



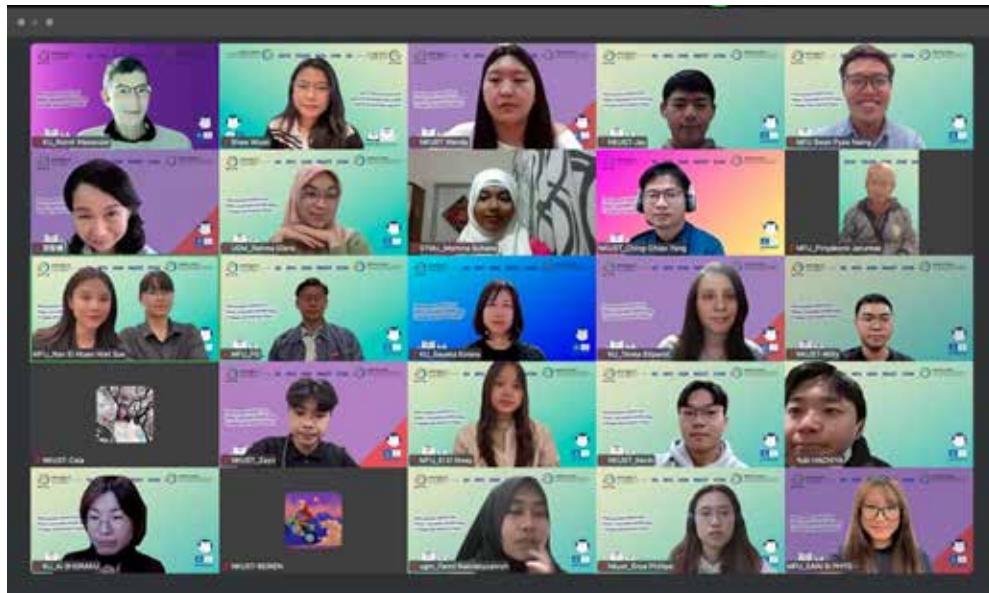
**UNESCO CHAIR**  
Gender, Vulnerability and Well-being  
in Disaster Risk Reduction Support

## **Kobe University UNESCO Chair Education Program 2025**

## **Conference Report 2025**

*Kobe University  
Mae Fah Luang University  
National Kaohsiung University of  
Science & Technology  
Universitas Gadjah Mada  
Universiti Tunku Abdul Rahman  
Shifa Jameer-et-Millat University*

# Photos



**Kobe University UNESCO Chair**

## **Education Program 2025**

**6-7 December 2025**



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# Introduction

神戸大学ユネスコチェア事業の柱のひとつに、学部生や大学院生を対象に年に一度開催される「教育プログラム」があります。本年度は12月6日～7日にオンラインで開催され、神戸大学から17名、ガジャマダ大学（インドネシア）10名、トゥンクアブドゥルラーマン大学（マレーシア）5名、高雄科技大学（台湾）9名、メーファールアン大学（タイ）14名、シファタミールエミラット大学（パキスタン）12名の学生が参加しました。また、ファシリテーターとしてメーファールアン大学から2名、ガジャマダ大学から1名、神戸大学から1名が参加しました。教員は6大学から計19名でした。

今年度のテーマ「一緒に減災に取り組もう～安全・安心を私たちから発信しよう」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でした。それぞれの発表について学生や教員からの質問やコメントで活発に議論が展開されました。午後には、メーファールアン大学が担当となり、パネルディスカッションがありました。気候変動や持続性、ジェンダーをキーワードに3つの報告とノンヒューマンの代表としてねこのポーポキからの討論がありました。その後は、複数大学で構成された8つのグループに分かれました。今年度のグループタスクは、①あなたにとって、安全・安心とはどういう意味？各国から安全安心促進のための具体例を紹介してください、②大学生として、より安全安心でウェルビーイングな社会のためにできることを5つ示してください、③プレゼンテーションを作成に当たって、AIをどのように使って、AIの使用に関するメリット・デメリットを示してください。これらの問い合わせに対する回答を15分程度のプレゼンテーションにまとめるという課題でした。

参加者からのフィードバックによると、各国の報告から国によって災害の実態や対応が違うことが理解できしたこと、ジェンダーや脆弱性に注目する必要がわかったこと、複数の国の人と小グループでコミュニケーションをとることの難しさが特に印象に残ったようです。神戸大学の数名の参加者からは、英語に自信はなかったけれど頑張ってみて良かったなどのコメントもありました。また、災害について研究している参加者からは、グループのメンバーは学問分野や専門が異なっていたので、今まで考えていなかつたことを指摘され、有意義な時間でした。ふりかえりアンケートによると、国を問わず、ほとんどの参加者は自らのコミュニティで防災リーダーになるように努力すると回答しました。

以上のように、本年度の教育プログラムは第2期ユネスコチェアの最後の教育プログラムとしてふさわしい取り組みとなりました。参加された方やサポートをしてくださった皆様に感謝いたします。

# Introduction

One of the main pillars of the Kobe University UNESCO Chair is the Education Program for undergraduate and graduate students. This year, the event was held online from 6-7 December, with 17 students from Kobe University (KU, Japan), 10 from Gadjah Mada University (UGM, Indonesia), 5 from Universiti Tunku Abdul Raman (UTAR, Malaysia), 9 from National Kaohsiung University of Science and Technology (NKUST, Taiwan), 14 from Mae Fah Luang University (MFU, Thailand) and 12 from Shifa Tameer-et-Millat University (STMU, Pakistan). In addition, there were 2 facilitators from MFU, and one each from UGM and Kobe University. The number of educators totaled 19 from six universities.

The theme for this year was, “Joining together to reduce disaster risk – how can we promote safety?” In the first half, students from each participating university gave presentations about disaster in their countries. There were many questions and comments from the students and teachers, making for a lively discussion. The afternoon session began with a panel discussion hosted by colleagues from MFU. Using the key words climate change, sustainability and gender, three panelists made presentations and the cat, Popoki served as a discussant to present the non-human perspective. After the panel discussion, the students divided into eight groups, each composed of students from different universities. This year, the group task had three parts: (1) What do safety and well-being mean to you? Share examples or cases of promoting safety from different countries; (2) As a university student, five things you can do that can be done to help promote a safer and more well-being society. Be sure to include aspects of gender, vulnerability and well-being; (3) As the last part of the presentation, show how/where/in what ways you used AI, including confirming if the information it provided was correct. Each group was to make a presentation of up to 15 minutes.

According to feedback from the participants, what left the greatest impression was learning from the university presentations about the ways disasters and disaster response vary according to the country and culture, learning about the importance of paying attention to gender, vulnerability and well-being, and the difficulty of communication in a small group with such diverse participants. Several Kobe University participants commented that although they were not confident about their English ability, they were glad to have participated and tried their best to communicate. In addition, some students who specialize in disaster studies reflected that the diversity of academic fields allowed them to encounter new ideas and perspectives which was very meaningful. In response to the post-program questionnaire, most of the participants regardless of their country said that they would try to become disaster risk reduction leaders in their communities.

This year’s Education Program was the final Education Program for Term 2 of the Kobe University UNESCO Chair, and as is clear from the above, it was a fitting ending. I would like to express my heartfelt thanks to the participants and to those who have supported this program over the years.

# Kobe University UNESCO Chair

**Title:**

Gender, Vulnerability and Well-being in Disaster

Risk Reduction Support

**Purpose:**

Share experience of disaster from Kobe University to the world

Deepen connections with other countries, institutions to create a safer and more inclusive world

**Duration:**

4 years/term

1st term: 2018 - 2022

2nd term: 2022 2026



Run by Kobe University Gender Equality Office

## Partner Institutions

*(In alphabetical order)*

Indonesia

\* Gadjah Mada University (UGM)

Malaysia

\* Universiti Tunku Abdul Rahman (UTAR)

\* Mercy Malaysia

Taiwan

\* National Kaohsiung University of Science and Technology

Thailand

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

\* Network for International Development Cooperation, Thammasat University, Thailand

Japan

\* Kobe University

\* National Women's Education Center (NWEC), Japan

# UNESCO Chair Education Program

## Kobe University UNESCO Chair Education Program 2025

### Theme for 2025

“Joining together to reduce disaster – how can we promote safety?”

### Purpose

- To learn about disaster, with a focus on gender, vulnerability and well-being
- To help you find your own role in disaster preparedness and support
- To make friends and across borders and learn about disasters together

### 2025 Participating Universities (alphabetical order)

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

# Participating Teachers & Facilitators (2025)

- **Teachers**
- MFU
  - Ms. Reni Juwitasari
  - Dr. Yuki Miyake
  - Dr. Wanwalee Inpin
  - Dr. Ica Wulansari (Paramadina University)
- NKUST
  - Dr. Yang, Ching-chiao
  - Dr. Sun, Jhih-Sian
  - Dr. Yu, Hui-lung
- UGM
  - Dr. Melyza Perdana
- UTAR
  - Dr. Huang Yuk Feng
  - Dr. Lim Ming Han
  - Dr. Lee Yee Ling
  - Dr. Chin Ren Jie
  - Dr. Tan Kok Weng
- STMU
  - Dr. Badur Un Nisa
  - Dr. Usha Khan
  - Ms. Momina Abrar
- KU
  - Dr. Sayaka Kotera
  - Dr. Ai Shoraku
  - Dr. Ronni Alexander
- **Facilitators**
  - Shwe Yi Moe Sett (MFU)
  - Nan Ei Hlyen Htet Soe (MFU)
  - Dr. Melyza Perdana (UGM)
  - Rimsha Shakeel (KU)

# Program Flyer

**Kobe University  
UNESCO Chair**

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



## Online Education Program 2025

Joining together to reduce disaster risk – how can we promote safety?



Let's talk about **Disaster Risk Reduction**

### **Participating Universities**

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

### **Dates**

**6 - 7 December, 2025 10:30-16:30 (both days)**

\*Advance preparation (Kobe University group presentation): about three 60-min. meetings

\*\* Follow-up session (90-min. on a weekday between Dec. and Feb.)

\*\*\* Students who complete the program will receive a UNESCO Chair Certificate of Completion

### **Application Period**

**6 - 31 October 2025 (About 10 people will be accepted)**

### **Qualifications**

Open to interested Kobe University undergraduate or graduate students who are enthusiastic about discussing this topic and want to participate using English.

### **Additional information**

\* UNESCO Chair News <https://www.office.kobe-u.ac.jp/opge-kyodo-sankaku/project/unesco/en/index.html>

\* GEMs (Online UNESCO Chair Education Program)

# Program Schedule

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## **6 December 2025**

10:30-10:40 Opening (Professor Ronni Alexander, Kobe University)

10:40-11:15 Short Lecture: Introduction to UNESCO Chair and the topic  
(Professor Ronni Alexander, Kobe University)

11:20-13:00 Presentations from each university: UTAR, NKUST, MFU, UGM, STMU, KU

13:45-15:00 Panel discussion "Reimagining Safety: Intersecting Green Politics, Gender, and Inclusive Policy"

15:00-15:15 Explanation of task (Professor Ching-Chiao Yang, NKUST), Photo

15:15-16:30 Group time

16:30 Closing

## **7 December 2025**

10:30-10:45 Good Morning (Professor Ronni Alexander, Kobe University)

10:45-13:00 Finish preparing your group presentation

13:50-15:50 Presentations (Groups 1-8)

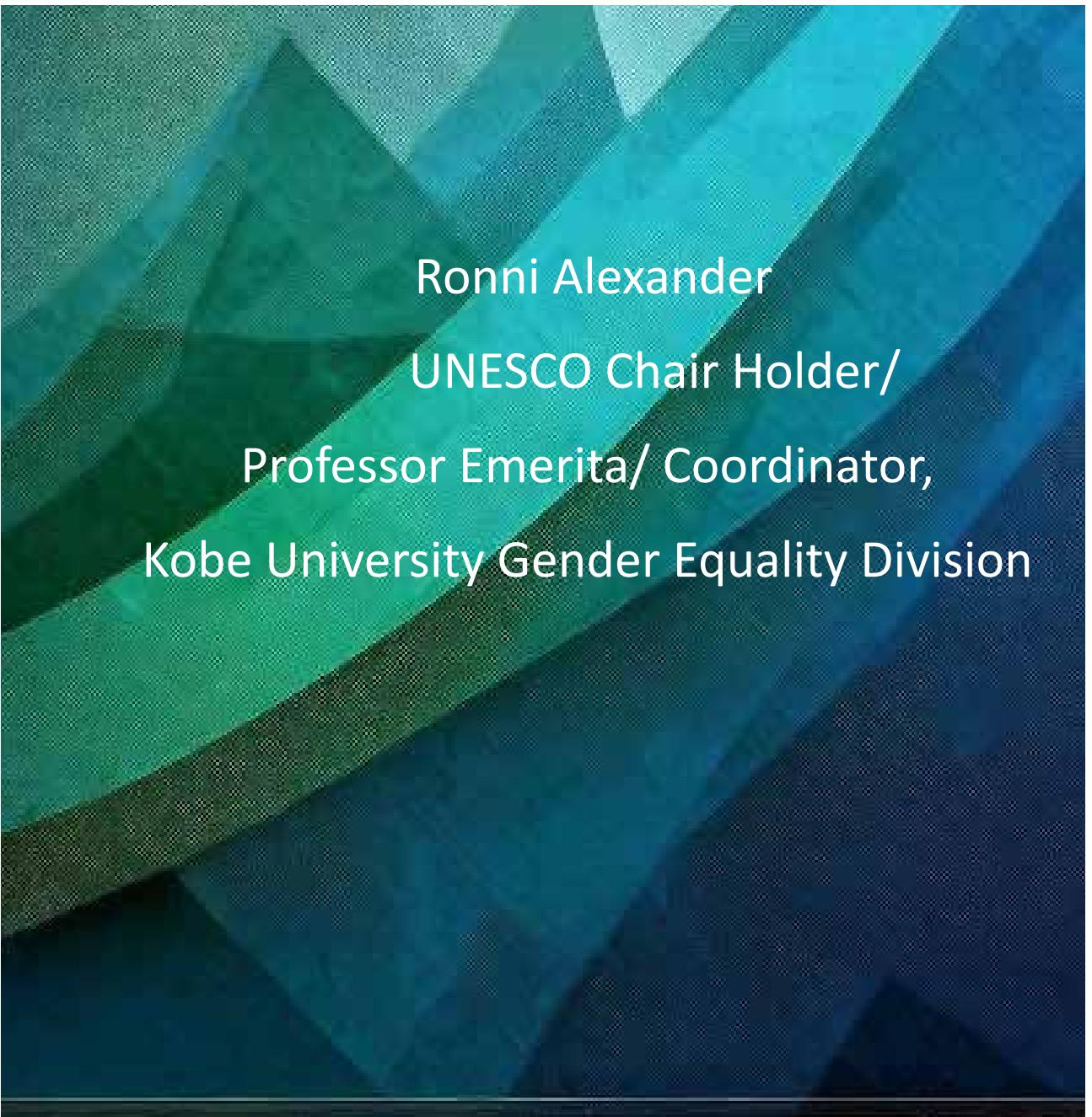
15:50-16:20 Comments from all

16:20-16:30 Photos, Closing (Professor Ronni Alexander)

# Short Lecture

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## **“Introduction: The Kobe University UNESCO Chair and Disaster, Gender, Vulnerability and Well-being”**



Ronni Alexander  
UNESCO Chair Holder/  
Professor Emerita/ Coordinator,  
Kobe University Gender Equality Division

# Short Lecture

So nice to see you!

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

This session is being recorded for our UNESCO Chair.

Please make sure your name is correct and put your university initials before your name.

Please make sure your mics are on mute.

Please use the chat box for questions/Comments!

You are free to use methods, such as:

Please make sure your name is correct and put your university initials before your name.

Please make sure your mics are on mute.

Please use the chat box for questions/Comments!

You are free to use methods, such as:

Before we begin...

- We are here to learn and think about disaster. In the past days, Indonesia, Thailand, Sri Lanka and other countries in our region have suffered from torrential rains and floods.
- Let's take a moment to remember the victims and renew our own commitment to making our societies safer.

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

Education Program 2025  
Joining together to reduce disaster – how can we promote safety?

Online, 2025.12.6-7

KOBE UNIVERSITY, PH.D.  
KOBEL UNIVERSITY UNESCO CHAIR, CRAIG MURRAY  
KOBEL UNIVERSITY GENDER, VULNERABILITY AND WELL-BEING IN DISASTER RISK REDUCTION SUPPORT PROGRAM, KOBEL UNIVERSITY

Content of this introduction

- Before we start – who is responsible?
- What is today?
- Our schedule
- What is a UNESCO Chair?
- Kobe University UNESCO Chair
- First introduction to every theme
- Short session on disaster and gender, vulnerability and well-being
- Some suggestions for how to approach the questions
- Some things to be careful about

We are here together

We are all different!  
Many people!  
New friends!  
Different languages!  
Different backgrounds!  
Different cultures!  
Different ideals!

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

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!  
Think about what you can do for your community!  
Think about how and why gender, vulnerability and well-being are important!  
Think about how we can Build Back Better to make future generations safer, too!

ENJOY and make new friends!

We are from 6 universities in 6 countries! 72 students!  
18 teachers! Many nationalities!

Kobe University UNESCO Chair  
Sage and Feminist Research Association

Map showing locations of participating universities: Max-Planck-Institut für Bildungsforschung (MPFI), Thailand; NCKU National Kaohsiung Normal University of Science and Technology (NCKUST), Taiwan; USM: Gadjah Mada University (UGM), Indonesia; Universiti Tunku Abdul Rahman (UTAR), Malaysia; Kobe University (KU), Japan; UNISA University of Natal (UNISA), South Africa.

\* We all come from different academic fields!

The website of Kobe University is at the Gender Equality Office: <http://conseil.office.kobe-u.ac.jp/gender/genderinfo/index.html>

Our schedule for today

Time	Content	Administrator	Discusser
09:30-10:00	Welcoming and brief	Naoko Yamada	
10:00-10:30	UNESCO Chair Introduction & gender, well-being & disaster	Naoko Yamada	
10:30-11:00	Gender, vulnerability and well-being in our place, focusing on gender, community and environment	Naoko Yamada, Naoko Yamada, Naoko Yamada, Naoko Yamada	
11:00-11:30	Q&A		
12:00-13:00	Panel discussion: Integrating safety, impacting disaster policy, disaster and inclusion policy	Naoko Yamada	
13:00	Application of the talk and break into group	Naoko Yamada	
13:00-13:30	Group discussion and discuss lead	Naoko Yamada	
13:30-14:00	Group discussion	Naoko Yamada	
14:00-14:30	Review and group discussion	Naoko Yamada	
14:30-15:00	Feedback from group discussion (maximum of around 10 minutes)		

# Short Lecture



Your groups for today and tomorrow

PLEASE REMEMBER YOUR GROUP NUMBER

Day 2

10:30-10:45 Welcome & ice-breaker  
10:45-13:00 Group time - prepare presentation  
13:00-13:30 Lunch  
13:30-15:30 Presentations 15 min/group  
Moderator: 8,7,6,5,4,3,2,1 Group order: 1,2,3,4,5,6,7,8  
16:00-16:20 Comments/questions Everyone  
16:20-16:30 Photo, ending

Our schedule for tomorrow

## What is a UNESCO Chair?

Objective: creation of a university network for:

- teaching
- research
- cross-border sharing of knowledge

Approval:

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

Role:

- Contribute to research, education, partnership, community outreach
- Raise money

<http://www.unesco.org/unesco/unesco/what-is-a-unesco-chair>



More than 1000 Chairs and UNITWIN networks in 125 countries since 1994

## Kobe University UNESCO Chair

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

Support:

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

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

Only UNESCO Chair on gender & disaster

Under supervision of UNESCO Women's Division

Part of a Global Network of UNESCO Chairs on Gender (13 chairs)

UNITWIN

Learn more? The website at Kobe University is at the Gender Equality Office: <http://www.ku.ac.jp/en/outline/gender/>



## Partner Institutions

Students and Faculty attending this program:

Not partner but students and faculty attending this program:

MIIA: Alauddin Molla University, Bangladesh

MFRI: School of Social Innovation, Mae Fah Luang

NUST: National University of Science and Technology, Pakistan

UTAR: Universiti Tunku Abdul Rahman, Malaysia

Kobe University, Japan

Shillong Tameer-e-Millat University, Pakistan

Not attending this program:

NDIC: Network for International Development Cooperation, Thammasat University, Thailand

Manyu Malaysia, Malaysia

WNU: National University of Education, Lahore, Pakistan



## Tasks of our UNESCO Chair

This conference

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

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



## Research program



Making Disaster Safer (Springer, 2020)

Edited volume with contributions from all the partner institutions

Covers many aspects of gender and vulnerability in disaster support

Book of Proceedings, GNECSO Chair International Symposium 2024 (MFRI, 2024)

"Navigating Gender Equality and Well-being: Climate Change Towards Sustainable Future"

Contributions from partner universities

# Short Lecture



The image shows a screenshot of a website. On the left, there is a section titled "Teaching materials" featuring a "Multi-lingual disaster glossary" with a grid of terms. On the right, there is a collage of images related to disasters, including a volcano, a person in a red vest, and a group of people. Below the collage, the text "Our theme this year" is followed by the slogan "JOINING TOGETHER TO REDUCE DISASTER – HOW CAN WE PROMOTE SAFETY?"



The image shows a screenshot of a website. On the left, there is a section titled "Expected learning outcomes" with a graphic of colored sticks. On the right, there is a blue box containing the text "3 Key Terms".



The image shows a screenshot of a website. On the left, there is a section titled "We will apply these key words to disaster" with a list of 3 key words: gender, vulnerability, and well-being. On the right, there is a section titled "Defining Disaster" with a definition of disaster and a photo of a shipwreck.



The image shows a screenshot of a website. On the left, there is a section titled "You decide! Is this a disaster?" with a photo of a person lying on the ground. On the right, there is a section titled "Defining Gender (WHO)" with a definition of gender and a graphic of various human figures.

# Short Lecture



Not only women are  
vulnerable

- Expected to be brave and strong
- Often engage in unnecessarily dangerous behavior
- Feel they have to support themselves
- Fewer social connections can lead to isolation, loneliness and mental health issues

**Social isolates**

- Isolated from their families, communities
- Unfriendly, unable to join in chatter
- Unable to access necessary medication
- Often isolate to get information about health more and it leads

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

#### \*GENDER TRANSFORMATIVE – ADDRESSING THE ROOT CAUSES OF GENDER INEQUALITY



## Defining Vulnerability

Determined by

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

- Some questions to think about
  - What pre-existing factors make the person vulnerable?
  - Are those factors relevant in this situation?
  - Are there factors that reduce vulnerability in this situation?

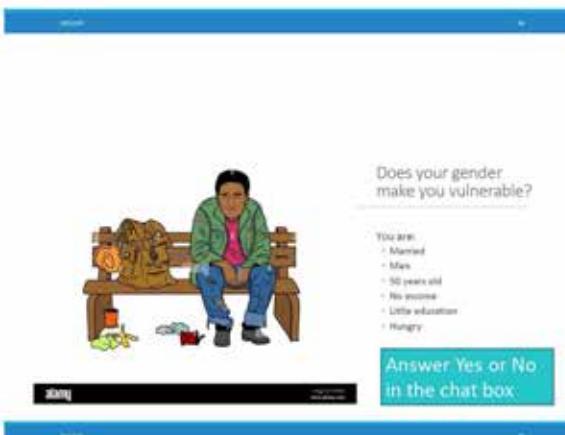


Does your gender make you vulnerable?

