Project Completion Report 2022 Cycle

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

TARH0058
DIVISION FOR PROSPERITY
30 June 2023, Hiroshima, Japan
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- Mr. Alexander Su’a – Lawyer; President - Samoa Faafafine Association.
- Papali’i Ms. Mele Mauala, Country Programme Coordinator – UN Women.
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- World Health Organization (WHO)
- Kobe Centre
- Institute for Global Environment Strategy
- University of Tokyo
- Tohoku University
- NPO – Gender Action Platform
- NPO – Yappesu
- NPO – Ogatsu Rose Garden
- NPO – Rera
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- NPO Center Hiroshima
- Association of Bereaved Parents of Okawa Elementary School
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- Fukken Co. Ltd., Hiroshima
- Hiroshima Home TV. Co., Ltd.
- Wakayama Prefectural Government
- Hiroshima Prefectural Government
- Sendai City Government
- Ishinomaki City Government
- Hirogawa Town Government
- Institute for Climate and Peace
Executive Summary

The 2011 Great East Japan Earthquake and Tsunami and the 2004 Indian Ocean Earthquake and Tsunami were two of the most devastating tsunamis of the last two decades. They have led to serious reflection on the destructive forces of nature and the impact these hazards have on our communities and the accomplishment of the 2030 Agenda.

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. Empowering women to take part in decision-making processes reduces their vulnerability to disasters and benefits whole communities.

Programme Summary

The United Nations Institute for Training and Research (UNITAR), with its partners, ran the 2022 Women’s Leadership in Tsunami-based Disaster Risk Reduction (DRR) Programme for World Tsunami Day from 12 September 2022 to 11 March 2023. The 2022 cycle marked the seventh round of the Programme and the first time it included a second phase.

The Programme sought to empower professionals to help their countries and communities better prevent, prepare for, confront and recover from disasters. It paid particular attention to the gender-specific capacities and vulnerabilities in communities.

It was open to adults of all genders from around the globe, with priority given to applicants from the Pacific region, especially from small island developing states.

The first phase was a 10-week online learning course on the fundamentals of disaster risk reduction, as per previous years in 2020/21. The new second phase was a one-week in-person workshop, held in Apia, Samoa. Participants developed skills and knowledge for disaster risk management and leadership.

The Programme was implemented by the long-standing supported by the Government of Japan.
Programme Statistics
The 2022 Programme issued a total of 83 certificates of completion by the end of both phases.

Outcomes
All participants ranked overall usefulness and with intent to use in phase I as 100 per cent. The job relevance of the training material including new knowledge gained, were equally ranked in both phases. However, new knowledge obtained ranked the lowest of all the indicators. This could be an implication of the successful adoption of knowledge about the Sendai Framework, DRR concepts and practices: being rooted and mainstreamed in the daily practices.

Phase I

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Phase I</th>
<th>Phase II</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall Usefulness</td>
<td>100%</td>
<td>86%</td>
</tr>
<tr>
<td>New Knowledge</td>
<td>75%</td>
<td>72%</td>
</tr>
<tr>
<td>Intent to Use</td>
<td>100%</td>
<td>93%</td>
</tr>
<tr>
<td>Job Relevency</td>
<td>85%</td>
<td>86%</td>
</tr>
</tbody>
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Lessons Learned

Disaster risk reduction accounting for climate change continues to be a key priority, especially for the Pacific region. Interest in the training programme is growing exponentially, especially from Southeast Asia as well as from DRR professionals with decades of experience.

The return of in-person training has had a huge positive impact on the participants which included networking with experts, resource persons and colleagues. Participants stayed in touch afterwards; some set up a working group and published a scientific paper.

Programme alumni are making noticeable contributions to the disaster risk reduction field, and some have returned as resource persons for the Programme.

Participants indicated that increasing relevant Pacific content greatly enhanced their learning experience.

Only 71 per cent of participants felt the workshop was long enough, meaning others wanted the workshop to be longer.

Technical and connectivity instability, the cost of the internet, and technological access continue to be a challenge for many participants in the Pacific. It is nonetheless promising that participants found creative ways around the problem for their final group presentations for Phase II (Annex VI).

