

# Project Completion Report 2020 Cycle

**WOMEN'S LEADERSHIP IN TSUNAMI-BASED  
DISASTER RISK REDUCTION PROGRAMME FOR  
WORLD TSUNAMI AWARENESS DAY**

## **REFERENCE NUMBER**

**DIVISION FOR PROSPERITY  
30 June 2021, Hiroshima, Japan**

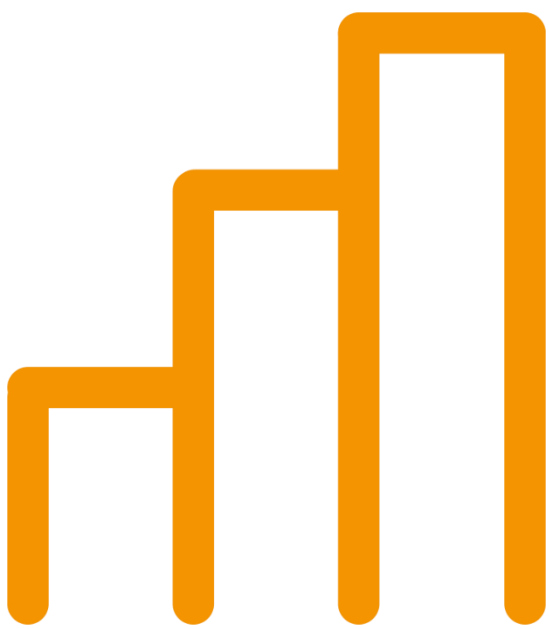


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## Acknowledgements

The United Nations Institute for Training and Research would like to express its deep gratitude to the following supporters of UNITAR Hiroshima Women's Leadership in Tsunami-based Disaster Risk Reduction for World Tsunami Awareness Day 2020 Cycle.

Government of Japan

For their opening remarks at the public forum on World Tsunami Awareness Day on 5 November 2020, we thank:

H.E. Ms. Faalavaau Perina Jacqueline Sila-Tualualelei, Ambassador of Samoa to Japan  
H.E. Dr. Tevita Suka Mangisi, Ambassador of Tonga to Japan  
Mr. Andy McElroy, Head of Pacific Sub-regional Office of United Nations Office for Disaster Risk Reduction (UNDRR).

"I strongly recommend this programme for more Pacific island women, and I am very grateful to the Japanese government to have sponsored and made it possible for me to have this learning experience."

We would like to also recognize:

United Nations Disaster Risk Reduction (UNDRR)  
Cabinet Office, Japan  
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University of Tokyo  
NPO – Gender Action Platform  
NPO – Yappesu  
NPO – Ogatsu Rose Garden  
NPO – Rera  
NPO – Assistive Technology Development Organization (ATDO)  
NPO Center Hiroshima  
Association of Bereaved Parents of Okawa Elementary School  
Marine Pro. Co. Ltd, Ishinomaki  
Fukken Co. Ltd., Hiroshima  
Hiroshima Home TV. Co., Ltd.





## About Us

### *United Nations Institute for Training and Research*

UNITAR was established in 1963 as an autonomous body within the United Nations and is headquartered in Geneva, Switzerland. As a training arm of the United Nations system, UNITAR provides innovative learning solutions to individuals, organizations and institutions to enhance global decision-making and support country-level action for shaping a better future. UNITAR designs and conducts some 500 different global training activities per year for more than 133,000 participants. Our alumni include diplomats and other government officials, non-governmental representatives, and local authorities.

### *UNITAR, Division for Prosperity*

The Division for Prosperity is one of the eight divisions of UNITAR and consists of the Trade and Finance Programme Unit and the Hiroshima Office. We offer cutting-edge training and learning opportunities that promote inclusive and sustainable economic growth.

The Division for Prosperity programmes fall under six thematic pillars that support the Sustainable Development Goals (SDGs):

- Anti-corruption and Combatting Crime
- Entrepreneurship and Private Sector Development
- Finance and Trade
- Frontier Technologies
- Hiroshima and Peace
- Leadership and Empowerment

Leveraging our Division's extensive experience in designing relevant and targeted training, we adapt our methodologies and technologies to the needs of the regions and individuals we serve. We work with learners in least developed countries, small island developing states, and fragile states, with special attention to the most vulnerable including women, youth, and those in conflict situations.



A handwritten signature in black ink, appearing to read 'Mihoko Kumamoto'.

**Mihoko Kumamoto**  
Director  
Hiroshima Office, Division for Prosperity  
United Nations Institute for Training and Research



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## Executive Summary

### Programme Overview

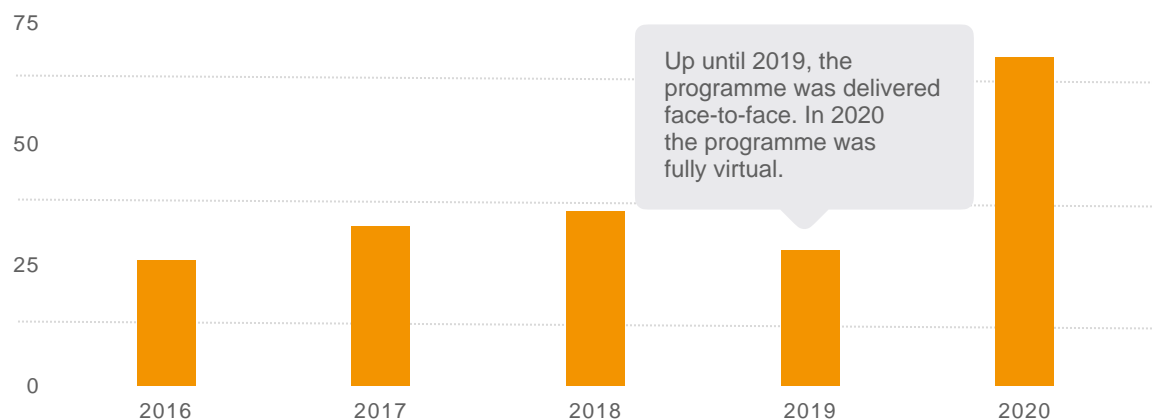
The devastating 2011 Great East Japan Earthquake and Tsunami remain seared into the collective memory of all nations, particularly those most at risk from tsunamis themselves. The number of natural disasters taking place each year has drastically risen since 2000,<sup>1</sup> and the COVID-19 pandemic reminds us that disasters can be caused by biological hazards as well. Socially vulnerable people such as women, the elderly, youth, children, those who are physically challenged, indigenous people, refugees, migrants, and minorities become even more vulnerable in emergencies. Women in particular are also primary caregivers to others. Empowering them to take part in decision-making processes will eventually help vulnerable populations learn how to support themselves in emergencies.

