

Project Completion Report 2021 Cycle

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

TARHO049

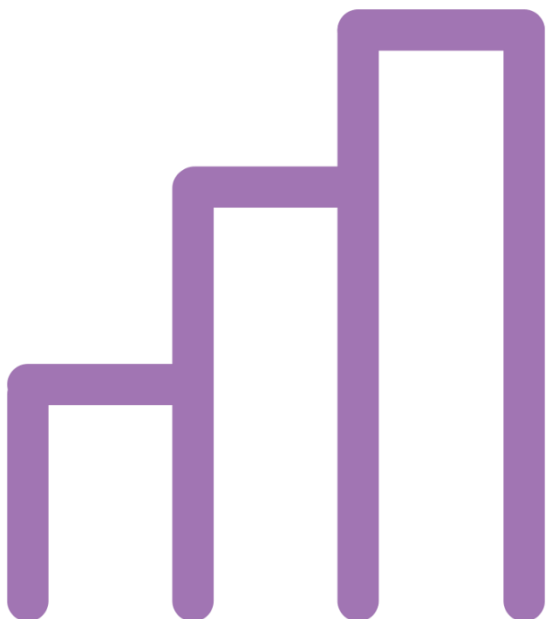
DIVISION FOR PROSPERITY
1 April 2022, Hiroshima, Japan



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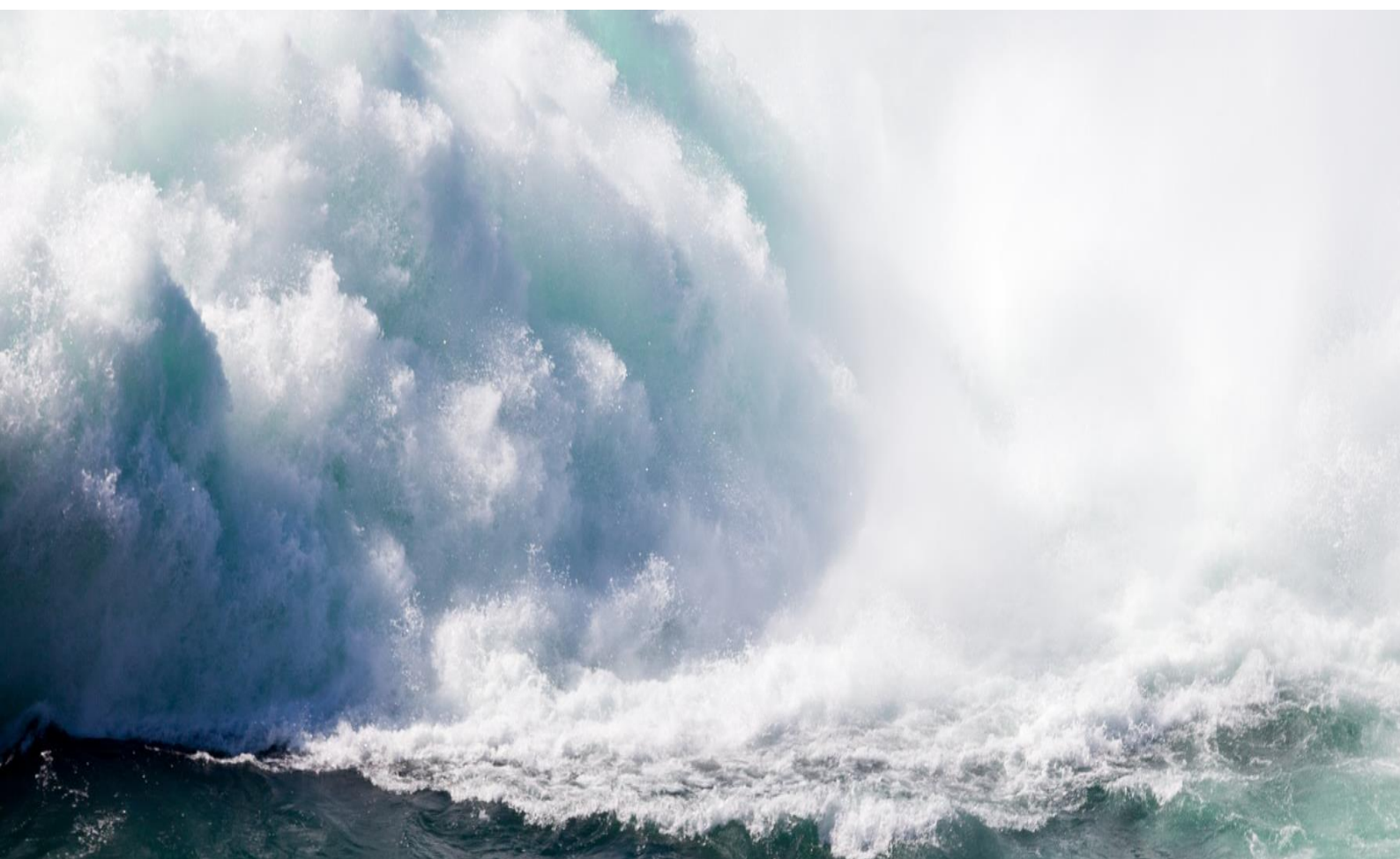
UNITED NATIONS INSTITUTE FOR TRAINING AND RESEARCH
DIVISION FOR PROSPERITY
30 May 2022, Hiroshima, Japan



Cover photo: Destroyed homes –
2022 Tonga Tsunami
Photo credit: Malau Media

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The 2021 cycle marks the sixth year of the Programme, reflecting a history of strong partnerships. UNITAR recognizes the continuous contributions of these organizations and individuals:

United Nations Disaster Risk Reduction (UNDRR)

National Research Institute for Fire and Disaster, Ministry of Internal Affairs and Communications, Japan

Cabinet Office, Japan

World Health Organization (WHO) Kobe Centre

Institute for Global Environment Strategy (IGES)

University of Tokyo

Tohoku University

NPO – Gender Action Platform

NPO – Yappesu

NPO – Ogatsu Rose Garden

NPO – Rera

NPO – Assistive Technology

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NPO Center Hiroshima

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Sendai City Government

Ishinomaki City Government

Hirogawa Town Government

Special thanks to Malau Media for photos from the 2022 Tonga volcanic eruption and tsunami

Right photo: The Miracle Pine Tree, Tohoku Japan. Only surviving pine tree located in the Rikuzentanaka city following the Tohoku tsunami of 2011.



About Us

United Nations Institute for Training and Research

UNITAR, established in 1963, is the dedicated adult-learning training arm of the United Nations. We deliver innovative learning solutions to individuals, organizations and institutions to enhance decision-making and support action towards a better future.

UNITAR, Division for Prosperity

The Division for Prosperity is one of the eight divisions of UNITAR and consists of the Public Finance and Trade Programme Unit and the Hiroshima Office. Driven to “leave no one behind,” we provide creative, cutting-edge learning solutions to promote inclusive and sustainable economic growth. We strive to reach society’s most vulnerable, including women, youth, and those in conflict situations. Our clients are individuals and institutions in least developed countries, small island developing states, and conflict and post-conflict countries.

With staff in Geneva and Hiroshima, as well as field staff across the world, our reach is global, allowing us to deliver critical training and support to learners from more than 90 countries.

On behalf of the Division, I thank you for your support for our work and vital mission. Working together, we can make meaningful progress in building the next generation of changemakers and move closer to eradicating poverty and reducing inequalities for a sustainable, inclusive and prosperous future for all.



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

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



Executive Summary [Junko san – please skip the Exec Sum for now, thx!]

United Nations Institute for Training and Research (UNITAR) and its partners ran the Women's Leadership in Tsunami-based Disaster Risk Reduction Programme for World Tsunami Day programme between 1 September – 8 December 2021.