You are:

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

Answer Yes or No  
in the chat box



An illustration of two people, a man and a woman, standing side-by-side. They are both making a heart shape with their hands, with their thumbs and index fingers forming a heart. There are small red hearts floating around the center of the hand heart. The man is on the right, wearing a blue t-shirt, and the woman is on the left, wearing a white long-sleeved shirt. They are both smiling slightly. The background is a light blue gradient.



# Short Lecture

## Defining Well-being (WHO)

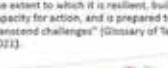
**Positive state experienced by individuals and societies**

**Likewise, 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 2011).

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

10 domains of well-being:

1. mental well-being
2. physical well-being
3. lifestyle behaviours
4. stress and resilience
5. emotions and mental health
6. physical health
7. purpose and meaning in life
8. sense of self
9. financial security
10. spirituality and religiosity

(Standard WELL for life).



**Earthquake!!!!**

You are alone! You are going to a shelter.

Most important: your own well-being

Which of the two shelters would you choose?

\*1 (top photo)  
\*2 (Bottom photo)

Does the shelter affect your well-being?  
Is gender important?

Write your choice in the chat box



1



2

You are staying in a shelter.

Are these necessary for well-being for all?

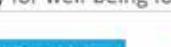
Rank your choices and write them in the chat box



1. Meditation/Quiet space for anxiety



2. Natural light/airflow



3. Neutral private rooms for survivors/sex





### Some Useful References

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Searched: 2021-01-11, 11:00, Available at: <https://www.wecan.org/gender-implications-in-climate-policy-a-gci-analysis/>

# Student Presentations

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## **Disaster in our Place: Focusing on gender, vulnerability and well-being**

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

Universiti Tunku Abdul Rahman (UTAR), Malaysia

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

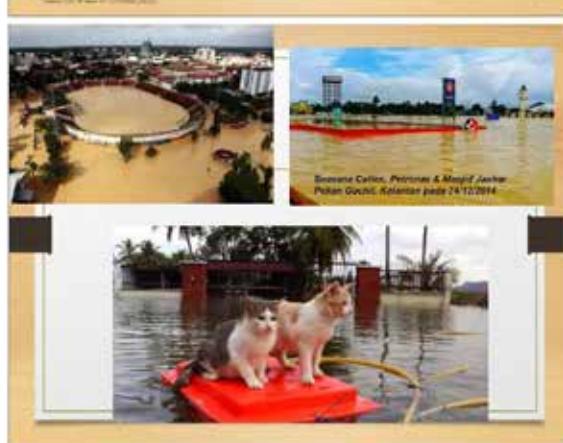
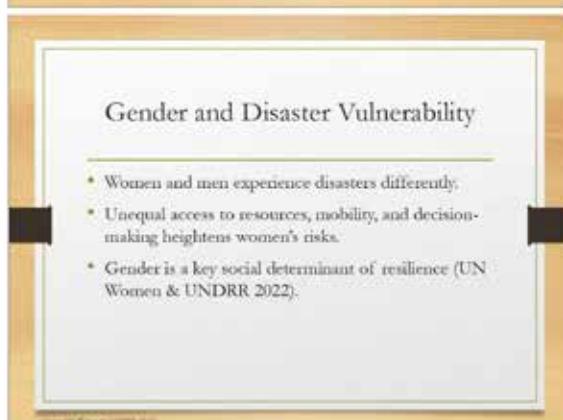
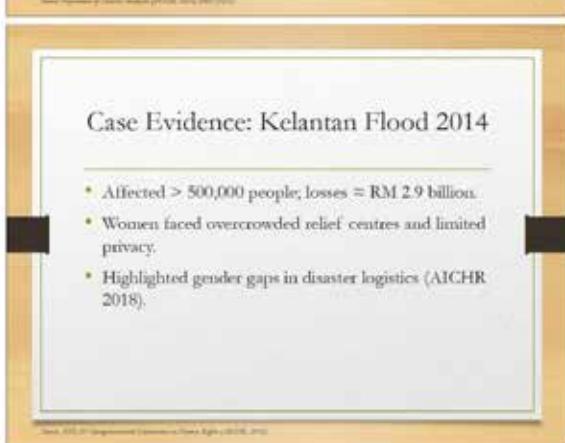
Mae Fah Luang University (MFU), Thailand

Gadjah Mada University (UGM), Indonesia

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

Kobe University (KU), Japan

# Universiti Tunku Abdul Rahman



# Universiti Tunku Abdul Rahman



## Health and Psychosocial Impacts

- Waterborne diseases (leptospirosis, dengue) rise after floods.
- Women report higher stress and anxiety (MJPBM 2020).
- Mental-health support rarely gender-targeted.

## Socioeconomic and Livelihood Impacts

- Floods damage homes, crops, and small enterprises.
- Women-headed households face greater income loss.
- Informal sector workers rarely covered by insurance (IDOSI 2017).

## Community Participation and Local Resilience

- Community-based disaster risk management (CBDRM) in Kelantan and Pahang
- Focus on awareness, early-warning response — not gender-specific.
- Opportunities exist to mainstream gender (ResearchGate 2014).

## Institutional and Policy Frameworks

- NADMA coordinates national disaster management.
- National Policy on Women (NPW 2021) promotes gender inclusion.
- 12th Malaysia Plan integrates DRR and gender (DOSM 2021).

## Data and Research Gaps

- Limited gender-disaggregated disaster data (UNDRR 2022).
- Few Malaysian studies link gender with adaptation outcomes.
- Need for participatory vulnerability assessments.

## Integrating Gender in Flood Management

- Gender-responsive planning improves outcomes.
- Women's inclusion enhances communication and recovery.
- Examples: inclusive early-warning messaging, equitable relief design (UN Women 2022).

## Education and Awareness

- Flood preparedness education in schools and communities (DID 2023).
- Potential to include gender equality and safety modules.
- Public awareness vital for inclusive resilience.

# Universiti Tunku Abdul Rahman

## Recommendations

- Strengthen gender-responsive disaster governance.
- Collect gender-disaggregated flood impact data.
- Support women's economic recovery post-disaster.
- Encourage inclusive community-based planning.

## Towards Inclusive Flood Resilience

- Resilience = equitable access + inclusive participation.
- Gender equity enhances social cohesion.
- Investing in women's resilience benefits all.

## Conclusion

- Floods remain Malaysia's most frequent hazard.
- Gender and vulnerability shape how people experience and recover.
- Inclusive, evidence-based approaches enhance national resilience.

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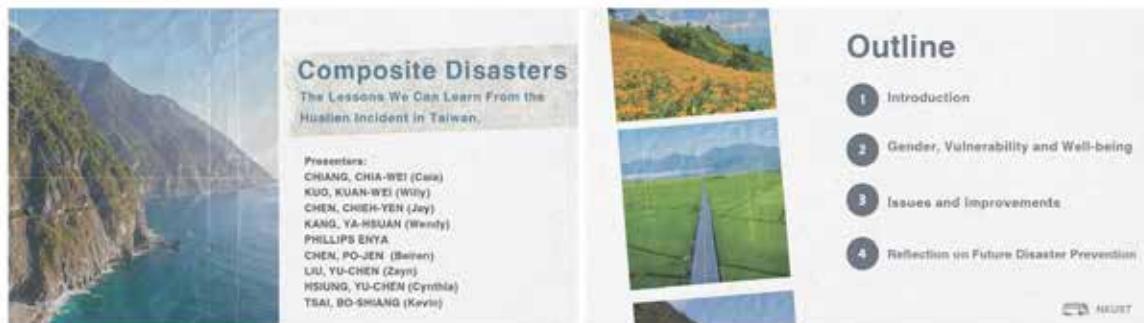
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# National Kaohsiung University of Science and Technology



**Composite Disasters**  
The Lessons We Can Learn From the Hualien Incident in Taiwan.

Presenters:  
CHIANG, CHIA-WEI (Celia)  
KUO, KUAN-WEI (Willy)  
CHEN, CHIEH-YEN (Jey)  
KANG, YA-HSIUAN (Wendy)  
PHILLIPS ENYA  
CHEN, PO-JEN (Beier)  
LIU, YU-CHIEN (Zayn)  
HSIUNG, YU-CHEM (Cynthia)  
TSAI, BO-SHIANG (Kevin)

**Outline**

- 1 Introduction
- 2 Gender, Vulnerability and Well-being
- 3 Issues and Improvements
- 4 Reflection on Future Disaster Prevention



**Introduction**

**Population**

The Indigenous people population about 30%  
Over 65 years old senior population above 20%

The images and information are sourced from the Hualien County Government's publication *Charming Hualien*, November 2014 Period 10th.



**Timeline of the overflows of Hualien barrier lake**

Date	Event
April 2024	Earthquake induced reservoir breach
July 21, 2025	Heavy rainfall triggered inundation
July-September 2025	Formation and water accumulation of the barrier lake
September 23, 2025	Typhoon induced heavy rainfall causing flooding and debris flow
September 24, 2025	Overflow and disaster occurred

**Disaster losses and damages**

- 1 Floodwaters reached up to one-story high, causing major residential and property damage.
- 2 Roads and bridges were destroyed, blocking aid and medical access.



**Gender, Vulnerability and Well-being**

**Vulnerable Groups**

Age (2020 Estimation of Population)

Age Group	Percentage
0-14	15.4%
15-24	14.8%
25-34	14.8%
35-44	14.8%
45-54	14.8%
55-64	14.8%
65 and above	15.4%

Seniors Indigenous Juvenile Woman

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## Issues and Improvements



ISSUES

Post-disaster relief and recovery are shaped by three key dimensions: gender, vulnerability, and well-being.

Volunteers

Relief Supplies

Emergency Shelters

### Volunteers



- 1 Lack of unified coordination and task allocation
- 2 Basic disaster response or safety training
- 3 Some shelters were overstaffed while certain areas received no support.

### Relief Supplies

- 1 Ignoring gender and age requirements.
- 2 The food spoiled due to a lack of refrigeration equipment.
- 3 Supply imbalance; lack of physiological and daily necessities
- 4 No clear needs list; surplus and shortages.
- 5 Food management is messy, causing repeated deliveries, spoiled food, and meal interruptions.

### Emergency Shelters



- 1 Overcrowding and lack of privacy in shelters.
- 2 Long stays in cramped, poorly ventilated spaces harm health.
- 3 No gender/family zones: nursing mothers and elders lack space.
- 4 Inadequate bathrooms and lighting, few night patrols, higher anxiety.

### Reflection on Future Disaster Prevention



### Key Lessons from the Disaster



- Early-stage problems
  - Unclear information
  - Volunteer coordination
- Vulnerable groups
  - Elderly
  - Indigenous communities
  - Remote-area residents

### Gender & Well-being Issues



- Insufficient privacy & gender-friendly spaces in shelters
- Supplies didn't meet needs of women, infants, caregivers

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## Gender & Well-being Issues

- Seniors & disabled people not prioritized
- Goodwill volunteers but lack of training



## What We Must Improve

- Build a community-based system
- Bring government, experts, and citizens together
- Make information clear
- Organize volunteer training
- Standardize supply distribution

## Global Lessons

- Recognize needs of vulnerable groups
- Ensure equal safety & information access
- Combine government with community
- Learn from global experiences

*We can turn fear into readiness and kindness into real strength, building a society that is more inclusive and resilient.*



# 國立高雄科技大學

National Kaohsiung University of Science and Technology

# Mae Fah Luang University



**DISASTER ISSUES IN MEKONG REGION:  
VULNERABILITY, GENDER AND  
WELL-BEING**

BY MAE FAH LUANG UNIVERSITY

EDUCATION PROGRAM OF UNESCO CHAIR KORE UNIVERSITY 2025

PHYO ZAW AUNG; BAN HINHLEN HINH SOE; SHWE YI MOE SETT;  
THWE WOON YAN; CAIN SI PHYO; PIYAKHONE JARURAT;  
JIRAWAN LUSASUTPORNAT; CHINNAWAT SAKUNWIRYACHAI;  
WIN WAR HSET; CHOMPOONECK PROMPRACHAI; MOE SATT MIN KNAT;  
SWAR PYAE NAING; OEE NWAY; TROTHIN JAISUNDER



**MEKONG AND DISASTERS**

**Mekong Region**

- Spans six countries: China, Myanmar, Laos, Thailand, Cambodia, Vietnam
- Home to 70+ million people with rich cultural and ecological diversity
- Economies and livelihoods are closely tied to river systems, wetlands, and seasonal flows

**Mekong River**

- 4,300 km transboundary river from the Tibetan Plateau to the South China Sea
- One of the world's most productive inland fisheries
- Provides water, food, transport routes, and fertile sediment for agriculture
- Shapes daily life across upland, midstream, and delta-communities

**Disasters in the Mekong Region**

- Highly exposed to floods, droughts, tsunamis, and climate extremes
- Hydropower dams, sand mining, and rapid development heighten water-related risks
- Upstream-downstream changes affect sediment flows and river stability
- Impacts include flash floods, dry-season water scarcity, ecosystem loss, and saltwater intrusion in the delta
- Strengthening resilience and cross-border cooperation is vital for sustainable futures




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**MEKONG AND HUMAN ACTIVITIES**

**Disasters are not natural**

UNESCO at the World Expo 2025, Osaka, Japan

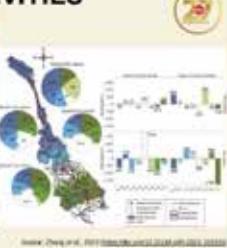
The 2010 flooding is considered the most severe in the last 100 years.

Extensive studies have assessed hydrology, dam operations, land-use change, sedimentation, and climate impacts in the Mekong basin.

This knowledge base supports policy and management for sustainable regional development.

**Impacts of Dams and Human Activities**

- Yali-Pak Dam on the Sesan River (contributing 15-16% of Mekong discharge) disrupts wet-dry season flows, harming agriculture and fisheries.
- Caocauo dam on the Lancang (China) reduces peak discharge and increases minimum discharge, altering natural flow patterns by 4% and 30%.
- Tsunamis play a crucial role, but their full contribution to Mekong discharge remains unclear.





**FLOODING IN BAN PHAI**

The 2010 flood exposed how vulnerable groups, children, women, the elderly, people with disabilities, urban poor, and daily laborers were left behind, due to poor preparedness and inaccurate impact assessments.

Urban planning worsened the disaster: dense housing along waterways impeded floodwater, raising water levels and slowing drainage. Researchers also found that overlapping laws and unaligned agency responsibilities created major barriers, making coordinated flood solutions nearly impossible.

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**Kok River Arsenic Contamination Sparks Regional Pollution Probe**

**In Chiang Rai**

- Subacute arsenic contamination turned river water muddy, damaged crops, and increased community health risks.
- Children developed skin lesions; farmers reported vegetable die-off even with regular watering.
- From 2005 lab tests confirmed high arsenic levels linked to upstream mining production.
- Tourism collapsed—Karen Ruamkrin Elephant Camp lost 80% of visitors, cutting income and forcing elephants back into the forest.
- Resident health declined—arsenic exposure causes hypertension, heart gout, putting families into health, income, and food insecurity.

**In Thaton, Kok River**

- Local food raised the Kok River by 5 meters, spreading contaminated water across the community.
- Residents suffer rashes, lack safe drinking water, and can no longer fish due to toxin exposure.
- Tourism suffered: boat tours, homestay, and river-based festivals canceled.
- Agriculture severely damaged—rice, oranges, banana, corn, and green pepper fields destroyed, contaminated soil—Thrust produce.
- 2010 lab tests detected arsenic in food grains, incensed government, triggering legal confrontation and economic instability.

**POISONED RIVER**

**ARSENIC CONTAMINATION IN CHIANG RAI AND THATON, KOK RIVER BASIN**



**Disaster Impacts**

Diagram showing the flow from Human Security to Gender to Ecosystem.

- Human Security** leads to **Gender** leads to **Ecosystem**.
- Human Security** leads directly to **Ecosystem**.
- Gender** leads directly to **Ecosystem**.

- Human Security** impacts:
  - Increased vulnerability
  - Economic losses
  - Displacement
- Gender** impacts:
  - Unequal impacts
  - Social roles and norms
  - Access to resources
- Ecosystem** impacts:
  - Habitat destruction
  - Biodiversity loss
  - Resource depletion

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**GENDER IMPACTS**

- Women face heavier domestic, caregiving, and financial pressures after displacement, along with reduced access to fishing, farming, and formal employment.
- Loss of income and resources weakens women's bargaining power at home and in the community.
- Existing gender norms become more rigid, limiting women's roles in water governance and decision-making.
- Although both men and women are affected by water scarcity, rural women carry the heaviest burden due to responsibility for food, water, and household management.
- Food, drinking water, and reduced rice and fish availability hit women hardest, while social norms restrict their adaptive capacity.
- Women's knowledge and labour in water management remain undervalued, and their participation is often excluded from decision-making processes.
- Impacts are intensified for women facing intersecting disadvantages—ethnicity, class, age, or migration status.



**ECOSYSTEM DEGRADATION**

- Unstable Mekong water levels from upstream dams are destroying the crinum lily's riverbank habitat.
- The plants depend on willow-leaved water crotalaria for shade and protection, but sediment loss is killing these shrubs.
- Sudden water-level rises and drops (2020-2021 surveys) caused damaged flowers, failed reproduction, and shrinking habitat zones.
- These disruptions threaten wider river ecology, including birds, fish (e.g., Giant Fish in Chiang Khong, Chiang Rai), and freshwater algae that rely on stable floodplain conditions.

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# Mae Fah Luang University



# Gadjah Mada University



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GADJAH MADA

## Women, Children, and the Elderly in Merapi's Disaster-prone Zones

Presented by : Gadjah Mada University Team

Locally Rooted, Globally Respected

www.ugm.ac.id

■ Members

Sesa Anindya Nur Utami	Meyca Nabila Vidyana
Mashar Ali	Puan Elisabeth Basana Arga Siburian
Rahma Diana	Fanni Nabilatuzahrah
Fawad Hussain	Ervin Putri Az-Zahra
Marlin Riry	Anissa Larissati
Angelica Nova	Dhea Nikita Pasha

Locally Rooted, Globally Respected

www.ugm.ac.id

- Indonesia is located at the meeting point of the Indo-Australian, Eurasian, and Pacific Plates, resulting in high tectonic activity (BMKG, 2023).
- Yogyakarta, home to Gadjah Mada University is located near the southern Java megathrust zone formed by the subduction of the Indo-Australian Plate beneath the Eurasian Plate. To the north lies Mount Merapi, one of the most active volcanoes in Indonesia (PVMBG, 2022).
- These combination gives Yogyakarta a dynamic geological character and makes it prone to disasters.



Locally Rooted, Globally Respected

■ Merapi Eruption in 2010

- 324 deaths from severe burns, respiratory problems, and fractures
- 598 people hospitalized
- 343,909 residents evacuated to safety zones (20 km away)
- Casualties were high because many residents trusted Merapi's traditional guardian, Mbah Marjan, that had declared the volcano safe.
- Merapi still shows mild activity, and the community is now better informed and no longer depends on traditional guidance.



2010



03/12/2025

Locally Rooted, Globally Respected

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■ UGM's Response During the 2010 Merapi Eruption

- Collaborated with the Center for Volunteer and Charity (Indonesian National Nurses Association)
- Students and staff participated as volunteers
- Assisted in the burn unit and nearby hospitals
- Supported temporary shelters for evacuees
- Conducted charity activities
- Provided trauma healing services
- Managed data collection and coordination for affected communities



Locally Rooted, Globally Respected

■ Gender Roles in Disasters

<b>WOMEN</b>	<b>MEN</b>
<ul style="list-style-type: none"><li>Primary caregivers for children, elderly, and family members.</li><li>Act as key agents of preparedness in households.</li><li>Strong adaptive and coping abilities.</li><li>Limited mobility during evacuation.</li><li>Often excluded from formal decision-making.</li></ul>	<ul style="list-style-type: none"><li>Lead evacuation logistics and physical support.</li><li>Gather official information and make rapid decisions.</li><li>Participate in structural repair and community security.</li><li>Return to hazard zones to protect property/livestock (high-risk behavior).</li><li>Pressure to "appear strong," often ignoring stress/trauma.</li></ul>

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■ Vulnerable Groups in Disasters

<b>Pregnant Women</b> <ul style="list-style-type: none"><li>High risk of physical stress, stress, and preterm birth.</li><li>Require priority access to maternal care and safe shelters.</li><li>Limited mobility and need health monitoring.</li></ul>	<b>Elderly</b> <ul style="list-style-type: none"><li>Slow mobility → delayed evacuation.</li><li>Physically vulnerable to ask for emergency resources.</li><li>Often depend on caregivers for movement and decisions.</li></ul>	<b>Children</b> <ul style="list-style-type: none"><li>Vulnerable to illness (respiratory infection, dehydration).</li><li>High psychological impact risk (fear, anxiety, PTSD).</li><li>Need child-safe zones and guided communication.</li></ul>	<b>People with Disabilities</b> <ul style="list-style-type: none"><li>Greatest barriers to evacuation and communication.</li><li>Require assistive devices and accessible shelters.</li><li>Women with disabilities face double vulnerability (gender + disability).</li></ul>
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■ Ways to Prepare For An Eruption

Engaging with Disaster Education

knowing how, why, and possibly when an eruption might occur can help a community reduce their vulnerability by giving them time to properly prepare and/or evacuate.

Being Aware of available resources

This includes:

1. Keeping up with government-issued alerts and DWS (Early Warning System)
2. Being aware of assembly points and nearby shelters

Participating in First Aid Training

Why?

1. First Aid Training plays a crucial role in reducing mortality and preventing life-long injuries.
2. Reduces strain on Emergency Medical Services

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# Gadjah Mada University

## What Nurses or Nursing Students Can Do During an Eruption

**Volunteer/Charity Organizations & Standards**

- patient checks,
- supplies distribution,
- prioritizing vulnerable groups,
- shelter management
- provide emotional support, and
- aid those who are impacted by the disaster

**Domestic Money or Supplies**

- Send donations of money or essential items:
- food & clean water
- first-aid & medical items,
- tarps/blankets,
- mosquito & baby kits,
- face masks, blankets, and sleeping
- treatments through donation centers,

**Local Medical Units/Teams**

- Those trained in first aid and disaster training can join emergency medical teams to help patients through:
- providing care,
- psychological – first aid, and
- outbreak prevention in shelters (high risk)

We can also help by spreading awareness by sharing verified updates, safety measures, and the need for help during disasters.



