Consortium for International Human Resource Development for Disaster-Resilient Countries

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DRC コース履修生の声

お知らせ

KYOTO UNIVERSITY

This project is presented as part of the “CAMPUS Asia Support for the Formation of a Core Center” under the MEXT 2011 “Re-Inventing Japan Project”
As a part of Kyoto University’s Re-Inventing Japan Project, “Consortium of International Human Resource Development for Disaster Resilient Countries – Based on the Experiences of Disaster Recovery,” now in its 4th year, a student exchange was conducted by Kyoto University and Institut Teknologi Bandung in Indonesia in August and September this year. Following the intensive month-long course in Kyoto conducted in August, as in the previous year, the site of the intensive course in September was changed from last year’s Kasetsart University of Thailand to Institut Teknologi Bandung. In addition to the three participating Thai universities from last year (Asian Institute of Technology, Chulalongkorn University, and Kasetsart University), Institut Teknologi Bandung of Indonesia and Vietnam National University, Hanoi (hereafter referred to as the five ASEAN Alliance Universities), three students from National Cheng-Kung University of Taiwan joined in the intensive course in Kyoto this year, attracting a total of 33 students, 18 from four overseas countries and 15 from Kyoto University, to take part in the student exchange, which was conducted as a part of the collaborative educational program. All in all, students from six countries participated in the program, bringing about even richer and more diversified exchanges.

Students from the ASEAN Alliance Universities and National Cheng-Kung University, who visited Japan in early August, participated in an orientation on August 3 jointly with 15 students from Kyoto University. In Kyoto, two intensive lecture series, “Disaster and Health Risk Management for Liveable City” (MS1) and “Disaster and Environmental Risk Management” (ES3) were held. In September, following an orientation at ITB on the second day of the month, students received lectures on damage caused by earthquakes, landslides, tsunami and floods, as well as on the engineering involved in recovery from such damage, in ASEAN countries. In addition to the teaching staff of ITB, the host university, staff from Kyoto University and the two Thai universities joined in providing lectures this year. As all the lectures emphasized ORT trips in addition to classroom lectures, the students faced with challenges on the sites experienced a great many things.

As can be seen from the above, one of the strong features of our program is that students from different countries with various backgrounds can acquire practical knowledge on disaster recovery/restoration through nearly two months of learning in the form of a training camp. We believe that the students who participated in this year’s program gained valuable experiences that could not be expected from ordinary lectures nor through a short overseas visit for a conference presentation. In closing, we’d like to express our special thanks to the teaching staff who provided lectures, as well as to all the people who assisted with the ORTs. We sincerely hope for your continued support and assistance for the program.

在今年4年目となる、大学の世界展開強化事業「強固な国づくりを担う国際人育成のための中核拠点の形成−災害復興の経験を踏まえて−」における学生相互交流が、8月、9月に京都大学およびインドネシア・バンドン工科大学において行われました。8月に京都で約1ヶ月の集中講義を実施するのは昨年と同じですが、9月の集中講義の開催地は昨年のタイ・カセサート大学から今年はバンドン工科大学（インドネシア）、ベトナム国家大学ハノイ（以下、総称してASEAN連携5大学）に加えて、京都での集中講義に限り、台湾成功大学からも3名ずつ、計4ヵ国18名の学生と京大からの15名、計33名の学生が、協働教育プログラムに基づく学生交流に参加しました。その結果参加した学生の国籍は6ヵ国にわたり、より多様な学生交流が行われました。

8月に入ってすぐに来日したASEAN連携5大学の学生は、京大から参加する15名の学生と共に、8月3日に開催されたオリエンテーションに参加しました。京都では2つの集中講義「安寧の都市のための災害・健康リスクマネジメント（MS1）」と「災害と環境リスク管理（ES3）」が開講されました。9月に入り、2日にITBにてオリエンテーションを開催した後に、ASEAN各国における地震・海津波・津波・洪水などの被害とその復興に関するエンジニアリング（AES1, AES2）についての講義を受けました。9月に参加した学生は、京都大学およびタイ3大学の教職員が主に、講義を提供しました。また全ての科目において座学以外に現地視察を含む、ORC（On Request Course）が実施され、多くの学生が実験を体験することができました。

このような、本プログラムの一貫性である国や出身分野が異なる学生たちが、約2ヶ月間でわたり住民と住民社会をその中で活動し、その中で学びながら、共に努力をして戦い、共に応戦し、共に生き抜いてきたという経験を通じて、多くのことを学んだことが多いからです。