### Programme Objectives

The UNITAR Women's Leadership in Tsunami-based Disaster Risk Reduction Training Programme for World Tsunami Awareness Day aims to empower women professionals from small island developing states to help their countries and communities better prevent, prepare, confront, and recover from disasters. Grounded on the Sendai Framework and its goals for an "all-of-society" inclusive approach, the Programme pays particular attention to the distinct gender-specific capacities and vulnerabilities in communities. Supported by the Government of Japan, the Programme marked its fifth cycle in 2020.

### 2020 Cycle Participants

The Programme trains female professionals from small island developing states on leadership and communication skills, specifically in the context of disaster risk reduction. In 2020, the Programme was delivered fully online, transformed from its original format as an in-person training with study tours. The shift in modality allowed more than double the usual number of participants to take part in the 2020 Programme: 68 women from small island developing states such as Fiji, Papua New Guinea, and Samoa took part, from both government and civil-society sectors. Since 2016, the Programme has trained a total of 191 women in the Pacific region.



### Programme Structure and Methodology

The four-month Programme used a combination of on-demand e-learning courses via the microlearning platform EdApp and live webinars with experts in the field. Participants also undertook group work and made final presentations.

The Programme pushed boundaries by making use of the latest technology. Virtual-reality goggles, for example, were provided so the participants could "visit" sites in Japan. Together with 3D maps, the technology gave the participants an immersive and visceral experience as possible.

<sup>1</sup> International Disaster Database (EM-DAT), <https://ourworldindata.org/grapher/number-of-natural-disaster-events?time=1902..2019>



### Outcomes

One hundred percent of the participants rated the Programme as useful overall. Ninety percent indicated that the content was relevant to their professional roles, and 97% expressed their intent to use their new knowledge. The Programme significantly helped increase the participants' knowledge. In particular, more than 96% of the participants indicated that their knowledge levels increased on gender-inclusive leadership in the context of disaster risk reduction, good practices and challenges for women's leadership in the Pacific region and in Japan, and community-based disaster risk reduction.

The online format allowed three alumnae of past cycles to join as coaches, who inspired participants through sharing their experiences and achievements. Connecting with the alumnae improved peer-to-peer learning and helped strengthen the Programme's alumni network.

### Lessons Learned

The Programme showed that **building women's leadership in disaster risk reduction continues to be relevant** and UNITAR should continue its work in this area. While many barriers still exist to women's leadership in disaster risk reduction, there are also opportunities to be exploited. The Programme can also bring attention to good role models – such as UNITAR alumnae – to inspire women to set higher goals and challenge existing norms.

**Community-based disaster risk reduction and social inclusion concepts were particularly well received**, as most of the participants' communities live in villages and settlements. The participants expressed their eagerness to put inclusive cooperation ideas into action.

However, **technical fragility and the digital divide need to be addressed**. While online training can be more efficient than in-person training and increase the total number of beneficiaries, it can also exacerbate the digital divide. Many potential participants may not have access to a stable internet connection. UNITAR must further consider easier and lower-bandwidth tools, be they a mobile-learning platform or other technologies that fit such environments.

## Programme Summary

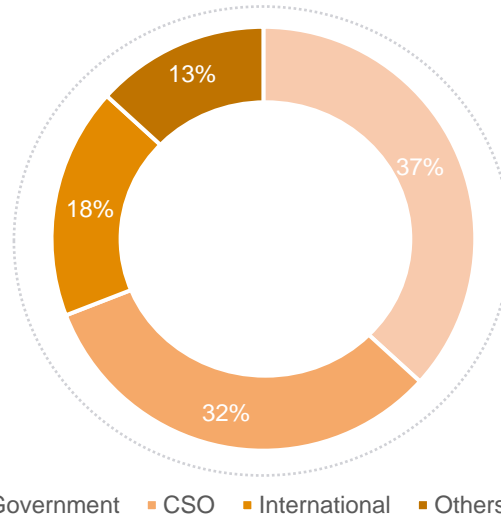


**2021 Cycle Participants Details**

The 2021 cycle of the Programme was delivered fully online to accommodate the challenges posed by the COVID-19 pandemic. Despite the uncertainty, transforming this Programme and delivering it fully online helped to increase the number of participants.

In the 2021 cycle, 68 female participants successfully completed the Programme, which is more than double compared to the previous cycle. Since 2016, the Programme has trained a total of 191 women in the Pacific region.

**Percent of Participants in the Women’s Disaster Risk Red Programme by Sector action**



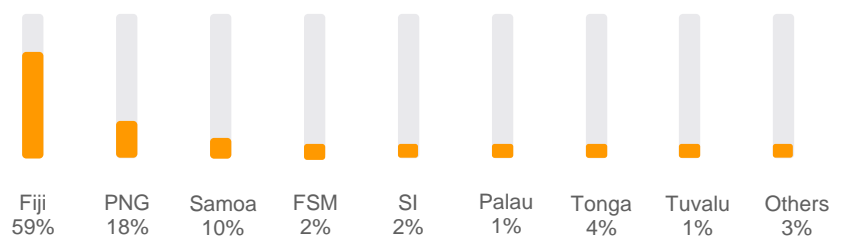
Of the total 68 participants, 25 (37%) were from the government sector, 22 (32%) from civil society, 12 (18%) from international organizations, and 9 (13%) from others.

