

# JENESYS

## East Asia Future Leader Programme 2011/2012

Education Group

Fostering 'Resilience' to Overcome Hardships

From February 25 to March 7, 2012



The Japan Foundation

**JENESYS East Asia Future Leaders Programme 2011/2012**  
Education Group: Fostering 'Resilience' to Overcome Hardships

*Published by*

The Japan Foundation

Edit by: Yuko Oku and Hisae Shiwa

*Date of publication*

June 2012

©The Japan Foundation

4-4-1 Yotsuya, Shinjuku-ku, Tokyo, Japan 160-0004

Tel: +81-3-5369-6062

Fax: +81-3-5369-6038

URL: <http://www.jpf.go.jp>

*Layout & Design*

JTB Printech Co., Ltd

*Cover photos*

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2	4	5

1. "Nozome, Dyeing-Art Workshop" by Imran Sentosa (Indonesia)
2. "Ship in the Shishiori Town" by Imran Sentosa (Indonesia)
3. "Classroom at Ohya Elementary School" by Kenny Low (Singapore)
4. "Otokoyama Sake Brewery" by Kenny Low (Singapore)
5. "Special Name Tags" by Mr. Saito (Studio Wind)

ISBN: 978-4-87540-151-3

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Printed in Japan

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## Preface

Under the auspices of Japan's Ministry of Foreign Affairs, the Arts and Culture Department of the Japan Foundation is implementing the JENESYS East Asia Future Leaders Program. This latest program for the Education Group took place under the theme "Fostering 'Resilience' to Overcome Hardships." The group visited Kesennuma City in Sendai Prefecture, which had been implementing ESD (Education for Sustainable Development) prior to the disaster, in order to participate in exchange activities.

The Japan Foundation is implementing a project called "Overcoming the Disaster: Gratitude from Japan to the World" in connection with the Great East Japan Earthquake. Together with expressing thanks for the extensive assistance received from people all over the world following the March 11 Great East Japan Earthquake, the Foundation is striving to communicate Japan's resolve to recover by organizing performances of Tohoku's traditional arts, first and foremost, as well as exhibits of architecture and photography concerning The Tohoku Region and its recovery, and speakers and films in various places throughout the world. Tohoku is a region with strong community bonds, and the role of culture – including festivals and traditional arts and crafts – is extremely significant in maintaining these bonds. The group from Tono City in Iwate Prefecture that participated in the recent New York performance sent off its performers from Japan by holding a spiritual event on February 11, the monthly anniversary of the disaster. During this event, the souls of the dead and the other victims were entrusted to the group with the beat of a taiko drum so that the feelings of the affected region could be delivered to the world.

The participants in this education group of the fifth JENESYS East Asia Future Leaders Program that we introduce in this report felt the significance of visiting the Tohoku region where the disaster took place, and they will serve as ambassadors of each of their countries in bringing the training they experienced in the disaster area home with them. We hope that the 12-day program and the network built through lodging and eating together will build connections as it expands. I also hope this becomes an opportunity to think about what we can accomplish through education.

This project was made possible by the cooperation of many people – in the Ministry of Foreign Affairs, various agencies, NGOs and NPOs, the corporate sector, and academia. The program created for this Education Group was accomplished with the specific cooperation of Assoc. Prof. Yoshiyuki Nagata, University of the Sacred Heart, Tokyo; Prof. Tetsuji Ito, Ibaraki University; ASHINAGA, Dr. Norihiko Kuwayama, Stage Earth; Kesennuma City Board of Education, Ohya Elementary School, Ohya Junior High School, Karakuwa Junior High School, Sakihama Fisherman's song Preservation Association, Mr. Akihiko Sugawara, President of Otokoyama Honten Sake Brewery; Assoc. Prof. Hiroshi Asanuma, Graduate School of Environmental Studies, Tohoku University; Japan Adventure Playground Association, Mr. Hiroshi Saito, Studio Wind; etc. I would like to express a warm thank you to all of these people.

***Hiroko Tsuka***

Managing Director  
Arts and Culture Department  
The Japan Foundation

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# **Program Overview**

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# Program Description

## **JENESYS: Japan-East Asia Network of Exchange for Students and Youths**

The program was launched by the Japanese government at the Second EAS meeting held in January 2007 in the Philippines. Then Prime Minister Shinzo Abe announced a large-scale youth exchange initiative of US \$315 million to invite approximately 6,000 youths every year, mainly from the East Asia Summit (EAS) member states (ASEAN countries, Australia, China, India, Korea, and New Zealand). The five-year plan was later named The Japan-East Asia Network of Exchange for Students and Youths (JENESYS) and various programs, such as invitations, dispatches, and cultural exchange, have been conducted.

The JENESYS program aims to deepen understanding of the different facets of Japanese society, including politics, diplomacy, economics, tradition, and culture, and to form the basis of a future vision and to achieve firm solidarity among the East Asia community among the younger generation. Youths who will determine the future of the next generation are expected to gain an understanding of Japan's society and culture, as well as to promote the growth of a close network among their peers and the formation of a shared identity.

## **About the Japan Foundation**

The Japan Foundation is one of the implementing organizations of the JENESYS Program. Established in October 1972 as a special legal entity under the purview of the Ministry of Foreign Affairs, the Foundation aims to deepen understanding of Japan overseas and to contribute to the enhancement of culture and the welfare of humanity in the world through international cultural exchange. It was subsequently reorganized as an independent administrative organization in October 2003. As part of its cultural-exchange scheme, the Japan Foundation carries out personnel-exchange programs to enhance mutual understanding among countries and to contribute to further development and networking in civil society. In this context, the Foundation was commissioned by the Association of South-East Asia Nations (ASEAN) to implement the JENESYS program, under which various programs were outlined. The "East Asia Future Leaders Program" series, along with other JENESYS programs, has been organized by the Japan Foundation, with the aim of promoting cultural-exchange activities among youths in various fields.

## **JENESYS East Asia Future Leaders Program**

The East Asia Future Leaders Program is one of the JENESYS short-term exchange schemes, and it specifically targets young intellectuals and practitioners of particular activities up to 35 years of age. Each program focuses on a specific theme and emphasizes a series of discussions on thematic issues common to the region, and interaction with Japanese experts and citizens with specific backgrounds. Promising youths from the relevant fields with the related expertise visit Tokyo and other localities, sharing every moment of the study-tour program together and nurturing a bond among the members.

In the fifth year (2011/2012) of the JENESYS East Asia Future Leaders program, the "Education Group" was implemented as one of the five batches of the year for the period of February 25–March 7, 2012.



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# Background and Concept of “Education Group” Fostering ‘Resilience’ to Overcome Hardships

After World War Two, Japan had experienced materialistic wealth through rapid economic growth. Yet that progress has not brought an absolute fulfillment at present.

Economic Rationalism has caused stress within society, and people have put less and less emphasis on their relationships within the community. Those aspects contribute to the increase of anxiety within society as a whole.

The catastrophic earthquake occurred on 3.11 under such circumstances. It reminds us of how important relationships are, and also requires of us the strength to overcome such a painful period of life. Through the incident, people are changing their priorities in life and even their very life styles. This program examined Japanese society and focus on the concept of “resilience,” which refers to the ability to recuperate from stress and that assists the formulation of an elastic and strong mind.

During the program, participants visited Kesenuma City, located in the Tohoku area and where physical damage was severe; indeed. The area is still in the process of recovering from the earthquake. The area has already applied ESD (Education for Sustainable Society) to the education prior to the disaster. Innovative practices in education focusing on a future-oriented spirit around the City have contributed to the building of a sustainable society.

They discussed the role of “resilience” through school visits and information exchange with the local people, including those in educational administration, school teachers, non-profit organizations, fishermen, brewers, and the community as a whole. They shared the situation in each of their countries and develop an understanding of nurturing a resilient spirit to help them overcome the difficulties of life. The discussion was expected to contribute to the building of solidarity among the East Asian nations.

## Programme Period

February 25th, 2012 (Sat.) – March 7th, 2012 (Wed.) / 12 days

## Participants

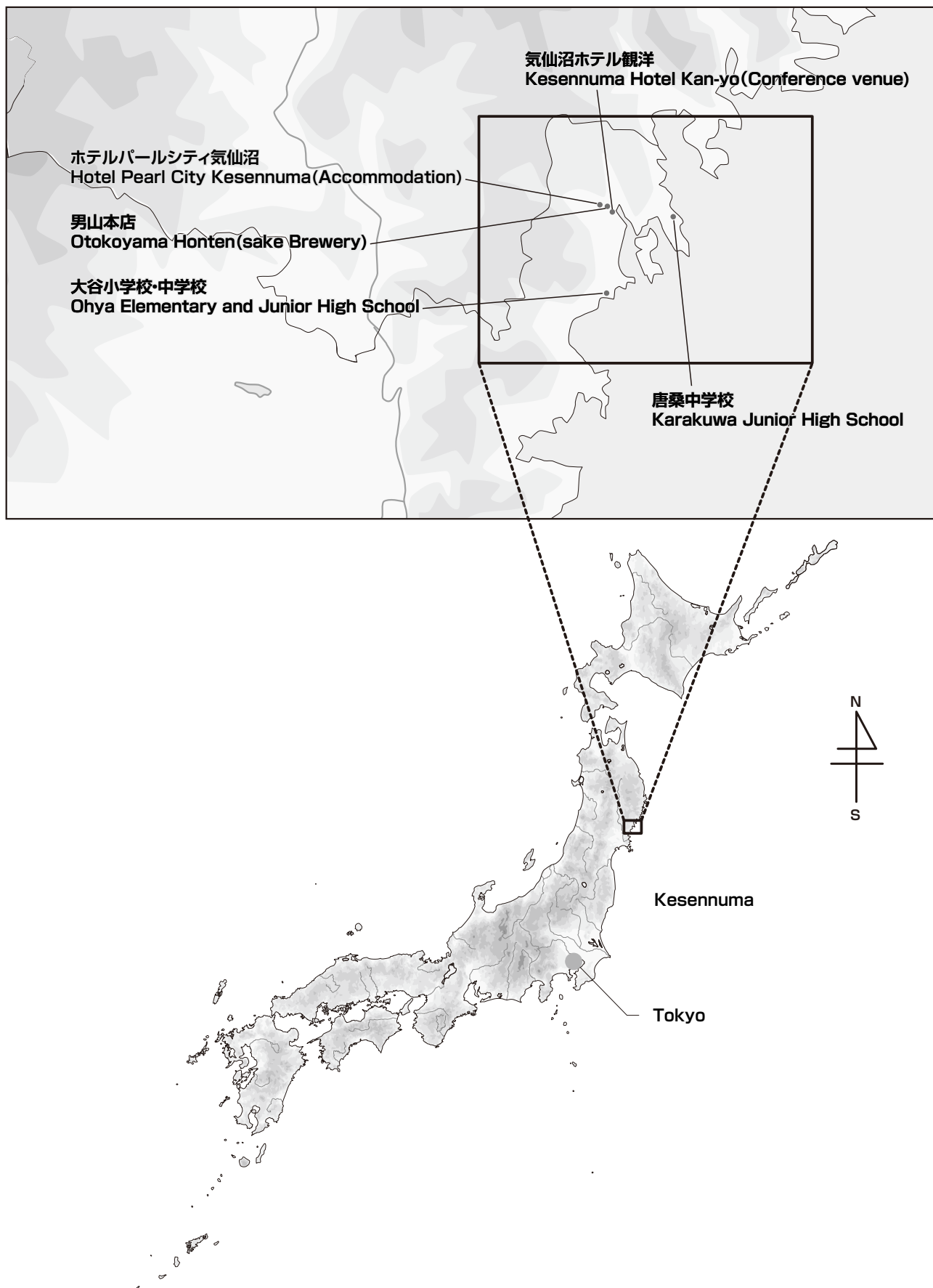
A total of 27 participants were carefully chosen from 16 countries (Brunei, Cambodia, Indonesia, Laos, Malaysia, Myanmar, Philippines, Singapore, Thailand, Vietnam, India, Australia, New Zealand, China, Korea and Japan).

There were 13 male and 14 female professionals in the field of Education.

## Program Schedule (English and Japanese)









Date	Program Itinerary	プログラム日程
Feb. 25 (Sat)	・ Arrival at Tokyo from Respective Home Countries	・ 来日
Feb. 26 (Sun)	・ Program Orientation ・ Keynote Lecture: Dr. Yoshiyuki Nagata, University of Secret Heart, Tokyo ・ Participant's Presentation ・ Informal Welcome Dinner	・ オリエンテーション ・ 基調講演：聖心女子大学 永田佳之准教授  ・ 参加者プレゼンテーション ・ 歓迎夕食会（インフォーマル）
Feb. 27 (Mon)	・ Lecture: Dr. Tetsuji Ito, Ibaraki University ・ Briefing on Field Visit to Kesennuma ・ Courtesy Visit to the Ministry of Foreign Affairs ・ Participant's Presentations	・ 講演：茨城大学人文学部 伊藤哲司教授 ・ 気仙沼訪問事前説明 ・ 外務省表敬訪問 ・ 参加者プレゼンテーション
Feb. 28 (Tue)	・ Ashinaga Rainbow House Visit ・ Performance: Dr. Norihiko Kuwayama, Stage Earth	・ あしなが心塾レンボーハウス訪問 ・ 地球のステージ（震災編）
Feb. 29 (Wed)	・ Individual Site Visit ・ Leave Tokyo for Kesennuma	・ 自由研修 ・ 移動：東京→気仙沼
Mar. 1 (Thu)	・ Ohya Elementary School Visit ・ Ohya Junior High School Visit	・ 気仙沼市立大谷小学校訪問 ・ 気仙沼市立大谷中学校訪問
Mar. 2 (Fri)	・ Karakuwa Junior High School Visit ・ Lecture: Mr. Sugawara, Otokoyama Honten Sake Brewery (Slow Food Kesennuma) ・ Lecture: Dr. Hiroshi Asanuma, Graduate School of Environmental Studies, Tohoku University	・ 気仙沼市立唐桑中学校訪問 ・ 講演：酒造男山本店 菅原社長 (スローフード気仙沼) ・ 講演：東北大学・大学院環境科学研究科 浅沼宏准教授
Mar. 3 (Sat)	・ Observation: Affected Area of the disaster ・ Lecture: Mr. Shirahata, Kesennuma City Board of Education ・ Lecture: Mr. Oikawa, Kesennuma City Board of Education ・ Group Discussion ・ Briefing of Kesennuma Play Park: Mr. Hideaki Amano, Japan Adventure Playground Association ・ Kesennuma Wrap-up, Mid-Term Presentation	・ 被災地見学 ・ 講演：気仙沼市教育委員会 白幡勝美教育長 ・ 講演：気仙沼市教育委員会 及川幸彦副参事 ・ グループディスカッション ・ 気仙沼あそびーばー紹介： 日本冒険遊び場づくり協会 天野秀昭副代表 ・ 気仙沼ラップアップ、中間発表
Mar. 4 (Sun)	・ Lecture: Mr. Saito, Studio Wind ・ Dyeing-Art Workshop ・ Leave Kesennuma for Hiraizumi ・ Culture Experience: Hiraizumi Visit, Japanese Style-Inn	・ 講演：風の布パピヨン・齋藤洋氏 ・ 野染めのワークショップ ・ 移動：気仙沼→平泉 ・ 日本文化体験：平泉訪問、日本旅館体験
Mar. 5 (Mon)	・ Leave Hiraizumi for Tokyo ・ Group Discussion	・ 移動：平泉→東京 ・ グループディスカッション
Mar. 6 (Tue)	・ Group Discussion ・ Final Participant's Presentation ・ Final Wrap-up ・ Farewell Reception	・ 成果発表準備 ・ 参加者による成果発表 ・ 全体振り返り、ラップアップ ・ 歓送レセプション
Mar. 7 (Wed)	・ Departure from Tokyo to Respective Home Countries	・ 離日


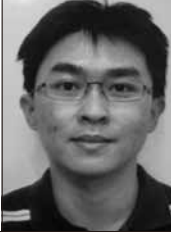






# Map of Japan: Place Visited








## List of Participants: 参加者リスト (和文併記)

<b>Brunei</b> <b>ブルネイ</b>	<b>Haji Mohamad Sofian Bin Lamit (Mr.)</b> ハジ・モハマッド・ソフィアン ビン・ラミット Education officer 教員 Department of Technical Education, Ministry of Education 技術学校	
	<b>Abdul Nafri Bin Haji Hussin (Mr.)</b> アブドゥル・ナフリ ビン・ハジ・フシン Teacher 教員 Brunei Polytech ブルネイ・ポリテック	
<b>Cambodia</b> <b>カンボジア</b>	<b>Yoeun Mey (Mr.)</b> ユーン マイ Vice Chief of Bureau of Department of Social Welfare 社会福祉局副室長 Ministry of Social Affairs, Veterans and Youth Rehabilitation 社会問題・退役軍人・青少年更正省	
	<b>Chhumpanha Ke (Mr.)</b> チュンパニャー カエ Lecturer 講師 Build Bright University ビルド・ブライト・ユニバーシティ	
<b>Indonesia</b> <b>インドネシア</b>	<b>I G.A Ayu Jackie Viemilawati (Ms.)</b> イグウスティン・アグン・アユ・ジャッキー フィエミラワティ Psychologist and Technical Adviser to Aceh Program 心理療法士及びアチェ事業テクニカル・アドバイザー Pulih Foundation プリ財団 (トラウマ回復・心理社会的エンパワーメント・センター)	
	<b>Imran Sentosa (Mr.)</b> イムラン セントサ Teacher/Tutor 教師 Sokola Foundation ソコラ財団	

<b>Laos</b> ラオス	<b>Phouvong Aphay (Mr.)</b> プーボン アパイ Desk Officer 事務官 ASEAN-SEAMEO Division, Ministry of Education and Sport ラオス教育・スポーツ省ASEAN-SEAMEO課	
	<b>Souksanh Sayavong (Mr.)</b> スクサン サヤボン Head of Curriculum Unit カリキュラム・ユニット主任 Faculty of Education, National University of Laos ラオス国立大学教育学部	
<b>Malaysia</b> マレーシア	<b>Ezrin Ashikin Binti Zakaria (Ms.)</b> エズリン・アシキン ビンティ・ザカリア Assistant Director 課長補佐 Ministry of Education, Malaysia マレーシア教育省	
	<b>Shafarudin Bin Ali (Mr.)</b> シャファルディン ビン・アリ Assistant Director 課長補佐 Ministry of Education, Malaysia マレーシア教育省	
<b>Myanmar</b> ミャンマー	<b>Yin Nwe Tun (Ms.)</b> イェン・ヌエ・トゥン Junior School Teacher (Aesthetic Education Curriculum) 教員 Curriculum Section (Department of Educational Planning and Training) 教育省教育計画訓練局	
	<b>Kyaw Naing Zan (Mr.)</b> チョウ・ナイン・ザン Primary Teacher (General Science Curriculum) 教員 Curriculum Section (Department of Educational Planning and Training) 教育省教育計画訓練局	
<b>Philippines</b> フィリピン	<b>Annaliza Villalobos Laylo (Ms.)</b> アナリザ・ヴィリアロヴォス ライロ Peace Program Officer IV ピース・プログラム・オフィサー IV Office of the Presidential Adviser on the Peace Process 和平交渉に関わる大統領諮問委員会	
	<b>Josephine Dela Guardia Mueca (Ms.)</b> ジョセフィーナ・デラ・ガルディア ムエカ Children's Development Program Staff/ Community Organizer チルドレン・ディベロップメント・プログラム担当、コミュニティ・オーガナイザー Kaibigan Ermita Outreach Foundation, Inc. カイビガン・エルミタ・アウトリーチ財団	

Singapore シンガポール	<p><b>June Min Ching Lim (Ms.)</b>            ジューン リム            Senior officer            上級職員            Centre for TransCultural Studies            多文化共生研究センター</p>	
	<p><b>Kenny Han Yi Low (Mr.)</b>            ケニー ロー            Subject Head, National Education            国民教育科長            Changkat Changi Secondary School            チャンカット・チャンギ中学校</p>	
Thailand タイ	<p><b>Kritaya Sreesunpagit (Ms.)</b>            クリッタヤー シーサンバギット            Trainer            ファシリテーター            Spirit in Education Movement (SEM)            スピリット・イン・エデュケーション・ムーブメント</p>	
	<p><b>Aruchita Auttamapokin (Ms.)</b>            アルチター アッタマポーキン            Staff, Information and Coordination; Public Policy Group            公共政策グループ（情報・調整担当）スタッフ            Thai Public Broadcasting Service (Thai PBS)            タイPBSテレビ</p>	
Vietnam ベトナム	<p><b>Nguyen Minh Hieu (Ms.)</b>            グエン・ミン ヒエウ            Project Officer            プロジェクト・オフィサー            Action Center for the City            アクション・センター・フォー・ザ・シティ</p>	
	<p><b>Ho Thi Minh Nguyet (Ms.)</b>            ホー・ティ・ミン グエット            Education Provincial Specialist            地方教育専門員（クアンチー省）            Plan International            フォスター・プラン</p>	
India インド	<p><b>Syed Zulfiqar Ali (Mr.)</b>            サイド・スルフィカ・アリ            State Consultant            州政府コンサルタント            National Rural Health Mission- Government of Rajasthan            ラジャスタン州政府 農村開発ミッション</p>	
Australia オーストラリア	<p><b>Kimberley De Deckker (Ms.)</b>            キンバリー デ・デッカー            School Counselor            スクールカウンセラー            Department of Education, NSW            ニューサウスウェールズ州教育省</p>	

<p><b>New Zealand</b> ニュージーランド</p>	<p><b>Marcia Ann Jones (Ms.)</b> マーシア・アン ジョーンズ Primary School Teacher 小学校教師 Mairehau Primary School マイレハウ小学校</p>	
<p><b>China</b> 中国</p>	<p><b>Wu Junjie (Mr.)</b> ウー ジュンジェ Teacher 教師 Beijing Jingshan School 北京市景山中学</p>	
<p><b>Korea</b> 韓国</p>	<p><b>Kim Minkyong (Ms.)</b> ギム ミンギョン Journalist 記者 The Hankyoreh ハンギョレ新聞社</p>	
<p><b>Japan</b> 日本</p>	<p><b>Hiroshi Murakami (Mr.)</b> 村上 宏 Primary School Teacher 小学校教師 Tokiwa Elementary School 大阪市立常盤小学校</p>	
	<p><b>Miki Saito (Ms.)</b> 斉藤 美貴 Graduate student 大学院生 Graduate School of the University of Sacred Heart 聖心女子大学大学院</p>	







# **Lecture Records**

# Keynote Lecture by Prof. Yoshiyuki Nagata

Slide 1

**ESD: A Holistic approach  
towards a Resilient and Sustainable World**

26 Feb. 2012  
Yoshiyuki NAGATA  
JENESYS Programme Advisor,  
Member of ESD-MEEG (UNESCO HQ),  
Assoc. Prof., Univ. of the Sacred Heart, Tokyo

Slide 2

**Q. What is an important key-  
concept for our future?**

- Freedom?
- Democracy?
- Diversity?
- Resilience?
- Happiness?
- Sustainability
- Sustainable Development

Slide 3

**Challenge in a Globalized World**

Our biggest challenge in this new century is to take an idea that sounds abstract – sustainable development – and turn it into reality for all the world's people.

Kofi Annan  
(Former DG of UN)


Slide 4

**Yes, Sustainable Development,  
But why Education?**

Slide 5

**Our Era of Uncertainty**

- Climate change
- Global Warming
- Economic crisis
- Biodiversity Loss
- Natural disaster
- Infectious diseases
- Food security
- .....



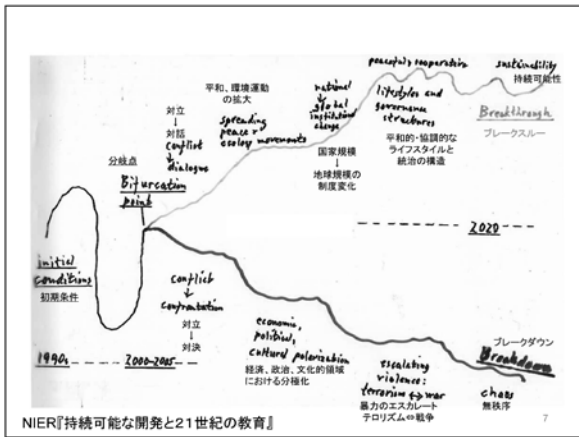
Slide 6

**A Futurist's Prediction**

- We are now living at a bifurcation point
- Breakdown or Breakthrough?
- Holistic View or ways of thinking
- ESD

6

Slide 7



Slide 8

## What are ESD and DESD?

- ESD  
Education for Sustainable Development
- DESD  
Decade of Education for Sustainable Development

UNESCO

Slide 9

### A wise man said ...

We cannot solve problems by using the same kind of thinking we used when we created them. (...) We have to learn to see the world anew.

Albert Einstein

Slide 10

### ESD is not only for new skills / knowledge

ESD as a new vision of education, ... a vision (...) addressing the complexity and interconnectedness of problems.

UNESCO-UNEP 2008. *Youth Xchange*.

ESD: A new pedagogy. (...) a new approach to learning. (...) Educators become facilitators of learning for change. ...

IUCN CEC Communication

Slide 11

### ESD as a Paradigm Shift

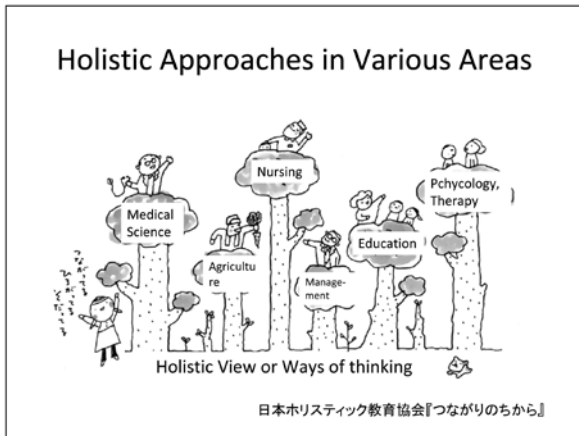
- Fragmented thinking ⇒ Systems thinking
- Mechanistic view ⇒ Ecological view
- Teaching-oriented ⇒ Learning-oriented
- Top-down control ⇒ Bottom-up process
- Competition ⇒ Collaboration

Slide 12

### Holistic Values

- Speed → Slow
- Competition → Collaboration
- Material Affluence → Spiritual Richness
- Monoculture → Diversity
- Monopoly → Sharing
- Results → Process

Slide 13



Slide 14

**Sustainability Matters**

The Government would like every school to be sustainable by 2005. Commissioned by the DfES, Sustainability Matters is an ideal tool for stimulating good education among students, staff and governors to make this vision a reality. The film demonstrates easy ways to get involved and reveals how sustainability can bring far-reaching benefits to schools.

Sustainable development isn't just about recycling and low energy bulbs, but encompasses care for animals, care for each other and care for the environment. What's more it can contribute to higher achievement and better behaviour.

To find out more please go to the newly updated [www.dfes.gov.uk/sustainabilitymatters](http://www.dfes.gov.uk/sustainabilitymatters) site which features case studies, lesson plans and information on where to find local advice and support.

To view the film click here.

Approved by the Children, Schools and Families

www.suschool.org.uk

Slide 15

## Sustainable School Planning

www.suschool.org.uk

Slide 16

## Model of Sustainable School/Community

www.suschool.org.uk

Slide 17

## The Eight Doorways (Sustainability Themes)

- 1) Food and Drink
- 2) Energy and Water
- 3) Travel and Traffic
- 4) Purchasing and Waste
- 5) Buildings and Grounds
- 6) Inclusion and Participation
- 7) Local Well-being
- 8) Global Dimension

Slide 18

### Holistic and Integrated Approach

Thailand Environment Institute (TEI) 'Sufficiency towards ESD'

Slide 19

## Seven Activities

Thailand Environment Institute (TEI) 'Sufficiency towards ESD'

Slide 20

## What is ESD for you/your community?

Connectedness with nature's majesty, the world and the cosmos...  
 Connectedness through the past, present and future...  
 We human beings live in the midst of connections.  
 Reclaiming connectedness with nature, society and community  
 is the first step towards a sustainable future.  
 Incorporating and feeling connectedness within ourselves...  
 Cultivating this feeling is what ESD means to us.

Slide 21

## JENESYS 2010

Minamata

Goto Islands

Photo: Y.Nagata

Slide 22

## Survey, Sharing and Creation in a Local Village

Photo: Y.Nagata

Slide 23

### Innovation in Ecology



Photo: Y.Nagata

Slide 24

### Goto Islands




Photo: Y.Nagata

Slide 25

### Nozaki Island (Desert Island)




Photo: Y.Nagata

Slide 26



Photo: Y.Nagata

Slide 27

### Drifting Garbage on Seashore



Photo: Y.Nagata

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Photo: Y.Nagata

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### Contemplation in a church



Photo: Y.Nagata

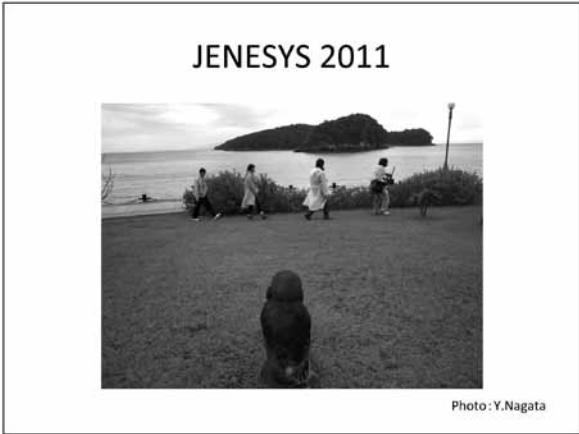
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### Learning Community



Photo: Y.Nagata

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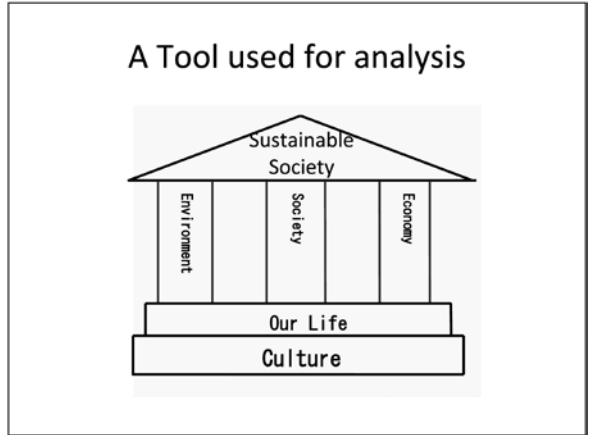
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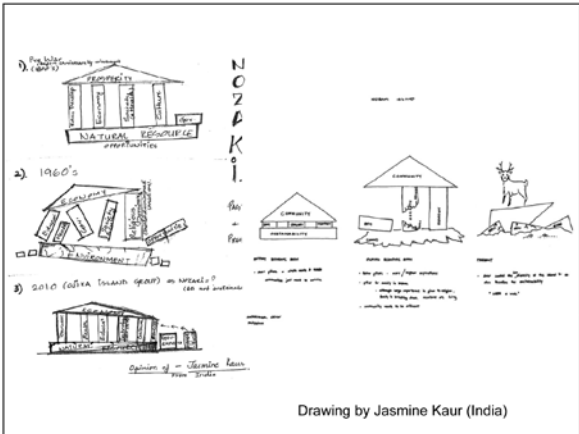
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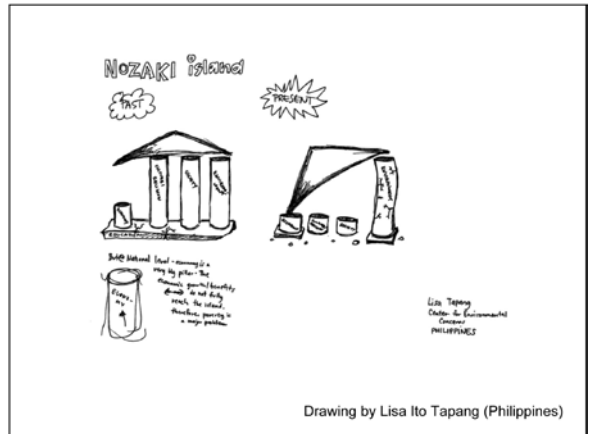
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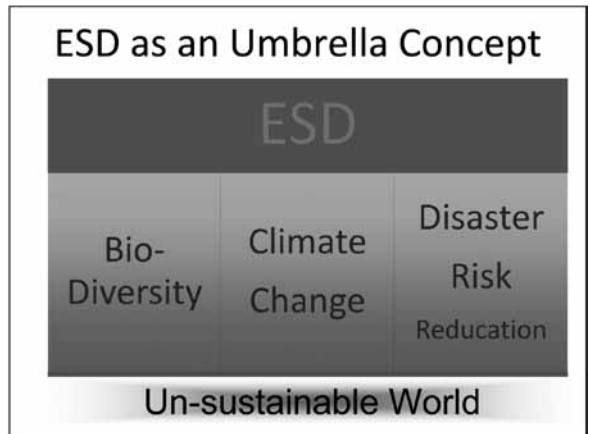
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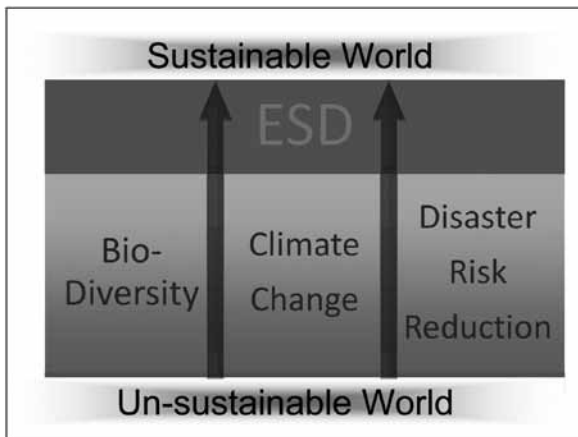
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Some Key Concepts  
for Our Learning

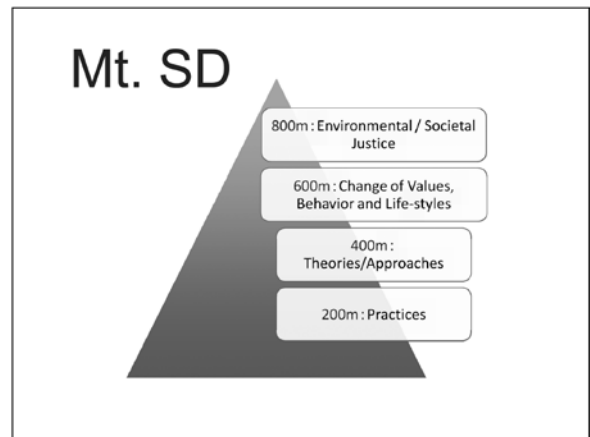
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Slide 41

**What is Resilience ?**

- Now you are on a boat....

Slide 42

**Resilience**

- People and things that are resilient are able to recover easily and quickly from unpleasant or damaging events.

What is a key-word for RESILIENCE?

Slide 43



Slide 44

**Resilience and Diversity**

- Less Diversity, ....  
Less Resilience
- More Diversity,  
...More Resilience

Photo: Y.Nagata

Slide 45

**Key concepts for our learning journey**

- Sustainability
- Resilience
- Diversity

Slide 46

**A Journey of Your Learning has just started!**

**END**

Yoshiyuki NAGATA  
Univ. of the Sacred Heart, Tokyo  
MEEG, UNESCO HQ

# Program Wrap-up by Prof. Yoshiyuki Nagata

Slide 1

## Gift from Japan What Have We Learnt through Our Journey of Learning?

6 March 2012  
Univ. of the Sacred Heart, Tokyo  
Yoshiyuki NAGATA

Slide 2

Now our journey of learning in Japan  
has nearly come to an end.  
What have you learnt?

- Concepts
- Ideas
- Theories
- Practices
- Wisdom

Slide 3



Photo: The Japan Foundation

Slide 4

Q.

Hazards = Natural?

- Disasters = Natural?
- Hazards can be disasters!
- DRR, education as central to building society's resilience to hazards, is imperative!

Slide 5

A bit of theories ...

Slide 6

## Two Keywords

### RESILIENCE

- Ability to withstand or recover quickly from difficult conditions.

### VULNERABILITY

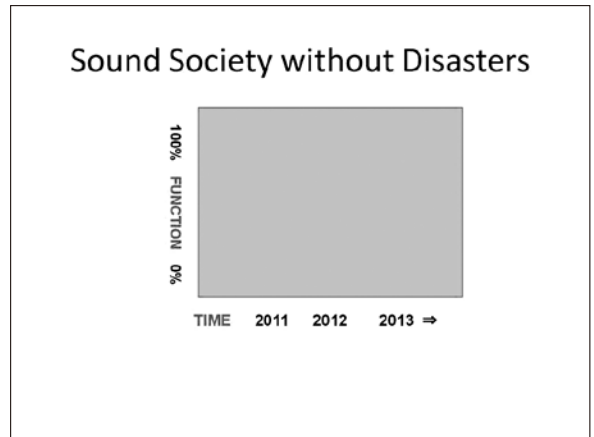
- Exposed to the possibility of being attacked or harmed, either physically or emotionally.



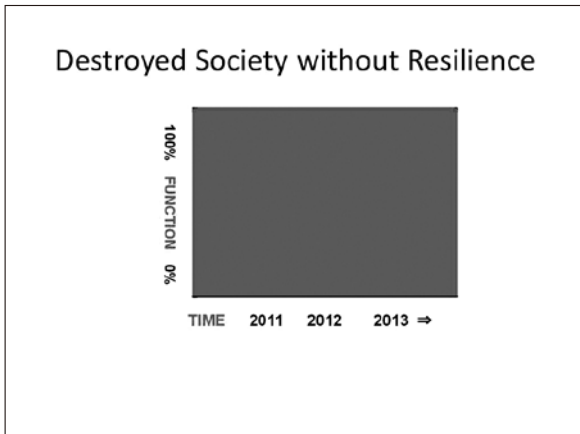
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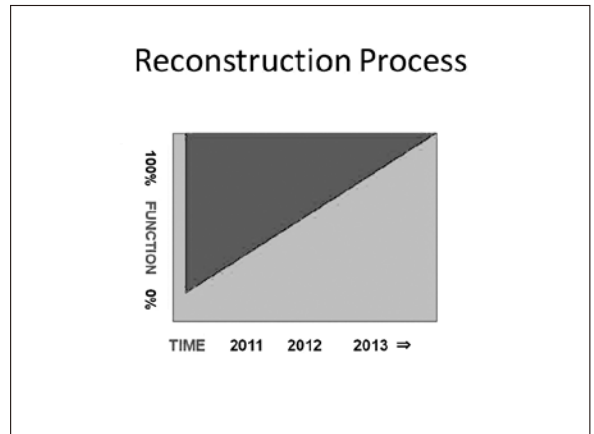
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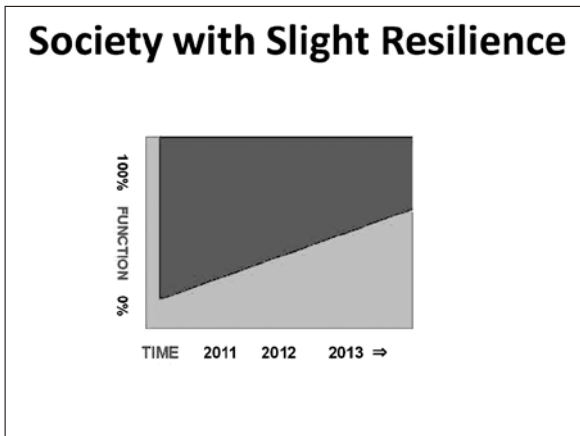
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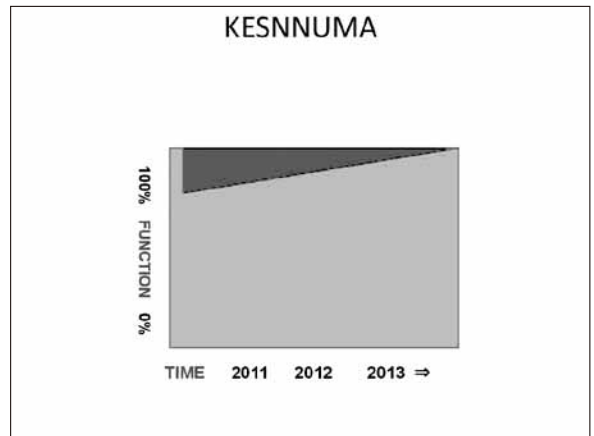
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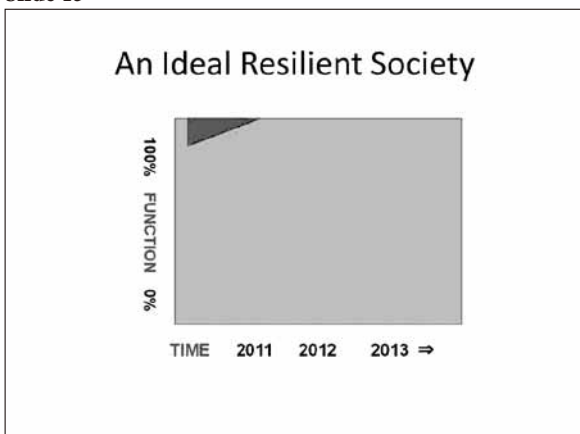
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Slide 12



Slide 13



Slide 14

### Why Kesennuma Was Resilient?

Survival Ratio among Students = 99.8%

Kamaishi: TenDenKo  
Kesennuma: ESD?

Slide 15

### Resilient People in Kesennuma

- Teachers: Mission & Resilient Mind
- Students: Independent Judgment
  - Helping others help themselves
  - Carrying water, Playing music,
  - Care for the aged, Cleaning,
  - Washing, etc.

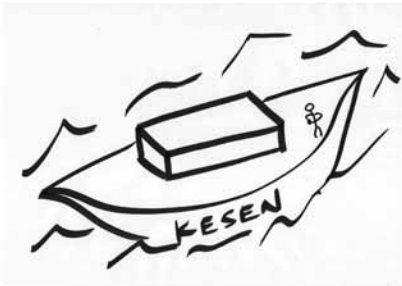
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### Resilience on a boat...



Slide 17

### How did people in Kesennuma keep resilient?



Slide 18

### Resilience at School

- Counseling
- Care among staff
- Community work (Winder Flooded Rice Paddy)
- Play
- Mutual massage
- Onsen (Hot Spring Bath)
- Welcoming people from outside community

Slide 19

### Resilience at Community

- Affection to 'my country'
  - "Humming Bird" "Fuyumizu-Rice Paddy"
- Wisdom inherited over generations: TenDenKo
- School as Evacuation Center
- Opportunities and spaces to Play
- Relax through non-formal activities
- Local alternative culture (Slow Food, etc.)

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### Elements of Resilience



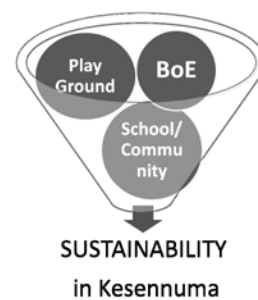
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### Diversity for Resilience

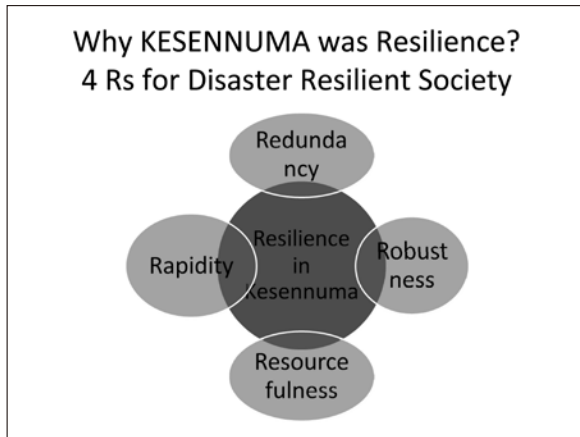


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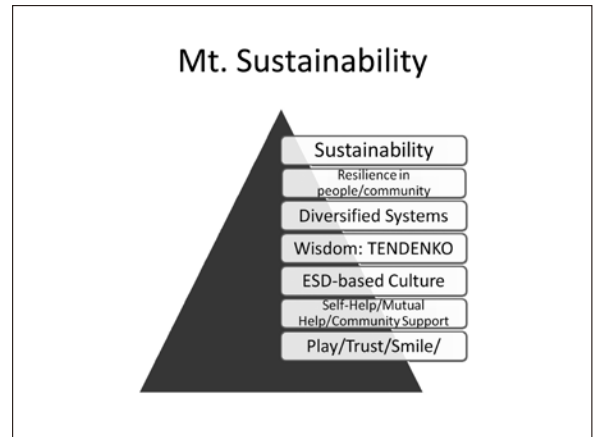
### Diversity as a 'key' for resilience



Slide 23



Slide 24



Slide 25

### Attitudes towards a Sustainable Community

- Non-verbal communication is important.
- Being with patients, rather than telling them useful words is more important.

Photo: 地球のステージ

Slide 26

### Philosophy towards a Sustainable Future

- Whether we can change the world or not, we can change ourselves.
- System will not change until you change yourself.
- Human-being rather than human-doing.
- Change yourself, and challenge the system!

Photo: Y.Nagata

Slide 27

### Resilience

- People and things that are resilient are able to recover easily and quickly from unpleasant or damaging events. (OED)
- Ability to Create Future (Oikawa)

Slide 28

### Poem by local children

- 黒い波 のまれて消える 街の色  
Colors of my town, swallowed by black waves, are disappearing ...

JSF「地球人の心プロジェクト」  
<http://www.jsforum.or.jp/event/education/teraheart/index.html>

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Slide 30

- ふと見ると 家の窓から 青い海
- Through the window of my house, taking unexpected glance, is blue ocean.

JSF「地球人の心プロジェクト」  
<http://www.jsforum.or.jp/event/education/teraheart/index.html>

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- 白い地に これから絵の具を塗っていく
- On white ground, I will paint colors from now on.

JSF「地球人の心プロジェクト」  
<http://www.jsforum.or.jp/event/education/teraheart/index.html>

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<http://www.jsforum.or.jp/event/education/teraheart/index.html>


# Special Lecture by Mr. Katsumi Shirahata (Presentation Data)

Slide 1

1

## Past, present, future Tsunami Disaster Prevention in Kesennuma City

Disaster prevention education with coordination between the  
Kesennuma City Board of Education, schools in the city, and the  
Kesennuma City Crisis Management Department, and its background



**Katsumi Shirahata**  
Superintendent  
Kesennuma City Board of Education

Slide 2

2

## Major Tsunamis on the Sanriku Coast

★ History of major tsunamis


Kesennuma ↓ Tsunami monument at Oshima Nagasaki in

**Jogan 11, May 16** (July 13, 969)  
**Keicho 16, October 28** (December 2, 1611)  
**Meiji 29, June 15** (June 15, 1896)

★ Past tsunami with survivors living today:

- **1933 (Sanriku Great Tsunami)**  
Hashikami Meido, Height 10m, 1,906 deaths in city
- **1960 (Chile Earthquake and Tsunami)**  
Karakuwa Tadakoshi, Height 7.0 m, 81 deaths in city
- **1968 (Tokachi Offshore Earthquake)**  
(Did not submerge land) 1 death in city

"Kesennuma City Community Disaster Plan" and "Honkichi Machi-shi"



Slide 3

3

## Tsunami disasters that tend to be forgotten

Kunio Yanagida "Spring in Snow Country"  
Tsunami memorial, Karakuwa-cho,  
Kesennuma City

Karakuwa-cho, Kesennuma City  
Kunio Yanagida literature memorial






Slide 4

4

## Earthquakes and tsunamis with effects felt today

- ① **June 12, 1978: Miyagi offshore earthquake**  
→ Prefectural disaster prevention day established
- ② **May 26, 1983: Japan Sea earthquake and tsunami**  
→ Proper tsunami knowledge
- ③ **July 12, 1993: Southwest Hokkaido offshore earthquake and tsunami**  
→ Tsunami disaster. Refuge during tsunamis.
- ④ **January 17, 1995: Great Hanshin-Awaji earthquake**  
→ Earthquake resistant structures. Earthquakes with fires.
- ⑤ **May 26, 2003: Kesennuma offshore earthquake**  
→ Disaster prevention education. Disaster p
- ⑥ **December 26, 2004: Sumatra offshore earthquake and tsunami**  
→ Awareness of major tsunamis. Dealing with wreckage. Evacuation buildings.




Slide 5

5

## Efforts linked to today 1

**1978 earthquake offshore of Miyagi Prefecture**  
Accompanied by small tsunami, but major damage to our community.  
In all Miyagi Prefecture, 27 deaths and 10,962 injuries. Total  
damages of 268.8 billion yen.

- Efforts following earthquake
- "Miyagi Prefecture Disaster Prevention Day" established in 1979.
- Disaster prevention activities across the prefecture on "Disaster Prevention Day"
- Educational activities by lifelong learning department
- Preparation of disaster prevention manuals at schools by principal's association and others
- Confirmation of community block system during disasters



Slide 6

6


## Efforts linked to today 2

**2002 (Education for Sustainable Development (ESD) started)**

- Omoso Elementary School starts international joint environmental education
- Collaboration between city board of education and Miyagi University of Education

Educational factors (ESD factors expected in tsunami disaster education)

- ① Ability to learn, understand, and remember
- ② Ability to predict and prepare for the future
- ③ Ability to act independently and save one's life
- ④ Ability to use and share information
- ⑤ Ability to connect and cooperate with people
- ⑥ Ability to evaluate and improve current situation and proposals




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7

### Efforts linked to today 3

**Earthquake occurs in southern Sanriku on May 26, 2003.**

- Kesennuma City: 22,000 households surveyed; 1.5% recognized possibility of tsunami and sought refuge  
→ Efforts with community as whole (by Crisis Management Department)
- Lectures, community meetings  
Held in 131 of 171 city districts.  
Participants tended to be elderly.  
→ Disaster education, lectures in coordination with schools
- Crisis management dept. prepares disaster prevention text for elementary middle school students, and disaster prevention on organizations.
- Disaster prevention projects spread to school age children through community and public organizations
- Participation in disaster education with local features that continues efforts by schools (Spread of ESD type disaster education)



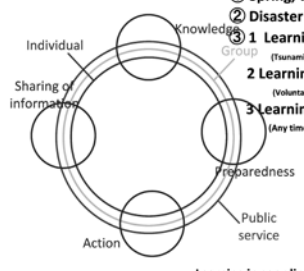
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### Spread of tsunami disaster prevention education in schools with coordination between community, crisis management dept., fire dept., and police dept.

(Spread of ESD type disaster prevention education)

- ① Spring, winter disaster prevention drills
- ② Disaster education in each school
- ③ 1 Learning and education in facilities (Tsunami experience hall, disaster center, etc.)
- 2 Learning in the region and community (Voluntary disaster prevention organizations, etc.)
- 3 Learning in the broader region (Any time, anyone)





Learning in coordination with others makes coordination more certain.

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9

### Example 1: Tsunami drills at Nakai Elementary School and Urashima Elementary School.

Urashima Elementary School: Practice living in tents

Nakai Elementary School: Practice making independent judgments





Urashima Elementary School: Practice making independent judgments

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### Example 2: Tsunami drills at Hashikami J.H. School

Food distribution and fire drill


Simulated experience of life in evacuation center

Slide 11

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### Example 3: Education and learning in facilities

#### Kawakura Tsunami Experience Center



Talk in tsunami experience center




The only tsunami experience center in Miyagi Prefecture. It has been the model for many Tsunami experience centers.

