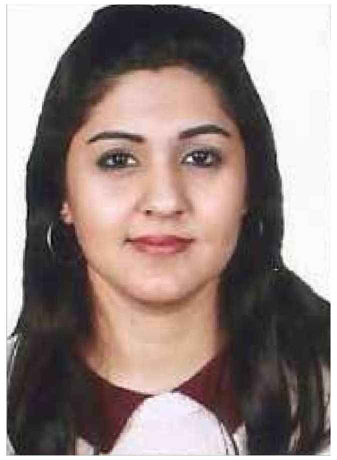
Agenda for Workshop II

4 – 12 OCTOBER 2017 | HIROSHIMA AND TOKYO, JAPAN

	Thursday 1 February	Friday 2 February	Saturday 3 February	Sunday 4 February	Monday 5 February	Tuesday 6 February	Wednesday 7 February	Thursday 8 February	Friday 9 February
	31 January Outbound Travel 2200 Departure from Baghdad International Airport (BGW) 2359 Arrival at Doha, Hamad International Airport (DOH) 2nd Leg of Outbound Travel 0305 Departure from Doha, Hamad International Airport (DOH) 1 February **ARRIVAL** 1900 **Arrival at Narita Airport, Tokyo (NRT)** Meet UNITAR Staff at Airport lobby Bus to Hotel	Breakfast at Hotel	Breakfast at Hotel 0800 Check Out	Breakfast at Hotel	Breakfast at Hotel	Breakfast at Hotel	Breakfast at Hotel	Breakfast at Hotel	Breakfast at Hotel
0900- 0930		0830 Check Out 0900 Departure for MOFA (Bus) 1030 **Arrival at MOFA Building**	0830 Depart for Haneda Airport, Tokyo	0900- 0930 Opening Ceremony	0900- 0930 **After Action Review**	0900- 0930 **After Action Review**	0900- 0930 **After Action Review**	0900- 0930 **After Action Review**	1000 Check Out 1300 Bus to Hiroshima Airport (HIJ) 1420 Departure from Hiroshima Airport (HIJ) 1555 **Arrival at Haneda Airport, Tokyo (HND)** 2220 Departure from Haneda Airport, Tokyo (HND) 10 February **ARRIVAL** 0445 **Arrival at Doha, Hamad International Airport (DOH)** 0800 Departure from Doha, Hamad International Airport (DOH) 1015 **Arrival at Baghdad International Airport (BGW)**
0930- 1000			0945 Check in at Haneda Airport, Tokyo (HND)	09:30 - 11:00 Fellows Presentation: 5 minutes: Presentation 3 minutes: Feedback 1 minute: Changeover	0930- 1100 Session Two The Results Chain and Indicators (BM) (Coach: TBC)	0930- 1100 Session Five Activities and Inputs (SHS) (Coach: TBC)	0930- 1100 Session Eight Business Model Canvas (BM)	09 30 - 11:00 Fellows Presentation: 6 minutes: Presentation 2 minutes: Feedback 1 minute: Changeover	
1000- 1030			1045 Departure for Hiroshima (HIJ)						
1030- 1100									
1100- 1130		11:00- 11:30 MOFA Courtesy Call 11:45 Departure for Meiji Jingu (LUNCH on Bus)		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- 11:30 **Tea Break**	
11:30- 1200				11:30- 1300 Fellows Presentation: 5 minutes: Presentation 3 minutes: Feedback 1 minute: Changeover	11:30- 1300 Session Three Impact and Outcomes (BM) (Coach: TBC)	11:30- 1300 Session Six Task, Timeframes, Milestones, and Responsibilities (SHS) (Coach: TBC)	11:30- 1300 Session Nine Business Model Canvas (BM)	Fellows Presentation: 6 minutes: Presentation 2 minutes: Feedback 1 minute: Changeover	
1200- 1230		1200- 1400 Meiji Jingu Tour	1215 **Arrival at Hiroshima (HIJ)**						
1230- 1300			1245 Bus for Rihga Royal Hotel (LUNCH on Bus)						
1300- 1330				1300- 1430 LUNCH BREAK	1300- 1430 LUNCH BREAK	1300- 1430 LUNCH BREAK	1300- 1430 LUNCH BREAK	1300- 1400 Evaluation and Graduation Ceremony	
1330- 1400			1345 **Arrival at Hotel**						
1400- 1430		1430- 1600 Shinjuku Gyoen Tour	1400- 1630 Peace Memorial Park and Museum guided Tour					Free Time	
1430- 1500				1430- 1600 Session One Reviewing the The Problem Statement (BM) (Coach: TBC)	1430- 1600 Session Four Outputs (BM) (Coach: TBC)	1430- 1600 Session Seven Hiroshima's Post-war Reconstruction (SHS)	1430- 1600 Session Ten Business Model Canvas (BM)		
1500- 1530									
1530- 1600									
1600- 1630				1600- 1700 Mentoring Session	1600- 1700 Opening Discussion Regarding Gender	1600- 1700 Open Discussion Regarding SDGs	1600- 1630 **Walk to Prefectural Office** 1630- 1700 Hiroshima Prefecture Governor Courtesy Call		
1630- 1700		1630 Return to Hotel	1630 Return to Hotel						
1700- 1730					1730- 1830 Reception at Mielparque Hiroshima				
1730- 1830									