By country, 40 (59%) were from Fiji, suggesting the country’s increasing interest in disaster risk reduction (DRR), followed by Papua New Guinea with 17 participants, and Samoa with seven participants.

The participants were from the following countries (in order of the number of participants):

1. Fiji
2. Papua New Guinea (PNG)
3. Samoa
4. Federal State of Micronesia (FSM)
5. Solomon Islands (SI)
6. Palau
7. Tonga
8. Tuvalu
9. Others

**Percent of Participants in the Women’s Disaster Risk Reduction Programme by Country**



COURTESY OF ELENOA CAKAUNIQLIQOLI



### Program Structure and Methodology

In the four-month Programme, participants learned through a combination of on-demand e-learning courses and live webinars with experts in the field, as well as a readings and assignments.

#### Asynchronous e-learning course

Using EdApp, a microlearning platform, participants completed on-demand e-learning sections to gain a solid grounding in the topics. Each section included bite-sized lessons, accompanied by virtual-reality tours and interview videos to reinforce the learnings.

“The learning is always enhanced with real examples and from lessons learnt from previous situations which was very well captured in the training programme.”

#### Live webinars

Participants joined five live webinars and made one final presentation to explore in depth the issues introduced in the e-learning course.

The webinars consisted of:

- Lectures by experts
- Presentations by alumni from previous cycles of the DRR Programme
- Group work

#### Assignments

Participants were given two assignments that formed the basis of their final group presentations. The assignments allowed the participants to digest and contextualize their learnings from the asynchronous e-learning sections.

The assignments:

1. Develop your DRR plan for the year 2020–2021, in the six levels of individuals, families, communities, workplaces, nations, and regions
2. Revisit your DRR plan with a gender lens and incorporate actions to support vulnerable populations.

#### Final group presentation

Participants were assigned to groups of three to six participants. Each group presented their DRR plan in 5 minutes.

#### Needs Assessment

A needs assessment was undertaken to ensure that the Programme’s training sections were aligned not only with the best practices within the DRR sphere, but also with the self-assessed needs of the participants. Feedback and evaluations from the Programme’s previous cycles and relevant literature were reviewed, and interviews conducted with regional and thematic experts.

#### Experts, Coaches, and Mentors

Lectures were given by subject-matter experts, both through the live webinars and as part of the asynchronous on-demand EdApp lessons. EdApp also included interviews from survivors and civil society organizations working in disaster risk reduction. These allowed participants to hear the voices of survivors and actual women leaders from disaster-affected areas in Japan.

Three alumni of previous Programme cycles joined the live webinars as coaches. They spoke about their work in their Pacific- and Indian-Ocean countries since completing the UNITAR Programme. The participants appreciated this session, as they could learn about actual disaster prevention measures in the small island developing countries in the region.

#### New Technologies

To replace the physical study tours and evacuation drills and to convey the real impact of the disasters, new technologies including virtual reality and 3D maps were introduced to the course. Virtual-reality goggles were shipped to the participants.<sup>2</sup>

<sup>2</sup> A survivor of the 2011 Tsunami from Ishinomaki City kindly created 100 charms and donated them through the NPO Yappesu. These charms were sent to the participants with the virtual-reality goggles.

### Learning Community

Participants were divided into small discussion groups and assigned to one “Learning Community” on the EdApp platform, where they could interact and work on their group presentations. In addition to the closed Learning Community, participants could join the open discussion forums at the end of each section, where they actively exchanged their views and comments after the lesson. Some expressed that it helped to learn that they shared similar experiences and environments with participants from other islands and states.

“Through interactions in the Learning Communities, [where we were put] into small discussion groups with participants from other small island states, I learned from their real-life experiences of those in typhoon-affected countries like Fiji and Tuvalu. It was very helpful to get to virtually meet and share ideas with other participants from other islands.”

### Strategic Alignment: Sustainable Development Goals

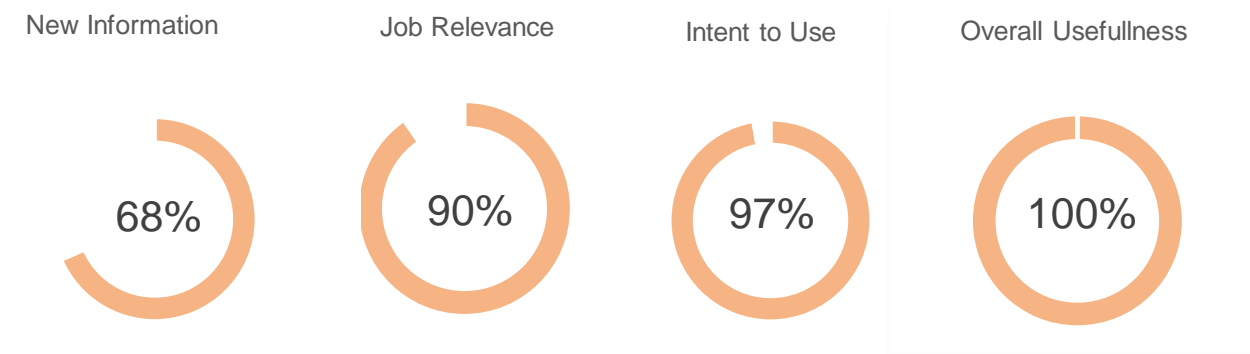
Following the United Nations 2030 Agenda for Sustainable Development, this Programme meaningfully contributed to the following SDG's:



### Outcomes

The outcomes were measured by a post-Programme online survey, submitted within one week of the last presentation of Programme. The response rate was 100%. The survey assessed four areas, including UNITAR's standard programme evaluation indicators (New information, Job relevance, Intent to use, Overall usefulness), the extent to which participants met learning objectives, the effectiveness of the methodologies, and knowledge changes from before to after the Programme.

