

# **Education Program 2024**

**Talking about disaster - How can we make our societies safer?**

**Program Dates: 12.7-12.8, 2024**

**Venue: On-line**

## **Participating Universities:**

**Gadjah Mada University (UGM), Indonesia**

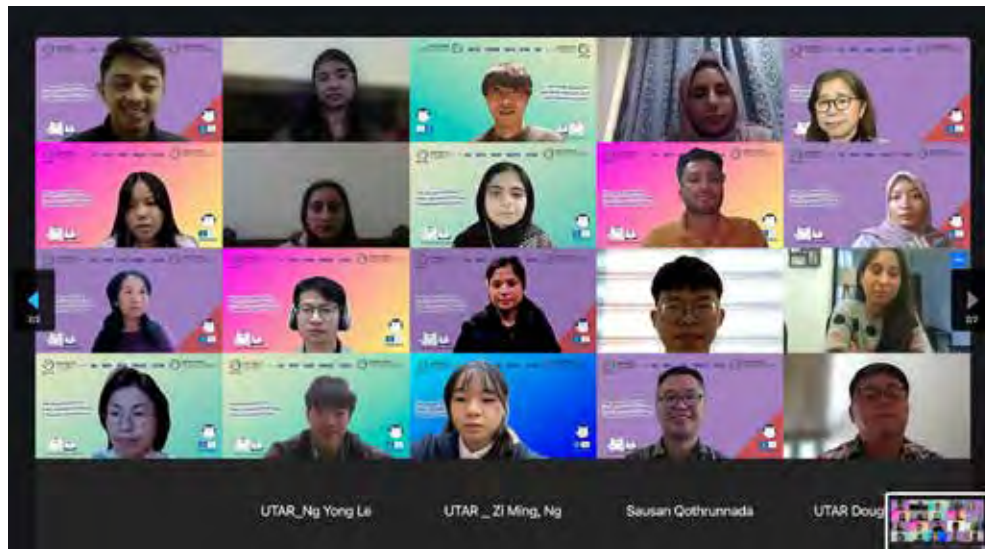
**National Kaohsiung University of Science and Technology (NKUST), Taiwan**

**Universiti Tunku Abdul Rahman (UTAR), Malaysia**

**Shifa Tameer-e-Millat University (SMTU), Pakistan**

**Kobe University (KU), Japan**

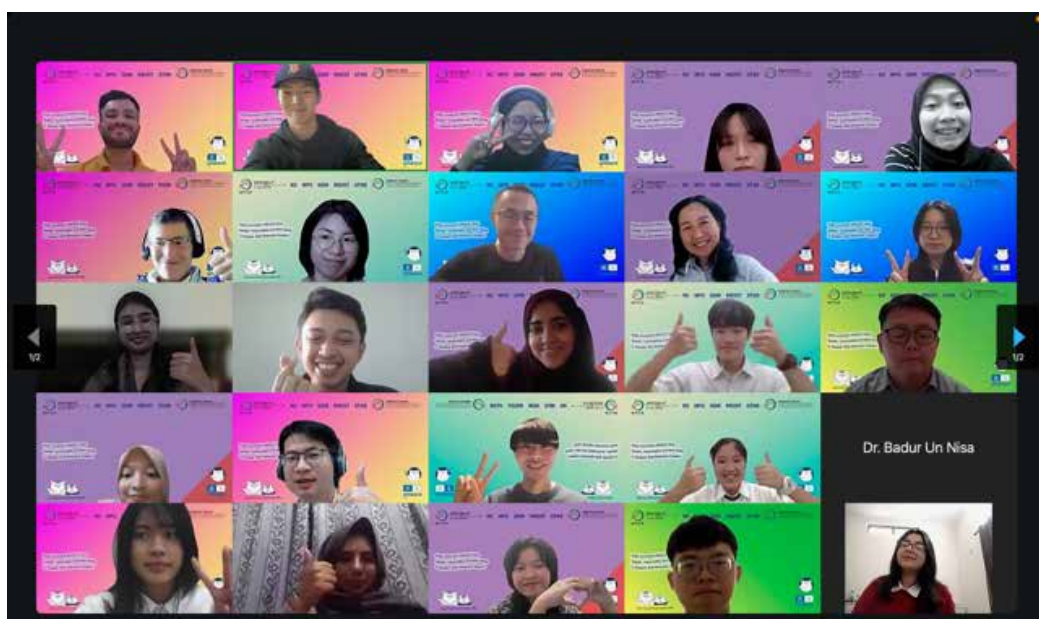
# Photos



## Kobe University UNESCO Chair

## Education Program 2024

December 7-8, 2024



# Contents

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|  |    |
|--|----|
| 1. Introduction.....                     | 4  |
| 2. Program Flyer .....                   | 5  |
| 3. Kobe University UNESCO Chair .....    | 6  |
| 4. Program Schedule .....                | 7  |
| 5. Short Lecture .....                   | 8  |
| 6. Student Presentations .....           | 15 |
| 7. Panel Discussion .....                | 37 |
| 8. Task for Students.....                | 45 |
| 9. Group Presentations .....             | 46 |
| 10. Responses to the Questionnaire ..... | 64 |

# Introduction

神戸大学ユネスコチェア事業の柱のひとつに、学部生や大学院生を対象に年に一度開催される「教育プログラム」があります。本年度は12月7日～8日にオンラインで開催され、神戸大学から4名、インドネシア8名、マレーシア5名、台湾10名（うちファシリテーター2名）、パキスタン10名の学生が参加しました。今年度のテーマ「災害を語ろう～より安全・安心な社会に私たちができること」のもと、前半は各国の現状についてのプレゼンテーションや教員によるパネルディスカッションをし、後半は、複数大学で構成されたグループが「身近な災害を比較してから、各自ができることを提示する」という課題に対して自らの回答を報告しました。

オンラインで初対面の相手と英語で議論することの難しさを味わう経験と共に、各国の類似点や違いについて学ぶことができたようです。アンケートには、「世界にたくさんの災害が起こることを学びました。防災について深く勉強すれば、すべての人にとってより安全になります。災害について大学のクラスメイトだけではなく、世界中の友だちとコミュニケーションする方法を学びました。」（高雄科技大学）、「他国の学生から、その国独自の文化や災害に関する情報を、彼ら自身の体験として聞けて良かったです。… 私は自分自身も含め、地震などの災害が起きたときにどのような対応が適切なのかを改めて調べ、憶えておきたいと思っています。」（神戸大学）などのコメントが多数ありました。ご興味がありましたら、ぜひ

来年度も教育プログラムを開催する予定ですので、ぜひご参加ください。



# Introduction

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One of the main pillars of the Kobe University UNESCO Chair is the Education Program, held for undergraduate and graduate students. This year, the event was held from 7-8 December, with 4 students from Kobe University, 8 from Indonesia, 5 from Malaysia, 10 from Taiwan (including two facilitators) and 20 from Pakistan. The theme for this year was, “Talking about disaster – How can we make our societies safer?” The first half consisted of presentations about their countries from each of the participating universities, as well as a panel discussion. The panelists consisted of instructors and former UNESCO Chair Education Program participants. For the second half, groups consisting of students from all the participating universities shared their responses to the assigned task, comparing disasters in different countries and suggesting roles for students in disaster risk reduction.

Students not only experienced the difficulty of having discussions in English online with people they are meeting for the first time, but also learned about differences and similarities among disasters in different places. According to the questionnaire responses, “I learned that there are a lot of disasters in the world. If we learn deeply about disaster risk reduction, everyone will be safer. I also learned how to communicate about disaster not only with my classmates but with people around the world” (NKUST). “I was glad to be able to hear from students in other countries about their cultures and about disasters in their countries, as well as their experiences of disaster. ... I want to investigate about what to do if there is an earthquake and be ready when a disaster strikes” (KU).

We are planning on holding Kobe University UNESCO Chair Education Program Conference next year, too. If you are interested, please join us.

# Program Flyer

**Kobe University**  
**UNESCO Chair**

*Gender, Vulnerability & Well-being in  
Disaster Risk Reduction Support*

**unesco**  
Chair

## online Education Program 2024

Talking about disaster – how can we make our societies safer?



Talk freely with students from universities in 5 countries

Let's talk about **DISASTER**

### Participating Universities

National Kaohsiung University of Science and Technology (Taiwan), Gadjah Mada University (Indonesia), Tunku Abdul Rahman University (Malaysia), Kobe University (Japan), Shifa Tameer-e-Millat University (Pakistan)

### Dates

**7 - 8 December, 2024 10:30-16:30**

\*Participants will also need to attend a few meetings before the program begins to prepare a group presentation and attend a follow-up meeting.

### Application Period

**7 October - 5 November** (About 10 people will be accepted)

### Qualifications

Must be a Kobe University undergraduate or graduate student, be interested and enthusiastic about discussing this topic, and want to participate using English

### Additional information

UNESCO Chair ( <https://www.office.kobe-u.ac.jp/opge-kyodo-sankaku/project/en/unesco/>) and GEMs

# Kobe University UNESCO Chair

## Kobe University UNESCO Chair

Title: Gender, Vulnerability and Well-being in Disaster Risk Reduction Support

Purpose:

- Share experience of disaster from Kobe University to the world
- Deepen connections with other countries, institutions to create a safer and more inclusive world

Duration: 4 years/term

- 1<sup>st</sup> term: 2018 - 2022
- 2<sup>nd</sup> term: 2022 – 2026

Run by Kobe University Gender Equality Office

## Partner Institutions



# Program Schedule

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## 7 December 2024

- 10:30            Opening (Professor Ronni Alexander, Kobe University)
- 10:45            Introduction to UNESCO Chair and the topic  
                    (Professor Ronni Alexander, Kobe University)
- 11:15 – 12:45   Presentations from each university: UTAR, UGM, NKUST, STMU, KU
- 13:45-15:00    Panel discussion "Building Resilience: Learning About Natural Disasters"
- 15:00            Explanation of task (Professor Yang, NKUST)
- 15:15-16:15    Group time
- 16:15            Photos, Ending

## 8 December 2024

- Good Morning (Professor Ronni Alexander, Kobe University)
- Finish preparing your group presentation
- Presentations (Groups 5-1)
- Comments from all
- Closing ceremony (Professor Alexander)

# Opening Remarks

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## Kobe University UNESCO Chair Education Program 2024 Opening Remarks

Ronni Alexander

UNESCO Chair Holder/ Professor Emerita/ Coordinator  
for Kobe University Gender Equality Office



# Opening Remarks



Kobe University UNESCO Chair:  
Gender, Vulnerability and Well-being in Disaster  
Risk Reduction Support

Online Education Program 2024  
Let's talk about disaster –  
safety and security for all  
2024.12.7-8

- Please mute your mic
- If necessary, change your name to the name you want people to use
- If possible, please keep your video on, especially during breakout room discussions
- We will be recording the sessions



TO BEGIN...

Ronni Alexander

OUR PROGRAM HAS 3 KEY WORDS

Gender (G)

Vulnerability (V)


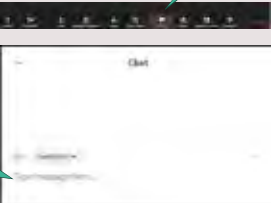
Well-being (W)

I WILL SHOW YOU SOME PHOTOS

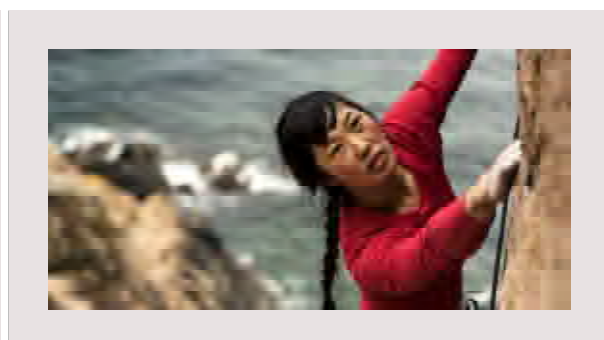
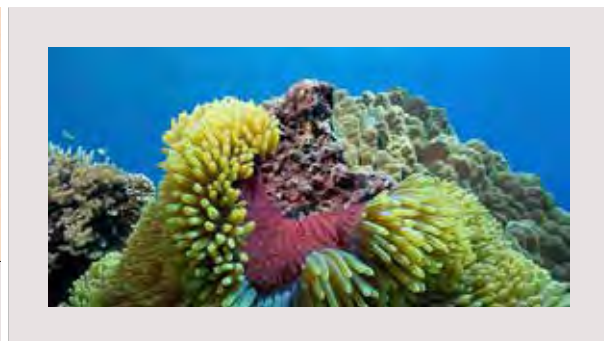
First click Chat

- For each photo
  - Decide if it is closer to gender, vulnerability, or well-being
  - DO NOT THINK! USE YOUR HEART TO DECIDE
  - Write in the Chat box – G or V or W
  - Enjoy the variation in responses
- There is no correct or incorrect answer!

Then type G (gender) or V (vulnerability) or W (well-being)



PRACTICE



# Opening Remarks



# Short Lecture

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## Education Program 2024 “Introduction to the Kobe University UNESCO Chair and to our Topic”

Ronni Alexander

UNESCO Chair Holder/ Professor Emerita/ Coordinator  
for Kobe University Gender Equality Office

# Short Lecture



Kobe University UNESCO Chair:  
Gender, Vulnerability and Well-being in  
Disaster Risk Reduction Support

**Education Program 2024**  
Let's talk about disaster – safety and  
security for all

Online, 2024.12.7-8




KONNI ALEXANDER, PH.D.  
KOBÉ UNIVERSITY UNESCO CHAIR, CHAIR-HOLDER  
KOBÉ UNIVERSITY GENDER EQUALITY OFFICE, COORDINATOR  
PROFESSOR EMERITA, KOBÉ UNIVERSITY

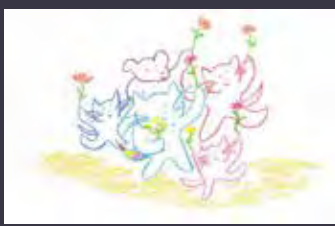
So nice to see you!

If possible,  
please turn your  
videos on, especially  
during group and  
plenary sessions

Please make sure  
your mics are on  
mute



This session is being  
recorded for our  
UNESCO Chair  
archive



Content of this  
introduction

1. Before we start - this is important
2. Who is here?
3. Our schedule
4. What is a UNESCO Chair?
5. Kobe University UNESCO Chair
6. Short introduction to our theme
7. Short exercise on disaster and gender, vulnerability and well-being
8. Some suggestions for how to approach this question
9. Some things to be careful about

We are here  
together

We are all different !

- Many people!
- New friends!
- Different languages!
- Different backgrounds!
- Different cultures!
- Different ideas!

Please be friendly!  
Please be respectful!  
Please be patient!



Here are some goals!

**Smile!** Good communication begins with a smile!

**Listen!** What are others saying?

**Speak!** Your ideas are important!

**Be brave!** Adding a new or different idea takes courage!

**Listen and act with patience!** Sometimes it is hard to express things, especially in English

**Act and speak with respect and kindness!** We are all here to learn and share. Please help to make sure that everyone has a good experience.


**Your tasks!**

Make at least 1 friend from each participating university!

Speak at least once in your group!

Try making a comment!

Have fun!



**We are from 5 universities! 37 students! 10 teachers! 4 UNESCO chair partner universities and a special guest!**

UGM: Gadjah Mada University (UGM), Indonesia  
NKUST National Kaohsiung University of Science and Technology (NKUST), Taiwan  
Universiti Tunku Abdul Rahman (UTAR), Malaysia  
Kobe University (KU), Japan  
Shifa Tameer-e-Millat University (SMTU), Pakistan

\* We all come from different academic fields!

The website at Kobe University is at the Gender Equality Office:  
<http://www.office.kobe-u.ac.jp/page/kyodo-sankaku/index.html>

Our schedule for today

| Day 1 | 10:30-10:45 | Welcome ice break                             |                                      |   |
|-------|-------------|---|--------------------------------------|---|
|       | 10:45-11:00 | UNESCO Chair introduction & gender & disaster |                                      | Ronni Alexander   |
|       | 11:15-12:45 | University presentations & comments           | Moderator: KU→UTAR→UGM→NKUST→SMTU→KU | UTAR, UGM, NKUST, MFU, SMTU, KU                                   |
|       | 12:45-13:45 | Lunch   |                                      |   |
|       | 13:45-15:00 | Panel discussion                              | Moderator: Nisa sensei               | "Feeling unsafe – Thinking about disasters occurring close to us" |
|       | 15:00       | Explain task and break into groups            | Moderator: Yang sensei               |   |
|       | 15:15-16:15 | Group time - introductions and discuss task   |                                      |   |
|       | 16:30       | Ending/photo                                  |                                      |   |

Your groups for today and tomorrow

| Group 1 | Group 2 | Group 3 | Group 4 | Group 5 |
|---------|---------|---------|---------|---------|
| UTAR    | UGM     | NKUST   | MFU     | SMTU    |
| UTAR    | UGM     | NKUST   | MFU     | SMTU    |
| UTAR    | UGM     | NKUST   | MFU     | SMTU    |
| UTAR    | UGM     | NKUST   | MFU     | SMTU    |
| UTAR    | UGM     | NKUST   | MFU     | SMTU    |
| UTAR    | UGM     | NKUST   | MFU     | SMTU    |
| UTAR    | UGM     | NKUST   | MFU     | SMTU    |
| UTAR    | UGM     | NKUST   | MFU     | SMTU    |
| UTAR    | UGM     | NKUST   | MFU     | SMTU    |
| UTAR    | UGM     | NKUST   | MFU     | SMTU    |

**DO YOU KNOW YOUR GROUP NUMBER?**

# Short Lecture

## Our schedule for tomorrow

| Day 2       |  |                            |                              |  |
|-------------|--|----------------------------|------------------------------|--|
| 10:30-10:45 | Welcome & ice-break                        |                            |                              |  |
| 10:45-12:45 | Group time - prepare presentation          |                            |                              |  |
| 12:45-13:00 | Back to main room - questions or problems? |                            |                              |  |
| 13:00-14:00 | Lunch                                      |                            |                              |  |
| 14:00-15:15 | Presentations 10 min/group                 | Moderator<br>1-95-94-93-92 | Group order<br>5, 4, 3, 2, 1 |  |
| 15:15-16:00 | Comments                                   | All sensei                 |                              |  |
| 16:00-16:30 | Photos, ending                             |                            |                              |  |

2024/12/7

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9

## What is a UNESCO Chair?

More than 1000 Chairs,  
120 UNITWIN networks  
worldwide



Objective: creation of a university network for:

- Teaching
- Research
- Cross-border sharing of knowledge

### Approval

- Needs approval by UNESCO headquarters
- Four-year period
- No accompanying funding

### Role

- Contribute to research, education, partnering, community outreach
- Learn more?

<https://www.unesco.org/en/unitwin/about?hub=84637>



2024/12/7

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10

## Kobe University UNESCO Chair

Title: Gender, Vulnerability and Well-being in Disaster Risk Reduction Support

### Purpose:

- Share experience of disaster from Kobe University to the world
- Deepen connections with other countries, institutions to create a safer and more inclusive world

Duration: 4 years; 1<sup>st</sup> term: 2018 - 2022; 2<sup>nd</sup> term: 2022 - 2026

Only UNESCO Chair on gender & disaster

Under supervision of UNESCO Women's Division

Part of a Global Network of UNESCO Chairs on Gender (23 chairs)

UNITWIN

Learn more? The website at Kobe University is at the Gender Equality Office: <https://www.office.kobe-u.ac.jp/office-hyodo-sankaku/en/index.html>



K. ALEXANDER

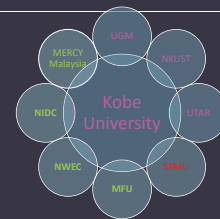
2024/12/7

11

## Partner Institutions

\* Students and Faculty attending this meeting

- Partner but not present
- Not partner but students and faculty attending
- UGM: Gadjah Mada University, Indonesia
- NKUST: National Kaohsiung University of Science and Technology, Taiwan
- UTAR: Universiti Tunku Abdul Rahman, Malaysia
- Kobe University, Japan
- Shifa Tameer-ul Millat University, Pakistan
- MFU: School of Social Innovation, Mae Fah Luang University, Thailand
- NIDC: Network for International Development Cooperation, Thammasat University, Thailand
- Mercy Malaysia, Malaysia
- NWEC: National Women's Education Center, Japan



2024/12/7

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12

## Tasks of our UNESCO Chair

This conference

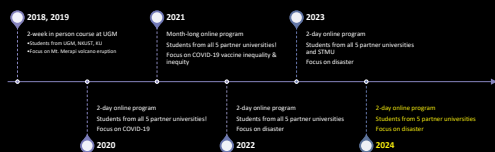
| RESEARCH  | EDUCATION/<br>AWARENESS  | GUIDELINES  | POLICY<br>RECOMMENDATIONS  | DDR NETWORK<br>EXPANSION   |
|---|--|---|--|--|
| Joint research with partners <ul style="list-style-type: none"> <li>Gender sensitive and inclusive guidelines for disaster risk reduction</li> <li>Build multidisciplinary model for DRR</li> </ul> | Awareness & strategy implementation <ul style="list-style-type: none"> <li>Training for students, professional, policy makers</li> <li>DRR awareness activities for local community</li> <li>Develop teaching materials</li> </ul> | Establish guidelines <ul style="list-style-type: none"> <li>Circulate and disseminate through seminars, symposia, HP, etc.</li> </ul> | Policy recommendations <ul style="list-style-type: none"> <li>Should meet local needs</li> <li>Should aim to build more resilient and inclusive society</li> </ul> | Expansion of DRR network <ul style="list-style-type: none"> <li>Build international DRR network based on gender equality, social inclusion and well-being</li> </ul> |

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13

## Education program: To help you find your own role in disaster preparedness and support



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14

## Research program

Edited volume published in November 2023

Contributions from all the partner institutions

Covers many aspects of gender and vulnerability in disaster support



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2024/12/7

15



## Teaching materials

A multi-lingual disaster glossary


2024/12/7

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16



# Short Lecture




**Our theme this year**

**Let's talk about disaster – safety and security for all**

**Natural Disasters**

2024/12/7 R. ALEXANDER 17



**Expected learning outcomes**

Awareness of:

- Impact of disaster from perspectives of gender, vulnerability and well-being
- Especially women, marginalized genders and other vulnerable people
- Vulnerability changes depending on the circumstances
- Differences among various types of disasters
- Importance of climate change and climate-related disasters
- Importance of complex disasters
- Ex: climate-related disasters + pandemic
- Impact of information/disinformation in disaster

How to make new friends across borders using Zoom!

