



Disaster Reduction Alliance Forum 2007 -Activities on Disaster Reduction Education- Summary Report



Disaster Reduction and Human Renovation Institution
1-5-2 Wakinoama Kaigan-dori, Chuo-ku, Kobe, Hyogo 651-0073 Japan
Tel: +81-78-262-5068 Fax: +81-78-262-5082

<http://www.dri.ne.jp>

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Organizers: Disaster Reduction Alliance (DRA), Hyogo Prefecture

Supporters : Cabinet Office, Government of Japan

Ministry of Education, Culture, Sports, Science and Technology

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Japan National Commission for UNESCO

Program

22 January (Monday) 2007 13:00~16:30
JICA Hyogo International Center

13 : 00 **Opening Remarks**

13 : 10 **Keynote Speech**

14 : 25 **Panel Discussion**

Coordinator **Katsuya Yamori**
Associate Professor of Kyoto University

Panelists **Genta Nakano**
Ritsumeikan University

Yon Aarsal
Graduate School of International Cooperation Studies
Economic and Development Policy Study
Kobe University

Mulyono
Graduate School of Science and Bio Functional
Chemistry (Applied Microbiology)
Kobe University

Nobue Kunizaki
Crisis-management Adviser

16 : 30 **Closing**



Keynote speaker · Panelist



Nobue Kunizaki

Born in Yokohama. In 1991, she retired from her job as an in-flight interpreter at a foreign airline and became a housewife. After the Great Hanshin-Awaji Earthquake, she began researching how to protect small children from natural disasters.

Currently a member of several organizations, she is actively involved in activities on disaster prevention education for children from the viewpoint of a housewife. Currently, she is a member of the “Technical Investigation Committee on evacuation and emergency response measures in the event of an earthquake in the Tokyo metropolitan area” of the Central Disaster Management Council of the Cabinet Office; the director of the NPO Engineers without Borders, Japan; a member of the Investigative Commission on Protecting Children from Disasters of the Tokyo Metropolitan Government; and a member of the Disaster Survival Camp Site Selection Board.

She has written many books about disaster prevention, including *Jishin kara Wagako wo Mamoru Bosai no Hon (Book on Disaster Prevention Measures for Protecting Your Children from Earthquakes)* (Liberta Publishing Co.) and *Jishin no Ehon — Konnatoki Dosuruno? (Picture Book on Earthquakes — What should we do at such a time?)* (Poplar Publishing).

Coordinator



Katsuya Yamori

Obtained a doctoral degree from the Graduate School of Human Sciences, Osaka University in 1988. He has been conducting research on disaster prevention from the standpoint of social psychology, his specialized field. As part of his research activities, he has been involved in disaster prevention education and has developed educational materials for children, such as “Disaster Prevention Duck” and “Disaster Prevention Sugoroku.”

In addition to conducting research activities at the Disaster Prevention Research Institute of Kyoto University, he also serves as chief of the section that conducts research on earthquake disaster-related materials at the Disaster Reduction and Human Renovation Institution. He is also an Editing Committee member of the Journal of “Natural Disaster Science” of the Japan Society for Natural Disaster Science.

His books include *Gemu de Manabu Risuku Komyunikeshon (Learn Risk Communication through Games): Kurosu Rodo e no Shotai (Invitation to Crossroads)* (Coauthors: Keiko Yoshikawa, Tsuyoshi Ajiro; published by Nakanishiya Shuppan); and *Seikatsu Bosai no Susume — Bosai Shinrigaku Kenkyu Noto (Recommendation of Daily Disaster Prevention — Disaster Psychology Research Notes)* (published by Nakanishiya Shuppan)

Panelists



Genta Nakano

A student at the Department of International Relations, College of International Relations, Ritsumeikan University.

When he was in the Environment and Disaster Mitigation Course at Maiko High School in Hyogo Prefecture, he was vigorously involved in disaster prevention awareness activities at elementary, junior and senior high schools in neighboring areas and Hyogo Prefecture. He also actively participated in disaster volunteer activities, and after the Niigata Chuetsu Earthquake, visited the quake-hit area to interact with local high school students. In February 2006, he established the international disaster prevention education support organization “SIDE” in cooperation with graduates of the Environment and Disaster Mitigation Course. SIDE is now developing disaster prevention education programs.

To disseminate lessons learned from the Great Hanshin-Awaji Earthquake, he proactively engages in disaster prevention education activities overseas in countries such as Sri Lanka and Nepal.



Yon Aarsal

Born in Jakarta, Indonesia
Graduate School of International Cooperation Studies
Economic and Development Policy Study
Kobe University

Having been introduced the picture book made by the marchants in KOBE for elementary school pupils about what they should do when earthquakes hit, some Kobe university students from Indonesia decided to translate the book and distribute it to Indonesian pupils.

In addition, they have made the text of the countermeasures against Tsunami according to the experiences of the Off Sumatra Earthquake.



Mulyono

Born in Province of Lampung, Indonesia
Graduate School of Science and Bio Functional
Chemistry (Applied Microbiology)
Kobe University

Opening Remarks



Yoshiaki Kawata

(Disaster Reduction Alliance Chairperson)

Good afternoon, everyone. As we open “Disaster Reduction Alliance Forum 2007,” I would like to say a few words as an organizer. This “Disaster Reduction Alliance” creates a loose-knit network of international disaster prevention organizations that are concentrated in New Metropolis in the Eastern Part of Kobe(HAT Kobe). Until last year, the Forum had been held under the theme “transfer of lessons” learned from disasters, and had contributed to the establishment of “TeLL-Net,” an international network to share lessons from disasters. This is one of the Forum’s achievements. Forum 2007, seen as an extension of past Forums, focuses its theme on “disaster reduction education.”

It has been twelve years since the Great Hanshin-Awaji Earthquake, and already up to 25% of Kobe’s residents didn’t experience the Great Earthquake, a statistic that reflects the gradual fading of memories of the

1995 disaster. On the other hand, major earthquakes directly below the Tokyo metropolitan area and the Tokai, Tonankai, Nankai earthquakes have a high probability of occurring in near future, and more frequent wind and flood damage is expected. Against future disasters, disaster reduction education is vital for building a society that can reduce damage from disaster as much as possible.

We are entering a very important phase of transferring the lessons we have learned from disasters to children who will lead the next generation, and of providing them with knowledge and information on how to survive in this disaster-prone era.

Finally, I promise that the Disaster Reduction Alliance will continue such efforts as these in the future. I hope that this Forum will provide an opportunity to realize the importance of disaster reduction education. Thank you very much.



Masatoshi Higashida

(Superintendent of Emergency Management)

Good afternoon, everyone. I would first like to extend my sincere congratulations on the opening of “Disaster Reduction Alliance Forum 2007,” being held in Hyogo Prefecture. On behalf of the citizens of Hyogo, I would like to offer you a warm welcome.