### New Information, Job Relevance, Intent to Use, Overall Usefulness



UNITAR's programme evaluation indicators include "New information", "Job relevance", "Intent to use" and "Overall usefulness". The minimum target is positive feedback from more than 75% of the participants.

- "New information" evaluates to what extent the Programme provided new knowledge to the participants. Participants were asked to rate the statement, "The information presented in this Programme was new to me." The survey shows that 68% of the participants either agreed or strongly agreed with this statement.
- "Job relevance" evaluates to what extent the Programme was relevant to a participant's professional roles. Participants rated the statement, "The content of the Programme was relevant to my job." The survey shows that 90% of the participants either agreed or strongly agreed with this statement.
- "Intent to use" evaluates to what extent the participants intend to use the attained knowledge and was assessed by the statement, "It is likely that I will use the information acquired." The survey shows that 97% of the participants either agreed or strongly agreed with this statement.
- "Overall usefulness" evaluates to what extent the participants saw the Programme as useful and was assessed by the statement, "Overall, the Programme was useful." The survey shows that 100% of the participants either agreed or strongly agreed with this statement.



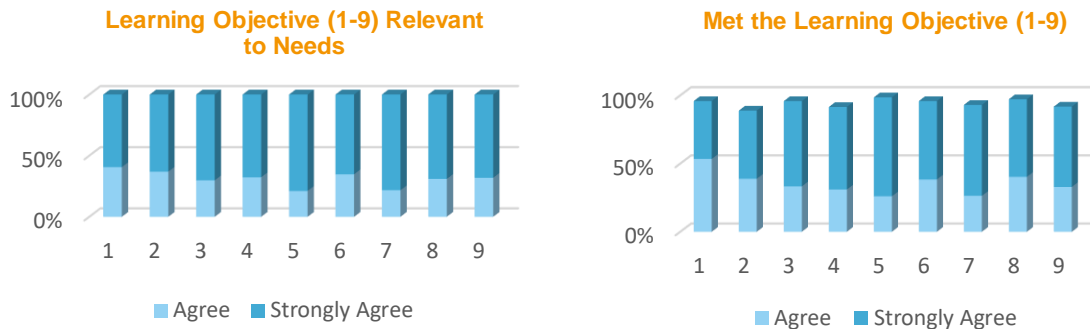
**Course Objectives**

1. Describe the key principles of DRR, with a focus on being able to discuss the Sendai Framework for Action and Sustainable Development Goals
2. Discuss eco-system based DRR
3. Illustrate key lessons learned from Japan's experience regarding natural hazards including the 2011 Great East Japan Earthquake and Tsunami and 2018 West Japan Floods
4. Describe key elements to reduce risks of biological hazards
5. Illustrate the importance of Gender-Inclusive Leadership in the context of DRR
6. Describe good practice and report on norms and challenges regarding women's leadership in Pacific Ocean as well as in Japan
7. Outline community-based DRR
8. Outline the importance of multi-stakeholder coalition in DRR
9. Develop the inclusive country DRR Plan by country group

Although 32% of participants responded that they already knew some of the content taught in the training course, the responses to “Job relevance”, “Intent to use” and “Overall usefulness,” all over 90%, well exceeded the minimum target of 75% positive feedback. Especially noteworthy was that 100% of the participants evaluated the training course as useful. These results allow us to conclude that the Programme provided a useful learning experience aligned with the participants' professional roles and needs.

### Relevance of Objectives to Your Learning Needs and the Extent to Which You Met the Objectives

Participants also assessed the relevance of the course objectives (listed in Programme Objectives section above) to their learning needs and the extent to which the participants met the learning objectives. The minimum target is again positive feedback from more than 75% of the participants.

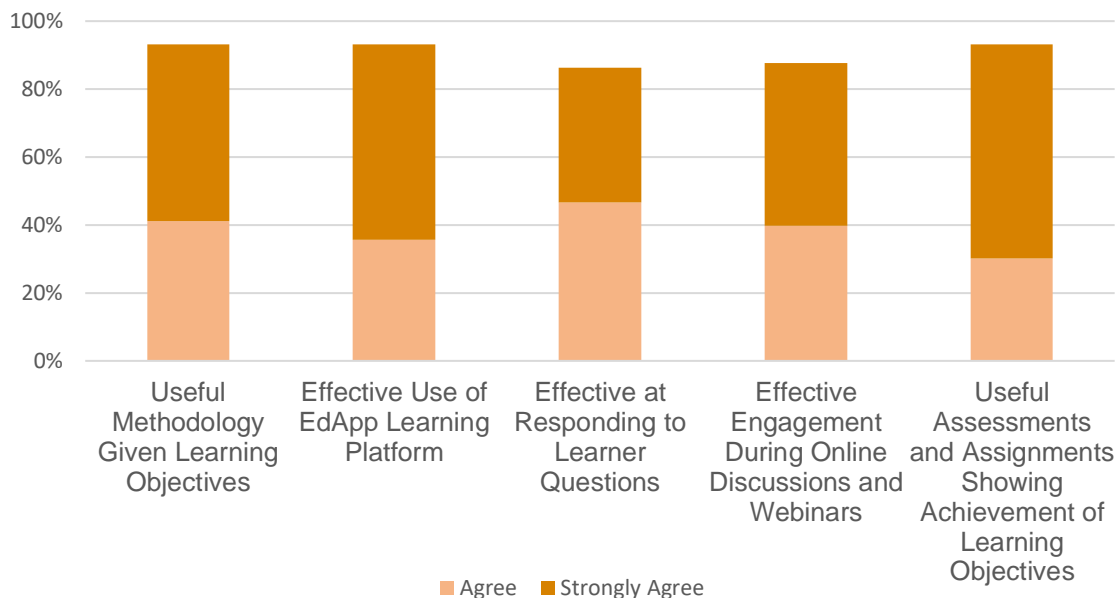


The survey indicates that more than 80% of the participants felt they “mostly” or “fully” met all of the objectives. The response was remarkably positive on “5. Illustrate the importance of gender-inclusive leadership in the context of DRR” and “8. Outline the importance of multi-stakeholder coalition in DRR,” which scored 97%.