Annex One

PARTICIPANT PROFILES



Hiba Badr Abdulazeez ALSAATI
Volunteer
Tammuz Organization for Social Development

Hiba Badr Abdulazeez has a Bachelor of English Language from the University of Baghdad, as well as a diploma in Spanish Language. Currently she volunteers at Tammuz Organization for Social Development. Her previous experience includes working with AL-Uboor LTD as an assistant manager for one year. She also is an alumna of Iraqi's Young Leaders, and she represented Iraq in Berlin in the Young Arab Elites of FES in 2015.

Ammar Rafid AHMED
Warehouse Officer
International Medical Corps

Ammar Rafid Ahmed has a Bachelor of Civil Engineering from the University of Baghdad. Currently he is working as a warehouse officer with the NGO International Medical Corps. Previously he worked as a civil engineer in construction projects with various companies. He aims to one day be a university instructor.

Sarah Hussien Abdullah AL-ANBAGI
Senior Graphic Designer
Breakthrough Media Networks

Sarah Hussien Abdullah has a Bachelor of Computer Science from Al-Mustansiriyah University. Currently she is working as a senior graphic designer with Breakthrough Media Networks. She started her career as a graphic designer at age 19. Her future plans are to make a community of animators in Iraq and work for women's empowerment by making boot-camps for computer arts.

Mohsin A. Hassan ALBDERY
Senior Engineer
Ministry of Water Resources

Mohsin A. Hassan has a Master's degree in Mechanical Engineering from the University of Malaysia. Currently he is working as a senior engineer with the Ministry of Water Resources, where he has worked for over nine years as a Mechanical Engineer. His main responsibility is irrigation and drainage projects for the ministry.

Dunya Abdulazeez Gheni ALDHAHER
Architect and Consultant Engineer
Ministry of Construction, Housing, and Public Municipalities

Dunya Abdulazeez Gheni has a Master's in Building Information Modelling from the University of South Wales, UK. She also holds a Bachelor Degree in Architecture from Al-Nahrain University, Baghdad. Currently she is working as an architect and consultant engineer with the Ministry of Construction, Housing, and Public Municipalities. She is also a member of an architectural design group and is responsible for drawing, designing, consulting, working with engineers from other fields, giving lectures, and putting on workshops related to these fields.

Osamah Zaid Ali AL-GHURAIBAWI
Program Manager
Iraqi Center for Conflict Management and Negotiation Skills

Osamah Zaid Ali currently works as a program manager with the Iraqi Center for Conflict Management and Negotiation skills. He has eight years of working experience in Iraq and the region with national and international NGOs and other organizations.

Annex One

PARTICIPANT PROFILES

Areeb Mohamed Abdulridha AL-QURAISHI
Web Developer
eSITE Information Technology LLC

Areeb Mohammed Abdulridha has a Bachelor degree in Electronical Engineering from the University of Technology, Baghdad. Currently he is working as a web developer for eSITE Information Technology LLC. He also has experience in web and mobile application development, web design, server administration, networking, and graphic design.

Hassan Ramz Sami FAKHRI
Mid-level Employee, Marketing Division
Ardunic Inc.

Hassan Ramz Sami is currently studying Business Economics at the University of Baghdad. Alongside his studies, he has co-founded three start-ups: Tamper Inc, Ardunic Inc, and Ticket Prime Inc. He is also interning with Audit Directorate and Becorp Inc. He believes entrepreneurship can help community development.

Zainab Hadi HASAN
Planning Manager
Darin Group for Telecommunication

Zainab Hadi Hasan has a Bachelor of Information Engineering from the University of Baghdad. Currently she is working as a planning manager for Darin Group for Telecommunication. Previously she worked as a financial coordinator for the same company.