After the great earthquake twelve years ago, Hyogo Prefecture developed the “Hanshin-Awaji Great Earthquake Recovery Plan.” Since then, in cooperation with the survivors we have continued our efforts to promote creative recovery, and have received great support in the process. The Prefecture also promotes international cooperation in disaster reduction. For example, it has attracted international organizations and institutes specializing in disaster reduction and many other fields, such as medical services, healthcare and environment, to this New Metropolis in the Eastern Part of Kobe (HAT Kobe), and has created through cooperation among these organizations an international center for disaster reduction and humanitarian support.

The “Disaster Reduction Alliance (DRA)” forms the core of this project.

In preparation for disaster, it is important to pass down lessons learned from disaster. Hyogo Prefecture, in designating January 17 “Hyogo Safety Day,” supports various projects and activities initiated by residents, including this Forum, that provide participants opportunities to tell their own experiences during the disaster, pass down lessons learned and provide enlightenment programs. For education in disaster reduction, the Prefecture has also developed a supplementary reader, copies of which are distributed to students from elementary school to high school in an effort to promote the Prefecture’s unique disaster reduction education at school.

This Forum provides a timely opportunity to develop more concrete educational measures for disaster reduction. I hope that it will produce significant results. Thank you very much.

Keynote Speech



“Future Education on Disaster Reduction”

Nobue Kunizaki

(Crisis-management Adviser)

Good afternoon, everyone. My name is Nobue Kunizaki. Today, I would like to introduce some of my disaster education activities that I have developed and carried out from the viewpoint of a housewife and a mother. I hope you will find them informative.

The catalyst for my involvement in disaster education was the birth of my first son. I was shocked at news reports of the Great Hanshin-Awaji Earthquake and wondered, “Will I be able to protect my child if such a big earthquake strikes?” Then I was determined, “I must protect the precious life of this child.” That was the starting point of my efforts in disaster reduction education.

At a memorial service held in New York in September 2004 to commemorate the 9/11 terrorist attacks, Mayor Michael Bloomberg of New York City said in his memorial address, “Children who lose their parents are called orphans. Men

who lose their wives are called widowers. Women who lose their husbands are called widows. But there is no term for parents who lose their children. Because no words can express the pain and sorrow that they feel.” If any loved one in your family was killed in an earthquake, you would have to suffer from the pain for the rest of your life. We shouldn’t waste the pain of disaster victims. So, we must think what we need to do.

I learned from child victims and orphans of the earthquake that the lives of children, which are in the hands of their parents, must not be threatened in the home. This is why I focus on home disaster reduction measures.

I found through my research that many people were killed under collapsed buildings and so it is important to make houses quake-resistant. If you try to see things from the viewpoint of a child, you will notice unexpected potential risks in

“Future Education on Disaster Reduction”

such things as large furniture and electric appliances.

For example, an electric rice cooker. I once threw an old electric rice cooker against a concrete-block wall with all my strength, and the wall cracked. I imagined if it hit the head of a child it could cause more than injuries. Since this experiment I have identified potential risks in the home from the viewpoint of a child, and have taken various measures to reduce such risks in the home.

Japan is a disaster-prone country, but why is the public safety and risk awareness so low?

Reflecting on myself, I think I had had a negative image of evacuation drills from childhood. They were boring and tedious. That's how I felt, and I wasn't really learning what to do in case of an earthquake. I later thought that I didn't want children today to feel the same way and decided to change the way disaster reduction education was done.

I would like children to acquire knowledge and skills to survive disasters. To acquire “survival ability,”

① Children should be well aware of “how dreadful natural disasters are” and know about Nature. They should know both the richness of Nature and the harshness of natural disasters, and “feel appropriate fear” toward Nature.

② Children should be able to imagine what life would be like if a disaster occurred. They should be able to imagine their life after a disaster. Injuries, damaged

or collapsed homes, loss of things important or special, evacuation life and other changes in living conditions will affect the future lives of children.

③ Children should be well aware of how important it is to properly prepare for disasters.

Once they understand the terror of disaster, they should be aware of the importance of taking proactive measures. Although it is impossible to prevent disasters from occurring, they should think about what to do to reduce its impacts.

④ Children should learn the lessons of past disasters. They should develop measures considering regional characteristics and learn ancient wisdom. Because disasters evolve in accordance with the development of cities and cultures, new issues that we have never had might arise.

⑤ Children should be proactive in communicating and interacting with people in the community.

They should be encouraged to feel attached to the towns they live in and learn how important it is to maintain friendly relations with their neighbors and to help each other.

I would like to have children learn and practice these comprehensively to acquire “survival ability.”

One of the programs I provide to kindergartners is “rescue with a jack.” Jacks may not be used at actual disaster sites, but there must be some children who will recall this experience while they were

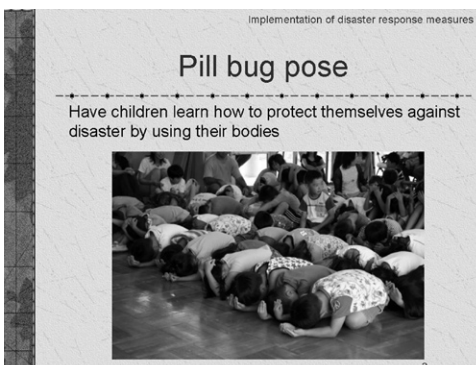
Keynote Speech

growing up. In this program, children who try to rescue a stuffed bear often receive cheers from the other children, who shout “Come on! Quick! Help the bear out!” I feel that disaster education for children will also lead to emotional education that teaches the value of life.



Rescue with a jack

“Pill bug pose” has children learn how to protect their bodies against disaster. This activity is incorporated into regular activities so that children can become accustomed to this pose and more quickly move their bodies in an emergency.

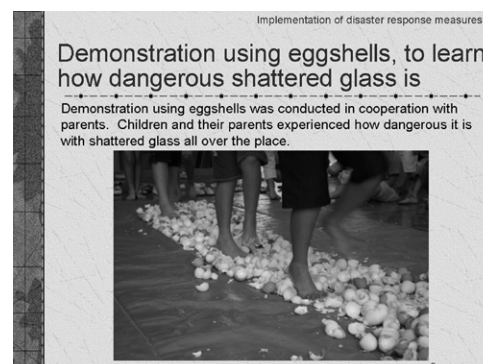


Pill bug pose

Old bed sheets that are no longer required at home are made into bandages. This activity is also incorporated in children's routine tasks. Children write their names and draw pictures on bandages, which are rolled up and tied with a ribbon for storage.

This kind of disaster education program helps nurture kindness and thoughtfulness toward others and enriches children's minds.

In a demonstration using eggshells, children are encouraged to walk on eggshells used to resemble glass shards so that children can learn how dangerous shattered glass is. This activity is designed to have children learn from experience and find out an appropriate answer on their own. It is fundamentally important to understand the meaning of disaster reduction through experience and to put it into practice.