[www.ugm.ac.id](http://www.ugm.ac.id) Locally Rooted, Globally Respected [www.ugm.ac.id](http://www.ugm.ac.id)

## Recent Disaster: Aceh and Sumatra Floods (2025)

**Flood Situation**

1. Severe floods & landslides (Nov-Dec 2025)
2. Widespread damage & evacuations

**Impact**

1. Vulnerable groups heavily affected
2. Limited access to clean water & health services
3. Several health facilities damaged

**FKKM UGM's Contribution**

1. First response team deployed
2. Medical support & rapid assessments
3. Assisted in establishing EOC Aceh



[www.ugm.ac.id](http://www.ugm.ac.id) Locally Rooted, Globally Respected [www.ugm.ac.id](http://www.ugm.ac.id)

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**"In Every Disaster,  
Knowledge Saves  
More Lives Than  
Fear Ever Will."**



UNIVERSITAS  
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# Shifa Tameer-e-Millat University



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

### Meet our Team!

Mahnoor Jamil  
Natasha Zahra Syed  
Warisha Waseem  
Konalin Muneem  
Faiza Sajjad  
Mustafa Khan  
Javeria Ijaz  
Samina  
Momina Sultana  
Syeda Mayam Fatima  
Aleeza Bibi



### Disaster & Gender Vulnerability

- Integrating W&G; Disaster Vulnerability & Flood Impacts
- Theme: Disaster • Gender • Resilience



### Root Causes & Global Consequences

- Political, ethnic & economic tensions
- Massive displacement & loss of livelihoods



### Women's Vulnerability in Floods

1. Displacement	4. Economic Implications
2. Health and Hygiene, Mental Health, and Gender-based Violence	5. Childcare
3. Domestic Violence	6. Gender-based Violence
7. Pregnancy & Childbirth	8. Mental Health Implications



#### \*WHY WOMEN'S MENTAL HEALTH SUFFERS MORE:

**Health Data:** In 2015, female flood-affected mothers were 25% per 1000 times more likely to experience depression than men.



### Gendered Disaster Risks

- Unequal access to aid & resources
- Higher caregiving burden for women
- Safety concerns & exploitation

### Impact on Well-Being

- Mental Health Conditions after Disasters
- Post-Traumatic Stress Disorder (PTSD)
- Almost 100% of flood victims in one study showed PTSD symptoms
- Depression
- 61% diagnosed with major depressive disorder after floods
- Anxiety & Fear
- Constant worry about future safety, family safety, and survival
- Grief & Loss
- Assessing loved ones, homes, livelihoods, and normal life
- Substance Abuse
- Some turn to drugs/alcohol to cope with trauma



#### SUPPORT & RECOVERY: WHAT HELPS?

##### PSYCHOSOCIAL SUPPORT SERVICES (AMPS)

1. Psychological First Aid (PFA): Should be provided as first 72 hours after disaster:
  - Basic emotional support
  - Connect people to services
2. Child-Friendly Spaces: UNICEF programs that help children:
  - Structured routines restore normality
  - Protection from abuse

##### Message of Hope

Memory of people with longer recoveries: Communities are much more likely to recover when individuals are involved with broader social health services can help people heal.

# Shifa Tameer-e-Millat University

## Preparedness & Community Strength

- Inclusive Shelters & Evacuation plans

- Women's leadership boosts resilience



## Gilgit-Baltistan

- Gilgit-Baltistan (GB) lies in northern Pakistan surrounded by the Karakoram, Himalaya, and Hindu Kush ranges.
- Highly disaster-prone due to climate change, Land Sliding, glacial melt, earthquakes, and floods.
- Over 3,000 glacial lakes exist; 33 are at risk of bursting, threatening 7.1 million people.

## Natural Disasters in GB (2025)

- Floods & Glaciers (Summer 2025):
  - Roads, buildings, infrastructure.
  - Destroyed 50+ houses.
  - Destroyed 10 houses (July 24, 2025).
  - Destroyed 40 houses, 20 sheep, 2 horses.
  - 14 young girls died when their house collapsed.
  - Gilgit Glaciers (July 2025)
  - 6 fatalities, 11 missing, 600+ houses in Gilgit district.

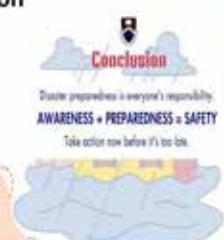


## Urban Air Pollution: Pakistan's silent Disaster

### • Case Study Lahore's Annual Smog Season



## Conclusion & Call to Action



# Kobe University



The Hanshin-Awaji Earthquake: A story of collaborative recovery and gender vulnerability

Joining together for inclusive disaster risk management  
8 December 2025

KOBE

Table of Content

- Overview
- Three pillars of recovery
- 01
- 02
- 03
- 04
- 05 Challenges and Way forward
- Gender dimension of DRR
- Citizens' Actions



## 01. Overview

### Hanshin-Awaji Earthquake

7.3 → 1995 Great Hanshin Earthquake: A Devastating Impact

≈ 6,400 Deaths

Highly-impacted Demographics

- Women
- Elder (60+)

≈ 320,000 Homeless

Over 100,000 Homes Destroyed (Rubble & Collapsed)

JPY 10 Trillion Economic Loss

3 Months in Shelters 5+ Years Reconstruction Period



## 02. The Three Pillars of Recovery

Pillars	Actions
Self-help (Hojo)	Community & Communication
Mutual aid (Kyodo)	Neighborhood, 100% support
Public assistance (Kojo)	Local and national government



## 03. Citizens' Actions

Dimension	Top-Down (standard)	Bottom-up (citizen)
Decision-Making	Government decides	Citizens decide
Community survey	Decisions report-driven	People-driven
Survey participation	Low participation	100% participation
Key citizens' priorities	Planners' decision	Citizens' need
Land acquisition	Local mandatory/decision	Local added citizens to volunteer land
Land donation	Community/Municipal	Citizens' voluntarily donated 15% of land
Mechanized process (decision-making)	Planners' proposal, citizens review	Citizens-led projects

# Kobe University



## Disasters deepen existing social inequalities

### Women

- About 1,000 more women died than men
- Elderly women & single mothers especially vulnerable
- Many lived in older, weaker housing
- Women often at home during building collapse

### Men

- About two years after the earthquake, roughly twice as many men as women died alone

= UNEQUAL IMPACT

## Gendered Obstacles



### Women

- Took on most of the caregiving
- Heavy emotional labor
- Feeling like there is no time to rest

### Men

- Having weaker local community
- Don't have people to consult with



## Conditions in Shelters



## Rise in Violence



Women's Net Kobe hotline saw major increase in reports

Domestic violence intensified after the disaster

Sexual harassment and assaults in shelters and damaged streets

No formal system to report violence

Women often felt they had "nowhere to go"



## Challenges

1. Insufficient local government understanding and implementation
2. Low representation of women in decision-making roles
3. Gender-insensitive shelter management continues
4. "Women = vulnerable" stereotype obscures agency and capacity
5. Inequality in care work reproduction during evacuation



## The impact of Female Activism

- Women's Net Kobe organized:
- Hotlines
- Women-only spaces
- Documentation of violence
- Support groups
- Helped shape gender-sensitive disaster policies
- Advocated for safer shelter design
- Brought gender to the center of disaster planning



# Kobe University

## Way forward: Lessons

### Lessons learned:

- Disaster management planning that is not inclusive increases women's vulnerability
- Safe spaces and hygiene are essential early interventions for both men and women
- Women's activism improves disaster policy and practice
- Gender-sensitive shelter design reduces violence risks
- Adequacy for leadership roles shouldn't be based on gender

### What remains:

- Risk of gender-based violence remains in shelters
- Women still not represented in leadership roles
- Slow recovery for vulnerable groups
- Inconsistent implementation of gender-sensitive policies

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Thank you for your attention.



# Panel Discussion

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## **Reimagining Safety: Intersecting Green Politics, Gender, and Inclusive Policy**

**Host: Reni Juwitasari, Mae Fah Luang University**

# Panel Discussion

## Overview

This panel explores how intersecting systems of power shape safety, risk, and resilience in the context of climate-induced disasters. Drawing from political ecology, intersectionality theory, and critical policy analysis, the session argues that disaster risk is not a neutral or purely technical issue. Still, one deeply rooted in social, political, and environmental inequalities.

As climate change accelerates the frequency and severity of disasters, it also amplifies existing vulnerabilities—particularly along lines of gender, class, ethnicity, and geography. This panel brings together experts to discuss how more just, inclusive, and sustainable models of resilience and safety can be imagined and implemented across different contexts.

The panel explores four interrelated themes:

- How political systems frame whose lives and environments are prioritized or sacrificed in development decisions.
- How gender and local knowledge influence early warning systems and adaptive community practices.
- How development frameworks can embed justice and inclusivity into climate and disaster policy.
- How institutions can move from technocratic fixes to participatory, people-centered transformation.

## Speakers

The panel consists of the following three speakers and discussant.

(1) "Green Politics and the Ethics of Safety," Assistant Prof. Dr. Ica Wulansari, Paramadina University

This presentation will open the panel by providing a political and ethical framework to rethink safety and sustainability through the lens of ecological democracy and degrowth.

(2) "Critical Minerals, Transboundary River Pollution, and Gendered Impacts and Resilience in Chiang Rai, Thailand," Dr. Yuki Miyake, Mae Fah Luang University

This presentation centers on women, local knowledge, and ecological resilience, with a particular focus on the mining case.

(3) "Transforming Institutions: Intersectional Approaches to Climate and Disaster Policy," Asst. Prof. Dr. Wanwalee Inpin, Mae Fah Luang University

This final presentation links earlier insights to practical policy and institutional reforms that promote inclusion and justice.

## Discussant

Popoki the cat with help from Prof. Ronni Alexander: How does this affect the non-human world?

# Assistant Prof. Dr. Ica Wulansari

## GREEN POLITICS AND THE ETHICS OF SAFETY

Assistant Professor Dr. Ica Wulansari

UNESCO Chair Kobe Online Education Program 2025  
6 December 2025



## Understanding Climate Change

In 2015, scientists reported that monthly global average atmospheric concentrations of carbon dioxide exceeded 400 parts per million for the first time in 3 million years

- The average global temperatures closer to 1.5 degree Celsius
- If the global average temperature more than 2 degree Celsius that it will contaminate of groundwater, oceans, food chains, and atmosphere with toxic chemicals in dangerous levels of saturation



## Climate Justice

- UNFCCC in Paris Agreement producing five assessment reports on: the physical basis of climate change; impacts, vulnerability and adaptation; and opportunities for mitigation.
- Climate justice become a new norm, the needs to be enhanced action under the Paris Agreement as the loss and damage arising from climate disaster



## Green Politics

Green Politics facilitated the discourse of autonomy at the grassroots level to maintain environmental sustainability



- Green democracy: policy structure and based on environmental
- Non-violence: the voice of grassroots or non-state actors
- Ecological responsibility: sustainability in practice
- Social justice: climate justice. Intergenerational justice



## Limits To Growth

Limits To Growth was published by Club of Rome in 1972. This publication offers insight to support the sustainability of the earth system

• Sustainability was introduced by the Stockholm North Conference in 1972

• Environmental degradation is caused by capitalism

• Environmental political theory put the theory of limit to growth as the principal basis

• Green political theory give the expression ecological rationality



## Intergenerational Justice

Based on The UN Climate Change Learning Partnership survey showed global young people as 87% respondents are being affected by climate change.

- Greta Thunberg influences Youth worldwide to take action against climate change
- The failure of world leaders to tackle climate change vs 'Greta effect' in climate advocate
- Youth movement communicating climate science
- Injustice of environmental burden and climate crisis

**Thank You**

ica.wulansari3@gmail.com  
Instagram: Pojok Sosial Ekologi



# Dr. Yuki Miyake

UNESCO Chair Kobe University Education Program  
Panel: Reimagining Safety: Intersecting Green Politics, Gender, and Inclusive Policy

## Critical Minerals, Transboundary River Pollution, and Gendered Impacts and Resilience in Chiang Rai, Thailand

Dr. Yuki Miyake  
Mae Fah Luang University  
6 December 2025

## Outline of Presentation

- 01 Introduction: Climate-induced Disasters
- 02 Objectives of the Presentation
- 03 Theoretical Background: Women and Environment
- 04 Summary

The Kok River in Tha Ton on 14 June 2025 (By the author)

### Introduction: Climate-Induced Disasters

Climate Change calls Energy Transition

- Climate change causes floods, droughts, and extreme weather more today.
- It disrupts energy systems and supply chains.
- It accelerates transition to renewable technologies such as solar panels, wind turbines, and electric vehicles.

Increase Demand for Critical Minerals

- The global shift to renewable energy technologies significantly increases demand for critical minerals like lithium, cobalt, nickel, and (rare earth) elements as an essential components in of low-carbon systems.

GLOBAL MINE PRODUCTION OF RARE EARTHS

Country	Production (Tonnes)
China	~45,000
United States	~10,000
India	~5,000
Japan	~3,000
South Korea	~2,000
Others	~10,000

(https://geologyscience.com/geology/rare-earth-elements-and-technology/)

### Introduction: Climate-Induced Disasters (cont.)

Mining Expansion & Poor Regulations

- The mineral mining grows rapidly in Asia, Africa, Latin America.
- Its management and regulations are often weak environmentally (exposure of toxic dust, chemicals, accidents) and socially (labor exploitation including child).

Military Government vs Ethnic Groups

- Mining revenues serve as a major funding source for ongoing armed conflicts in Myanmar.
- Control over mineral-rich regions intensifies territorial disputes.

(Rare earth mining in Myanmar by SHRF on 25 Aug 2020)

### Introduction (cont.) Critical Mineral Mining and Myanmar

Private Companies

- In Myanmar, foreign and domestic firms, especially from China, invest in extraction projects.
- Now US, via Thailand, also interested in Myanmar.
- Economic interests often align with political actors, reinforcing power structures.

Individual Incentives

- Local workers engage in mining for income and survival.
- Informal labor markets thrive despite unsafe conditions.

(Gold mining in Myanmar in Diengge, Earth on 1 May 2025)

Critical Mineral Mining

- It is not only an economic activity but also a political instrument.
- It is intersection of war economies, foreign investment, and livelihood strategies.

### Introduction (cont.) Myanmar-Thailand: Connected by the Rivers

Uniqueness of rivers is in its connectivity and shared water.

- The Kok River, the Sal river and the Ruak river are transboundary rivers, whose upstream are in Myanmar and downstream are in Chiang Rai, Thailand.
- They flow into the large international river of the Mekong.

(Map of Kok River, Sal River, and Ruak River flowing into the Mekong River, connecting Thailand and Myanmar)

### Introduction (cont.) Pollution of the Transboundary Rivers

- The rivers in Chiang Rai were polluted due to the rare earth and gold mining upstream Myanmar.
- The polluted water reach to and was found in Chiang Rai and the Mekong river.

- The river water pollution was disclosed in public first time on 24 March 2025 in Chiang Rai Province, Thailand.
- Yet, it took time for related information was disclosed even after that somehow.

(The Nation, Thailand on 1 June 2025)

(Mekong Butterfly Facebook on 10 June 2025)

### Objectives of the Presentation

- To show how women and men are differently involved in resource-based economic activities (agriculture, fishing) as well as house-works.
- To critically examine how climate-induced energy transition can cause socio-environmental unsustainability of other locals.
- To present how women-led responses to disaster can contribute community resilience.

### Limitation of the Presentation

- This is mostly from documentary and secondary information, not the primary yet.
- Field data is still preliminary and not full-scale research yet.
- Future research is expected on the case.

# Dr. Yuki Miyake

## Theoretical Background

**Ecofeminism (early period)**

- E.g. Vandana Shiva (1989, 2014)
- It connects environmentalism and feminism. (Author, 2000)
- It emphasizes women's biological relationships with nature.
- It also finds the similarities between the domination of women by men and the domination of nature by human.
- However, its biological determinism is criticized as essentialism, universalism, reductionism, etc.

**ideologies of "oppression of women, some races, or lower classes" often by men.**

**ideology of "exploitation of the environment" by human beings.**

**Mother Gaia Earth Statue (status.com)**

**Theoretical Background (cont.)**

**Feminist Political Ecology (FPE)**

- e.g. Dianne Rocheleau
- It examines how gender, class, caste, race, and power relations affect access to and control over natural resources.
- It links feminist theory with environmental governance, and also to broader struggles for environmental justice.

**Feminist Political Economy of Environment**

- e.g. Bina Agarwal
- It situates gender-environment relations within structures of property rights, labor, and governance.
- Women's marginalization in resource access is central to both environmental degradation and gender inequality. >>> Women's empowerment = Environmental sustainability.

Different from Ecofeminism, they think that women's environmental roles are socially constructed and vary across class, caste, and region.

## Theoretical Background (cont.)

**Local Knowledge & Everyday Practice**

**e.g. The Mekong river and women**

FPE thinks that women's environmental knowledge—often rooted in daily survival strategies [local knowledge] plays a crucial role in resource management and sustainability.

**Women's Environmentalism**

In Chiang Khong District, Chiang Rai, women's group collect Kai (green river algae) from the Mekong river and process it. (Diane & Jussarier, 2024)

Through this activity, the women are strongly embedded in the river ecosystem and sensitively react the environmental degradation due to upstream dam construction.

As women have high consciousness on safe environment, they are often involved in environmental movements.

e.g. Rachel Carson (1907-64)

Ms. Greta Thunberg (born in 2003 in Sweden): She organized a school strike for climate movement.

## The Contamination of the Arsenic in the Rivers

**What is Arsenic (As)…?**

- It is toxic.
- When it enters the body through ingestion and inhalation, it damages the gastrointestinal tract and other parts of the body, and may eventually die. Therefore, it is popularly used as rat poison, which is the origin of the name "arsenic".
- A person who consumes water with just 100 mg of arsenic can be fatal.
- It can also be accumulated in the body, causing long-term harm. It has also been reported to cause cancer.
- Therefore, drinking water should not contain more than 0.05 mg of arsenic.
- Arsenic can be found in natural water, especially water in which dissolved minerals, and wastewater from factories that use pesticides or animals.

(Mekong Butterfly Facebook on 8 June 2023)

(Mekong Butterfly Facebook on 21 May 2023)

## Embedded River in Local Life and Livelihoods

**For daily life via tapped water**



**For Agriculture**



**For Fishing**



**For Reciliation**



**Exposed by Floods**



For daily life via tapped water

Chiang Rai in 2019 (author)

Songkran Festa of the Kok river in Apr 2024 (author)

Chiang Rai Boods in Sep 2024 (Bangkok post)

**Preliminary findings:** **The Kok river and women in Thaton District, Chiang Rai**

- A kind of tapped water was introduced in communities in Thaton around 50 years ago.
- The Kok river was used in all aspects of daily life till then, including women's cleaning dishes, washing clothes, and bathing.
- The river is also used for agriculture and fishing. Both works mainly led by men in Chiang Rai and women often engage in supportive jobs.
- In agriculture, men and women (husband and wife) have a different task (division of labor).
- In fishing, men and women engage in it separately, in different ways of catching fish. n. (division of labor)
- Women open food shops at riverside. (Closed after river pollution).

(https://www.33fb.com/policy/4075457) (Mekong Butterfly Facebook on 21 May 2023)

Chiang Rai in 2024 (author)

**Preliminary findings:** **Women Activism for the Safe River and Water**

- On the day of floods in Sep 2024, some women were more cautious, while some men drank alcohol while waiting floods occurrence.
- Thaton people knew the pollution of the Kok river through a-week-long movements for the Environmental Day (4 June) in 2025 and many women joined the movement.
- People had demonstration and petitioned.
- In terms of gender, both women and men join the movement.
- But as the topic is directly related to the livelihood, more women seem to join than men in comparison with political movements, etc.

**Preliminary findings:** **Toward environmental sustainability and community resilience**

- Movement is a learning process of the local people, and women and men join together in this case.
- Leaders are often men here, but women were also found.
- Community's solidarity to cope with environmental problems was found, and it is the process to build the community resilience.
- However, it is still ongoing process, and what kind of community resilience is found is not yet sure.

Women and local communities join the gatherings in June 2025 (author)

# Dr. Yuki Miyake

## Discussion and Conclusion

Based on the preliminary research...

- In Chiang Rai, women are traditionally involved in various productive (livelihood) and reproductive activities related to the river (natural resource).
- With modernization and development of infrastructure, the use of rivers for household water (especially as women's responsibility) has decreased.
- For agriculture and fishing, men play main leading roles here, and women have supportive and/or different tasks.
- Women often have higher sense of responsibility for reproductive activities.
- Thanks to such motherhood mentality or not, women (along with men) often involved in the actions and movements to keep both community and environmental resilience.
- Further studies are required.

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# Dr. Wanwalee Inpin



## Presentation Overview

- What and why intersectionality matters in climate and disaster policy
- Applying Intersectionality in Policy
- Critique of technocratic, top-down DRR models
- Concrete steps for transformative, community-led institutions
- Examples of inclusive institutional reforms

### Understanding Intersectionality

Intersectionality (Crenshaw, 1989) examines how multiple identities—gender, age, race, ethnicity, class, disability, indigeneity, sexuality, migration status—shape people's experiences of risk and resilience.

### Why It Matters for Climate & Disaster Policy

- Disasters amplify existing inequalities
- Marginalized groups face compounded risks
- Essential for equitable planning, response, and recovery

### Applying Intersectionality in Policy

- **Participatory vulnerability mapping** that allows communities to actively engage in identifying, assessing, and mapping their vulnerabilities and capacities.
- **Gender-responsive budgeting** that creates equitable outcomes and helps enhance the resilience of vulnerable populations during disasters.
- **Disaggregated data** (SADDIE: sex, age, disability, identity, ethnicity) can help in identifying specific needs and vulnerabilities, allowing for targeted protection and assistance.
- **Inclusion of local knowledge** that understands the environments, fosters a sense of ownership and creates resilience.
- **Social protection integrated with climate adaptation** that comprehends response, support recovery, and creates resilience.

### The Problem with Technocratic DRR Models

Technocratic models often:

- Prioritize experts over communities
- Focus on infrastructure, not social equity
- Underestimate local knowledge
- Reinforce colonial or patriarchal norms



### Consequences of Top-Down Policy Approaches

- Early warnings fail to reach vulnerable groups, which means critical alerts do not effectively reach people who are most at risk.
- Relocation violates indigenous land rights, which means resettlement efforts infringe upon the traditional ownership and cultural connections of Indigenous communities.
- Shelters are inaccessible for women, LGBTQ+ people, and persons with disabilities, which means emergency facilities are not designed to provide safe, inclusive, or physically accessible spaces for diverse groups.
- Recovery aid is captured by local elites, which means powerful local actors dominate or divert assistance away from the people who need it most.

### Thailand in response to Climate Change



# Dr. Wanwalee Inpin

## Cooperation with Volunteer Network, Singha Arsa

- Thailand's largest volunteer network since 2011
- Provides nationwide disaster response: floods, drought, wildfires, cold spells
- Works with schools, government agencies, private sector, and NGOs



## Case Example 2- Marine Environmental Conservation Project



- Expanding seagrass areas to increase carbon absorption
- Supports long-term marine ecosystem restoration and community well-being
- Blue Carbon (seagrass/mangroves) stores 7–10x more carbon than forests
- Seagrass provides food, shelter, breeding habitats for marine species

## Project Impact

- Strong collaboration with local fishing communities
- Over 20,000 seagrass seedlings planted since 2022
- Seagrass coverage increased by ~20%



## Long-term Commitment

- Partnership with 12 educational institutions in eastern & southern Thailand
- Knowledge transfer to youth and local communities
- Promoting sustainable marine conservation for future generations



## Case Example 3 - Mai Yuen Ton, Paa Yang Yuen" project

- The key to achieving an 80–90% survival and growth rate for trees in this project lies in community participation—driven by the use of **mycorrhizal fungi** as a vital incentive



## Role of Mycorrhizal Mushrooms and Symbiosis With Forest Trees

- Associated with Dipterocarp species
- Fungi create an underground network connecting tree roots
- Enhances mutual support within the forest ecosystem



- **Mycorrhizal fungi** act as an underground network that enables the trees within the forest ecosystem to support one another\*



When planting additional trees, the fungi are added as well

# Dr. Wanwalee Inpin

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# Dr. Wanwalee Inpin

## Project Impact



"The mycorrhizal fungi that produce various types of mushrooms serve as an incentive for local villagers to forage for mushrooms as a source of income, while also encouraging them to take part in forest conservation."