2024/12/7 R. ALEXANDER 18

**Disaster (WHO training package)**

**An occurrence that**

- disrupts the normal conditions of existence
- causes a level of suffering that exceeds the capacity of adjustment of the affected community.

**Vulnerability (UNDRR)**

Determined by

- physical, social, economic and environmental factors or processes
- increase the susceptibility of an individual, a community, assets or systems to the impacts of hazards.

**Gender (WHO)**

- characteristics of women, men, girls and boys
- socially constructed
- includes norms, behaviours and roles associated with being a woman, man, girl or boy, as well as relationships with each other
- varies from society to society and can change over time
- is hierarchical
- produces inequalities that intersect with other social and economic inequalities
- gender is not just men and women/masculine and feminine.
- Gender includes diverse genders and sexualities

**Key terms**

2024/12/7 R. ALEXANDER 19

**Well-being (WHO)**

**Positive state experienced by individuals and societies**

Like health, it is a resource for daily life determined by social, economic and environmental conditions

Includes

- quality of life
- ability of people and societies to contribute to the world with a sense of meaning and purpose.

"A society's well-being can be determined by the extent to which it is resilient, builds capacity for action, and is prepared to transcend challenges" (Glossary of Terms 2021).



2024/12/7 R. ALEXANDER 20

**How can we provide for the well-being of all?**

10 domains of well-being:

1. social connectedness
2. lifestyle behaviors
3. stress and resilience
4. emotions and mental health
5. physical health
6. purpose and meaning in life
7. sense of self
8. financial security
9. spirituality and religiosity
10. exploration and creativity (Stanford WELL for Life)

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**Are you vulnerable?**  
Use the chat to say YES or NO

You are:

- Single
- Woman
- 35 years old
- High income
- High education
- Physically and mentally healthy

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**Are you vulnerable?**  
Use the chat to say YES or NO

You are:

- Married
- Man
- 50 years old
- No income
- Little education
- Hungry

R. ALEXANDER



**Are you vulnerable?**  
Use the chat to say YES or NO

You are:

- Gay
- 25 years old
- Working
- Healthy
- In love
- Rejected by your family

R. ALEXANDER



# Short Lecture


Let's imagine!

Who are you?  
Are you vulnerable?

Age?  
Ability/disability?  
Gender?  
Education?  
Income?  
Family?  
Language?  
Healthy?  
Traveling or home?  
IT competent & connected?  
What sort of clothing do you wear?



20/04/2017 6. ALEXANDER 25



A game for us!

I will show a photo

Imagine the NEW you in that photo

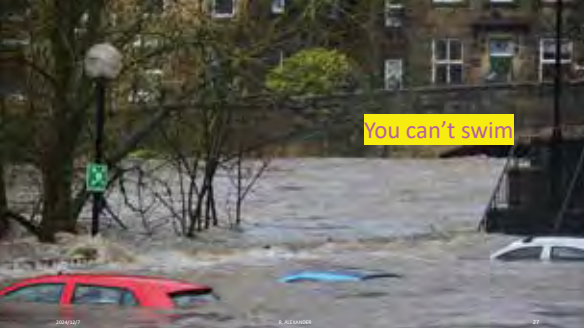
- What are you doing?
- Are you vulnerable?
- How is your well-being?

I will add a comment

- How does that change things for you?

No time to think – use your heart!

6. ALEXANDER 26



You can't swim

20/04/2017 6. ALEXANDER 27



You are with your mother who has dementia

20/04/2017 6. ALEXANDER 28




You have lost your house and become separated from your family

20/04/2017 6. ALEXANDER 29



you are running away and carrying a baby

20/04/2017 6. ALEXANDER 30



You have COVID-19

20/04/2017 6. ALEXANDER 31

Thinking about gender and disaster



Gender inequality, gender and other discrimination, patriarchal institutions and attitudes mean:

- In general, more women die or suffer during or after disasters
- Women face disproportional effects of climate change
- Women are less able to access social resources for recovery
- Women have less capacity to respond, adapt to hazards
- Women are generally less able to exercise power – not part of decision making and leadership
- Usually gender-based violence increases after disaster
- Women are expected to care for others, rather than themselves

20/04/2017 6. ALEXANDER 32

# Short Lecture

**Inequality and inequity: women and girls**

Issues especially affecting women and girls

- Working women are often in hardest hit jobs, jobs which lack social protection, healthcare and other frontline services
- Increased work as unpaid family, community caregivers
- Often have to pick up the slack where schools, childcare and other services are shut down or scaled back
- Lower levels of education? Finding and evaluating information, digital access and skills
- Less access to technology and information
- Domestic violence, especially where women are locked down with their abusers – 25-500% increase in use of hotlines, shelters, internet resources

Increases in:

- Poverty, unplanned pregnancies, school dropouts, child labor of adolescent girls, household work, maternal deaths, food insecurity and malnutrition, trafficking, transactional sex, cyber harassment

Reduced or loss of:

- Income, financial empowerment, access to healthcare and WASH (water, sanitation, hygiene – especially reproductive health)

Likely to be lasting negative implications for women's economic security and autonomy

20/04/2020 E. ALEXANDER 33

**Not only women are vulnerable**

Men

- Expected to be brave and strong
- Often engage in unnecessarily dangerous behavior
- Feel they have to support families
- Fewer social connections can lead to isolation, loneliness and sometimes death

Sexual minorities

- Isolated from their families, communities
- Unwilling, unable to go to shelters
- Unable to access necessary medication
- Often unable to get information about loved ones and friends

20/04/2020 E. ALEXANDER 34

**We will learn about disaster here**

Remember to include our 3 key words

- gender
- vulnerability
- well-being

How do they change with different kinds of disaster?

- Floods
- Earthquakes
- Fires
- Volcanoes
- Extreme weather

Gender cuts across all categories of identity

- Ability/disability
- Ethnicity, etc.

Climate change

- Perpetuates and exacerbates gender differences
- Especially risky for those who are dependent on natural resources for survival

20/04/2020 E. ALEXANDER 35

**Our goal:** How can we achieve approaches to disaster risk reduction that focus on vulnerability and well-being and are **gender transformative**\*?

\*GENDER TRANSFORMATIVE = ADDRESSING THE ROOT CAUSES OF GENDER INEQUALITY

20/04/2020 E. ALEXANDER 36

**What I hope you will do here**

Learn from one another!

Be courageous! Ask a question or give your opinion.

Reflect on your own experience!

Listen respectfully and with kindness!

Think about what you can do for your community!

Think about how and why gender, vulnerability and wellbeing are important!

Think about how we can Build Back Better to make future generations safer!

ENJOY and make new friends!

20/04/2020 E. ALEXANDER 37

**Making a safer world - What is your vision? What is your dream?**

20/04/2020 E. ALEXANDER 38

**THANK YOU**

20/04/2020 E. ALEXANDER 39

20/04/2020 E. ALEXANDER 40

# Student Presentations

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## **“Talking about disaster: How can we make our societies safer?”**

### **Presentations from each university:**

Universiti Tunku Abdul Rahman (UTAR), Malaysia

Gadjah Mada University (UGM), Indonesia

National Kaohsiung University of Science and Technology (NKUST), Taiwan

Shifa Tameer-e-Millat University (SMTU), Pakistan

Kobe University (KU), Japan

# Universiti Tunku Abdul Rahman



UNESCO CHAIR  
Gender, Vulnerability and Resilience  
in Disaster Risk Reduction Support

Feeling unsafe – Thinking about  
disasters occurring close to us

## Malaysia

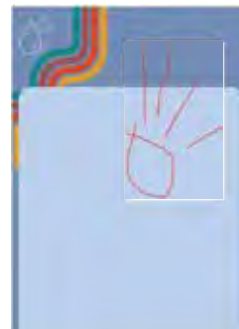
Tan Kok Weng (PhD)  
Associate Professor  
Faculty of Engineering and Green Technology  
Universiti Tunku Abdul Rahman  
Malaysia  
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Part I : Introduction of Malaysia's climate

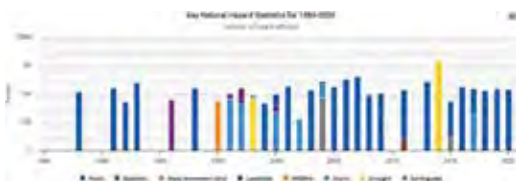
Part II : Natural Disasters in Malaysia

Part III : Disaster Risk Management and Gender Equality Issues

## Part I Introduction of Malaysia's Climate



Source:  
METMalaysia  
B:  
Malaysia



Malaysia - Vulnerability | Climate Change Knowledge Portal

## Part II Natural Disasters in Malaysia



# Universiti Tunku Abdul Rahman

## Flood Disaster

- Floods are an overflow or increasing volume of water level which occurred within a specific time and temporary.
- (i) **Fluvial flood (river)** and (ii) **Pluvial flood (Flash)**
- Flood disaster** - This type of flooding happens during a storm at the same time create side events e.g landslide and mudslide
- Cause:** La Nina, inter moonsoon season exchange; and solid waste issue.
- Impacts:** **Threaten life, economic and property loss**



Kajang, Selangor 2014  
(thestar.com.my)



Massive floods in Shah Alam on Dec 19, 2021.



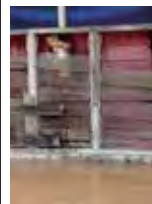
Jln Semantan KL, 2016  
(<https://www.rst.com.my/news/2016/05/145291/more-40-cars-trapped-kl-flash-floods>)



From various sources of Sinchew Daily and Chinapress



From various sources of Sinchew Daily and Chinapress



「影」：許添源 400 萬「許」  
一個口樓堅啟上」  
A 設立 China Press 2024



「影」：許添源 400 萬「許」  
A 願係」A 設立 China Press  
2024

## Landslide

- A landslide is defined as the movement of a mass of rock, debris, or earth down a slope mainly due to gravity
- Causes** – Rainwater, Soil erosion.
- Probability** – moderate
- Impacts** – **loss of live, loss of property**



Highland Tower, Selangor collapse  
11 December 1993

Collapsed from a major landslide caused by heavy rains and kills 48 deaths

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- Mudslide caused by tropical storm in Keningau, Sabah, 25 Dec 1996.
- Kills 230 people



Massive landslide in 2008 that destroyed 14 bungalows and claimed 13 lives at Taman Bukit Mewah and Taman Bukit Utama in Bukit Antarabangsa. People living near hills and slopes are expected to keep a watchful eye during the rainy season.  
<https://www.thestar.com.my/news/nation/2013/09/29/keeping-a-close-watch-on-highlands/#lUzU7CT9gOHJstV.99>



Massive landslide occurred at the Batang Kali campsite on 16 December 2022

killed 31 people including 11 children

## Prolonged Drought Season

- A drought is a long period when there is little or no rain.
- Cause by different factors: El Nino (Natural), global warming (Man made), deforestation (Man made)
- Serious Hydrological drought – 1998 and 2014



Residents get their water supply from a tanker in Kuala Lumpur, Malaysia, 19 February 2014. by Ahmad Yusni/EPA



SELANGOR DAM LEVEL DROPS, MALAYSIA BEGINS WATER RATIONING  
 BY NEW JO-LYN 2014



Farmers in a parched paddy field in Perlis, Malaysia. The drought across the country has hit farmers. PHOTO: THE STAR/ASIA NEWS NETWORK

## Part III Disaster Risk Management and Gender Equality Issues



<https://www.un.org/womenwatch/daw/interim-report-of-the-secretary-general-on-the-impact-of-disasters-on-women-and-girls-as-basis-targets-and-agents-of-humanitarian-response>

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Feeling unsafe – Thinking about  
disasters occurring close to us

## Malaysia

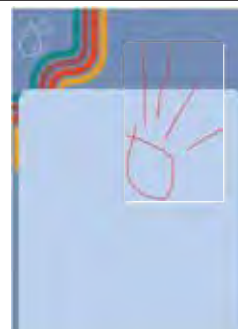
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Part I : Introduction of Malaysia's climate

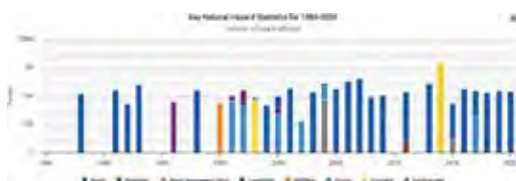
Part II : Natural Disasters in Malaysia

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## Part I Introduction of Malaysia's Climate



Source:  
METMalaysia  
B-  
Malaysia's



Malaysia - Vulnerability | Climate Change Knowledge Portal

## Part II Natural Disasters in Malaysia

# Universiti Tunku Abdul Rahman

## Gender Equality and Disaster Risk Management in Malaysia

- No discrimination policy for the **Preparedness, Prevention, Response and Recovery** in Disaster Management
- Disaster management (national Security) – **Federal government top-down approach**
  - Disaster management and Relief Committee /National Disaster Management Agency (NADMA)
    - The Drainage and Irrigation Department (DID) and Public Work Department, – **flood management** – engineering work
    - Meteorological Department – Weather forecasting, early warning
    - Department of Social Welfare – food and supplies, community welfare
    - Army, Police, air force, Civil Defence Department and Fire and Rescue Department – rescue and evacuation, safety and security
  - NGOs such as MERCY, Tzu Chi and many other organisations, private sectors, - financial aid, food, medical supplies and recovery

## Issues for vulnerable groups e.g women, children and elderly during the flood disaster

### Responses

1. Lacks the ability to escape to the relief shelter – **Women who living in rural area** traditionally they don't have the driving skill and weak social network.
2. Temporary disaster relief shelters with **limited privacy (Safety and health)**
3. **Lack of medical facilities** for vulnerable group e.g elderly and children in certain temporary relief shelter

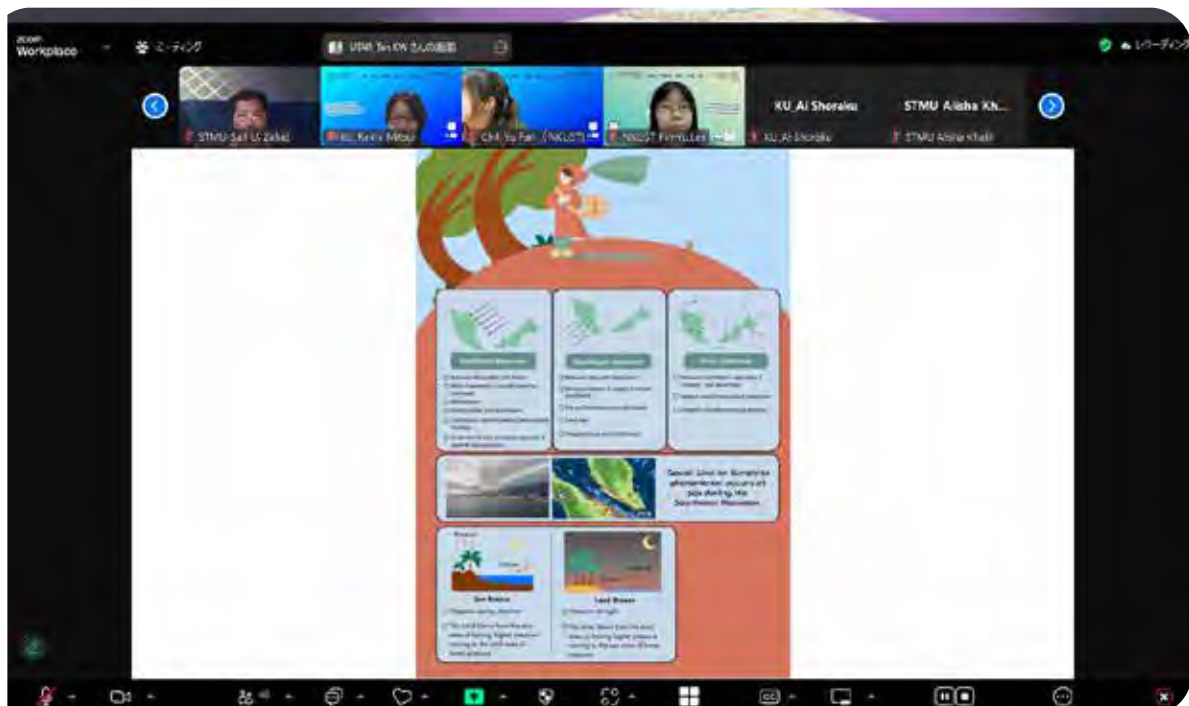
### Recovery

1. Financial aid – goes to *ketua rumah* (Head of the household)
2. Women as victim of domestic violence after the disaster

## References

1. Ng, May Yee. Flood disaster in Malaysia : Gender sensitive humanitarian aid ?. Heriot Watt University
2. Klima Action Malaysia.2024. Women and Climate Crisis in Peninsula Malaysia. OHCHR
3. Farah Syazwani Hayrol Aziz, , Nor Hafizah Selamat, Noraida Endut,Rashidah Shuib, Leila Mohajer, Yudi FernandoWomen. 2016. Gender, and Disaster: A Case Study of Flood Victims in Kota Bharu, Kelantan. 3rd KANITA POSTGRADUATE INTERNATIONAL CONFERENCE ON GENDER STUDIES 16 – 17 November 2016.

The End



# Gadjah Mada University (UGM)

Universitas Gadjah Mada

## HOW DO DISASTERS IMPACT OUR LIVES AND SOCIETY???



## WE ARE?

Amalia Khasanah Ima Dudini  
Aulia Mayshalwa Az Zahra  
Christian Agustinus M.  
Ervina Putri Az-Zahra  
Herlina Susilawati  
Meyca Nabila Vidyana  
Salwa Afrilia Budianti  
Sausan Qothrunnada



## INDONESIA


The most populous country in Southeast Asia (4th in the world) and situated on an archipelago. It has three tectonic plates, surrounded by the Pacific Ring of Fire and located between the Indian and Pacific oceans.

The wide variants of people, ethnicity, language, and culture are represented by the national motto, "Bhinneka Tunggal Ika" (unity in diversity), while the national anthem is called "Indonesia Raya".





## UNIVERSITAS GADJAH MADA

One of the oldest universities that located in Yogyakarta, Indonesia and established on December 19, 1949 as a national university. UGM has 18 faculty and school, 278 study program, 125 joint degrees, and 23 research center.




## 5.8M EARTHQUAKE

Date: August 26, 2024  
Time: 7 PM  
Location: Yogyakarta  
Epicentre: Gunung Kidul



Prambanan Market

- Caused by rock deformation
- 78 aftershocks
- No tsunami
- Some buildings are collapsed

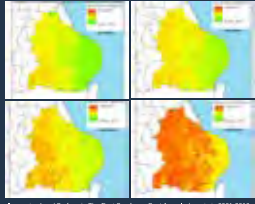


## Increasing Land Surface Temperature

Surabaya is continuously experiencing an increase of maximum land surface temperature (LST) over the past years (Badan Meteorologi dan Geofisika, Indonesia).

|      |                 |
|------|-----------------|
| 2023 | : 29,6-36,2 (C) |
| 2024 | : 32,2-37,5 (C) |

Causes: Seasonal changes; sun movement; increasing population, housings, and excess energy consumption; and large garbage landfills.



Increasing Land Surface in The East Sundary, East Java, Indonesia in 2020-2019  
Source: Jitayu A & Sutedjo C., 2017 Analisis Perubahan Temperatur Permukaan Wilayah Surabaya Timur Tahun 2001-2016 Menggunakan Citra LANDSAT, Jurnal Teknik ITS, 6(12): 3387-3509.

