



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



2017 Cycle
Completion
Report

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Questions or queries?

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- Dr. Anawat Suppasri, Associate Professor, International Research Institute of Disaster Science, Tohoku University
- Mr. Nobuhito Ohtsu, Senior Researcher, National Research Institute of Fire and Disaster, Ministry of Internal Affairs and Communications
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- Great Hanshin-Awaji Earthquake Memorial Disaster Reduction and Human Renovation Institution
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- Okawa Elementary School Bereaved Association
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- Sendai 3.11 Memorial Center
- Ogatsu Rose Garden
- Wakayama Prefectural Government
- Hiro Elementary School, Wakayama Prefecture
- Hirohachiman Shrine, Wakayama Prefecture
- Inamura no Hino Yakata Tsunami Educational Centre, Wakayama Prefecture
- Hirokawa Town Council, Wakayama Prefecture

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, 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,” 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. However, a gender perspective to DRR “helps focus attention on the distinct gender-specific capacities and vulnerabilities to prevent, prepare, confront, and recover from disasters,” as underscored by the Government of Japan during the High Level Multi-Stakeholder Partnership Dialogue undertaken at the Mobilizing Women’s Leadership in Disaster Risk Reduction conference.





In order to maintain international focus on tsunami and the risks therein, Japan and Chile led a resolution to designate 5 November as World Tsunami Awareness Day; the resolution was passed by the UN General Assembly in late 2015. The head of the United Nations Office for Disaster Risk Reduction, Margareta Wahlström, noted that the day would “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.”

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. The first iteration of the Programme, held in November 2016 and coinciding with the first ever World Tsunami Day, included 28 female participants, representing one governmental, and one civil society participant from selected Small Island Developing States (SIDS) from the Pacific.

Both 60 and 90-day post-session evaluations, coupled with subsequent qualitative anecdotal evidence, confirmed participants incorporating elements of learning from the Programme into both planning and process, leading to positive, sustainable behaviour change. Building on these successes and lessons learned from this initial Programme, it was decided to expand the 2017 iteration to include also representatives of selected Small Island Developing States from the Indian Ocean.



EXECUTIVE SUMMARY

In November 2017, the United Nations Institute for Training and Research (UNITAR) Hiroshima Office, through the financial support of the Ministry of Foreign Affairs of Japan and in partnership with United Nations Office for Disaster Risk Reduction (UNISDR), implemented a 10-day programme entitled *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, Kobe, Wakayama, and Tokyo, Japan, the Programme offered training to 33 female leaders, representing one governmental and one civil society participant from each of the following states and territories:

PACIFIC OCEAN

- Cook Islands
- Federated States of Micronesia
- Fiji
- Kiribati
- Nauru
- Niue
- Palau
- Papua New Guinea
- Samoa
- Solomon Islands

- Tonga
- Tuvalu
- Vanuatu

INDIAN OCEAN

- Cook Islands
- Comoros
- Maldives
- Mauritius
- Seychelles

The Programme sought to strengthen participants' knowledge of the risks associated with DRR and tsunami, while also offering skills-based training in the critical implementation-focused areas of leadership, the development of multi-stakeholder coalitions, and change management. The interaction of leaders from such diverse geographical locations, tasked with addressing similar issues, encouraged knowledge-sharing, peer-learning, and the formation of a Community of Practice.

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





NEEDS ASSESSMENT

In order to align the training modules with not only best practice within the DRR sphere but also with the self-assessed needs of participants, dual assessments were undertaken in the design stages. Initially, a preparatory needs assessment for the Programme was undertaken through a review of feedback and evaluations from the previous Programme, a literature review, and interviews with both regional and thematic experts. Building upon the responses received, a questionnaire was developed and submitted to participants themselves.

The results of the assessments indicated a need for introductory sessions outlining the concepts and themes behind DRR, so as to provide a baseline for participant learning. 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 as well as deep interest with regard to incorporating best practice around female leadership.

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

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 empowering women to be leaders;
- Ensuring policy-makers and the general public understand that disasters concern everyone;
- The resiliency shown following the Great East Japan Earthquake and Tsunami;
- The discipline of the younger generations witnessed in Japan;
- The strong level of community preparedness;
- The priority given to DRR by the Japanese Government;
- The effective implementation of Building-Back-Better;
- The emotional impact of the Study Tours;
- The need to highlight failure reports, not simply on successful lessons learned;
- A need for the inclusion of male perspectives regarding women's leadership.

LESSONS LEARNED

Content and Thematic Focus



Efficacy of a diverse range of participants

A key element of the design of the Programme was the incorporation of not only representatives of civil society and government from each selected country – to encourage dialogue and engagement on a national level – but also the inclusion of representatives from other cultures and regions.

Much of the discussion around the challenges facing participants related to similar issues: communication, misogyny, funding, etc. However, the ways and means in which participants sought to solve these issues differed significantly across the group, leading to significant engagement and cross-fertilisation of ideas.

ACTION: Continue sourcing participants from diverse regions, as well as further incorporating activities examining differing ways of engaging with like issues. In addition, there is a need to allow for more time for discussion during the initial country report phase of the Programme.

A further need for communications training relating to engagement between civil society and government

While this is not unique to SIDS, a lack of engagement between civil society and government was highlighted a number of times during the training as a key impediment to the incorporation of lessons learned and any change of behaviour.

Linked to this is the wasting of resources due to parallel and duplicative systems, processes, and training by government and civil societies, particularly with remote communities as encountered in many SIDS.

ACTION: Specific training modules and activities to be designed related to inter-entity engagement.

Save yourself first

The importance of all stakeholders was stressed by a number of the study visits and engagement with local partners. Everyone, from school children to the elderly, should be empowered and encouraged to make the decision to evacuate themselves, without waiting for official warnings. This component figured heavily in participant discussions regarding evacuation planning and implementation of lessons learned.

Focusing on the link between preparedness and recovery

This link, reinforced by the incorporation of lessons learned both in policy and practice and implemented by both government and civil society actors, was a theme that participants encountered a number of times during the Programme. The ensuing discussion among and between participants examined ways and means that such a link could be highlighted within their own planning processes.

ACTION: Strengthened engagement around this link in practice, as well as theoretical modelling in future programmes.

Effective dissemination of early warning data

Participants also highlighted the importance of the effective dissemination of early warning data. While the large amount of data and high-tech dissemination channels available in Japan may not have exact parallels in participant countries, the pre-planning with regard to both primary and secondary distribution channels, including those with gender specific aspects, was seen as a positive planning and engagement measure.

Inclusionary aspect of emergency drills

The participants in the Programme witnessed a number of communication and evacuation drills during their time in Japan. It is important to integrate a diverse range of stakeholders not only in practicing and reporting on drills but within the planning and implementation processes. This linkage between different entities was seen as having the potential to not only reduce duplication in often resource-restricted environments but also to increase engagement and normalise communication structures that could be utilised in the event of actual disasters.



LESSONS LEARNED

Learning Approaches and Methodologies

Utility of study tours as a starting point for action plan development

Participants valued the study tours, particularly that of the school evacuation drill at Hiro Elementary School in Wakayama Prefecture. Subsequent discussions saw participants indicating that this visit had highlighted not only the need for regular training from a young age regarding evacuation routes and process but also the efficacy of this in normalising such planning for the wider community.

ACTION: Further develop the incorporation of relevant study tours in subsequent programmes, while ensuring adequate time for participants to reflect and consider contextualisation to their own realities.

A constant focus on the link between gender and DRR

The design of the programme saw the common themes of the programme, of both gender and DRR constantly examined in tandem. This allowed for focused discussion and subsequent planning to be based upon the existing opportunities for participants to increase the understanding of gender-related concerns and needs in disaster risk reduction. They can also encourage relevant stakeholders to take action to further integrate gender perspectives into disaster risk reduction.





ABOUT UNITAR

The United Nations Institute for Training and Research (UNITAR) was established in 1965 as an autonomous body within the United Nations and is headquartered in Geneva, Switzerland. The mandate of UNITAR is to enhance the effectiveness of the work of the United Nations and its Member States in the 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 implemented numerous annual training Programmes including the *UNITAR Hiroshima Sea and Human Security Training Series* and the *UNITAR Hiroshima Biodiversity Training Series* which combined trained over 400 participants and developed networks of expertise across the world.

STRATEGIC ALIGNMENT

Sustainable Development Goals

The Programme supports *Transforming our World: the 2030 Agenda for Sustainable Development* by focusing on a number of the Sustainable Development Goals (SDGs), 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
 - 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



SUSTAINABLE DEVELOPMENT GOALS

17 GOALS TO TRANSFORM OUR WORLD

PROGRAMME SUMMARY

Learning Objectives

The learning objectives for the Programme built upon the findings of the needs assessment and were shared with participants both prior to travel and included in distributed materials. The objectives were that by the end of the Programme, participants should be able to:

- Describe the key principles of Disaster Risk Reduction, with a focus on being able to discuss the Sendai Framework for Disaster Risk Reduction;
- Report on and discuss norms and challenges regarding gender-inclusive DRR;
- Outline the mechanisms and processes involved in earthquakes and tsunami;
- Discuss eco-system-based Disaster Risk Reduction;
- Illustrate key lessons learned from Japan's experience regarding natural hazards including the 2011 Great East Japan Earthquake and tsunami;
- 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;
- Outline the process of identifying and integrating stakeholders;
- Illustrate key steps of change management;
- Illustrate the importance of Gender-Inclusive Leadership in the context of DRR.



Country Reports

The Country Reports were a pre-Programme assignment in which participants, acting in pairs based upon their nationality, were required to give a five-minute presentation on the situation in their country. Presentations included:

- Country introduction;
- 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.

These presentations served as an ice-breaking exercise to allow participants to gain further insight into each other's roles, responsibilities, and realities. The ensuing question and answer period, presided over by Tomoko Minowa, Policy Researcher, Natural Resources and Ecosystem Services, Institute for Global Environmental Strategies (IGES), 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:

CIVIL SOCIETY AND GOVERNMENT COLLABORATION: CHALLENGES

- A lack of dialogue and communication between government and civil society, complicated further by competing parallel and duplicative systems
- Limited funding
- A lack of prioritisation for DRR within government

CIVIL SOCIETY AND GOVERNMENT COLLABORATION: OPPORTUNITIES

- Regular cluster meetings, using civil society organizations to coordinate between government and local communities

WOMEN'S LEADERSHIP IN THE FIELD OF DRR: CHALLENGES

- Misogyny inherent in their culture, which prevents women's leadership in DRR
- Internalized misogyny, which sometimes prevents women from supporting each other
- A lack of trained and qualified women leaders in the field of DRR, especially at the national government and policy-making level

WOMEN'S LEADERSHIP IN THE FIELD OF DRR: OPPORTUNITIES

- The creation of local and national networks of women
- Gender-responsive governance at the national level