Local interest in the programme event was noted during Phase II that was held in Samoa. News publications in the local media and interest from the local population was also observed (Annex VIII).
About Us
The 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 and organizations to enhance decision-making and support action towards a better future.

The Division for Prosperity is one of the seven 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.

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

The 2011 Great East Japan Earthquake and Tsunami and the 2004 Indian Ocean Earthquake and Tsunami were two of the most devastating tsunamis of the last two decades. They have led to serious reflection on the destructive forces of nature and the impact these hazards have on our communities and the accomplishment of the 2030 Agenda.

As the climate crisis worsens, the number of recorded disasters worldwide has drastically increased as has their intensity. Human-created disasters such as the Russian-Ukraine war and biological hazards like COVID-19 significantly disrupt industry, production and the food supply chains – highlighting the need for a comprehensive response that addresses multiple hazards.

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. Empowering women to take part in decision-making processes reduces their vulnerability to disasters and benefits whole communities.

Against this backdrop, UNITAR, with its partners, ran the 2022 Women’s Leadership in Tsunami-based Disaster Risk Reduction (DRR) Programme for World Tsunami Day programme, from 12 September 2022 to 11 March 2023.

The 2022 cycle marked the DRR Programme’s seventh round since its launch in 2016 and the first time it was expanded to include a second phase. The programme was fully supported by the People and Government of Japan.
Objectives
The programme sought to empower professionals to help their countries and communities better prevent, prepare for, confront and recover from disasters.

The programme goal is to develop an “all-of-society” inclusive approach as guided by the Sendai Framework. The programme paid particular attention to the gender-specific capacities and vulnerabilities in communities, and the foundational knowledge of disaster risk reduction.

In the second phase, selected participants were trained in leadership and management skills important to disaster risk reduction and management in the Pacific Islands.

At the end of each phase, the participants should be able to:

Phase I
- Develop an inclusive country DRR plan
- Describe the key principles of disaster risk reduction, with a focus on the Sendai Framework for Disaster Risk Reduction
- Discuss the international and regional frameworks on disaster risk reduction
- Describe ecosystem-based disaster risk reduction
- Develop an increased understanding between climate and disaster risks
- Outline community-based DRR and what it means for an all-of-society approach
- Explain key lessons learned from Japan’s experience with disasters including the 2011 Great East Japan Earthquake and Tsunami
- Illustrate the importance of gender-inclusive leadership in the context of DRR
- Describe climate-resilient and peace-oriented leadership
- Describe good practices in gender-inclusive DRR in the Pacific, Asia and Japan
- Report on and discuss norms and challenges regarding an all-inclusive approach to DRR
- Describe key elements of the multi-hazard approach, including biological hazards
- Describe multi-stakeholder coalition, and challenges in the Pacific

Phase II
- Describe important characteristics necessary for leadership and management in relation to Disaster Risk Management and the DRR experience
- Develop a technical understanding of risks associated with disasters that are more common in the region
- Outline effective communication skills in DRR and a working professional understanding of working with the media
- Discuss the needs of vulnerable groups for inclusivity in DRR planning
- Develop a deeper understanding and appreciation for nature-based solutions, indigenous and traditional knowledge and its relationship with local resilience
2022 Cycle Participants

The Programme was open to adults of all genders from around the globe, with priority given to applicants from the Pacific region, especially from small island developing states.

More than a hundred learners joined the 2022 DRR Programme, of which 65 earned a certificate from Phase I and 18 received certificates from Phase II. A total of 83 certificates were issued at the completion of this programme.¹

<table>
<thead>
<tr>
<th>Phase I</th>
<th>Phase II</th>
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<tbody>
<tr>
<td>65</td>
<td>10</td>
</tr>
<tr>
<td>68 &amp; 96 (respectively)</td>
<td>8</td>
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</tbody>
</table>

Table 1: Number of Participants who participated in Phase I and number who went on to Phase II

Many of the participants were from Pacific small island developing states. They joined from backgrounds including government, international organizations, civil society organizations and the private sector. Women accounted for 93 per cent of the certificates issued, while men accounted for 6 per cent, and the remaining 1 per cent was other gender (non-binary).

Participants from 16 countries received certificates from Phase I, while participants from nine countries received certificates in Phase II. Since 2016, the Programme has issued a total of 372 certificates, with the majority to women from the Pacific Islands.