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### ③ Example 2: Community learning and disaster drills

○ Model project based on "New Public"



- Project aims
- Provide a place for children to learn outside school
- Hold events and exhibitions on tsunamis
- Raise disaster awareness through symposiums

In addition to nature and local culture, awareness of natural disasters and community resources

among people

Project aims

- Cultivate community pride
- Raise disaster awareness
- Energize community through exchanges

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### ③ Example 3: Learning and education in community

○ Tsunami Field Museum

- ① Use IT (mobile phones)
- ② Use databank
- ③ Gather, share data

→ Use in educational recovery support projects, city key measures  
\*Practice at Kesennuma Elementary School

Many things have caused citizen disaster prevention activities to be carried out to il.civil.tohoku.ac.jp today. 自分だけのマップを作成




Slide 14

14

### Major earthquake and movement toward recovery (submerged fish market)

○Great East Japan Earthquake of March 11, 2011




Slide 15

15

### Major earthquake and movement toward recovery (Shishiori fire)

○ Great East Japan Earthquake of March 11, 2011



Slide 16

16

### Tsunami damage in from Great East Japan Earthquake

Damage in Kesennuma City

- Deaths 1,026
- Missing 383
- Damaged businesses 3,314 of 4,102
- Affected employees 25,236 of 30,232
- Damaged fishing boats About 3,000 of 3,566




★ From "Kesennuma City Disaster Recovery Plan"

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### Loss and damage at elementary and junior high schools

- Deaths 12 children
- Buildings damaged in tsunami
  - Minami Kesennuma Elem. Sch. (can be used), Shishiori Elem. Sch. (1<sup>st</sup> floor cannot be used),
  - Otani J.H. Sch. (1<sup>st</sup> F), Otani Elem. Sch. (1<sup>st</sup> F)
- Disaster centers
  - Evacuation centers, material distribution station, morgue, Self-Defense Force base, etc.
- Temporary housing
  - \*9 J.H. sch., 5 elem. sch.



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18

### Things necessary for schools in the city today

- ★ Disaster and recovery education with greater awareness of actions of individual students and citizens
- ★ Implementation of disaster prevention education in coordination with the community, and contributions to community building (disaster prevention education to develop people and the future)


- Evaluation of efforts to date
- Reaffirmation of coordination between community/organizations/groups and municipal/prefectural/national government
- Creation and implementation of disaster prevention manuals suited to circumstances of community
- Training of human resources to be in charge of disaster prevention
- Sharing of records, experiences, and lessons from the experiences of the recent tsunami

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### As a summary

Tsunami disaster prevention education is not only necessary, but should also contribute to common ways to cope and ability to act in many disasters. It is education (ESD) to develop people who want to sustainably develop the community, Japan, and the world and work toward creating a bright future.



# Special Lecture by Mr. Katsumi Shirahata

## Past, Present and Future Tsunami Disaster Prevention Education in Kesennuma City

Development and progress of disaster prevention education in collaboration among Kesennuma City Board of Education, city schools, and the Risk Management Department of the Kesennuma city government

Katsumi Shirahata  
Superintendent, Kesennuma City Board of Education

I would like to introduce the tsunami disaster prevention education that has been conducted in schools in Kesennuma City in the Sanriku area that was affected by the tsunami following the Great East Japan Earthquake and the progress of the education, focusing on Education for Sustainable Development (ESD).

### S1 History of tsunami disasters in the Sanriku area and fading memory of them

In the Sanriku area, which includes Kesennuma City, along the coast residents have built ports and factories to process marine products and have made their residences near the ports to enjoy the ocean's bounties as much as possible and trade the products for their livelihood.

In other words, they are highly likely to be affected by a tsunami disaster. Actually, Kesennuma City and the Sanriku area have been attacked by tsunamis several times over the centuries.

Throughout history, there have been notorious huge tsunamis in the area, in the years 869, 1611 and 1896, with the tsunami caused by the Great East Japan Earthquake in 2011 now added to them. On a tsunami monument built in Nagasaki on Oshima Island in Kesennuma City, a record of tsunamis attacking Oshima Island is engraved. There are also numerous other tsunami monuments in the area as well.

After the Meiji period (1868–1912), a remarkably large tsunami hit the area in 1933, which reached 7 m high at the Osawa district in the northern coastal area and killed a total of 81 people. Since this was much lower than the 1,906 killed by a huge tsunami in the Meiji period, people thought that their countermeasures against tsunami were effectively working. However, Miyagi Prefecture built 33 tidal bore museums (that played the same role as today's tsunami museums) including nine in Kesennuma City. Figure 2 shows the only tidal bore museum still remaining in the Karakuwa district. By building these museums, Miyagi Prefecture tried to encourage people to prepare for the recurrence of tsunami.

Nonetheless, the memory of tsunamis has gradually faded from the residents' minds. As famous folklorist Kunio Yanagida wrote in his essay "Nijugo kanen go (Twenty-five years later)" in a book titled "Yukiguni no Haru (Spring in the North Country)" published by Sogensha in 1940, memories of disaster also faded away after the tsunami in the Showa period (1926–1989).

However, people in the area have not completely lost sensitivity to tsunami disasters. We have paid attention to several earthquakes and tsunamis that had some influence on us.

First, the Great Hanshin-Awaji Earthquake in 1995 should be mentioned. Kesennuma City sent huge fishing vessels filled with relief goods as a token of



Figure 1. Tsunami monument in Nagasaki



Figure 2. Monument of the Karakuwashuku Earthquake and Tsunami Museum



the citizens' goodwill to Kobe, attacked by the earthquake.

The 2004 Indian Ocean earthquake and tsunami also had a shocking impact on us. Seeing the images from Banda Aceh, we learned that a tsunami surges across the land with lots of debris. Even though they occurred in other countries or regions far from our own areas, disasters in recent years have stronger impact on us than those occurring in our own region in the past. This shows that exchanging information with other countries and regions is an essential part of disaster prevention education.

## §2 Development of tsunami disaster prevention education

Let me talk about three events that caused our community to pay attention to both records of past disasters in our own region that have been fading from memory, and information on disasters occurring in other countries and regions. These events triggered us to be more aware of disaster management and to take actions leading to today's disaster management.

The first one is the Miyagi Earthquake in 1978. In Miyagi Prefecture, 27 people were killed and 10,962 people injured by the disaster. The Miyagi prefectural government designated June 12 when the disaster occurred as Miyagi Prefectural Citizens Disaster Prevention Day and have launched prefectural activities on disaster prevention education.

Schools began enhancing their disaster prevention activities represented by disaster drills that they have annually conducted in spring and summer and these activities became the core of their disaster prevention education. However, schools still conducted them only as risk management measures.

The second event leading us to today's disaster prevention education was that ESD practically started in Kesennuma City in 2002. Omose Elementary School in the city started an international collaborative environmental education program, which later evolved into ESD. ESD is a



**Figure 3. ESD/Tsunami disaster management education**

program of practical education that nurtures people with a strong will to develop regions, prefectures, nations and the world in a sustainable manner and to encourage people with talent and ability to realize this will. To achieve this education, Kesennuma City collaborated with the Miyagi University of Education. Some schools started tsunami-related disaster prevention education as ESD.

Disaster prevention education is also very effective in terms of ESD because both share common factors. These factors will be explained in Chapter 3.

The third event leading us to the present disaster prevention education was an earthquake with an epicenter 16 km offshore Kesennuma that struck in May the year after ESD started (2003). For most people in the area, it was the first time they had experienced an earthquake with a seismic intensity of 5-upper on the Japanese scale. According to a survey conducted by the city office targeting 22,000 households in the coastal area after the earthquake, only 1.5% said they had sought refuge from the threat of tsunami despite the high risk of being attacked by one.

The Risk Management Department was afraid of this situation and held lecture meetings and regional social gatherings in 131 out of 171 autonomous districts around the city. However, participants at these meetings were mainly senior citizens. To enlighten young guardians, train pupils and students and thus involve elder residents, the city government began collaborating with schools to promote disaster prevention education from an early age.

Through schools' collaboration with outside organizations, they became better able to receive positive cooperation from them. Many schools including Hashikami Junior High School began systematic and methodical disaster prevention education.

## §3 Disaster prevention education concerning tsunami

The new tsunami disaster prevention education that has begun in and outside schools can be divided into three parts:

- ① Disaster drills in spring and early winter
  - ② Unique disaster prevention education at each school
  - ③ Disaster prevention education conducted as a lifelong learning targeting school-age children in collaboration with the community at large
- 1: Learning in facilities

- 2: Learning in the community
- 3: Learning in the wider area

The contents of this education are:

- a: Learning and understanding knowledge of disasters
- b: Prediction of and preparation for disasters
- c: Emergency actions (evacuation, rescue and support)
- d: Collection and distribution of information on disasters

This disaster prevention education with these contents can be achieved in cooperation with local communities by employing “self-help,” “mutual help” and “public help” as common approaches to disaster prevention and nurturing everyone’s ability to propose effective ideas.

I think that the contents and approaches of this education are common among all other disaster prevention education programs. Most are clearly consistent with what ESD is expected to develop. We can say that disaster prevention education is ESD.

Let me provide specific examples of the education. A social meeting of the Miyagi prefectural board of education and municipal boards of education was held last February 6. Mr. Hiroki Sato, an investigator of the School Health Education Division, in the Sport and Youth Bureau of the Ministry of Education, Culture, Sports, Science and Technology (MEXT) said that schools are open only about 25% of the time that children spend as students. The data show that children actually spend less, about 15%, of their time at school. Therefore, disaster prevention education is expected to deal with disasters occurring during the remaining 85%. Figure 5 shows a drill dealing with this issue.

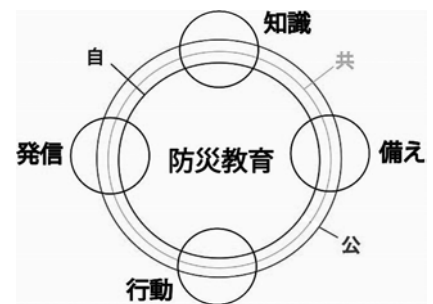


Figure 4. View of Disaster Management Education



Figure 5. Self-decision training at Nakai Elementary School



Figure 6. School disaster drill at Hashikami Junior High School

When a disaster occurs, even young children have to make a decision and evacuate on their own. Nakai Elementary School located along the coast in Kesenuma City has conducted a training where the children have to act on their own, focusing on the importance of self decision-making. In this training, children are told that a strong earthquake has occurred and that a tsunami warning has been issued. Children then seek shelter at a place they think will best save their lives. Afterward, teachers evaluate their manner of evacuation.

Annual disaster drills may sink into a rut. Hashikami Junior High School has overcome this problem. They conduct a disaster drill with a viewpoint that changes every year on a three-year cycle; they focus on self-help in the first year, public help in the second year, and mutual help in the third year. Students can study how to deal with tsunami disasters from three different viewpoints of self-help, mutual help and public help for three years from entering school to graduation.

As I previously mentioned, in Kesenuma City disaster prevention education is conducted in collaboration with the board of education, schools, communities, universities and the Risk Management Department. Schools’ disaster prevention education is extending its field outside the school as well.

Figure 7 shows the learning experience at the Tsunami Museum (official name: Karakuwa Peninsula Visitor Center/Tsunami Museum). This center provides children with detailed explanations



Figure 7. Tsunami Museum

The purposes of this project were:

- ① To foster residents' pride in the community
- ② To raise awareness of disaster management
- ③ To revitalize the community by increasing the number of visitors to the city

One characteristic of this project is its perception that natural disasters can also be regional resources. The contents of the project were:

- ① Providing children with opportunities to learn outside school
- ② Holding events and exhibitions related to tsunami
- ③ Raising awareness of disaster management through symposiums

The next example is the Kesennuma Tsunami Field Museum, an information website resulting from MEXT's support program for disaster prevention education from fiscal 2009 to 2010. We had guidance from Professor Emeritus Nobuo Shuto from Tohoku University and other university-related people. Chief Hidemitsu Suzuki from the Risk Management Department also played a role in the project as a representative of Kesennuma city government.



Figure 8. Kesennuma Tsunami Field Museum

This website provides content of sharing a database of tsunami via mobile phones. In this system, users get their location information through GPS on their mobile phones, and then via the website send the information with a photo they have taken plus a brief note. Users can see and edit data they have sent on the Internet with their PCs. As a result, data about the location can be accumulated and easily shared.

Ms. Rie Oikawa, a teacher at Kesennuma Elementary School, used this system in her class and proved that it can potentially be used in school. Since application of this system can spread beyond the school to various fields such as research and tourism, Kesennuma City prioritizes enhancing its functions and accumulating usage examples in its earthquake disaster recovery plan. MEXT is also planning to promote this project as part of its support program for recovery education.

#### §4 Actual huge tsunami

Although we have made these efforts to prepare for a tsunami disaster, the scale of the tsunami that occurred on March 11, 2011 was far beyond our expectations. In Kesennuma City, the tsunami reached a maximum height of 23 meters.

Figure 9 shows the southern area of facilities of the Kesennuma Fish Market destroyed by the tsunami. Due to land subsidence that occurred simultaneously with the tsunami, the whole area surrounding the market became submerged.

While it was snowing, Kesennuma also experienced a huge fire too. Figure 10 shows the Shishiori district at the end of March, where areas of smoke rising were still seen.

In Kesennuma, as many as 1,026 people were killed and 383 went missing from the disaster.



Figure 9. Southern area of Kesennuma Fish Market



Figure 10. Shishiori district

In terms of industrial damage, 3,314 of 4,102 total offices, 25,236 of 30,232 total workers, and about 3,000 of 3,566 total fishing vessels were damaged in the city. Affecting more than 80% of these people and things, the disaster was an inconceivably large-scale catastrophe.

Although 99.8% of all elementary school and other students in Kesennuma City survived, I am very sorry that we lost twelve students in the disaster. Four learning facilities were severely damaged, and if including schools damaged not only by tsunami but also the earthquake, all schools were affected in some way.

In such condition, many schools served as shelters, as collection stations for relief supplies, or as mortuaries. Since schools were used as frontline facilities in the aftermath of the disaster, teachers and students were passionately engaged in relief activities. Although there were some schools still without electricity and water, all schools resumed classes on April 21 thanks to the efforts of residents and school-related people as well as physical and mental support from many others in and outside Japan and volunteers who came in after the disaster. We deeply appreciate the warm consideration of everyone who has supported us.

Once the school situation stabilized a little, temporary housing was built on the schoolyards of 17 schools.

## §5 Future of tsunami-related disaster prevention education

There so far has been no city-level investigation on the results of the disaster prevention education that Kesennuma City and its board of education have developed. However, the facts that 99.8% of elementary school and other students survived and that no one died in places under schools' direct management show that the education has produced a certain degree of positive results in evacuation activities. How effective the education was in the last disaster is still unclear because of the difficulty distinguishing what was achieved by chance or by necessity in the last unexpectedly large-scale tsunami disaster.

Students of junior high schools and other children in our city are greatly appreciated for their behavior in shelters and support activities. I can realize the effectiveness of our disaster prevention education.

Through their experience of the disaster, guardians and communities strongly expect schools to provide children with

disaster prevention education focusing on individual behaviors of elementary school and other students and residents in an emergency to realize no deaths by tsunami as well as recovery education to create the future. This shows an expectation for ESD that includes a wide range of activities in collaboration with the community, and also ESD's contributions to the community.

All schools in Kesennuma City are now reviewing their disaster management manual to make it more useful in a huge earthquake disaster like the Great East Japan Earthquake, based on the results of efforts we have made so far. Each school is also having discussions with the Risk Management Department on this matter. Based on these efforts, a new disaster prevention education including training sessions has already started.

Kesennuma City has an Educational Researcher System to address important matters in every fiscal year. The research theme this fiscal year is disaster prevention education. In its research presentation meeting held on February 10, Lecturer Muzailin Affan from Syiah Kuala University in Indo-



Figure 11. Lecture by Mr. Muzailin Affan, Sanriku Shimposya, February 12, 2012

nesia gave a lecture on the theme of tsunami disaster prevention education based on lessons of the huge tsunami in Indonesia. His talk was a valuable opportunity for us to convince ourselves of the importance and effectiveness of promoting tsunami disaster prevention education with global exchanges.

## §6 Conclusion

I have explained here an outline of the history of tsunamis in Kesennuma City, traditional tsunami disaster management, the tsunami disaster following the Great East Japan Earthquake, and disaster prevention education for recovery.

From the last tsunami disaster, I realized that behind the serene appearance nature shows us also is hidden the potential of great disaster.

In such an environment, the type of education we need to provide is important. I believe that the tsunami disaster prevention education and environmental education that all schools in Kesennuma City are currently implementing can keep nurturing people with a will to realize sustainable development of regions, Japan and the world to create a bright future, as well as the talent and ability to realize that will.



**Figure 12. Karkuwa Elementary School's learning activity in Mouné**

# Special Lecture by Mr. Katsumi Shirahata (Japanese)

これまで・今・これから

## 気仙沼市における津波防災教育

気仙沼市教育委員会・市内学校・気仙沼市危機管理課との連携による防災教育とその流れ

気仙沼市教育長 白幡 勝美

今回の大津波を受けた三陸地方の一地方都市である気仙沼市内の学校において実践されてきた津波防災教育について、これまでの経緯を踏まえ、持続発展教育（ESD）に視点をおきつつ紹介したいと思います。

### §1 三陸地方での津波体験とその風化

気仙沼市を含む三陸地方では、人々は海の恩恵をより多く受けるために、海岸に港を築き、その近くに水産物の加工場を建て、家を建て、商いをしてきました。

そのことは津波の災害を受ける可能性が高いことを意味します。実際、気仙沼市を含む三陸地方は、繰り返し津波の襲来を受けています。

歴史的には貞観11年（AD869年）、慶長16年（AD1611年）、明治29年（AD1896年）の津波が巨大津波として知られていたのですが、それに今回の津波が加わりました。気仙沼市大島長崎地区の津波記念碑には、大島に津波が繰り返し襲来したことが述べられていますが、その他多くの津波記念碑がこの地方に残されています。

明治以降の津波では、昭和8年（AD1933年）の津波が大きいものでした。気仙沼市の海岸部の北のほうにある大沢地区では高さ7mにも達していました。

気仙沼市での死亡者は明治の大津波での死亡者1906名に比べて、81名と少なかったことから、津波対策は大きな成果を挙げていたとされたのですが、宮城県は、例えば現在の津波ミュージアムに当たる海嘯記念館を33カ所、気仙沼市にも9カ所建設しています。写真2は市内唐桑地区宿の海嘯記念館です。現存する唯一の記念館になってしまいましたが、宮城県は繰り返し津波がくることへの対策として、大変な努力をしていた訳です。

しかし、いつの間にか、津波についての記憶は薄れていきました。著名な民俗学者柳田国男が著書『雪国の春』（創元社 昭和15年（AD1940年）3月発行）の中の「二十五箇年後」という一文で述べていた風化が、昭和の津波の後でも本当になっていました。

しかしながら、私たちの地域が全く津波に対する敏感さを失っていたわけではありません。当地域に影響を与えてきたいくつかの地震・津波について述べてみたいと思います。

何と言っても平成7年（1995年）の阪神淡路の大震災を挙げなければなりません。気仙沼市でも市民の善意が大きな漁船に満載され、被



写真1 長崎津波碑



写真2 唐桑宿震嘯記念館

災地神戸へ運ばれています。

平成16年（2004年）のスマトラ沖地震津波もショッキングなものでした。バンダアチェの映像は津波が瓦礫を伴って押し寄せてくることを教えてくれました。昔、自分達の所で起きていた大災害よりも、別の国、別の地方でも最近に起きたものの方が強い現実感がある訳です。

このことは、防災教育上、海外や他地方との交流が大切になることを示しています。

## §2 津波防災教育の流れ

薄れがちな自分の地方で起きた大災害や他国や他地方で起きた災害情報に意識しつつ、私たちの地域が防災意識を強く持ち、現在に結びつく取り組みを行うようになった3つの出来事を話したいと思います。

その一番目は昭和53年（AD1978年）に宮城県沖地震が起きたことです。宮城県は死者27名、負傷者10962名を出しました。宮城県は6月12日を「みやぎ県民防災の日」と制定し、県を挙げての運動を起こしました。

学校では、それまで行われていた春と秋の防災訓練に代表されるような取り組みに一層力が入られるようになり、防災教育の主流となりましたが、それは、どちらかと言えば学校の危機管理としての色彩の強いものでした。

次に、気仙沼市の現在の防災教育に結びつくことになった2つ目のことについて話したいと思います。

それは、平成14年（AD2002年）になり、ESDが実質的に気仙沼市でスタートしたことです。この年に面瀬小学校が国際共同環境教育を始めました。ESDの原点が出来たのです。ESDとは「地域、県・国、世界を持続・発展させようとする志と、具体的にそれを実現可能とする資質・能力を培おう」とする教育実践です。そのために気仙沼市は宮城教育大学との連携もスタートさせました。

そして、津波に係る防災教育をESDとして行う学校も出てくることとなりました。



写真3 ESD／津波防災教育

防災教育をESDの立場から見ると大変魅力があります。ESD的な要素が沢山あるからです。このことは次の§3で改めて述べます。

気仙沼市の現在の防災教育に結びつく3番目のことになりますが、ESDが始まった次の年の平成15年（AD2003年）5月気仙沼沖16kmを震源とする地震が起きました。震度5強でしたので、誰にとっても、ほとんど、初めての経験でした。津波が押し寄せても何の不思議も無かったのです。ところが、地震の後で市役所が海沿いの22000世帯を対象に調査したところ、

津波を意識して避難したのは僅かに1.5%だけでした。

危機感を持った危機管理課は市内171自治区中131地区で講演会、地区懇談会を開きましたが、どうしても高齢者中心の参加者になっていました。そこで、若い保護者への啓蒙、児童・生徒への指導、結果として高齢者への波及をもねらい、学校と連携した防災教育を目指すようになりました。

学校にとっては外からの連携が求められ、又、それだけ積極的な協力が得られることになったのです。階上中学校をはじめとする多くの学校で組織的・計画的に防災教育が行われるようになっていきました。

## §3 津波に係る防災教育

その結果、学校内外で行われるようになった津波防災教育は、

- ①春、初冬の防災訓練
- ②学校毎の特色ある防災教育

③地域と一帯になった生涯学習としての学齢児を対象とした防災教育

- 1：施設での学び
- 2：コミュニティでの学び
- 3：より広い地域での学び

に分けて考えることができます。

内容としては、

- a：「災害に係る知識の学びと理解」
- b：「災害の予測と災害に対する備え」
- c：「災害時の行動（避難及び救助・支援）」
- d：「災害にかかる情報の収集・発信」

ですが、それらを、「自」、「共」、「公」を共通の迫り方として、地域等との連携の中で、よりよい提案をする力を育みつつ達成しようとするものになっています。

尚、この学びの内容と迫り方はどのような種類の災害についての防災教育にとっても共通に成り立つものと思います。これらは、ESDで培うことが期待されているものに大きく重なっていることは明らかです。防災教育はESDなのだと言い切って差し支えないものと思います。

ここで、具体的な取り組みの例を紹介したいと思います。実は去る2月6日に宮城県教育委員会・市町村教育員会懇話会がありました。そこで、文部科学省のスポーツ・青少年局 学校健康教育課佐藤浩樹調査官より「学校が開いている時間はわずか25%にすぎない」とのお話がありました。データを見ますと「子供達が学校で過ごしている時間は、もっと短く、子供達が生きて過

ぎしている時間のわずか15%に過ぎません。残りの85%の時間で起きる災害にどのように対処するのかが問わ

れていることとなります。そのことに係る訓練になっているのがこの写真5です。



写真5 中井小 自主判断訓練



写真6 階上中 学校防災訓練

災害が起こった時、幼少であっても、自分で判断して、自分で逃げる力が必要になります。気仙沼市の海岸沿いの学校では、このことを重視し、自主判断で行動する訓練をしています。子供達には「強い地震が起こった」こと、続いて「津波警報が発令された」ことが告げられます。子供達は最も助かる可能性があると思うところに逃げ、その後、教師からその避難の仕方の評価を受けます。

防災訓練は毎年行うことから、ややもすればマンネリに陥ります。それを克服している例の一つが階上中学校の実践です。この学校では今年「自助」の視点で、来年「公助」の視点で、再来年は「共助」の視点でというように3年周期で実施内容を変えて実施しています。生徒は入学してから卒業するまでの3年間で、「自」、「共」、「公」の立場から津波災害に対処する方法を学ぶこととなります。

繰り返しになりますが気仙沼市では、教育委員会、学校、地域、危機管理課、さらには大学等と連携した防災教育が進めら

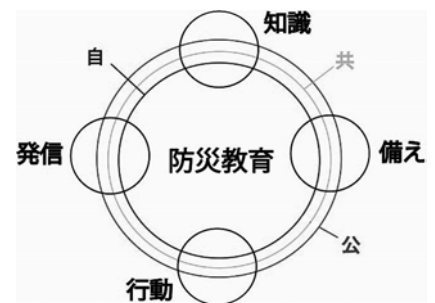


写真4 防災教育のイメージ





写真7 津波ミュージアム

れています。学校における防災教育も、そのことによって学校外での学びに拡大しています。

写真は津波ミュージアム（より正確には「津波体験館及びビジターセンター」）での学びの様子です。子供達は、ここを訪ねれば丁寧な説明が得られ、津波の疑似体験をすることもできます。

地域の大人との共通の体験訓練にも子供達が参加しています。

平成20～21年（AD2008～AD2009年）度の「新たな公」（国土

交通省支援事業）によるモデル事業としても取り組まれており、佐藤健一課長をはじめとする危機管理課、教育委員会が気仙沼市としての中心になりました。

その事業の目的は、

- ①地域住民の誇りの涵養
- ②防災意識の高揚
- ③交流人口による地域の活性化

でした。

自然災害も地域資源との認識に立つことも特色となっていました。

この事業の内容は

- ①学校を越えた、子供達の学びの場の提供
- ②津波に関するイベントや展示
- ③シンポジウムを通じた防災意識の高揚

でした。

次に紹介するのは平成21～22年（AD2009～AD2010年）度に取り組まれた「津波フィールドミュージアム」

です。これは文部科学省の防災教育支援事業によるもので、東北大学名誉教授首藤信夫氏をはじめとする大学関係者のご指導をいただきました。気仙沼市で中心になり取り組んだのは、危機管理課鈴木秀光主査でした。



写真8 フィールドミュージアム

これは、モバイル端末（携帯）を利用したもので、津波データベースの活用が図られました。フィールドにおいてGPSから位置情報を取得し、写真を撮り、簡単なメモをメールでサーバーに送ります。その結果はインターネットに接続したパソコンから見られ、編集ができ、フィールドのデータを共同で容易に集積できるものです。

授業は気仙沼小学校の及川理恵教諭によって実践され、学校での活用の可能性が証明されました。この手法の可能性は授業の外、様々な調査活動や観光などにも広がるため、現在、その機能の拡充と活用例の蓄積が気仙沼市の震災復興計画の重点項目になっています。また、文部科学省の「復興教育支援事業」においても一層推し進めるよう計画しています。

## §4 実際に来た大津波

そのような取り組みを行っていたのですが、昨年3月11日に、大津波は予想を遙かに超える規模で起こり

ました。

気仙沼市での津波の高さは最大で23mにも達しました。



写真9 気仙沼魚市場南側



写真10 鹿折地区

写真9は津波により破壊された気仙沼魚市場の南側の部分になります。同時に起きた地盤沈下により一帯が水没しています。

気仙沼湾は雪が降る中、大火災にも見舞われました。この写真10は3月末の鹿折地区のもので、未だ煙が立っています。

この災害で、気仙沼市での死者は1026名。行方不明者は383名にも達しました。

産業に目を転じますと、被害事業所は4102社中3314社。被災従業者は30232人中25236人。被災漁船は3566隻中約3000隻にもぼりました。何れも80%を超す信じがたい大きな被害でした。

気仙沼市での児童・生徒の生存率は99.8%でありましたが、12名の児童生徒を失ったことは残念でなりません。学習施設も4つの施設で大きな被害を受けたのですが、地震に因るものも含めれば全く無傷の学校はありませんでした。

それでも、多くの学校が避難所になり、そうでない場合は、支援物資の集積所や遺体安置所などになりました。災害に対

応するための最前線の施設になった訳で、危機を救うため、学校の教師や生徒も必死の対応を行いました。そして4月21日に、電気・水道もない学校が残る中でありましたが、全ての学校が再開しました。被災以降、国内外からの物心にわたる大きな支えや、またボランティアの方々の支援の中での、学校現場、市民の努力が一つの結果として現れてきました。

温かい心遣いや関係者の皆さんに感謝するばかりでした。

学校が少し落ち着いてくると、17校の校庭に仮設住宅が建てられました。

## §5 津波に係る防災教育のこれから

これまで気仙沼市、気仙沼市教育委員会が取り組んできた津波にかかる防災教育はどのような成果をあげてきていたのかについての市レベルでの調査はなされていません。しかしながら、前述したように、児童・生徒の生存率が99.8%に達していること、学校が直接管理してしている場所での死亡は0%であったこと等から、命を守る避難行動については一定の成果をあげていると考えています。その程度については、今回の津波の想像を絶する巨大さがもたらした必然性・偶然性の中で、学習効果を測りかねている状況です。

しかしながら、特に中学生を中心とした子供達の避難所での生活ぶりや支援活動には大きな賞賛が寄せられており、防災教育の成果を実感しているところです。

そして、今回の大震災を経て、学校に保護者・地域から強く期待されているものは、児童・生徒個人・住民の行動をより意識した、津波死ゼロを目指した防災教育であり、未来づくりとしての復興教育です。それは、地域に連携した幅広いESDと、それを通したコミュニティづくりへの貢献の期待に他なりません。

現在、全ての学校では、これまでの取り組みを活かし、更に今回のような大きな震災にも耐えられるよう、



写真11 2012/2/12 三陸新報  
ムザイリン・アフアン氏講演

防災マニュアルを見直し、危機管理課と学校毎の話し合いを行っています。そして、それに基づき、訓練などを含め、新しい防災教育が始まっています。

また、気仙沼市では教育研究員制度を設けており、その年度の重要課題に取り組んでいるわけですが、本年度は防災教育を研究テーマとしています。2月10日がその成果の発表会でしたが、この折りに、インドネシア シャクアラ大学講師 ムザイリン・アフアンさんから「インドネシア大津波の教訓から学ぶ津波防災教育」とのテーマで講演をいただきました。国際的な交流の中で津波防災教育を進めていくことの大切さや有効性を確信できた貴重な機会となりました。

## §6 まとめに代えて

これまで、本市の津波被害の歴史、そしてこれまでの津波防災、更には、今回の大津波災害、復興にあたっての防災教育について、そのあらましを説明させていただきました。

今回の津波災害を通して私が感じていること、それは「自然は平穏に見えても災害をしっかりと隠し持っている」ということでした。

その中でどのような教育を実践するのが問われているのですが、気仙沼市の全ての学校が取り組んでいる津波防災教育や環境教育は、地域、日本、世界を持続発展させ明るい未来をつくろうとする志や、その思いを実現できる資質・能力を育み続けているものと思っています。



写真12 唐桑小 舞根での学び

# Site Observations

## Tokyo Pre-Tour Training and Preparation

**Keynote Speech: Sunday, February 26, Hotel Asia Center, Tokyo**

**Speaker: Professor Yoshiyuki Nagata, University of Sacred Heart, Tokyo**

**Theme: “ESD: A Holistic Approach Towards a Resilient and Sustainable World”**

“Our biggest challenge in this new century is to take an idea that sounds abstract – sustainable development – and turn it into reality for all the world’s people.” Professor Nagata quoted this part of a speech by former U.N. Secretary General Kofi Annan to world leaders, explaining that “sustainability” itself is the most important concept for this century. Professor Nagata further cited ESD (Education for Sustainable Development) as indispensable, communicating the message to participants that education should play a large and important role in the process of realizing sustainability. The participants on this JENESYS program were engaged in actual teaching or educational administration in their home countries. Thus, they themselves hold the key to sustainable development. They also bear an important responsibility for the future direction of human society. Professor Nagata encouraged them in this self-realization.

The goal of ESD is to change the attitudes, behaviors, and lifestyles of the young people who will lead the future, and to awaken them to sustainable values. This will provide power for the realization of a sustainable society. Professor Nagata explained that even if it seems like a roundabout route to a result, there is no way outside of engaging in ESD to realize a sustainable society.

ESD is different, however, from the types of education that have been implemented before. The attainment of skills and knowledge that has been the aim of customary education is insufficient for ESD, as it is too weak to change the attitudes and behaviors of young people. Thus, pointed out Professor Nagata, we must engage seriously with ESD. Further, more than the ability to teach, ESD teachers need capacity as facilitators who can smoothly negotiate debate and help to build agreement and mutual understanding.

In other words, ESD is something that requires a reform of education itself, transforming traditional educational methods and content through a paradigm shift. Professor Nagata then quoted Albert Einstein: “We cannot solve problems by using the same kind of thinking we used when we created them....We have to learn to see the world anew.” With ESD, explained Professor Nagata, employing systems thinking, an ecological perspective, an active stance towards learning, and cooperative thinking become more important elements of education, and teachers need to enable students to master these.

One more concept we should aim for in modern society is a “resilient world.” Professor Nagata explained this concept using the metaphor of a passenger ship afloat on the sea. He had one participant play the role of a waiter on the ship and another the role of a passenger. He instructed the waiter to deliver a cup filled with water to the passenger. Of course, the “waiter” was able to bring the cup full of water quickly to the passenger following a straight path. Next Professor Nagata encouraged the “waiter” to imagine delivering the cup of water in rough seas. This time the waiter’s footpath strayed, the water seemed like it was going to spill, and it took time to deliver the cup of water to the passenger.

In other words, if there is a peaceful environment with nothing awry, one can achieve one’s goal smoothly and in a straight path. However, once the environment becomes unstable, one must lower one’s center of gravity as one sways and, without losing one’s goal, take the time and have the persistence necessary to steadily approach the goal. Professor Nagata called this attitude “resilient,” and stated that resilience is needed today because the environment surrounding Japan and the world truly is a rough sea. Rather than efficiency and speed, the essence of resilience is the diversity and flexibility to respond to the changes in various situations.

To the participants, who had been told just how important an element education is for achieving a sustainable society,



Professor Nagata encouraged them with his closing words: “A journey of your learning has just started.” With this, the JENESYS program was begun on its first day, garnering strong interest from the participants.

### **Participant Presentations (Part 1): Sunday, February 26, Hotel Asia Center, Tokyo**

On the first day of participant presentations, the first group included China, South Korea, Australia, New Zealand, 6 presentations from 6 participants from Japan, and 11 presentations from 13 members of the ASEAN group (2-person joint presentations were included). In their presentations, participants explained cases of recent natural disasters in their countries and their influence on education.

For the participant from New Zealand who spoke about the Christchurch Earthquake and the participants from Japan who spoke about the Great East Japan Earthquake, the memory was recent and they reported about problems arising in schools. The participant from Indonesia reported about the earthquake in the Straits of Sumatra. The bulk of presentations among the other participants from Asian countries concerned flooding disasters. A distinctive feature of the presentations was that a relatively large number of participants began by saying: “This really wasn’t such a big disaster but...” Furthermore, participants from the Mekong River delta area touched upon flooding damage but reported: “There are flood victims who are happy because they can fish and swim.” This became a presentation in which we could catch a glimpse of a resilient attitude of proud strength in co-existing with water.



### **Briefing on Travel to the Local Areas: Monday, February 27, Hotel Asia Center, Tokyo**

Ms. Hiroko Tsuka, Managing Director of the Arts and Culture Department of the Japan Foundation, provided an overview of the Japan Foundation’s activities and explained the projects the Foundation is implementing to promote recovery from the Great East Japan Earthquake. In closing, Ms. Tsuka said: “Please keep in your hearts the fact that you visited Japan during this period of movement to recover from the earthquake.” She made an appeal to participants: “I hope that you will make this an opportunity to think about what education can accomplish in this kind of situation.”

Afterwards, a briefing took place concerning Kesenuma, the location what would be visited the following day, and the damage situation of the city was introduced. The participants also watched a documentary concerning the situation in Japan during the 50 days following the earthquake. It was called “Record of the Great East Japan Earthquake,” and was produced by Tohoku Broadcasting. Participants were provided with materials to better grasp the reality of the earthquake.

### **Keynote Speech: Monday, February 27, Hotel Asia Center, Tokyo**

**Speaker: Professor Tetsuji Ito, Ibaraki University**

**Theme: Human Resilience to Disasters**

Professor Ito explained the various psychological issues for victims at the time of a disaster from the perspective of a social psychologist. After Japan’s Great Hanshin Earthquake in 1995, the number of patients with PTSD, who had flashbacks to their tragic experiences and became unable to control their minds, increased. Professor Ito defined the trauma that causes PTSD as an experience that a person cannot explain even to him or herself. For example, a survivor might repeatedly question: “Why did I survive when those around me died?” As one repeatedly asks this question carrying this feeling of responsibility, it develops into trauma. Professor Ito said that if one reaches out with help at this stage, it is possible to prevent the person from falling into PTSD. Thus, he emphasized that one should not consider that everything is okay because the people who survived the disaster were helped; survivors also need psychological care.

Professor Ito also reported about his experience participating in a survey in Phuket (Thailand) following the Sumatra Earthquake. He saw for himself that pre-existing close relationships in the community were connected to the psychological assistance that the victims provided for one another, and he explained that he came to understand the importance of community in the recovery process. He also touched on the importance of humor and added that he felt the effectiveness of humor within a tragic situation in various circumstances in this disaster region.

Because this presentation focused on a theme that could be of practical help to program participants involved with educating children on a daily basis, the questions following the presentation did not stop: “What is the first type of psychologi-

cal support needed during a disaster?” “What policies will prevent trauma?” “What are concrete ways of using humor?” As Professor Ito answered each one of these questions in detail, he gave the advice that the most important thing was adopting an approach of not asking, “What can I do?” but of coming close by people’s sides and listening to what they have to say.”

#### **Consultation Mr. Joe Nakano, Parliamentary Vice-Minister for Foreign Affairs: Monday, February 27, Ministry of Foreign Affairs**

In the Ministry of Foreign Affairs, Mr. Joe Nakano, Parliamentary Vice-Minister for Foreign Affairs, met with JENESYS Education Program participants. Vice-Minister Nakano introduced the fact that Kesenuma, the site for the group tour on the education program, was not only an area damaged by the earthquake and tsunami, but was an area that, before the earthquake, was at the forefront of ESD in Japan. He expected that participants would have a variety of experiences in Kesenuma, which was moving towards recovery. From these he hoped they would learn something about the resilience to overcome hardship as well as ESD that they could bring back as results to their own countries.

To this, two of the participants replied politely. After a greeting from Indonesian participant I.G.A. Ayu Jackie Viemilawati, the participant from New Zealand, Marcia Ann Jones greeted Vice-Minister Nakano. As a representative of New Zealand which experienced the Christchurch Earthquake three weeks before the Great East Japan Earthquake, she expressed her feeling of solidarity with Japan and introduced the phrase of Maori, native peoples of New Zealand, ‘Kia Kaha’ meaning ‘to fight’ in a very positive sense.” Thus, she closed her greeting with: “Everyone, Kia Kaha!” After a discussion of approximately fifteen minutes, the group left the Ministry of Foreign Affairs.

#### **Participant Presentations (Part 2): Monday, February 27, Hotel Asia Center, Tokyo**

The second group of participant presentations included the remaining 7 members of the ASEAN group (6 presentations) and 1 presentation from the participant from India. The participant from Singapore, where there are almost no natural disasters, reported about the collapse of a highway tunnel in 2004. The participant from India reported about a magnitude 6.8 earthquake that occurred in the Sikkim region in 2011. The presentations from participants other than those from Singapore and India all referred to water-related disasters.

The participant from Thailand reported about the unprecedented flooding in the country the previous year. She explained that environmental destruction could be seen as an underlying cause that invited these severe conditions that had never been experienced in the past. The participant from Vietnam then reported about the water damage in Vietnam caused principally by the inadequate drainage system. In both the Thai and Vietnamese cases, one can point to the commonality that there was a certain aspect of manmade contribution to the damage rather than these being pure natural disasters.

#### **Ashinaga “Kokoro Juku”/ Rainbow House Orientation: Tuesday, February 28, Ashinaga “Kokoro Juku”/ Rainbow House Orientation, Tokyo**

About one hour west of Central Business District in Tokyo traveling on the Chuo Expressway, we arrived at the “Kokoro Juku” Residential Facilities (Dormitory for University Students) and Rainbow House in Hino City. Rainbow House, which is run by the nonprofit organization Ashinaga Ikueikai, is a facility that provides mental health care to children who have lost their parents. Rainbow House began with the establishment in 1999 of “Kobe Rainbow House” which served orphans of the 1995 Great Hanshin Earthquake. Following that, a facility called Ashinaga Rainbow House was completed in 2006 in Tokyo to serve orphans from across the country. From 2007, this facility began organized mental health care activities.

In addition, the Ashinaga Rainbow House in Tokyo established a student dorm for orphans who had reached the age for entering university (ages 20-25), called “Ashinaga Kokoro Juku.” Presently, 120 students, including 13 who are studying from abroad, live together in this facility.

Mr. Nagahiko Kudo, the head of the facility, came to greet us, and said: “For all of you who are involved in the work of



education, I will be extremely happy if the experience of coming here today is useful to you in some way.” After providing an overview of the facility’s activities, Mr. Kondo took the group on a tour of the facility.

In order to welcome orphans who come to Rainbow House having lost parents through disasters or other events, and who experience various feelings of sadness and anger, Rainbow House has set up special facilities. There are special rooms with different goals. For example, for children who want to deal with their natural feelings and emotions in the way they wish, there is a “volcano room,” and for those who want to quietly be in touch with themselves, there is a “thinking room.” There are four different rooms like this. The “volcano room” that we saw on the tour had a red ceiling and walls, and there were hanging sandbags, so if someone wanted to use all their strength to hit something, they could use them to get those feelings out. In this way, we learned how care was incorporated into the design of each room.

### **Ashinaga “Kokoro Juku”/Ashinaga Rainbow House: Explanation from Mr. Yagi**

Mr. Shunsuke Yagi, who had been involved with Rainbow House activities for Ashinaga Ikueikai for more than 17 years, explained the response of Ashinaga Ikueikai’s Rainbow House to the Great East Japan Earthquake and what mental health care for orphans was like on the ground level.

The Great East Japan Earthquake resulted in over 2000 orphans under the age of 18, which greatly exceeded the 600 orphans resulting at the time of the Great Hanshin Earthquake. The staff at Rainbow House saw the need for strong assistance and quickly began activities immediately after the earthquake. The organization decided to provide financial assistance of 2 million yen (approximately US\$25,000) to each orphan, and on April 11, one month after the earthquake, they opened an office in Sendai to serve as an entry point of activities. Movement also began for opening a Tohoku Rainbow House, and Mr. Yagi said that a department to prepare for this was set up at one of the candidate sites for the facility. Mr. Yagi mentioned his concept that in the future they would open the Tohoku Rainbow House with a base in Sendai and create satellite offices in places like northern Iwate Prefecture, Ishimaki, Rikuzen Takata, and Fukushima.

Mr. Yagi listed the three most important elements for the mental health care of orphans following disasters: 1) Provision of an environment where orphans are safe and secure and where they can alternatively cry or be silent at the own pace and break through their sadness; 2) Exchange with peers in similar circumstances; and 3) Continual communication to them that they are not alone. In addition, because the existence of facilitators who can help with the mental health care of orphans is indispensable, the organization recruited volunteer facilitators and implemented a two-day training course for them. The training course covered things like discovery skills (the ability to assess what an orphan wants); reflection skills (the skill of repeating an orphan’s words back like a mirror to enable the orphan’s true feeling to emerge without harm); and conversation skills (methods to conduct conversation so that that an orphan is never hurt and the facilitator also is not hurt).

Concerning the approach taken for the Great East Japan Earthquake, Mr. Yagi mentioned the importance of “a structure focused on 10-year units, and that continues to protect the orphans over the long term,” as well as of “care for the guardians and adults living with the orphans.” Not only children, but also adults lost family members and important people to them; these adults need mental health care too, because their influence on children is extremely significant if they are not healthy. Mr. Yagi also pointed out that it is important to understand that “expressions of sadness and the time it takes until one is able to express them are not the same and differ from person to person.”

There were many questions from the participants in the JENESYS Education group about the appropriateness and quality of the facilitators. Mr. Yagi answered that the most important point was that the interactions “not be guided by the adults, but by the children,” and “that it’s important to stand by children’s side and have an attitude of listening to what the children have to say.” In addition, because the facilitator’s job is completely different from leading something or instructing about something, he explained that teachers or counselors who have spent a long time in a teaching position, or mothers who have experience raising children are not necessarily suited as facilitators. As a result, many people who become facilitators have experienced a loss themselves, he added.

### **Exchange Over Lunch with Ashinaga “Kokoro Juku” Dormitory Students**

The participants divided into six groups and had lunch with dormitory students at Ashinaga “Kokoro Juku.” For example, at “Table F,” one of the dormitory students, Ms. Nakamura, was planning to study abroad in Asia. She actively exchanged contact information with the participants and promised to meet up again. This situation provided an opportunity

for exchange where the wall between the dormitory students and the observers was removed.

### **Conversation with Ms. Chandima Lakumali, an orphan from the Sumatra Earthquake in the Indian Ocean**

Ms. Chandima Lakumali, a dormitory student from Sri Lanka who had lost her father at the age of 16 during the 2004 Sumatra Earthquake spoke of her experience at that time as well as her life at the Ashinaga “Kokoro Juku.” Chandima had earlier given up on attending university but, as a result of receiving a scholarship from Ashinaga Ikueikai, she was able to follow a path toward her decided university. At present, she is studying as a junior at Waseda University.

The participants cheered Chandima who spoke of her dream to be involved in activities that build peace and development in her country, saying, “We are expecting you to start an NGO just like you hope.”



### **Performance (“Stage Earth”) by Dr. Norihiko Kuwayama of Natori City, Monday, February 28, Yaesu Fujiya Hotel, Tokyo**

Dr. Norihiko Kuwayama, a doctor himself and chair of the board of the nonprofit organization “Stage Earth”, which performs medical activities in places like Africa, Gaza, Afghanistan, and East Timor, treated the JENESYS Education Group to his performance “Stage Earth.”

Dr. Kuwayama lives in Natori City in Miyagi Prefecture, and the hospital he managed was destroyed in the earthquake. Dr. Kuwayama reflected: “I myself was so depressed that I even thought about death for several days....I had conducted medical activities in many different countries where disasters had occurred but I never thought that this huge disaster would befall my own country, and my own town.” He said that feeling a sense of bonding and solidarity with people locally, nationally, and internationally enabled him to recover psychologically. The organization “Stage Earth” was created out of his desire to communicate this experience to many people via synchronized images and music.



In the approximately one-hour stage performance, Dr. Kuwayama followed the occurrence of the earthquake, the tragic reality, and the steps towards recovery through images accompanied by songs of his own composition. Between songs, Dr. Kuwayama talked about his feelings towards the victims and the affected areas. He communicated the tragedy of the affected areas through the situation at his hospital with people being treated after it had lost electricity and water. He also introduced a story of a youth that was an acquaintance of his who ran a restaurant by the seaside. The young person was initially depressed, but determined that he would rebuild the restaurant that was washed away into the sea. By introducing people he had actually seen in the disaster area through a performance, Dr. Kuwayama was able to communicate the power of human beings in their coexisting weakness and resilient strength.

At the end of the show, Dr. Kuwayama said: “Having experienced the earthquake and tsunami, I think it would be good if a new kindness and sympathy started to bud in our hearts. Even if one does not come to the affected areas, one can help the victims if the feeling to conserve electricity or to take a step forward starts to bud. What is important now is that this tragedy acts as a catalyst and that we treat the change that has taken place in our hearts as important and that we continue it. This is probably truly the most important assistance we can provide to the victims. I think that what is needed is to learn something in one’s heart from this tragedy.

### **Results of Training and Learning in Kesennuma, Thursday March 1–Sunday March 4**

#### **Seeing the Imprint of the Earthquake**

The first time the JENESYS Education Group set foot in the earthquake-affected areas of Kesennuma was on March 1, the day following their arrival in Kesennuma. On the way to Ohya Elementary School, about 10 kilometers directly south



of the group's hotel in front of Kesennuma Station, the group got off the bus near Iwaisaki where the damage from the earthquake was severe. There they saw spread out in front of them the damaged land along the seaside where the tsunami had washed things away. The participants did not have many words to say when they first saw the condition of the damaged area. For 300 meters in the direction of the sea, no buildings remained. The big concrete foundation from Koyo High School stuck out alone with the rest up to the third floor washed away and the inside filled with emptiness.

On March 3rd as well, the group saw some shocking scenery. On that day in the midst of a snow "which was unusual for this time of year," the group's guide, Mr. Sei Kumagai, Deputy Director of the Kesennuma City Board of Education, took the group towards the Shishiori district and Kesennuma fishing harbor, the areas in Kesennuma most damaged by the tsunami. When we got off the bus in front of Shishiori Karakuwa Station, we saw in front of us the fishing boat "No. 18 Kyotoku-Maru." This presence of a gigantic 330-ton boat having been brought to a distance of 500 meters from the sea, together with the scenery of destruction spreading across the area made for a feeling of strangeness.

In the Kesennuma fish market, which we visited next, we were able to see the unloading of a catch of salmon shark. We had just seen such tragic scenery, and the expressions on the faces of the participants relaxed because we were able to know that recovery was moving forward, even if it was just a little bit at a time.

### Children's Smiles: Ohya Elementary School

The site to be visited on March 1 was Ohya Elementary School. The participants still had upset expressions from having seen the tragic reality of the damaged areas on the way from the hotel to the elementary school, but their expressions underwent a complete change when they arrived at Ohya Elementary School. This is because they were surrounded by the schoolchildren who had gathered to meet the JENESYS Education Group. With the children's greeting, participants' expressions relaxed immediately and they enjoyed taking a group photo with the children.

On this day, Ohya Elementary School was holding a send-off ceremony for sixth graders. It was an event for the first through fifth graders to say thank you to the sixth graders who would be graduating that spring. Under the guidance of one of the teachers, Mr. Koji Abe, we headed to the gymnasium where the children were waiting, and we were able to come in and participate. The whole JENESYS Education Group went up on stage and each of the participants made a self-introduction to the students. In addition, as a thank you for the invitation, the whole group performed the song "If You Are Happy and You Know It" in Japanese, which they had just learned. They received a huge round of applause from the students.

After that, the JENESYS participants divided into eight groups and experienced lunch together with the children in the different classes. For example, the 17 children in first-grade class #1 came to greet the participants in English, saying, "Hello. How are you?" On this day, the school took care to prepare a special menu in advance of Children's Day, which falls on March 3. The lunch menu was hand-rolled sushi and crab soup. Even the children who were hesitant at first to interact took initiative to consider the feelings of the guests and say things like: "It's ok to get seconds" once they became a little more comfortable. When they left, the participants left messages that said "Thank you for the lunch" in Lao, Vietnamese, Chinese and English, and departed as the children were saying, "Thank you. Good-bye!" It seems like all of the other groups also enjoyed their meal with the children.

### Damage to the Schools

Considering the enormous scale of the damage from the Great East Japan Earthquake, the human toll among Kesennuma's elementary and junior high school students was so small that it can be called "The Kesennuma Miracle." According to



Deputy Director Yukihiko Oikawa of the Kesenuma City Board of Education, there were 12 children from Kesenuma who died or went missing. The survival rate was 99.8%. All of the 12 dead or missing were children who had not attended the school graduation on the day of the earthquake and went home early or whose parents had brought them back to their homes after the quake. He said that there were no students under the care of the schools who died or went missing. However, Deputy Director Oikawa disagreed with the expression “The Kesenuma Miracle” and said, “We have to aim for disaster prevention education that will save the lives of the lost .2%.”

According to Ohya Elementary School, as the school is only 400 meters from the sea, the tsunami came and the school pool and other facilities suffered extensive damage. 31% of students from the school lost their homes, and there is still one student who is unaccounted for. 20% of students at the school commute from temporarily constructed housing. About one-half of the staff also lost their homes or apartments to flooding or fire. Also, the children’s play area in the schoolyard was lost and rows of temporary housing have been built in that space.

At Karakuwa Junior High School in the Karakuwa district, which the group visited on March 2, there were also no human casualties. However, of the 193 students, 40 lost their homes in whole or in part. Many students lost parents, and 18 students commute to the school now from temporary housing.