Programme Overview

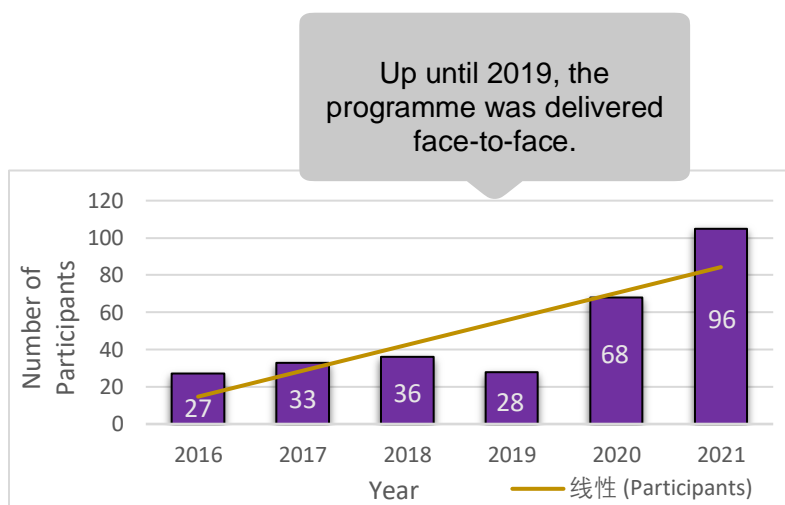
The number of natural disasters has drastically risen since the 1950s.¹ Disasters not only impact human lives but have significant economic implications. The number of earthquakes on record have increased by 1500 per cent since 1900.² The devastating 2011 Great East Japan Earthquake and Tsunami and the 2004 Indian Ocean Earthquake and Tsunami remain seared into the collective memory of all nations, particularly those most at risk from tsunamis themselves. The ongoing COVID-19 pandemic reminded us of the added complication of biological hazards and disaster response. This has highlighted the need for multiple hazard planning and response. For example, the island nation of Tonga following the Hunga-Haapai volcanic eruption and induced tsunami had to refuse emergency supply because of a responder testing positive to carrying the COVID-19 virus. 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 most cases, are primarily given caregivers role. Empowering women to take part in decision-making processes reduces their vulnerabilities to disaster risk and will have a knock-on effect on the vulnerable populations. This training course is to empower women to 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 is open to all genders from across the globe with an aim to empower professionals, especially women 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 sixth cycle in 2021.

2021 Cycle Participants

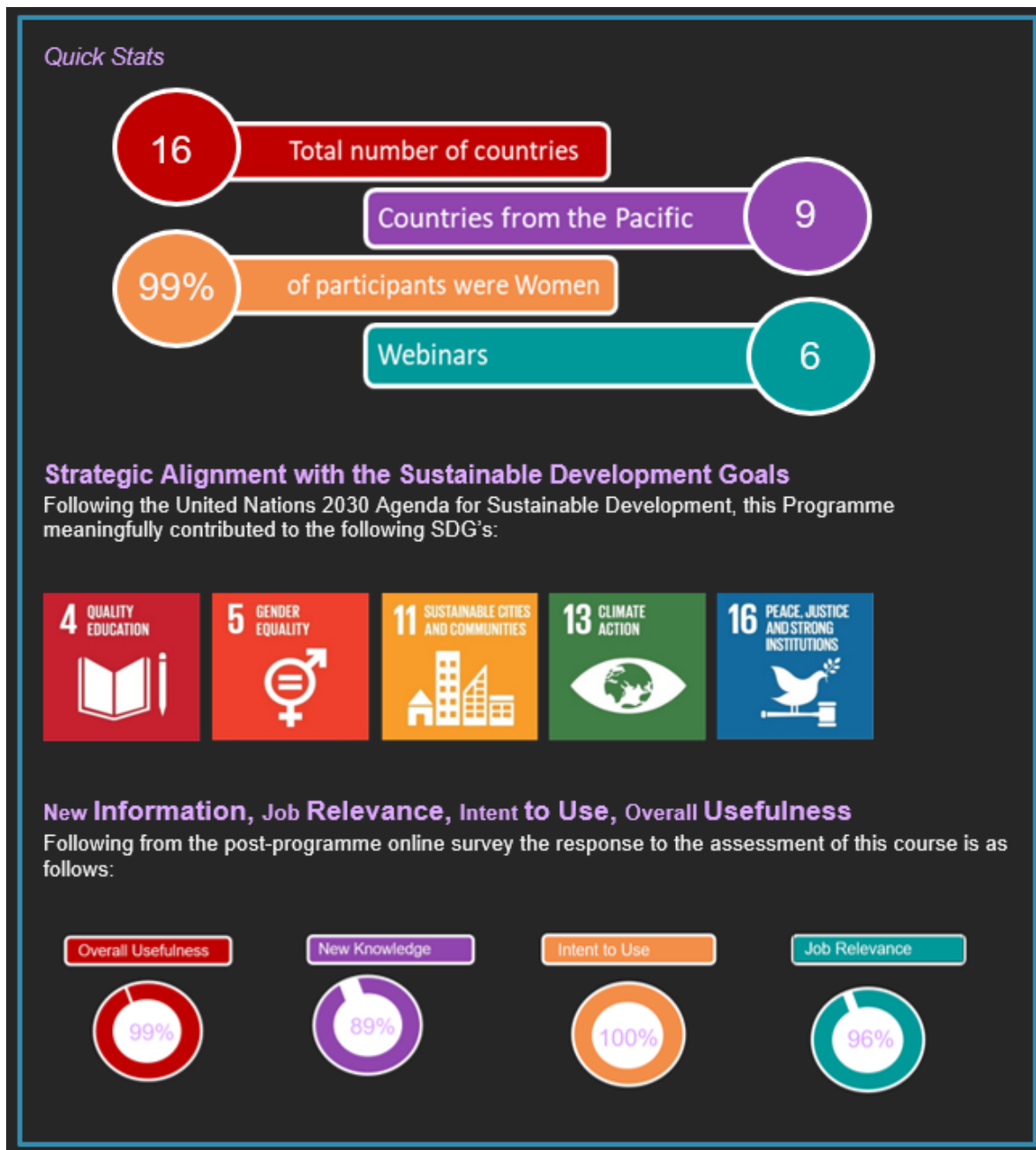
The Programme trains professionals, prioritizing female from small island developing states on leadership and communication skills, specifically in the context of disaster risk reduction. In 2021, the Programme was delivered fully online, transformed from its original format as an in-person training with study tours which took place up until 2019. The shift in modality allowed more the usual number of participants to take part in the 2021 Programme and 96 of them receiving



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

² International Disaster Database (EM-DAT), <https://ourworldindata.org/grapher/number-of-natural-disaster-events?time=1902..2019>.

certification at the conclusion of the programme. Many participants from the Pacific small island developing states such as Fiji, Papua New Guinea, Tonga, Samoa, Kiribati, Vanuatu, and Micronesia took part, representing government, international organizations, civil societies, and the private sector. Since 2016, the Programme has trained a total of 297 women in the Pacific region.



Programme Structure and Methodology

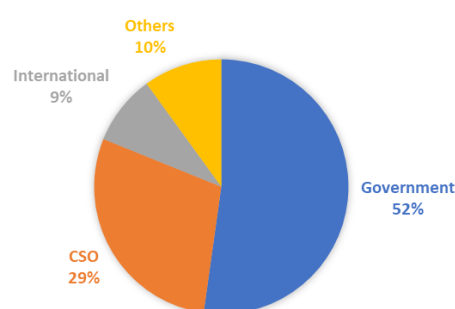
The four-month Programme used a combination of on-demand e-learning courses via the microlearning platform EdApp and live webinars with experts in relevant fields. Participants also undertook group work and made final presentations.

Built on the successful transformation following the 2020 programme which pushed boundaries by making use of the latest technology. Virtual-reality goggles, for example, were provided so the participants could “visit” sites in Japan with 360° view. Together with 3D maps, the technology gave the participants an immersive and visceral experience as possible. The 2021 included new partnerships, expansion to allow participants from other regions, and additional materials that were more focus towards the experiences of Pacific Island countries.

Outcomes

Ninety-nine per cent of the participants rated the Programme as useful overall. Ninety-six per cent indicated that the content was relevant to their professional roles, while 89 per cent indicated they were exposed to new information, with a one hundred per cent of participants expressing their intent to use their new knowledge. The Programme significantly helped increase the participants’ knowledge. More than 98 per cent 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.