Diagram 1: Number of Participants who received certificates per cycle

¹ To receive a certificate of completion for Phase I, participants were required to complete EdApp online courses, contribute to weekly discussions and raise questions, complete the assignment and final individual proposal, and complete the final programme evaluation. For Phase II, participants were required to participate and complete the training workshop(s) and complete the evaluation and feedback on Phase II.
Of the certificates issued for Phase I, 26 (40%) were to participants from the Philippines, 11 (17%) from Samoa, 8 (12%) from Tonga, 4 (6%) from Fiji, 3 (5%) from Indonesia, 2 (3%) each from Vanuatu and Papua New Guinea, and one each (1.55%) from Afghanistan, Solomon Islands, Kiribati, Turkey, Jamaica, Trinidad and Tobago, Pakistan, India and Germany.

Of the certificates issued for Phase II: 4 were for participants from Samoa, 3 each from Tonga and the Philippines, two each from Solomon Islands and Papua New Guinea, and one each from Kiribati, India, Federal States of Micronesia and Fiji.

Diagram 2: Number of Participants from each country who received certification at the completion of Phase I of the 2022 programme

Diagram 3: Number of Participants from each country who completed Phase II of the 2022 programme
The largest number of 2022 Programme participants were from government and non-government organizations.

**2022 PARTICIPANTS BY SECTOR**

- Government, 34%
- NGO, 25%
- Private, 17%
- Academia, 9%
- Regional/International Organizations, 5%
- Others, 10%

Diagram 4: Representation for each of the sectors in the 2022 programme. Percentage of participants per sector.

Despite the limitations, surprisingly, the training gave me a very pleasant and a good life turning experience. A lot of things that I cannot make sense in the past were manifested in this training.”

Dr Liberty Nolasco from the Philippines
Structure and Methodology
The 2022 Programme started with a needs assessment and contained two phases.

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.

Phase I
Phase I was 10 weeks of online learning with on-demand e-lessons, exercises and live webinars with experts. It started on 12 September 2022 and concluded on 2 December. Participants were required to submit a personalized DRR plan and a final assignment. Phase I drew from the extensive disaster experience of Japan, with complementary content from the Pacific and Southeast Asian 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.

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 its responses. Participants reviewed case studies from Japan and the Pacific.

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.

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

Subject-matter experts gave live webinars on disasters and risks, gender, climate change, traditional knowledge, and other 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 in Japan.

The physical study tours and evacuation drills that defined the in-person trainings before the COVID-19 pandemic and conveyed the real impact of disasters were replaced with new material employing new technologies including virtual reality, video documentaries that used aerial drone technologies, and 3D maps.

Participants were required to produce a localized DRR plan. The DRR plan had to include the following levels. (1) individuals/families, (2) communities/organizations, and (3) national/regional. In addition, participants submitted an individual project addressing risks in a sector of their choosing.

Participants joined five live webinars and interacted with experts from Japan, the Pacific and Southeast Asia. A new feature was the inclusion of disaster scenarios to generate discussion among participants and work as a group to formulate a DRR plan to address risks associated with specific individuals and hazards. Each webinar had different scenarios with fictional characters experiencing a particular disaster risk.
Phase II

Phase II was a one-week in-person training workshop held in Apia, Samoa, from 6 to 11 March 2023. Its theme was Leadership and Management for Disaster Risk Reduction. Participants were selected based on their final assignments in Phase I. Participants who completed the online training in the 2020 and 2021 rounds were also invited, as they had no opportunity to meet in person at the time due to the COVID-19 pandemic and border closures.

Phase II gave participants an immersive and visceral experience with a Pacific perspective. At the end of the workshop, the anniversary of the 11 March 2011 Great East Japan Earthquake and Tsunami was observed.

Subject-matter experts were selected from local and regional organizations based in Samoa and presented on areas that contribute to the Phase II learning objectives. See Annex IV for the Phase II workshop agenda.

Direct learning with experts

Participants learned directly from subject matter experts in a range of fields related to leadership and DRR management.

Site visit tours

Participants went on physical study tours to areas affected by the 2009 Samoa-Tonga Tsunami, on the island of Upolu, Samoa. The participants also visited the National Emergency Operation Centre (NEOC), the Samoa Red Cross and other areas vulnerable to disasters.

