



From
the People of Japan

UNITAR Hiroshima
Women's Leadership in
Tsunami-based Disaster Risk Reduction Training
Programme
for World Tsunami Awareness Day 2016

PROJECT COMPLETION REPORT

HO/2016/DRR	Tokyo Sendai Wakayama	30 Oct – 7 Nov 2016
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- Tonen General Group
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- Inamura no Hino Yakata Tsunami Educational Centre, Wakayama Prefecture
- Hirokawa Town Council

Programme Introduction

The effects of both the devastating 2011 Great East Japan Earthquake and Tsunami, and the 2004 Indian Ocean Earthquake and Tsunami remain seared into the collective memory of all nations, and particularly those most at risk from tsunamis themselves. With the “...ratio of dead to injured (being) much greater in tsunamis as compared to other natural disaster types”¹ the inculcation of lessons learned from the experiences in these tragic events can assist in not only increased preparedness for the mitigation of tsunami related disasters, but also Disaster Risk Reduction (DRR) in general.

The Third UN World Conference on Disaster Risk Reduction, and its related outcome document, the Sendai Framework for Disaster Risk Reduction (2015 – 2030), set goals for the reduction of loss of life, and livelihood as a result of disasters. As outlined in the documentation for the Conference, in order to be able to achieve the targets of the framework, an “All of Society” inclusive approach is required.² However, and underscored by the Government of Japan during the High Level Multi-Stakeholder Partnership Dialogue entitled, *Mobilizing Women’s Leadership in Disaster Risk Reduction*, a gender perspective to DRR “...helps focus attention on the distinct gender-specific capacities and vulnerabilities to prevent, prepare, confront, and recover from disasters.”³

¹ Doocy S, Daniels A, Dick A, Kirsch TD. *The Human Impact of Tsunamis: A Historical Review of Events 1900-2009 and Systematic Literature Review. PLOS Currents Disasters. 2013 Apr 16. Edition 1. www.plos.org. Accessed 9/7/15.*

² *Mobilizing Women’s Leadership in Disaster Risk Reduction*, Issue Brief, www.wcdrr.org, Accessed 8/7/15.

³ *Ibid.*

Furthermore, Japan and Chile led a resolution to designate 5 November as World Tsunami Awareness Day, which was passed by the UN General Assembly on 22 December, 2015.⁴ In the Seventh Pacific Islands Leaders Meeting (PALM7) held in Iwaki-city, Fukushima, Japan on 22 and 23 May 2015, leaders and representatives of Japan and Pacific Islands Forum members including Australia, Cook Islands, Federated States of Micronesia, Fiji, Kiribati, Republic of Marshall Islands, Nauru, New Zealand, Niue, Palau, Papua New Guinea, Samoa, Solomon Islands, Tonga, Tuvalu and Vanuatu confirmed their support for the establishment of World Tsunami Awareness Day and decided to enhance cooperation on a number of areas including Disaster Risk Reduction over the next three years.

The head of the UN Office for Disaster Risk Reduction, Margareta Wahlström noted that the day will “help to focus attention on measures which can be taken to reduce risks from both man-made and natural hazards and to ensure that more people live and work in places which are free from the threat not just of tsunamis but other sudden onset hazards such as earthquakes, floods and storms.”⁵

It is against this context that the United Nations Institute for Training and Research (UNITAR), in collaboration with the United Nations Office for Disaster Risk Reduction (UNISDR) developed the *UNITAR Hiroshima Women’s Leadership in Tsunami-based Disaster Risk Reduction Training Programme for World Tsunami Awareness Day*, with the inaugural cycle held between 30 October and 7 November 2016, coinciding with the first ever World Tsunami Day, on 5 November.

⁴ UNISDR Chief welcomes World Tsunami Awareness Day, <http://www.unisdr.org/archive/47148>, Accessed 22/2/16.

⁵ *Ibid.*

Executive Summary

In October/November 2016, the United Nations Institute for Training and Research (UNITAR) Hiroshima Office, in partnership with the Ministry of Foreign Affairs of Japan, and in collaboration with UNISDR, implemented a 9-day workshop entitled the *UNITAR Hiroshima Women's Leadership in Tsunami-based Disaster Risk Reduction Training Programme for World Tsunami Awareness Day* (hereafter "the programme"). Taking place in Sendai, Wakayama, and Tokyo, Japan, the programme consisted of 28 female leaders, representing one governmental, and one civil society participant from each of the following states and territories:

- Cook Islands;
- Federated States of Micronesia;
- Fiji;
- Marshall Islands;
- Kiribati;
- Nauru;
- Niue;
- Palau;
- Papua New Guinea;
- Samoa;
- Solomon Islands;
- Tonga;
- Tuvalu;
- Vanuatu.



In addition to strengthening the participants' knowledge of DRR and tsunami-based risk, the programme also offered skills training in the critical areas of leadership, and multi-stakeholder coalitions as seen through the lens of change management. The Programme also encouraged peer learning, knowledge sharing and the formation of a community of practice amongst participants.

NOTE: A summary of programme participants is attached to this report as Annex 3.

NEEDS ASSESSMENT

A preparatory needs assessment for the programme was undertaken through literature review, interviews with both regional and thematic experts, and through a questionnaire submitted to participants themselves. The results of the assessment indicated a need for introductory sessions outlining the concepts and themes behind DRR - so as to provide a baseline for participant learning - as well introductory sessions examining the processes behind both earthquakes and tsunami. With regard to the leadership aspect of the programme, the assessment showed that while the participants were, in general, leaders within their field and/or communities, there was a need for further discussion around how to multiply and sustain leadership – through enhanced communication skills, for example – as well as deep interest with regard to incorporating best-practice around female leadership, both from the Pacific, as well as Japan.

NOTE: A summary of the Needs Assessment findings is attached to this report as Annex 4.

LESSONS LEARNED – Content and Thematic Focus

Government and Civil Society Organisations continue to have differing interests, priorities, schedules, and activities, which hinder effective communication and collaboration. Linked to this is a lack of funding, or finance-related stability; equality among and between organisations; and trust between actors. While some of this is caused by geographical issues – outer islands in many of these countries being isolated, for example – there were also

comments made regarding the relative disparity of fund availability between government and Civil Society Organisations. This is exacerbated by both a misconception that DRR planning and response is the sole responsibility of government, as well as an unwillingness to share information between entities. Means discussed during the programme with which to counter this issue include, inter-alia:

- Clearer lines of communication;
- Community education and empowerment;
- Alignment of strategies between agencies;
- Improved information sharing;
- Standardisation of materials;
- Training of key actors with regards to obligations, expectations, and best-practice surrounding DRR.

Physical distances within the Pacific make collaboration more difficult: It must be remembered when discussing these entities that the Pacific Ocean covers some 165 million square kilometres, or 46% of the earth's water surface, and approximately one-third of its total surface area. Participants in the programme hailed from Micronesia, Melanesia, and Polynesia - locations separated at times by enormous distances - with Palau and the Cook Islands for example, separated by over 7800 kilometres. One key benefit of the programme, reported by a number of participants, was the ability to engage face-to-face with counterparts from far-distant countries, facing similar issues with regards to tsunami and DRR.



Patriarchy and cultural norms make women's participation in DRR planning difficult: While it was indicated by participants that the number of men in DRR related positions outweighs that of females, there was also an acknowledgement that women tend to "over-commit" to families and churches. A key line of discussion that developed during the programme was for this commitment to in-fact be channelled toward increasing DRR related education and best-practice – sharing of DRR related preparedness information at church events; at PTA events; and through family connections. The traditional role of women being seen as being in the homes, away from both decision-making opportunities as well as from danger on a "crisis" situation, was also highlighted

Change Management: The need for more structured, process-driven stakeholder identification processes, linked with role allocation which aligns with relative strength and focus of each stakeholder: Building on the change management presentations, discussion focused on the need for more structured processes for stakeholder identification and any related role allocation. The added legitimacy and perceived results from such a focus were outlined as were methodologies participants could use to realise this, particularly with regard to transition modelling.

LESSONS LEARNED – Learning Approaches and Methodologies

Engagement with female survivors as a means of best-practice sharing: A key feature of the study-tours arranged for the programme included engagement with female survivors of the 2011 Great East Japan Earthquake and Tsunami. This engagement, which included both presentations as well as free discussions regarding lessons learned and contextualisation to

the Pacific, served to allow participants from Japan and the Pacific to share experiences and insight regarding preparedness and resilience.

Varied, focused Study Tours: Related to the above point, the varied study tours undertaken as part of the programme, including to schools; kindergartens; affected communities; evacuation points; cultural ceremonies; educational centres; city halls; NGOs; and industrial sites, allowed for participants to witness the impact of the 2011 Great East Japan Earthquake and Tsunami, as well as the preparedness planning and community engagement that has been undertaken since. The lessons learned inculcated into the planning processes witnessed, and the deep engagement of all facets of the community, allowed for deeper discussion by participants regarding the incorporation of such lessons into their own communities upon their return. In particular, one participant, moved to tears following the witnessing of an evacuation drill at a kindergarten, committed to introducing such drills for the preparedness of her own people.



Blended Learning Methodology: The methodology for the programme, blended so as to appeal to differing adult learning styles, included participant presentations; expert presentations; study tours; and small group-, paired- and individual exercises. In particular, the DiSC Personality Profile test, a behaviour assessment tool which was then linked to the role of participants as leaders in their communities, was commented on by participants as being both unique, and inspirational. In addition, the use of a hands on, diorama scale models of Tuvalu and Ishinomaki City allowed participants to contextualise the information received through expert presentations, and visualise the impact of tsunami, as well as evacuation routes and mitigation plans.

Country Reports: Participants were required to prepare brief Country Reports, to take place during the first day of the programme. The reports were structured as follows:

- Country Introduction;
- Current state of DRR training in your country;
- Two major challenges for collaboration between Government and Civil Society in your country in the field of DRR;
- Two major opportunities for collaboration between Government and Civil Society in your country in the field of DRR;
- Two major challenges for women's leadership in the field of DRR in your country;
- Two major opportunities for women's leadership in the field of DRR in your country;

The presentations served to allow participants to engage with each other, and to share similarities and differences between their own realities at the very start of the programme. This allowed to participants to come together as a group, and allow for them to make connections between what was presented during the programme not only with their own realities, but with those of their counterparts also. The country reports stood as an excellent baseline for the programme as a whole, and is something that will be replicated in future UNITAR Hiroshima office training.

NOTE: A summary of the Country Reports is attached to this report as Annex 5.

Sharing of Needs Assessment Results: The UNITAR Hiroshima Office, as a matter of course, undertakes a needs-assessment with all programme participants following their final selection. To date these assessments have influenced the instructional design processes of the Office, and have been shared with Resource Persons and UNITAR staff only. Beginning with this programme, an anonymised summary of the needs assessment results was shared with participants in their binders, and addressed during presentations and practical exercises. Participants indicated that exposure to these results allowed them to identify common issues amongst themselves, and stood as discussion points when examining lessons learned, and change management.

NOTE: A copy of the Needs Assessment Results is attached to this report as Annex 4.

Lessons Learned – Key Messages from Participants

As with all UNITAR Hiroshima Office programmes, participants were requested to complete evaluation forms at the completion of training, with results outlined at the end of this report. In addition, comments were requested as to the key learning that had taken place during the programme. These are reflected below, as a “snapshot” of participant feelings at the conclusion of the programme:

- The importance of a “call-line” for counselling and experience sharing;
- The need for a space for women to address their issues in private, following evacuation;
- The importance of empowering women to be leaders;
- Ensuring the populace never underestimates warnings issued;
- Ensuring policy-makers and the general public understand that disasters are everyone’s business;
- Inculcating the practice of “save yourselves first, then assist others”, as learned during the 2011 Great East Japan Earthquake and Tsunami;
- The need for beginning the education process from within the home, and then through your own networks;
- The need for well-defined muster and evacuation points;
- Evacuation centres must be managed with a view toward the requirements of women, and those with disabilities;
- Public awareness at all levels is crucial;
- Women’s participation in DRR planning – at all levels, should be non-negotiable;
- Statistics – regarding numbers of women per evacuation centre, for example – lead to better decision making;
- DRR awareness at PTA meetings would assist with information dissemination;
- Communities must rely on themselves, rather than donors or aid;
- Economic and resource management skills are crucial in the aftermath of disaster, and people must be trained in this beforehand;
- We must teach our family especially our children to know what to do, what to take during these events, where to go and safest place to go to;
- Include disaster sirens in schools;
- Information is spread by smartphone rather than radio;
- Evacuation centres have been established, but they aren’t always common knowledge. Tourists in particular don’t have the necessary knowledge;
- Even if you are not affected, help others;



- Must encourage drills to make it normal for people to evacuate quickly;
- Resilience: the ability to move forward;
- Everyone is responsible to be proactive and everyone should participate in emergency/crisis preparations. It begins with me (at home) first;
- Be prepared before, during, and after;
- Make sure different populations' perspectives are included in planning, especially women.