Demonstration using eggshells to learn the danger of shattered glass

Many different things and techniques are used in our disaster reduction education program so as to stimulate children's interest in disaster reduction.

There are also demonstrations for children who have interest in living creatures. I offer a “catfish experiment” under the theme, “Can catfish really sense the coming of an earthquake? Why don't we ask Dr. Catfish?” Children who like dogs show a strong interest in a demonstration of training disaster-relief dogs.

Our disaster education program is

“Future Education on Disaster Reduction”

provided to children from infancy. It is important to impart adequate and appropriate knowledge to children according to their development stage. Therefore, developing teaching materials necessary and adequate for each development stage is also part of my job.

As part of international efforts, we convey disaster education messages to children in Sumatra, Indonesia by using a “disaster song” and picture-story show translated into the Indonesian language. Focusing on learning through experience, we encourage them to sing the song over and over and to present the picture-story show by themselves.

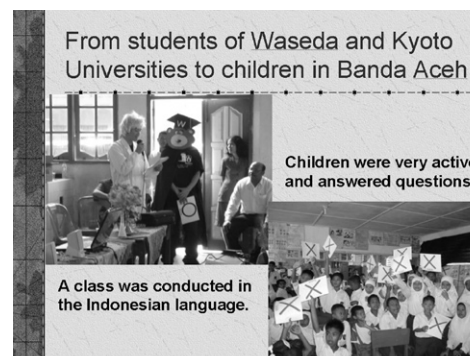
Children in Banda Aceh, Indonesia produced a play based on their own disaster experiences. Seeing their performance or tears dropping from children’s eyes watching the play, I felt their hearts crying out.



A play by children in Banda Aceh

I once traveled to Indonesia with students of Waseda University and Kyoto University. The students spoke directly to children there in the Indonesian language they studied before the visit without using an interpreter. Since they were close in

age, they made friends with each other quickly and seemed to enjoy each other’s company.



From students of Waseda and Kyoto Universities to children in Banda Aceh

The following are our future challenges in disaster reduction education.

① Disaster reduction education should be carried out on a continuous basis, and must not be “superficial” training

② Children’s survival ability to make their own decisions, protect themselves and survive disasters should be cultivated by acquiring essential knowledge and skills. = “Self-help capability”

③ Children should be fully aware of their role in their family and community, and be encouraged to build and maintain connections with other people. Leadership skills of children should also be cultivated. = “Mutual-help capability”

④ We should foster leaders.

Those who already have knowledge and skills are not the only ones who can offer disaster reduction education, but those who can take over the knowledge and skills and continue disaster reduction education should be fostered as new leaders.

⑤ We should improve our program

Keynote Speech

curricula and educational materials.

Education techniques and methods that can be easily adopted by schools and children should be developed.

⑥ We should develop a disaster reduction education network.

Dispersed individual knowledge, information and programs concerning disaster reduction education should be integrated and shared via a network.

Home plays an essential role in disaster reduction education for children. I believe if children are taught how to protect themselves against disaster at home, they will learn faster and understand more deeply than through any other means.

In my case, I tried to join with my children in various disaster reduction education events in the community, such as first-aid training and evacuation drills.

One day when we got on an elevator, my child started to press many buttons on the operator control panel. He wasn't playing with the buttons. He was putting in practice what he had heard from a person at a disaster reduction center, who said to him that in case of an earthquake one should press as many buttons as possible to stop the elevator and evacuate immediately after the door opens. I found out that regardless of their interest, children can absorb knowledge from any places they are taken to.

I started to take various disaster reduction measures in the home when my children were still too young to understand things. I secured such things in the house

as furniture, electric appliances and photo stands. My husband sometimes complains about stoppers, but children take them for granted. It surprises me to see how quickly and easily they release the stoppers.

If I fail to fasten a stopper accidentally, they seem to feel uneasy with an open stopper and soon point out my failure to fasten it.

Everyone in my family has taken part in an annual first-aid training program hosted by the local fire department since our eldest son was around one year, eight months old. Despite my worries, children are serious about listening. At first I thought, "He's still three and is too young to participate in a first-aid training program. He's not ready yet." But I was wrong. Then, I started to take my children to various places.

Children are honest and insightful. I felt that if adults tried to enjoy themselves, without trying too hard for the sake of children, children would get interested in what the adults were doing.

I also give instructions on how to self-triage according to children's stage of development.

Starting with an "introduction to triage," I explain a simple method that is useful when children cannot find a medical specialist nearby, saying "You can self-check your condition. Press your nail firmly with your finger, then let go. If color comes back in less than two seconds, you are not seriously injured. If the color does not return, something serious might be happening in your body. So, in that case,

“Future Education on Disaster Reduction”

call your father or mother immediately.” Even such a simple thing as this is quite useful.

Children can also convey disaster reduction messages to adults. In fact, when my mother, the grandmother of my children, was taught a disaster reduction measure by her grandson, she became interested in disaster reduction education. Children can inspire awareness of disaster reduction in adults, too.

Finally, in addition to knowledge and education programs, we need goods (emergency supplies) as well. For example, in September 2006, a helmet for kids designed according to Japanese national standards to protect their heads against falling objects in disasters was released for the first time in Japan. Before that, a protective hood that was once used for protection against air raids during the last war was the only emergency item for kids available in Japan. This event made me think that we need to develop more emergency items for Japanese children.

I’d like to add some more in the panel discussion after this that I’m participating in. Thank you very much.

Question and Answers

(Questioner)

I would like to ask about disaster reduction education in Banda Aceh, Indonesia. I think that Indonesia and Japan have very different cultures and customs. Could you give us some points to keep in mind so as to implement appropriate disaster reduction education for the

region?

(Kunizaki)

We tried to keep in mind their culture and customs. You need to be careful about expressions you use, and you need to give special attention to religious aspects of their culture and customs. We learned from local coordinators expressions and words that were more familiar to and could be more easily accepted by the local people. In consideration for the local environment and its characteristics, we developed new materials describing earthquake mechanisms in and around Banda Aceh, and presented disaster reduction measures more appropriate for the region.

Despite great sufferings from the tsunami disaster children looked cheerful. This is based on their religious belief that “we are tested by God.” This kind of religious belief helps them overcome hardship. Taking this into consideration, we developed materials to explain earthquake mechanisms.

Panel Discussion

Coordinator : Katsuya Yamori

(Associate Professor of Kyoto University)

Panelists : Genta Nakano

(College of International Relations, Ritsumeikan University)

Yon Aرسال

(Graduate School of International Cooperation Studies, Economic and Development Policy Studies, Kobe University)

Mulyono

(Graduate School of Science and Bio Functional Chemistry (Applied Microbiology), Kobe University)

Nobue Kunizaki

(Crisis-management Adviser)

* This panel discussion was preceded by activity reports by the coordinator and panelists.