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



PROGRAMME SUMMARY

Presentations and Exercises

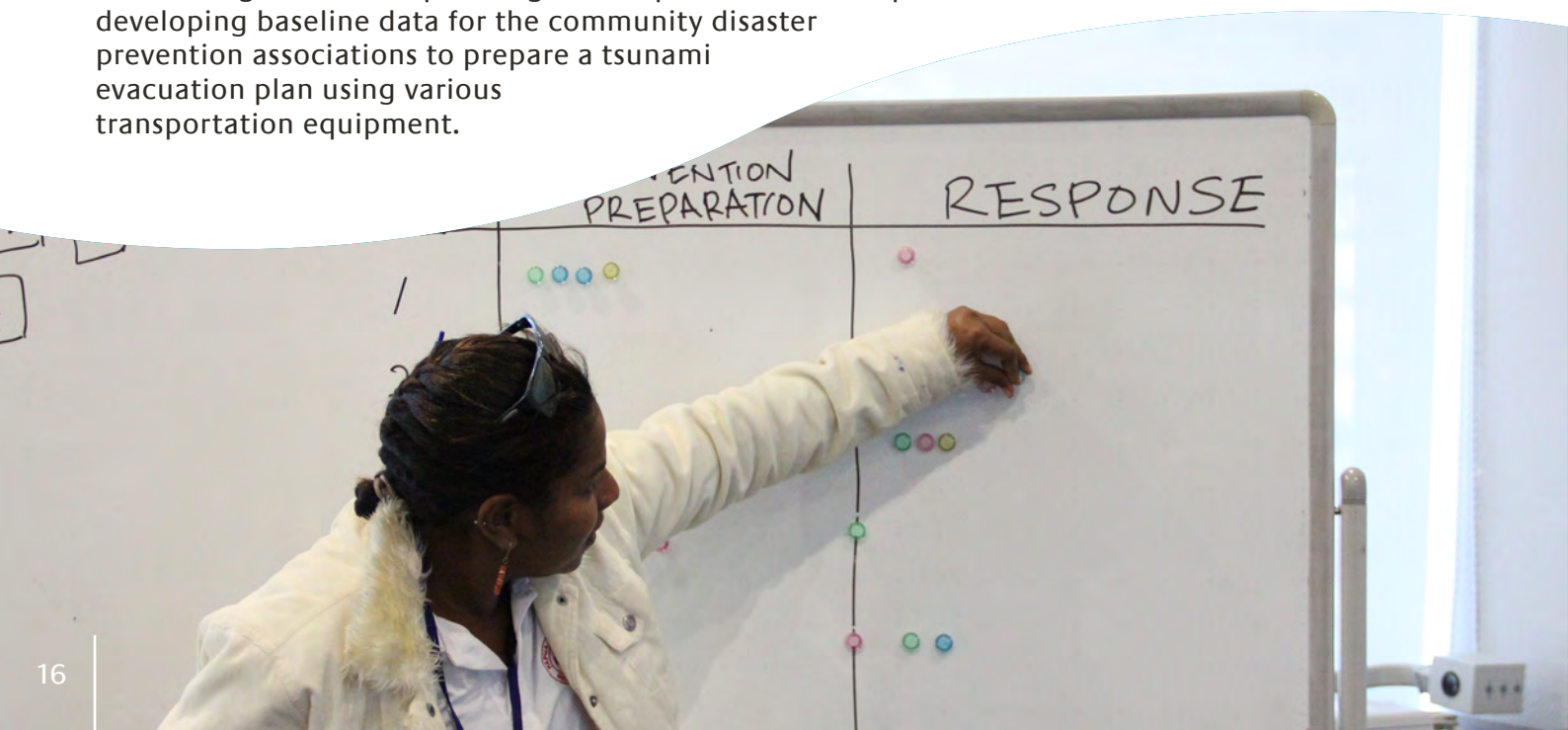
Community-based Disaster Response

Following the Country Reports, a presentation was made by Mr. Nobuhito Ohtsu, Senior Researcher, National Research Institute of Fire and Disaster, Ministry of Internal Affairs and Communications, examining the concept of community-based DRR, utilising lessons learned from the Great Hanshin Earthquake in 1995. Lessons learned, and reinforced by preliminary analysis following the Great East Japan Earthquake of 2011, included:

- The importance of community-based disaster response, including rescue and short-term recovery material pre-positioned within communities, with nominated community groups trained on their use
 - This increases the sustainability of local disaster prevention, as well as collaboration and shared engagement between the community and local government.
- Instilling the ability within all levels of response units to make decisions based upon the information that is available
 - The ability to “think on one’s feet”
- The importance of establishing supply bases that do not over-stretch disaster affected areas;
- The importance of prevention planning, including the design of safe cities, and evacuation plans as a critical element of effective response

Mr. Ohtsu then outlined research he has been conducting into the relationship between the mobilisation of evacuations from disasters and the relative timelines required for different sectors of society. Stating that 35% of people who died or were missing in the tsunami from the Great East Japan Earthquake were related to vulnerable persons (16.1% vulnerable persons and 18.9% support workers) the presentation outlined information gathered in simulations examining the evacuation speed of vulnerable persons during tsunami. This included differing types of wheelchairs, wheel barrows, and transportation chairs, coupled with likely nearby slopes and available volunteers.

The presentation encouraged discussion around the multi-faceted planning efforts required when considering evacuation planning and, in particular, the importance of developing baseline data for the community disaster prevention associations to prepare a tsunami evacuation plan using various transportation equipment.





Introduction to DRR

This presentation, made by Ms. Minowa, 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. The distinction between hazards and disasters was outlined, with the presentation stressing that disasters are never natural but rather the result of either positive or negative interventions in regards to risk reduction.

Linking to the presentation of the previous day, the group examined the Disaster Management Cycle, as well as the developing international commitment to DRR, incorporating:

- The International Strategy for Disaster Reduction;
- The Hyogo Framework for Action (2005 – 2015);
- The Millennium Development Goals;
- The Sustainable Development Goals;
- The UN World Conference of Disaster Risk Reduction;
- The linkages between the United Nations Framework Convention on Climate Change, the Kyoto Protocol, and the Paris Agreement.

Disaster Management Cycle



Participants discussed the breadth of agencies and frameworks that incorporate DRR, as well as the cross-cutting nature of DRR. The goals of the Sendai Framework 2015-2030 were outlined, including:

- Reduce:
 - a) Mortality;
 - b) The number of affected people;
 - c) Economic losses;
 - d) Critical infrastructure damage.
- Increase:
 - a) The number of national and local DRR strategies;
 - b) The level of international cooperation;
 - c) Availability of and access to multi-hazard early warning systems and disaster risk information and assessments.

This was followed by an outlining of the regional contexts for DRR, as well as the importance of Post-Disaster Needs Assessment (PDNA) process, incorporating information gathered through the Building-Back-Better (DRR in reconstruction) processes identified following Tropical Cyclone Pam in Vanuatu in 2015, Tropical Cyclone Winston in Fiji in 2016, and Tropical Cyclone Fantala in the Seychelles in 2016.

In the pre-Programme needs assessment, the majority of participants listed discussion as their preferred method of input; furthermore, there were requests to include stakeholder roles and disaster financing in the curriculum. Therefore, a simulation activity was enacted that involved each group simulating a Pacific or Indian Ocean SIDS, with each participant acting as a certain stakeholder representative (national government, local government, private sector, NGO, or women's group) with their own respective budget and agenda. The participants were asked to prepare for a disaster without being informed what kind, and then 15 minutes later, were handed a paper slip describing an early warning, followed by a paper slip describing the actual disaster.

STUDY TOUR

3 November

The Great Hanshin-Awaji Earthquake Memorial Disaster Reduction and Human Renovation Institution

Memorialising the earthquake which struck at 05:46 on January 17, 1995, and measuring 6.9 on the Moment Magnitude Scale, killing over 6,000 people, the Museum also serves as an educational institution, sharing lessons learned and best-practice.

Participants witnessed the effects of the earthquake and its immediate aftermath, while also being able to discuss, with volunteer survivors, as well as museum staff and experts, the changes in behaviour and planning that had taken place since 1995. This served to augment the learning from the previous day, and underscore the continuous nature of analysis and improvement undertaken by Japanese authorities and communities. These served also to lead-in to the subsequent presentations, which examined the Disaster Management Cycle.

Key points participants learned from the exercise included:

- It is necessary to prepare for all kinds of disasters (we don't know when or what will happen);
- Financial resources must be pooled between preparedness and response;
- Women's groups may not always have a large budget, but they can influence decision makers by dialogue;
- Certain groups will have certain agendas, so multi-stakeholder collaboration is crucial to ensuring that the financial and human resources are well utilized.





Effective Communication

Effective communication is critical to any sustainable change process, including those focused on DRR and Gender roles. Building on the needs identified by participants with regard to improved communication skills, this UNITAR-designed session, delivered by Senior Specialist Berin McKenzie, focused on the components of communication that can serve to disrupt the linkage between the sender (encoder) of any communication and the receiver (decoder). These include:

- The context;
- The encoding process;
- The message;
- The medium;
- The decoding process;
- Giving and receiving feedback.

Participants worked in groups to discuss the barriers to communication that may exist in their own countries, including those which may transcend cultural and national differences and those which may be due to specific cultural realities and practices. The ensuing discussion identified that the number of similarities far outweighed differences but that the ways and means in which participants would or could seek to mitigate these differed depending upon their cultural contexts.

Multi-stakeholder Partnership Development - Introduction

The needs assessment for the Programme highlighted a need for improved multi-stakeholder engagement. As such, this UNITAR-led session sought to provide a framework around which participants could develop partnerships and engagements that could address any systemic issues around DRR that they may face. Once again delivered by UNITAR Senior Specialist Berin McKenzie, the session began with an examination of the key elements of multi-stakeholder partnerships, as well as the common critiques levelled against them.

Participants discussed in small groups their own understandings and experience of multi-stakeholder partnerships, while also linking elements of the presentation to these. Discussions focused on the potential of such partnerships to promote:

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

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 for 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 test's 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 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.



STUDY TOUR

3 November

Hirokawa Town and the Inamura-no-Hi no Yakata Tsunami Educational Centre

Taking place on Tsunami Awareness Day itself, 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, along with local elementary and junior high school students, taking part in an attendant ceremony at the Hiromura Embankment, which was constructed to protect the adjacent village from tsunami following the devastation of the Ansei Tsunami in 1854. This privately funded embankment, which 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, using the lessons of yesterday.

Participants then moved to Hiro Elementary School and undertook a debriefing and question and answer session with teachers regarding the tsunami evacuation drill which the group was to observe. Discussions included:

- The number of times a year such an evacuation took place;
- The preparation around the evacuations;
- The roles and responsibilities of differing stakeholders;
- The communication practices during and after an evacuation;
- The engagement/oversight from local and national educational bodies regarding each schools evacuation policies.

The evacuation drill saw children shelter under their desks following an initial earthquake warning, followed by an official tsunami evacuation warning. The students assembled and quickly evacuated to higher ground, each knowing the location of the evacuation rally point – a local shrine – and each having been empowered to make their own decisions and think for themselves as to how and when they would get there.

Participants commented on the obvious efficacy of the drill, along with the involvement of a number of stakeholders. Many participants committed to emulating the practices observed into their own planning and procedures upon their return.

Following lunch, participants moved to the Inamura-no-Hi no Yakata Tsunami Educational Centre, which 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 before being introduced to the educational aims and programmes of the Centre itself.



Planning for DRR

The participants were first introduced to the concept of saving yourself before saving your family and community, which was a lesson learned from the 2011 Great East Japan Earthquake. Then, based on this concept, they were asked to develop a plan for the coming year with goals in DRR at various levels (individual, family, community, workplace, national, regional, international) so that their motivation for action will be maintained throughout the year even after the training. Out of these plans, they were asked to select one and develop a one-page proposal with an estimate of the associated cost.

These proposals were then put up on the wall, and participants were asked to “invest” (using Post-it Notes as fake money) in the proposal they liked best. The three proposals that attracted the most investments were:

- Preparing Go-bags in the community;
- Preparing Go-bags in schools;
- Pooling community resources for prepositioned stock, which could also act as supplies to help those in need during non-emergency times.

The key points of this session included:

- Participants were empowered by learning that there are things they can already start doing;
- Participants internalised the various lessons learned by thinking in their own terms about what they will do when they return to their communities.

Understanding Earthquakes and Tsunami

In order to further contextualise the training and provide a deeper understanding around the causes of tsunami, a presentation was delivered by Professor Anawat Suppasri of the International Research Institute of Disaster Science (IRIDeS) at Tohoku 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 versus actual utility of evacuation centres and ways and means of Building-Back-Better – one of the hallmarks of DRR – were introduced.