PERCENTAGE OF PARTICIPANTS BY SECTOR



Lessons Learned

The Programme showed that **building women’s capacity and leadership in disaster risk reduction continues to be of great relevance** and UNITAR should continue its work in this area. At the conclusion of the course, many participants had to implement their knowledge following disasters that occurred in the Pacific Ocean such as the king-tides in low lying atolls of Micronesia in December of 2021 and the Hunga-Ha’apai Tonga Volcanic eruption and induced tsunami in January 2022.

Interest in the course has grown exponentially, with a growing global interest that is largely representing the Asia region. The attractiveness of the training programme lies in the cross-cutting nature between Women’s Leadership and Disaster Risk Reduction. Dissemination through social media and by word of mouth led to a significant increase of over 260 applications to this course. Interest for expansion towards the Caribbean and Africa, Indian Ocean, Mediterranean and South China Sea (AIMS) Small Island Developing States (SIDS) has been expressed by participants who joined this year including from participants in past courses. This is because the training programme had a strong focus on the Pacific background. Expansion of the course or creation of new content catered for other regions will require new funding modalities or donor partnerships.

The diversity of partnerships and contributors had significantly enriched the content of the course. **A strong shift towards inclusion of more Pacific content and needs** were undertaken this year, which included Pacific professionals involved in women empowerment and DRR in the region who joined as course contributors and speakers.

Past alumnae who are now in leadership roles in disaster risk reduction work following the completion of the programme have volunteered as contributors to this course. There are

opportunities and partnerships to be realized, especially in content development catered towards the regions of Asia and others.

Climate change is an occurring thematic area that is of great importance to the participants, especially those from the small islands states in the Pacific, Caribbean and Asia. The creation of a Climate Change section, especially its impact on disaster risk and future events was well received by the participants.

Technical and connectivity fragility, including the cost of internet, continues to be a challenge where some participants were located. For these reasons easy and lower-bandwidth materials including tools, should be further developed wherever possible. Participants preference for in-person training was mentioned throughout the course, however, the online modality has brought significant increases in the total number of beneficiaries since full online induction in 2020.

In addition to the **VR 3D video** introduced **last year** to provide vivid experiences and feelings as if visiting stricken sites, a **drone-shot-video** was created to show the community-wide emergency drill. Such **new technologies** helped to reproduce in-person study tours, if not completely, and were well received by participants.

Programme Summary

Programme Background

The number of disasters worldwide has drastically risen since the 1950s,³ affecting human lives and bringing severe economic repercussions. The number of earthquakes on record increased by 1500 per cent since 1900.⁴ The devastating 2011 Great East Japan Earthquake and Tsunami and the 2004 Indian Ocean Earthquake and Tsunami remain seared into the collective memory of all nations, particularly those most at risk from tsunamis.

Further, the ongoing COVID-19 pandemic reminds us of the complications of biological hazards and the need to plan comprehensive responses for multiple hazards. For example, in the aftermath of the Hunga-Ha'apai volcanic eruption and tsunami, Tonga had to refuse emergency supplies because a responder tested positive for COVID-19.

Socially vulnerable people such as women, the elderly, youth, children, persons with disabilities, indigenous people, refugees, migrants, and other marginalized people become even more vulnerable in emergencies. Women are also often primary caregivers. Empowering them to take part in decision-making processes reduces their vulnerabilities to disaster risk and will have a knock-on effect on those they care for.

Programme Objectives

The **UNITAR Women's Leadership in Tsunami-based Disaster Risk Reduction (DRR) Training Programme for World Tsunami Awareness Day** seeks to empower professionals, especially women from small island developing states, to help their countries and communities better prevent, prepare, confront, and recover from disasters. The Programme is open to people of all genders from across the globe.

Grounded on the Sendai Framework and its goals for an "all-of-society" inclusive approach, the Programme pays particular attention to the gender-specific capacities and vulnerabilities in communities. Supported by the Government of Japan, the Programme marked its sixth cycle in 2021.

2021 Cycle Participants

The 2021 Programme cycle was delivered fully online due to challenges of the ongoing COVID-19 pandemic. Despite uncertainties, transforming this Programme – previously an in-person training – into a fully online one helped increase the number of participants.

In the 2021 cycle, 105 participants participated, of which 96 obtained certification. This is the highest number of awards given in one year for this Programme. 84 self-identified as female and 1 as male received Certificate of Completion and 11 females received a Certificate of Participation for meeting the minimum for partial completion of the course.

Among those who received certification, 45 (52%) were from the government sector, 29 (29%) from civil society, 8 (9%) from international organizations, and 11 (10%) from other sectors. By region, 61 participants were from Pacific Island countries while the remaining 35 were from others.

By region, the participants were from the following countries (ranked in order of the number of participants):

³ International Disaster Database (EM-DAT), <https://ourworldindata.org/grapher/number-of-natural-disaster-events?time=1902..2019>.

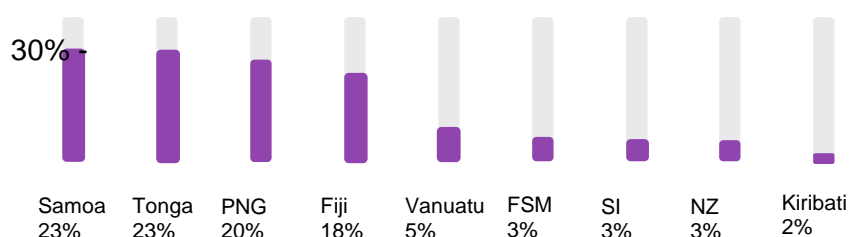
⁴ International Disaster Database (EM-DAT), <https://ourworldindata.org/grapher/number-of-natural-disaster-events?time=1902..2019>.

Pacific region

Fourteen participants (23%) were from Samoa and Tonga each, followed by Papua New Guinea with 12 participants (20%), 11 from Fiji (18%), 3 from Vanuatu (5%), 2 each (3%) from Micronesia, Solomon Islands, and New Zealand, and 1 participant from Kiribati (2%).

1. Samoa
2. Tonga
3. Papua New Guinea (PNG)
4. Fiji
5. Vanuatu
6. Federal State of Micronesia (FSM)
7. Solomon Islands (SI)
8. New Zealand (NZ)
9. Kiribati

Percent of Participants in the Women's Disaster Risk Reduction Programme 2021, by Country: Pacific Region

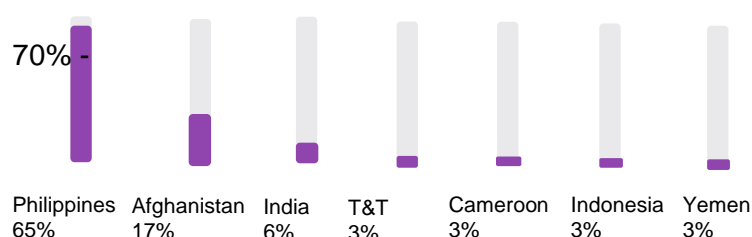


Outside of the Pacific Region

Twenty-three participants (65%) were from the Philippines, followed by Afghanistan with 6 participants (17%), India with 2 (6%), and 1 participant (3%) each from Trinidad and Tobago, Cameroon, Indonesia, and Yemen.

1. Philippines
2. Afghanistan
3. India
4. Trinidad and Tobago (T&T)
5. Cameroon
6. Indonesia
7. Yemen

Percent of Participants in the Women's Disaster Risk Reduction Programme 2021, by Country: Outside the Pacific Region



Since 2016, the Programme has trained a total of 287 women, most of whom are from the Pacific region.

“This course has been an eye opener for me, as an individual and as a healthcare professional. It gave me broader perspective on how I can apply this knowledge as a doctor in situations outside of a hospital setting. It gives me an idea to do more”

Programme Structure and Methodology

Over four -month long Programme, participants learned through a combination of on-demand e-learning courses and live webinars with experts, readings and exercises, and assignments.

Asynchronous e-learning

Participants completed on-demand e-learning courses on EdApp, an online microlearning platform, to gain a solid grounding in the topics. Each section included bite-sized lessons, with virtual-reality tours and interview videos. Gamification was used to reinforce the learnings.

Live webinars

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

The webinars consisted of

- lectures by experts
- Q&A sessions
- group work

Needs assessment

A needs assessment was undertaken to ensure that the Programme was aligned not only with DRR best practices but with the participants' self-assessed needs. We also considered feedback and evaluations from the Programme's previous cycles, relevant literature and interviews with regional and thematic experts.