“4. Describe key elements to reduce risks of biological hazards” scored the lowest at 89%. The reason may be that many of the islands are yet free from COVID-19 and natural disasters are still their major threat – a view that the participants shared during the Programme.

The high ratings for “5. Gender-inclusive leadership” and “8. Multi-stakeholder coalition” may reflect high demand and interest in these topics.

### Effectiveness of the Programme Methodologies



To assess the effectiveness of the Programmes’ methodologies and structure, the participants were asked to rate the following five statements on a scale of 1 (“Strongly disagree”) to 5 (“Strongly agree”):

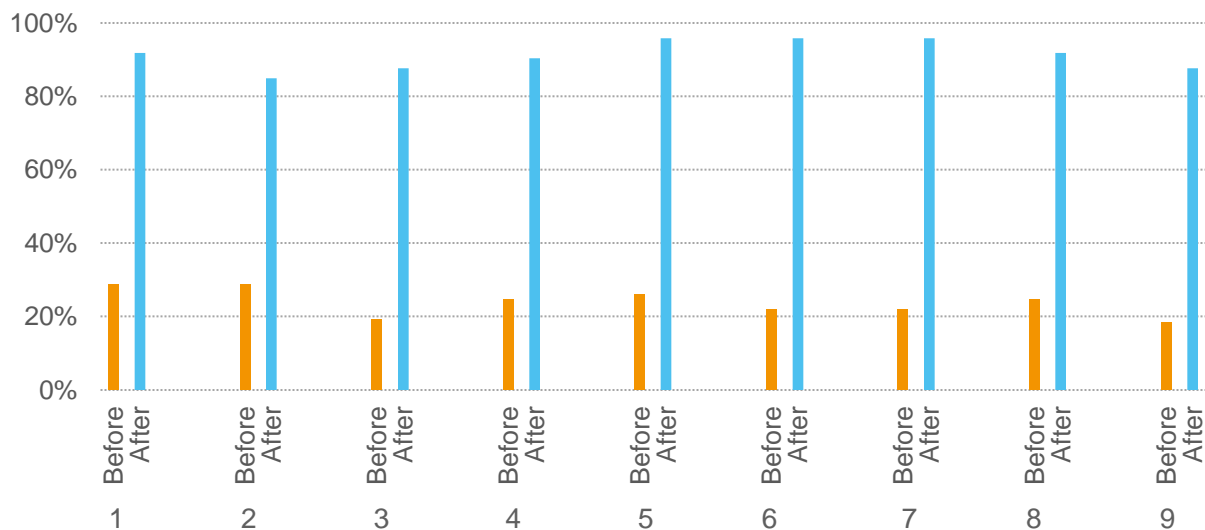
- The Programme was effective at using EdApp as a mobile microlearning platform to impart new knowledge, tools and resources to learners
- The Programme was effective at responding to questions of learners
- The Programme was effective at stimulating learner engagement in online discussions and webinars
- In-lesson assessments and assignments were useful to help you achieve the learning objectives
- The Programme’s methodology was useful given the learning objectives

The minimum target is positive feedback from more than 75% of the participants.

The results show that more than 90% of the participants agreed or strongly agreed with the statements on “the effectiveness of the EdApp platform methodologies” and “usefulness of assessments and assignments.”

These results encourage us to continue exploring the blended learning methodology with the microlearning e-learning at the centre. On the other hand, ratings for “responding to questions of learners” was somewhat lower, at 86%, suggesting room for improvement in communicating with the participants.

### Knowledge Changes from Before to After the Programme



“Interconnectedness and women’s leadership in DRR is made up of a lot of people depending on them for their long-term livelihood and sustainability in the community. This programme was a chance to understand and know about other participants coming together and sharing their experience, knowledge and best practices of what is being done and what they are doing in the communities.”

**AATIKA PATEL**  
Fiji



The survey assessed changes in the participant's knowledge from before to after taking the Programme. Participants rated their knowledge on the topics in the learning objectives on a scale of 1 ("Low") to 5 ("High"). The minimum target is that more than 75% of the participants evaluate their knowledge level as 4 ("Moderate") or 5 ("High") after the Programme.

Overall, the results indicate that the Programme significantly helped increase the knowledge of the participants in the targeted areas. Three objectives that scored the highest increases in knowledge levels, at 96% after the training, were:

- "5. Illustrate the importance of gender-inclusive leadership in the context of DRR"
- "6. Describe good practices and report on norms and challenges regarding women's leadership in the Pacific region as well as in Japan"
- "7. Outline community-based DRR"

Objective 5 also scored high on relevance to the participants' learning needs, suggesting that this training course helped equip participants with good levels of knowledge that meets their learning needs.



"I personally learnt a lot from other participants, motivational speakers and Lecturers. In terms of technology, the lectures and group discussion enhanced my knowledge and understanding on technological advancement in the field of Climate Change."

**MIRIAMA DITIKAU KETEDROMO**  
Economist, Food Scientist  
Fiji

"Taking gender-specific needs into account when developing a DRR plan was of great importance to me, and I am way more informed about DRR after the programme than I was before."

COURTESY OF MEGAN IHA



“The various methods of including people with disability and the elderly in a community during disaster preparedness was something that we in the Pacific should be considerate of.”

“It is interesting to learn and see the effort, time, dedication, and commitment that is given towards DRR by individuals, communities, prefectures and the country, Japan, as a whole. The sharing of lessons from communities, schools etc. is quite helpful as it would generate ideas on how individuals, families, communities etc. from the Pacific or other countries can prepare themselves for disaster.”