Thank you



# Popoki & Dr. Ronni Alexander

Some comments from Popoki, a peace-loving cat, with help from his human, Ronni Alexander

UNESCO Chair Education Program 2025  
Panel Discussion  
2025.12.6



Thank you for very informative and interesting presentations

What does it mean for me as a cat?



What does it mean to be non-human?

- The Anthropocene is an era of geological time when humans have a lasting and negative impact on the earth's systems
- Is the Anthropocene a concept that is too human-centered?
- Non-human as deprecating and naturalized others?
  - Defined as being plants, animal, earth, species
  - Defined through genes, genetic codes
  - Defined as including technically manufactured 'others'
- In theory, 'humans' is at least partially constituted by non-humans
  - It is not a choice of one or the other but one on the other
- We need to approach theory thinking to address and understand what it is to be a non-human

Inhuman, non-human, post-human

- Post or Post- – Other-than-human life, beyond human life
- Both depend on conceptions of less-than-human life
- Inhuman: de-humanizing effects of structural inequalities and exclusions of portions of the human population
  - Gender, ethnicity, class, education, health, sexuality, etc.
  - Displacement and expulsion of certain populations
  - Who gets counted, considered as *Vital* and who does not
- Human/non-human is political – who is recognized in what ways and by whom?
- Trees, rivers, seas used to extend military control, racialize ecological destruction, claims to sovereignty

For Dr. Ica Wulansari

- Who are the actors in Green Politics? Do they include non-human, or human on behalf of non-human?
- Whose voices do we hear?
- How can we respond to voices we cannot hear?
- Can human isolates exist today without some level of alliance against the non-human? What decides on what isolates, or big mouth, or agent of what/what?

For Dr. Yuki Miyake

- How to recognize and acknowledge local knowledge and knowledges that include and exchange with non-human life
- What about actors who are more conservative or conservative in their political and economic decisions?
- Can we imagine a postcolonial, or non-colonial actor for the postcolonial world?
- Can eco-feminism or Feminist Political Ecology/Decolonizing Environment be seen as less feminist – perhaps this is based in the privileging of certain groups and discounting others?
- What needs to be researched/unlocked and for whom?

For Dr. Wanwalee Inpin

- Can the non-human be included in intersectional analysis?
- To what extent is the non-human a separate category from human?
- What constitutes the human? (according to Amin, de Jong, or Lévi in migrant cases and what is their political change?)
- Can we claim or promote equality for non-human actors through intersectional analysis?

Some References

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# Student Tasks

## KOBE UNIVERSITY UNESCO CHAIR STUDENT EDUCATION PROGRAM 2025

### STUDENT TASKS

(PRESENTATION TIME : 15 MINUTES)

### JOINING TOGETHER TO REDUCE DISASTER RISK – HOW CAN WE PROMOTE SAFETY?

- What do safety and well-being mean to you? Share examples or cases of promoting safety from different countries.
- As a university student, five things that can be done to help prompt a safer and more well-being society.

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

- About AI: (1) How can AI help them in their work?; (2) Have them discuss the task; (3) Have them make their presentation; (4) As the last part of the presentation, have them show how/where/in what ways they used AI, including confirming if the information it provided was correct.

# 7 December (Day 2)

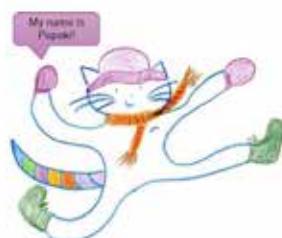


**Welcome**  
**Group Time**  
**Presentations**  
**Comments**  
**Closing**

# Good morning and information

Kobe University UNESCO  
Chair Education Program

2025.12.7



Good morning!



Now something more difficult  
Make 'peace' with 1 hand  
With the other hand, make  
Now switch!

## Our schedule for today

Day 2

10:30-10:45	Welcome & ice-break
10:45-13:00	Group time - prepare presentation
13:00-13:50	Lunch
13:50-15:50	Presentations 15 min/group
16:00-16:20	Comments/questions
16:20-16:30	Photos, ending

Moderator: Group order:  
8.7.6.5.4.3.2.1 1.2.3.4.5.6.7.8

Do you know your GROUP NUMBER?

Have a good discussion and a good time!



# Group Presentations

**What do safety and well-being mean to you?  
What are 5 things you can do as a university  
student to make society safer?  
Explain how and why you used AI in your work.**

## Group Presentations

- Group 1
- Group 2
- Group 3
- Group 4
- Group 5
- Group 6
- Group 7
- Group 8

# Group 1

**JOINING TOGETHER TO REDUCE DISASTER RISK AND PROMOTE SAFETY**

By Presentation Group 1

Yothida Mio, KU  
Uolisher Athorn, KU  
Arislan Mustafa, USTAR  
Hsiung, Yu-Chen, NKUST  
Angellica Nova, UGM  
Samina, STMU  
Prawan Lueesupachat, MU

**Safety & Well-being Definition**

**Safety**  
To be safe or receive protection from harm and hazards through efforts alone to reduce risks, such as mitigation and prevention, emergency preparedness, and the reduction of hazards.

**Safety**: The reduction of risk of vulnerability from an unexpected intervention (WHO, 2021).

**Things that support safety**

- Social inclusion, and
- Psychological security,
- Gender equality

**Examples of things that improves safety**  
Ensuring that communities have:

1. Easy and equal access to accurate information, resources, support, and rights.
2. Safe public spaces and a safe university, especially for women and vulnerable groups.

**Safety & Well-being Definition**

**Wellbeing**  
A holistic state (physical, psychological, emotional, social, and spiritual state) where a person's safety and needs are fulfilled.

Well-being is a positive state experienced by individuals and societies that serves as a resource for daily life, shaped by social, economic, and environmental factors. A person's well-being is directly or indirectly linked to their capacity to contribute to the world with meaning and purpose (WHO, 2021).

**Examples of things that support well-being**

1. Having good physical and mental health.
2. Living in a clean environment with good air quality.
3. Feeling secure, supported, part of a strong community.
4. Equal opportunities for everyone—women, children, elderly people, migrants, and people with disabilities.

**Promoting Safety from Different Countries**

Share Examples or Cases of

**For example Each country**

**Japan**  
Japan's disaster prevention system, known as "Zekizoku," is a comprehensive network developed on reinforced walls, early warning systems, and evacuation routes. The 1923 Great Kantō Earthquake and the 1964 Nankai-Osaka Earthquake helped improve the resilience of these systems, making people's safety and well-being the top priority for citizens who cannot predict when or where an emergency will occur. Japan's disaster prevention system, including early warning systems, evacuation routes, and emergency preparedness, has been widely adopted around the world.

**Thailand**  
Thailand's Red Cross is a comprehensive disaster prevention network developed on reinforced walls, early warning systems, and evacuation routes. The 1970 Great Khorat Earthquake and the 1976 Great Thaiger Earthquake helped improve the resilience of these systems, making people's safety and well-being the top priority for citizens who cannot predict when or where an emergency will occur. Thailand's disaster prevention system, including early warning systems, evacuation routes, and emergency preparedness, has been widely adopted around the world.

**For example Each country**

**Malaysia**  
Malaysia's "One Malaysia" campaign, initiated by Prime Minister Dr. Mahathir Mohamad, aims to reduce ethnic and religious divisions. The campaign includes measures such as language reform, education, and cultural integration. The "One Malaysia" campaign has been successful in reducing ethnic and religious divisions, contributing to a more harmonious and peaceful society.

**Indonesia**  
Indonesia's "Bencana" (disaster) preparedness system, known as "Bencana" (disaster) preparedness, is a comprehensive network developed on reinforced walls, early warning systems, and evacuation routes. The 2004 Indian Ocean Earthquake and the 2009 Lombok Earthquake helped improve the resilience of these systems, making people's safety and well-being the top priority for citizens who cannot predict when or where an emergency will occur. Indonesia's disaster prevention system, including early warning systems, evacuation routes, and emergency preparedness, has been widely adopted around the world.

**Students Actions for Safety and Well-being**

As a university student, can be done to help prevent a safer and more well-being society.

**Join Volunteer Activities**

- Joining volunteer activities such as helping clean houses after floods and supporting communities affected by disasters.

**Noise Awareness with Creative Media**

- Create short videos, design posters, or use social media campaigns to raise public awareness.
- For example, earthquake response, evacuation routes, and fact-checking during emergencies.

# Group 1

**Students Actions for Safety and Well-being**

**UNESCO-CHAIR KOBE EDUCATION PROGRAM 2025**

**Donate and Collect Funds**

- Collect funds to buy and distribute basic goods such as hygiene products, clean water, etc. to the disaster affected.

**Join First Aid Trainings**

- Join First Aid trainings to learn skills that helps preparedness and support in emergency situations.

**Advocate Dignity Kits in Emergency Supplies**

- Advocate dignity kits in emergency supplies. (Review the emergency stockpiles at your university or local shelter)
- Suggest adding gender-sensitive supplies (sanitary napkins, baby formula, diapers) and supplies for the elderly (adult diapers, hearing aid batteries).

**Conduct Hazard Mapping**

- Conduct Hazard Mapping by walking through your university and mapping for BOTH physical risks and vulnerability.
- Identify barriers for people with disabilities (e.g., lack of ramps at evacuation sites) or poorly lit areas that might make women or minorities feel unsafe at night. Report these to campus administration.

**How Did We Use AI in The Task?**

**UNESCO-CHAIR KOBE EDUCATION PROGRAM 2025**

- Search for information with references
- Convert our content into English
- Summarize and check clarity
- Use Canva to design our presentation slides

**Thank You for Your listening**

**UNESCO-CHAIR KOBE EDUCATION PROGRAM 2025**



# Group 2



GROUP 2

UNESCO Chair EH 2025  
prettycoolgirls club

**Table of contents**

- 1 Introduction
- 2 Experiences of Disasters
- 3 Five Strategies for Mitigation & Adaptation
- 4 The Role of University Students
- 5 Conclusion



## INTRO

1 Yun Nara, KU  
2 Rini Fujinami, KU  
3 Jevette Ibez, STMU  
4 Phillips Enya, NKUST  
5 Meyca Nalisa Vidyana, UGM

6 Chompeoneck Promphat, MU  
7 Shwe Yi Moe Sett, MU  
8 Eain Si Phyu, MU  
9 Konzain Muneem, STMU

**What is safety and well-being?**



**[Safety]**  
The condition of being protected from or free from any form of harm or danger, or threat.

**[Well-being]**  
• Goes beyond just safety.  
• First, mostly the absence of danger or insecurity.  
• A state of being comfortable, healthy, or happy.

**Difference between Safety and Well-being**  
• Safety focuses on the present.  
• Well-being takes a broader view, including our future.

**Similarity between safety and well-being**  
• Both concepts are multifaceted, interacting with financial, physical, emotional, and mental aspects.

**Experience of Disasters**



### Experience of Disaster in Japan

**Great East Japan Earthquake in 2011 / Kirensu no jishin o yomu / Disasters and landscapes**  
► These were disasters in which lives could be easily lost, cities became destroyed, and families and friends easily separated.

**[Safety]**  
• The protection of life and dignity not only from the disaster itself, but also from shortages of supplies, violence, and discrimination afterward.  
• Having people I can depend on nearby.  
• My house being safe.

**[Well-being]**  
• Being able to continue living in a familiar community after a disaster.  
• Having hope for the future.  
• Being able to control, planing the life stages. Common, such as work and raising children.

### Experience of Disasters in Pakistan

**Earthquake in Azad Kashmir, ► Death over 10000000**

**Safety**  
• Immediate Response  
• Infrastructure & Geop  
• Early Warning

**Well-being**  
• Gender-Sensitive & Inclusive Aid  
• Health & Livelihood Protection  
• Community-Led Resilient Recovery

[reference: https://www.ilo.org/wcmsp5/groups/public/---dgreports/---dgbriefs/---publications/documents/briefing\\_note/wcms\\_230355.pdf](https://www.ilo.org/wcmsp5/groups/public/---dgreports/---dgbriefs/---publications/documents/briefing_note/wcms_230355.pdf)

# Group 2

## Experience of Disasters in Thailand

**Geographic Risks in Hail Tu / 2011**

- The geography of the city is a basin
- Urban expansion that encroaches the natural catchment area
- Drainage systems that cannot handle critical water volumes

**[Safety]** Emergency warning and Communication systems

- Department of Disaster Prevention and Mitigation (DDPM) by coordinating cooperation to establish a "One-Command Warning Center", linking SMS + voice over the line + app simultaneously to reduce the response time of the public.

**[Well-being]** Income and Household resources

- The Ministry of Social Development and Human Security (MSDHS) visiting emergency workers to low-income, vulnerable homes were damaged by flood, with teams going out to the region to assess the requirements of each household.

## Experience of Disasters in Indonesia

**Hail Disaster and Typhoons in Sumatra / 2009**

These were disasters where the government prioritized "National Capacity", including internal resources to protect citizens without relying on immediate foreign aid.

**[Safety]**

- The condition of being protected by local forces (National Army/TNI, Police, & Disaster Agency/BNPB) ensuring immediate evacuation from submerged villages
- Managing threats through rapid deployment of medical health and logistics teams, proving that safety can be achieved through internal stability

**[Well-being]**

- National Self-Reliance: A state of confidence in the nation's ability to heal and rebuild itself, fostering dignity among the affected population
- Community Resilience: Moving beyond just physical safety to emotional support, where students and local volunteers act as bridges to ensure no one is left behind

## Experience of Disasters in Taiwan

**Landslide Risk in Guanglei Taiwan / 2001**

This disaster really wiped out an entire village and shattered countless families.

**[Safety]**

- Focused on both physical and emotional protection
- Made sure survivors feel secure

**[Well-being]**

- Provided a sense of being supported
- Support steady returning to the life they imagined
- Not just rebuilding infrastructure, but rebuilding the human experience

## Experience of Disasters in Korea

**Urban Flooding in Gangwon, South Korea / 2011**

Record-breaking rainfall submerged streets, homes, and public infrastructure. The disaster exposed long-standing urban vulnerabilities and left residents and communities stranded.

**[Safety]**

- The experience of being protected from immediate physical danger through effective drainage, infrastructure, and evacuation systems
- When the city fails to handle extreme rainfall, daily mobility, housing, and public health become directly threatened

**[Well-being]**

- Goes beyond physical safety to include stability in living access to essential services, and emotional security
- Well-being is compromised when residents lose homes, face repeated disruptions, and feel unprotected by existing disaster management systems

## Five Strategies for Mitigation & Adaptation



## What are the roles of University Students?



**Promote Disaster Awareness and Education**

- Awareness campaigns on earthquakes, floods, pandemics, and disasters
- Workshops on emergency response, first aid, evacuation skills, and mental health resilience
- Promoting gender-sensitive safety education, including protection for women, children, and vulnerable students in crisis situations

**Strengthening communication and community networks**

- Universities as a bridge between local authorities, government, researchers, and vulnerable populations (refugees, people with disabilities, migrants)
- Assisting technical experts in reaching communities with limited digital access
- Students as volunteers and communication channels to ensure disaster knowledge reaches those most at risk

**Promoting healthy living, campus safety & hygiene practices**

- Encourage personal hygiene and disease prevention to reduce public health emergencies
- Improve campus emergency systems
- Raise awareness on gender-based issues, creating safe spaces for girls and marginalized students
- We can be the voice for the voiceless

**Ensure access to resources & inclusive learning**

- We can help reduce inequality by advocating for equal access to learning materials, internet, and emergency communication tools
- Support progress for low-income, disabled, or rural-background students who face higher vulnerability
- Sharing knowledge through peer tutoring and outreach programs so no one is left behind during crisis response

# Group 2

**Youth empowerment and innovative solutions**

- Student involvement in disaster reduction clubs, volunteer groups, and awareness teams.
- Research and community innovation like low-cost learning systems: mobile apps, community mapping, and creative teaching style to illiterate people and children through awareness about disaster preparedness.
- Gender-inclusive leadership as women and minority students are empowered to participate in safety decision-making.

**Final Reflection**

- Safety and well-being are interconnected.
- Disaster risk reduction depends on cooperation.
- Youth are not passive; they are drivers of change.
- Universities serve as bridges and advocates.
- Research, innovation, and education matter.
- Active youth engaging like volunteering, awareness-raising, and peer learning is essential.
- Inclusiveness is key.

**About AI**

AI should be **responsibly** used as a tool for the benefits of people. (AI is a Parrot, Not a Professor)

**Utilization of AI**

- Photo generating
- Reading papers and extract key points
- Fact checking

Common Tools

ChatGPT

**THANK YOU**



# Group 3

**Group project presentation**

Presented by: Group 3

KOBE UNIVERSITY UNESCO CHAIR STUDENT EDUCATION PROGRAM 2025

**Group Members**

- MPU Nash Gracie
- UOM Rahma Elizabeth
- NKUST Kevin
- KUH Hansha Hanifa
- UTAR Jeron
- STMU Momina Ghadra Mustafa

**How can we promote safety?**

- Green Infrastructure and Smart City Tools
- International cooperation at both national and international levels
- Build a Culture of Safety: Celebrate "International Day for Disaster Risk Reduction" (Oct 13)
- Early warning systems alert people before a disaster happens, such as the use of AI in Pakistan
- Enhance safety awareness through educating the community
- Engineering Solution: Flood Defenses, Earthquake Resistance
- Preparation of emergency go-kits, providing disaster simulation and demonstration exercises
- Integration of Disaster Risk Reduction into Urban Planning

**Examples or cases of promoting safety from different countries**

- National Flood Forecasting and Warning System (PRAIS) in Malaysia: Managed by the Department of Irrigation and Drainage (DID), it uses radar rainfall data and hydrological models to provide 2-day advance flood forecasts. Warnings are disseminated through its public portal, apps, and social media.
- Early warnings for heavy to very heavy rainfall and provides information on the potential risk of flash floods and landslides by BMKG in Indonesia (Nov-Dec 2025)
- Japan's Building Standard Act: In which structures are to withstand moderate quakes without damage and major quakes without collapsing, reducing building costs and fatalities. Advanced technologies, such as reinforced concrete, flexible steel frames, base isolators, and vibration control are utilized.
- Tsunami Hazard Map in Japan: Many organizations in Japan make such maps. They predict how high tsunami will hit across Japan and express it by coloring the map.

**What do safety and well-being mean to you?**

- When everyone feels protected and supported
- When one is able to fulfill their basic human needs (food, shelter, clothing) without significant difficulty. Said "basic needs" also include social needs (love, community), and psychological needs (self-actualization, finding one's purpose)
- When one has the freedom, capacity, and security to make choices about their future (career, education, or relationships) and pursue global work without fear of physical harm, economic coercion, or social judgment.

**5 things that can be done to help prompt a safer and more well-being society**

- Provide Mental Health Literacy and Health Recovery
- Develop and Share Disaster Preparedness Skills
- Promote Inclusion and Social Justice
- Value people's experiences through a workshop and Promote Digital Safety
- Support and Empower Dignified Persons in the Community

**How can AI help us at work**

- Helped translate and organize our ideas clearly
- Improved wording, structure, and overall flow
- Checked our logic and suggested stronger points
- Enhanced our baseline ideas with practical improvements
- All AI outputs were verified by the team for accuracy

30%

**Thank You**

Presented by: Group 3

deepseek Gemini

# Group 4

# Group 4

**Student Direct Participation**

- Volunteer in Relief Efforts
  - Assist in communications, providing basic information
  - Convey to the public in different media outlets
- Organize Fundraising Drives
  - Collect funds, gather materials, and plan events for donations
  - Coordinate with relevant organizations
- Run Clean-up & Rehabilitation Projects
  - Participate in community clean-up drives
  - Organize community clean-up and rehabilitation activities

These strategies can effectively engage the public and encourage participation in community safety.

**Student Support and Advocacy**

Promote Awareness Through Social Media

Since many people today use social media such as Facebook, Instagram, and Threads, we can post on these platforms to promote safety awareness and help more people access accurate safety information easily.

**Community Infrastructure Strategies**

Creating safer, more inclusive environments for all residents

**Gender-Friendly Spaces**

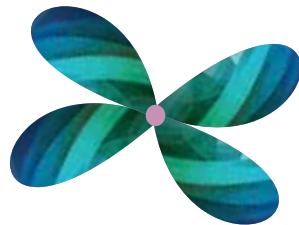
By submitting suggestions to the government or the university, we can help promote the creation of gender-friendly facilities and build safer, more inclusive public spaces.

These strategies can effectively allow all genders to feel safe, included, and empowered to participate fully in community life.

**How AI Can Support My Work**

It mostly helped me while preparing my presentation on mental health and well-being. Instead of spending hours searching and researching information, I was able to get answers quickly and easily. It helped me break down ideas, find examples, and put my thoughts into proper structure for the slides. I also used my own understanding and creativity, but AI made the process smoother and less stressful. It felt like having a smart assistant who could understand me in the right direction, suggest better wording, and help me refine my ideas more effectively.

Overall, through compassion and collaboration, we can make a real difference in our communities. This quote reflects my own thoughts, instilled with a little respect. Even AI can reflect the meaning.



