

Education Program 2023

Let's talk about disaster safety and security for all

Program Duration: 12.2-12.3, 2023

Venue: On-line

Participating Universities:

Gadjah Mada University (UGM), Indonesia

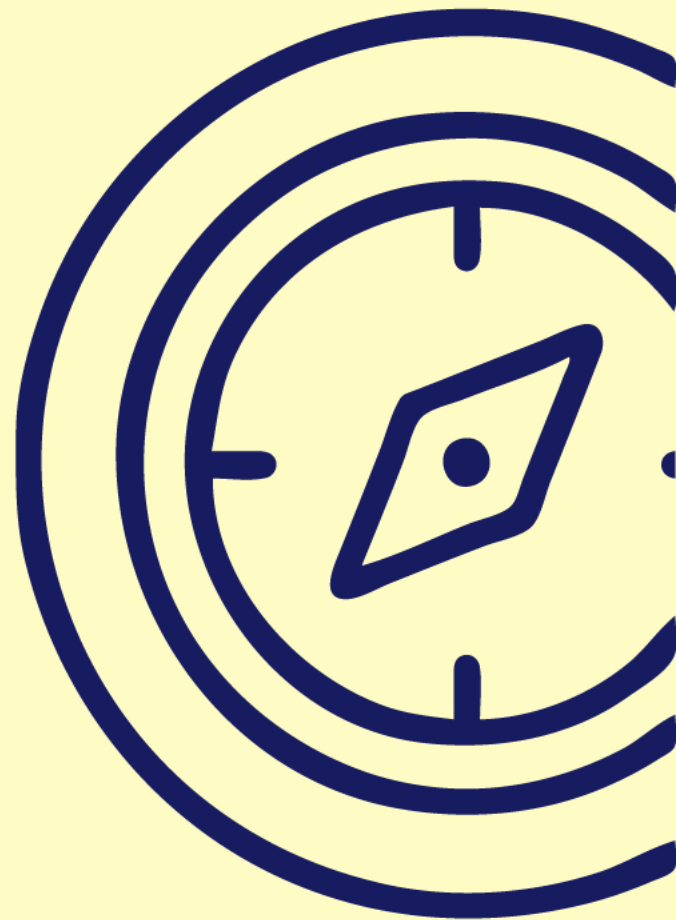
National Kaohsiung University of Science and Technology (NKUST), Taiwan

Universiti Tunku Abdul Rahman (UTAR), Malaysia

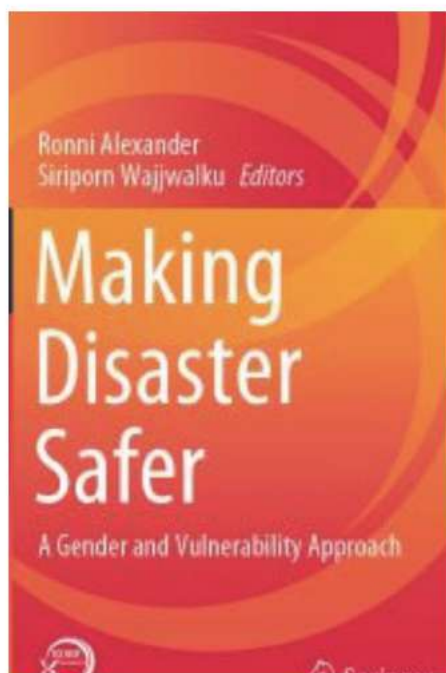
School of Social Innovation, Mae Fah Luang University (MFU), Thailand

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

Kobe University (KU), Japan



Photos



Kobe University UNESCO Chair

**Education Program
2023**

Dec. 2-3, 2023



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General Comments

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2日~3日にオンラインで開催され、神戸大学から13名(うちファシリテーター2名)、インドネシア8名、マレーシア3名、タイ6名、台湾10名、パキスタン8名の学生が参加しました。今年度のテーマ「災害について話そう~みんなでつくる安全・安心」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気候変動のメカニズムや対策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「参加したことによって、大学生として私たちが住むコミュニティをより安全にすることがたくさんあることに気づいた。SNSなどを使って災害についての情報提供ができ、私たちの想像力や若い視点を使って、防災が推進できる」(ガジャマダ大学)、

「オンラインで行うことができたため、多くの国の学生と意見交換ができて大変効率的だと思った。また、グループでも多くの違う大学の人が出たため、意見の違いがあって面白かった」(神戸大学)などのコメントが多数ありました。来年度はインドネシアのガジャマダ大学で対面開催する予定です。

興味がありそうな学生がいたら、ぜひご紹介ください。


Program Schedule

Kobe University UNESCO Chair

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

Education Program 2023

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



Online chance to discuss freely with
students from universities in 4 other countries

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

Dates
2~3 December, 2023 10:30-16:30 (tentative times)

PROGRAM

Let's talk about
DISASTER

Program Schedule

Kobe University UNESCO Chair Education Program 2023

Participating Universities

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

Partner Institutions



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

Program Schedule

2 December 2023

- 10:30 Opening (Dr. Ariani Arista Putri Pertiwi, UGM)
- 10:45 Introduction to UNESCO Chair and topic
 (Professor Ronni Alexander, Kobe University)
- 11:15 – 12:45 Presentations from each university: UTAR, UGM, NKUST, MFU, STMU, KU
- 13:45-15:00 Panel discussion "Making Disaster Safer: A Gender
 and Vulnerability Approach"
- 15:00 Explanation of task (Professor Huang, UTAR)
- 15:15-16:15 Group time
- 16:15 Photos, Ending

3 December 2023

- Good Morning (Dr. Ariani Arista Putri Pertiwi)
- Finish preparing your group presentation
- Presentations (Groups 1-6)
- Comments from all
- Closing ceremony (Professor Alexander)

Short Lecture

Education Program 2023 **“Introduction to UNESCO Chair and 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 2023
Let's talk about disaster – safety and
security for all
2023.12.2-3

SHOJI K. CHAIRMAN
2023 UNIVERSITY UNESCO CHAIR AG. 2023
PRO. NAOKI KAWATA KOBEL 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



2023.12.2

P. A. CHAIRMAN

1



Content of this
introduction

1. Who is here?
2. What we will do this weekend
3. Introduce UNESCO Chair concept
4. Introduce Kobe University UNESCO Chair
5. Short introduction to our theme
6. Short exercise on disaster and gender vulnerability and well-being
7. Some suggestions for how to approach this question
8. Some things to be careful about

2023.12.2

P. A. CHAIRMAN

2

Kobe University
UNESCO Chair
Gender and Vulnerability
Disaster Risk Reduction Support



We are from 6 universities
5 UNESCO chair partner universities and a special guest

UGM: Gadjah Mada University (UGM), Indonesia
NRUST National Kaohsiung University of Science and Technology (NRUST), Taiwan
Universiti Tunku Abdul Rahman (UTAR), Malaysia
School of Social Innovation, Mae Fah Lueang University (MFU), Thailand
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 Equity Office:
<http://www.office.gender-equity.jp/capac/kypoto-sankaku/index.html>

2023.12.2

P. A. CHAIRMAN

3

Important! We
are here
together

We are all different !

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



P. A. CHAIRMAN

2023.12.2

4

What will we do?

Smile!
a smile!

Listen!

Speak!

Be brave!

Listen and act with patience!

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.

Good communication begins with

What are others saying?

Your ideas are important!

Adding a new or different idea takes courage!

Sometimes it is hard to express things, especially in English

Sometimes it is hard to express things, especially in English

Sometimes it is hard to express things, especially in English

Sometimes it is hard to express things, especially in English

Sometimes it is hard to express things, especially in English

Sometimes it is hard to express things, especially in English

Your tasks!

Make at least 1 friend from each participating university!

Speak at least once in your group!

Try making a comment!

Have fun!

Have fun!

Have fun!

Have fun!

Have fun!

Have fun!

Have fun!

Have fun!

Have fun!

Have fun!

Have fun!

Have fun!

Have fun!

Have fun!

Have fun!

Have fun!

Have fun!

Have fun!

Have fun!

Short Lecture

Our schedule for today

Day 1	10: 0-10:45	Welcome, ice-break	Ariani senesi
	10:45-11:00	UNESCO Chair introduction & gender & disaster	Renei Alexander
	11:15-12:45	University presentations & comments	Students starting with UGM for UTAR
	12:45-13:00	Lunch	UTAR UGM NKUST MFU STMU KU
	13:00-13:15	Panel discussion	Stripteam senesi
	13:15-15:00	Group time - introductions and discuss task	Ariani senesi, Renei senesi, Huang senesi
	15:15-16:15	Group time - introductions and discuss task	
	16: 0	Ending/photo	

Group 1 (7)	Group 2 (8)	Group 3 (8)	Group 4 (8)	Group 5 (7)	Group 6 (8)
Uchihara Kyo	Haruna Sato	Aoi Osone	Nurul AM Azlinda Emil Hasmi (KU)	Ima Momoka	Shigenori Daisuke
Ogata Shunsuke	Kamada Nao	Tanaka Ayumi	Sakura K. Itoko		Harada Yuki
Lu Nidao	Wai Jen Hui				
Wu Yi-Ching	Dem Ngoc Thuy	Chou Jia-Xuan	Chen Ting-Yin	Fan Chih-Yu	Shih Li-Ting
	Chen, Hui		Chen, Yu-Jung		Kuo, Hsuan-Yu
		Yona Natalia			
Bu Lwin Lwin Thaw	Rosa an Sankoh	Panarit Oleboonthong	Char dapa Susadeephong	Zami Moung	Nan El Hyeen H et Boe
Nur Putri Madany	Clan Rizki Ramadhan	Anna Ivana Mareta	Khairul Fatalesy	Chris Ian Agustinus M	Hermia Larassati
Erina Putri Az-Zahra		Ryefira Izza Azahra Adani		Devy Listyaningrum	
	Hira Sakawat	Muhammad Awa's Asif	Isha Ajmal	Muhammad Aalish Hassan	Arooj Abid
			Kosa Shafique	Shahzadi Matthea Jenna	Ebad Akram
Orizel Ayala (KU)	Iiska Tomoka (KU)	Prof. Huang (UTAR)	CHEN, HSIANG-CHEN (NKUST)	WANG, CHENG-JUNG (NKUST)	Pan J (MFU)

DO YOU KNOW YOUR GROUP NUMBER?

Our schedule for tomorrow

Day 2	10:30	Welcome & ice-break	Ariani senesi
	10:45-12:45	Group time - prepare presentation graduate students, others	
	12:45-13:00	Back to main room - questions	
	13:00-14:00	Lunch	
	14:00-15:15	Presentations 10 min/group students, Group 8-1	
	15:15-16:00	Comments	
	16:00-16:30	Photos, ending	

What is a UNESCO Chair?

More than 500 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>



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; 1st term: 2018 - 2022; 2nd 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: <http://www.office.kobe-u.ac.jp/opgg-kyodo-sanku/index.html>



Partner Institutions

* Students and Faculty attending this meeting

* Partner but not present

- UGM: Gadjah Mada University, Indonesia
- NKUST: National Kaohsiung University of Science and Technology, Taiwan
- UTAR: Universiti Tunku Abdul Rahman, Malaysia
- MFU: School of Social Innovation, Mae Fah Luang University, Thailand
- Kobe University, Japan
- NIDC: Network for International Development Cooperation, Thammasat University, Thailand
- Mercy Malaysia, Malaysia
- NWECC: National Women's Education Center, Japan



Short Lecture

Tasks of our UNESCO Chair

This conference

RESEARCH	EDUCATION/AWARENESS	GUIDELINES	POLICY RECOMMENDATIONS	DDR NETWORK EXPANSION
Joint research with partners • Gender sensitive and inclusive guidelines for disaster risk reduction • Build multidisciplinary model for DDR	Awareness & strategy implementation • Training for students, professional policy makers • DDR awareness activities for local community • Develop teaching materials	Establish guidelines • Circulate and disseminate through seminars, symposia, WP, etc.	Policy recommendations • Should meet local needs • Should aim to build more resilient and inclusive society	Expansion of DDR network • Build international DDR network based on gender equality, social inclusion and well-being

DDR 10.1

N. A. RABBAR

10

Research program

Edited volume published in November 2023

Contributions from all the partner institutions

Covers many aspects of gender and vulnerability in disaster support

N. A. RABBAR



11

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



DDR 10.1

N. A. RABBAR

12

Our theme this year

DDR 10.1

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

N. Alexander

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Expected learning outcomes



Awareness of:

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

How to make new friends across borders using Zoom!

DDR 10.1

N. A. RABBAR

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Key terms

DDR 10.1

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

N. A. RABBAR

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Short Lecture

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).



SDG 11.3

W.A. DAVENPORT

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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 i, fe)

SDG 11.3

W.A. DAVENPORT

21

Intersections

You are

- Single
- Woman
- High income
- High education
- Physically and mentally healthy

- Are you vulnerable??? What needs to happen to increase or maintain your well-being?

You are

- Married
- Man
- No income
- Little education
- Hungry

- Are you vulnerable? What needs to happen to increase or maintain your well-being?

SDG 11.3

W.A. DAVENPORT

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Let's imagine

The NEW you!

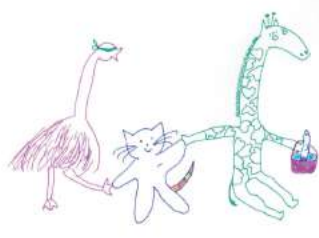
- Age?
- Ability/disability?
- Gender?
- Education?
- Income?
- Family?
- Language?
- Health?
- Traveling or home?
- IT competent & connected?
- What sort of clothing do you wear?



SDG 11.3

W.A. DAVENPORT

23



Imagine!

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!

SDG 11.3

W.A. DAVENPORT

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SDG 11.3

W.A. DAVENPORT

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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
 - Domestic violence, especially where women are locked down with their abusers – 25-500% increase in use of hot lines, shelters, internet resources
 - Lower levels of education? Finding and evaluating information, digital access and skills
- 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)
- Likely to be lasting negative implications for women's economic security and autonomy

Short Lecture

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

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!



What is your vision?
What is your dream?



Student Presentations

**“Let’s talk about disaster
safety and security for all”**

Presentations from each university:

Universiti Tunku Abdul Rahman (UTAR), Malaysia

Gadjah Mada University (UGM), Indonesia

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

School of Social Innovation, Mae Fah Luang University (MFU), Thailand

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

Kobe University (KU), Japan

Universiti Tunku Abdul Rahman (UTAR)

KU MFU UGM NKUST UTAR

Gender Vulnerability and Well-being during Flood Events in Malaysia

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

Kobe University UNESCO Chair Program (Student Program 2023)

PREPARED BY: NG KAI WEN [PHD STUDENT]
SUPERVISED BY: PROFESSOR DR. IR. HUANG YUK FENG

Kobe University Gender Equality Office

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KU MFU UGM NKUST UTAR

Date	Flooded Area
December 1969	Kluang District, Johor
January 1971	Klang, Batu and Gombak rivers
March 2006	Shah Alam, Selangor
December 2006	Several parts of Johor state including Muar, Johor Bahru, Skudai and Segamat
January 2007	Several parts of Johor
June 2007	Kuala Lumpur
December 2007	East Coast of Peninsula including Kelantan, Terengganu, Pahang and Johor
November 2010	Kedah and Perlis
December 2014	Northern and Eastern states of Kelantan, Terengganu, Pahang, Perak and Perlis
November 2017	Northern state of Penang
November 2020 – January 2021	Terengganu, Pahang and Johor
December 2021 – January 2022	Klang Valley

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1926 1971 2021

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Psychological Readiness and Awareness to Flood – From a Gender Perspective

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

- Mustaffa and Salieh (2016) showed that there was no gender differences in terms of psychological well-being of flood victims in Kelantan.
- There is no significance difference in score for males and females ($t=1.194$, $p>0.05$)
- Mean and Std. Dev score of female is 157.29 and 17.57 similar to both male and female group

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KU MFU UGM NKUST UTAR

Variable	Gender	n	Mean	Std. Dev	t	Sig.
Psychological well-being	Male/Female	151/149	159.691/157.29	17.250/17.572	1.194	.233
Autonomy	Male/Female	151/149	24.192/24.34	3.231/3.565	-.365	.715
Environmental mastery	Male/Female	151/149	27.442/26.93	3.511/3.433	1.291	.198
Positive relations with others	Male/Female	151/149	26.972/26.62	3.166/3.068	-.970	.333
Self-acceptance	Male/Female	151/149	25.372/25.24	3.273/3.092	-.351	.725
Personal growth	Male/Female	151/149	27.702/26.87	3.724/4.029	1.837	0.67
Purpose in life	Male/Female	151/149	28.012/27.29	4.244/4.110	1.502	.134

Gender Differences in the Psychological Well-being among Flood Victims in Malaysia (Mustaffa & Salieh 2016)

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

- Yusmah et al. (2020) found that participants are well aware of the causes of the vulnerability faced by them due to the flooding event.
- Ching et al. (2023) showed that females have better knowledge and practice on flood preparedness compared to male respondents.