Voices of experts and disaster survivors

Subject-matter experts gave live webinars on disasters and risks, gender, climate change, traditional knowledge, and others topics. New video material, such as from survivors of the 2009 Samoa-Tonga tsunami, allowed participants to hear the voices of survivors and professionals and leaders from disaster-affected areas in the Pacific, as well as Japan.



“The UNITAR Programme has been extremely helpful and infomative for me. It truly opened my eyes to so many things regarding disaster management and planning and the importance of involving women in decision making on all levels. I mainly work with small business owners in the rural community which consist of mainly women. This opportunity enables me to bring some awareness to them by sharing what I have learnt from this course.”

FANOLUAITAIMASA KENRICK
Business Advisor/Business Support Officer
Samoa

New technologies

To replace the physical study tours and evacuation drills that defined the in-person trainings of past cycles and convey the real impact of disasters, new technologies including virtual reality and 3D maps were introduced to the course. Virtual-reality goggles and other items, including a handmade craft from survivors of the Japan tsunami, were shipped to the participants.



Learning communities

Participants were divided into small discussion groups, where they could interact and collaborate on their group presentations. Some participants said that it helped to learn that they shared similar experiences and environments with participants from other islands and states.

Programme Outcomes

Within a week of the Programme's last presentation, participants completed an online survey to evaluate their learning and the Programme. The response rate was 75%. The survey assessed four areas:

1. UNITAR's standard programme evaluation indicators ("New information," "Job relevance," "Intent to use," "Overall usefulness")
2. extent to which participants met learning objectives
3. effectiveness of the methodologies
4. knowledge changes from before to after the Programme

1. UNITAR Standard Programme Evaluation Indicators

UNITAR's programme evaluation indicators include "New information", "Job relevance", "Intent to use" and "Overall usefulness". (Graphs [are on page 8.](#))

- **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." Eighty-nine per cent of the participants 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." Ninety-six per cent agreed or strongly agreed with this statement.
- **Intent to use** evaluates to what extent the participants intend to use their new

knowledge. All participants agreed or strongly agreed with the statement “It is likely that I will use the information acquired.”

- **Overall usefulness** evaluates to what extent the participants saw the programme as useful and was assessed by the statement “Overall, the Programme was useful.” Ninety-nine per cent of the participants agreed or strongly agreed with this statement.

While 11% of respondents indicated that they already knew some of the content taught in the training course, the responses to “Job relevance”, “Intent to use” and “Overall usefulness,” exceeded 95%, well above UNITAR’s minimum target of 75% positive feedback.

These highly positive results allow us to conclude that the Programme provided a useful learning experience aligned with the participants’ professional roles and their needs.

“I learned a lot about DDR, DRR’s relation with gender, women empowerment, SDGs, climate change and more.” —Asma Safi, Afghanistan

Volcanic ash & destruction from tsunami
Tonga 2022



Course Objectives

- Develop an inclusive country DRR Plan by group
- Describe the key principles of DRR, with a focus on the Sendai Framework for Action and Sustainable Development Goals
- Discuss ecosystem-based DRR
- Understand the impact of climate change on future disasters
- Illustrate key lessons learned from Japan's experience with natural hazards including the 2011 Great East Japan Earthquake and Tsunami and 2018 West Japan Floods
- Illustrate the importance of gender-inclusive leadership in the context of DRR
- Describe good practices and report on norms and challenges regarding women's leadership in the Pacific Region as well as in Japan
- Outline community-based DRR
- Outline the importance of multi-stakeholder coalitions in DRR
- Understand the importance of business continuity planning
- Describe key elements to reduce risks of biological hazards

Course Sections

Section 1: Introduction to DRR and Japan's Experiences.

Participants learned about the 2011 Great East Japan Earthquake and Tsunami and the 2018 heavy floods in Western Japan, and the importance of having a solid DRR plan. They learned about the basics of the Sendai Framework and the DRR initiatives of Sendai City and witnessed the difference in outcomes between having and not having a DRR plan. At the end of Section 1, participants submitted a draft DRR plan as their first assignment.

Section 2: Climate Change and Disaster Risk Reduction in the Pacific

This section focused on climate change and disaster risk reduction in the Pacific. Participants explored the international framework on disaster risk reduction in the context of the Pacific and learned about the linkages between climate change and disasters. In addition, they learned about the COVID-19 pandemic and responses. Participants reviewed case studies from Japan and the Pacific.

Section 3: Women's Leadership in Disaster Risk Reduction

This section focused on gender equality and women's leadership in DRR. Participants considered why women's empowerment is necessary for DRR and how women's leadership leads to more equitable planning. They looked at DRR through a gender lens and developed essential leadership skills so they can take initiative and lead in DRR planning.

Section 4: Preparing for Future Disasters: Preparedness and Community-based DRR

Participants were introduced to human rights-based considerations in developing an inclusive DRR plan that includes the socially vulnerable – such as persons with disabilities, children, and the elderly. Other topics covered: community-based DRR, DRR education, community-inclusive DRR evacuation drills, and passing down the spirit of DRR through rituals and ceremonies.

Assignments

Participants completed 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.

The Assignments

1. Develop a customized DRR plan at the levels of (1) individuals/families, (2) communities, (3) workplaces, and (4) town/city/national/regional.
2. Revisit your DRR plan and incorporate actions you have learned. Revise your plan

with a gender lens and add actions needed to support vulnerable populations.

Final group presentation

Participants were assigned to groups of six to eight. Each group presented their DRR plan in 8 minutes, followed by a 2-minute Q&A session.

2021 Programme Activities & Schedule

Time	July	August	September	October	November	December
Call for Applications	Selection					
Section 1			Webinars 1 & 2			
Section 2			Webinar 3			
Section 3				Webinar 4		
Section 4					Webinar 5	
Final						Presentations



“I have gained an incredible wealth of knowledge in DRR, particularly in equipping women with key skills to develop an ‘inclusive country DRR plan’ that is contextualized to respective communities.”

—June Brian Molitaviti, Manager Research & Aquaculture, Vanuatu Fisheries Department



2. Relevance of Objectives to Participant’s Learning Needs and the Extent to Which They Met the Objectives

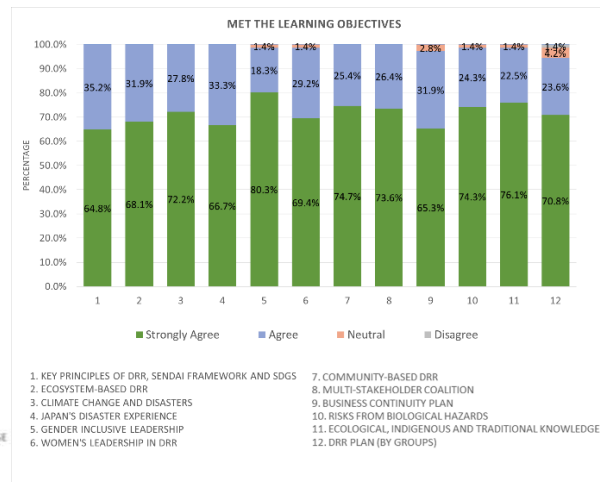
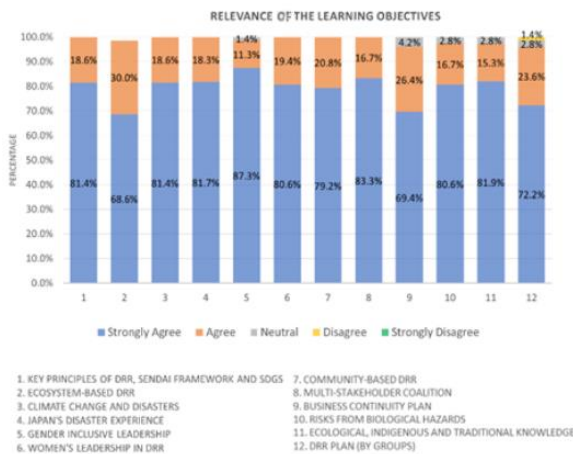
Participants assessed the relevance of the course objectives (listed in Programme Objectives section above) to their learning needs and the extent to which they met the learning objectives. UNITAR’s target is to get over 75% positive feedback.