During the question and answer time at Ohya Elementary School following the explanation of the current situation of the schools, participants asked successive questions to the principal, Mr. Fujimura, about mental health care for students and staff. Principal Fujimura pointed out that one must recognize that mental health care takes time and that the most important thing is “not to be in a big rush.” He said that the school is following a policy of refraining from having children recall their memories of the tsunami if the children themselves are not inclined in that direction; the school is also refraining from having children write compositions or draw pictures of the tsunami. Also, even if at a glance the children seem to have regained their happiness, he explained that many children complain that they are irritated, that they can’t sleep, and that they don’t want to eat. Mr. Fujimura then turned and asked the participants for any ideas that could help from the point of view of a school that has responsibility for the children. Kimberly De Deckker, a participant from Australia who works as a school counselor, introduced the method of having children attach messages to people who died to white balloons and release them into the sky as a way of helping them create a break with their feelings.

### **The Warmth of People in the Disaster Area Touches People’s Hearts**

Mr. Fujimura, the principal of Ohya Elementary School who came to meet the JENESYS group, asked participants right away: “Did you sleep well last night?” “The weather is cold, and you haven’t gotten sick, have you?” Participants were surprised by the warmth of the people in the disaster area who, even though they had experienced an unprecedented disaster and were in a damaged area still in the midst of recovery, went so far as to feel such concern for the health of guests from a far away place. The people of Kesenuma even expressed feelings of welcome to the participants saying such things as: “It’s been an extraordinarily cold year but today is unusually warm. It’s as if you have brought spring with you.” It seems as if the spirit of the Tohoku people in empathizing with others, treating guests well, and being kind was well communicated to the participants in the JENESYS Education Group.

### **Kesenuma ESD Practice Observation 1: Ohya Junior High School**

Observation of an ESD practice at Ohya Junior High School took place on March 1, the same day that participants visited Ohya Elementary School. At Ohya Junior High School, which the group visited following the elementary school, the participants saw an ESD practice that was incorporated into formal education as part of the “integrated studies” time. The content involved 30 8<sup>th</sup> graders dividing into pairs at 15 different tables. JENESYS Education Group participants from 15 different countries (excluding Japan, the 16<sup>th</sup> country) were placed at each table and then the lesson began. In 15 minutes, students at the tables had to have the JENESYS participants teach them how to make a greeting in the participants’ languages, and then the students had to present these greetings in front of the larger group.

With their student partners facing difficulty communicating in both the mother tongues of the JENESYS participants as well as English, one had to say that you could tell that the participants were educators because they taught the students well! They pulled out conversation guides between their languages and Japanese, employed stuffed animals they had brought along, and used non-verbal methods to communicate with the students. Even the students who hesitated at first

to make eye contact with the visiting foreigners had changed completely when the lesson finished. When they were informed that the lesson was over and urged to return to their classrooms, there were many students who somehow weren't returning, and the last students went back to class about 20 minutes after the lesson ended. It was a scene that demonstrated students' interest in having a direct opportunity for international exchange with guests from abroad.

The distinctive feature of the approach to ESD in the Ohya district is the breaking down of barriers that enable kindergarten, elementary school, and junior high schools to be linked together in their involvement. The embodiment of this is the "Winter Flooded Rice Paddy" activity of the "Hummingbird Project." The Hummingbird Project is an ESD project with the idea "first become involved at the level you can in your immediate surroundings." The name has its origin in a story told in the South American Andes Mountains, and is based on the actions of a hummingbird, which aimed to help put out a large fire in the woods by carefully carrying water. The hummingbird did not have much strength, but we can learn from the hummingbird that said, "What I can do is carry one drop at a time," and continued to carry water to put out the fire. Thus, elementary schools in the Ohya district are involved in implementing the "Hummingbird Project."



Concretely speaking, the students plant pine trees near the seaside, cut grass, conduct surveys of the sea urchins living in the ocean, cultivate seaweed, and are involved in the "Winter Flooded Rice Paddy" activity. The "Winter Flooded Rice Paddy" is an organic method of cultivating rice in which water is spread on the rice paddies even in the winter. In the Ohya district, kindergarten, elementary and junior high school students participate in the rice planting, weeding, and even harvesting.

One of the things that interested JENESYS Education Group participants was that ESD was incorporated into formal education classes through the so-called "integrated studies time." A participant whose country did not have something comparable to "integrated studies time" asked: "The reality is that students and teachers are fully occupied with the current subjects. In this situation, students and teachers can't find time for ESD. How can one raise their interest and make ESD a concrete part of education?" To this question, Deputy Director Oikawa replied that it is effective to incorporate ESD ways of thinking and approaches into existing subject areas such as geography, science, social studies, drawing and manual arts, and home economics. Also, he advised that it is good to connect with fellow teachers in each subject area and say: "One other method is to look within the framework of subjects we have in our system and try learning that is interdisciplinary." Professor Nagata added that UNESCO recommends what is called "an infusion approach in which ESD is integrated into existing subjects."

### **Kesenuma ESD Practice Observation 2: Karakuwa Junior High School**

On March 2, the day after participating in the ESD lesson at Ohya Junior High School, the group observed an ESD practice at Karakuwa Junior High School. The group visited a lesson on debate, which the school had incorporated as one pillar of its "integrated studies" curriculum. The theme was energy. Concerning the question: "In 2050, will you be for or against nuclear power?" the 24 students divided into supporting and opposing sides based on their own thinking and debated, allowing their opinions to conflict.

The side opposing nuclear power cited fear of a nuclear accident, the problem of radiation pollution, and expectations for alternative forms of energy. On the other hand, the supporting side pointed to the negative influence on lifestyles and the economy, concern about the rise in the volume of CO<sub>2</sub> emissions, and the weak points of alternative forms of energy. Various opinions were actively exchanged. They ranged from a boy named Naoki's opinion concerning the fundamental point that: "It's better not to create nuclear energy since human beings are not able to dispose of the radiation," to a boy named Haru's extremely pragmatic opinion: "It is said that people had to move because of the radiation pollution resulting from the nuclear accident, but people are provided with compensation to move because of airports or highways. It's a problem that can be solved with money and is not such a big issue." In this way, the students argued their various opinions with one another.

Lastly, science teacher, Ms. Misako Suzuki, who guided the debate, said: "What is important in this era when it is difficult to discern what is correct is thinking for oneself. You are the ones who will create the Japan of 2050 40 years from now.

I'd like for you to create an era in which you will be able to say: 'Aah, Japan has become good.' To do this, I want to you take the risk to think hard and take action." With this, the 60-minute lesson came to a close.

After observing the debate lesson, the group heard an explanation of ESD at Karakuwa Junior High School from head teacher Mr. Atsushi Fujimura. He explained that the school promoted the educational theme "ESDK: Hometown & Energy." The aim was to create a sustainable society by learning about energy while thinking of one's hometown and having dreams and intention, and then to communicate the results of this learning. In the seventh grade, students use Kesennuma as a base and spend 50 hours learning about the local area and recycling. In eighth grade, the Minami Sanriku area is used as a base, and 70 hours are spent learning about recycling and energy. In the ninth grade, the focus is expanded to the Tohoku region as a whole, and students spend 70 hours investigating, thinking, debating and communicating about what Kawakuwa will be like for them in the year 2050.

The debate lesson visited by the JENESYS Education Group served as the culmination of the learning of the ninth graders. The interest of the program participants was high, and in the question and answer session they asked many questions, such as the following:



Q: What kind of training was there concerning debate itself?

A: Debate itself was studied only during one class period of Japanese (native language), but small group debates were held 5-6 times during year.

Q: What would you like students to come away with thinking about nuclear energy?

A: I have a personal opinion but, as a teacher and as a school, we don't indicate that a particular point of view is correct, or that students should think a certain way. We have students listen to many experts and provide materials from a variety of perspectives, but it should be students themselves who make the judgment. )

Q: What kind of positive impact has ESD had on the community, and what has been the response of the community?

A: Parents hear the content of the lessons from the children, and the number of cases in which this has provoked an exchange of opinions has increased, with parents' interest in energy increasing as well. We also try to disseminate information about the education we are implementing such as by trying as a matter of course to have our local newspapers cover any kind of special activities we hold.

Also, principal Yasuo Komatsu says of the impact of the earthquake on students' ways of thinking: "People experienced a short time of not having electricity, gas and water, and I think there was a change in their thinking about energy. It's true that I imagined that the number of students opposing nuclear power would increase but, as usual, students seem to be split about half and half. It's possible that this increase resulted from the influence of disaster experiences in which they were inconvenienced and realized the benefits of energy.

### **Linkages and Trust with the Community: Karakuwa and Ohya Districts**

One additional distinctive feature of ESD within education in Kesennuma are the linkages and trust with the local community. We were able to observe one extreme of this at Karakuwa Junior High School.

Those who greeted us in the gym were the Sakihama Fisherman's Song Preservation Society and 71 8<sup>th</sup> graders from the junior high school. The "Sakihama Fisherman's Song" is one of the local traditions passed down with much reverence in the area, and the two groups had come together to perform it for us. The president of the student government association, Takuma Komatsu, greeted the group, saying: "The Preservation Society and the 8<sup>th</sup> graders will put their power together to show this to you." Then the performance began. A total of about 80 people wearing traditional fishermen's coats pounded the oars they held in their hands on the floor and yelled "Yoidokorasa" together. With this, we were able to see a visible example of a way in which the local community and junior high school were in good coordination.

The Ohya district's "Hummingbird Project" and "Winter Flooded Rice Paddy" activities also would not be possible without the cooperation of the local community. Only once the cooperation of the local people involved in farming, fishing, and forestry was obtained, could children have the experiences planting trees and growing rice.

In the opposite way, Kesennuma is also helped by its connections that cross beyond the community. The project to

restore the flowerbeds at Ohya Elementary School was able to move forward as the result of links with UNESCO schools and corporations. In various places around Kesennuma projects are beginning such as the creation of playgrounds through the cooperation of NPOs and a learning assistance project implemented with the cooperation of university students.

The precious rice paddies for the “Winter Flooded Rice Paddy” activities were buried under the rubble of the tsunami, but the paddies were brought back to life with the cooperation of volunteers. He mentioned that the rice paddies that were restored in May produced a harvest in October. The building of good relationships with those providing assistance is also one of the strong points of Kesennuma.

### Everyone say: “Yoidokorasa”

At Karakuwa Junior High School, we were treated to a wonderful performance of the “Sakihama Fisherman’s Song,” but the experience did not end with the performance. After the song by the Preservation Society and the students was done, all of a sudden the junior high school students raced over to the JENESYS Education Group members who had been watching, took their hands, and brought them over to the side of the performers. The members then became performers holding the hands of the students and did another round of singing together with the Preservation Society and the students. The members, too, pounded the oars they were holding on the floor and yelled “Yoidokorasa.” Lastly, Annaliza Villalobos Laylo, a participant from the Philippines, said: “I was moved by linking with people from the community to engage in this local cultural tradition” – and she thanked the group for the wonderful performances and “fisherman’s song” experience.

### The Disaster in Kesennuma and the Slow Food Movement

On March 2, it was Mr. Akihiko Sugahara, President of Otokoyama Honten Sake Brewery, gave a lecture to the group based on the theme of “The Damage in Kesennuma and the Slow Food Movement.” The Otokoyama Sake Brewery had its roof destroyed and the contents of the warehouse were carried away. Right after the tsunami, President Sugahara said that he had lost hope and the company could not continue. However, now the Otokoyama Sake Brewery is making sake and operations have resumed.

For this company, the happiness in the middle of sorrow was that the key ingredient of sake, the *moromi*, or fermenting mash, and the sake tanks and the sake inside the tanks were safe. The problem was that the company was not in a situation where there was a generator for securing electric power, heavy equipment or a truck for transporting the generator, or the fuel or wiring construction necessary for reopening the factory. Relations within the community and Mr. Sugahara’s personal network overcame these weaknesses. From the circle of human connections, collaborators appeared one after the other to help restart the sake production, Mr. Sugahara said. He reflected: “If it has been just me, it wouldn’t have worked. I was cheered on by the people in the community, and the feeling that I wanted to try hard for the good of Kesennuma pushed me forward.” Now the company is one of the corporate leaders moving the local economy toward recovery.

Concerning “slow food,” Mr. Sugahara said: “It’s neither an opposing concept to fast food, nor a gourmet movement to eat delicious food.” He explained it as an effort to try bringing back the “connections involving food.” The “connections involving food” means “the relations among people sitting together around the table,” “the relations among producers and consumers of food,” “the connections between nature and food that gives birth to food as sustenance,” and “the mutual connections among mountains, rivers and the sea.”

In Kesennuma, which adopted a “Slow Food Declaration” in 2003, an event called “Slow Food in Kesennuma” has been held since 2002, the preceding year. The goal of the event is to encourage children’s understanding of the relationships promoted by the slow food movement. Thus, the event has a contest targeted at children ages 6-18. It was a contest in which children are supposed to think of their own slow food recipe to participate. It was okay to discuss ideas with ones family or other close adults, but the rule is that the participant herself or himself had to cook alone at the time of the contest.

Every year recipes make an appearance that surprise and delight the judges. For instance, there was the *Bikkuri Haze*



*Ten Soba*, “Surprising Goby Tempura Soba,” that was the brainchild of a 5<sup>th</sup> grade boy. One can obtain both goby and soba in Kesenuma, but they are not famous or specialty products of the area. However, the boy used goby caught by his father, fried vegetables he picked from his grandmother’s fields, and put them together into a tempura soba. This demonstrated the ultimate goal of the slow food movement to use food as an entry point for re-envisioning the relationship between humans and nature.

### Two Dozen Bought at Otokoyama Honten Sake Brewery

Otokoyama Honten Sake Brewery is one symbol of the revitalization of the economy of Kesenuma. The whole group toured the factory of this sake maker. It was the first time for many participants to visit a sake cellar and everyone completed the tour feeling very excited. Then, one after another, participants came up to a temporary gift shopping area and purchased the sake. The group purchased two dozen (24) bottles. One can say that this is a significant number for 27 participants, including several from Muslim areas where there is no custom of drinking alcohol. In actuality, they were not lining up because they all planned to drink sake; it seemed that the purchases were coming from participants’ warm thoughts to contribute in some way to the revitalization of the local area.

### The Power of “Play” in a Disaster Area

On March 3, Vice-President Hideaki Amano of the Japan Adventure Playground Association made a speech to the group. The Japan Adventure Playground Association is a nonprofit organization with a mission to build playgrounds throughout the country. In April of the previous year, as part of its recovery assistance efforts, the group established a playground called “Asobeeba” in Kesenuma. Mr. Amano pointed out that: “Education is also important, but for children, play is an activity of the soul. The power of play does not take a second seat to education.” From his experience during the Great Hanshin Earthquake, Mr. Amano was able to point out that securing places for children to play is extremely important for their mental health after a disaster. He also said that it is important that there are places where children can play freely, based on their own way of thinking. He explained that it is important to secure a space where children can, for example, play games like “pretend tsunami” and “pretend earthquake” that adults are hesitant to allow, and to be able to play these calmly as they like without scolding from adults. He says this is because “through this kind of play that might raise the eyebrows of adults, children put the experience of the earthquake in the past, calm themselves inside, and gain back their ability to control their emotions.”

Participants were able to experience this power of play in disaster regions through a dyeing-art workshop on March 4, their final day in Kesenuma. Thanks to the cooperation of Ohya Elementary School, the workshop was held on the space of three tennis courts adjacent to the school building. The sky was clear. Footprints had been covered by a pure white carpet of snow. Thus, the workshop took place under ideal conditions. In a dyeing-art workshop, all participants help to dye one giant piece of cloth, and it’s an activity that adults as well as children can enjoy.

First, the whole group hung a giant cloth 18 meters in length and 130 centimeters wide on a hammock-like structure one meter off the ground. Next, adjustable bamboo sticks called *shinshi*, “tenterhooks,” were tightly placed crosswise at intervals of approximately one meter so that the cloth would not sag during the activity. With this, the preparation for dyeing was finished. After that, 5 colors of dye were mixed to create buckets of 10 colors, and participants used paintbrushes to dye the cloth as they liked. Mr. Saito gave only one instruction: “Don’t think about drawing well or drawing something particular.”

Outreach for this dyeing-art workshop was made to children in the community, who participated in addition to the JENESYS Education Group. Partway through activity, children gave up their paintbrushes and started painting directly with their hands. Their lack of inhibition stimulated the others, and at the end, the adults were also comfortably involved with the colors and cloth. In the midst of the activity, Mr. Saito proposed: “Let’s lift up the cloth and look at the colors from



beneath.” With the brilliant blue sky as a backdrop, shouts of joy could be heard as the participants admired the beauty of the cloth dyed with an interplay of colors. This became a one-hour workshop in which participants could well appreciate the power of color and the enjoyment of dyeing.

Mr. Hiroshi Saito, who organized the workshop, is a fabric dyer living in Kyoto. Nonetheless, he travels to various areas disaster-affected areas to provide mental health care through the collaborative activities of dyeing, weaving and making cloth. Mr. Saito, who has taken on the nickname “The Dye Man,” says he has been able to provide an extremely good influence on people’s mental health by gathering many people together to dye and weave fabric.

He has continued the dyeing-art activities for over 25 years, and one can judge their effectiveness by the various and numerous positive psychological changes he has seen among children with autism and adults with disabilities. Particularly in areas affected by disasters, in the midst of dyeing fabric in brilliant colors and working uninhibitedly, smiles emerge and the tension in the hearts of victims who have lost so many important things unravels, he says.

Mr. Saito emphasizes that the dyeing-art workshop is not work aimed at demonstrating skill or creating exceptional things. The goodness of dyeing-art workshops is that on top of a color that one person has dyed well, another person can add a color, and the colors can run when the rain falls. If a bird dropping lands on the cloth, just that space is left white, and if flower petals fall, their shape remains as a pattern on the cloth. It shows that it is futile to try to create something that is greater than humans. Thus, explains Mr. Saito, one of the good things about dyeing-art workshops is that people can free themselves from the idea that they need to do work that is “superhuman.”

One of the other ways participants experienced the power of play was through visiting the *Asobeeba*, a playground built by the Japan Adventure Playground Association in Kesenuma’s temple district. Following the dyeing-art workshop, we arrived at the *Asobeeba* under the guidance of Mr. Amano. It was located about 8 minutes from Ohya Elementary School. Here, Mr. Shunichi Kambayashi, who was in charge of the playground, welcomed the group.

The *Asobeeba* was different than a well-appointed park. On the open space on the bare land, there were only handmade facilities such as a fire pit made out of rocks and scrap wood, a slide, and a temporary hut with some plastic hung over it to keep out the wind. The Japan Adventure Playground Association borrowed land lent by willing local people, and the staff of the Association and children who had heard of the existence of the *Asobeeba* put their power together and created the space by clearing the underbrush, said Mr. Kambayashi.

Children were sledding down the hills covered with the remaining snow, and the JENESYS participants quickly mixed in with them, shouting. Then, under the guidance from the children, they cooked bread wrapped in bamboo over a bonfire and ate it. Only 15 minutes passed, but the participants returned to their childhoods and experienced the *Asobeeba*. By seeing the children play in such a lively way, participants were taught the importance of play from the perspective of children.

### A Novel Portrait of Three

The scene occurred during the site visit to the *Asobeeba* playground of the Japan Adventure Playground Association. The Association’s Vice-President, Mr. Amano, who had been the guide for the group; Deputy Director Oikawa from the Board of Education, who had participated in the tour; and principal Fujimura from Ohya Elementary School were smiling and chatting. From the point of view of people involved with education in Japan, this group of three could be said to be a novelty. It is a special talent of Kesenuma to have a member of the board of education with jurisdiction of formal education, a principal who works directly in the schools, and a vice-president of an NPO – people from these three different positions – to be involved together so casually. Here we caught a glimpse of Kesenuma’s power to move strongly toward recovery by breaking down walls in organizations and incorporating the power of communities, NGOs, and NPOs.

### Speech in Kesenuma: “The Activities of the Kesenuma Area Education Support Project (KESP)”

**Professor Hiroshi Asanuma, Graduate School of Environmental Studies, Tohoku University: Thursday, March 2**

Professor Asanuma mentioned three reasons for developing the educational support project in Kesenuma after the disaster. These were:

- 1) There was an urgent need for human resource development among people in the area in order to carry forward

the recovery

- 2) Kesenuma's main fishing industry had been destroyed, and young people would need to pursue careers in other industries; in order to enable them to find better jobs in the area, a high level of education was needed
- 3) While people across the world lauded the morals and ethics of the people of Japan in the face of this disaster, there was a danger of losing these qualities as the difficult situation continued; some educational method to prevent this was needed.

With the Kesenuma Area Education Support Project, Professor Asanuma said he stepped into a central role, matching the daily changing needs of the disaster area with assistance. This was to avoid the kind of assistance that could not but cause confusion. Professor Asanuma explained practical and concrete methods for this matching and for volunteer activities. For example, people experience feelings of powerlessness when they are working earnestly and the recovery from disaster falls behind what they expected. Professor Asanuma revealed the tragic situation of the large number of student volunteers who have committed suicide. In this context, he pointed out that mental health support, especially for younger volunteers – “volunteers who care for the volunteers” – is needed, and needs to be prepared for.

### **Disaster Education and ESD**

#### **Mr. Katsumi Shirahata, Superintendent, Kesenuma Board of Education: Saturday, March 3**

Prior to the speech of Mr. Shirahata, Chair of the Board of Education, Professor Nagata introduced the meaning of *inochi tendenko*, a teaching in the local area, which has the meaning of “Let's flee based on our own judgment, each to his or her own.” Even in this recent tsunami, many victims died trying to save others. However, explained Professor Nagata, this phrase encapsulates a special local wisdom born of having been hit by tsunamis numerous times, and that is a method for minimizing damage.

Mr. Shirahata also began his talk with *inochi tendenko*. He said: “I have a strong childhood memory of my grandmother teaching me this phrase. She taught me that lives belong to various people, and your life is yours, so even if you shake off the hand of a parent or sibling, first you have to help yourself. I remember having a hard time sleeping that night.” Because this kind of instruction is passed down to children, one can say that Kesenuma is an area that has a culture for addressing disasters. “Even so, with the passage of time, the reality of the memory dissipates. We should remember that disasters can be forgotten,” Mr. Shirahata warned. You need people to flee based on their own judgment and not forget disasters, he said. When you think about what disaster prevention education you should implement for this, you arrive at ESD.

Mr. Shirahata said that he doesn't want the kind of disaster prevention education where you just repeat disaster prevention drills. “We need to raise abilities, foster the power to understand, build memory, help students master the gathering and use of information, and develop students' capacity to form linkages with the community.” These are also strengths that are developed through ESD, he said. Thus, one can turn things around and say: “Disaster education equals ESD,” said Mr. Shirahata.

Kesenuma began ESD in 2003, and has been one of the regions at the forefront of ESD in Japan. There is a connection between this and the fact that the human toll of children and students from the enormous tsunami was small, the so-called “Kesenuma Miracle.” According to Mr. Shirahata, among kindergarten, elementary, and junior high school students in Kesenuma, 7 students died and the whereabouts of 5 remain unknown, unfortunately. However, the victims were students who had returned home early from school and children who were taken back to their homes by their parents following the earthquake, and there was no a single student victim who was under the care of the schools. From this fact as well, one can recognize the connection between disaster education and ESD.

### **Recovery from the Disaster and ESD**

#### **Yukihiko Oikawa, Deputy Director, Kesenuma City Board of Education: Saturday, March 3**

Deputy Director Oikawa of the Kesenuma City Board of Education is one of the central figures in ESD in Kesenuma, and he explained how ESD is also effective from the point of view of community recovery. In Kesenuma, each of the damaged schools overcame numerous obstacles to their reopening, and all succeeded in reopening within 40 days of the earthquake. The initiatives included a school bus for the children who had lost their means of commuting to school and meal service, making for a comprehensive solution as the schools reopened. To reach that point, a big contribution was the effort made by the Kesenuma Board of Education and the staff of each school who worked without sleep and on holidays



with the aim of reopening the schools.

However, in the midst of continuing these efforts, Mr. Oikawa said that a key point was that: “Money, supplies, and messages arrived in Kesennuma from ESD partners through the world via the network of UNESCO Schools, and these became an extremely significant strength to us as we moved toward recovery.” Further, Mr. Oikawa reflected on all of the numerous efforts over the past year to move towards recovery in this way: “The disaster was a time to practice ESD itself. We used the power built up in Kesennuma through ESD, and solved problems,” he reflected.

The capacity for autonomous decision-making and efficacy of the children educated through ESD showed in the evacuation centers. Within the evacuation centers, children determined what roles they needed to fill, including being involved in cleaning up rubble, emergency rice feeding, fetching water for cleaning the toilets, and helping with cleaning. According to Mr. Oikawa: “There were even some children who had progressed to the point where they offered themselves as talking companions or offered their services to massage the tightened shoulder muscles of the elderly. The brass band club toured around the evacuation centers to perform and heal the hearts of the disaster victims,” he said. “When I saw this, I felt the promise of these children building the next Kesennuma for us.” Mr. Oikawa’s feeling of accomplishment towards the results of ESD seemed to be included in this expression of his feeling.



### Reflection on the Kesennuma Program and Group Discussion

First, participants were divided into 9 groups to discuss resilience. Members of the groups discussed examples of resilience in their different countries as well as elements that hinder resilience. Partly because the groups were small at 3 members each, everyone participated actively in discussions. Each group then focused on its examples and made a group presentation.

Next, participants reformed into six groups and reflected on the training experience in Kesennuma. The groups delved into the most impressive occurrences and their most significant experiences.

### Presentation of Results of Learning in Kesennuma

The groups then presented the content they had organized through the program reflection workshop to the people who had helped them during the visit. Those invited to the presentation included Mr. Katsumi Shirahata, Superintendent, Kesennuma City Board of Education, who had spoken to the group; Mr. Yukihiro Oikawa, Deputy Director of the Board of Education; Mr. Akihiko Sugawara, President of Otokoyama Honten Sake Brewery; and Ms. Misako Suzuki, the teacher at Karakuwa Junior High School who had permitted the group to observe her debate lesson.

B Group, which used a picture of bamboo to express the concept of resilience, presented that: “We learned the importance of community during a big disaster, and the greatness of the power of community.” Group F presented that they learned the importance of cooperation and linkages, and they called their group “clap” because if hands do not connect properly, they cannot keep a beat. E Group titled its presentation “Rocket” with the thought that one could be able to travel to the moon with the power it takes for a community to recover. They said that: “It was wonderful how they are implementing education to gain power to recover by going beyond the framework of the elementary and junior high school as well as having the community participate.”

C Group reflected on the experience in Kesennuma, saying: “The Board of Education demonstrated strong power after the disaster. Before the disaster, the Board of Education had incorporated ESD into the curriculum, and we had a strong impression of how ESD has been useful in the post-earthquake recovery as well. D Group said that despite the fact that many fishing boats were lost in the disaster, they were able to see the vibrant activity of the fish market at the Kesennuma Port. “In this scene we learned the power of this community and the power of strong traditions,” they said. Group A, which named itself “World Learners,” made the promise: “We talked together about connecting the content of what we learned here to concrete actions. We will take the seed of ‘resilience’ we received in Kesennuma home to each of our countries.”

## Summary of the Training in Tokyo

### Explanation of Japan Foundation Grant Assistance: Tuesday, March 6, Shiba Park Hotel, Tokyo

The program officers of the Japan Foundation explained about grants and scholarships for the various cultural exchange, Japan research and intellectual exchange programs the Foundation implements.

### Group Presentations: Tuesday, March 6, Shiba Park Hotel, Tokyo

To summarize the results of the training for this JENESYS Education Group, participants were divided into 6 groups and used the time on the afternoon of March 5 and the morning of March 6 for discussion. Each group then presented the discussion results separately.

The CARAVAN group compared Thailand, which had suffered extensive flooding, and Kesennuma in order to extract points that should be learned from Kesennuma. The group felt that points that should be learned were the important roles played by the community's prior engagement with ESD in having disaster policies and in the recovery from disaster, as well as the strong community bonds that kept damage to a minimum.

The SATRIA group, which took its name from a Malay word meaning "knight," compared Banda Aceh, a disaster area caused by the earthquake in the Straits of Sumatra, with Kesennuma. The group said that they learned the fact that ESD and DRR (Disaster Risk Reduction) are strongly connected. They also said that they learned how people learned from the experience of the Great Hanshin Earthquake and provided various types of mental health care to the victims, and that the board of education, schools, local community and others overcame the walls between institutions, and that their linkages are playing a strong role in the movement toward recovery.

Group GAMBARE began its presentation by asking everyone to participate in a 15-second moment of silence for the earthquake victims. They said that much could be learned from Kesennuma in that schools are not simply educational facilities, but serve many functions in the community. Also, after the disaster, different institutions did not have to search for linkages with other institutions; the group cited the importance of pre-existing relationships of trust that had been built between each of the institutions. They also reported that they became conscious again of the large and important role that play exerts in the mental health of children.

The Bamboo group, which took its name from bamboo, which has the characteristic of resilience, noted that in Kesennuma teachings about dealing with tsunamis are passed town to many local residents including children through simple words such as *tendenko*. They commended the fact that the leaders of the board of education, teachers and administrators in the schools and the local community kept an ear out for the voices of others to improve education and the community. Also, along with knowing the important role played by ESD in the recovery process, they expressed their recognition again that the children who will build the future are placed at the center of ESD.

The Rainbow Group, whose name embodied the wish for recovery, was impressed by the diverse involvement in the disaster recovery, and pointed to the importance of diversity. For instance, as good examples of this diversity of assistance activities, they pointed to the value of paying attention to the dyeing-art workshop of Mr. Saito and the activities of Mr. Amano involving Asobeeba. When they observed the debate concerning energy issues at Karakuwa Junior High School they said that they felt that the foundation of ESD of each person thinking for her/himself was becoming rooted in the students. They summarized their points mentioning the Hummingbird Project, which they felt symbolized the spirit of starting from what you can do around yourself in order to be effective in creating a sustainable society.

The Group called "Bu Dao Weng" took its name from the Bu Dao Weng Chinese dolls that move flexibly on their round bases. The group's analysis was that the lessons of both the Great East Japan Earthquake and the earthquake in the Straits of Sumatra is that national and local government agencies and the private sector and NGOs should not operate each on their own, and that it is extremely important that they link together effectively. Further, for better response in future disasters, they pointed out that there needs to be fundamental reform of basic education policy. Specifically, they concluded that there needs to be change from the education generally available in which children accumulate knowledge, to education



that develops autonomous judgment as is the case with ESD.

### **Wrap up Session: Tuesday, March 6, Shiba Park Hotel, Tokyo**

#### **Program Advisor, Yoshiyuki Nagata**

Professor Nagata first encouraged everyone to take a moment of silence for one minute and 15 seconds to “recall the people you met and the things you learned in Kesennuma.” After that, he asked participants to take the information and learnings and organize them, and pointed out that it is “important that you take what you have gained home to each of your countries and reconstruct it to make it useful.”

Also, one should not only think only of the many things that one has no control over in an enormous disaster, but of what elements can be avoided through the culturing of resilience. Thus, he said, that education that develops resilience serves an extremely important function. He pointed out that diversity is a key element of resilience. At the same time, he added that the effective use of outside assistance in Kesennuma was also a strong aid to resilience. Furthermore, he said that we made a new discovery. “We realized the importance of vulnerability as we learned the reality of the damaged areas in Kesennuma. And we learned that vulnerability can be lightened through the power of education.”

Professor Nagata then touched upon each of the individual examples of efforts to develop resilience in Kesennuma, and those examples that had been effective in the case of the recent disaster. Then he said: “This learning journey ends today, but our friendship will not end and your learning will continue on.” He brought things to a close saying, “I wanted you to take the various elements of theory, concept, practice, and philosophy you have gained in Japan and put them together to be useful when you bring them home to your countries.”

Lastly, everyone moved their chairs into a circle and each person said some words of reflection about the JENESYS Program. Each of the participants mentioned how precious their learnings were through their experiences of exchange with the other participants in the different culture of Japan. They said that they learned so much and were encouraged as if they had returned to their student days.

### **Closing Reception: Tuesday, March 6, Shiba Park Hotel, Tokyo**

A farewell party for all those connected with the JENESYS Education Group was held. After a greeting from Yoshiyuki Nishizawa, Special Assistant to the President of the Japan Foundation, to thank the group for their participation in the 11-day program, Professor Nagata came to the stage. He recalled that the JENESYS Program began in 2007 with a plan to be a 5-year program, and that this year it is coming to a close. He offered the toast: “Even if JENESYS is finished, I believe the JENESYS Spirit will live on. Syed Zulfiqar Ali from India represented the group of participants and reflected on the training: “On this visit, we saw for ourselves the enormity of the tsunami. But, at the same time, we were able to know about the perseverance of the people of Kesennuma, and there were so many things we were able to learn.” After that, participants gave simple self-introductions. At the reception, about 25 people involved with Japanese local government international exchange associations attended as special guests and enjoyed chatting with the participants.

Lastly, each one of the participants received a program completion certificate signed by Mr. Masazaku Takahashi, Director of the Culture and Society Section of the Japan Foundation’s Arts and Culture Department – and who had also accompanied the group on the tour. With this, the JENESYS Education Program came to an end. However, each of the participants held the completion certificates in hand and gathered for a group photo with friends with whom they had learned, and felt regret that they would be departing.

(Original Japanese Records by Hiroyuki Takagishi)

Photo by :

- Kenny Low (Singapore)
- Josephien Dela Guardia Mueca (Phillippines)
- The Japan Foundation

## Site Observations (Japanese): プログラム記録（日本語）

### 東京での事前学習・準備

#### ●基調講演：2月26日（日）東京・アジア会館

講師：プログラムアドバイザー 永田佳之教授

テーマ／ESD: A Holistic approach towards a Resilient and Sustainable World

『われわれがいま直面している最重要課題は抽象的な概念にとどまっているサステナブル・デベロップメント（持続可能な発展）を、世界の人々が実感できるように現実化していくことである』——永田教授は前国連事務総長のアナン氏が各国首脳に対して行った演説を引用し、サステナブルこそが、今世紀における最も重要なコンセプトであることを説明した。そのうえで、このコンセプトの実現に欠かせないものとしてESD（Education for Sustainable Development）を挙げ、教育が果たすべき役割の大きさと重要性についての参加者にメッセージを送った。今回のプログラム参加者は教育の現場や教育行政などに携わる者たち。彼らこそが持続可能な発展のカギを握っている。あるいは人間社会の未来を左右する重要な役割を担っている。そう自覚を促したわけだ。

ESDは未来を支える若者の価値観を変え、ふるまいを変え、ライフスタイルを変え、サステナブルの価値に目覚めさせることを目的とする。それがサステナブルな社会を実現していく力となるからだ。たとえ遠回りで時間がかかるように見えても、サステナブルな社会の実現にはESDに取り組む、その方法しかないのだと永田教授は説いた。

しかしESDはこれまでの教育とは異なる。従来の教育が志向してきた技術や知識の習得作業は、ESDとしては不十分で若者の価値観や振る舞いを変える力が弱いからだ。だからこそいまESDに真剣に取り組まねばならないのであり、ESDにおいて教師に求められる資質は、教える能力よりも、議論を円滑に調整し合意形成と相互理解を図れるファシリテーターとしての能力だと永田教授は指摘した。

つまりESDとは、教育そのものの在り方にも変革を求めるものであり、伝統的な教育手法や教育内容からの転換、パラダイムシフトが必要となるという。永田教授はアルバート・アインシュタインの言葉を引き、問題を解決するには物事の見方から変えていかねばならないのだと説明する。またESDにおいては系統立った思考方法やエコロジカルな視点、能動的な学びの姿勢、協調の発想などを身につけさせることが、より重要な教育要素になっていると永田教授は解説した。

現代社会においてわれわれが目指すべきもうひとつのコンセプト、Resilient World。このコンセプトについて永田教授は、社会を「海に浮かぶ客船」にたとえて解説した。参加者の1人を、この船のダイニングの給仕役に仕立て、もう1人をお客として設定。給仕役に対して、水を汲んだコップを客まで届けるよう指示した。もちろん水の入ったコップは一直線に素早く客のもとに届けられた。次に永田教授は給仕役に対して、海が荒れた場面を想定して運ぶよう促した。今度は給仕役の足取りは左右にブレ、水がこぼれそうになり、時間をかけてコップは客のもとに届けられた。



つまり、何も起こらず安定した環境ならば、一直線かつ円滑に目的を達成することができる。しかし、ひとたび環境が不安定化すれば、左右にブレながらも重心を低くし、目標を見失わず、時間をかけてでも着実にゴールに近づく粘り強さが必要になる。永田教授はこの姿勢をResilientであるとし、日本や世界を取り巻く環境はまさに荒海であり、いまResilienceが求められる理由がそこにあると解説した。効率やスピードより、さまざまな状況の変化に対応できる多様性、柔軟性こそがResilientの本質であるというわけだ。

サステナブルな社会の実現に、教育がいかに重要な要素かを説かれた参加者は、永田教授が講演の最後に示した“A journey of your learning has just started!”という言葉に促され、これからのプログラムに大きな関心を抱きつつ初日のスタートを切った。

### ●参加者プレゼンテーション（第1部）：2月26日（日）東京・アジア会館

参加者プレゼンテーションの初日、第1部は中国、韓国、オーストラリア、ニュージーランド、日本から参加の6名・6プレゼンテーションと、アセアン・グループのうち13名・11プレゼンテーションが行われた（2名合同発表を含む）。プレゼンテーションでは各国における最近の天災の事例と、教育への影響をそれぞれが説明した。

ニュージーランドの参加者はクライストチャーチ大地震、日本の参加者は東日本大震災という、記憶に新しいそれぞれの震災に関連して、教育現場で生じている問題が報告された。またインドネシアの参加者からもスマトラ沖大地震について報告された。そのほかのアジアの国々の参加者のプレゼンテーションでは洪水災害に関する報告が多くを占めた。ただし「あまり大きな災害はないのだが」と切り出す参加者も比較的多かったのも特徴的だった。さらにメコン川流域国からの参加者は洪水災害に触れながらも「洪水でも釣りや水泳ができると喜ぶ被災者もいる」といった報告を行い、水とたくましく共存するResilientな姿勢が垣間見えるプレゼンテーションとなっていた。



### ●地方視察ブリーフィング：2月27日（月）東京・アジア会館

国際交流基金の活動の概要と、同基金が行っている東日本大震災の復興関連事業について国際交流基金・柄博子文化事業部長から説明された。同部長は最後に「大震災からの復興に動くこの時期に日本を訪れたことを心に留め、こうした事態に教育が何を成し得るかについて考える機会としてほしい」と参加者に呼び掛けた。その後、明後日から訪れる気仙沼市についてのブリーフィングが行われ、同市の被災状況を紹介。大震災の発生直後から50日間の状況をまとめたドキュメント映像「東日本大震災の記録」（東北放送制作）も視聴。参加者が大震災の現実をよりリアルに把握する材料を提供した。

### ●基調講演：2月27日（月）東京・アジア会館

講師：茨城大学・伊藤哲司教授

テーマ／ Human resilience to disasters

伊藤教授は社会心理学者の立場から、災害時の被災者の心に関する諸問題について説明した。日本では1995年の阪神大震災後に、悲惨な体験がフラッシュバックして心がコントロールできなくなるPTSD患者が増加したが、PTSDの原因ともなるトラウマについて伊藤教授は「自らに問うても説明のつかない体験」と定義した。たとえば生存者が「なぜ周りは死んで、私は生き延びたのか」と自問自答を繰り返し、自責の念に苛まれるうちに、それがトラウマとなる。この段階で何らかの救いの手をさしのべられればPTSDに陥る前に立ち直らせることが可能だという。したがって、幸運にも大災害を生き延びた人々を、助かったのだからそれでよしとするのではなく、大災害の後には助かった人々に対しても心理的ケアを施す必要があると強調した。

また伊藤教授はスマトラ沖大地震後に調査に入ったプーケットでの体験も報告。もともとあった現地コミュニティの濃密な関係性が、被災者同士の精神的な助け合いにつながっている実態を目の当たりにし、復興過程におけるコミュニティの重要性を認識したと説明した。さらにユーモアの力にも触れ、悲惨な状況におけるユーモアの効用を被災地のさまざまな場面で実感したことも付け加えた。

子供たちと日々教育現場で接するプログラム参加者にとっても実践的な助けとなるテーマだけに、Q&Aでは「災害時にまず必要となる心理面のサポートは何か」「トラウマを予防する方策はあるか」「ユーモアの具体的な活かし方とは」といった質問が後を絶たなかった。伊藤教授はそれぞれの質問に丁寧に答えつつも、基本的に必要となる姿勢として「何ができるかではなく、まずは一緒にそこにいて、寄り添ってあげること。話を聞いてあげること」が最重要であるとアドバイスした。

### ●外務省・中野外務政務官と懇談：2月27日（月）外務省

中野譲外務政務官がJENESYS教育プログラム参加者と面会した。中野政務官は、教育プログラムの一行の訪問先である気仙沼が、大震災と津波に襲われた被災地であるというだけでなく、震災前から日本におけるESDの先進地域であったことを紹介。復興に向かう気仙沼ではさまざまな体験をすることで、そのなかから困難に打ち勝つResilienceについて、あるいはESDについて、何かを学び取ってその成果をそれぞれの国に持ち帰ってもらいたいと挨拶した。

これに対して教育プログラム参加者2名が答礼。インドネシアのI.G.A Ayu Jackie Viemilawatiの挨拶に続いて、ニュージーランドからの参加者で日本滞在経験もあるMarcia Ann JONESはすべて日本語で挨拶。日本の大震災の3週間前にクライストチャーチ地震に見舞われたニュージーランド国民として、日本との連帯感を示し、先住民マオリの言葉で『キア・カハ』は強くポジティブに戦う意味です。だから皆さん、キア・カハ！と挨拶を締めくくった。約15分間の懇談後、参加者は外務省を後にした。

### ●参加者プレゼンテーション（第2部）：2月27日（月）東京・アジア会館

参加者プレゼンテーションの第2部はアセアン・グループの残り、7名（6プレゼンテーション）と、インドの1名・1プレゼンテーションが行われた。天災がほとんどないというシンガポールからの参加者は04年に起きたハイウェイのトンネル内壁崩落事故について報告。インドからは2011年にシッキム（Sikkim）地方で発生したマグニチュード6.8の地震について報告された。シンガポール、インド以外のプレゼンテーションは、水害に言及したものだった。

タイからの参加者は昨年発生した未曾有の大洪水について報告。環境破壊が遠因となって過去に例がないような深刻な事態を招いたと思われると説明した。またベトナムからの参加者は排水システムの不備が主因とされるベトナムの水害について報告が行われた。タイ、ベトナムのいずれの事例も、純粋な天災というよりも、少なからず人災の面が否定できないという指摘が共通していた。

### ●あしなが心塾／あしながレインボーハウス・オリエンテーション：2月28日（月）東京・あしなが心塾／あしながレインボーハウス

都心から中央高速道を北へ向かい約1時間、日野市の「あしながレインボーハウス」に到着。NPOあしなが育英会が運営するレインボーハウスは、親を亡くした子供たちのための心のケア施設。95年の阪神・淡路大震災の震災遺児のために「神戸レインボーハウス」を99年に開設したのがレインボーハウスの始まりである。その後、06年には全国の遺児のための施設として東京にも「あしながレインボーハウス」が完成。07年から本格的なケア活動を開始している。



また東京の「あしながレインボーハウス」は大学の就学年齢に達した遺児（20歳～25歳）のための学生寮「あしなが心塾」を併設しており、現在は海外からの留学生13名を含む約120名の学生が共同生活をしている。我々を出迎えてくれた工藤長彦館長は「今日ここでの経験が、教育に関する仕事に携わる皆さんにとって、何か役立つものとなってくれればたいへん嬉しい」と挨拶。活動概要の紹介の後、工藤館長の案内で館内を視察した。

災害等で親を失い、悲しみや怒りなどさまざまな感情を抱え込んだままレインボーハウスにやってくる遺児たちを迎えるため、レインボーハウスには特別な施設が設けられている。目的別の専用部屋がそれで、たとえば、とにかく子供たちが素の気持ちや感情を好きなようにぶつけられる「火山の部屋」や、1人で静かに自分と向き合うための「思いの部屋」など4種類の部屋がある。視察した「火山の部屋」は天井から壁まで赤一色で、何かを思い切り殴って気持ちをすっきりさせるためにサンドバッグが吊るしてあるなど、各部屋に工夫が凝らされている様子を学ぶ。

### ●あしなが心塾／レインボーハウス・八木氏による説明

あしなが育英会でレインボーハウスの活動に17年以上にわたって携わってきた八木俊介さんが、東日本大震災に対するあしなが育英会レインボーハウスとしての対応や、遺児の心のケアの現場について説明してくれた。

今回の東日本大震災では、18歳以下に限っても2000人以上が震災遺児になったとみられ、これは阪神淡路大震災時の600人をはるかに上回る。強力な支援の必要性を感じ取ったレインボーハウスは速やかに活動を開始。大震災直後に、遺児1人当たり200万円の支援金支給を決め、震災1カ月後の4月11日には窓口となる事務所を仙台に開設した。東北レインボーハウスの開設についても動き始めており、開設候補地で準備室も立ち上げているという。さらに将来的には「仙台に拠点となる東北レインボーハウスを開設し、岩手県の北部、石巻、陸前高田、福島などにサテライト的な施設を作る」（八木氏）という構想だ。

震災遺児の心のケアについては最も重要な要素として①まずは遺児たちが安全・安心な場所で、それぞれのペースで泣いたり沈黙したりしつつ、悲しみを打ち明けられる環境の提供②同じ境遇の仲間との交流③1人きりではないというメッセージを伝え続けること——の3つを挙げた。また、遺児の心のケアを手伝う「ファシリテーター」の存在が活動に欠かせないため、ファシリテーターのボランティアを公募し、2日間の養成講座を実施しているとのことだ。養成講座では、気がつくスキル（遺児が何を求めているか察知する力）、反映のスキル（遺児の言葉を鏡のように繰り返すことで、無理なく真情を吐き出してもらう技術）、会話のスキル（遺児を決して傷つけることなく、ファシリテーター自身も傷つかないための方法）が教えられる。

八木氏は今回の東日本大震災への取り組みに関しては、「10年単位で長期にわたり遺児を見守り続けられる体制」の必要性や、「遺児と暮らす保護者、大人のケア」の重要性も挙げた。子供だけでなく大人も家族や大切な人を亡くし、メンタルケアを必要としており、大人が健全でなければ子供に対する影響も非常に大きからだ。さらに「悲しみの表現や、それを表現するに至る時期が、同じではなく一人ひとり異なること」を理解することも重要と指摘した。

JENESYS教育グループの参加者たちからは、ファシリテーターの適性や資質などについて多くの質問があり、八木氏は最も重要な点は「大人主導でなく、徹底的に子供主導であるべき」ことや、「とにかく傍にいて寄り添い、子供の話を聞いてあげる姿勢が大事である」と答えた。またファシリテーターの仕事は何かをリードしたり、指導したりすることとはまったく異なるため、教える立場に長くいた教師やカウンセラー、子育て経験のある母親などはファシリテーターには向いていないとも説明。結果的に自らも喪失体験を持っている人がファシリテーターになるケースが多いことも付け加えた。

### ●あしなが心塾の寮生との昼食交流会

6つのグループに分かれて、あしなが心塾の寮生と昼食を共にした。たとえばテーブルFでは、アジアへの留

学を予定している寮生の中村さんが、参加者たちと積極的に連絡先を交換して再開を約束。寮生と視察側といった壁を取り払った国際交流の場が生まれた。

#### ●インド洋スマトラ沖地震遺児、チャンディマさんのお話

04年のスマトラ沖地震により16歳で父親を亡くしたスリランカからの留学生、チャンディマ・ラクマリさんが自らの体験や、あしなが心塾での生活について語ってくれた。いったんは大学進学をあきらめたチャンディマさんだったが、あしなが育英会の奨学制度によって断念しかけた大学での勉学の道につくことができた。現在は早稲田大学の3年生として学んでいる。将来は母国の平和と発展に役立つ活動に携わるのが夢だと語ったチャンディマさんに、参加者からは「希望どおりにNGO活動を始められることを期待している」とエールが送られた。



#### ●名取市の桑山医師によるコンサート「地球のステージ」：2月28日（月）東京：八重洲富士屋ホテル

アフリカ、中東ガザ地区、アフガニスタン、東チモールなどで医療活動などを行うNPO法人「地球のステージ」代表理事で、医師でもある桑山紀彦さんが、JENESYS教育グループのために開催してくれた「地球のステージ」を全員で鑑賞。

桑山医師は宮城県・名取市在住で、病院を運営しているが今回の大震災で病院も被災。「自分自身も数日間は死を考えるほどに落ち込んだ」という桑山医師は「災害が発生した多くの国々で活動してきたが、自分の国で、自分の町でこのような大災害が起きるとは思わなかった」と振り返る。しかし現在は周りの仲間や日本中、世界中の人々との絆や連帯を感じるなかで心の回復を図ることができたという。そうした体験を、映像と音楽をシンクロさせて多くの人々に伝えていこうというのが「地球のステージ」。



約1時間のステージでは、大震災発生からの被災地の悲惨な現実と、復興に向けての足取りを追った映像を写しながら、桑山医師が自作の歌を披露。歌の合間には桑山医師が被災者と被災地への思いを語った。震災直後の被災地の悲惨さが、電気も水も失った病院での医療現場の実態を通じて語られた。また一方で、海辺の食堂を営んでいた桑山医師の知り合いの青年が、いったんは絶望しながらも津波に流された食堂を再建することを決意したエピソードなどが紹介された。桑山医師が実際に目にし、ステージで紹介した被災地の人々の姿からは、弱さと同時にResilientな強さを併せ持つ人間の力が伝わってきた。

そして桑山医師はステージの最後に「震災や津波を経て、私たちの心の中に前とは違う優しさや思いやりが生まれればよいと思う。節電の気持ちや、何かに一歩踏み出す気持ちが芽生えたなら、何も被災地に来なくても、十分被災者の支えになる。いま大切なことは、この大きな悲劇をきっかけに私たちの心の中に芽生えた変化を大切に、そしてそれを続けること。それが実は一番の被災地支援ではないか。この悲劇から心の在り方を学ぶことが、求められているのだと思う」と語りかけた。

#### 気仙沼での研修と学びの成果：3月1日（木）～3月4日（日）

##### ●大震災の爪痕を見る

JENESYS教育グループ一行が、初めて気仙沼の被災地域に足を踏み入れたのは気仙沼に到着した翌日の3月1



日だった。気仙沼駅前の宿泊ホテルから直線距離で約10km南の大谷小学校へ向かう途中、震災の被害が大きかった岩井崎近くでバスを降りると、目の前には津波に洗われ尽くして荒れ果てた海岸沿いの光景が広がっていた。初めて目にする被災地の状況に参加者の言葉は少ない。約300m先の海まで建築物は何も残っていない。向洋高校の大きなコンクリート建築だけがポツンと残るが、3階までが津波に飲み込まれ中はガラスと化している。



3月3日にも衝撃的な光景を目にする。この日、案内役を務めてくれた気仙沼市教育委員会の熊谷聖副参事が「この時期には珍しい」という雪景色の中、向かったのは気仙沼で最も津波被害の大きかった鹿折地区と気仙沼漁港。鹿折唐桑駅前前でバスを降りた我々の前にあったのは漁船「第18共徳丸」。海から500mも離れた場所に流れ着いた330トンもの巨大な船の姿は、周りに広がる荒涼とした光景とともに異様さが際立つ。

次いで訪れた気仙沼漁港の市場では、モウカザメの水揚げの様子を見ることができた。悲惨な光景を目にした後だけに、少しずつではあるが復興へ向けて動き始めている現状を知ることができ、参加者たちも少し表情を緩めていた。

### ●子供たちの笑顔：大谷小学校

3月1日の訪問先は大谷小学校。ホテルから小学校へ向かう道すがら、被災地の悲惨な現実を目にして表情に硬さの残る参加者たちだったが、大谷小学校に到着すると表情は一変した。JENESYS教育グループ一行を出迎えに集まって来てくれた子供たちに取り囲まれたからだ。子供たちの歓迎に参加者たちの表情が一気に緩み、さっそく笑顔で子供たちとの記念撮影を楽しんだ。