## What's the Impact?

- Heat stroke
- Heat exhaustion
- Dehydration and malnutrition among children
- High Risk of Chronic Obstructive Pulmonary Diseases
- Uncertainty amount of marine and agriculture products, especially for women fisherman
- Worsen water quality
- Increasing transmission of vector-borne diseases

Potential victims? ➡ **Women and Children**

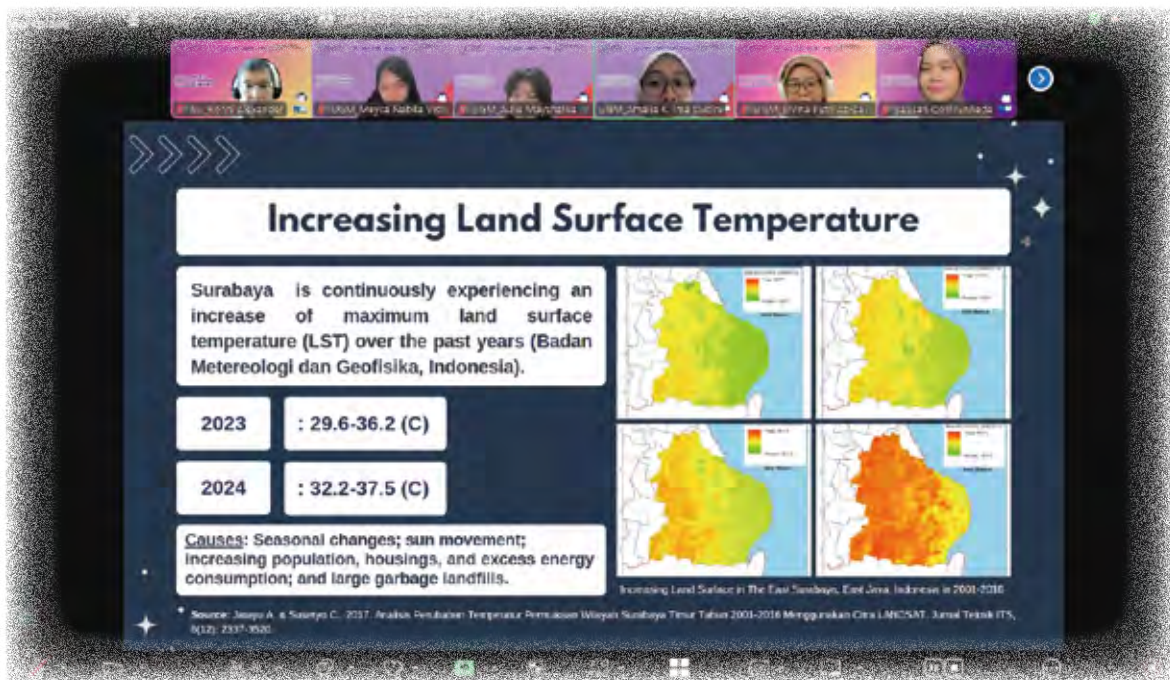
## SIMILARITIES?

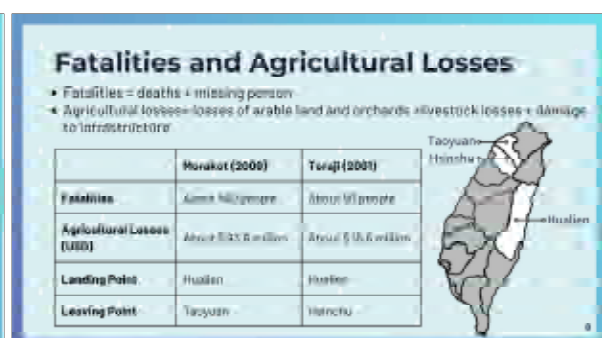
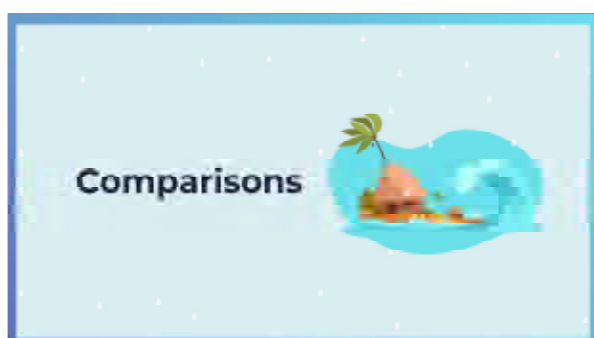
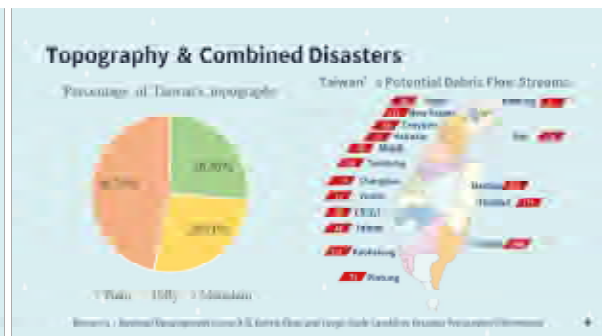
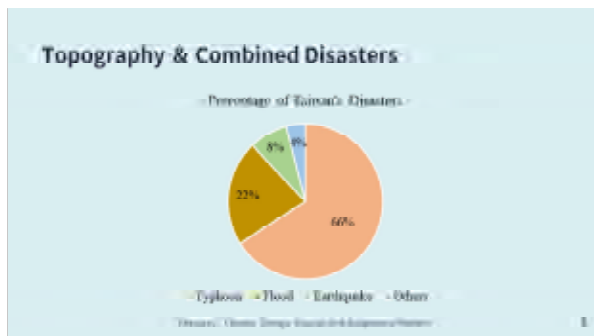
- Life-threatening natural disaster
- Affecting vulnerable groups (women, children, and disabilities)
- Potentially influence psychological, social, and economical aspects
- Can be early warned and mitigated, hence reducing major impact

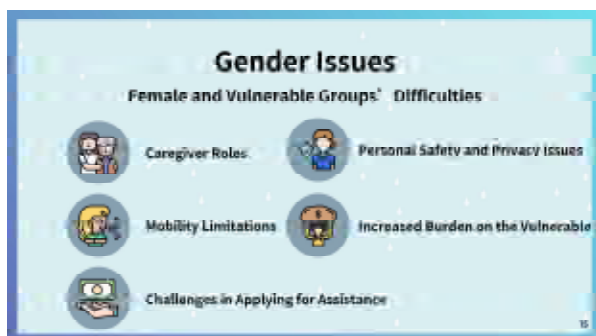
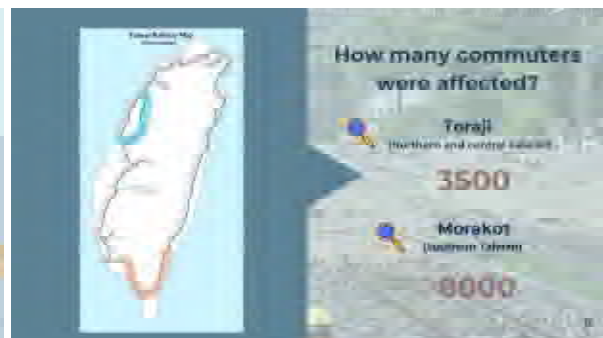
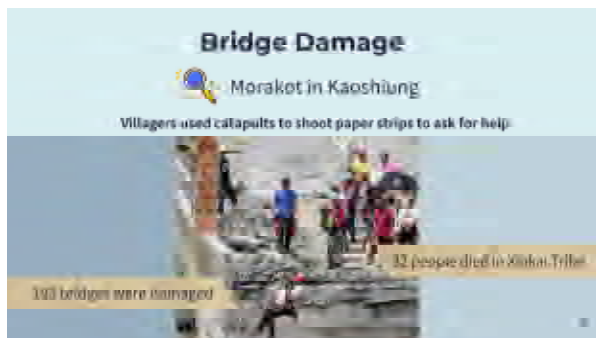
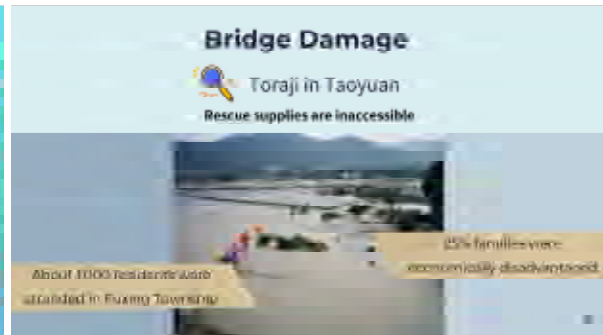


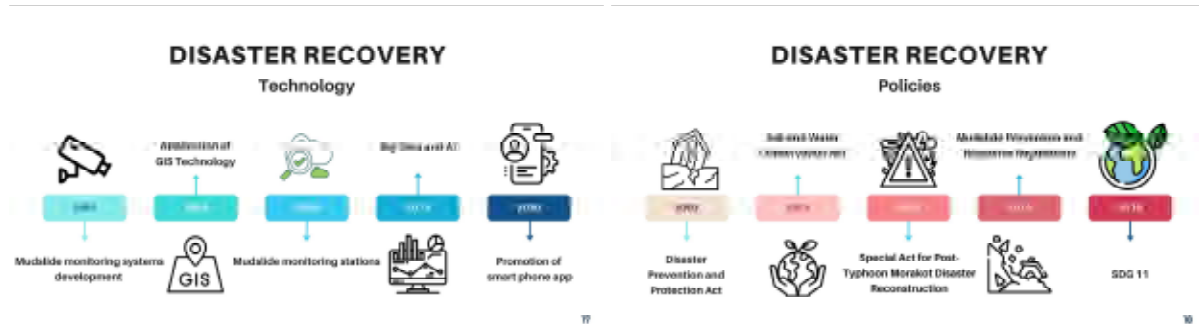


# Gadjah Mada University (UGM)









### Disaster Recovery

**Governmental:**

1. Tax Reduction
2. Allowance (agricultural loss)
3. Low interest loan

**Nongovernmental (NPO):**

1. Rebuild their home and transportation
2. Home visiting
3. Donate menstrual products

### Disaster Recovery

#### Gender Issues

**5 GENDER EQUALITY**

SDGs Goal 5

### Disaster Recovery

#### Gender Issues

Provision of Care Services

Mental Health Support

Enhanced Safety Measures

Job Assistance

Adjustment of Financial Assistance Policies

### Disaster Recovery

#### Gender Issues

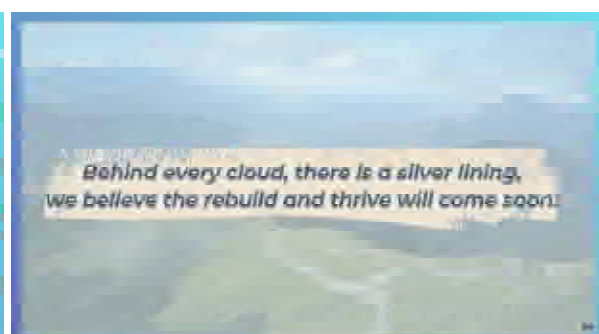
**90% Male**

the self-governing groups formed by disaster victims in the affected areas

CEDAW

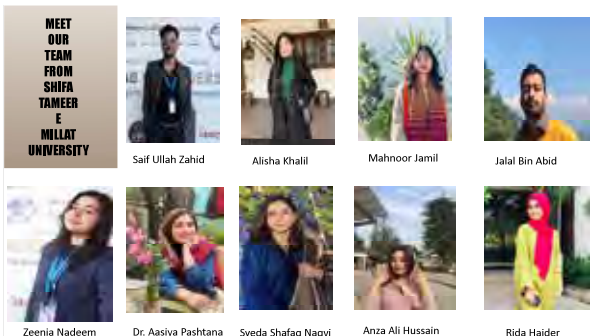

### What can we do?

- Donate second-hand materials
- Volunteers for credits
- Collaborate with female product companies
- Start social caring clubs






# Shifa Tameer-e-Millat University (SMTU)

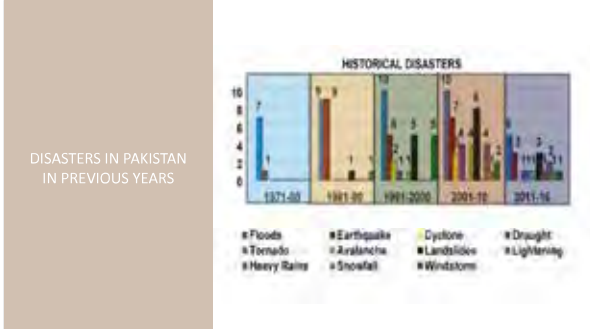
**Introduction**

Natural disasters are destructive events caused by natural forces, such as earthquakes, hurricanes, floods, tsunamis, tornadoes, wildfires, and volcanic eruptions, affecting people, communities, and economies.



**Types Of Natural Disasters**

|  |  |  |
|--|--|--|
| <ul style="list-style-type: none"> <li>Earthquake</li> <li>Tsunami</li> <li>Hurricane</li> <li>Tornado</li> <li>Flood</li> <li>Epidemic</li> </ul> | <ul style="list-style-type: none"> <li>Drought</li> <li>Wildfire</li> <li>Landslide</li> <li>Volcanic eruption</li> <li>Avalanche</li> <li>Famine</li> </ul> | <ul style="list-style-type: none"> <li>Blizzard</li> <li>Heat wave</li> <li>Cold wave</li> <li>Thunderstorm</li> <li>Sinkhole</li> </ul> |
|--|--|--|



**Management of Disaster:**

It involves strategically organizing resources to lessen the harm that disaster cause. It also involves a systemic approach to manage the responsibilities of disaster prevention, preparedness, response and recovery. The basic disaster management cycle comprises of 5 stages:


- 1) Prevention of threat of any disaster
- 2) Reduction of risk of any disaster or its consequences
- 3) Readiness of deal with any disaster
- 4) Promptness in dealing with a disaster
- 5) Assessing the severity of the effects of any disaster



**Challenges faced by Pakistan at the time of disaster:**

Pakistan faces numerous challenges during natural disaster, including:

1. Inadequate infrastructure and resources
2. Insufficient emergency funding
3. Limited access to remote and affected areas
4. Inadequate disaster preparedness and planning
5. Weak communication networks
6. Lack and trained personnel and equipment
7. Inadequate shelter and relief facilities






# Shifa Tameer-e-Millat University (SMTU)

## Disease management during disaster



Disease management during a disaster involves a number of steps, including:

- **Rapid assessment:** Identifying and quantifying the main health threats to the population
- **Prevention:** Providing basic health care, food, water, sanitation, and shelter
- **Surveillance:** Monitoring disease trends and detecting outbreaks
- **Outbreak control:** Controlling outbreaks of disease through rapid response, confirmation, investigation, and implementation of controls
- **Disease management:** Prompt diagnosis and effective treatment

Some diseases that can produce epidemics after a disaster include:

Cholera, Measles, Meningococcal meningitis, Shigellosis, Hepatitis A and E, and Diarrheal disease

Natural and complex disasters significantly increase mortality and morbidity due to communicable diseases.



## Major Causes of Communicable diseases:

1. Infections from contaminated food and water
2. Respiratory infections
3. Vector and insect-borne diseases
4. Infections from wounds and injuries

Prevention and Mitigation

1. Appropriate intervention can greatly reduce morbidity and mortality from communicable diseases.
2. Primary prevention requires identifying key risk factors.



## Significant Risk Factors In Diseases:

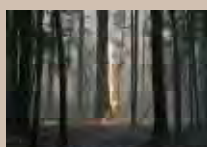


1. Population movement and displacement
2. Overpopulation
3. Economic and environmental devastation
4. Poverty
5. Lack of sanitary water
6. Poor waste management
7. Lack of shelter
8. Malnutrition due to food shortages
9. Poor access to healthcare



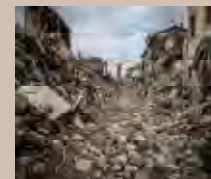
## Understanding Disaster Risk in Local Areas:

1. **Local Knowledge and Perceptions:**
  - o Community Awareness
  - o Cultural and Social Influences
  - o Access to Information
2. **Gender Perspective:**
  - o Gendered Vulnerabilities
  - o Unequal Impact
  - o Engaging Women in Planning
3. **Vulnerability and Well-being:**
  - o Social Vulnerabilities
  - o Economic Vulnerability
  - o Health and Mental Well-being



## Strategies for Safer Societies:

1. **Inclusive Disaster Risk Reduction (DRR):**
  - o Participatory Approaches
  - o Capacity Building
2. **Addressing Gender and Vulnerability in Policies:**
  - o Targeted Risk Management
  - o Empowering Women and Marginalized Groups
3. **Improved Infrastructure and Housing:**
  - o Disaster-Resilient Infrastructure
  - o Safe Housing
4. **Promoting Mental and Physical Well-being:**
  - o Post-Disaster Recovery Support
  - o Health Services Accessibility



## DISASTER RISK MANAGEMENT:

Understanding risk of natural disasters in your area:

- Hazard identification
- Evaluate vulnerability
- Communication
- Prevention
- Preparation



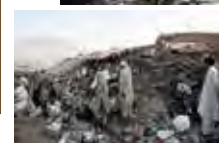
## UNDERSTANDING DISASTER RISK IN OWN AREA:

(The 2005 Kashmir earthquake)

- 86,000-87,350 fatalities
- 138,000 injuries
- 3.5 million displaced people

The earthquake's devastating impact was exacerbated by:

- Lack of preparedness
- Poor communication infrastructure
- Insufficient early warning systems
- Limited access to affected areas
- Inadequate healthcare facilities



# Shifa Tameer-e-Millat University (SMTU)

Here are some ways people understand disaster risks in their own area, related to the 2005 Kashmir earthquake:

- Personal experience
- Enhance early warning systems
- Improve infrastructure
- Local knowledge
- Community awareness and education
- Media and information



## Facts and Figures:

Pakistan has become increasingly vulnerable to humanitarian emergencies due to regional instability, climate change and widespread poverty. Pakistan has several populations each with a unique set of humanitarian challenges: communities that have been displaced by violence; many registered and unregistered foreign refugees; and people uprooted by natural disasters such as floods or drought.

- Given such challenges, quality of life for many Pakistanis suffers greatly. Many children lack basic education and are unprepared for life and work.
- Additionally, health care services often do not offer support for the unique needs of women and girls. A high number of women die during, before or after childbirth; and girls often do not have enough information to make informed decisions about their health. (Reference: International Rescue Committee Data, 2022)

### Country Facts

- Total population: 196 million
- People displaced by crisis: 3.2 million
- Rank in Human Development Index: 161 out of 191

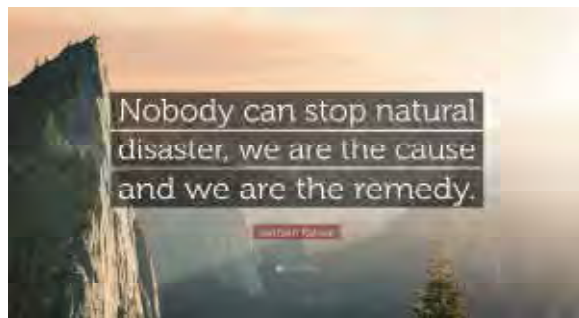
## What can we do to make our societies safer? "Feeling unsafe – Thinking about disasters occurring close to us" How do they understand disaster risk in their own area?

- To make our societies safer, we can start by raising awareness about disaster risks specific to our areas through community workshops and education programs.
- Understanding local hazards, such as floods, earthquakes, or landslides, is crucial
- we can encourage students to research and discuss these issues in school.
- Incorporating a gender perspective is essential, as women and marginalized groups often face greater vulnerabilities during disasters
- Promoting well-being through mental health support can help communities cope better with the fear of disasters.
- Engaging local leaders and organizations can foster a sense of community resilience and preparedness. For example; National Disaster Management Authority had mandated coordination and monitoring the implementation of Policies and guidelines on disaster management.

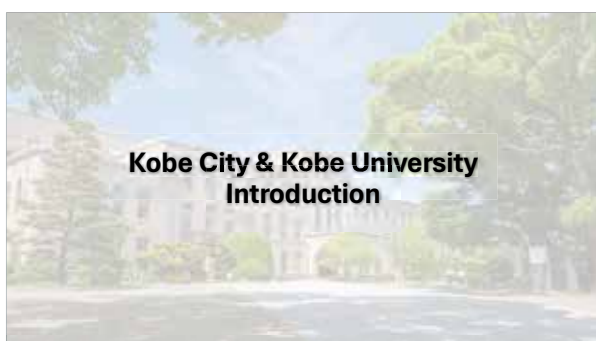
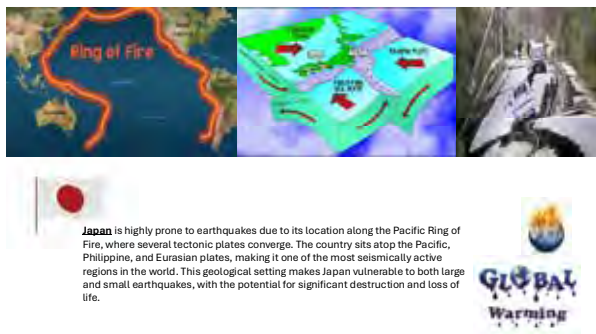
## Conclusion:



A village underwater in Sindh province Pakistan. (Photo: Emmanuel Guddi/Concern Worldwide)



# Kobe University (KU)





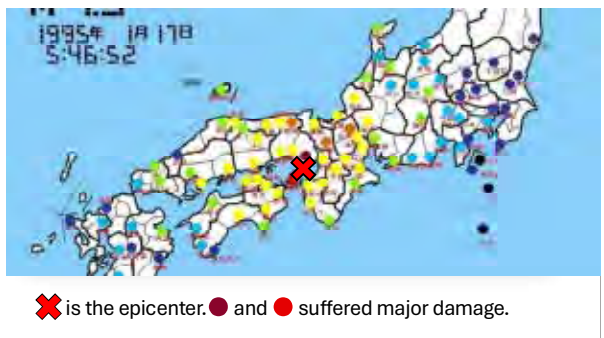
# Kobe University (KU)



# Kobe University (KU)



NOW 30 YEARS  
AFTER THE EARTHQUAKE  
—RECONSTRUCTION TO RE-DEVELOPMENT—





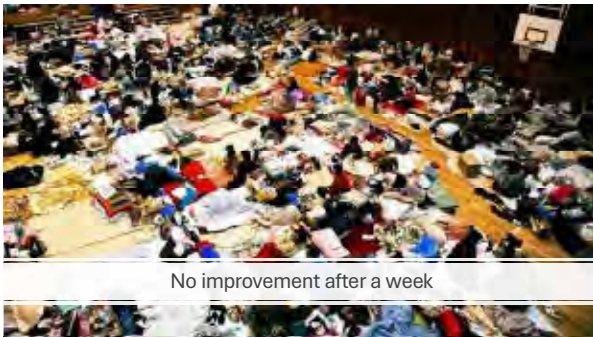
# Kobe University (KU)



## Shelter

The evacuation shelter on  
the day of the Great  
Hanshin-Awaji Earthquake

There was no privacy and everyone was forced to sleep in one place.