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Reports on the Collaborative Lectures by junior faculty members

Report on Collaborative Lecture at Kyoto University

Nguyen Ngoc Truc  
Lecturer, Department of Geotechnics, VNU University of Science, Vietnam National University, Hanoi

One day in April 2014, I received the offer of Prof. Mai Trong Nhuan and Prof. Nguyen Van Vuong in Vietnam National University, Hanoi, to participate in the Disaster-Resilient Countries programme (DRC). My work was to carry out collaboration lectures to master’s and doctoral students of Kyoto University in July. This is a special mission and a good opportunity for me, a lecturer from the Department of Geotechnics, Faculty of Geology, VNU University of Science, Vietnam National University.

The collaboration lectures were addressed in the “Landslide Disaster in Southeast Asian Countries” course from July 14 to 23, 2014. This is an interesting subject that students in earth sciences, natural resources and environment, and civil engineering should be equipped with. Japan is a country located on a planetary earthquake belt. It is characterized by many severe natural disasters. Whereas Southeast Asian countries are also located on or along the edge of this belt, due to the diversity of geological and topographical structures, for instance, islands and flat coastal territories, countries that should have been strongly affected by many types of natural disasters experience such disasters as natural conditions. The report, “Annual Disaster Statistical Review 2012: The Numbers and Trends,” showed that, although the Philippines is a country with a territory smaller than China or the United States, it is in a rank in the world after these two countries in the top 10 list of countries in terms of reported extreme events caused by geophysical, hydrological, morphological, and climatological causes. The Philippines is then followed by Indonesia. In the Southeast Asian region, other countries such as Vietnam, Myanmar, Thailand, Laos, and Malaysia are at high risk of landslide disaster. This is attested by the number of fatalities and number of fatal landslides, and also by the type and relative intensity of hazards faced by these seven Southeast Asian countries.

Because of the many peculiarities and the similarities in terms of the level of risk of natural disasters between Japan and the Southeast Asian countries, the collaboration lectures on Landslide Disaster in Southeast Asian Countries given to students in Kyoto University within the scheme of DRC programme are really necessary. The lectures are comprised of two parts, the first is to introduce, analyze, and assess landslide disaster in Southeast Asian countries; second is landslide risk assessment by using the landslide disaster vulnerability assessment in Vietnam as a case study. In addition, there was also a lecture on theoretical and modeling study of soft soil in salt-affected conditions. After each lecture, the students were divided into groups to discuss and present their ideas. Finally, two essays were assigned to each student as homework to get the point of this subject. Given the evaluation and the positive feedback from the students, the class has been judged to meet the requirements of the DRC programme. The lecture time at Kyoto University was the effect experience that would be very valuable for my works at Vietnam National University.

Report on an intensive course at the Asian Institute of Technology

Junichi Susaki  
Associate Professor, Graduate School of Engineering, Kyoto University

The author visited the Remote Sensing and GIS Field of Study, School of Engineering and Technology, Asian Institute of Technology (AIT) from the 15th to the 20th of August 2014 to give an intensive course.

Within the framework of young faculty secondment under the DRC project, young faculty members are requested to give a few classes in a course that is officially registered in the host university that also grants the credits. Because suitable courses were not available, the author set up a new course, “Introduction to LiDAR Technology” with Dr. Masahiko Nagai, Visiting Assistant Professor, LiDAR, which refers to “light detection and ranging,” has been widely used in the field of Geoinformatics. In the course, LiDAR data processing theory and applications were introduced. Each class is a three-hour lecture at the AIT. The author was in charge of the first four classes from August 15 (Fri) to 20 (Wed), and Dr. Nagai was in charge of the last class on August 21 (Thu). Because it was an intensive course from 16:00 to 19:00, i.e., after normal class hours, the students looked tired; however, they seriously tried to learn the contents.