大谷小学校ではこの日、「6年生を送る会」が開催されていた。今春卒業していく6年生に、1年生～5年生までの在校生が感謝の気持ちを伝える催しだ。同会を見学するため阿部功二教頭の案内で児童たちが待つ体育館へ向かい、飛び入り参加。JENESYS教育グループ一行がステージに上がり、小学生のみんなに自己紹介。さらに招いてもらったお礼に、覚えたばかりの日本語版「幸せなら手をたたこう」を全員で披露。子供たちから盛大な拍手をもらった。

このあと大谷小学校では、8グループに分かれて各学級で児童と一緒に給食体験。たとえば1年1組では17人の児童が「ハロー・ハワイユ」と英語でお出迎え。この日は小学校の配慮で、3月3日のおひな祭り用の献立を前倒しで用意してくれた。メニューは手巻き寿司とカニのスープ。最初はモジモジしていた児童たちも、少し慣れてくると「おかわりしてもいいんだよ」と気遣う言葉まで掛けてくれる。帰り際には参加者が「お昼ご飯ありがとう」をラオス語、ベトナム語、中国語、英語で書き残し、児童たちの「サンキュー！グッバイ！！」の言葉に送られてお別れ。そのほかの各グループとも子供たちとの食事を楽しんだようだった。



### ●学校現場の被害

東日本大震災の災害規模の巨大さからすると、気仙沼の小中学校での人的被害は“気仙沼の奇跡”といわれるほど小さかった。気沼教育委員会の及川幸彦副参事によれば、気仙沼で亡くなったり行方不明になったりした児童・生徒は12名。生存率は99.8%。死亡・不明の12名も、卒業式を控えて早めに帰宅していた者や地震後

に親が家に連れ帰った者だけ。学校の管理下にいて死亡・不明となった児童・生徒は皆無だったという。しかし及川副参事は“気仙沼の奇跡”との表現を否定し、「失われた0.2%の命を救う防災教育を目指す」とした。

大谷小学校によれば、海岸から400mしか離れていない同小には津波が押し寄せ、プールなどの施設が大きな被害を受けた。全児童の31%が家を失い、残念ながらまだ行方不明の児童も1名。仮設住宅から通う児童が全体の20%いる。職員も約半数が自宅やアパートを流失または焼失している。また校庭からは子供たちの遊ぶスペースが失われ仮設住宅が立ち並んでいる。

また3月2日に訪れた唐桑地区の唐桑中学校は、生徒の人的被害はなかったものの、全校生徒193名中、自宅が全・半壊したものが約40名。親を亡くした生徒も多く、18名が仮設住宅から通学しているという。

大谷小学校で学校の現状に関する説明を受けた後の質問タイムには参加者たちから藤村校長へ、震災後の子供や職員たちへの心のケアに関する質問が相次いだ。藤村俊美校長は、心のケアには時間が掛かることを覚悟し「急がないことが最も重要」と指摘。被災の記憶を思い返させるような作業は、子供たちから進んでするのでない限りしない方針で、津波を思い出させるようなことはせず、作文や絵を描かせることも控えたという。また一見、元気になったように見えても、実際には「イライラする」、「眠れない」、「食事が美味しくくない」などと訴える児童が少なくないと説明した。また藤村校長は被災地の学校を預かる立場として「心を癒すアイデアがあれば教えてほしい」と参加者に逆質問。スクールカウンセラーを務めるオーストラリアのKimberley De Deckkerからは亡くなった人へのメッセージを白い風船に託し、空へ放つことで気持ちに区切りをつける方法が紹介された。

### 胸を打つ被災地の温かさ

大谷小学校でJENESYS教育グループを出迎えてくれた同校の藤村俊美校長は、真っ先に「昨晩はゆっくり休めましたか」「寒いですが風邪などひいていませんか」と遠来の参加者を気遣う言葉を掛けてくれた。未曾有の大災害を受け、まだ復興途上の被災地にいながら、遠来の客の体調まで気遣ってくれる被災地の方々の温かさには驚かされる。しかも「例年になく寒い今年ですが、今日は珍しく暖かい。皆さんが春を運んできてくれたようだ」と歓迎の気持ちを表してくださった。東北の人々の、他者を思いやる心や客をもてなす心、優しさは、JENESYS教育グループ参加者にも十分に伝わったようだ。

### ●気仙沼でのESDの実際①：大谷中学校

大谷小学校訪問と同じ3月1日。小学校の次に訪れた大谷中学校では、総合学習として教育プログラムに組み込まれているESDの実践現場に参加した。内容は、まず中学2年生の30人の生徒が2人ずつ15テーブルにわかれて着席。15テーブルは、JENESYS教育グループ参加者の出身16カ国から日本を除いた15カ国に対応しており、各テーブルにJENESYS教育グループ参加者が加わって授業がスタート。生徒は、15分間で、各テーブルについて参加者からその国の母国語で自己紹介する言い回しを教えてもらい、最後にそれを発表するという授業内容だ。

テーブルに加わった参加者たちは、各国の母国語はもとより英語にも不自由でコミュニケーションに戸惑う生徒を相手に、さすがは教育関係者だけあって上手に教える。自国語と日本語の会話帳を取り出したり、持参したぬいぐるみを使ったり、言葉以外の方法も工夫しながら生徒とコミュニケーション。最初は外国人と面と向かってモジモジしていた生徒たちも、授業が終わ



る頃には一変。授業終了を告げられ、自分のクラスへ帰るように促されても、なかなか帰らない生徒が多く、最後の生徒が帰ったのは授業が終わってから約20分後。海外からのゲストと直接国際交流した体験は興味深かった様子だった。

大谷地区のESDの取り組みの特徴は、教育組織の垣根を取り払い幼稚園・小学校・中学校が一体となり取り組んでいる点。その象徴が「ハチドリ計画」の「冬水たんぼ」だ。「ハチドリ計画」とは“身の回りの自分ができる範囲からまず取り組もう”というESDプロジェクトで、南米アンデスに伝わる物語が命名の由来。大火事を起こした森を救うため、懸命に水を運んだハチドリの姿勢に学んだものだ。ハチドリは微力だが、「私にできることは、ひとしずくでも水をかけること」だと水を運び続けたハチドリに習い、大谷地区の小中学校では「ハチドリ計画」に取り組んでいる。

具体的には海岸線での松の植樹や下草刈り、海でのウニの調査やワカメ養殖、そして「冬水たんぼ」に取り組んでいる。「冬水たんぼ」とは冬の間も田に水を張ったままにする無農薬の稲作り農法のこと。大谷地区では、田植えから雑草取り、稲刈りまでを幼・小・中の子供が参加して行っている。

JENESYS教育グループ参加者の関心のひとつは、ESDを「総合学習」という形で正規授業に取り込んでいる点だった。総合学習のようなシステムがない国の参加者からは「他の教科だけでも精一杯な現実のなかで、子供も先生もESDまで手が回らない。関心を高め、ESDを具体化していくにはどうしたらいいのか」という質問もあった。これに対して気仙沼教育委員会の及川副参事は、地理や理科、社会、図工、家庭科といった既存教科のなかにESDの考え方やアプローチを取り入れることが有効であると回答。また各教科を担当する仲間の先生方と連携して、「いまあるシステムの中で教科の枠を超えた横断的な学習を試みるのもひとつの方法」とアドバイスした。また永田教授はユネスコが推奨する方法として「既存教科のなかにESDを取り込むインフュージョン・アプローチ（染み込ませ型）という手法がある」と補足した。

### ●気仙沼でのESDの実際②：唐桑中学校

大谷中学校でESD授業に参加した翌日の3月2日には、唐桑中学校でもESD事例を視察。同校が総合学習の一環として取り組むディベートを授業参観した。テーマはエネルギー。「2050年、原子力に賛成ですか？反対ですか？」という問いかけに対し、24名の生徒が自分自身の考えに基づき賛成派と反対派に別れ、意見をぶつけ合うディベート授業だ。

原発事故への懸念や、放射能汚染の問題、代替エネルギーへの期待を挙げる原子力反対派。一方、暮らしや経済への悪影響、CO<sub>2</sub>排出量増大への懸念、代替エネルギーの欠陥などを指摘する原子力賛成派。それぞれの意見が活発に飛び交い、「人間が処理できない放射能を、産み出してしまう原子力発電は使わないほうがよい」と本質的な問題を提起するナオキ君のような意見から、「原発事故による放射能汚染で移住せざるを得なかったというが、これまでも空港や道路建設に伴い補償金を払って住み替えてもらっている。お金で解決できる問題で、重大な問題ではない」というハル君のような超現実的な意見などまで、生徒たちがさまざまな意見を戦わせた。

最後にディベートを指導した理科担当の鈴木美沙子先生が「何が正しいのか見えにくい時代に大切なのは、自分の頭で考えること。40年後の2050年の日本を作るのは皆さんです。『ああ、いい日本になった』と思えるような時代を作ってほしい。そのためには、よく考える、人生をかけて考える、そして行動してほしい」と60分の授業を締めくくった。

ディベート授業参観の後は、唐桑中学校の藤山篤主任から同校のESDについて説明を受けた。唐桑中学が「ESD ふるさと・エネルギー」を教育テーマに掲げ、「持続可能な社会を作るため、ふるさとを思いながら夢や志を持ってエネルギーについて学習し、その成果を発信していくこと」を目指していると説明。1年次は気仙沼をベースに地元地域を知るための授業と、リサイクルについての授業を計50時間。2年次は南三陸地域

をベースに、リサイクルとエネルギーについて70時間。3年次は対象を東北地域にまで広げて、「2050年わたしたちの唐桑」について70時間を費やして、調べ、考え、討論し、発信していくとのことだった。

JENESYS教育グループが授業参観した原子力に関するディベート授業は、3年次の学習の仕上げに位置付けられるわけだが、参加者のディベート授業への関心は高くQ&Aでも、次のような多くの質問がぶつけられた。

Q「ディベートそのものの訓練は」

A「ディベートそのものは国語の授業で1回学ぶだけだが、小グループでのディベートは年に5,6回行っている」

Q「原発について生徒にはどう受け止めてほしいのか」

A「個人としての意見はあるが、教師あるいは学校として、何が正しいとか、こう考えるべきといった指導はしない。さまざまな立場の多くの専門家の話を聞かせ材料は与えるが、判断するのは生徒自身であるべきだ」(指導担当の鈴木先生)

Q「ESDの地域へのポジティブインパクトや、周りからの評価はどうか」

A「親が生徒から授業の内容を聞き、意見交換するような事例が増え、エネルギーに関する親の関心も高まっている。また何か活動する際はできるだけ地元の新聞社に取材してもらうなど、われわれが行っている教育についての情報発信を常に行っている」

また小松康男校長は、生徒たちの考え方に対する大震災の影響について「しばらく電気・ガス・水道が使えない体験をして、エネルギーへの考え方にも変化があったと思う。ただし原子力反対派が増えるかと予想したが、結局は例年通りほぼ半々に分かれた。この結果も、不便な思いをしてエネルギーのありがたさを知った被災体験が影響していると思える」との考えを示した。

### ●地域コミュニティとの連携と信頼：唐桑地区および大谷地区

気仙沼市の教育におけるESDと並ぶもう一つの特徴は、地域コミュニティとの連携と信頼である。その一端を唐桑中学校で視察することができた。

体育館で我々を出迎えてくれたのは、「崎浜大漁唄い込み」保存会と、同中2年生の71名。地域で大切に伝えてきた伝統芸能である「崎浜大漁唄い込み」を保存会と中学生が一緒になって披露してくれるためだ。生徒会長・小松拓磨君が「保存会のみなさんと2年生が力を合わせてお見せします」と挨拶して唄い込みが始まる。大漁半纏に身を包んだ総勢約80名が、手にした櫂を床にドンドンと打ち鳴らし、「ヨーイドコラサ」の掛け声と共に唄い込み。地域と中学校の息の合った取り組みの実例を見ることができた。

大谷地区で行われている「ハチドリ計画」や「冬水たんぼ」の取り組みも、地域の協力なくしては成立しない取り組みだ。地元の農業、漁業、林業の関係者の協力があってはじめて、子供たちは植樹や稲作りを体験できるわけだ。

逆に気仙沼は地域を超えたつながりにも助けられている。大谷小学校では、津波に流された花壇の再生プロジェクトが、ユネスコ・スクールと企業の連携によって進められた。NPOの協力による「遊び場作り」や大学生の協力による学習支援プロジェクトも気仙沼のあちこちで始まっている。

「冬水たんぼ」のための肝心の田んぼが津波の瓦礫で埋まってしまったが、ボランティアなどの協力で田んぼが復活。5月に再生した田んぼでは10月には新米が収穫できたという。支援する側との良好な関係作りも気仙沼の強みとなっている。



### みんなで「ヨーイドコラサ」

唐桑中学校では、「横浜大漁唄い込み」の素晴らしい実演を鑑賞させてもらったが、実は鑑賞だけでは終わらなかった。保存会と中学生による唄が終わると、中学生たちが突如、観覧していたJENESYS教育グループのメンバーに駆け寄り、手を引いて演じる側に連れ出した。メンバーも生徒に手を引かれるままに演じ手側に回って、そこから保存会、中学生と一緒にまた唄い込み。参加者も手にした櫂を打ち鳴らしながら「ヨーイドコラサ」。最後にフィリピンから参加のAnnaliza Villalobos LAYLOさんが「地域の伝統文化を地域の人々でつないでいく姿に打たれました」と言葉を贈り、素晴らしいパフォーマンスと唄い込み体験のお礼とした。

### ●気仙沼市の被災とスローフードの取り組みについて

3月2日に「気仙沼市の被災とスローフードの取り組みについて」のテーマでレクチャーをしてくださったのが地元の酒造メーカー「男山本店」の菅原昭彦社長だ。「男山本店」では本社家屋が倒壊し、倉庫は中身もろとも流された。津波の直後、菅原社長は「もう会社は駄目だと絶望した」という。しかし現在「男山本店」は酒造りと営業を再開している。

同社にとって不幸中の幸いだったのは、酒造りの要である“もろみ”や酒造タンク、その中身の酒が無事だったことだ。問題は、酒造りに欠かせない、電源を確保するための発電機、その発電機を運ぶ重機やトラック、さらに燃料や工場再開に必要な配線工事などが手配できるような状況でなかった点だ。そんな窮状を救ったのが地域のつながりや菅原社長の個人的なネットワークだった。人間関係のつながりの輪のなかから次々と協力者が出現し酒造りを再開できたという。菅原社長は「1人では駄目だっただろう。地域の人々に応援してもらい、気仙沼のために頑張ろうと思う気持ちが、私を後押ししてくれた」と振り返った。いまでは再建へ向けて動き出している地元復興のリーダー企業のひとつである。

スローフードについて菅原社長は、「ファーストフードの対抗概念でもなければ、美味しいものを食べようというグルメな志向でもなく、『食がつながる関係』を見直してみることだ」と説明する。「食がつながる関係」とは「同じ食卓を囲む人と人の関係」、「生産者と消費者の関係」、「食材を産む自然と食の関係」「山、川、海が互いに連関する関係」のことである。

2003年に「スローフード宣言」をした気仙沼市では、これに先立つ02年から「シェフコンテスト in 気仙沼市」を開催している。目的は、スローフードが喚起する関係性について子供の理解を促進するためである。したがってコンテストの対象は6歳から18歳の子供たち。子供が自分なりのスローフード・レシピを考えて参加するコンテストだ。アイデアは家族など周囲の大人に相談してもいいが、コンテスト当時の調理は参加者本人が1人であるのがルールである。

毎年、審査員を驚かせ、喜ばせるレシピが登場する。たとえば小学校5年男子が考案した「びっくりハゼ天そば」。ハゼもそばも気仙沼でとれるが、名産・特産ではない。しかし、父親と釣ったハゼを使い、祖母の畑で採れた野菜を揚げ、天そばに仕立てる発想が、食を入口にして人や自然との関係を見つめ直すスローフードの最終目的にぴたりとはまるものだったからだ。



## 男山本店で2ダース購入

気仙沼経済の復興の象徴の一つである「男山本店」。酒造メーカーである同社の酒造工場を全員で見学した。多くの参加者が、酒蔵を訪問するのは初めてとあって、みな興味津々で見学を終えたが、最後に仮設の土産物コーナーで「男山」をお土産に購入する参加者が続出した。購入本数は全員で約2ダース（24本）。飲酒の習慣がないイスラム圏の国々からの参加者も含む27名の参加者で2ダースの購入はかなりの本数といえる。実は大酒飲みが揃っていたわけではない。「少しでも地元復興の力になれば」との参加者の温かい思いが2ダースの購入につながったようだ。

### ●被災地における「遊び」の力

3月3日には日本冒険遊び場づくり協会の天野秀明副代表が講義をしてくださった。日本冒険遊び場づくり協会は、子供が自由に遊べる「冒険遊び場」作りと運営を全国で展開するNPOで、昨年4月には復興支援活動の一環として気仙沼にプレイパーク「あそびーばー」を開設している。「教育も大切だが、遊びは子供にとって魂の活動。遊びの力は教育に勝るとも劣らない」とする天野副代表は、阪神大震災後の活動経験から、災害後には遊び場を確保することが子供の心の健康のために非常に重要だと指摘した。それも「子供が子供の感覚で自由に遊べる場所」が大事だという。たとえば大人感覚では響きとされかねない「津波ごっこ」や「地震ごっこ」を子供がしても、大人に叱られず子供が安心して好きなように遊べるスペースの確保が重要だと説明した。子供は、「大人が眉をひそめるような、このような遊びを通して震災を追体験し、自分の中に落とし込み、心のコントロール力を取り戻そうとしている」（天野副代表）からだ。

そんな被災地における「遊びの力」を参加者が実感することになったのが気仙沼最終日の3月4日に体験した「野染め」ワークショップだった。ワークショップは大谷小学校の協力で校舎脇にあるテニスコート3面ほどのスペースで実施。空は快晴。足元は雪に覆われてまるで純白の絨毯。最高のコンディションでのワークショップとなった。「野染め」は巨大な布を、参加者全員で染め上げていく作業だが、大人も子供も楽しめる遊びでもある。

まずは全員で全長18m・幅130cmの巨大な綿布を、地上1mほどの高さにハンモック状に張り渡す。次いで「伸子（しんし）」という道具を約1m間隔で横に刺して固定、布が途中でたわまないようにする。これで染めの準備は完了。あとは5色の染料を混ぜて作った10色が入ったバケツと刷毛を持って自由に染める。齋藤氏からの指示はひとつだけ。「うまく描こう、何かを作ろうと考えないこと」。

今回の「野染め」にはJENESYS教育グループ以外にも、参加を呼び掛けた地域の子供たちも参加。途中から刷毛を手放して手で直接色を塗りたくる奔放な子供たちにも刺激されて、最後は大人も無心になって色と布に向き合った。途中で齋藤氏が「布を持ち上げて下から色をみてみよう」と提案。鮮やかな青空をバックに、色の競演によって染め上げられた布の、あまりの美しさにあちこちで歓声上がる。色の持つ力と「野染め」の楽しさを、十分に実感できる約1時間のワークショップとなった。

ワークショップを主催した齋藤洋氏は、京都在住の染色家でありながら、野染めや編み物、布を加工するための共同作業を通じた心のケアのため、被災地各地を飛び回っている。“染めのオッチャン”を自称する齋藤氏は、数多くの人々が一緒になって布を染めたり、縫ったりする作業が、心のケアに非常に良い影響を与える



と断言する。

「野染め」の活動は25年以上続けおり、自閉症の子供や障害を持つ大人の心にさまざまな良い変化をもたらす様子を数多く目にしてきた自信から、「野染め」の効用を断言するのである。とくに災害の被災地では、布に染み込んでいく鮮やかな色と、無心に作業するなかで生まれる笑顔が、多くの大切なものを失って固まってしまった被災者の心を柔らかくほぐしていくという。

また齋藤氏は、「野染め」は技術を見せたり優れたものを作ろうとしたりする作業ではないと強調する。「『野染め』の良さは、自分がうまく染めた色の上にも、別の人が違う色を重ねてしまうし、雨が降れば色は流れる。鳥のフンが落ちればそこだけ白く抜けてしまうし、花が散り落ちれば花びらの形の模様が残る。人より優れた物を作ろうなどと考えても所詮は無駄なこと。だから“人より優りたい”という人間の業から解放されるのが『野染め』のよさだ」（齋藤氏）と説明を加えた。

もうひとつ遊びの力を実感できたのは、冒険遊び場づくり協会が気仙沼市の寺谷地区に開設した「あそびーばー」の視察だった。「野染め」ワークショップの後、協会の天野さんの案内で、大谷小学校から徒歩約8分の「あそびーばー」に到着。ここの責任者である神林俊一さんが出迎えてくれる。

整備された公園などとは異なり、土がむき出しのただの空き地然としたスペースに、石と廃材でつくった焚火場、滑り台、ビニールを張って風をしのげる程度の仮設小屋などわずかな手作り設備があるだけ。地元有志が提供してくれた土地を借り、冒険遊び場づくり協会スタッフと、「あそびーばー」の存在を聞きつけた子供たちが力を合わせて、藪を切り開き地面をならして作った場所だという。

雪の残る斜面でソリ遊びをする子供たちに、いつのまにかJENESYS参加者が混じって歓声を上げたり、子供の指導で竹に巻いたパンネタを焚き火で焼いて食べたり。約15分の短い時間だったが参加者たちも童心に帰って「あそびーばー」を体験。子供たちが生き生きと遊ぶ姿からは、子供にとっての「遊び」の重要性を教えられた。

### 異色のスリーショット

日本冒険遊び場づくり協会のプレイパーク「あそびーばー」を視察した際のこと。協会の副代表で案内役を務めた天野氏と、視察に参加した教育委員会の及川副参事、大谷小学校の藤村校長の3人が談笑している。教育関係者からみれば異色のスリーショットといえる。正規教育を管轄する教育委員会と現場の校長、NPOの副代表という立場の異なる3者が違和感なくスリーショットに収まるのが気仙沼の真骨頂でもある。組織の壁を取り払い、地域やコミュニティ、NGO・NPOなどの力を取り入れ、力強く復興に向かう気仙沼のパワーの源泉が垣間見えた時間だった。

### ●気仙沼での講義：『気仙沼地域教育支援プロジェクトの活動について』

東北大学大学院環境科学研究科・浅沼宏准教授：3月2日（木）

浅沼教授は、震災後の気仙沼で教育支援プロジェクトを展開することになった3つの理由を挙げた。それは①復興を担う地域の人材育成が急務であること②気仙沼は主力の水産業が壊滅し、今後、若者は水産業以外に就業先を見つけていかなければならないが、その際によりよい就業先を地元で見つけるためには、高い教育が必要であること③今回の震災に際して世界中から賞賛された日本人の道徳観、倫理観だが、困難な状況が続く中ではこうした美徳を失いかねない危惧がある。そうしない手立てが必要で、それが教育であること——の3点だ。

気仙沼での教育支援プロジェクトは、被災地が必要とする支援内容が日々変化するなかで、浅沼教授が中心

となり要望と支援のマッチングを強く意識して行ったという。かえって迷惑になりかねないような支援を回避するためだ。浅沼教授はそのマッチングの方法や、ボランティア活動のあり方まで、実践的で具体的なノウハウを説明した。たとえば懸命に働いても遅々として進まない被災地の復興状況に無力感を覚え、自殺してしまう学生ボランティアが多いといった深刻な現状も打ち明けた。そのうえで、とくに若いボランティアのための心のケアや「ボランティアをケアするボランティア」を準備する必要性についても指摘した。

## ●防災教育とESD

### 気仙沼教育委員会・白幡勝美教育長：3月3日（土）

白幡教育長の講義に先立ち、永田教授がこの地域で言い伝えられる教訓で「自分の判断で、各自がてんでんばらばらに逃げよ」という意味の「命（いのち）てんでんこ」の教えを紹介。今回の津波でも誰かを助けようとして亡くなった犠牲者は多かったが、過去何度も津波に襲われた被災経験の中から、被害を最小化する方法として絞り出されたこの地域独特の知恵だと永田教授は解説した。

白幡教育長の話しも、この「命てんでんこ」から始まった。「自分が子供の頃、祖母に教えられた『てんでんこ』は強く印象に残っている。命はそれぞれのもので自分の命は自分のものなのだから、親や兄弟の手を振り払ってでも、まずは自分が助かなければいけないと教えられ、恐ろしくてその晩は眠れなかった記憶がある」。そのような教訓が伝わる気仙沼は、津波に対処する文化があった土地だといえる。「それでも津波の記憶は時間の経過と共に現実感を失っていく。大災害は忘れられるものだということを覚えておくべきだ」と白幡教育長は戒めた。そして、自分の判断で逃げねばならず、なおかつ忘れられていく災害に対して、どのような防災教育をすべきかを考えると、ESDに行き着くとした。

白幡教育長は、防災教育に必要なのは避難訓練を繰り返すことではなく、「学ぶ力を高め、理解する力を養い、覚えている力を蓄え、情報を集めてそれを使い切る力を身につけ、そして周りとの連携する力を育むこと」だとし、それらはESDによって高められる力でもあるという。だから「防災教育イコールESDと言い切れる」と白幡教育長は続けた。

気仙沼では03年からESDを開始した日本におけるESDの先進地域だった。そのことと、甚大な津波被害を受けたにもかかわらず児童・生徒の人的被害が小さかった「気仙沼の奇跡」には関係がある。白幡教育長によれば、気仙沼では幼稚園・小学校・中学校の児童・生徒のうち不幸にも7名が亡くなり5名が行方不明のまま。ただし犠牲者は学校から早めに帰宅していた子供や、地震後に親が連れ帰った子供たちで、学校管理化にあった子供からは1人の犠牲者も出なかったという。この事実からも防災教育とESDの関連がうかがえる。

## ●震災からの復興とESD

### 気仙沼教育委員会・及川幸彦副参事：3月3日（土）

気仙沼市におけるESDの中心人物のひとりである及川副参事は、復興の観点からもESDが有効であると説明した。気仙沼では被災した各学校が、学校再開を阻む数々の障害を乗り越え、震災発生から40日ほどで学校再開を果たした。それも通学の足を失った子供が登校するために必要なスクールバスや、給食体制も伴った学校再開という完全なものだった。そこに至るには気仙沼教育委員会や各学校の関係者が不眠不休で学校再開を目指した努力によるところが大きい。

しかし、そうして不眠不休の努力を続けるなかで、「ユネスコ・スクールのネットワークを通じて、世界中のESDのパートナーたちからお金やモノ、メッセージが気仙沼に届き、それらがわれわれにとっては復興へ向けた非常に大きな力となった」





(及川副参事) こともポイントだったという。また及川副参事は復興へ向けた数々の取り組みを進めてきたこの1年間を「震災後はESDそのものを実践する場だった。ESDで育てた気仙沼の力を使い、問題を解決した」と振り返った。

避難所ではESDで培った子供たちの自主的な判断力や実践力が発揮された。子供たちは避難所のなかで、自分たちがすべき役割を自分で判断し、自主的にガレキの片付けに取り掛かったり、炊き出しやトイレの水汲み、掃除を手伝ったりした。及川副参事によれば、「なかには進んでお年寄りの話し相手になったり、肩もみをサービスしたりする子もいた。プラスバンド部は避難所を回って演奏会を開き、被災者の心を癒した」という。「この子供たちが次の気仙沼を作っていくてくれるともうと頼もしく感じた」という及川副参事の感想にはESDの成果に対する達成感も含まれているようだった。

### ●気仙沼プログラム振り返りとグループディスカッション

最初は参加者全体を9グループに分けてResilienceについてグループディスカッション。それぞれの国でのResilienceの事例、あるいはResilienceを阻む要素についてグループ内で検討。3名ずつの小グループということもあり、全員が活発にディスカッションに参加。事例をグループごとに絞り込んでグループ発表した。

次に全体を6グループに組み替えて、気仙沼研修の振り返り。最も印象的だった出来事や、有意義だった体験をグループワークした。

### ●気仙沼での学習成果発表

気仙沼プログラムの振り返りグループワークでまとめた内容を、気仙沼でお世話になった方々の前で成果発表。お招きしたのは講師を務めていただいた気仙沼教育委員会・白幡勝美教育長、同・及川幸彦副参事、男山本店・菅原昭彦社長と、唐桑中学校でディベートの授業を参観させていただいた鈴木美沙子教諭。

Resilienceを木の絵で説明したBグループは「大災害におけるコミュニティの重要性、コミュニティの力の大きさを学んだ」と発表。Fグループは、手と手が合わなければ手拍子が打てないことから、「クラブ」というグループ名で協調・連携の大切さを学んだと発表した。回復力で月まで行けるという思いを込めて発表タイトルをロケットとしたEグループは、「小学校や中学校という枠を超えて、またコミュニティも参加して、回復力を身につけられる教育を行っている点が素晴らしかった」とした。

Cグループは「震災後に教育委員会が大きな力を発揮したこと。震災前からESDを取り入れ、それが震災復興に役立っていることに強い印象を受けた」と気仙沼での体験を振り返った。Dグループは、多くの漁船を失ったのにもかかわらず、復興に向けて動き出していた気仙沼漁港の市場の様子を挙げ、「その背景にコミュニティの力や強い伝統の力があることを学んだ」とした。「世界の学び手」と名乗ったAチームは、「ここで学んだ内容を、具体的な動きにつなげていこうと話合った。気仙沼でもらったResilienceの種を、それぞれの国に持ち帰る」と約束した。

## 東京での今回の研修のまとめ

### ●国際交流基金・助成グラントについての説明：3月6日（火）東京・芝パークホテル

国際交流基金が実施している、文化交流や日本研究・知的交流などのプログラムに対する助成金、研究奨学金などについて、国際交流基金の担当者から説明。

### ●グループ発表：3月6日（火）東京・芝パークホテル

今回のJENESYS教育グループの研修成果をまとめるため、6グループに分かれて3月5日の午後と6日午前中を費やしてグループディスカッション。その成果をグループ別に発表した。

CARAVANグループは、大洪水に見舞われたタイと気仙沼を対比することで、気仙沼から学ぶべきことを抽

出した。気仙沼では災害対策や災害からの復興に、以前から取り組んでいたESDが重要な役割を果たしていることや、災害の被害を最小限に抑えるうえで地域コミュニティの結束が大きな役割を果たしていたことを学ぶべき点だとした。

「騎士」を意味するマレー語から命名したSATRIAグループは、スマトラ沖大地震の被災地であるバンダ・アチュと気仙沼を比較。ESDとDRR（Disaster Risk Reduction）が強く結びついているという事実を学んだとした。また気仙沼では阪神淡路大震災の経験を生かしてさまざまな形の被災者への精神的ケアが行われていることや、教育委員会・学校・地域コミュニティなどが組織の壁を越えて連携しており、そうした連携が復興に向けた動きの中で重要な役割を果たすことを学んだとした。



グループ「GAMBARE」は、全員に起立を求め大震災の犠牲者への15秒間の黙祷を捧げてプレゼンテーションをスタート。学校が単なる教育施設という機能だけでなく地域コミュニティにおける多様な機能を担っている気仙沼に学ぶところが多いとした。また災害が起きてから組織が連携を模索するのではなく、あらかじめ各組織の間に信頼関係が構築されていることの重要性を気仙沼で学んだと報告した。さらに「遊び」が、子供たちの心のケアに果たす役割のおおきさと重要性も再認識したと発表した。

Resilienceを象徴する竹から命名したBambooグループは「てんでんこ」の教えに象徴されるように、気仙沼では子供を含む地域住民の多くに津波対応の教えが、シンプルな言葉に託して受け継がれてきたこと。教育委員会の幹部から学校の現場教師、地域コミュニティまでが、それぞれの声に耳を傾け合いながら連携して教育や地域づくりに当たっていることの素晴らしさを称賛した。また復興の過程においてESDが担う役割の大切さを知ると同時に、改めてESDの主役は未来を作る子供たちであることを実感したとの感想も聞かれた。

復興への願いを託したRainbowグループは、災害からの復興に多様な人々がかかわる姿が印象的だったとして、多様性の重要性を指摘した。たとえば多様な支援活動の好例として「野染め」の齋藤氏や、「あそびーばー」の天野氏らの活動が注目に値するとした。また、唐桑中学校でのエネルギー問題に関するディベート授業の参観を通じて、1人1人が自分で考えるESDの基本が根付きつつあること実感したとした。さらに「ハチドリ計画」に象徴されるように、自分ができることを自分の周りから始めていく精神が、持続可能な社会づくりに有効であるとまとめた。

中国の柔軟な動作から名付けられたBu Dao Weng（起き上がり小法師）グループは、東日本大震災とスマトラ沖大地震の教訓から、大災害における被害の最小化や迅速な復興のためには、政府や自治体といった公的組織と、民間やNGOがバラバラに問題に取り組むのではなく、うまく連携することが非常に重要だと分析。さらに将来起こりうる大災害に、より良く対処するためには教育方針の根本的な見直しが求められると指摘。これまで一般的に普及してきた知識蓄積型の教育から、ESDに象徴されるような自主的な判断力を育てる教育に変換させていく必要があると結論した。

### ●ラップアップセッション：3月6日（火）東京・芝パークホテル

#### プログラムアドバイザー 永田教授

永田教授は初めに、「今回気仙沼で出会った人たちや学んだ事柄について思い出してみよう」と促し、1分15秒ほど全員で黙想。そのうえで、気仙沼で得た情報や学んだ多くの事柄を整理し、「今回得たものをそれぞれの国に帰ってから有効に生かせるよう、再構築していくことが重要」だと指摘した。

また大規模災害のすべてが逃れられない不可避な要素ばかりではなく、Resilienceを涵養することで避け得る要素があり、だからこそResilienceを育む教育が非常に大きな役割を果たすとした。また、そのResilienceを構成

する大切な要素として多様性がキーになると指摘。同時に気仙沼では外部からの支援を上手に取り込むことでも Resilience を補強したと付け加えた。さらに「われわれは気仙沼で被災地の現実を知るうちに Vulnerability（脆弱性）の重要さにも気付かされた。そして教育の力で Vulnerability を軽減できることも学んだ」と新たな発見に言及した。

永田教授は気仙沼で行われた Resilience を育む取り組み事例と、そうした取り組みが大震災に際して成果を発揮した事例などを、ひとつひとつ振り返ったうえで「今回の学びの旅は今日で終わるが、われわれの友情は終わらないし、皆さんの学びはこれからも続く。今回日本で得た theory、concept、practice、philosophy といったそれぞれの要素を国に持ち帰り、つなぎ合わせ有効に生かしてほしい」と結んだ。

最後に全員が円形に椅子を並べて、全員で一言ずつ JENESYS 教育プログラムの振り返り。参加者は口々に、日本での異なる文化体験や参加者同士の交流を通じて学んだものの貴重さを挙げ、まるで学生時代に戻ったかのようによく学び、学ぶことに励んだと語った。

### ● 歓送レセプション：3月6日（火）東京・芝パークホテル

JENESYS 教育グループの関係者が全員参加してフェアウェルパーティーが開催された。国際交流基金参与・西澤良之による参加者の11日間にわたる研修をねぎらう挨拶に次いで、永田教授が登壇。07年から5年間の予定でスタートした JENESYS プログラムが今年度でひとまず終了することを受けて、「JENESYS は終わっても JENESYS スピリッツは終わらないと信じている」とメッセージして乾杯。参加者側からはインドの Syed Zulfiqar ALI さんが全員を代表して「今回の研修で津波の強さを目の当たりにしたが、同時に気仙沼の人々の強靭さも知ることができ、学ぶところが多かった」と研修を振り返った。次いで参加者が簡単に自己紹介。レセプションには各国交流協会関係者ら約25名も来賓として出席しており、各国からの参加者と歓談を交わした。

最後に今回の気仙沼研修にも同行した国際交流基金文化事業部生活文化チーム長の高橋正和氏から一人一人に修了証が手渡され、JENESYS 教育プログラムをすべて終了。しかし参加者たちはそれぞれの修了証を手に、共に学んだ仲間たちと一緒に記念撮影をするなど名残を惜しんだ。

（文責：高岸 洋行）

Photo by :

- Kenny Low (Singapore)
- Josephien Dela Guardia Mueca (Philippines)
- The Japan Foundation





# **General Overview by Program Advisor**

## Advisor Profile / アドバイザー経歴

### Yoshiyuki NAGATA / 永田 佳之

Associate Professor, Ph.D.

Department of Education, University of the Sacred Heart, Tokyo  
聖心女子大学 教育学科准教授



#### EDUCATION

- 1991 Master's Degree in Education, International Christian University, Tokyo, Japan
- 2003 PhD in Education, International Christian University, Tokyo, Japan

#### PROFESSIONAL EXPERIENCE

- 1995 –2001: Researcher, Section for International Cooperation in Education, National Institute for Educational Research (NIER) of Japan
- 2001 – 2007: Senior Researcher, Department of Research Planning and Development / Department of International Research and Co-operation, National Institute for Educational Policy Research (NIER) of Japan
- 2003-2004: Visiting Scholar of the Flinders University International Institute of Education (FUIIE), Adelaide, Australia
- 2007-Present: Associate Professor, University of the Sacred Heart, Tokyo, Japan.

#### RECENT PUBLICATIONS (In English Publication Only)

- Roots and Wings: Fostering Education for Sustainable Development – Holistic Approaches towards ESD - : Final Report of International Workshops and Symposium: Holistic Approaches towards Educaiton for Sustainable Development (ESD): Nurturing “Connectedness” in Asia and the Pacific in an Era of Globalization. Japan Holistic Education Society / Asia/Pacific Cultural Centre for UNESCO (ACCU). 2007. (Eds.: Y. Nagata and J. Teasdale)
- “Analysis of “HOPE” Evaluation Approach Survey Questionnaire Results and Key Issues.” In: Empowering People through Evaluation for a Sustainable Future - Final Report on the “HOPE” Evaluation Mission on the ACCU-UNESCO Asia-Pacific Innovation Programme for Education for Sustainable Development. Asia/Pacific Cultural Centre for UNESCO (ACCU). 2009. pp. 109-167.
- Tales of HOPE II: Innovative Grassroots Approaches to Education for Sustainable Development (ESD) in Asia and the Pacific. (ed.). ACCU (Asia/Pacific Cultural Centre for UNESCO), pp. 1-191. 2009.

教育学博士。1995年、国立教育研究所（現 国立教育政策研究所）内のユネスコ共同センター職員としてユネスコ等との国際事業にたずさわる。2007年より聖心女子大学にて持続可能な開発のための教育（ESD）や国際理解教育などを教える。日本国際理解教育学会理事、開発教育協会評議員、日本ホリスティック教育協会常任運営委員、フリースペース「たまりば」理事などを務める。

専門は、国際理解教育、国際教育協力、持続可能な開発のための教育（ESD）、ホリスティック教育論など。同時多発テロ事件後の国際理解教育のあり方を論じた論文、「国際理解教育をとらえ直す：グローバリゼーション時代における国際理解教育の再構築に向けて」にて、第29回「国際理解教育賞最優秀賞」を授賞。

著書は『国際教育協力を志す人のために：平和・共生の再構築へ』（学文社）『持続可能な教育社会をつくる：環境・開発・スピリチュアリティ』（せせらぎ出版）『オルタナティブ教育：国際比較に見る21世紀の学校づくり』（新評論）『持続可能な教育と文化：深化する環太平洋のESD』（せせらぎ出版）『「私なら、こう変える！」20年後からの教育改革』（共著：ほんの木）、『未来をつくる教育ESD：持続可能な未来をめざして』（共著：明石書店）、『東日本大震災をふりかえり、今を見つめ、対話する 未来をつくるBOOK』（共著：みくに出版）など。

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# General Overview

## The Colors of Hope Painted on the Final JENESYS Program

Yoshiyuki Nagata

### Foreword

The recent program, the final in the Japan Foundation's JENESYS series, benefited first and foremost from the great efforts of the people of Kesennuma, as well as various participants and lecturers from within and outside the country. Because of their efforts, the twelve days we spent were woven into a beautiful textile befitting the completion of the program. Within the limits of the printed page, I will try to convey the pattern of colors in this uniquely woven textile in this foreword.

As someone involved on the planning side of this endeavor, we were conscious from the start of trying to create a program that would enable participants from both abroad and within Japan to make new discoveries, learn deeply, and develop richness in their hearts. In putting together the program, we therefore decided to try using a “weft” that would bring them diverse learning experiences on the levels of knowledge, emotion, and motivation, as well as on the spiritual level. For the “warp” of the fabric, we imagined having concrete examples of resilience, the theme of the program, both during and following disasters. We structured the whole so that a “thread” of unique educational ideas, theory, and practices both in schools and society would be woven in. As a result of the weaving of this weft and warp, unique colors were created. Further, because of encounters involving each of the participants, new synergies were achieved and contributed to completing this single textile.

Concerning knowledge, participants heard speeches on resilience theory and systems for supporting disaster orphans and students before going out into the field to see examples. Students also learned about the ideas that support building sustainable communities and the theory and actual situation of ESD (Education for Sustainable Development), while out in the field.

At the level of emotion, participants heard messages that will remain in their hearts as a result of a diversity of expressive activities led by health care and education experts focusing on disaster prevention and recovery. The day before they visited sites in the field, they learned of the spirit of never giving up from doctors who care for people in disaster areas around the world, and who communicated through their own lyrics and songs. Participants also learned the importance of standing close by the sides of disaster victims. Within the disaster-affected areas, participants were moved by people's stories of the difficulties they faced when the disaster struck, the obstacles they faced for recovery, and their efforts to overcome these obstacles. Then, on the last day in the Kesennuma area, participants learned about participatory art activities. Through the experience of creating a work of art together with children from the disaster-affected area, their feelings opened up.

At the level of will, participants learned much from the indomitable spirit with which government officials and teachers, the president of a local company, and students and citizens succeeded in reviving the realms of agriculture, food and education – even in the midst of the kind of adversity that surpasses the imagination. Participants heard directly from local people affected by the disaster about how a school bus was started, meals at the schools were provided and, in fact, children were returned to their daily school lives just a short time after the disaster. They heard the success story of how rice paddies next to a school that had been harmed by salt water were revived through the efforts of volunteers from across the country. In this way, participants could not help but feel that “where there's a will, there's a way.”

As a result of creating this structure of multi-level learning, the program had substantial content and, as a whole, came to form a colorful woven cloth. Looking at this cloth from a distance, you would not be able to tell the color but it is certain that these were the colors of the hopes for the JENESYS participants, at the very least.

The Reconstruction Design Council launched by the Government of Japan immediately after the Great East Japan Earthquake issued a report that stated: “If one had to describe the damage of the Great Kanto Earthquake in a color, it

would be red, while the color for the Great East Japan Earthquake would be the dark black of swirling mud.” After the Great Kanto Earthquake of 1923, people could not forget the memory of the red flames because so many people were the victims of fire. In the case of the Great East Japan Earthquake with its enormous damage from the tsunami, the color “dark black” was burned in the minds of people across the world via the media. One of the student haikus that I will introduce later conveys this idea, too – that the tsunami stole the color away from the towns in the Tohoku region. In this context, it is significant that this program painted colors of hope.

## Program Composition

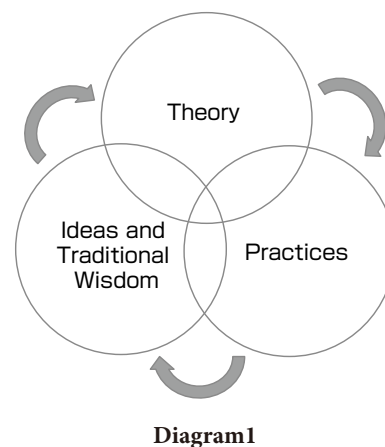
Practical knowledge, ideas, and wisdom supported the examples used as a basis for participants’ learning. When combined with theory communicated mainly through lectures, the program framework can be viewed as follows.

Practices	<ul style="list-style-type: none"> <li>• <b>Assistance system and management of facilities for disaster orphans and students;</b> Site visit to Ashinaga “Kokoro Juku” / Rainbow House</li> <li>• <b>Actual conditions of educational recovery;</b> Site visit to Ohya Elementary School, Ohya Junior High School, Karakuwa Junior High School</li> <li>• <b>Functioning and role of a university at the time of a disaster;</b> Lecture by Assoc. Prof. Hiroshi Asanuma, Graduate School of Environmental Studies, Tohoku University</li> <li>• <b>“Ohya Hummingbird Project”;</b> Lecture and workshop with Mr. Masayuki Onodera, Integrated Learning Teacher for ESD</li> <li>• <b>The role of the board of education;</b> Lecture by Mr. Yukihiro Oikawa, Deputy Director, Kesenuma City Board of Education</li> <li>• <b>Slow food challenge;</b> Lecture by Mr. Akihiko Sugawara, President, Otokoyama Honten Sake Brewery</li> <li>• <b>Creation of play spaces for children in disaster areas;</b> Kesenuma Play Park</li> </ul>
Ideas and Traditional Wisdom	<ul style="list-style-type: none"> <li>• <b>Satish Kumar’s Philosophy; The “3 Ss” of Soil, Soul, and Society</b> Lecture on the connection between systems change and self-change, etc. by S. Kumar</li> <li>• <b>The people of the Tohoku area’s lessons for dealing with typhoons, including the local wisdom of “Tsunami Tendo-ko”;</b> Lecture by Katsumi Shirakata, Superintendent, Kesenuma City Board of Education</li> <li>• <b>Harmony and collaboration with others;</b> Dyeing-Art workshop led by Hiroshi Saito of Studio Wind</li> </ul>
Theory	<ul style="list-style-type: none"> <li>• <b>Trauma;</b> Special lecture by Professor Tetsuji Ito, Ibaraki University</li> <li>• <b>Children’s mental grief care;</b> Lecture by Mr. Shunsuke Yagi of Ashinaga “Kokoro Juku” /Rainbow House</li> <li>• <b>Sustainability, and diversity;</b> Keynote and closing lectures by Assoc. Professor Yoshiyuki Nagata, University of the Sacred Heart, Tokyo</li> <li>• <b>Social psychology approach;</b> Performance and speech by Dr. Norihiko Kuwayama, Chair of the Board, Stage Earth</li> <li>• <b>Disaster education rooted in the community and ESD;</b> Lecture by Mr. Katsumi Shirahata, Superintendent, Kesenuma City Board of Education</li> <li>• <b>The meaning of “play”;</b> Speech by Hideaki Amano, Vice-President, Japan Adventure Playground Association</li> </ul>

Through these learning opportunities, participants not only gained knowledge of concrete practices and theory, but we can also say they learned about what resilience is in an organic and balanced manner, through the “3 Hs” – hands, heart, and head.

## The Diversity of Resilience

Resilience is the capacity to maintain basic functions and structure even if a system changes – in other words, it entails strong flexibility that allows for recovery and reconstruction. Resilience is a multi-layered concept, and can be discussed at both the community and individual level. Cultivating both of these aspects in an integrated way is indispensable for preventing and mitigating disasters. This

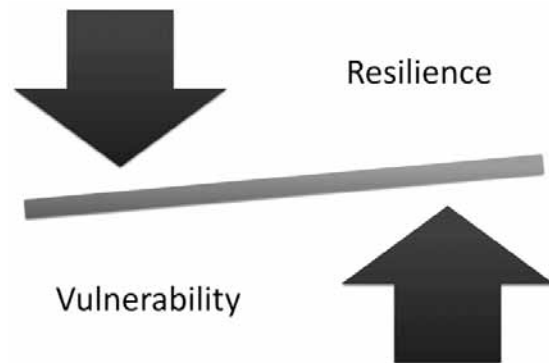




JENESYS program introduced good practices related to resilience particularly at the community and individual levels. If we take a representative example from the concrete examples listed above, the “Hummingbird Plan” demonstrates linkages at the community level that a whole community has formed to develop the next generation responsible for building a sustainable society. The Kesennuma City Board of Education’s thorough way of implementing disaster prevention education in the schools – one that reached out to parents as well – also helped contribute to the unusual result of not one child under the care of the schools being lost at the time of the disaster. At the individual level, one can say that each of the local people that the group met in Kesennuma stand as examples of adopting flexible approaches and using good judgment in their actions at the time of the earthquake. Currently in Kesennuma, there are people who had been in a depressed situation at one time who are pulling the community forward. Participants certainly felt that the strength and flexibility of particular individuals in Kesennuma were linked organically with the community’s power.

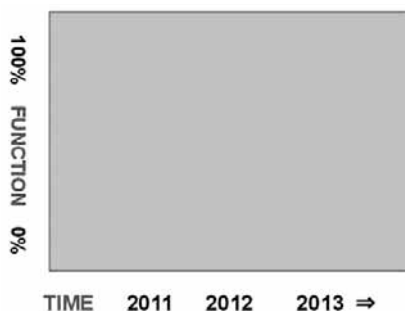
Grasping the relationship between resilience and vulnerability seems to be important for preventing and mitigating damage from disasters in Asian countries. When listening to the presentations from participants from each of the countries at the beginning of the program, I felt strongly that we needed to share theoretical knowledge of vulnerability along with that concerning resilience, and I used my speech opportunity on the final day to do this. Here I would like to focus on an issue common to all of the countries participating in JENESYS and use the graphs from the speech to summarize this point.

Diagram 2 shows the relationship between resilience and vulnerability. When societies increase their resilience at the time of a disaster, the degree to which they are affected by damage decreases. In other words, reducing vulnerability is one of the potential areas of focus for disaster prevention.

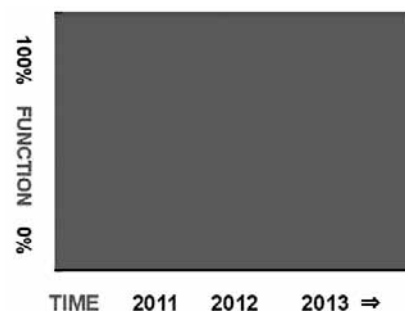


**Diagram2**  
**Resilience & Vulnerability**

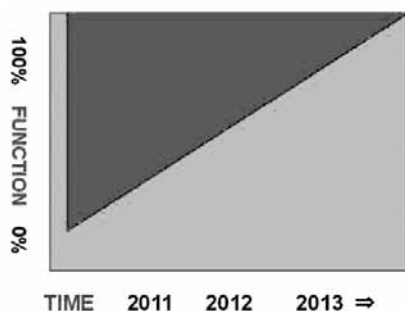
Diagram 3 shows the situation of a sound society without disasters. Diagram 4, on the other hand, shows the situation of a society that has no resilience and has been destroyed. The horizontal axis shows the change over the years and the vertical axis shows the functioning of the society. Many people believed that prior to the Great East Japan Earthquake, Japan was like Diagram 3, and that 100% of society’s functions would continue as usual. However, when the disaster struck, soci-



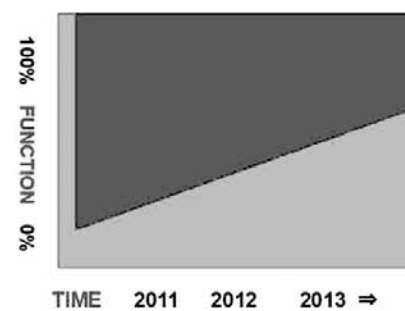
**Diagram3**  
**Sound Society without Disasters**



**Diagram4**  
**Destroyed Society without Resilience**



**Diagram5**  
**Reconstruction Process**



**Diagram6**  
**Society with Slight Resilience**

etal functions were lost in many of the affected areas. These two graphs obviously represent examples of the most extreme situations.

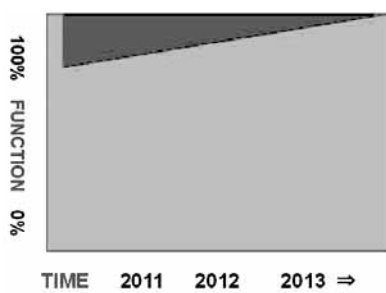
When a society faces a disaster and works toward reconstruction, the process of recovery begins. Diagram 5 shows how this process generally works. As time passes in the reconstruction process, societal functioning recovers and the line moves gradually up to the right.

As shown in Diagram 6, however, in societies with slight resilience, the degree to which the line rises as one moves to the right is very small. In developing countries, we see issues like delays in repair to infrastructure such as roads and water pipes, health conditions unimproved, and schools not able to reopen.