No improvement after a week



In shelters, there were also cases of secondary victimization, such as sexual assault.

The victims of sexual assault were mainly women and children, and there were also cases of volunteers committing sexual crimes.

Furthermore, even when people sought advice about sexual assault, their injuries were often downplayed.



How was a gender perspective be integrated into disaster management?

In 2005, the national government set out to incorporate a gender perspective in the National Basic Disaster Management Plan and the National Basic Plan for Gender Equality:

- 1) Including women in disaster management activities such as their policy-making/decision-making process and field operations
- 2) Having a consideration for the needs of different groups including women (e.g. feminine supplies during emergencies)<sup>\*1&2</sup>

- Realising gender-friendly disaster management in each phase of a) preparedness, b) response and c) restoration by reflecting diverse community environments

<sup>1142</sup> The Cabinet Office of Japan, The Basic Disaster Management Plan (防災基本計画), 28 June 2021, [https://www.bousai.go.jp/taisaku/keikaku/gd/fhshir\\_basipian.pdf](https://www.bousai.go.jp/taisaku/keikaku/gd/fhshir_basipian.pdf), accessed on 26 November 2022.  
The Gender Equality Bureau of the Cabinet Office of Japan, The Fifth Basic Plan for Gender Equality (第五次男女平等基本計画), 26 December 2022, [https://www.gender.go.jp/about\\_daigo/basic\\_plans/f5-2ipd/gprint.pdf](https://www.gender.go.jp/about_daigo/basic_plans/f5-2ipd/gprint.pdf), accessed on 30 November 2022.

- The National Basic Disaster Management Plan:
  - 1) Maximising a gender perspective in disaster management and response (added in 2005)
  - 2) Ensuring including women in the policy-making process of disaster management and response (added in 2008)<sup>3</sup>
- The National Basic Plan for Gender Equality:
  - 1) Promoting dealing with a disaster-related agenda based on gender equality (added in 2005)<sup>4</sup>



\*164 日本文学史「な・しや」の關係から読む・日本書紀と争ふる——時・空・人物の社會的・精神的考察——『日本書紀研究』第4巻（昭和40年）・45-74頁——

A beginning of the major change of Japan's disaster management formerly based on a men's perspective

- The 1995 Great Hanshin Earthquake / The 2004 Niigata Chetsu Earthquake
- In times of emergency, gender-related issues became even more apparent, reflecting the fixed gender role perceptions that have existed in normal times.
  - E.g. Household responsibilities such as housework, childcare and elderly care tended to be concentrated on women and girls, leading to them working part-time, and women were more likely to lose their jobs in emergencies.
- There was an increase in intimate-partner violence and sexual victimisation and gender violence during disasters.<sup>5</sup>

- The 2005 United Nations World Conference on Disaster Reduction in Kobe, Hyogo (\*One of cross cutting issues was gender perspective and cultural diversity)
- Japan proposed the Initiative for Disaster Reduction through ODA:
- Pledging to "provide assistance based on a gender perspective in respect of all aspects of cooperation on disaster reduction" to eliminate gender disparities and decrease women's susceptibility in disaster context (The Ministry of Foreign Affairs of Japan 2005, 3)<sup>16</sup>

<sup>5</sup> The Gender Equality Bureau of the Cabinet Office of Japan, The Fifth Basic Plan for Gender Equality (第五次男女共同参画基本計画), 26 December 2022, <https://www.gender.go.jp/about/danjo/sisaku/plans/fifth-3.pdf/print.pdf>, accessed on 10 November 2024.

<sup>16</sup> The Ministry of Foreign Affairs of Japan, Initiative for Disaster Reduction through ODA, 18 January 2005, <https://www.mofa.go.jp/policy/plans/undf01-2.pdf>, accessed on 3 December 2019.

# Kobe University (KU)

## Case Study 1: Improving the living conditions in shelters from a gender perspective in the 2016 Kumamoto Earthquake

- Female officers at a municipal gender equality centre initiated a well-being improvement project in shelters after the earthquake.<sup>7</sup>



Calling for and distributing relief supplies for women and children



Placing samples of sanitary products



Suggestion box in men's and women's toilets to make improvement to evacuation facilities



Raising awareness of the prevention of domestic sexual violence

\*7 The Gender Equality Bureau of the Cabinet Office of Japan, Guidelines for disaster prevention and recovery action from the perspective of gender equality, 24 May 2016, <https://www.gender.go.jp/policy/kyouka/saigai/saigai/kyouka/kyouka.pdf>, accessed on 13 September 2020.

## Case Study 2: Empowerment of women in disasters by NPO

- NPO Yappesu in Miyagi Prefecture, which was struck by the Great East Japan Earthquake, has made continued efforts to help women find a job and start businesses for more than 10 years since the very beginning of the disaster to use women's power in rebuilding the city and tackling local challenges.<sup>8</sup>



Human resource department program to improve self-recovery for women under stress



Business startup program

\*8 The Gender Equality Bureau of the Cabinet Office of Japan, Guidelines for disaster prevention and recovery action from the perspective of gender equality, 24 May 2016, <https://www.gender.go.jp/policy/kyouka/saigai/saigai/kyouka/kyouka.pdf>, accessed on 13 September 2020.

**Take Home Message**

**"Gender, Vulnerability and Well-being in Disaster Risk Reduction Support"**

Disaster Risk Reduction Strategies Must Address Gender-specific Vulnerabilities To Ensure Equitable Support.

Promoting Well-being Involves Empowering Marginalized Genders With Resources, Education, Decision-making and Leadership Roles.

Inclusive Frameworks Enhance Resilience By Acknowledging And Responding To Diverse Needs In Disaster Scenarios.

**Thank you for listening**

Rimsha, Joe, Reimi, Asahi



# Panel Discussion

## **Topic:** **Building Resilience:** **Learning Awareness and Action for** **Gender Transformative Disaster Risk** **Reduction**

### Facilitator

Dr. Badur Un Nisa, Assistant Professor, Shifa Tameer-e-Millet University (STMU)

### Panelists

1. “Introduction to Disasters and Resilience Research: Overview of disaster types and how research shapes prevention and recovery”

Panelist: Dr. Badur Un Nisa

2. “Educating Students on Global Disasters: Case studies and ways to help students understand their role in resilience and Disaster Risk Reduction (DRR) efforts”

Panelist: Svetlana Babina, Peace Winds Japan

3. “Interactive Q&A: A quiz or game to learn key risk reduction strategies and how to respond effectively in different emergencies”

Facilitators: Hira Sakhawat and Awais Asif, STMU

# Panel Discussion

## Facilitator/Panelist

### Dr. Badur Un Nisa

Dr. Badur Un Nisa is an Assistant Professor in the Department of Rehabilitation Sciences at Shifa Tameer-e-Millat University, Islamabad, Pakistan. She holds a PhD in Health Sciences (Rehabilitation Sciences) from Kobe University, Japan, where her research focused on the effects of mild hyperbaric oxygen therapy on microcirculation and immune responses in young women. Dr. Nisa has participated in prestigious international programs, including the UNESCO Chair on Gender and Vulnerability in Disaster Risk Reduction in Yogyakarta, Indonesia, where she deepened her understanding of gender-responsive strategies for disaster resilience. She also completed the Entrepreneurship Development Program for Building a Resilient Society at Kobe University, Japan, which focused on innovative approaches to fostering societal resilience. In addition to her academic achievements, which include a Master's in Health Sciences and a Bachelor's in Orthotics and Prosthetic Sciences, Dr. Nisa has co-authored numerous publications on rehabilitation science, metabolic health, and robotic-assisted therapy. She has also contributed to interdisciplinary projects exploring the impact of diet, physical activity, and sleep on individuals with severe mental illness. Dr. Nisa's diverse expertise combines research, education, and practical experience in resilience, rehabilitation, and disaster risk reduction, reflecting her commitment to advancing sustainable and inclusive healthcare solutions.

## Panelists

### Svetlana Babina

Svetlana Babina is a member of a Japanese NGO - Peace Winds Japan (PW), which provides humanitarian response to people in times of conflicts, natural disasters and other crises. PW provides emergency medical and rescue relief, development support and implements disaster risk reduction initiatives in Japan and abroad. Since March 2021, Svetlana has been acting as an Award Officer, responsible for the project titled "Building and Strengthening Disaster Resilience in Hazard-Prone Areas of Japan", funded by the the United States Agency for International Development (USAID). Since October 2023, she has also been working as a Desk Officer for the project, titled "Pathways to Economic Self-Reliance and Inclusion for Refugees & IDPs in Kurdistan Region of Iraq", funded by the Bureau of Population, Refugees, and Migration (PRM). Svetlana has participated in an emergency response to 2024 Noto Peninsula Earthquake, assisting in writing funding applications and consequent reporting to donors. Svetlana served as a volunteer in 2015 in Fukushima City, which was severely affected by the 2011 Great East Japan Earthquake. In 2019, Svetlana participated in the UNESCO Chair on Gender and Vulnerability in Disaster Risk Reduction in Yogyakarta, Indonesia; Mercy Malaysia International Humanitarian Conference 2019 (Petaling Jaya, Malaysia); Global Platform on Disaster Risk Reduction 2022 (Bali, Indonesia), i-Rec conference 2023 (Sendai, Japan), Asia-Pacific Ministerial Conference on Disaster Risk Reduction 2024 (Manila, Philippines) and others. **Svetlana's field of expertise is the management and Monitoring & Evaluation of the US-funded DRR and development projects, DRR awareness-raising activities and emergency assistance in a field in Japan.**

**Svetlana holds an MA in Political Sciences (Free International University of Moldova), MA in International Studies (Kobe University), and a PhD Candidacy in International Studies (Kobe University).** Board of Engineers Malaysia (BEM). He has over 20 years of experience in research, and his research interests include water resources engineering, climate change, drought forecasting, evapotranspiration estimation, reservoir inflow forecasting, sedimentation, water quality, artificial intelligence modelling, rainfall-runoff analysis, and other hydrological studies.

### Dr. Hira Sakhawat


Dr. Hira Sakhawat is a recent graduate of the Department of Rehabilitation Sciences, Shifa Tameer e Millat University, Pakistan. She works as a research assistant to a professor in McGill University, Canada. She was a Harvard extension medical student and completed the fundamentals program in 2019. She was also a attendee of UNESCO Education Program 2023.

### Awais Asif


Muhammad Awais Asif is a dedicated and passionate student pursuing Doctor of Physical Therapy (DPT) degree at Shifa Tameer e Millat University Islamabad. With a strong foundation in healthcare and a keen interest in rehabilitation, He is committed to delivering exceptional patient care and advancing the field of physical therapy through evidence-based practice. Besides that, he holds 22 certifications in IT and sales. He was also an Attendee of UNESCO Education Program 2023.



# Panel Discussion



Shifa Tameer-e-Millat University  
شفا تعمیرات میلٹ یونیورسٹی



UNESCO CHAIR  
Chair of Disability and Rehabilitation  
for Emergency and Disaster Management

## Panel Focus: Building Resilience: Learning Awareness and Action for Gender Transformative Disaster Risk Reduction

1. Introduction to Disasters and Resilience Research: Overview of disaster types and how research shapes prevention and recovery, Panelist: Dr. Badur Un Nisa (STMU-Department of Rehabilitation Sciences)
2. Educating Students on Global Disasters: Case studies and ways to help students understand their role in resilience and Disaster Risk Reduction (DRR) efforts Panelist: Svetlana Babina-Peace Winds Japan Operations for Social Innovation
3. Interactive Q&A: A quiz or game to learn key risk reduction strategies and how to respond effectively in different emergencies, Facilitator: Hira Sakhawat and Awais Asif

## Outline

1. Provide an overview of disaster types and their classifications.
2. Importance of resilience research in mitigating impacts.
3. How research informs disaster prevention and recovery strategies?

## MY BACKGROUND

BS in Orthotics & Prosthetics



MS in Rehabilitation Sciences

PhD in Rehabilitation Sciences



Research Area: Health Promotion, Hyperbaric Oxygen, Anti-ageing, Mental Health, Medical devices, Disaster Risk Reduction



UNESCO CHAIR 2018

## WHY I JOINED THE PROGRAM?



Gender  
Vulnerable people  
Disaster mitigation

## UNESCO Chair Education Program 2023



## Defining Disasters

**Definition:** A disaster is a serious disruption of the functioning of a community or society causing widespread human, material, economic, or environmental losses.

**Key characteristics:** Unpredictability, urgency, and significant consequences.

**Quote:** "We never know when will disaster occur, All we can do is to prepare".



# Panel Discussion

## Types of Disasters

**Natural Disasters:** Earthquakes, floods, hurricanes, wildfires, tsunamis, volcanic eruptions.

**Human-Made Disasters:** Industrial accidents, oil spills, nuclear disasters, terrorism.

**Complex Disasters:** Situations with a combination of natural and human-made factors, such as armed conflicts exacerbating natural disaster impacts.

**Emerging Threats:** Pandemics, climate change, and cyber disasters.

## Disaster Impacts

Loss of life and injury.

Displacement of communities.

Economic losses and infrastructure damage.

Long-term psychological and societal effects.

Environmental degradation.

## Resilience

### What is resilience?

## Resilience

"Resilience" is defined as "the capacity of a system, enterprise, or a person to maintain its core purpose and integrity in the face of dramatically changed circumstances" (Andrew Zolli and Ann Marie Healy, Resilience, 2013), and a resilient society as "a society that can maintain its core purpose and integrity in the face of dramatically changed circumstances." It is supposed that a resilient society is one that can achieve the following three states.



Reference: <https://edgexteng.johoku.ac.jp/>

## Human Resources Driving Construction of a Resilient Society

Reference: [https://edgexteng.johoku.ac.jp/wp/wp-content/themes/edge-next/new\\_content/mgr/resilience2021eng.pdf](https://edgexteng.johoku.ac.jp/wp/wp-content/themes/edge-next/new_content/mgr/resilience2021eng.pdf)

- 1. Diagnosing the vulnerability of social systems**  
The causes of vulnerability in social systems can be divided into (1) design, (2) realization and (3) operation. Moreover, even within the same social system, different vulnerabilities may emerge depending on the context (historical, cultural, geographical, industrial, etc.).
- 2. Predicting extreme events and their impacts**  
Rather than merely understanding current circumstances, it is necessary to forecast the ways in which society could change due to potential future disasters.
- 3. Adopting the three perspectives of self-help, mutual aid, and public support**  
By making use not just of individual personal abilities but also of local communities and governments as well as the national government, enterprises that contribute to reconstruction and disaster prevention and mitigation can improve the potential for instituting and sustaining results.
- 4. Establishing economic value and social value related to reconstruction and disaster prevention and mitigation**  
We aim to achieve sustainability of enterprises by providing economic value simultaneously with value related to reconstruction and disaster prevention and mitigation (social value).

## PBL-ENTREPRENEURSHIP DEVELOPMENT PROGRAM TO BUILD A RESILIENT SOCIETY

- How can we alleviate earthquakes and floods, reduce disasters, and restore a better society?
- The two disasters and recovery processes of the Great Hanshin-Awaji Earthquake and the Great East Japan Earthquake, and think about disaster prevention, mitigation, and creative recovery through the process of generating business ideas for realizing a resilient society.

## LEARNING POINTS

- Vulnerabilities of Social Systems
- Disaster Mitigation Based on Study of Historical Heritage Assets
- Computational Simulation of Natural Disasters (TBC)
- Increased Hazards Due to Simultaneous Occurrence of Pandemics and Disasters
- Psychological Aspects of Disasters-What should be paid attention to when interviewing actual disaster victims.
- Key elements: Anticipation, adaptation, and transformation.

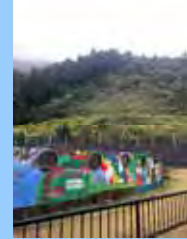
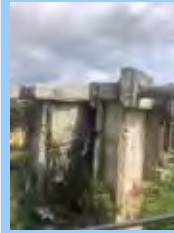
## LEARNING POINTS

- Perspectives of self-help / mutual assistance / public assistance and "combining disaster prevention / mitigation value and economic value" among the four skills that we aimed to acquire.
- Learn how to determine the possible resource for "self-help / mutual assistance / public assistance", incorporate it into business ideas, and draw a plan to solve the problem.
- Turn calamity into profit

# Panel Discussion

## LEARNING POINTS

- Fieldwork in Onagawa Town: reconstruction of town beyond the "public-private partnership"
- Okawa Elementary School,
- Students were given complex issue to ponder on the line between the preparation for natural disasters as an organization and individual judgments in times of emergency



## WAY FORWARD

- Do you know what to do at the time of an earthquake or Tsunami?
- Do you know the nearest evacuation site? Disaster prevention and drills are common knowledge in Japan.
- Due to language, social, or cultural barriers, many people are unaware of this information. Therefore, A platform is needed to create awareness and improve the situation.
- Find solutions and build resilient society.



## Role of Research in Prevention

- **Risk Assessment:** Identifying vulnerable areas and populations.
- **Early Warning Systems:** Enhancing prediction and communication.
- **Policy Development:** Evidence-based policies to reduce risks.
- **Community Awareness:** Public education campaigns to improve preparedness.
- Example: Case study on flood forecasting and prevention in Sindh Province.

## Role of Research in Recovery

**Post-Disaster Analysis:** Understanding failures and gaps in response.

**Resilient Infrastructure:** Designing disaster-proof structures.

**Psychological Support:** Research on mental health interventions.

**Economic Rehabilitation:** Strategies to restore livelihoods.

Example: Reconstruction efforts post-2004 Indian Ocean Tsunami.

**Research Outputs:**  
Impact Of Climate Change On Health And Well-being Among University Students.

## Symposium-MFU

Did you experience health issue due to climate change?



## GENDER-SENSITIVE APPROACH

The study highlights the need for a gender-sensitive approach due to notable differences in how climate change impacts male, female, and non-binary university students. Despite only 26.1% of participants agreeing that university policies should incorporate gender sensitivity, several findings underscore its importance:

1. **Health Vulnerabilities:** Women are disproportionately affected due to socio-economic and cultural factors, making them more prone to health and psychological stress.
2. **Mental Health Impacts:** While 28.7% believed mental health impacts differ between genders, gender-specific needs such as anxiety and stress may require tailored interventions.
3. **Policy Interventions:** Integrating gender sensitivity into campus policies, such as improving access to mental health services and organizing support groups, could address the specific needs of women and other vulnerable groups.

By adopting a gender-sensitive lens, universities can create inclusive strategies that mitigate climate change's health impacts while addressing the unique vulnerabilities of diverse student groups.

In Pakistan, the women population is at high risk due to their denied or limited access to resources, cultural norms and accent vulnerability to health issues, this gender specific provocations make it crucial to understand how climate change impacts men and women differently.

# Panel Discussion

## Key Takeaways:

1. **Gender-Sensitive Challenges:** Female students face unique vulnerabilities due to cultural, socio-economic, and systemic barriers, requiring tailored support strategies.
2. **Health and Academic Outcomes:** Poor air quality and climate-induced stress negatively influence students' physical activity, communication abilities, and overall health, highlighting the need for robust environmental policies.
3. **Mental Health Support:** A significant proportion of students report mental health challenges linked to climate change, underscoring the need for increased access to mental health services.
4. **Policy and Infrastructure:** The majority of participants advocate for university-level interventions, including awareness campaigns, improved campus infrastructure, and workshops on climate resilience.

## Case Study

- A significant disaster (e.g., (The 2005 Kashmir earthquake) - 86,000-87,350 fatalities - 138,000 injuries- 3.5 million displaced people ).
- How research influenced prevention and recovery efforts?

## Emerging Trends in Resilience Research

Climate change adaptation.

Use of technology: AI, drones, and remote sensing.

Community-led resilience initiatives.

International collaboration and funding models.

## Reflection

In today's day and time, it is our duty to find solutions and prepare better for the disaster.



## Recap

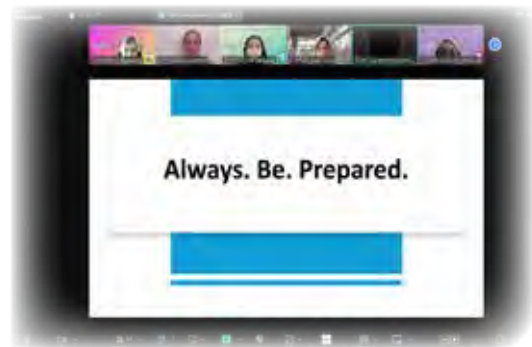
Disaster types, impacts, and research roles.

Call to action: The importance of continuous learning and proactive measures.