Because good textbooks were not available, the author edited a textbook with about 120 pages by translating into English the materials of “Surveying and Practice” and the 3rd year undergraduate students of Kyoto University and by compiling the author’s English papers about LiDAR data processing. The author gave the 1st class about error theory, the 2nd and 3rd classes about least squares method, and the 4th class about LiDAR applications. In the beginning of the course, the author confirmed the students’ backgrounds. They were from science and engineering, but their levels of understanding mathematics varied a lot. Since the author took time to teach fundamental mathematics, only half of the contents in the textbook were explained as a result. In spite of the lecture on the fundamentals, the questionnaire conducted at the end of every class showed that many of the students felt it was very difficult to follow mathematical explanations. Nevertheless, 11 students completed the course. At the end of the 4th class, the author explained the short-term course within the framework of the DRC project, and many students expressed strong interest in going to Japan. More than half of the students were Thai and others were Nepalese, Myanmar, and Japanese. In general, they seemed to have a good impression of Japan. The author believes that such classes given by Japanese faculty members contributed to the improvement of the students’ impression of Japan.

Through this short-term visit, the author had the chance to gain some teaching experience. Especially, it was a good chance to examine whether the contents taught at Kyoto University are important or not by referring to English textbooks and references. The author would like to reflect this experience to the education in Japan.
Reports on the Intensive Lectures in August and September, 2014
2014年度8月・9月集中講義実施報告

Report on the Lecture “Disaster and Health Risk Management for Liveable City”
Saki Yotsui  Student of master’s course, Graduate School of Environmental Studies, Kyoto University
Maki Koyama  Program-Specific Associate Professor to “Unit for Liveable Cities”, Graduate School of Medicine, Kyoto University

MSI (Disaster and Health Risk Management for Liveable City) was held August 4-13, 2014. A total of thirty three students participated this year, including fifteen from Kyoto University, fifteen from the DRC alliance universities, and three from National Cheng Kung University of Taiwan. Fifteen students from East and Southeast Asian countries attending summer school for the Undergraduate International Course Program of Civil Engineering, held at Kyoto University, joined MSI August 4-9, making the program more populated than in previous years. In addition to the usual classroom lectures, the MSI program included field trips on August 4th and the discussion, and three days of field study.

The field trip on August 4th included a visit to the Higashiyama Ward Office, Kyoto City, where a very unique lecture was held in the form of group work, which involved residents of Higashiyama Ward. Groups of seven or eight members comprised of Japanese students, foreign students, and residents of Higashiyama Ward discussed and exchanged their opinions about problems that arose in post-earthquake shelters and possible solutions for such problems. Group work with local residents, attempted for the first time by DRC students participating in the course, started with self-introductions of group members and proceeded to introductions and discussions regarding disaster situations in their respective countries, generating a highly productive atmosphere that facilitated active exchanges of opinions. Through these dialogues, participants understood that situations perceived as ordinary in one country could be viewed as extraordinary in other countries and cultures.

The students learned about disaster situations and disaster prevention plans in various countries through the practical experiences of spraying water and participating in group work during field trips. It seems that the field trips conducted on the first days of the course brought many opportunities for students to communicate with each other; thus, they helped students build fundamental relationships that were necessary for the smooth progress of the two-month course.

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Report on the Lecture “Disaster and Environmental Risk Management”
Tomoharu Hori  Professor, Disaster Prevention Research Institute, Kyoto University

The DRC intensive course on disaster and environmental risk management (ES3) was from August 16 to 25, 2014. The course was designed to provide knowledge and experience on water-related disasters and environmental issues. It was comprised of nine classroom lectures, one overall discussion class, and three days of field study.

A series of lectures began on Saturday, August 16, with a course overview and the topic, historical view and future perspective of floods and risk management in Japan, was given by Prof. Hori. In the afternoon, Prof. Shimizu talked about water supply and sewer systems from the viewpoint of disaster management. On Monday, lectures on sediment disaster and on tsunamis and storm surge disaster were given by Assoc. Profs. Takebayashi and Mori. The Tuesday classes covered the fields of disaster risk management and disaster information, which were conducted by Assoc. Profs. Yokomatsu and Hatayama. After the class on toilette issues and disaster management by Prof. Shimizu, there was a chance for an overall discussion by the students on Wednesday. During the discussion, the students formed in groups (each of which was composed both of Kyoto University and Asean University students), and proceeded to introductions and discussions regarding disaster situations in their respective countries, generating a highly productive atmosphere that facilitated active exchanges of opinions. Through these dialogues, participants understood that situations perceived as ordinary in one country could be viewed as extraordinary in other countries and cultures.