Interactive Learning

Participants were divided into small working groups where they could collaborate on their final group presentations. Peer-to-peer learning also took place in general sessions. Some participants said that it helped to learn that they shared similar experiences and environments with others, despite coming from various backgrounds.
**Timeline**

Diagram 5: The 2022 programme cycle timeline

**2030 Agenda**

The Programme supported the United Nations 2030 Agenda for Sustainable Development in the following SDGs.

**Goal 4**  
**Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all**

4.5  
By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations.

**Goal 5**  
**Achieve gender equality and empower all women and girls**

5.5  
Ensure women’s full and effective participation and equal opportunities for leadership at all levels of decision-making in political, economic and public life.

**Goal 11**  
**Make cities and human settlements inclusive, safe, resilient and sustainable**

11.5  
By 2030, significantly reduce the number of deaths and the number of people affected and substantially decrease the direct economic losses relative to global gross domestic product caused by disasters, including water-related disasters, with a focus on protecting the poor and people in vulnerable situations.

11.b  
By 2020, substantially increase the number of cities and human settlements adopting and implementing integrated policies and plans towards inclusion, resource efficiency, mitigation and adaptation to climate change, resilience to disasters, and develop and implement, in line with the Sendai Framework for Disaster Risk Reduction 2015-2030, holistic disaster risk management at all levels.
Goal 13  Take urgent action to combat climate change and its impacts

13.1 Strengthen resilience and adaptive capacity to climate-related hazards and disasters in all countries

13.3 Improve education, awareness-raising and human and institutional capacity on climate change mitigation, adaptation, impact reduction and early warning

13.b Promote mechanisms for raising capacity for effective climate change-related planning and management in least developed countries and small island developing states, including focusing on women, youth and local and marginalized communities

Goal 16  Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels

16.7 Ensure responsive, inclusive, participatory and representative decision-making at all levels
Outcomes
At the end of the phases, participants were asked to evaluate the Programme on the following:

1. UNITAR standard programme evaluation indicators: “New information,” “Job relevance,” “Intent to use,” “Overall usefulness”
2. Relevance of learning objectives and extent to which participants met learning objectives
3. Effectiveness of the methodologies
4. Knowledge changes from before to after the Programme

UNITAR Standard Programme Evaluation Indicators
The standard UNITAR programme evaluation indicators are as follows:

- **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.”

- **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.”

- **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.”

I express my gratitude for the opportunity to participate in 2022 cycle of UNITAR Women’s Leadership A Tsunami-based Disaster Risk Reduction Training Programme. It was truly a knowledgeable, practical and useful experience.”

Saumya Singh from India
**Phase I**

Ninety-two per cent of participants responded to the survey at the end of Phase I. All participants found the Programme useful overall and all intended to use the knowledge and skills they acquired. Meanwhile, 85 per cent of participants found the training relevant to their current job and 75 per cent indicated the Programme provided them with new knowledge.

**Phase II**

According to the survey at the end of Phase II, 86 per cent of the participants found the Programme useful overall and 93 per cent intended to use the knowledge and skills acquired. Meanwhile, 86 per cent of participants found the training relevant to their current job, and 72 per cent indicated the Programme provided them with new knowledge.
Relevance of Learning Objectives and Extent to Which Participants Met Learning Objectives

At the end of each phase, participants responded to a survey to assess the relevance of the course objectives to their learning needs and the extent to which they met the learning objectives. For both phases, the majority of participants indicated that they “mostly” or “fully” reached the training objectives, a great indication of the increasing knowledge of the participants.

Phase I
The Phase I training was based on these learning objectives:

A1: Ability to Describe the Key Principles of DRR, Sendai Framework for Action and Sustainable Development Goals.

A2: Discuss Ecosystem based DRR.

A3: Illustrate key lessons learned from Japan’s experience regarding natural hazards including the 2011 Great East Japan Earthquake and Tsunami, and the 2018 West Japan Floods.

A4: Describe key elements to reduce risks of biological hazards.

A5: Illustrate the importance of gender-inclusive leadership in the context of DRR.

A6: Describe good practice and report on norms and challenges regarding women's leadership in the Pacific, Asia, including Japan.