On average, 98.8% of the participants agreed or strongly agreed that the objectives were relevant to their learning. Similarly, 98.8% indicated they mostly or fully met all the objectives of this training. The response was remarkably positive especially on the following topics, on which 100% of the respondents agreed as having the highest relevance to their learning objectives. .

- Key principles of DRR, including the Sendai Framework and SDGs
- Impacts of climate change on (future) disasters
- Japan’s disaster experience including the 2011 Great East Japan Earthquake and Tsunami and 2018 West Japan Floods
- Women’s leadership in the Pacific Islands and Japan
- Community-based DRR
- Multi-stakeholder coalitions

Comparing sections, “Gender-inclusive leadership in the context of DRR” received the highest rating: 87% said they strongly agreed that the learning objective was relevant and 80% strongly agreed they met the learning objective. This was followed by “Stakeholder coalition in DRR” (on relevance to the learning objective) and “Indigenous knowledge, traditional ecological knowledge in DRR” (on meeting the learning objectives).

The high positive remarks indicate that the course and materials were well-rounded, covering a diverse range of topics.



The final group presentations of country DRR plans received **the lowest score, at 95.2%** (positive feedback “strongly agree” and “agree” combined). The reason may be due to difficulties meeting online and some groups having different time zones – a view that the participants shared following their final presentations. The business continuity plan was second lowest at 95.8%; this may largely be due to unfamiliarity with this concept. However, all subjects areas received over 95% positive ranking by the participants.

“It was a fruitful learning experience that I can apply and share as a healthcare professional. The programme provides a wider awareness and commitment of every individual that magnifies the goal of no one will be left behind when it comes to any hazard or disaster we may encounter.”

—Shiena May Datu, Philippines



3. Effectiveness of the Programme Methodologies

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

- Bringing a diverse and knowledgeable speaker on each topic
- Having knowledgeable and well-prepared UNITAR staff
- Utilizing EdApp as a mobile microlearning platform to impart new knowledge, tools and resources to learners
- Giving adequate support to participants
- Responding to questions of learners and providing feedback in a timely manner

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

The results show that 100% agreed that speakers were knowledgeable and well informed and 99% 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 a blended learning methodology with micro e-learning. On the other hand, respondents rated “responding to questions of learners” somewhat lower, at 89%, suggesting the need to improve how we communicate with the participants.

“The programme was very engaging, the learning platform was very easy to operate, communicate with the officials of UNITAR, and the modules were explained in a very easy and learner friendly approach.”

—Veena Badrilal Mahor. India

“This course was interesting and helpful. It made me to better serve my society and find solutions for those natural hazards that our people face. I would recommend it for anyone who cares about their society’s human’s life and willing to know more about natural hazards, disasters management, SDGs and more. It was an enjoyable and educative course, and I am happy that I was part of it.”

—Mozhgan Mahjoob, erstwhile Operations Manager aYNS, Afghanistan



Photo courtesy of Veena B. Mahor

4. Knowledge Changes from Before to After the Programme

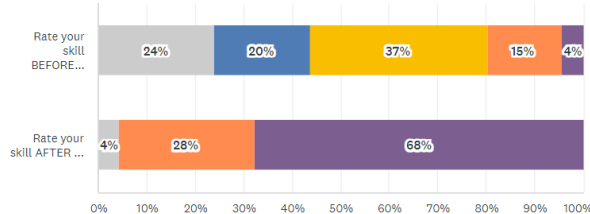
Participants showed a significant increase in knowledge and skills between before and after the Programme. Participants rated their knowledge of the course topics on a scale of 1 (“Low”) to 5 (“High”). UNITAR’s minimum target is that more than 75% of the participants evaluate their knowledge level as 4 (“Moderate”) or 5 (“High”) after the Programme.

Overall, the results show that the Programme significantly helped increase participants’ knowledge in the targeted topics.

Section 1: Introduction to DRR & the Japan Experience

Significant progress was made in the key principles of DRR, Sendai Framework and the SDGs, which saw an increase in moderate and high levels of skills and knowledge from 19% to 96%. Knowledge on ecosystem-based DRR increased from 25% to 92%, while knowledge of the Japanese experience with disaster increased from 15% to 92%.

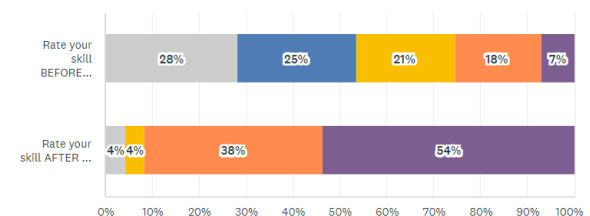
- Describe the key principles of DRR, including a focus on the Sendai Framework for Action and SDGs



High

Moderate

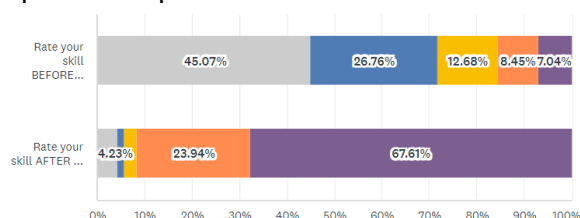
- Discuss ecosystem based DRR



Average

Some

- 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



Not Applicable



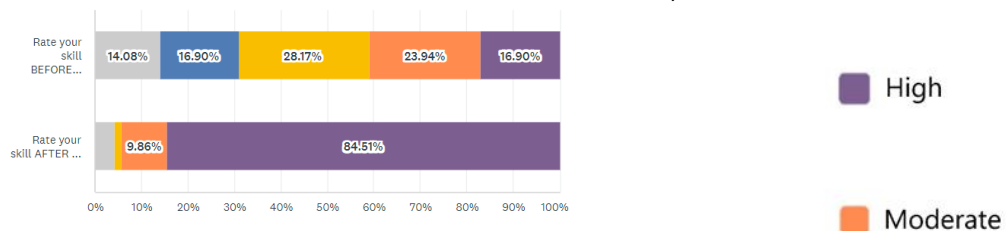
“My experience has been life changing. Living in a country that is constantly affected by typhoons, this training course can help me and my community change our DRR response to be more inclusive and need-specific.”

—Gem Mercado, Accountant, Philippines

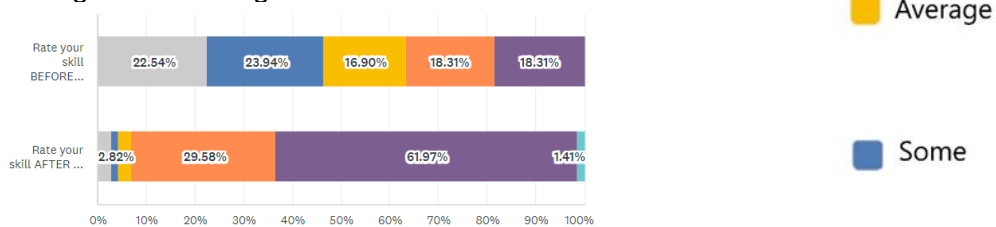
Section 2: Climate Change, DRR in the Pacific Context, and Biological Hazards

Knowledge of climate change and its impact on disaster increased from 41% to 94%. Knowledge on the role of ecological, indigenous and traditional knowledge increased from 36% to 92%, while understanding of risks associated with biological hazards and impacts on the Pacific increased from 20% to 90%.

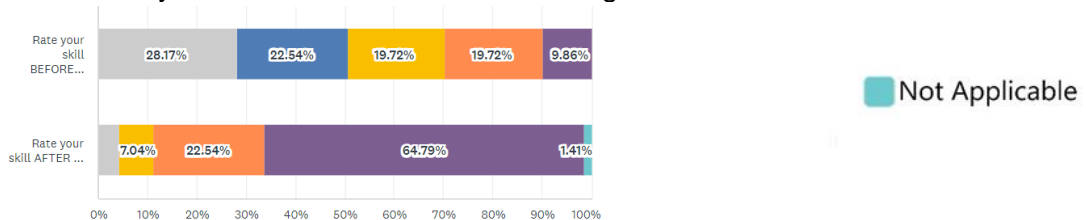
- Understand the impacts of climate change on (future) disasters



- Understand the role of Indigenous Knowledge, Traditional Ecological Knowledge in DRR.