PROGRAMME TIMELINE

Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7	Day 8	Day 9	Day 10
Sendai	Sendai	Sendai	Sendai	Wakayama	Wakayama	Wakayama	Kobe	Tokyo	Tokyo

Introduction

United Nations Institute for Training and Research (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 fields of peace and security and in the promotion of economic and social development. UNITAR designs and conducts worldwide some 500 different training activities per year for more than 40,000 beneficiaries, including diplomats and other government officials, non-governmental representatives, and local authorities.

The UNITAR Hiroshima Office, having first become involved in designing courses focusing on human security and maritime environments in 2003, has developed a unique understanding of the needs of beneficiaries as they work towards strengthening local capacities to build sustainable ecosystems and develop disaster response measures. The Office has implemented numerous annual training programmes including the *UNITAR Hiroshima Sea and Human Security Training Series* and the *UNITAR Hiroshima Biodiversity Training Series*. Over the last decade, these programmes have trained over 400 participants and developed networks of expertise across the world.



Strategic Alignment

Sustainable Development Goals

The *UNITAR Hiroshima Women's Leadership in Tsunami-based Disaster Risk Reduction Training Programme for World*

Tsunami Awareness Day supports *Transforming our World: the 2030 Agenda for Sustainable Development*. This programme focuses on a number of the Sustainable Development Goals (SDGs)⁶, including, but not limited to, the following goals and targets:

- Goal 4 - *Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all*
 - 4.5 - By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations
- 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 11 - *Make cities and human settlements inclusive, safe, resilient and sustainable*
 - 11.5 - By 2030, significantly reduce the number of deaths and the number of people affected and substantially decrease the direct economic losses relative to global gross domestic product caused by disasters, including water-related disasters, with a focus on protecting the poor and people in vulnerable situations

⁶ UN Sustainable Development, SDGs, <https://sustainabledevelopment.un.org/sdgs>, Accessed 5/1/16

- 11.b - By 2020, substantially increase the number of cities and human settlements adopting and implementing integrated policies and plans towards inclusion, resource efficiency, mitigation and adaptation to climate change, resilience to disasters, and develop and implement, in line with the Sendai Framework for Disaster Risk Reduction 2015-2030, holistic disaster risk management at all levels
- Goal 13 - *Take urgent action to combat climate change and its impacts*
 - 13.1 - Strengthen resilience and adaptive capacity to climate-related hazards and natural disasters in all countries
 - 13.3 - Improve education, awareness-raising and human and institutional capacity on climate change mitigation, adaptation, impact reduction and early warning
 - 13.b - Promote mechanisms for raising capacity for effective climate change-related planning and management in least developed countries and small island developing States, including focusing on women, youth and local and marginalized communities
- Goal 16 - *Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels*
 - 16.7 - Ensure responsive, inclusive, participatory and representative decision-making at all levels



Needs Assessment

Through both literature review, and engagement with stakeholders within the region, UNITAR determined the following needs at a programmatic design level:

- Summaries of the real-world experiences of the 2011 Great East Japan Earthquake and Tsunami, including lessons-learned, and concrete examples of changes of practice, at a community level - since that time;
- An outline of the role of women in DRR, from a practical perspective;
- A process-oriented introduction to both leadership and the effective management of change.

Following the selection of participants, a secondary needs-assessment process was undertaken, examining participants past experiences with regards to training in this area, as well as the relevance of the needs outlined above to their daily realities. The key takeaway from an instructional design perspective, however, was the deep need for participants to engage in group discussion and exercises, as well as for the training to work toward the creation of a Community of Practice within the region, so as to sustain the learning and connections made.

Participants

The programme was attended by twenty-eight female participants, selected from 14 Small Island Developing States in the Pacific at risk from tsunami. These states and territories involved were:

- Cook Islands;
- Federated States of Micronesia;
- Fiji;
- Marshall Islands;
- Kiribati;
- Nauru;

- Niue;
- Palau;
- Papua New Guinea;
- Samoa;
- Solomon Islands;
- Tonga;
- Tuvalu;
- Vanuatu.

In order to encourage both the development of a Community of Practice, as well as national, regional, and supra-regional discourse, participants included one representative of government, and one of civil society were selected.

NOTE: A summary of programme participants is attached to this report as Annex 3.

Learning Objectives

The learning objectives for the programme built upon the findings of the needs-assessment, and were shared with participants both prior to the workshop, as well as being included in the workshop materials. The objectives were that by the end of the programme, participants should be able to;

- Describe the key principles of Disaster Risk Reduction;
- Outline the processes involved in earthquakes and tsunami;
- State the processes undertaken in weather and ocean modelling;
- Discuss eco-system based Disaster Risk Reduction;
- Outline key elements of women's leadership;
- Describe best practice communication skills with regard to DRR;
- Discuss their own personality profiles with regard to leadership;
- Identify key elements of multi-stakeholder coalition development, including;
 - Outline the process of identifying and integrating stakeholders;
 - Illustrate key steps of change management.



Programme Summary

The programme began officially on Sunday 30 October in Sendai City, Miyagi Prefecture, site of catastrophic damage following the 2011 Great East Japan Earthquake and Tsunami. The introductory comments included a presentation on the basics Gender and DRR, helping to frame the programme, and its learning objectives. The remaining presentations, delivered by local and international experts, as well as UNITAR staff, are outlined below:

Country Reports

The remainder of the session was devoted to participants delivering their Country Presentations, a pre-programme assignment in which participants, acting in pairs based upon their nationality, were required to outline the following:

- Country Introduction
 - Current state of DRR training in your country;
 - Two major challenges for collaboration between Government and Civil Society in your country in the field of DRR;

- Two major opportunities for collaboration between Government and Civil Society in your country in the field of DRR;
- Two major challenges for women's leadership in the field of DRR in your country;
- Two major opportunities for women's leadership in the field of DRR in your country.

The ensuing Question and Answer periods, presided over by Tomoko Minowa, Associate Programme Officer at the Sub-Regional Office for the Pacific of UNISDR, allowed for discussion surrounding similarities and differences between participant realities, as well as the sharing of best-practice. The Country reports highlighted the following key issues:

- Lack of funding or finance-related stability, equality, or trust;
- Government and Civil Society Organisations have differing interests, priorities, schedules, and activities;
- Government and Civil Society should improve communication and share information;
- Patriarchy and cultural norms prevent women's participation;
- Desire to increase women's participation at community level;
- Desire to train specifically women to improve their capacity.



NOTE: A summary of the Country Reports is attached to this report as Annex 5.

DRR – An Introduction

Day Two began with a presentation by Ms. Minowa, introducing the concepts of DRR. The presentation began by encouraging participants to understand that while nature provides, it can also take, as such, DRR is a process of learning to coexist with natural hazards. Linking the presentation to the Sendai location, participants were encouraged to discuss good practices taken from the 2011 Great East Japan Earthquake and Tsunami, including:

1. Self Assistance
 - Expect the unexpected
 - Do your best
 - Be the first to evacuate
2. Family/Community Assistance
3. Public Assistance

Participants were also introduced to both the Disaster Management Cycle, and the Post Disaster Needs Assessment (PDNA), as well as DRR in both Global and Regional contexts. Specific discussions around climate change adaptation, as well as the promotion and utilisation of traditional knowledge/intangible cultural heritage followed, along with specific resources available to participants and their entities. The practical exercise capping the session saw participants looking up and summarising their own countries disaster inventory online through DesInventar (PDaLo) (www.desinventar.org/), a Disaster Information Management System.

Understanding Earthquakes and Tsunami

In order to contextualise the training, and provide a baseline of understanding around the causes of tsunami, an introduction to the topic was delivered by Professor Anawat Suppasri, of the International Research Institute of Disaster Science (IRIDeS) at Tōhoku University. The mechanisms and characteristics of earthquakes and tsunami were outlined, as were the historical records of tsunami – both natural and recorded by humans over time. Lessons learned from the 2011 Great East Japan Earthquake and Tsunami with regards to planned vs actual utility of evacuation centers and ways and means of Building Back Better – one of the hallmarks of DRR - were introduced.

Disaster Prevention and Mitigation against Tropical Cyclones

Responding to one of the key elements identified through the needs assessment process undertaken with participants – that of the overlap between disaster planning for tsunami and that of other disasters – a presentation was made by the Director of the Disaster Mitigation Department at the Sendai Regional Headquarters of the Japan Meteorological Agency (JMA), Mr Tsukasa Fujita. The development and life-cycle of tropical cyclones was outlined, as were the differing classifications, and characteristics. Following further in-depth analysis of mitigation against tropical cyclones, and the utility of Early Warning Systems, participants discussed ways in which such systems could be developed collaboratively, so as to avoid confusing or duplicative usage.

Ecosystem-based coastal protection of atoll island countries against sea level rise

Continuing the theme of outlining areas of overlap between tsunami disaster planning and other emerging risks, this presentation was presented by Professor Hajime Kayanne, of the Graduate School of Science at the University of Tokyo. The presentation discussed the

STUDY TOUR: Ishinomaki City II

Participants were then introduced to a concrete outcome of the disaster, the *Otasukke-bako*. Building on lessons learned following the tsunami, the *Otasukke-bako* (literally Helpful Box) is a cardboard box containing rations and supplies enough for one person for 3 days – enough time, it is estimated, for assistance to reach survivors of future disasters. The box contains the following:

- 12 x prepared vacuum sealed meals;
- 6 x 200ml bags of water
- Sanitation supplies
- Eating Utensils;
- Plastic bags.

In addition, the box has been constructed of specially reinforced cardboard so that, when fitted with a plastic bag for waste, it can act as a simple toilet. Participants remarked on the ingenuity of the box, but it also acted as a stimulus for conversation regarding the pre-preparedness of emergency supplies, as well as the dissemination of such.

ecological processes behind island formation in many areas of the Pacific, coupled with the related climate change and natural disaster related risks and impacts to such. In an effort to counter this degradation, Professor Kayanne outlined, there is a possibility of implementing ecosystem-based coastal protection thereby representing sustainable land management against sea level rise in small island countries. While such approaches alone are not enough to save small islands from rising sea levels, it is important that green, and traditional grey technologies, are utilised together.

The presentation was augmented by an in-depth practical exercise undertaken by participants, which saw them assembling and analysing 3D diorama of both Tuvalu and Ishinomaki City, site of significant devastation from the 2011 Great East Japan Earthquake and Tsunami. The discussion and engagement sessions around this exercise also examined ways in which tsunami-evacuation routes can be visualised and modelled using such dioramas, and how this can appeal to differing adult-learning styles, when trying to impart important DRR-related information, as well as a means to engage children in disaster and evacuation planning. The exercise featured heavily in evaluative comments provided by participants as one of the key take-away events of the programme as a whole.

Women and Leadership - Lessons from Tohoku

The third day of the programme saw it transition toward women's leadership, and promoted discussion amongst participants about the concept of leadership itself, and how they could augment their current leadership roles. The presentation began with a discussion around "sex" vs "gender", and how these concepts are reflected into laws, policies, and practice. This was followed by a practical exercise which saw participants discuss how men and women suffer during disasters. This was highlighted by participants completing a Disaster Distress Matrix, working to outline how the impact of disaster are different for men and women, and how women's distress can typically increase during disaster. The presentation went on to discuss statistics from, and lessons learned through, the 2011 Great East Japan Earthquake and Tsunami, including the fact that women and men had differing evacuation patterns during the disaster, with 82.1% of women evacuating in a group, and 13.1% evacuating alone, as compared to 64% of men evacuating in a group and 29.2% evacuating alone.

Women and Leadership – How do we ensure women's meaningful participation?

This presentation set out to examine how women's participation and leadership adds values to DRR, as well as to outline the key elements and processes necessary to make women's

STUDY TOUR: Hirokawa Township

Taking place on the inaugural Tsunami Awareness Day, the Study Tour began with a visit to Hirokawa Town, to observe an annual ritual featuring the local community, led by a Shinto Priest, appealing to deities to protect them from tsunami. While participants commented on the lack of female participation in the ceremony, it encouraged discussion around traditional beliefs and customs, and the role they play in community education.

The ceremony was followed by participants taking part, along with a large number of local Elementary and Junior High School Students in an attendant ceremony at the *Hikomura Embankment*, an embankment constructed to protect the adjacent village from tsunami, following the devastation of the Ansei Tsunami in 1854. This privately-funded embankment, which simultaneously provided much needed income to villagers devastated by the disaster, is venerated among the local population, and stands as a means to promote awareness today, from the lessons of yesterday.

participation and leadership in DRR more effective and meaningful. The key points being conveyed were as follows:

- To ensure women's access in decision-making requires:
 - Institutional arrangements;
 - Enabling processes;
 - Social acceptance;
 - Information flow and technology;
- To value women's perspective and voices requires
 - Involving women in important issues;

- Considering women's views;
- Women's active deliberation;
- Women's voluntary participation.

Participants then undertook a practical exercise, discussing these elements within their own realities, as well as considering both the tangible and intangible opportunities and challenges that exist surrounding these.

Women and Leadership – How can we become good leaders?