Rawaa Khaleel ISMAEL
Project Manager
Civil Development Organization

Rawaa Khaleel Ismael has a Bachelor of Law from Sulaimaniyah University. Currently she is working as a project manager with Civil Development Organization. She has also worked with NGOs in various positions, and the focus of her work is helping and empowering women.

Hadeel Faez KADHIM
Media Section Manager
Federation of Iraqi Chambers of Commerce

Hadeel Faez Kadhim has Bachelor's degree in Computer Science from the University of Baghdad. Currently she is working as a media section manager with the Federation of Iraqi Chambers of Commerce. She is one of the few Arabic editors of Wikipedia, and she is also certified in branding and marketing from Cross Knowledge Institutions.

Taif Husam Sabti KHUDHUR
Human Resources Learning and Development Specialist
Zain Iraq Telecommunications

Taif Husam Sabti has Bachelor's degree in Business Administration from the University of Baghdad. Currently she is working as a human resource learning and development specialist with Zain Iraq Telecommunications. She is experienced in managing programs and training needs analysis, negotiations, and monitoring and evaluating.

Annex One

PARTICIPANT PROFILES

Ali Jameel Abdulsattar MUSLIMpersonal photo
Production Engineer
Shell Iraq Petroleum Development

Ali Jameel Abdulsattar has Bachelor's degree in Petroleum Engineering from the University of Basra. Currently he is working with Shell Iraq Petroleum Development as a petroleum engineer. He is developing his leadership skills in order to succeed in decision-making positions.

Muklah Hilal NAJI
Android and Web Developer
Icop Computer Manufacturing

Muklah Hilal Naji has a Bachelor's degree in Information Technology Engineering from Al-Nahrain University. Currently she is working as an Android and web developer with Icop Computer Manufacturing. Previously she worked as an Android mobile application and web developer with Scope-sky Communications.

Shanya Mohammed SAEED
Pease Building Facilitator
Sergio Dalla Ca Didio – Un Poonte Per

Shanya Mohammed Saeed has a Bachelor's degree in English Language and Literature from the University of Baghdad. Currently she is working with the Italian NGO Un Ponte Per as a Peace Building Facilitator. Previously she worked as a mediator, team leader, and report manager for the Better Future Through Social Cohesion Project, founded by UNDP. She was also a coordinator in the Iraqi Civil Society Solidarity Initiative Conference in Sulymaneyah City.

Ali Ihsan Hadi SIDKI
National Public Health Officer's Assistant
International Federation of Medical Students' Associations – Iraq

Ali Ihsan Hadi graduated from the University of Baghdad, Faculty of Dentistry, in 2014. Currently he is working with the International Federation of Medical Students' Associations as a national public health officer's assistant. He also volunteered with this association from 2013 to 2016, as well as with other civil society organizations as a coordinator or project manager.

Ahmed Ressan HUSSEN Photo_AHMED_HUSSEN
Aviation Systems Engineer
Iraqi Civil Aviation Authority, Ministry of Transportation

Ahmed Ressan has M.Sc. in Laser and Optoelectronic Engineering from the Department of Electromechanical System Engineering, University of Technology, Baghdad. He is a member of the Nanotechnology Iraqi Association and the International Civil Aviation Organization, and he is also a volunteer in Mselect/FORAS program job fairs in three Iraqi cities.

Hussain Khthear Sayed SUBHI
Assist Lecturer in the Electrical Engineering Department
University of Technology, Baghdad

Hussain Khthear Sayed has a Master's degree in System Engineering from the University of Arkansas at Little Rock, U.S.A. His bachelor degree is in Electrical Engineering from the University of Technology, Baghdad. Currently he is an assistant lecturer in the Electrical Engineering Department at the University of Technology.

Annex One

PARTICIPANT PROFILES

AMMAR Jabbar Abdulrazzq SABTI
Agronomist
National Center for Water Resources Management, Ministry of Water Resources

Ammar Jabbar Abdulrazzq has Bachelor’s degree in Agricultural Engineering from the University of Mosul, Iraq. Currently he is working as an agronomist with the Ministry of Water Resources. He has attend many trainings on evaluating water quality, surveying soil, and investigating hydrologic.

Watan M. Al-Taie
Corporate Sustainability Officer
Zain-Iraq

Watan Al-Taie has a bachelor’s degree in Environmental Engineer. Currently she is working as Corporate Sustainability Officer at Zain Iraq telecom company. She is also active in working closely with the youth segment to enhance entrepreneurship ecosystem throughout managing innovative projects to empower Iraqi youth.