## Lessons Learned

The 2021 cycle of the Programme ran smoothly and concluded successfully, despite it being the first time for the Programme to be delivered fully online due to the COVID-19 pandemic.

“So true and so relevant to our Pacific Islands. Gender norms and awareness MUST be at the core of DRR for true Build Back Better (BBB) and sustainability!”

### Women’s leadership in DRR continues to be a relevant issue

Participants agreed that there are still many barriers to women’s leadership including traditional social norms and structures, poverty, and lack of government planning to empower women. However, there are also opportunities that can be exploited. Many islands have strong village structures, such as local women’s committees, where women participate in the decision-making process. Traditional norms and mindsets are changing in many islands. The Fiji participants named Ms. Vasiti Soko, Director of the Fiji National Disaster Management Office, as an inspiration, which shows that a good role model can inspire women to set higher goals and challenge existing norms. These suggest that UNITAR should continue to build women’s leadership.

### Community-based DRR and social inclusion concepts were well received and relevant

Participants recognized and understood very well the concept of community-based DRR, as most of their countries’ populations live in villages and settlements. Community-based DRR is based on a system of cooperation with a diverse group of social actors. It must include the most vulnerable, including women, persons with disabilities, youth, the elders, minorities and others.

The 2020 Programme put ever more focus on social inclusion and addressed meeting not only the needs of women in the communities but of the elderly and people with special needs. Participants responded that these were new areas that they were eager to consider in their communities.



“The UNITAR DRR program was an eye opener for me. Coming from a Pacific Island country we are prone to natural disasters and most times we are not even prepared for it! During my time in the program, I’ve had the opportunity of developing an individual/family DRR plan and a community DRR plan. The EdApp was quite helpful too.”

**MEGAN IHA**  
Programme Officer for CARE PNG  
Papua New Guinea



**Technical fragility and the digital divide need to be addressed**

While online training is, in some aspects, more efficient than conventional in-person training and can help increase the total number of beneficiaries, there is concern that it exacerbates the digital divide.

Participants were relatively favourable to EdApp since it did not require a large bandwidth. However, some participants dropped out of the training because they were not familiar with EdApp and had difficulty using it. Future iterations of the Programme will need to include more hands-on introductory training on how to use the platform.

Access to online training is still limited in some countries. Many participants may not have a stable internet connection or even access to the internet – especially as UNITAR works with people in least developed countries and fragile states. Since this Programme focuses on “leaving no one behind,” we must further consider easier and lower-bandwidth tools, be they a mobile-learning platform or other technologies that fit such environments.

**Recommendations for Long-Term Success***Reflections from Participant Comments*

After completing their training, participants shared their recommendations and suggestions to improve the Programme and make it more relevant.

**Pursue a blended learning modality**

While in-person training is still preferred, UNITAR may explore blended learning, even when international travel becomes possible, by combining in-person training with on-demand e-learning courses. The components could be flexibly selected to give the best fit for specific target groups and countries, their study environments, learning objectives and expected outcomes.

- “E-learning was a new experience for me, and I found it an effective learning tool/method. The visual examples supplemented the understanding of concepts”
- “In the beginning, I was still getting used to the EdApp as I had never used it before for e-learning. As I continued, I found it to be so simple to navigate – possibly better than the ones I am used to”





**Increase involvement of alumni from previous cycles and increase Pacific-specific content**

This being the fifth cycle of the Programme, UNITAR already has a good number of alumni. Participants called for more examples from alumni on how they applied what they learned from the Programme to their work. These alumni are excellent role models for women working in DRR.

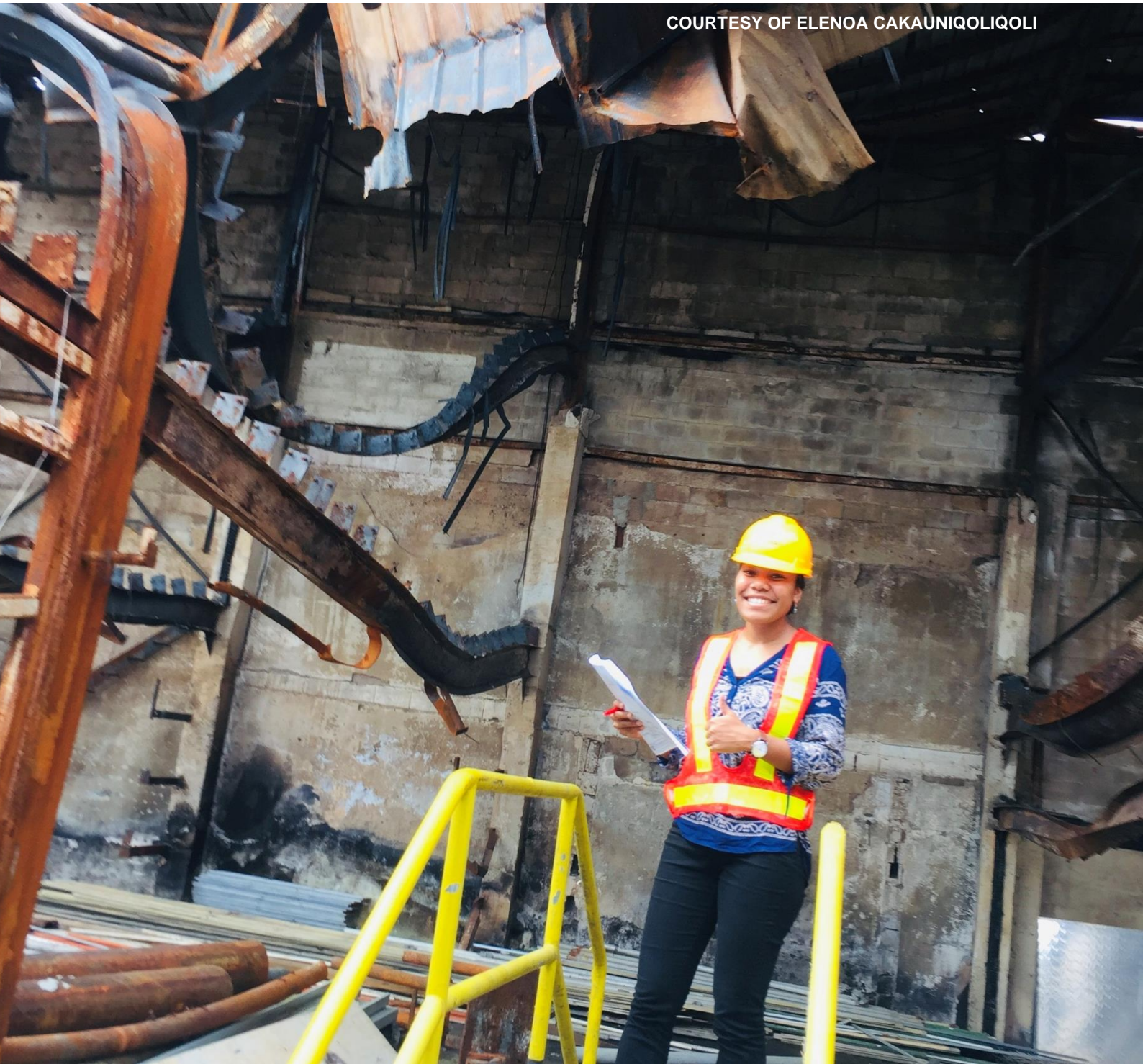
- “More examples of previous participants in DRR Training, their implementation and achievements in implementation after the training.”
- “A video presentation of the Pacific countries and how they have recovered and learned from past disasters. An interview with some community members mostly from elders as they are good examples of sharing their past experiences.”

