



From
the People of Japan

UNITAR Hiroshima
Women's Leadership in
Tsunami-based Disaster Risk Reduction Training
Programme
for World Tsunami Awareness Day 2018

PROJECT COMPLETION REPORT

HO/2018/DRR	Sendai Kobe Wakayama Tokyo	29 Oct - 7 Nov 2018
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- Dr. Hajime Kayanne, Department of Earth and Planetary Environmental Science (UG), Department of Earth and Planetary Science, Graduate School of Science, The University of Tokyo
- Takako Izumi, Associate Professor, International Research Institute of Disaster Science (IRIDeS), Tohoku University
- Dr. Anawat Suppasri, Associate Professor, International Research Institute of Disaster Science, Tohoku University
- Mariko Saito, Programme Specialist, Gender Action Platform
- Sendai City Government, Miyagi Prefecture
- Sendai 3.11 Memorial Center
- Sendai Arahama Elementary School
- Ishinomaki Municipal Office, Miyagi Prefecture
- Ishinomaki Reconstruction Support Network “Yappesu”
- NPO Rera
- Marine Pro Ltd
- Okawa Elementary School Bereaved Association
- Ogatsu Rose Garden
- Bosai Diorama Promotion Network
- Great Hanshin-Awaji Earthquake Memorial Disaster Reduction and Human Renovation Institution
- 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

Programme Introduction

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

The Third UN World Conference on Disaster Risk Reduction and its related outcome document, the Sendai Framework for Disaster Risk Reduction (2015 – 2030), set goals for the reduction of loss of life and livelihood as a result of disasters. As outlined in the documentation for the Conference, in order to be able to achieve the targets of the framework, an “All of Society” inclusive approach is required.² However, 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.

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 organisation from selected Small Island Developing States (SIDS) from the Pacific. Building on the successes of the 1st Cycle, the 2nd iteration included representatives of selected SIDS from the Indian Ocean.

As UN Secretary-General Antonio Guterres announced on World DRR Day on 13 October 2017, “The poor and most vulnerable, including women and girls, suffer disproportionately in disasters. Let’s put more effort into tackling disaster risk to create a safer, more sustainable world for all.”³

Taking this announcement into consideration, the 3rd Cycle of *UNITAR Hiroshima Women’s Leadership in Tsunami-based Disaster Risk Reduction Training Programme for World Tsunami Awareness Day in 2018* put a major focus ever on inclusiveness to ensure that no one is left behind in terms of disaster risk reduction efforts, inviting 36 women from Pacific and Indian Ocean SIDS countries and bringing the total number of women in the region participating in the programme to 95.

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

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

³ <https://www.un.org/sg/en/content/sg/statement/2017-10-13/secretary-generals-message-international-day-disaster-reduction>

Executive Summary

In October and November 2018, the United Nations Institute for Training and Research (UNITAR) Hiroshima Office, through the financial support of the Ministry of Foreign Affairs of Japan, 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"). The Programme sought to strengthen participants' knowledge of tsunami-based DRR theory and practice, while also offering skills-based training in leadership and the development of multi-stakeholder coalitions.

Participants

A total of 36 women participated in the Programme, which included one representative of government and one representative of civil society from each of the following 18 states and territories:

PACIFIC OCEAN:

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

INDIAN OCEAN

- Comoros⁴
- Maldives
- Mauritius
- Seychelles

Participants included seasoned professionals in Disaster Risk Management, as well as those working in other capacities and fields in which knowledge of and training in DRR and gender mainstreaming is critical, including schools, media, community leaders, and government officials. The interaction of participants from diverse fields and geographical locations, yet who are tasked with addressing common issues and concerns, 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

To ensure that the Programme's training modules were aligned with not only best practices within the DRR sphere, but also with the self-assessed needs of the participants, a two-level assessment was undertaken. In the first level, a preparatory needs assessment for the Programme was undertaken through a review of feedback and evaluations from the Programme's previous cycle a review of relevant literature, and interviews with both regional and thematic experts. Building upon the responses received, in the second level, a questionnaire was developed and submitted to the participants themselves.

⁴ NOTE: One participant from Comoros withdrew before the Programme took place due to personal reasons.

The results of the assessments indicated a need for introductory sessions outlining the concepts and themes behind DRR to provide a baseline for participant learning. Regarding the leadership aspect of the Programme, the assessments 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, including incorporating best practices in female leadership.