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Universiti Tunku Abdul Rahman (UTAR)

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

神戸大学

CHAIR
Gender, Vulnerability and Well-being
In Disaster Risk Reduction Support

Question	Response	Percentage	Score
1. Place your immunization and personal medical records in a waterproof container or sealed plastic bag	119(61.7)	74(38.3)	0.015
2. You were aware of your local community's emergency plans, like warning signals, evacuation route and location of emergency shelters	124(61.7)	77(38.3)	0.016
3. If the water is cloudy, you will filter it through clean cloths or allow it to settle and draw off the clear water for boiling	153(59.1)	106(40.9)	0.035
9. Keep a 1-5-day supply of non-perishable food, e.g., biscuit, or canned food, with a manual can opener	190(59.8)	107(40.2)	0.005
10. Keep a 1-week supply of medication along with a personal medical record book in a waterproof container and a first aid kit	146(51.6)	91(38.4)	0.001

Responses of the participants on past-experiences in flood and future flood preparation according to gender (Ching et al. 2023)

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The Impacts to Genders

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Gender, Vulnerability and Well-being
In Disaster Risk Reduction Support

Gender Specific Care

- Women with small children whose husbands were away have to independently survive and single mothers were not given enough attention during the emergency times (Aziz 2016).
- There is minimal evidence of female biological need being addressed by including female sanitation product in aid package (Ng 2021).
- However these are mostly being neglected by mainstream media (Irwin 2022).

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Gender, Vulnerability and Well-being
In Disaster Risk Reduction Support

Assessment Criteria	TBC 1	TBC 2	TBC 3	TBC 4	TBC 5	TBC 6	TBC 7	TBC 8	TBC 9	HAIR
Type of premise	Public school	Public school	Community hall	Public school	Community hall	Community hall	Public school	Public school	Community hall	HAIR
Availability of water for hygiene	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Water point within 100m	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Sanitary facility	None	None	None	None	None	None	None	None	None	None
Cooking facilities	None	None	None	None	None	None	None	None	None	None
Sanitation condition	1. Filthy 2. Dirty 3. Acceptable 4. Clean 5. Very Clean	2. Dirty 3. Acceptable 4. Clean 5. Very Clean	4. Clean 5. Very Clean	3. Acceptable 4. Clean 5. Very Clean	4. Clean 5. Very Clean	4. Clean 5. Very Clean	4. Clean 5. Very Clean	4. Clean 5. Very Clean	4. Clean 5. Very Clean	4. Clean 5. Very Clean
Facility for the aged	None	None	None	None	None	None	None	None	None	None
Facility for the disabled	None	None	None	None	None	None	None	None	None	None
Facility for pregnant and lactating women	None	None	None	None	None	None	None	None	None	None

Field Observation at temporary relief centres (Ng 2021)

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Gender, Vulnerability and Well-being
In Disaster Risk Reduction Support

Economic Risks

- Families are more likely to take their daughters out of school if they cannot pay tuition or the domestic burden increases after a disaster.
- In developing countries agriculture is the most important economic sector for female employment and women farmers tend to be more vulnerable to disasters than male farmers.
- The domestic burden also tends to increase after a disaster and women usually bear the brunt of this at the cost of missing out on other income-generating activities (World Bank Group 2021).

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Gender, Vulnerability and Well-being
In Disaster Risk Reduction Support

Considerations in Making Policies

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Universiti Tunku Abdul Rahman (UTAR)

KU MFU UGM NKUST UTAR UNESCO CHAIR Gender, Vulnerability and Well-being in Disaster Risk Reduction Support

Improvements to be Made

- Regional and international news channels should increase media coverage on women's plights during and post-floods
- Governments should design flood relief centers to be sensitive towards practical gender needs
- Governments should prioritize and bring up women's welfare issues to authorities for post-recovery strategic planning
- Government should continue to facilitate monetary subsidies to financially support women post-disaster
- The public should continue to demand gender-focused policies (Irwin 2022)

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Kobe University Gender Equality Office




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The End

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Gadjah Mada University (UGM)



About UGM

- Universitas Gadjah Mada was officially established on December 19, 1949 as a national university.
- Universitas Gadjah Mada has 18 Faculties, Postgraduate School (S-2 and S-3), Vocational School, 278 study programs, 125 joint degrees, and 23 research centers.



School of Nursing

Faculty of Medicine Public Health and Nursing UGM

- Undergraduate Program in Nursing was established in 1998 Under Faculty of Medicine Universitas Gadjah Mada (UGM)
- The Master of Nursing Study Program FK KMK UGM was officially opened in 2011. Also, we have seven specializations.
- Both of them have been accredited A by the Indonesian Accreditation for Higher Education in Health (IAM-PTKes) and received Asian certification University Network Quality Assurance (AUN-QA).



Member from UGM




Nur Putri Madany Anna Ivana Mareta Annisa Larassati Desy Listyaningrum Afrianti Pakaloesy

Ervina Putri Az Zahra Syafira Adoni Christian Agustinus Dian Rizki Ramadhani


Indonesia

Indonesia's geographical location

What naturally-occurring event creates the amount of damage shown in the photo?



Donggala 2018



- What happened in Donggala? earthquake and tsunami
- What was the impact of the disaster? Death, infrastructure damage, economic losses, and changes in social function. Survivors' health and well-being.

Gadjah Mada University (UGM)



Shelter Management

- How do we choose a good shelter?
- What if shelter management is bad? What is the impact to survivor's health?



Infectious Diseases



Diarrhea



Acute respiratory infections



Cellulitis



Scabies

Roles of the Nurse

1. Family based disease management
2. Training of prospective facilitators
3. Partnership development



What we learn



The importance of collaboration

Pentahelix collaboration in disasters is a collaboration between 5 parties, such as academics, business, community, government and media. Each party has its own role and synergizes with one another

Ensuring access for all

Care of vulnerable population: Equity ≠ Equality



Ensure the alarm and notification system provides notifications in a variety of ways such as audio, visual, vibration, through the notification system (sms, text), and so on.
Collaboration with sign language interpreters/inclusiveness of health service delivery in disaster conditions



Ensure mother and baby are always together; ensure adequate nutrition, protection from possible violence from partners, provision of contraceptives
Pregnant women: ensure adequate sleep and rest, clean water, nutrition, prenatal care and delivery services



The physical and psychological trauma approach will pay attention to the child growth and development and behavior. An approach that involves families in the management/delivery of health services to children



Pay attention to elderly people who have chronic diseases
Consider the psychological condition and physical vulnerabilities of the elderly



Let's talk about disaster -safety and security for all

Presenters:
Jia-Xuan Chou(Jessie), Yu-Jung Chen(Nita),
Chih-Yu Fan(Vanessa), Ting-Yin Chen(Kristen),
I-Hui Chen(Amy), Hsuan-Yu Kuo(Sarah),
I-Ting Fang(Claire), Yi-Ching Wu(Daisy),
Dam Ngoc Thuy(Daisy), Viona Natalia,
Hsiang-Chen Chen(Stacy), Cheng-Jung Wang(Jacky)

Department: Shipping and Transportation Management
(STM), NKUST, Taiwan

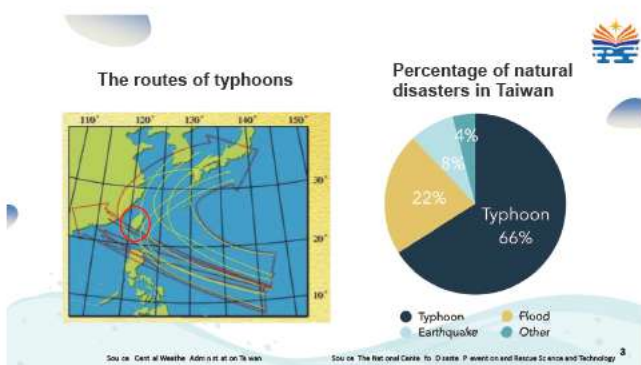
Kaohsiung, December 2, 2023

OUTLINE

- 01 Why we chose typhoon
- 02 Before and after typhoon
- 03 Comparisons
- 04 General financial subsidies
- 05 Lessons Learned from Disaster
- 06 Potential vulnerabilities in typhoon

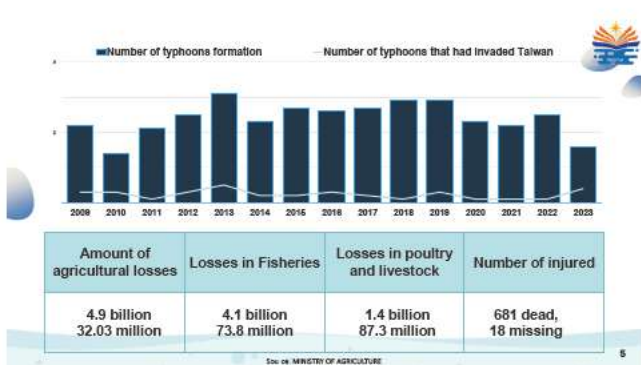
01

Why we chose typhoon



02

Before and after typhoon





03

Comparisons

Comparisons of Morakot and Koinu

Affected regions

South central Taiwan and Sradlin Village

Extent of losses

US\$900 million

Casualties

702 deaths



Source: MINISTRY OF AGRICULTURE

Affected regions

South Taiwan and Lanyu

Extent of losses

US\$15 million

Casualties

1 death

Propotion of vulnerable population

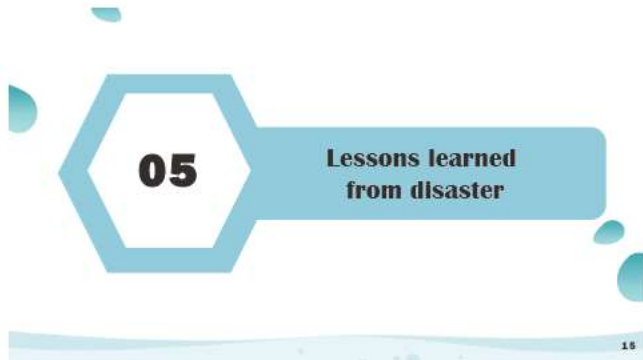
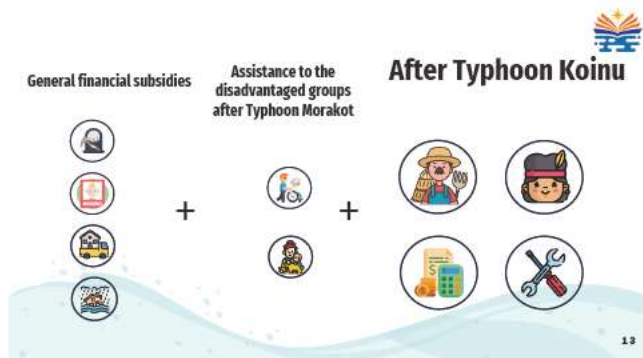
	Solitary edlerties	Disables	Illiterates	
Chiayi city	20%	30%	11%	61%
Kaohsiung city	18%	19%	14%	51%
Pingtung city	23%	29%	11%	63%
Taitung city	14%	17%	9%	40%

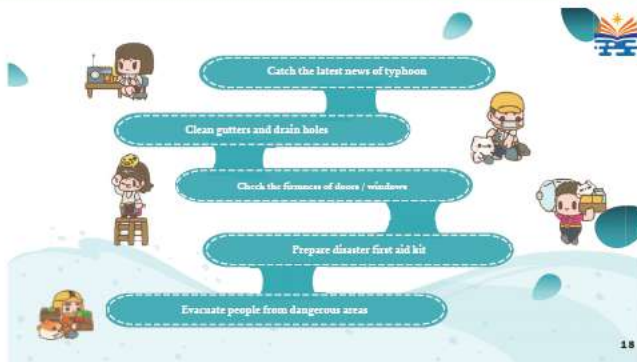
Source: Study on the Disaster Relief and Emergency Evacuation Countermeasures of Disadvantaged Minority

04

General financial subsidies









Mae Fah Luang University (MFU)



Case study: Flooding



Thailand Deluge 2022



Cyclone Nargis Floods Myanmar 2008

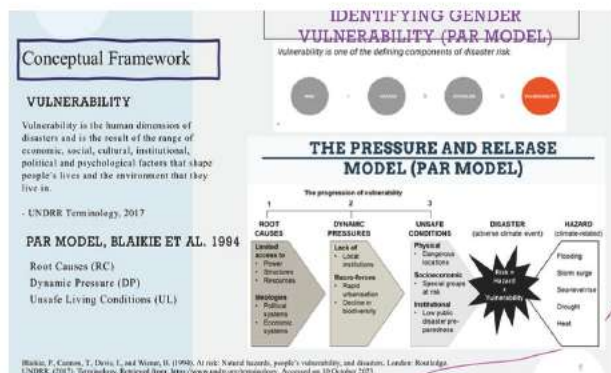
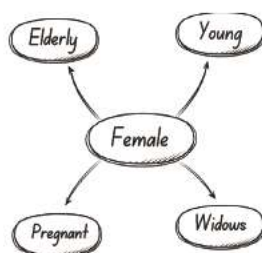
Thailand Deluge 2022

- The flooding experienced from September 28 to October 17, 2022, was attributed to the southwest monsoon enveloping the Andaman Sea and the Gulf of Thailand
- This meteorological pattern resulted in intense rainfall and strong winds, leading to flash flood situations
- Spanning 29 provinces, the flash floods impacted 370,000 households across Thailand
- Unfortunately, flooding is an annual challenge in the country, posing risks to lives, homes, and particularly affecting female populations vulnerable

Cyclone Nargis Floods Myanmar 2008

- Cyclone Nargis was the worst natural disaster in the recorded history of Myanmar
- Irrawaddy Delta more potential to cause river floods as the consequence of the cyclone
- Flooding caused the female population vulnerable group to this natural disaster

Most vulnerable female groups due to flooding



Mae Fah Luang University (MFU)

Analysis to Gender Vulnerability

Vulnerability	Tha land	Myanmar
Root Cause	Physical Capabilities, Deforestation, Geography (Pan basin, near rivers), Weather change	Physical Capabilities, Weak Economy, Gender Superstitions, Deforestation of mangrove swamps, Lack of prior experience
Dynamic Pressure	Inefficient policies, Lack of side from organization, Lack of promoting guidelines and evacuation plan	Gender Discrimination, Lack of DRR policy, Lack Gender related policies
Unsafe Conditions	Diseases in the water, venomous or dangerous animals, non-negotiable disaster relief package.	Rape and Sexual Assault, Lack of Basic Necessities (sanitary products, clothing, etc)

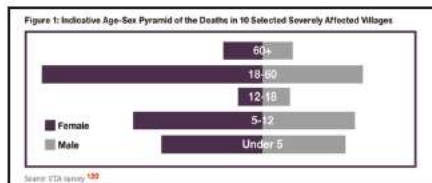
Statistical Analysis (Thailand)

Effectuated/Impacted group	Lowest score	Highest Score	Median	Average
Vulnerable women	19.0	92.0	45.0	38.0
Vulnerable men	12.0	79.0	39.0	38.5
Non-vulnerable women	3.0	64.0	28.0	35.0
Non-vulnerable men	0.0	55.0	19.0	24.0

Score of the impact from flood in the recovery stage

The overall result shows that the vulnerable female group's resilience tends to be the slowest. Considering health, social, and economic factors.

Statistical Analysis (Myanmar)



©UN Women, Unifem. Gender-based violence in Disasters Asia-Pacific case studies

More female fatalities than their male counterparts at any age classification. Females between age of 18-60 are more vulnerable to flood than any other age classification.

Policy recommendation (Thailand)

- Increase the role of women in decision-making in politics, economics and public relations policies, and strengthen good policies and enforceable regulations (SDG 5.5, SDG 16.7) 🗳️ 🗳️
- To promote gender equality and increase the role of all women and girls at both state level and community level (SDG 5.5, 5.c) 🗳️
- Capacity building, education, and women empowerment programmes in flood-vulnerable communities (SDG 5.c, 13.3, SDG 13.b) 🗳️ 🌱

Policy recommendation (Myanmar)

- Effective DRR with gender inclusivity (SDGs 13.1, 13.b, 16.b) 🌱 🗳️
- Legal protection for vulnerable women post disasters (SDGs 5.2, 5.c, 10.7, 16.2) 🗳️ 🗳️ 🗳️
- Effective early warnings systems for quick execution during disasters (SDG 13.3) 🌱
- Foster collaboration with women empowerment civil society organisations (SDG 17.17) 🗳️

Common policy recommendation

- Decentralization: Nationwide resilience building against disasters with inclusive participation (SDG 16.7) 🗳️
- Deforestation related: reforestation plans and effective legislations on deforestation restriction, gender based environmental management gender equity (SDGs 15.2) 🌱
- Storage of basic necessities including women sanitary products in areas vulnerable to flood and other disasters to be provided in case of emergency; Preparedness and resilience building (SDGs 13.1) 🌱
- Design a disaster relief kit for camps with a non-electric water filter, essential purification supplies, and specialized healthcare, dedicated medical professionals for women. (SDGs 3.3, 6.2) 🗳️ 🗳️
- Accountability and transparency of the government (SDGs 16.6) 🗳️

Mae Fah Luang University (MFU)



THANK YOU

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Shifa Tameer-e-Millat University (SMTU)



KOBE UNIVERSITY UNESCO CHAIR
GENDER, VULNERABILITY & WELL-BEING IN
DISASTER RISK REDUCTION SUPPORT

MEET OUR TEAM!