Ecosystem-based DRR

A key element of the discussions in the Programme was the areas of overlap between tsunami disaster planning and other emerging risks. Presented by Professor Hajime Kayanne of the Graduate School of Science at the University of Tokyo, this presentation examined the ecological processes behind island formation in many areas of the Pacific, coupled with related climate change and natural disaster-related risks and impacts. 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.

STUDY TOUR

7 November

Arahama Elementary School

Arahama Elementary School, located 700 meters from the coastline in Sendai City, was struck by the Great East Japan Earthquake and Tsunami, with the waves coming up to the second storey. While 320 students and staff were trapped in the building by the flooding, they had evacuated to the fourth-floor roof, and as such there were no fatalities.

The school, now closed, has been preserved as a memorial to the event. Participants were guided through the school by representatives of the Sendai City Government and witnessed both the devastation caused by the tsunami and the impact of effective planning and decision making during a crisis.

The visit stimulated a number of discussions from participants regarding the inculcation of such lessons learned into their own action plans upon their return to their home countries.

Women and Leadership

Presented by Mariko Saito, Director and Programme Specialist of the Gender Action Platform (GAP) in Tokyo, the presentations on Women and Leadership sought to:

- Outline relevant global frameworks and discourse, including;
 - Sendai Framework for Disaster Risk Reduction (2015-2030)
 - Sustainable Development Goals
 - Commission on the Status of Women (CSW)
 - Paris Agreement and UNFCCC processes (e.g. Nationally Determined Contributions, and National Adaptation Plans)
 - Beijing Platform for Action (BPFA)
 - Convention on the Elimination of All Forms of Discrimination against Women (CEDAW)
- Discuss the linkages between gender and DRR;
- Have participants work to strategize on how to effectively build women's leadership.

Participants were introduced to key elements of the global frameworks indicated above and placed in small groups to discuss the depth of knowledge around these within their own organisations. The SDGs were discussed in depth, particularly with regard to the targets and indicators built into the 2030 Agenda – with 34 relevant targets out of 11 of the 17 SDGs – the opportunities presented by the Agenda to the field of gender were highlighted, and participants discussed ways in which they could implement such targets in their own countries and communities.

The presentation then discussed gender as a social construct and how it changes over time. The importance of examining local and national needs, as well as the related divisions of labour and resources was discussed, along with the importance of incorporating thorough gender analyses of each of these elements in all planning processes. An open question and answer session around these concepts then led in to a practical exercise that examined the question: How do we integrate gender into the disaster management cycle? Participants discussed the gender issues that need to be taken into account when designing mitigation and preparedness activities, as well as response and recovery, with a focus on, for example, the provision of food, water, medicine and shelter; caring for children, the sick and the elderly; damage assessment; and housing. Participants then worked to strategize around the question of how to establish women's leadership at both institutional and societal levels.





Leadership of Teams

This presentation built on the insight gained through the DiSC Personality Profile Test and sought to provide participants with insight and tools with regard to how teams develop, and how they, as both leaders and effective team members, can drive this process. The presentation utilised the Tuckman Model of team development, which dictates that teams go through a number of stages in their development toward becoming high-performing (forming->storming->norming->performing).

Participants discussed successful and unsuccessful teams they had been a part of and outlined the reasons for such success or failure. Many of the comments related to traditional roles within society, as presented in the Country Reports and needs assessment documentation. Following an in-depth outlining of each of the steps of the Tuckman Model, participants worked in groups to identify how they could incorporate such knowledge into their daily activities to push their teams forward.

In order to contextualise the content of the presentation, participants were then tasked with a team “egg-drop” exercise, which saw them working to develop a product that would protect an egg when dropped from the ceiling, with limited materials and time. The team development witnessed, even in the short amount of time given to the exercise, underscored the processes inherent in the Tuckman Model. Participants were then provided with a number of job aids that would allow them to analyse their team dynamics and manage team development upon their return.



STUDY TOUR

8 November

Okawa Elementary School and Yappesu NGO

Okawa Elementary School was a site of tragedy during the Great East Japan Earthquake and Tsunami, with 70 out of 108 students and nine out of 13 teachers being lost in the tsunami. Much of the blame for the loss has been placed upon staff debating whether to evacuate or not in the minutes after the earthquake.

Participants met with the father of a young victim, who discussed the events of the day and the impact since on himself, his family, and his community as a whole. This was a very moving interaction and instigated much discussion among participants with regard to roles and responsibilities in disaster, as well as drills and planning that would identify and reinforce such.

The tour continued to a local community centre, where participants received a presentation delivered by representatives of Ishionomaki City, who discussed the tsunami, lessons learned, and behaviour changed in regard to planning and civic engagement since.

This was followed by lunch, hosted by Yappesu (meaning “Let’s Do It” in the local dialect), a local women’s run NGO set up following the disaster that 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.

Participants reflected upon preparedness levels within their own communities, as well as parallels they could foresee in the potential of follow-up to disaster within civil society in their own countries.



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.

This presentation, designed around the Kotter eight-step Change Model, had participants engage in a role play to identify steps in the Kotter process that 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.

Using a case study of a mangrove reforestation project in Vietnam, participants discussed each step of the Kotter model and worked to identify how they could incorporate such learning in their own work. The diverse group of participants made for a rich discussion. Many participants raised similar issues; however, the ways participants intended to deal with said issues varied, allowing for plenty of cross-engagement. The learning was augmented by a discussion and job aids focused upon stakeholders' readiness to accept change versus 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 that took place in Kobe, Sendai, 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 were 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 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:

- Kobe (Hyogo)
 - The Great Hanshin-Awaji Earthquake Memorial Disaster Reduction and Human Renovation Institution
- Hirokawa Town (Wakayama)
 - Hiromura Embankment
 - Hiro Elementary School
 - Inamura no Hino Yakata Tsunami Educational Centre
 - Hirokawa Town Hall
- Sendai (Miyagi)
 - 3.11 Memorial
 - Monument of the Great East Japan Earthquake
 - Arahama Elementary School
 - Tsunami Evacuation Facility
- Ishinomaki (Wakayama)
 - Okawa Elementary School
 - Ogatsu Rose Garden
 - Kitakami Medical Centre
 - Ishinomaki Municipal Office



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.

The evaluation data showed that 100% of respondents ‘agreed’ or ‘strongly agreed’ that it was likely that they would use the information acquired upon their return home. Prior to the Programme, only 39% of participants felt that they possessed a ‘moderate’ to ‘high ability’ to “Describe the key principles of Disaster Risk Reduction,” while 100% of respondents felt that they had gained a high understanding of such by the end of the Programme. Similarly, with regard to being able to “Outline key elements of women’s leadership,” those indicating that they had a ‘moderately high’ to ‘high’ understanding grew from 31% of total respondents to 94% by the end of the Programme.

With regard to the methodology utilised in the Programme, including interactive lectures, study-tours, 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 and stimulating participants’ involvement by 91% of respondents.

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

Certification

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



ANNEX 1

Evaluation Summary

Evaluation

The evaluation method employed for the Programme 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.

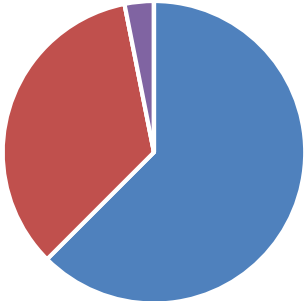
The participant feedback evaluation questionnaire examined the following areas in detail:

- 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

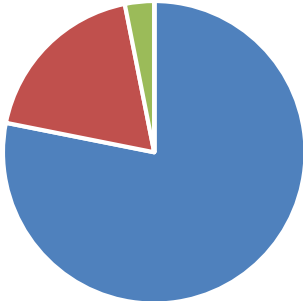
Pre-event Information

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



Useful (in terms of making an informed decision)

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



Accurate (in terms of matching what took place)

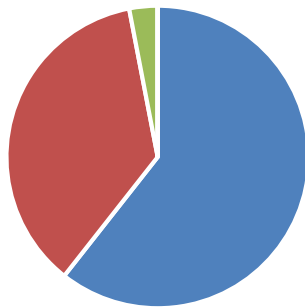
- Completely
- Mostly
- More/Less
- Partially
- Not at All
- N/A
- No Answer

Learning Objectives

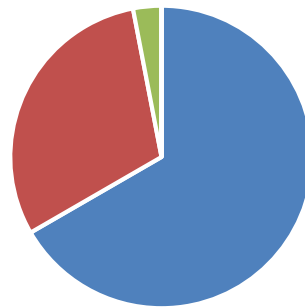
A large majority of participants agreed that they had achieved the learning objectives. Following are a detailed description of participants' reaction to the questions

Learning Objective I

Describe the key principles of Disaster Risk Reduction.



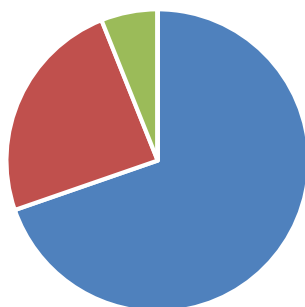
Relevance of objective to your learning needs



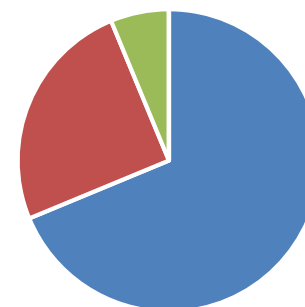
Extent to which you met learning objective

Learning Objective II

Outline the processes involved in earthquakes and tsunamis.



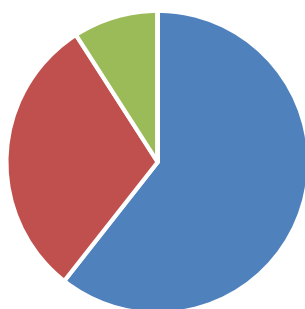
Relevance of objective to your learning needs



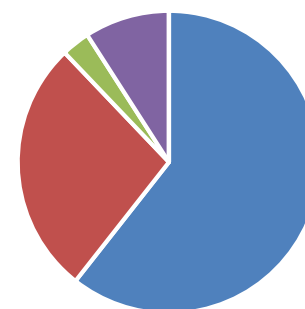
Extent to which you met learning objective

Learning Objective III

Discuss eco-system-based Disaster Risk Reduction



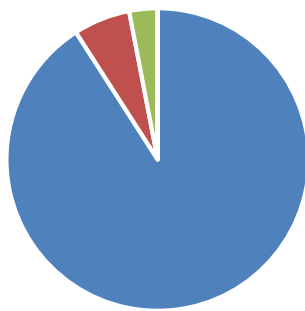
Relevance of objective to your learning needs



Extent to which you met learning objective

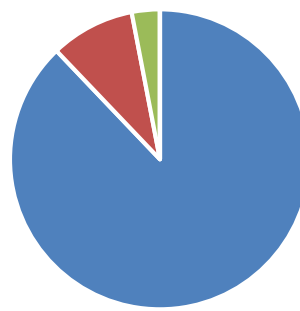
Learning Objective IV

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

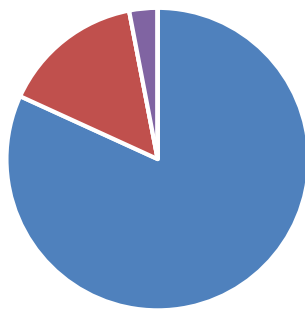


- Fully
- Mostly
- More/Less
- Partially
- Not at All
- N/A
- No Answer

Extent to which you met learning objective

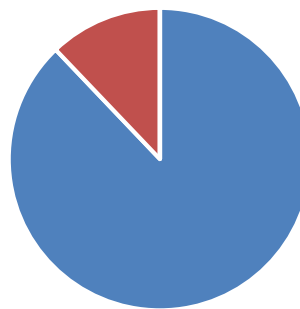
Learning Objective V

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

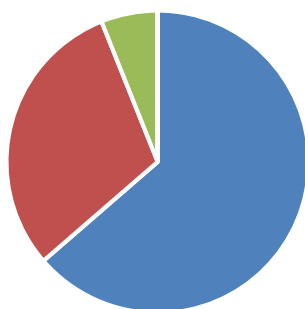


- Fully
- Mostly
- More/Less
- Partially
- Not at All
- N/A
- No Answer

Extent to which you met learning objective

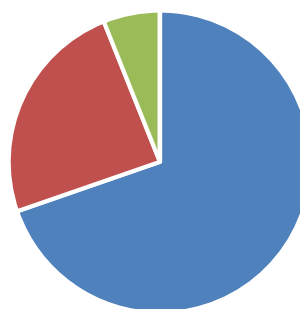
Learning Objective VI

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

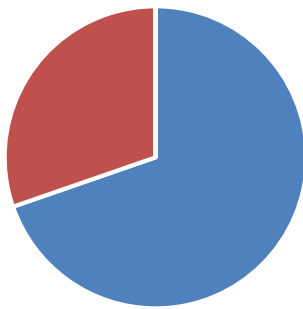


- Fully
- Mostly
- More/Less
- Partially
- Not at All
- N/A
- No Answer

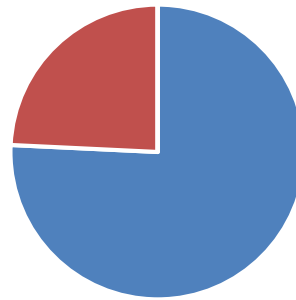
Extent to which you met learning objective