Katsuya Yamori

(Associate Professor of Kyoto University)

Seven Approaches to Disaster Reduction Education

1. Integrate hardware and software elements into disaster reduction education and training programs.
2. Emphasize community involvement.
3. Emphasize involvement across generations.
4. Place importance not only on “surviving disasters,” but also on “helping other people.”
5. Learn necessary knowledge and skills while producing some deliverables.
6. Bring disaster reduction education into people’s daily lives.
7. Place importance not only on knowing right answers and acquiring knowledge, but also on actively thinking and interacting with others.

Good afternoon, everyone. My name is Katsuya Yamori. I would like to introduce seven approaches to disaster reduction education.

The first approach is to “integrate hardware and software elements into disaster reduction education and training programs.”

A good example is the story of “*Inamura-no-Hi*.”* A dike built to protect a community against tsunamis (tidal waves) is the “hardware,” and passing down the dike along with a story made from people’s gratitude for this hardware is the “software.” I feel that this kind of disaster prevention education integrating both hardware and software is important.

The second approach is to “emphasize community involvement.”

At an event last year called the “*DISASTER MEMORIAL in KOBE*,” children who experienced the 2004 Niigata-Chuetsu Earthquake and Toyooka Flood met with

children of similar ages in Kobe who don't have memories of the Kobe earthquake, as part of the event's disaster reduction education program. I think that the event was a good opportunity for the children from Niigata and Toyooka to encourage each other by exchanging their experiences from the disasters.

The third approach is to "emphasize involvement across generations."

I would like to introduce an activity of a group called "*Kataribe Kobe 1995*" in which I also participate. Some middle-aged and elderly members of the group meet with a group of students from Kobe Gakuin University, who organize a group called "*Bosai-Syakaikouken Unit*," and tell the students their experiences from the 1995 earthquake. Then, the students and Kataribe members, who were elementary school children and adults, respectively, at the time of the earthquake, go to an elementary school to tell their stories. This is an attempt to conduct three-generation disaster reduction education.

Disaster reduction education should not be a temporary measure conducted only by people with related knowledge and skills. It is important to establish a mechanism to help continue disaster reduction education from generation to generation. This is because the next disaster is more likely to befall the next generation, the next next generation or the next one after that.

The fourth approach is to "place importance not only on surviving disasters, but also on helping other people."

Many people believe that conducting

evacuation drills alone is disaster reduction education, and they are not so keen on taking a proactive stance on disaster reduction. Or people tend to repeat the same old routine, which prevents them from devising their own ideas for disaster reduction. Some people even have a negative attitude toward it. Today, a major disaster is predicted, and we should shift the focus of disaster reduction education to how we can help disaster-affected areas.

Now, my time is almost up. I will touch on the remaining three approaches later in the discussion, and I would now like to invite the next speaker.

**Inamura-no-Hi (The fire of inamura(rice sheaves))*

In this story, an elderly man who foresaw a tsunami after an earthquake set fire to valuable stacks of inamura to guide villagers to safer high grounds and thus saved the lives of many villagers.

Panel Discussion



Genta Nakano
(College of International
Relations, Ritsumeikan University)

(Nakano) Good afternoon, everyone. My Name is Genta Nakano. Today, I would like to introduce my activities in Nepal and Sri Lanka.

I visited Nepal three times during my high school years. My activities in Nepal were aimed at two goals: first, to assess social vulnerability with regard to disaster prevention capacity; and second, to disseminate experiences of and lessons learned from the Great Hanshin-Awaji Earthquake.

First, I would like to mention the vulnerability of architectural structures. In Nepal, most houses are built with adobe bricks. Many of the houses are rather unstable because they have a culture of expanding the houses by adding floors one on top of the other when any children in the family become independent. The houses often have holes in the walls, and some are even half collapsed.

Since a major earthquake is predicted to strike Nepal in the not very distant

future, we continue our activities in hope of conveying some useful information to the local villagers.

The upper picture shows our visit to a local school. While enjoying cultural exchange, which was the main purpose of the visit, we also tried to convey disaster-reduction messages by providing to the students and teachers at the school our experiences from the Kobe earthquake, as well as the booklet we compiled and translated into English as part of our studies in the Environment and Disaster Mitigation Course at Maiko High School.

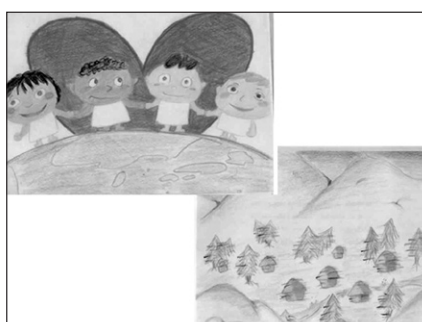
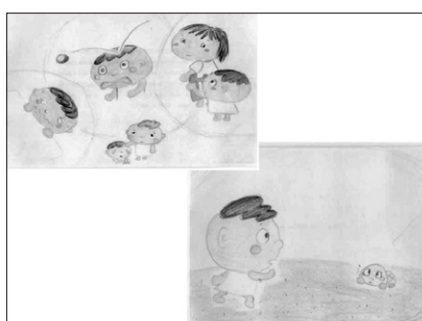
We also participated in Student Conference on Earthquake Disaster Prevention held there. Introducing our activities during our high school years and our experiences from the earthquake, we were able to deepen exchanges with the local people through discussion.

Next, I will talk about the activities in Sri Lanka, which were aimed at two goals: first, to promote activities concerning mental health care; and second, to disseminate experiences of and lessons learned from the Great Hanshin-Awaji Earthquake.

Sri Lanka was seriously hit by the Asian Tsunami triggered by the Indian Ocean Earthquake at the end of 2004. My friend in Sri Lanka told me about his hard experience of losing everything he owned in the disaster. I found that even though one year had passed since then, many people were still suffering from post-disaster trauma. So, we decided to start our activities in hope that we could do

something to help them.

We have a picture book for mental health care. The book tells the story of a child who suffers from mental trauma caused by a major earthquake. Being psychologically unstable, the child often has nightmares and overreacts to minor things. However, when people around him accept him and provide safe circumstances he gradually begins to recover.



Picture book used in activities (excerpt)

The picture book was produced by taking into account different regional cultures and customs. In the process of compiling the book, we consulted with disaster prevention specialists who, like us, were actually engaged in similar activities in Sri Lanka and Indonesia, and with Japanese residents living in those countries for a long time.

After reading the book to the students, we offered it to the school as one of disaster reduction materials. We heard

later that after we left, they carried out disaster reduction education using the book. Such continuous effort is important in disaster reduction education.

We also conveyed experiences from the Kobe earthquake. In Nepal, where they have not yet experienced a major earthquake, we tried to have people understand what earthquakes are. In Sri Lanka, which was struck by major disaster, we aimed at having people hope to achieve, through their own efforts, the same degree of recovery as Kobe, by showing how Kobe had recovered from the great disaster.