Hira Sakawat



Isha Ajmal



Saad Akram



Awais Asif



Shahzadi Malina Jannat



Muhammad Aaish



Arooj Abid



Aqsa Shafique

DISASTERS IN PAKISTAN AND ITS DRASTIC IMPACT, 2022

SEVERE FLOODS CAUSE MASS DESTRUCTION, 2022

June to October 2022

- floods in Pakistan killed 1,739 people, and caused Rs 3.2 trillion (\$14.9 billion) of damage and Rs 3.3 trillion (\$15.2 billion) of economic losses.
- Deaths= 1,739
- Non-fatal injuries= 12,867

Situation in Numbers

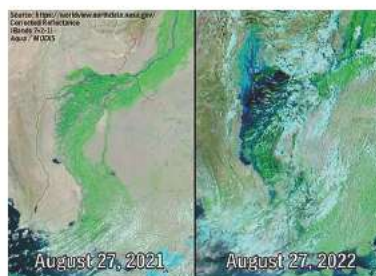
- 33 million**
People affected by heavy rains and floods
- 9.6 million**
Children in need of humanitarian assistance
- 20.6 million**
People in need of humanitarian assistance

Pakistan Floods Response Plan 2022

At least 30% of the country's water systems are estimated to have been damaged.

FLOOD

- Satellite imagery showing a side-by-side comparison of southern Pakistan on 27 August 2021 (one year before the floods) and 27 August 2022



CONSEQUENCES

MALNUTRITION, SANITATION AND WATER AVAILABILITY

- Lack of excess to clean water
- Damage to most of the water systems
- Forced more than 5.4 million people, including 2.5 million children to "solely rely on contaminated water from ponds and wells".

Monsoon floods in Pakistan

Houses damaged in 2022 by district (by thousands)

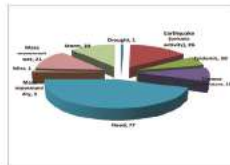


Source: UNHCR, as of September 2022

Shifa Tameer-e-Millat University (SMTU)

DISASTERS AND ITS DEVASTATIONS IN PAKISTAN :

Massive earthquake, 2005



EARTHQUAKE 2005

By the end of 2005, a total of 1,778 aftershocks were recorded.

2005 Earthquake Muzaffarabad, AJK Losses and effect on structures	
Dead	87,000 Dead (World bank Report)
Injured	100,000
Completely Destroyed	171,884 houses completely demolished
Homeless	4 Million people homeless in 1,083 Villages of Azad Kashmir
Destruction	In Kashmir, the districts of Muzaffarabad, Bagh and Rawalakot were most affected

<http://www.dgong.gov.pk/earthquake2005/pakistan.html>

PREPARATION & MITIGATION

Inadequate infrastructure
Lacks sufficient flood forecasting systems
Absence of comprehensive flood risk assessment and mitigation strategies

Good disaster management systems
Refugee camps
NGOs, agencies and organizations
Rehabilitation camps
Charity and donations

STRENGTHS AND WEAKNESSES

UNICEF conducted counselling sessions to affected children....

Shelter Homes
Free Medicine
Free Clothes
Apna Ghr Housing scheme
Free Food

Infrastructure challenges and insufficiencies
Limited resources to tackle mass population
Population Density causing significant challenges in rescue operations and evacuation.

GENDER

- Floods forced mass population to seek shelter in refugee camps.
- Separation of females from males in these camps.
- Though carried out with good intentions, this approach posed a significant challenge, as many girls found themselves temporarily separated from their families.

VULNERABILITY

The National Disaster Management Authority (NDMA)

Pregnant and lactating women (PLW) and children under age five represent the most vulnerable at-risk groups, with estimates indicating that at least 83,000 flood-affected women are pregnant and due to give birth in the coming months. assessments indicate that some 1,460 health facilities and their contents are damaged.



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WELL-BEING

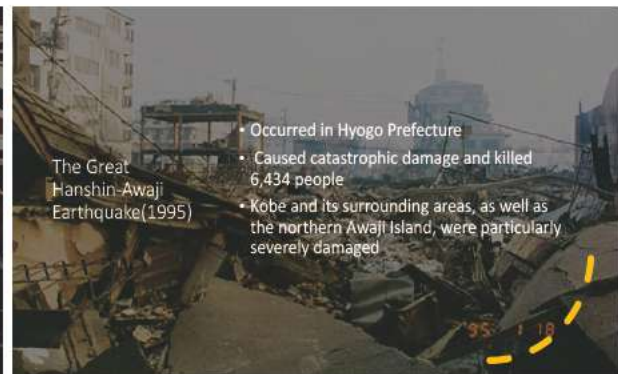
According to Joint Launch of 2022 Pakistan Floods Response Plan by Government of Pakistan and the United Nations, The FRP focuses on the needs of 52 million people, with life-saving response activities amounting to US\$160.3 million covering food security, assistance for agriculture and livestock, shelter and non-food items, nutrition programs, primary health services, protection, water and sanitation, women's health, and education support, as well as shelter for displaced people.





Order of presentation

- 1st Gender and Disaster Management
- 2nd Shelter in a Genderless Society
- 3rd Disaster Education in Japan



Age and sex of the deaths	Men	Women	Total	%
0-4	67	55	122	1.6
5-9	64	66	130	1.8
10-14	98	79	145	2.2
15-19	98	79	145	2.2
20-24	151	140	299	4.7
25-29	81	92	173	2.9
30-34	105	105	210	3.5
35-39	62	57	119	1.8
40-44	97	109	206	3.7
45-49	112	162	280	4.7
50-54	113	209	322	5.5
55-59	213	381	601	12.8
60-64	266	299	565	15.7
65-69	266	299	565	15.7
70-74	266	411	677	18.5
75-79	222	369	591	16.2
80-84	222	369	591	16.2
85-89	155	244	397	11.4
90-94	58	100	158	4.3
95-99	4	19	23	0.6
100+	0	2	2	0.1
Total	1,571	1,549	3,120	100

The Great Hanshin-Awaji Earthquake Death Statistics

Elder women recorded highest death toll

Death toll for women is higher than men

The Great Hanshin-Awaji Earthquake and Gender Issues

- 80% deaths crushed to death/suffocated in the collapse of their houses
- Collapsed houses comprised of aged housing in the inner city – less dense if houses had been more resistant to seismic forces
- Gender wage gap and inability to afford safer houses
- According to a report from the Ministry of Welfare (1995) the average income of fatherless families was only 30% of the national average while that of motherless families was 70% of the national average
- Elderly poor women – lived in old wooden apartments with only a shared toilet
- Single mothers and children of fatherless families – lived in aged, fragile apartments or houses



Disaster management

To prevent serious damage of disaster

The awareness of disaster management

- After the serious damage of the huge earthquake in 1995 and 2011, people became more aware of disaster.
- local government and individual efforts are now needed.



Local government efforts in disaster

- To confirm the danger of the flood and land slide.
- To promote quick condemnation of the elderly
- To set the shelter and let people know where shelter is located.



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Living space

- Evacuation site
- Elementary and junior high school, high school, university
 - Welfare facility
 - Neighborhood hall
 - Shrines and temples
 - Church
 - Corporate building etcetera...

The space given to each person is only the space for one blanket.
※ Single size (140cm × 200cm)

It was the space with no privacy.



-

In many shelters, accommodations such as setting up rooms for individuals with physical disabilities, the elderly, and infants began to be implemented as the shelters gradually regained a sense of calm over time.

1741
Local
governments

"no female staff"
61.9%

Source : https://www3.nhk.or.jp/news/special/saigai/select-news/20220527_02.html




Source : https://www3.nhk.or.jp/news/special/saiga/select-news/20220527_02.html

-re

- Hard work for women with sma

Source : https://www3.nhk.or.jp/news/special/saigai/select-news/20220527_02.html

- The lack of private space

- not enough places to change cloths and dry laundry(especially underwear)
 - no places to breastfeed for women with babies
 - The Lack of Sanitary items and other feminine products
 - no sanitary products
 - cannot get the right size underwear
 - Violence targeting women
 - sexual violence(ex. at shared restroom)
 - domestic violence
- 



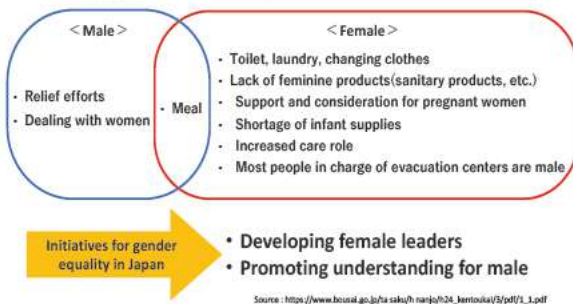
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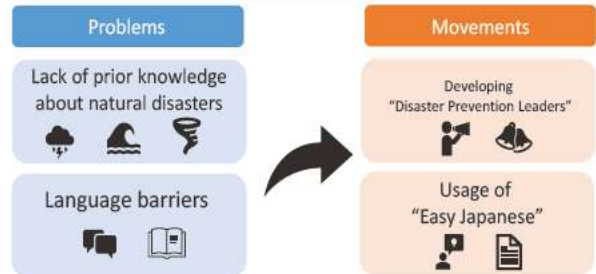
Differences in disaster awareness in areas and countries



Needs by gender during disasters



Preventing Disasters with People from Foreign Countries



Panel Discussion

Topic: "Making Disaster Safer: A Gender and Vulnerability Approach "

Facilitator

Siriporn Wajjwalku, Professor, Faculty of Political Science, Thammasat University, Bangkok.

Panelists

Ariani Arista Putri Pertiwi, MAN., DNP., School of Nursing, Faculty of Medicine, Public Health, and Nursing, Universitas Gadjah Mada, Indonesia.

Reni Juwitasari, researcher, Disaster Resilience and Environmental Sustainability (DRES), the Asian Research Center for International Development (ARCID), School of Social Innovation, Mae Fah Luang University.

Dr. Yuk Feng Huang, Professor, Department of Civil Engineering, Lee Kong Chian Faculty of Engineering and Science, Universiti Tunku Abdul Rahman (UTAR), Malaysia.

Panel Discussion

Facilitator

Siriporn Wajjwalku, Professor, Faculty of Political Science, Thammasat University, Bangkok. She is a former Dean of Faculty of Political Science, Thammasat University (2010-2013), and a former Dean of School of Social Innovation, Mae Fah Luang University, in Chiangrai, Thailand (2014-2021). She is also a founder and former President of Japanese Studies Association of Thailand (2012-2017). She holds degrees from Thammasat University (BA in Political Science) and Nagoya University (MA and Ph. D in International Relations). Her research interest includes Japan's politics and foreign policy with the focus on development cooperation with Southeast Asian countries. She is an author of *Japan and Disaster Relief: Policy, Mechanism, and Actors* (Chulalongkorn University Publishing House, 2019); *Japan and Development Cooperation: Policy and Practice in Mekong Countries* (Chulalongkorn University Publishing House, 2017); *Regional Cooperation and Food Security: ASEAN Emergency Rice Reserve* (Thammasat University Publishing House, 2015). She is also a co-editor of *Advancing the Regional Commons in the New East Asia* (Routledge, 2016). She was a visiting professor at Saga University (2006) and Hiroshima University (2015), Japan.

Panelists

Ariani Arista Putri Pertiwi, MAN., DNP. Dr. Pertiwi is currently serving as the secretary of undergraduate nursing program at School of Nursing, Faculty of Medicine, Public Health, and Nursing, Universitas Gadjah Mada, Indonesia. Her responsibility includes managing nursing students' clinical rotation in the program. She has been actively involved in humanitarian action since 2010 when the earthquake and volcano eruption happened in Yogyakarta, Indonesia. Recently during the COVID-19 pandemic, she actively organizes a humanitarian action with alumni of her institution to help healthcare providers in clinics and hospitals in Yogyakarta with the shortage of Personal Protective Equipment. She is also actively involved as an agent in the COVID-19 taskforce call center conducted tracing and educating the community about COVID-19. Now she continues helping the community in facing the pandemic in shelters and also conducting research to develop innovative measures and technologies to help patients with COVID-19 to be monitored and evaluated by healthcare providers while they are at home or shelter.

Renj Juwitasari, researcher, Disaster Resilience and Environmental Sustainability (DRES), the Asian Research Center for International Development (ARCID), School of Social Innovation, Mae Fah Luang University. She holds an M.Ed. degree in Educational Administration from the Faculty of Education, Mahasarakham University (Thailand). She has published several book chapters, academic journals, and articles on Disaster, Education, and Traditional Knowledge related to Sustainable Development and Sustainability in Global South. She is now working on her research topic about community resilience, education for sustainable development (ESD) and sustainability (EFS) and local knowledge for disaster and climate change under Sumitomo Foundation, JSPS, MFU Research Fund and UNESCO-Chair (Kobe).

Dr. Yuk Feng Huang, Professor, Department of Civil Engineering, Lee Kong Chian Faculty of Engineering and Science, Universiti Tunku Abdul Rahman (UTAR), Malaysia. He is a Professional Engineer with Practice Certificate of the 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.

Panel Discussion

Chapter 9

Toward Climate-Resilient Development and Management: Developing Indicators of Climate Hazards in Malaysia

Kok Weng Tan, Yuk Feng Huang, and Phui Nying Loh

Monograph:

Making Disaster Safer - A Gender and Vulnerability Approach
(Part III :- Focusing on Alternative Actors and Practices)

KOBE UNIVERSITY MONOGRAPH SERIES IN SOCIAL SCIENCE RESEARCH

INTRODUCTION

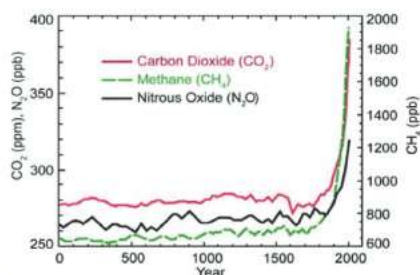
- ▶ Have you heard about Climate Change and Global Warming ?
 - ▶ Climate change and global warming are undeniable facts currently happening on Earth
- ▶ What are the consequences of Climate Change?
 - ▶ Climate change increased the intensity and magnitude of Natural Disasters, such as floods, storms, droughts and other severe weather events (warmer summers and cooler winters)
- ▶ This chapter provides an overview of climate change and its associated hazards
 - ▶ It also explains the development of a decision support system (DSS) for climate disaster risk reduction

IMPACT OF NATURAL DISASTER ON DIFFERENT INDIVIDUALS AND GROUPS

- ▶ Natural disasters, a consequence of climate change (True ?), have negative repercussions on the global economy, environment and public health, in general; and particularly on the vulnerable individuals and groups in the society, such as women, children, and the elderly;
- ▶ Why natural disasters affect women and men differently?
 - ▶ Gender-based division of labor in productive activities; inequality of resource accessibility; and differences in physical strength

CLIMATE CHANGE:- PROCESSES AND FACTS

- ▶ Anthropogenic climate change is the result of excessive emissions of greenhouse gases (GHGs), of which more than 90% are methane gas and carbon dioxide;
- ▶ Excessive greenhouse gas emissions from human activities, such as the burning of fossil fuels and deforestation, have increased its concentrations in the atmosphere;
- ▶ This eventually leads to additional heat energy being trapped in the Earth's atmosphere and increases the earth surface temperature;
- ▶ The ability of GHGs to trap heat energy from solar radiation and warm the Earth as a greenhouse effect was first discovered by Joseph Fourier in 1824;



This graph shows the increase in greenhouse gas (GHG) concentrations in the atmosphere over the last 2,000 years (Increases in concentrations of these gases since 1750 are due to human activities in the industrial era).
https://www.researchgate.net/figure/This-graph-shows-the-increase-in-greenhouse-gas-GHG-concentrations-in-the-atmosphere_fig4_337720362

CLIMATE CHANGE:- PROCESSES AND FACTS (Cont'ed)

- ▶ The increase in GHG in the atmosphere over the last 150 years is almost entirely due to human activities:-
 - ▶ The First Industrial Revolution (1760-1820) - a transition from hand production methods to machines through the use of steam power and water power;
 - ▶ The Second Industrial Revolution (1871 and 1914);
 - ▶ The Third Industrial Revolution (the late 20th century);
 - ▶ The Fourth Industrial Revolution (Present) - a trend towards automation and data exchange in manufacturing technologies and processes, which include cyber-physical systems (CPS), IoT, cloud computing and artificial intelligence

Panel Discussion

CLIMATE HAZARDS

- ▶ A climate hazard (hydro-meteorological hazard) can be defined as an **intense climate event** with the great potential to cause harm, such as heavier rainfall, pro-longed drought, severe storm, or long-term change in climate variables such as temperature;
- ▶ Climate hazards can be temporary (e.g., storms) or permanent (e.g., increases in average temperatures); and
- ▶ They may be observed in the present or projected for the near, medium, or long term (up to 2100)