"Building resilience is not just about bouncing back, but about bouncing forward stronger.

## CONCLUSION

1. This study underscores the profound and multifaceted impact of climate change on the health and well-being of university students in Pakistan, with significant gender-specific implications.
2. The findings reveal that climate change-related factors such as rising temperatures, poor air quality, and extreme weather events adversely affect both physical and mental health, contributing to stress, anxiety, and reduced academic performance.
3. The results emphasize the urgency of implementing targeted interventions to mitigate these effects.





# Panel Discussion

## On the Front Line

### Peace Winds Japan Operations for Social Innovation



### Born in 1996, operated in 39 countries and regions

Peace Winds Japan has been established in 1996, and has implemented projects in 39 countries and regions all over the world. With its mission of "Being the first on the ground for the people suffered from conflicts and natural disasters", PWJ has been one of the leading NGOs in Japan for 28 years. PWJ has been expanding activities including depopulated areas with the limited access to medical care, protection of abandoned animals, and revitalization of rural areas through tourism.



### Humanitarian Interventions Overseas



### Emergency Response to Natural Disasters in Japan



### Animal Protection, Community Revitalization



### Started Operation in Iraq(1996~)



### Strengthening NGO Activities —Foundation of "Japan Platform"



Kosovo, 1999



East Timor, 1999

Experiencing emergency intervention to Kosovo and East Timor in 1999

Acknowledging the Lack of Social Infrastructure as a base for NGO operations

- Lack of tax incentives for donations to NGOs
- Lack of governmental funding support
- Weak linkages between business sector and NGOs (human resources, funds, etc.)

"A Platform" to cooperate with Government and Business sector is crucial to expand NGO capabilities

### Japan Platform (JPF)

Public-Private Partnership for Emergency Response (both for overseas/domestic)

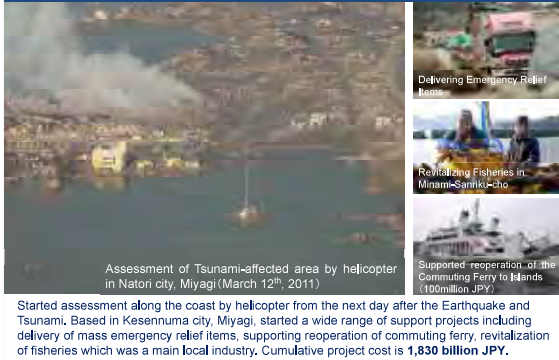
Founded in Aug. 2000, around **92 billion JPY** have been funded to member NGOs, implemented more than **2,300** emergency projects in more than **60** countries and regions, (as of Sept. 2023)



47 member NGOs (as of July 2024)

# Panel Discussion

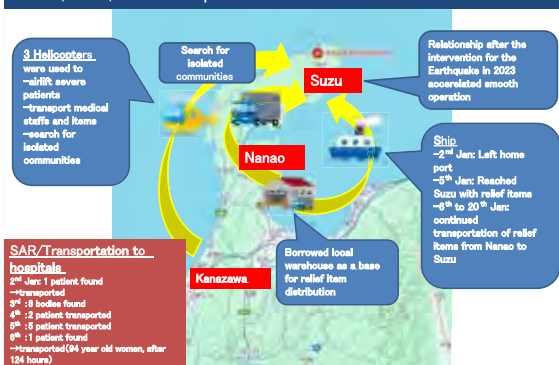
## Emergency Response to Natural Disasters: Great East Japan Earthquake, 2011



## West Japan Floods, 2018: Patient Evacuation and Medical Operation



## Noto Peninsula Earthquake, 2024: Land, Sea, and Air Operation



## Noto Peninsula Earthquake, 2024: Medical Intervention



## Kumamoto Earthquake, 2016: from SAR to Relief, and Evacuation Center Management



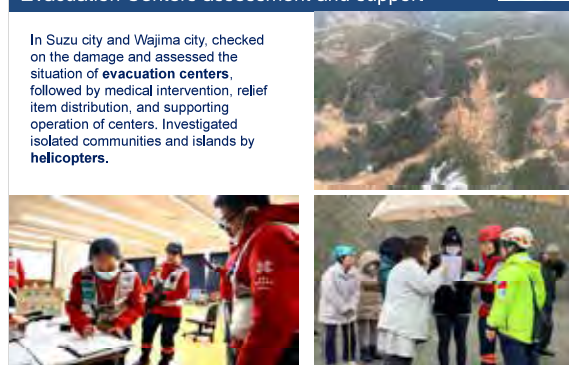
## Noto Peninsula Earthquake, 2024: Land, Sea, and Air Operation



## Noto Peninsula Earthquake, 2024: Search and Rescue



## Noto Peninsula Earthquake, 2024: Evacuation Centers assessment and support





# Panel Discussion

## Noto Peninsula Earthquake, 2024: Distribution of relief items and water supply

Based at a warehouse in Nanao city, transported relief items to evacuation centers in Suzu city. **Mobilizing the PWJ ship**, also transported fuels and others.  
At evacuation centers, installed **water purification system** and water station with support of private companies,



## Challenges: Gender-related Issues

1. Classic conservative separation of duties in evacuation shelters:  
Women – cooking, cleaning, caring services  
Men – management of shelters – policy- and decision-making services
2. Private Space Issues, emphasized by the generation gap
3. Safety Issues – outside toilets and the need to go out at night
4. Alcohol issue among male evacuees
5. Lack of menstruation due to the stress
6. SEA (Sexual Exploitation and Abuse) cases



## Activity of ARROWS: 1 Search And Rescue

Rescue Team including **Rescue Dogs** is to be dispatched to the affected area immediately by an airplane or helicopters. In 2014 after Hiroshima Landslides, a Rescue Dog found two missing people out of the mud. Not limiting its operations only to domestic disasters such as Kumamoto Earthquake in 2016, West Japan Floods in 2018, Hokkaido Earthquake in 2018, the team also responded to large scale disasters abroad.



## Activity of ARROWS: 3 Relief Item Provision

After the Great East Japan Earthquake in 2011, delivered emergency relief items worth more than 160t in one month, in collaboration with moving companies. Since West Japan Floods in 2018, thanks to the cooperation with **SEMA** (Social Emergency Management Alliance), Relief Item Provision has been accelerated.



## Challenges: Evacuation Centers a century ago and



Evacuation center of Great Kanto EQ, 1923

Sleeping on the floor in a group of people, now and then

Evacuation center of Noto Peninsula EQ, 2024



## Combining Emergency Medical Care at Disasters and Medical Support for Depopulated Area



## "ARROWS" – Airborne Rescue & Relief Operations With Search

Medical care-oriented disaster emergency response project, with the team being dispatched for saving lives, to the largely affected area as quick as possible.



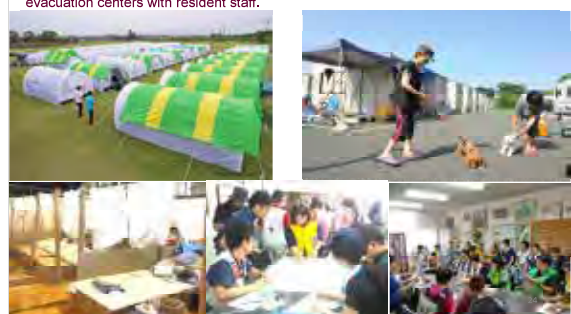
## Activity of ARROWS: 2 Medical Care

After West Japan Floods in 2018 and Typhoon 19<sup>th</sup> in 2019, **rescued and transported patients** from the affected hospitals to others by helicopters, boats, and cars. Provided medical examination and treatment at evacuation centers, as well as clinics running out of medical personnel. In response to **COVID-19**, dispatched medical teams to medical/welfare facilities, supported vaccination, and provided 1.5 million Surgical Masks.



## Activity of ARROWS: 4 Evacuation Centers

After **Kumamoto Earthquake**, built and managed our own evacuation center (transitioned from tents to prefab-house) for families with pets. For **North Kyushu Heavy Rain** in 2017 and **West Japan Floods** in 2018, supported management of evacuation centers with resident staff.



# Panel Discussion

## Vehicles and Equipment supporting ARROWS Logistics

### <Helicopters @Hiroshima>

- ◆ Model Name EC135T1
- ◆ Max Number of Passenger 7 ppl
- ◆ Cruising Speed approx. 220km/h



### <Airplane @Osaka>

- ◆ Model Name Gulfstream Commander 695
- ◆ Max Number of Passenger: 12 ppl
- ◆ Able to fly to Manila without refuel in 5.5 hours

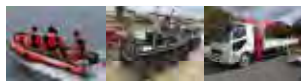


### <Ships @Hiroshima, Ehime>



- ◆ Gross tonnage: 3,500t class
- ◆ Length: 68.00m
- ◆ Width: 17.40m
- ◆ Draft: 4.50m (planned), 5.02m (max)
- ◆ Sailing radius: 9,660km (15km/h)
- ◆ Capacity: 40 ppl
- ◆ Sailing speed: 22km/h (economic speed 15km/h)
- ◆ Year of Building: 2011

### <Amphibious Vehicle, Boats, Crane Trucks, Drones, etc. >

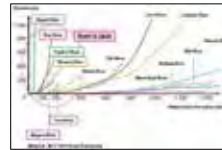


## DRR : Community-based DRR project funded by USAID

### "Building and Strengthening Disaster Resilience in Hazard-Prone Areas of Japan"

#### Purpose :

- Building, strengthening, and maintaining the **preparedness** of hazard-prone area
- Raise awareness** of local community, local government officers, and first responders
- Aim to **build capacity** to plan, respond, and recover effectively to/from the disaster



## DRR Community-based DRR project funded by USAID

### Joining/Organizing DRR events

- Provide knowledge on preparedness and emergency response at local evacuation trainings, DRR events, etc.
- Encourage sustainable and **community-based DRR efforts**



Lecture / First-Aid / Rope techniques / Demonstration of Rescue Dogs / Trial of various DRR items / Exhibition of photos

## DRR Community-based DRR project funded by USAID

### Exchange trips

- Visiting areas **severely affected in the past**, by local government officers, local DRR leaders
- Through learning disaster suffered experience, how they recovered, and DRR efforts, enhance those knowledge and experience to **their own DRR issues**



Kumamoto→Okayama



Iwate→Kochi (online)



## DRR Community-based DRR project funded by USAID

### Trainings for First Responders

- Lectures and trainings for the **first responders** including medical workers and local government officers
- Aim to strengthen the abilities of **coordination** and response at emergency phase



Basic Health Emergency Life Support for Public, Mabi Okayama, 2019



Multi-sector alignment medical training, 2023

## DRR Community-based DRR project funded by USAID

### Networking of first responders

- Planning and participating DRR events with stakeholders like JVOAD
- In collaboration with various first responders, aim the **coordination to be facilitated** at the emergency response



Organized a symposium, 2023



Lecture to the DRR NGOs

## Gender-related Issues

Nurses are mostly female→Targeting male nurses into the first responders training

Municipal DRR workers are mostly male →Targeting female participants, with the potential to increase their policy- and decision-making opportunities



Thank you!



# Student Tasks

2024/12/26



**KOBE UNIVERSITY UNESCO  
CHAIR STUDENT  
EDUCATION PROGRAM 2024**

---

**STUDENT TASKS**  
**(PRESENTATION TIME : 15 MINUTES)**

1



**HOW DO DISASTERS IMPACT OUR LIVES AND SOCIETY?  
HOW CAN WE MITIGATE AND ADAPT TO THESE  
DISASTERS?**

---

- Share your own disaster experiences and identify and compare the similarities and differences. What reasons contribute to the similarities or differences in these events?
- Five things that can be done to help us mitigate and adapt to these disasters. As a university student, what role can you play in making society safer?

**Be sure to include aspects of gender, vulnerability and well-being**

2

# 8 December (Day 2)

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## Schedule

Welcome

Group Time

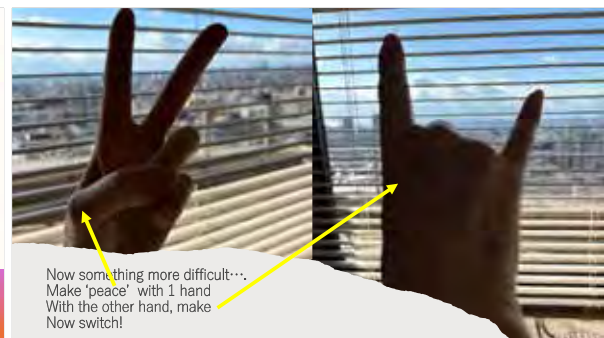
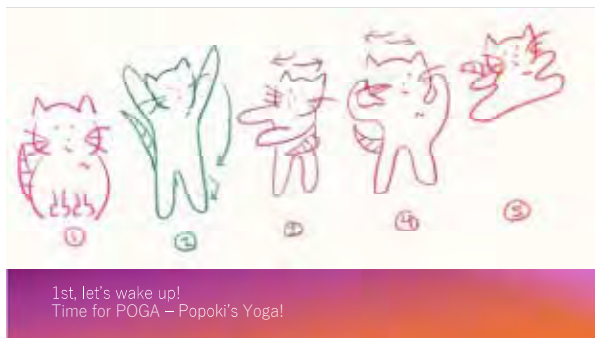
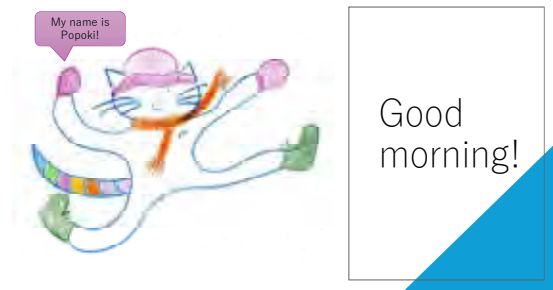
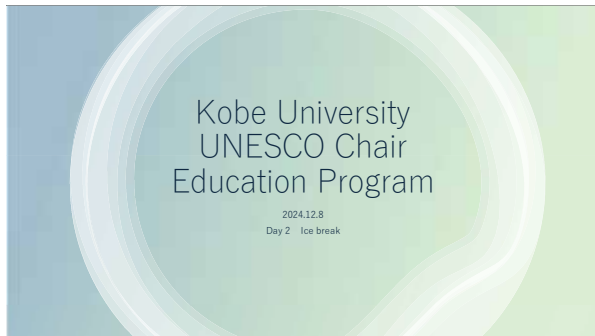
Presentations

Comments

Ending



## Ice break and information



## Our schedule for today

| Day 2       |  |                        |                              |
|-------------|--|------------------------|------------------------------|
| 10:30-10:45 | Welcome & ice-break                        |                        |                              |
| 10:45-12:45 | Group time - prepare presentation          |                        |                              |
| 12:45-13:00 | Back to main room - questions or problems? |                        |                              |
| 13:00-14:00 | Lunch                                      |                        |                              |
| 14:00-15:15 | Presentations 10 min/group                 | Moderator<br>1→5→4→3→2 | Group order<br>5, 4, 3, 2, 1 |
| 15:15-16:00 | Comments                                   | All sensei             |                              |
| 16:00-16:30 | Photos, ending                             |                        |                              |



Do you know your group number?

[illegible]

Have a good discussion and a good time!



**DO YOU KNOW YOUR GROUP NUMBER?**

# Group Presentations

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**How do disasters impact our lives and society?  
How can we mitigate and adapt to these disasters?**

## Group Presentations

Group 5

Group 4

Group 3

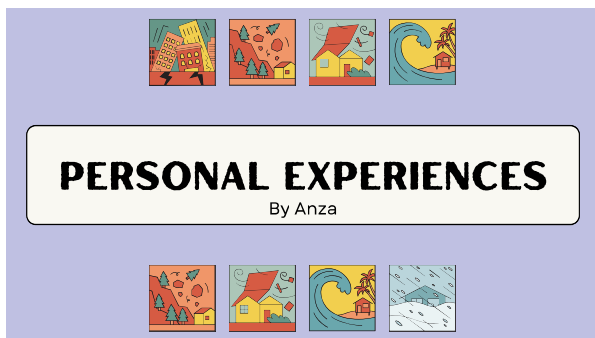
Group 2

Group 1

# Group 5



|                                  |                              |
|----------------------------------|------------------------------|
| <b>TABLE<br/>OF<br/>CONTENTS</b> | Personal Experiences         |
|                                  | Similarities and Differences |
|                                  | Mitigation and Adaptation    |
|                                  | Role of University Students  |
|                                  | G,V,M                        |
|                                  | Conclusion                   |



### SIMILARITIES

**Unpredictability**

- Natural disasters are often unpredictable, making preparation challenging.

**Widespread Destruction**

- Natural disasters severely impact infrastructure, economies, and human life.

**Displacement and Migration**

- Disasters often make people leave their homes.

### DIFFERENCES

**Geographical Location**

- Each region faces specific disaster risks.

**Economic and Social Resilience**

- Stronger economies and social networks help communities recover faster.

**Government Preparedness and Response**

- Effective policies and responses greatly reduce disaster damage and casualties.

### ROLE OF UNIVERSITY STUDENTS

Raising Awareness

Supporting Research and Innovation

**Volunteering**

Advocating for Policy Change

Promoting Inclusive Disaster Management

### GENDER

**Disproportionate Impact**

- Disasters disproportionately impact women and girls, making them more likely to suffer death or injury.

**Social and Cultural Roles**

- Women's social and cultural roles, like childcare and household chores, can heighten their vulnerability to disasters.

**Limited Access to Resources**

- Limited access to resources like education, healthcare, and economic opportunities can worsen women's vulnerability to disasters.

**Gender-Based Violence**

- Disasters can heighten the risk of gender-based violence, including sexual assault and domestic violence.

### VULNERABILITY

**Physical**

- Elderly individuals, children, and people with disabilities may be more physically vulnerable to disasters due to limited mobility or sensory impairments.

**Social**

- Social factors like poverty, lack of education, and social isolation can increase an individual's vulnerability to disasters.

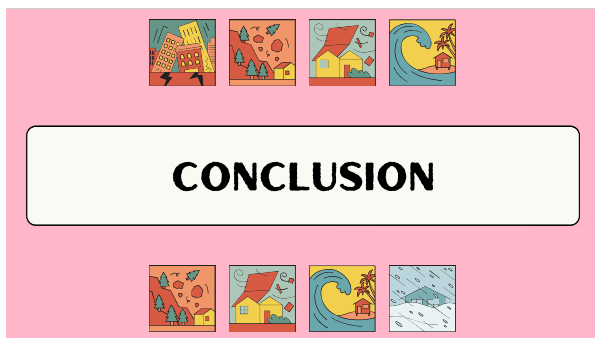
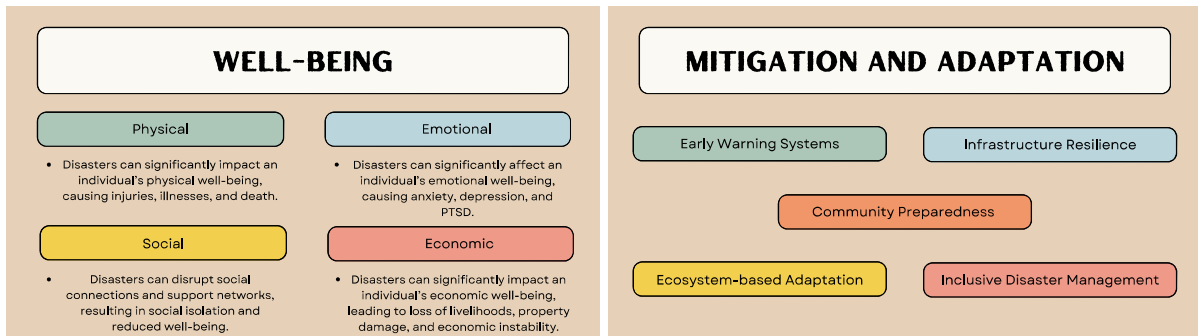
**Economic**

- Economic factors like limited access to financial resources, credit, and insurance can worsen an individual's vulnerability to disasters.

**Environmental**

- Environmental factors, like living in flood-prone or landslide-prone areas, can increase an individual's vulnerability to disasters.

# Group 5



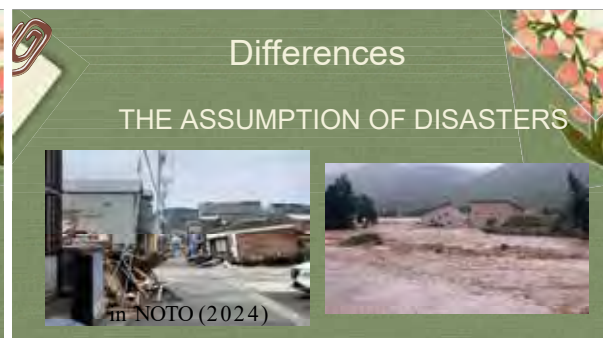
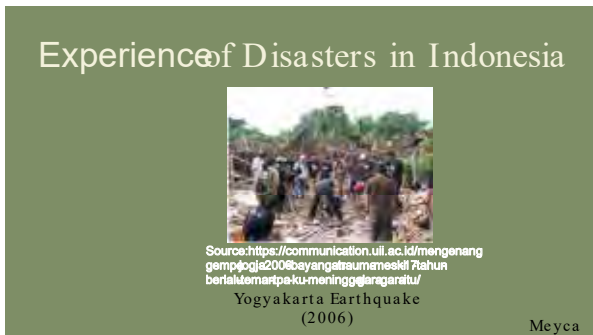


# Group 4



## Table of contents

|   |   |   |   |
|---|---|---|---|
| 1 | Introduction                                | 4 | Five Strategies for Mitigation & Adaptation |
| 2 | Experiences of Disasters                    | 5 | The Role of University Students             |
| 3 | Similarities and Differences in Experiences | 6 | Conclusion                                  |



# Group 4

## Differences

### Vulnerability issues in each countries



## Five Strategies for Mitigation & Adaptation

### Five Strategies for Mitigation & Adaptation

- 1) **Early Planning** : Communities should establish communication strategies and conducting drills to ensure what to do in case of an emergency.
- 2) **Infrastructure improvement** : Investment in Resilient Infrastructure can help minimise damage during disasters. This could involve reinforcing buildings and ensuring that roads and bridges withstand extreme weather conditions.
- 3) **Education and Awareness** : Raising awareness about risks associated with disasters and educating public on how to respond can reduce vulnerability.

