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 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 third year, a student exchange was conducted by Kyoto University and Kasetsart University in Thailand in August and September this year. As in the previous year, the exchange included a month or so of intense courses at Kyoto University in August and similar courses at Kasetsart University in September. 

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) joined this year, attracting a total of 31 students, 15 from the three ASEAN countries (three each from the five ASEAN Alliance Universities) and 16 from Kyoto University, to take part in the student exchange, which was conducted as a part of the collaborative educational program. As a result, the nationalities of the participating students has expanded to six countries, enabling more diversified exchanges than ever.

Students from the ASEAN Alliance Universities, who visited Japan in early August, participated in an orientation on August 4 jointly with 16 students from Kyoto University. At the orientation, the foreign students were advised of precautions to be observed during their stay in Kyoto and a brief explanation was provided on the two intensive lecture series to be held at Kyoto University, “Disaster and Health Risk Management for Liveable Cities” (MS-1) and “Environmental issues for disaster recovery” (ES-1). Following the orientation, a small convivial party was held and the students introduced themselves to each other. As many of the students had also participated in the DRC Student Workshop held in Bangkok in March, (See DRC newsletter Vol.2 for detail (http://www.drc.t.kyoto-u.ac.jp/assets/files/drc/Ja/Publication/NewsLetter%20Vol_02.pdf)) they seemed to open up very quickly to one another.

On the following day, the MS-1 course started. This year, it opened with an ORT to visit a fire prevention system at Kiyomizu-dera, the Great Hanshin-Awaji Earthquake Memorial Disaster Reduction and Human Renovation Institution and the Hanshin Expressway Earthquake Museum. Through observation of the latest system to preserve precious cultural assets and displays, which illustrated the enormous damage caused by the Great Hanshin-Awaji Earthquake twenty years ago, the students were able to deepen their thoughts on disaster recovery. The medical-engineering collaborative lectures that followed the field trip consisted not only of classroom lectures but also a number of group exercises. Through the process of tackling a theme as a group and presenting the result, the students were trained to think about disaster recovery in English. After each lecture, they also were assigned a report. Based on reflections on the result, the students were trained to think about disaster recovery in English.

On August 16, the ES-1 course started. During the first five days of the field trip consisted not only of classroom lectures but also a number of group exercises. Through the process of tackling a theme as a group and presenting the result, the students were trained to think about disaster recovery in English. After each lecture, they also were assigned a report. Based on reflections on the result, the students were trained to think about disaster recovery in English. After each lecture, they also were assigned a report. Based on reflections on the result, the students were trained to think about disaster recovery in English.
course, class lectures were presented on such themes as the treatment of disaster debris, their effective use as materials for disaster recovery, management of radioactive waste and radioactive contamination of soil, damage to water supply and sewerage systems caused by natural disasters and their emergent measures, and community-based activity for disaster recovery. As guidance to the field trip to disaster-affected sites in the Tohoku area scheduled for the second half of the course, the students learned about the situation regarding damage in the disaster-affected sites of the Great East Japan Earthquake. During the second half of the course starting on August 21, the students observed first-hand the situation regarding recovery in disaster-affected sites of the coastal area in Iwate and Miyagi prefectures, as well as treatment sites of disaster debris during an ORT trip of four days and three nights. Faced with the reality of damage and the recovery process, the students seemed to have felt a lot of things.

After an interval of about a week, the intense courses in Thailand started. The 31 students who gathered at the hotel KU Home in Kasetsart University first participated in an orientation on September 4. Following a welcome speech by Assoc. Prof. Thanya Kiatiwat, the dean of Faculty of Engineering, Kasetsart University, greetings and gratitude to the staff at Kasetsart University for accepting the students were expressed by Prof. Masao Kitano, the dean of Graduate School of Engineering, Kyoto University, who visited the country in time for the orientation. After listening to precautions to be observed during their stay in Thailand and instructions on lectures, the students took part in a campus tour guided by students of Kasetsart University.

During the next two and a half weeks, starting on September 5, the participating 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 ASEA countries. Reflecting the outcome of a questionnaire about last year’s program and achievements by the Faculty Development, more exercises were introduced this year to help students deepen their understanding. In addition to the teaching staff of Kyoto University and the three Thai universities, those from Institut Teknologi Bandung and Vietnam National University, Hanoi joined in providing lectures this year. During the ORT starting on September 24, the students made field trips to observe measures against landslides, coastal erosion, land subsidence, floods, etc. in Nakhon Si Thammarat Province located in southern Thailand and Samut Prakan Province in a suburb of Bangkok. The observation during the ORT trip of the damage and the process of recovery/reconstruction, which are different from those in Japan, provided the students with valuable experiences that will help them pursue their studies. Next year, engineering subjects provided by the five ASEAN universities will be hosted by Institut Teknologi Bandung.