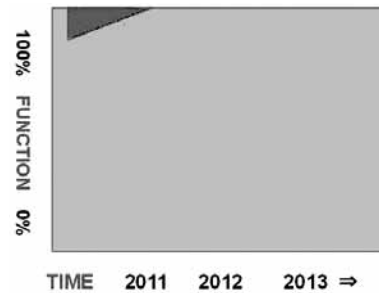
Diagram 7 shows the case of Kesennuma. Of course, Kesennuma is still in a difficult situation at present. But as symbolized in their realization of rapid reopening of the schools, we can say that the recovery of their society as a whole is extremely high by international standards.

Diagram 8 shows something hard to realize; it shows a society that has prepared with ideal resilience. We have to spare no effort to be able to realize the restoration of societal functions in this way.

Diagram 9 shows the multiple elements of resilience that were evident in the field during this program.



**Diagram7**  
Case of KESNNUMA



**Diagram8**  
An Ideal Resilient Society



**Diagram 9**  
Elements of Resilience

## Closing

The final event in the fieldwork for this JENESYS Program was the dyeing-art workshop. In this activity organized by the nonprofit organization Studio Wind, participants joined together with people from the community to contribute to society through art. In this event that symbolized this program’s healing through a colorful textile, it would be fair to say that the hearts of all the participants – young and old, male and female – danced.

When you consider this experience layered on top of the prior experiences of the people from the disaster-affected areas, the color had an even greater significance. As I touched upon in the beginning, right after the tsunami destroyed cities in the Tohoku area, what one saw was exactly the scenery of death. The “the dark black of swirling mud” stretched

out in front of the eyes of the survivors.

How did children take this scenery into their hearts? What follows are \* poems written by junior high school students from the area.

*A black wave crashing*  
*The colors of the city*  
*Eaten up and gone*

For children who are more sensitive than we adults are generally, they saw not only homes and buildings and nature being destroyed by the tsunami right after the earthquake, but also the color of the city.

*Suddenly I saw*  
*From the window of my house*  
*The blue of the sea*

However, a little while after the disaster, these children, too, gradually went through the process of recovery and started to see the colors in front of their eyes.

*On the white canvas*  
*Let us use tubes of colors*  
*To paint the future*

For the children, more than revival of the city to its former condition, they have a conception of drawing on a brand new canvas. And those who will paint the pictures are none other than they themselves. From the children who have reached the point of this budding consciousness, we ourselves were encouraged.

The participants had many encounters on this trip. It is true that many of them were encounters with sad events. However, on the other hand, it is also a fact that many of the encounters were of the hope after overcoming sadness. Perhaps the most important road to sustainability lies in not losing hope.

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- JFS “Tera Heart Project”  
<http://jsforum.or.jp/event/education/teraheart/index.html>

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\* As a central component of the “Tera Heart Project,” poems written on small vertical cards were displayed along the walls of corridors under Tokyo Station at the time of the earthquake. They were written by some of the 211 children from Onagawa Daiichi Junior High School, located in the earthquake zone. It was said that these poems were “launched” at the same time as the Japanese science module for the international space station “Kibo” (meaning “hope”).

For details, please refer to the following URL (in Japanese):

<http://www.jsforum.or.jp/event/education/teraheart/index.html>

# 総論

## JENESYS最終回に描かれた希望の彩り

永田 佳之

### はじめに

国際交流基金によるJENESYSの最終回となるこの度の招へいプログラムは、訪問地である気仙沼の皆様はじめ、国内外からの参加者や講師の方々の惜しみないご尽力のおかげで、最後に相応しい見事なテキストスタイルが織り込まれた12日間であった。この総評では、独自に織られたテキストスタイルがいかなる彩りであったのか、紙幅のゆるす範囲でお伝えできればと思う。

企画する側として、当初から意識したのは、国内外の参加者が新たな気づきを得、深く学び、心豊かになるようなプログラムづくりであった。したがって、プログラムを編むにあたり、横糸として、知・情・意に加え、精神レベルでの多様な学びがもたらされるように思案した。他方、縦糸としてイメージしたのは、今回のテーマである震災時及び被災後の「レジリエンス（しなやかな強さ）」の具体的な事例である。学校教育や社会教育におけるユニークな思想や理論、実践の「糸」が織り込まれるように全体を構造化した。その結果、これらの横糸と縦糸とによって独特の彩りが織りなされ、さらに個々の参加者どうしの出会いによって新たな相乗効果も生まれ、ひとつのテキストスタイルに仕上げられていった。

一例をあげると、知識としては、「レジリエンス」関連の理論や被災児童・生徒の支援制度についてフィールドに赴く前の講義で参加者は習得した。また、持続可能なコミュニティ形成の背景にある思想やESD（持続可能な開発のための教育／持続発教育）の理論と実際についてフィールドに身を置きながら学んだ。

情のレベルでは、防災や災害からの復興に医療や教育の分野で携わる専門家から、多様な表現活動を通して参加者は心に残るメッセージを受け取った。フィールドに移動する前日には、世界各地の被災地で活動する医者から自作の歌詞と曲を通してあきらめない精神や被災者に寄り添うことの大切さを学んだ。被災地では、被災した当事者による災害時の困難と復興時の障壁やそれを乗り越える努力の話に心動かされた。さらに、現地での最終日には、参加型アートの活動について学び、実際に被災地の子ども達と作品作りを体験することによって一人ひとりの気持ちがほぐされていった。

意のレベルでは、想像を絶するような逆境においても、不屈の精神で農・食・教育の各領域で復興を成し遂げようとしている行政官や教師、地元企業の社長、生徒や市民から多くを学んだ。震災から間もなくしてスクールバスを再開し、給食を実現させ、日常の学校生活を被災地の子ども達が取り戻していった事実や、塩害に苦しむ学校に隣接する田んぼを全国からボランティアが参加して稲に稔りをもたらした成功談に当事者の声を通して触れることにより、参加者は意志あるところに道が拓かれることも実感したにちがいない。

上のような多層的な学びの構造化の結果、やや盛りだくさんのプログラムとはなったものの、プログラム全体としてカラフルな色合いの織り物ができあがった。織り物全体を遠目で見ると何色に見えるのかは分からないが、少なくともJENESYSの参加者にとってそれは、希望の彩りとなったことは確かである。

東日本大震災の直後に日本政府が立ち上げた東日本大震災復興構想会議はその報告書において「関東大震災

の被害を色で例えるなら赤い色、東日本大震災は「大津波の濁流渦巻くどすぐろい色」と形容した。1923年に起きた関東大震災は火災による被災者が多く出たがために炎の赤が人々の忘れられない記憶となった。一方、今回の東日本大震災は津波による被害が甚大で、メディアを通じて世界中の人々の脳裏に「どすぐろい色」を焼き付けた。後に紹介するある生徒の詞にも表現されているように、津波は東北の街から彩りを奪い去った。このことを考えると、希望の色が描かれたプログラムの意義は少なくないと言える。

## プログラムの構成

参加者が学んだ事例の背景には、実践知や思想、知恵が見出され、主に講演で伝えられた理論と合わせると、次のようになる。

実践	<ul style="list-style-type: none"> <li>被災児童・生徒の支援制度や施設運営 あしなが心塾レインボーハウスの見学</li> <li>教育復興の実際 大谷小学校・大谷中学校・唐桑中学校の見学</li> <li>震災時の大学の機能と役割 東北大学大学院環境科学研究科の浅沼宏准教授の講演</li> <li>大谷ハチドリ計画 大谷幼小中連携特別講師の小野寺雅之氏による講演とワークショップ</li> <li>教育委員会の役割 及川幸彦副参事の講演</li> <li>スローフードの挑戦 酒造 男山本店の菅原昭彦社長の講演</li> <li>被災地での子供の遊び場づくり 気仙沼あそびーばー</li> </ul>
思想・伝統知	<ul style="list-style-type: none"> <li>サティシュ・クマール氏の思想：3つのS (Soil, Soul, Society) 制度変革と自己変容との関係性など同氏の講演</li> <li>東北地方の人々の津波に対する教訓や「津波てんでんこ」という伝統知 白幡勝美気仙沼教育長による講演</li> <li>他者との調和と協働 「風の布パピヨン」の斉藤洋氏による野染めのワークショップ</li> </ul>
理論	<ul style="list-style-type: none"> <li>トラウマ 茨城大学の伊藤哲司教授による特別講演</li> <li>遺児メンタル・グリーフ・ケア あしなが育英会の八木俊介氏による講演</li> <li>レジリエンス・持続可能性・多様性 聖心女子大学の永田佳之准教授による基調講演と総括講義</li> <li>社会心理アプローチ 「地球のステージ」の桑山紀彦氏による弾き語り</li> <li>地域に根ざした防災教育とESD 白幡勝美気仙沼教育長による講演</li> <li>「遊び」の意味 日本冒険遊び場づくり協会の天野秀昭氏による講演</li> </ul>

以上の学びを通して、参加者は具体的な実践や理論を知ると同時に、レジリエンスとは何かということをも有機的にバランスよく、なおかつ3つのH、すなわち、Hands (手=身体) とHeart (心=感情) とHead (頭=知識) で学んだと言える。

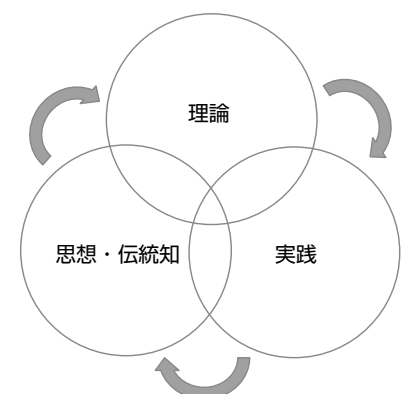


図1

## レジリエンスの多層性

レジリエンスは、システムが変化しても基本的な機能や構造を維持できる能力、すなわち、「しなやかな強さ」とも言える回復力や復元力を意味する。レジリエンスは多層的な概念であり、地域社会や個人のレベルで論じることが可能である。それらを総合的に培っていくことが防災や減災には欠かせない。今回のプログラムでは、それぞれのレベル、特に地域社会と個人のレベルにおいて、そのグッド・プラクティスが紹介された。上記に列挙された具体例から例示すると、コミュニティのレベルでは、ハチドリ計画に代表されるように、地域社会全体が持続可能な社会形成の担い手となるように次世代を育成していく地域のリンケージが見られた。また、気仙沼の教育委員会では、学校で防災を教えることを通して、保護者にも防災教育を徹底していったこと

が、震災時においても学校管理下で命を失った子ども達は皆無であったという類い稀なる結果の一助となった。個人のレベルでは、気仙沼でお会いした地元の方々のお一人ひとりが災害時においても柔軟な姿勢と適切な判断力をもって行動した実際の事例であると言える。一度は、絶望的な状況下におかれた人々が地域社会を牽引しつつある現実が今の気仙沼にはある。個々人の強さとしなやかさが気仙沼全体の地域力と有機的にリンクしているということを参加者は感じ取ったにちがいない。

レジリエンスとヴァルネラビリティ（脆弱性）の関係性を把握することは、今後のアジア諸国の防災や減災にとって重要な課題であろう。プログラムの前半に、各国の参加者によるプレゼンテーションを聞いた時、レジリエンスと同時にヴァルネラビリティについても理論的な知識を共有するべきであるとの思いを筆者は強くし、最終日の講義扱うことにした。ここでは、JENESYS参加国すべてに共通する課題として焦点化し、講義で使用した図をもって総括しておきたい。

図2は「レジリエンスとヴァルネラビリティの関係」を示している。災害時に、それぞれの社会がレジリエンスを高め、被害を被る度合いを低くする、すなわち、ヴァルネラビリティを低くすることが防災への課題となるのである。

図3は「災害のない健全な社会」の状態を示している。一方、図4は「レジリエンスのない破壊された社会」の状態である。横軸は経年変化を示すための時間を、縦軸は社会的な機能を示している。東日本大震災前の日本は図3のようにこれまで通り100%、社会的機能が継続していくと多くの人が信じていた。ところが、震災に遭い、多くの被災地は社会的機能を喪失した。ここでは、双方の図ともに、あえて極端な事例を図示している。

ひとたび社会が災害に遭遇し、復興しようとする時、回復へのプロセスが始まる。図5は、一般的なその過程を示したものである。復興のプロセスは時間が経つごとに社会的機能を回復していくので、徐々に右肩上

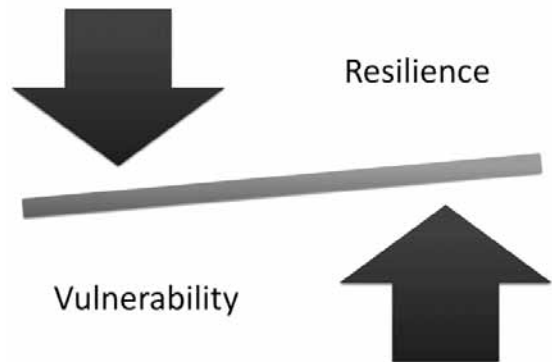


図2 レジリエンスとヴァルネラビリティ（脆弱性）の関係  
Resilience & Vulnerability

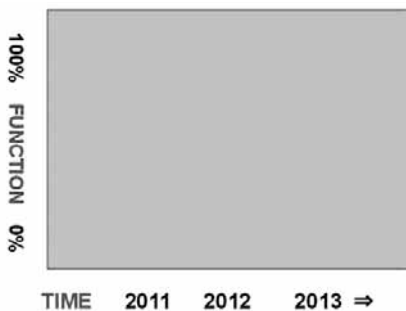


図3 災害のない健全な社会  
Sound Society without Disasters

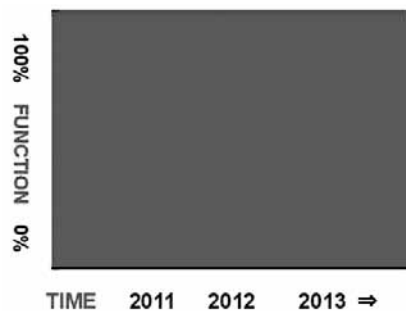


図4 レジリエンスのない破壊された社会  
Destroyed Society without Resilience

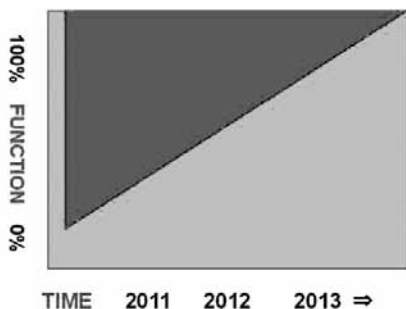


図5 回復へのプロセス  
Reconstruction Process

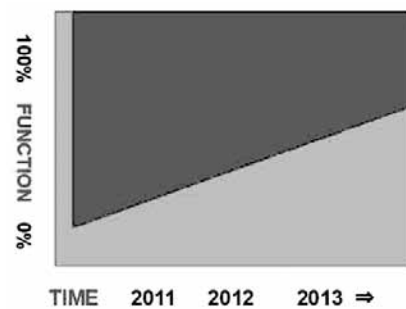


図6 レジリエンスの低い社会  
Society with Slight Resilience

がりのラインが示されている。

ところが、図6に示されているように、レジリエンスの低い社会はその右肩上がりのラインの上がり度合いが鈍い。道路や水道のインフラ整備が遅れ、衛生状態も改善されず、学校教育はなかなか再開されないなどという問題はいくつかの途上国で見られた課題である。

図7は、気仙沼の場合を図示したものである。気仙沼はもちろん大変な状況を現在でも抱えて入るものの、いち早く学校復興を実現したことが象徴的であるように、社会全体の復興も国際的なレベルで見ると非常に高かったと言える。つまり、気仙沼の場合は、この図の中の左上の三角の面積が極めて小さく抑えられたのである。

図8は、なかなか現実ではあり得ないが、理想的なレジリエンスを備えた社会を示している。こうした機能回復が実現できるように、我々は努力を惜しんではならない。

図9は、今回のフィールドから実際に見てとれたレジリエンスの諸要素である。

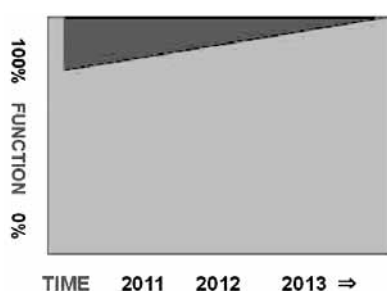


図7 気仙沼の場合  
Case of KESNUMA

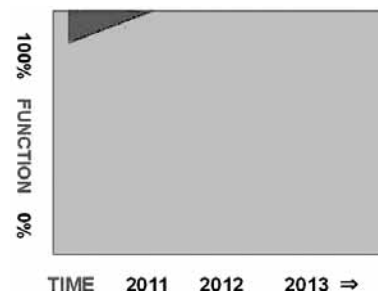


図8 理想的なレジリエンスを備えた社会  
An Ideal Resilient Society



図9 リジリエンスの諸要素  
Elements of Resilience

## むすびにかえて

今回のJENESYSプログラムのフィールドにおける最後のイベントは「野染め」であった。「風の布パピヨン」という民間団体によるアートを通じた社会貢献活動を参加者達は地元の人々と一緒に体験した。カラフルなテキスタイルに喩えることができる今回のプログラムを象徴するかのようこのイベントでは、実に鮮やかな彩りに老若男女、すべての参加者の心は踊ったと言ってよい。

こうした彩りは、被災地の人々に起きた次のような体験と重ね合わせるとき、より重要な意義を帯びてくる。

冒頭でも触れたように、津波が東北の街々を襲った直後に目に入ってきたのは、文字どおり、殺風景であった。「大津波の濁流渦巻くどすぐろい色」が生き抜いた人々の目の前に広がっていたのである。

こうした風景は子ども達の心にどのように焼き付いたのであろうか。次に挙げるのは、被災地の中学生が作った詞\*である。

黒い波 のまれて消える 街の色

震災直後、我々大人一般よりも感性の鋭敏な子どもにとって、津波が奪っていったものは、家や建物、自然のみならず、街の色だった。

ふと見ると 家の窓から 青い海

しかし、震災後、しばらくすると、そんな子ども達も、回復のプロセスにおいて少しずつ、目の前の色に気づくようになった。

白い地に これから絵の具を 塗っていく

子ども達にとっては、復興とは元の街に戻すことというよりも、まったく新しい絵画をキャンバスに描いていくような感覚なのかもしれない。そして、色づけをしていくのは、他ならぬ自分自身であるという自覚の芽生えをもつに至った子どもに、私たち自身が励まされる。

参加者は、この旅で多くの出会いがあった。確かに、その多くは悲しい出来事との出会いであった。しかし、一方で、悲しみを乗り越えた希望との出会いもあったのもまた事実である。希望を失わないこと、それが恐らくもっとも大切な持続可能性への道なのかもしれない。

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- ・ JSF 「地球人の心プロジェクト」  
<http://www.jsforum.or.jp/event/education/teraheart/index.html>

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\*JSF 「地球人の心プロジェクト」の一環として震災の時に東京駅の地下通路の壁面に五七五形式による一行詞の短冊が展示された。被災地の女川町立第一中学校の子どもたち211人が書いた詞より。これらの詞は、国際宇宙ステーション「きぼう」と共に打ち上げられるという。詳細（日本語）は次のURLを参照されたい。

<http://www.jsforum.or.jp/event/education/teraheart/index.html>





# **Post-Programme Report**

## Haji Mohamad Sofian Bin Lamit

Acting Deputy Principal, Education Officer

Business School, Department of Technical Education, Ministry of Education

[www.moe.edu.bn/](http://www.moe.edu.bn/)



For such a small country in South East Asia, Brunei Darussalam, has been blessed with no major disasters. But there have been an increasingly and intense calamity happening around the world that we heard from news like the recent 8.9 on the Richter Scale earthquake that hit Aceh or the tornado that hit the United State of America. Natural disasters nowadays are becoming more common and it is becoming a major concerns even for us as disasters can strike anytime. So if I assume that a natural disaster were to happen in Brunei, what are the effect on the community and how we would likely to handle it. In this report, I would like to emphasised on the disaster risk reduction (DRR) education in the Brunei curriculum and a potential education on sustainable education (ESD) that my school can undertake to enhance resilience in facing situations like disaster or the hardship of daily life, something that is faced by some students in reality.

The objective of this report is to identify ways that can actually build up the resilience characteristics of the community especially students. As highlighted in my pre-programme country report, Brunei Darussalam has just only recently established its' National Disaster Management Centre in 2006 and a National Action Plan for DRR implementation were expected to be ready by 2010. But there has been no news (assuming that myself are poorly informed on this matter) on this and there are definitely no DRR taught in my school (I am not sure if this are taught in primary or secondary school, but none that I am aware off). So I think it is a high time that we do so although Brunei Darussalam are not one of the country vulnerable to natural hazards.

It is widely agreed that education for disaster reduction and for global climate change must become an integral part of any educational strategy aimed at promoting and creating thriving and sustainable societies. From the United Nations International Strategy for Disaster Reduction, DRR are defined as a concept and practice of reducing disaster risks through systematic efforts to analyse and reduce the causal factors of disasters. Reducing exposure to hazards, lessening vulnerability of people and property, wise management of land and the environment, and improving preparedness for adverse events are all examples of disaster risk reduction. DRR itself is a part of sustainable development and thus, DRR involves every part of society, every part of government, and every part of the professional and private sector which we have seen from the example of Kesenuma as highlighted by Prof. Yoshiyuki Nagata that diversity is a 'key' to resilience. The implementation of DRR to all school levels in Kesenuma has actually thought students the potential risk of a hazard and it actually help the children to do self judgement to get away from the disaster and as a result only 12 children died or missing in the aftermath of the 3.11 tsunami, a miracle in a way.

Apart from this gift from Japan, I also began to search around the internet about DRR and the concept of resilience, and the United Nations ISDR website is one of the best that I found. UNISDR is a part of United Nations Secretariats mandated for the coordination of disaster reduction and to ensure synergies among the disaster reduction activities of the United Nations system and regional organizations and activities in socio-economic and humanitarian fields. They are doing a lot of project around the world such as 'Making Cities Resilient' campaign and they are also a great source of publication and paper materials on this subject and one such publication that I think worth the attention of my country is "Towards a Culture of Prevention: Disaster Risk Reduction Begins at School - Good Practices and Lessons Learned". This publication is a compilation of various initiatives that have been taken worldwide to make school buildings safer and have disaster risk reduction taught in school, and at the same time measured the progress made and devise the way forward.

In terms of ESD, secondary schools in Brunei especially, are not that far behind from the rest of the world. The concept of ESD gained strong interest from education officials in the country ever since Brunei officially joined UNESCO in 2005. The government has identified three main priority areas to be addressed through ESD which are the environment, educa-

tion and poverty. The Science, Technology & Environment Partnership (STEP) Centre, Ministry of Education, play a major role to address issues related to global environmental concerns and at the same time act as a venue to share efforts done within the education sector in Brunei. The STEP Centre has initiated a lot of green initiatives of national level such as Green Waves, Eco-School attempt, Go Green initiatives, eco-video competitions and others which was organised for all schools of different levels in cooperation with other government agencies and private sectors.

The Ministry of Education has not developed a specific ESD framework yet, and though the Department of Curriculum Development has not established environmental education as a single subject, attempts are made to integrate environmental issues across multiple subjects through two approaches. First, specific issues on ESD such as global warming, pollution, water and energy conservation, etc are now being taught as parts of traditional subject such as science, social studies, geography and agriculture. Second, a values-based approach to teaching and learning attempts to integrate lessons across multiple subjects. This values-based approach aims to create awareness, raise concern, and promote caring for the environment in an effort to address and mitigate climate change.

Poverty is another issue of real concerns for Brunei and ESD on poverty has been identified as a way to address this issue. Brunei Darussalam is one of the richest country in South East Asia thus the welfare of the people are one of the up-permost importance in the government's agenda whereby the government has set up a national target of zero poverty. It was estimated that there are around 5,472 families living in poverty. There have been a lot of efforts and programmes from the government to assist the poor such as monthly welfare allowances, Housing Assistance Project for the destitute and poor and lots more. But we know that this is not sustainable in the long run to give financial aid that is based on flat rates without considering an individual's ability to free himself of poverty. The Government has sought to reorient the poverty alleviation programmes by laying emphasis on opportunities for income generation, empowerment and security. The approach is to expand the capabilities of the poor through greater access to self-reliance, new skills, services and resources whilst encouraging and enhancing economic activities to support entrepreneurship and income generation.

Thus the Ministry of Education in its response has identified entrepreneurship as one of the value added skills integrated in its' new national education system. This is where my school play a major role as we are the sole vocational and technical institute under the Department of Technical Education that primarily focus on offering the Business and Finance Programme. It is the long term aim of the Business School to be a centre of excellence for business education and training, with entrepreneurship being a major focus. With this in mind the school has established its' Business Incubator Programme (BIP) to produce new young entrepreneurs amongst interested vocational and technical institutions (VTI) graduates. This programme is a holistic approach to change the mindset as well as to create an entrepreneurial culture amongst the VTET students.

But sadly, participation of VTI's graduates in the BIP has been very poor which indicated a lack of interest and awareness in entrepreneurship among vocational and technical students and graduates. Thus, me and two other staff from the Business School have conducted a research on this area. The objective of the research are to identify the contributing factors in the environment that have influenced to the interest and awareness in entrepreneurship amongst the vocational and technical students and to identify strategies or teaching methodologies that inspire students to foster entrepreneurial attributes.

Apart from the research studies which specifically focuses on vocational and technical students, my school have also lay out plans to introduce the Business Centre. It is one of the community reach out programme where the centre will act as business information and training hub. This programme will run later this year. We are also currently modifying our Business Project subject where we want to put more emphasis on the social aspect of it. The Business Project subject is where the final year students have to conduct a real business activity from the basic food selling to a more difficult one like event management. Another aspect of the Business Project (BP) is the incorporation of the social responsibility whereby every BP groups have to contribute back to society with or without the profit they made from their business activities. So far the students have done a lot of donations to the needy, cleaning campaign, environmental awareness activities, and just recently a health awareness programme in relation to cancer where the students co-organise it with the Ministry of Health.

But we want to put much more values to the subject and right now we are looking at the terms Social Entrepreneur where according to ASHOKA ( a leading social entrepreneur organisation) : "just as entrepreneurs change the face of business, social entrepreneurs act as the change agents for society, seizing opportunities others miss and improving systems, inventing new approaches, and creating solutions to change society for the better. While a business entrepreneur might create entirely new industries, a social entrepreneur comes up with new solutions to social problems and then implements them

on a large scale". I know that this is some heavy task to handle, and a very big burden for students to shoulder, but we like the ideas and values associated with it which we hope to instil in each of our students, thus for the next business project students, we want them to come up with a more innovative ideas to address community issues.

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Brunei

**Abdul Nafri Bin Haji Hussin**

Education Officer

Brunei Polytechnic, Ministry of Education



## **APPROACHES OF IMPLEMENTING HIGH QUALITY RESILIENCE AMONG THE COMMUNITY BEFORE AND AFTER DISASTER.**

**Objectives:**

- To create a sustainable community with high resilience to overcome hardship due to natural disaster or any other form of hardships.
- To create high awareness on the importance of self-resilience among the community by putting more focus on the students.
- To build new generation that is equipped with all the positive aspect of sustainability and resilience.
- To realise, understand and coming up with suitable solution to tackle the negative impacts that could result after disaster.

**Introduction:**

The quality of a country is undeniable determine entirely by what sort of community or people it has. Community or people which are equipped with all the good and positive aspect of skills, characters and quality will reflect the prosperity of a country. The community plays an important role in building a nation or a country that are tougher, stronger and independent. One of the most important aspects for a community need to have is the high resilience which is very useful in overcoming hardship such as hardship due to natural disaster.

**Approaches/ Future plan:**

We will be looking at some of the approaches or future plan that we might consider to implement in order to build a nation or community with high resilience and great sustainability before or after disasters. There are three agencies that are believed can help to achieve and fulfil the objectives and contribute significantly in giving positive impacts.

**1. Education agencies such as the schools**

- Co-Curriculum activity which related to survival and life skills.

Providing and giving the proper skills for the students especially dealing with life and survival. This can be achieved by introducing co curriculum activities into the education system. Such example of co curriculum activity is the Uni-formed Organisation such as the Scout organisation, Girl Guide organisation and the Red Crescent organisation. By encouraging the students to join such organisations in their education years will help the students to benefit very much in terms of their life and survival skills. The students will be involved with a lot of activities that tend to mould and shaping them to be more aware of their surrounding especially dealing with the community and the environment. In these co curriculum activities also they will learn on how to be independent and make effectively making self-decision in case of any emergency situation. They will also be trained to be tougher and stronger in terms of their emotion,

physical, self –esteem and self-qualities.

- Early learning of Disaster Risk reduction.

The School should give consistent training to the teachers and students on how to react if disaster happens. Outlining the standard procedure that needs to be followed by the students in simple and clear instructions. Providing basic knowledge of the frequent disaster that happen and having consistent exercises so that the teachers and the students especially know where to go and what to do during the disaster. This early learning of risk reduction should be implemented and integrated into the school curriculum as early as kindergartens students.

- Cultivating the spirit of loving the environment.

The school plays the important role in cultivating and nourishing the spirit of loving the environment. The learning can be done by focusing on how we human rely and dependent on the environment to survive and how human can help to preserve the existence of the environment such as the tress. This process also can be implemented and integrated successfully into the curriculum by relating some of the subjects with the study of environment. From this point, the students have the greater chance to realise the importance of the environment and able to appreciate more and be more responsible in preserving and protecting the environment.

## **2. The Community or the People**

- Building the strong bond and the sense of neighbourhood.

The community is very essential and tend to be the most important agency in helping to overcome the hardships and could help very much in enhancing the resilience of the other affected community. The surrounding community tend to provide psychological support, physical support and emotional support whenever disasters happen. Activities that involve the community should be put into more emphasis as this will help to build and create community that care and concern of each other. The bond between each community can be put stronger if it is supported by variety of activities. In this case, the school also can play part in building the strong bond between communities. Examples of the activities involving the community and the school are as follow:

- Charity activities such as cleaning campaign of school compound, raising the fund for the Orphans and many more.
- Involving the community in Festivals such as graduation celebration, parents' day and teachers day
- Organising Competition activities that involves teachers, parents and the students for examples the cooking competition, drawing competition and etc.
- Handling social community learning programs for parents during the school holiday such as life skills program, basic computer skills lesson and etc.
- Promoting community based activities such as activities dealing with outdoor example dyeing activity.

## **3. The government and the Non-government organisations.**

- Basic training of life skills and Survival.

The above agencies could help very much in enhancing the level of resilience among the people as they can provide and support the community with variety of community based activities and could efficiently create strategic plan for public awareness through its various programs. Some of the programs or activities that may be put into considerations are as follow:

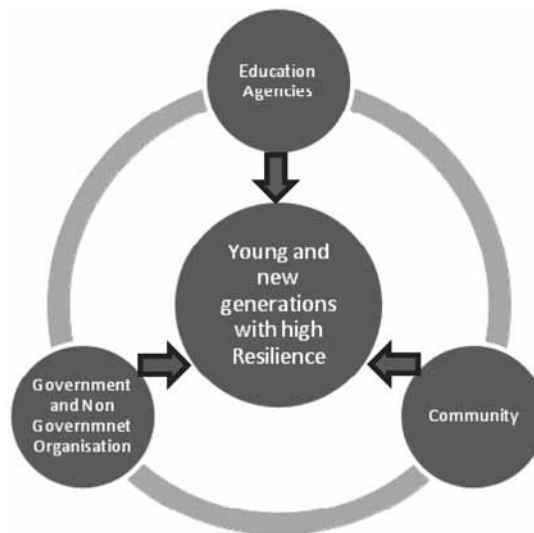
- Proper and attentive research study of the affected community in terms of their psychology needs just to have deeper understanding of their hardships.
- Providing talks as well as giving proper guidance to the affected community on how to survive during and after disaster. This is for the purpose of safety awareness.
- Helping the affected community psychologically through various counselling programs with aim to help them to recover emotionally.
- Planning, decide and providing solutions to help combat after disasters problem that may arises.

### Challenges:

There should be without any doubts that challenges may arise despite of all the actions have been taken. One thing that is very clear is the difficulty in educating the community of safety awareness as there should be some community unwillingly to follow or the safety procedures. Secondly is the cooperation given by the community towards building a new generation with high resilience will be afraid at minimal level as some cannot accept the new changes in the system. All of the above are considered to be the challenges that need to be put into considerations and something to think of.

### Conclusion:

Here we can conclude that the three agencies being mentioned above need to cooperate, connect and co-exist in order to build a new and better generation of young community with strong and high resilience and able to combat any hardships effectively. Besides that, the programs that need to be implemented or integrated to promote high resilience must also be reasonable and has its own uniqueness and beauty without leaving the main objective behind.



## Yoeun Mey

Deputy Chief of Bureau of Social Welfare Department  
Ministry of Social Affairs, Veterans and Youth Rehabilitation



### **Report on Public Awareness Training Program For Children in Provinces of Cambodia**

#### **I- Introduction**

##### **1-Background**

A long with the national disaster such as draught and flood caused a strong affected to the livelihood of the people living is some rural areas who depend on agriculture. Every year, poor people migrate to provincial towns and city in the country and crossed the border into neighboring countries in searching of work to earn income for supporting their families. But because of lacking genuine skills and vocations, some people caused them to face many problems. These factors make them no resilience and being able to cause insecurities in communities.

In line with the public awareness training program make affords in improving resilience opportunities, reduction vulnerable children and victims of flooding disaster by sending those beneficiaries to stay in short term care centers and provide them with temporary shelter in social centers, health services, vocational training service and reintegrate them into communities with humanity spirit.

##### **2-Purpose**

This aim of report is to provide information on the conducting public awareness training program for children in communities and to evaluate the program's effectiveness. A secondary purpose is to make recommendation for future training programs.

##### **3-Scope**

This report includes the fowling areas :

- The implementation of the program.
- The evaluation of the program.
- The recommendations for future training programs.

#### **II-Program of Public Awareness Training Program**

##### **A-Vision**

To build a resilient community to natural disaster.

##### **B- Objective**

There were 5 areas of preparing in the following points :

- Preparing a playground for children.
- Integrating curriculum on disaster risk reduction at school.
- Preparing a community space .
- Preparing community-based activity.



- Preparing strategic plan for public awareness.

### **1-Preparing a play ground for children**

This area of preparing provided the foundation for all subsequent work in the course. Children were encouraged to draw on their own observations and way of playing by Cambodian children before coming to school. It was found that : children play by doing things through everyday, real life experiences in a holistic way by being freely able to investigate in groups, by interacting with peers, by doing exercises and by playing sports so that their happiness of playing activities both boys and girls.

### **2-Integrating curriculum on disaster risk reduction at school**

This area is :

- integration of curriculum on disaster risk reduction into national development policies and planning by development of disaster management policy for education sector formulated by Ministry of Education Youth and Sport with UNICEF support.
- Continue mainstreaming disaster risk reduction into formal education system including health awareness and preparedness and transport-related hazards.
- Integration of disaster risk reduction into policies and specific plan and programs of relevant government ministries.

### **3-Preparing Communities Space**

This area is :

- development and production of flood maps appropriate for local government use.
- Establishment a national flood forecasting center in communities space.
- communities space must safe areas, boats...
- promote food security in areas prone to drought and flood.

### **4-Preparing communities-based activities :**

This area is :

- to establish disaster management fund for use in preparedness and mitigation activities and project of local government.
- formal integration of disaster risk reduction into local, particularly commune level, development plans.
- Encourage development NGOs integration of disaster risk reduction in regular development programs.
- integration of Avian Influenza into community-based disaster management programs.
- Capacity building and training for the most disaster-prone communities in the country.
- Capacity building and awareness raising for affected communities as part of community risk reduction plans and activities.

### **5-Preparing Strategic Plan for Public Awareness.**

This area is :

- to create partnership with relevant natural institution to serve as centers for conducting disaster-related training, studies and applied research.
- Solicit participation and strengthen the role of media and private sector in raising public awareness on disaster risk reduction.
- formulate and implement extensive disaster awareness campaign in disaster-prone provinces.
- Promote gender and cultural sensitivity training as integral components disaster risk reduction in awareness and capacity building programs.
- Integration of risk awareness and adaptation strategies to climate change into government and NGO development programs.

### III-The Implementation of the Program

This program involved school director, primary school teachers, institutional housing directors and staff, community members, village leaders, deputy village leaders, and chief or vice chief of districts to participate in training program on using knowledge, innovation and education to building a area of safety and resilience for children in communities on disaster risk reduction.

### IV-Results and Evaluation.

The below table estimates the number of children affected by flood in each province as at 18 October 2011.

No	Province	Estimated Affected Children		
		Age 0-4 years (10.25%)	Age 5-19 years (35.51%)	Total Aged 0-19 years (45.76%)
1	Preah Vihear	2,451	8,492	10,944
2	Kampong Thom	25,656	88,883	114,539
3	Battambang	3,353	11,616	14,968
4	Banteay Meanchey	6,133	21,248	27,381
5	Siem Riep	10,938	37,893	48,831
6	OddorMeanchey	167	578	745
7	Kampong Cham	15,765	54,616	70,381
8	Kratie	7,356	25,484	32,839
9	Stung Treng	1,417	4,909	6,325
10	Prey Veng	19,150	66,343	85,493
11	Kandal	32,368	112,135	144,503
12	Kompong chhnang	3,495	12,109	15,604
13	Pursat	5,732	19,860	25,592
14	Takeo	3,710	12,854	16,564
15	Phnom Penh	8,086	28,014	36,100
16	Svay Rieng	8,051	27,893	35,944
17	Kampot	2,597	8,999	11,596
18	Pailin	0	0	0
<b>Total</b>		<b>156,427</b>	<b>541,925</b>	<b>698,352</b>

#### A-Achievements included :

1-Awareness-raising of safe migration and the risks associated with migration should be delivered in flood affected communities to prevent unsafe migration, child labor and other coping strategies putting children at risk.

2-Education program about dangers associated with flooding should be developed so that they can be delivered before the 2012 wet season.

#### B-Challenge/Problems :

1-This clearly indicates the misunderstandings around children's needs during a crisis like the floods and the challenges that remain in educating people around psychosocial effects of disasters on children.

2-Children were not evacuated, he identified challenges, including lost income from performing arts area meant that food shortages were encountered.

3-Children were not able to attend school and access to the market was problematic.

4-Concerns include food security, child friendly spaces, domestic violence, trafficking and loss of study materials.

## **V-Recommendation**

Base on the challenge mentioned above, we can propose recommendations for future plans.

1-We set up temporary learning centers, in areas where floods have inundated schools.

2-Supporting in intervention will be key to a coordinated response to the lack of access to education.

3- The village and teachers spread awareness about the dangers of drowning to all villagers.

4-All the centers that accommodate children in the life saving emergency interventions including distribution of food, educational material and hygienic material.

## Chhumpanha Ke

Lecturer

Build Bright University

www.bbu.edu.kh



### I-Introduction

Cambodia is a tropical country, which is located in southeast Asia. There are two distinct seasons – rainy and dry season. The rainy season (monsoon) lasts from May to October with southwesterly winds ushering in the clouds that bring seventy five to eighty percent of the annual rainfall. The dry season runs from November to April averaging temperatures from 27 to 40 degrees Celsius. The coolest and most comfortable for those from cooler climates is from October to January. Fortunately, Cambodia is not a disaster prone country; however, it has still been facing the minor natural disaster during each of the two mentioned seasons and man-made disaster.

#### 1.1-About disasters in Cambodia

Climate change has been a hot issue to be responded, and it has already occurred throughout Asia, such as rising temperature, shifting rainfall patterns, and increased climate variability. Although Cambodia is not a disaster prone country, it is still affected by some of the natural disasters as well as human-made disasters.

- Floods: Geographically, Cambodia has two main water systems: 500-km Mekong river and Tonle Sap lake. The two main basins provide the rich source of water supply to the people of the country; however, this also causes the seasonal floods. Also, Intergovernmental Panel on Climate Change (IPCC in DCA/CA, September, 2011) predicted that billions of people in the next decades will face changes in severe water crisis or flooding and rising temperatures due to climate change impacts, particularly in developing countries, i.e. Cambodia, Laos and Vietnam.
- Droughts: There were commonly the prolonged droughts which were experienced in 1997-1998 and consecutive drought in 2001, 2002, 2004 and 2005. Also, the short dry spell of 20 to 30 days during the rainy season can result to extensive damage to crops; In recent years, there has been an imbalance in the distribution of monsoon rainfall which has resulted in drought in some parts of the country (National Committee for Disaster Management, 2011). This causes a severe shortage of water for irrigation systems. In addition, the average Cambodian temperature has increased about 0.8°C from 1960 to the present, and there is an increasing frequency of unusually hot days and nights (DCA/CA, September, 2011).
- Storms: Cambodia is quite fortunate as it is not directly affected by big storms. Normally, a storm in Cambodia is just a side effect from a big storm hitting other countries in the region. This normally results in minor damage, though not fatal but economical loss. In the report of Dan Church Aid/Christian Aid (DCA/CA, September, 2011), many studies have predicted that Cambodian climate will increase extreme weather events such as storms, heat waves, droughts and floods.
- Prospective Food Shortages: After each of the natural disasters, especially floods and droughts, food shortage will be a major drawback. For example, issues of shortage resulted from the floods of 2000, 2001, 2002 and drought of 2002. In addition, according to FAO (June, 2008 in DCA/CA, September, 2011) it is stated that most poor nations are expected to face food shortages due to rising populations and the increasing price of basic foods.

## 1.2-People Attitude towards Disasters

In the contemporary developing and changing society, students tend to change their perception toward socially-connected activities. The human action seem to be less morale and ethic oriented.

## II-Future Plan

As I am a lecturer and also a part of management team at Build Bright University, it would be possible for me to propose the ESD (Education for Sustainable Development) program in the existing curriculum and in the extra curricular activities.

### 2.1-Title of the Project:

#### **“Education for Sustainable Development: Being Resilience to Global Warming”**

### 2.2-Objectives of the Project:

Under an assumption that disasters would happen in your community / country, describe an innovative plan / practice / program which could enhance resilience, creating such as:

- Provide the Debate Platform: It is important that university set up debate club. Debate club provides opportunities to students/youths to develop their critical thinking, social-oriented perception, debate skills and techniques, and methods of becoming successful intercollegiate competitors. Students are expected to travel to tournaments in order to develop skills in research, argument construction, debate format, intercollegiate debate speaking style and refutation. The university will provide the training on debate and then set up the debate competition at the university level. Continuing to build network at national level, the university will be able to offer a platform at a national level. Topic selection will be the key to raise understanding in different disciplines/areas.
- Develop the Extra-Curricular Activities (Community-Based Activity): Help people to be resilience
  - o Home-stay Programme: This programme will allow the students (especially in the city) to stay with the local villagers in traditional ways – without modern equipments, electronic devices, air-conditioner, electricity and so on. Therefore, they will be able to be resilience to the nature in case of disasters. The participants can voluntarily join this programme, whis will be schedule during the school vacation in June and December. The venue will be scheduled up on the actual condition.
  - o Cooking Traditional Food with Local People (Slow Food Programme): This slow food programme would conserve the local cousines – including Khmer noodle (Num Banchok made of rice flour), packed sticky rice (Num Kan-torm made of stricky rice, bean packed in the palm leaf) – through transferring the knowledge and knowhow of the local cousines by using natural ingredients and traditional cooking utensils. The participants can voluntarily join this programme, which will also be scheduled 4 times a year – in March, June, September and December.
  - o Rice Planting/Harvesting: Rice planting is a cultural, diary crop for people of Cambodia. Understanding the way of rice plantation would benefit them a lot – not only for being resilience but also conserving the long time tradition and culture. Students could join this on volunteer basis. Rice plantation would be great during the beginning of rainy season (May and June would be best), while rice harvesting will be in the beginning of dry season (December and January would be best). Traditionally, students will also have chance to join the cultural and traditional gathering – such as singing and dancing. Therefore, this means that students will benefits not only the knowledge and knowhow but also the social interaction with the local villagers.

- Integrated Curriculum on Disaster Risk Reduction at School:
  - o Global Warming Issue: Based on the quality framework set by ACC (Accreditation Committee of Cambodia), the foundation year programme (year one) would be compulsory that each university include at least 10% of the course from 4 major fields – social science, science, humanity and language. Therefore, selecting “Environment” would be a good course to be included selected from the field of science, which would enhance the understanding on global warming and related disasters.
  - o Life Skills Training: In addition to global warming and disaster, life skills – AIDS education, traffic law awareness, drugs – would enable students to be successful in their lives by coping with the social changes/disasters, though not natural disasters. Such training will be conducted at least once in a school semesters (2 semesters per academic year).
- Strategic Plan for Public Awareness:
  - o Continued Participation in Red Cross Youth Club: This club, whose the head of the club is the university president, has already been set up by the university. Obviously, students have been so active in the social and humanity activities in either financial, physical and/or emotional support. Therefore, the continued participation of students and supporting stance of the university would help much to the resilience of the people of Cambodia. This participation will be held throughout all year round, especially when the country faces any disasters.
  - o Continued Participation in National Scout of Cambodia: Like Red Cross, National Scout of Cambodia also has its goals and objectives contributing to sustainable development of the nation. To further the development of Scouting in Cambodia the association focuses on:
    - Orientation of adult leaders on Scouting at all levels
    - Training of adult leaders
    - Participating in various community development/service projects
    - Production of a range of Scouting literature
    - Establishment of partnerships with government and other external agencies
    - Participation in regional and other national level Scout activities.

Regarding these goals, it is a precious event for all the students to voluntarily involve in this, so that they learn to make not only themselves but also the society to be resilience to the unexpected social and natural changes. This is all for the sake of the nation.

### 2.3-Outline of the Project:

Problems/Issue
<ul style="list-style-type: none"> <li>• Nature Disasters: Floods, Drought, Storms</li> <li>• Food Shortage</li> <li>• Attitudes/Perceptions of the People toward disasters</li> </ul>
Results in
<p style="text-align: center;">To cope with the Problems/Issue: Learn to Be Resilient HOW? ESD – Education for Sustainable Development</p> <p>1- Provide the Debate Platform</p> <ol style="list-style-type: none"> <li>a. What? Debate club</li> <li>b. How? Debate would develop critical thinking and life skill at university level, national level and international level.</li> </ol>

- c. When? All year round
- d. Fund? University's support
- 2- Develop the Extra-Curricular Activities (Community-Based Activity)
  - a. What? Home-stay Programme, Cooking Traditional Food with Local People (Slow Food Programme), Rice Planting/Harvesting
  - b. How? Volunteers
  - c. When? Seasonal activities
  - d. Fund? University's and students' support
- 3- Integrated Curriculum on Disaster Risk Reduction at School:
  - a. What? Global Warming Issue, Life Skills Training
  - b. How? Training seminar and workshop
  - c. When? On-going, Once per semesters
  - d. Fund? University's support
- 4- Strategic Plan for Public Awareness:
  - a. What? Continued Participation in (1) Red Cross Youth Club and (2) National Scout of Cambodia
  - b. How? Volunteer, School Support
  - c. When? All year round
  - d. Fund? Not required (Just emotional support and commitment)

#### 2.4-Challenges:

To implement this project, there is a high probability of being successful. However, some challenges would be coming up:

- Level of voluntarily activities may be at a limited level – not as expected.
- Some budget constraint would be a barrier in case that some students are required to contribute some financial support to run the program.
- Female students may be at disadvantage to some objectives due to the cultural barriers – females would not be willing to travel far and stay overnight.
- Supports from parents would also be a key factor for their children (students) to get involved in the project

## I G. A. Ayu Jackie Viemilawati

Direct Service Jakarta and Technical Advisor to Aceh/ Psychologist

Pulih Foundation

[www.pulih.or.id](http://www.pulih.or.id)



### School-Based Disaster Risk Reduction Program in Aceh

As it was mentioned before in the country report, Indonesia is a natural disaster-prone country due to its geographic location in 3 tectonic plates and ring of fire. From 2004 to 2010, there has been several number of disasters<sup>1</sup> had happened. To name a few, there were the tsunami and earthquake in Aceh in 2004, tsunami in Cilacap and Pangandaran in 2006, earthquake in Jogjakarta and Central Java in 2006, earthquake in the islands of Nias and Mentawai 2010, flood in Wasior 2010, and Merapi volcano eruption in 2010<sup>2</sup>. It was claimed by UNOCHA that the tsunami and earthquake in Aceh was the world biggest disaster happened in the last decade. Based on this geographical fact, The National Disaster Management Agency, in accordance to the National Law on Disaster Management No 24/2007, has the responsibility to enhance the nations resiliency in facing disaster by promoting the participation of communities to increase the preparedness to face disaster and the ability to manage disaster. This can be done by working collaboratively with other stakeholders, such as the Indonesian Red Cross, and other organizations, government and non-government.

Aceh as one of the most badly hit area by the tsunami, was one of the target of pilot project for such purpose, besides Jogjakarta and Padang. Some organizations, such as the Indonesian Red Cross and the American Red Cross have a Disaster Risk Reduction (DRR) Program on school basis in which students and teachers were trained on knowledge and skills on how to reduce risk of disaster. This has also should be a curriculum for schools. However, based on the research findings conducted by the University of Syiah Kuala Banda Aceh on the impact of the DRR trainings in school communities, it shows that the disaster training those had been conducted in Calang was a disaster risk reduction (DRR) training that coordinated by Indonesian Red Cross. In addition, knowledge of DRR in three school samples in each area of study were found to be limited to the understanding of some phenomena of natural disasters, and they had not understood about DRR. The preparedness of school community in DRR was still focused on knowledge regarding safety actions only, but was not on DRR skill.<sup>3</sup> It can be concluded that even though DRR program were implemented, most of the school community members have not understood well on knowledge and skill for reducing risk of disaster. This may be caused by weak integrated DRR program at school communities.

<sup>1</sup> The definition that is provided by the UN/ISDR (United Nations International Strategy for Disaster Reduction) : “A disaster is a sudden, calamitous event that causes serious disruption of the functioning of a community or a society causing widespread human, material, economic and/or environmental losses which exceed the ability of the affected community or society to cope using its own level of resources.

(Source: UN/ISDR 2004); and the definition from the National Law on Disaster Management No. 24/2007: A disaster is an event or series of events that threaten and disrupt the lives and livelihoods caused by both natural factors and / or non natural factors and human factors resulting in the emergence of human casualties, environmental damage, property loss, and psychological impact.

<sup>2</sup> Data from the National Disaster Management Agency

<sup>3</sup> Proceeding Seminar of Disaster Research Result, Tsunami and Disaster Mitigation Research Center (TDMRC) University of Syiah Kuala, Banda Aceh, 2011, Khairuddin et al, “The Impact of Disaster Risk Reduction Training on the School Communities’ Preparedness: A Case Study in Calang, Aceh Tengah, and Pidie Jaya”.



Learning from the program at Ohya Humming Bird Project in Kesenuma, in which DRR program and ESD program were well integrated in the school curriculum by closely working with the school management, teachers, students, parents, non-government organization, and community boards, then the DRR pilot program in Aceh is still need much to be improved. For that purpose, some recommendations that can be applied by disaster management stakeholders are: a). to strongly promote the participation and engagement of all school community members, including community leaders. The DRR program should be own and develop by the community not as a one-shot program by some organizations; b). to have strong commitment and political will to implement, monitor, evaluate, and revise pilot programs; c). to integrate DRR program with ESD program to strengthen the resiliency of the community and nation, because they enable school community members and most importantly the students as future generation, to have interdisciplinary and holistic understanding on the issue of disaster, development, and sustainable future, to have value driven and seek a sustainable future, to emphasize critical thinking and problem solving, to make use of variety of pedagogical techniques, encourage participatory decision making, and relevant to local culture.<sup>4</sup> Those qualities are still lacking in most school curriculums.

In the report book, it will be stated that *“The participant’s reports express the opinions of the authors and do not necessarily represent the opinions of any affiliation or organization”*.

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<sup>4</sup> Nagata, Yoshiyuki, 2010, “Toward a Sustainable Future”, Keynote Lecture for JENESYS Program Education Group 2011/2012

Indonesia

## Imran Sentosa

Teacher

Sokola

[www.sokola.org](http://www.sokola.org)



### □ Description

The activities of Alternative Education Community of SOKOLA in Makassar which located in the coastal area of Mariso Sub-district, Makassar City has begun in the beginning of year 2005. During the first half year, it was focusing on facilitate literacy education for children who live in Buyang Kampong urban village. Now, those children already know how to read and write. Most of them are already finishing their formal education in the nearest elementary school (SD).