### Five Strategies for Mitigation & Adaptation

- 4) **Ecosystem Restoration** : Protect and Restore natural ecosystems so that they can absorb excess water during floods and reduce impact of storms
- 5) **Emergency Response Training** : Training community members in emergency response skills such as first aid, search and rescue, and crisis management can enhance to respond effectively during disasters.

## What are the roles of University Students?

### Promote Disaster Awareness and Education

**Action:**


- Organise awareness campaigns and educational workshops.
- Provide information about the risks, impacts, and preventive measures for disasters

**Gender and Vulnerability Considerations:**

- Tailor educational materials to include women, children, the elderly, and differentlyabled individuals.

**Impacts on Wellbeing**

- Increases knowledge and preparedness, reducing panic and ensuring mental and physical safety during disasters.



Sources Global Disaster Preparedness Center (r

### Volunteer in Disaster Preparedness and Relief Efforts

Mercy Malaysia



Source: Yayasan Sime Darby (YSD) (2021)

**Action:**

- Join disaster preparedness and response programs, helping with evacuation drills, relief distribution, and rebuilding efforts after disasters.

**Gender and Vulnerability Considerations:**

- Assist in identifying and addressing the unique needs of vulnerable groups

**Impacts on Wellbeing**

- Provides immediate support to disaster survivors, ensuring their physical and emotional needs are met

### Collaborate with Local and International Organizations

**Action:**


- Partner with NGOs, universities, and international organizations to exchange knowledge, share resources, and implement best practices.

**Gender and Vulnerability Considerations:**

- Ensure diverse representation in these collaborations to include all voices and perspectives.

**Impact on WellBeing:**

- Builds a stronger, more connected network for disaster response and adaptation.





# Group 4



## Address Mental Health and Emotional Resilience

Action:

- **Organize peer support groups and counseling sessions for disaster survivors.**

Gender and Vulnerability Considerations:

- **Provide mental health resources tailored to the needs of women, children, and other vulnerable groups.**

Impacts on Wellbeing

- **Promotes emotional recovery and resilience.**

## Conclusion

Natural disasters have had a major impact in Indonesia, Malaysia, Pakistan, Taiwan, and Japan, ranging from loss of life, economic losses, to environmental damage. Although they have different disaster characteristics, these five countries show similarities in the need for preparedness, mitigation, and collaboration to reduce their impact.

Student units have an important role in education, volunteering, and developing innovative solutions to support disaster management. With the collaboration of all parties, we can build a more resilient society that is ready to face future disasters.

## Closing

Natural disasters are a global challenge that requires awareness, solidarity, and action from all parties, including the younger generation such as students. By actively contributing, we can help create a more resilient society that is ready to face future disasters.

# THANK YOU



# Group 3

## EARTHQUAKE IMPACTS ON SOCIETY: MITIGATION, ADAPTATION, AND BUILDING RESILIENCE

Yang, Yuan Rong (Renee), Kang, Chen Lin (Jenny),  
Joe Maruyama, Ng Zi Ming, Christian Agustinus M,  
Zeenia Nadeem, Aasiya Pashtana, Amalia K. Ima Dudini

### OUTLINE

#### 1. Disasters Comparisons

- Experiences
- Gender and Vulnerability
- Differences
- Similarities

#### 2. Five things to mitigate and adapt

#### 3. The role we can play in making our society safer

## DISASTERS COMPARISONS

### EXPERIENCES

#### 0403 EARTHQUAKE (TAIWAN)

Panic

Serious

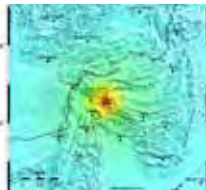
Unpredictable

Chaotic



### EXPERIENCES

OCTOBER 29, 2008, A 6.4 MAGNITUDE EARTHQUAKE BALOUCHISTAN DISPLACING OVER 120,000 PEOPLE, 173 PEOPLE WERE INJURED WHILE CAUSING 164 FATALITIES



### GENDER AND VULNERABILITY

- ECONOMIC STATUS AND EDUCATION
- DISCRIMINATION
- GENDER BASED VIOLENCE



### SIMILARITIES



Location: Mountainous area

Taiwan: Hualien  
Pakistan: Balouchistan

Depth: Shallow earthquakes

Depth of earthquake in Hualien: 15km  
Depth of earthquake in Balouchistan: 10km



### SIMILARITIES



Difficulty in rescue activities

- Remote area
- Poor weather or poor conditions

Disaster: Landslide

- Landslides happened in mountainous areas in the 2 regions
- Landslides in Balouchistan were caused by the strong shaking of the steep mountainous terrain around Ziarat. Many tiny mud houses built on the slopes collapsed as the ground shifted, leading to widespread destruction.





# Group 3

## DIFFERENCES

**Plate Boundaries**

Hualien: Philippine Plate & Eurasian Plate  
Balouchistan: Eurasian Plate & Indian Plate

**House Structure**

Hualien: Built to earthquake-resistant standards  
Balouchistan: Made of mud bricks or stone

**Affected Industries**

Hualien: Infrastructure, tourism  
Balouchistan: Infrastructure, agriculture

## 5 Strategies to Mitigate and Adapt to Earthquakes

## FOLLOWING ARE 5 POINTS

**HAZARD IDENTIFICATION**

COMMUNITY THREATS  
KEEPING RECORDS  
CONTROL RISKS

**EVALUATE VULNERABILITY**

ASSESSMENT  
COMMUNICATION

**MEDICAL HELP**

HOSPITAL ROOM AT DISPOSAL

## IMPROVING BUILDING CODES AND CONSTRUCTION PRACTICES

**Definition:**

- SAFE
- DURABLE
- RESISTANCE TO NATURAL DISASTER

**Global Success Example**

Japan

- strict building codes and cutting-edge technology
- mandates seismic inspections and earthquake-resistant designs.

**Key Strategies:**

- Flexible Materials**  
reinforced steel and concrete, which can absorb and dissipate seismic energy
- Seismic isolation technology**  
base isolators are placed between the building and its foundation
- reduce ground motion impact

## PUBLIC AWARENESS AND EDUCATION

**Definition:**

- Equipping individuals and communities with knowledge and practical skills
- prepare for and respond to earthquakes.

**Global Success Example**

Chile

- National Emergency Office (ONEMI)
- conducts periodic drills
- uses a network of sirens and announcements for public warnings

**Key Strategies:**

- Education Programs**
  - Introduce earthquake preparedness in schools
  - Host training sessions for local communities
- Information Dissemination**
  - TV, radio, and newspapers to broadcast public service announcements about earthquake safety (Traditional Media)
  - social media for real-time updates, safety guides, and preparedness tips (Digital Platform)

## OUR ROLE TO MAKE SOCIETY SAFER

### As A University Student

**Providing Education and Training Program**

- Spreading information about earthquakes to the local people around disaster's vulnerable sites
- Disaster drill in earthquake and tsunami for children at school and health professional in hospital or nursing home
- Evacuation simulation using phones and easiest routes for elderly, babies, and disabled

**Volunteering in physical and psychological assistance**

- Providing health care and disaster risk analysis and prevention for medical and health sciences students
- Giving psychological support
- Build a relationship with NGOs in funding and goods supplies

**Risk Mapping**

- Identify location with high risk damage (in under the hill, high building, and near chemical industries)
- Plotting and mapping houses with vulnerable groups to ease and accelerate evacuation process
- Draw evacuation routes and decide meeting point in areas with available resources during disaster

**Community Development in Disaster Readiness and Resilience**

- Establishing community-based disaster risk reduction organization
- Providing assistance in completing refugee and shelter equipment
- Increasing alternative skills (e.g. survival skill, arts, cooking) to make local people survive under the unstable condition

**Social Media Utilization to Spread Information Massively**

- Using social media to promote disaster awareness
- Engage with influencer to gain more attention from wider society groups
- Collaborate with national or regional communication departments and disaster management to get the most update information about earthquake warning or prediction

**Joining Research Projects**

- Joining research with expert to identify factors that impacted to the evacuation and mitigation failure or success, which could increase the effectiveness, efficiency, accuracy of further mitigation program

## Case Study 1

### Community-based Disaster Risk Reduction in Kobe, Japan

**BOKOMI** (Disaster-Safe Welfare Community): A volunteer organisation combining welfare services and disaster risk reduction

- BOKOMI is internationally recognised as a role model in community-based disaster management.
- The Kobe city government initiated the establishment of the disaster-safe welfare community based on lessons learnt from the Great Hanshin-Awaji Earthquake.
- The Kobe city government offers support measures to BOKOMI, including disaster provision materials, activity expense subsidies and training sessions for disaster prevention leaders

## Case Study 1

### Community-based Disaster Risk Reduction in Kobe, Japan: BOKOMI

- BOKOMI activities include fire extinguishing, rescue team, escape guiding, life support and information team; they are carried out three times a year. Therefore, BOKOMI develops self-help, mutual-help and public-help.

# Group 3

## Our Roles in Global Governance

1. Providing education and training programs
2. Volunteering in physical and psychological assistance
3. Risk mapping
4. Community development in disaster readiness and resilience
5. Social media utilisation to spread information massively
6. Joining research projects

- Collaborations amongst different stakeholders at international, national and subnational levels.



Thank You



Workplace

Meeting

UCM Anshu K. via Zoom (P.A.R.)

UTAR- zining

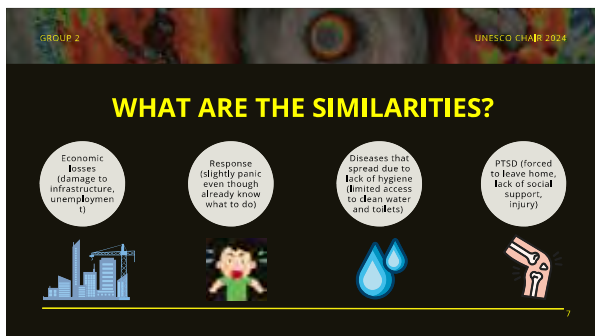
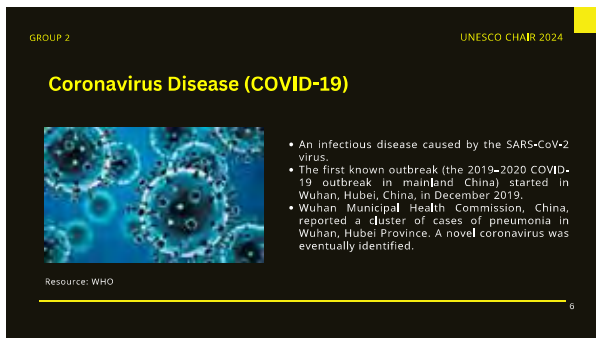
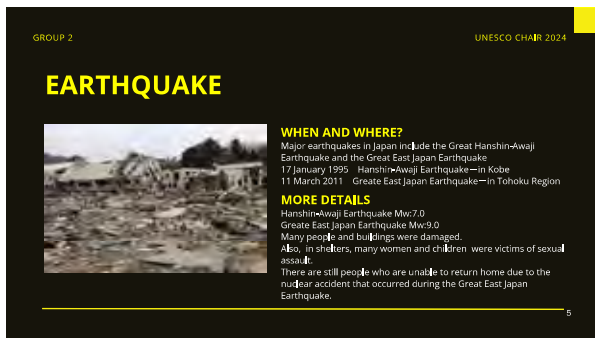
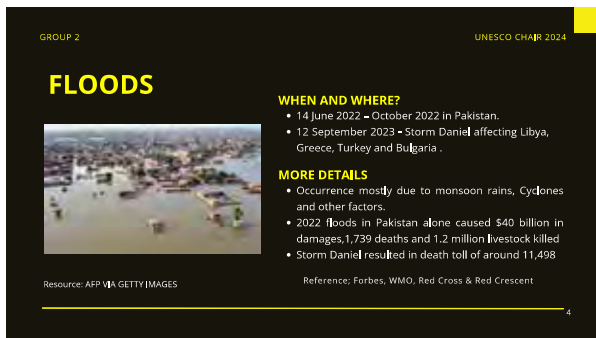
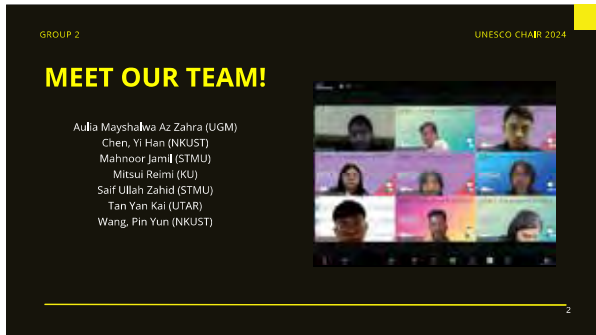
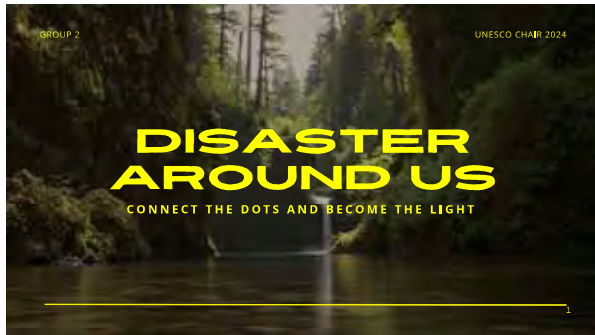
UTAR- zining

## Our Roles in Global Governance

1. Providing education and training programs
2. Volunteering in physical and psychological assistance
3. Risk mapping
4. Community development in disaster readiness and resilience
5. Social media utilisation to spread information massively
6. Joining research projects

- Collaborations amongst different stakeholders at international, national and subnational levels.

# Group 2



# Group 2

GROUP 2 UNESCO CHAIR 2024

## WHAT SHOULD WE DO?

**Emergency Kit**


- Prepare batteries, canned foods, cash, clothes, first aid kit, flashlight, identity documents, important telephone numbers, map, portable radio, water.

**Emergency Shelter**

- Find or contact the nearest shelter, respect, and help each other in need, especially children, pregnant woman, and elderly. Tackle issues faced by females and other marginalized groups

**Early Warning System (EWS)**

- Keep updated for any information about the disaster, such as stay at home before the heavy rain happens. We can also establish a good EWS to alert disasters.



GROUP 2 UNESCO CHAIR 2024

## WHAT SHOULD WE DO?

Have a more inclusive approach, open dialogue about issues and problems faced by females, and other marginalized groups and a firm plan to resolve the issues and problems.

**Rapid Response Team (RRT)**

- Help each other (help and rescue victims, fulfill basic needs, perform CPR, learn first aid training) and become familiar with what to do and what not to do during disaster.

**Support Group**

- Support the community in terms of providing emotional comfort and sharing information.

**Education**

- Expand our knowledge about disaster to increase preparedness and resilience. In Japan, disaster prevention programs have been taught since elementary school.



GROUP 2 UNESCO CHAIR 2024

## OUR ROLES AS A STUDENT



**Become A Volunteer**

- Provide immediate assistance to disaster victims while actively contributing to reducing disaster risks through education and training initiatives.
- Join volunteer organizations such as MERCY Malaysia, GREAT Indonesia, Edhi Foundation in Pakistan, Taiwan AID, or JVC in Japan to make a meaningful impact.

**Collaborate with Local Authorities**

- Work with local governments and NGOs to conduct regular drills for earthquakes, floods, and other emergencies, equipping residents with the knowledge and skills needed to respond effectively.

Resource: MRC

GROUP 2 UNESCO CHAIR 2024

## OUR ROLES AS A STUDENT



**Organize Campaigns**

- We can spread awareness on disaster preparedness and safety through campaigns by educating the community about potential disasters, their impacts, and the specific needs of vulnerable groups.

**Engage In Research Programs**

- By research, we can explore innovative solutions for disaster-resistant materials, infrastructure, and technologies.
- For instance, a Japanese construction company is using a combination of timber and steel to build a 70-story earthquake-resistant tower.

Resource: CNN

GROUP 2 UNESCO CHAIR 2024

“  
Roses are red  
Violets are blue  
We're from group two  
We wanna say thank you

GIVE  
YOUR HANDS  
TO SERVE  
AND  
YOUR HEARTS  
TO LOVE.

18





# Group 1

## How do disasters impact our lives and society

UNESCO Chair Group 1

|                           |                             |
|---------------------------|-----------------------------|
| (KU) Rimsha Shakeel       | (UGM) Ervina Putri Az-Zahra |
| (UTAR) Ng Kai Wen         | (UGM) Hertina Susilawati    |
| (NKUST) Lin, Yun Shuo     | (STMU) Syeda Shafaq Naqvi   |
| (NKUST) Tseng, Rong Ching | (STMU) Rida Haider          |

## Outline

1. Disaster Introduction
2. Our disaster experience!
3. What is the similarities?
4. What about the differences?
5. What can we do as a student?
6. Conclusion

## What is disaster?

A serious disruption of the functioning of a community or society causing widespread human, material, economic, or environmental losses.

- Unpredictable
- Urgency
- Significant consequences

## Global warming and the Impact

Global warming refers to the rise in global temperatures due mainly to the increasing concentrations of greenhouse gases in the atmosphere

Impact:

- Intensifies natural disaster
- Rising sea levels
- Increase the risk of landslides and floods
- Disrupts ecosystem and agriculture

## IMPACTS OF DISASTER (RIDA HAIDER, STMU)

1. LOSS OF LIFE AND INJURY
2. Displacement and migration
3. Economic losses
4. Psychological trauma
5. Social disruption

## Share your own disaster experiences

"I currently experienced a NANKI earthquake warning in Japan" – Rimsha Shakeel (KU)

"I've seen the devastating impacts of monsoon floods and landslides, particularly in Kuala Lumpur (KL)" – Ng Kai Wen (UTAR)

"The experience I felt terrible is the typhoon named Krathon." – Lin, Yun Shuo (NKUST)

## Share your own disaster experiences

"A big earthquake happened on April 3rd this year, the road started shaking up and down" – Tseng, Rong Ching (NKUST)

"I have experienced several earthquake since I was 2 y.o and one of the earthquake damaged my house" – Ervina Putri (UGM)

"I have experienced several small earthquakes since I was child" – Hertina Susilawati (UGM)

## Share your own disaster experiences

"I experience worst earthquake in 2022." – Syeda Shafaq Naqvi (STMU)

"I experience earthquake when I was just 2 years old" – Rida Haider (STMU)

# Group 1

### My Thoughts on Gender, Vulnerability and Well being

"Being an international student with the language barrier, new culture, few friends, you need to be aware of how much you are vulnerable in case of a sudden calamity and need to take measures for your well-being" – Rimsha Shakeel (KU)

"Prevent exploitation and harassment, while also promoting mental well-being for all affected groups." – Ng Kai Wen (UTAR)

In disaster emergency shelters, these risks are often linked to inadequate safety measures, such as the absence of private sanitation facilities or effective security, and a lack of awareness of gender equality. – Lin, Yun Shuo

### My Thoughts on Gender, Vulnerability and Well being

"Males have difficulty looking for jobs, but the government can provide immediate emergency employment opportunities" – Tseng, Rong Ching (NKUST)

"Ensuring well-being means going beyond survival to address physical needs, emotional recovery, and the restoration of livelihoods." – Ervina Putri (UGM)

"Disaster mitigation must prioritize gender-sensitive strategies by ensuring women's active participation in decision-making, establishing safe shelters for gender-specific needs, providing tailored health services and economic support," – Herlina Susilawati (UGM)

### My Thoughts on Gender, Vulnerability and Well being

"It's important to recognize that disaster affect differently and also address that some certain groups are more susceptible to harm ." – Syeda Shafaq Naqvi

"Disaster exacerbate existing gender inequalities increasing women's vulnerability to violence exploitation and limited access to resources while also affecting men's wellbeing through pressure to provide and society expectations." – Rida Haider, STMU

### What's the similarities?

| Common Disasters   | Emotional Impact  | Regional Vulnerability   | Community Disruption   |
|--|---|--|--|
| Earthquakes are a shared experience in Taiwan, Indonesia, Pakistan, and Japan. | All experiences highlight feelings of fear, distress, and helplessness. | All regions are prone to natural disasters due to geographical factors | Each disaster caused societal disruption—loss of homes, infrastructure damage, or fear of future events. |

### WHAT ABOUT THE DIFFERENCES?

**TYPES OF DISASTERS:**

- Typhoons (Taiwan) and monsoon floods/landslides (Malaysia) are weather-related.
- Earthquakes (Indonesia, Pakistan, Japan, Taiwan) are geological events.

**FREQUENCY:**

- Repeated earthquakes in Indonesia and Japan compared to isolated events in Taiwan and Pakistan.
- Monsoon floods in Malaysia are seasonal.