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

LESSONS LEARNED

- **Structure / Design of the workshop**

The Workshop was designed so that participants ran through the outbreak/impact of disasters, various reconstruction initiatives from different sectors (Sendai/Kobe) and the observance of the initiatives to enhance future preparedness (Wakayama). Study tours that complemented lectures helped participants to contextualise the learnings.

 - **ACTION:** Further develop the incorporation of relevant and wider range of study-tours in subsequent programmes, while increasing the debriefing time to ensure participants to reflect and consider contextualisation to their own realities.
- **Efficacy of a diverse range of participants**
 - A key element in the design of the Programme was the incorporation of not only representatives of civil society and government from each selected country, but also the inclusion of representatives from other cultures and regions, which served to encourage dialogue and engagement on a national level.
 - Much of the discussion around the challenges facing participants related to common 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 diverse ways of engaging with like issues. In addition, there is a need to allow for more time for discussion during modules.
- **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 Programme as a key impediment to the incorporation of lessons learned and changes in behaviour.
 - Linked to this is the wasting of resources due to parallel and duplicative systems, processes, and training by government and civil societies, particularly within remote communities as encountered by many SIDS.
 - **ACTION:** Specific training modules and activities to be designed related to inter-entity engagement.
- **Gender mainstreaming and Women's Leadership in Disaster Risk Management**

At the beginning of the Programme, the knowledge of participants in women's leadership in Disaster Risk Management and DRR was limited and some participants even commented why women's leadership is important in the context of Disaster Risk Reduction. One objective of the Programme therefore was to highlight the necessity of women's involvement especially in the decision-making process during community development and emergency planning. By the end of the Programme, participants learned that women are not merely vulnerable victims of natural disasters, but potential change agents and leaders in the preparedness against natural disasters.

- The design of the programme saw the themes of gender and DRR being frequently examined in tandem. This allowed for focused discussion and subsequent planning based on the opportunities for participants to increase their understanding of gender-related concerns and their needs in disaster risk reduction. They can also encourage relevant stakeholders to take action to further integrate gender perspectives into disaster risk reduction.
 - **ACTION:** Specific training modules and activities to be designed related to inter-entity engagement.
- **Development of alumni network**
 - 2018 marked the Programme's third cycle, bringing the total number of graduates of the Programme to 95 to date. Given this growing network, UNITAR launched an official alumni network to allow participants to share their ideas on the events and activities they are carrying out.
 - **ACTION:** Continue sourcing participants from diverse backgrounds and regions, as well as further incorporate activities examining differing ways of engaging with like issues. Encourage participants to introduce their activities through social media.



Seychelles – The DRR games, initially developed by civil society participants during the Programme's 2nd cycle, was presented and performed at schools by both government and civil society participants during the Programme's 3rd cycle.

- **Inclusionary aspect of emergency drills / emergency planning**
 - Participants of the Programme observe several communication and evacuation drills during their time in Japan. It is important, however, to integrate a diverse range of stakeholders not only in practicing and reporting of drills, but also 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. During the 3rd cycle, one participant experienced for the first time an evacuation drill in which one of the evacuees was in a wheelchair. The participant commented that this experience was eye-opening for her as she had taken for granted evacuations of people without such disabilities or other special needs.
 - The importance of all stakeholders was stressed by several 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.

- **ACTION:** Continue the participation of people with disabilities and special needs for participants to learn the importance of inclusive approaches in evacuation drills.



- **Various types of disasters**
 - The Programme specifically focused on tsunami-based disaster risk management and reduction, as casualties from tsunamis are usually significantly more compared to those from other disasters. However, the population of SIDS also frequently encounter other types of disasters, such as cyclones, sea level surges, flooding, earthquakes, and mud slides. These other types of disasters therefore could be beneficial and relevant to touch upon during the Programme.
ACTION: While tsunami-based disasters remain the major focus of the Programme, other types of disasters that SIDS also frequently encounter will be investigated to allow them to have a more comprehensive understanding of DRR preparedness and contextualisation of the learnings in their own environments.
- **Various levels of technologies to enhance preparedness**

The participants observed various high-tech facilities and technologies to prepare for potential disasters, such as satellite warning system, emergency control rooms, sea level measuring devices, and seacoast surveillance cameras. While such facilities and technologies are not readily available in many countries, alternative tools which can be relatively quickly applied, are also introduced, such as smart phone applications, playing cards and handkerchief for children to learn preparedness, DRR Songs, or Diorama.