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In the field trip, all the students visited the Sakurajima Volcano Research Center of the DPRI with the experience of super express transportation by Shinkansen from Kyoto to Kagoshima. After taking brief lectures on the effort of long-term observation and historical eruption events, we visited the observatory tunnel, which is for detecting little displacement in the shape of the mountain, and also the observatory of the crater, which is still active. Visiting Shirakawa River in Kumamoto City on the second day of the trip, the participants looked around the area that suffered serious flooding in 2012 and the ongoing restoration work. They also visited Mt. Unzen to learn from the disaster brought by pyroclastic flow. Visit to the Yamaguchi area on the last day of the field trip gave the students an opportunity to realize the disastrous effect of serious flooding brought by torrential rain in 2013.

Through the combination of classroom, lectures, discussion, and the field trip, the ES3 course students had the chance to gain theoretical knowledge and practical experience on disaster risk and environmental issues. Especially, their actual experience of concentrated heavy rainfall in the Kyoto area on August 16 and the earth rumbling brought by the fuming crater of Sakurajima must have helped them achieve a more active and practical learning.
In this fiscal year, the DRC international course was held at the Institute Technology Bandung (ITB). The students consisted of 15 Japanese, four Indonesian, three Vietnamese, one Singaporean and seven Thai. I accompanied them during AES1 and participated in the lectures that were conducted for seven days.

In the lectures, the main topics were disaster prevention and mitigation on occasions such as earthquakes, tsunamis, and the volcanic eruptions. The staff in the Research Center for Disaster Mitigation in ITB mainly organized the lectures and all other activities. Some students were able to understand the lectures despite their different academic discipline.

The students listened to lectures and did group exercises each day. They were also divided into five groups to complete assignments. The students already developed a good relationship through the DRC international course in Japan, which contributed to the students’ active and fruitful discussions. They brought assignments to their hotel and continued to discuss assignments in the lobby of their hotel after the lecture.

AES1 included a one-day field trip to learn and to experience. In this field trip, we visited the Geological Agency of Indonesia and the Tangkuban Parahu volcano.

In the Geological Agency of Indonesia, we visited the Center for Volcanology and Geological Hazard Mitigation. In this center, they monitor volcanic activities in Indonesia. A presentation was provided regarding active volcanoes in Indonesia and their activities. The discussion expanded to an evacuation framework during volcanic eruptions in Indonesia. Then, the discussion moved to the differences in terms of information propagation between Indonesia and Japan. The participants learned about the volcanic activities in Indonesia and volcanic disaster prevention and mitigation.

In the Tangkuban Parahu volcano, we visited the Tangkuban Parahu Observation Post and two craters. First, we learned the outline of the Tangkuban Parahu volcano using a model in the observation post. The monitoring system was also explained to us. After that, we moved to the craters. In these craters, many tourists come for sightseeing because it is the only crater in Indonesia where tourists can drive up to its very rim. The students enjoyed and got their unforgettable experience.

I felt that the students enjoyed the DRC international course due to a lot of help and ingenious efforts by the ITB staff and the Indonesian students. I would like to thank our partners from ITB for their kindness, hospitality, and dedication to the DRC course.

ASEAN Engineering Subject 1 (AES1) and 2 (AES2) were organized by Institute of Technology Bandung (ITB) and delivered by experts from Kyoto University, ITB, and Thailand universities (Chulalongkorn University, Kasetsart University and AIT). Subsequent to the lectures, the students participated in a fieldtrip between 23-26 August. On the first day of the fieldtrip, students visited BMKG (Badan Meteorologi, Klimatologi, dan Geofisika - Meteorological, Climatological, and Geophysical Agency) in Jakarta to learn about earthquakes, tsunamis, and climate change early warning systems. The students learned about the following mechanisms during their visit to BMKG:

1. INA-MEWS (Indonesia’s Meteorological Early Warning System) : an early warning system for extreme weather.
2. INA-TCWC (Indonesia’s Tropical Cyclone Warning Center) : a system that monitors the probability of tropical cyclone occurrence in 90°-125° E and 0°-10° S areas.
3. INA-CEWS (Indonesia’s Climatological Early Warning System) : a warning system built by BMKG to anticipate natural hazards related to extreme climate.
4. INA-TEWS (Indonesia’s Tsunami Early Warning System) : a warning system designed to disseminate information about the potential risk of a tsunami within 5 minutes of the occurrence of an earthquake.