Beginning with participants discussing the attributes of leaders they admire, as well as those who they dislike, the presentation outlined that leadership is:

- Gender-Inclusive
- Communicative
- Purposeful
- Democratic and Egalitarian
- Means-Sensitive

Different elements of leadership were examined within these contexts, with participants being invited to examine their own leadership styles, and discuss the positive qualities they would look to promote, and the negative qualities they may wish to manage and eliminate. While time was, ultimately, short in the final presentation, it linked well with the DiSC Personality Profile test, which participants undertook following travel to Wakayama, and Day 6 of the programme.

The DiSC Personality Profile Test

In this session, delivered by UNITAR Senior Specialist Berin McKenzie, participants were guided through the DiSC Personality Profile test, a behaviour assessment tool. A key element of the DiSC test is a view that behavioural types stem from two dimensions:

- Whether a person views their environment as favourable or unfavourable
- Whether a person feels they have control or a lack of control over their environment

Upon taking the test, and analysing, in-depth, the results, participants were able to note their relative position within these distinctions, according to the D, I, S, and C definitions of the tests name:

D: Dominance: How you approach problems

- Perceives oneself as more powerful than the environment
- Perceives the environment as unfavourable

I: Influence: How you approach other people

- Perceives oneself as more powerful than the environment
- Perceives the environment as favourable

S: Steadiness: How you approach pace

- Perceives oneself as less powerful than the environment
- Perceives the environment as favourable

C: Conscientious: How you approach procedure

- Perceives oneself as less powerful than the environment
- Perceives the environment as unfavourable.



The insight gained through the test, and the accompanying analysis and practical exercise elements served to allow participants to understand more closely their own emotions and motivating factors, as well as giving insight into their leadership strengths and weaknesses.

Multi-stakeholder Partnership Development - Introduction

Following the events of World Tsunami Day, participants flew to Tokyo, with the final events of the workshop taking place at United Nations University. With the needs-assessments for the programme having indicated that there remains a need for more structured multi-stakeholder engagement, this entire last day of the programme was dedicated to augmenting participants skills and knowledge in this field. The presentation, delivered by UNITAR Senior Specialist Berin McKenzie began with an examination of the key elements of multi-stakeholder partnerships, as well as the common critiques levelled against them. Participants provided insight as to their understandings of multi-stakeholder partnerships, before outlining how the themes explored in the presentation related to their own realities. Such partnerships, it was outlined, can promote;

- Grass roots mobilization and participation;
- Sharing of skills and innovation;
- Ownership and commitment for action;
- Risk-sharing.

STUDY TOUR: Ishinomaki City I

In order to underscore the learning undertaken to date, and so as to provide real-world examples of the effect of tsunami, as well as the infrastructural and community level responses to the disaster, the participants travelled to Ishinomaki City. Ishinomaki was one of the most seriously affected municipalities during the 2011 Great East Japan Earthquake and Tsunami, with a number of tsunami, up to 10m (33ft) high travelling 5 kilometres inland from coast, inundating 46% of the city. As of June 2011, a total of 3097 deaths had been confirmed in the city as a result of the tsunami, with 2,770 people still missing.

The tour began with a visit to Hiyoriyama Park, overlooking the coastline, a vantage point from which many residents observed the devastation of the tsunami. Met by local government representatives, participants were introduced to the disaster, as well as a number of the processes of recovery that had taken place since.

The tour continued then to lunch, hosted by Yappesu, a local women's run NGO set up following the disaster, which advocates for survivors, as well as for the inculcation of lessons learned by and for women since. The food prepared for the participants lunch was representative of that eaten by tsunami survivors in the immediate aftermath of the disaster.

Behind this, however and key for such partnerships to move forward, is the aligning of values, the establishing of trust and norms, as well as a shared vision or opportunity. The critiques levelled at multi-stakeholder partnership processes was outlined, before participants undertook a practical exercise which required discussion around the type of information required before such partnerships could develop effectively.

Multi-stakeholder Partnership Development - Stakeholders

Effective stakeholder identification, communication, and integration increases transparency, accountability, and buy-in for partnership processes, and leads to more structured engagement. This presentation, delivered by UNITAR Senior Specialist Berin McKenzie, first outlined the benefits of structured stakeholder identification and integration, before undertaking a simple communication exercise with participants. The exercises, which saw participants try to decode information given from fellow participants in the performance of a simple task, underscored how crucial the proper encoding of information is when dealing with diverse stakeholders. The ensuing conversation and practical exercises, which saw

participants discuss barriers to communication not only specific to their own cultures and region, but also to themselves personally, highlighted areas for improvement following the conclusion of the programme. The communication skills exercises continued with participants discussing effective listening, as well as bad habits they may personally have around communication, before the presentation transitioned to stakeholder engagement.

The stakeholder engagement elements of the presentation examined tools and job aids participants could utilise following the end of the programme to make their engagement processes more effective. These included a matrix which allowed participants to categorise identified participants as to their relative interest-vs-influence over a given topic, as well as ways and means by which conflict can be prepared for, and resolved, in multi-stakeholder partnerships.

Multi-stakeholder Partnership Development – The Effective Management of Change

Key to developing effective tsunami preparedness plans and engaging in related multi-stakeholder coalitions, is understanding the process of change this will inflict upon such stakeholders, as well as designing an engagement and implementation plan.

The presentation, designed around the Kotter 8-step Change Model, had participants engage in a role play which saw them identify steps in the Kotter process which would be relevant for the development of a DRR-related Multi-stakeholder partnership. The steps in the process are:

- Establishing a Sense of Urgency;
- Creating a Guiding Partnership;
- Developing a Vision and Strategy;
- Communicating the Change Vision;
- Empowering for Broad-Based Action;
- Generating Short-Term Wins;
- Consolidating Gains and Produce More Change;
- Anchoring New Approaches in Organizational Culture.

STUDY TOUR: Hirokawa Nakayoshi Kindergarten

In order to witness the outcomes of tsunami readiness drills and the confluence of multi-stakeholder planning initiatives, participants visited the Hirokawa Nakayoshi Kindergarten. Following an introduction by staff as to the flow of the events to come, participants witnessed the classes enact their evacuation plan following the centralised announcement of a fictitious earthquake and tsunami event. The students first sheltered under desks and tables, and, following the all-clear, donned lifejacket before gathering with teachers and making their way to the designated evacuation point, a local shrine. This was also the evacuation point for a local junior high-school, and participants were able to observe the debriefing process between students, teachers, and local government representatives.

This was followed by local government representatives outlining the preparation undertaken at the shrine, including the forward positioning of blankets, water, foodstuffs, and sanitation equipment – all building upon lessons learned from the 2011 Great East Japan Earthquake and Tsunami.

The learning was augmented by a discussion and job aid focused upon stakeholders readiness to accept change, vs readiness to reject, and ways in which participants, as leaders, could work to plan for such.

Methodology

Face-to-Face Training

A key component of the programme was the needs-based face-to-face training sessions, which will take place in Sendai, Wakayama, and Tokyo. These interactive sessions incorporated a number of different learning methodologies, including:

- Interactive lectures;
- Small group practical exercises;
- Individual practical exercises;
- Self-directed readings.

Qualified UNITAR facilitators will be on-hand to facilitate learning, with expert Resource Persons in attendance to further contextualise the materials to the specific requirements of the programmes beneficiaries.

STUDY TOUR: Inamura no Hino Yakata Tsunami Educational Center and Hirokawa Town Hall

The Inamura no Hino Yakata Tsunami Educational Center celebrates the story of Hamaguchi Goryo, a villager from Hirokawa Town who, following the Ansei earthquake in 1854, lit fires so as to guide fellow villagers to higher ground, and protect them from the ensuing tsunami. Participants viewed multimedia archives as part of the visit, before being introduced to the educational aims and programmes of the center itself.

The educational centre visit was followed by an open discussion session at the Hirokawa Town Hall featuring participants, as well as representatives of the town, and central government, who had been visiting the area to observe the drills and activities taking place to observe World Tsunami Day. The questions and answer session covered topics including; dissemination of information regarding preparedness drills; communication channels between central and local governments; funding processes; monitoring and evaluation of tsunami preparedness activities.

Study Tours

In order to contextualise the programme, as well as to respond to the clearly stated need for practical examples of tsunami preparedness planning at a community level, as outlined by participants in the needs assessment, study tours were arranged to the following:

- Ishinomaki City, site of significant devastation during the 2011 Great East Japan Earthquake and Tsunami. Specific tours during this time included
 - Hiyoriyama Park;
 - City Hall
 - Local NGO
 - Kids Place

- Fujitodai Elementary School;
- Tonen general Oil refinery Plant
- Hirokawa Nakayoshi Kindergarten;
- Local Disaster Assembly Point
- Inamura no Hino Yakata Tsunami Educational Center
- Hirokawa Town Hall.

Certification

Participants who successfully fulfilled all course requirements were awarded a UNITAR Certificate of Participation, distributed during the final session in Tokyo, held at United Nations University.

Public Session

In order to bring the themes of the programme to a wider audience, the UNITAR Hiroshima Office undertook a Public Session at United Nations University in the evening of Monday 7 November, 2016. Entitled Women and Tsunami-based Disaster Risk Reduction (DRR): Comparing Perspectives between Japan and the Pacific States, the Public Session was opened by the keynote address by Mr. Toshihiro Nikai, Secretary-General of the Liberal Democratic Party of Japan, and a key proponent of the development of World Tsunami Day.



Moderated by the Head of the UNITAR Hiroshima Office, Mihoko Kumamoto, the event saw the following panellists take part:

- H.E. Akiko Yamanaka, Former Vice Minister for Foreign Affairs Japan, Special Ambassador for the World Tsunami Awareness Day
- H.E. Tania Laumanulupe Tupou, Ambassador of the Kingdom of Tonga to Japan
- Prof. Hajime Kayanne, Professor, Tokyo University
- Prof. Asako Osaki, Visiting Professor, Kwansai Gakuin University
- Dr. Philip Vaughter, Research Fellow, UNU

Presentations examined the current state of DRR in the Pacific Islands, along with the importance of education, the incorporation of lessons learned and best practice regarding disaster preparedness and planning, as well as and collaboration between regional states.

Evaluations

The programme was subject to a two-fold anonymous evaluation process undertaken at its conclusion. 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.

The evaluation data showed that 96% of respondents 'agreed' or 'strongly agreed' that it was likely that they would use the information acquired upon their return home.. Prior to the workshop, only 31% of participants felt that they possessed a 'moderate' to 'high ability' to "Describe the key principles of Disaster Risk Reduction", whilst 88% of respondents felt that they had gained a high understanding of such by the end of the workshop. Similarly, with regard to being able to "Outline the processes involved in earthquakes and tsunamis.", those indicating that they had a 'moderately high' to 'high' understanding grew from 23% of total respondents to 92% by the end of the workshop.

With regard to the methodology utilised in Workshop Three, including interactive lectures, study-tour, after-action reviews, and practical exercises, 100% of respondents indicated that they 'agreed' or 'strongly agreed' that it was useful. Similarly, the trainers/facilitators of the programme were seen as effective at presenting information, as well as stimulating participants' involvement, by 96% of respondents.

NOTE: A summary of the Evaluation Findings is attached to this report as Annex 1.

ANNEX 1: Evaluation Summary

Evaluation

The evaluation method employed for the 2016 UNITAR Hiroshima Women's Leadership in Tsunami-based Disaster Risk Reduction Training Programme for World Tsunami Awareness Day 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.