ACTION: Continue to explore and introduce up to date DRR initiatives taken in Japan not only public sector but also private sector and civil societies.

Key Messages from Participants

As with all UNITAR Hiroshima Office programmes, participants were requested to complete evaluation forms at the completion of training, the results of which are outlined at the end of this report. In addition, comments were requested as to the key learning that had taken place during the Programme. A selection of participants' comments includes the following:

- The importance of empowering women to be leaders especially in DRR context that will directly affect to reduce the casualties;
- Ensuring policymakers 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.

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 disaster response measures. The Office has implemented numerous annual training Programmes including the *UNITAR Hiroshima Sea and Human Security Training Series* and the *UNITAR Hiroshima Biodiversity Training Series* 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

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 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 regarding DRR;
- Discuss their own personality profiles regarding leadership;
- Identify key elements of multi-stakeholder coalition development;
- Outline the process of identifying and integrating stakeholders;
- Illustrate the importance of Gender-Inclusive Leadership in the context of DRR.

Programme Summary

The Programme began on 29 October 2018 in Sendai, Miyagi, with participant-led Country Reports.

Day 1 – 29 October 2018, Sendai

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 state of DRR in their respective countries. Presentations outlined the following:

- Country introduction;
- Major challenges for collaboration between government and civil society in your country in the field of DRR;
- Major opportunities for collaboration between government and civil society in your country in the field of DRR;
- Major challenges for women's leadership in the field of DRR in your country;
- 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 Mihoko Kumamoto, Director, and Nigel Gan, Training Associate, 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, compounded 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 was cited as a major challenge preventing women's leadership in DRR
- Internalized misogyny also 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 levels

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.

Introduction to DRR

Day 2 of the Programme started with a presentation by Ms. Takako Izumi, Assistant Professor at the International Research Institute of Disaster Science at Tokyo University, introducing the Disaster Management Cycle, which enables a social structure to be resilient from natural disasters.



The presentation also covered world trends against DRR and international frameworks starting with the Yokoyama Strategy and Plan of Action for a Safer World in 1994, which helped to increase awareness on DRR. Following the Indian Ocean Tsunami in 2004, the Hyogo Framework of Action was adopted in 2005 in Kobe, Japan, emphasising the necessity of an inclusive DRR approach and an early warning system. Ten years later, the Sendai Framework for Disaster Risk Reduction was adopted at the 3rd World Conference on Disaster Reduction, which set seven global targets to be achieved by 2030.

Following the introduction of these international frameworks, the roles at the international, regional, national, and local levels, as well as several DRR initiatives led by national governments in the Philippines and Indonesia, were implemented. For example, at the local level, the DRR strategy of Tagajo City was introduced, which focused on hardware and software, building earthquake-resistant infrastructure, and the promotion of training, education and DRR research.

Presentation and Exercises: Planning for DRR

At the start of the Programme, the participants were requested to develop an action plan based on the learnings throughout the Programme and then to give a group presentation on the final day. The presentations included their visions and actions from six different levels: international/regional; national; town/city/island/district; community; workplace; and family/individual.

Assistant Professor Izumi introduced short-term (several month), mid-term (1-5 years), and long-term (5-10 years) plans, and the participants had an initial brainstorming to discuss their action plans in the groups.

Presentation and Exercises: 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. Led 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. To counter this degradation, Professor Kayanne introduced the example of Tuvalu, which represents the 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, and that such ecosystem-based management gains the understanding from local government and people.

The presentation was augmented by an in-depth practical exercise undertaken by participants, which saw them assembling and analysing 3D diorama of both Tuvalu, where two participants took a lead to assemble, and Ishinomaki City, the site of significant devastation from the 2011 Great East Japan Earthquake and Tsunami. The participants examined the geographical features and vulnerable areas to tsunamis, then further discussed ways in which tsunami-evacuation routes can be visualised and modelled using such dioramas. Some participants commented how this type of exercise could be carried out in their communities involving various stakeholders or in the schools with children to share a common understanding against the unique geographical features and evaluation routes of their own communities, 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.