During 24-26 August, students visited local government agencies involved in disaster mitigation and preparedness systems, such as Regional Disaster Management Agency (BPBD), Sabo Research Center, and the Center for Investigation and Technology Development of Geological Disaster (BPPTKG). Jogjakarta is a very special area since it has experienced several natural disasters including an earthquake and a landslide in 2006 and volcanic eruptions in 2006 and 2006. The recovery process in Jogjakarta is relatively swift in comparison to other disaster affected areas in Indonesia. While visiting Jogjakarta, the students had an opportunity to learn about the role local government agencies play during the recovery process, as well as their contribution to mitigation efforts, such as building the capacity of the local community. They also learned how the culture of the community facilitates a rapid recovery process and assists the community to overcome difficulties and sorrows during the post-disaster period.

Participants of the fieldtrip included faculty members and students from ITB, Kyoto University, Chulalongkorn University, AIT, Kasetsart University, and Vietnam National University. Thirty-five people participated in the fieldtrip.
Voices of the Students attending DRC Course 2014

Elaine Chong Su Feng
School of Environment, Resources and Development & School of Engineering and Technology, Asian Institute of Technology

This well-organized DRC program brought up pressing natural-disaster issues which, while important, have received little attention to date (e.g. vulnerable people, water and sanitation issues, dynamics of human behavior, etc.). Besides the invaluable science and social science content that was delivered, fieldtrips led by experts to various sites in Japan and Indonesia, as well as interactions with key stakeholders, were also included in the program to further reinforce learning in the classroom. The insight shared by dedicated experts—both academics and practitioners—about Japan’s and Indonesia’s excellent preparation measures for various disaster situations, as well as the handling of such situations (e.g. the 2011 Great East Japan Earthquake, and the 2006 and 2010 Merapi Volcano Erupations) also made this program very beneficial for me, as I was able to observe and learn more about how different countries cope with natural disasters with the resources they have at hand. In addition, experiencing several natural hazards (e.g. cyclone, earthquake, etc.) during this program made these disaster issues more real.

Furthermore, the program gave me numerous opportunities to interact with like-minded people who are also striving towards the same goal of minimizing loss of lives and damage to assets during disaster events. Many good friends have been made along the way. This program has certainly accomplished its purpose and has helped to reaffirm my desire to work in Asia in the area of disaster risk reduction.

Thank you DRC, for giving me this opportunity to learn and further develop my skills and knowledge in this area!

Suraparb Kaewsawasawong
Faculty of Engineering, Chulalongkorn University

The DRC course is an educational program about disaster risk mitigation, recovery and reconstruction. I really wanted to join the course in order to obtain knowledge about disasters, and learn how to help my country recover following a disaster. In addition, I was keen to obtain experience in another country.

I learned about disasters that have occurred in Japan and Indonesia, such as earthquakes, tsunamis, landslides, and floods, as well as how these disasters were mitigated. I was able to obtain knowledge from every professor, and every staff member from each institute visited. This program helped me understand how to increase a country’s resilience. When future disasters occur, I feel I may now be able to volunteer to help victims. When I graduate from my master’s degree, I aim to pursue a job that relates to landslides and land-subsidence problems (my major is geotechnical engineering), so this program also helped me to prepare for this kind of work.

I had a fantastic time while in Japan and Indonesia. Both countries are very beautiful, but, more importantly, I made a lot of great friends in the DRC class. They help me when I face problems and we continue to keep in touch; I think the friends I made during the program will be my friends for life.

Rawiwan Rodpho
Faculty of Engineering, Kasetsart University

The DRC course is an educational program about disaster risk mitigation, recovery, and reconstruction. Throughout the course, I learned so much, both academically and personally. I wanted to be part of the DRC course because disasters cause damage to lives and property, as well as leading to economic impacts and changes to people’s lifestyles. I learned about mitigation initiatives that have been used around the world during disasters such as earthquakes, tsunamis, landslides, and floods. I obtained a great deal of knowledge from every professor and every staff member of each institute visited. This program helped me to understand disasters. In addition, I improved my English skills and, importantly, learned how to live with and adapt to others in diverse societies. This knowledge is no less important than knowledge of disasters. Thus, this program helped to prepare me for my future work. I had a superb time in Japan and Indonesia with fellow DRC program members; in fact, I was surprised that such a great friendship could form in such a short period of time. Finally, I want to thank DRC for giving me the chance to learn so much. This knowledge about disasters will enable me to help my country to face any disaster that may occur in the future.