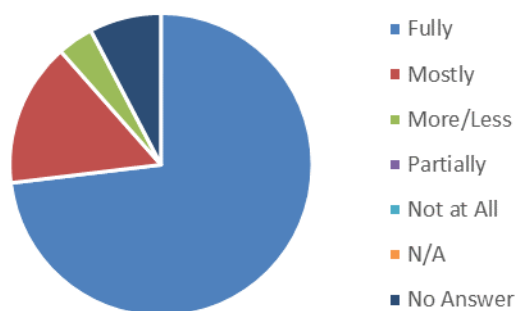
The participant feedback evaluation questionnaire examined the following areas in detail:

- 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

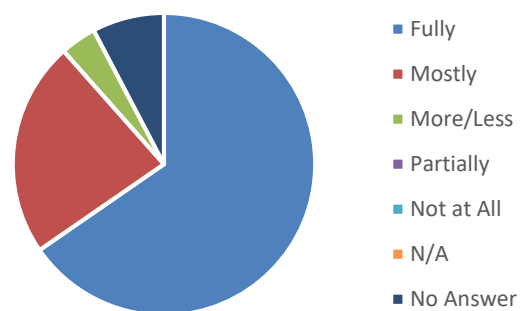
Major Findings and Recommendations

Pre-event Information

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



Useful (in terms of making an informed decision)



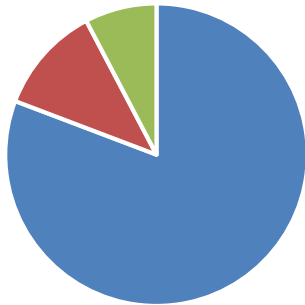
Accurate (in terms of matching what took place)

Learning Objectives

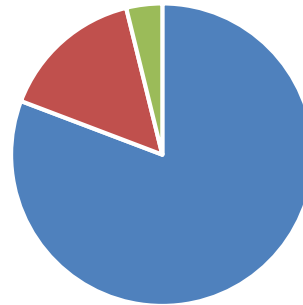
A large majority of participants agreed that they had achieved the learning objectives. Following are a detailed description of participants' reaction to the questions

Learning Objective I

Discuss the concept of social business



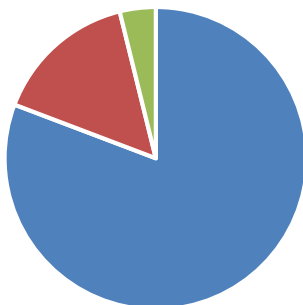
Relevance of objective to your learning needs



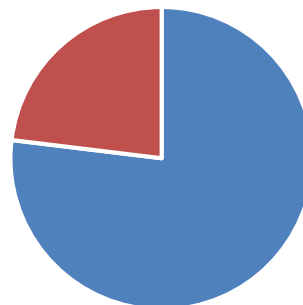
Extent to which you met learning objective

Learning Objective II

Outline the process involved in earthquakes and tsunami



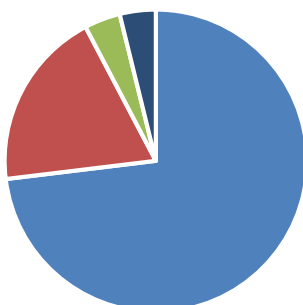
Relevance of objective to your learning needs



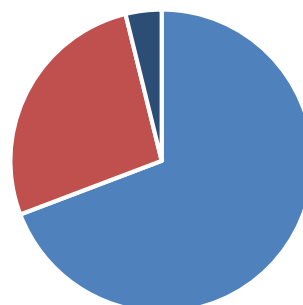
Extent to which you met learning objective

Learning Objective III

State the processes undertaken in weather and ocean modelling



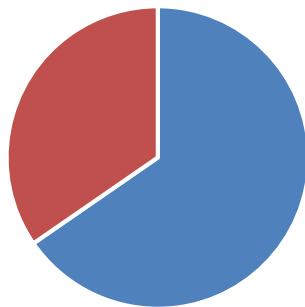
Relevance of objective to your learning needs



Extent to which you met learning objective

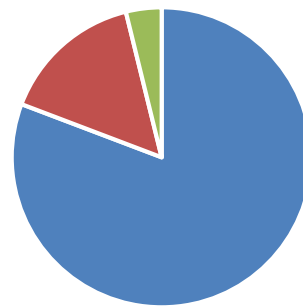
Learning Objective IV

Discuss eco-system based Disaster Risk Reduction



- Fully
- Mostly
- More/Less
- Partially
- Not at All
- N/A
- No Answer

Relevance of objective to your learning needs

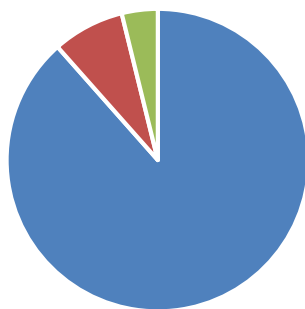


- Fully
- Mostly
- More/Less
- Partially
- Not at All
- N/A
- No Answer

Extent to which you met learning objective

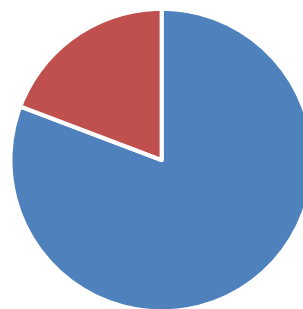
Learning Objective V

Outline key elements of women's leadership



- Fully
- Mostly
- More/Less
- Partially
- Not at All
- N/A
- No Answer

Relevance of objective to your learning needs

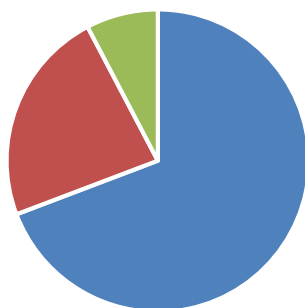


- Fully
- Mostly
- More/Less
- Partially
- Not at All
- N/A
- No Answer

Extent to which you met learning objective

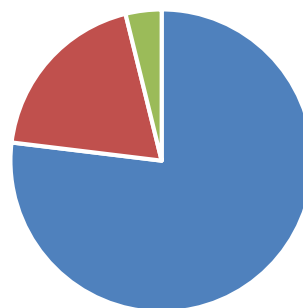
Learning Objective VI

Describe best practice communication skills with regard to leadership



- Fully
- Mostly
- More/Less
- Partially
- Not at All
- N/A
- No Answer

Relevance of objective to your learning needs

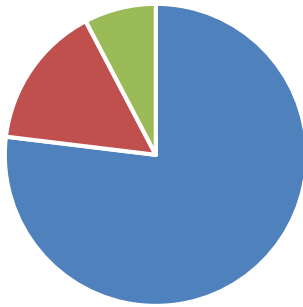


- Fully
- Mostly
- More/Less
- Partially
- Not at All
- N/A
- No Answer

Extent to which you met learning objective

Learning Objective VII

Discuss their own personality profiles with regard to leadership



- Fully
- Mostly
- More/Less
- Partially
- Not at All
- N/A
- No Answer

Relevance of objective to your learning needs

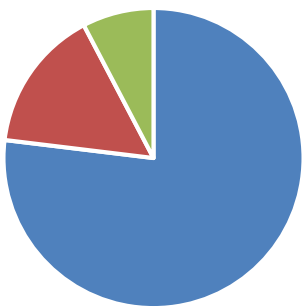


- Fully
- Mostly
- More/Less
- Partially
- Not at All
- N/A
- No Answer

Extent to which you met learning objective

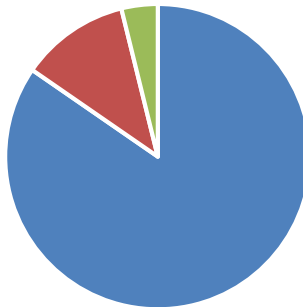
Learning Objective VIII

Identify key elements of multi-stakeholder coalition development



- Fully
- Mostly
- More/Less
- Partially
- Not at All
- N/A
- No Answer

Relevance of objective to your learning needs

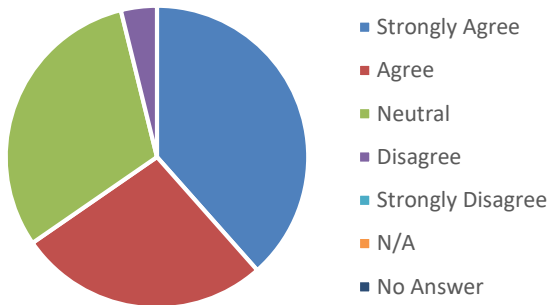


- Fully
- Mostly
- More/Less
- Partially
- Not at All
- N/A
- No Answer

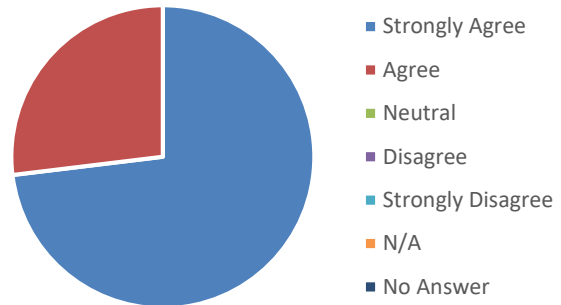
Extent to which you met learning objective

Value, Relevance and Intent to Use

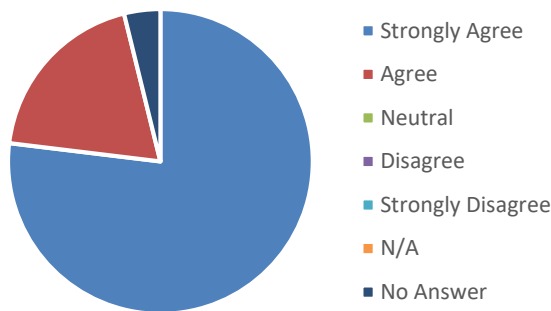
Please rate the following statements using the numerical scale from strongly agree (5) to disagree (1).



The information presented in this workshop was new to me



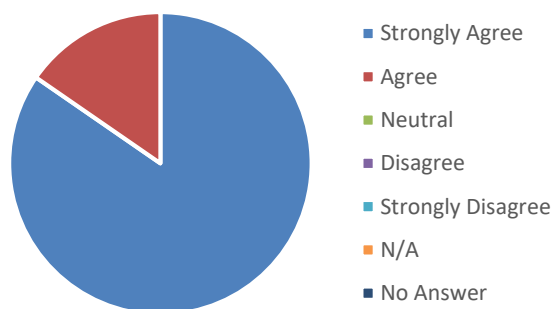
The content of the workshop was relevant to my job



It is likely that I will use the information acquired

Methodology

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

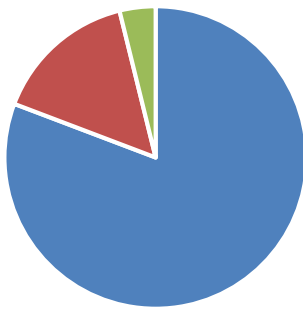


The event's methodology was useful given the learning objectives

Overall Satisfaction with the Quality of Facilitators

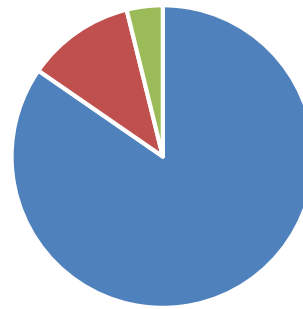
Please rate the following statements using the numerical scale from strongly agree (5) to disagree (1).

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



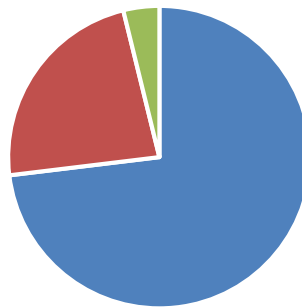
- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree
- N/A
- No Answer

Presenting information



- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree
- N/A
- No Answer

Responding to questions of participations

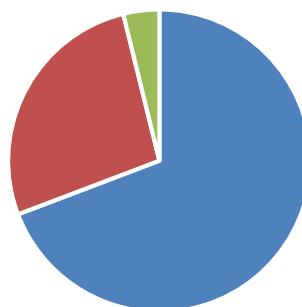


- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree
- N/A
- No Answer

Stimulating participant involvement

Applicability of After Action Review and Practical Exercises

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

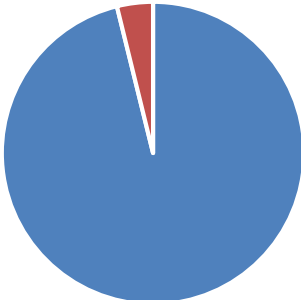


- Strongly Agree
- Agree
- Neutral
- Disagree

How useful was (were) the method(s) in helping you to achieve the learning objectives?

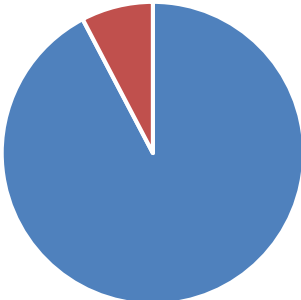
Overall Satisfaction of the Event

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



- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly disagree
- N/A
- No Answer

Overall, the workshop was very useful



- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly disagree
- N/A
- No Answer

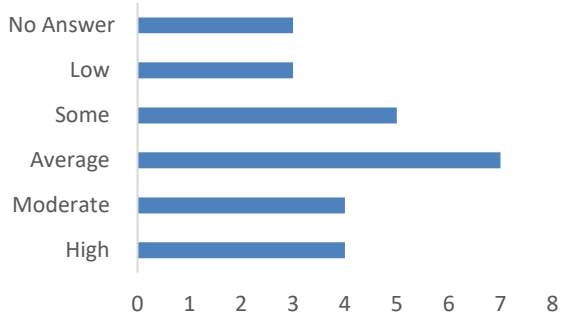
I will recommend this workshop to a colleague

Participant Self-Assessment Questionnaire

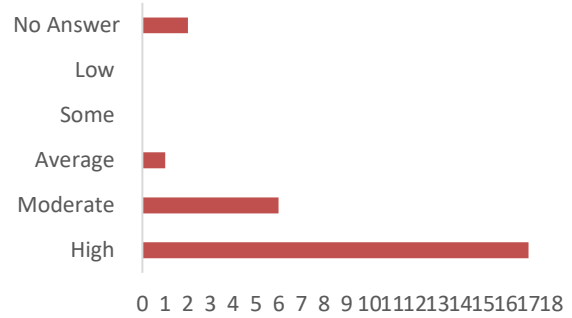
Level of Knowledge, Skill, and Competencies in Relation to Each Learning Objective Before and After the Training