A7: Outline Community-based DRR.

A8: Outline the importance of multi-stakeholder coalition in DRR.

A9: Develop inclusive DRR plan.

Diagram 6: Relevance of the Objectives to the Learning Needs of the Participants during Phase I
Phase II
The Phase II training workshop had the following 11 learning objectives.

A1: Understanding the Science - Volcanoes, Earthquakes and Tsunamis
A2: Understanding the Science – Droughts, Storms and Floodings
A3: Pacific Disaster Experience and the Role of Research in DRR
A4: Indigenous Traditional Knowledge and DRR
A5: Leadership and Management
A6: Ecosystem-based DRR
A7: Community-based DRR
A8: People with Disabilities
A9: Gender and DRR
A10: Communication in DRR
A11: Working with the Media
Effectiveness of the Methodologies

In Phase I, participants learned through a combination of on-demand e-learning courses and live webinars with experts, readings and exercises, and assignments. In Phase II, 18 selected participants participated in in-person learning with subject-matter experts, site visits, and group work and exercises. Overall, 97 per cent of participants strongly agreed the Programme’s methodology was useful as per the learning objectives, with the remaining 3 per cent indicating a neutral stance.
**Knowledge Change**

**Phase I**

In all areas of Phase I, significant increases in the knowledge of participants were achieved (see Annex 1). The most significant changes were recorded in the following areas:

- Japan’s Disaster Experience
- Importance of Ecosystem-based Disaster Risk Reduction
- Women’s Leadership
- Inclusive Disaster Risk Reduction Planning

For Phase I, Gender-Inclusive Leadership in the Context of DRR saw the highest increase in knowledge, with 80 per cent of survey respondents saying their gains in knowledge from the Programme was “high”.

**Phase II**

In Phase II, significant increases in the knowledge of participants were also noted (see Annex 2). The most significant changes were recorded in the following areas:

- Understanding the Science – Hazards
- Role of Ecosystem-based Disaster Risk Reduction
- Persons with Disabilities
- Traditional Knowledge

For Phase II, Traditional Knowledge received the highest level (“high”) of increased knowledge, with 93 per cent of survey respondents saying their gains in knowledge from the Programme was “high”.

> While difficult, I appreciated the DRR Training over the past 10 weeks. I learned a lot, especially when it comes to integrating gender into planning. This is something that I can benefit from and incorporate in my professional role as a project engineer, and personally as a family leader.”

**Manuia Lameta-Brown from Samoa**
Lessons Learned

Building women’s capacity and leadership skills in disaster risk reduction including climate change is a key priority. According to the participants, the keynote speakers Chief Executive Officer – Samoa Ministry of Natural Resources and Environment and the Ambassador of Japan to Samoa, climate change and resilience to disasters are high priority for Samoa and the Pacific region. Local interest in the Programme was also noted during the workshop in Samoa, which received local news media coverage (Annex VIII).

Increasing relevant Pacific content greatly enhanced the learning experience of participants, especially from the Pacific Island countries. However, more we need to find a better content balance among the Pacific, Japan and Southeast Asia.

Interest in the training programme is growing exponentially, with high interest from Southeast Asia. Additionally, we observed consistent participation from small island developing states outside the Pacific, namely from the Caribbean and the Indian Ocean. Working professionals already in leadership or management positions to address DRR, also joined the programme.

Thanks to the programme’s near-decade history, alumni often return as resource persons or mentors or in other capacities. In the 2022 Programme, two of our resource persons were alumni. It shows the longer-term influences of our programme on our alumni’s work and their support to new cadres of professionals.

The return of in-person training has had a huge positive impact on the participants. Those who joined the Phase II in-person workshop benefited through networking with other professionals, not only with colleagues but also resource persons and experts in the field. Seventy-one per cent of participants felt the duration (the length of the workshop and the sessions) were satisfactory; a few participants wished the Phase II workshop to be longer.

After the workshop, Phase II participants continued communicating, set up a working group and published a scientific paper. This demonstrates the powerful influence of the in-person component of the programme.

The 2022 Programme received many applications and 83 learners earned certificates of completion. However, the changes from group work to more individual work removed some accountability and pressure on participants to complete the assignments. The Programme may therefore need to consider returning some aspects of group work to ensure a higher completion rate.