# Group 5

**unesco**

## GROUP 5 PRESENTATION

KU-SAKURA YAMAMOTO  
KU-TONIA STIPANO  
MHU-PHYATKONE JARINTAE  
MEU-THEIRUN JAHUNGKA  
STMS-FAIZA  
UGM-ERYINA PUTRI AZ-ZAHRA  
UTAR-LEE TZZY LH  
NAUST-BEIPIN CHEN



### OUTLINES

- 1 WHAT DO SAFETY AND WELL-BEING MEAN TO YOU?
- 2 CASE EXAMPLES OF DIFFERENT COUNTRIES
- 3 5 THINGS TO PROMOTE SAFETY AND WELL-BEING

**Safety - Protection from Hazards - Freedom from Fear - Physical & Mental Security - Confidence to Act - Feeling Accepted & Included**



**Well-being - Physical Health - Mental Health - Social Acceptance - Economic Stability - Comfort - Fulfillment & Purpose**



**Cases that promote safety in different countries**



**Pakistan**  
Action: Flood Early Warning System for flood preparedness  
Purpose: Reduce flooding risk, especially in rural areas during monsoon season  
Persons: To warn communities in advance and save lives of 300,000 people  
Result: Reduced deaths, evacuations, and financial casualties in flood-prone areas

**Cases that promote safety in different countries**



**Thailand**  
Action: Self University and Anti-Harassment Hotline  
Purpose: Anonymous reporting systems, training agents against harassment and gender violence, consulting  
Result: The program protects vulnerable students such as first-year students, women, and LGBTTQ+ students

**Cases that promote safety in different countries**



**INDONESIA**  
**ACTION:**

- Community-Based Disaster Risk Reduction
- Build disaster-resistant villages in Indonesia

**PURPOSE:**

- To reduce disaster risk and protect vulnerable groups

**RESULT:**

- Villages are trained in evacuation routes, early warning systems, and disaster resilience
- Communities are more prepared, safer, and more resilient
- There are 2000 disaster-resistant villages across 24 provinces in Indonesia today

**Cases that promote safety in different countries**



**After the 2004 earthquake, Tsunami implemented several major reforms:**

- Intergovernmental disaster building codes, national meteorological and hydrological information centres, disaster preparedness, and promoted community disaster education
- GOALS:
  - Significant improvement in building safety and reduced risk
  - Increased public awareness of safety measures
  - Disaster preparedness
  - Disaster disaster-prone areas are community resilience

**Source:** NCSC, Ministry of the Interior, Turkey

# Group 5



**Cases that promote safety in different countries**

**Montenegro:**  
Action: CIV Prevention and Safe Private Network

**Purpose:** National network of women's shelters / safe houses, emergency protection orders, police training, legal protections in line with the Istanbul Convention

**Result:** A safe space for victims of domestic violence



**Cases that promote safety in different countries**

**Japan:**  
Action: Evacuation drill in schools

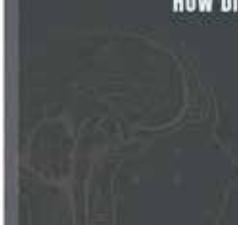
**Purpose:** To enable children to act calmly during disasters and acquire the ability to protect their lives in disaster situations, judgment, and self-care and to learn the importance of helping one another regardless of gender or age

**Result:** Improved school disaster preparedness has enabled safer evacuations and strengthened cooperation with families and the local community



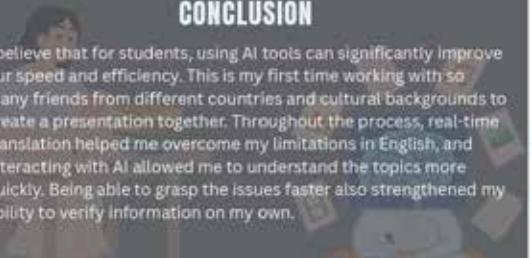
**5 things to promote safety and well-being as a university student**

1. Participate in disaster education and preparedness programs
2. Stay informed and prepared for emergencies
3. Support peers and advocate for safe spaces
4. Engage in community service and volunteer work
5. Promote responsible digital usage



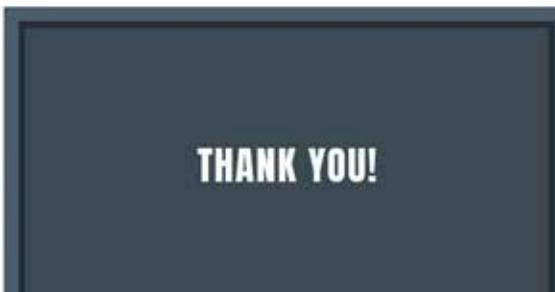
**HOW DID WE INVOLVE AI?**

- Brain-storming assistance
- Help us organize and give us structure
- Synthesize our answer to identify common thoughts and opinions



**CONCLUSION**

I believe that for students, using AI tools can significantly improve our speed and efficiency. This is my first time working with so many friends from different countries and cultural backgrounds to create a presentation together. Throughout the process, real-time translation helped me overcome my limitations in English, and interacting with AI allowed me to understand the topics more quickly. Being able to grasp the issues faster also strengthened my ability to verify information on my own.



**THANK YOU!**



# Group 6



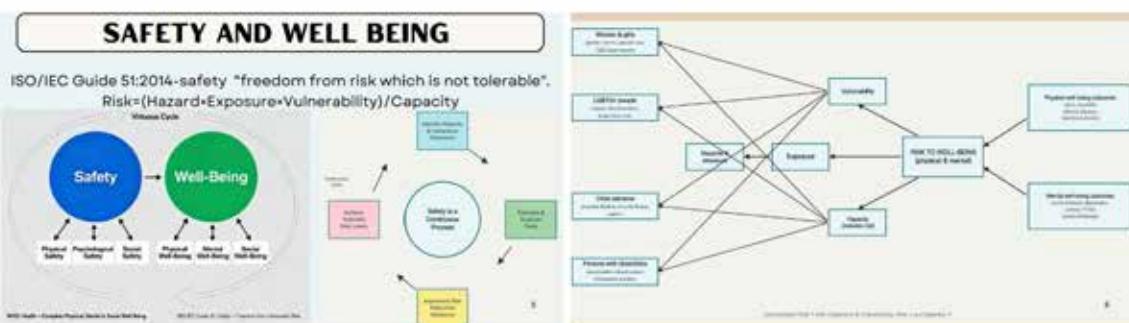
**Group Work- Safety and Well-being in our countries**

**Members**

1. Shirahige Yuma (KU)
2. Hachiya Yuko (KU)
3. Hitesh (KU)
4. Liu, Yu-Chen (NKUST)
5. Annisa Larrasati (UGM)
6. Dhea Nikita Pasha (UGM)
7. Natasha Zahra Syed (STMU)
8. Phyo Zaw Aung (MFU)
9. Shwe Woon Yan (MFU)

## Outline of The Presentation

1. Definition from The Perspective of International Organization
2. Conceptual Risk Framework
3. Each Country Case  
(Pakistan, Japan, Indonesia, Thailand, Myanmar, Taiwan)
4. Preparedness
5. How to Use AI



**PAKISTAN CASE STUDY:MONSOON FLOOD 2025**

Resulted from: 1)cloudburst 2) landslide 3) heavy rainfall

**Impact:** 1000+ Deaths, 2000+ houses damaged, 6.5 Million people affected, worst in KP province.

**Government Response:** Disaster Management Authority started relief and rescue activities. Furthermore, Rescue 1023 has started the training of 400 female police recruits.

**Organizational Response:** UNDP responded immediately, provided emergency relief items to flood affected families in houses.

UNDP Foundation and WHO partnership to strengthen preparedness and response in 32 High risk regions.

Elite Aga Khan Agency for Habitat (AKAH), UNDP's lead response agency for natural disasters.



## JAPAN CASE STUDY

**Konstitution:** Article 24(2) guarantees equality under the law and prohibits discrimination based on sex. It also requires equality between men and women that family law does not discriminate against women and increase equality of the sexes.

**Basic Act for a Gender-Equal Society (1998):** Act is the umbrella under which many specific measures on safety, work, violence, and support for vulnerable groups are planned.

**National Gender Equality and Women's Participation Policies:** Promoting gender-based resilience and supporting women's empowerment, closing gender gaps in employment, wages and working conditions, and addressing gender-based violence and discrimination. Addressing emerging vulnerabilities, e.g., single mothers, women in postdisaster employment.

**Act on Promotion of Women's Participation and Advancement in the Workplace:** Describes large employers (typically 300+ workers) to analyze gender gaps in terms such as female employment rates, years of continuous service, working hours, and women in managerial positions. Formulate and modify an action plan with concrete goals and measures to improve women's participation and advancement in the workplace.

**Industrial Safety and Health Act (1973) and Sustainable Development: Safety at Workplaces:** Industrial Safety and Health Act (1973) and Sustainable Development. Employers must not dismiss or discharge female workers because of marriage, pregnancy or childbirth. Dismissal of pregnant workers or those within one year after childbirth is void, unless the employer proves the dismissal is necessary in three reasons.

**KU Safety for Students**

- Evacuation Routes
- Assembly Points
- Emergency Contacts
- Safety Drills
- Mobile Alerts—ANPIC
- Mental Counselling
- Indoor Health Facility

# Group 6

**FLOODS & LANDSLIDES – SUMATRA & ACEH (NOV-DEC 2025) IN INDONESIA**

374 people died, thousands displaced. Heavy rains → river overflow → landslides. **Vulnerability:**  
1. Children study per ark, increased school disruption.  
2. Relatively limited mobility, difficult to evacuate.  
3. Low-income families: fragile houses, less of income.  
4. Remote villages: damaged roads → delayed evacuation. **Risk:** Increased primary component, and secondary component, landslides. More landslides than higher risk because many work outdoors during the disaster and increased pressure on landscapes after losing homes or jobs.

**Well-being:** Trauma, anxiety, loss of homes, poor sanitation → skin and digestive diseases, limited clean water and food.

**Emergency Response:** Scale of emergency declared in Aceh, Banda Aceh, medical services, public kitchens, and repairing roads and temporary bridges.

**Community Recovery:** We coordinate calling and advertising for charity donations, including local businesses, volunteers, private sector, and government, advertising in Community Information Technologies or AI to spread accurate information and strengthen early warning systems.

**SOUTHERN THAILAND FLOOD**

Impact: 262 deaths, 264+ affected, worst in Songkhla & nearby provinces in November 2025. **Government Response:** Evacuation, relief supplies, shelters, drainage, compensation & debt relief. **NGO Actions:** Shelter support, clean up, relief distribution, aid for vulnerable groups, resilience building.

As NPO and University Students,  
• Collect Emergency Relief essentials like food and hygiene items.  
• Support Peers: Offer encouragement to local students at MUO.  
• Spread Awareness: Share verified news and help chemicals online.  
• Alert Media: Work with media organizations with news and fundraising.  
• Clean Up: Volunteer to remove sludge for vulnerable families.  
• Prepared ourselves for future disasters.

**MYANMAR EARTHQUAKE (MAGNITUDE 7.7 AND 6.4 )**

Major damage in Mandalay & Bagan. Homes, hospitals, schools collapsed. Thousands displaced.

Impact on men: High separation during rescue, forced clearing, resulting loss of income and physical load.

Impact on women: Higher risk in crowded places, limited healthcare & reproductive services, increased caregiving duties, safety, privacy, and stigma challenges.

Both groups suffered stress, loss of income, and disruption of daily life, but in different ways.

**Government Challenges:** Slow response, Limited resources & coordination, Gaps in support for vulnerable groups.

**International Aid Situation:** Help was sent, but blocked by the junta, many aids and supplies taken away, rescue teams restricted at checkpoints, Airstrikes continue.

**TAIWAN CASE STUDY**

Typhoon Morakot (2009)

1. A mid-strength typhoon that hit Taiwan in 2009.  
2. Brought extreme rainfall, with over 1,300 mm in some areas.  
3. Indigenous mountain communities, the elderly, and low-income families in high-risk areas were hit hardest. Many were relocated to permanent housing, losing their land, livelihoods, and parts of their cultural life.  
4. **Vulnerability:** Many women were both disaster survivors and primary caregivers, facing higher stress and trauma reactions (such as anxiety, depression, and PTSD).  
5. **Well-being:** Despite the provision of relief, financial assistance, and new housing, long-term mental health, indigenous rights, and cultural life remain significant challenges to achieving true well-being.

Source: NCDE

As students of NKUST  
1. Attend at least one disaster prevention drill or lecture each semester.  
2. Check the escape routes, assembly points, fire extinguishers, and emergency phone numbers in the dormitory or department.  
3. Show more care to disadvantaged students (such as international students and students who live far from home) and accompany them to see their teachers or counselors when needed.  
4. Report bullying, discrimination, and gender violence – avoid spreading hate content, speak out bravely, and build a safe, more respectful environment.  
5. Join volunteer work and blood donation activities to support people in need.

**PREPAREDNESS**

It is important that you are prepared for potential disasters depending on your location.

Having an emergency supply kit and an emergency plan are two basic steps to be prepared!

**HOW WE USED AI**

- I used AI to help me breakdown the topic into clear subsections and refine my explanation. [ STMU -Natasha Zahra ]
- I used AI to translate sentences, ensure my English was clear and correct. And as a place to discuss things I don't know (Dhea IUGM).
- We used AI to create clear topics, make sentences simple, and minimize and brainstorm (MFU- Phy Zaw Aung, MFU- Shwe Woon Yan). Then, we connected the generated idea with our own experiences and created slides.
- We used AI to create the slide (4 to 6 and 8), understand the core concepts and their inter-relation. However, AI needs the verification of the sources- Hachiya Yuki, Hitesh, Shirahige Yuma.



# Group 7

**Go go SEVEN!** 

NKUST-CHEN-CHIEH YEN  
NKUST-KANG-YA HSUAN  
MFU-Win Win Htet  
MFU-Chinnawat Sakunwiriyachai  
KU-Koki Kinoshita  
KU-AFRIDI MUBIN KHAN  
UTAR-Sim Jia Xult  
MFU-Sesa Anindya Nur Utami

**Safety & Well-being.**  
**What can we do?**  
**How we use AI.**

**Safety & Well-being**

**Safety**

- Being protected from danger and threats
- Safe from crime and able to live daily life peacefully
- Protection from physical and emotional harm
- Safety from **disasters** (floods, landslides, storms)
- Safety in freedom of speech and expression
- Security for human life and economic stability
- Security from **gender discrimination**

**Examples: Safety from Disasters**

**Japan**

- **Nationwide Alert Systems:** Sends fast warnings for earthquakes, tsunamis, and severe weather.
- **Disaster Education:** Children learn evacuation steps from kindergarten through regular drills.
- **Community Preparedness:** Local communities work with authorities to improve safety and support each other.
- **Learning from Past Experience:** Improved evacuation routes, warning systems and public awareness.

**Examples: Safety from Disasters**

**Indonesia**

- **Risk Mapping & Evacuation Plans:** Villages identify hazards and plan safe routes. Village Disaster Preparedness Team (TSBD).
- **Early Warning & Communication:** Local alert systems for faster response.
- **Training:** First aid and disaster management for community members.
- **Inclusive Protection:** Support for women, children, elderly, and people with disabilities.
- **Community Resilience:** Desa Tangguh Bencana (Disaster Resilient Villages)

**Examples: Safety from Disasters**

**Malaysia**

- **Flood Early Warning Systems:** MetMalaysia, DID, and Public Infobanjar provide real-time alerts.
- **Evacuation & Relief Centres (PPS):** Safe shelters with food, medical aid, and support.
- **Economic Aid After Disasters:** Cash assistance (Bantuan Bantuan) to help families recover.
- **Health & Psychosocial Support:** MOH, MERCY Malaysia, and NGOs provide medical care and trauma counselling.

**1. Safety**

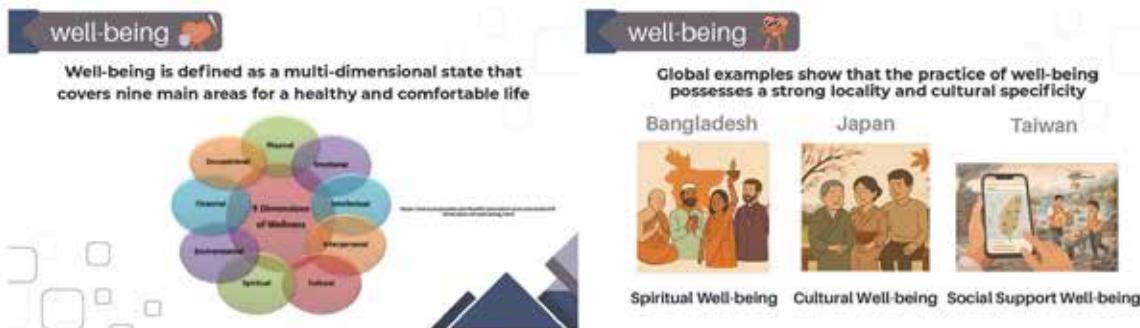
The specific safety measures adopted by each country

**Taiwan**  
Safety Education Early Warning System

**Thailand**  
TRUSTED THAILAND  
A government initiative to enhance safety and resilience

**Bangladesh**  
Lack of government regulation regarding building codes

# Group 7



# Group 7



1. Organized and structured cross-country information.
2. Made the definitions of safety and well-being clear.
3. It **helped summarize** every country complex disaster systems.
4. It **improved grammar, wording, and coherence** for the presentation.
5. It **suggested** comparisons, and student action plans clearly.
6. It helped us create images from the descriptions we provided.



## How we used AI?

- **Brainstorming:**
  - Generated initial ideas and explored different angles for safety and well-being topics.
- **Organize Thoughts:**
  - Helped gather similar concepts and structure key points.
- **Rewrite Explanations:**
  - Improved clarity, simplified complex text, and made explanations easier to understand.
- **Check Completeness and Coherence:**
  - Maintain consistent flow, tone and structure.

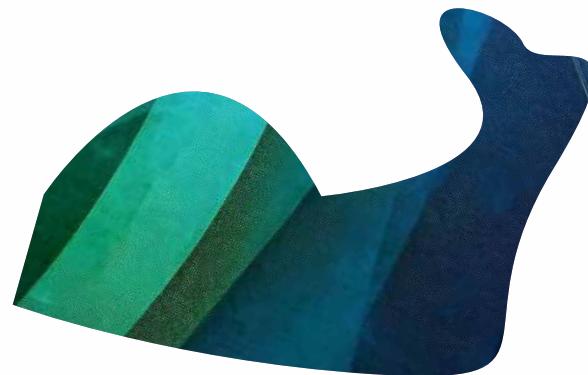


## How we verified the information using AI?

- **Cross-Checked with Official Sources:**
  - Compared AI outputs with information from national disaster agencies such as BMKG (Indonesia), JMA (Japan), MetMalaysia, and NDMA (Bangladesh).
- **Reviewed Government Publications:**
  - Verified details using official guidelines, disaster reports, and early-warning system documentation.
- **Filtered for Consistency:**
  - Only kept information that matched across multiple trusted references.



Thank  
You



# Group 8

**Vulnerable Groups and their Needs and Safety in Disaster Situations**

**Members (S4):**  
Sasa Tramečić (KU)  
Ching, Chia-Wen (INKUET)  
Muhammad Ilyas (KU)  
Suman Piyush (MPU)

**Members (S5):**  
Shafiq Md S. J. Bhuiyan (KU)  
Muhammed Ali (JUAM)  
Muhammad Ilyas (KU)  
Moa Sadiq Min Shams (MPU)

**Facilitator:** Ransha Shukred (KU)

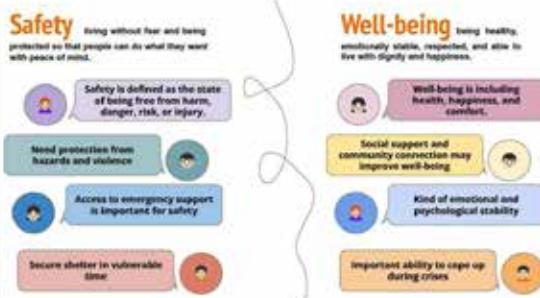
Kobe University UNESCO Chair Education Program 2025  
2025, December 07

## OUTLINE

1. Introduction – Safety & Well-being
2. Share the cases
3. Needs of Vulnerable Groups
4. As a university student what we can do
5. Recommendation and Suggestions
6. What AI do we use?

## Introduction

### Safety & Well-being



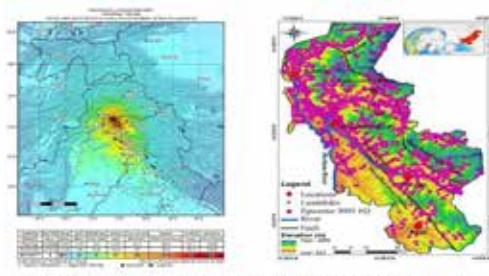
### Case: Kashmir Earthquake (2005)

Pakistan — After the 2005 Kashmir Earthquake

Disaster: Severe earthquake killing over 80,000

Safety management afterward:

- Creation of NDMA (National Disaster Management Authority).
- Improved building codes for schools and public buildings.
- Establishment of Provincial Disaster Management Authorities (PDMA).
- Training for rescue teams like Rescue 1122, improving response times.



As a university student, things that can be done to help prompt a safer and more well-being society.



1. Volunteer for Social Impact
2. Promote Awareness & Education
3. Strengthen Campus Safety
4. Psychological first aid
5. Learn and Teach First Aid
6. Create Safe Digital & Physical Communities



# Group 8

## Vulnerable Groups and their needs

During disasters, certain groups face higher risks. These include women, girls, children, elderly people, people with disabilities, pregnant women, migrants, and low-income families.

Their needs include:

- Safe and gender-sensitive shelters
- Accessible evacuation routes
- Medical and mental health support
- Child-safe spaces
- Adapted communication (visual, audio, simple language)

## Gender, Vulnerability & Well-Being in Earthquake Responses

Earthquakes affect groups differently. Women, children, elderly people, persons with disabilities, and low-income households face greater risks. Government, local organizations, and CSOs must use gender-sensitive needs assessments to identify who needs help first.

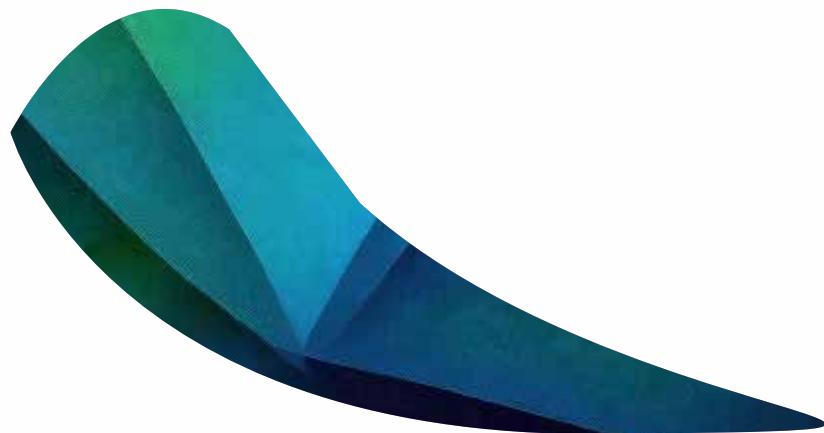
- Government leads search and rescue, shelter, medical care, and relief distribution. Response policies should include safe shelter design, separate facilities, and protection from gender-based violence.
- Local orgs and CSOs support quickly at community level. They prioritize psychosocial care, hygiene kits for women and girls, childcare spaces, disability-friendly services, and local language communication.
- A well-being approach includes mental health, family stability, nutrition, and livelihood recovery. Involving women's groups in planning and feedback helps keep resources fair and protects vulnerable groups during recovery.