That concludes my presentation. Thank you very much.



Offering book as one of disaster prevention materials

Panel Discussion



Mulyono

(Graduate School of Science and
Bio Functional Chemistry
(Applied Microbiology),
Kobe University)

Good afternoon, everyone. My name is Mulyono. Indonesia has been hit by a string of disasters in recent years. I will be happy if our activities can be of some help.

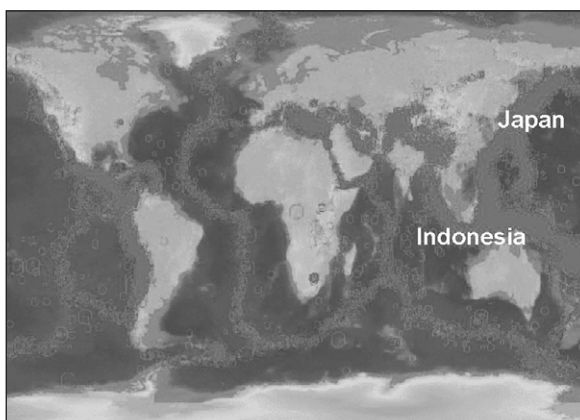
This shows probabilities of earthquake occurrence in the world. Those for Japan and Indonesia are especially high.

In the Great 2004 Sumatra Earthquake, Indonesians accounted for 60 percent of the total fatalities. Most of these fatalities were due to the tsunami. In and around Banda Aceh, Indonesia, those who took refuge in larger and higher places, and

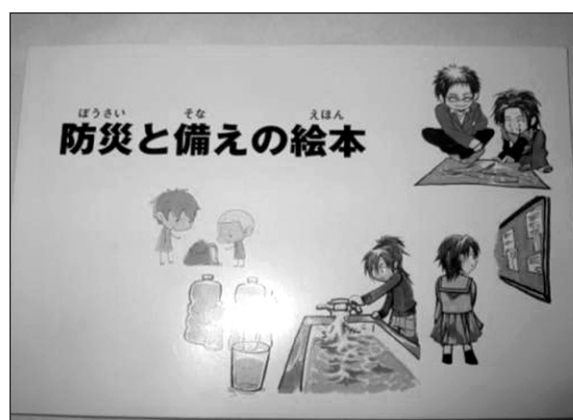
those who could swim, survived. In Simeulue Island, Banda Aceh, people have passed down the custom of taking refuge on higher ground immediately after a major earthquake. Only two people killed on that island. This fact underscores the importance of passing down such customs to following generations.

On the other hand, one of my acquaintances, who also studied in Kobe, was killed in the disaster after he graduated in September that year and went back to Banda Aceh. There were six people in his family, including two children. During their stay in Kobe, the children learned how to swim at Mikage Elementary School, where they studied. I was shocked at the news that the family had been killed in the disaster, but I found out later that the two children survived because they could swim.

The earthquake in Jogjakarta, Java claimed 6,234 lives, almost the same number lost in the Great Hanshin-Awaji Earthquake. The major reason for this large number of deaths is thought to lie in structural engineering problems. Of course, everyone wants to live in a safe house, but they simply cannot afford it.



Probability of earthquake occurrence worldwide



Disaster-prevention picture book translated for children

This is considered to have magnified the damage.

I believe that raising awareness of disaster reduction by offering disaster reduction education programs, such as evacuation drills, can reduce damage in future disasters.

It is also important to provide children with disaster reduction education. As Ms. Kunizaki mentioned before, children learn actively and enthusiastically, and they can influence their family and other people around them. I am sure that basic disaster prevention knowledge and skills acquired from childhood will help them become well-prepared against disaster.

As Indonesian students in Japan, we have translated a picture book called *“Bosai to Sonae no Ehon(Picture Book for Disaster Reduction and Preparedness)”* for children in Indonesia, so as to promote disaster reduction education.*

This picture book was produced by the *“Dainichi-dori Shuhenchiku Machidukuri wo Kangaeru Kai(Association of Dainichi-dori and Surrounding Community Development)”* in Kobe City, on the basis of experiences from the earthquake, with the aim of reducing damage in such future disasters as earthquakes and typhoons by passing down disaster-prevention knowledge to the next generation of children.

In not simply translating the picture book into the Indonesian language, we tried to make some changes, for example by adding a tsunami, an event not triggered by the Great Hanshin-Awaji Earthquake. We

also took different cultures and customs into account, so as to make the book more appropriate for the people of Indonesia.

Finally, I would like to say that in addition to individual efforts, we need organizational efforts by the Japanese government, NGOs and schools, so as to promote disaster reduction education not only inside but also outside Japan. It is important in international activities to know different regional cultures and provide appropriate disaster reduction education for each region.

* This picture book was completed and sent to their home country of Indonesia at the end of March 2007.

Panel Discussion

(Discussion)

(Yamori)

Now, let's start the panel discussion.

First, I would like to invite Ms. Kunizaki to comment on the reports provided by the panelists. Then, she will ask some questions to develop the discussion, and the panelists will be asked to answer her questions.

(Kunizaki)

Listening to Mr. Nakano's report, I felt that there is one thing I don't have but that Mr. Nakano has, which is the importance of telling his own experience in disasters and the advantage of conveying messages to children with a similar experience from the viewpoint of having been a victim. My question is what activities the people Mr. Nakano met in his international efforts initiated after his visit.

(Nakano)

I visited the family of a student I met at a school in Nepal. When I first saw their house, it was not quake-resistant, having no reinforcing bars. When I visited them the next year, the house was being reinforced against earthquakes. In the third year, it had been made into a quake-resistant house. In Nepal, the school serves as the core of the local community. The knowledge and skills we provided to the school are learned by children, and their parents learn them through the children. We can also convey messages directly to the parents since they sometimes gather at the school, and some of them initiated



Yon Arsal

(Graduate School of International Cooperation Studies,
Economic and Development Policy Study,
Kobe University)

action after listening to our stories.

Moreover, the school has organized a club called "quake disaster reduction committee." The student members of the club produced their own play regarding disaster reduction and showed it not only at the school but also to the general public at an event in Kathmandu, the capital of Nepal. I really feel that disaster reduction activities are spreading.

(Yon Arsal)

About the policies by the government after the tsunami hit Sumatra in 2004. The government started to realize that public awareness was important to build disaster resistant community. We feel that it should be responsibility of all the community, not only of the government but also NGO all community member including us, as students here. We should contribute something to the development of public awareness in the Indonesian community.

Natural disasters often happen in Indonesia, and the casualties were so large in the previous disasters. So we started to understand that in order to reduce casualty, we should disseminate information and knowledge especially for children, for the future generation. Children are not only fast learner but also good messengers. If we take an example of rural area of Indonesia, where parents sometimes don't have enough educational background, children who have the capability of reading and writing can be good messengers to disseminate information to their family members. So we are trying to translate this book into Indonesian language. We feel that picture books are easier to read and understand by children so that they can get a deep understanding and feel easy to disseminate that information to their family members.