Learning Objective I

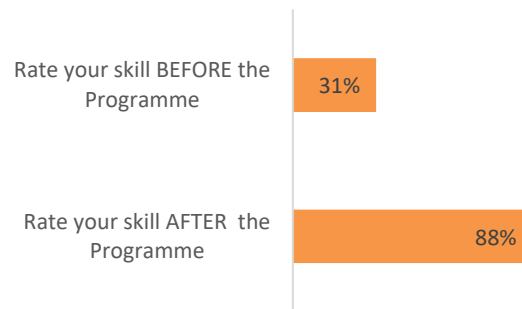
Describe the key principles of Disaster Risk Reduction



Rate your skill before the programme



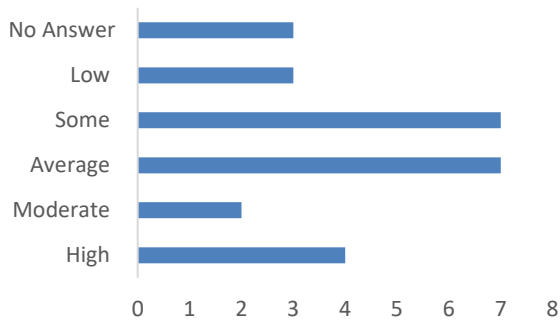
Rate your skill after the programme



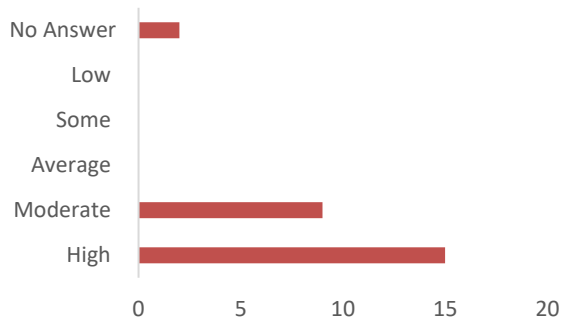
Before-After Difference (Moderate & High Responses)

Learning Objective II

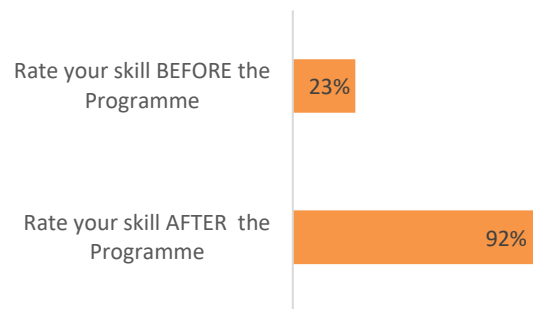
Outline the processes involved in earthquakes and tsunami



Rate your skill before the programme



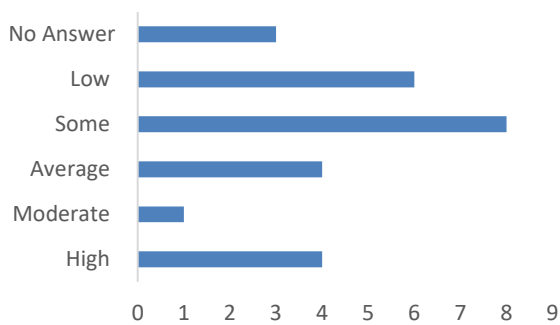
Rate your skill after the programme



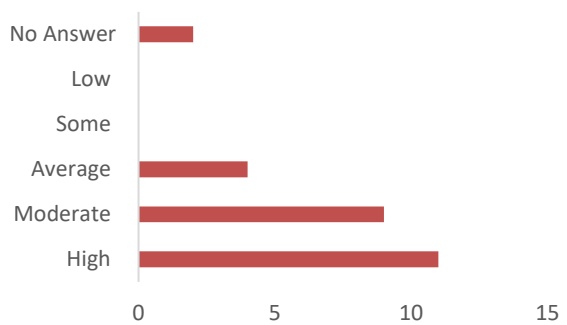
Before-After Difference (Moderate & High Responses)

Learning Objective III

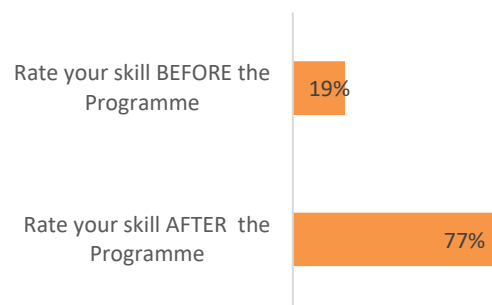
State the processes undertaken in weather and ocean modelling



Rate your skill before the programme



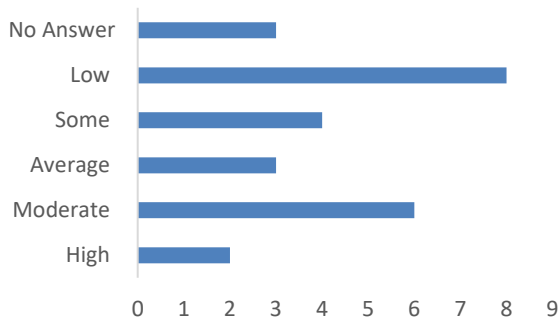
Rate your skill after the programme



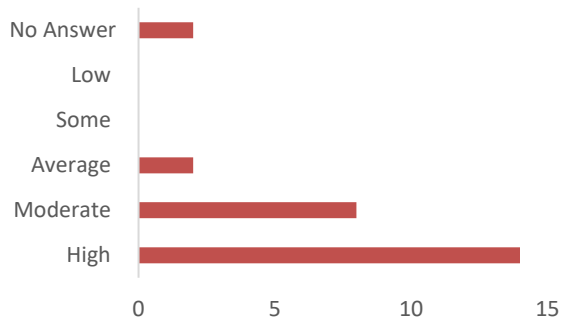
Before-After Difference (Moderate & High Responses)

Learning Objective IV

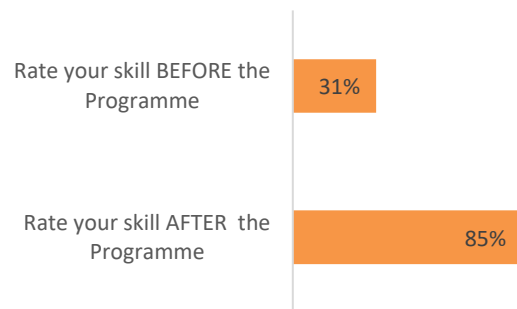
Discuss eco-system based Disaster Risk Reduction



Rate your skill before the programme



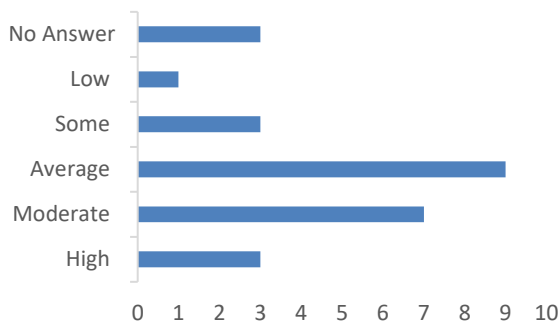
Rate your skill after the programme



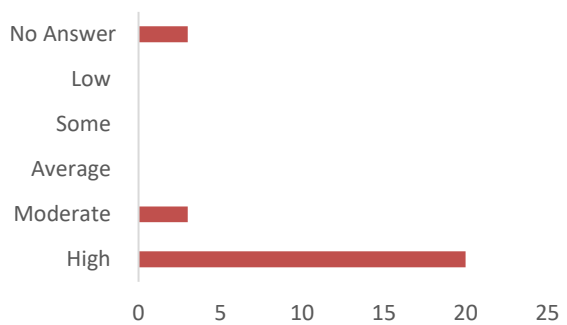
Before-After Difference (Moderate & High Responses)

Learning Objective V

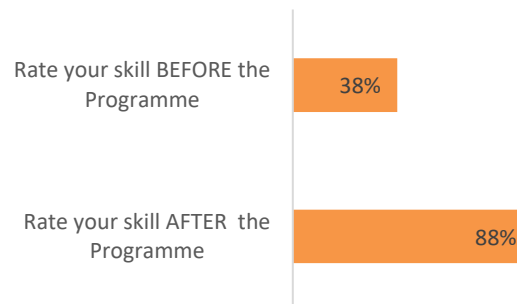
Outline key elements of women's leadership



Rate your skill before the programme



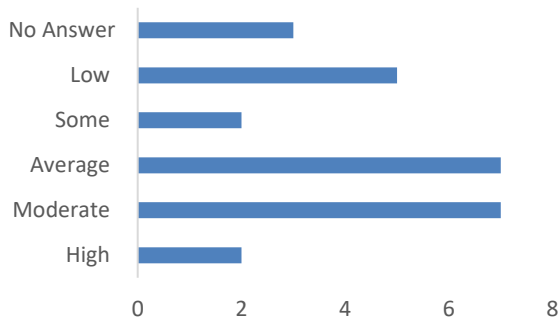
Rate your skill after the programme



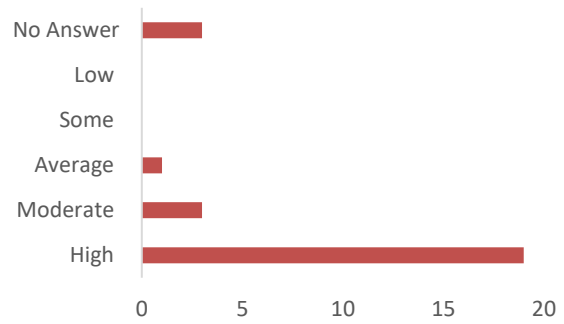
Before-After Difference (Moderate & High Responses)

Learning Objective VI

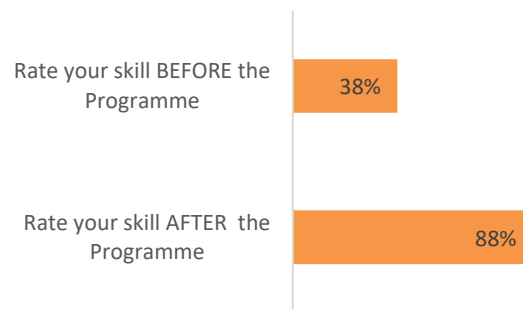
Describe best practice communication skills with regard to DRR



Rate your skill before the programme



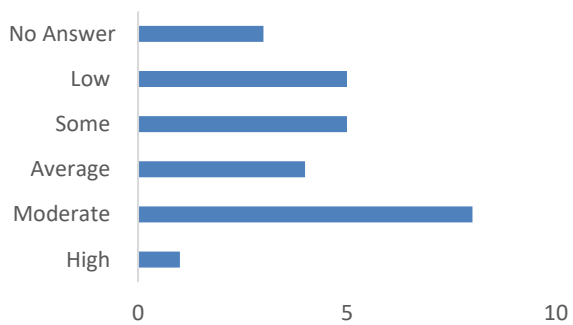
Rate your skill after the programme



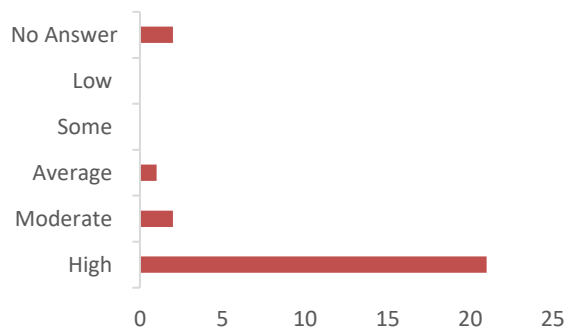
Before-After Difference (Moderate & High Responses)

Learning Objective VII

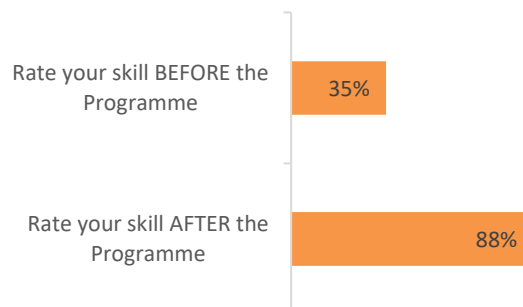
Discuss their own personality profiles with regard to leadership



Rate your skill before the programme



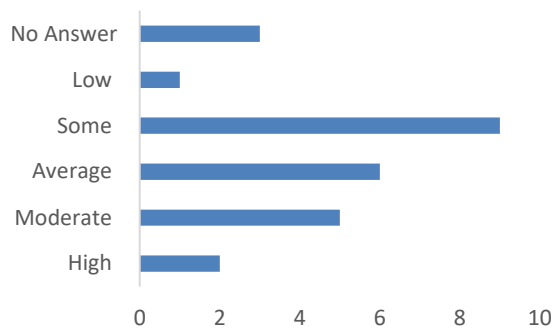
Rate your skill after the programme



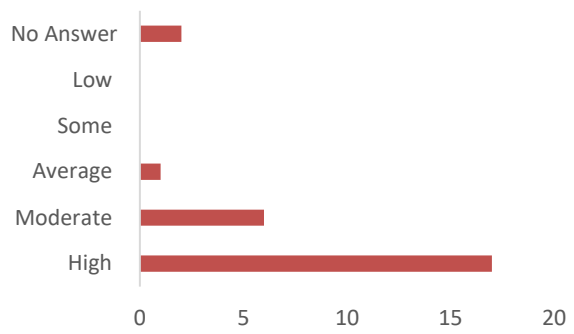
Before-After Difference (Moderate & High Responses)