**PERSONAL IMPACT:**

- Taiwan's typhoon and earthquake felt deeply traumatic.
- Pakistan's earthquake memory is tied to early childhood.
- Japan's NANKI warning reflects a different perspective—anticipation rather than aftermath.




### 5 things that we can do!

- 1 Organize earthquake preparedness workshop
- 2 Collaborate with local NGO's or Government programs
- 3 Participate in Volunteer and Relief Efforts
- 4 Advocate for Sustainable Practices
- 5 Active drills on responding to disasters in foreign country and create an early warning system



### CONCLUSION

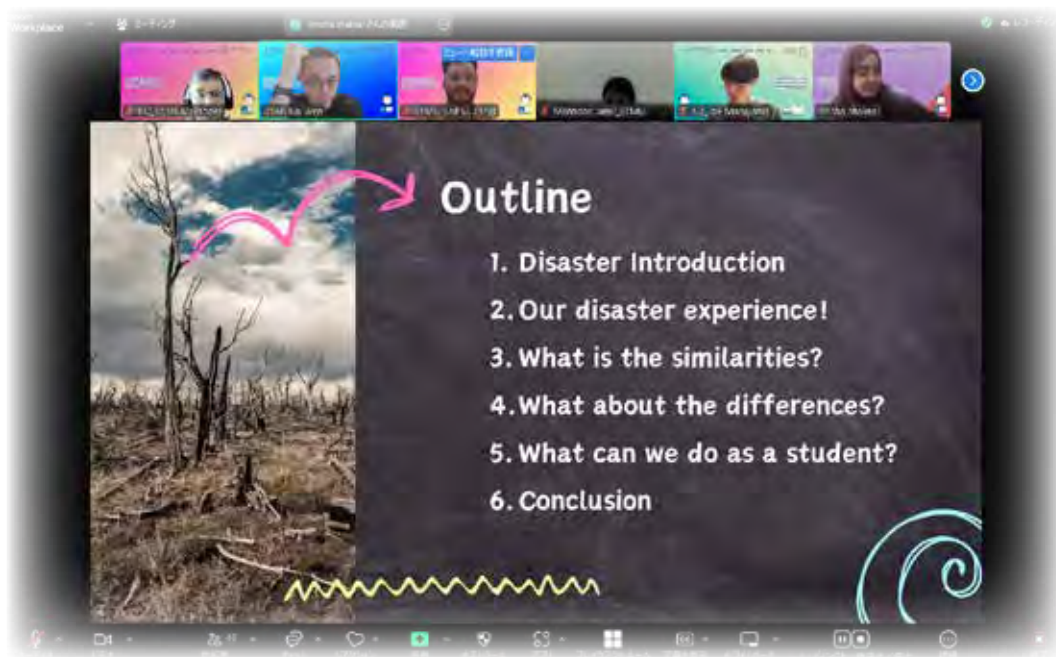
- Disaster experiences, though varied across regions, reveal shared vulnerabilities and the critical need for inclusive, context-specific responses.
- These events underscore the importance of addressing gender disparities, prioritizing the needs of vulnerable groups, and ensuring holistic well-being during recovery.
- By learning from these experiences and advocating for equitable and resilient strategies, we can foster empathy, empower communities, and build a safer, more prepared society for future challenges.



### Thankyou for Listening



# Group 1



# Responses to the Questionnaire

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## Questionnaire responses from each university

Universiti Tunku Abdul Rahman (UTAR), Malaysia

Gadjah Mada University (UGM), Indonesia

National Kaohsiung University of Science and Technology (NKUST), Taiwan

Shifa Tameer-e-Millat University (SMTU), Pakistan

Kobe University (KU), Japan



# Questionnaire

## Kobe University UNESCO Chair Education Program 2024 Questionnaire

The total number of returned questionnaires: 31

Universiti Tunku Abdul Rahman (UTAR): 5; Gadjah Mada University (UGM): 5; National Kaohsiung University of Science and Technology (NKUST): 8; Shifa Tameer-e-Millat University (SMTU): 9; Kobe University: 4

### **Q1: Did the conference meet your expectations?**

YES: 30                      NO: 0

#### **Comments**

- Overall a good conference and opportunity to talk with students from different countries and learn about how different countries deal with disasters.
- Yes.
- Yes.
- This conference met exceeded my expectations, I learned a lot of knowledge, information and skills from this conference.
- Yes.
- The conference fits my expectations. It was so fun and insightful.
- Yes, the conference met my expectations and the materials were useful.
- The conference is beyond my expectations.
- The conference already fulfills my expectations before I choose to join this program. I could say its beyond my expectation.
- This conference exceeded my expectation. At first, I thought that it would be too formal. But after I participated by myself, I felt happy and enjoyed everything; the game, discussion, task, and also Popoki! I really love Popoki! He/she reminds me of my cat! In fact, looking at Popoki motivates me a lot during this conference, and I'd love to buy the plushie if there's any!
- This conference met exceeded my expectations, I learned a lot of knowledge, information and skills from this conference.
- Yes, of course!! It was very wonderful!
- Yes.
- Yes, this conference exceeded my expectations. The most impressive thing is that I can build a connection with the students from many count and work toward the same program.
- Yes, the conference met my expectations. The conference was well-organized, it was truly a good experience overall.
- At the very beginning, I didn't know what kind of conference could be hold for 2 days. However, after receiving the schedule, I realized it would be very interesting and challenging, too. I started to imagine how would I perform and felt worried about it. Finally, I learned a lot, performed well, and also made friends. It's a wonderful and unforgettable conference!!
- Yes, I think this conference is full of knowledge and has its worth pondering. And all of the people who attend this meeting are positive and cooperative.

# Questionnaire

- I am really looking forward to interacting and cooperating with foreigners, and I did it in these two day. I am very happy and appreciate about the opportunity our teachers gave me.
- Yes, I really enjoyed the atmosphere over the past two days.
- Yes, it completely surpassed my expectations. Although I initially thought that I wouldn't be able to fully grasp their message, I was pleasantly surprised to find that I could clearly understand everything the speakers were saying.
- Yes I learned a lot from this conference. • The conference exceeded my expectations. I am grateful for the knowledge gained and the connections made during the conference.
- Yes, yes, it was indeed an amazing experience.
- Yes, it was well planned and managed.
- It was one of the best experiences, of connecting with likeminded students, so far.
- Yes the conference exceeded my expectations, and I appreciate the opportunity to connect with fellow professionals and their experiences.
- Yes, or maybe it was beneficial and fun more than I expected.
- Yes, the conference definitely met my expectations. In fact, it was way better than I expected and I was satisfied in the end. I anticipated gaining a deeper understanding of disaster management and gender related issues that arise during such crisis.
- Yes, the meeting met my expectations by effectively addressing disaster safety through collaborative discussions.
- Yes, I have learn a lot.
- I am glad I was able to join such an amazing event.
- 他国の学生から、その国独自の文化や災害に関する情報を、彼ら自身の体験として聞けて良かったです。また、災害に関するジェンダーや脆弱性、ウェルビーイングについての話し合いでは、そのための対策に関してどの学生からも同じような方法があげられ（個人的にボランティア活動が多く見受けられました）、国を超えた共通性があることをうれしく思いました。また、日本にはない災害、日本であったとしておそれほど大きな被害にはならない災害、日本と同じ災害など、災害に関する様々な情報を得ることができ、興味深く話をきくことができました。さらに、それぞれの学生の専門蛾異なることで、様々な面から災害を見ることができたと感じています。
- 概ね、私の期待に沿う学びを得ることができた。以下、詳しく説明する。第一に、本プログラムの learning outcome として、「①ジェンダー視点から社会現象を分析する力、②災害、減災に関する基礎知識、③異なる専門性や社会的文化的背景をもつ人との協働を通じてリーダーシップ能力を獲得する」ことが提示されていたが、私はそれぞれ習得あるいは向上することができたと考える。特に、事前の大学紹介の準備、会期中の参加者との相互学習、他大学の参加者との協同活動が、これらの学びに大いに役立った。第二に、個人の目標として、「私がこれまでの研究で培ってきた知識と期待される出席者との積極的な相互学習に基づいて災害を再認識し、より安心・安全な社会づくりを実現すべく我々が挑戦すべき問題を紐解きたい」ことを設定していたが、この点も2回のプレゼンテーション等で達成することができた。したがって、私の期待通りの成果を上げることができたと考えている。
- 複数の国から参加があり、アジア諸地域における若い人々の自国または諸外国に対する災害に関しての見え方を共有することができた。

# Questionnaire

## 2. What did you learn from the conference?

- I learnt that disasters were different based on the location of each country and education is a big part of solving it.
- Make New Friends. Teamwork.
- Make New Friends. Teamwork. General knowledge of the disaster around the world.
- I learnt about different types of disasters that happened around the world and the roles we can play in preventing and mitigating their impacts.
- Gained a deeper understanding of the importance of resilience and the critical role of education, awareness and collective action in addressing global challenges.
- I learned many things from this conference. One of them is about how gender, vulnerability, and well-being influences disaster contexts. Another thing that I learned is how we as a student can make the environment safer through campaigns, volunteering, and educating people.
- From the conference, I learned a lot about the importance of education in natural disaster mitigation. I also understood new strategies to raise public awareness and the role of global collaboration in dealing with disaster risks.
- I learned so much aspect from this conference and get to know more about disasters in various regions and countries. I learned about how important gender, vulnerability, and well-being to be included in disaster related mitigation.
- I learned so many things from this conference and get a chance to know more about disasters in other perspectives. Not only from health perspective, but also from many other aspects. Also, I learned about how important gender, vulnerability, and well-being when we talk about disasters.
- I learn about disasters from four different countries and how I can make the community safer through my actions, such as volunteering, arranging campaigns, collaborating, and many more. I also learn how to make friends overseas and work with them. Since our presentation (Group 2) already finished on day 1, we talked about our lives, the country we want to visit, biryani rice, and shared each other's Instagram.
- I learned that there are a lot of disasters in the world. And if we can deeply know the precautions from the disaster, it will be safer to everyone. Moreover, except for the knowledge from the disasters, I also learned how to communicate with not only the classmates in our University but also the friends around the world.
- The policies and ways from different countries to solve the problems that disaster led to.
- I had prepared the presentation with my partners in these two month. We discussed and shared our idea to each other. I think I learned the Critical thinking in this conference. It's an honor to me to be the parts of the UNESCO program.
- There are two things I learned from the conference. First is information collection skills. Especially when we know the information we aren't sure of, we should do more verification. The second is cooperation skills. It's a really imperative ability for teamwork and working with people from different backgrounds.
- At the conference, I learned how to work with people with different personalities and perspectives. I also learned to be inspired by others' solutions and apply them to my own situation.
- I learned how to collaborate with people from different countries. Since all of us are from different

# Questionnaire

countries, we had to overcome jet lag, language barriers and the Internet disconnections. Hopefully, we made it!!! No matter what challenges we faced, we are no longer afraid of them Team works are the best!!!!!!

- The biggest thing that I learn from this conference is to adapt to different accent from other foreign attendees. Secondly, I think my organization had improved a lot by the task on the second day. Last but not least, it would be my speaking abilities. By communicating with the students from different countries for two days. I become more courageous by speaking English to communicate with others.
- I have learned that disaster will bring serious situations to the countries and as an university student what we can do. For example, we can be the volunteers to help victims in the evacuation center or whoever needs help. Moreover, I also learn that different countries have different thinking ways and working methods, and to know their habits first might be a good way to cooperate with them successfully.
- I learned how to use a non-native language to collaborate with other group members to complete a task. Although there might be minor communication barriers, by listening carefully, I could roughly understand what they were trying to convey. For others, it might just be a small presentation, but I believe it truly taught me a lot of knowledge that cannot be found in books or on the internet.
- In my opinion, the best thing I learned was improving my English speaking skills. I used to be afraid of communicating in English, but during this event, I had the opportunity to chat with foreigners and had some truly memorable conversations.
- I learned about how natural disasters affect well-being. I also got to learn stories from the people who have experienced such horrific incident.
- Time management, team work and collaboration with different cultured peoples
- Different managing techniques and personal experiences of disaster as well as relative books and NGO's.
- The conference provided me with a deeper understanding of disaster risk reduction and management. It included the importance of early warning systems, the role of community engagement in disaster risk reduction, and the need for inclusive and accessible disaster response strategies.
- I learned how different every country is from each other. But how same is the wish and desire for peace in everyone. Also I am manifesting after this conference to travel all the countries whose students were present in the conference.
- From the conference, I learned a lot about the significance of integrating gender perspectives into disaster management. The case studies shared especially from Honorable Professor Ronni Alexander of Kobe University really highlighted real-life challenges and successes in disaster management among different vulnerable gender groups.
- I learned the importance of collaboration and shared strategies for enhancing disaster resilience across diverse regions.
- Attending a conference on natural disaster management provided valuable insights into disaster preparedness, response, and recovery. Key takeaways include the importance of early warning systems, community engagement, and sustainable infrastructure, as well as addressing gender vulnerability and the well-being of vulnerable populations.
- About Disaster management, what can we do as a student about this and also learned effective communication skills.



# Questionnaire

- I learned how to work as a team in an online conference, with people having different educational and cultural backgrounds. It was a valuable experience.

- 私は今回の会議において主にジェンダーに関しての話題を探していました。日本では、避難所で性被害といった二次被害があることをはじめのプレゼンで伝え、他の先生のプレゼンでもそのことが詳しく言及されており、うれしく思いました。グループ内の話し合いの中で他国にそのようなことがあるかを尋ねると、文書として出ているものはない、しかし、その点にも目をむけるべきだという答えが返ってきました。このことから、互いの国の被害について紹介することで、自国にある、気付いていない危険性に気付くことができるということを改めて実感しました。また、今回参加した国々では、それぞれの防災対策がある程度共通していることを知ることができ、それぞれが異なる課題（地形や文化などによる）を抱えていることが明らかになりました。

- 災害学習の点においては、災害対応の多くの場面にジェンダーの視点を取り入れること（包摂）の重要性や防災教育が学習者に意識向上をもたらす効果（啓発力）を学んだ。また、国際交流の点では、本プログラムで専門分野が異なる参加者と互いに知見を共有し合ったことで、学際的に国際・地域課題に取り組む意義を見つけられた。

- 国によって今まで経験してきた災害の種類や規模が大きく異なり、また今後起こりうる災害に対して、その国なりの対策や想定がなされていること。

# Questionnaire

## 3. What questions were you left with after the conference?

- How will the ever changing back and forth society norms affect countries dealing with disasters.
- No.
- No.
- No question.
- What are the best ways to engage and sustain youth participation in long-term disaster risk reduction efforts?
- I am interested about the concept of 'Build Back Better' so I want to know in what ways can recovery efforts post-disaster incorporate long-term resilience and sustainability?
- The conference was insightful, but I'm curious about how the discussed strategies can be adapted to local contexts and what steps can be taken to enhance collaboration across sectors.
- My one and only question that left behind is, am I will get any chance to join this conference and meet so many great people there.
- I wonder what the most effective approach to raise people's awareness towards disasters and make them better prepared. Because here, in Indonesia, there are several disaster training programs and seminars, but it seems like not many people are interested. I also wonder how to provide better hygiene and sanitation in the shelter. One of the biggest earthquakes in Indonesia, the Donggala earthquake, only has one toilet and limited access to clean water. This increases the risk of diarrhea, typhoid fever, sexual infection, and so on.
- Climate change is becoming worse and worse, we don't know how serious the disaster will be. It's hard and important for us to keep changing the methods to protect ourselves.
- The policies and ways from different countries to solve the problems that disaster led to.
- No questions, it is perfect!!!
- There are a lot of disaster prevention and immediate response methods on the Internet, but many of them are incorrect. How can we effectively prevent the public from continuing to convey incorrect ideas and give them the right information? In group activities, my teammates are from different countries. How can I adapt to the different accents so that I don't lose my understanding?
- NO~~~~ I don't have any questions. The conference was very informative and clear.
- None.
- No.
- There are basically no issues. The members of the other groups have already answered our questions thoroughly during the meeting.
- At the end of the conference, I felt regretful that I didn't take the opportunity to thank everyone and share my perspective. Therefore, I hope to encourage myself to express my opinions more openly in the future.
- How can we make platforms related to natural disasters to overcome fear? How can we provide both mental and physical help to the people who have been through it?
- I appreciated the session . The conference went pretty well . I guess the question answer session answered all and cleared the answers pretty well.
- None. They answered all of my queries.

# Questionnaire

- How and in what ways the world can unite in order to deal with the disasters going on in the world? How can we eliminate the language barrier between countries for local population?
- One of the important question I was left after the conference that really sparked my curiosity was why Asian countries are most affected by disasters and why they are always on risk on getting affected by earthquakes, floods. How does each community respond to its most vulnerable citizens like children, the frail elderly, the disabled and blind individuals.
- Everything is clear.
- I was left out with a question that what strategies can be employed to provide better support and protection to women during disasters, considering their increased vulnerability?
- No questions everything got cleared in this conference.
- How can we make team work better so that every person has opportunity to state their opinions and expectations.
- 私は性被害などの二次被害を防止する方法についての議論があればよいと感じていましたが、私たちのグループでは行われなかったため、もしそのことに関して議論したグループ等があれば知りたいです。また、避難所の設備等に関しても私たちのグループではそれほど言及されなかったこともあり、その点についてもう少し知りたいと感じています。
- 別段の疑問はない。
- それぞれの国が、もちろん日本も含め災害に対する想定がなされているが、実際にそのような規模の災害が起こった際にどこまで想定通りに対処することができるのか、ということ。

# Questionnaire

## 4. What action will you take to help make your community safer?

- Be a volunteer and join with NGOs.
- Become volunteer in relevant event.
- Promote some relevant campaigns.
- As a student, I will participate in research programs to develop innovative solutions for disaster preparedness and mitigation.
- Raise awareness and educate. Build an inclusive emergency network.
- As a university student, there are several meaningful actions I can take to help make the community safer, particularly in the context of disaster preparedness, education, and community engagement. As simple as doing social media campaigns to share real time updates and safety tips during emergencies, I think it will work since young people use social media a lot.
- I plan to educate the public about first aid during disasters and the importance of having an emergency kit. In addition, I want to work with local communities to conduct emergency response training and raise health awareness in disaster situations.
- After this conference, I will talk about mitigating disaster with my closest surrounding such as my friends first, then I will use engaging tools like games and social media campaigns to reach a broader audience.
- After this conference, I realized that there are so many actions that we can do as a university student to make our community safer. We can also use so many online platforms, such as Instagram, Twitter, YouTube, etc. to provide more information about disaster to our community. We can do it with our creativity and our fresh way to promote it.
- First I will educate myself, like participating in this conference. Then I will educate people through social media because a lot of people have been using it, especially young generations. I can either upload the “after report” or I can make a creative yet informative content. It can also inspire others to do positive things and have an impact on society. I can also educate them directly, starting with my family and friends. Since I’m a member of the Asian Medical Students’ Association (AMSA), and they have volunteering programs, I have joined some of them, and will continue to do so.
- As a college student, I think the action I can do is to learn the skills of helping myself and others during the disaster, such as CPR.
- Spreading the word about being prepared for disasters to my friends, family, and surroundings.
- I will do the simple action to make our community safer. In environmental protection, I will reduce waste in my life, and I am trying to walk bicycling to school. If I hang out with my friend, I will take public transportation.
- As a college student, my ability is limited. However, I have developed some awareness of dealing with disasters. I will prepare an aid kit at home and participate in some programs that can raise people’s awareness of disasters.
- For pre-disaster prevention and control, I will make posters or propaganda on the correct way to avoid disasters and related disaster prevention knowledge, and post them on community bulletin boards or share them on social media. For disaster relief, I will join the Student Volunteer Team. I will help clean up the environment, distribute supplies, or assist the elderly and disadvantaged after a disaster.