Similar activities have been also developed in other four urban villages around. We decided to relocate the activities centre at the center of these four urban villages to make it reachable by children which is at Metro Tanjung Bunga street, established as reading space or learning space.

In the new place, we were not only focusing on literacy-counting learning but there are also other various advocacy activities such as reading space, skills, reading Quran and learning assistance for children who can read, write and count. Targeting participants have been expanded not only to school-age children but also to teenagers, including drop-school children near our learning space.

If in the first year program of Sokola Makassar were initiating on literacy and counting activities, then in the second year while strengthening teaching-learning we started life skills activities. We decided to choose skills that are more applicable, like computer skill.

This life-skill program is participated by poor teenagers who living in and around Sokola. In the second year also began the process of regeneration focused on the potential of local human resources and has great concern to the environment. Entering its third year, Sokola Makassar has formulized programs that focus on the preparation of self-reliance of local communities to cultivate their own activities at the learning centre, while still getting guidance from Sokola. Based on the results of study group meetings at the fourth year, our learning centre/reading space was renamed as Sokola Pesisir (Coastal School). The idea of the name changing was done in order to accommodate the needs of our students where their family background is a fisherman who turned their profession to other jobs, mostly as laborers or workers. In 2011, the education program of Sokola Pesisir has focused on the involvement of youth that act as communication media toward environmental changes. They become the icon to campaign on the importance of education for human resources development, as teachers team in preparing other youth groups so that they are ready to compete in the era of development and provide group of young people who are also ready to work in various sectors.

### □ Demography

Mariso is one of Makassar areas that closest to the city centre. It is located at the south coast of Losari Beach and it can be accessed from Tanjung Bunga Lane. Mariso is a densely residence and most of its population are former fishermen who turned their profession, working as daily laborers, pedicab drivers and so on. The children in this area are also working to help the family economy such as street singers, daily laborers, scavengers and etc. Those working children, some of them are dropout from school and there are also some who still study in formal education.

The densely population with low residential quality, lack of health information and low of life skills and education quality caused various social problems such as low level of health, income of the people who did not increased due to limited public works only as construction laborers, pedicab drivers, garbage collectors, and so on. Also, a wide range of contagious diseases that become one of the social problems in this area because of lack of understanding about the health of citizens, low income which may be caused criminalization among them, groups fighting and can trigger clash in the household.

### **Environmental**

With the coastal reclamation, environmental conditions are slowly changing which evolved drastically later. Areas that had become fishermen basis, now changed into real estate areas. Areas that had become clean water pound, now changed as drainage canal which is very vulnerable to waterlogging. According to local stakeholders, it is caused by the development that was not guided by the analysis of environmental impact. As the result of this development is the flood that happened in 2007 and in the future it will be worse because of the government policies are taken side to the developers.

### **Recent Condition**

In response to these conditions, Sokola Pesisir has conducted direct and indirect approaches. Direct approach is done by providing trash can at residents' home in collaboration with the private sector. Moreover, through local cadres who have been guided at Sokola Pesisir, we invite local communities to do greening by planting seedlings.

Indirect approach is given by the insertion in the learning materials in either the level of early children education, children, adolescents, and in adults and elderly. At the early ages and children, the insertion is given in the form of discipline habits, waste disposal at the right place, explanation by using storytelling of how precious and important are the street cleaners, whom most of the workers came from their own communities and occasionally invited them to play at the green parks so that they can feel themselves the benefits of protecting the environment. For teenagers, the insertion is given on the materials of photography. With the cameras that are borrowed, they can freely record conditions in their surroundings, whether its social or environmental conditions. From the photos that they are taken then they hold discussions about not only from technical aspect, like composition, color, etc but also their views and opinions that are documented on the pictures.

One of the initial projects that they were chosen by themselves after attended Film Training is a film entitled "The Time for Eyes to Talk". The film tells about the current conditions of their neighborhood which they were directly documenting and then compare it with the condition at the past that they had been told from local residents who have live in there for years. They were also conducted interview to the local government regarding environmental planning in the next few years. There are many lessons learnt from this film that not just for them but for the audiences who are watching it.

Meanwhile, for adults and elderly, the learning insertion is given through the message conveyed in theatrical drama performances that presented by our students at the occasional events such as International Children Day.

Evaluation of these two approaches can be concluded that the indirect approach is more effective and can give long-term effects while direct approach cannot be done without self awareness from each individual. It is clearly seen from the trash cans that converted to children's toy, or in worse case is sold to the junkyard man. Furthermore, this approach requires more integrated efforts and cooperation from related elements.

### **The Future**

Learning from the activities that have been carried out and with the knowledge gained from trainings and discussions, the education tdevelopment program in Sokola Pesisir will be directed to the communities self-determination, whether in economic sector, environmental or disaster management.

Environmental and disaster management are things that mutually bound to each other, especially flood management which recently often repeated during rainy season. Knowledge of evacuation should have been given in the formal schools around the location of activities, as well as evacuation signs should have been installed around the neighborhood. To achieve those things, it needs good communication and cooperation between communities that represented by the stakeholders, government, formal schools and non-governmental organizations.

As the example of concrete activities to be proposed to the local formal schools, starting green program ranging from planting seeds to planting management and how students, teachers and communities have an agreement to jointly taking care and maintaining their activities together.

Another thing is proposing to the concerning government, in this case urban-village to facilitate a meeting between government, residents, formal schools and non-governmental organizations to discuss about current conditions of the local environment. This activity will be held at least once in every three months.

Moreover, making plan to provide wall magazines that covering campaign about education, environment, health and so on. Asking to the developers for giving more concern on environmental management, especially on flood. Inviting non-governmental organizations that working on environmental, health and disaster management to actively doing campaign, in this case we will find momentum to actively and participatory conduct some programs with communities, for example involve in Earth Hour, etc.

Making action plan to list what to do and who will be in charge in case big flood is coming. In this case, Sokola Pesisir will focus its activities on the handling of children and education in post-disaster, for example, the procurement of shelter for children to play and learn, the activities related to mental treatment or psycho-social and to assist the role of formal school before recovering.

Then, together with relevant non-governmental organizations we will conduct trainings and equipping for volunteers so that when needed they can work safely and effectively. Also, establish online forum that contains information about disaster sites, coordination of disaster management, further information and list of volunteers, support office and etc.

## **Closing**

With the hope of program sustainability, each type of activity will be carried out directly by local teenagers and youth who also will be assisted by volunteers from Sokola Pesisir or volunteers from other NGOs who are expert and skilled.

For monitoring and evaluation will be done openly and involve all related stakeholders and will be publish on wall magazine and online forum.

Laos

**Phouvong Aphyay**

Desk Officer

ASEAN-SEAMEO Division, Ministry of Education and Sport

**Disaster in Lao PDR: Risk and Challenges****1. Definition**

One of the most difficult concepts in the literature is to arrive at a definition of a disaster. There have been many attempts to define disasters, but all run into the problem of either being too broad or too narrow. Having a definition of a disaster is extremely important in epidemiology for identifying which events to include or exclude from your analysis. If events are identified with a common definition, then they can also be more easily compared.

According to PAHO, 1980. State that disaster is 'an overwhelming ecological disruption occurring on a scale sufficient to require outside assistance' However, no single definition to argued the situation exactly and one of most are refer to which overwhelming gone. However, one reasonable of Laos is located surrounding by five countries and far away from the sea also facing some monsoon and causing the flood in following days and drought in some season that give Lao people more experiences with 3 main type of disaster.

Refers to Red Cross which is an organization responsible to relief and assistance confirms that 'disasters are exceptional events which suddenly kill or injure large numbers of people'. To this comment it would be brought a huge of damage to live on surface with all kind of disaster like flood, drought, typhoon, and monsoon. Especially flood are more frequently as result in 19924, 1939, 1966 and 2008 respectively were the extremely events in Laos, particularly some provinces located a long Khong river bank.

In general, most disaster events are defined by the need for external assistance. Perhaps, one reason for this observation is that the disaster relief agencies are often the only organizations with comprehensive and systematic data. There should be some caution applied to data defined in this circumstance. Notably, the decision on which situations require external assistance may differ by country or region. In some situations, it may be a political decision as well.

- What is disaster?

Disaster is a sudden, calamitous event bringing great damage, loss, and destruction and devastation to life and property. The damage caused by disasters is immeasurable and varies with the geographical location, climate and the type of the earth surface/degree of vulnerability. This influences the mental, socio-economic, political and cultural state of the affected area. It may also be termed as "a serious disruption of the functioning of society, causing widespread human, material or environmental losses which exceed the ability of the affected society to cope using its own resources."

- **Why disasters have occurred in Laos?**

As we mentioned earlier that Laos is surrounded by five countries and we have Phou-

Luang mountain range along the Lao-Vietnam border is the natural barrier to protect Storm surge phenomenon, however heavy rainfall associated with these Tropical disturbances frequently caused severe flooding problems over the country each year, especially central and southern part.

The main problem caused the disasteris derived of environment degradation and deforestation, development out of an objectives, persuading on implementation of socio economic plan is insufficient of unforeseen impact, inadequate of

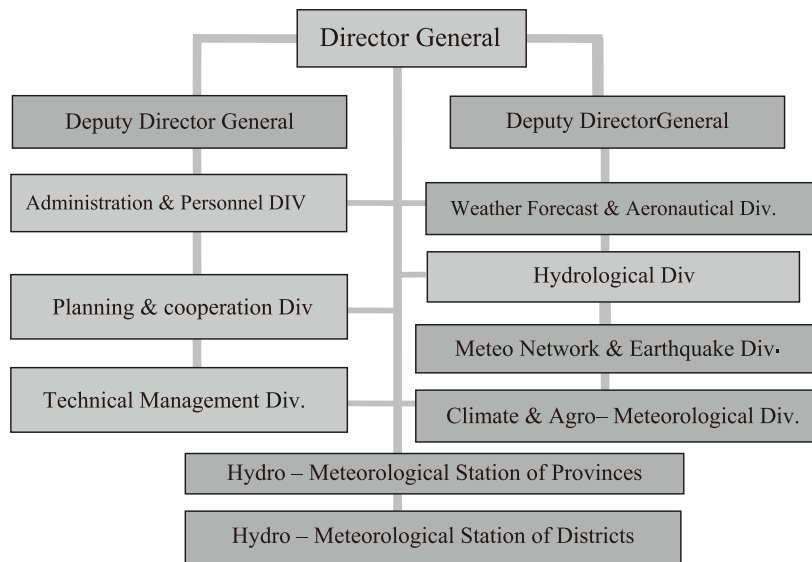
equipment and source as well as problem of prior warning information management system low.

## 2. Some Laos Government's policy on disaster risk reduction

The government has clear directives to gear up the unforeseen impact to people who are living along the rivers by establishing the specific enforcement and ad hoc committees to remedy the problem.

The key policy of Laos Government is carried out different programs and projects such as capacity building for Government and local people in affected and vulnerable area, public awareness and education through media, early warning information dissemination CBDM with emphasis on empowering community to prepare for, response and mitigate disaster, building and improving embankments, repairing road, irrigation, introducing innovative agricultural techniques including new seeds. Besides, also dealing with relevant organizations in cooperating with non government organizations in both academician and financial support to relief timely.

The policy also emphasis on the real situation of damages and opportunity to first safety with local authorities and establish the committees on the specific purpose in order to coordinating and supplying information to the medias. The organization chart will be showed in the following page to understanding of each sector's responsibility and networks



Adapted: Boua Ngeun, O (2008)

## 3. Suggestion some risk and challenges

Risk is a measure of the expected losses due to a hazardous event of a particular magnitude occurring in a given area over a specific time period. Risk is a function of the probability of particular occurrences and the losses each would cause. The level of risk depends on Nature of the Hazard, Vulnerability of the elements which are affected, and Economic value of those elements. In addition, we cannot unforeseen the weather climate which harm to crops and livestock. The challenge of disaster inner and outer of Laos that we always heard and have experiences based on the human's derived as the rapidly of population growth, more slash and burn for upland cultivation and deforestation, needs more agricultural and economic solution, insufficient fund and staff personnel to run the work while disaster occurring, the disaster committees at each levels need more for training on the specific purpose and propaganda in helping from the society indeed.

## Conclusion:

The disaster management in Lao PDR is the main objective will be have information from new technology with help on forecaster to make sure the weather and flood forecasting. For the more rainfall prediction is not enough sure to prevent the disaster management in the country. Due to climate change the year to year, DMH need to improve the new and high technology for the flood forecast and weather forecasting as rainfall and seasonal forecast in the country and region.

Laos

## Souksanh Sayavong

Head of Curriculum Unit

Faculty of Education, National University of Laos



### Rice farming In Nong Bok District Kham Mouane Province.

#### Background

In my country the lot of people are agriculture so, disaster affect crops. Imagine for a moment: You're a rural farmer living in community in Nongbok District Khammouane Province. Your region has just endured a devastating flood and dries in a planting season.

Although you and your family are safe, most of your crops have been tragically wiped out. Relief workers are on the way to help rebuild damaged dwellings and provide emergency supplies but what about your future? Will your agricultural community ever be able to recover?

Rice is the main crop grown during the rainy season ( May -October or November) , and under usual conditions, rainfall is adequate for rice production. However, if rain ceases to fall for several weeks to a month at a critical time in the rice growing cycle, yields will be significantly affected. Upland rice varieties, although adapted to a lower moisture requirement, are also affected by intermittent rains because farmers have no means of storing water in their fields.

#### integrated disaster risk reduction

##### seed-based responses

The Lao people majority life with the nature, the students have to learn from school, nature and farm so, the people can survive after disaster because the people grow up from nature we've seen a rise in the impact of droughts and floods in developing countries. And along with that is an increased need for seed-based responses. Communities need to be able to efficiently rebuild their food supply and agribusiness as part of their recovery process. You never know when a disaster will happen, and if the right seed isn't available to farmers when they need it, they could miss an entire planting season. That obviously can have a huge impact on how quickly (or if) a community is able to recover. It also determines whether a community ends up needing prolonged food aid in addition to other forms of relief.

The challenge is, often disaster response efforts are led by people with no experience in agriculture or seed. So sometimes there's a misdiagnosis of the disaster's impact, or the relief measures don't quite match the need which of course can delay recovery and result in inefficient use of resources. The Seed Systems course is designed to help alleviate these kinds of problems by helping workers learn how to approach seed-based responses more strategically.

##### Irrigation support

As rice is the staple for the Lao people, if rain ceases to fall for several weeks to a month at a critical time in the way to solve a problem is a support by irrigation from Xebangfia river bank and Mekong river bank to used in the communities farming or rice planting in the season or not season so, the people make sure return to plant a the rice again.

##### Introduction to flood management

It is becoming increasingly apparent how important flood management is in Xebangfai river and Mekong Basin. This

appears particularly true for the Lao PDR, given its strong economic dependence on agriculture. In a least developed and landlocked country, its reliance on natural resources, particularly water and related resources, is uncomfortably high. Given the terrain of river plain, some time that river is flooded, it is very much at risk. Approximately 80% of the population live in rural areas, including many poverty-stricken people, mainly in the Xebangfai and Mekong River valley or plains. These factors indicate that Lao people are particularly vulnerable to flooding which threatens crops, particularly our staple food, rice.



Malaysia

**Ezrin Ashikin Binti Zakaria**

Assistant Director

Ministry of Education Malaysia

www.moe.gov.my

**THE SPICK AND SPAN PROJECT**

After attending the *JENESYS East-Asia Future Leaders Programme : Education Group*, I have to admit that I have learned numerous new things. Besides the opportunities to visit Kesennuma and mingling around with the school children, I realized that I have started to develop interest towards Japanese culture and lifestyle. I believe the programme has not only portrayed the 'resilience' of the people but also promoting Japan to the participants. What I admire most is the spirit of togetherness and the attitude of Japanese who stand tough and strong even at the most difficult times in their life.

In this report, I would like to suggest a program for the flood victims in Malaysia which will be called *The Spick and Span Project*. The objectives of this programme are as following:

- i. To help flood victims with cleaning up chores at homes, schools, shop premises, etc. after flooding;
- ii. To support flood victims physically and emotionally especially children and the elderly;
- iii. To speed up the cleaning process so that victims can carry on with usual daily activities after flooding;
- iv. To give merit credits to college / university students for the cleaning jobs done;
- v. To create awareness among youngsters (the college / university students) that they too have roles to play in the community.

This programme is named as such because of its purpose to focus on helping and aiding flood victims with the cleaning chores at homes, schools or shop premises after flooding. In Malaysia, flood victims are usually asked to vacate their houses and are placed in temporary shelters such as schools and community halls. When they return to their respective houses, shops or schools, there will be a lot of cleanings to be done. Therefore, this is the time for the volunteers of *The Spick and Span Project* to lend their hands.

My suggestion is to have college and university students as the participants of this programme with the intention to make them part of the community or the society they are living in. College and university students are usually youngsters from different states in Malaysia. They might have less time to mingle around with people in the neighbourhood due to their busy schedule. Thus, through this programme, if flood ever happens nearby, I hope they can be among the first to help flood victims with cleaning chores. Besides, this is the time for them to get to know the community and make friends too.

As mentioned earlier, I wished for the volunteers to be given merit credits when they complete the tasks in hand. This is to be reflected in their cumulative grade point average (CGPA) calculation, as this programme can be treated as a subject taken in the college or university. My suggestion is for the lecturers to be aware of this too and the administration of the college and university can promote it to the students at large. However, this should not be a compulsory subject at all. Some of the youngsters might have different point of view towards this idea, but I personally believe it will work if enough encouragement is given to them. We can also let them know of how important their roles are as volunteers for the flood victims, whom must have been very grateful to have the volunteers around when help is very much needed.

Even though flood seems very common among Malaysians and many of us think we can handle it whenever it happens in our country, I feel that it can be a very disturbing issue for those who have never experienced it. I happen to be among the luckiest lots who need not deal with flood. I always feel sorry for the flood victims, thinking how difficult it is for them to return home and seeing everything soaked wet. It is not easy to clean and arrange things if the whole house was flooded.

Coping with the situation itself is very saddening, what more to be physically involved in it for all the cleanings and washings. Therefore, that is why I would suggest for *The Spick and Span Project* to be carried out. The volunteers will work in groups and reach the victims in order to ensure that all of them are equally helped. When the volunteers are there to help the flood victims with cleanings and washings, I hope it would create a different atmosphere altogether. The victims will realize that their welfare is taken care of even after the disaster, not only before and while it happens, like the current practice.

Knowing that this is a volunteer work, I suppose the victims would be very appreciative and would also welcome the youngsters with open arms. Children and the elderly are the groups which these volunteers might want to give extra attention to, since they might probably not be capable of doing the chores of cleaning and washings entirely on their own. Through this, the volunteers are easing the burden of the victims. When this happens, less time is spent for cleaning and washing and the victims would be able to get back to their normal life as quick.

This programme is hoped to get as many volunteers as possible amongst the college and university students. Their enthusiasm, strength and energy would be necessary to get them working for the victims. However, I anticipate challenges and problems as this program takes place. The volunteers would probably sign up for the programme as they know it will do them good in their CGPA but some might change their mind when they realize that it is not an easy task and there are a lot to be done.

Other than that, I reckon it is quite difficult to actually encourage the youngsters to join this programme. They will not be paid for their hard work and they will be working for strangers. If the youngsters are not strong mentally and spiritually, they would not realize that this can be the best option for them to learn life lessons. They should be told that life is not about being happy and merry all the time. Sometimes, life treats us hard and it is fine for us to seek help from others. That is what the flood victims are doing and the youngsters should know their help is very much needed. We often think about donating food, clothes, money etc. to the victims but little that we know, they need emotional support too. This is what I wished the youngsters could learn from this programme.

In my opinion, *The Spick and Span Project* can always start small for us to firstly see how it goes. With a small number of youngsters to begin with, it will be easier to monitor how the voluntary work progresses. If they encounter any problems or difficulties while doing their jobs, we could try to solve them together and perhaps the same issue will not arise for the next time round. With that too, I hope to increase the number of volunteers so that we can reach more victims if flood happens again in future.

Overall, I really hope that university and colleges would give full support towards this programme. It might seem very simple but I am sure it could benefit us all in many different ways. As the organizer, I will get my team to promote this programme to the youngsters in the college and university and go all out to make them really enjoy the job even though it is on voluntary basis. May this good deed do good to all and serve its purposes.

Malaysia

**Shafarudin Bin Ali**

Assistant Director

Ministry of Education, Malaysia



## **Enhancing Resilience Among School Students: Fundraising Through Arts Workshop**

**Introduction**

The opportunity to participate in the JENESYS-Education Group on February 25th to March 7th, 2012 was overwhelming me. Most of the activities the group had gone through were very interesting and cannot be express by words. Over of all activities, the lecture and the art workshop by Mr. Saito and his colleagues has touching my heart very much due to their extremely generous-hearted in doing those things for the sake of charity. Thanks to the Japan Foundation for the very impressive activity and giving me the idea of doing the same thing in future for my beloved nation. In this report, I'm glad to suggest the program of what Mr. Hiroshi Saito have had been doing over the years in Japan to help those who were in need. The idea that I would like to suggest is a fundraising through an arts workshop program that will be conducted by secondary school or college students.

**Rationale**

Students are an important asset in the development of human capital for the future. Therefore they should be exposed to programs to train them to serve and give back to society. As all Malaysian students must take Civic Education subjects and have to perform a 12 hours of community services, I would like to suggest to teachers or students to use this idea as an option program to complete the curriculum. This program will benefit not only to the participating students but also to the disaster victims particularly the involved children. So, I would say the program is a *killing two birds with one stone*.

**Objectives**

The objectives of the program would be as follows:

1. To provide an opportunity to the participating students with activities not only on academic but also exposing them to the exemplary character and leadership qualities for the benefit to themselves and society.
2. To provide awareness to the public on natural disasters and help raise sympathy for the victims of the disaster through the fund of charity sale of craft items produced by victims of disaster.
3. To help victims of disasters, especially the children to overcome trauma through art work and motivation conducted by the participating students.

**Program Description**

The overall goal of this program is to develop resilience students when they are confronted with low self-esteem and self-concept and to help them confront with adversities and life's challenges. The target participants are student between ages 15 to 17. The activities for this program are:

- ✓ Hold a series of meeting for participating students to discuss matters relating to administrative orders, promotions, sponsorships, logistics and others to ensure smooth implementation of the program. This activity will lead students to exchange ideas and opinions and get new ideas, give and obtain information from various parties. They will encourage to work together to find solutions to common problems and seek agreement on any action that will taken.
- ✓ Hold a workshop to expose the participants about the disaster that befell the victims and the difficulties that have been encountered. This activity is to ensure that participants will be strong enough and not be emotional when dealing with victims, particularly children. They also will be more sensitive to what is happening around them when they conducted the program.
- ✓ Art workshops are the main essence of this program where students and children participants will create works of art as the expression of their faith without being influenced by any party. Kids are free to express what is experienced through the colors provided by the program participants. At the end of the workshop two or more pieces of colorful clothes are produced. This program will lead students to be patient with the kids and learn that to be with person in need is indeed.
- ✓ The further workshop will be held to turns the clothes into craft products such as dolls, photo frame, and books cover by the students only back at their school or home. Students are encourage to be creative and innovative in order to produce such a lovely product within 1 or 2 weeks before all the items will be collected and being sell during School's Open Day or Teacher's Day or at any celebration of the schools. May be the simplest way is by putting those item in the school's shop with creative advertisement to gain sympathy from everybody to buy the products. After one or two weeks, all collected funds will be distributed to the victims particularly the children in order to help on their school.

## **Closing**

This program may take a month or more, but I really think that student will learn a lot. Although the funds collected in a small scale, but the most important thing is the benefit derived by the two parties either the participating students or the victims of disaster involved in this humanitarian activity. Hopefully, this idea will be considered as a program in generating a sustainable education and result to a resilience nation.

Myanmar

**Yin Nwe Tun**

Junior Teacher

Department of Educational Planning And Training

**\*Ways Forward: Future Direction - Emergency to Recovery and Sustainable Development\***

After disaster in Myanmar made repareness for future. In addition to, Ministry of Education perform to school buildings, curriculum preparedness, teacher's capacity buildings. The new structure form, the Education recovery working group is presently concentrating on reconstruction of schools with the commitment to building back better and to promote child-led disaster risk reduction. Our country is perform approach child friendly school model. The child friendly school model (CFS) is a simple one at heart: school should operate in the best interests of the child. Educational environments must be safe, healthy and protective englowed with trained teachers, adequate resources and appropriate physical, emotional and social conditions for learning. Within them children's rights must be protected and their voices must be heard.

Learning environments must be a haven for to learn and grow, with innate respect for their identities and varied needs. The CFS model also builds partnerships between schools and the community. Since children have the right to be fully prepared to become active and productive citizens, their learning must be linked to the winder community. In the pastdecade, the CFS approach has become the main model through which UNICEF and its partners promote quality education in normal as well as emergency situations. UNICEF provide school-in-a box kits to temporary child friendly learning spaces to help children recover from trauma and maintain a sense of normalcy by continuing their education.

Next, Ministry of Education integrated curriculum on disaster risk reduction in school. Department of Educational Planning and Training and Department of Basic Education has designed and developed two 35 minutes lessons in Grade-5, mainly on Tsunami and related information, that has been included in Environmental Management subject. For Grade-6, 7 and 8, disaster risk reduction related concepts and information are being integrated into the life-skills subject. The topics cover different types and causes of most common disasters in the country such as fire, landslides, earthquake, tropical storms and floods. Local maps showing vulnerable areas are also developed. The materials for students on disaster preparedness knowhow. In support of these activities supplementary reading materials for students on disasters risk reduction titled " Ready-set-prepare " were also developed. The materials are for 4 to 7 Grade students and 8 hazards are covered (Cyclone, Earthquake, Flood, Landslide, Thunderstorm, Tornado, Tsunami, Wildfire). Selected Nargis affected townships in Ayeyarwaddy and Yangon Division have been identified for teacher's trainings and curriculum testing as part of the education recovery plan of UNICEF. Integration of said subjects into the pre-service teacher's trainings will also be tested. Working Group on disaster preparedness and response education (DPRE) was formed. Most of these interventions are aligned with and support the Ministry of Education project for rehabilitation and future disaster preparedness in Areas Affected by Cyclone Nargis, the Myanmar Education for All (EFA) national action plan 2003-2015 and the Ministry of Education's (MOE) long-term Basic Education Development plan (2001-2031). Forming working groups like the disaster preparedness and response education working group (DPREWG) showed to be very effective in taking issues farther inside the cluster and with the Government. DPREWG, in consultation with the Ministry of Education has prepared the resource pack comprising of range of guidelines and resource materials including approaches to psychosocial recovery and support for schools to conduct school based risk assessments, develop schools preparedness plans, conduct appropriate drills and support teaching learning activities. Simultaneously, other interventions on building back better nine model child-friendly schools, child-led disaster risk reduction (CLDRR) work, such as preparing risks assessment resource maps has also bene-

fitted communities by making schools better, safer places, as well as cyclone shelter, storm proofing.

Early Childhood Care and Development (ECCD) centers are also being built (12 altogether) in many areas and some activities have been conducted such as discussions on early childhood and child nutrition, supported by the save the children. Not only the schools repaired or reconstructed but also essential schools furniture and student kits (bags and books) too are being distributed to the school children. Some NGOs even have teachers' salary support programs. Damaged monasteries which offer formal education to local children are also repaired or reconstructed as part of the recovery scheme.

Providing children and youth access to 'alternative education' may it be Non-Formal Primary Education, Life Skills Education or Technical and Vocational Skills Education is an important part of the Second MDG of achieving Universal Primary Education. In order to achieve this MDG, 'Non-Formal and Continuing Education' has been selected as one of the four EFA goals of Myanmar, has been translated into the specific EFA National Action Plan goals and is the fifth of six strategies to achieve these goals by 2015: 'Enhancing literacy and Continuing Education through Non-Formal Education'.

Providing 'alternative education' to children and youth in the Nargis affected areas must be a priority for the education sector. This strategy is in line with various national education priorities, but also corresponds to specific post-Nargis needs: it was observed that an increased number of young people became mobile as a survival response in the Nargis-affected areas.

The education sector will base its work in this area on implementing programs which have already been developed in Myanmar as 'Extended and Continuous Education and Learning for Out-of-School Children' (EXCEL) and 'Non-Formal Primary Education' (NFPE), which provides the equivalent of primary education in the formal system. At the same time the education sector will develop model interventions for mobile adolescents and adapt/modify programme experiences in other countries as is the case for Technical and Vocational Skills Education (TVET) which will go through a process of conceptualization, programme development, development of training modules, and of course training. This will include a focus on sustainable management of natural resources as the basis of livelihoods.

Training will be the major activity in this programme area, supported by provision of supplies to NFE centres. As emphasis is given to the most vulnerable populations, there will be a strong focus on girls and young women. In order to achieve sustainable change in the mid- and long-term there is a strong need to raise the capacity of educational management in data processing, analysis and planning skills of education officials at all levels. The expected long-term outcome is more effective educational programs in Myanmar. Acknowledging this, Education Management and Information System (EMIS) is one of the four EFA goals in Myanmar, while modernizing the Education Management Information System is the sixth strategy to achieve the EFA goals by 2015. The education sector will be supporting the achievement of these important goals and starting to replicate an already established programme of EMIS at Township and School Level (TEMIS and SMIS) which consists of training, provision of equipment and facilities, and implementing a complementary training programme on educational planning, management and quality indicators for MOE personnel at all levels. The education sector will proactively seek the constructive cooperation with various Ministries involved in education services. First of course the Ministry of Education and the Ministry of Social Welfare, Relief and Resettlement, which is mandated to lead the response to cyclone Nargis, but also the Ministry of Religious Affairs since all schools will be targeted, whether government, monastic or community schools.

The education sector will pay attention to coordination and cooperation with other sectors that plan activities in schools, such as Health/Nutrition, WASH and Child Protection. Coordination and cooperation will also be sought with sectors that are not present at school level, but that cover relevant areas, such as Disaster Risk Reduction or Environment Protection. For the actual implementation of its programme areas, the education sector considers the Township level as crucial and will favour a cross-sectoral coordination mechanism which ideally would be part of the already existing coordination mechanism of the GoUM, under the leadership of the Chairman of the Township Peace and Development Council. Community participation in programme design, implementation and monitoring & evaluation will be crucial for the education sector, and a regular consultation mechanism on the programmes implemented and their effectiveness/results will

have to be developed, again as far as possible in cooperation with other sectors.

Teacher training on teaching-learning approaches such as child-centred approach (CCA) within the CFS concept in schools; Psychosocial components within the CFS teacher training proves to be effective in supporting teachers to deal with children under complex and challenging circumstances, and help them to recover from the psychological impact of the Cyclone Nargis. Inter-sectoral collaboration with Child Protection section would also strengthen psychosocial support for teachers and students in the targeted areas. Strengthening of existing in-service teacher training and monitoring system (eg “Education Training Assessment” and “Participatory School Self Assessment and School Improvement Planning (SSA/SIP)”); Community participation and schools surveillance system for a quality basic education; More affordable community-based Early Childhood Development and early learning activities for young children, 3-5 years of age; Closer coordination with Child Protection and Health and Nutrition sectors. Greater clarity is required regarding the division of labour for the co-lead agencies at the country level; Build on the comparative advantages of each member agency in more coordinated and informed manners.

In order to bring all the efforts in the education sector together and to move forward a next step to integrate DRR into education sector building upon the existing initiatives, not only it is essential to identify the current status, needs, gaps and opportunities, but it is critical to develop common DRR framework in Education Sector in Myanmar. Given the high interest of the various actors in the area of DRR-Education in schools, DEPT(Department of educational planning and training) has taken the initiative and leadership to organize a coordination workshop bringing all the relevant departments, agencies and stakeholder to kick start dialogue on the best possible way forward in the context of Myanmar.

## Kyaw Naing Zan

Primary Teacher (General Science Curriculum)

Ministry of Education ( Department of Educational Planning And Training)



### Integrated curriculum on Disaster Risk Reduction

Children have been identified as one of the most vulnerable group in general. At the same time, their potential efficient DRR communicators. One of the means emphasis as highly effective is the mainstreaming of DRR concepts into formal school curriculum at the primary and secondary levels. Envisioning the role of children as promoters of DRR. In Myanmar, DRR curriculum materials for development can include in the modules and teaching aid of lower secondary schools and teacher colleges. Main aim basic curriculum materials on DRR have to be develop for both formal and non-formal education.

Below are table presenting the DRR related lessons integrated in the curriculum in education system of Myanmar. DRR related lessons in existing curriculum

Levels	Grade	Lesson topic	Subject
Primary	G-5	Caution in Emergencies	Life skill
Lower Secondary	G-6	Thunderstorm	General science
	G-7	Storms	General science
Upper Secondary	G-10	Earthquakes	English
	G-11	Earth surface process	Geography

According details on the table, we need capacity building for teachers to enable training of DRR lessons. An appreciate strategy to expand coverage of teacher training and eventually institutionalize it in teacher training system of the Ministry of Education is to train those responsible in the pre-serve and in-serve teacher training in the country. Training can focus on a range of pedagogical strategies and skill to enable effective delivery of the DRR curriculum materials, considering different student learning styles, intelligences, and condition. Example disabilities.

And then teacher to train their pupils how to protect their environment because economic system in Myanmar depend on fertile areas( especially delta region ). Therefore we need a project is not only to protect their environment but also to preserve and hand the sense of community down to the next generation. This project connect primary, secondary and high school levels students. They do various project together such as planting Teak trees and growing paddy. Main aim teachers to train their pupils as will be sustainable development around their environment.

Next,

School preparedness and Emergency planning is crucial factor in a school. First, we need to known what is school safety? There are two broad areas of school safety: building are structurally safe, that is multi-hazards resilient, and there is system in place to handle primary rush in case of an emergency. Secondly, building leadership and skill of the children, teachers and school management committees to save their own lives and handle emergency situation in community.

**Source:** School safety approach and the scaling-up strategy, Nepal (2007) Action aid.

The guideline will go into details to ensure the achievements of the following components required for a good school



disaster preparedness plan.

- Clear objectives on why the school preparedness plan is needed.
- A disaster preparedness/ management committee made up of the headmaster as chairman and deputy headmaster, township/ward education officers, representatives from teacher and students groups as members. Clear roles and responsibilities of the committee and each of its members should be included ( for both normal and emergency periods)
- An analysis of risks and vulnerabilities, particularly the hazard risk identified in the vicinity and both structural (school building ) and non-structural ( impacts on students and school officials )vulnerabilities to be considered in the overall strategy.
- A menu of preventive and mitigation options and activities before, during and after disaster. For instance adoption of appropriate warning system within the school premise, when to evacuate the building where to keep the important documentations shelter which area will be designated for such purpose and which as teaching area etc. A scheme pm transitional/ temporary structure is to be provided in case the main school building gets destroyed which should not be too far from the site where the school is to be rebuilt and it is especially important that children feel safe in the temporary structure.
- Compositions of various teams ( first aid, evacuation, cleaning up, communication, early warning, etc.) with students and teachers and clearly defining specific tasks of each team,
- A monitoring and evaluation framework with indicators that monitor progress toward risk reduction objectives.
- Time and schedule of regular drills and exercises to be conducted.
- Maps of surrounding areas, clearly making safe areas and escape routes, which can be displayed widely at school as well.
- The budget lines for suggested risk reduction measures and emergency education activities.

If the implement of this strategy so we need more fund and how to do, Fund raising strategy with a separate committee or group (made up of representative from the school and the community) responsible for identifying funding opportunities and converting them into actual financial support for school disaster management and other development related programs.

## Challenges in teaching of DRR

Education system in Myanmar the emphasis has always been more or completing the formal syllabus than attention given to extra-curricular activities or non-academic related subjects. Thus, learning priority is usually given to topics that are considered more relevant for the exam than disaster and related information. However understanding the subject could make the children more concern about their surrounding and imbue a sense of responsibility to protect it. By skipping the issues, the society misses out on nurturing children to become effective, vibrant and active change agents.

## Community based activity

We need capacity building of local builders, carpenters and artisans. Building the capacity of local construction workers on multi-hazards resistant construction can eventually trigger a trickle-down effect where they ideally would transfer the skill to individual households. Depending on the existing capability of the local builders and the available training resources, the modality applied can vary from learning by doing to large scale training to a combination of two: on-site training. Especially, need to train them who pairing local and national engineers with these experts can build local engineering capacity. Training programs designed to educate engineers are most effective when there is a good balance of theoretical and practical opportunities. Especially, Familiarizing education authorities and staff members of NGOs as well as the community on basic DRR features can also help them differentiate between a building with and without special features. The approach may be different for different target audiences: formal training with supplementary guideline ( eg. Planners guideline with more focus on management aspects engineers (technical guideline) , local builders (step by step guide ), community members ) for education authorities and NGOs simplified guideline for the community. This would, encourage local champions who might be able to take the lead of the long-term maintained work.

## **Strategies for public awareness**

Priority area Use knowledge, innovation and education to build a global culture of safety and resilience at all level through:

- Integration of DRR into school curricula
- Public awareness activities ( community learning center )
- Build on and dissemination of good practices on DRR.
- Skills development and management, training courses.
- Build on and disseminate traditional knowledge/ wisdom.
- Develop educational materials in local languages.
- Develop information portals and educational material libraries.
- Knowledge management, information sharing, experience sharing on DRR in community and school.
- Facilitate media engagement, training courses, drills, simulation exercise.

## **A playground for children**

- A place in which supporting physical, mental and psychosocial development for the children.
- Any game in the play ground must be develop their curiosity, physically and attitude.
- Games in the playground should be familiarized their environment.
- In this place must be disappearances their unhappiness'.
- Save their environment through games in the playground.

## **Community space**

- Community need to draft the map to show safe place for emergency situation.( show on streets, roads )
- Making helpers association for savages during disaster situation and systematically need to train them.
- Stroage to supplies medical, food use for during emergency situation.
- Building cyclone shelters to protect disaster apperence with building construction for vitims will survive.
- Building to open community mobile knowledge centers.

## Philippines

### **Annaliza V. Laylo**

Project Manager, Peaceful and Resilient Communities Program in the Cordillera Administrative Region  
Office of the Presidential Adviser on the Peace Process (OPAPP)



## **Disaster Resilient Urban/Rural Zoning and Building Standards in Iligan City, Philippines**

### **Background**

The disaster that transpired in the northern part of the Mindanao islands, southern Philippines, on 17 December 2011 took away more than 1,300 lives, along with millions of pesos worth of properties damaged. It also rendered more than 7,000 families (88,000 individuals) homeless, currently living in temporary shelters with very basic support from the government.

In the City of Iligan, the flooding dubbed as the 'tsunami in reverse', is regarded to be a confluence of natural and topographical conditions and human negligence, particularly the duty bearers. Tropical storm Washi (local name Sendong) storm rushed to the Philippine area of responsibility faster and much earlier than expected, hence, not giving the Philippine Atmospheric, Geophysical and Astronomical Services Administration (PAG-ASA) enough lead time to give updated forecast which could have prepared the public. Further, Iligan City is coastal areas which make it highly vulnerable to the effects of the rising sea level, more especially when there are storm signals. In addition, it is a low-lying plain, which makes it the catch-basin of the considerable volume of water flowing from the neighboring provinces of Bukidnon and Lanao del Sur.

Inaction on the part of the local government contributed greatly to the disaster. While the natural calamity could not have been avoided, the loss of lives and property could have been minimized had there been proper actions taken by authorities prior to the event. The Philippine Disaster Risk Reduction and Management Law has been in place since 2010 and the concerned groups have warned of this catastrophe long before it happened. But it is only now, in the aftermath of the Sendong disaster that necessary measures are being contemplated on by the concerned officials.

This paper focuses on the author's proposal to promote disaster resilience in the communities of Iligan City. Informed by effects and the lessons learnt after the Sendong disaster, this paper focuses on 1. implementation of a disaster-resilient urban zoning and building standards 2. challenges that this implementation will possibly face and 3. proposed measures to overcome these challenges.

### **Disaster Resilient Urban Zoning and Building Code**

As mentioned above, Iligan City is a low-lying coastal area in the northern part of the island of Mindanao. Its coastline is dotted with hundreds of small huts, built from light materials just a few meters from the sea. These houses are generally owned by families which are engaged in the city's small fishing industry. All of these houses were washed away by the typhoon and the big logs that were drifted with the heavy floods from the mountains to downtown Iligan. The other houses which were destroyed and where some casualties were identified were those located in the city proper where houses stand so close to each other that there was no waterways between them big enough to allow the flood to drain to the sea. Clearly, these indicate a poor urban zoning, to say the least. Hence, this paper recommends for an assessment of the existing zoning of the city which classifies the land of Iligan City as residential, commercial, industrial or agricultural. Though

there is an existing urban zoning of the city, this zoning discounts the most recent geo-hazard maps which are to a great extent dictated by the different effects of climate change. Further, the existing zoning has not been religiously adhered to as could be gleaned to patches of residential or commercial establishments just everywhere in the entire city.

The zonal assessment should be followed by a re-zoning or reclassification of the city's land area. This time, with utmost consideration of the latest geo-hazard maps generated by competent authorities. This latest geo-hazard maps reveal that a significant portion of Iligan City's land area which are inhabited are already considered as disaster prone and hence, should be classified as No-Go Zones. These include, but are not limited to all areas along the sea coast, areas near river basins, those along hilly terrains and landslide prone areas. Any establishment should be restricted from being constructed in these No-Go zones as another Sendong-like storm and flooding is likely to happen in the future. Further, reclassification of land areas as residential, commercial, industrial or agricultural must be undertaken with consideration safety public safety in times of storms and flooding. Spaces between or among establishments must be defined in a way that enough waterways are between each of them and that people in the area could easily move in the event of an emergency.

In addition to systematic and scientific urban zoning, a new building code for residential structures should be enacted by the city council, making way for disaster resilient shelters. This building code shall define a standard which will both minimize the household's risk in cases of storms and flooding and the household's contribution to environmental degradation and global warming. To satisfy the aforementioned standards, a shelter specification is provided below. This shelter design is a product of brainstorming and discussions with local residents, volunteer architects, civil society representatives and disaster volunteers in the areas.



- Adaptable to the Climate Change phenomenon – energy saving and designed for free air flow through the house
- The design doubles the floor area providing more space for other productive endeavors and social activities of the recipient families
- Even if the lot area is limited, underneath the house could be used for construction of latrine and sanitation structures
- Rain water harvesting could be added in the structure in areas where water is limited
- House is on solid cement stilts and foundation designed to weather floods
- The shelter is designed with potential escape routes for emergency (including the roof area)

### **Challenges of Implementing Disaster Resilient Urban Zoning and Residential Building Standards**

The implementation of disaster resilient urban zoning and building standards will reduce the risk brought about by disasters to the residents of Iligan City, the implementation of this project will not be without challenges. The re-zoning of the areas will mean transferring of houses/buildings in what are now considered as No-Go Zones. Most of them have already been displaced by the past disaster while some still opted to remain in those areas of high risk. One of the major problems that may come up would be resettling to the available vacant areas a group of people with long-held cultural and political divide. What makes the case of Iligan city particularly more problematic over other sites of disasters in the country is the city being an area affected as well by the 30 year long armed conflict between the Philippine Government and the Moro Islamic Liberation Front (MILF). It is an area where Muslims and Christians live in one city but live different lives which are not necessarily harmonious. The Muslim attack in 2008 in the city which killed 11 Christian residents reinforced the polarization of these two groups, making Muslims live in exclusively Muslim areas and the same for Christians. Even at the onset of the recovery efforts of the City Government, the both groups have already expressed that should they be re-

cated, they have to be relocated in separate communities. And given the limited hazard-free space that is currently available in the City, the City Government is left with no other option but to assign shelters to them which may necessitate that Muslims and Christians live as neighbors, which, according to some, will ignite more animosity between the two groups.

Central to this ‘I do not want them to be my neighbor’ issue between the Muslims and Christians in the Southern Philippines in general and in Iligan City in particular, are the cultural differences between the two groups which have bred issues like minoritization of the Muslims and economic and political marginalization of the same. These issues have led to a protracted armed conflict in the region which now runs more than three decades. These same issues, also, have bred a very distinct psychological and social divide between the two groups.

## **Recommendations to Overcome the Challenges**

Climate change and the range of disaster that it brings with it will impact the most on poor countries like the Philippines and its effect will be more pronounced in areas which are vulnerable to armed conflict or those which are already affected by existing armed conflict like Iligan City. Given this, programmes and projects to promote disaster risk reduction and management (DRRM) should also be peace-building programmes and projects. It is imperative that these programmes and projects be conflict sensitive and peace-promoting, invoking the ‘DO-NO-HARM’ principles of programme and project implementation. Strategies should be evaluated using a conflict lens in the programme level and operationalization should be scrutinized to ensure that each step of the way will not exacerbate the existing tensions between and among conflicting groups.

For this proposed project in Iligan City, zoning and resettling of residents should be designed in a way that mutual understanding and cooperation should be fostered between the two groups. In this respects, social preparations is a vital component of the programme. Continuing consultations and dialogues with these two groups should be undertaken prior to and even in the duration of the program. These dialogues should aim to foster the bridging of perceived differences between these two groups. Further, resettlement should be designed in such a way that the members of these two groups will be given a chance to interact with each other more on a daily basis. This shall promote a gradual familiarization, understanding and acceptance of each other’s differences thereby promoting tolerance and harmony among them. This strategy is primarily based on the premise that most of the differences and divide that exist between these two groups are just perceived differences and not actual differences. These perceptions have been fanned by people and groups, who, historically, have something to gain from doing so.

## **Conclusion**

Climate change and its effects are here and now. While efforts to preserve the environment are commendable, more efforts and resources should be geared towards adaptation strategies and mitigation of risks from the effects of climate change. As they are here and now, these disasters which are now considered as existential threats to humanity, should be given due attention by authorities. Adaptation, which are expressed in programmes and projects that promote disaster resilience of communities and individuals, should be the centerpiece of any disaster risk reduction programs. And these does not only mean construction of physical infrastructures to mitigate risk but also, putting up the social infrastructures that are necessary to promote resilient communities.

Lastly, in the context of conflict-affected areas, the programme and project implementers should not lose site of the possible effects of DRR programs and projects to the existing peace and conflict dynamics in particular areas.

## Josephine Dela Guardia Mueca

Development Worker

Kaibigan Ermita Outreach Foundation, Inc.



### **Community Preparedness Against Disaster: The Community People as Building Block**

Like Japan, the Philippines is one of the countries in the world that is prone to natural hazards. It recorded a total of 373 disaster events triggered by natural hazards or about 4 incidents per year. The country's exposure to disaster is largely due to its location and geographic landscape. Composed of 7,107 islands, it is one of the world's largest archipelagos. It has a long coastline which makes vulnerable to sea-level rise from climatic conditions. The Philippines is located along the Pacific Ring of Fire, making it vulnerable to earthquake, tsunamis and volcanic hazards. It has 220 volcanoes, 22 of which are classified such as active. It lies along Western Pacific basin, a generator of climatic conditions such as monsoons, thunderstorm, intertropical convergence zones, typhoons and El Niño. On the average, 20 tropical cyclones cross the Philippine area of responsibility annually. The damaging elements of tropical cyclones are high winds, storm surges and floods.

The impact of disasters in terms of lives lost and damage to property is staggering. Deaths from natural disasters have increased compared with the past decade levels. Natural calamities strain the national budget. Limited budgetary resources meant to finance basic services such as farm-to-market roads, school buildings, and low cost housing are instead rechanneled to reconstruction and rehabilitation efforts.

As a Development Worker and one of the participants in the JENESYS group, being able to see for myself the great feature of the Japanese people in recovering from the devastation of the earthquake in March 11 last year in a span of just 1 year is also an experience worth sharing to the urban poor communities whom we work with at Manila. The resiliency shown by the people, the way they systematically work together and the systems they employed prior to the disaster which help mitigate the effects of the earthquake is worthy of emulation not just in my country but in others as well. I've learned a lot from my visit here and topmost of this is the importance of being prepared for possible disaster that may occur.

My visit also cemented, Kaibigan's – the NGO where I work – direction in terms of community based disaster risk reduction management (CBDRRM) where we aim to inculcate disaster preparedness starting with the people in the communities. For all of these learnings, I would like to propose a project to help organize the citizenry, from the community to the city government levels. The project has the following objectives:

#### **Objectives:**

1. Adopt specific disaster preparedness and mitigation measures so that stakeholders are able to manage hydro-meteorological disasters;
2. Increase stakeholder's involvement and further enhance the strategies, tools and methodologies used for a higher level of community preparedness and the mitigation of disasters in urban communities.
3. Strengthen networks and regional links with relevant risk management institutions/organizations to improve the potential and capacity for application and dissemination of lessons learned; and
4. Enhance coordination with funding partners to promote sustainability.

With this project the community was able to enhance the people's know-how in assessing the hazards facing community, their vulnerabilities and possible courses of action – the basic tools to building disaster-resilient communities.

### **Implementation Steps:**

1. Look for champions in the local government, community and other stakeholders that would be willing to take on the responsibilities of building disaster resilient communities.
2. Conduct community-based disaster risk management training as a leveling-off activity and capacity development for partners.
3. A community risk assessment should follow, with the different stakeholders/sectors including women and children participating.
4. Based on the results of the risk assessment, a community risk reduction plan should be accomplished.
5. The completed community risk reduction plan must be presented to the community through an assembly to solicit suggestions and recommendations.
6. Ensure the reactivation of other people's organizations that can pursue community-based disaster risk management.
7. Depending on the outcomes of the risk reduction plan, test the plans through drills and simulations.

### **Lessons and Challenges:**

1. Coordination and partnership with the local government could be a key to the success of the project and help sustain community based disaster risk management.
2. The building of networks composed of different stakeholders from various sectors is fundamental for material, human and social resource mobilization.
3. The participation of the most vulnerable sectors or groups such as women and children – from risk assessment and planning to implementation – yield more risk-reduction measures in response to the felt needs of the community.
4. Building on indigenous knowledge, skills, tools and strategies toward community based disaster risk management is crucial not only for the success of any undertaking but also to help people develop self-reliance and a sense of ownership.

### **Conclusion:**

To sustain the project, the community should initiate its own efforts and practice self-reliance in performing their tasks in community based disaster risk management training. The higher awareness of the concept of disaster risk reduction instilled by the project will enhance the community's understanding of its roles and the community's sense of ownership of the project.

## June Min Ching Lim

Senior Officer (Centre for TransCultural Studies)

Temasek Polytechnic

<http://www.tp.edu.sg>



### THE DAY FLASH FLOODS TAKE OVER SINGAPORE

#### Introduction

With climate changes happening around the world, a rise in sea level and temperatures can have significant consequences for the small island of Singapore. As the weather becomes erratic, more flash floods will hit different parts of the island. According to Dr Chris Hails, Chairman of World Wide Fund (WWF) for Nature Singapore, “flash floods will be a norm for Singapore and no amount of brilliant engineering can resolve this problem” (Sim 2012).

Flash floods are defined as floods caused by sudden heavy downpour. Often these floods are made worse by the poor absorption ability of soil/ground and bad or ill-maintained drainage systems. Damages of flash floods includes fallen trees, traffic accidents, damages to properties, disruption to daily activities such as going to work and going to school, and sometimes even causes death due to drowning. For example, a young boy was swept away by strong currents and drowned when he fell into an uncovered drain along the street.

In previous flash floods in the Singapore, the rain has only persisted for hours. What if the heavy rain continues for days? Think about the damages that would be created.