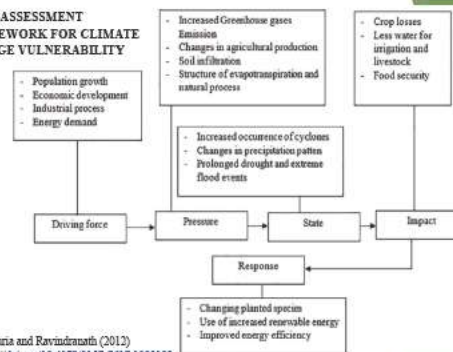
CLIMATE HAZARDS (Cont'd)

- ▶ Climate hazards increase poverty rates, exacerbate inequalities, worsen food insecurity, and cause human health problems, which could halt or even reverse development progress in certain countries over the years;
- ▶ Moreover, certain vulnerable groups, including women and people from disadvantaged socio-economic backgrounds, disproportionately bear the consequences of these hazards;
- ▶ Thus, while it is important to reduce the vulnerability of these groups, it is also important that we reduce the likelihood of hazards from developing and their severity when they do

THE SOLUTIONS

- ▶ Policies are needed to develop **community resilience**, particularly for the vulnerable group, and adaptation in climate hazards management;
- ▶ A **multi-dimension decision-making support system**, which comprises different type of climate hazard indicators, is required to strengthen the policymaking process;
- ▶ In this Chapter, **The Driving Force, Pressure, State, Impact and Response (DPSIR) Framework** was applied to develop an effective Decision Support System (DSS) for climate disaster risk reduction

DPSIR ASSESSMENT FRAMEWORK FOR CLIMATE CHANGE VULNERABILITY



DPSIR FRAMEWORK

- ▶ In this framework, the **DRIVING FORCES** are the underlying causes and origins of pressure on the environment:-
 - ▶ Population growth; economic development; industrial processes; energy demand
- ▶ These driving forces result in **PRESSURES** that lead directly to environmental problems:-
 - ▶ Increased GHG emission; changes in soil infiltration rate and hydrological processes

DPSIR FRAMEWORK (Cont'd)

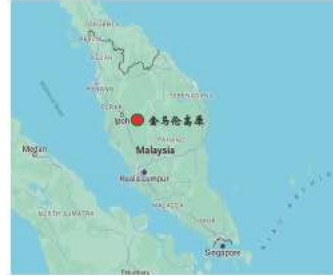
- ▶ These pressures, in turn, inevitably impact the **STATE** of the environment, which is referred to as the current state of the environment:-
 - ▶ Changes in precipitation patterns (frequency and magnitude); pro-longed droughts
- ▶ An **IMPACT** is damage caused by changes in that state;
 - ▶ Crop losses; food security

Panel Discussion

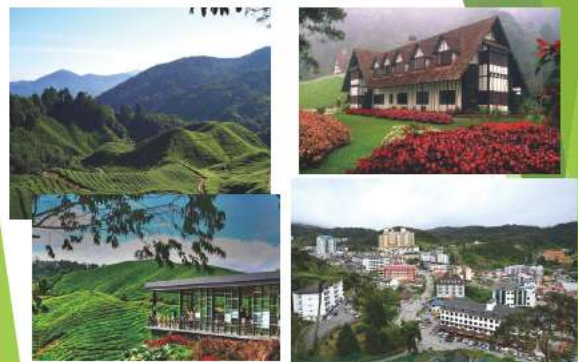
DPSIR FRAMEWORK (Cont'd)

- Finally, the **RESPONSES** are efforts by relevant actors (e.g., policy-makers, private corporations, international organizations, etc.) to solve the problem caused by a specific impact
 - Changes in planted species and planting seasons; improved energy efficiency and use of renewable energy

CASE STUDY : - CAMERON HIGHLANDS



- Cameron Highlands covers an area of 712 km² - about the size of Singapore;
- It is located at 5,000 ft (1,500 m) above sea level;
- It is also the highest point in Malaysia accessible by road;
- Average mean temperature of 15-23 degree Celsius



THE DISASTERS OCCURRED IN CAMERON HIGHLANDS

- Over the decades, the Cameron Highlands community has experienced several climate disasters such as landslides and mudflows;
- Both precipitation intensity and temperature parameters showed a significant increase in the Cameron Highlands over the years: consequences of climate change (True ?)

Panel Discussion

Malaykini

10 years on, Bertam flood victims still waiting for compensation

In the wee hours of Oct 23, 2013, the Bertam Valley in Cameron Highlands suddenly became inundated with an unprecedented flood.

1 month ago

The Star

Mud floods hit village in Cameron Highlands

PETAJING JAYA, Mud floods struck a village in Cameron Highlands, Pahang on Tuesday (Dec 20), leaving some parts of the area flooded with...

20 Dec 2022

The Malaysia Today

Tragic landslide sees Cameron Highlands residents endure sleepless nights

With four instances of mud floods last year, DAP assemblyman asks for a risk report to be made public.

1 Jan 2023



Malay Mail

Non-EIA sanctioned farming project likely cause of Cameron Highlands mudslide in Dec 2022, minister reveals

KUALA LUMPUR, Jan 10 — The mudslide that inundated parts of Kemuning Raja in Cameron Highlands, Pahang, in December last year was likely...

10 Jan 2023

The Straits Times

S'poreans urged to 'buy local' as vegetable farms in Malaysia hit by floods

Consumers can play their part to support local farmers to help guard against supply-driven price shocks, Mr Grace Fu said.

6 Mar 2023

World of Buzz

SUV Crushed Following Multiple Landslides & Terrible Flooding After Heavy Rain At Cameron Highlands

Almost two hours worth of heavy rain has led to landslides and taken trees at 10 different locations in Cameron Highlands, blocking various...

24 Nov 2021



DEVELOPMENT PROCESS OF CLIMATE HAZARD DSS FOR CAMERON HIGHLANDS

- This study followed a case study approach using qualitative and quantitative methods;
- The specific methods used were community opinion surveys and expert interviews;
- Data gathered from these sources was then subject to statistical analysis, synthesis, and development of a DSS for climate hazards (HADSS ver. 1.0)

The detailed methodology was explained in the Chapter of the monograph

- The result of the model (HADSS ver. 1.0) was determined with the following equation:

$$x = -D1.1(WD1.1) + D2.1(WD2.1) - D3.1(WD3.1) - D3.2(WD3.2) - D3.3(WD3.3) - D3.4(WD3.4) - D3.5(WD3.5) - P1.1(WP1.1) + P2.1(WP2.1) + P2.2(WP2.2) + P2.3(WP2.3) - S1.1(Ws1.1) - S1.2(Ws1.2) - S1.3(Ws1.3) + S2.1(Ws2.1) + S2.2(Ws2.2) - S3.1(Ws3.1) - I1.1(WI1.1) - I1.2(WI1.2) - I1.3(WI1.3) + I2.1(WI2.1) + I3.1(WI3.1) + R1.1(WR1.1) + R1.2(WR1.2) + R2.1(WR2.1)$$

x Model output
D_i Driver indicators
P_i Pressure indicators
S_i State indicators
I_i Impact indicators
R_i Response indicators
W_{ind} Weightage for each indicator

Table 9.3 Climate change HADSS (ver. 1.0)

Components	Subcomponents	Indicator description	Unit	Weightage, W
Driving forces	D1-population	1. Changes in the social structure (Population)	No	0.020
	D2-solid waste	1. Solid waste generation per capita	kg/capita/day	0.027
	D3-land use	1. Landuse percentage for agricultural	%	0.025
		2. Landuse percentage for transportation	%	0.029
		3. Landuse percentage for agriculture	%	0.031
		4. Landuse percentage for residential	%	0.029
Pressures	P1-flood disaster	1. Number of floods events	No	0.050
		2. Gross domestic product in the primary sector	%	0.050
	P2-development/investment opportunities	2. Gross domestic product in the secondary sector	%	0.047
		3. Gross domestic product in the tertiary sector	%	0.048

States	S1-climate change indicators	1. Daily maximum rainfall intensity	mm/year	0.040
		2. Annual minimum temperature	°C	0.034
		3. Annual maximum temperature	°C	0.038
	S2-health and sanitation	1. Number of health facilities (hospital/clinic)	No	0.025
		2. Water supply by the service provider	m ³	0.028
Impacts	S3-soil quality	1. Sediment deposition rate in Ringlet reservoir per year	kg/year	0.035
		1. Total populations affected by flood per year (Men and Women)	No	0.041
	I1-disaster/hazard movement	2. Total loss of properties due to natural disasters	RM (million)	0.042
		3. Money spent to repair landslide-prone slopes	RM (million)	0.042

Panel Discussion

Table 9.3 (continued)

Components	Subcomponents	Indicator description	Unit	Weightage, W
	D2 socio-economy	1. Number of tourist visits to Cameron Highlands	No	0.036
	D3 environmental quality	2. Water quality index	Q index	0.036
Responses	R1 private and public sectors	1. Law enforcement performance	ha	0.061
		2. Number of trees replanting	No	0.069
	R2 individuals	1. Recycling rate	numeric	0.069

- Three scenarios were developed for HADSS ver. 1.0 to analyze possible future events in the Cameron Highlands, as shown in Table 9.4;
- Based on the important ideal conditions, the range of the model should be in the range of -1.00 to $+1.00$:-
 - **Under sustainable development** and in a scenario where developments in the Cameron Highlands do not deplete natural resources, the output value is $+1.00$;
 - **Excessive development** results in a production value of -1.00 , indicating excessive consumption. Unsustainable development is likely to lead to more disasters

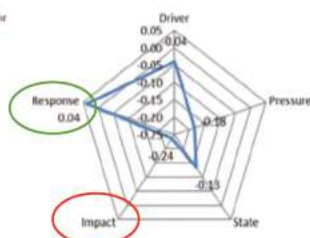
Table 9.4 Proposed scenarios of climate HADSS (ver.1.0)

Output	Scenarios
-1.00	The -1.00 scenario describes rapid economic growth and development. It focuses on the negative consequences of excessive consumption. The area faces enormous development pressures resulting in significant environmental issues, such as local climate change. Climate-related disasters are more likely to occur with unsustainable development—irresponsible planning and environmental degradation. Unsafe and over-development magnify the impacts of hazards in the area—landslides and mud floods. These effects will be more significant for the most vulnerable group—the farmers
0.00	The 0.00 scenario describes a situation of balanced circumstance. This scenario is also oriented towards ecological balance and social equity. The current relationship between development and climate hazard remains relatively stable and manageable
$+1.00$	The $+1.00$ scenario describes a situation of economic, social, and environmental sustainability. It will not deplete the natural resources of the area. The highland is well conserved and managed sustainably by authorities. It maintains environmental quality in the socioeconomic conditions. Existing natural resource stocks are well maintained and strengthened. Sustainable development practices can also reduce future hazard losses

RESULTS AND MAIN FINDINGS

- The calculated output value was $x = -0.5573$, indicating that the Cameron Highlands has gradually deteriorated and is at a high risk of climate hazards in the future;
- Figure 9.2 shows the output of each component of HADSS ver. 1.0;
 - The radar plot shows that the **RESPONSE** component contributed to the positive response; the **IMPACT** component recorded the largest negative deficit

Fig. 9.2 Individual score for DPSIR component in HADSS ver. 1.0 [17, 27]



CONCLUSIONS

- The main contribution of the study is to **provide advice and raise awareness among stakeholders** about the possible outcome scenarios resulting from different activities and the related environmental, economic, and social impacts on sustainable development;
- The study output could **increase transparency in decision-making**, especially in the development of local plans, when all stakeholders play their role;
- The study also **highlighted each critical DPSIR component and provide a new solution** to reduce climate disaster risk in the Cameron Highlands (floods and land-slides);

Panel Discussion

CONCLUSIONS (Cont'ed)

- ▶ Additionally, the statistical analysis of the total population affected by flood per year derived from the model can be the **indicators for the decision-maker (and policy makers)**, where action should be taken to increase community resilience, especially in women and elderly groups;
- ▶ Consequently, it is a tool to support decision-makers in **land use planning and reduce climate hazards** to the Cameron Highlands community

RECOMMENDATIONS

- ▶ Although the DSS model developed did not directly address gender or socio-economic vulnerability, it does provide actionable solutions for preventing or lessening the severity of some of the hazards that have a disproportionate impact on the vulnerable groups;
- ▶ It's well-noted that the hazards usually do not impact all groups equally, and certain groups are more vulnerable to these hazards than others;
- ▶ As such, analytical approaches should be aimed at not only at assessing the expected risks and benefits, but also at recognizing the importance of governance, ethical dimensions, gender equality, value judgments, economic valuations, and differing perceptions of risk and uncertainty and responses to them

THE END ...
THANK YOU

Student Tasks

KOBE UNIVERSITY UNESCO CHAIR STUDENT SUMMER PROGRAM 2023

STUDENT TASKS

(PRESENTATION TIME : 15 MINUTES)

WHAT CAN BE DONE TO ENHANCE SAFETY DURING DISASTERS ? HOW HAS CLIMATE CHANGE WORSENERD DISASTERS ?

- Explain FIVE (5) things that can be done to make disaster safer. Who are the main actors and their responsibilities in a disaster risk reduction program? Your roles, as a university student, to make disaster safer.
- Elaborate your understanding about the climate change phenomenon? How has climate change affected disasters (please show the proof / evidence / facts / statistic)?

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

Group Presentations

“What can be done to enhance safety during disasters? “

“How has climate change worsened disasters ? “

Group Presentations

Group 1

Group 2

Group 3

Group 4

Group 5

Group 6

Group 1

Natural DISASTERS and CLIMATE CHANGE

Members:
 Uchiyara Koyo(KU), Ogata Shunsuke(KU),
 Liu Niqlao(UTAR), Yi Ching Wu(NKUST),
 Su Lwin Lwin Thaw (MFU),
 Nur Putri Madany (UGM),
 Ervina Putri Az Zahra (UGM)
Facilitator:
 Ohzeki Ayako (KU)

5 THINGS TO MAKE DISASTER SAFER

-  **Early warning system**
-  **Education & Training**
-  **Raise awareness of disaster forecasting using local knowledge**
-  **Risk assessment and preparedness**
-  **Construction of disaster resistant houses**

MAIN ACTORS AND THEIR RESPONSIBILITIES IN A DISASTER RISK REDUCTION PROGRAM

Government	NGOs	Community & civil society	Private Sectors
<ul style="list-style-type: none"> National: creating policies, frameworks, and legislation Local: Implementing policies, developing contingency plans, conducting risk assessments 	<ul style="list-style-type: none"> Provide technical support, funding, and expertise Ex: UNDRR, International Red Cross and Red Crescent 	<ul style="list-style-type: none"> Implement grassroots initiatives Advocate for the needs of vulnerable groups Involved in disaster preparedness and response activities 	<ul style="list-style-type: none"> Businesses, corporations, and industries build disaster resilience in their structure Implementing risk management strategies

GENDER VULNERABILITY : WOMEN PROTECTION

Government	Formulation of policies for the protection and resilience building for women
NGOs	Women led non governmental organizations protect women and vulnerable groups of women in the time of disaster
Community & civil society	Grass root initiative must include women participation in activities Ex: providing trainings such as if you are a pregnant lady how can you protect yourself in times of disaster
Private Sectors	Support women related product in the time of disaster






HOW CAN UNIVERSITY STUDENT MAKE DISASTER SAFER?

- As **educators** for communities to inform about disaster management, **using social media** and other creative media to inform community.
- As **advocates** for environmental policies to **avoid disasters that caused by human activity**.
- As an **activist**, we can make a **campaign about gender inclusive disaster risk reduction and gender-based environmental management**




WHAT IS CLIMATE CHANGE

- An **unnatural change** in weather which results in **changes in temperatures** as a **results of human activities**.
- Release of CFCs and greenhouse gas** causing **ozone layer depletion** and **global warming** leading to:

-  **ice caps melting**
-  **Rising sea levels**
-  **El Niño**

Group 1

DISASTERS HUMAN SECURITY

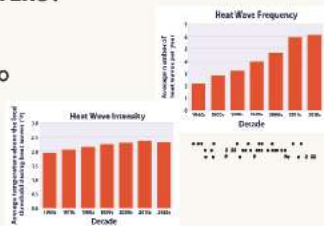
- Flooding
 - Tsunami
 - Cyclone
 - Drought
 - Heatwave
-
- Economic security (loss of jobs unable to work due to natural disaster)
 - Food security (nutrition issues)
 - Safety security (IDP camps sexual assaults)
 - Community security (natural disaster destroying the shelters in the community)
 - Threats on animals habitats
 - Human health

HOW HAS CLIMATE CHANGE AFFECTED DISASTERS?

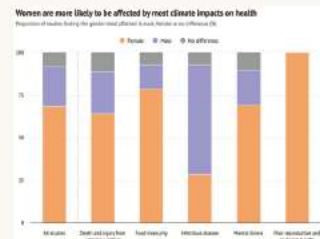
- Rising sea levels** Amplifies the destructiveness of storms in coastal regions
- Elevated sea surface temperatures** Facilitating heightened wind speeds and intensifying damage upon landfall
- Alterations in atmospheric conditions** Hurricanes moving at reduced speeds, thereby augmenting rainfall and the risk of flash flooding
- Increase in ocean heat content** Energizes tropical cyclones and augments their intensities.