Day 3 – October 31, 2018, Sendai

Presentation by Sendai City

The tour to 311 Memorial Museum started with a presentation by the Sendai City Government. The Sendai City Government explained its experience on and after the March 11, 2011 earthquake and tsunami and its emergency response to the disasters, including rescue operations, coordinating various players who supported the rescue operations, setting up the evacuation centre, hearing the needs of victims, and humanitarian and administrative support. City officials explained that during these operations, women's views were significantly missing from original evacuation planning, such as the evacuation warning, which was not clearly communicated to women who stayed home to care for children or the elderly. Sendai City introduced its current **evacuation and Disaster Reduction Planning, developed after the disaster, incorporating female citizens' views.**

Arahama Elementary School

Arahama Elementary School is situated approximately 700 meters from the coastline. Immediately after the earthquake struck, the four-story, concrete-reinforced concrete building became the evacuation area for 320 residents, students and school staff. The tsunami surged up to the 2nd floor, and everyone who had evacuated to the school building managed to escape safely to the rooftop, where they were evacuated 27 hours later. The school has been preserved as a memorial museum, sharing the story and lessons learned in the lead up to, and during, the disaster.

Participants experienced first-hand the devastation wrought by the tsunami, and the specific processes undertaken for effective disaster planning which saved hundreds of lives. The school's evacuation plan had been revised in 2010, which saw the evacuation point moved from the school grounds to the rooftop of the school, and the first aid and emergency supplies moved from the school gym on the ground floor up to the 3rd floor. The visit stimulated discussion among the participants regarding the inculcation of such lessons learned into their own action plans upon their return to their home countries.

Presentation and Exercises: Understanding Earthquakes and Tsunamis

In order to further contextualise the training and provide a deeper understanding around the causes of tsunamis, a presentation was delivered by Professor Anawat Suppasri of the International Research Institute of Disaster Science (IRIDeS) at Tōhoku University. The mechanisms and characteristics of earthquakes and tsunamis were outlined, as were the historical records of tsunamis – 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.

Presentation and Exercises: 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 regarding improved communication skills, this UNITAR-designed session, delivered by Training Associate Nigel Gan 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:

- context;
- encoding process;
- message;
- medium;
- decoding process; and
- giving and receiving feedback

Participants discussed 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.

Day 4 – November 1, 2019, Ishinomaki

Study Tour : ISHINOMAKI CITY

Okawa Elementary School

Okawa Elementary School in Ishinomaki City shares the tragic experience of how failures in emergency response planning cost the lives of 84 students and teachers, the only school to suffer casualties in the Great East Japan Earthquake and Tsunami.

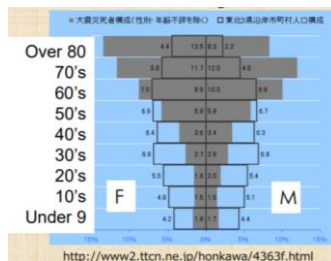
As participants listened to the poignant and heart-wrenching experience of one father who had lost his son while walking through the ruins of the former school grounds, the tragic human cost and impact of the tsunami was felt by all the participants. This was a very moving interaction and stimulated discussion among participants regarding the roles and responsibilities in a disaster, as well as drills and planning that would identify and reinforce such roles.

The tour continued to a local non-governmental organisation, Ogatsu Rose Garden, where participants met a female survivor, who opened the garden to promote the return of people to the abandoned neighbourhood. Though the entire community has now completely relocated to the inner land, and the area has been designated a non-residential area, the initiative of the owner to reconstruct the community served as one of several examples of strong women's leadership in the reconstruction of communities.

Participants then moved to temporary housing site which once accommodated approximately 540 temporary houses after the earthquake and tsunami, where two small rooms accommodated a maximum of 8 family members. After 9 years from the incidence, many of those survivors have now been relocated to new housing.

After the lunch of locally produced food, participants received a presentation by a representative from Ishinomaki City, who discussed the tsunami, lessons learned, and behaviour changed regarding planning and civic engagement since the event. Located at the seacoast, Ishinomaki, is one of the cities in this region which had a large number of building devastations and loss of life. The presentation by Ishinomaki government officials and the video taken on the day, not only gave a great shock to the participants to know the reality of tsunami disaster, but also explained the effort done after the incident to rebuild the city and community.

The session was followed by the presentation from the NPO Rera that provides a transportation service to those who lost their means of mobility after the disaster. The representative of Rera explained the death rate of socially vulnerable people as elders and people-in-needs were incomparably high in 311 Great Eastern Japan Earthquake. After the disaster, hidden issues, such as an aging society, loss of youth manpower in the community, or high dependency on family supports/cars to transfer, surfaced as more critical issues and disproportionately affected more vulnerable people. These were the reasons behind to launching this NPO to provide transportation services.