# Questionnaire

- As a college student, one of the most important things we can do is promote. We can focus on educating others, and helping people in remote areas or those who lack proper knowledge about disaster preparedness. Also, we can share the information to our family chat group through our phone.
- I think as a university student, we can join some nonprofit organizations that is specialized in protecting homes and communities.
- First, we can be volunteers to help people in need. Second, we can set up a club or join the program that explore innovative solutions for disaster recovery. Finally, we can promote and try to rise people's awareness of making our community safer.
- Since I am still a university student, my ability to help is limited. However, I believe I can use my free time to volunteer and assist those in need, making society safer and warmer.
- I will promote awareness and education by sharing information about local safety issues and resources, which can empower people to make informed decisions.
- Launch campaigns, organize informative seminars, work together with my fellow teammates
- 1: Reporting issue; 2: Getting to know others; 3: Keeping community clean; 4: Communication; 5: Education; 6: Emergency preparedness
- Help people and communities through first Aid training and volunteer work with NGO's and other organizations to help mediate the impact of climate change.
- I would focus on supporting vulnerable population in my community, such as senior, children, and individuals with disabilities. This could include volunteering with local organization that provide safety nets and support services. Helping them to develop accessible and inclusive safety resources and materials.
- We often delay talking about the issues until they escalate or something big, or disastrous happens. So I would rather start talking about such issues on whatever platform I am provided.
- To help make my community safer, I plan to take several actions. First, I want to raise awareness about disasters by organizing community leaders meetings. This will help educate people on emergency response and importance of having a plan in place. Moreover, I would like to use social media platforms to share safety tips and updates for areas under potential risk of disasters. By fostering a culture of preparedness and resilience, I believe we can significantly enhance our community's safety in the face of disasters.
- I will promote disaster preparedness and awareness initiatives within my community.
- Raising Awareness; Supporting Research and Innovation; Volunteering; Advocating for Policy Change; Promoting Inclusive Disaster Management
- By volunteering as much as I can in awareness programs and also try to arrange medical camps after a disaster to help people as much as I can.
- Ice breaking activities, pre-designated roles, social networking.
- 私は自分自身も含め、地震などの災害が起きたときにどのような対応が適切なのかを改めて調べ、憶えておきたいと思っています。災害が突然の出来事であることは当然であり、今の平和な状況に甘んじているとパニックになってそのまま命を失ってしまうと思っています。直近で神戸でも震度1程度の地震があり、私はその時ひとりでしたが、外に出るべきか否か、本当にパニックになってしまいました。自分自身の経験を振り返り、防災リュック等の準備は確かに必要ですが、それよりも自分が迅速に行動できることが一番大切だと感じています。また、自分を守れない状況で身近な人を守ることはできないので、自分自身の防災を、身近な人に伝えていくことが大切だと思っています。

# Questionnaire

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- Disaster management における私の関心に基づいて回答すれば、避難民支援活動や災害を背景にした研究活動に参加したいと考えている。特に、日本では毎年水害による被害が多く地域でみられるので、日本財団ボランティアセンターなど NGO が主催する日本国内での避難民支援活動に従事し、座学で学んだ知識を活かして災害の現場活動に傾倒したい。
- 特に脆弱性を持ち合わせている部分に焦点を当てて議論に参加することができたので、住む地域によって異なるが、子供や女性、高齢者、在日外国人、身体的に困難が生じる人などに、特に気を配りたいと思う。

# Questionnaire

## 5. How did you feel during the conference?

- I feel happy to be able to discuss with the question given and made the presentation work.
- Feel good as everyone is nice.
- Feel comfortable.
- Everyone was kind and hospitable, which helped me quickly adapt to the new environment.
- Inspired to think about the role in addressing global and local challenges.
- I felt excited during the conference. Then the conference left me feeling empowered and hopeful.
- I felt inspired and motivated during the conference, especially by the discussions on disaster preparedness. It was also a great opportunity to learn and reflect on how I can contribute as a nursing student.
- During the conference, I felt motivated and educated especially about the panel discussion from experts.
- During the conference, I felt very welcomed by every participant and of course our sensei. In this conference, I felt like everyone has an eager to share everything that they know about conference's topic and of course this conference feels very warm.
- I feel anxious before the conference starts, but the people here make me feel really comfortable, so I really enjoy it after. It feels so fast; I start tearing up hearing teacher's comments and finally cry when this conference ends. I feel like I have found my second family because we learn and grow together. I do hope that what I've been taught from this course, I can share it with the world and make it a better place.
- During the meeting, I felt excited and inspired because I learned a lot of knowledge.
- It was very fulfilling; everyone was diligent about the presentation.
- I felt nervous in the first day. Actually, it's the first time I participated the online meeting and talked to other country people. In the first day afternoon, we discussed the presentation and talked with them, I was enjoyed in the time.
- I think I was engaged in the conference. The session of taking questions after the speeches of the professors made us try to brainstorm and share our opinions. It was great for everyone to get engaged in the program and build a strong connection.
- I found the atmosphere very pleasant and comfortable. I thought it was going to be a very serious meeting, but the way we discussed it made me feel very comfortable and not too bored, and I think Ronni is really good at moderating!
- The most impressive thing was when we talked to each other as a group. I feel very energetic and wide awake. Otherwise, to be honest, I felt so tired sometimes :) But, I still listened to the speakers.
- I got so many different feelings. I feel happy, angry, stuck, tired. But I think all of these feeling makes two perfect day.
- It is interesting. I learn different perspective form all the participants. Happy to have cooperation with them and be friends with them.
- At first, I felt very nervous, but after listening to the presentations from each group, I realized it wasn't as difficult as I had imagined. This helped me relax more and more. By the end, I felt fully immersed in my group,

# Questionnaire

and listening to everyone share their stories was both fascinating and enjoyable.

- This is a completely new and unique experience for me, something I've never encountered before. As a result, I feel a sense of freshness and excitement as I immerse myself in the event, making it all the more memorable.
- I felt so energetic, curious, and enthusiastic to meet and work with all senior panel and students from all over the world.
- Comfortable and peaceful.
- I felt comfortable, energetic and confident.
- During the conference, I felt a strong sense of connection and support from fellow participants and speakers. The conference created a safe space for sharing experiences asking questions, and learning from each other. I left feeling empowered and part of a large common community working towards a common goal.
- I felt very connected to the people around the world which I didn't feel before this conference.
- During the conference, I felt a mix of excitement and inspiration. It was great to be surrounded by so many passionate students who care about disaster management and gender issues. I felt engaged during discussions and appreciated the diverse perspectives that we shared in our groups. There were moments of reflection which gave me a sense of urgency about the work that is needed to be done. Overall it was a rewarding experience that motivated me to take action and contribute to making my community more safer.
- It felt great interacting with people from different countries.
- Inspired: By the speakers, panel discussions, and innovative ideas shared. Empowered: To make a difference in disaster management and support vulnerable populations. Connected: Meeting like-minded individuals and feeling part of a community working towards a common goal.
- Very good and confident. Happy to communicate with students of different universities.
- I felt that all participants were respectful and considerate of each other's feelings and it made me realize how peaceful this world can be if we just understand and listen to each other, all of us are the same and just want to have friendly conversation.
- 英語で話すことも英語をずっと聞くことも今まであまり機会がなかったため、とても緊張していました。しかし、インターネットを通していることで、そのことがあまり相手に伝わっていないという安心感が少しありました。また、少しでも自分で英語を用いて何かを発信することができたことが、とてもうれしかったです。そして、全員が一つの目標に向かって真剣であることが伝わってきて、襟を正される気持ちにもなりました。それぞれが真摯に向き合ってくれたため、変にだれることがなく会議を終えることができたと感じています。
- 総じて、多くの参加者との対話を楽しみつつ、彼らから共有される知見に関心を示しながら、本プログラムに参加していた。
- たまに電波が悪いのか、聞き取りにくい部分もあった。言語に関して、自分も含め向上する必要があると感じた。



# Questionnaire

## 6. What did you like about the conference?

- The opportunity to talk with university students from different countries.
- Make new friends from other country.
- Make new friends from other country.
- The group discussion part. We had a casual conversation about our university lives and the cultures of our respective countries.
- Engaging and inspiring speakers
- The lecturers are so lovely and so welcome to us as students. Also the lecture was understandable, insightful and there was an ice breaking that made the atmosphere so fun.
- I really liked that the conference shared real-life disaster experiences from different countries. It was eye-opening to hear about the various challenges and solutions other nations have faced, and it gave me a deeper understanding of how disaster management strategies can vary globally.
- What I like about this conference is the discussion, sharing session, and presentation from each university. I get to know about disasters in many countries and how mitigation in their countries.
- What I like about this conference is that everyone has the same opportunity to talk, to discuss with everybody in this conference. And of course, the materials that the speakers gave to us are very helpful when the group discussion is started.
- Everything! I love how the teachers are always patient, insightful and happy to welcome us. The discussion is easy to understand. The quiz itself is pretty fun and some of them are pretty challenging. I love my group as well! We have a great collaboration, so we can finish our presentation before Day 2 starts. Now we even repost each other's Instastory. I love them so much, and Popoki, of course!
- I like the activity process and the passion from Ronni Alexander. And the discussion at the first day afternoon is my favorite part.
- Everyone had a chance to speak and ask question.
- The discussion part is the most like, and I enjoyed it especially.
- I really like the ice break activities and question time after every presentation. In the ice break activities, it's very fun it see the process of everyone's thoughts becoming inconsistent from consistent. In my opinion, the most precious thing about the program is that we can share our opinions on whatever right or wrong.
- I love group discussions, it's so much fun to be with people from different countries. Our group in particular was so cooperative and fast-paced that I felt very lucky to have met them! We are good friends now!
- The conference was informative and full of valuable knowledge. All of us had a beautiful smiles on our faces, and everybody was kind. In addition, I like the group very much. Sometimes we chat like friends and we would be serious when we should be serious. Everyone was on time and proactive.
- I like the part when we present our presentation to everyone. All of our efforts shows on the screen. Just like telling everyone the time we spend.
- I like when we discuss the questions that teacher ask us. Although I didn't grasp the opportunity to share my opinion, I got a lot of ideas from all the people.

# Questionnaire

- I really enjoy the small group discussions because, with fewer people, we can share our opinions and listen to others' ideas. Through these interactions, I get to engage with everyone and learn about the various situations faced by different countries.
- I enjoyed the moment when a Taiwanese student gave a speech. The sense of division of labor and cooperation left me with a strong feeling of accomplishment.
- I liked how interactive the sessions were especially the breakout room session. Moreover, it was so informative and helped us boost our confidence.
- Time management.
- The inclusivity and the diversity.
- I appreciate the diversity of perspective and experiences shared by the speakers and participants. The interactive session such as the group discussions were fantastic and enjoyable.
- Meeting new people and knowing their perspective was the part I'll cherish throughout my life.
- I really liked how interactive the conference was. It was good to hear real stories from people who have actually experienced disasters in their lives. I loved how everyone was given a chance to share their thoughts and experiences. It was refreshing to see such an significant topic being highlighted and discussed in depth. Plus, connecting with students from different countries was a new experience for me and it broadened my understanding of the issues in hand.
- I liked the opportunity to exchange ideas and learn from diverse perspectives.
- We shared our different experiences about natural disasters and discussed what types of situations arose. We also shared our ideas and as a lower-middle-class country, how we thought about natural disasters and what we could have done about them.
- The concept of making groups with other university students which help us improve our communication skills and also each and every one was so nicely answering to our questions.
- I got to meet people with different backgrounds and cultural, and got to learn about disasters and management from the locals of that area, compare the methods and learn at the same time, which is a rare opportunity.
- 私はそれほど英語が得意ではないので、あまりうまく話すことができず、インターネットを通して単語などを調べながら話していたのですが、グループのメンバーは誰一人焦らせることなく、待ってくださったので、助かりました。また、それぞれが互いの意見を尊重しあっている雰囲気があり、居心地がよかったです。
- 今回はインドネシア、台湾、マレーシア、パキスタンの学生も参加していたので、東アジア・東南アジア・南アジアの発生する災害が国境を越えてどのように共有するのか、異なるのか学ぶことができた。この点は本プログラムの良さであると思う。
- オンラインであることで、複数の国からの参加があったこと。実際に対面で行うと考えた時に、この規模の学生数がアジアまたは諸外国から集まって、同時にコミュニケーションをとるということは難しいとも思う。

# Questionnaire

## 7. What did you dislike about the conference?

- The pace of QnA is slower in the second day overall others are good.
- No.
- No.
- No.
- Overloading Schedule, less time for interacting.
- There's nothing that I dislike about the conference but I think if I can meet with the participants it will be better :D.
- While the conference was informative, I felt that some topics could have been discussed in more detail, especially in terms of practical applications for local contexts. Additionally, there were moments when the discussions felt a bit too general, and I would have appreciated more in-depth case studies or examples.
- I think that it would have been great if there's more panel discussion or sharing from organizations related to disasters.
- One and only that I dislike is that I can't meet all of the participants in the real life.
- Nothing! I made so many memories here and will cherish it forever!
- Everything was perfect and it was hard for me to choose. The only thing I did not like as the time limit for us to prepare the presentation and information we needed to search.
- No, it was good.
- No, Everything I like it.
- I think everything was great.
- I think the lunch break could have been half an hour longer. Eating lunch in an hour made me feel a little rushed, and because I ate too quickly, my stomach felt a little queasy in the afternoon.
- No! Everything was great!!!
- I think the part which makes me dislike this meeting is my partner deleting the thing I made. Just because she afraid we don't have enough time to present it.
- Teachers are trying their best to provide different information to us. The presentation are great, but there are some words that hard to understand.
- Actually, it was the group discussion part. Because of the different time zones in each place, it was difficult for us to discuss our desired topics outside of the meeting time to improve the group's overall efficiency. Additionally, some people seemed a bit out of sync. However, these were minor issues, and we resolved them all by the second day.
- I thought we could form a group first because I had no connection with my teammates. When we tried to have a discussion on Saturday night, we couldn't get in touch with them.
- Nothing it was overall a great team effort put together.
- Nothing.
- I only wish it was a face to face interactive event where we could get to experience more of what UNESCO has to offer and make more content relative to the event and lasting memories.
- Overall, I was very much satisfied with the conference. I went very well. And was a good and productive

# Questionnaire

experience.

- There was no specific thing but what I found a bit discomforting was the time difference between the countries and waking up at 5:00a.m. in the morning on weekends. Otherwise ,I would request to arrange more such conferences.

- Honestly, I did not really disliked much about the conference, but if I had to pick something, I guess sessions felt a bit too long. I think mini breaks during each session could keep the energy up and help people stay refreshed.

- Nothing. All was great :)

- There was nothing to dislike about the conference as it was very knowledgeable. I felt very inspired, I interacted with many people and had a great experience.

- Nothing.

- Nothing in particular, I think we had spend more time on conference like 3 or 4 days, we would have learned more about the current topic of discussion. However, time constrain is understandable.

- 私のグループでは、会話をすすめてくれるメンバーと、それに積極的に参加するメンバーがいたので会議を進めることができましたが、その進行役を買って出てくれた人が負担を感じていないか不安に思っています。彼が私含めた他のメンバーに話を振り、内容をまとめてくれていました。

また、グループでスライドを作成する際に、前日の話の内容をまとめたものからアウトラインを作成し、ほとんどが完成した状態でもってきてくれたメンバーがいました。とても助かりましたし、その後自分たちでそれぞれに修正や追加をして発表しましたが、やはり負担を感じていないか心配です。

- 本プログラムでは研究者だけでなく学生もそれぞれの関心に基づき発表を行うことができたが、先生方の発表も含めて論点がわかりづらく、一方的な知見の発信になっていたように感じた。そのため、学生も互いに質問しづらい（何を質問して良いのかわからない）状況に陥っていたのではないかと感じた。研究者・学生の垣根を越えて参加者が知識共有できることは有意義であるが、それぞれの発表で議論点を示すとより良い学術交流ができると考える。

- やはり聞き取りにくいところが時々あった。また、ブレイクアウトルームにおいて話が進まない場面もあった。



# Questionnaire

## 8. If we do it again, what should we change? What should we keep the same?

- I think we can increase the pace of QnA and keep the communications between students from different countries.
  - Keep the same.
  - Maintain.
  - I suggest providing more opportunities for students to interact with one another, as it offers a valuable chance to learn about different cultures from other countries.
  - Change : More interacting sessions. Keep the same : Inspirational speakers.
  - All is good, nothing needs to be changed. Hopefully, this programme can become an annual event and I hope I can participate next year.
  - If we do it again, I think it would be helpful to include more interactive sessions or workshops where participants can engage in hands-on activities or role-playing, especially in disaster preparedness training. It would also be great to have more in-depth discussions on specific case studies. However, I would definitely keep the diverse range of speakers and the sharing of international experiences, as that was very insightful and valuable.
  - I think that it would be better if there's a big chat group for coordinating the participants.
  - I think no need to change, but I have a suggestion, maybe we can inform the schedule more clearly and the mechanism too. That's it from me. And of course, I would be glad if I have another opportunity to join this kind of conference.
  - I think next year can be done on weekdays instead of weekends, and maybe the quiz includes questions about language or culture from other countries that are participating in the conference. The rest is already good, so I hope it will be maintained.
  - In my opinion, everything includes schedule, time controlling and the activities before the presentation were excellent. However, the process of the moderator was not going well. If there is a precaution or how to do list for the moderators, everything will be wonderful.
  - I think the time of discussion could be longer
  - I think we can extend the discuss time.
  - It would be better if the discussion time was longer. The discussion time of the first day made us have to make a decision quickly. It's great to keep other things the same because these were great!
  - Lunch time can be increased by half an hour. Group discussions must be retained!
  - Please keep the grouping part that will be very interesting and impressive!!!!!!!!!!!!
- That's all, thank you~~~~~
- I think we can make the speech only one on the second day. And presentation time extend to twenty minutes. I think we have the abilities and information to share to everyone, but the time is not enough for us to present.
  - I think you can keep the part of asking questions to make all the people get different perspective, and can change the part of discussion. Make the discussion time in the first day longer and less time in the next day.
  - I think it would be better if the group discussion time on the first day were extended a bit. Everything

# Questionnaire

else was great and can definitely be maintained.

- I hope we can have more time to prepare the presentation and choose a group leader before the conference. Furthermore, I think the presentation topic could be changed to something other than just disaster and gender issues. On the other hand, the country presentations and group discussions can remain the same.
- I think overall it was so good we should keep the interactive spirit up. In the end, it was a great experience.
- You can consider the timings of all the participated countries in a more better way.
- As I've loved the Inclusion of all people, the diversity of the community that joined us, I would like to see more of it.
- I think I will keep everything the same. It was perfect.
- Maybe a time that is suitable for students of every country to attend it comfortably which seems a bit difficult.
- If we do it again, I think we should definitely keep the interactive sessions and different real-life scenarios and case studies among different vulnerable groups. But maybe we could shorten some of the longer talks introducing short breaks to keep participants active and fresh. Also, adding more students from different continents such as North America and Europe will help to connect with new people and reducing communication gap between them.
- Keep the group presentations from different countries the same.
- Next time, please adjust the timings a bit. Last time, it was 6 am in Pakistan. The Q&A sessions and discussions held during the conference were kept the same, as it helped to keep the brain fresh.
- Nothing. It's perfect.
- I personally believe face to face interaction will be better, however, since it was my first time participating in an event like this. Next time in an event same like this, I think that, I will be able to coordinate better because of the valuable experience gained in this conference.
- 全員がそれぞれに作ったプレゼンテーションを、チャットボックスでも共有してもらえると、このようなふりかえりにより活かされたのではないかと思います。また、ウェルビーイングや脆弱性、ジェンダーといった大きな概念がテーマだったため、プレゼンテーションの作成（最初の発表のもの）がなかなか難しく感じました。最終的には良い感じにまとまりましたが、それぞれ持っている興味が異なり、発表の時間もあまり長くはなかったので、そこに言及することはなかなかできなかったのではないかと感じました。
- 改善点は質問7を参照のこと。プログラムの設計としては、どのセッションも欠かせないものであると感じたので、何かなくすべきものがあるとは思わない。
- 改善点として、ファシリテーターになるような人を参加学生からではなく、一人各ブレイクアウトルームに置いてほしい。そのような人が積極的に話を振って進行すれば、議論の幅はさらに広がると思う。

# Questionnaire

## 9. If you have other comments, please feel free to write them here.

- Well done.
- I am so grateful and thankful for the chance to engage in this program. It was an insightful event and I eagerly anticipate similar opportunities in the future.
- I really appreciated the opportunity to attend the conference and learn from experts in the field of disaster management. One thing I would suggest is perhaps incorporating more opportunities for networking and collaboration, as it would be valuable to connect with others who share similar interests and goals. Overall, it was a well-organized event, and I look forward to future opportunities like this.
- Thank you Ronni sensei for this opportunity. I hope that we can meet again in the future!
- Thank you, teachers, for being willing to share your knowledge. Thank you to everyone who participated. Thank you for making these two days memorable. This conference will always have a special place in my heart.
- I want to thank everyone including teachers, classmates, friends from other colleges and Ronni Alexander. I had an exciting and perfect experience from this project. Thank you again!
- No, thank you for your hard work.
- I want to thank every organizer and participant of the program for leaving me a good memories! I gained a lot from you guys.
- During the group discussion, one of the students in our group did not show up at all.
- I have no further comments, thank you!!!!
- None.
- I think we can ask the contact Information to make sure everyone can find each other even we don't have set the group in the discussion time. Otherwise, Thank all the teachers give us the opportunity and different ideas, I really appreciate it.
- Good!!!
- No, thanks for hard works.
- The UNESCO program at Kobe University was an enriching experience that brought together diverse perspectives on education and community engagement. I particularly appreciated the interactive sessions, which fostered meaningful discussions and participant collaboration. The focus on real-world issues, such as the impact of natural disasters, was enlightening and again a wonderful experience.
- It was informative and productive overall.
- Not much. But again thank you for organizing such a great conference and giving us the opportunity to participate.
- It was a really beautiful experience and I would really want to be a part of such events in future.
- I am eagerly waiting for more opportunities like this program in future and I look forward to taking a part in making a significant impact collectively and making this world a better place for everyone.
- It was a great platform for cross-cultural learning and collaboration on important global issues.
- I thoroughly enjoyed attending the conference, where I learned a great deal. I'm grateful to Kobe University for providing us with this opportunity, and we look forward to availing ourselves of similar opportunities in the future.

# Questionnaire

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- It was a great experience for sure.
- I would personally like to thank Ronni Alexander sensei, for helping us coordinate with each other, despite having met first time, because of sensei's facilitation we were able to communicate and express ourselves despite language barrier. We were able to make new memories, learn from each other, understand vulnerability, well-being, gender equality and lastly make new friends.
- 初めは英語で話することができるのかと本当に不安ばかりでしたが、全員がよい人たちばかりで、参加できてよかったと心から思っています。また、自然災害についてもより興味をもつことができ、自分自身の学びの範囲を増やせることができました。今回のプログラムを企画してくださり、ありがとうございました。
- 別段の事はない。



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