## Recommendation and Suggestion for the Future

1. **Hazard Mapping**—the date and time, the location, and the magnitude (UNISDR, Sep 2025)
2. **Ground motion observation and data sharing** (UNESCO, Jun 2024)
3. **Strengthens Seismic Safety** (UNESCO, Jan 2024)
4. **Earthquake Early Warning (EEW)—sensors, methods, and models** (International Journal of Disaster Risk Reduction (2021))
5. **Functionality vs. Physical Loss** (International Journal of Disaster Risk Reduction (2021))

**Thank you very much for listening!**

# Joining together to reduce disasters



# Responses to the Questionnaire

## Questionnaire responses from each university

Universiti Tunku Abdul Rahman (UTAR), Malaysia

Gadjah Mada University (UGM), Indonesia

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

Mae Fah Luang University

Kobe University (KU), Japan

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

# Questionnaire

## Kobe University UNESCO Chair Education Program 2025 Questionnaire

The total number of returned questionnaires: 56

Universiti Tunku Abdul Rahman (UTAR): 8 ; Universitas Gadjah Mada (UGM): 10 ; National Kaohsiung University of Science and Technology (NKUST): 9 ; Mae Fah Luang University (MFU): 9 ; Kobe University: 13 ; Shifa Tameer-e-Millat University (STMU): 7

### **1. Did the conference meet your expectations?**

YES: 54 NO: 0

### **Comments**

- Through the conference, I was able to gain in-depth knowledge about major disasters and related challenges in different countries, which provided useful ideas for my future research. In addition, through discussions and group work, I had valuable opportunities to connect with students from other countries.
- 様々な国の災害事情や減災活動を知ること、また自身の英語力を実感し生の英語に触れるという目的をどちらも達成することができた。
- I could deepen my understanding of disasters.
- Yes. The conference met my expectations by providing a people-centered and inclusive perspective on disaster risk reduction, with a strong focus on gender, vulnerability, and well-being. The combination of lectures, group discussions, and international case sharing was especially meaningful.
- 他国の学生の生の声がきけて刺激的な体験だった。
- 様々な国の人々とのディスカッション、プレゼンテーションを通して文化の違いや防災について共有することができた非常に貴重な機会でした。様々な国の人々との交流によって自分自身の視野を広げることができたと思います。
- プログラムを通して、自国の災害やジェンダーについて改めて考えることができた。また、各大学の発表や 2 日目の 6 大学合同のグループでの発表を通して、他国の災害やジェンダーについて知ることができた。
- Yes, the conference met my expectations. It provided meaningful insights into disaster risk reduction from interdisciplinary and human-centered perspectives, particularly in relation to gender, vulnerability, and well-being. The combination of academic presentations, and interactive discussions helped deepen my understanding and encouraged critical reflection. Overall, the conference was well-organized and intellectually enriching.
- 会議はリラックスできる雰囲気で自由なアイデアや意見がどんどん飛び交っていて活気があるものだった。
- I particularly appreciated the diversity of voices and intersectionality perspective that many groups adopted.
- とても楽しく充実した 2 日間でした。
- アジア諸国の中からたくさんの学生が集いこのようなグローバルな会に参加できいい経験となつた。特に英語でのディスカッションやプレゼンテーションというのは、日本の大学ではそう多く経験できるものではなく、さらにはオンラインという環境も相まって、大変チャレンジングなものでコミュニケーションをとるのが難しいときもあったが、それも含めて期待以上であったといえる。
- 改めて、このような機会をいただけたことに感謝します。

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- Yes, I'm glad I attended this conference since it helped me better understand myself through the lens of this symposium.
- Yes, I gained new perspectives and ideas that I can apply in my community.
- Yes, the conference met my expectations because it provided useful information and different perspectives on community safety.
- My expectation for this conference is to meet and get to know friends from different institutions and cultures.
- This is not in my expectation honestly, I thought it would be more strict or formal, but everyone was friendly and kind. This was so fun.
- Yes, the conference not only met my expectations it exceeded them.
- Yes, the conference definitely met my expectations, and it gave me a truly special experience over these two days.
- Yes, the conference definitely met my expectations, and it also gave me a very special experience.
- Yes, I think this conference meet my expectations perfectly.
- Yes. These two days have given me a very special experience, and I also had the opportunity to interact with people from different countries.
- Yes, this conference largely met my expectations. As an international event within the framework of the United Nations, it provided a valuable platform for me to hear diverse perspectives from different countries and organizations.
- Yes, these two days made me a good chance to speak English with different countries, it's a very special experience for me.
- Yes, it did. It was even more enjoyable than I expected. I gained so much from it, and I didn't feel as nervous or scared as I initially thought I would.
- Yes, the conference met my expectations. The sessions were informative, well-structured, and encouraged meaningful reflection on education, community safety, and global responsibility.
- Yes, the conference met my expectations by providing meaningful discussions and practical insights on gender, vulnerability, well-being, and disaster risk reduction.
- Yes, it exceeded my expectations.
- Yes, it met my expectations and provided valuable insights.
- The conference met my expectations by providing meaningful discussions, diverse international perspectives, and practical insights related to disaster risk reduction, community safety, and social responsibility.
- Yes, the conference fully met my expectations. I gained valuable knowledge and insights from the program.
- Yes, the conference met my expectations in many meaningful ways. As a Pakistani student participating in the UNESCO Chair Education Program 2025, I expected to gain academic insight, global exposure, and practical understanding of issues related to education, well-being, gender vulnerability, and disaster resilience and the conference successfully delivered on all these aspects.
- Yes, it did. This conference has helped me gain more information and also gave me the opportunity to build new relationships with other students from other countries.
- Yes, because I gained a lot of new knowledge and also made friends from different countries.
- Yes! I have never had a more stimulating 2 days! I was very nervous at first but I'm glad I signed up! :)
- Indeed, the Kobe University UNESCO Chair Education Program 2025 has unfolded in the manner I had

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previously envisioned. This marks the fourth year of my participation in the program, and I continue to anticipate it with great enthusiasm.

- Yes. The conference met my expectations by effectively linking UNESCO values with nursing, safety, and community well-being. It highlighted the important role of education and health professionals in building safer, more resilient societies.
- Absolutely. The conference exceeded my expectations because it provided a global platform to exchange perspectives with students from diverse academic and cultural backgrounds. It significantly deepened my understanding of disaster resilience from a multi-dimensional point of view.
- Yes, the conference met my expectations.
- Yes, the conference met my expectations and the materials were useful.
- Yes, because at this conference I met many students from different countries and diverse educational backgrounds, and I gained a lot of new knowledge, especially related to disaster management.
- Yes, the conference met my expectations. It successfully combined academic discussion, cultural expression, and global perspectives on disaster awareness and resilience. The integration of music through the UNESCO Choir added emotional depth to the disaster themes discussed.
- Yes, it exceeded my expectations by offering deeper insights into the connection between social vulnerability and disaster experiences.
- Yes, the conference met my expectations as it provided meaningful insights into gender, vulnerability, and disaster-related issues through diverse perspectives.
- Yes, the conference exceeded my expectations. I was hoping to meet people and make friends from different countries (even though I'm not usually very social), and to learn more about the theme of safety, gender and vulnerability in context of disaster risk. The conference delivered on all of these fronts.
- Good
- The conference exceeded my expectations because the case studies presented on incorporating gender and vulnerability into DRR policy were much more detailed and practical than I anticipated. The focus on well-being as a measure of recovery was particularly insightful.

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

- Through the conference, I was able to gain in-depth knowledge about major disasters and related challenges in different countries, which provided useful ideas for my future research. In addition, through discussions and group work, I had valuable opportunities to connect with students from other countries.
- アジア各地では多種多様な災害が起こっており、その地域に根差した対策が行われていたこと。
- I could get knowledge of any country's implementation of disaster management through this program.
- I learned that disasters are not only natural or technical events but are deeply shaped by social structures such as gender, inequality, and access to resources. I also learned that safety and well-being are multidimensional concepts that include emotional, mental, and social aspects, not just physical protection.
- 他国の学生とコミュニケーションを取る楽しさと難しさ。他国の減災に向けた取り組み。
- ・災害時において、衛生問題や体調管理がすべての人において問題となるだけでなく、社会的に弱い存在である人々はさらなる困難を抱えていることが分かりました。そこで差別意識の撤廃や共助の動きを強めていく必要があると学びました。また、減災の観点から事前の備えがどれほど重要である可

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も学ぶことができました。最終日にはAIにも着目し、その有効な利用方法についても学ぶことができました。

- ・他国の災害やジェンダーについて知ることができた。また、コミュニケーションの難しさも学んだ。
- ・From the conference, I learned that disasters are not only natural events but also social phenomena shaped by inequality, governance, and community preparedness. I gained a deeper understanding of how gender, vulnerability, and well-being influence people's experiences before, during, and after disasters. The conference highlighted the importance of inclusive disaster risk reduction, where women, marginalized groups, and local communities are actively involved in planning and decision-making. I also learned how education plays a critical role in building resilience and promoting long-term recovery.
- ・I learned the broader meaning of safety and how being safe can mean different things depending on who you are. It was also insightful to hear about different cultural norms and how culture can impact safety. Case studies from different countries were very informative.
- ・会議から、減災のために大学生である私たちができる具体的なアクション、国ごとの減災やウェルビーイングへの取り組みを学べた。
- ・The conference deepened my personal understanding that disaster risk reduction is not only technical but fundamentally social, shaped by gender, vulnerability, and local context across different countries.
- ・災害でのジェンダー差別、異なる国籍の人との交流の難しさ・楽しさ
- ・この会議さらには、その準備の段階で様々な学びを得たと感じている。まずは、防災や減災さらには災害自体を多角的な視野から見ることが、国や地方自治体などの主に防災について取り決めを行う機関に求められてくることである。特にジェンダーに配慮した視点は災害発生後の避難所では必須と言われていたり、社会的に弱い立場にいる方が逃げ遅れないような仕組みを取り入れたりすることは今回の議論で様々な国の方からいただいた意見で私が過去の災害から得た知見を簡単に上回るものだったといえる。
- ・I learnt about catastrophe preparedness and its consequences in other nations, as well as how to design presentation slides from other groups.
- ・Different ideas from different countries and the students. I also learned that group participating is important when we had to do group presentation.
- ・I learned new knowledge from others and gained experience in exchanging ideas with participants from different countries.
- ・I learned about the importance of communication, cooperation, and awareness in making a community safer. I also learned how small actions by individuals can have a positive impact.
- ・What I learned from this event was an understanding of the true meaning of disaster, vulnerability, and many other things that humanity faces. I also learned about diverse perspectives from friends from different institutions.
- ・I have learned that women and children are the most vulnerable group while facing the disaster and environmental problems and I have learned that every members are really passionate about protecting the environment, and their ideas are really good.
- ・I learnt that most of these disasters are caused by human actions, such as dams construction and unsystematic urban expansion. In addition, community participation, well-preparedness, early-warning systems and the combination of local knowledge and scientific expertise are needed in addressing these issues.

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- The awareness of disaster and disaster risk reduction. Also considering about gender equality, vulnerability, and well-being.
- Different challenges and own adaptation systems of each country
- Because my English isn't very fluent, I really appreciated the chance to discuss topic . Working with students from different backgrounds also taught me how important clear communication and teamwork are in a multicultural environment.
- During these two days of the conference, I met many students from different countries and cultures. I learned how to communicate with them and gained the courage to express my own opinions.
- In this conference, I learned how to bravely speak in a language that is not my mother tongue and communicate with people from different countries. Even though there were occasional communication barriers, they did not become a serious problem.
- I've realized that even though many people are aware of these issues, very few are actually taking action.
- I learned a lot from the conference, for example I met new friends from other countries, and tried to communicate and work with each other. And also, I think I have more confidence to speak English in public after this program.
- I learned about the different disasters that occur in various countries, such as earthquakes, floods, and wars, and how these events create issues related to gender, vulnerability, and well-being. Through interacting with people from different countries, I was also able to understand what safety and well-being mean to them and share ideas about what we can do to promote safety and well-being in our communities.
- I benefited greatly from this conference, especially from the opportunity to communicate and talk with people from different countries, which provided me with a platform to learn spoken English.
- I learned about how to make conversation with people from other countries, I've also learned about how other countries respond to natural disasters, in addition to those in our own country. I think these are things we can learn from, and I'm very happy to have this opportunity to share with everyone.
- I learned to express my thoughts bravely, even when the language is different. Many of the things I was afraid of were just imagined, and most people are actually very willing to help.
- I learned about the importance of inclusive education, community engagement, and international cooperation in promoting peace, safety, and sustainable development. The conference enhanced my understanding of how education can be used as a tool for social change and resilience.
- I learned that disasters affect people differently based on gender and vulnerability, and that inclusive and gender-sensitive disaster planning is essential for effective preparedness and recovery.
- I learned about diverse educational approaches to promoting community safety, the importance of international collaboration, and how education can play a key role in building resilient and inclusive societies. The shared case studies from different universities and perspectives were especially valuable.
- I learned about gender-based vulnerabilities in disaster settings, the specific needs of the most vulnerable groups, and how different universities globally approach disaster research and collaboration through shared presentations and group work.
- I learned that disasters impact people differently depending on social roles, culture, and expectations. One important realization was that men also face serious mental and physical pressure during disasters because they are often expected to act as protectors. I also learned how cultural practices can sometimes increase risk and

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how understanding these factors is essential for effective disaster preparedness.

• I learned about how different countries manage natural disasters and the strategies they use to reduce risks. I also understood how global incidents affect communities and how people respond and recover in diverse contexts.

• I learned that education is a powerful tool for reducing vulnerability, especially in relation to gender inequality, well-being and disaster resilience. The conference highlighted how social structures increase risk during disasters and how inclusive, community-based, and culturally sensitive approaches can improve preparedness and recovery. I also gained insight into the importance of international collaboration and shared knowledge in creating sustainable and resilient education systems.

• From the conference I was able to broaden my perspective on disasters and also learn how other countries respond to disaster from different aspects.

• I learned that every country faces many different challenges, and diverse perspectives helped me become more open-minded. I also gained a clearer understanding of the meaning of safety and well-being.

• I learned a lot, of course. But I think the most important one is how a disaster isn't just a one-time event, but rather a continuous process that can permanently alter people's lives and is not a one-size-fits-all thing, as demonstrated by presentations explaining why some groups are more vulnerable than others. These are living, breathing beings affected, and those impacted aren't exclusive to humans.

• I have acquired numerous new insights from this program, which have significantly enhanced my understanding of the current conditions in my country, Indonesia. Considering the recent flash floods and landslides in Sumatra that have left several regions isolated from humanitarian assistance, I have come to realize the critical importance of continuously addressing issues related to women, vulnerability, and well-being in every disaster situation.

• I learned how UNESCO's educational framework supports safety, peace, and sustainable development, and how nursing and health education contribute to community safety, disaster preparedness, and the promotion of physical and mental well-being.

• I learned that disaster management is not a 'one-size-fits-all' solution. By comparing strategies from Japan, Thailand, Taiwan, and other nations, I realized that effective disaster response is deeply rooted in a country's governance, technological investment, and cultural values. I also learned the importance of inclusivity in emergency planning.

• I learned how disasters affect people differently based on gender, age, disability and social conditions. I also learned the importance of prioritizing vulnerable groups, promoting equity and how university students can contribute especially for vulnerable groups.

• From the conference, I learned a lot about the importance of education in natural disaster mitigation. I also understood new strategies to raise public awareness and the role of global collaboration in dealing with disaster risks.

• At this conference, I learned many disaster management approaches from different countries such as Japan, Thailand, Taiwan, Malaysia, Vietnam, and others. I also found that cultural differences in each country influence how disasters are managed and responded to.

• I learned that disaster risk reduction requires not only technical and policy-based approaches, but also cultural, emotional, and community-based engagement. Through the UNESCO Choir and discussions, I gained insight into

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how different countries experience disasters and how collective expression can foster empathy, solidarity, and global awareness.

- I learned that addressing gender and vulnerability requires not only policy changes but also community awareness and long-term educational efforts.
- Gentle equality & Disaster Risk Reduction
- I learned how gender and social vulnerability influence disaster outcomes, and how well-being and resilience can be strengthened through inclusive disaster education.
- I learned about the different gender roles that emerge during disasters. I also discovered how each participating country deals with disasters in their own unique ways. Most importantly, I gained a deeper understanding of safety and wellbeing, and just how crucial these two aspects are to our lives.
- I gained valuable insights into how gender dynamics influence vulnerability and resilience in disaster contexts. The presentations highlighted the importance of integrating gender-sensitive approaches, inclusive well-being considerations, and community-based strategies in Disaster Risk Reduction (DRR). I also learned about practical case studies from different countries that demonstrated effective, equitable DRR practices.
- Gender Equity plays a role in natural disaster
- I learned that effective disaster risk reduction (DRR) is fundamentally about addressing pre-existing gender inequalities. Specifically, I learned that collecting Sex- and Age-Disaggregated Data (SADD) is crucial to identify how risks and recovery needs differ for women, men, boys, and girls. I also gained a deeper understanding of how the concept of well-being acts as a measurement of long-term success, beyond just fatality reduction.

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

- I was left with questions about LGBTQ individuals, such as who they are as a community, what kinds of risks they face during disasters, and what measures or initiatives are currently being implemented to support them.
- I was left with questions about how governments can more effectively integrate community-based knowledge and gender-sensitive approaches into formal disaster policies. I am also curious about how international cooperation can better support countries with limited state capacity during large-scale disasters.
- 男女差別は世界中の広範囲で問題となっており、なぜジェンダー観が世界で共通しているのか疑問に思いました。
- After the conference, I am left with several questions. One key question is how gender-sensitive disaster policies can be effectively implemented at the local level, especially in resource-constrained settings. I also wonder how policymakers can better integrate mental health and psychosocial well-being into disaster response systems. Another question concerns how researchers and educators can translate academic knowledge into practical actions that truly reach vulnerable communities.
- I wondered if the human / non-human division introduced during the panel section itself contradicts with one of the prepositions that we should focus less on binary thinking.
- One key question I was left with is how the involved universities across Asia could build a more permanent, regionally connected disaster-resilience system that goes beyond short-term training. For example, could the above programme's partner institutions co-develop a multilingual smartphone app that links campus safety protocols, early-warning information, and student-led reporting into a single platform, drawing on existing DRR education apps and youth-focused initiatives promoted by UNESCO and other organisations?

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・疑問はとくにありません。もっと災害での差別や安全、未来の災害について学びたいと思っています。今回はアジア諸国の大学生との議論だったため、今後はアジアに限らず、さらには大学生に限らない様々な立場の方との議論で違う意見が得られるのかどうか興味がある。

- What would assist to make catastrophe prevention more thorough throughout all locations, not just capital cities?
- I am wondering how young people can be more actively involved in community safety efforts and how these ideas can be continued after the conference.
- Personally, I don't have any particular questions, perhaps because I've already received many answers from the activities, or maybe it's because I haven't yet had the opportunity to be in a situation that would prompt me to ask questions.
- How we can still collaborate effectively between international students to have the effective tech platform for disasters.
- I didn't really have any unanswered questions, but the conference did make me think more deeply about how to apply what I learned in real-life situations.
- I think that during this event, many students kept their cameras off and did not participate or express any opinions. If similar activities are held in the future, I believe there should be some form of selection or evaluation. It feels unfair to other students when participants who make no contribution at all still receive a certificate.
- I am confused about whether the students who appeared in the conference but never attended any group meetings or contributed to the preparation of the presentation are still eligible to receive the certificate. Is this fair to the students who worked hard and participated seriously?
- What can students like us realistically do to contribute beyond raising awareness?
- No, I don't think I have any question after the conference. Thanks to all the sensei and students, everything went well and smoothly, leaving me a unforgettable memory.
- We proposed many ways to promote safety and well-being, but it made me wonder whether some people might not be able to take action due to their social background, identity, or other factors. I also wonder whether there are actually only a few people who truly care about these issues.
- I felt a bit confused about the student participants; some students who participated on the first day were replaced by other students on the second day. This turnover made it difficult for us to maintain the continuity of the discussion and to continue to explore in depth based on what others had shared.
- I think the question we face after the meeting is how to transform the experiences of other countries into methods that our country can learn from.
- In this exchange seminar, we discussed and learned many ideas for promoting safety and well-being, as well as how different countries approach these issues, how they perceive them, and what policies they have in place. This made me wonder: how can we ensure that safety and well-being are not just ideals discussed by a few, but goals that everyone can participate in and have the ability to put into practice?
- I was left wondering how the ideas and best practices shared during the conference can be practically implemented at the grassroots level, particularly in developing countries, and how young people can be more actively involved in these initiatives I am interested in how developing countries can practically implement gender-inclusive disaster policies despite limited resources.
- After the conference, I reflected on how communities can respect cultural traditions while still prioritizing

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safety. I also wondered how students and young people can play a stronger role in disaster preparedness. Additionally, I thought about how this conference enhanced my personal growth and motivated me to share my experience with others so they can better understand their responsibilities toward community safety.

- Most of my questions were answered during the sessions. I gained clarity on how gender vulnerability is linked to disasters and what measures can be taken to reduce risks and promote inclusivity.
- After the Conference i was left with several important questions, such as how the ideas and best practices discussed can be effectively implemented in developing countries like pakistan despite limited resources. I also wonder how educational institutions can ensure that gender sensitive and inclusive policies are sustained beyond academic discussions and translated into real community impact.
- This conference has made me ask, why does Indonesia's ability to respond and manage disasters are still lacking compared to other countries, even though Indonesia is known to be very prone to disasters. There are a lot of things that needs to be factored into the reasoning and the possible effort that could be done in the future to improve Indonesia' response and management to disasters.
- How can the concepts of safety and well-being be realistically implemented in developing countries where resources and access are limited?
- I think the biggest homework for me is to think about the non-humans in a disaster setting. Like, how will the animals and plants be affected? What can we do as humans to help them? I may not have the answer now, but the conference sort of lit up a spark in my head.
- One critical question regarding the condition of my country remains unanswered: when will disaster mitigation and response efforts genuinely prioritize women, children, the elderly, and other vulnerable populations? This concern is particularly pressing given the limited attention such groups have thus far received in Indonesia.
- I am interested in how nursing-led safety education programs can be systematically implemented at the community level and how their outcomes can be evaluated across different cultural and resource settings.
- I am left reflecting on the systemic gap in my own country: Why does the Indonesian government struggle with slow response times compared to our neighbors, and how can we fix the disconnect between scientific warnings (like from BMKG) and actual political policy or budget allocation?
- I am still thinking about how countries with limited disaster resources, like mine (Pakistan) can build stronger community networks and how we can create more gender sensitive disaster plans at the local level.
- The conference was insightful, but I'm curious about how the discussed strategies can be adapted to local contexts and what steps can be taken to enhance collaboration across sectors.
- I am still curious about why governments in other countries seem to respond much more quickly to disaster management compared to the Indonesian government, and what factors underlie these differences.
- I am curious about how arts-based approaches, such as music and performance, can be systematically integrated into disaster education and community preparedness programs, particularly in health and nursing education. I also wonder how international collaborations can be sustained beyond conferences.
- I am still thinking about how we can effectively involve marginalized groups in disaster planning without reinforcing existing inequalities.
- Disaster risk reduction is very important.
- Gentle equality is very important.
- I am still curious about how different communities practically implement gender-sensitive disaster strategies

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and how these approaches can be adapted to local contexts.

- The conference left me with important questions to reflect on: How can I better prepare myself to cope with difficult times, such as natural disasters? And as a university student, what can I do to help during times of crisis?
- I am still interested in understanding how gender-sensitive DRR frameworks can be systematically integrated into national policies, especially in developing countries. I am also curious about how we can practically measure well-being outcomes in DRR programs over the long term.

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

- I would like to start by becoming more familiar with my local area and engaging with local residents in everyday life. In addition, I plan to pay closer attention to the people in the communities I belong to, such as my university.
- 第一に、自分の住んでいる土地の特性を知ること。アジア各地で地域の特性に沿った減災施策が行われていると知った今、まずは自分の地域が元来どのような災害に強いのか、また弱いのかを知る必要があると感じた。普遍的な対策を行うことは重要であるが、それが自分の住む地域にとって適切ではない場合その効果が薄れてしまう。それを踏まえて、まずは知ることが大事だと感じた。第二に、地域のつながりを強化すること。現代社会はインターネットの発達により遠く離れている人々とも容易につながることができるようになった一方で、逆に隣近所に住んでいる人々とのつながりが薄れてしまっているように感じる。災害時に「自助」も当然重要であるが「共助」も非常に重要である。地域とのつながりを普段から持っておくことで有事の際にも自然と協力関係を築くことが可能になるはずである。
- I'm going to check the community disaster role, such as shelter when earthquake happens. As a graduate student, I plan to raise awareness about disaster preparedness and climate risks through education and discussion. I also hope to contribute by participating in volunteer activities, supporting inclusive access to information, and promoting gender-sensitive approaches to safety within my academic and local communities.
- 社会的弱者を助けるための取り組みを知っておく。普段から多様な人々の声に耳を傾ける。
- 過去の災害から学んだ教訓を生かし、減災への取り組みとして、防災グッズを持ち歩くとともに、そのほかの避難訓練にも積極的に参加し自分の身を守る術を身に付けていきたいと思います。また、自分たちは誰かに「守ってもらう」側ではなく、誰かを「守る」側の立場になったことを自覚し、防災についての知識を広められるような取り組みを考えていきたいと思います。また、すべての人々のウェルビーイングを目指して、差別がある現実をしっかりと受け止めどのようにその差別をなくしていくのか、自分には何ができるのかをよく考えていました。
- 私は理科の教員になることを目指していて、理科の教員として防災教育を行いたいと思っている。だから、今回学んだこと、特に災害や防災について、こどもたちに伝えていきたいと思っている。
- To help make my community safer, I plan to promote awareness of disaster preparedness and risk reduction through education and community engagement. I aim to incorporate disaster risk reduction, gender sensitivity, and well-being into my academic research and teaching activities. In the long term, I hope to contribute to evidence-based policies that strengthen education systems and reduce vulnerabilities, particularly for children, women, and disadvantaged groups in disaster-prone areas.
- I want to teach foreign students in my dormitory about basic disaster preparation. Most of them do not speak any Japanese or know any evacuation routes, let alone making basic supplies. But making a simple presentation is not enough. I learned from this program how underground networks can foster resilience and improve

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community preparation. In my free time I want to devote little time during informal gatherings to teach basics preparation skills.