Currently, the service is mainly utilized by the senior citizens and people with special needs who might need financial support to go for shopping, to visit their ancestors' graves, or to join the community activities as annual sakura viewing parties. Rera discussed that mobility brings positive impacts on both physically and mentally and enhance quality of lives.

Finally, representatives from Yappesu met with the participants at the temporary house. The Ishinomaki Reconstruction Support Network (Yappesu) is an NPO with the aim of turning Ishinomaki City into a hospitable and lively city. The goal is that each resident be able to take part in the reconstruction process so everyone can live happily, sharing the broad range of activities including supporting reconstruction, child-raising mothers, children and youth, temporary housing community activities, and on-site coordination with external organisations. Yappesu discussed the importance of a community network for survivors, and how their work with supporting women to generate their own income and move back into the workforce has played an important part in empowering women and strengthening the community.

Participants discussed how the disaster has, little by little, changed the perception of women in the Tohoku area. It was also noted that many of the problems mentioned existed before the 3.11 disaster, however the disaster served to highlight and exacerbate the issues as people lost their family and community networks, as well as their jobs and income sources. The issue of increased suicide, particularly by men, was surprising, and the question of not only how, but where to deal.

Day 5 – November 2, 2019, Kobe Hyogo Prefecture

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

Memorialising the earthquake which struck at 05:46 on January 17, 1995, 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 practices. 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.

Day 6 – November 3, 2019, Wakayama

Presentation and Exercises: 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 regarding 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 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.

Presentation and Exercises: The DiSC Personality Profile Test

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

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

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

Day 7 – November 4, 2019, Wakayama

Presentation and Study Tour: Wakayama Prefecture

Nankai Trough Mega Earthquakes are currently a large concern for all over Japan. Scientists predict these could be more severe than a 9-magnitude earthquake and would affect almost half of Japan's regions/prefectures with death tolls of more than 90,000. Participants were first given background information followed by the various DRR initiatives Wakayama Prefecture is taking.

Some initiatives introduced to participants included DRR apps "Wakayama Prefecture DRR Navigation," which share disaster-related information DONET earthquakes/Tsunami observation services, and evacuation cards for families distributed through elementary schools.

In order to enhance DRR awareness in community, Wakayama Prefecture sends specialists to DRR community events or to schools, where people learn hands-on lessons about evacuation shelter operation or assistance of people-in-needs.

Financial support is given to reinforce wooden houses to earthquake resistant steel-framed houses. Methods to minimize economic loss by disasters were also introduced.

At the end of the presentation, participants joined the study tour of the emergency control centre of Wakayama Prefecture and observed various technologies, such as the Central Control centre to be function as directors control room in case of emergency, evacuation facilities, and DONET earthquakes/Tsunami observation systems.

Presentation and Exercises: Stakeholder Identification

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 which they may face. 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 experiences of multi-stakeholder partnerships, linking elements of the presentation into their discussions. Discussions focused on the potential of such partnerships to promote:

- Grassroots mobilization and participation;
- Sharing of skills and innovation;
- Ownership and commitment for action;
- Risk-sharing

Participants discussed the importance of values identification and alignment, as well as the establishing of trust and norms along with a shared vision. This discussion led into a practical exercise which examined the type of information required to develop such partnerships could effectively.

Presentation and Exercises: 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 regarding how teams develop and how they, as both leaders and effective 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; and 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 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 for 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.

Day 8 – November 5, 2019, Tsunami Awareness Day, Hirogawa-cho, Wakayama

Taking place on Tsunami Awareness Day itself, the Study Tour began with a visit to Hirokawa town to observe an annual community ritual led by a Shinto Priest to appeal to deities to protect them from tsunamis. 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.

Participants, along with local elementary and junior high school students, took 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 for a debriefing and question-and-answer session with teachers regarding a tsunami evacuation drill which the participants would 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 school's evacuation policies

The evacuation drill saw children seeking cover 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 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-Hino Yakata* Tsunami Educational Centre. Participants listened the lecture from the Director of the Centre about the story of Hamaguchi Goryo, a villager from Hirokawa Town, who, following the Ansei earthquake in 1854, lit fires to guide fellow villagers to higher ground and protect them from the ensuing tsunami. Participants viewed the video that shows one of the critical lessons learned of Japan during the 3.11 Great Eastern Japan Earthquake and Tsunami, “Tsunami Tendenko” which means everybody shall evacuate on their own in the first place, and not wait for other family members to come back to their home. People should evacuate believing their family members are also evacuating on their own. The video addresses the idea that “self-support needs to be prioritized before “mutual-support”.