HOW HAS CLIMATE CHANGE AFFECTED DISASTERS?

Climate change has contributed to more frequent and intense heatwaves globally.



CLIMATE CHANGE EFFECT ON GENDER



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THANK YOU

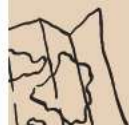
ありがとうございます

謝謝

ကျေးဇူးတင်ပါတယ်

TERIMA KASIH

စອပနုဏ်း



Group 2

DISASTER AND CLIMATE CHANGE

Group 2

UNESCO Chair Education Program 2023



GROUP 2 TEAM MEMBER

1. HARUNA SATO – Kobe University, Japan
2. NAOTO KAMADA – Kobe University, Japan
3. MAK JIEN HUI – Universiti Tunku Abdul Rahman, Malaysia
4. DAN NGOC THUY – National Kaohsiung University of Science and Technology, Taiwan
5. CHEN, I-HUI – National Kaohsiung University of Science and Technology, Taiwan
6. ROSALAN SANKOH – Mae Fah Luang University, Thailand
7. HIRA SAKHAWAT – Shifa Tameer-e-Millat University, Pakistan
8. DIAN RIZKI RAMADHANI – Universitas Gadjah Mada, Indonesia

FACILITATOR:
CHING-CHIAO YANG-NKUST **TOMOKA INOOKA-Kobe University**

OUTLINE

- 1 WHAT CAN BE DONE TO ENHANCE SAFETY DURING DISASTERS?
- 2 HOW HAS CLIMATE CHANGE WORSENEED DISASTERS?



01 What can be done to enhance safety during disasters?



Who are vulnerable group during disaster?



1

Gender

Climate-induced migration cause women more likely to experience exploitation as they are prone to human trafficking, forced labor, gender-based violence and encounter difficulty in getting access to basic essentials in the new environment.

Group 2

5 things that can be done to make disaster safer

1. Identify vulnerable populations
2. Allocate resources for protection: early warning system, shelters safe for women, SAR team, use latest technology (e.x. AI (Robot assistant))
3. Make disaster plans: contingency plan for disaster, ensure access to support services: evacuation route, emergency kit to unique need.
4. Provide education and awareness: disaster risk reduction, basic first aid, disaster preparedness bag, psychosocial support.
5. Organization and personal budget plan for Disaster and Emergency.

2

Who are the main actors and their responsibilities in a disaster risk reduction program?



Local communities: local resident

- Comply with Disaster Risk Reduction program and reduce their own risk
- Understand the needs of others and support each other (neighbors)



Government: esp. local government

- Address the needs of vulnerability group and everyone's well-being
- Implement policies
- Regulations and emergency response

3

Who are the main actors and their responsibilities in a disaster risk reduction program?



Schools, Academic and Research Institutions

- Educate, raise awareness of students and public
- Research, develop new strategies, responses, new technologies for Disaster Risk reduction
- School can be a shelter during disaster

Media and journalist

- Provide accurate information after a disaster occurs
- Promote Disaster Risk Reduction program/policies



NGOs and Civil Organizations

- Provide support in emergency relief, medical assistance, food, water, and shelter to affected populations
- Work towards betterment of society by providing services and support

4

What are our role as a university student, to make disaster safer?

- ☐ Follow instruction from government or campus, stay in home or go to shelter.
- ☐ Organize workshops, seminars, and webinars on disaster preparedness.
- ☐ A little donation.
- ☐ Utilize social media platforms to share information and engage with the student body.
- ☐ Collaborate with campus clubs, student organizations, and university authorities to amplify awareness campaigns.

5

What are our role as a university student, to make disaster safer?

- ☐ Collaborate with local NGOs, community groups, and government agencies on disaster preparedness projects.
- ☐ Organize volunteer teams for community clean-ups, infrastructure improvements, and other resilience-building activities.
- ☐ Establish partnerships with local schools, businesses, and community centers to broaden the impact of initiatives.

6

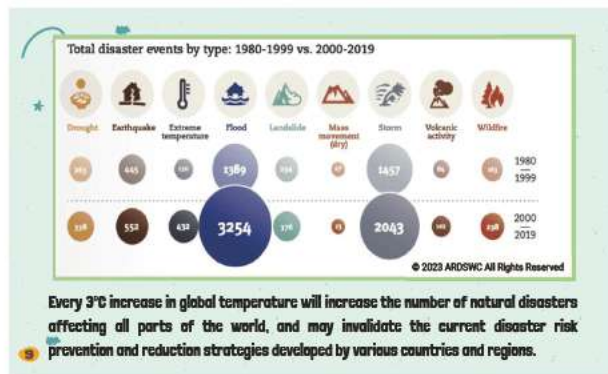
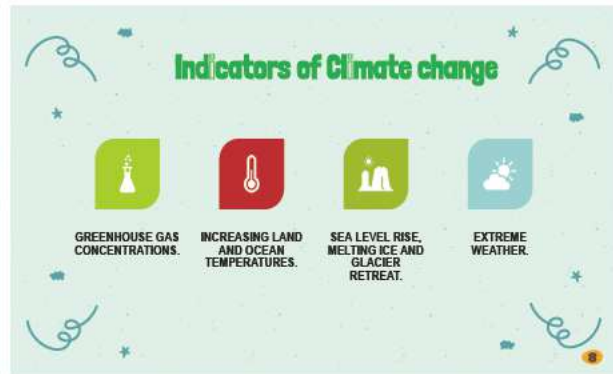
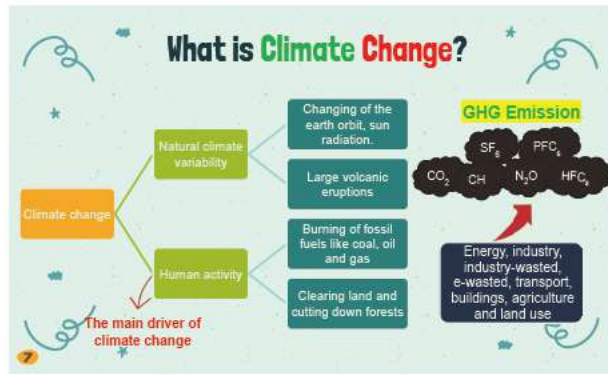


02

How was climate change worsened disasters?



Group 2



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Group 2



Group 3



Group 3

3. Strong infrastructure

Disaster resilient infrastructure includes

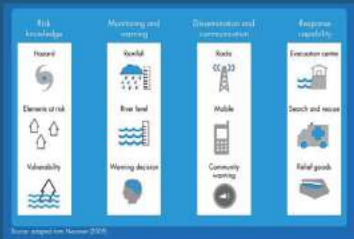
- vital buildings,
- public communal facilities,
- transit systems, telecommunications, and
- power systems

that are strategically designed to withstand the impact of a natural disaster like a flood, earthquake, or wildfire.

Disaster-resilient infrastructure can help reduce the damage caused by natural hazards. It is essential to design infrastructure that can withstand natural disasters and have contingency plans in place for communities and families. Building more resilient infrastructure can help protect against natural disasters and sustain economic growth



4. EWS (Early Warning Systems)



Early warning systems are an essential tool for risk management and disaster preparedness that help save lives and minimize the potential impact of disasters

EWS (Early Warning System)

- The nationwide instantaneous warning system (J-Alert)



J-Alert for hearing impaired people



5. Community Engagement



Involving communities in disaster preparedness, particularly vulnerable groups.

- Local knowledge,
- Practices
- Contexts

helps reduce disaster risks and strength resilience.

True collaboration between crisis-affected communities, humanitarian organizations and, where possible, within and between communities enables affected people to meet their needs, address their vulnerabilities and build on their pre-existing capacities



Actors and their responsibilities in disaster risk reduction program



Actors and their responsibilities in disaster risk reduction program

1. **NGO** : By engage the member to help the victim of the disaster
2. **Local community** : By fostering resilience, promoting preparedness, and facilitating effective response and recovery efforts.
3. **Media** : By using social media to increase disaster awareness, such as promoting first aid skills and promoting how to make a priority to the vulnerable people.
4. **Government** : Have authority to create plans, parameters and policies enforcing regulations, and investing in resilient infrastructure.
5. **University and school** : (including lecturer and

Group 3

As a university students, what can we do?



What Can We Do?

1. Educate and spread awareness
2. Promote sustainable lifestyles
3. Support environmental activities
4. Research and Innovation
5. Policy influence and Advocacy



But how about as not a university student?

Regardless of the level we can do some simple thing.

- Reduce, Reuse, Recycle.
- Plant Trees.
- Sustainable Transportation.
- Educate Others.
- Engage in Eco-Friendly Projects.



Remember, the small actions of many can have a significant impact.

How has climate change affected disasters?

What is climate change?

Climate change is a long-term shift in weather patterns and also having a significant rising temperature globally.

Climate change impact each type of nature disaster including...

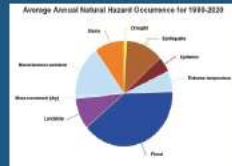
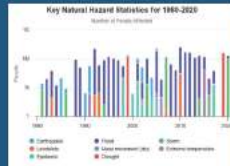
1. Floods
2. storms
3. earthquakes
4. extreme temperatures
5. landslides
6. droughts
7. wildfires
8. volcanic activity



Group 3

How has climate change affected disasters ?

In Pakistan



(Report of National Bank)

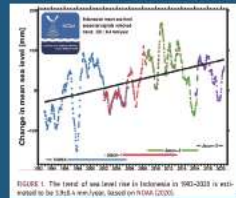
<https://climateknowledgeportal.gov.pk/sectoral/vulnerability/>

How has climate change affected disasters ?

In Indonesia

Climate change, indicated by the rising sea level, has the capability to affect various aspects of life. In Indonesia, economic activity centers are mostly located in its coastal cities, making them very vulnerable to inundation. The major impact of sea level rising will be felt by people living in coastal environments, especially in large cities along the northern coast of Java, which is occupied by more than 40% of the total population of Indonesia (ICCSR, 2010). These cities are expected to suffer from flooding and inundation.

Data from TOPEX/POSEIDON estimates that Indonesia experienced a sea level rise up to 3.94±0.4 mm/year between 1992 and 2020.



Gender

When we use a gender-aware approach, it's important to recognize that women and men have different vulnerabilities, capacities, needs, life experiences, and Expectations. To make disaster risk reduction effective, both men and women should be equally involved in planning, decision-making, and identifying preparedness activities. Policymakers and practitioners should consider the gender roles of a society when planning for disasters and actively work to include gender perspectives in disaster management

Thank you

Group 4

Impact on Climate Change on Floods and Ways to Protect Ourselves



Group 4
Sakura Kitaoka(KU),
Nurul Aini Azlinda binti Hasmi (KU)
Yu-Jung,Chen(NKUST), Ting-Yin, Chen(NKUST)
Charidapa susadeepheang (MFU)
Aqsa Shafique(STMU),Isha Ajmal(STMU)
Afrianti Pakalessy(UGM)

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01 What is Climate Change?	02 The connection between Floods and Climate Change	03 Climate change in Pakistan
04 Five ways to make disaster safer	05 The main actors in a Disaster Risk Reduction Program	06 What can students do?

01 What is Climate Change?



Higher Temperature

Intense Droughts

Catastrophic Storms




Flooding

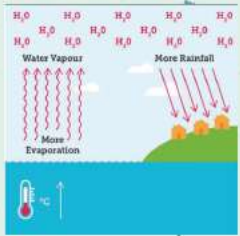
02 The connection between Floods and Climate Change



Group 4

How Climate Change affects Floods

-  **Warmer & Wetter Atmosphere**
-  **More Energy For Storm And Downpours**
-  **Coastal Flooding**



Source: Climate Council

People who suffer from the natural hazards



03 Climate change in Pakistan

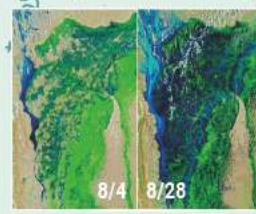


			
Period	September~May	June~August	During floods since 2016 (July/August)
Average temperature	32°C	40°C	37°C
Average rainfall	4.2mm	24.9mm	149mm


Facts & Statistics (2022)

-  1739 deaths
-  12,867 injury
-  US\$ 15.2 billion
-  13,115 kilometer
-  2.28 million

Indus river (2022)



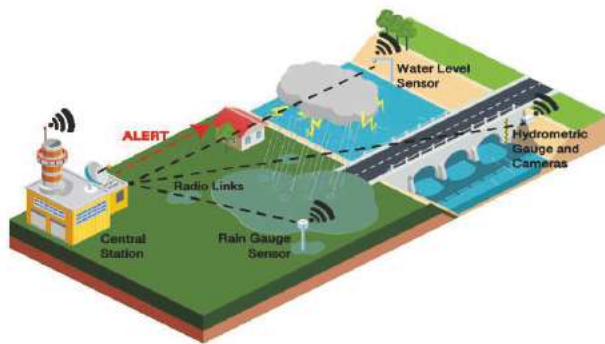
Satellite image (2022)



Group 4



Group 4



4 Strengthen Building codes and infrastructure

Role Of Building Codes In Construction Projects

- > Specify Standards For Structural Design
- > Ensure Building Can Withstand Natural Forces Like Wind Earthquakes
- > Fire Safety Codes Establish Measures For Early Detection, Suppression
- > Electrical And Plumbing Codes
- > Prevent Hazards



5 Community Training and Education




05 The main actors in a Disaster Risk Reduction Program

Group 4

Government

- Structural measures
- Non-structural measures.
- Education related to flood disasters for the community.



MAIN ACTORS AND THEIR RESPONSIBILITIES

ACADEMIC INSTITUTIONS

- Promote awareness through partnerships at the international, regional and national level
- Research on disaster risk factors

WOMEN

- Participation in decision-making to ensure inclusivity
- Gender-sensitive Disaster Risk Reduction policies, plans, and programme


MEDIA

- Report disaster risk reduction information before, during and after disasters
- Report more on the causes and prevention of disasters

YOUTH

- Youth as agents of change in disaster risk reduction
- Incorporation of disaster risk reduction into educational curriculum

06 What can students ...



WE CAN DO!

Research and Analysis:

- Hydrology Studies
- Climate Change Impact

Early Warning Systems:

- Technology Integration
- Community Engagement

Community Education and Awareness:

- Develop Educational Programs
- Workshops and Seminars

Infrastructure Planning and Improvement:

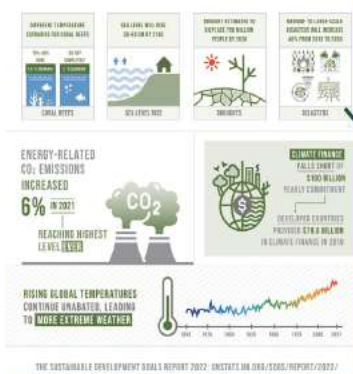
- Urban Planning
- Critical Infrastructure Protection

Community Engagement and Resilience:

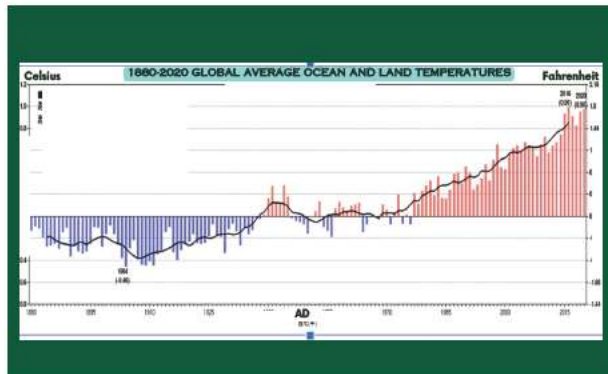
- Community-Based Disaster Risk Reduction
- Training Programs

THANK YOU!

Group 5



Group 5



Main Actors in Disaster

- Community**
 - Accelerator: intermediary/liaison in adopting local wisdom values in reducing disaster risk and as an agent of change, especially in potential disaster areas to reduce disaster risk
 - First responder
- Government**
 - Regulator and facilitator: responsibility for disaster risk management and reduction efforts. Starting from planning, implementation, monitoring, control, promotion, fund allocation, licensing, programs, regulations and policies, development, and multi-sector collaboration.
- Academic**
 - Innovator, concealer, research and development: identification of potential resources or certification of human resources in the context of disaster risk reduction
- Business**
 - Provider of infrastructure, technology, or capital
- Media**
 - Expander: publication, promotion of inspiration, increasing awareness through education etc.