(Yamori)

We have just had a keyword "messenger." The messenger in this context represents not only a person who simply conveys information, but people like Mr. Mulyono and Mr. Yon Arsal who can meet with children whose parents don't have enough background regarding disaster reduction and convey messages in consideration with different cultures and customs should become a "messenger." I felt that the "messenger" Mr. Arsal mentioned has various meanings.

(Kunizaki)

As mentioned previously, it is important to

have a sense of crisis that a similar disaster as those that have occurred in other countries might befall one's own country. One of the seven approaches Mr. Yamori presented is to "place importance not only on surviving disasters but also on helping other people." Mr. Arsal and Mr. Mulyono, you are working together to produce a picture book so as to provide children in Indonesia with information of how they should respond to future disasters. What do you think about expanding your activities to convey the message to children in other countries?

(Mulyono)

With a specialist like Ms. Kunizaki, I think we can develop our links not only in Indonesia but also to neighboring countries. When Sumatra was hit by earthquakes in 2004, as Indonesian students in Japan, we tried to think about what we could do to respond to the disaster. It was difficult for us to go back to Indonesia, but we have been able to convey various messages to people through our activities. For example, we have an international link through the International Students Center of Kobe University. I think we can utilize this link to convey messages.

(Yamori)

He seems to have mentioned the word "link" to the effect that disaster prevention education can be expanded by using a network or that new players are being invited to the network of disaster reduction education.

Panel Discussion

One of my “seven approaches” is to “emphasize involvement across generations.” In short, this means “sustainability.” Disaster reduction education should not be makeshift. It should be sustained over generations. I feel it is also important to establish a mechanism to expand the network of disaster reduction education spatially both in and outside Japan in a chain reaction.

Now, I would like the panelists to tell us something about their efforts to promote disaster reduction education through their network.

(Nakano)

I started my studies in disaster reduction when I entered high school. Since then, I have had many opportunities at school to listen to stories regarding disaster reduction by specialists of various fields in and around Kobe. I feel that I have learned many things through a network of these specialists, which also helps me move forward.

Outside school, many people have invited me to participate in various events and to join their disaster reduction networks. Disaster reduction activities are being expanded by these people who try to share messages with other people making the same effort. I am grateful for the people who encouraged me to join their networks.

(Yamori)

It is significantly meaningful for Kobe to have a network from Maiko High School. Maiko High School has an educational

system that provides many opportunities to meet with people from the United Nations and JICA.

Mr. Arsal and Mr. Mulyono, you mentioned that you have a network of Indonesian students in Japan that can be utilized to promote your disaster reduction education activities. Could you tell us what role this network plays in Indonesia to promote disaster reduction education?

(Yon Arsal)

We have actually a link here among the students. There is an association for Indonesian students in Japan. We are in Kobe branch and actually there are many branches all over Japan such as Tokyo, Osaka, Kyoto etc. Apart from the support we get from the students' association, there is a big support coming from the university; I can mention International Students Center as one of them and also volunteers from among Japanese friends. Within Japan we have a very large support for this activity. In addition to that we also have a good relation with some NGOs in Indonesia, for example when we collect some donation here for tsunami and earthquake of 2004 and we send it to Indonesia and distributed through those NGOs. To make it more effective, we have a link with an alumni group in Indonesia, who used to study at Kobe University as well. Our purpose is to make what we are going to achieve here to be more effectively implemented in Indonesia.

(Yamori)

He just mentioned that in addition to the network in Japan they also have a network of NGOs and other groups in Indonesia. Ms. Kunizaki, you mentioned a joint effort with students of Waseda University and Kyoto University.

(Kunizaki)

We collaborate in an international effort for disaster reduction education as an organization named EWB Japan, which stands for “Engineering without Borders.” I realized that we had known only a few organizations but actually there are many others focusing on disaster reduction education throughout the world.

I also found out that other than the students of Kyoto and Waseda Universities in our group there are people who engage in international activities in disaster reduction education similar to ours. I feel that we can make disaster reduction education more effective and efficient by sharing materials and knowledge and through collaboration in activities with these people. I hope to further expand our network with people from various international organizations.

(Yamori)

There are many creative and unique ideas for disaster reduction education tools and programs, but this useful information is not being shared. It is now time for us to enter a phase of sharing these tools, programs and networks for disaster reduction education and consolidate them into a

package program on disaster reduction education.

Finally, I would like to hear from the panelists what they think is important in promoting disaster reduction education, especially in their international activities, and what the keys to success and related issues are.

(Nakano)

I think that “disaster reduction education at a glance” is the most important. It is a key to success as well as a difficult issue. Disaster prevention education is different from other subjects at school. It will become meaningless unless students understand it and put it into action.

To tackle the issue, we convey disaster reduction messages. Or exchanging messages is another countermeasure. We need to develop an education technique to have students see disasters subjectively and feel the reality in them.

(Yamori)

The catchphrase here is “disaster reduction education at a glance.” Mr. Nakano seems to have learned from experience that the most important thing about disaster reduction education is to encourage learners to take proactive action in engaging in disaster reduction activities and devising measures.

(Yon Aرسال)

Our key word is “How to create more disaster-resilient communities through increasing public awareness and through

Panel Discussion

education.” So these are the key words that are most important to us. But the problem here is that we have many obstacles. The most difficult and important that developing countries are facing is lack of expertise and lack of financial resources. We need international relation to implement all these objectives altogether. Because of those obstacles, we should put priorities; here is another keyword. For example in order to educate people in Indonesia about this disaster reduction, we should choose which area would be the target. It is actually much more difficult to spread the knowledge among the people who don't have enough background. Then I'll repeat again what Mulyono-san presented, we need to focus on the education of children. We can do it through formal and informal education. What I mean by formal education is to put it in the curriculum. So children can study from earlier period, for example at primary school, the basic science and knowledge of natural disasters and technological disasters. I think this is the most important.

(Mulyono)

The first point is, as Ms. Kunizaki mentioned previously, to make disaster reduction education more enjoyable. Disaster reduction education will fail unless learners find it fun.

The second point is that when conveying disaster reduction messages to other countries it is important to take different regional cultures and customs into consideration and convey appropriate

knowledge and experience that are modified to meet regional conditions and needs.

(Kunizaki)

My keyword is “continuous effort.” Conveying the same message over and over is a continuous effort, but it is also necessary to take a step-by-step approach so as to offer appropriate messages in accordance with the development of learners.

The continuous effort includes disaster prevention measures that can be applied to threats of life other than from earthquakes, such as from crimes and accidents. I would like to take a long-term approach of providing such disaster reduction measures by taking the respective roles of home, school and community into account. I think it is important to convey these messages to the next generation and in the future to other countries that need them.