Annex One

COACHES

Ali Nahi Abed AL-HASNAWI
Petroleum Engineer
Ministry of Oil

Ali Nahi Abed Al- Hasnawi has a bachelor's degree in petroleum engineering university of Baghdad. Currently he is working at Iraqi ministry of oil / petroleum research and development centre (PRDC) as core analysis engineer and had many global certificates from USA and China also a founder & officer at the society of petroleum engineers (SPE) Baghdad section the largest individual-member oil industry organization

Sama Basil Kamal
Programs Consultant
MADRE organization

Sama Basil Kamal has a bachelor's degree in networks engineering, she currently works as a programs consultant with MADRE organization, she also works as a freelancer supporting youth volunteer groups in Iraq. she co-organized Start-up Weekend Baghdad in 2016 and 2017.

Ranya Sabah BAKR
Documentation Team Member, Innovation for Development
Executive Director at Storey an Architectural Consultancy

Ranya Sabah Bakr has a bachelor's degree in architectural engineering from Al-Nahrain University, Iraq. Currently she is working as an Executive Director at Storey an Architectural consultancy firm/ Co-working space. She is also a volunteer with the management team of UNDP's Innovation for development, she is an UNLEASH Bronze Award winner for the category of Urban Sustainability

Ibrahim Hayder Ghanim AL-ZARAREE
Lead Organizer and Facilitator/ Startup Weekend Baghdad

Ibrahim Hayder Ghanim Al-Zararee is currently he is working as the Managing Director of d3 Studio which is a software development agency based in Baghdad, Iraq. He is also an entrepreneurship and business enthusiast who has been working on developing the entrepreneurial ecosystem in his home country Iraq for the past three years by working with both local and international organizations to bring both mentors and investment for startups.

Annex One

RESERVE COACHES

Taha Khaleel Abdullah AL-SHAMARTI
Coordinator
Ministry of Youth and Sports

Taha holds a Bachelor’s Degree in Business Administration from Baghdad University. He currently works at the Ministry of Youth and Sport National Centre for Voluntary Work, and he is a member of the youth peer education network.

Arwa Baqer Kareem KADHMAWI19 Arwa
Member, Board of Directors
Iraqi Alumni Association

Arwa holds a Bachelor of Science in Civil Engineering from Al-Mustansiriya University. She serves on the Development Horizon Association board of directors, works as civil engineer at Midland Oil Company, has two years’ experience as a university lecturer, and volunteers to mentor Iraqi youth.

Yousuf Ihsan Khattab AL-RAWI22 Yousuf
Medical Student
University of Baghdad

Yousuf is a fifth-year medical student at the University of Baghdad. He is involved in various research projects and has worked with the International Federation of Medical Students’ Associations (Iraq) for four years.

Sabri Monaf SABRI10 Sabri
Software Developer
Mishwar

Sabri holds a Bachelors in Computer Science from Al-Mustanstiya University. He is the lead software developer at d3 Studio, a design and development agency, and works part time at Mishwar.

Annex One

RESOURCE PERSONS AND MENTORS

Dhafer Fadhel Hasan
Project Manager
United Nations Development Program, Iraq

Dhafer Fadhel Hasan has Bachelor's degree in Computer Communication Engineering from Al Rafidain University. Currently he is working for the United Nations Development Programme as a practitioner in the field of development. He has more than ten years of work experience resulted in accumulated knowledge and experience in participatory management. For the past three years, in his capacity as project manager of the Innovation for Development project, he is mobilizing resources to build the capacity of young Iraqis in the field of innovation and entrepreneurship aiming to build the entrepreneurship ecosystem in Iraq.

Gul Afghan SALEH
Business Development Advisor
SHELADIA Associates, Inc.

Gul Afghan is a civil engineer with a Ph.D. in Urban Planning and Design from Bircham International University, Spain. Currently he works as Business Development Advisor with SHELADIA Associates, Inc. based in Rockville, USA. Before this, he has worked for USAID, World Food Program, the United Nations Office on Drugs and Crime, and Pamir Reconstruction Bureau. Additionally, he has served the Afghan Government as a project manager, design and construction engineer for 10 years. Dr. Saleh is a PMI-certified Project Management Professional (PMP) with substantial experience in analyzing, designing, and managing all aspects of sustainable development projects, including technical assistance and capacity building, institutional development and change. During his 11 years work with USAID/Kabul (2003 – 2014), Dr. Saleh served as Activity Manager and Contracting Officer's Representative for one or more major infrastructure projects or activities with funding levels ranging from $50M to $300M. Dr. Saleh has membership of the American Society of Civil Engineers and the U.S.-based Society of Afghan Engineers. He is also a founding and Board Member of Afghanistan Engineers' Association. Dr. Saleh joined the UNITAR's Hiroshima Fellowship for Afghanistan Program as a Fellow in 2007 and became a Coach in 2008.