Learning Objective VII

Outline the principles behind community-based DRR



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



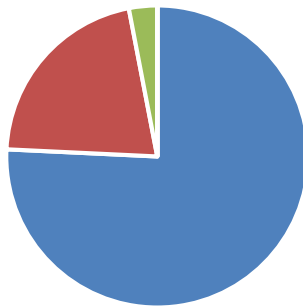
- Fully
- Mostly
- More/Less
- Partially
- Not at All
- N/A
- No Answer

Relevance of objective to your learning needs

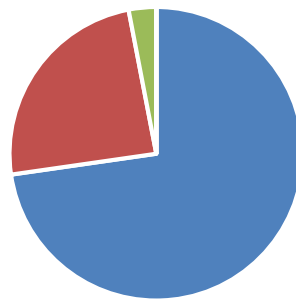
Extent to which you met learning objective

Learning Objective IIX

Discuss the effective management of change



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



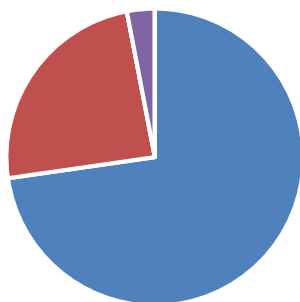
- Fully
- Mostly
- More/Less
- Partially
- Not at All
- N/A
- No Answer

Relevance of objective to your learning needs

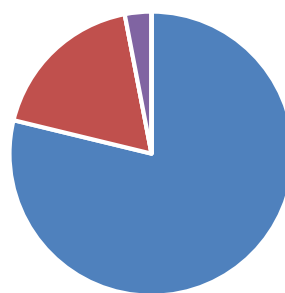
Extent to which you met learning objective

Learning Objective IX

Describe key barriers to communication



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



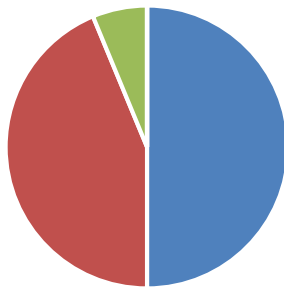
- Fully
- Mostly
- More/Less
- Partially
- Not at All
- N/A
- No Answer

Relevance of objective to your learning needs

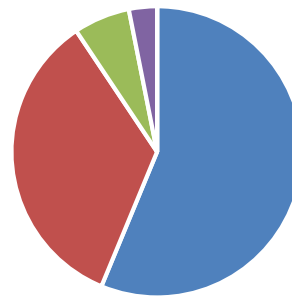
Extent to which you met learning objective

Learning Objective X

Outline critical DRR issues within the Pacific and Indian Oceans



Relevance of objective to your learning needs

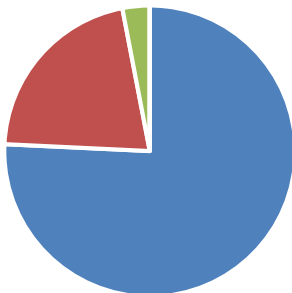


Extent to which you met learning objective

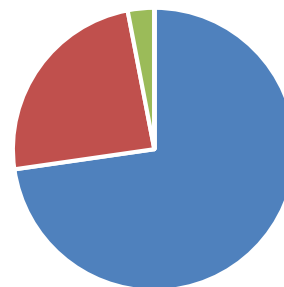


Learning Objective XI

Illustrate the ways in which teams come together, as well as means in which leaders can influence this



Relevance of objective to your learning needs

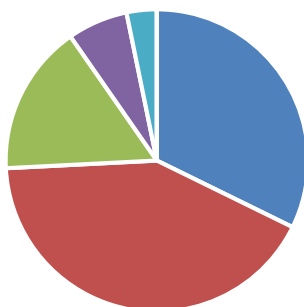


Extent to which you met learning objective

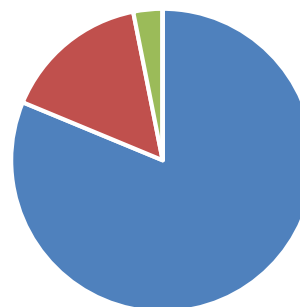


Value, Relevance and Intent to Use

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

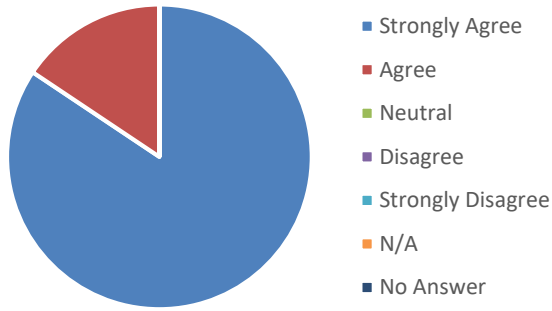


The information presented in this workshop was new to me



The content of the workshop was relevant to my job

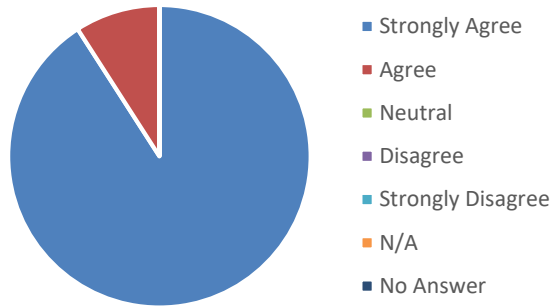




It is likely that I will use the information acquired

Methodology

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

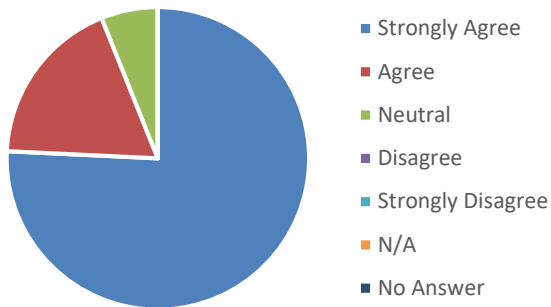


The event's methodology was useful given the learning objectives

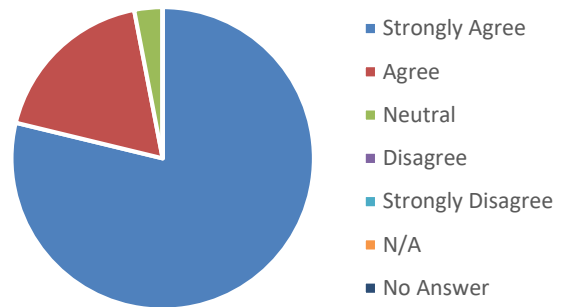
Overall Satisfaction with the Quality of Facilitators

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

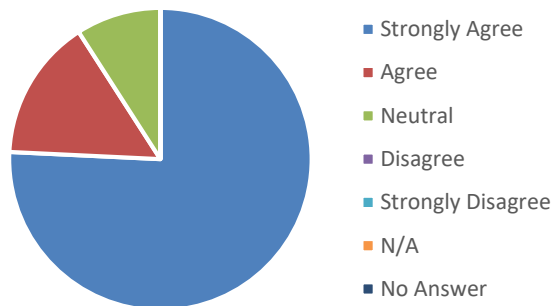
The trainer(s)/facilitator(s) was (were) effective at:



Presenting information



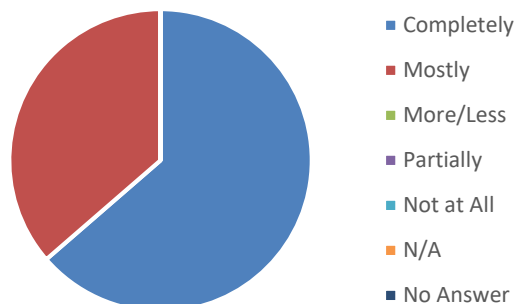
Responding to questions of participations



Stimulating participant involvement

Applicability of After Action Review and Practical Exercises

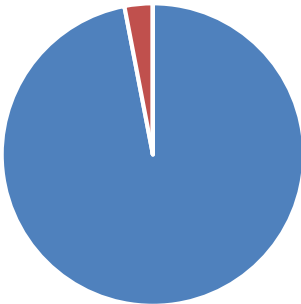
The assessment of learning included After-Action Reviews and Practical Exercises:



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

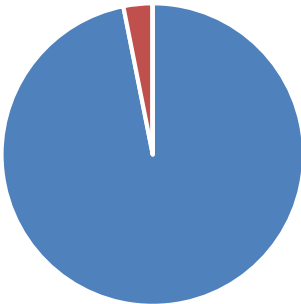
Overall Satisfaction of the Event

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

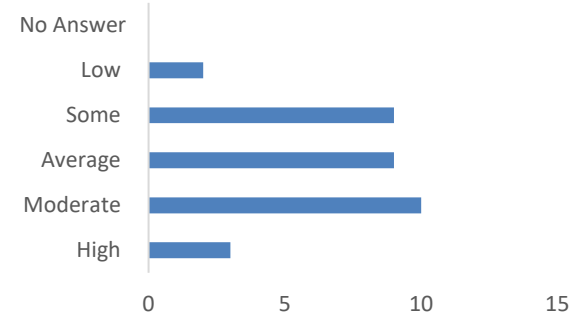
I will recommend this workshop to a colleague

Participant Self-Assessment Questionnaire

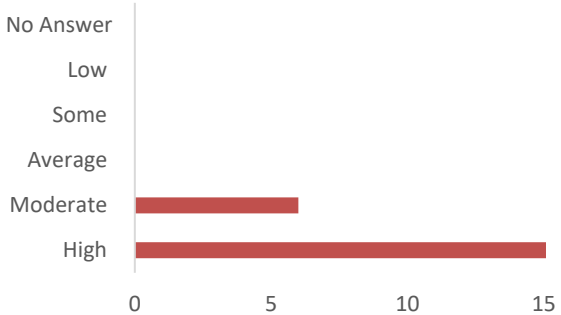
Level of Knowledge, Skill, and Competencies in Relation to Each Learning Objective Before and After the Training

Learning Objective I

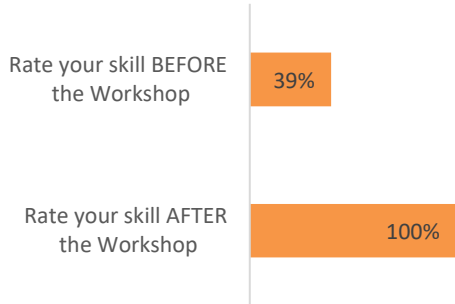
Describe the key principles of Disaster Risk Reduction