Technical and connectivity instability, the cost of the internet, and technological access continue to be a challenge for many participants in the Pacific. It is nonetheless promising that participants found creative ways around the problem for their final group presentations for Phase II, including using video recordings (Annex VI).
Conclusion
The 2022 Programme was a great success, especially with the return of the in-person component. Since the DRR Programme transitioned to be 100 per cent online in 2020 to work around the COVID-19 pandemic, UNITAR has seen a significant increase in the number of participants who complete the Programme. Creating the in-person second phase to build on the online learning was a necessary and effective step for the participants who showed great potential to further their work in disaster risk reduction in their communities.

The 2022 Programme brought together a high number of experts as training facilitators, presenters, mentors and resource persons. The number of women alumni in leadership roles, including those who return to help the DRR Programme, is a testament to the positive impact this programme is having on the Pacific community and in empowering women to lead disaster risk reduction efforts.
ANNEXES

ANNEX I: Increase in Skills and Knowledge (Phase I)

- **Describe the key principles of DRR, Sendai Framework for Action and the Sustainable Development Goals.**

- **Illustrate key lessons learned from Japan's experience regarding natural hazards, 2011 Great East Japan Earthquake and Tsunami and 2018 West Japan Floods.**

- **Understand eco-system based DRR.**

- **Describe key elements to reduce risks of biological hazards.**

- **Illustrate the importance of Gender-Inclusive Leadership in the context of DRR.**

- **Increase knowledge and awareness in women’s leadership in the Pacific, Asia, including Japan.**
ANNEX II: Increase in Skills and Knowledge (Phase II)
### ANNEX III: Phase I Training Programme Agenda

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<tr>
<th>Section</th>
<th>Courses</th>
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| **Section 1**  
Online EdApp - Introduction  
Introductory Webinar | 12-20 Sep  
Week 0 – Introduction to the Mobile Learning and the UNITAR Training  
14 Sep  
Opening – UNITAR Team  
Ms. Branwen MILLAR, United Nations Office for Disaster Risk Reduction (UNDRR) |
| **Section 1**  
Online EdApp - Introduction to DRR and Japan’s Experiences.  
Webinar 1 | 21-27 Sep  
Week 1 – Introduction to DRR  
28 Sep-4 Oct  
Week 2 – Sendai and SDGs  
5 Oct  
Dr. Laurice JAMERO, Manila Observatory – Philippines  
Dr. Tomoko TAKEDA, The University of Tokyo – Japan |
| **Section 2**  
Online EdApp - Climate Change and Disaster Risk Reduction in the Pacific  
Webinar 2 | 5 – 12 Oct  
Virtual Study Tours  
12 – 18 Oct  
Week 4 – Climate Change and Disasters in the Pacific and Asia  
19 - 25 Oct  
Week 5 – Hazards and Build Back Better  
26 Oct  
Ms Moana FAKAVA-KIOA, National Emergency and Disaster Management Office – The Kingdom of Tonga  
Dr Noralene UY, Anteneo de Manila University |
| **Section 3**  
Online EdApp - Women’s Leadership in Disaster Risk Reduction  
Webinar 3 | 26 Oct-1 Nov  
Week 6 – What is Gender and Why Gender Equality?  
2 - 8 Nov  
Week 7 – Gender and DRR  
9 - 15 Nov  
Week 8 – Women's Leadership in DRR  
16 Nov  
Jessica WALKER, UN Women – Fiji  
Ms. Molly NIELSON, National Emergency Operation Centre, Ministry of Natural Resources and Environment – Samoa |
| **Section 4**  
Online EdApp - Future Disasters: Preparedness and Community-based DRR  
Webinar 4 | 16-22 Nov  
Week 9 – Preparing for Future Disasters  
23-29 Nov  
Week 10 – Leave No One Behind; Community-based DRR  
30 Nov  
Ms Ruci SENIKULA, Pacific Disability Forum – Fiji  
Ms. Lorna P. VICTORIA, Center for Disaster Preparedness, Philippines |
| **End of training** | 2 Dec  
Final Submission |
## ANNEX IV: Phase II Training Workshop Agenda