Sekar Mawar Oktavina
Faculty of Civil and Environmental Engineering, Institut Teknologi Bandung

This course was very beneficial for me. From the in-class lectures, I broadened my knowledge and understanding of many kinds of disasters, disaster-response techniques, emergencies, human impacts that arise during disaster management and recovery, how to use the lessons learned from past disasters and recovery processes, and much more. We also took part in interesting group activities and fieldtrips that helped us to understand more about the implementation of every lesson that we learned in class.

Through taking this course, I have improved my language skills, knowledge about the culture and customs of other countries, and self-confidence. Taking part in constant conversations meant that I actually improved a lot, not only in terms of my English speaking and writing skills, but also in understanding parts of Japanese conversations. During conversations, participants often introduced aspects of each other’s cultures and customs. These kinds of interactions helped me gain more self-confidence in public speaking and expressing my ideas.

I am very grateful to Kyoto University for allowing me to join this excellent program. It has helped me to expand my thoughts and plans for the future, and opened my mind to learn more about the different aspects related to disaster management. I highly recommend participating in this program.
Luong Le Huy  
Faculty Geology, VNU University of Science, Vietnam National University, Hanoi

The DRC courses are very helpful for students to increase their knowledge, improve their skills, learn about other cultures, and make new friends.

First, I gained a great deal of knowledge from taking the course. I studied how to manage disasters and health risks, as well as environmental risks. Disasters are very dangerous and can lead to many problems, so knowledge about managing disasters, health risks, and environmental risks is very important for recovery and reconstruction. In addition, I studied many kinds of disasters, and how to prevent them. I can learn a lot of it and find the way to apply from conditions of Vietnam.

Second, I improved my soft skills. I learned how to work effectively within a group, which I feel is very important for increasing knowledge, since it provides an opportunity to share and discuss ideas. The DRC course also helped me to increase my presentation and information-searching abilities.

Finally, I learned more about the cultures of Japan and Indonesia, which are very different from that of Vietnam. Japan is very modern, but retains its traditional influence, while Indonesia is a developing country and most of its residents are Muslim, meaning that Islam has a strong influence on Indonesian culture.

I feel that the DRC course was extremely valuable, and I hope to take part in similar projects in the future.

Takayuki Ashino  
Graduate School of Engineering, Kyoto University

I not only gained a great deal of knowledge of various disasters during the DRC course, but also wonderful friendships with fellow DRC students. We took a few lectures in the morning and then discussed the solutions in groups after lunch. Although we struggled to submit assignments on time after class, we were able to develop our understanding of disaster mitigation. We were given the opportunity to share our experiences and ideas on various topics related to building a disaster-resilient country. For example, natural disasters in Japan have similarities and differences in terms of their causes and measures with ASEAN countries. We were able to come up with more effective countermeasures for each situation through interactive group work. During fieldwork, we visited sites that have been damaged by earthquakes, floods, or volcanic eruptions. In Indonesia, we were able to access a site close to the crater of the Tangkuban Perahu Volcano, which augmented our understanding of what we learned in class. This course, which has been one of the best experiences of my life, will help me to open up a new path for the future. I am very grateful to all of the DRC members, including the other students and the faculty. Thank you so much.

Takashi Kondo  
Graduate School of Engineering, Kyoto University

Thank you DRC for giving me such a great opportunity to take part in an international exchange, as well as learning about disaster mitigation from an engineering point of view. Knowledge about disaster resilience was obtained by studying hard, conducting discussions during group work, and taking part in fieldtrips. Furthermore, the course provided an opportunity to make friends with students from ASEAN countries, which was a priceless experience. Two months was certainly long enough to form good relationships with ASEAN students who come from different cultures and backgrounds, and have different outlooks; however, I really wanted to stay longer and socialize more with the close friends I made. The DRC course was extended to environmental engineering students from this year, so I was very lucky to be able to take part. If younger students take part in DRC courses, they will be able to consider important viewpoints regarding environmental problems, which may be related to disasters. For example, improving environmental conditions may require cooperation from parts of disaster mitigation departments. In my opinion, the course was so beneficial even for environmental engineering students that I would recommend my younger students taking a future DRC course!

Tomohiro Sawa  
Graduate School of Management, Kyoto University

I learned about a variety of disasters during the two-month DRC program. I studied the current situation related to disaster prevention in Japan and ASEAN countries, and was able to deepen my understanding of disaster management and disaster-prevention technology through the lectures and activities at the program. I obtained knowledge of the causes, mechanisms, and adverse impacts of each disaster, as well as the relevant countermeasures.