**Organize follow-up in-person study visits to Japan**

Many participants requested a follow-up second-phase training to take place in Japan.

- “If UNITAR considers relevant or ideal for participants to have a follow-up training to be conducted on face-to-face mode. This component can be introduced as a second module training from this one. It would be highly appreciated.”

COURTESY OF ELENOA CAKAUNIQLIQOLI



### Better guide engagement in Learning Communities and group work

While many participants shared positive feedback on the communication in their Learning Communities, some remarked they had difficulties connecting with their course mates to carry out group work, especially when the working groups consisted of participants from multiple countries. There is room to consider how the participants could be better guided to carry out the group work remotely.

- “The Learning Communities was very helpful to get to virtually meet and share ideas with other participants from other islands.”
- “One of the things that was challenging was working in groups where members were not responsive, such as responding to emails, attending the group zoom meetings, etc. Should UNITAR carry out online courses like this in the future then I would suggest if you could consider grouping women from the same organization together if possible or from the same country for easy collaboration.”
- “It was harder to get group discussions going for the group presentation due to the fact that group members were all busy with their individual schedules and couldn’t all meet online at certain times.”

### Strengthen networking and communications among alumni

While many commented positively on the networking through the Programme, others recommend having more ways to network, including through social media platforms. UNITAR may wish to introduce networking systems including an alumni management system.

- “Networking system for the EdApp connecting participants well.”
- “This course has enabled long last relationships with peers.”
- “Have a social media platform group as most people didn’t communicate as much with other participants.”

### Consider expanding the Programme to other regions

When the Programme shifted online, UNITAR received many applications from outside of the Pacific region, which shows a high demand for similar training in other regions.

- “I would recommend this Programme to women from all walks of life, not only in the Pacific region but internationally/ Globally especially in regions where climate change is making a very negative impact on the environment.”



“[I] managed to learn new ideas from Japan and how resilient they are, [as well as] how they learnt from their experience and turned out to impact the world.”

**VASENAI KERENI**  
Lecturer  
Fiji



**Annex I***Programme Agenda*

<b>Section</b>		<b>Courses</b>
Section 1 Introduction	1-5 Nov	Welcome to UNITAR Training
<b>Webinar-1</b>	5-Nov	<b>Soshi Murakawa "Japan's Initiatives on DRR" Cabinet Office</b>
Section 2 Introduction to DRR, Japan's Experiences on 311 Tsunami and Heavy Rains, Sendai Framework	6-12 Nov	Week 1 - Introduction to DRR
	13-19 Nov	Week 2 - Sendai and The Pacific
	20-26 Nov	Week 3 - Virtual Study Tours
<b>Webinar 2</b>	26-Nov	<b>Tomoko Takeda "Introduction to DRR" IGES</b>
Section 3 Biological Hazards and COVID-19	27 Nov -10 Dec	Week 4 : COVID-19
		Week 5 - COVID-19
<b>Webinar 3</b>	<b>6-Jan</b>	<b>Ryoma Kayanno "Biological Hazards, Sendai Framework and COVID-19" WHO Kobe Center</b>
Section4 Women's Leadership in DRR	7 Jan-13 Jan	Week6 - What is Gender and Why Gender Equality?
	14Jan-20 Jan	Week7 - Gender and DRR
	21 Jan-27 Jan	Week 8 - Women's Leadership in DRR
<b>Webinar 4</b>	<b>27-Jan</b>	<b>Mariko Saito, "Gender Equality, Women's Leadership and DRR" Gender Action Platform</b>
Section 5 Community-Based DRR and Inclusive DRR	28 Jan-3 Feb	Week9 - Preparing for Future Disasters
	4Feb-10 Feb	Week10 - Build Back Better and Leave no one Behind
	11Feb-17 Feb	Week11 - Community Based DRR and Multi-Stakeholders Coalition
<b>Webinar 5</b>	<b>17-Feb</b>	<b>Nobukito Ohtsu "Community-Based-DRR and Inclusion of Vulnerable Populations into DRR" National Research Institute of Fire and Disaster, Ministry of Internal Affairs and Communications</b>
<b>Webinar6</b>	<b>24-Feb</b>	

## Annex II

### *Final Presentation (Recordings)*

The participants were assigned to develop and present action plans that address the following six aspects:

- 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

To do so, participants were to draw on the learnings and experiences of the training sessions as well as the two lead-up assignments in the Programme.