Strategies to make disaster Safer

Pre-disaster Stay informed

- Identifying disaster risks in the area as well as hazard, vulnerabilities, and capacities → better disaster plan
- Arranging disaster plan → put long-term plans into action (structural and non-structural actions) to minimize the effects of disaster and future hazards.
- Enhancing public awareness through education and community campaign: including vulnerable groups
- Conducting disaster drills and table-top exercises
- Good communication, cooperation, coordination and collaboration

Strategies to make disaster Safer

Disaster Quick Response and Care Inclusivity

- Assessing the disaster effect and community needs
- Quick response
- Considering care for communities, families, individuals, and paying attention to psychological conditions
- Ensuring access and special care for vulnerable groups

Group 5

Strategies to make disaster Safer

Post-disaster Collaboration and Synergy

- Improvement and stabilization of the physical and psychological conditions of the community
- Rehabilitation and reconstruction → needs of vulnerable groups
- Evaluation for better preparation and response of disasters in the future

Students reflection

Our roles as a student

- Taking part in courses and programs on disaster preparedness to learn about emergency response and risk reduction techniques
- Spreading the word about being prepared for disasters to your friend, family, and our surroundings
- Becoming an agent of change by putting what you've learned in disaster preparation classes into practice and assisting others in getting ready for emergencies
- Bringing creativity and ingenuity to disaster preparedness projects including creating a kit or strategy for emergencies
- Collaborating to create and put into practice disaster risk reduction strategies with other students, community organizations, and local authorities
- Understanding evacuation sites

HOW TO INCLUDED VULNERABLE GROUPS

- Campaigning
- Integrated Risk Reduction
- Engagement and Guidance
- Education and Training
- Community Engagement

Reference

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- National Oceanic and Atmospheric Administration, NOAA

Thank you

Group 6



Noah (MFU)
Arooj (STMU)
Saad (STMU)
Clair (NKUST)
Sarah (NKUST)
Laras (UGM)
Yuki (KU)
Dai (KU)

5 ways that can be done to make disaster safer

01. Warning systems before the disaster
02. Dams (water storage)
03. Communication Network during natural disaster
04. Training at the public level
05. Immediate responses and have plan B


1 Warning systems before the disaster



- Target warnings based on geographic location
- Monitor environmental conditions in real-time for early detection
- Educate the public on emergency procedures

2 Dams to Prevent Flooding

- Dams play a crucial role in flood prevention
- Governments should take steps to construct dam across country.
- Dams should be constructed as a safer way to store water to protect potential loss of land and life.



3 Communication Network during Flood

- Network disconnect
- **Vulnerability** - people in remote countries
- Prepare radio in advance




4 Training at the public level

not only in the local communities but also at schools and companies

Evacuation Drills

- Residences and community members periodically review the proper evacuation procedures to follow in the event of a flood. People check evacuation routes, location of evacuation sites and shelters, how to carry evacuation supplies, and so on.
- Evacuation drills are conducted based realistic situation. This allows people to practice evacuation behavior under simulated conditions. Therefore, they can acquire practical knowledge and skills and act quickly in the event of an actual disaster.



Group 6

5 Marked vulnerable areas for proper management



map out the areas where floods is likely to occur.

- Low lying areas
- Government inform evacuation in advance
- Provide foods, supplies, etc.

Mapping the living situations of vulnerable populations, such as

1. the elderly
2. pregnant women
3. children

so that when a disaster occurs, this group can be given priority first



6 IMMEDIATE RESPONSE

Notify the government when a disaster occurs



Let your family make sure you are safe



Main Actors and Responsibilities in DRR Program

Government: Develop policies, coordinate disaster response

Local Authorities: Implement local plans, ensure community safety

Emergency Services: Respond, conduct rescue operations

CBOs and NGOs: Engage communities, provide support

International Organizations: Offer financial, technical support

Academic Institutions: Conduct research, disseminate knowledge

Roles as a University Student

Education: Raise awareness about risks, preparedness

Research: Contribute to resilience and mitigation studies

Community Engagement: Volunteer, actively connect with communities

Advocacy: Support policies promoting disaster resilience

Capacity Building: Organize workshops, enhance preparedness

Networking: Collaborate with others for a DRR-focused network

Volunteer

• Two types of volunteers; professional and general

• two ways of support at the scene

• Important to gather information

• Before a disaster, You should go to a local government office to register as a volunteer and get insurance.

• Volunteering can promote Well-Being



Group 6

First Aid Training

We cannot predict what injuries we will come across in a disaster. We need to remember the various types of first aid. The main injuries are 1 bleeding 2 burns 3 broken bones 4 sprains , and 5 cardiac arrest.

These first aid needs to be known regardless of gender. This is because same-sex aids are less problematic if they are given by the same sex. The ability of many people to provide first aid may save lives or lessen injuries during a disaster.



Understanding about climate change phenomenon?

- CARBON EMISSION
 - Forest cutting
 - Industrial wastes
 - Car smoke
- GLOBAL WARMING
- CLIMATIC CHANGES
- FLOODS



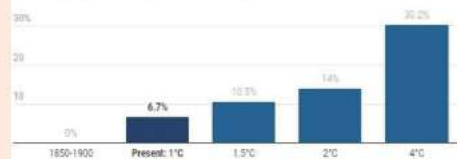
CLIMATE
CHANGE
INCREASE
FLOOD RISK



STATISTICS

Extreme storms get wetter as temperatures rise

As temperatures rise, the intensity of storms increases, the IPCC's latest assessment report shows. The chart shows how much wetter heavy one-day storms that historically occurred about once every 10 years are likely to become as temperatures rise.



Compared to the 1850-1900 average. 1° Celsius increase = 1.8° Fahrenheit increase.
Chart: The Conversation/CC BY-ND • Source: IPCC Sixth Assessment Report • Get the data • Download image

Thank you
for you
attention

Questionnaire

Questionnaire from each university:

Universiti Tunku Abdul Rahman (UTAR), Malaysia

Gadjah Mada University (UGM), Indonesia

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

School of Social Innovation, Mae Fah Luang University (MFU), Thailand

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

Kobe University (KU), Japan

Questionnaire

Kobe University UNESCO Chair Education Program 2023 Questionnaire

The Total number of returned questionnaire: 49

Universiti Tunku Abdul Rahman, 4; Gadjah Mada University, 7; National Kaohsiung University of Science and Technology, 12; Mae Fah Luang University, 6; Shifa Tameer-e-Millat University (SMTU), 9; Kobe University, 11

Q1: Did the conference meet your expectations?

YES: 48 NO: 1

Comment

- I made many new friends. I've also acquired a lot of information about disasters.
- It has met my expectations, where this conference serves as a platform for exchanging information and fostering collaboration among university representatives in addressing relevant issues.
- This conference gave a new insight and a great experience.
- The conference already fulfill my expectations before I choose to join this program. I could say its beyond my expectation.
- We have a lot of discussion through this program. I got a lot of new insights from just 2 days of this program is beyond my expectations.
- The conference is really amazing. Thank you for all of the facilitators and especially Ronni sensei that teach and encourage us to learn patiently. Once again, thank you very much Ronni sensei.
- The conference was really amazing. It was exciting for everyone dedicating into this project.
- It's more interesting than my expectation. During the meeting, our group built a good relationship with others, and got together to finish the hard task and gave a presentation on the second day.
- The conference exceeded my expectations. It not only conveys knowledge about making disasters safer but also teaches us teamwork efficiency with international friends within only two days.
- The conference exceeded my expectations. I am grateful for the knowledge gained and the connections made during the conference.
- It is a very good conference. All processes went smoothly and perfect.
- I think this conference is necessary. Not only can discuss with student of other country, but also can learn from many teacher' research paper.
- It was a great conference and learned a lot.
- This conference meet exceeded my expectations, I learned a lot of knowledge, information and skills from this conference.
- Its more than my expectations, the online conference yesterday was really insightfull and the presentation happened smoothly without any malfunction.
- The meeting was fantastic. I thought it would not be easy to discuss things online, but in the end it went very smoothly.
- I thought most of the conversation would be with teachers, but it turned out to be a very lively discussion among the students as well. I think I should follow their example.

Questionnaire

- Everything met my needs very well. That's very impressive.
- I expected that this conference will make me learn new things that I never learned before and meet new people from other nations and this conference is beyond my expectations a lot.
- The conference not only met my expectations, but exceeded them in every way. The level of organization, the quality of presentations, and the overall atmosphere were really great. The content covered was relevant and it was engaging, provided valuable insight, and left me with a deep sense of satisfaction. The networking opportunities were special, connecting with like-minded people and further enhancing my overall experience. I look forward to hosting similar great conferences in the future.
- The conference met my expectations. I have learnt a lot from the conference.
- After attending the conference, I would say that it met my expectations. The conference featured collaborative sessions that provided valuable insights on disaster management.
- It was an amazing conference beyond my expectation and it really improves my knowledge.
- The conference met my expectations. It was my first experience with UNESCO Chair education program. I have gained a lot of knowledge and made quite new friends.
- It was amazing experience and I learned a lot.
- 今回のプログラムにおいて他の国の学生の防災意識とともに何がその国の防災の重要な要素なのかということがよく理解できた。また、一番良かったことは自分の防災に対しての固定観念が崩れたことである。これまで、神戸にいて身についてた知識などとの違いがあって大変興味深かった。
- It was a very good meeting. I would like to attend again.
- 非常に有意義なプログラムでした。
- 日常生活で英語を話す機会がほとんどない私にとって、英語漬けの二日間を過ごし、グループ課題に取り組めたことは非常に良い経験になりました。また、様々な国からの学生とコミュニケーションをとったり、他の国のプレゼンテーションを聞いたりすることで、日本にいてだけでは気づけなかったであろうことや身に付くことの無かったであろう知識を得ることができました。
- As someone who is from Malaysia, a country where disasters are not very prominent, my initial awareness about disasters is very low. Hence, participating in this conference helped to increase my awareness and made me realize how crucial disaster awareness and prevention is.
- 英語と災害、ジェンダーを知ることのできる機会だと思っていたが、文化や考えの違いに始まり、海外の方のコミュニケーションや将来を深く考え行動しているところなど、違う視点でも多くのことを経験できた。
- 両日とも最初に先生の災害に関するプレゼンテーションがあったため、その後のディスカッションで参考にし、円滑に進めることができた。ただ、一つのプレゼンを作り上げるには準備時間が短く、コミュニケーションが難しかったこともあって十分に話し合いができなかったと感じた。
- 日常会話のままならない状態でこの会議に参加することになったため、会話やプレゼンテーションのすべて理解することはできなかった。しかしそれでも、集中して聞き、多くのことを吸収しようと尽力できた。有意義な時間だったと感じる。
- 普段交流する機会の少ない地域の学生とコミュニケーションをとることができ、貴重な経験になりました。また、脆弱性や防災についての理解も深まりました。
- 災害と聞くと、これまでは災害が起こった後の対応に焦点をあてることが多かったですが、今回は“防災”に集中して考え、取り組むことができ、良い機会となりました。

Questionnaire

2. What did you learn from the conference?

- I learnt the different effects of disaster to gender.
- Collaborate with different country student and share different opinion to complete the task.
- Know the seriousness of climate change, the role and responsibilities of every actor before and after the disasters, how to improve the disaster management, emphasizing the gender inequality issue and how to solve in disaster management and so on. And the presentation preparedness improves the capability of the teamwork.
- I got to know the disaster preparedness and programs done by each country.
- I have learned a lot about various perspectives, especially how natural disaster management is carried out in each representative university. Issues related to gender aspects, etc., also turn out to be essential considerations in the focus of disaster risk reduction.
- I learned the importance of interdisciplinary forums to discuss disaster risk reduction and exchange knowledge. Hopefully, this collaboration can be implemented even better in the future, both in terms of research as academics and real contributions to disaster management.
- About disasters in several countries in the world, Japan, Indonesia, Thailand, Malaysia, Iran, Taiwan; gender equality; teamwork and communication.
- 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.
- I learn that disasters don't discriminate, but people do. I am aware that a lot of people around me is vulnerable, including myself as a woman. But vulnerable doesn't mean we can't do anything. We still have a power and voices to make a better place for us. Vulnerable doesn't mean we have to stay away from these issues, instead we have to be more engaged with these issues so that we can ensure that our needs and safety are fulfilled. And I'm thankful that I have the opportunity to participate in this program. I also learned about the importance of multidisciplinary collaboration. To make disaster safer is our responsibility together. It also applied in responding to climate change. Climate change may cause frequent disasters, and everyone can be affected. So, everyone has their own role to prevent that or even minimize the damage.
- I learnt a lot about disaster management from other countries, especially for vulnerable people. Actually, that was the first time I joined a conference and spoke in English to public academically. Even though I struggled to deliver what I meant to public spontaneously, but it did not mean that I was not interested to this program. So I learnt a lot to improve my speaking skill and gaining confidence as well. I hope that I can join again the similar program with more confident to speak and contribute my idea to the public in the future.
- I learned about how other countries dealt with their disaster and some suggestions given by others.
- In this program, each group discussed about how to build back a safer world during the disaster. Therefore, I learned the policy and different measurements from each country to make the world better.
- There are two main things that I learned from this conference. The first is disaster prevention programs/ methods from international friends, especially Iza Kaeru Caravan from Japan, which trains children about disasters, or Vetiver grass for soil conservation application. The second is teamwork efficiency, although we come from different countries and have different backgrounds, we learn to be patient and understanding

Questionnaire

each other, as well as respecting each other's opinions, and cooperating smoothly.

- Understanding how to overcome language barriers, I made every effort to assist and enhance the effectiveness of communication.
- What I learn from the conference is how to communicate with people from other countries and work as a team. Because my English is not very good. So, it hard for me to understand what group member want to express. I have to listen carefully to what they say. It is a special experience to work with people in other time zone.
- Cooperation ability, English skills and natural disasters and culture in various countries.
- 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.
- From the conference I can learn more about what can we do as a university student and even from the small actions, all information are insightfull but the information from japan about all they do even prepare for kids too and technology they have to make disaster safer bring me more idea and maybe one day can be implemented by my country.
- Overall, this conference has been a valuable learning experience for me, reinforcing the significance of active listening to extract the main point from the conversation. This newfound attention to detail has not only enhanced my overall communication skills but has also given me a fresh perspective on how to effectively convey ideas.
- I learned about how other countries handle disasters and how they view them differently.
- Many disasters often happen in our neighborhood, but we are not the ones who suffer from the damage and loss , but through this report we have learned a lot of knowledge about disaster prevention .
- I learned a lot within the two days, especially getting to know the different perspectives on disaster risk management in the variety of countries in times of disasters.
- I learned a lot about disasters that occur in different places. It has made me more aware of the impact it has on so many people. Including getting to know many coping methods from many countries with different coping methods. And there are some perspectives that I still can't imagine.
- I learned about how certain groups of gender are more vulnerable to other gender groups in the time of disasters. I also get to know the situations - the relationship between gender vulnerability and climate problems from other countries. From the presentations in this forum, I got to know more about gender-based approaches and initiatives that are crucial in addressing climate mitigation issues.
- I have learned about the disaster and vulnerable groups in other nations and DRR.
- I learned a lot from the conference and provided a platform to discuss inclusive approaches, gender vulnerability and community resilience. And also, 1.Comprehensive approach: Consider multiple vulnerabilities in disaster planning, including the vulnerabilities of women and disadvantaged groups. 2.Gender dynamics in disasters: Disasters worsen gender inequalities and present unique challenges to women, including limited resources and increased risk of violence. 3.Empowerment and Participation: Giving women a voice and empowering them to make decisions that would effectively reduce the danger

Questionnaire

of disaster. 4.Community Resilience: Identifying and addressing gender vulnerabilities for resilient communities. 5.CapacityBuilding:Provide women with the skills and resources to actively participate in disaster operations. 6.Data collection and analysis:Use gender-disaggregated data to target disaster management interventions and policy decisions.