Learning Objective VIII

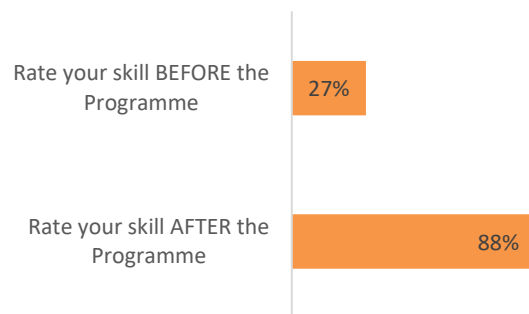
Describe the process of data analysis and reporting



Rate your skill before the programme



Rate your skill after the programme



Before-After Difference (Moderate & High Responses)

ANNEX 2: Programme Agenda

**UNITAR Hiroshima
Tsunami Based DRR Training Programme
29 October - 8 November 2016 | Sendai/Wakayama/Tokyo, Japan
DRAFT AGENDA
as of 25 October 2016**

	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7	Day 8	Day 9	
	Sendai	Sendai	Sendai	Sendai	Wakayama	Wakayama	Wakayama	Tokyo	Tokyo	Narita
08:30-09:00										
09:00 - 09:30		09:00 - 09:30 After Action Review	09:00 - 09:30 After Action Review	09:15-9:30 Walk	08:00 Check-out	9:00-9:30 BUS	07:30 BUS		8:20-9:00 BUS	
09:30 - 10:00	08:30 Check-out	09:30 - 11:00 Module One Introduction to DRR (UNISDR)	09:30 - 11:00 Module Four Eco-system-based DRR (University of Tokyo)	09:30 - 11:00 Module Six Women and Leadership: Learning from the Tohoku Experience	10:10 - 11:35 ANA 734 SDJ - ITM	09:30 - 11:00 Disaster Drill Fujitodai Elementary School	09:45 - 10:00 BUS	11:00 Check-out	09:30 - 11:00 Module Eleven Multi-stakeholder Coalition Development	
10:00 - 10:30							10:00 - 10:50 Disaster Drill Hirokawa Nakayoshi Kindergarten			
10:30 - 11:00							10:50 - 11:20 Disaster Drill Shrine	11:00 - 11:45 BUS	11:00 - 11:30 Tea Break	
11:00 - 11:30		11:00 - 11:30 Tea Break	11:15 - 12:30 BUS	11:00 - 11:30 Tea Break		11:00 - 12:00 BUS	11:40 - 12:30 LUNCH	11:45 - 13:15 Lunch	11:30 - 13:00 Module Twelve Multi-stakeholder Coalition Development	
11:30 - 12:00		11:30 - 13:00 Module Two Understanding Earthquakes and Tsunami (Tohoku University)	12:30 - 13:00 Hiyoriyama Park	11:30 - 13:00 Module Seven Women and Leadership: Who is A Leader?		12:00 - 12:50 LUNCH				
12:00 - 12:30	11:35 - 13:00 TRAVEL/CHECK-IN								13:00 - 14:30 LUNCH	
12:30 - 13:00										
13:00 - 13:30						12:50 - 13:20 BUS	12:30 - 14:30 Inamura no Hino Yakata Tsunami Educational Centre			
13:30 - 14:00	13:00 - 14:30 LUNCH	13:00 - 14:30 LUNCH	13:00 - 14:30 LUNCH	13:00 - 14:30 LUNCH						
14:00 - 14:30										
14:30 - 15:00	Participant Arrival									
15:00 - 15:30	14:30 - 15:00 Opening/Introduction									
15:30 - 16:00	15:00 - 15:30 Gender and DRR (UNITAR)	14:30 - 16:30 Module Three Weather and Ocean Modelling (Tohoku University)	14:30 - 16:30 Module Eight Leadership: Communication	14:30 - 16:30 Module Eight Leadership: Communication		13:30 - 15:00 Disaster Drill Tonen General Oil Refinery Plant	14:45 - 15:30 Discussion with Hirokawa Town Staff	14:00 - 15:15 ANA 3824 KIX - HND	14:30 - 16:30 Module Thirteen Multi-stakeholder Coalition Development Presentations	
16:00 - 16:30	15:30 - 16:30 Country Reports		14:30 - 17:45 Ishinomaki City			15:00 - 16:00 BUS	15:30 - 16:30 BUS			
16:30 - 17:00	16:30 - 17:00 Tea Break	16:30 - 17:00 Tea Break		16:30 - 17:00 Tea Break				15:15 - 18:00 TRAVEL/CHECK IN	16:30 - 17:00 Break	
17:00 - 17:30	17:00 - 18:00 Country Reports (cont.)	17:00 - 18:00 Reflection		17:00 - 18:00 Women's Leadership					17:00 - 18:00 Certification Ceremony Ambassador Speeches (TBC)	
17:30 - 18:00										
18:00 - 18:30			17:45-19:00 BUS						18:00 - 18:30 Break	
18:30 - 19:00										
19:00 - 19:30	Reception								18:15 - 20:00 Public Session UNU	
19:30 - 20:00										
									20:20 BUS leaves from UNU	

NOTE: This colour denotes a Study Tour

ANNEX 3: Participant Outline

Participant Profiles



Rangiaororoa Paula Mitaera-Johnson
Executive Representative for the Outer Islands
Cook Islands Civil Society
Cook Islands

Ms. Mitaera-Johnson is currently self-employed as a pearl farmer. She has been employed as a consultant for the Prime Minister's Climate Change Office to develop and deliver a project that teaches households to utilise the local food in their diets and to reduce chemicals using alternative eco-friendly products. From 2011-2015, she was employed by the Ministry of Marine Resources to assist farmers with business support and developing climate change awareness. As a result of climate change developments on her island of Manihiki, she set up a community Facebook page to teach simple preparedness mechanisms for their homes and business assets. She also translated monthly scientific lagoon water quality reports for farmers and the general community.



Lydia June Sijp
Project Coordinator
Emergency Management Cook Islands
Cook Island

Ms. Sijp is currently studying Project Management at the University of the South Pacific. She has completed two contracts for the Cook Islands government, one as island secretary for the island of Palmerston, where her activities included building a primary school to serve as an evacuation centre for the island community, and one from 2004-2007 as project manager for the Ministry of Education in resourcing and refurbishing government schools, ensuring that the remote northern island schools were renovated to evacuation standards and serving their communities as secondary evacuation centres. She is currently serving a three-year contract with Emergency Management Cook Islands as the project manager in delivering the EU - Shortsea Promotion Centre (Baltic Sea Region Programme) building safety and resilience in the Pacific.



Elina Paul
Assistant Director of Disaster Risk Management
Office of Environmental and Emergency Management
Federated States of Micronesia

Ms. Paul attended college at Chaminade University in Honolulu, Hawaii. She later received a Bachelor of Science in Business Management and a Master's Degree in Business Administration from the University of Phoenix. She is currently the assistant director of Disaster Risk Management at the Office of Environmental and Emergency Management at the FSM National Government. Prior to this, she was the senior auditor for the FSM Public Auditors Office, where she spent close to seven years auditing the environmental section on Disaster Risk Management, Mitigation, and Adaptation.



Lululeen L. Santos

Women's Interest Coordinator
Enipein Marie Park Women Association
Federated States of Micronesia

Ms. Santos began working for her government in 2001. Since then, she has been affiliated with the government and the civil society associations. She has experience in tsunami and disaster risk reduction and working with NGOs and civil society groups such as women, youth, and senior citizens.

**Loata Tute Vakacegu**

Deputy Secretary
Rural & Maritime Development & National Disaster Management
Fiji

Ms. Vakacegu graduated with a Post Graduate Certificate in Public Sector Management from the University of the South Pacific in 2004. In 2010, she completed a Master of Public Policy from Victoria University in Wellington, New Zealand. Her current affiliation is predominantly to humanitarian and community services' organisations that promote and support awareness on community resilience and preparedness to cope with climate change, capacity-building, and enhancing traditional knowledge for disaster risk management and recovery. She has extensive work experience in the public sector, having served as a public servant for the Government of Fiji for the last 23 years in three different government agencies.

**Savaira Tinaivunivalu**

Project Officer
Fiji Disabled Peoples Federation
Fiji

Ms. Tinaivunivalu is Project Officer for the Fiji Disabled Peoples Federation, which is the national umbrella organisation for all disabled people's organizations in Fiji and an affiliate of the Pacific Disability Forum. She graduated from the Pacifika Tourism Studies program of Fiji National University. She is currently working as a trainer for Speak Out!, and she also holds certificates from Start Your Business, Hospitality Operation, Professional Learning Program, and Training in the Pacific Indicators for Disability Inclusive Education.

**Bwenaata Arakua**

Disaster Management Officer (Early Warning System)
Kiribati Red Cross Society
Kiribati



Ms. Bwenaata is a disaster management officer at the Kiribati Red Cross Society; she works with two communities on the outer island, implementing the Finnish-Pacific pilot project known as the FINPAC. She is currently working with two communities on the islets of Ribono and Nuotaea, which are the two pilot islets for the Early Warning System. Her regional partners include the Secretariat of the Pacific Regional Environment Programme and the Fiji Red Cross Society; national partners include the Office of the President's National Disaster Management Office and the Kiribati Meteorological Service.





Tadena Redfern

National Coordinator, Building Safety and Resilience
Office of President
Kiribati

Ms. Redfern obtained a Master's of Science in Tropical Plant Pathology from the University of Hawaii. She has worked with the government since she finished her first degree in 2004. She has been working with the agriculture division for over 10 years, and in June 2016 she joined the disaster management unit at the Office of the President and worked on coordinating the building safety and resilience project. During her work with the Agriculture Division of the Ministry of Environment, Lands, and Agricultural Development, she has affiliated with national committees and technical working groups on biodiversity, climate change adaptation, disaster risk management, food security, organic certification, and waste management.



Tatiana Sawej

Accountant and Treasurer
College of the Marshall Islands, Financial Affairs & Services
Marshall Islands

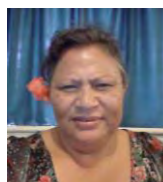
Ms. Sawej studied in the College of the Marshall Islands until 2006, and is currently taking online courses on Business Administration from the University of Maine Fort Kent. In addition to her work for the College of the Marshall Islands, she is also an active member of the Kora in Okrane (KIO) Club, where she served as the treasurer for four years, as well as Jitdam Kapeel.



Cheryl English

Child Protect Coordinator
Ministry of Internal Affairs
Marshall Islands

Ms. English obtained an Associate's Degree from Mesa Community College in Arizona, U.S.A. In 2012, she received a certification of graduation from Iris Harvest School of Mission in Pemba, Mozambique. She is currently employed with the Republic of the Marshall Islands Mission of Internal Affairs, where her position covers disaster and drought and emergency situations in the Marshall Islands. Prior to this job, she served communities in Africa and America as a missionary.



Josephine Anne Dame

Tutor and Community Development Trainer
Educational Services Limited
Nauru

Ms. Dame is currently studying for a Professional Certificate Educational Policy and Planning at the University of the South Pacific. Along with her current work at Education Services Limited, Ms. Dame has 12 years' experience teaching preschool and primary school and has also trained youth and women in various livelihood skills. She received many tertiary-level educational certificates between the years 1996 and 2013.





Letha Herman
Administrative Officer
National Emergency Services
Nauru

Ms. Herman completed Nauru Secondary School in 2012. She is currently working as an administrative officer for the National Emergency Services, which focuses on the environment of Nauru.



Emi Hipa
Head of External Affairs
Office of External Affairs, Central Agencies
Niue

Ms. Hipa is currently chair of the Liturgy Committee for the St. Joseph Catholic Mission in Niue, where she coordinates manual work and assists finance on Cans Crushing Project. She assists in putting together presentations for NGO representatives attending disaster risk reduction overseas workshops. She previously worked as a Small Island States officer for Niue, where she reported to the Pacific Islands Forum Secretariat on the Pacific Plan and the Framework for Pacific Regionalism.



Ataleo Tiakia
Chairperson
Avatele Village Council
Niue

Ms. Tiakia serves as a chairperson of the Avatele Village Council, a position she has held for four years; she has been involved with the Avatele Village Council for a total of 12 years. She has been involved in the development and implementation of the disaster plan for cyclones and tsunamis.



Ann K. Singeo
Executive Director
Ebill Society
Palau

Ms. Singeo has a Master's in Communication for Social Change from the University of Texas in El Paso and a Bachelor's in Business from Western Oregon University. She was a founding member of the Ebill Society and has been the executive director since 2011. She works with small communities to promote community engagement in monitoring, vulnerability assessment, planning solutions, and implementation. She also worked as a consultant with regional and international agencies and programs, such as the Secretariat of the Pacific Community, UNESCO for Intangible Cultural Heritage, and U.S. Pacific Region IX.