The final group presentation was held on 24 February. Participants could choose to give their 5-minute presentation during the live webinar or to submit a recorded video. Eight out of 16 groups submitted pre-recorded presentations. All presentations were shared with participants.

Below are two pre-recorded presentations:

#### **Group 3 – Fiji**

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### Gender Inclusive DRR Final Presentation Group 3 (Fiji)

#### **Prepared by:**

*Deeksha Krishna*  
*Sereseini Cakacaka*  
*Vasenai Kereni*  
*Afrada Shah*



<https://tinyurl.com/DRRFiji2020>



## Group 12 – Samoa



<https://tinyurl.com/DRRSamoa2020>



“A big ‘Vinaka vaka levu’ thank you for organizing and carrying out this very interesting Women’s Leadership in Disaster Risk Reduction Programme! The content and form of the course (online training) both were very interesting. The course was very alive and I would like to thank all the participants and instructors for their skillful moderation and thoughtful discussion. The content of the course was full of very useful and systematic information relevant to Pacific countries.”

**DEEKSHA KRISHNA**  
Associate Dean  
Fiji

### Annex III

#### Public Session on the World Tsunami Awareness Day on 5 November 2020

To commemorate World Tsunami Awareness Day on 5 November 2020, UNITAR organized a public online forum to discuss current world trends for disaster risk reduction and the challenges and opportunities to promote disaster risk reduction.

The forum welcomed the following speakers:

**Panellists:**

Dr. Rajib Shaw, Professor, Graduate School of Media and Governance, Keio University, and former Executive Director, Integrated Research on Disaster Risk  
 Mr. Yasutomo Morita, Director of Division for Risk Management, Wakayama Prefecture  
 Ms. Elchung Hideyos, Graduate Student, Sophia University, and UNITAR Programme alumna from Palau

“This programme is awesome ... all the topics covered are all related to the work that we do and having to learn so much from people’s experiences in Japan is so great not only to learn about but to be aware of future disasters.”

**Moderator:** Ms. Mihoko Kumamoto, Director of Division for Prosperity, UNITAR

The recording can be watched at the below link:

The video recording shows a presentation slide with the following content:

- Slide Title:** Digital divide: need of inclusiveness
- Map (Top Left):** Digital media penetration in Japan, citing Nishida et al. (2014).
- Text Box (Center):** Countries and socio-economic clusters
  - Infrastructure based divide
  - Policy based divide
  - Urban rural divide
  - Age based divide
  - Gender based divide
  - Physical and mental challenge based divide
- Map (Bottom Left):** Aged population in Kochi prefecture.
- Map (Bottom Center):** Tsunami risk in affected areas, showing tsunami risk levels (Upper 7, Lower 6, Upper 5, Lower 4, 3 or less) and a 100km radius around a focal area.
- Map (Bottom Right):** Flood risk, showing critical flood depth levels (Low to High).

The video player interface at the bottom shows a progress bar at 31:41 / 1:27:53 and a 'Scroll for details' prompt.

<https://youtu.be/bOSTUtwVQIU>

**Annex IV***Contribution to the 10 Core Values of UNITAR Division for Prosperity*

	Additional explanation	Response
<b>1) Generate Change Agents</b>		
Number of people trained		68
Intensity of Training	Number of hours engaged (e.g., 100 hours). Type of training (hybrid, online, f2f)	154 Hours, Hybrid, (Edapp:128 , Assignment: 3 Group Work: 5 Webinar: 18)
<b>2) Engage in coalition building</b>		
Disaggregated data by:		
Gender	Male v.s. Female v.s. Others	100% Women
Stage of country development	How many participants are from developed v.s. developing countries. How many from LDCs/SIDS.	100% SIDS
Urban vs Rural	How many from the capital v.s. others	100% Rural
<b>3) Build partnership</b>		
Number of partnership	How many partnerships?	21
Quality of partnership	Global, regional or local organizations?	3 Global, 3 National, 15 Local
	To enhance substance or financial contribution?	Substance
<b>4) Boost relevance</b>		
Feedback from participants	Use relevant quotes from participants	In the report
<b>5) Enhance contextualisation</b>		
Number and quality of coaches/mentorss	How many coaches/mentors were engaged	8
	How many coaches/mentors were local or regional vs external?	5 externals
	How many coaches/mentors were former participants / alumnus of UNITAR programs?	3 almunae
<b>6) Promote gender equality</b>		
Number of female participants	How many and percentage.	68 female, 100% women
Numbere of participants who completed the gender modules	How many and percentage.	68 female, 100% women

Gender marking	Give a rating from 0 to 3 using the following criteria.	3
	<b>Gender-markers</b> 0 - Outputs/Projects that are not expected to contribute noticeably to gender equality and the empowerment of women (GEEW) 1 - Outputs/Projects that will contribute in some way to gender equality but not significantly 2 - Outputs/Projects that have gender equality as a significant objective 3 - Outputs/Projects that have gender equality as principal objective	
<b>7) Foster Innovation</b>		
Diversity of modes of delivery	Short description of what innovative modes were introduced	VR video, 3D map
Adoption of innovative adult learning methodologies	Short description of what innovative adult learning methodologies were introduced	EdApp on Cellphone,
<b>8) Champion Ownership</b>		
Quality of partnerships with local stakeholders	Short description	Various local speakers invited from various sectors
Quality of the eaction plans	Short description of final outputs produced by the participants if any such as action plans	Participants developed comprehensive DRR plan in groups
<b>9) Stimulate Sustainable Development</b>		
Number of participants who successfully completed the SDG modules	Same as left.	68, 100%
<b>10) Cultivate Financial Sustainability</b>		
Funding Size	Same as left.	Major