- Describe key elements to reduce risks of biological hazards



“I had an exciting journey and learned a lot. I achieved valuable experience from UNITAR programme, and I am looking forward to implementing my experience and skills. The programme changed my perspective of DRR. Now I am sure to consider many issues in DRR plan.”

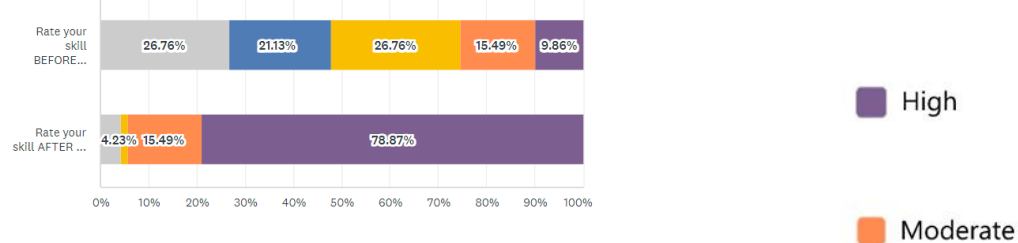
—Muzhda Mones, Gender Officer, Afghanistan



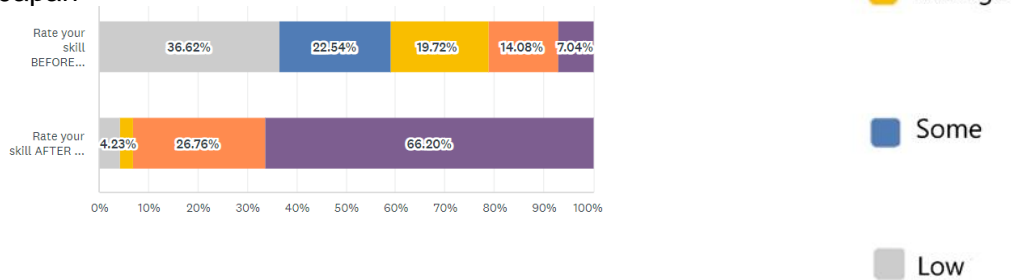
Section 3: Women’s Leadership in Disaster Risk Reduction

Understanding of gender inclusivity and leadership in the context of DRR increased from 25% to 94%. Knowledge of good practice, norms, and challenges regarding women’s leadership in DRR increased from 25% to 92%, and understanding and working with others to produce a national DRR plan increased from 15% to 92%.

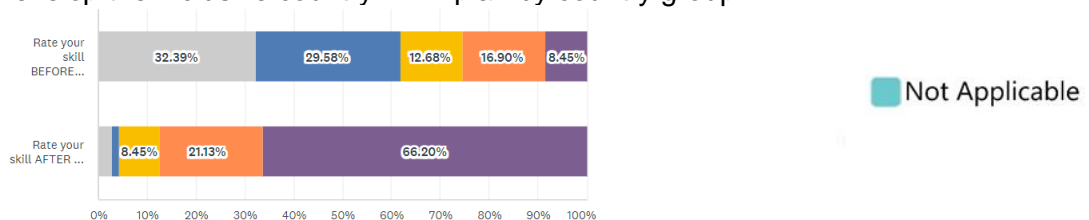
- Illustrate the importance of gender-inclusive leadership in the context of DRR



- Describe good practice and report on norms and challenges regarding women’s leadership in Pacific Ocean as well as in Japan



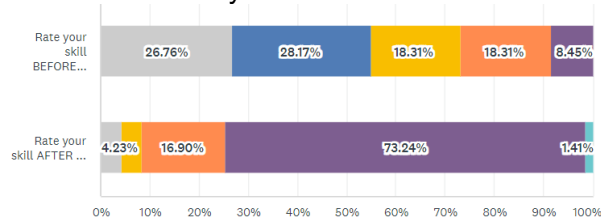
- Develop the inclusive country DRR plan by country group



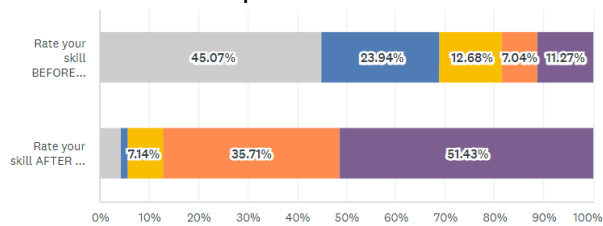
Section 4: Preparing for Future Disaster & Community-based DRR

Understanding the importance of community-based DRR increased from 27% to 90%. Business continuity planning saw an increase from 18% to 86%, and understanding the importance of multi-stakeholder coalitions increased from 30% to 87%.

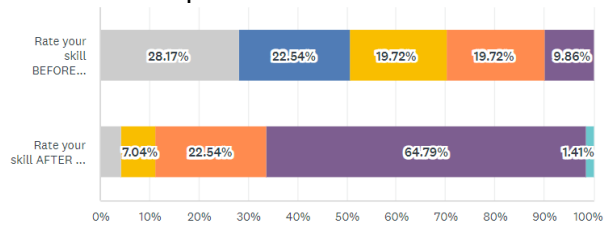
- Outline community-based DRR



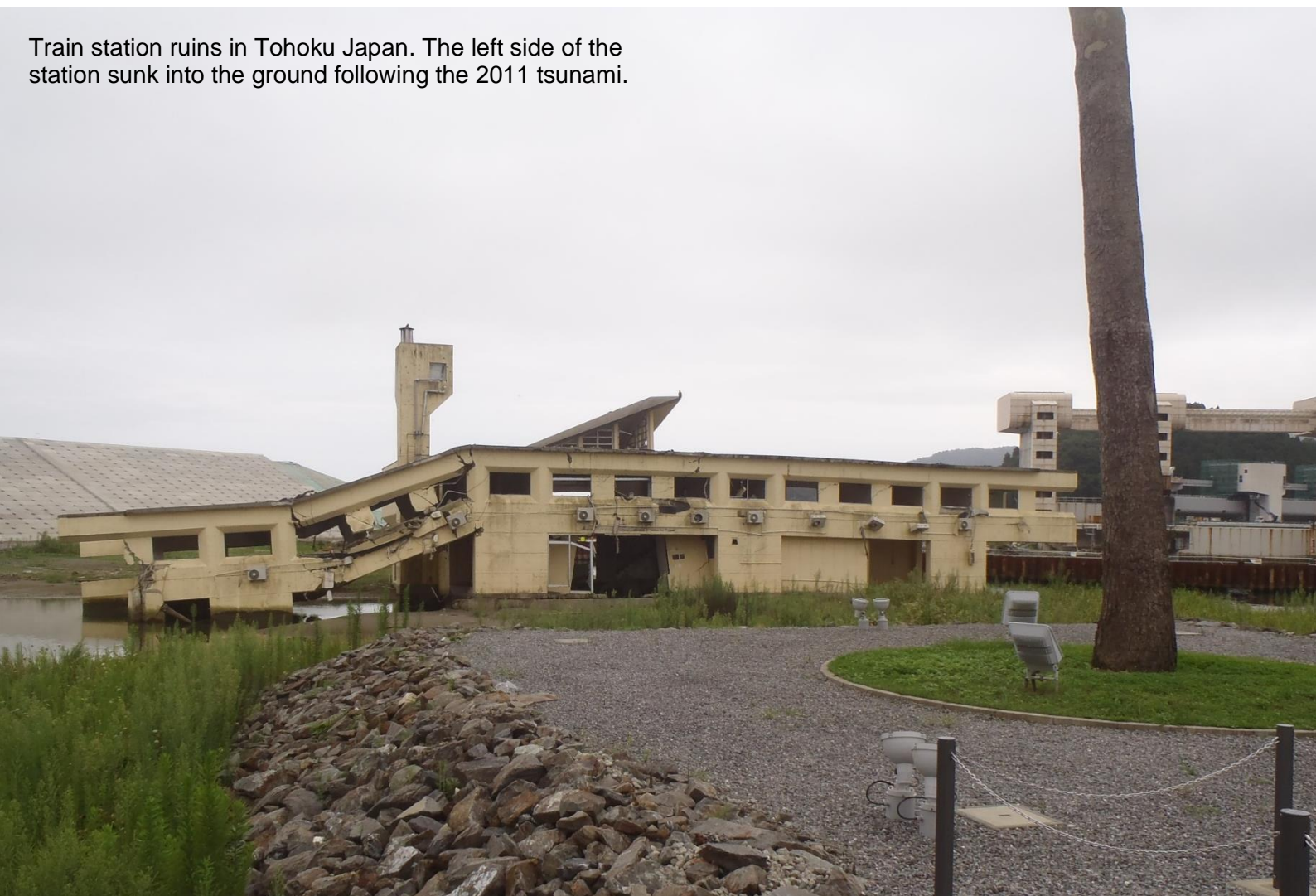
- Understand the importance of business continuity planning



- Outline the importance of multi-stakeholder coalition in DRR



Train station ruins in Tohoku Japan. The left side of the station sunk into the ground following the 2011 tsunami.