Aileen Mikel

Education Specialist, Division of School Management
Ministry of Education
Palau

Ms. Mikel has Bachelor in Elementary Education and is currently working on her Master's degree. She has been working for the Ministry of Education since 2007, first as a classroom teacher, then a school principal, and now an education specialist for the Division of School Management. She attended a six-week Comprehensive Crisis Management Course in Honolulu, Hawaii, hosted by the Asia Pacific Center for Security Studies last summer. She also attended a community-based disaster risk reduction course provided by the International Office of Migration in relation to the development of school emergency management plans.

**Lina Emasi**

Program Coordinator
Department for Community Development and Religion, National Council of Woman
Papua New Guinea

Ms. Emasi obtained a Bachelor of Arts in Social Work from the University of Papua New Guinea after completing secondary school in Australia. She is currently working as a programme coordinator for the National Council of Women. Her areas of responsibility include all Leadership, Advocacy, and Awareness Trainings for women in Papua New Guinea. She travels across the country delivering such services to the women who are members of the organisation.

**Arianne Rozalexandra Kassman**

350 PNG Coordinator
350 Pacific
Papua New Guinea

Ms. Kassman is the Pacific Regional Coordinator for the Commonwealth Youth Climate Change Network. She got involved in climate change when she attended the Global Powershift in Istanbul in 2013, organised by 350.org. She led the establishment of 350.org PNG, and since then she has coordinated the organization as a volunteer. She has organized local climate trainings for youth and spoken at many events both in her country and abroad, including at the release of the encyclical on climate change by the Pope in April 2015 in Rome, where she represented 350.org. She also works as the Youth Integrity Program coordinator at Transparency International PNG.

**Patricia Faamanuiaga Ainuu**

Senior Community Development Officer
Ministry of Women, Community and Social Development
Samoa

Ms. Ainuu graduated from the National University of Samoa in 2008 with a Bachelor of Arts in Sociology and English. She joined the Ministry of Justice as a court officer in 2012. She currently works as a senior community development officer, where she has been involved with various community development and social-work-related issues, as well as climate change developments. She also attended various DRR trainings and activities both at national and community levels.





Talauula Suniula
Disaster Officer
Samoa Red Cross Society
Samoa

Ms. Suniula is currently employed by the Samoa Red Cross as the logistician in its disaster management unit. She underwent disaster management trainings with the International Federation of Red Cross in the areas of logistics, disaster risk management, water and sanitation, and first aid restoration of family links as part of the Asia Pacific Red Cross Emergency Response Team trainings. She works with the ERT to help train her local communities through a community disaster and climate risk management program coordinated by the National Disaster Response Management Office in Samoa. She has worked as a volunteer coordinator during the 2009 tsunami, 2012 Tropical Cyclone Evan, and other emergencies occurring in Samoa.



Elmah Panisi Sese
Country Director
Live & Learn Solomon Islands
Solomon Islands

Ms. Sese received a Master in Business Administration from the University of the South Pacific, Suva, Fiji, in 2008. She is a member of the Solomon Islands Alliance for Humanitarian NGOs. She is currently the country director for the NGO Live & Learn Solomon Islands, a position she held for one year; before that she was Live & Learn's finance manager for seven years. She attended stakeholder meetings with SIAHN and CARE Australia (Fiji).



Linda Tonowane
Weather Forecaster (Meteorologist)
Solomon Islands Meteorological Services
Solomon Islands

Ms. Tonowane is a meteorologist and works for the Solomon Islands Meteorological Service. She obtained a Bachelor's in Mathematics and Physics from the University of the South Pacific, Fiji. In 2014 she received a graduate diploma in Meteorology from the University of Melbourne. During the 2013 Temotu Tsunami, she was on duty to send warnings.



Dorothy Fauonuku
Country Program Coordinator
Act for Peace, Tonga National Council of Churches
Tonga

Ms. Fauonuku has been working for Act for Peace since 2009. Her current post is a country program coordinator for Tonga and responsible for developing and implementing disaster risk management project. Prior to current engagement, she was the assistance regional manager, working across four countries in the region (Vanuatu, Solomon Islands, Fiji, and Tonga) and led a community-based disaster risk management program to improve disaster resilience and preparedness. She graduated with specialised skills on NGO and NPO management from Unitec Institute of Technology, New Zealand, in 2009.





Ana Ilaisaane Kaipa Molofaha Patolo

BSRP – National Coordinator

National Emergency Management Office (NEMO) / Ministry of Meteorology, Energy, Information, Disaster Management, Environment, Climate Change and Communication

Tonga

Ms. Patolo holds a Bachelor of Arts in Pacific Island Studies and Political Science from Brigham Young University – Hawaii in 2003 and a postgraduate diploma in Climate Change from the University of the South Pacific in 2013, as well as a Certificate in Climate Modelling and Flood Impact Assessment from United Nations University in 2012. As an independent consultant in the field of climate change science and human health, she is working in the outer rural island communities on a new concept known as solastalgia. A bulk of her work at the National Emergency Management Office has been on developing standard operation procedures for major earthquake and tsunami for government primary schools, as well as integrating disaster risk management into community development plans.



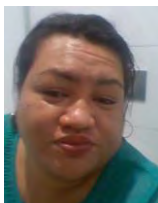
Lanuola Fasiai

Monitoring & Evaluation Project officer

Gender Affairs Department, Office of the Prime Minister

Tuvalu

Ms. Fasiai has a Bachelor's of Commerce with focus on Project Analysis and Management. She is currently working as an evaluation and monitoring officer on women's projects for the Gender Affairs Department in the office of the Prime Minister. She participated in a climate change workshop on coastal protection. She was part of the evaluation group after Cyclone Pam, where she collected data on women and their situation after the cyclone.



Matakina Simii

Office Manager

Fusi Alofa Disabled Persons Organisation

Tuvalu

Ms. Simii is currently working on her degree in Management and Physiological at the University of the South Pacific through distance learning. She also undertook a short course in the region with Pacific Leadership Program. She has experiences providing first and distributing relief supplies in the field during disasters for more than five years. She is working in partnership with various communities and stakeholders to raise awareness and carry out vulnerability community assessments.



Virana Lini

National Education In Emergency Coordinator

Ministry of Education & Training

Vanuatu

Ms. Lini is a secondary school teacher. She graduated from Vanuatu Teachers College in 2009 with a Diploma in Secondary Teaching, majoring in English and Social Science. She had been working with the Ministry of Education and Training since May 2011 as the education on emergencies officer. She worked with schools and their surrounding communities to do disaster risk reduction activities. She gained a lot of experience during Tropical Cyclone Pam, where she managed the whole MOET response, which included early warning communication and recovery planning.



**Marie Shem**

Gender and Social Inclusion Officer
Live and Learn Environment Vanuatu
Vanuatu

Ms. Shem works with Youth Challenge Vanuatu as a coordinator to raise awareness on women's rights in the workplace. She also worked as communication and liaison officer to the Department of Women's Affairs and edited Sisters Toktok on Daily Post. She advocated for women's rights as a counsellor at Vanuatu Women's Centre. In 2011, she worked as an Emerging Pacific women's representative and was involved in a project to promote Markets for Change. She was elected as secretary to Tongoa-Shepherds Women's Association, which is a UN Women-funded project to empower women and girls.



Resource Person Profiles



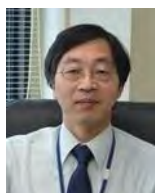
Asako Osaki
Visiting Professor
Kwansei Gakuin University

Ms. Asako Osaki has been working on gender equality and women's empowerment in developing countries with the United Nations Development Programme. She engaged in multiple projects worldwide on gender mainstreaming in disaster risk management and reconstruction, and she supported women after the 2011 Tohoku earthquake and tsunami. She engages with the Gender Equality Bureau Cabinet Office as an expert and serves as a director of Plan International Japan.



Anawat Suppasri
Associate Professor
Graduate School of Science, Tohoku University
International Research Institute of Disaster Science, Tohoku University

Mr. Anawat Suppasri was born in 1983. He received Bachelor's degree in Civil Engineering from Chulalongkorn University, Master's in Water Engineering and Management from Asian Institute of Technology, and Ph.D. in Civil Engineering from Tohoku University. After completing his studies, he was awarded a research fellowship at Disaster Control Research Center, Tohoku University. He is currently an associate professor at International Research Institute of Disaster Science, Tohoku University, with research interests that include various topics on tsunami hazard and risk assessments.



Tsukasa Fujita
Director
Disaster Mitigation Department, Sendai Regional Headquarters, Japan Meteorological Agency

Mr. Tsukasa Fujita graduated from the University of Tokyo and joined the Japan Meteorological Agency (JMA) in 1988. He worked with JMA mainly for operational weather forecasting and development of objective weather prediction techniques, such as numerical weather prediction. He served as the head of JMA's Tokyo Typhoon Center from April 2013 to March 2016 and has held his current position since April 2016.



Hajime Kayanne
Department of Earth and Planetary Environmental Science (UG), Department of Earth and Planetary Science (GR)
Graduate School of Science, The University of Tokyo

Mr. Hajime Kayanne is a professor at the University of Tokyo Graduate School. His research focuses mainly on coral reefs and the construction of systems of coexistence between natural ecosystems and human beings. He also insists on the role of coral reefs in reducing the risk of damage caused by tsunami and preventing sea level rise. He has published many books, including: *Japan Coasts* (Nihon no Kaigan) (2013) and *Theory of Global Environment* (Chikyu Kankyo Ron) (2013).





Tomoko Minowa

Associate Programme Officer
Sub-Regional Office for the Pacific, United Nations Office for Disaster Risk Reduction (UNISDR)

Ms. Tomoko Minowa is associate programme officer for the Sub-Regional Office for the Pacific, United Nations Office for Disaster Risk Reduction (UNISDR). She holds a Master's Degree in Urban Environmental Engineering from the University of Tokyo. As a water engineer, Tomoko worked for Veolia Water Japan K.K. for six years, where she engineered water treatment systems in the recovery from the Great East Japan Earthquake and Tsunami. She has worked for UNISDR since 2014, where she was first based in Geneva headquarters, and then in Suva, Fiji, from 2015 to support the implementation of the Sendai Framework for DRR.



Yuichi Ono

Professor
International Research Institute of Disaster Science, Tohoku University

After earning a Ph.D. in Geography, with a focus on Climatology and Wind-related Hazards, from Kent State University, Professor Ono has helped develop disaster risk reduction programs and early warning systems at the World Meteorological Organization, the UN International Strategy for Disaster Reduction, and the UN Economic and Social Commission for Asia and the Pacific. He is currently working on strengthening cooperation for disaster prevention and mitigation.



UNITAR Staff Profiles

**Mihoko Kumamoto**

Head

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

Mihoko Kumamoto has over 18 years of professional experience in the development cooperation field and has been with the United Nations for 12 years. Ms. Kumamoto started her career at Kyushu Electric Power Company in Japan where she coordinated training programmes and while there, she discovered that her passion was in helping people to help themselves, specifically through human development and development cooperation. After six years, Ms. Kumamoto left the company and moved to New York to earn her Masters in Economic Development at Columbia University. In 2001, she joined the United Nations Development Programme (UNDP), and served its Vietnam Country Office as Junior Professional Officer. In 2003, she moved to the Bureau for Development Programme of UNDP Headquarters in New York and led various signature programmes that promoted the capacity development of institutions and individuals including the Africa Adaptation Programme. In 2011, Ms. Kumamoto worked for UNDP Multi-Country Office for Samoa, the Cook Islands, Niue and Tokelau as Assistant Resident Representative for Crisis Prevention and Recovery, the Environment and Climate Change. After the assignment, she 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**

Specialist

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

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

**Junko Shimazu**

Coordinating Officer

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

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





Shamsul Hadi Shams

Training Officer

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

Shamsul Hadi Shams graduated from Hiroshima University in 2012 and received his PhD in Peace and Co-existence, Developing Science Division. He served as a research assistant conducting research on "Peacebuilding in Afghanistan" from 2009 to 2011 at Hiroshima University. He received his Bachelor's degree in natural sciences in 2004 from the University of Peshawar, and his Master's degree in Political Science and International Relations from the International University Islamabad (IIUI), Pakistan, in 2006. His research interests include Afghanistan post 9/11 reconstruction strategy, post-conflict governance, nation/state building processes and conflict resolution. He participated and presented his research at several academic conferences in Japan, United States and Canada over the past several years. He joined UNITAR Hiroshima Office in 2012.



Nigel Gan

Assistant Training Officer

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

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



Miho Fujiki

Expert

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

Miho Fujiki has a B.A. Degree in Arts and Sciences from Hiroshima University, and M.A. Degree in Cultural Anthropology from the Graduate School of Social Sciences, Hiroshima University. She has worked with the Hiroshima Prefectural Board of Education for 13 years. Her responsibilities have included the compilation of the educational budget, management of the high school entrance examination, and administering the high school tuition support fund. She has been seconded to the UNITAR Hiroshima Office since April 2016.