Rate your skill before the programme



Rate your skill after the programme

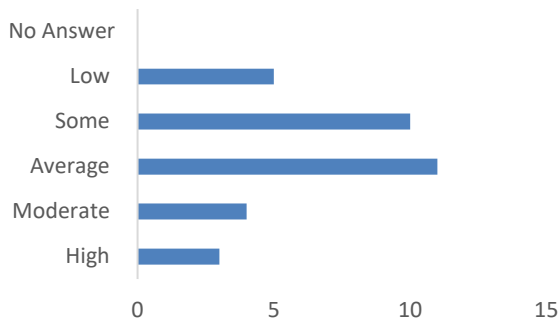


Before-After Difference (Moderate and High Responses)

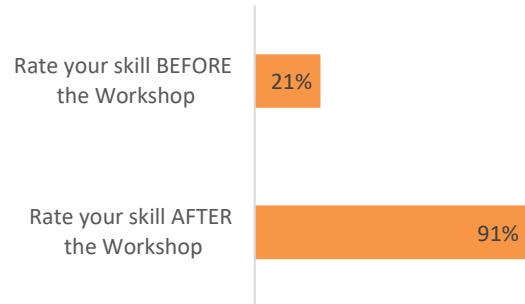
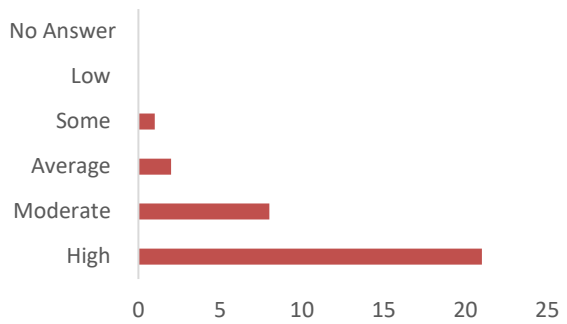
Learning Objective II

Outline the processes involved in earthquakes and tsunami

Rate your skill before the programme



Rate your skill after the programme

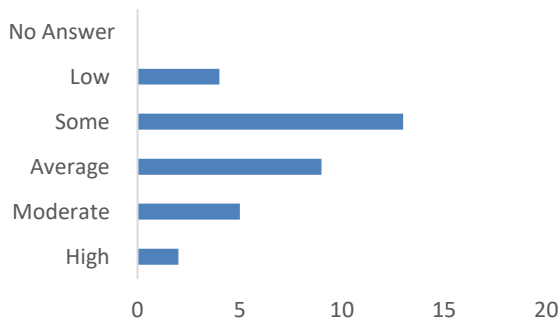


Before-After Difference (Moderate and High Responses)

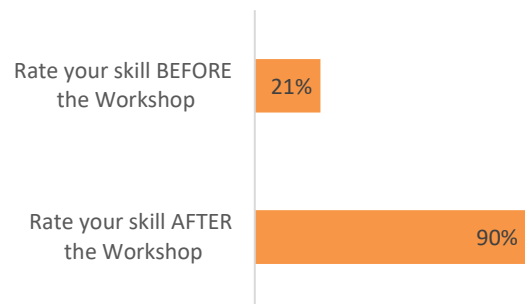
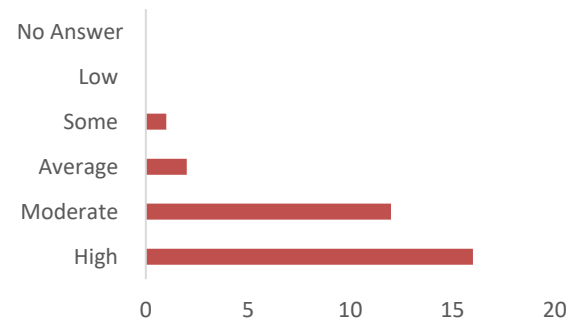
Learning Objective III

Discuss eco-system-based Disaster Risk Reduction.

Rate your skill before the programme



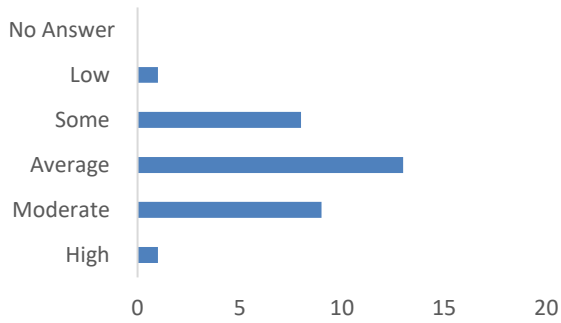
Rate your skill after the programme



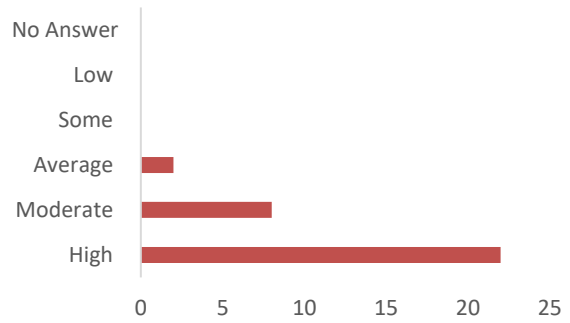
Before-After Difference (Moderate and High Responses)

Learning Objective IV

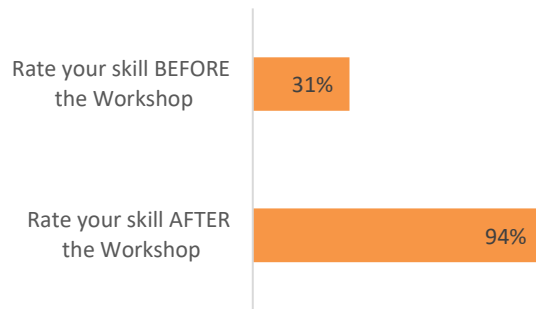
Outline key elements of women's leadership.



Rate your skill before the programme



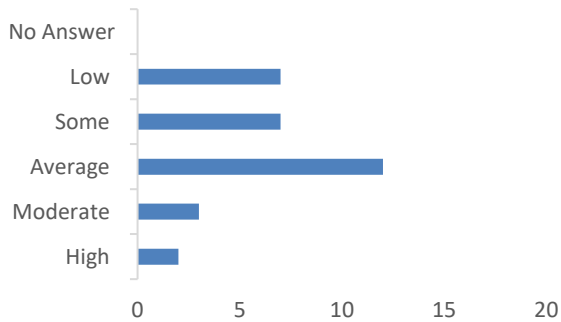
Rate your skill after the programme



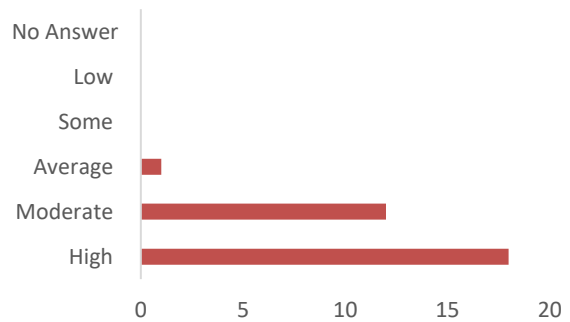
Before-After Difference (Moderate and High Responses)

Learning Objective V

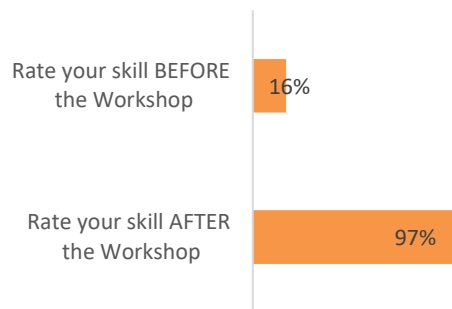
Discuss their own personality profiles with regard to leadership.



Rate your skill before the programme



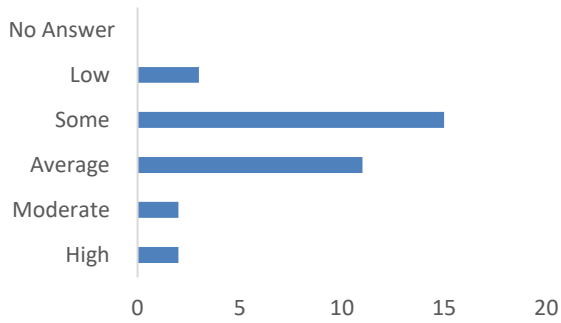
Rate your skill after the programme



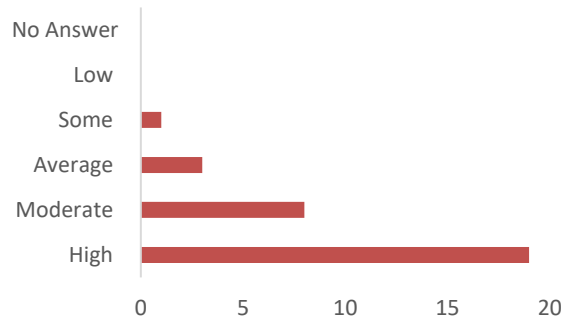
Before-After Difference (Moderate and High Responses)

Learning Objective VI

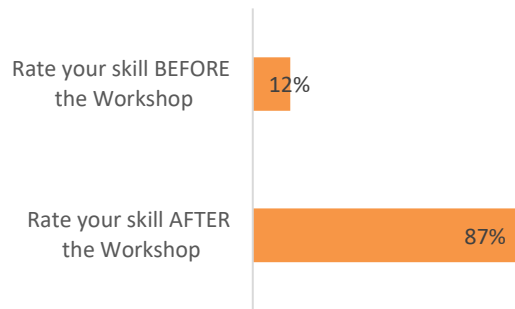
Identify key elements of multi-stakeholder coalition development.



Rate your skill before the programme



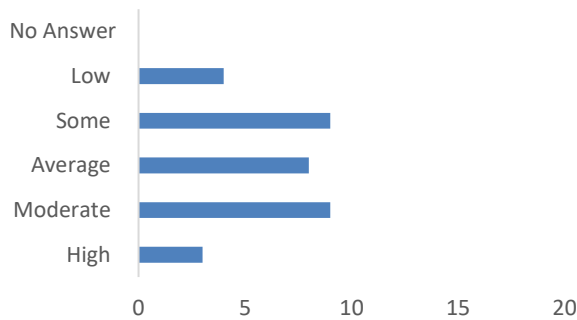
Rate your skill after the programme



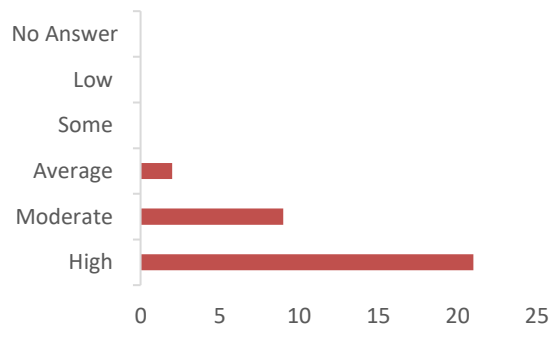
Before-After Difference (Moderate and High Responses)

Learning Objective VII

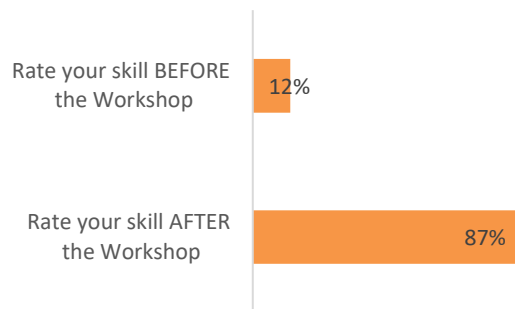
Outline the principles behind community-based DRR



