

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

(1) While I stayed in Indonesia for two weeks, I had an opportunity to observe their lives based on Islamic precepts. There are places of worship everywhere, of course, at the campus of Gadjadara University. Around certain times, some music was played to call prayers, even it started at four in the morning. At the shopping mall, there was a facility where prayers can be clear their feet attached to the place of worship. In that place, men prayed at the front and women did at the rear. Not just shoppers but also salesclerks and security guards prayed together. I was also surprised there is an easy access to Halal food which is not so common in Japan yet. Due to religious restriction, there are no restaurants served pork and alcohol.

This summer course offered us various lectures and I could obtain knowledge about gender issues at disasters and activities related to forensic medicine. Also, we did fieldwork at Merapi volcano's evacuation areas named Kemas where hit by a tsunami. We visited at BPBD Headquarters and I learned the measurement of the volcano's monitoring and those are done by JICA and Japanese universities. Its hazard map showed us characteristics of disaster from the volcano such as the lava flowing fast along the river.

(2) There were many opportunities to think about disaster risk management through the group work. I noticed that various opinions from each of us brought better and diverse perspectives. I tend to percept several circumstances as a nurse. However, different perspectives from other students made me realize the importance of including various ideas from all kinds of people, either evacuees or evacuation site managers at the time of disaster. In addition to this, a more significant point to me was we need a head who takes a leadership under given circumstances and limited resources such as time. Even in our group work, it seemed that no one could not take a leadership, hence, I tried to be the leader. As a leader, in order to move the discussion forward, I asked members questions like, "How should we do for this and that?", then our group could reach some conclusion during the workshop. Until this group work, I have thought that being a leader is somehow just giving orders what do to. However, I actually happened to become a leader and saw group members could work together and tackle with agendas by answering questions and it got them to notice what we should do. This taught me that taking a leadership is surely possible to just facilitate everyone's opinions and get things moving. It showed me a different aspect of leadership and a good chance to overcome my hesitation of being a leader to some degrees.

(3) In this course, I learned that the importance of including standpoints from gender and vulnerable people at the time of disaster and it is not impossible to bring us peace. Still, most of us said the top priority is a faster reconstruction, therefore, I thought it is very hard to carry on disaster risk management which pays enough attention to the vulnerable people. In this workshop, since the

main topic is gender and vulnerability, needless to say, this point was discussed. Yet, at the actual disaster, I doubt whether a much diverse group in terms of age, affiliation, and so on could obtain a consensus about a plan of not excluding the vulnerable people's ideas. An aspiration to a better and peaceful world thought disaster risk measurement is ideal. I am afraid that attaining mutual consent is very difficult, however. At the same time, I think if there were not such hard work to get a consensus, reconstruction is never done and so is a peaceful world. Hence, I try to be a kind of person who actually does something for the world where people live in safe and peace.

(4) When we discussed how we should operate an evacuation site, most of our group members agreed with setting up nurseries only in women's rooms. I stated that nurseries should be in men's rooms since taking care of children is also for men's responsibilities. My point of view made other members notice of paying attention to gender and the vulnerable people is essential. We tended to plan the disaster risk management based on the viewpoint of the majority on the one hand, Indonesian students' opinions were affected by Islamic precepts in terms of gender role, and therefore, I thought that their ideas for gender were more fixed than ours. Exchanging opinions brought both of us a good opportunity to realize our gender bias.

To conclude, my ideas for gender-sensitive disaster risk management are: 1. Realizing our unconscious gender biases; 2. Obtaining consensus of gender and vulnerability oriented disaster measurements; 3. Everyone can speak out for her/his opinions freely and the measurement can be revised accordingly.