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

Sokout is the UNITAR Training Assistant and Focal Point in Afghanistan. Prior to this he was Administration and Finance Officer at the Baz Construction Unit for Rehabilitation of Afghanistan (BCURA) and Liaison Officer of Foreign Affairs in the Academy of Science of Afghanistan. He graduated from the Faculty of Economics of Kabul University in 1997. He has taken part in many training courses on computers, accounting, planning, and environmental issues. As a 2005 Cycle Fellow, he worked on a project to develop a questionnaire for conducting a benchmark survey for irrigation projects in four provinces for the BCURA. Mr. Sokout joined the UNITAR Hiroshima Fellowship for Afghanistan as a Fellow in 2005, as a Coach in 2006 and 2007, and as an Afghan Resource Person in 2008.

Musa KAMAWI
Human Resources Director Ministry of Finance, Islamic Republic of Afghanistan

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

Abdul Nasser NAZARI
Lead Consultant
Ministry of Trade and Industries

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

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UNITAR HIROSHIMA OFFICE STAFF

Mihoko KUMAMOTO (Ms.)
Director

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

Berin MCKENZIE (Mr.)
Senior Specialist

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

Shamsul Hadi SHAMS (Mr.)
Training Associate

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

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UNITAR HIROSHIMA OFFICE STAFF

Junko SHIMAZU (Ms.)
Training Associate

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

Nigel GAN (Mr.)
Training Associate

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

Rika SHIBATA (Ms.)
Assistant Administrator

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

Yoko MORITA (Ms.)
Assistant Administrator

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

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UNITAR HIROSHIMA OFFICE STAFF

Kenta MATSUOKA (Mr.)
Expert

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

Annelise GISEBURT (Ms.)
Fellow

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

Harmond Pedrosa MARTE
Intern

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

Shree Kumar Maharjan (Mr.)
Intern

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

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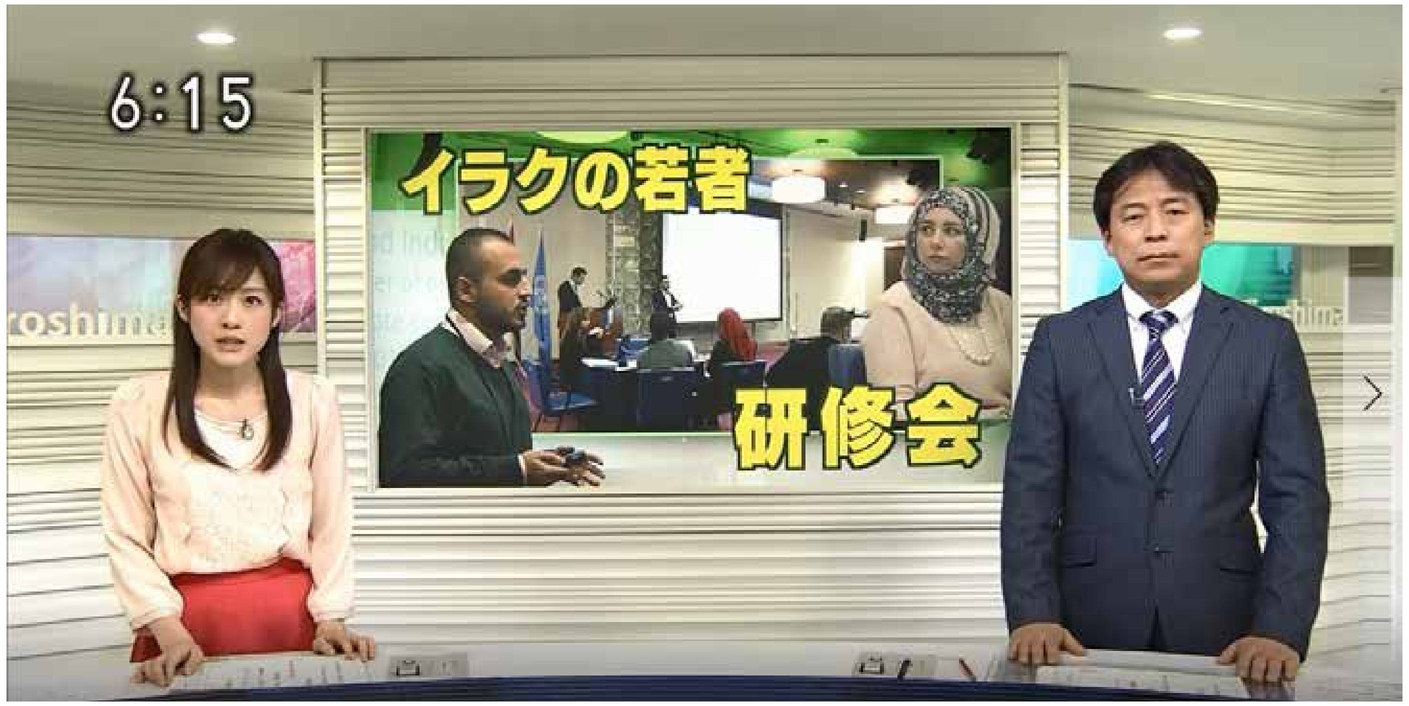
UNITAR HIROSHIMA OFFICE STAFF