Rate your skill before the programme



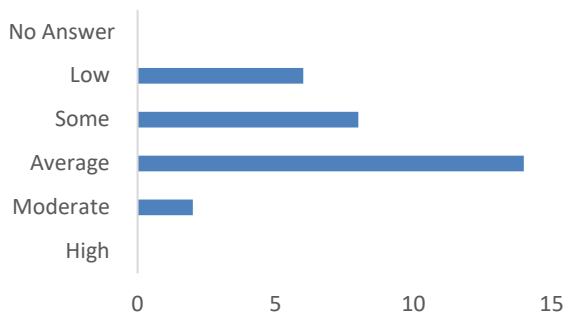
Rate your skill after the programme



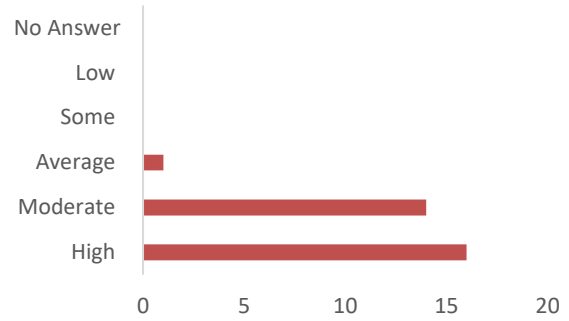
Before-After Difference (Moderate and High Responses)

Learning Objective VIII

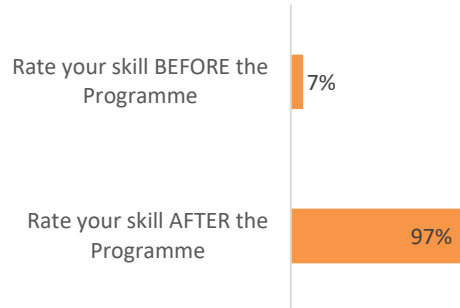
Discuss the effective management of change



Rate your skill before the programme



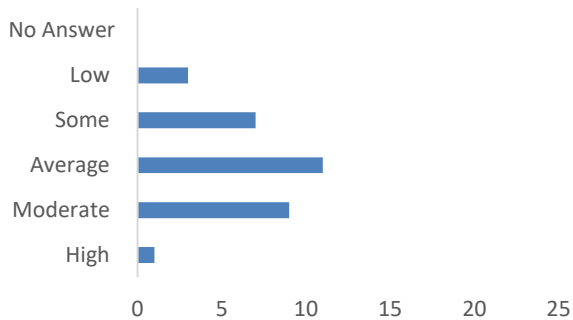
Rate your skill after the programme



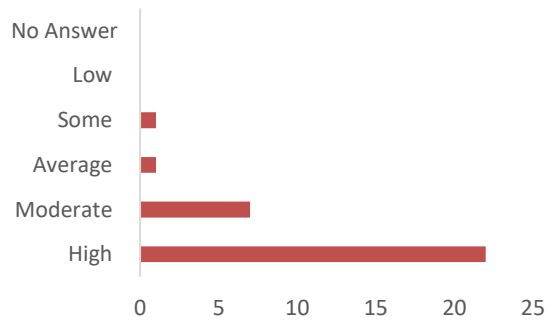
Before-After Difference (Moderate and High Responses)

Learning Objective IX

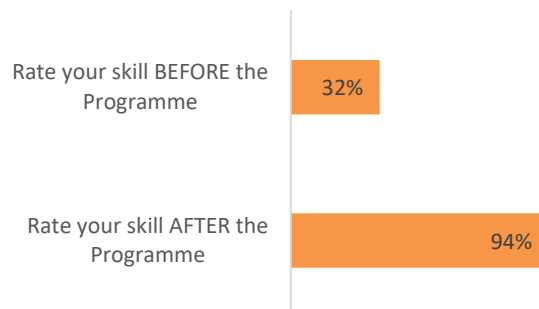
Describe key barriers to communication



Rate your skill before the programme



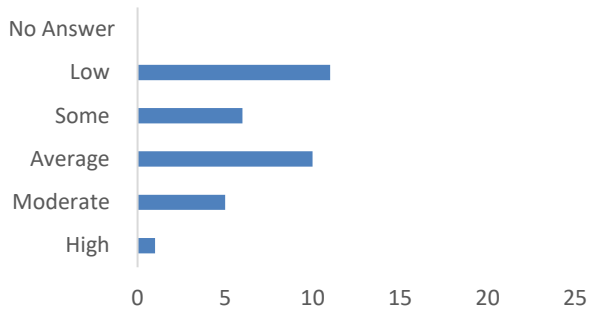
Rate your skill after the programme



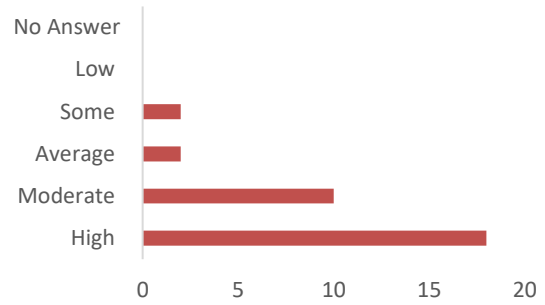
Before-After Difference (Moderate and High Responses)

Learning Objective X

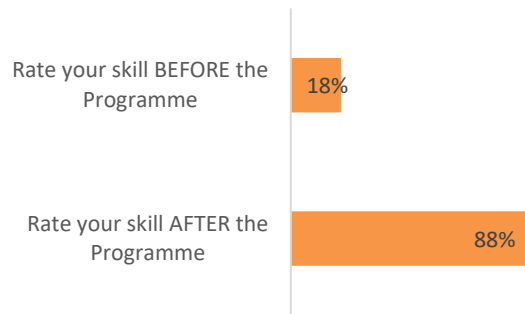
Outline critical DRR issues within the Pacific and Indian Oceans



Rate your skill before the programme



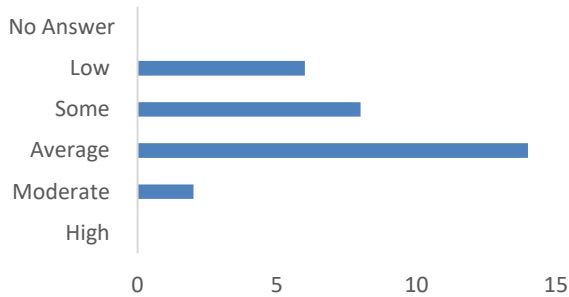
Rate your skill after the programme



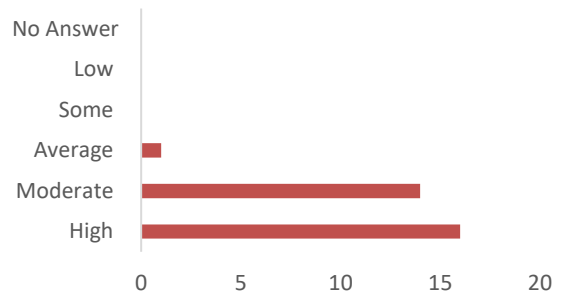
Before-After Difference (Moderate and High Responses)

Learning Objective XI

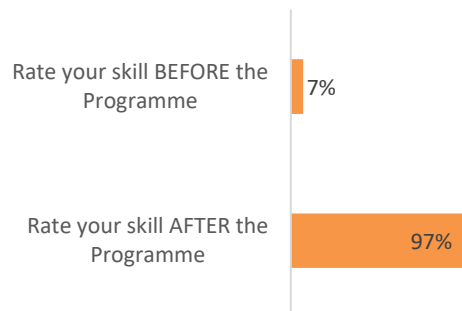
Illustrate the ways in which teams come together, as well as means in which leaders can influence this



Rate your skill before the programme



Rate your skill after the programme



Before-After Difference (Moderate and High Responses)

ANNEX 2

Programme Agenda

ANNEX 3

Participant Outline

Participant Profiles (organized alphabetically by country)



Ahmed ZAHARA

Senior Technician in Risk and Disaster Management and GIS
Information and Decentralization Department, Ministry of the Interior
Union of the Comoros

Ahmed Zahara holds a degree in Information Analysis and Information Processing. She has been the focal point on risk and disaster management in the Indian Ocean Rim Association (IORA) since 2015 and has also served as secretary general of the IORA Blue Economy Committee. Ms. Zahara has also worked as treasurer of the Association of Friends of JICA in partnership with JICA Madagascar. She has participated in multiple workshops and trainings on DRR.



Dalila AHAMED

Monitoring and Evaluation Manager
Association 2Mains
Union of the Comoros

Dalila Ahamed graduated with a Masters of Science in Research and Evaluation from London Metropolitan University. She is a specialist in research, monitoring, and evaluation with more than 10 years' experience in civil society organisation both in Europe and the Comoros. She has worked in partnership with the National Centre of Civil Security and OCHA through positions held in the United Nations Development Programme, the Anti-Malaria National Programme and, currently, with Association 2Mains in providing innovative disinfection and water treatment solutions to communities throughout the Comoros.



Claytoncy TAURARII

Compliance Officer
Health Protection Unit, Ministry of Health
Cook Islands

Claytoncy Taurarii received a government scholarship to study at Fiji National University and graduated with a Bachelor in Environmental Health. She is currently working at the Ministry of Health as a compliance officer in the Health Protection Unit, where she ensures that the Unit complies with the Ministry Act in the areas of food security, water safety, and building and sanitation. She also participated in the 6 Technical Working Group focusing on education, training, and capacity building.



Destiny Riannon Te-Marama-Nui TARA TOLEVU

National Coordinator, Technical Adviser
Cook Islands National Disability Council
Cook Islands

Destiny Riannon Te-Marama-Nui Tara Tolevu completed secondary school in New Zealand and hopes to study law at the University of South Pacific. Prior to working as a national coordinator and technical advisor, she worked as a public servant with the Cook Islands government at the Ministry of Internal Affairs and in New Zealand with the Ministry of Justice. She is an executive board member of the Cook Islands Women's and Girls Disability Organisation.





Temalesi Vuli Mocololo SATINI

Clerical Officer
National Disaster Management Office, Ministry of Rural and Maritime Development
Republic of Fiji

Temalesi Vuli Mocololo Satini holds a degree in Management. She had attended courses and trainings on DRR. She works as a clerical officer and for the past six months has acted at the administrative officer level as well, the first woman to hold such as position in the province she is serving. Her office receives and sends warnings to the community and stakeholders before a disaster and submits reports, monitors, and rehabilitates during the aftermath.



Amita Jhoti PRASAD

Program Manager
Save the Children Fiji
Republic of Fiji

Amita Jhoti Prasad joined the Fijian Elections Office as a stakeholder awareness coordinator from March 2015 until April 2016. She then re-joined Save the Children (SC) Fiji as a program manager from June 2016, overseeing SC Fiji's development programming, which includes a five-year child-centered disaster risk reduction project funded by the New Zealand government. She is part of the Senior Management Team at SC Fiji.



Tanana BAKOA

Acting Senior Assistant Secretary
Ministry of Women, Youth, and Social Welfare
Republic of Kiribati

Tanana Bakoa graduated from the University of the South Pacific, where she studied Public Administration Management and Education. She began work with the Ministry of Education in 2014 as an assistant secretary. In 2015 she was transferred to the Ministry of Foreign Affairs and Immigration, Asia and Pacific Divisions. In March 2017, she started work at the Ministry of Women, Youth, and Social Affairs as an acting senior assistant secretary, working with the Women and Disability Units. Her current role involves working with women's groups, policy-making, and administration.



Ueraoi KAMOA-TANIERA

Disaster Management Coordinator
Kiribati Red Cross Society
Republic of Kiribati

Ueraoi Kamoa-Taniera holds a bachelor in Nursing from Waikato Institute of Technology in New Zealand. She currently works as a disaster management coordinator in the Kiribati Red Cross Society. She has been involved in all stages of the program, including planning, implementation, monitoring, evaluation, and reporting working and works with the government and communities to develop preparedness plans and run simulations.