**UNITAR HIROSHIMA WOMEN’S LEADERSHIP IN TSUNAMI-BASED DISASTER RISK REDUCTION PROGRAMME FOR WORLD TSUNAMI**

<table>
<thead>
<tr>
<th>Monday 6 March 2023</th>
<th>Tuesday 7 March 2023</th>
<th>Wednesday 8 March 2023</th>
<th>Thursday 9 March 2023</th>
<th>Friday 10 March 2023</th>
<th>Saturday 11 March 2023</th>
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<tbody>
<tr>
<td>Arrival</td>
<td>Conference Room</td>
<td>Conference Room</td>
<td>Island Tour</td>
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<td>Garden</td>
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<tr>
<td><strong>Venue:</strong> Orator Hotel 09:00-9:30 09:30-10:00</td>
<td><strong>Registration</strong></td>
<td><strong>Recap</strong></td>
<td><strong>Island Tour</strong></td>
<td><strong>Recap</strong></td>
<td><strong>Session 8 People with Disabilities</strong></td>
<td>Session 12. A Group Presentation - Preparation</td>
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<tr>
<td>Registration</td>
<td>Opening Remarks</td>
<td>Session 4 Indigenous Traditional Knowledge and DRR</td>
<td>Island Tour Upolu Island 8:55 Bus</td>
<td>Session 8 People with Disabilities</td>
<td>Mr. Faatino Utumapu Nuanua o le Alofa</td>
<td>Mr. Andrew Taofi Nuanua o le Alofa</td>
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<td>Keynote Speakers</td>
<td>Ms. Siosinamele Lui COSPPac Climate Traditional Knowledge Officer Secretariat of Pacific Regional Environment Programme (SPREP)</td>
<td>9:00-10:00 Samoa National Emergency Operating Center Tour 10:05-11:02 Red Cross</td>
<td>Herbert Bell Nuanua o le Alofa</td>
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<td>Introduction Agenda Objectives</td>
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<td>11:30-13:00</td>
<td>Participants Report</td>
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<td>Session 5 Leadership and Management Muliagatele Dr. Potoae Aiafi Oceania SMART</td>
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<td>Session 9 Gender and DRR Alexander Su’a-President Fagalima Tuatagaloa- VP Samoa Faafafina Association Vanilla Ice Heather (TBC) ROGERS Va’agi Kevin Schuster- President Samoa National Youth Council Papalii Mele Mauala UNWomen</td>
<td>Session 12. B Group Presentation</td>
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<td>15:30-16:30</td>
<td>Understanding Droughts, Storms and Flooding&lt;br&gt;Dr. Richard Crichton, Consultant - University of the South Pacific &amp; Dr. Ven Paolo Valenzuela, Research Fellow - National University of Singapore</td>
<td>Community based DRR&lt;br&gt;Ms. Molly Nielson Director - Samoa National Disaster Management Office</td>
<td>Working with the Media&lt;br&gt;Mata'afa Mr. Sosikeni Lesa Media Consultant</td>
<td>Certificate Ceremony&lt;br&gt;End of Programme</td>
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<td>16:30-17:30</td>
<td>Session 3&lt;br&gt;Pacific Disaster Experience and the Role of Research in DRR&lt;br&gt;Tuiloma Dr. Susana Taua’a Associate Professor - National University of Samoa</td>
<td>Synthesis&lt;br&gt;UNITAR DRR Team</td>
<td>Synthesis&lt;br&gt;UNITAR DRR Team</td>
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<td>18:00-21:00</td>
<td>Workshop Reception&lt;br&gt;Orator Hotel</td>
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</table>
ANNEX VI: Article by Alumni in Anthropocene Science

ANNEX VII: Media Coverage

Mar 6 (Newsline Samoa): “Regional Women Leaders Learn From Samoa’s Past Disasters”
https://newlinesamoa.com/regional-women-leaders-learn-from-samoas Past-disasters/

Mar 9 (Newsline Samoa): “UNITAR Hiroshima Women’s Leadership Training Programme for World Tsunami Awareness Day held in Samoa”

Mar 10 (Samoa Observer): “Pacific reps undergo risk-reduction training”
https://www.samoaobserver.ws/category/samoa/102446

Mar 18 (Newsline): “Leaders remember the Great East Japan Tsunami”