- I learned; 1,disaster situation in participants'countries, their DRR systems, whta is DRR.
- I have learnt about different disasters and their coping strategies. Moreover, I got to know about different countries and their strategies during the disasters.
- I learned about disaster management.
- I learned a lot of new things including different types of disasters in different geographical regions and the role of local government and local communities to deal with disasters.
- Learned a lot about disasters their effects on community and its causes.
- I learned strategies and things that are need before, during and after disaster.
- The importance of early preparation in disaster management. It conference highlighted the significance of having comprehensive emergency plans to effectively respond to various types of disasters.
- I learn many successful strategies and best practices in disaster management from different regions. I also learn from the experiences of others and identify effective methods for preparedness, response, and recovery.
- We have to work together to save our planet Earth.
- “ Unity is strength “
- I have learnt a lot from this conference. The main topic of this conference was disaster which focused mainly on wellbeing of people. I learned about different disaster striking different region in the world. Moreover, I got to know about the past destructions caused by disasters and how different countries cope up in this hour of difficulty.
- この会議で学んだことは自分が持っている防災の知識にいかにか固定観念が入っているかということであった。例えば、日本での防災や災害支援には自衛隊が大きくかわることが多いが、他の国の災害支援においては軍隊ではなく、NPOが大きくかわるといったことである。その存在は知っていたが、自分たちの国での防災が国際的にみて主流ではないことに驚いた。
- The need to improve English language skills and the ability to actively participate in conversations.
- 海外との学習意欲の差や危機感の違い。
- 他の国の現状や事例を学ぶことができたのはもちろんですが、日本が他国からどのように思われているのかを知る良い機会になりました。日本の防災の取り組み（防災訓練やJアラートなど）は高く評価されているということが分かりました。
- I learned a lot about the type of disaster that impacts each country and what kinds of disaster prevention are implemented. Moreover, since this year's topic discusses both disaster and gender, I was able to gain another perspective while thinking about gender issues.
- コミュニケーションの面では、自分の思っていることをまず口に出すこと、日本人はズカズカものをいう人を嫌うけど、海外では上手いかわないし、全員で物事を達成させるうえで一方的なコミュニケーションより効率が良いことを知れた。英語は、アクセントがこんなにも違うこと、それでも英語があれば全く接点のない海外の人とも会話ができる素晴らしさを、身をもって実感した。災害の勉強の方では、日本の災害教育がとても注目されていて、客観的にそれを考える機会になった。

Questionnaire

- ・外国だからといって災害に関して全く異なる考えを抱いているのではなく、共通点も多くあるということ。また、視野を広げすぎるのではなく、まずは身近で自分が手をつけやすい問題から考えていけばよいということ。
- ・国や地域が違えども、地球温暖化をはじめとするグローバルイシューを自分たちの力で解決しようという思いや熱量は同じだということを学んだ。
- ・様々な国の災害対策に対し理解が深まった。気候変動と災害の関連を認識するべきと学んだ。
- ・日本と他国の災害状況・防災対策・ジェンダーをめぐる現状、日本への印象
- ・グループ間で5つの項目や気候変動について話し合いましたが、その考え方や捉え方に違いがあり、きちんと言葉で伝え、確認していくことの大切さを学びました。また、防災プログラムに関してどのような視点から考えていくのかを、グループディスカッションを通して学ぶことができました。

Questionnaire

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

- 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.
- Before joining this program, I am questioning myself "what can I do to make disaster safer, for my community?". But after joining this program, I am questioning myself, "What I want to do to make disaster safer, for my community?". Now that I've learned, there is many things I can do as a student. Now it's just about the action.
- Does cultural belief in Asia have impacts to the vulnerable people? For example, there is a traditional belief that a man has more power to do anything (especially in work environment) than woman, because a woman should do some household work. How to change it if it has a negative impact to the woman?
- The question is about being a moderator. Is there any standard operation procedure when a moderator being? Since I was a little bit confused about how to be a moderator before the conference.
- This year's program has 06 universities participating, we discussed and learned a lot from each other. I wonder if next year's program, we can expand more participating universities.
- Though this time was still an on-line conference, will we have a further connection with each other in the future?
- Because I need to communicate with team members, is there any software that can be used to unify team member communication?
- What to do to minimize disaster risks? How to understand the English accents of other countries?
- Climate change is becoming worse and worse, we don't know how serious will the disaster be. It's hard and important for us to keep changing the methods to protect ourselves.
- In the conference we talk about green building and plant verival tree(?) we know to implement this plan to reality need a proper strategies and also it takes time and money . what if a country only have a limited land,population and demand for living spaces increased? Can we still make it? What innovative approaches can be adopted for high-density housing to accommodate the growing population within limited space? And after that this green building not 100% will makesure we life in a eco friendly environment right? So, im curious about what measure can be taken to educate and engage the public in aadopting energy efficiency practices in their homes?
- Is there any chance that the next one won't be online?
- According to the efforts the public and the government , in view of those common natural disasters , is there any statistical data to realize that we have really made good improvements to avoid losses?
- What kind of differences are there in preparedness before a disaster between the rural and urban area? How can developing countries build disaster resilience if they do not have enough financial support or proper technology? Could separating evacuation spaces between men and women really effectively tackle the sexual harassment issues in the IDP?
- I have a question about the occurence fo disasaters unless we have to deal with them alone. Can we cope more sustinably if glocal temperarures rise? or the occurence of global worming causing more severe disasters.

Questionnaire

- Is the intensity different in gender vulnerability during the times of disaster between urban and rural area?
- I appreciate all of the thorough information you gave at the conference. I don't have further questions at this moment. I am grateful for the organizing team's efforts and eagerly await more details and opportunities to participate.
- About millions of people every year from disasters suffer and how they bear the consequences.
- There is no such question left after the conference. I am just grateful to be a part of this program in 2023. This conference made me learnt a lot about my environment and how different climate changes are posing a threat to our environment and survival of living beings.
- 地域ごとの防災の意識の違いはなにによって決まるのかということについてはいまだに疑問である。
- ジェンダーや脆弱性の観点から見直して良くなるものは何かないか。
- As most of the presentations covered the topic of disaster from a general perspective, I was curious about the detailed measures to prevent disaster, such as green infrastructure. Moreover, I was also interested in the policies created to solve gender issues related to disaster.
- 疑問ではないが、もっとフリートークで国や文化の話をしたかった。それがとても面白かったから。
- この授業を振り返ると、他の学校の国では、防災プログラムに関して実際にどのような対策、対応がとられているのだと思います。

Questionnaire

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

- Increase the awareness to in the public and allow everyone to understand the different needs of each vulnerable group.
- Do whatever we can as a student to contribute back to societyDo whatever we can as a student to contribute back to society.
- Before a Disaster: Disaster Preparedness Education: Organize workshops, seminars, or awareness campaigns on campus to educate fellow students and community members about disaster preparedness. Share information on evacuation plans, emergency contacts, and the importance of having emergency supply kits. Student Volunteer Groups: Form student volunteer groups dedicated to disaster preparedness and response. These groups can collaborate with local emergency services, participate in training exercises, and assist with community outreach. Community Mapping and Vulnerability Assessment: Engage in community mapping and vulnerability assessments. Identify potential hazards, assess the vulnerability of local infrastructure, and share this information with community leaders and relevant authorities. First Aid and CPR Training: Organize or participate in first aid and CPR training sessions on campus. Encourage students to become certified in basic life-saving techniques, which can be invaluable during and after disasters. Collaboration with Local Authorities: Establish connections with local emergency services, government agencies, and non-profit organizations involved in disaster management. Understand their protocols and procedures to foster effective collaboration.
- After a Disaster: Emergency Response Support: Volunteer with local emergency response teams or disaster relief organizations. Students can provide support in areas such as search and rescue, medical assistance, and logistics. Communication and Information Dissemination: Leverage social media and other communication channels to disseminate accurate and timely information about disaster response efforts. This can help counter misinformation and keep the community informed. Shelter and Relief Assistance: Assist in setting up emergency shelters for displaced individuals. Coordinate or participate in donation drives for relief supplies and distribute these resources to affected communities. Community Cleanup Initiatives: Mobilize student groups to participate in community cleanup initiatives after a disaster. This can involve clearing debris, assisting with infrastructure rehabilitation, and contributing to the overall recovery process. Psychosocial Support Programs: Work with mental health professionals to organize psychosocial support programs on campus and in the community. These programs can help individuals cope with the emotional aftermath of a disaster. Advocacy for Resilient Policies: Advocate for resilient urban planning and policies that prioritize disaster risk reduction. Students can engage with local policymakers to promote sustainable and resilient practices in the community.
- Channel my knowledge in disaster preparedness and risk reduction to the community through the community chat platforms such as WhatsApp, LINE, WeChat, etc.
- I am planning to conduct research on disaster preparedness in the teenage community residing around the volcano.
- Embark on a journey of resilience, awareness, and proactive engagement to build a safer and more sustainable future for all.
- As a nursing student, I contribute according to my major. Several small steps that I have tried to take,

Questionnaire

such as research that we are arranging and I have participated in disaster/ mass casualty incidents training. Hopefully, it will help me to contribute to making disasters safer in society.

- 1.Organize workshops and training sessions to educate community members about disaster preparedness.
- 2.Establish Community Emergency Response Teams (CERT) programs to train volunteers in basic disaster response skills.
- 3.Educate more about disaster with any social media, to disseminate critical information during disasters.
- 4.Participate in community drills and exercises conducted by emergency services.
- 5.Educate the community on how to respond to early warnings and alerts.
- 6.Conduct regular disaster preparedness drills and simulations to ensure that community members are familiar with emergency procedures.
- 7.Evaluate and learn from these exercises to improve future responses.
- After this conference, I realized that there are so many action 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 want to raise awareness about disaster, that it can hit anyone anytime. Then I would like to share what I have learned, things that can make disasters safer and experiences that have been shared from our sensei and friends from other countries. And after that I would like to have a discussion with my family, friends, and my community about what each of us can do to make a better place for us. My goal is to increase the participation of disaster risk reduction in my community because I belief anyone has the right to be safe.
- As a university nursing student, I want to educate people about (at least) a basic first aid and hygiene, by active in health campaign in social media and in community service. So if they experience a disaster, they can survive and help others.
- I would volunteer to participate in any activity to support the vulnerabilities. It is also our job to make the world safer.
- As a student, I can be the volunteer to help the vulnerable evacuate safely.
- The top of the action is to prepare an emergency kit at home. Besides that, I will participate in social activities to enhance disaster awareness or activities to help community disaster preparedness. Besides that, from my side, I will implement and spread environmental protection measures such as saving electricity when not in use, avoiding food waste, eating veggies, and using public transportation... to contribute to reducing individual carbon emissions due to climate change impacting disasters.
- I know my efforts are limited, but I will still maintain my awareness of personal awareness and to raise among my peers’.
- I can clean the road so that people passing by will not fall.
- I will always prepare an evacuation kit at home to prevent temporary situations.
- I’ll consider volunteering with law enforcement or community policing programs.
- 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
- To make my community safer at first I would like to prepare my first aid kit (P3K) for emergency preparedness and engage my surrounding about basic first aid, disaster preparedness and some evacuation

Questionnaire

procedures. And also take in part of the cleanup regular activity in my surrounding environment.

- As a student, I will pay more attention to the topic of disaster prevention and use social media to let more people know how to protect themselves during disasters.
- It was my idea in the briefing that we could enter the mountains areas earlier to help the people there to evacuate or to take typhoon precautions.
- I believe education is important. I will do my best to spread the knowledge I have gained from this event as well as my studies to my community and call out policy makers if their policies don't effectively protect the livelihood of the people in times of a disaster.
- Of course, natural disaster warning systems or adding an SMS warning system will definitely reduce the death rate a lot. Including giving more importance and attention to vulnerable groups. Including the construction of water storage for disaster preparation will definitely make it safer.
- Community engagement and sharing my knowledge about disaster preparedness to my local community.
- Rises awareness about the disaster risk to people around me.
- Individuals play a critical role in promoting safer and more resilient communities through active engagement and commitment to collective well-being. I will use the closer complicated approach includes community engagement, emergency preparedness, advocacy, and environmental care, all of which contribute to a safe and supportive environment. Action can be taken by individuals to proactively improve safety, strengthen community bonds, address various aspects of well-being, and ultimately contribute to the health and safety of the community as a whole.
- I will contribute to policy-making in the ecommunity and propose the solutions that I think those will benefit for the best.
- I will try to make more people aware of the disaster and their surroundings. I will educate more students about this.
- I can make the environment better to prevent the disasters and bring awareness in people.
- I will take initiative to educate the people and to train the people of suspected areas so that they can manage with disasters.
- Develop and regularly review emergency response plans, ensuring that community members are aware of procedures for various scenarios, including natural disasters and other emergencies.
- Strategies to plan what to do when a warning call for disaster comes, eg helping elderly people, children, women who are pregnant and lactating etc.
- I'll contribute more towards the volunteering and social activities that help local people in the management of disasters.
- I prefer community training by organizing or participating in training sessions on first aid, CPR, and other relevant skills. The more people in the community who are trained in emergency response, the better the overall safety.
- Raise awareness; Helping hands; Emergency training
- I believe we have to take serious steps to make our environment safer for us. I will try to make more people aware of this disaster and the way we can be safe if something strikes us all of sudden. Moreover, I will try to educate more students about disaster management that will be helpful in the hour of need.
- まずは意識改革である。今回、防災とジェンダーを絡めた研究を始めて行った。しかし、防災とジェンダーの関係

Questionnaire

は災害支援をする際に必ず考えなければいけないことである。ジェンダーというつながりが薄く感じてしまうが実際の必要性を機会があれば意見を述べていきたい。

- Keep up to date with disaster information
- 避難所生活を安全なものにするための商品を作ってみたり、利用促進ができればいいなと思っている。
- まずは、防災バックの準備をし、家族の安全について考えようと思います。
- I hope to participate in volunteering programs related to disasters. Not only that, I will also try to spread awareness regarding disaster to the people around me.
- あなたは、自らのコミュニティの安全のために、これから何をしますか。

日本には、私たちが普段あまり関心がないだけで多くの施策、対策がされていること、また、今回の一連の学習を通じて日本には災害に対する数多くの論文や書籍があり、経験した人の声を聴くことが出来る環境だと知れたので、新しいことを始めるのではなく、地域の災害対策を調べてみたい。それをまわりに伝えることが大切だと思った。

- まずは自分自身の脆弱性を理解し、自分の身を守るための準備をする。その後に自分の身の回りの人々が安全を確保できているか確認し、お互い助け合える部分を見出す。そして身近な人を理解し、いざという時に助け合えるように呼びかける。
- 今日得た新しい知見を、友人や家族と話し合うなどして、その学びを深めることから始めたいと思っている。
- 災害時のための災害キットの準備や、避難所の場所の確認などを行うべきと考えた。
- 脆弱な立場にいる人の存在を気に留めて、物事を考える
- まずは、ハザードマップで近所の避難場所を確認し実際に足を運んで確認し、避難用の道具をきちんと使用できるか確認しようと思います。また、コミュニティでどのような防災活動が行われているのか、調べてみようと思います。

Questionnaire

5. How did you feel during the conference?

- I am happy to learn more effects of disaster and risks from different people.
- I feel that everyone is very friendly; this meeting is relaxed and not serious. Everyone is willing to share their ideas and knowledge.
- I was impressed by the presentations delivered by the students from the 6 universities on the first event day, and also the presentations on the student tasks on the second event day. They can manage the task well and complete the task on time.
- I feel very happy because I have many new friends.
- I thoroughly enjoyed the conferences and feel fortunate and honored to have been chosen as a delegate for this conference.
- I felt excited and nervous at the same time to meet many friends from various backgrounds. However, it's an honor to be able to join this conference.
- So glad and I enjoyed every moment very much.
- 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.
- At first, I felt so nervous yet excited to learn in this program. But as time goes by, I feel more confident in sharing my ideas because friends and sensei in my group is very encouraging.
- Happy and a little bit confused at the same time (especially in a small group). One thing that we learnt in a small discussion is that we should exchange our contact to communicate more (not only sharing a google document to do the work). So we can gain a positive vibes or emotion of the work and get to know each member deeper.
- In the beginning, I was very nervous frankly. However, I actually adapted into the environment very soon. I could dare to express and share my ideas with my group.
- In fact, I like this year's program than last year because there are many issues worth discussing this time. Furthermore, I have a good time with my group's members. Therefore, I was enjoying in this conference.
- Before the conference, I was afraid about communication and understanding because we come from different countries and have different English accents. However, while participating, I felt very comfortable because both sensei and students are all kind and patient. And finally, I was happy and satisfied with the past 2 days during the conference.
- This time, I experienced less pressure compared to my previous encounters. The reduced level of stress allowed me to approach the situation with a clearer mindset and greater focus.
- I feel that although some groups reported timeouts, the process still went smoothly.
- I'm nervous during conference. Because it is my first time join this kind of international conference. Fortunately, I feel everyone are kindly when we discuss in group. Even my English can't fluent express my idea, but they listen to me patiently.
- I felt very nervous at first, and I was afraid that my English skills would not be able to cope with this event. Later, I found that it was not as difficult as I imagined. Although there were still many shortcomings, the overall feeling was good and I learned a lot.

Questionnaire

- At first, I felt a little bit nervous because I hadn't participated the meeting like this for the long time. However, during the meeting, I felt excited and inspired because I learned a lot of knowledge which I didn't before.
- It was very fulfilling; everyone was diligent about the presentation.
- During the conference at first I feel interested but when its time to speaks I felt so nervous and my hand became so cold and wet haha, This is my first serious online conference, I felt nervous if my name is called and I need to speak during the main session. But when we split into smaller groups for discussion, I became more relaxed and confident. Having a chance to talk in a smaller setting made it easier for me to participate. But after that I felt more confident and sometimes I felt I like to share my information.
- In the program of the meeting, I felt that the overall planning was good.
- I think it's great, I don't usually get the chance to interact with foreigners, let alone so many countries, and it's a great opportunity for me to learn.
- This conference was very exciting for me as I am not comfortable meeting new people online. However, every minute during the conference was valuable to me.
- I am excited to join the discuttion on natural disasters with many countries and various experiences. It opened my eyes to many different experiences.
- Curious
- I feel excited to do the presentation and happy to learn new things during the conference.
- I really enjoyed the conference and gained a lot of insight from the insightful discussions and presentations. The diverse perspectives shared by experts and participants deepened our understanding of the conference themes and provided valuable insights that can be applied in a variety of contexts. Overall, it was a valuable and interesting experience.
- I felt excited and also happy to get to know others.
- I felt very confident by listening to different people. I've gain a better knowledge of the world and their coping strategies.
- Very excited and enthusiastic
- It was amazing experience and I really enjoyed that as I learned a lot of new things.
- Gained international exposure and interaction with other international students.
- Experience proves really informative.
- I felt very inspired and enthusiastic. The insightful presentations enhanced my experience.
- It's quite exciting during the conference.
- I felt enthusiastic, authentic and cooperative.
- I felt very confident by listening to different people. I've gain a better knowledge of the world and their coping strategies towards the tragedies.
- オンラインで行うことができたため、多くの国の学生と意見交換ができて大変効率的だと思った。また、グループでも多くの違う大学の人がいたため、意見の違いがあって面白かった。
- My lack of English ability and the difficulty of communicating and expresing my opinions.
- 自分の英語力の低さや海外の学生の熱量の高さ。
- 正直、全てを理解することはできておらず、会議中はずいついていくのに必死でした。
- I felt relaxed during the conference and wasn't nervous about making mistakes. Since most of the

Questionnaire

participants does not have English as their native language, I was able to communicate and present without feeling anxious about my own proficiency level.