Safeenaz HASSAN
 Director General
 National Disaster Management Centre
 Republic of Maldives

Safeenaz Hassan holds a Master's in Business Administration from Open University Malaysia, Villa College, and a Bachelor of Business from Maldives College of Higher Education. She currently serves as director general of the National Disaster Management Centre. Previously, she worked as deputy director general of the Supply and Logistics Management Division of the Ministry of Health.



Sonath Abdul SATTAR
 Disaster Management Officer
 Maldivian Red Crescent
 Republic of Maldives

Sonath Abdul Sattar received a Bachelors in Social Work in India. She currently works as a disaster management officer and as the emergency response focal point of the Maldivian Red Crescent (MRC). Her responsibilities include ensuring that all activities use a community-based approach and training emergency response team members. She began her career in 2005 as a disaster management officer for the Tsunami Recovery Program in the Maldives, and she has undergone various disaster management and DRR trainings.



Davina TIRVENGADUM
 Administrative Manager
 Environmental Protection and Conservation Organisation
 Republic of Mauritius

Davina Tirvengadam holds a Bachelor of Science in Business Administration and a Master's in Business Finance and Business Administration from Victoria University in Melbourne. She currently works as an administrative manager for the Environmental Protection and Conservation Organisation (EPCO), where she has served in various capacities for many years. She oversees the financial aspects of various projects related to climate change and DRR.



Linda M. TETETH
 Women's Interest Officer
 Department of Youth and Civic Affairs, Yap State Government
 Federated States of Micronesia

Linda M. Teteth holds a Bachelor's Degree in Flight Technology from Central Washington University. She currently works as the women's interest officer in the Department of Youth and Civic Affairs for the Yap State Government. Her responsibilities include networking with various women's organizations in Yap State and raising public awareness of women's issues.





Alice GEORGE
 Representative
 Kosrae Women's Association
 Federated States of Micronesia

Alice George studied Business Administration at the College of Micronesia-FSM. She has also attended numerous short-term courses in accounting, audit, management, and finance. She worked as a loan collection officer from 2008 to 2010 and as a staff auditor in Kosrae from 2010. She is a board member of Kosrae Women's Association since 2016. She is involved in auditing climate adaptation projects and various other projects involving climate change and disaster risks.



Rosanna CAIN
 Nauru Life Guard Team Leader
 National Emergency Services
 Republic of Nauru

Rosanna Cain has completed the Surf Life Saving Australia training course in Sydney, as well as an advance first aid course conducted by St. John Ambulance Service, Australia. She currently works as a life guard and team leader with Nauru Life Guard, National Emergency Services.



Shorona CAIN
 Youth Focal Point
 Boe Community
 Republic of Nauru

Shorona Cain graduated from Nauru Secondary School and studied in Suva, Fiji, with the Secretariat of Pacific Community (SPC) Women Development. She worked for the Nauru Commerce Industry Environment for Women in Agriculture for four years. She has been involved with projects related to sport, health, and the environment for youth in her community.



Diljune Etpison NGIRASWEI
 Preparedness Exercise and Training Coordinator
 Emergency Health Program, Bureau of Public Health, Ministry of Health
 Republic of Palau

Diljune Etpison Ngiraswei holds a Bachelor's degree in Business Administration focusing on Management from the University of Guam, U.S.A. She attended the Graduate School of International Cooperation Studies, Kobe University, Japan, as a graduate research student from 2006 to 2008. In her current role as a preparedness exercise and training coordinator for the Ministry of Health, Ms. Ngiraswei conducts trainings and exercises in emergency preparedness and response (EPR) to health care personnel and other key stakeholders. She also worked for the Palau Red Cross Society for seven years coordinating EPR and disaster-related activities.





Adora NOBUO
 Executive Director
 Palau Chamber of Commerce
 Republic of Palau

Adora Nobuo completed her bachelor's degree in Social Work at Walla Walla College. She completed a Master's degree in Secondary Educational Leadership with concentration in Public Administration online at San Diego State University. She is currently the executive director for the Palau Chamber of Commerce, a non-profit organization that is the officially recognized representative of private organizations to the Government of Palau. She has also volunteered with the Palau Red Cross Society, working during disasters and as a first aid and CPR instructor.



Janely Galima DAU
 Adaptation and Mitigation Manager
 Autonomous Bougainville Government
 Independent State of Papua New Guinea

Janely Galima Dau graduated with a Bachelor of Science in Environmental Science. She is currently working with the Bougainville Disaster Office as a manager of adaptation and mitigation.



Lussinda NAWAYAP
 Disaster Risk Reduction and Climate Change Adaptation Officer
 Papua New Guinea Red Cross Society
 Independent State of Papua New Guinea

Lussinda Nawayap has a Bachelor's of Arts in Social Work. She has worked for five years at the PNG Red Cross Society as a disaster risk reduction officer, where she facilitates training, coordinates activities for community development, and manages projects related to DRR and recovery. She also engages with stakeholders and other partners to reduce the risk of disasters in PNG.



Moevasa VAIASO
 Senior Training Officer
 Ministry Of Women, Community, and Social Development
 Independent State of Samoa

Moevasa Vaiaso graduated from the National University of Samoa with a Bachelor of Arts in Sociology. She worked as a teacher from 2010 until 2014 before working for the Ministry of Women, Community, and Social Development, where she is currently employed as a senior training officer. Her role includes providing support for communities as they establish community development plans and disaster risk management plans, as well as assisting with the implementation of climate resilience projects.





Miriama Logoasa LIMA
 Community Trainer
 Samoa Umbrella For Non-Governmental Organizations
 Independent State of Samoa

Miriama Logoasa Lima holds a diploma in Computer Studies from the Academy of Learning in Auckland, New Zealand, and a certificate in Adult Training the National University of Samoa. She worked for over 10 years as member officer in the Samoa National Provident Fund. Her work experience is largely in the areas of development projects, assistance, and training of communities in project proposal writing and project management.



Verna Colette LEON
 Senior Disaster Management Officer
 Department Of Risk And Disaster Management
 Republic of Seychelles

Verna Colette Leon pursued a Master's degree in Plant Pathology at the Indian Agricultural Research Institute after completing her Bachelor's degree in Biology at the University of Mauritius. She currently works as a senior disaster management officer with the Planning, Intelligence, and Research section of the Department of Risk and Disaster Management in Seychelles. Her duties include conducting multi-hazard scenario planning aimed at strengthening disaster preparedness and resilience.



Sandra Betty SABURY
 First Aid Coordinator
 Red Cross Society of Seychelles
 Republic of Seychelles

Sandra Betty Sabury is a formally trained general nurse currently affiliated with the Red Cross Society of Seychelles as a first aid coordinator. Her role is to oversee the first aid training for the Red Cross Society. She is also trained as a Regional Disaster Response Team (RDRT) member in the Indian Ocean. She has attended specialized training in emergency needs assessment and emergency health organized by the International Federation of the Red Cross.



Belinda WAOKAHI
 Senior Seismological Observer
 Seismology Department, Ministry of Mines, Energy, and Rural Electrification
 Solomon Islands

Belinda Waokahi holds a Bachelor's in Environmental Science from the University of the South Pacific. She had been working with the Seismological Unit of the Ministry of Mines, Energy, and Rural Electrification for the past nine years. Her current role is to update daily seismic activities and observe current status of the machines and software that the Unit operates. She also gives information about the seismic activities of the Solomon Islands to students, private firms, institutions, and organisations.





Adi Kokotaru GALOKEPOTO BENNETT

Gender And Humanitarian Coordinator
Oxfam Solomon Islands Country Office
Solomon Islands

Adi Kokotaru Galokepoto Bennet has a Master's degree in Leadership and Management from Massey University, New Zealand. She currently works with the Oxfam Solomon Islands Country Office. She has over 10 years' experience in disaster risk management and DRR work with various development partners like UNICEF and UNDP. While working with UNICEF, her role was managing and programming response and recovery activities in post-disaster situations.



Lu'isa TAUNGA

Climate Change Disaster Risk Management Program Officer
National Emergency Management Office
Kingdom of Tonga

Lu'isa Taunga has 14 years' experience teaching secondary school, as well as one and a half years of working as a Climate Change Disaster Risk Management program officer. As a program officer, she coordinates between 26 communities on one of Tonga's most vulnerable islands. She assist the communities with disaster awareness and preparation.



Norie LAUTEAU

Tonga Red Cross Society
Kingdom of Tonga

Norie Lauteau holds an Associate degree in Arts. She has been working with the Tonga Red Cross Society since 2006. She works in disaster management and response, disability services, and first aid training.



Taumaoe OSEMA

Trainer
Fusi Alofa Association
Tuvalu

Taumaoe Osema holds certificates in disability services and interpreting for the deaf. She has participated in trainings on emergency response, shelter tool kits, and conventions on the rights of persons with disabilities. She is a member of the Tuvalu Health Association, Tuvalu Red Cross Society, and Fusi Alofa Association.



Lupemua TAVITA

Acting Director
Gender Affairs Department, Government of Tuvalu
Tuvalu

Lupemua Tavita holds a Bachelor in Commerce from the University of the South Pacific. Her work as acting director of the Gender Affairs Department, Government of Tuvalu, involves the review of government policies and legislations and providing quality information to government and public for increased gender mainstreaming. She was also part of the team that assessed the impact of Tropical Cyclone Pam when it hit Tuvalu in March 2015.

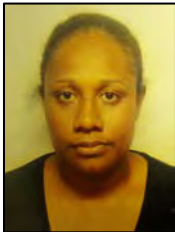




Serah VUROBARAVU

Early Childhood Care and Education National Coordinator
 Ministry of Education and Training
 Republic of Vanuatu

Serah Vurobaravu received a Certificate in Primary Teaching from Vanuatu Teachers College. After 16 years' work as a teacher, she was promoted to primary level curriculum adviser. She was then transferred to the Ministry of Education and Training (MOET) as the Early Childhood Care and Education (ECCE) Program curriculum coordinator since 2014. She currently works as the national ECCE coordinator, where she oversees all matters of ECCE in Vanuatu.



Tristelle Sherina Jacinta KARAE

Humanitarian Trainer
 Oxfam International, Vanuatu
 Republic of Vanuatu

Tristelle graduated from the University of the South Pacific with a Bachelor's degree in Geography and Sociology. Her work in DRR began at the Vanuatu Red Cross Society as a support officer for direct implementation of DRR activities in communities. She is currently working for Oxfam International in Vanuatu as a humanitarian trainer. She works closely with the national and provincial governments to implement community-based DRR capacity building workshops in the Shefa Province.



Resource Person Profiles (organized alphabetically by surname)



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 Disaster Risk Reduction 2015-2030.



Nobuhito OHTSU

Senior Researcher
National Research Institute of Fire and Disaster, Ministry of Internal Affairs and Communications

Mr. Nobuhito Ohtsu is a specialist in urban disaster prevention, tsunami evacuation, and community-based disaster risk reduction. He holds a Ph.D. in Engineering from Kobe University Graduate School of Engineering. Mr. Ohtsu currently works as a research officer for the National Research Institute of Fire and Disaster and is also a researcher at Kobe University. Until September 2017, he worked for the Kobe Municipal Fire Department. Mr. Ohtsu has also given various lectures and written articles related to disaster preparedness and prevention.



Mariko SAITO

Director, Programme Specialist
Gender Action Platform

Ms. Mariko Saito has 15 years of extensive working experience in gender and development in policy making, programme management, institutional accountability and transformation, and training. She oversaw numbers of programmes on disaster risk management and worked on integrating gender into climate change adaptation at both policy and programme levels during her time at the UNDP Gender Team. She currently works as director and programme specialist for the NPO Gender Action Platform, Japan. Her recent work includes development of a gender training manual for Japanese municipal offices, led by the Gender Equality Bureau of the Cabinet Office.