I have realized that it is important to learn about specific cases of past disasters, such as the Great East Japan Earthquake, when living in a disaster-prone country such as Japan and the ASEAN countries. Therefore, sharing lessons from these cases in such countries is a good way to learn how to cope effectively with future disasters.

The DRC program provided me with several good opportunities to acquire knowledge of disaster prevention, as well as a meaningful international experience. I envisage my international experience in the DRC program, including the month-long stay in Indonesia, as being highly useful for my future business. With the program experience in mind, I will try to overcome communication barriers arising from cross-cultural circumstances with an open mind. Finally, I wish to say a sincere thank you to all of the friends, lecturers and other staff members.

At SABO Dam Kali Gendol, Yogyakarta, Indonesia  
SABO Research Center, Yogyakarta, Indonesia  
At the Prambanan Temple, Yogyakarta, Indonesia
News

English training for DRC students

From June to July in 2014, training in English writing and speaking was conducted for Japanese students who were taking the DRC course. The purpose of the training was to enhance the ability of the students to communicate and prepare reports in English because weaknesses in these areas had proved to be an issue to be considered in a review of past faculty development activities. All the DRC students tackled their assignments diligently and successfully made use of what they had learned in the training while they participated in this year’s program.

DRC 受講生対象英語トレーニング

2014年6月から7月にかけて、今年度DRC受講日本人学生を対象とした英語のwritingおよびspeakingに関するトレーニングを実施しました。これはFaculty Development活動を通じて判明した課題の一つである、日本人学生の英文レポート執筆能力やコミュニケーション力をより高めるために行ったものです。DRC受講生はいずれも熱心に課題に取り組み、その成果は今年度のプログラムにおいて活かされました。

Joint Summer Course in Vietnam

We delivered the third and fourth collaborative lectures for 2014 at the University of Transport and Communications (UTC) from September 24 to 26. Six teachers, including Professors Hiroyasu Ohtsu and Kiyoshi Kobayashi of the Graduate School of Management, Kyoto University, conducted a total of 15 classes as part of the Road Infrastructure Asset Management Course. These classes were organized as a lecture curriculum that can be easily applied to practical businesses including seminars for business practice of the Kyoto Model, an asset management system of pavements. The summer course on traffic planning is designed to equip students and other attendees with necessary knowledge on implementation of traffic plans; it included, for example, a class on the CUE model, an evaluation tool for plans. The teachers, who included Associate Professor Kakuya Matsushima, took a total of 15 classes. Attended by over 100 people, including officials of the Ministry of Transport and the Ministry of Construction of Vietnam and young lecturers and students of UTC, both courses concluded with great success.

ジョイントサマーコース（第3回, 第4回国際協働講義）

平成26年9月24日〜26日まで、ベトナム交通通信大学（University of Transport and Communications: UTC）において、2014年度第3、4回国際協働講義を行いました。道路インフラアセットマネジメントコースでは、大津宏康教授、小林潔司教授（経営管理大学院）ら6名が合計15コマの講義を実施しました。舗装のアセットマネジメントシステムである京都モデル等の実務演習を含む実務に即した講義カリキュラムとなりました。交通計画に関するサマーコースは、計画の評価ツールとしてのCUEモデルなど、交通計画実践に必要な知識を提供することを目指しています。松島格也准教授らが合計15コマの講義を実施しました。両コースにはベトナム建設省・道路省関係者、UTCの若手講師、学生ら100名以上が参加し、盛会のうちに終了しました。

Events

3rd DRC FD Symposium in Kyoto

The 3rd Faculty Development Symposium will be held at Hotel Centnovum Kyoto on November, 25, 2014. The symposium will review the contents of student exchange and young faculty member exchange programs conducted during FY 2014, and also discuss how to conduct programs in future years. In addition to a guest from Japan International Cooperation Agency, eight members of teaching staff from the six ASEAN Alliance Universities and National Cheng Kung University, and around 10 members of teaching staffs from Japan are expected to participate.

第 3 回 DRC FD シンポジウム

2014年11月25日、ホテルセントノーム京都で第3回Faculty Development Symposiumを開催します。2014年度に取り組んだ学生交流事業、若手教員交流事業の内容を振り返るとともに、次年度以降の事業実施のあり方について議論します。国際協力機構からもゲストをお招きし、6つのASEAN連携大学及び台湾国立成功大学から8名、日本から10名程度の教員が参加する予定です。

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