Lessons Learned

The Programme showed that **building women's capacity and leadership in disaster risk reduction continues to be of great relevance** and UNITAR should continue its work in this area. Many participants had to put their knowledge to use following disasters in the Pacific Ocean such as the king-tides in low lying atolls of Micronesia in December 2021 and the Hunga-Ha'apai Tonga volcanic eruption and tsunami in January 2022.

Interest in the course has grown exponentially, especially in Asia, with a growing global interest. The Programme's appeal lies in the cross-cutting nature between women's leadership and disaster risk reduction. Announcing the Programme through social media and by word of mouth led to UNITAR receiving over 260 applications, a significant increase from past cycles. Participants who joined this year and in the past expressed interest for expanding the Programme to countries in the Caribbean and Africa, the Indian Ocean, Mediterranean and South China Sea and other small island developing states – thanks to the Programme's strong focus on the Pacific Islands. Expanding the course or creating new content catering to other regions will require us to explore new funding modalities or donor partnerships.

The diversity of partnerships and contributors significantly enriched the content of the course. We **included more Pacific content to meet the participants' needs** this year and more Pacific Islander professionals working in women's empowerment and DRR joined as course contributors and speakers.

Past alumnae who are now in leadership roles in DRR have volunteered as contributors to this course. There are opportunities and partnerships to be realized, especially in content development catered towards the Asian region and others.

Climate change is of great importance to the participants, especially to those from small islands states in the Pacific, Caribbean and Asia. The new course section on climate change, especially its impact on disaster risk and future events, was well received by the participants.

Technical and connectivity fragility, including the cost of internet, continues to be a challenge where some participants were located. Thus, wherever possible, UNITAR should further develop easy and lower-bandwidth materials and tools. Participants mentioned their preference for in-person training throughout the course; however, the online modality – started in 2020 – has significantly increased the total number of learners UNITAR reached.

A **virtual-reality 3D video** was introduced in the **2020 cycle** to give participants vivid experiences and feelings as if they were visiting the disaster-struck sites. In the 2021 cycle, we further created a **drone-shot video** to show a community-wide emergency drill. Such **new technologies** helped to reproduce in-person study tours, at least in part, and were well received by participants.

Participant Recommendations for Long-Term Success

The participants shared what they found to be the topics of greatest relevance and suggested ways to improve the Programme to make it more relevant.

Topics of Greatest Relevance

The topics that were of the greatest relevance to the participants were (in order of ranking):

1. Gender, inclusivity, and women leadership in DRR
2. Business continuity plan
3. Climate change

4. Community-based DRR
5. “Build back better” and leave no one behind; preparing for future disasters; and international and regional frameworks for DRR

Improvements Suggested by Participants

Pursue a blended learning modality

While online learning has become the norm since the COVID-19 pandemic began, in-person trainings (or blended: both online and in-person) are still preferred. As the pandemic becomes more manageable and international travel becomes possible, UNITAR may explore blended learning that combines 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.

Add more Pacific-specific content

While more content and speakers from the Pacific were added this year, participants suggested even more Pacific-specific content to be added in future cycles of the Programme in the following areas:

- Governance, including local issues such as customary land and access to resources
- Disaster communication
- DRR management processes, logistics and procedures
- Women leadership: a Pacific perspective
- Gender-based violence
- Cultural sensitivity and responsiveness, indigenous and traditional ecological knowledge to DRR and climate change
- More success stories from the Pacific, including
 - Examples of organizations or national DRR planning
 - Examples from large economic sectors such as fisheries, agriculture, businesses, and tourism (including food security)
- Urban versus rural DRR, including remote island locations
- Mental health and psychological therapy
- Sustainability

While some of these topics are already covered in the training, suggestions to place more Pacific emphasis were noted.

Offer additional courses with content specific to Asia and other small island developing states

Interest in the Programme has been expressed from countries in Africa, the Indian Ocean, the Mediterranean, South China Sea and the Caribbean. Asian participants expressed special interest in training courses targeting their needs and disaster experiences. UNITAR may expand specialized DRR training courses when other funding can be secured.

Organize follow-up in-person study visits to Japan

Some participants requested an opportunity to be trained in Japan. This may be specific to the 2020 and 2021 cohorts that did not have an opportunity to have in-person training.

“I enjoyed my experience with UNITAR. I have been able to experience something which was new to me.”

—Amrita Sharma,
Legal Officer, Fiji

Better guide group work

While many participants shared positive feedback on the communications in their learning, some remarked they had difficulties connecting with their course mates to complete group work, especially when dealing with multiple time zones and connectivity problems. The idea of mixing participants from multiple countries was suggested by past cohorts; however, this became challenging due to time zones and problems with online communications. Some members the groups were not fully participating and not responding to requests from UNITAR or group members.

While feedback on the assignments and final presentations were largely positive, there is room for improvement to adjust the assignments to provide a deeper learning experience.



Emergency responders and a community in Tonga following the Hunga-Tonga Haapai Tonga Volcanic eruption and tsunami.

Annex I

Programme Agenda

Section		Courses
Section 1 Online EdApp - Introduction	1 Sep	Welcome to UNITAR Training
	Webinar 1	8 Sep
Section 2 Online EdApp - Introduction to DRR and Japan's Experiences.	8-14 Sep	Takuya TANIGUCHI, Cabinet Office Week 1 - Introduction to DRR
	14-21 Sep	Week 2 - Sendai and The Pacific
	21-28 Sep	Week 3 - Virtual Study Tours
	Webinar 2	29 Sep
Section 3 Online EdApp - Climate Change and Disaster Risk Reduction in the Pacific	29 Sep- 5 Oct	Filomena NELSON, "Experience as a Women in leadership role in DRM"
	5-12 Oct	Week 4 - Climate Change and Disasters in the Pacific
	12-19 Oct	Week 5 - Pacific and Build Back Better
	Webinar 3	20 Oct
Section 4 Online EdApp - Women's Leadership in Disaster Risk Reduction	20-26 Oct	Tara D'SOUSA, "Role of International Development and Gender Empowerment"
	26 Oct-2 Nov	Week 7- What is Gender and Why Gender Equality?
	2-9 Nov	Week 8 - Gender and DRR Week 9 - Women's Leadership in DRR
Webinar 4	10 Nov	Jessica WALKER, "Women leadership and impacts in the Pacific"
Section 5 Online EdApp - Preparing for Future Disasters: Preparedness and Community-based DRR	10-16 Nov	Vasiti SOKO, "Insights and Experiences leading the national body for disaster management"
	16-23 Nov	Week 10 - Preparing for Future Disasters
	24-30 Nov	Week 11 - Build Back Better and Leave no one Behind Week 12 - Community-Based DRR and Multi-Stakeholders Coalition
Webinar 5	1 Dec	Zelda KELLER, Dr. Kealoha FOX, Gretchen ALTHER, "Indigenous Traditional Knowledge, and Climate and Peace"
Section 6 Final webinar 6	8 Dec	Final Presentations

Annex II

Public Session: Women Leadership for Diversity & Inclusion

To commemorate **World Tsunami Awareness Day on 5 November 2021 and the completion of this training course**, UNITAR organized a public online forum held on 26 January 2022 to discuss current world trends for disaster risk reduction and the challenges and opportunities to reduce disaster risk.