**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.



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

Senior 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

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.



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.



Yuka YAMADA

Assistant Administrator

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

Yuka Yamada was born and grew up in Hiroshima, Japan, and holds a BS in Medical Technology from the University of Hawaii at Manoa. Following working in laboratory industries as a medical laboratory scientist for a few years, she worked in Belize, Central America, as a volunteer worker in the infections and HIV/AIDS control field for two years. She has been interested in international relations and conflict resolution since she was a teenager. Yuka also has experience volunteering with the local NGO ANT-Hiroshima.



**Midori YAMAKAGE**

Assistant Administrator

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

Midori Yamakage studied Development Studies with International Relations at Sussex University, UK, and graduated from London School of Economics with M.Sc. in Gender Studies. She has worked with NGOs and the Japan International Cooperation Agency (JICA) as an expert on various projects related to Southeast Asian countries.

**Rika SHIBATA**

Assistant Administrator

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

Rika Shibata has a B.A. Degree in Clinical Psychology at Kawasaki University of medical welfare. She has worked with Hiroshima International Center as a program officer from 2009 to 2017 and coordinated the training of Hiroshima prefecture and Japan International Cooperation Agency (JICA) related to governance and education for peace in Hiroshima.

**Kenta MATSUOKA**

Expert

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

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

**Annelise GISEBURT**

Fellow

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

Annelise Giseburt received a Bachelor of Arts 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.



**Meena LAWAR**

Trainee

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

Meena Lawar holds a bachelor's degree from the Geoscience Faculty of Kabul University 2014, focusing on hydro-meteorology. She started working with Swedish Committee for Afghanistan as an environmental officer and an external relations senior officer for the same organization. Meena is a social activist and she worked as a volunteer for some youth-run international organizations, such as AIESEC, which is running by youth in more than 113 countries. Their focus is to provide a platform for youth to explore their leadership skills, and she was part of this organization in Kabul from 2011-2014 and gained practical experience of leadership and management. Since 2012, she is also a member of TEDxKaubl, which is a youth-run and non-profit organization devoted to spreading ideas, usually in the form of short and powerful talks.

**Isooda AJDARI**

Intern

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Isooda Ajdari currently studies Global Studies at Hiroshima Jogakuin University. She is writing her graduation dissertation on Iranian Female Entrepreneurs and their role in boosting the economy. She also organizes youth peace seminars and attends talks given by experts on global issues. She is currently running a youth-led peace group called Rouyeshesolh in Iran.

**Nozomi YOSHIDA**

Intern

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Nozomi Yoshida is a senior in the Department of International Politics at Hiroshima Shudo University, with a focus on gender. She studied English at Pacific International Academy, United States, and did an internship at World Affairs Council of Oregon and a non-profit restaurant in 2015. She also volunteered in Kumamoto Prefecture after the 2016 earthquake. She joined the UNITAR Hiroshima Office in September 2017.

**Yuko HARAYAMA**

Intern

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Yuko Harayama is a junior in the Faculty of Law at Toyo University, where she studies juvenile law systems in the United States and England. She also takes peace studies and international politics classes. She is an assistant manager of the Toyo University ice hockey team. She joined the UNITAR Hiroshima Office in October 2017 as a short-term intern.

ANNEX 4

Needs Assessment

UNITAR Hiroshima Women's Leadership in Tsunami-based Disaster Risk Reduction (DRR) Training Programme for World Tsunami Awareness Day 2017 | Needs Assessment | Analysis

A Needs Assessment Questionnaire was sent to all 33 selected participants, from which UNITAR received 23 responses (70%), which are outlined below.

Have you attended DRR training in the past? If so, please outline.

Ten (43%) respondents had attended DRR training in the past, while 13 (57%) had not. Of those who 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 2013 and 2017, included:

- Mainstreaming DRR into all Development Processes
- Community-based Interventions for Disaster Risk Reduction Among Coastal Villages
- National Disaster Risk Reduction (NDRR) Policy Workshop
- Regional Capacity Development Workshop: Mainstreaming DRR in Sustainable Development Planning
- Participatory Approach for Safe Shelter Awareness for Facilitators

All participants who had undertaken previous trainings indicated that the course was relevant to their needs and that they have since used the information gained. Many participants said they found training on community-based disaster prevention useful and relevant. Selected additional comments are below:

The course was very interesting, as I have learned how risk can be eliminated among poor Communities, including the role played by women.

Throughout the course, we were given opportunities to develop plans, present them, and test their effectiveness in preparedness for natural disasters.

PASSA is a participatory approach preparedness tool that helps develop local capacity to reduce shelter-related risk by raising awareness and developing skills in joint analysis, learning, and decision making at the community level.

However, only 56% of participants indicated that information presented in previous courses was new to them. The participants who had previous knowledge generally said they were familiar with the topics from previous trainings, study, or professional expertise. Participants said training on topics such as disaster management procedures, low-cost risk elimination strategies, the role of media during emergencies, and shelters were new to them.

Please rate the relevance of the following issues to your role in regards to DRR.

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 were indicated as N/R. Percentages were calculated by number of participated who said either 4 or 5.

- Introduction to Gender (74%)
- The Sendai Framework (78%)
- The DesInventar Disaster Database (61%)
- Understanding Earthquakes and Tsunami (83%)
- Natural Hazards and DRR (100%)
- Early Warning Systems (100%)
- Ecosystem-based DRR (83%)
- Community-based DRR (96%)
- Leadership (87%)
- Personality profiles (91%)
- Stakeholder Identification and Analysis (78%)
- Multi-stakeholder Coalition Development (83%)

From the responses, the greatest number of participants are interested in:

- Natural Hazards and DRR (100%)
- Early Warning Systems (100%)
- Community-based DRR (96%)
- Personality Profiles (91%)
- Leadership (87%)

In the free response section, participants emphasized that the following topics would be beneficial for their role:

- Activities to increase community participation in disaster preparedness and to make community responses more effective during disasters, as well as role allocation therein
- An overall (pre, during, post) view of effective tsunami evacuation plans, as well as how to design them
- The inclusion of vulnerable and marginalized communities in DRR programming, including health care and public health workers
- Gender equality in disaster preparedness and increasing women's participation
- The connection between disaster-related humanitarian assistance and long-term development assistance

In general, what training methods do you benefit from the most?

The below training methods 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). Percentages were calculated by number of participated who said either 4 or 5.

- Lectures (78%)
- Group exercises (100%)
- Group discussion (91%)
- Self-study (52%)
- Workbooks (74%)
- Self-led Projects (74%)

From the responses received, it is clear group discussion (91%) and group exercises (100%) are important to the learning needs of the participants. This format is conducive to sharing 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.

In the free response section, a number of participants said they would like hands-on training through simulations.

ADDITIONAL COMMENTS

Participants were then invited to provide any other comments regarding the programme and ways it can be made relevant to their role and function.

I believe the proposed training program will help further promote the critical role of women in leadership and decision making at political, economic, and social levels. Women leadership and involvement in decision making is very important in ensuring security and resilience of communities which are vulnerable to climate change effects, and natural disasters. Women can play an important role in mitigation and adaptation to climate change, distribution and managing resources for recovery actions, and implementing plans to help minimise climate change in the future.

Coming from a financial background, I think that my role would be more important in quantifying the financial aspects involved in DRR.

How and what are the ways for us, as a low-lying country, to prepare and mitigate risk from tsunami, since we do not have much of an inland or higher ground to go to.

I want to learn how the private sector can be a source of assistance to disaster readiness.

I would like to see examples of clear, simple activities I can implement in the community or teach community members how to implement.

ANNEX 5

Country Reports Summary



UNITAR Hiroshima Women's Leadership in Tsunami-based Disaster Risk Reduction (DRR) Training Programme for World Tsunami Awareness Day 2017 Pre-session Assignment | Country Reports

Outline 2 major challenges for collaboration between Government and Civil Society in your country in the field of DRR.

- Five participants identified “lack of dialogue and communication” as a major challenge to collaboration between government and civil society. Three also specified that the two sectors often work in parallel systems and duplicate each other’s activities without collaboration. In a similar vein, other participants cited unclear roles and priorities.
- Four participants said limited funding or no specific budget for DRR prevents collaboration, while one participant mentioned a lack of physical resources to reach a dispersed community.
- Three participants identified that a lack of training or capacity building efforts hinders collaboration. One participant also added that often knowledge from trainings is not implemented.
- Two participants noted that DRR is not a top priority for their country’s government.
- Two participants said that organizations from both sectors don’t acknowledge each other’s work and are more interested in preserving their own reputation than collaborating. One participant mentioned that data is closely guarded because it is linked to funding for some NGOs.
- Two participants said the national government uses a top-down approach or neglects local government and community stakeholders. One participant also noted that politicians rarely represent (and by extension advocate for) minority groups.
- Other interesting comments are outlined briefly below:
 - Lack of a clear national DRR action plan where the role of key stakeholders is clearly laid out
 - Language barrier and different cultural groups make communication difficult
 - Lack of support from communities and villages for programs and training initiated by NGOs

Outline 2 major opportunities for collaboration between Government and Civil Society in your country in the field of DRR.

- Five participants said government and civil society organizations should work together on capacity building initiatives to educate and train community members in DRR knowledge and skills. One suggested having a uniform DRR training curriculum.
- At least four participants made comments related to establishing and improving communication, in order for DRR awareness to reach a wider audience. Suggestions included regular cluster meetings, using civil society organizations to coordinate between government and local communities, holding information sessions and workshops, utilizing media, and collaborating on alarm systems.
- Three participants expressed hope for government and civil society collaboration to be motivated by their common goal of protecting people's livelihoods. Specifically, various organizations, especially in civil society, should share data, as well as experiences and best practices, rather than push their own organization's agenda.
- Three participants suggested organizations share resources and funds.
- Three participants suggested creating activities or programmes to encourage women's involvement in DRR, as well as promote gender equality and women's leadership in communities.
- Other interesting comments are outlined briefly below:
 - Identifying key stakeholders at large
 - Set up a formal DRR framework to improve the national ownerships of the established efforts and systems that are in place
 - The roles and responsibilities in all groups need to be set clearly

Outline 2 major challenges for women's leadership in the field of DRR in your country

- At least 13 participants cited misogyny inherent in their culture as a major challenge preventing women's leadership in DRR. With power and decision-making authority often held by men, women have trouble voicing their opinions, being taken seriously as leaders, accessing resources, and holding roles not traditionally seen as feminine. Internalized misogyny also sometimes prevents women from supporting each other.
- Eight participants said there is a lack of trained and qualified women leaders in the field of DRR in their country, especially at the national government and policy-making level.
- Two participants noted that women more at risk to poverty and other social issues, making them less able to participate or hold leadership roles.
- Other interesting comments are outlined briefly below:
 - DRR is a low priority in most cases, so women leaders looking to implement DRR measures could face obstacles and resistance.

Outline 2 major opportunities for women's leadership in the field of DRR in your country

- At least 12 participants noted the necessity of capacity building and training to raise knowledge of DRR and leadership skills, as well as confidence. Some mentioned the necessity of seeking funding for trainings. Specific targets included training existing women leaders in DRR-related topics, training younger generations, and training with a focus on the technical aspects of DRR.
- Eight participants wanted to create local and national networks of women, as well as utilize and empower existing networks (such as churches), to share information and

experiences. Some participants mentioned utilizing a grassroots approach and starting by having women educate family and friends with regard to DRR.

- At least six participants said there is a need for gender-responsive governance at the national level with regard to DRR and development. Increasing women's participation in national government is also a major opportunity for women's leadership in DRR. Some participants mentioned including practical and measurable targets for women's participation or women in government volunteering to be DRR focal points.
- Three participants suggested mainstreaming DRR activities in existing projects and organizations related to women. One participant suggested the reverse, i.e. mainstreaming gender-related initiatives in various DRR efforts.

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