Kalika KASTEIN (Ms.)
Intern

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

Annex Two

MEDIA COVERAGE



NHK Okonomi Wide Hiroshima

NHK News story introduced the UNITAR Iraq Fellowship Programme, Workshop II held in Hiroshima, Japan. NHK is a national public broadcasting organisation in Japan. Okonomi Wide is the NHK programme featuring Hiroshima. One Fellow, Yousuf, spoke in the NHK interview about his project, which he hopes will teach young people to solve conflict with words rather than violence.

RCC

The Programme was covered by RCC broadcasting, a television network in Hiroshima. The news story introduced the Programme and featured an interview with Mihoko Kumamoto, the head of UNITAR Hiroshima Office.

English translation of the news summary:

The UNITAR Hiroshima Office began its training for Iraqi young professionals on March 7th in Hiroshima. The fellows participated in the workshop with diverse background, such as the Ministry of Foreign Affairs, the Ministry of Oil, private companies and universities. On the 7th, Fellows presented about their project, which they developed after Workshop I held in Amman, Jordan, last year. Mihoko Kumamoto, the Head of UNITAR Hiroshima Office, commented that she looks forward to the positive effects social entrepreneurship will have on Iraqi society.

Annex Two

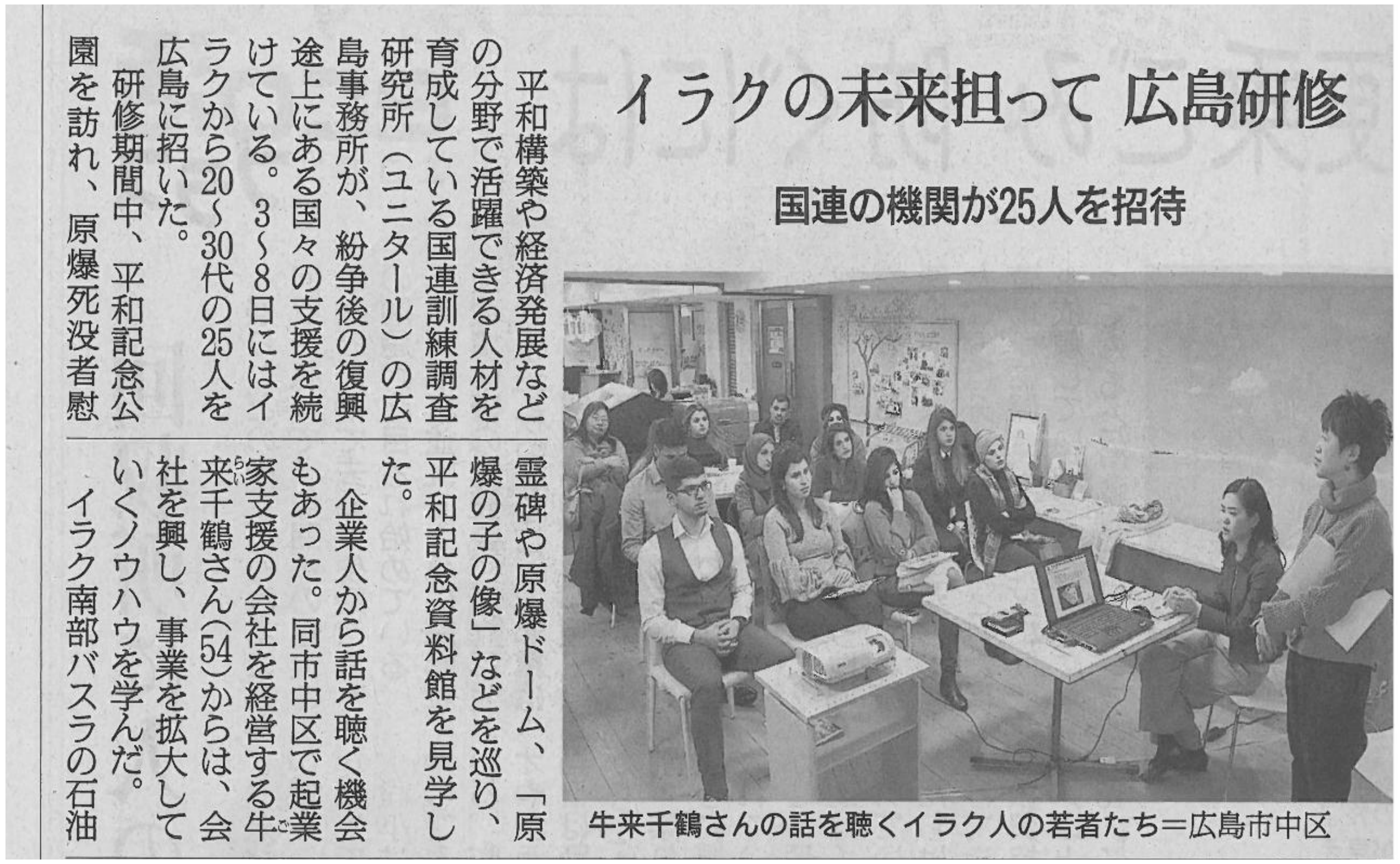
MEDIA COVERAGE

Asahi

Training in Hiroshima to play an important role in Iraq: United Nations organization invites 25 Fellows

The UNITAR Hiroshima Office serves in the areas of post-conflict reconstruction as well as the economic development is continuing to deliver innovative training to develop the capacity of beneficiaries. The UNITAR Hiroshima Office invited 25 Fellows in their twenties to thirties from Iraq to Japan from February 3 to 8th. The fellows visited Hiroshima Peace Park and saw the memorials for the atomic bomb victims, the A-bomb dome, and the Children's Peace Monument. They also had a chance to talk to a local entrepreneur. They learned about how to start business from Chizuru Gorai, an business entrepreneur who owns a company in Hiroshima city.

One of the Fellows, Ali Jameel Muslim (26), who is working in the Iraqi shell petroleum development sector said that he would like to contribute to the society by launching a business within his company. He mentioned that he would like to start moving forward without hesitation in order to make a better world for the children who are the future of Iraq.



イラクの未来担って 広島研修

国連の機関が25人を招待

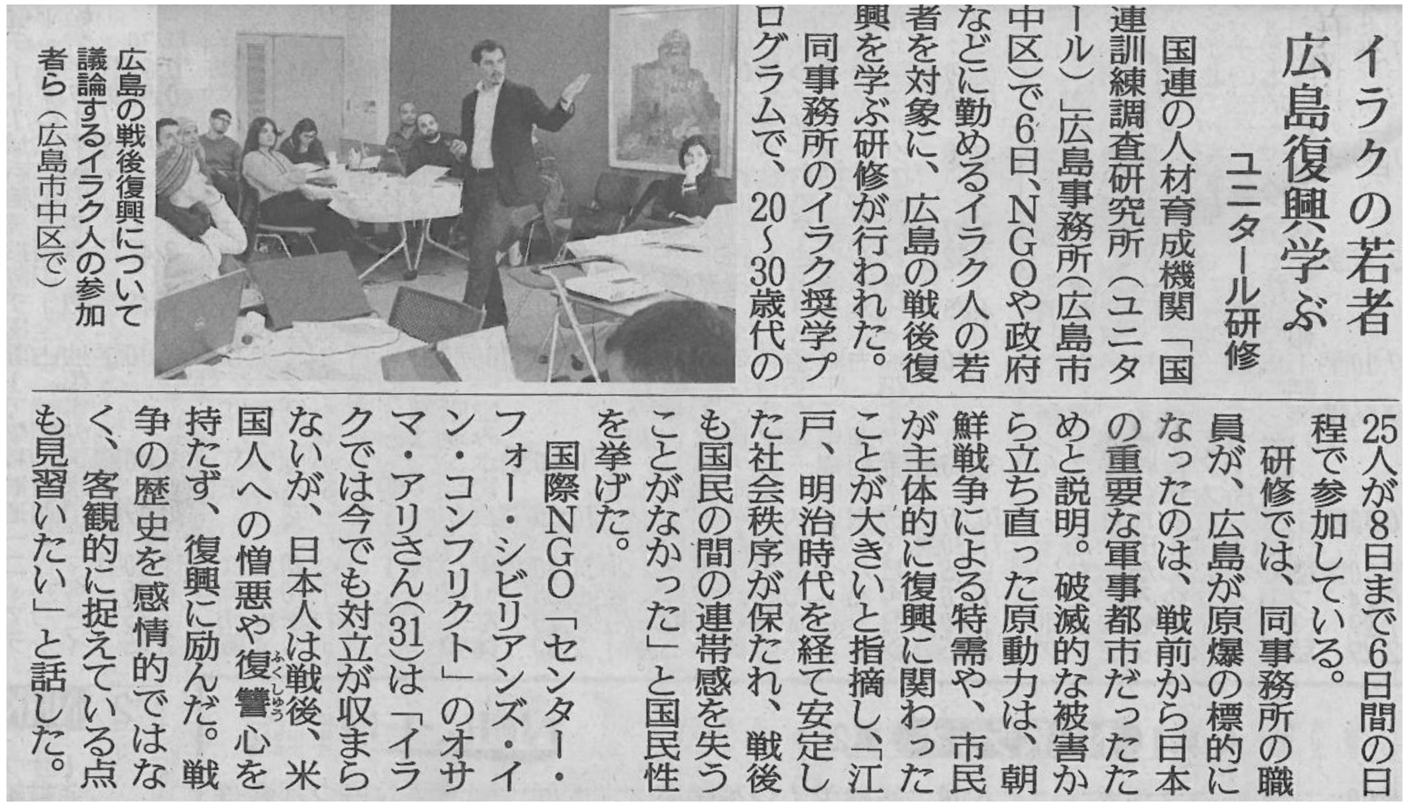
平和構築や経済発展などの分野で活躍できる人材を育成している国連訓練調査研究所（ユニタール）の広島事務所が、紛争後の復興途上にある国々の支援を続けている。3～8日にはイラクから20～30代の25人を広島に招いた。

