

学部・研究科 Faculty/School	学科・コース Course
Graduate School of Health Sciences	Department of Public Health

(1) 見たこと/What you saw; (2) 考えたこと/What you thought; (3) 感じたこと/What you felt;
(4) ジェンダーに敏感な災害対策はどのようなものだと思いますか

I attended the 10-day UNESCO Chair Summer Program and on the first half of the program, there are lectures and a field trip.

The lectures were on mechanisms about tsunami and earthquakes and global disaster response measurements. Lecturers considerably varied and I learned different and new initiatives from Japanese ones. This program main theme is gender and vulnerability, especially, I gained a deeper understanding of mental health issues from lectures. In the Gender Gap Index, Japan is at 114th and Indonesia is at 84th. It suggested that further improvement on this matter is needed obviously. Gender-related problems occurred at the time of disaster in particular; for example, not such a space where securely women change clothes, not special treatment for childbearing women, and insufficient supply for women and children's specific needs. Women tend to be not able to participate in decision-making processes, accordingly women's needs are unrecognized. Needless to say, the vulnerable people such as the elderly and children should be paid enough attention. I thought that satisfactory preparation for risks leads to disaster mitigation. Regarding mental health issues, there are appeared various problems; PTSD, anxiety, depression, acute stress disorder, lowering QOL, and suicide. The 2011 Great East Japan Earthquake caused disaster-related deaths because of physical and mental diseases. Establishing a decent evacuation site is crucial to reduce those unfortunate deaths after surviving the actual disaster itself.

In the fieldwork, we visited the facility which monitors the coast in Kemadang Village. It is located on the edge of the coastline and experienced many floods in the past. Their countermeasures are educating community, simulating possible flood, and making evacuation maps which indicate hazardous places in their community. They even use the traditional music bamboo instrument as an alarm named Kentongon. As an outcome of the disaster education, people tried to escape far from the coast when disaster occurred and they changed business sites to more secure places. In addition, I had an opportunity to visit BPBD DIY (Regional Board for Disaster Management) and observe an evacuation site in Cangkringan where people live due to Merapi volcano eruption. I was curious why people keep staying at the place where the volcano spews smoke around a year and might erupt any time, after I visited the facility and heard evacuees' stories, it was good for me to be able to obtain answers to some degree, however. There are several villages from the top of the Merapi volcano to the foot of it. This is because deposited ashes contribute to making fertile land good for agricultural crops. Yet, three hundred twenty people died and 400 thousand people were forced to migrate due to 2010 Merapi volcano eruption. As long as they live in this environment, disaster prevention education and/or measurement must be done to reduce potential risks. Their government also took an initiative to support the community, such as establishing "sister village" in the place where a whole community moved and making compensation for their lost livestock. After evacuation, some move back to the place they used to live, but the other never come back to the community in Japan. This "sister village" measurement implied a lot to us since the community broke down and/or difficulty of adjustment to new life in the new place have been observed in Japan.

In the latter half of the program, we had discussed time-series topics from the occurrence of disaster to

post-disaster activities helping the vulnerable people and making them comfortable in the evacuation site. The discussion went on with some difficulties due to our cultural differences. I also thought that my English efficiency prevented me from joining in discussion with full confidence, however, I tried to use facial expression and body gestures and it worked well to communicate with Indonesian and Taiwanese students. At the end of discussion, I somehow felt positive about my communication in English. This opportunity highly motivated me to study English further and discuss freely with various people in global setting.

All students in this program are from countries prone to any kind of disaster due to surrounding oceans and holding volcanoes in the circum-Pacific volcanic belt. Eventually, earthquakes, typhoons, landslides, volcanic eruptions have an enormous impact on us consequently. What the most I learned was pre and post-disaster risk management and support system are crucial. In order to reduce possible risks, furthermore, the ideas of the vulnerable people; women, children, the elderly, handicapped must be reflected in every aspect of measurements and create a society making it possible. Every community member has a unique need and it is required to provide those individual needs. In the near future, it is necessary to make initiatives toward disaster risk management in working closely with the vulnerable people in Japan.