- ・より減災への意識を高く持ち、自分から発信していくこと。普段からジェンダー問題について関心を持ち、自分の身の回りにはどんなことが起きているのかを確かめること。
- ・The first concrete action will be to finally buy and maintain my own disaster kit, appropriate for living in Japan. By taking responsibility for my personal preparedness, I can reduce my own vulnerability and be in a better position to support others in an emergency. This shows how individual accountability can ultimately reinforce a safe and more resilient community.
- ・GSP プログラムはもう終了しましたが、これからも積極的に海外の人と交流して、自分の意見を伝え、交換していきたい。
- ・災害時に言われる、自助共助ができるようになりますは、会の最後にも言っていた通り、自分の安全を守るためにも防災バッグを作つてみるのもいいかもしれません。それだけでなく、日ごろから防災減災に取り組んでいくことが一番の安全につながることかと思います。
- ・I advocated innovative developments, such as developing board games to provide enjoyable, easy-to-understand, and practical learning to individuals who lack access to school or do not know how to protect themselves.
- ・By education the community around me.
- ・I will share the knowledge I gained from the conference with people in my community to raise awareness about safety.
- ・I will try to be more aware of my surroundings, help others when possible, and share what I learned with friends and family.
- ・What I want to do is to provide equal opportunities in problem-solving and to give everyone in the community the chance to receive help and be safe. We are also using technology to play a crucial role, such as in complaint systems and various facilitating systems.
- ・To help make my community safer in disasters, I will promote disaster preparedness by sharing simple information on early warning signs, evacuation plans, and emergency supplies, especially for women, children, the elderly, and people with disabilities. I will advocate for a gender-sensitive and inclusive approach to disaster risk reduction, ensuring that vulnerable groups are involved in planning and decision-making.
- ・It is important for us to take responsibility for protecting our community from disasters. Since many disasters are caused or worsened by human actions, it is essential for us to change our behavior and adopt more sustainable practices. Moreover, as a university student, I can help raise awareness about disaster risks and preparedness among people in rural areas, so that they can reduce their vulnerability and face fewer risks.
- ・I will share the information of disaster risk reduction to my friends.
- ・Active listening to locals deeply to have the right solutions and spread awarness for preparations.
- ・I want to help my friends and family stay safe by sharing simple disaster tips, like how to pack an emergency kit or what to do during a storm. I hope it makes them more aware of safety.
- ・To help make my community safer, I will take actions such as promoting disaster awareness, encouraging preparedness training, and sharing accurate safety information with the people around me. By increasing awareness and strengthening basic disaster response skills, I hope to contribute to building a more resilient and safer community.

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- I will build good connections with my neighbors and create a community chat group so we can support each other during emergencies. I will also encourage our community leader to promote safety awareness through posters or short courses for residents.
- Promoting awareness is something I would definitely do. And at the same time, I want to keep learning from others so I can contribute more effectively.
- I think as a university student, I can filming videos or sharing information in time on social medias so that can help more people to know more about something like evacuation routes or the location of the nearest shelters in my community.
- I think I will start by raising disaster awareness and safety consciousness among the people around me. I can share basic safety knowledge, encourage others to participate in disaster preparedness drills, and learn first aid. I will also pay special attention to vulnerable groups in the community, such as by joining the activities they organize and supporting their needs.
- On campus I will share simple messages about disasters and wellbeing with my classmates so they remember to care for students who may need extra help such as international students or those living alone In the dorm I will talk with my roommates about earthquake safety decide our escape route check that hallways and exits are clear and prepare basic emergency items like a flashlight water and important contacts By doing these small actions together I hope our student community can be safer and more supportive during disasters.
- Besides showcasing the natural disasters that have struck our country, I've also learned more about how to respond. I believe we can foster greater communication and connection within our communities, starting with smaller groups. I think this is the greatest contribution ordinary citizens can make to disaster prevention.
- To help make my community safer, I plan to start by raising awareness about disaster preparedness and well-being among the people around me. I want to share what I learned from the conference—especially the importance of gender sensitivity, inclusiveness, and understanding vulnerable groups. I also hope to encourage more open conversations about safety, mental health, and community support. Even small actions, like helping others access accurate information or reminding family and friends to prepare for emergencies, can contribute to a safer and more resilient community. In the future, I also hope to participate in local disaster-prevention activities and promote a culture of mutual support.
- I plan to raise awareness within my community through education, dialogue, and advocacy. I will encourage respectful communication, promote legal awareness, and support initiatives that foster cooperation, safety, and social responsibility.
- I will help raise awareness about disaster preparedness, promote responsible information sharing, and support inclusive planning that considers women and other vulnerable groups.
- I plan to share the knowledge gained with my peers, encourage dialogue on community safety, and support educational initiatives that promote awareness and inclusion. I'll also be more adamant in volunteering for rescue/relief cases.
- I will help raise awareness about disaster preparedness and gender-based vulnerabilities, and encourage inclusive safety planning within my community.
- I plan to share the knowledge gained from this conference with students and community members. As a senior student, I feel responsible for visiting different educational institutions to spread awareness about disaster preparedness, mental health during emergencies, and shared responsibility. I also believe in promoting public-

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private partnerships to reduce pollution, as environmental protection is closely linked to disaster prevention.

- I plan to promote awareness and education about disaster preparedness, including workshops and first aid courses. I believe updated technologies should be used, and women must be included in disaster response organizations such as Rescue 1122 to strengthen community resilience.
- As a university student, I will raise awareness about disaster preparedness, gender sensitivity and mental being through discussions, social media and student led initiatives. I aim to promote basic disaster response knowledge, such as first aid and emergency preparedness, especially for women and vulnerable groups.
- I hope that I will be able to help by trying to actively participate in volunteer activities, especially those related to disasters and help others by sharing the knowledge and possible ideas that might help others feel safer and thrive their community.
- I plan to start by participating in disaster education programs and sharing what I have learned with my friends. I also hope to become a volunteer to support my local community.
- Starting small is likely the best way for me to make a change in my community. First, I'll start with engaging in more disaster preparedness seminars and First-Aid training (I already did this part!), then I'll pass on the knowledge to my social circle (family, then friends).
- One meaningful contribution I can make toward fostering a safe environment and community is by disseminating the knowledge I have acquired from this forum. The purpose of this effort is to ensure that a broader society becomes increasingly exposed to and informed by these insights.
- As a nursing student, I will promote health and safety education, participate in community awareness programs, support emergency preparedness initiatives and encourage evidence-based nursing practices aligned with UNESCO's goals of safety, inclusion, and sustainability.
- I plan to initiate a "Disaster Literacy" campaign in my local community to bridge the information gap. I will focus on educating people about early warning signs and gender-inclusive evacuation plans. I also aim to advocate for better local coordination between residents and health services to ensure no one is left behind during a crisis.
- I plan to raise awareness about disaster preparedness, volunteer to support vulnerable groups, promote gender sensitive approaches and encourage my community members to participate in disaster education and safety activities.
- I plan to educate the public about first aid during disasters and the importance of having an emergency kit. In addition, I want to work with local communities to conduct emergency response training and raise health awareness in disaster situations.
- I will start by increasing awareness in my community through education about disaster preparedness, early warning signs, and basic emergency responses. I also plan to actively participate in community-based disaster preparedness programs and encourage collaboration between community members and local health services to improve safety and resilience.
- As a graduate nursing student, I plan to incorporate disaster awareness into health education activities, especially focusing on community preparedness, psychosocial support, and emergency response. I also hope to encourage interdisciplinary collaboration between health professionals and community groups in disaster preparednessefforts.
- I will promote inclusive disaster preparedness discussions and encourage community members to consider

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the needs of vulnerable groups.

- Conduct DRR workshop to the community.
- Share DRR knowledge to the community.
- I plan to raise awareness about disaster preparedness, encourage inclusive participation, and share knowledge on how vulnerable groups can be better supported.
- After learning so much from the program, I am motivated to participate in emergency practices to be better prepared for any future disaster, and to prioritize and provide help to those most vulnerable groups during a disaster like women, elderly and children. Additionally, I will share the things I have learnt from the program with friends and colleagues to help them know more about how necessary is safety and well-being.
- I will integrate the knowledge gained into my research, emphasizing vulnerability assessment, community engagement, and equitable resilience planning.
- Respect women's opinions
- I will work with my university's student council to conduct a Safety and Accessibility Audit of our campus.

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

- I truly enjoyed interacting with people from diverse cultural backgrounds.
- ・私が特に強く感じたものは災害のことよりもどちらかというと各国と日本の英語の差である。本会議を通して私は自らの英語力のなさを実感させられた。特に俗にいう「スピーキング・リスニング」の能力が欠けていると感じた。会議に参加している各国の学生や教授陣は基本的に英語が第一言語ではないにも関わらずまるで自在に操るかのように話していた。英語の読み書きはたくさん学習してきたつもりであったが、英語を実践で活かすためにはそれでは不十分であることに気づかされた。しかし、この時期にこの学びができたということはこれから的人生においてどのように英語を学んでいけばよいかという指針が立てられたので収穫はとても大きいと感じている。
- Disaster management implementation in any country is very diverse based on each country's situation.
- ・I felt engaged and motivated throughout the conference. Listening to diverse perspectives from different countries helped me reflect on my own assumptions and encouraged me to think more critically about my role in disaster risk reduction.
- ・他国の学生とのグループのワークの際に英語がうまく話せず心細かった。なんとかジェスチャーを使ったりチャットを使ったりしてコミュニケーションをとった。
- ・他の参加者の意見が非常に優れており、自分の考えの浅はかさ、自分の未熟さを実感しました。また、英語能力についても拙い部分が多く、他の参加者の方に迷惑をかけてしまっていたかもしませんが協力して無事発表を終えることができてうれしかったです。
- ・自分は英語が得意ではないので、話している英語を聞き取り理解するのが難しいと感じた。また、自分の言いたいことをうまく英語にすることができず、会話することが難しいと感じた。
- During the conference, I felt highly engaged, motivated, and intellectually stimulated. I was inspired by the diversity of perspectives shared by participants and speakers from different countries and disciplines. At times, I also felt a sense of responsibility, as the discussions reminded me of the real human costs of disasters and the importance of ethical and inclusive approaches in research and practice.
- ・It was very exciting to learn from other countries and I felt a very positive vibe from all participants. It was fascinating to see how very young students could already develop actions and had many experiences. This

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motivated me to do more in my environment.

- ・ほかの国の大学生は日本の大学生よりも積極的に自ら学びに行こうとする能動的な態度で学んでいる。また、自分の知っていることや思ったことを他者に発信することが普段から行っているためあまり障害を感じていない。
- ・During the conference, I felt energised and reflective, especially as complex topics like gender, vulnerability, and disaster preparedness were explored through open and respectful dialogue.
- ・自身の英語能力の低さを感じました。すべて英語での会話だったので、聞き取れず内容が分からぬいときもあり、悔しかったです。
- ・今回の議題にあまり関係がないかもしれないが、大学生の皆さんの議論の際の英語力やアカデミックな英語力に驚かされた。英語が公用語の国以外の方でも流ちょうに話していたのを見ると、私の議論力やアカデミックな語彙を増強していく必要性を大変強く感じた。特にオンラインで様々な国との連携を求められる現代は単に英語が話すことでは不十分であり、自分の意見を如何に相手に納得させられるかが重要なのだと思い知った。
- ・I'm looking forward to making new international friends.
- ・I felt motivated by looking the other participants.
- ・I felt excited and enjoyed the conference.
- ・I felt interested and motivated. At times I also felt thoughtful, as the topics made me reflect on my role in the community.
- ・Throughout the conference, I enjoyed the presentations from the experienced speakers and looked forward to talking with my fellow participants.
- ・I was really excited to meet new friends, and after I met all the members, I am eager to learn from each of them.
- ・I had mixed-feelings during the conference. At first, I concerned about our vulnerable situations, especially for the women, children and senior citizens. But after the discussion, I was inspired as we can discuss about the policies, early-warning strategies and community-based approaches with the scientific tools.
- ・It's fun and friendly.
- ・Great.
- ・I felt a mix of excitement and nervousness during the conference. I was a bit worried about my English, but my team members were really friendly and always helped me clarify words when I couldn't express myself clearly. We even exchanged Instagram, and it felt like we built a really positive and supportive relationship. Overall, it was a meaningful and greatful experience.
- ・Throughout both days of the conference, I felt that everyone engaged in friendly and open communication. I was also impressed by the excellent presentation skills demonstrated by some students, and this is something I aspire to learn and improve on.
- ・During the conference, I felt a strong sense of friendliness, because everyone respected each other's differences regardless of accent or pronunciation. Some students were very lively and confident, which became examples I hope to learn from. Overall, the conference was full of inclusiveness.
- ・I felt comfortable, and I didn't feel judged for my lack of experience.
- ・Actually, I felt a little bit awkward and embarrassed in the very beginning, especially in the group discussing sessions. Because I'm not an extrovert student who can greet or talk to someone new easily, and the silence in

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our group made me feel more nervous. However, after we introduced ourselves and started to work on our project, we have good communication in our own chat group on Instagram. I feel more at ease that my group members are so kind and supportive. So, I'm really glad to meet them in this program.

- I felt a bit nervous, but being able to interact with people from different countries was a very cool and incredible experience for me.
- I felt both nervous and excited during the conference. I was nervous because it was a formal UN setting with many experienced experts and everything was conducted in English, so I really pushed myself to keep up and express my ideas clearly.
- I feel very comfortable. My team members are all very proactive, and the division of labor is very clear. I love my team members.
- I felt extremely good—grateful and happy. Even though my English isn't very strong and I'm usually shy about speaking, everyone was very friendly to me. I tried my best to help with the things I could do, worked together with everyone to complete the tasks, and even made good friends from Japan. I'm really glad that I had the courage to sign up for this program.
- I felt inspired, motivated, and intellectually engaged. The conference provided a positive learning environment and encouraged critical thinking and reflection on global and local challenges.
- I felt engaged, motivated, and inspired to contribute to disaster risk reduction and community well-being.
- I felt really satisfied and motivated. The discussions encouraged reflection and provided a sense of shared responsibility among participants.
- I felt engaged, motivated, and proud to represent my university while learning alongside participants from around the world.
- I felt inspired, motivated, and intellectually engaged throughout the conference. Exposure to international perspectives helped broaden my understanding and increased my knowledge by allowing me to view disaster-related issues from different cultural and global viewpoints.
- At first, I felt a little nervous and unsure, but soon I realized that the environment was friendly and cooperative. Everyone was supportive, which boosted my confidence and made me eager to learn more.
- During the Conference, I felt engaged, Inspired and Motivated. I was encouraged with the open exchange of ideas and the opportunity to learn from diverse global perspectives. At the same time, the discussion made me reflective about the challenges faced in my own country. Especially regarding vulnerability and disaster preparedness. Overall, the experience was empowering and strengthened my sense of responsibility as a student to contribute positively to my community.
- I felt that it was an incredible opportunity to learn more about disasters and emergencies that could help me improve as a nursing student.
- I felt motivated, especially after seeing how impressive my peers' presentations were and how diverse their perspectives were.
- A little nervous, actually. I knew I wasn't very well-versed on the topic, but that just made me excited to learn.
- I felt motivated, professionally enriched, and inspired. The discussions strengthened my commitment to nursing as a key profession in advancing safety, education, and community resilience.
- I felt incredibly inspired and empowered. Being surrounded by young leaders who care about global safety made me feel optimistic about the future of disaster risk reduction.

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- I felt inspired, motivated and grateful during the conference.
- I felt inspired and motivated during the conference, especially by the discussions on disaster preparedness. It was also a great opportunity to learn and reflect on how I can contribute as a nursing student.
- I feel happy and proud because I can be a part of this conference.
- I felt inspired, emotionally connected, and motivated. Participating in the UNESCO Choir while reflecting on disaster experiences from various countries created a meaningful and memorable learning experience that strengthened my sense of global responsibility.
- I felt encouraged and appreciative of the opportunity to reflect on social issues that are often overlooked in disaster management.
- Happy
- Awesome
- I felt engaged and inspired, especially by the discussions that highlighted real-world challenges and solutions.
- I felt delighted to learn new concepts, to know people from different countries and how they cope with disasters for example the Japan's Early Earthquake Warning (EEW) system, which was particularly intriguing. Despite this being our first time meeting and coming from different countries, I felt very comfortable with all of my groupmates.
- I felt engaged and motivated by the diverse perspectives shared. The discussions were informative, and the international viewpoints helped broaden my understanding of the complexities of DRR.
- Good

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

- The conference provided step-by-step opportunities to think about disasters and gender issues, which made the content easier to understand. I also appreciated the active learning encouraged through group work.
- さまざまな大学の人と交流したり、教授陣の話が聞けたりしたこと。これは普段何気なく生活しているだけではこのような体験は決してできないだろう。また、他大学の学生を含むグループに分かれた際にファシリテーターがいたことがとてもよかったです。みんなの意見を集めてまとめてくれる人がいるだけでグループ活動の快適さが非常に向上した。また、私のグループのファシリテーターは会議の時間外も連絡ができるようにグループチャットを作成してくれた。これが私にとって最も助かったことであった。Zoom 上では恥ずかしながらあまり話すことができなかったが、このチャットがあったおかげでスライド作りに貢献出来たり、プレゼン後にみんなでねぎらいあったり、少し雑談したりすることができた。これによりメッセージにおいてどのような英語が使われるかを知ることができたし、実際にそれを使ってみることができた。
- I could discuss with many countries' situation from my group mate, not reading any literature.
- I especially liked the group discussions and international case sharing. Learning from students with different backgrounds made the conference more interactive and helped me understand how disaster experiences vary across contexts while sharing common challenges.
- ロニー先生がとても優しくて、安心して会議に参加できた。
- 質疑応答の時間が十分に取られており、疑問をその都度解消しながら進めることができるというのがいいと思いました。また、先生がグループワークの様子をよく気にかけてくださったおかげで進めやすくなりました。グループワークがすべての大学が混じる形で構成されていたことも非常に良かつ

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たと思います。

・アジアの様々な国の人々が参加していたこと。また、学生主体で、グループワークやグループワークでの発表が多かったこと。

・I particularly liked the interdisciplinary nature of the conference and the combination of academic insights with practical case studies. The interactive discussions allowed participants to share experiences and learn from one another. I also appreciated the emphasis on gender, well-being, and community-based approaches, which are often overlooked in traditional disaster management discussions.

・I liked that we had the opportunity to teach each other, while learning a lot ourselves during the team presentations. Professors did not intervene so much, so the whole conference was moderated by students.

・色々な国の人々が一度に集まる形式だった。

・I particularly appreciated the strong representation of women and the rich diversity of perspectives, which, combined with the multicultural group dynamics, made the discussions and responses far more nuanced and engaging.

・各大学のメンバーが分かれてグループが構成されていたので、異文化交流ができたと思います。言語が異なるため、お互い話すことへの理解が困難な部分もありましたが、どのメンバーも優しく思いやりがありました。

・様々なバックグラウンドを持つ方を集められていたのがいい点だと感じました。例えば、Well-being を日本とタイで比較するなど、バックグラウンドごとに比較ができ、より建設的な議論ができたと思います。

・Meeting new people and seeing Ronni Sensei again.

・The one I like the most about the conference is that I can express what I think is true there.

・I enjoyed group work with friends. Although it was difficult at times, it was a fun and valuable experience.

・I liked the speakers' experiences, the clear explanations, and the opportunity to think about real-life situations.

・The answer to this question is similar to the previous one: gaining knowledge from professional speakers and hearing diverse perspectives on various religions and cultures.

・All members are active.

・I enjoyed a lot as I was able to discuss about these disaster issues and searched the collective solutions to address and reduce the potential impacts.

・Everyone trying to speak each other, kind and warm.

・Active discussions, working together with others from other countries.

・What I liked about the conference was the chance to communicate with partners from different countries. Not only could we share our own cases, but it also helped us better understand how other countries handle similar issues.

・I appreciated this conference because everyone was dedicated to discussing the same topic, and many of the insights shared were perspectives I had not been exposed to before.

・I liked that this conference encouraged me to challenge myself and communicate with people from other countries. I also appreciated the purpose of the conference — these are things we should all be aware of in our daily lives.

・I liked how everyone had the chance to share their thoughts, and I really appreciated the friendly atmosphere.

・I like the part that people from different countries can share their opinions and thoughts with each other, and

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then can get some questions or feedback after every presentation. So that makes this program more valuable and we can learn a lot from it.

- Being able to collaborate with students from different countries and cultures, and having friendly interactions and open discussions about safety and well-being, was a truly meaningful experience.
- I especially liked hearing concrete case studies from different countries about how they deal with natural disasters and support vulnerable people. It helped me see how concepts like wellbeing and vulnerability are connected to real events such as floods, earthquakes, and typhoons. I also enjoyed the group discussions with other students, because we could compare our ideas, ask questions, and think together about what we can actually do on our own campuses and in our communities. This mix of expert sharing and interactive discussion made the conference meaningful and very inspiring for me.
- I enjoy this conference because it allows me to discuss a topic with friends from all over the world, exchange ideas, and become friends.
- I really liked every member of my small group. I was very lucky to be placed in a team where everyone was willing to collaborate and share the work. Especially my partner—the Japanese student—who guided me patiently. He knew my English wasn't very good, so he suggested that I focus on making the PowerPoint while he handled the presentation.
- I appreciated the diversity of perspectives, the interactive discussions, and the opportunity to learn from experts and participants from different backgrounds. The organization and content of the sessions were particularly commendable.
- I liked the interactive sessions, real-life case studies, and the strong focus on gender and well-being.
- I appreciated the diversity of perspectives, the relevance of the topics, and the opportunity to learn from international experts and fellow peers. The overall organization and atmosphere were also very positive.
- It was heartwarming, confidence-boosting, and very energetic. I especially liked the diverse participants and how Sir Ronni Alexander made the conference engaging, keeping everyone involved and attentive throughout.
- I appreciated the multicultural participation and the opportunity to learn from students and experts from different countries. The respectful discussions, real-life examples, and focus on community safety made the conference meaningful and impactful.
- I appreciated the diversity of participants from different countries. Despite language barriers, everyone was cooperative and open, which made learning about other cultures and disaster approaches the best part of the experience.
- I liked the Conference for its interactive sessions, diverse international perspectives, and practical discussions. The open dialogue with experts and students made the learning experience engaging and meaningful. I especially appreciate how the conference connected theory with real world challenges. Allowing me to reflect on issues relevant to Pakistan such as gender vulnerability, well-being and disaster resilience.
- I really liked that the participants were able to communicate and interact with each other during team discussions.
- I liked the harmonious atmosphere and the opportunity to exchange perspectives. I especially enjoyed how Roni-sensei made the discussion fun by asking for participants' opinions.
- I like how many participants are in it! One can argue that it all boils down to a set of universal ideas about safety and disaster preparedness, but it manifests in different ways in different countries, so it was quite

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refreshing and informative to learn about. Also, the group discussions were lovely, I've had such a good time with everyone!