#### Immediate Solutions

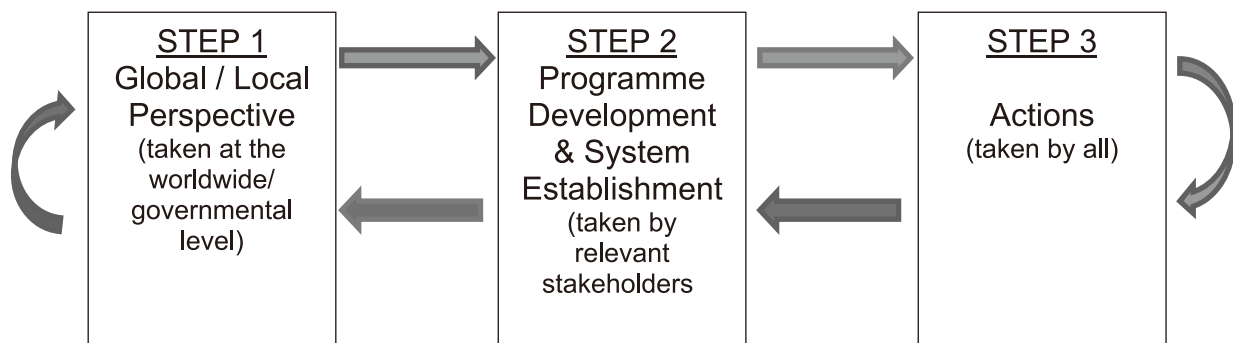
Based on causes of the flash floods, the immediate solution will be to repair and do maintenance of current drainage systems in Singapore such that the drainage capacity can be improved and rain water can be diverted. Another solution is to set up a communication system to inform Singaporeans about the location and situation pertaining to the floods. However, it is acknowledged that these engineering solutions can only help that much and it is not a permanent solution to deal with the flash floods.

Hospitals and the Civil Defence Forces also have to be trained in handling sudden influx of emergency cases in the event of serious flash floods. Currently, although the hospitals and Civil Defence Forces are well trained, they are only handling single cases of emergencies. Thus, they have to hone their training in handling multiple cases and chaotic scenarios. It would be ideal if they could participate actively in disaster rescue in neighbouring countries to get practical and first hand training.

#### Recommended Long-Term Sustainable Solutions

Since the heavy rain is caused by changes in the climate, a multi-pronged and multi-level approach has to be taken to mitigate the consequences of the climate changes. Looking at the figure below, it will briefly summarise the concepts that I will be talking about in this section.





### o Global/ Local Perspective

On the global front, all governments must recognise that climate change affects every country and everyone. They must assume responsibility to make changes in policies and reduce greenhouse gas emissions. For Singapore, a national framework for 'National Climate Change Strategy' was released in 2008. Within Singapore, besides working on reducing greenhouse gas emissions, the government also helps to facilitate discussions amongst our neighbouring countries like Indonesia, Vietnam, Malaysia, Thailand etc. The Singapore government also participates actively in worldwide discussions as our commitment to ensure Singapore's environmental sustainability.

Separately, changes are made in local policies to teach environmental sustainability in school curriculum. In the past, emphasis was on content knowledge. However, in a recently announced plan by the Ministry of Education, the Minister outlined his ministry's plans to create a holistic education system and one where no child is left behind. He said:

*"It is more about how to process information, discern truths from untruths, connect seemingly disparate dots, and create knowledge even as the context changes. It is about developing an enduring core of competencies, values and character to anchor our young and ensure they have the resilience to succeed.... It's about students who exhibit exemplary values, such as resilience and tenacity, integrity, care and respect, as well as civic responsibility..." (Channel News Asia, 2012)*

More discussions will be taken in the next section on what stakeholders can do.

### o Programme Development & System Establishment

Based on Dr Chris Hails' findings, one way to improve the situation of climate change/ flash floods is to find ways to improve how Singaporeans consume resources. Accordingly to a study by WWF, humans are consuming Earth's resources at the rate of 1.5 Earths and Singaporeans are at 3 Earths.

To align with the Ministry of Education's plan, schools have to create development plans to move towards more sustainable learning through community involvement. For example, schools could adopt an environmental preservation plan.

Besides changes made from schools, community green initiatives have to be communicated and first started by the government and later handed over to the community to manage these new activities.

The key message in the section is to "create behaviour changes and encourage creative consumption".

### o Actions

In this section, specific actions to be taken by the different levels will be discussed in more details.

#### a. Government

There are four key actions that the government could adopt as long term sustainable solutions. Firstly, to set aside more budgets in healthcare and disaster management/ mitigation such that trainings can be increased for the respective depart-

ments. Secondly, the government could give incentives (e.g. bonus for use of solar panels) to businesses and households to promote the use of clean energy. Thirdly, the government could put aside budget to maintain existing drainage systems in Singapore and also to build more porous pavements for better absorption of rainwater. The final critical action is to take lead and be supportive in climate change policies so that the government shows a good example to Singaporeans.

#### b. Schools

There are four actions that I will suggest for schools in handling floods and also to create changes in behaviours. The first action would be for schools to infuse in the curriculum on what students should do in an event of a disaster; for e.g. whether to run, where to hide, what to prepare in a disaster preparation kit etc. Another proposal in curriculum change is to teach students the importance of not littering; as rubbish, drinking cans and waste papers can choke up the drains and make flooding worse. Schools could also encourage teachers and students to study on clean energy such that they are more aware of the benefits of it.

The second action is to impart in the school curriculum the dangers of water-borne diseases so that the children do not play in the floodwater.

The third action is to create more spaces in school for nature; like more plants/ trees instead of concrete spaces. This will encourage better absorption ability of the ground during rainfall.

The fourth action; which is also the most important one is the implementation of “Environmental Preservation Plan” in schools. I would like the following areas to be included in this plan:

##### 1. Food Waste Reduction

Food waste has many environmental impacts and represents wastage of resources used in food production, distribution and disposal. In addition, it produces unnecessary greenhouse gas emissions leading to climate change. Schools can plant vegetables and fruits for students’ consumption. They could also harvest the excess vegetables and distribute to nearby old-folks home to share these food with the community. Another area that could be adopted to reduce food waste would be to implement the use of organic fertilizers which uses the food waste from school canteens to fertilize the food garden. Schools could also start a food-waste reduction campaign by implementing a “bring-your-own school lunch day” once a week during the school term.

##### 2. Implement Energy Saving Scheme

Schools should implement energy saving methods, like motion sensor in lights for classrooms and washrooms. They could also use energy saving light bulbs for the school compound. Since Singapore is sunny all year round, schools could install solar panels to cut down energy consumption. Teachers could encourage students to take the stairs within the school as part of healthy living as well as reduction in energy consumption for operating the lifts. Another way to save energy is to provide a small incentive to encourage students to take school buses or cycling instead of having their parents drive them by cars to school.

##### 3. Recycling

Art teachers can have classes to teach students on how to create things out of recyclable products. Schools can encourage recycling and creative consumption through placement of recycling bins, implementation of schemes like bartering of goods such as used textbooks, stationery etc.

##### 4. Improvement to School Compound

Schools can set more spaces for greenery in the school compound. They can encourage students to have a tree-planting day. At the same time, they can include parents in such school activities to improve relationship amongst teachers, students and parents. Schools could create a rainfall collection tank for watering the plants as well as to use the rainwater for cleaning the school area.

## 5. Others

Under this action, my suggestion is to implement a space for students/ parents/ teachers suggestion schemes on how the school can be more sustainable. Anyone who put up a workable suggestion would have a small incentive to encourage them to put up more suggestions in the future.

## c. Community

The actions for the community can be divided into six key parts.

### 1. Improving the Community Space

Since majority of Singaporeans live in apartments and flats, the community can create rain gardens on rooftops whereby community can meet and interact. At the same time since the rain garden is designed to withstand the extremes of moisture, it can absorb the heavy rainfall. Similarly like in schools, the community can have water tanks in the roofs to collect rainwater for use of washing the common areas in the flats, e.g. corridors. On the ground level, community could plant more trees/ plants in the neighbourhood instead of having too many concrete pavements. This will encourage better absorption ability of the ground during rainfall and provide shade during hot weather. It would be good to organise regular community day to clean up the dry leaves and debris to prevent blockages in the drains.

### 2. Education and Improving Communications of People within the Community

Leaders of the community can start classes or sharing sessions to teach people on what to do in an event of a disaster and to impart knowledge on water borne diseases. Such community events will also allow people to know their neighbourhood and the people staying there. Thus, in case of any emergency, they will look after one another as their friends are in need of their help.

### 3. Recycling Efforts

As with the schools, communities can encourage recycling and creative consumption through implementation of recycling bins, bartering of goods within the neighbourhood.

### 4. Energy Saving Activities

Solar panels could be applied within the community to service common lifts and lights in the corridor. Use of energy saving light bulbs in the corridors could also be implemented.

### 5. Reduction of Food Waste

Businesses in the community like bakery, food stalls and caterers can cut down food wastages by having the unsold bread or food to be collected and delivered to orphanages, old-folks home or disadvantage families.

## 6. Others

Under this action, my suggestion is to implement a feedback channel on how the community can be more sustainable. A committee (made up of representatives from the community) can evaluate these feedbacks and decide if they will implement the suggestions.

## Challenges Faced

### Mark Twain says:

*“Everyone talks about the weather, but no one does anything about it”*

So how do we get people to do something about it (Colebatch, 2009)? Based on the above recommendations, two major challenges can be foreseen. The first, being the smooth cooperation amongst all the stakeholders. While it is ideal that all the stakeholders agree and see eye-to-eye with each other, we must acknowledge that everyone has different perspective and different agendas. For example, by being green and environmentally friendly, the cost of businesses may increase temporarily and these business people may not be happy to change their processes in this case. Similarly, bakeries and food

stalls may find it more convenient to throw away the unsold food instead of having it arranged to be sent to less privileged people. In another example, while it is also ideal for children to take school buses to school, some parents may still insist on driving their children to school as some school buses pick the children up from home too early. Given this challenge, communication is the key to make stakeholders understand each other's point of view. Multiple channels of communications (e.g. government to communities, government to government, businesses to communities, communities to communities etc) would have to be set up for these stakeholders to meet and discuss their difficulties such that mutual agreement on how to cooperate can be established.

The second big challenge is changing the mindset of individuals. How do we get people to make changes in their daily life when there are no professional organizations that can define any norms in behaviour? How can we convince people that what we are doing is for the greater good of the environment and also for the good of everyone? The solution to this challenge is through education. Children can be taught in school through scientific methods about the undesirable outcomes of the change in climate. They can study and make little experiments in school to reinforce the point of the ill effects of climate change and they will be the one who bring home this knowledge to their parents, grandparents and friends. These children in turn will grow up to be environmentally responsible adults who will do good deeds for Singapore.

## **Conclusion**

Flash floods will be a common phenomenon that will occur in Singapore. We need to take necessary physical actions to mitigate the ill effects of such disaster. At the same time, we also need long-term sustainable solutions to deal with the root cause of the flood; which is climate change. In conclusion, little changes need to start with oneself (through education in school), together with the support of the government (through changes in relevant policies) and stakeholders (through actions of the community), only then can a successful long term sustainable solution can be implemented.

### **Mother Teresa said:**

*"I can do things you cannot, you can do things I cannot; together we can do great things."*

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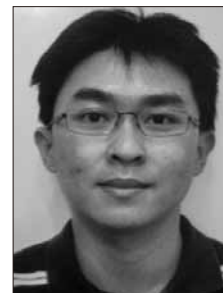
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Singapore

**Kenny Low**

Teacher / Subject Head (National Education)

Changkat Changi Secondary School

**The Importance of Schools in Post-Disaster Relief**

Schools play an important role in most societies around the world. It is a place where students from various corners of the community congregate for learning. It is also a place, in my opinion, which allows the greatest impact to be made on the community - parents who send their children to schools are often involved in school activities in one way or other; and there are numerous other stakeholders who are associated with schools. Also, should a disaster strike, schools are often used as evacuation centres - we saw how many schools in the Tohoku region were used as temporary housing shelters after the March 11 tsunami struck.

This report focuses on the importance of the role of schools in post-disaster relief. In particular, I will focus on the assumption of disaster relief following a prolonged period of flood. The report will cite examples from my visit to Kesennuma, a year after the March 11 earthquake and tsunami that struck the Tohoku region.

**1. Return to normalcy**

It is important for schools and governing bodies to ensure that things return to pre-disaster state at the earliest possible opportunity. This includes ensuring that schools are able to carry out all lessons and activities as intended, and to ensure that all students are able to make it back to school. In Kesennuma, Mr Oikawa and his team from the Kesennuma Board of Education (BoE) saw the importance of this, and immediately implemented policies that will allow schools in Kesennuma to reopen at the same time as the schools in the rest of Japan. These policies included having buses that would ferry students from the temporary housing shelters to schools, as family cars may have been washed away or destroyed by the tsunami, as well as providing them with lunch in schools. These efforts have certainly allowed schools to resume their function in a very short span of time, and also gives the community a confidence boost in their reconstruction efforts. The immediate action taken by the BoE was within their means, in terms of resources and finances, and yet was practical and had a direct impact on the community. Not only that, we saw how Mr Oikawa and his team from the BoE were on the ground to speak to schools and families affected - this unity between the BoE, the community and the school is yet another contributing factor to the success of the post-relief efforts.

In the event of the prolonged flood, it is important for governing bodies to be on the ground to find out what the immediate needs of schools are, in order for them to resume their functions and then to meet the needs. If books have been damaged by the floods, then new books and writing materials will need to be supplied. If the plumbing system has been damaged then it needs to be repaired. While these actions may seem trivial, it allows the basic needs of students and schools to be met, and will definitely allow schools to reopen at the shortest time.

**2. Get all stakeholders involved**

Another key factor in the success of post-disaster relief is being able to get all stakeholders involved. In a school-setting, there are various stakeholders, which include the governing body, students, parents, and non-governmental organisations

(NGOs) who may be working directly with schools in post-disaster relief. A very good example of this was seen in Ohya Junior High School, where the school got the numerous stakeholders involved, after the tsunami, so as to allow the Hummingbird project to continue. In particular, a call for help to revive the winter-flooded paddy fields (Fuyu-mizu Tambo) was well-received, and numerous volunteers from all over Japan stepped forth to clear the debris and to remove the layer of topsoil that had been affected by seawater. This allowed the students to continue with the rice paddy planting immediately after school reopened in Apr 2011, only just a month after the devastating tsunami.

After a prolonged flood, students may also have to double up as a relief “worker” in the school, helping to clean up debris around the school, that may have been brought in by flood waters. The idea of getting students involved is the idea that everyone can make a small contribution to create a bigger change. Satish Kumar said that “If you want to change the world, you have to start with yourself.” Therefore, if students want to get things back to normal, they would have to start with getting the immediate environment around them back to normal first.

### **3. Play as a form of rehabilitative process**

While we have seen many children who have shown great resilience following a disaster - with some even stepping up to the challenge to help others, most of the children will certainly have gone through some traumatic experience during the disaster. And as most children may be unwilling to share their experiences, or may not be able to comprehend some of their experiences, one of the best ways of rehabilitation would be through play. A sharing from Mr Akana from PlayPark! Japan, who had set up a play park in Kesenuma following the March 11 tsunami, mentioned how children imitated how the tsunami struck and destroyed their homes through play, and this seemed to be the way that children cope with trauma. Dr Kuwayama (Stage Earth) also shared how children demonstrated similar behaviour in the sand play workshops that he conducted in the disaster-stricken areas.

As such, following a disaster, it is important for schools to ensure that play areas are created within the school compound to facilitate the rehabilitation process for these children. If possible, trained adult volunteers can also be on standby, to conduct facilitation sessions with the children, should they notice any erratic behaviour.

On top of that, I would recommend using play as a form of education for the children. In the event of a prolonged flood, children would probably want to help to get rid of the flood waters. As such, I suggest having a merry-go-round pump system which allows water to be pumped up to the water tank at the top of buildings, or to allow water to be drawn from the ground. This allows the children to see a direct effect of their action, and gives a chance for them to cope with their feelings of inadequacy that they may have had during the disaster.

### **4. “Education for Sustainable Development” (ESD)**

The saying goes that “Prevention is better than cure.” If we are able to “teach” students to think independently in times of a disaster, and to be able to take the best course of action, then perhaps more lives can be saved in times of crisis. In Kesenuma, we saw how Disaster Risk Reduction (DRR) taught in schools as part of ESD has prepared the students sufficiently for a disaster, and saved many lives. As such, it is important for schools to also be able to teach ESD as part of the formal curriculum.

However, this suggestion poses the biggest challenge for Singapore schools. In the results-oriented, and examinations-driven school setting of Singapore, what place does ESD have in the formal curriculum? If ESD was to be implemented in Singapore schools, it will need to be driven by the Ministry of Education, and perhaps rolled out on a trial basis to selected pilot schools. One suggestion is to make use of existing infrastructure, such as Inter-disciplinary Project Work periods to carry out ESD - an approach that was taken in Kesenuma, where ESD was taught as a part of the Integrated Learning periods.

Another suggestion would be to integrate ESD as part of subject curriculum - such as being a part of English or Science

lessons. For example, there could be debates on global warming during Science lessons, situational role-play during English lessons, or even visiting nearby nature reserves/parks as part of Physical Education lessons, etc. In this way, ESD teaching may not have to be explicit - i.e. a subject on its own. Furthermore, a thematic approach can be undertaken, using simple themes such as “Ohya is Great!”, used by Ohya Elementary School to teach the lower grades about the environment around their school. National Education (otherwise known as Citizenship Education) is currently being delivered in such ways in most schools in Singapore. Training will also need to be conducted for teachers in order for them to find out what ESD is about, so that they will be able to deliver it to students in the classroom.

The idea of DRR for Singapore students may be hard to accept at first, as the questions asked may often be situational-based, and may not have a definite right or wrong answer. However, I feel that this is one important step for us to take, if we want our students to acquire the 21st century skills of being a “creative and inventive thinker.”

## **Conclusion**

It is easy for us to make suggestions on post-disaster relief during times of peace, but should a disaster of colossal scale strike, where communication lines are disrupted and resources limited, we may end up only being able to implement some of the suggestions stated. However, as an educator, I always remind myself that the welfare and well-being of the student should always be the top priority, and this is my philosophy in teaching. As such, even in post-disaster relief, we need to bear in mind that schools should place the student as the top priority when we plan and implement policies, because they are the ones who will be most affected.

## Kritaya Sreesunpagit

Learning Facilitator, Coordinator

Spirit in Education Movement (SEM), Thai Fight Flood Volunteer Network (TFF)



### Don't Be Victims, Be Volunteers

#### Background

Just before joining the JENESYS program I held two positions, first as a learning facilitator at an alternative education institute called Spirit in Education Movement (SEM) and as a coordinator at Thai Fight Flood Volunteer Network (TFF). TFF was a newly founded organization as a respond to Thailand worst flood in 2011, a flood that lasted 7 months, effected more than half of the country, with a death toll of more than 800. My responsibility in TFF changed each day to respond to the needs of the victims, to prevent potential victims and also to establish new taskforce to tackle rising issues in a timely manner. Our tasks included receiving and responding to calls for assistance and rescues, searching/fundraising and matching needed supports with those in need (e.g. food, water, medicine etc.), coordinating the setting up and supporting of shelters, disseminating relevant knowledge about the situation and recruiting and training volunteers. I received an invitation to join the JENESYS program while I was with TFF, the issue of fostering resilience to overcome hardships and learning from disaster areas were very relevant to the situations we were facing.

Being on this JENESYS trip had given me lots of insights and inspirations. There were many great ideas and useful information that could be applicable in cultivating resilience, preparing and responding to disasters. In this report I intend to cover the ideas that I can directly implement working within TFF to prepare for future disasters focusing on floods. Although the role of planning and implementing preventative measures are extremely important, especially in fostering resilience and we have seen many great examples in Kesennuma City, my roles were and will be mainly in the time during and after disasters. Therefore I will be focusing my report specifically in that phase.

#### Problems

The project I'm planning to implement "Don't BE Victims, Be Volunteers" came from basic problems we faced in Thailand flood including:

- 1) Thai people were reluctant to evacuate hazardous areas, resulting in higher death tolls which could have been prevented. Many stayed because they were unaware of the situation and possible risks, some stayed because they wanted to help others, but at the end become victims that needed help and rescue from others instead.
- 2) In time of unexpected crisis where the needs for assistance were large in numbers, urgent, diverse and changing with the situations, it was impossible for the government to respond to all diverse needs in a timely manner. There was a strong need from the citizen sectors and volunteers.
- 3) Many people affected by the flood felt helpless, losing hope of regaining their normal way of life.

#### Solutions

I have notice from the trip to Kesennuma that many people involved in the reconstruction efforts were themselves victims of the tsunami and earthquakes. Some lost their home or love ones or have been in some way affected, but they



dedicated themselves tirelessly to help others and their community to regain their normal way of life as soon as possible. So I wonder, could it be that the values of taking care of others, of responsibility, of putting yourselves last, of empathy were how Japanese survive great disasters. By focusing on helping others, it provided a brief break away from their own pain, and seeing others in similar situations put their view of their sufferings into more perspectives. Could it be that empathy also give them a sense of connection and belonging and these gave them a sense of purpose, something some people find hard to see after losing everything they worked for or their love ones. Could it be that seeing how their actions benefit others was a confirmation of their self-worth. All these contribute to giving them strength to stand up again. Could it be by helping others, they were also saved. Additionally, I learned of the Ten Denko wisdom, one of them saying that “You should be the first to run away.” I translate this in to “Safe yourself first, so that you can help others.”

Therefore, this project is to encourage potential victims to safe themselves, by either moving to safer areas or making sure they know the risks and have adequate resources and knowledge to stay in affected areas. Reducing the risk of becoming victims to the situations and also reducing the burden on rescue efforts. Then we would encourage them through social media and educational institutions to become volunteers, providing information such as listing of potential jobs, places that needed volunteers, basic information about the areas and situations (with precautions that the situations may change rapidly). These information would be provided on a website in an open-source interactive platform, so that the public could contribute to the updating of information.

### **Possible roles of volunteers:**

- Integrate and disseminate relevant information to the people in affected areas in suitable forms.
- Assist in setting up and running shelters in schools and temples.
- Raising funds and organizes donations for supplies to match the needs of affected people, focusing on supporting shelters.
- Children related activities, such as organize a play area similar to Play Park, where children can play freely, relieving them of stress and regaining control of their lives. It would also be a good place for parents to leave their children with safely, so that they would have more free time to deal with other matters, relieving parents of their stress.
- Community art project, such as Nozome project where the community can come together to have an enjoyable time together. Creating a piece of art together would bring them a sense of belonging and reaffirming connectedness among them. Also as demonstrated in the JENESYS trip, color has tremendous healing abilities and can bring clam and joy to people involved.
- Lastly and most importantly is for the volunteers to actively observe the situations, identify problems, and come up with creative solutions.

*“The participant’s reports express the opinions of the authors and do not necessarily represent the opinions of any affiliation or organization”.*

## Aruchita Auttamapokin

Reporter, Information and coordination

Thai Public Broadcasting Service (Thai PBS)

<http://www.thaipbs.or.th>, <http://www.youtube.com/user/thscenarios>



### Plan to protect the food security in southern Thailand

To protect the food security of the population in the district Tha Sala, Nakhon Si Thammarat Province. (Province in southern Thailand), through the participation of the people. The preparation of local data collected by means of traditional knowledge and way of life. Drive to local ordinances and are organizing a community charter.

#### Basic data

Coastal stretch between Sichon district to the district Tha Sala. The water and land by approximately 30 kilometers on a coastal area was inhabited by people for thousands of households. I live with a family life are all tied to the water and beaches, as well as natural.

This is the spirit of them. Water is the spirit. Beaches are the soul. Groves and mangrove forests is the soul. And the people who are just outside the beautiful scenery. But for people here. All is life.

But if land and water are more spiritual dimension. It is what feeds the soul and spiritual life. While the spirit is still alive. The bond between man and the sea are almost inseparable. And thousands of families. Families who bring their tens of thousands of lives. The sea of life with this.

The second Tha Sala area Sichon and adjacent districts. Population traces the history and you will find that there are relative to each other. This is the land of the people living hundreds of years. The story traces the mythological and historical sites. Yes, the sea, but the spirit of that.

When the rich. Human civilization that built the great land where the past is not lost. It is questionable that. Although it changed over time. But can also modify the way the land is a land that still abound. Since the Gulf coast Sichon, Tha Sala. Which was named 'Gulf News'.

Tha Sala district is a district in the province. Southern provinces of Thailand. The eastern area of the Gulf of Thailand and 235 kilometers long and is a traditional coastal fishing as main occupation among Muslims.

#### Obstacles and risks of the area.

- The risk of disaster.
- The flow of production in capitalism.
- These are the expansion of the energy industry.

- **The risk of disaster.**

The eastern side of the Tha Sala district is a mountainous landscape. Called Mount Royal. And land slides occurred in the last 3 - 4 years ago, when the rain for four consecutive years. By the floods and landslides in southern Thailand in 2011, with rain throughout the day, the water flows from the mountains I flooded several districts of the province. Road routes are cut off. In particular, banks can not pass along the road. High water levels in the area about 30-50 miles to the traffic is almost paralyzed the city. In addition, the evacuation of residents in the District, Hua Sai district, Tha Sala district, Brahma district and Sichon district, but also a lot of people get stuck. The 20 districts have been affected more than 60,000 people have suffered damage over the initial 250 million baht

- **The flow of production in capitalism.**

- 20 years earlier, faced with a severe crisis of trawl nets. As a result, the community and actively fight against the threat of the sea, about 10 years ago to lead the integration and implementation of local fishing activities until today.
- In 2009 the company employed in public works. Advisor to prepare a comprehensive plan for the industry. Community to confirm that this fight is a food source.

- **These are the expansion of the energy industry.**

- Khanom water was lost when power to the coastal areas.
- In 2009, the industrial policy of the state. Sichon declared coastal areas - Tha Sala of petrochemical area. As a result, the community gathered to protect the area's food supply to the entire country.
- In 2011 coal into the Tha Sala district Communities together to protect the land. Electricity will not come here to study the food supply.

## **Action plan to protect the food security.**

### **Related organizations.**

- People in Tha Sala district. Province.
- Parent organization of the Tha Sala district. Province. (Local organizations).
- Walailak University (University of the province).
- The traditional fishing district of Tha Sala in Nakhon Si Thammarat.
- National Health Council.
- Marine Conservation Society of Thailand.
- The legal environment.

### **Process**

The transfer of traditional knowledge of local fishermen. The majority of Thai Muslims. Been inherited from generation to generation. The gathering is co-organized by the following documents.

1. How to handle animals and equipment. To maintain aquatic species to extinction. It is a source of livelihood of the villagers.
2. How the wind in different seasons, with up to 8 miles to the planning of the fishing season properly.
3. The train of social spaces in ways such as writing a song to the children of my hometown. And conservation through writing poetry as a way to create space for youth to learn to write poetry, or ships.
4. The incorporation of the Association of the coastal fishing village of Sichon – Tha Sala. Because the coast is very rich. Confirmed by more than 1,000 fishing boats in the coastal fishing fleet. And breeding of fish and other animals from 100 species is an area with clay and delta fertility, which can be confirmed by the value of the fish community in each of the 100 million per year.

5. Creating a link to that. The abundance of the eastern seaboard. The result of the abundance of forest area on the western mountains of Luang. The plan for the conservation of shared resources.

The people in the area have been coordinated to the university decision. The university community. The staff are mostly local people. Collection of information. Prepared the technical information. Coordination and local governments to contribute to local ordinances to restrict the use of assessment districts, coastal marine resources in coastal areas.



Vietnam

## Nguyen Minh Hieu

Project Officer

Action for the City

www.vidothi.org



### HA DINH WARD (THANH XUAN DISTRICT – HANOI – VIETNAM) – A SMALL PLAYGROUND BRINGS HUGE JOY

#### 1. Background

Ha Dinh is an old village lying to the southwest of the former citadel of Thang Long (Hanoi) along the banks of the To Lich river. Its residents lived along the river, planted crops and went back and forth by boat. Many springs of water were once found along the shore; traces of them are still present today. The economy of Ha Dinh was mainly agricultural, with extensive lands and many rice paddies. In the two wars of national resistance, Ha Dinh was on the front line protecting the capital city. As the country developed, Ha Dinh began to take steps to change. Its anti-aircraft batteries and air raid shelters became industrial zones. Smoke, dust and noise gradually overtook the rice and vegetable fields. People's common living spaces were also gradually reduced or stayed in existence but were misused for different purposes.

In the kaleidoscope of industrialization and modernization, material lives have improved substantially, and people at this time also began to be concerned about their quality of life, such as spaces for playgrounds and community houses.

With the valuable lessons learned from JENESYS Education Program, I will contribute a part in the improving process of Ha Dinh ward's Neighborhood 3A playground and community house: *A Small Playground Brings Huge Joy*.

#### 2. Objectives

- Continuously improve the playground and community house for Neighborhood 3A: clean up daily and weekly, make bamboo fence, plant tree, provide chairs, toys for children.
- Educate people on how to live environmental-friendly and live in harmony with each other: classified the garbage, make compost, how to save water and energy, make roof-garden, build a community house's library which contain the green living materials and workbooks.
- Publish a guideline on developing public space in which Ha Dinh is a good example.

#### 3. Outline

At this time, the improvement of playground's surface is done, the maintain items will be divide into several phase.

No.	Time	Activities	Methodology
1	April – June 2012	Green the playground	Mobilize the contribution from local people who give labor, donate the trees, protect and care trees
⇒ Review and draw experiences			

2	July – September 2012	Add equipment for the playground	Reuse and recycle the old stuffs, turn them into nice and useful equipment for people. Encourage the skilled local people and youth union, volunteer students contribute in the process
⇒ Review and draw experiences			
3	October – December	Build a system of growing vegetables	Invite the roof-garden expert to teach how to plant vegetables in a small area. Mobilize local people and agricultural volunteer students to work together
⇒ Review and draw experiences			
4	End of the year 2012	Organize a Green Festival	Mobilize the participation of all stakeholders: local government, local people, NGOs, businesses, schools, universities, volunteers, donors. Promote the results on media.

#### 4. Challenges

The issue of public space and community house of Ha Dinh in particular or of Hanoi in general or of any other city often cannot determine if a complete lack of research effort and comprehensive elaborate on different aspects, such as the concept management, construction, development, use, or design.

To improve any community spaces, the contribution of all stakeholders is an essential thing. In Ha Dinh ward, we meet several specific challenges below:

*Firstly, the awareness of local people and authority are still low*, lack of sense of discipline and voluntarily, we need to raise awareness and change behavior more and more. The difference between men and women, between different age groups, between those with education level and different perceptions, are the elements that make up the differences in the formation of the natural attitude. The attitude of authorities on public space is an important issue. This attitude not only reflects the mainstream perception of the institutions represented on the form, role and functions of public space, but also the basis for subjective interference from the government apparatus to development control and public spaces. This concept is shown by the text of laws and regulations regarding classification, planning, design, management and use of public space, development investment policy, and organizational structure and management plans developed public space.

*Secondly, the fragmentary, lack of systematic, lack of inheritance and immaturity of the modern elements*: namely the legal system, administration, research, policy formulation, implementation. Characteristics that make up the development in several “channels” and “flows” which have much different but it takes place on the same place, in this case is Ha Dinh.

*Thirdly, the limit of funding is one of our difficulties*. This will delay the construction process. We still try to mobilize the donation from all of stakeholders but in the context of economy crisis, funding for the activities will be affected.

*Fourthly, before improving, the playground is an area for rent*. A fitness club, a car-parking, a storage construction materials, etc which bring revenue for community. However, it is essential public space now and can't continue the renting activities, so it also means the revenue is not exist. The challenge we meet is how to keep this playground and community house belong to community and as well as raise fund for community.

*Fifthly, the preservation and promotion of the values of the playground is also a problem*. At the same time, maintain and maintain in a sustainable manner, showing the effect of the playground and the community house, so that local people and government determined to preserve the common space, not lease back this precious space.

*Sixthly, Ha Dinh is a mixed rural and urban area*. With a history of more volatile, subject to external influences - the modern factors are not only flawed, and lack of systematic, but also a blend of influences. Agricultural properties that cause the factors of modern always faced strong resistance originated or traditional ethnic instincts.

*Seventhy, Ha Dinh is a good model*, but when it was good enough, we need to expand the model to the other residential areas. This will also be a challenge for us all.

In the report book, it will be stated that “*The participant’s reports express the opinions of the authors and do not necessarily represent the opinions of any affiliation or organization*”.

Vietnam

**Ho Thi Minh Nguyet**

Education Provincial Specialist

Plan International

[www.plan-international.org](http://www.plan-international.org)**Promoting child-led initiatives in disaster risk reduction and climate change adaptation**

Participating in JENESYS learning program in Japan is such a great opportunity for me. I have learned significant knowledge and valuable experiences not only about Education for Sustainable Education but also about the rich culture of Japan. The lessons learnt from Kessenuma especially from the children here have widened my understanding and inspired me with new ideas to improve my current program for the development of children in poor and remote areas in Vietnam.

In this report, I would like to propose a project for children in the disaster prone area in Quang Tri province called “Promoting child-led initiatives in climate change adaptation”.

**PROJECT RATIONALE**

Children in climate change prone communities are likely to face threats to their health, safety and well-being. Compared to adults, children are more susceptible to the adverse effects of environmental degradation, because of their physical, cognitive and physiological immaturity. They are therefore more vulnerable to adverse environmental conditions, such as poor air quality, contaminated water and extreme heat that are also expected to intensify as a result of climate change.

While children are among the most vulnerable to climate change, they need not be considered passive or helpless victims under all circumstances. In fact, children can be important agents for social change, economic development and technological innovation and are also likely to use environmental resources in fundamentally new ways. As I learnt one saying from Ohya elementary school that “children are future bearers”, children need support and recognition to be capable fulfilling that responsibility. By raising their awareness of risk factors, strengthening capabilities and giving them opportunities to engage, children can develop positive attributes and skills that will help safeguard both the environment and their own health and livelihoods. It is important for adults, particularly decision makers to see themselves as mentors and partners of children in this process, rather than as controlling agents.

The evidences showed by children in Kesenuma area have convinced me that children even at the young age of first grade in elementary school can do great things to resolve issues of disaster and climate change.

This project will increase the resilience of children and their communities for future climatic risks and impacts through motivating children’s awareness, actions and voice on disaster risk reduction (DRR) and climate change adaptation (CCA).

**PROJECT GOAL and OBJECTIVES**

**Goal: Children and their communities are more resilient to future natural disasters**

**Specific objectives:**

- To improve knowledge and awareness of children on the impact of climate change
- To promote child led initiatives on DRR and climate change adaptation
- To increase community’ awareness and recognition of the active role of children in coping with climate change

## **PROJECT ACTIVITIES**

### **Outcome 1: Improved awareness and capacity of children on the impact of climate change.**

Training on climate change will be organized to provide children with fundamental knowledge and understanding about climate change and environment degradation situation. Besides, children will also be equipped with researching methods, analytical skills and team collaboration skills to prepare themselves for engagement in dealing with climate change issues.

After the training, children will conduct small researches about their community environment, disaster/ climate change risks and impact, local disaster indigenous coping experiences and other relating issues. Through doing these researches, children will have deeper understanding about their community situation, especially the close connection between nature and people, between individual and society. As a result, their awareness and attitude toward preserving and building a strong and sustainable community will be improved. In addition, the analysis of research findings will show the children real problems with relating causes so that they can design realistic plan of actions.

### **Outcome 2: Children actively initiate and promote child-led DRR and CCA activities**

When observing the debate on sustainable energy of students in Karakuwa Junior high school, I was thinking of creating a playground for children to share their opinions and their ideas. It could be formed at every single school but also established at community with the participation of children at wider range of ages. Therefore, I would like to propose in this project to establish children clubs on DRR and CCA managed by children.

The activities of the clubs will be planned by the children considering the local context. It can be the discussion for solutions to disaster preparedness or debate about sustainable traditional field cultivation in the forest. The club is also a room for children to propose their own initiatives to prevent and reduce the impact of disasters.

Our children are very strong but sometimes they need adults' support to turn their ideas into actions. The project will mobilize the resources from communities to support children implementing their projects such as: building a safe and child friendly space in community for children playing and evacuation in disasters; planting trees; communication with parents and community not to burn forest for field cultivation; etc. Each club will develop disaster preparedness plan and monitor the implementation with the support from teachers and community members.

At higher stage, a network of children clubs will be set up to connect children from different places for sharing and supporting together. Like the schools in Kessenuma, children in my area can also contact and have exchange activities with students in universities or students in the low land areas. It is proved that more hands holding together will foster great strength to create positive change to the community .

### **Outcome 3: Increased community' awareness and recognition of the active role of children in coping with climate change.**

The project will support children to document and disseminate the lessons and good practices for wider sharing. The successful initiatives will be convincing evidences to adults and community on the capacities and active role of children. The messages on DRR and CCA developed by children will be also delivered to community through participatory forum and workshops at different levels. A part from that, children can also organized IEC events to attract community attention and support to their initiatives.

In conclusion, children should not be depicted only as victims of disaster events and climate change impacts but they have the potential to be agents of change. Therefore, it's worthwhile to support children to build their knowledge and experience on climate and disaster risks then they can communicate these risks to others, take action, change behavior and reduce risks. National and global challenges are ever growing, and it requires innovative solutions to solve such problems. Children are a major productive stakeholder and have fresh and innovative ideas; they are eager in bringing about change. Thus, there are special opportunities to involve children and youths in sustainable development, not only as a target group for communication and public awareness program, but also as change agents for sustainable development.

There will be challenges when implementing this project, but I believe in the willingness and the strength of children and they will make it successful.



India

**Syed Z. Ali**

State Consultant Policy &amp; Planning

National Rural Health Mission – Government of Rajasthan

<http://mohfw.nic.in/NRHM.htm>

The JENESYS program was an extraordinary opportunity to gain an insight in to sustainable development in contemporary Japan. The successes of the programme were strengthening by the growing friendship between participants of different countries and contribute to the building of solidarity among East Asian Nations.

I very much enjoyed the opportunity to visit and meet with Mr. Joe NAKANO Parliamentary Vice-Minister for Foreign Affairs of Japan.

I would like extend my appreciation for the time and hospitality during my visits to Japan especially Kesenuma community, Board of Education, Ohya Elementary, Junior High school, Karakuwa Jr High School, students, fishermen. It was an excellent opportunity for me to learn about ESD programme in Kesenuma the best ESD schools of Japan. Innovative practices in education focusing on a future oriented sprit around Kesenuma have contributed really to the building of a society and given a great example of resilient society in the world.

It was an excellent opportunity to interact & learn with Schools administration, teachers, students, local people, fishermen, brewers about resilience. I would like to express my sincere thanks from the bottom of my heart to the people of Kesenuma for sharing experiences and welcomed us even in the hardship just after Tsunami.

I would like to express my thanks to Japan foundation and all organizers that gave me great opportunity to attend this great programme and for excellent arrangement, presentations and training materials. I have learned a lot about cultures, social activities and living styles of Japanese people. Even in two weeks programme I love Japanese culture, food and friendly nature of Japanese people.

## **Future Plan/Activity based on Experience**

### **“Children and Youth at the Centre of Disaster Risk Reduction & Sustainable Development”**

#### **Background**

Globally, each time a disaster occurs; there is physical, educational, economic and psychological impact and the Indian sub-continent is no exception to it. Around 85 per cent of India’s geographical area is prone to natural hazards such as cyclones, floods, earthquakes, landslides and droughts besides localized hazards (Sharma 2005).

Children & youth represent more than a third of Disaster victims, yet the Humanitarian sector generally restricts their role in disaster to that of passive victims. Involving youth and children directly in Disaster Risk reduction activities enable them to develop skills to be prepared for any threat and they can play a vital role in building resilient community. They can work with their communities in developing risk maps, designing, and community emergency plan, mobilize community leaders, local governments and other stake holders to build play grounds for children, community spaces and develop other strategic plan for public awareness.

In order to build disaster-resilient communities, they first need to be empowered so that Community members can cope with the adverse effects of natural hazards. This is the effective approach to achieving sustainability in dealing with natural disaster risks.. This initiative will include improvement of the safety levels of core community facilities such as schools; the dissemination of best practices in disaster risk management at the community level; and the formulation of integrated programmes for sustainable development through disaster risk management initiatives.

## **PROCESS:**

This project will be started by **MARGDEEP WELFARE SOCIETY**, a community based organization working in the areas of Education & Sustainable Development in Uttar Pradesh, India and taken the initiative to form youth groups including girls and educate them regarding sustainable development in the district. The project will be started by Margdeep welfare society, on Pilot bases in the Disaster Prone District of India.

The innovative elements of the Project include the targeting of children and youth as actors and agents of change - whereby child focused risk reduction can tangibly help reduce disaster threats and impacts. In particular, the Project offers implications for conceptual approaches to risk communication and how to build a resilient and sustainable society.

The key success factors of this project are: (1) The communities' trust in an outside agent helping support the organization of youth groups; (2) The communities' strong sense of social cohesion; and (3) The communities' support for the establishment of an environment that is conducive to child participation.

## **OBJECTIVE:**

- To reduce the impact of disasters on the targeted communities, especially on the children
- To provide children & youth the opportunity to be directly involved in Disaster reduction activities & enables them to develop skills to be prepared for any threat.
- To address the participation in decision making & effects to address disaster management & risk reduction to build resilient society.

## **BENEFICIARIES:**

The target beneficiaries are communities, youth groups that will be formed and trained, schools that will be received disaster prevention training. Community emergency committee that will be formed and trained at community and municipal level, Community Based organizations that will be received disaster prevention training.

## **STAKEHOLDERS:**

Schools, Teachers, Local Government, Community based organizations and Local communities

## **EXPECTED OUT COMES:**

- To increase community, CBO & Government capacity to manage child centered DRR Process through the integration of child and youth participation in planning, implementation & evaluation
- Children will participate in the following areas: managing evacuation centers, protecting environment, protecting their families & communities, and implementing environmental management projects
- If disaster occurs Communities will be able to take initiatives to enhance resilience among people i.e to start playground for children, make community space & make strategic plan for public awareness.

## **CHALLENGES:**

In communities with high poverty indices (i.e., where parents are illiterate, do not have the time to attend training/meetings, share a strong sense of apathy or subordination, or do not have access to information sources) & Arrangement of funds for the project

## **My key learning from the Programme:**

"I can do things you cannot, you can do things I cannot; together we can do great things and we can make resilient and sustainable society of the world"

Australia

**Kimberley De Deckker**

School Counsellor and Provisional Psychologist

New South Wales Department of Education and Communities

**The role of a School Counsellor after a natural disaster**

As a school counsellor in Australia, I work with children of all ages in schools on an individual, group and whole school basis for a wide variety of reasons such as mental health difficulties, trauma, grief, loss, family and relationship problems, learning difficulties and drug and alcohol problems. One significant part of my job involves working with a child individually or in a small group after a child has experienced a trauma in their lives (such as the death of a parent), where I will devise an individual therapy plan based on the child's needs.

**Objective of the Report**

If I am to imagine a scenario in which an entire community I am working with would be affected by a natural disaster, such as a cyclone, flood or bushfire, it is difficult to imagine having the time or manpower to work individually with children, or to imagine the logistics of being able to devise individual therapy plans. It is for this reason that in this report, I am choosing to write a chronological plan that I would be able to implement across an entire school community after a community based natural disaster, but within the jurisdiction of my job as a School Counsellor. This plan will logically use my prior knowledge of trauma intervention and some elements of what I saw, heard and learnt during the JENESYS Future Leaders program in February this year. It is important, in this scenario, to imagine that I would not have been directly affected by this natural disaster. This obviously may not always be the case, but the scenario would change significantly if it were necessary for me to formulate a plan around my own trauma and need of psychological self-care.

**1. Before the Disaster**

One of the most significant lessons imparted to the JENESYS group by the Board of Education in Kesennuma was the powerful impact of the Disaster Risk Reduction (DRR) curriculum that has consistently been implemented in all of the local schools. The extremely low loss of youth life in Kesennuma speaks for itself as a testament to the impact of this curriculum.

What we have learnt from the DRR plan in Kesennuma is that having a sound knowledge of the potential impact of disasters and the imperative steps to take in preparation will lead to a much calmer and more logical approach at the time of a disaster. This is in contrast to the potential panic and fear that can invade at such a time and lead to poor decisions and, sadly, a much higher loss of life, such as was seen in other Japanese communities.

I found this to be one of the most significant lessons learnt in the program, as it has forced me to reflect on the lack of such a curriculum in Australia and the distinct need for a much more thorough system for fire drills and education and preparation around Australia's common natural disasters, such as bush fires, floods and (depending on geographical region) cyclones and tornados. Part of my professional plan as a result of my trip to Japan is to discuss DRR and our own drills and disaster plans with the staff in my schools.

## 2. Basic Needs

After a natural disaster, the first steps to be taken are steps that would not be covered by members of the school community. These include shelter, food, security and water. It is unlikely at this stage that I would be called upon for psychological advice.

## 3. Return to School

After the tsunami in Kesennuma, the members of the Board of Education very quickly began to focus their energies on restarting schools in the community as soon as possible. It is evident that a huge amount of effort went in to ensuring that this goal was achieved as early as possible. Not more than 6 weeks after the disaster, schools in Kesennuma reopened, with school buses provided and a hot lunch for every child. The amount of energy invested in achieving this was simply phenomenal, but evidently very worthwhile, as it appears that this had a direct positive effect upon the morality of the community. The return of some sense of normality and routine reportedly seems to have given the 'kickstart' that was needed for the rest of community to begin looking into the future.

I feel that after a natural disaster, a logical first step for a community to begin rebuilding is this focus on a return to some sort of normality and routine. The school community is a fundamental part of any community in both Australia and Japan, and as such having schools reopened should aid significantly in taking this step. The positive psychological effect for children of having familiar routines during times of trauma, especially when the trauma has brought a great deal of unfamiliarity and change, should logically have a strong positive effect on their well being and mental health. Having children at school also provides the opportunity for adults in the community to go back to work or look at employment and future options, where possible.

For these reasons, after a natural disaster, my first recommendation would be that the community energy in Australia be focused on reopening local schools – not necessarily to focus on curriculum and learning at first, but for a return to routine and to bring a sense of normality back to the community.

## 4. Support at school for students and teachers

Obviously, after a natural disaster, both students and school staff will usually have been impacted in a multitude of ways by the trauma. The psychological effects of the grief and loss associated with a natural disaster are extremely complex and varied. When an entire community is affected (in various ways), it is highly likely that examples of depression, anxiety, post-traumatic stress disorder and other mental health problems will be seen.

With a speedy return to school for both children and staff, it is important that the mental health of both students and staff are taken in to account and cared for. In Kesennuma, the courage demonstrated by the teachers in returning to school so quickly is commendable and must have been very challenging. For children, although the return to routine must have brought an important sense of return to normality, the daily separation from their parents and family members must also have been at times very difficult. Several measures were taken by the Board of Education and the Japanese government to ensure that adequate attention was paid to the mental health and well being of staff and students. For children, this involved having medical "check ups" by visiting nurses, who were able to assess both the physical and mental health of the students. Advice was taken by psychologists about how to talk to and care for the student's psychological needs. For teachers and staff members, relaxation activities were organised and masked as professional development so as to ensure staff would attend the activities "guilt free."

During my own experience working in bushfire affected schools in South Eastern Australia, I was struck by the conundrum of having staff members who were attempting to support the psychological needs of students affected by the trauma of the bushfires when they themselves had experienced their own significant trauma. Having advice from external medical and psychological support staff who are aware of the potential impact of the disaster, but personally unaffected by it is extremely valuable. This was reinforced by the methods used post-tsunami in Kesennuma and is a lesson I plan to adhere to strongly in my own profession at the time of a disaster.

## 5. Reduction of the Impact of Trauma and Resilience Building in the Community

The concept of resilience was a strong focus of the JENESYS program. Resilience can be described as the ability to cope and recover in times of adversity, something that is obviously vital in times of natural disaster. It is important to note, as pointed out by members of the JENESYS programme, that it is essential to have begun building resilience before a disaster, in order to have the strength to recover. Focusing on building resilience after a disaster is clearly essential as well. The Board of Education provided many examples of ways in which they had built resilience in the community of Kesennuma both before and after the disaster.

From my own experience working and studying the area of resilience, particularly with the BOUNCE BACK resilience program, there are some key areas that can be the focus of building resilience. There is not adequate space here to discuss the complexities of the concept of resilience, but some key elements include building personal links to the community, family and social networks.

Having strong ties to the community is certainly an area that Kesennuma had worked quite hard to build upon. The JENESYS group saw many examples of measures that had been put into place both before and after the disaster to help build these ties. The implementation of the Education for Sustainable Development curriculum (ESD) was a very powerful example of this and seemed to be a very effective way for students to feel some ownership for their community.

As a School Counsellor, there were two particular projects that stood out to me as very effective resilience building activities. The first of these, the Nozome colour dyeing workshop was a very powerful experience on both a personal and professional level. As a community based therapy activity, the workshop is an excellent example of a collaborative activity that acts as a way for community members to come together and produce something tangible, while experiencing some emotional release. I would definitely like to encourage planning a Nozome workshop in Australian communities after the event of a natural disaster to encourage the personal links to community and family that are so important in resilience building.

The second project that has had a lasting impact for me was the Play Park initiative in Kesennuma. The Play Park provided an essential space for local children to engage in non-directed play, something that has been shown to be very therapeutic for young people during times of trauma. It also provides an essential space for children to build relationships with each other and to “be children” in an environment where much of the outdoor space has been destroyed, or utilised as areas for temporary housing and where many children have had to take on adult-like responsibilities. In this way, I believe that the Play Park initiative is an important resilience building activity. In Australia, outdoor space is usually plentiful and children are very used to spending time outside, probably more so than in Japan. For this reason, it is possibly even more imperative that children are given a designated safe outdoor space to play after a natural disaster. The Play Park is another initiative that I would encourage in Australia after a natural disaster.

## 6. One Year Anniversary

This JENESYS tour fell just before one year anniversary of the March 11th disaster. At the time of our study tour, the community of Kesennuma and other Japanese communities were busy preparing for this anniversary with evident trepidation. The focus on the preparation for this anniversary was evident on visiting schools, but also in the media, both locally and internationally. This highlighted the need to continue commemorating and remembering such events, particularly using an anniversary as a time to express grief. Two suggestions were made to a school principal in Kesennuma by members of the JENESYS group to plan activities for the anniversary. The first of these was to have children write personal and private messages to loved ones and attach them to balloons, releasing them simultaneously as a powerful visual symbol of continuing to remember, but also to gently begin the process of “letting go.” The second suggestion involved having children make a model or diagram of the way they would like their community to look in 20 years time. This encourages a focus on the positives of rebuilding and an opportunity to communicate to the youth that they will be the future leaders of their own community.

These are positive examples of activities that can be undertaken with children after a traumatic life event both in Japan and Australia. The evident focus on the disaster anniversary in Japan highlights the importance of taking time to remember and to commemorate significant events such as that of March 1, 2011.

## Marcia Jones

Teacher

Mairehau Primary School

<http://www.mps.school.nz/>



When a disaster strikes all of us experience the same fears and sense of hopelessness as we face natural forces much more powerful than us. However the strength of humans to rebuild, recover and become more resilient as seen around our region and most recently after the 3.11 disaster in Japan, is also a very powerful force.

Educators are in a privileged position to help motivate and inspire children to see the colours in their lives that natural disasters indiscriminately take away. For this reason it is extremely valuable for all of us involved in working with children to share ideas, new knowledge and experiences. While different communities may experience a disaster and feel its impacts differently, the ability to be resilient is strengthened by the acknowledgment that we are all connected and basic human needs and feelings bind us all.

### **The role of the teacher in fostering resilience**

The JENESYS program raised many important issues that educators may face following a natural disaster. Classroom teachers have a close relationship with their students before a disaster strikes, and it is for this reason that teachers must be equipped with the necessary knowledge and skills to help students become more resilient when a disaster occurs. Through lectures and informal discussions on the JENESYS program participants were able to formulate many ideas about how they could help children in their own countries and foster resilience in their communities following a disaster.