The forum welcomed the following speakers:

Panellists: Ms. Maualaivao Namulauulu Tautala Mauala, Ms. Vasiti Soko, & Ms. Emiko Nukui

Moderator: Dr. Richard Crichton, Training Officer for the Division for Prosperity, UNITAR

The recording can be watched on the UNITAR YouTube channel:

<https://youtu.be/bqqqn50mHYA>

United Nations Institute for Training and Research

Women Leadership for Diversity & Inclusion in Disaster Risk Reduction (DRR)

Multiple disaster experiences have not abated amidst global efforts to prevent the spread of the coronavirus. The interlinkages between disasters, COVID-19, and climate change have significantly increased the world's riskscape, as the changing climate exacerbated disasters, threatening progress, future development, and the realization of the 2030 Agenda for Sustainable Development. Efforts to reduce the risks from these events still fall short of protecting the people who are most at risk.

The Sendai Framework for Disaster Risk Reduction (SFDRR) and part of the Sustainable Development Goals (SDGs) recognize the importance of integrating gender and equality. The SFDRR promotes the integration of gender perspectives into all DRR policies and practices, including the need to empower women to lead and promote equitable and inclusive disaster management practices.

Since 2016, the United Nations Institute for Training and Research (UNITAR) with the kind support of the People and Government of Japan created the Women's Leadership in Tsunami-based Disaster Risk Reduction Programme. The 2021 programme, was developed in partnership with the Office of the Cabinet of Japan, United Nations Office for Disaster Risk Reduction (UNDRR), UN Women, New Zealand Ministry of Foreign Affairs and Trade, Government of Fiji, Secretariat of Pacific Regional Environment Programme (SPREP), Institute for Climate and Peace, The University of Tokyo and Waseda University. The programme targeted women from the Pacific Small Islands Developing States to participate, equipping them with the leadership skills to prepare for natural hazards, including tsunamis. This public session will focus on women's leadership in Disaster Risk Reduction in promoting inclusion and equality.

26 Jan ²⁰²² **Free** ^{Admission}

Languages: Japanese & English (with simultaneous translation)

Registration: To join the public session, registration is required. (see QR code/link below)

12:00-1:30PM ^{(JST) (GMT+9)}

Location: Held online via Zoom webinar

PANELISTS

Ms. Maualaivao Namulauulu Tautala MAUALA
Secretary-General, Samoa Red Cross Society

Ms. Vasiti SOKO
Director, Fiji National Disaster Management Office, Government of Fiji

Ms. Emiko Nukui
Certified Disaster Prevention Officer, Welfare and Disaster Prevention Community Association

MODERATOR

Dr. Richard CRICHTON
Training Officer, Division for Prosperity, United Nations Institute for Training and Research

Please complete the registration from the link below or scan the QR code.

https://unitar.org/zoom.us/webinar/register/WN_dZMHuAXEQc2tuGvzC2mAwA

Annex III

Symposium on 5 November 2021 by Wakayama Prefecture

On World Tsunami Awareness Day (5 November 2021), Wakayama Prefecture organized a Symposium “Keeping the Spirit of Hamaguchi Goryo Alive.”

Everlyn Fialakwa from Solomon Islands, a UNITAR alumna of the 2019 UNITAR Women’s Leadership in Tsunami-based DRR Programme, sent a recorded speech. Everlyn had visited Hirogawa Town on 5 November 2019 and participated in the emergency drill at Hiro Elementary School. In her speech, Everlyn talked about her learnings and discoveries from the study tour. “Goryo’s self-less leadership and creative heroism has encouraged me to be more creative in leading and supporting plans to prepare, respond and recover from disasters,” she said.

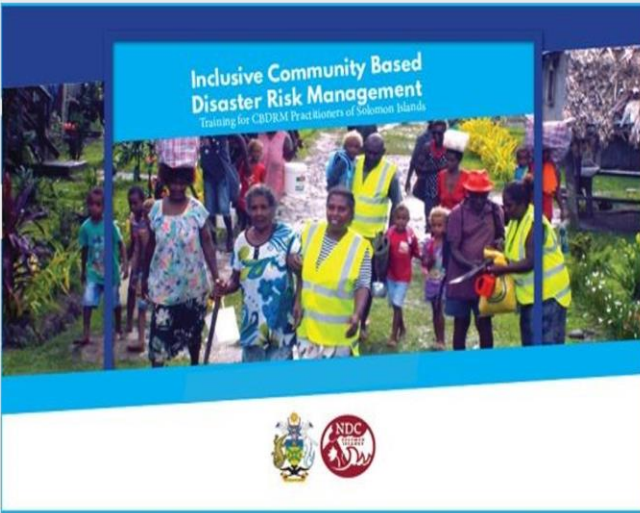
After she returned to the Solomon Islands, she contributed to compile the “Inclusive Community-Based Disaster Risk Management Training Manual.”

UNITAR- Women Leadership in DRR Training impacted my Work

I am more interested and passionate in empowering rural Women to become leaders and decision makers in Disaster Risk Management.

Advocated for and supported the review of the Solomon Islands community Based Disaster Risk Management Training manual to -

Inclusive Community Based Disaster Risk Management Training Manual.



► [Read Everlyn’s story](https://unitar.org/about/news-stories/stories/prayers-arent-enough-preparing-disasters-solomon-islands) on the UNITAR website. <https://unitar.org/about/news-stories/stories/prayers-arent-enough-preparing-disasters-solomon-islands>

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

	Additional explanation	Response
(1) Generate change agents		
Number of people trained		96
Intensity of Training	Number of hours engaged (e.g., 100 hours). Type of training (hybrid, online, f2f)	80 hours, online (EdApp: 60; Assignment: 3; Group work: 1; Webinar: 7)
(2) Engage in coalition building		
Disaggregated data by:		
Gender	Male vs. female vs. others	99% women / 1% male
Stage of country development	How many participants are from industrialized vs. developing countries? How many from LDCs/SIDS?	65% SIDS / 35% others. 98% developing / 2% industrialized countries 5% LDC
Urban vs Rural	How many from the capital vs. others	70% urban / 30% rural
(3) Build partnership		
Number of partnerships	How many partnerships?	29
Quality of partnership	Global, regional, or local organizations?	8 global, 5 national, 17 local
	To enhance substance or financial contribution.	Substance
(4) Boost relevance		
Feedback from participants	Use relevant quotes from participants	In the report
(5) Enhance contextualization		
Number and quality of coaches/mentors	How many coaches/mentors were engaged	3
	How many coaches/mentors were local or regional vs external?	1 external
	How many coaches/mentors were former participants / alum of UNITAR programmes?	3 alumnae
(6) Promote gender equality		

	Additional explanation	Response
Number of female participants	How many and percentage.	95 female (99%)
Number of participants who completed the gender modules	How many and percentage.	84 female (99%)
Gender marking	Give a rating from 0 to 3 using the following criteria.	3
	<p>Gender-markers</p> <p>0 – Outputs/Projects that are not expected to contribute noticeably to gender equality and the empowerment of women (GEEW)</p> <p>1 – Outputs/Projects that will contribute in some way to gender equality but not significantly</p> <p>2 – Outputs/Projects that have gender equality as a significant objective</p> <p>3 – Outputs/Projects that have gender equality as principal objective</p>	
(7) Foster innovation		
Diversity of modes of delivery	Short description of what innovative modes were introduced	360° VR video, video documentary, 3D maps, drone-shot video
Adoption of innovative adult learning methodologies	Short description of what innovative adult learning methodologies were introduced	EdApp on mobile devices (cellular phones, tablets, and computers)
(8) Champion ownership		
Quality of partnerships with local stakeholders	Short description	Various local speakers were invited from diverse sectors (academia, government, and private)
Quality of the action plans	Short description of final outputs produced by the participants if any such as action plans	Participants developed comprehensive knowledge of DRR concepts and produced DRR plan in groups
(9) Stimulate sustainable development		
Number of participants who successfully completed the SDG modules	Same as left.	96 (100%)
(10) Cultivate financial sustainability		
Funding size	Same as left.	Major

“An eye-opener for me particularly with regards to gender and disasters/hazards. This programme enabled me to learn more about disaster response and the role men and women play. It also showed me how including women and vulnerable groups in leadership and planning can provide practical adaptive measures to cope before, during and after disasters.”

—Salanieta Kitolelei, PhD student, Fiji



Photo courtesy of Salanieta Kitolelei