- I appreciated the interdisciplinary approach, the integration of education, health, and safety themes, and the opportunity to exchange ideas with participants from different countries and professional backgrounds.
- The highlight for me was the cross-cultural group collaboration. Working with students from different universities to solve complex case studies was an enriching experience that forced us to think outside our own local bubbles and find collective solutions.
- I liked the quality learning experience and the teamwork during the conference.
- I really liked that the conference shared real-life disaster experiences from different countries. It was eye-opening to hear about the various challenges and solutions other nations have faced, and it gave me a deeper understanding of how disaster management strategies can vary globally.
- What I liked most about this conference was when we were divided into groups with members from different universities and countries. This experience encouraged us to interact with one another and work together to solve problems collaboratively.
- I appreciated the international atmosphere, the diversity of participants, and the unique combination of academic discussion with cultural expression. The UNESCO Choir was a powerful medium to convey disaster-related messages beyond language barriers.
- I appreciated the thoughtful speakers, the balanced content, and the chance to connect concepts of well-being with real disaster scenarios.
- Interaction between the speaker with the audiences.
- Using ZOOM online conference.
- I liked the open discussions, the diverse speakers, and the opportunity to learn from different cultural and academic perspectives.
- What I appreciated most was the overall flow and delivery of the program. I was particularly impressed by how professionally Sensei Ronni facilitated the sessions and kept everything running smoothly throughout.
- I appreciated the high-quality presentations, the interdisciplinary perspectives, and the emphasis on gender and well-being.
- Make new friends.
- The clear focus on well-being as a crucial measure of recovery success, rather than just physical metrics, was very valuable. It reinforced the idea that addressing mental health and social justice is essential.

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

- Some students found it difficult to participate actively due to language barriers or busy schedules. On the other hand, some highly active participants seemed to feel burdened or frustrated, and it was sometimes challenging to balance and respect both perspectives.
- It's so difficult to concentrate on the lecture all over time because of online lecture.
- At times, the schedule felt quite tight, which made it challenging to fully explore some discussion topics in depth. However, this was understandable given the limited time and the number of participants.
- 時差があるため、いくつかの大学の方々が大変そうでした。
- 自分は英語が得意ではなく、英語を聞き取り、理解することが難しい場面もあった。しかしながら、

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プレゼンの資料のように文章で書いてあることを読み取ることは比較的容易にできた。だから、話している英語をまとめたものを文章で提示してもらえるとより内容が理解できたと思う。

- One aspect I found challenging was the limited time available for in-depth discussion after some sessions. Certain topics, especially those related to local implementation and community voices, could have benefited from more extended dialogue. Additionally, the dense schedule sometimes made it difficult to fully reflect on each session.
- All partner institutions were only from one region of Southeast Asia. I would like to see more cooperations with countries from other regions as well. Also, I would have enjoyed doing group work with Kobe U students face-to-face, instead of remote online work. The present model does not make any network after the conference.
- "Dislike" feels too strong here; "areas for improvement" better captures my view. Because AI allows group presentations to be assembled quite quickly, the second day occasionally felt somewhat extended, and it might be beneficial to incorporate additional lectures from professors at the partner universities or invited practitioners working in disaster risk reduction and management. This would deepen the knowledge-sharing component and balance the programme between student presentations and expert input.
- Honestly, I was not feeling well during the conference, as the conference took the whole day, it was hard for me to participate with full energy.
- Overall, I think the conference was good.
- Some parts were a little long, and I think there could have been more time for questions or discussion.
- The breaking room that separate each group, it quite difficult to use and hard to communicate.
- I didn't really dislike anything about the conference. The only small challenge was that it was sometimes a bit hard to find participants from certain countries, but it didn't affect my overall experience.
- I was disappointed that some students did not turn on their microphones and did not participate in the communication.
- I didn't like that some students were only online without participating, sharing opinions, or joining any group activities.
- Because it was held online, we had to stare at our screens for long hours. On top of that, the lunch break was very short, so we had to finish our meals quickly.
- I think the conference started too early for some countries, but I understand it's not an easy thing to coordinate the time because we all come from different time zones.
- First, I am very grateful to the professors for organizing this meaningful and educational event. However, I think the grouping arrangement could be improved by confirming the actual number of participants in each group. I was assigned to Group 4, and although the form listed 8 members, only 5 people actually showed up. Compared to other groups, this made our discussion and PPT preparation very rushed. There was also a situation where someone participated on the first day but disappeared on the second day.
- I disliked about the conference was that many participants did not turn on their cameras during the discussions. This made it harder to feel real interaction, read people's reactions, and build a sense of connection in the group. I was also disappointed that some of the people who joined were not the original registered participants, and some students from the first day were replaced by others on the second day.
- I really enjoyed this event, but I felt bad to hear that some students' groups had members disappeared, which caused the event to not go smoothly.

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- There was a student from Pakistan in our group who contributed very little to our presentation but had the most opinions. However, I still appreciate the valuable feedback he provided.
- While the conference was highly informative, some sessions felt time-limited. A slightly longer duration for discussion and audience interaction would have been beneficial.
- Some sessions were time limited, and more time for discussion would have been beneficial.
- Some sessions felt slightly limited in time, which made it difficult to explore certain topics in greater depth.
- The only downside was the time difference in Pakistan, the sessions were very early in the morning, which made it a bit challenging to stay fully alert.
- There was nothing significantly negative; however, I believe the experience would have been even more effective if the conference had been conducted physically, as face-to-face interaction allows deeper engagement and stronger collaboration.
- The only challenge was the lack of a proper platform for group activities outside the sessions. However, the teachers gave us opportunities to communicate and collaborate during the meeting time, which helped overcome this issue.
- While the Conference was highly informative, one aspect I disliked was that the sessions were very time limited. Which restricted deeper discussions and audience interaction. I also felt that a few topics could have included more localized examples from developing countries, which would have made the discussions even more practical and relatable. Overall, these minor limitations in an otherwise valuable experience.
- The lengthy even rundown, it would be wonderful if the event could be broken down a little bit more.
- One challenge for me was expressing my opinions in English, as I am still in the process of learning the language.
- There is actually nothing I dislike about the conference. Everything went on smoothly as planned!
- Some sessions were limited in time. More opportunities for interactive discussion and practical, case-based.
- My only grievance was the time constraint. The topics were so profound and the networking so valuable that a few days felt insufficient to explore everything in depth.
- While the conference was informative, I felt that some topics could have been discussed in more detail, especially in terms of practical applications for local contexts. Additionally, there were moments when the discussions felt a bit too general, and I would have appreciated more in-depth case studies or examples.
- The only thing I didn't like was that the conference lasted for such a short time.
- Due to the limited time, some discussions felt too brief. I would have appreciated more interactive sessions or small-group discussions to deepen exchanges among participants from different disciplines and countries.
- Some parts moved quickly, and I felt that additional examples or case studies could have made the topics even clearer.
- Some sessions felt slightly rushed, and I wished there was more time for deeper interaction and discussion.
- Honestly, the program exceeded my overall expectations but the one thing I may slightly disliked was there was no means of communication between the groupmates. Though, we decided to connect through social media but only 5 out 9 people were able to join the group.
- The link between gender, vulnerability, and climate change displacement/adaptation could have been more deeply explored. Climate change is exacerbating many existing vulnerabilities, and this warranted more dedicated discussion.

# Questionnaire

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

- ・ファシリテーター制度は非常に効果的であると感じたので今後も採用し続けてほしいと感じた。
- ・If possible, participants should gather in one room and take the lecture simultaneously to concentrate on the lecture.
- ・It would be helpful to allow more time for small group discussions and reflection. At the same time, the interactive format, focus on gender and vulnerability, and opportunities for international exchange should be kept the same.
- ・大学院生を含めて、参加する神戸大学の学生同士で実際に顔を合わせる機会があっても良いと思う。みんなで背中を伸ばしてストレッチをする時間はとてもリラックスできたので残すといいなと思う。
- ・同じ大学の参加者同士で協力しながら進められる方がいいと思うため、各大学で参加者は集まって開催した方が進めやすいのではないかと思いました。遠隔で行うことで様々な国の人々にとって移動などの負担が少なく参加できることは非常に良い点だと思います。
- ・学生主体のプログラムにこれからもするとよいと思う。
- ・If the conference is held again, I suggest allowing more time for small-group discussions and participant-led sessions. This would encourage deeper engagement and knowledge exchange. At the same time, the strong focus on inclusivity, interdisciplinary learning, and real-world case studies should be kept the same, as these were key strengths of the conference.
- ・Basically to address the above comments if it's plausible.
- ・1人ずつ質問していると時間が足りないので、チャットで質疑応答するようにしたのは、後にも見返せるので良かった
- ・Please refer to point 7 above.
- ・グループを構成して、プレゼンを作り上げる点がこれからも必要だと思います。大変でしたが、プレゼン発表のおかげでプログラムが充実したと感じています。
- ・特に変化させる必要はないと思います。さらに多くの大学生を誘致できればよりよい議論ができるかもしれません。
- ・I want Poki the cat to be animated, but I want the conference time to be shortened.
- ・I want to suggest in shortening the conference time.
- ・I would like to keep the group work part because I enjoyed it the most. Ohters parts of the conference were already appropriate.
- ・It would be good to include more interactive activities. The overall structure and the choice of topics should stay the same.
- ・Based on everything so far, I think it's best to keep most things as they are. However, some aspects, such as break times or activity start times, could be improved to prevent participants from becoming overly fatigued.
- ・Keep the same. All are perfect.
- ・Everything is great but in my opinion, there should be more questions to discuss for the final presentation.
- ・It's all good, but the group separating in breaking room is quite complex.
- ・Collaboration with each other should be kept.
- ・I didn't really dislike anything about the conference. The only small challenge was that it was sometimes a bit hard to find participants from certain countries, but it didn't affect my overall experience.
- ・I believe that students who wish to participate should go through a selection process, and I think it would be

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beneficial to retain the group discussion format used on the second day.

- I think what should change is that participants should go through a selection process and show enthusiasm and active involvement during the event. It is a great chance for personal growth and a meaningful platform for learning. The rest of the program can remain the same.
- I think it would be better if the break time was expanded, and more time for students to discuss thoughts and ideas.
- Maybe the Q&A should have a time limits, or the schedule would be delayed if we didn't control the time well.
- I think the group discussions, which allowed students from different countries to interact and exchange ideas, should definitely be kept. As for improvements, they are the same as I mentioned in Question 7.
- I think next time we should establish a clearer and stricter procedure to verify participants, for example confirming that the people who join are the same as those who registered and encouraging them to keep their cameras on during discussions. This would help maintain continuity and make interaction more meaningful. At the same time, I feel the overall design and arrangement of the conference were very good, especially the combination of expert sharing and group discussion, so I would keep the structure and topics the same.
- While time constraints may prevent us from dividing the group into so many subgroups, I think reducing the number of people in each subgroup might decrease the likelihood of some individuals not participating or lurking in the group without contributing.
- Overall, the program was great. The main thing that needs improvement is probably my English ability. If possible, I also hope more countries can be invited to participate in the future. I think the small-group discussions and the teamwork involved in completing the presentation should definitely be kept the same.
- Change: More time could be allocated for question-and-answer sessions and group discussions. Keep the same: The quality of speakers, the inclusive approach, and the overall structure of the conference should be maintained.
- The inclusive and interactive format should be kept, while allowing more time for participating discussions.
- It would be helpful if when in group discussion we are provided with other necessary details on where to contact each other as zoom has limited features. The overall structure, topic selection, and international collaboration should definitely be kept the same.
- If we do it again, the timing could be adjusted to better suit participants from different time zones. The interactive sessions, global collaboration, and engaging presentations should definitely be kept the same.
- Future conferences could include more interactive and physical sessions, along with deeper discussions on environmental issues such as pollution and climate-related disasters. As a participant from Pakistan, I believe it is also important to address cross-border pollution. Although my country does not generate excessive pollution, environmental impacts from neighboring countries can still contribute to disasters. Therefore, discussions involving governments, neighboring countries, and international organizations should be encouraged. The international diversity and open dialogue should be kept the same.
- The overall format should remain the same, but for group activities, it would be helpful to have a dedicated platform where participants can prepare and discuss ideas more freely.
- If the program is held again, i would suggest including more interactive sessions and group activities to enhance engagement and collaboration among participants. Additionally incorporating case studies from diverse countries could provide a broader perspective on global issues. What should be kept the same is the welcoming

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and inclusive environment, the quality of expert speakers and the focus on practical learning that allows the participants to apply knowledge in real life situations.

- It would be wonderful to have more students from other countries that could share diverse experiences and knowledge regarding disasters.
- Please keep the interactive discussions and the international exchange, as they were very meaningful.
- I'd say I like it the way it is :) Maybe with more group projects!
- Future conferences could include more practical workshops focused on nursing, community safety, and emergency response. The strong UNESCO perspective, international collaboration, and emphasis on safety and well-being should be maintained.
- I suggest extending the duration of the conference to allow for more extensive workshop sessions. However, please keep the international group work format exactly as it is; the diversity in those groups is the heart of this conference's success.
- It would be helpful to include more students from countries with limited disaster management resources. The group presentations, teamwork and open communication should remain the same, as they were very effective.
- If we do it again, I think it would be helpful to include more interactive sessions or workshops where participants can engage in hands-on activities or role-playing, especially in disaster preparedness training. It would also be great to have more in-depth discussions on specific case studies. However, I would definitely keep the diverse range of speakers and the sharing of international experiences, as that was very insightful and valuable.
- The conference should be held for a longer duration to allow deeper discussions and learning. However, the group discussions with participants from different countries and universities should be kept the same, as they were very valuable and enriching.
- I suggest adding more interactive workshops or reflection sessions to enhance participant engagement. The international collaboration, interdisciplinary approach, and the inclusion of the UNESCO Choir should definitely be maintained, as they are the conference's strongest elements.
- It would be helpful to include more group interaction or small discussions. The strong focus on gender and vulnerability should definitely stay.
- Keep the same.
- Keep the same.
- More time for group discussion or Q&A would improve the experience. The interactive format and diverse topics should definitely remain the same.
- There could be a slight improvement could be finding better ways to connect all the groupmates on a single platform. Otherwise, everything else was excellent; the flow of activities and the program structure were both spot-on.
- You may consider allocating more time for open discussion, breakout sessions, or participant interaction. The strong thematic focus, expert speakers, and smooth online organization should definitely be maintained.
- Shorter time
- Replace one or two sharing sessions with interactive workshops focusing on practical skills, like how to conduct a gender-sensitive needs assessment.

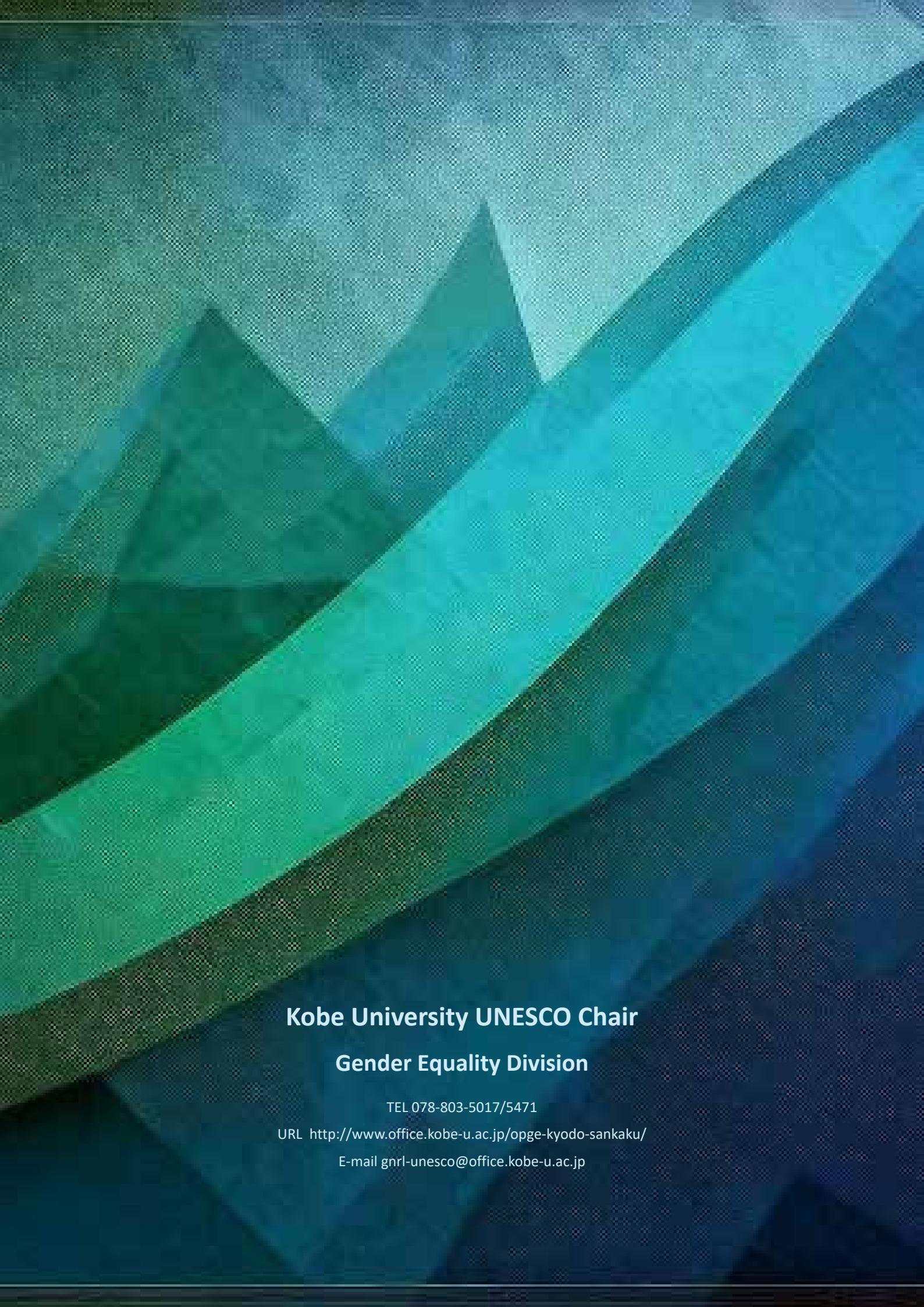
# Questionnaire

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

- ・特になし。貴重な経験をさせていただきありがとうございました。
- ・Thank you for organizing this meaningful program. I appreciated the inclusive and respectful atmosphere, and I believe this program provides an important space for students to reflect on disaster, safety, and well-being from a global perspective.
- ・この度はユネスコチャチャ教育プログラムという非常に貴重な機会に参加させていただき誠にありがとうございました。今回のプログラムを機に自分自身の視野を広げられることができ、また新たな知識もたくさん学ぶことができました。今回自分の英語能力の拙さを強く実感する機会が何度もありました。国を超える交流により深くかかわっていくためにも、より一層力を入れて英語の勉強に励もうと思います。
- ・貴重な経験をすることができます、とても多くのことを学ぶことができました。ありがとうございました。
- ・Overall, the conference was a valuable and enriching experience. It strengthened my understanding of disaster risk reduction from a human-centered perspective and reinforced my commitment to contributing to safer and more inclusive communities through research and education. I appreciate the opportunity to participate and hope to remain engaged in similar initiatives in the future.
- ・ありがとうございました。
- ・I really like Kobe University and UNESCO. I hope to see you again. Thank you.
- ・No additional comments. Thank you for the well-organized conference.
- ・Thank you for organizing this conference. It was meaningful and encouraged me to think more seriously about community safety.
- ・None. Everyone is friendly, thank you for good experience.
- ・Thank you for all your hard work. I really appreciate you organizing such a great conference it was a very valuable experience for me.
- ・I am highly satisfied with this UNESCO conference, and I found the experience both refreshing and insightful. I hope that discussions on this topic will continue, particularly regarding which groups in society tend to be overlooked. It is a valuable and important issue to explore.
- ・I think this conference was truly great, but unfortunately, some students gave up their opportunity, which also increased the burden on others. This was very irresponsible. I hope that if there is a similar conference next time, situations like this can be avoided.
- ・Thank you for all your hard work, I'm so glad and honored to be part of this program this year.
- ・The conference was a valuable and enriching experience. I appreciate the efforts of the organizers and hope to see similar programs continued in the future to strengthen global collaboration and educational development.
- ・Thank you for organizing a meaningful and informative program. It was a valuable learning experience.
- ・Thank you for organizing a meaningful and well-planned conference. I appreciate the effort put into creating a space for learning, reflection, and collaboration.
- ・I truly appreciated the opportunity to learn from diverse perspectives and collaborate with participants from around the world. The conference was very well-organized and inspiring.
- ・I am sincerely grateful for the opportunity to participate in this conference. I would be thankful to be invited again in the future and would be interested in working together as a volunteer. Collaborating on similar topics using our university majors and academic knowledge would allow us to contribute more effectively to disaster awareness and community safety.

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- Overall, the conference was highly informative. I had the chance to share my country's disaster experiences at an international level and developed greater interest in learning about other countries' approaches.
- I truly appreciate the effort put into organizing this program. It was informative, engaging and inspiring. I hope future sessions continue to foster cross-cultural learning and provide even more opportunities for interaction and practical applications.
- I'll be looking forward to more events and conferences like this, especially those related to disasters and emergencies.
- Thank you for inviting UGM to participate in this program. This was my first experience attending a UNESCO Fair, and it was very meaningful for me. Even though my English is still basic and not fluent, I was able to understand the discussions. I hope the UNESCO Fair will continue in the future so I can participate again next year. I am very grateful to represent UGM and to be part of such a meaningful program.
- No further comments, but I'd like to thank everyone who developed this event:D
- Thank you for organizing a meaningful and relevant conference. It strongly supported my nursing education and reinforced the importance of integrating safety, health, and education to achieve UNESCO's global goals.
- This experience has been a turning point for me. Beyond the academic knowledge, it gave me the confidence to communicate my ideas in English on an international stage. Thank you for this life-changing opportunity.
- I truly appreciate the opportunity to participate in this conference and look forward to more such opportunities in the future.
- I really appreciated the opportunity to attend the conference and learn from experts in the field of disaster management. One thing I would suggest is perhaps incorporating more opportunities for networking and collaboration, as it would be valuable to connect with others who share similar interests and goals. Overall, it was a well-organized event, and I look forward to future opportunities like this.
- Thank you so much, It was a very wonderful experience in my life because I was able to improve my English communication skills and gain the confidence to speak in front of a large forum.
- Thank you for organizing this meaningful program. As a nursing graduate student, I found this conference highly relevant and inspiring. I hope similar programs can continue to involve health professionals and students, as they play a crucial role in disaster preparedness and response.
- Overall, it was a meaningful and well-organized event that helped broaden my understanding of disaster studies.
- Overall, it was a valuable and eye-opening program, and I appreciate the opportunity to participate.
- Overall, the program was a perfect blend of fun, learning, and socializing. I was genuinely sad when it ended and everyone was waving goodbye. I really enjoyed being part of the program and participating in the presentations and discussions.
- Thank you for organizing such a meaningful and insightful program. I look forward to future events under the UNESCO Chair initiative.



## **Kobe University UNESCO Chair**

### **Gender Equality Division**

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