- ・正直、先生も生徒にも英語が聞きにくい人が数名いて、全く理解できない時間があった。もっとゆっくり話してほしかった。また、1 日目の後半から 2 日目開始までは発表をどうするかに時間が割かれたので、1 つのこと（災害だったり対策の事例）を具体的にみんなで共有する時間は無かった。深くは理解していないわべの知識（悪い意味ではない）を共有することがメインになった。（私の班だけかもしれない）
- ・英語が母語でない人同士でコミュニケーションをとることの難しさを感じた。また、他大学の学生の積極性に圧倒された。日本チームのプレゼンに対して多くの質問をいただいたが、質問理解に時間を要してしまい、全て答えることができなかったのが心残りだった。
- ・同じ英語という言語を使っているとはいえ、地域ごとの訛りだったり、特徴的な発音が多く、うまく聞き取ることができなかつたり、反対に自分の英語が通じなかつたりということが多々あった。しかしながら、その体験こそがさまざまな国や地域の人たちと交流する醍醐味なのだと思った。
- ・日本の災害への取り組みと海外の災害への取り組みは、文化的に異なるところもあるが、基本的には大きく変わらないと感じた。
- ・参加学生の関心の高さ、議論への積極性、多様性の重要性、防災対策の改善の必要性
- ・他校の生徒達が積極的に参加しており、ワクワクすると同時に、英語の面から緊張やもどかしさを感じました。

Questionnaire

6. What did you like about the conference?

- Virtual conferences make people from different countries connected.
- I was able to meet people across the world with different nationality and culture.
- The share of knowledge and idea.
- Virtual conferences/workshops always have the advantages.
- I have new knowledge, and this is my first experience participating in an international conference.
- Meeting students from various countries with different backgrounds and issues, yet through our focus group discussion (FGD) sessions, we can exchange ideas and thoughts to present a solution.
- I like group discussions because it provides more opportunities to exchange ideas. However, perhaps the participation of each student can be improved.
- The topic, Roni-sensei such a very friendly person, my team group 2 thank you for your cooperation and it's very enjoyable, and all the student and sensei.
- 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.
- I really like the small group discussion. We have intense discussions about the issues but we also have a small talk about the weather, sharing our hobbies, experiences, etc.
- The thing that I like about conference is an interesting topic about disaster management, especially in vulnerable people. I learnt a lot of new things from many sensei and also my friends' presentation.
- The part in the conference I like about is the question time after the presentation. During this time, I could learn from others for how to come up to relative questions and how to answer them.
- I like the kindness of everyone, giving me more confidence to speak English and share my opinion.
- This conference provides us with knowledge about how to make disasters safer, which is necessary in this current situation. Moreover, through the conference, I got more new international friends, who are all very kind, and after the conference, we keep in touch with each other via Instagram and our Line group.
- When engaging in small talk with my group members, I find it to be an invaluable opportunity to build rapport and establish a positive connection.
- When you encounter problems, you can ask in the message area. Then teachers or classmates will give immediate answers.
- The topic is closely related with our life and pragmatically for us to protect ourselves.
- Everything that happens in the process is great and worth learning from.
- 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.
- From the conference I like some few things like I know more different perspectives and I get it from cool people, can get connect to professional in their field. All the teacher seems so kind and give us a lot of detail to consider this kind of perspective I appreciate it. And about The technical aspects, including audio and video quality, were excellent. I didn't encounter any significant issues with connectivity or disruptions during the sessions. The virtual conference sessions were well-organized not delayed. Overall thank you

Questionnaire

Ronni Sensei and Kobe University, I appreciated the effort put into facilitating the meaningful interactions.

- I liked the aspect of being able to discuss this topic with people from different countries, and then being able to make a report in such a short time.
- I think it's great that our department has this opportunity for international exchange , and I thank the teachers for giving us this resource , because even when we go on exchange , we can only meet students from one country .
- I enjoyed working on the presentation with students from other universities, it was difficult but fun.
- I love being able to work together in groups and asking interesting questions and learning to the answers.
- I got to gain new knowledge about the relationship between climate issues and gender vulnerability/
- The new knowledge about disaster and how we can make it safer.
- I really enjoyed the conference, especially the networking opportunity to connect with friends from different countries. The rich exchange of perspectives and experiences added depth to the discussion. Additionally, the conference theme matched my interests, enhancing the overall experience and contributing to fruitful meetings with like-minded people.
- It's not that formal, and a little casual which is grat. I got a chance to be moderator and I like it.
- I liked the way different groups were made and different students interacted. We got to know about different cultures.
- It was very informative and interesting and had a very good interaction with international fellows.
- They invited students from different countries and they provide us knowledge about different type of disasters and management.
- It gave us chance to make new friends along with it learned a lot about disasters and its managment.
- Topic of discussion how civilians from different regions have different disaster dealing strategies and how to apply those strategies in our area.
- It was a valuable experience overall. The educational conference provided a great opportunity for learning and getting a global perspective of management and networking.
- I like the time management of the conference.
- Everyone's focus was "humanity" without discrimination of color, creed or country.
- liked the way different groups were made and different students interacted. Moreover, listening to different perspectives of people made me more vigilant about surroundings.
- オンラインで行ったため、複数の国からの遠隔のプログラムが実施できたこと。
- The variety of lectures that were given expanded my knowledge.
- Zoom 開催なのでさまざまなツールを活用しながら議論できるのがよかった。
- グループワークがあった点です。短い時間だったので大変ではありましたが、仲間と協力してプレゼンテーションを作成した時間は非常に有意義であったと思います。また、初めに国ごとのプレゼンテーションがあったのも、それぞれ独自性があり、聞いていて興味深かったです。
- I like how the conference was conducted in a relaxed way and was not very formal. This helped to ease nervousness when presenting and encouraged participation without having to worry about making mistakes. Moreover, the variety of countries in the conference made the program more interesting, as we can learn about the differences when facing disaster in each country.
- 様々な背景を持った人が集まったので、多くの意見、文化、傾向を知ること

Questionnaire

- ・全てのグループにファシリテーターが配置されていたおかげで会議の最初を円滑に進めることができたのでよかった。
- ・初対面の人たちが、限られた少ない時間の中で最善を尽くして、一つのものを作り上げるという共同作業は非日常的で非常に良かったと思っている。
- ・グループに分かれて資料を作成することで、他国の学生がどのように資料を作っているのか知ることができた。
- ・大学ごとのプレゼン、大学混合でのプレゼンの2種類あった点。
- ・同じテーマに対してみんなで話し合いながら考えられたことや、みんながそれぞれの頑張りを賞賛していたことです。

Questionnaire

7. What did you dislike about the conference?

- The sensory engagement in online meetings is limited; I prefer offline meetings.
- However, virtual conferences/workshops also have the disadvantages.
- Actually, there isn't any, but if the next conference allows for offline meetings, I think it would be much more enjoyable.
- One and only that I dislike is that I can't meet all of the participants in the real life.
- Nothing to be dislike. It is all perfect. But I'm still hoping we have a longer time to discuss. It will be wonderful.
- The student enthusiasm, I thought that this conference will have more interaction or participation among students (maybe they are shy to speak, I do not really know)
- In my opinion, the time could be controlled more properly. As the students and teachers from STMU may be struggle with the time.
- Nothing at all. It was truly a fantastic experience to be a part of.
- I want to know how my team members look like. And there's no way to get everyone to turn on their cameras.
- It would be perfect if my English skills were better.
- Everything was perfect and it was hard for me to choose. The only thing I did not like was the time limit for us to prepare the presentation and information we needed to search.
- Overall, it was a good experience, at the start of the conference, I found the discussion time arrangement less appealing. However, as the conference progressed, I began to appreciate the structure more, especially when we had smaller group discussions. But I think I need more discussion time.
- Although we were able to discuss with our foreign friends, there were some people who did not participate in the group discussion. Only at the end he/she threw the data to the rest of us.
- Although it is an online exchange, I hope to have more time to learn about different cultures after the presentation, because our discussion is very short and most of the time is spent on reports, so I hope to have some questions or games to get to know people.
- I think not everyone has the chance to discuss their opinions and points of views. The ice breaking time was also very less which made everyone feel a little less comfortable to interact and be more familiar with the process.
- When dividing the rooms to talk, each person didn't talk as much as they should. Actually, I expected it to be an activity where we actually met (non-online), but I understand the conditions and limitations of the activity.
- Being an online conference makes limitations in communications.
- The virtual conference was a lot of fun. There wasn't anything I particularly didn't like, but moving from an online format to an on-campus format could provide a more engaging and dynamic learning environment. I understand the challenges posed by a virtual framework and appreciate the efforts made to organize the conference.
- Overall, the conference was great. We had a great experience but I believe if we had a live session that would be better.

Questionnaire

- It was too early in the morning.
- As it was virtual, it was very frustrating to sit on screen for more than six hours.
- Timing
- There was nothing to dislike about the conference.
- There was not enough time to prepare the presentation on Day 1.
- 強制することは難しいとは思いますが、ブレイクアウトルームに分かれている時は、全員カメラをオンにしてコミュニケーションをとることができればより良いなと思いました。
- I think that there was a lack of participation from some participants. I noticed that only the same people continued to voice out opinions and answer questions, while others kept silent by muting their microphone and turning off the camera. This is especially true during breakout rooms, which made it harder to discuss.
- 割と深いお題に対して、与えられた時間が少なかったので、深い議論は出来なかった点。
- 英語での会話がかなりできなければ、討論することができないため、日本人の英語力のバランスをとって貰いたかった。
- グループ間で足並みが揃っていないことがありました。英語力の問題だとは思いますが、能力差がある中でもみんなが理解しやすいように工夫が必要だったと思います。また、神大は質問への返答の対応が不十分であり、積極性に欠けていたように思います。

Questionnaire

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

- We just keep the same program flow will do.
- Online meeting change to offline meeting, no expression mistake.
- Relaxed and vigorous atmosphere of sharing idea and knowledge should keep the same.
- We just keep the same program flow will do.
- In my opinion, the progress of the activity has been very good.
- Perhaps, for the presentation topic (student task), diverse options could be introduced to broaden the discussion and provide a richer exploration.
- Maybe the topic of each group's presentation can be varied. So, it's not repetitive and we can share more information with different topics.
- Keep the same and add some games.
- 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.
- Is it possible to have a longer period? Because 2 days is so fast.
- The project for presentation is fun, I think is good to keep this kind of task in the future.
- All aspects of the conference were good! Maybe for the next conference, when students have registered, at the end of the Google form there will be a link to join a social media group (for example WhatsApp or Telegram), so we can give a warm greeting to each other before joining the Zoom.
- Most of process can be keep and continue into the next year. However, we could bring back our popoki yoga from last year. It would make the conference even more perfect.
- I think the time for first day discussion was too short. If it can be longer, that would be better.
- hope we can have a 5-10-minute break for each session.
- Except Day 1 afternoon, professors' presentation is a little bit too long and boring, everything was awesome, no need to change at all.
- I think we can let everyone speak more during group discussions. They can express more of their opinions and let others understand.
- Could we add rest time? Maybe 5-10 mins. Because I miss some information, I went to bathroom when presentation.
- 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 more longer, and the way that allow each school to group their students should keep the same.
- The conference already pretty much good and insightfull, but if we do it again, maybe we should put time management more efficiently and can be more relax,also clear when give presentation, put some detail what should moderator do and the important is language . I think not everyone will understand the point we talk and English is not our mother tongue also. may us put little script first? (before presentation), and remind everyone speaks more clearly not to fast because everyone is not the same level to understand

Questionnaire

what they listened.

- I think that before each country reports on the first day, their files could be posted in the chat, so that we can get to know them better. I think the rest can be kept.
- I think we can allow students to download the same communication software first, which can save some time in setting up the group, or there is a group member who does not cooperate with the situation, in addition, for students who are not good at English, we can also suggest them to download the real-time translation, so that they can participate in the discussion more!
- Group works should be kept the same but perhaps ice breaking activities should be more entertaining and interactive.
- I think everything is perfect for this time-limited activity. But during the presentation time on the second day it might have been too long. I feel like if the group was less and it would be good to change to a more in-depth topic.
- If considering changes for future conferences, I recommend moving from an online format to an on-campus, in-person format to allow for more effective communication and interaction between participants. While online platforms have their advantages, but, a campus environment may provide more engagement and a richer experience. Additionally, the conference's overall performance will be further enhanced by maintaining networking opportunities and putting a variety of relevant and different themes on the same platform.
- Provide us more about DRR.
- I would suggest having a live session and we would meet and greet people around the world.
- It should be physical rather than online
- Timing should be changed, but not presentations and group activity.
- The next educational program should be held on-site where we can get a chance to explore and get more of an experience.
- Everything was good and I think you should keep the same time management in the next conference.
- Changes:- Online to On-site. Keep:- different universities from different countries.
- I would suggest having a live session and we would meet and greet people around the world. In this way, we could better know each other and learn about diverse culture of the world.
- 神戸大学の学生は同じ場所でプログラムを受けたほうが良いと思った。
- 神戸大学でのアクセスポイントを複数確保して欲しかった。
- 振り返りに使用したいので、プレゼンの資料を共有してもらえるとありがたいです。Zoom の録画も復習用に視聴できるようにしていただけると嬉しいです。
- I think that the conference should enforce a stricter rule to have everyone open their cameras and unmute their microphones, especially during group discussions, to encourage participation from everyone. I think the flow of the program is already good, but inserting a small break between presentations might be a good idea as it is easier to feel burnt out since it is an online program.
- 時間的に難しいとは思いますが、お題に取り組む前か後に、もっとフリートークをしたかった。全員が発表に関わるという点では適度な人数配分だったが、会話を増やすならもう少し少ない人数で班分けしたらよかった。
- オンライン特有の問題だが、一部音声聞き取りにくい人がいたので、接続環境を各自で確認してから参

Questionnaire

加する方がいいと思った。

- ・所属大学が重ならないようにグループを組むというのは非常に良いと思った。今後同じような会議を開催するとしたら残してほしいと思う。
- ・学校ごとの資料を作成する時間がもう少し欲しかった。
- ・議題以外の点（趣味など）についても話しも出来れば良かったなと思います。
- ・初日に行うプレゼンテーションですが、もう少し準備期間が欲しいと思いました。

Questionnaire

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

- Thank you very much for giving me such a great opportunity.
- Thanks for the opportunity in this program. It was wonderful.
- Thank you very much for the opportunity to learn together in this program.
- Thank you very much to the committees and sensei for your hard work, patience and free time to be able to hold such an extraordinary event. Hopefully in the future we can meet again.
- I love the kindness of everyone and entire process!
- I appreciate for allowing me to join an international well-being conference, and I'm grateful for all sensei and friends, we are in different time zones, so some countries need to get up early to join the conference so that we can gather and learn from each other.
- I think it would be great if we could set up a WhatsApp or Instagram group before the meeting. This can not only help us get to know each other's hobbies for discussion but also make the preparation time more effective.
- I think everyone are kindly and patiently to interact with each other. Especially, Ronni sensei is the best. She speak slowly and clearly for us can easy understand.
- 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!
- Big thanks to everyone who joined, especially Ronni Sensei from Kobe University, All Professor, and all the amazing representatives from different universities. All participation made the conference so much more meaningful and interesting. It was great sharing thoughts and learning together. Looking forward to more discussions and connections in the future.
- Thanks to all the professors and friends who shared their concerns, I gained a lot from this event!
- I think it's great event , and I hope more and more universities in Taiwan can organize this king of event .
- Thank you for such a special opportunity to learn and meet many incredible individuals.
- I am honored to be able to participate in this event. This was the first time during university that I had the opportunity to present internationally. It was a wonderful experience. I will never forget it.
- It's would be great if this conference organized on-site.
- Conference provided to be really healthy and full of information. Hopefully, it will also be the same.
- Loved everything about the UNESCO educational program '23.
- 有意義な時間を過ごすことができました。ありがとうございました。
- 非常に有意義な2日間でした。ありがとうございました。

Kobe University UNESCO Chair
Gender Equality Office

TEL 078-803-5017/5471

URL <http://www.office.kobe-u.ac.jp/opge-kyodo-sankaku/>

E-mail gnrl-unesco@office.kobe-u.ac.jp