研修期間中、平和記念公園を訪れ、原爆死没者慰霊碑や原爆ドーム、「原爆の子の像」などを巡り、平和記念資料館を見学した。

企業人から話を聴く機会もあった。同市中区で起業家支援の会社を経営する牛来（ごらい）千鶴さん(54)からは、会社を興し、事業を拡大していくノウハウを学んだ。

イラク南部バスラの石油

牛来千鶴さんの話を聴くイラク人の若者たち＝広島市中区



イラクの若者
広島復興学ぶ
ユニタール研修

国連の人材育成機関「国連訓練調査研究所（ユニタール）」広島事務所（広島市中区）で6日、NGOや政府などに勤めるイラク人の若者を対象に、広島の戦後復興を学ぶ研修が行われた。同事務所のイラク奨学プログラムで、20～30歳代の25人が8日まで6日間の日程で参加している。

研修では、同事務所の職員が、広島が原爆の標的になったのは、戦前から日本の重要な軍事都市だったためと説明。破滅的な被害から立ち直った原動力は、朝鮮戦争による特需や、市民が主体的に復興に関わったことが大きいと指摘し、「江戸、明治時代を経て安定した社会秩序が保たれ、戦後も国民の間の連帯感を失うことがなかった」と国民性を挙げた。

国際NGO「センター・フォー・シビリアンズ・イン・コンフリクト」のオサマ・アリさん(31)は「イラクでは今でも対立が収まらないが、日本人は戦後、米国人への憎悪や復讐（ふくしゅう）心を持たず、復興に励んだ。戦争の歴史を感情的ではなく、客観的に捉えている点も見習いたい」と話した。

広島の戦後復興について議論するイラク人の参加者ら（広島市中区で）

Visibility

Young Iraq learned about Hiroshima's post-reconstruction: Training in UNITAR Hiroshima Office

The UNITAR Hiroshima Office has a strategic role for tn supporting and performing liaison functions with regional and national offices of other UN organizations, and conducted the training for young Iraq Fellows who are working for NGOs and governmental offices in Iraq. Fellows in their twenties and thirties are participating in the Iraq Fellowship Programme until February 8th for six days.

UNITAR staff explained the reason why Hiroshima was a target for the atomic bombing was that Hiroshima was a military city center. The UNITAR Staff also explained that the greatest contributing factor to quick reconstruction from total devastation was because of the special procurement from the Korean War and also the autonomous commitment for the reconstruction by the citizens of Hiroshima. The staff also mentioned the national traits of the Japanese people who had never lost the sense of solidarity through Edo and Meiji eras, each of which sustained a stable social order.

Osamah Ali from the 'Iraqi Center for Conflict Management and Negotiation Skills' said that "In Iraq, we still have so many conflicts, but Japanese people did not hold the hate after the war and instead sought for reconstruction. We want to learn from the Japanese people who are looking at the history not emotionally, but more objectively".