When I showed a film of the “fire of inamura (rice sheaves)” in Banda Aceh, one of the viewers said to me, “Why didn't you tell us before the earthquake about this lore, which teaches us to take refuge in higher grounds in case of tsunami? This video could have saved more people. They



Panel discussion

would have been leading a happy life with their family now.” I couldn’t speak. I will continue to strongly appeal the need for disaster reduction education, as well as to other countries that need it.

(Yamori)

Now, I would like to take some questions or comments from the floor.

(Questioner 1)

I would like to ask about the fifth approach of Mr. Yamori’s “seven approaches,” which is to “learn necessary knowledge and skills while producing some deliverables.” What does “deliverables” mean and what are the deliverables of the panelists’ activities?

(Yamori)

Let me take an example of Ms. Kunizaki’s activities in Indonesia. When she introduced a disaster song there, she not only translated the song into the Indonesian language but also arranged it to become more appropriate for the region. As a result, she produced the deliverable of an “Indonesian version of Ms. Kunizaki’s song,” though the local people also helped her out. In short, the people in Indonesia became involved in her disaster reduction education activities while learning disaster reduction through the disaster song.

(Kunizaki)

I focus on getting children more interested in disaster reduction. In a process of trial and error, I have produced such deliverables as a picture book,

picture-story show, song, and experiment using a living creature, which I introduced previously.

I have been trying various methods to have people imagine the scenes of disaster. It is good to listen to stories by survivors about their experiences. It is also good to visit a disaster prevention center or other related facility where you can watch videos and get some hands-on experience. It is essential to develop a disaster reduction education program with enough reality that people will be convinced to take a long-term approach.

(Questioner 2)

Mr. Nakano, you have a great experience of the great earthquake of Hanshin-Awaji, and also in Sri Lanka which was also badly hit. My concern is that you have an experience of disaster management in Nepal which has not had any major disaster in several decades and they are awaiting disasters. How do you think about people in those areas where they don’t have life memory of earthquake or other major disaster, and how do we convince them protocols of prevention that for people who haven’t had major disaster in life memory, as it is hard to convince them about concern for prevention. What do you think make them be convinced and start rectifying? What is your observation in Nepal particularly where there has not been any major disaster to convince people for culture of prevention?

Panel Discussion

(Nakano)

It is about what kind of disaster reduction education we provide to the people without memory or knowledge of an earthquake. I feel that “disaster reduction education at a glance” is vital. The same applies to Nepal. For starters, I would like to have people in Nepal say “My house can collapse if an earthquake occurs.” Then, I hope they realize that there are measures they can take and say “If we do this we should be fine.”

(Yamori)

It is difficult to convey disaster reduction messages to those without experience in disaster, but what is important is to convey knowledge and information along with a realistic image of disasters, such as earthquakes and tsunamis. This idea is related to “disaster reduction education at a glance.”

Even if a person hasn’t experienced a major disaster, he has his own life and it is his reality. What he feels important and is concerned about in the reality of his life is closely related to the issue of disaster reduction. In this approach, the issue of disaster prevention is arranged and related to his life so that he can take the issue as real. This is my sixth approach to “bringing disaster reduction education into people’s daily lives.”

(Questioner 3)

My concern about disaster reduction education is from the perspective of medical and health care. Ms. Kunizaki

mentioned previously how to self-triage. In case of a major earthquake, we have to think about many other things too, such as cardiopulmonary resuscitation, and the issue of mental health care. Vulnerable people, such as the elderly, children and disabled should have priority of being treated at hospitals. What about those with incurable diseases? These issues should also be incorporated into disaster reduction education. I feel it is important that children know these things too.

(Kunizaki)

I teach children how to self-triage. I started to have my children learn first aid when they were around three. In terms of surviving a disaster, it is important to learn how to help others by putting yourself in the position of a person who needs help. When conveying messages, I always try to keep in mind that I might become a person in need of special care or support in time of disaster.

When I say “people in need of special care or support,” many people tend to imagine that they will be helping others. But if you fall down the stairs and break a leg or if you have a fever of over 40 degrees [104 deg F] and cannot move, you will become a person in need of special care or support. Therefore, I try to convey a message that it is important to learn how to help others from the viewpoint of a person in a difficult condition. I hope that our disaster reduction education programs will be improved by incorporating various well-balanced methods and materials.

(Yamori)

A member of the Kataribe (storyteller) group I mentioned previously had a daughter who was killed under a collapsed house in the earthquake. Responding to Japan's first on-the-spot medical treatment that was introduced after the deadly train accident on the JR Fukuchiyama line, he didn't say "Why couldn't my daughter receive such medical treatment twelve years ago?" Instead, he said "I am very happy to see that our effort as storytellers is gradually bearing fruit."

Medical care and health care should also be incorporated in disaster reduction education. One approach is to convey accurate information, and another important approach is to use such media as stories by storytellers and videos of disasters that convey vivid humanity at disaster sites.

That's all about today's program.

Thank you very much.

Reference Materials

国内外の防災教育 テーマに実践報告

中央区フォーラムに学生ら80人

市民や専門家らが見聞を
交わす「国際防災・人道支
援フォーラム2007」が
22日、HAT神戸（神戸市
中央区）のJICA兵庫国
際センターで開かれた。人
と防災未来センターなど
組織でつくる支援協議会と
県の主催で、学生ら約80人
が国内外の実践報告に聞き
入った。
フォーラムは2004年
に始まり、これまでのテー

マ「災害を語り継ぐ」か
ら今年「防災教育」にし
た。危機管理対策アドバ
イザーの国崎信江さんは、
地震前の微弱電波を感じず
るとされるナマズや、災害
救助犬などを取り上げて興
味を持たせた事例などを報
告。国内では数年前まで
子ども用ヘルメットがなか
ったことに触れ、「子ども
を守るモノは必要だし、教
育にも欠かせない」と指摘
した。
神戸大のインドネシア人
留学生で、阪神大震災の教
訓を伝える絵本を現地語に
翻訳したマリヨさんも、
母国で起きた地震被害につ
いて説明。「毎日食べるの
が精いっぱい、安全な家
を建てる余裕がない」と苦
しい実情を訴えた。

Yomiuri Shimbun, Tue., January 23, 2007 (morning edition)

子どもたちに 分かる工夫を

神戸で防災教育フォーラム

災害に対する危機意識
の低下が指摘される中、
今後の防災教育のあり方
を考えるフォーラムが二
十二日、神戸市中央区の
国際協力機構兵庫国際セ
ンターで開かれた。主婦
や学生、研究者ら、さま
ざまな立場から防災教育
に取り組む五人が事例を
報告。一過性ではなく、
より幅広く継続的に伝え
られる仕組みの重要性を
確認した。
兵庫県内の防災機関な
どでつくる国際防災・人
道支援協議会の主催。約
八十人が参加した。
出陣を機に地震から子
どもを守る研究に取り組
む危機管理対策アドバイ
ザー、国崎信江さん、横
浜市は、幼稚園で卵の
殻をガラスの破片に見立
てて、園児にその上を歩
いて危険性を実感させる
などの授業を紹介。「子
どもが具体的に災害時を
イメージできるような工
夫が大切」と話した。