Nobuaki Nishikawa

Expert

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

Nobuaki Nishikawa has a B.A. Degree in Economics from Soka University. After graduation, he worked as a cram school teacher, teaching English and Math to high school students for one year, before start working in Hiroshima Prefectural Office in 2012. He worked with Hiroshima Prefectural Centre for Disease Control and Prevention (Hiroshima CDC), with the main focus of preventing Tuberculosis in Hiroshima Prefecture. His responsibilities included helping patients to apply for the national medical subsidy, compiled statistics on TB, and ran seminars accordingly. He is seconded to the UNITAR Hiroshima Office since April 2014 to strengthen the partnership between UNITAR and the Prefectural Offices.

**Chihiro Mitsuda**

Assistant Administrator

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

Chihiro Mitsuda graduated from Kochi University with a B.A. in Humanities and Economics for International Studies, including a High School Teacher's English Teaching License in 2013. She also studied International Trade at Duksung Women's University, South Korea, during her undergraduate. Chihiro completed a Graduate Diploma in Social Science in 2015, and received her Master's degree in Conflict, Governance and International Development from the University of East Anglia in 2016. During her Master's, she completed an internship at the United Nations Office.

**Annelise Giseburt**

Fellow

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Annelise Giseburt received a Bachelor of Arts and Science 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.

**Yu Sakamura**

Trainee

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Yu Sakamura has a M.A. in International Relations from the Graduate School of Asia-Pacific Studies at Waseda University. Prior to joining UNITAR as a trainee, she worked as a JOCV (Japan Overseas Cooperation Volunteers) at the Department of Community Development under the Ministry of Gender in Malawi for two years and worked at Japanese Consumers' Cooperative Union for two years as well.

**Nozomi Yamamoto**

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Nozomi Yamamoto received an M.Sc. in International Relations from the University of Bristol in 2016. Her research was about how development strategies of international institutions have captured global poverty and how the macroeconomic policies have affected the life of the people living in poverty. She also obtained a bachelor's degree in International Relations from Kobe City University of Foreign Studies. She volunteered in Tohoku in the devastated area after the 2011 earthquake, from which she learned the difficulties and importance of the effective reconstruction after disaster.



ANNEX 4: Needs Assessment



From
the People of Japan

UNITAR Hiroshima Women's Leadership in Tsunami-based Disaster Risk Reduction (DRR) Training Programme for World Tsunami Awareness Day 2016 | Needs Assessment | Analysis

Following final selection, a Needs Assessment Questionnaire was sent to all 28 selected participants, from which UNITAR received 17 responses (61%), which are outlined below:

QUESTION ONE: AGE

20-29	30-39	40-49	50 and above
18%	35%	24%	24%

QUESTION TWO: HAVE YOU ATTENDED DRR TRAINING IN THE PAST? IF SO, PLEASE OUTLINE.

The total number of respondents that had attended DRR training in the past numbered 6 (35%), vs 11 (64%) who had not. Of those that had attended, data was collected regarding which entity delivered said training, as well as the focus and relevance to participant's roles. The titles of previous trainings, which had taken place between 2012 and 2016, included:

- Community Based Disability Disaster Risk Reduction
- First Responders and Initial Assessments Operational Exercise
- Disaster Risk Management
- Integration of climate change Adaptation into Disaster Risk Reduction
- Disability Advocacy

In general, participants indicated that the information presented at the previous events was both new and relevant to their roles, with a key caveat being the provision of usable, practical tools, along with knowledge. Selected additional comments are below:

The training helped me incorporate lessons learned to programmes on disaster risk reduction at the village and community levels, directing the focus on preparedness and response during and after a natural disaster, with priority on the health and safety of families, food security, sanitation and hygiene.

The training was used in the initial phases of community development planning where we then integrated disaster management into the community development plans just to ensure that DRR was covered.

The training (Integration of Climate Change Adaptation into Disaster Risk Reduction) was used to then train 6 provincial education officers and also school principals to help them address these areas in their schools.

The training was used during a panel I was part of during the Ministerial Meeting on Reproductive, Maternal, Child and Adolescent Health and its implications due to Climate Change.

QUESTION THREE

Utilising topics discussed during initial needs assessment with programme partners, the below topics were assessed by participants with regard to relevance to their current role. The scale given was 1-5 (**1: not relevant at all / 5: extremely relevant**). For instances where the identified issues not applicable to their role, participants were invited to indicate N/A. Instances whereby no response was gained are indicated below as N/R.

TOPIC	NOT RELEVANT → RELEVANT						
	1	2	3	4	5	N/A	N/R
Introduction to DRR			6%	18%	76%		
Introduction to Gender			18%	12%	65%	6%	
The Sendai Framework	6%		6%	18%	71%		
The DesInventar Disaster database			12%	29%	47%	12%	
Understanding earthquakes and tsunami		6%	12%	6%	76%		
Natural hazards and DRR				12%	88%		
Weather and ocean modelling		6%	6%	12%	76%		
Early Warning Systems				18%	82%		
Eco-system-based DRR				29%	47%		24%
Community-based DRR				6%	71%		24%
Gender and Leadership				24%	53%		24%
Personality Profiles				12%	59%		29%
Stakeholder Identification and Integration				6%	59%		35%
Multi-stakeholder Coalition Development				6%	53%		41%

The responses received were gratifying, and served to reinforce the initial needs assessment findings. Key to the effective and sustained transfer of knowledge, skills, and attitudes, however, along with the aforementioned requirement for useable, practical tools, is the identification and consistent reinforcement of linkages both *between the topics identified above*, as well as with *the realities within Pacific SIDS nations*.

QUESTION FOUR: IN GENERAL, WHAT TYPES OF TRAINING METHODS DO YOU BENEFIT FROM THE MOST (1: NO BENEFIT / 5: MOST BENEFIT)?

LEARNING STYLE	NO BENEFIT  MOST BENEFIT						
	1	2	3	4	5	N/A	N/R
Lectures			12%	35%	47%		6%
Group Exercises			6%	18%	71%		6%
Group Discussion				24%	71%		6%
Self Study		18%	12%	29%	29%	6%	6%
Workbooks		6%	6%	29%	47%		12%
OTHER <ul style="list-style-type: none"> • Live scenario exercises • Table top discussions • Video clips • Experience sharing 							

From the responses received, it is clear that the importance of *group discussion* and *group exercises* to the learning needs of the participants is key. This is reinforced by a number of comments received from participants during this assessment phase for in-depth discussion and peer-engagement throughout the workshop, so as to share lessons-learned and best-practice within Pacific SIDS nations. This would also serve to contribute to the development of a like-minded, like-trained Community of Practice within these nations, who are able to collaborate to the extent possible to sustain the impact of the programme.

ADDITIONAL COMMENTS

Participants were then invited to provide any other comments regarding the programme, and ways in which it can be made relevant to your role and function

<i>I would like to learn more from others experience.</i>
<i>Learn ways in which we can reduce erosion and sea level rise for example here in (country)...we encourage young people to plant mangroves. We do road shows and through media we include...a talk-back show. Are there some other applicable ideas?</i>
<i>More ideas on preparedness and Early Warning Systems used for Tsunami.</i>
<i>Emphasis on small communities and information on small funding schemes to assist in developing readiness</i>
<i>I feel that a lot of times, we spend time on theories and do not actually have time to practice. Therefore, while it is important to have the theory, it is also important to practice the theories.</i>
<i>If possible, we would like to look into women's leadership in other disaster risks, apart from just tsunami-based. It will also be important that similar size / context / stage of development countries work in one group</i>

Due to persistent gender discrimination and gender stereotyping, we experience a lack of support for women's entry to leadership structures. However, it would be interesting to hear from others, what support they have (if there is any) that they have succeeded in holding a leadership position and what support do they need in order to excel. Perhaps a peers or support group can be established?

If possible to have basic skills/knowledge on how to develop and manage data-base.

ANNEX 5: Country Reports Summary



From
the People of Japan

UNITAR Hiroshima Women's Leadership in Tsunami-based Disaster Risk Reduction (DRR) Training Programme for World Tsunami Awareness Day 2016 Pre-session Assignment | Country Reports | Summary

PLEASE OUTLINE THE CURRENT STATE OF DRR TRAINING IN YOUR COUNTRY.

In general, countries' DRR activities involved the following:

- developing draft tsunami plan; implement tsunami warning systems;
- mainstreaming disability in relation to DRR;
- implementing various trainings;
- raising community awareness;
- establishment of national organizations dealing with DRR;
- government collaboration with local partners;
- developing evacuation plans;
- practicing regular drills.

OUTLINE 2 MAJOR CHALLENGES FOR COLLABORATION BETWEEN GOVERNMENT AND CIVIL SOCIETY IN YOUR COUNTRY IN THE FIELD OF DRR.

- lack of funding (for various purposes)/lack of financial stability;
- majority of funds go to government, not NGOs and CSOs;
- difficult to coordinate due to various reasons (conflicting schedules, different goals and plans, etc.);
- disconnect in disaster situations;
- political movements overshadow civil society objectives;
- limited number of officers involved in DRR/lack of capacity;
- lack of mutual understanding and interest;
- relationships weak;
- language barrier;
- responses to disaster lack organization and are not systematically carried out;
- coordination of stakeholders with different interests and priorities;
- outer island communities isolated;
- lack of shared data and information;
- misconception that everything is the government's responsibility;
- little focus on community-based preparedness;
- government distant from rural communities.

MAJOR TRENDS INCLUDED:

- Lack of funding or finance-related stability, equality, or trust: 5/14 countries
- Government and CSOs have differing interests, priorities, schedules, or activities: 5/14 countries

OUTLINE 2 MAJOR OPPORTUNITIES FOR COLLABORATION BETWEEN GOVERNMENT AND CIVIL SOCIETY IN YOUR COUNTRY IN THE FIELD OF DRR.

Participants often responded with *what they hoped to see happen in the future*, rather than *current opportunities that could immediately be utilized*. The responses have been divided as such.

Current Opportunities:

- collaborate with community/civil society to build resilience, infrastructure;
- share knowledge and skills;
- partnership allows government to deal with communities at grassroots level;
- combine resources for larger activities and avoid duplicating activities;
- working toward the same goal; organizations' activities complement each other;
- DRR activities well-coordinated because government is focal point.

Hopeful Opportunities:

- create clear division of roles;
- try to engage volunteers;
- work together to investigate community needs, educate community;
- gather parties involved in DRR to set plan of action; create effective and sustainable disaster response plan at community and state level;
- align strategies of various groups;
- strengthen communication between traditional organizations, government, and churches;
- raise awareness of DRR;
- improve collaboration through regular meetings;
- develop trainings for all communities, with emphasis on enhancing role of each organization;
- improve information sharing, teamwork, and communication;
- improve technical skills through training;
- improve capacity of human resources;
- standardize materials.

MAJOR TREND:

- Government and Civil Society should improve communication and share information: 8/14 countries

OUTLINE 2 MAJOR CHALLENGES FOR WOMEN'S LEADERSHIP IN THE FIELD OF DRR IN YOUR COUNTRY

- few women with DRR training or knowledge
- fewer job opportunities in government and other DRR related fields
- women with disabilities afraid to fully participate, face discrimination and lack of accessibility
- most DRR positions occupied by men due to cultural norms; men outnumber women in DRR trainings
- women overcommit to families and churches
- women excluded, not empowered to take leadership roles
- lack of women with tertiary education degrees
- gender norm that women should be kept from the front lines of a crisis
- women unable to work together and support each other (why?)
- traditionally, women are confined to home and men make decisions (though norms are changing)
- patriarchy and internalized misogyny
- poor understanding of link between gender and DRR
- traditionally women's role is in the home, men make decisions
- lack of advocacy programmes

- women's opinions and experiences undervalued
- men dominate society, occupy most leadership roles, and women are often uncomfortable speaking up

MAJOR TREND:

- Patriarchy and cultural norms prevent women's participation: 10/14 countries

OUTLINE 2 MAJOR OPPORTUNITIES FOR WOMEN'S LEADERSHIP IN THE FIELD OF DRR IN YOUR COUNTRY

Participants often responded with *what they hoped to see happen in the future*, rather than *current opportunities that could immediately be utilized*. The responses have been divided as such.

Current Opportunities:

- this training! and others like it;
- volunteer in community;
- strong pro-women institutions (for example, Ministry of Women and National Women Federation);
- strong network of communities, which sometimes have women leaders;
- women are the backbones of their community and that capacity should be utilized;
- recent increase in scholarships offered specifically to women.

Hopeful Opportunities:

- increase women's participation in DRR, especially in decision-making and leadership roles;
- women from civil society organizations and women's groups can participate in community-level DRR activities; use women as community ties to implement DRR plans;
- women's potential realized at both government and grassroots level;
- more training for women without tertiary degree; encourage all women to participate and lead;
- strengthen women's role in communities (with regard to food, water, health care, etc.) to increase effectiveness;
- raise awareness;
- leadership programmes and trainings for women;
- conduct workshops for women to share experiences;
- increase number of women village representatives;
- raise awareness of gender gap;
- improve women's formal education and qualification in DRR fields.

MAJOR TRENDS INCLUDED:

- Desire to increase women's participation at community level: 7/14 countries
- Desire to train specifically women to improve their capacity: 6/14 countries