Mar 19 (Samoa Observer): “Great East-Japan earthquake, tsunami remembered”
https://www.samoaobserver.ws/category/columns/102568
### ANNEX VIII: Contribution to the 10 Core Values of UNITAR Division for Prosperity

<table>
<thead>
<tr>
<th>Additional explanation</th>
<th>Response</th>
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<tbody>
<tr>
<td><strong>(1) Generate change agents</strong></td>
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<tr>
<td>Number of people trained</td>
<td>83 (Phase I: 65; Phase II: 18)</td>
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<tr>
<td>Intensity of Training</td>
<td>Number of hours engaged (e.g., 100 hours). Type of training (hybrid, online, f2f)</td>
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<td>60 hours, online (EdApp: 40; Assignment: 4; Individual work: 6; Webinar: 10)</td>
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<td><strong>(2) Engage in coalition building</strong></td>
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<td>Disaggregated data by:</td>
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<tr>
<td>Gender</td>
<td>Male vs. female vs. others</td>
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<tr>
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<td>93% women / 5% male / 1% others</td>
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<tr>
<td>Stage of country development</td>
<td>How many participants are from industrialized vs. developing countries? How many from LDCs/SIDS?</td>
</tr>
<tr>
<td></td>
<td>54% SIDS / 46% others. 98% developing / 2% industrialized countries. 6% LDC</td>
</tr>
<tr>
<td>Urban vs Rural</td>
<td>How many from the capital vs. others</td>
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<td>Not Available</td>
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<td><strong>(3) Build partnership</strong></td>
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<tr>
<td>Number of partnerships</td>
<td>How many partnerships?</td>
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<td>25</td>
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<tr>
<td>Quality of partnership</td>
<td>Global, regional or local organizations?</td>
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<td>9 global, 12 national, 4 local</td>
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<td>To enhance substance or financial contribution</td>
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<td>Substance</td>
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<td><strong>(4) Boost relevance</strong></td>
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<td>Feedback from participants</td>
<td>Use relevant quotes from participants</td>
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<td>In the report</td>
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<td><strong>(5) Enhance contextualization</strong></td>
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<td>Number and quality of coaches/mentors</td>
<td>How many coaches/mentors were engaged</td>
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<tr>
<td>How many coaches/mentors were local or regional vs external?</td>
<td>14 Local</td>
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<tr>
<td>How many coaches/mentors were former participants / alum of UNITAR programmes?</td>
<td>2 alumni</td>
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<td><strong>(6) Promote gender equality</strong></td>
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<tr>
<td>Number of female participants</td>
<td>How many and percentage</td>
</tr>
<tr>
<td></td>
<td>77 female (93%)</td>
</tr>
<tr>
<td>Number of participants who completed the gender modules</td>
<td>How many and percentage</td>
</tr>
<tr>
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<td>83 individuals (100%)</td>
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<tr>
<td>Gender marking</td>
<td>Additional explanation</td>
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<td>Give a rating from 0 to 3 using the following criteria.</td>
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</table>

**Gender-markers**
- 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

(7) Foster innovation

<table>
<thead>
<tr>
<th>Diversity of modes of delivery</th>
<th>Short description of what innovative modes were introduced</th>
<th>The addition of an in-person regional training workshop as part of Phase II. Including the continuation of the previous development of 360° VR video, video documentary, 3D maps, drone-shot video</th>
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<tbody>
<tr>
<td>Adoption of innovative adult learning methodologies</td>
<td>Short description of what innovative adult learning methodologies were introduced</td>
<td>EdApp on mobile devices (cellular phones, tablets and computers)</td>
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(8) Champion ownership

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<tr>
<th>Quality of partnerships with local stakeholders</th>
<th>Short description</th>
<th>Various local and regional speakers were invited from diverse sectors (academia, government, international organizations and private)</th>
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<tbody>
<tr>
<td>Quality of the action plans</td>
<td>Short description of final outputs produced by the participants if any such as action plans</td>
<td>Participants developed comprehensive knowledge of DRR concepts and produced DRR plan in groups</td>
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(9) Stimulate sustainable development

| Number of participants who successfully completed the SDG modules | Same as left | 83 (100%) |

(10) Cultivate financial sustainability

| Funding size | Same as left | Major |