県立舞子高校（神戸市
垂水区）環境防災科の卒
業生で、現在立命館大一
年の中野元太さん（二）
は、ネパールで耐震化の
大切さを教えるための住
宅模型を使い防災教育に
取り組んだ経験から「子
どもたちが将来、実践に
つなげられるよう、一目
見て分かる内容が必要
だ」と指摘。京大防災研
究所の矢守克也助教授は
「互いの教材や知識を共
有し、一つのパッケージ
として子どもたちに伝える
時期に来ている」と提案
した。（石崎勝伸）

Kobe Shimbun, Tue., January 23, 2007 (morning edition)

国崎 信江さん 危機管理対策アドバイザー



阪神・淡路大震災の約一年
後、長男が生まれた。私が住
んでいる横浜で大地震が起き
たら、この子を守ることで
できるのか不安になった。それ
までは私自身、幼稚園から高
校まで毎年、防災の日に机の
下に潜り、グラウンドに避難
するという同じような訓練を
繰り返し、防災は「退屈」と
いうイメージしかなかった。
子どもたちに、私のような大
人になってほしくないとの思
いから勉強し、各地で防災教
育に取り組んでいる。
幼稚園では、車のジャッキ
を使い、がれきの中からクマ
の縫いぐるみを救出する訓練
を園児にやってみせた。こ
ういうものも使えるんだとい
う記憶が大人になっても残る
ほか、「頑張り」「クマさん
を早く助けてあげて」との声
援が飛び交い、優しさをほ
くむことにもつながる。
地震の際に落下物から身を
守るため、タンゴムのポー
ズを覚えてもらう。ガラス片
の飛散の危険性を知ってもら
うには、多くの卵の殻の上を
歩いてもらうなど、体を使っ
て学べるような工夫している。
また、災害救助犬の模擬訓練

これからの防災教育

興味持てる仕掛けを

「まだ早いかな」とも考えた
が、私が率先して取り組んで
いる姿を見せると、「何やっ
てるの。僕にもやらせて」と
言ってきた。大人は子どもが
これぐらいの年齢なら、これ
ぐらいのことが理解できると
勝手に思い込む。でも、いろ
んな場所に連れていけば、子
どもは自分でやりたいことを
判断できる。（22日、神戸市
での国際防災・人道支援フォ
ーラム2007で）
（まとめ・石崎勝伸）

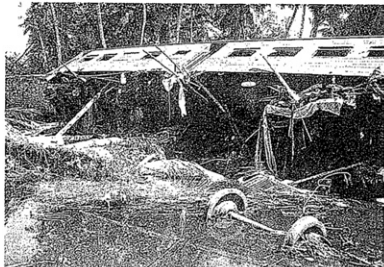
くにぎき の
ぶえ 1969年、
横浜市生まれ。
「地震からわた
りを守る防災の
多人数。現在、
中央防災会議
首都直下地震
避難対策の
専門調査会
の委員。」

トクとトク
の兄や、ナマスに電気を感
知させる実験など、低学年の
児童でも興味を持てるよう
な仕掛けも取り入れている。
最も大切なのは家庭での取
り組みだ。ある日、うちの子
がエレベーターに乗った時、
すべての階のボタンを押そう
とした。私が怒ろうと思っ
たら、子どもは「地震が起
きたら、こうやって押して
止まった階で降りるんだ。防
災センターのおじさんが言っ
てたよ」と話した。
応急手当の講習会にも、
長男が三歳のころから毎年、
家族で参加している。当時、

Kobe Shimbun, Fri., January 26, 2007 (morning edition)



インドネシアの被災地で子どもたちと交流する岡崎さん



インド大地震は列強を押し流した

これからの防災教育

危機管理対策 アドバイザー 国崎 信江さん

「VUCA」の時代、高度な危機管理対策が求められる。防災教育は、単に知識を伝えるだけでなく、実践的なスキルを身につけさせることが重要である。...

基調講演



防災教育の先進的な事例を紹介し、今後の取り組みについて議論する「国際防災・人道支援フォーラム2007～防災教育の取り組み～」(国際防災・人道支援協議会、兵庫県主催)がこのほど、神戸市中央区のJICA兵庫国際センターで開催された。

神戸東部新都心を中心に立地する国際的防災関係機関が連携を図るため設立された「国際防災・人道支援協議会」の活動の一環。同協議会会長の河田恵昭さんの開会あいさつで幕を開けた後、危機管理対策アドバイザーの国崎信江さんが基調講演。京都大学防災研究所助教授の矢野克也さん、立命館大学国際関係学部学生の中野元太さん、インドネシアからの留学生で神戸大学大学院生のジョン・アルサルさん、ムルヨンさんによる活動報告の後、今後の防災教育について語り合った。

国際防災・人道支援フォーラム2007

「国際防災・人道支援協議会」が主催する「国際防災・人道支援フォーラム2007」が、神戸市中央区のJICA兵庫国際センターで開催された。...

自らを守り他を助ける 防災教育の親子学習

「防災教育は、子どもだけでなく、保護者も学ぶべきである。親子で学ぶことで、家族全体の防災意識を高めることができる。...

防災教育に共通認識を

国際防災・人道支援協議会会長 河田 恵昭さん



河田 恵昭さん



矢野 克也さん

「防災教育は、子どもだけでなく、保護者も学ぶべきである。親子で学ぶことで、家族全体の防災意識を高めることができる。...



パネル・ディスカッション



ジョン・アルサルさん

「防災教育は、子どもだけでなく、保護者も学ぶべきである。親子で学ぶことで、家族全体の防災意識を高めることができる。...

防災教育現場からの報告

「防災教育は、子どもだけでなく、保護者も学ぶべきである。親子で学ぶことで、家族全体の防災意識を高めることができる。...

「防災教育は、子どもだけでなく、保護者も学ぶべきである。親子で学ぶことで、家族全体の防災意識を高めることができる。...



中野 元太さん

「防災教育は、子どもだけでなく、保護者も学ぶべきである。親子で学ぶことで、家族全体の防災意識を高めることができる。...

世代をこなし、世界をこなし

「防災教育は、子どもだけでなく、保護者も学ぶべきである。親子で学ぶことで、家族全体の防災意識を高めることができる。...

この事業は(財)ひょうご震災記念21世紀研究機構および、ひょうご安全の日推進協議会の助成を受けて実施しています

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防災教育どう取り組む

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Disaster Reduction and Human Renovation Institution
1-5-2 Wakinohama Kaigan-dori, Chuo-ku, Kobe,
Hyogo 651-0073 Japan
Tel:+81-78-262-5068 Fax:+81-78-262-5082