### **OBJECTIVE: Encourage the development of more intensive DDR Programs**

First and foremost the implementation of more intensive Disaster Risk Reduction (D.D.R) programs is a recommendation I would make to school principals. Like Japan, New Zealand is a seismically-active country and like Japan we strive to ensure that we are doing enough to prepare our students for the possibility that a large earthquake may occur at any time. Regular D.D.R programs in Japan prepare students by providing simulated activities that prompt students to make quick decisions about their safety and then reflect on their decisions with teacher support. Students also have an opportunity to learn about what will happen after a disaster and this may help alleviate some anxiety after a disaster occurs. Such detailed D.D.R programs foster resilience by ensuring that students as are best prepared for the worst-case scenario of a disaster as they can be. These programs also ensure that teachers and staff have up-to-date knowledge about risks and potential scenarios where they may need to make quick decisions to lead their children to safety. It is very important that teachers and other school staff have the ability to make quick and flexible decisions when a disaster occurs and for this reason D.D.R programs also encourage teachers to be more prepared.

### **OBJECTIVE: Sharing the importance of child-directed play**

The importance of child-directed play was a common theme throughout the program. If resilience is the ability to carry on despite the hardships you are facing, providing children with a place where they can smile, laugh and play as they did before a disaster is key to recovery. The establishment of play parks in local communities following a disaster is an innovative idea that can be set up at a neighbourhood level on a temporary basis. Teachers have the necessary skills to supervise

play parks and already hold a position of trust within society meaning their efforts will be welcomed and supported by communities. Regardless of where play parks are set up, the key is that children have the opportunity to express their fears and feelings through play rather than hold them inside and that children choose how and what they would like to play. If another large earthquake was to strike Christchurch, social network sites could be used to mobilise teachers to set up temporary play parks in their neighbourhoods while schools are closed.

### **OBJECTIVE: Use Nozome Art Workshops to bring some colour back to Christchurch**

Art has played a big part in the recovery of Christchurch and has been used as a creative way to allow children to express their emotions when they returned to school after each big shake. The Nozome Art workshops run by Mr Saito of Studio Wind are a very successful project to bring back colour to communities suffering from the ongoing effects of a disaster. By making something collaboratively and sharing it communities can start to work together again. One way to foster resilience is to focus on the possibility of 'building back better' and being part of the rebuild of your city or town. Bringing people together and working on an art project is a good way to achieve this. It is a fact that disasters connect people that would have otherwise carried on their everyday lives independently. When faced with a disaster working together and re-connecting with those that live and work around you is an important part of keeping going and dealing with the emotional and physical effects of the disaster. Showing people they are not alone is much more effective than telling them.

There are many community based 'Gap Filler' projects taking place in Christchurch at the moment to beautify the spaces left behind where buildings have been demolished. The Nozome Art workshop would be a fantastic project to undertake in various parts of Christchurch to bring the colours back that the earthquakes have taken away. On a smaller scale schools could be encouraged to hold their own workshops to help students cope with anxiety and stress due to ongoing aftershocks.

### **OBJECTIVE: Foster stronger links between school and community**

The importance of making friendships before a disaster was emphasized by the Kesennuma City Board of Education. A key part of resilience is the strong connections you have to your friends, family and community. It was apparent that in Kesennuma the schools are the core of the community and these strong links have helped the recovery process begin. Fostering such links now is another recommendation I would make to New Zealand schools. The Education for Sustainable Development (E.S.D) programs running in schools in Kesennuma have resulted in a greater understanding of local environmental problems and an acknowledgement of the importance of passing down traditions and culture from one generation to another. It was inspiring to see the elders in one community working closely with students at Karakuwa Junior High School and such links need to be encouraged and prompted in all communities.

### **CHALLENGES**

When talking about how to foster resilience in schools and the role of the teacher it is important to note that although teachers must play an important role in helping their students recover, in the case of a large natural disaster teachers will also be victims too. Resilience is about connections and the bond between teachers and their students is very strong, especially in the case of primary school children. In the large majority of cases, teacher ability to overcome hardships is strengthened by supporting their students in the same way they did before the disaster. In some cases however teachers themselves must be supported by others and it is important school management and outside agencies monitor and support teachers, even if the teachers themselves want to keep working. In Christchurch we need to learn this lesson and find out more about how other communities have ensured teachers are emotionally and physically able to continue working.

Natural disasters are unpredictable. So too is the way in which individuals respond to the effects of a disaster. By ensuring we learn from the lessons of our own countries and share with others through programs like JENESYS we can all strive to ensure our communities and children have the best possible chance of bouncing back from disaster.

China

## Wu Junjie

Teacher

Beijing Jingshan School



### Maker Education with Education of Sustainable Development in Big City

In 2012, 2 on behalf of Beijing Jingshan School, I attended the project on sustainable development in Japan. The project, lasting 2 weeks, attracted educators from 15 different countries in the world. During the two weeks, different activities such as visit, group discussion, and exchange were held to explore the possible ways to carry out the education of sustainable development. And these activities promote mutual understanding and friendship among all the educators.

During the project, we had the opportunity to visit three cities, to be received by Deputy Foreign Minister, and to visit the orphans from the earthquake. The highlight of this project was the visit of the primary schools and middle schools affected by tsunami. There, I met a biology teacher, a true practitioner of sustainable development. He had a field outside school, where he grew rice. All his students participated in the growing rice, combining the knowledge from biology class with the skills from the general education class. After one year, students harvested the rice and made a benefit sale.

From this school, I learnt the following things.

**First, With careful arrangement, small school can also make a big difference.** The school just has two classes for each grade and 18 teachers in total. And the project like this means full participation.

**Second, we can always turn to community for topic of ESD.** I think the sustainable development should be closely associated with the development of local community. Like many small countries in China, the city of Kesenuma is a city whose pillar industry is agriculture. Like most agricultural cities, the city also had many problems. For example, the students there do not possess the basic agricultural skills. Also the excellent youth preferred to work in the big cities, to name a few. Faced with these problems, they designed their own topic of sustainable development. And it turned out to be a fruitful one, after the project, the percentage of students willing to work in local fishing and agriculture increased from 30% to 50%.

**The perception of teachers matters.** Teachers, nowadays, tired from the high expectations from schools and different levels of government, are suffering from job burn out. But if he wants to do the education of sustainable development, he should hold the firm belief. And his perception will enable him to overcome all the difficulties along the way and ensure the success of the education of sustainable development.

And my experience from the project can shed lights on my present work. **To begin with, we should combine the robotics with local community.** The robotics lab set its goal as promoting the robotics education. But in the past, the robotics lab attached great importance to cultivating students with strong interests and talents and introducing the basic knowledge of robotics. And this teaching mode cannot meet the needs of students, that is, they want to combine what they have learned in the class with the real life so that they can make some contribution to the local community. The shift calls for changes from teachers as well as students.

**We should combine the MAKER with students.** MAKER, originally from USA, refers to a group of people who has the knowledge of sensor and control. MAKER is a loose organization and is found in many famous colleges and universities. For instance, the MAKER in MIT enjoys a history of more than 30 years. So in the future, we can have a similar group of our school and they can develop along the way from their own lab research to the local community research. This path will enable students to get close to society and ready students for the college level of robotics education.

At present, the project -- **Technology Learning based on Engineering Art and Research (T-bear)** is being carried out



in Beijing Jingshan School by me and my colleagues. This research will promote the sustainable development with the MAKER as it core.

So far, I have been granted 2,000\$ per student per year by DF Robot Company . But I know it is a long term project. And I believe with our hard work, the project with the MAKER as it core will bear the following fruit in three years.

1. THE LAB of MAKER EDUCATION with ESD
2. MAKER GROUP IN THE NEIGHBORHOOD
3. A book on MAKER EDUCATION AND INDUSTRY

In this process, the most difficult part is to strike a balance among school, students and their parents. Hopefully my work will achieve the target.

## Kim Minkyung

Reporter

The Hankyoreh Newspaper

<http://english.hani.co.kr>



### Reestablishing the broken community from the fear of bombing

#### 1. Background

On November of 2010, North Korea attacked the Yeonpyeong Island(A) where is located northernmost west sea of South Korea, living 1762 residents. Korean peninsula has been safe from any kind of natural disaster for long time, so I want to suggest a way to enhance resilience from bombing which is likely to happen in future. After the bombing on the Yeonpyeong Island, 1 out of 10 residents said that they could hear shelling or saw the scene wounded people who were under collapsed buildings. And they also suffered from insomnia, had indigestion, and felt headache. Of course there is a unified elementary, middle and high school. Students were in school when North Korea attacked the island.

I want to adopt what I learned in JENESYS PROGRAM to students in this island to reestablish the broken community because of bombing.



#### 2. Objectives

I want to suggest ways to overcome and to enhance resilience in four levels.

Firstly, by teaching the way of DRR(Disaster Risk Reduction) students can learn how they can survive from bombing. There are 19 air-raid shelters in island. Whenever the army goes through gunnery exercise, students have to evacuate to shelters. Therefore, there are many opportunity to teach the education of DRR to students.

After bombing is happen, overcoming trauma is the most important. So secondly, to make students fun to feel comfortable and relief, we can try to make playground and dyeing activity. Especially, playground will be useful for students to overcome their bad memory. For many students, the lands they live in become fearful place which remind them of the memory of bombing. Because the playground is base on the nature of the island, playing in the playground will be helpful for students to fell closer to their environments.

Like this way, it is important that students can feel friendly to their community. Because of bad memory, students want to leave their villages. By introducing many activities related to their community and nature, students will consider their hometown as safe and comfortable place. So my third suggestion is making classes to learn their community's culture, history, and nature like humming bird projects or singing fisherman song with the old in Kesennuma. Yeonpyeong Island is fishing village, so students can research ecosystem of sea. In addition, there are many people who came from North Korea during Korean War, so the old can teach the history of island and Korea to the young.

Finally, debating the future in the island is also very useful. This island is located between North and South Korean sea, and there is no clear borderline in the west sea. So this place has high possibility to turn troubled place in Korean peninsula. As people who live in the troubled place, students should choose their future and try to make future that they want. For

that reason, the school in the island can make debating class about the relationship between South and North Korea.

### 3. Outline

Elementary School	Education of DRR
	Playground and Dyeing Activity
	Exploring the hometown-sea, army, and attacked place
Middle School	Learning local culture-History of Island told by the old
	Writing and Debating about the relationship between South and North Korea

In South Korea, there is a ‘class of creative experience’ in every school. Its time is various according to the level of school, but usually almost 3 hours a week. Therefore, school in Yeonpyeong Island use this time once a month to adopt this special program.

For elementary students, the education of DRR using the shelter and making playground will be useful to enhance their ability to deal with disaster. The education of DRR will let students know where is the safest place and will make students feel closer to the shelter. At the same time, fun activities like playground will help students to get out of the afraid of bombing. In addition, exploring in their hometown and finding activities they can contribute their community also can make students feel the tie with their village.

After students finish this kind of program, they can participate in more difficult activities. They will learn the history of the island by the old who came from North Korea during the war. Students can know why the peace is important for their life by this way. Then, they finally can discuss the future of the island including the issue how they can be peacefully in daily life. Students will discuss the issue like which is better between attacking and talking when the North Korea will attack again the island and how the government can find way to solve boarder trouble between South and North Korea.

### 4. Challenges

To maintain these programs, the school needs much human recourse to take responsibility. However, as I mentioned, there are only less than 2000 people in this island. Therefore, almost all people like solders, public servants, and fisherman should cooperate with the school. Then, we have to think the way we ask them for help.

## Hiroshi Murakami

Teacher

Tokiwa Elementary School, Osaka

<http://www.ocec.ne.jp/es/tokiwa-es/>



### Future Plan

#### Background Information:

Tokiwa elementary school is located in one of the busiest shopping areas in Osaka city. Although the number of the pupils and students in Osaka has been decreasing and the size of public schools has been shrunk, as the re-development of the area around Tokiwa elementary school has been progressing and more people have moved in the area, there are approximately 1150 pupils as of March 2012 and this is the largest number among public schools in Osaka city.

Regarding Disaster Risk Reduction (DRR) education, it can be said that the school as a whole does not put so much emphasis on it. Although an evacuation drill is conducted twice a year and was revised to manage situation of Tsunami after the Great East Japan Earthquake happened, few DRR practices had been conducted in recent years. Since the school is located on the Uemachi Plateau, it is estimated that the possibility of being stricken by a Tsunami is not high. However, it is indispensable for the school to have more concrete strategy for cases of disasters cooperating with the community especially because the school's buildings are designated as the community's evacuation site as many of other schools are.

Ideally, it is required to create comprehensive and systematic curriculum of DRR though all year levels and involve a large number of people from the community in our practices. However, as mentioned above, it is sometime difficult to involve even pupils in one grade in the same activity at the same time because of the number of the pupils. Therefore, to be concrete and realistic, this plan aims at only 5th grade and 6th grade. It is desirable to expand this plan to other grades and to their parents in the near future.

**Title: "What can we do to protect ourselves in case of emergency?"**

#### Objectives:

- Experience dangers of disasters through imitation activities and listening to those who experienced severe disasters in order to regard disasters as our own issue. (Practice 1 and 2)
- Acquire basic skills of first aid and understand that we are able to be ones who save others' lives, not only to be saved. (Practice 3)
- Feel connected with the people in an affected area of Great East Japan Earthquake and foster our attitudes to think what we can do for the recovery of the affected areas. (Practice 4)

#### Outline:

##### 1. Learning about earthquakes: Visit of Abeno Life Safety Learning Centre (5th grade)

- 45min×2 for Pre-learning, 3hours for the visit

Abeno Life Safety Learning Centre was established in 2004 to enhance people's awareness for coming disasters. It takes less than 10 minutes' walk from the school but the centre is not utilized for our teaching practice. In the centre, pupils can learn mainly about earthquakes and fires through different virtual experiences such as an earthquake of seismic intensity 7, preventing causing a fire after an earthquake, using a fire extinguisher, making an emergency call and rescuing one pinned under heavy furniture. To deepen the pupils' learning at the centre, they would be given lessons about the mechanism of earthquake and the Kobe Earthquake in 1995 and the Great East Japan Earthquake in 2011 by their class room teachers.

## 2. Listening to guest teachers: Learning from experiences of Kobe earthquake (5th grade)

- 45min×2 (1 for lesson by guest teacher, 1 for reviewing the lesson)

It is assumed that most of the pupils have been familiar with danger of earthquakes through the mass media since the Great East Japan Earthquake happened. However, it is supposed that very few pupils consider natural disaster as their issue because most of them have never experienced any natural disaster. Lesson by ones who experienced hardships is well-used practice in schools. As one thing we learnt through JENESYS program, TENDENKO, a lesson for tsunami which has been passed down from generation to generation and is thought to save many peoples' lives in Kamaishi city is an good example. Therefore, in this plan, I would ask one or two volunteers who experienced the Kobe Earthquake to tell the pupils their experiences. It is expected that the pupils feel connected with the disaster by listening to the stories in person. After the lesson, pupils would have time to be exchanging their opinions and what they felt listening to the stories and to write letters to the guest teachers.

## 3. What can we do to save other's life? : First aid training by fire fighters (6th grade)

- 45min for reviewing their learning in 5th grade
- 3hours for first aid training
- 45min for reviewing the training

As the practice 1 and 2 described, pupils learn to regard coming disaster as their problem in 5<sup>th</sup> grade. In 6<sup>th</sup> grade, to develop their learning, practices focus on “what we (the pupils) can do for coming disaster?” As some schools in affected areas by devastating tsunami in 2011 in which pupils and students admirably led younger ones to their evacuation sites in safe way showed, it is quite important for even pupils in higher grades to act thinking that they are not the ones to be saved but ones to save others. In this first aid training, pupils learn about cardiopulmonary resuscitation (CPR) including the usage of automated external defibrillator (AED), the way of removable foreign body and hemostatic method.

## 4. What can we do to cheer my friends up in Kamaishi city? : School exchange with an elementary school in Kamaishi city in Miyagi Prefecture (6<sup>th</sup> grade)

- 45min×3 for learning about the area where the counterpart school is located
- 45min×4 for preparing for presentation about our school and city
- Other activities should be held based on the counterpart's needs

This activity is planned based on the fact that Tokiwa elementary school had a contact with an elementary school affected by tsunami in 2011. 2 months after the disaster, taking advantage of size of the school, some fundraising were held and all the funds were sent to the school in Kamaishi with collected unused school supplies. In addition to that, pupils in 6th grade made cards with their messages and newspapers about Osaka with some quizzes hoping that it would entertain pupils in the counterpart school. Then, some teachers from Tokiwa visited the counterpart to see what they can do to help the school. However, the exchange has not been continuous because of the difficult and hectic situation of the counterpart. It has been more than 1 year since the disaster happened but it would still be difficult for school in affected area to keep relationships with schools in other part of Japan or schools around the world. However, if possible, although it could take a few years or more, I believe that realizing this exchange would be beneficial for both schools.

Basically, the aim of this practice is to make the pupils feel connected with the affected area. Therefore, all the practices should be very interactive. For instance, the pupils could be communicating by using the ICT such as email and Skype. They would be giving presentations about their city, language, culture, and play each other through big screens. In addition to the exchange in their classrooms, it is desirable if the pupils of Tokiwa elementary school voluntarily play a main role to manage fundraisings or other events for supporting their counterpart.

## Challenges

As mentioned in the background information section, since there is no concrete DRR education plan in my school, the key of this plan is “accessible”. Most of teaching materials and resources such as learning centre, guest teachers and training course are actually ready to utilize once we start to make an action. However, there is a definite necessity to develop this plan to a systematic curriculum that covers all grades. Moreover, three possible challenges implementing this plan are fol-

lowed below:

1. New plan of evacuation drill involving parents and people in the community
2. A lack of the sense of reality in learning
3. Burden on the counterpart school

Firstly, although I focus on teaching practices in this report, making a new plan for evacuation drill would be a first priority for the school. We modified the old plan to include a case of tsunami after 3.11. However, it is required that all school, parents and people in the community set up a plan together and have a common understanding. Secondly, there is a concern if the pupils cannot gain the sense of reality and some practices might end up merely virtual experience and listening to stories just in the past. To overcome this concern, role of the teachers in lessons before and after the activities would become very important. Lastly, as already mentioned in the outline of practice 4, it is significantly crucial to put a first priority to consider the counterpart's situation and to respond their needs. This is actually what Mr. Oikawa taught us in JENESYS program..

Japan

**Miki Saito**

Graduate Student

Graduate School of University of the Sacred Heart



## Creating New Resilient Communities Through Education

### Outline of the Report

I do a study of ESD at graduate school in Japan and this report gives me a good opportunity to think about ESD and DRR from a new perspective. Since UNESCO has mentioned that ESD has connection with three other education; Climate Change Education, Environmental Education and Disaster Risk Reduction (DRR) and what people in Japan had experienced on 11th of March 2011 was one of a turning points to re-think and reorient ESD and DRR again. What I saw in Kesennuma were not only just educational projects, but also a new community development movement in remote area in the country. In another word, they showed us a new role model of schools in a community. In this report, I would like to focus on how other schools and communities in Japan can do similar educational activities as Kesennuma. In my opinion, a sense of resilience would not be nurtured only few days even more after an unexpected natural disaster. To foster the resilience, securing key persons are important for new DRR, ESD and resilient community.

### Overview of the Kesennuma ESD Practices.

2005 was the year of Kesennuma Board of Education (BOE) took in ESD and 95% of schools in the city became a member of UNESCO School and each school has own ESD curriculum based on their locality and traditions until now. There are three main educational topics that BOE focuses. The first one is Environmental Education. The city of Kesennuma is surrounded by mountain and sea and fertile natural resources. Students have opportunities to study environmental issues. Second one is learning about global world. Since the city is well known as a deep-sea fishing, Kesennuma has been a lot of interactions among cities and countries in the world. From that background, BOE has also been focusing on “Joint-Learning” with schools in other countries. A lot of UNESCO Schools took in learning about traditions in each community as a curriculum and this is the third point. Especially elders in the community play active roles in this learning. We can see ESD activities in Kesennuma covers learning about local and global issues.

However, this type of education can be seen other places in Japan but the unique point of Kesennuma is the system is multilayered and multiplicity. The concept of ESD in Kesennuma is not only expanded in the field of formal education, but also informal education and there are key persons in each level. Take for an example of “Ohya Hummingbird Project” at Ohya Junior High School; there are at least two key persons to run ESD; principal and coordinator of the project. There is no question that without well understanding of principal it would be hard to launch a new educational project in a school. Although teachers are basically hectic with their daily works and it is difficult for them to manage new long-term educational project, so it is required for school to have some who can run ESD project as a coordinator. Moreover what is good about Ohya Hummingbird Project is, the coordinator is from Kesennuma city and he knows very well about the traditions and he was high motivated to coordinate program for students.

Take another example from Mr. Sugawara, president of Otokoyama Sake Brewery. He is not involves education directly but he plays important role for sustainable development in Kesennuma. He himself and his company is a member of “Slowfood Kesennuma”. A basic concept is building new community development through preserving natures and cultures by food. Citizens and local administration run this initiative. The uniqueness of these activities is that president of Otokoyama Sake Brewery told us that being with local is the key to development of company and the city.

In my opinion, the uniqueness of ESD in Kesennuma is, key persons of ESD plays significant role and they make good outcomes. We could met a lot of key persons in Kesennuma ESD and they are working together toward ESD but different ways. That means I can say that the city’s educational activity is flexible and diversified. Figure 1 shows a background of each key person.

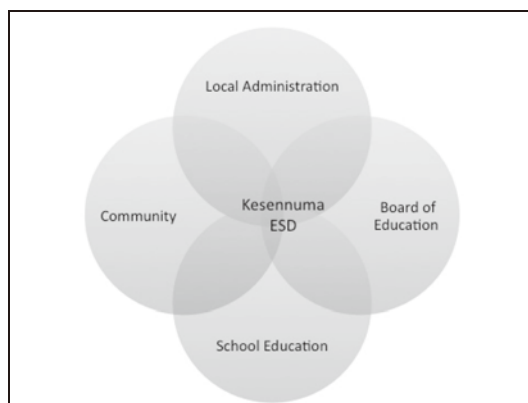


Figure 1. Structure of ESD in Kesennuma

### Technical Transfer of ESD in Kesennuma Practice, Nurturing Resilience, to Other Cities Combined with DRR

As I mentioned earlier, it is not hard to implement ESD and DRR into public schools but we need to have key person who can organize the learning for long term from outside of schools. If we can pass this barrier, school can utilize a time of “integrated learning” or taking infusion-learning method, which is fit ESD and DRR essence into general classroom learning.

To possess a sense of resilience after a natural disaster, it would be required to have that sense in our daily lives and we need to practice in our lives before unexpected disaster. One of a ways to foster resilience by learning is, to get to know and feel connectedness. There are three main steps to take. First, real life learning. Learning about local traditional. What JENESYS group saw in Kesennuma, most of schools brought locally relevant learning. I found that leaning real life or traditional will bring up students’ self-esteem. Moreover not only students but also teachers and parents or community members were empowered by the learning. Sense of solidarity would also be nurtured. Second, the education or leaning that student can realize they are living with a lot of connectedness. The world we are living is getting hard to see and feel that all the living things are inter-related with each other. For example, connectedness among people, environments and so on. In Kesennuma I saw destroyed breakwaters in many places. I think this is a message I got from nature that it is impossible to control nature but we have to coexist and our lives are inter-connected with nature and indigenous knowledge. In Tohoku area ancestors has been passing on a story about “Tendenko”. The story of Tendenko shows us that limits of controlling nature but gives us a way to live with nature. Thirdly, nurturing a sense of mutual cooperation. If we can practice to nurture a skill of mutual cooperation, it could be a strong foundation to overcome hardship. Practices in Kesennuma, principals and coordinators did not mention about mutual helps but by listening their projects, students and people who are involves to built interrelationship and intergenerational learning. They are learning each other and caring each other by ESD leaning.



It is said that although Kesennuma had terrible damage on 11th March but survival rate of students were high and one of the fastest cities restart school rapidly. The reason why could do is, I think, the city itself had already got resilient skill. Taking ESD leaning into school involves diversified people to school, for example, BOE in Kesennuma, principals, teachers, parents, community members, companies and sister schools. I found that having lectures from people who involves the ESD project, through the learning, a level of resilience were built up people who involved to ESD but at the same time a level of community resilience were intensified. And one of a reason why they could do were they had a key persons in each level as a coordinator and facilitator. After the disaster many professionals started to support the affected areas using their specialties and the JENESYS group met Mr. Saito who expands Nozome workshop and Playpark from Mr. Amano. I found that some key persons after horrible disaster from outside of the place plays significant and worthwhile role in the affected area to support victims' resilience.

In my report, I would like to finish that key person from outside of mainstream of education system is required to expand ESD, DRR and nurture resilience. Someone who can play as an intermediary among circles of figure 1 is required to overcome a hardship such as natural disaster.

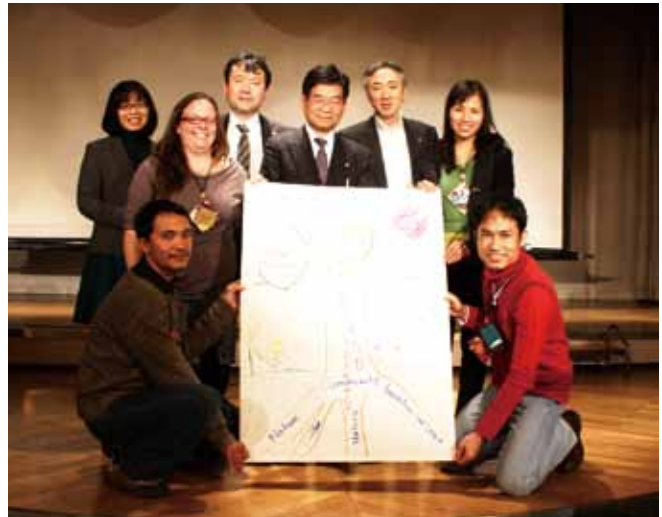


*What we learned from Kesennuma*



## Group : VILA

Kimberley De Deckker (Australia)  
 Ho Thi Minh Nguyet (Vietnam)  
 Phouvang Aphay (Laos)  
 Imran Sentosa (Indonesia)

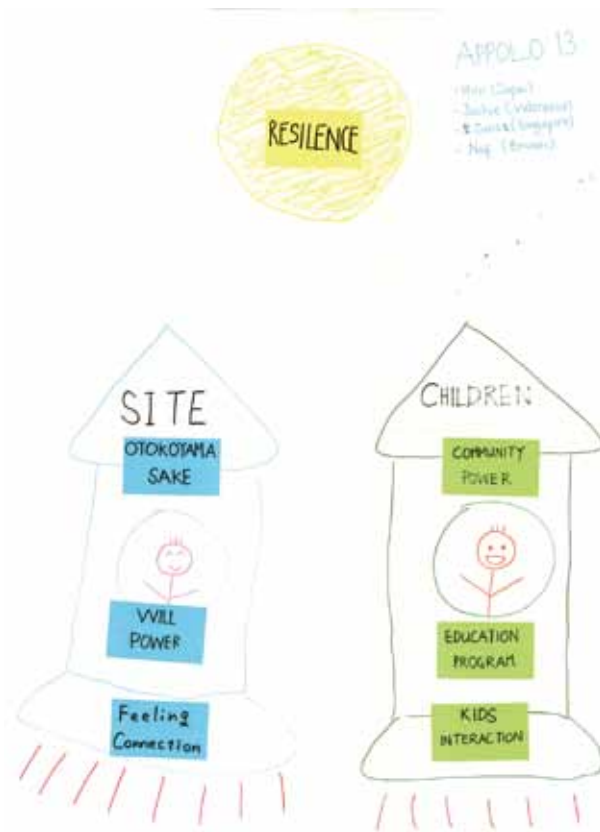


## Group : CLAP Victory

Chhumpanha Ke (Cambodia)  
 Nguyen Minh Hieu (Vietnam)  
 Aruchita Auttamapokin (Thailand)  
 Souksanh Sayavong (Laos)  
 Josephine Dela Guardia Mueca (Philippines)



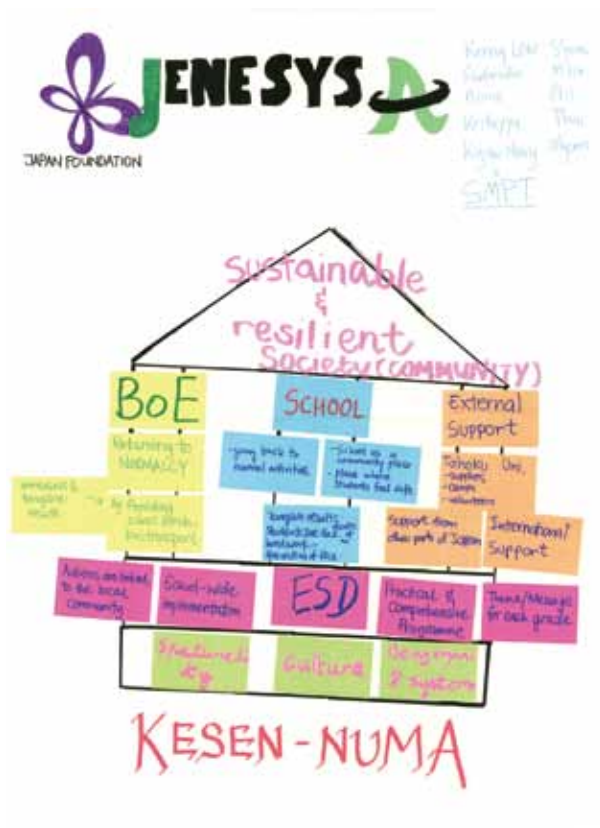
## Group : APPOLO 13



Hiroshi Murakami (Japan)  
 I G.A Ayu Jackie Viemilawati (Indonesia)  
 June Lim (Singapore)  
 Abdul Nafri Bin Haji Hussin (Brunei)



## Group : SM<sup>2</sup>PT

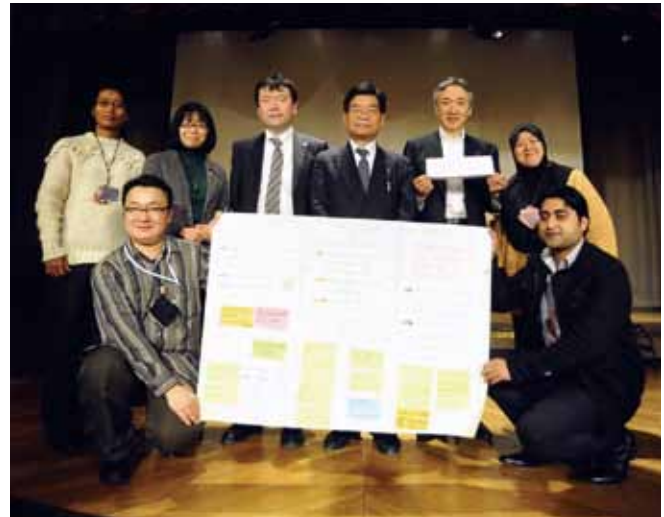


Kenny Low (Singapore)  
 Shafarudin Bin Ali (Malaysia)  
 Annaliza Villalobos Laylo (Philippines)  
 Kritaya Sreesunpagit (Thailand)  
 Kyaw Naing Zan (Myanmar)



## Group : Citizens of Nature

Wu Junjie (China)  
 Ezrin Ashikin Binti Zakaria (Malaysia)  
 Syed Zulfiqar Ali (India)  
 Yin Nwe Tun (Myanmar)



## Group : LEARNERS OF THE WORLD

Haji Mohamad Sofian Bin Lamit (Brunei)  
 Kim Minkyong (Korea)  
 Yoeun Mey (Cambodia)  
 Miki Saito (Japan)  
 Marcia Ann Jones (New Zealand)

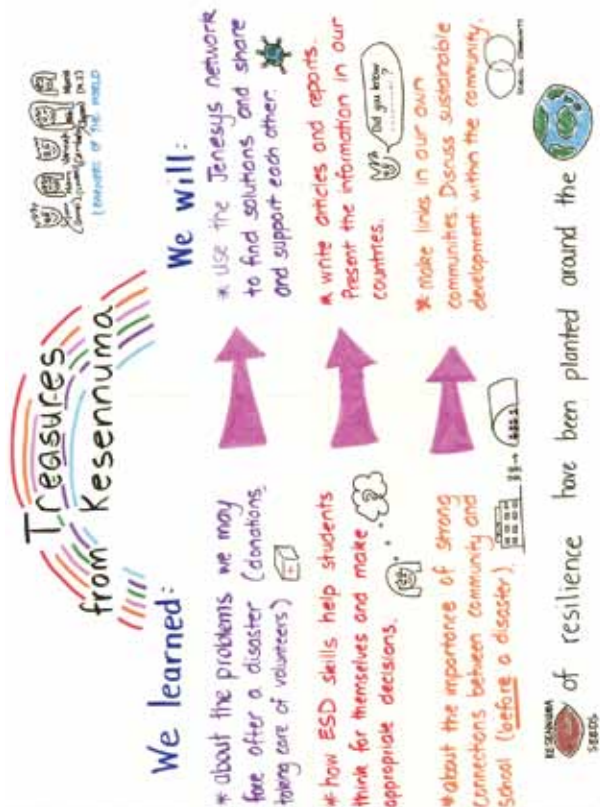
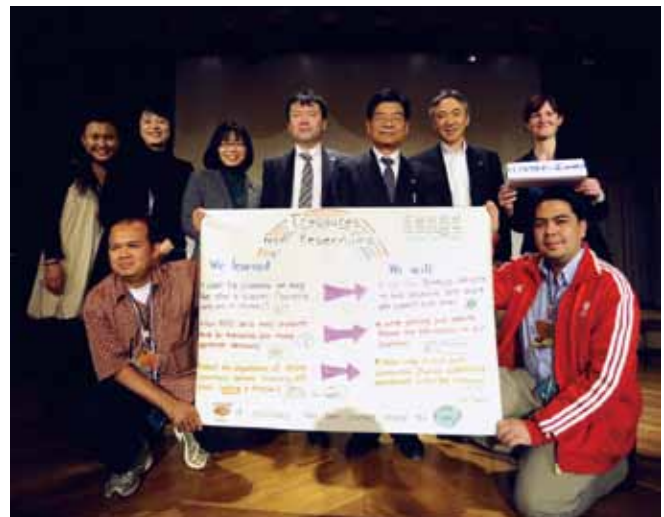


Photo by : Kenny Low (Singapore)

*Final Group Presentation*



## Group : Caravan



Phouvong Aphay (Laos)  
 Syed Zulfiqar Ali (India)  
 Kritaya Sreesunpagit (Thailand)  
 Annaliza Villalobos Laylo (Philippines)

### Slide 1

Innovations from Kesennuma City applied to the Thailand context

JENESYS Caravan Group



### Slide 2

Thailand Worst Flood 2011 - Facts

- tz Affected 63 Provinces (out of 77 provinces)
- tz Duration : 7 months
- tz Number of Population affected 13,595,192 person
- tz Number of Death 813 deaths
- tz Estimated economical lost 1.4 trillion baht (3 billion US\$)



### Slide 3

## Problems

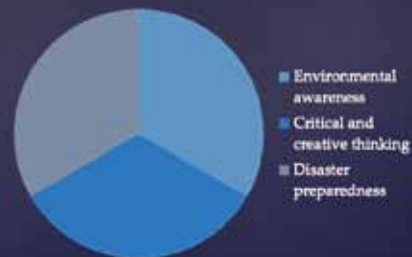
- Lack of education in awareness and preparedness for disasters.
- Political instability, resulted in difficulties in executing comprehensive flood management policy.
- Lack of evacuation and communication plan for disasters.
- Unexpected magnitude of the disaster.
- Uneven distribution of relief and support.
- Growth of population and urbanization that disrupt the natural flood way.



### Slide 4

Innovations from Kesennuma

1) Education for Sustainable Development (ESD)



Participatory and localized learning approach

### Slide 5

## Innovations from Kesennuma

- 2) Planning and Building infrastructure for Disaster Risk Reduction
  - Forming a task force and define specific roles for different groups.
  - Define the work that need to be done and the processes involved.
- 3) Building physical and non-physical spaces to foster community spirit
  - Cultural, sport and art activities e.g. Play park , Nonzome workshop.
  - Public spaces.
  - Community festivals



# Group : SATRIA



Abdul Nafri Bin Haji Hussin (Brunei)  
 Ezrin Ashikin Binti Zakaria (Malaysia)  
 I G.A Ayu Jackie Viemilawati (Indonesia)  
 Hiroshi Murakami (Japan)  
 Yin Nwe Tun (Myanmar)

## Slide 1

**JENESYS**  
 East Asia Future Leaders Programme  
 Education Group; Feb. 25 – Mar. 7

**Final Presentation**  
 on Disaster in Aceh and Kesennuma  
 March 6, 2012

The SATRIA Group  
 Hiroshi (Japan), Ezrin (Malaysia), Nafri (Brunei), Nwe  
 (Myanmar), and Jackie (Indonesia)

## Slide 2



## Slide 3

### Background information

Banda Aceh	Kesennuma
<ul style="list-style-type: none"> <li>+ Conflict for 30 years</li> <li>+ Earthquake and tsunami 8.9 R</li> <li>+ December 26, 2004</li> <li>+ Cultural and social background (Syariah Law, close to nature (coastal area)</li> <li>+ Total population 4,104,186 in 2004 (deaths 173,741, missing 20,000, injured 8,500, IDP's 394,539) - National Disaster Management Agency, Jan 2005.</li> <li>+ National law on DRR is established after tsunami</li> </ul>	<ul style="list-style-type: none"> <li>+ Earthquake and tsunami 9.0 R.</li> <li>+ March 11, 2011</li> <li>+ Cultural and social background (Rich with Nanas, The prominent fishing port)</li> <li>+ The total population 73,694 in 2010 (deaths 490, missing 1531) - Mainichi Shinbun 2011.</li> <li>+ DRR is included into the course of study in national level (before the tsunami)</li> </ul>

## Slide 4

### Lesson Learnt from Aceh

- + National Law No. 24/ 2007 on Disaster Management was launched
- + Disaster Risk Reduction Program Pilot Program in several disaster prone cities
- + ESD concept is used in some schools program but separated with DRR
- + Psycho-social activity and mental health issues are highlighted in program implementation but not in the national law scheme
- + Many challenges of coordination issue between NGO and government and the integration of concept
- + Reaction of the people: showing despair and resilience simultaneously.

## Slide 5

### Lesson Learnt from Kesennuma

- + Education on Sustainable Development program and psychosocial perspective are integrated with Disaster Risk Reduction program.
- + People in Kesennuma shows high inner strength - within in short period of time, start school in 2 weeks after, clean the school, not showing despair, clean the beach together, go to overseas- student exchange program, teachers taking care of students.
- + Support from other organizations to work together (UNESCO, community board, board of education, neighboring university, important figures).
- + Mental health and psychosocial aspects are acknowledged : psychosocial perspective
- + Lesson learnt from other disaster is implemented (Kobe earthquake 1995) : play park and art workshop.
- + Committed pilot program strategy (Humming bird project 2006)

## Slide 6

### Comparison

Banda Aceh	Kesennuma
<ul style="list-style-type: none"> <li>+ Cultural, social, politic</li> <li>+ Community based program</li> <li>+ Psychosocial activities are implemented</li> <li>+ Has ESD, DRR and national regulation</li> <li>+ The ESD and DRR concepts which are separately implemented in school-based community need to be integrated</li> <li>+ Coordination among stakeholders need to be improved</li> <li>+ People tend to express their emotional feeling</li> </ul>	<ul style="list-style-type: none"> <li>+ Cultural, social, politic</li> <li>+ Community based program</li> <li>+ Psychosocial activities are implemented</li> <li>+ Has ESD, DRR, and national regulation</li> <li>+ The ESD and DRR concepts are implemented and integrated in school-based community</li> <li>+ Established coordination among stakeholders</li> <li>+ People tend to be reserved on their emotional feeling</li> </ul>

## Slide 7

### Solution/Recommendation

- + Promote integrated concept of ESD, psychosocial and DRR in concept and implementation
- + Conduct pilot study to harvest evidence and promote evidence based integrated and well coordinated program
- + Conduct cultural comparison research study between Japan and Indonesia
- + Every person, community, and nation has their potential to be resilient to overcome hardship and it is best to be nurtured within the power of community.



## Group : Gambare

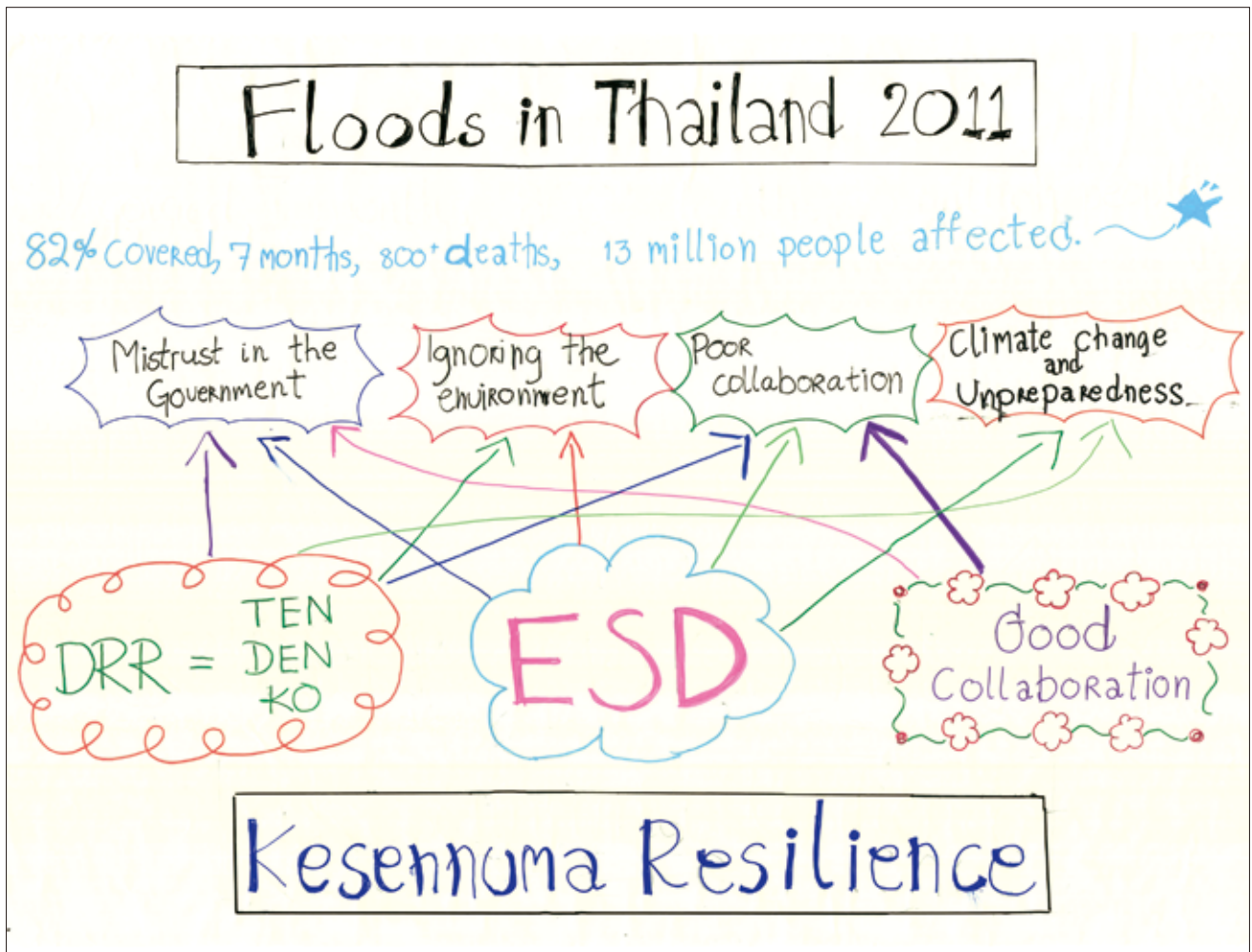
Marcia Ann Jones (New Zealand)  
Josephine Dela Guardia Mueca (Philippines)  
Souksanh Sayavong (Laos)  
Chhumpanha Ke (Cambodia)



## Group : Bamboo shoots



Aruchita Auttamapokin (Thailand)  
Ho Thi Minh Nguyet (Vietnam)  
Kimberley De Deckker (Australia)  
Shafarudin Bin Ali (Malaysia)





## Group : Rainbow

- Nguyen Minh Hieu (Vietnam)
- Kim Minkyong (Korea)
- Kenny Low (Singapore)
- Kyaw Naing Zan (Myanmar)
- Haji Mohamad Sofian Bin Lamit (Brunei)



## Group : Bu Dao Weng 不倒翁



Miki Saito (Japan)  
 June Lim (Singapore)  
 Imran Sentosa (Indonesia)  
 Yoeun Me (Cambodia)  
 Wu Junjie (China)

Slide 1



### Bu Dao Weng

Miki Saito	Japan
June Min Ching Lim	Singapore
Junjie Wu	China
Yoeun Mey	Cambodia
Imran Sentosa	Indonesia

Slide 2

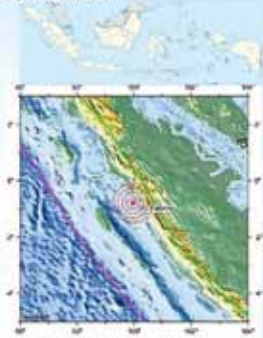
*"People were like pieces of paper, blown by the wind. It was very difficult to stand up, nor to run for saving our lives."*  
 - a mother described the earthquake which happened in Lubuk Alung, West Sumatera

Date: 10:16:10, September 30, 2009 (UTC) Magnitude: 7.6  
 Depth: 87 kilometres (54 mi)

Epicenter: 0.725° S, 99.856° E  
 Coordinates: 0.725° S, 99.856° E

Casualties: estimated to be at least 1,100, government reports confirmed 1,117 dead, 1,214 severely injured and 1,688 slightly injured.

(Wikipedia)



SOUTHERN SUMATRA, INDONESIA  
 2009-09-30 10:16:10 UTC ± 0.05 sec Depth: 87 km, Magnitude: 7.6  
 Epicenter Location

Slide 3

### LESSON LEARNT

Padang Parlaman - West Sumatera	Kesennuma
Schools are not well trained in disaster mitigation	Schools are well prepared and trained in disaster mitigation
No official curriculum in disaster mitigation	Use of infusion-approach in practice of ESD
The community and parents are not well educated in disaster management	The community and parents take responsibilities in community development
Programs are not sustainable	Programs are sustainable

Slide 4

### SOLUTIONS

- Government should take responsibility to permeate DRR curriculum throughout Indonesia. (start to run in 2012)
- Involvement of all stakeholders in projects; with community, schools, NGOs, NPOs and government.
- Shifting education from knowledge-based (rote learning, memory work) to self judgement based (resilience thinking, critical thinking, creative thinking)

Slide 5

### SUMMARY

- Recognize the present situation
- Create a future that you want to create
- Invite people who are interested to participate





Slide 6

**"I can do things you cannot, you can do things I cannot; together we can do great things."**

— Mother Teresa



# *Memories*



## Looking back through the pictures



During the Special Lecture



Getting to Know Each Other over Meals



Ice Breaking at Ashinaga Rainbow House



With Mr. Yagi at Ashinaga Rainbow House



Exchange with Ashinaga Friends





Looking around Ginza



Briefing about Japan



At Ginza Street



Leaning about Non-verbal Communication with Dr. kuwayama



Visiting Asakusa Temple in the Snow



Breakfast at Pearl City Hotel



Kesenuma Station



The Sending-off Ceremony for 6th Graders



Welcoming at Ohya Elementary School



Smiling with 6th Graders



Lunch Time with Children



Teaching their Languages to Children



Encouraging Messages from Other Schools



「前」“Look Forward”,  
A Resolution Word



With Resilient Teachers of Ohya



Singing of Fishermen and Students at Karakuwa



Otokoyama Sake Brewery



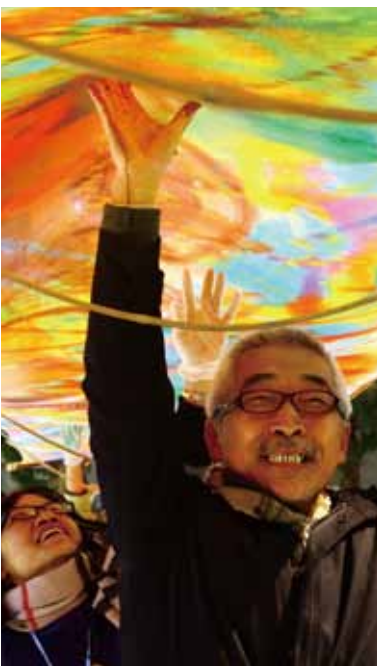
What We Learned from Kesennuma



500 Meters from the Sea Distance



Nozome with Children



“Beautiful, isn’t it?”



Putting Down Reprinted Paper on the Snow



Nozome, Dyeing Art Work Shop



Farewell Speech for Translators



Baking Breads at Kesennuma Play Park



Group Photo at Hiraizumi



Unforgettable Memory



Japanese Style Inn “Ryokan”



Receiving Certificates



Special Name Tags



Miss You All

# Press Coverage

(5) 2012年(平成24年)3月3日 土曜日

## 東アジアから視察団

若手の 教員ら 学校やスローフードに触れる 気仙沼市

東アジア各国の若手教員らが1日、気仙沼市を訪れ、教育現場を視察している。大谷小、中学校では、児童・生徒の学校生活に触れながら、東日本大震災での被災状況や授業再開までの経過などを聞いた。

一行は、外務省の「21世紀東アジア青年大交流計画」(JENESYS)の一環で国際交流基金が実施している「東アジア次世代リーダーシッププログラム」の研修で訪れた。状況や授業再開までの経過のほか、津波にのまれた冬水田んぼをボランティアの協力で復旧させたことなどを聞いた。

ブルネイの職業訓練校教員ハン・モハメド・ソフイアン・ビン・ラミットさんは「子供たちがとにかく元気。心の中にはつらさが残っているはずだが、大災害を経験したとは思えないほど明るく、驚いた」と話していた。

大谷中では、環境教育講師の小野寺雅之さんから冬水田んぼでの稲作をはじめとする「大谷ハチドリ計画」の概要などを聞いた。

2日は唐桑中を訪問し、「将来のエネルギ―について」をテーマにした3年生の討論会などを見学。3日はスローフード運動推進の取り組みなどを聴き、4日は染め物の「野菜め」を体験する。

大谷小の「6年生を送る会」を見学する東アジアの教育関係者



[三陸新報 2012年3月3日(土) 朝刊2面より転載]

Wednesday, March 14, 2012 NEWS A9

■ JAPANESE EXPERIENCE



Prepared for crisis: Children from Ghya Elementary School at Kesemnuma Japan, dye a piece of fabric during an art workshop at their school, which is in an area devastated in last year's earthquake and tsunami.



Lessons to be learned: Mairrehau School teacher Marcia Jones talking yesterday about her trip to Japan. Photo: DGH/SCOTT/FARFAX NZ

## Ready pupils for disaster – teacher

Tina Law  
tina.law@press.co.nz

Children need to know they are not alone when it comes to experiencing natural disasters, Christchurch teacher Marcia Jones says.

Jones has just returned from a 12-day trip to Japan, where she visited schools in an area devastated by last year's tsunami and earthquake.

The aim of the trip, funded by the Japan Foundation, was to look at how to foster resilience in schools after natural disasters.

The Mairrehau School teacher, who was joined on the trip by 26 people from 15 countries, said she was able to gain a better understanding of what other countries faced after natural disasters compared with Christchurch's experiences.

It was important to build networks with other countries so that children recovering from disasters realised they were not alone, she said.

Jones spent time at three schools in Kesemnuma, in the Miyagi prefecture in north-eastern Japan, where 1030 people died and 338 were missing.

All of the children who were at schools in the city survived.

Jones was in a Central New Brighton School class room with six pupils on February 22, 2011, when the quake struck.

"I just remember that immediate concern for where the children were," Jones said she was impressed with the realistic drills being taught to children in Kesemnuma.

They were taken to the seaside, and a car was driven by a teacher at the same speed of the tsunami, and the children had to make their own decisions on how to get away from it.

Children might sometimes have no adults around and needed to be able to make decisions themselves, she said.

There were some excellent programmes in Christchurch schools to help children be resilient, but Jones was keen to see lessons continued to be learnt.

"It's really important for the future of our cities and communities that we have resilient children," she said.

It's really important for the future of our cities and communities that we have resilient children.

Marcia Jones  
Christchurch teacher

[Published in New Zealand on March 14, 2012: © The Press]