Day 10- Nov 7, Tokyo

Final Presentation

The participants were requested to develop and present the action plans from the following six aspects based on the learnings and experiences throughout the workshop;

Action 1: at the regional/international level

Action 2: at the national level

Action 3: at the town/city/district/island level

Action 4: at the community level

Action 5: at the workplace

Action 6: at the family and the individual level

The presentations were prepared and carried out in the following groups;

Group1: Maldives, Palau, Marshall Islands

Group2: Comoros Islands, Mauritius, Seychelles

Group3: PNG, Solomon Islands, Micronesia

Group4: Niue, Cook Islands, Tonga

Group5: Kiribati, Vanuatu, Nauru

Group6: Tuvalu, Samoa, Fiji

Highlight of the Presentation

The focus of the workshop centered around multi-stakeholder coalition and inclusive approach of DRR. Though participants were from different regions and countries with various affiliations and backgrounds, this group exercise that continued whole through the 10-days workshop helped participants to understand the difference and similarity of each regions and countries and the necessity of holistic and inclusive approach for DRR.

The presentations shared many common learnings gained through the workshop as well as some unique initiatives and perspectives:

(Group 1)

- The "importance of Inclusive planning and implementation" which was "missing from the initial vision" they presented on the first day of the workshop
- The importance to "strengthen the coordination within government, between government and CSOs, and amongst CSOs

(Group 2)

- Focal point in Indian Ocean
- Conduct vulnerable capacity assessment of public and private sectors/community members.
- Conduct DRR session with Community Disaster Response team / Youth Group / Women committee

(Group 3)

- Update colleagues on the current and ongoing status of our work in relation to women's involvement in DRR.
- Workplace has an evacuation and emergency response plan, and if it is gender and disability inclusive and if not, develop, establish one and get it tested and Conduct First Aid training.

(Group 4)

- DONOR READINESS: Identify key activities and which umbrella NGO to fall under & align existing activities such as Niue's "Teach to Swim" programme for kids to reinforce proposal for funding. Advocate for most vulnerable groups and engage government and development partners in discussions about upgrading EC's or building a tsunami evacuation tower/centre.

(Group 5)

- Empower all aspects of society to participate in DRR activities Capacity building and awareness on DRR – Gender Inclusive

- Training of Trainers – Teachers, School Staff members, Parents Committee (Group 6)
- Integrating DRR into Development plans as DRR for “Everybody’s business”
- To ensure meaningful participation of marginalized groups in the community in decision making, planning and implementation processes for DRR
- Develop “Go Bag Awareness Cards” and distribute to all schools

NOTE: The Final Presentations are attached to this report as Annex 6.

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 several 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:

- Sendai (Miyagi)
 - 3.11 Memorial Mueum
 - Arahama Elementary School
 - Tsunami Evacuation Facility
- Ishinomaki (Wakayama)
 - Okawa Elementary School
 - Ogatsu Rose Garden
 - Ishinomaki Temporary Housing
- Kobe (Hyogo)
 - The Great Hanshin-Awaji Earthquake Memorial Disaster Reduction and Human Renovation Institution
- Hirokawa Town (Wakayama)
 - Hiromura Embankment
 - Tsunami Awareness Ceremony
 - Hiro Elementary School
 - Hiro Hachiman Shrine
 - Hirokawa Town Hall
 - Inamura no Hino Yakata Tsunami Educational Centre

Certification

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

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 96% of respondents 'agreed' or 'strongly agreed' that it was likely that they would use the information acquired upon their return home. Prior to the Programme, only 39% of participants felt that they possessed a 'moderate' to 'high ability' to "Describe the key principles of Disaster Risk Reduction", while 96% of respondents felt that they had gained a high understanding of such by the end of the Programme. Similarly, regarding being able to "Illustrate the importance of Gender-inclusive Leadership in the context of DRR," those indicating that they had a 'moderately high' to 'high' understanding grew from 20% of total respondents to 100% by the end of the Programme.

Regarding 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 responding to questions from participants by 96% of respondents.

The workshop was evaluated as useful by 96% respondents and 100% respondents answered they will recommend the workshop to a colleague.

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