In this manner, 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.

グループディスカッションの様子(カセサート大学)
Reports on the Lecture of MS-1 and ES-1
MS-1, ES-1 講義実施報告
Report on the Lecture “Disaster and Health Risk Management for Liveable City”
Yukiko Kikuchi  Research Associate, Institute of Neuroscience, Newcastle University Medical School

I am a systems neuroscientist, and my research is aimed at gaining a better understanding of the complex adaptive systems at the neuronal and behavioral levels in higher auditory functions (e.g., speech, music, and vocalizations). After the completion of my Ph. D. dissertation in 2002 at Hokkaido University, I worked at the National Institute of Mental Health and Georgetown University in the United States. In 2012, I started work at the Institute of Neuroscience (ION) at Newcastle University in the United Kingdom.

The topic of the lecture was “Human Brain Function and Behavior.” The lecture consisted of three parts. In the first part, the basic anatomical structures of the cerebrum, brain stem, and cerebellum, and their functions were explained. In the second, we learned about the prevalence of mental illness and its impact on society, the current treatments for mental illness, and the types of practitioners. Lastly, we learned about the interaction between anxiety level and human performance and its impact on the nerve and physiological systems, with particular emphasis on regulation and balance between the limbic system and cerebrum based on the three stress stages.

During the class, we had group discussion sessions, and each group was evenly represented by three to four ASEAN and Japanese students. Each group had a discussion on the questions raised during the lecture. I was very impressed by how actively the students participated and discussed the challenging topic with their friends across countries. After approximately 10 minutes of discussion, one member of each group was randomly selected to present a summary of the discussion to the other students in the class, and an interactive question and answer session was held. Each presenter summarized the discussion in a constructive manner, and we were able to conclude that there were at least three issues with regard to the treatment of mental illness in each country: (1) financial difficulties: unlike other illnesses, medical care systems do not cover mental illness; (2) lack of knowledge about mental illness and therefore societal prejudices against people with mental illness; (3) lack of awareness: long work hours coupled with the social and educational frameworks prevent people from developing awareness about their mental condition.

As a closing message, I would like to thank all the students and staff supporting the DRC program. I was exuberant about meeting the students, who came from all over the world, in the DRC program, and was very happy with the energy of the students during the class and their reports. My wish is that students spend lots of quality time in their youth to educate and nurture themselves to bring about important changes in society as global citizens of the future.

Toru Inui  Associate Professor, Graduate School of Global Environmental Studies, Kyoto University

An intensive lecture titled “Environmental issues for disaster recovery” was organized and delivered by the Graduate School of Global Environmental Studies from August 16 to 26, 2013, with significant contributions from the Disaster Prevention Research Institute. Over the first five days, Professor Takeshi Katsumi, who was the main organizer and the author delivered lectures that mainly focused on the generation and treatment of disaster waste, the effective utilization of disaster waste for recovery, and environmental contamination after a natural disaster—such as the radioactive contamination resulting from the incident at the Fukushima-daitichi nuclear power plant. In addition, Professor Shigeo Fujii, who is also the dean of the Graduate School of Global Environmental Studies, and Associate Professor Shaw Rajib discussed “Damage to water supply and sewerage systems caused by natural disasters and their emergent countermeasures” and “Potentials of community-based recovery process in Tohoku, Japan” respectively, for one class each. These lectures provided an opportunity to study a wide range of environmental issues caused by natural disasters.

A technical visit followed these lectures from August 21 to 24. We visited sites where the treatment of disaster waste and tsunami deposits, resulting from the 2011 Off the Pacific Coast of Tohoku Earthquake, is ongoing (Yamada Town and Ofunato City in Iwate Prefecture, and Ishinomaki City in Miyagi Prefecture), and a cement plant that receives disaster waste and tsunami deposit as raw materials and fuel (the Ofunato Plant of the Taiheiyo Cement Corporation). We also made short visits to Taro Town in Miyako City to have a look around reconstruction projects that are increasing the level of the land and promoting the move to a higher elevation. It is important in recovery and reconstruction projects to reuse the soil fraction extracted from disaster waste as geomaterials. However, the long-term geotechnical properties of this soil fraction are unknown as it contains degradable waste materials even after treatment, and this issue has prevented the widespread use of this fraction. It is important for geotechnical researchers and engineers to solve this issue for future large-scale natural disaster events.

We visited Miyako City, Ofunato Town and Rikuzentakata City in Iwate Prefecture, as well as Minamisanriku Town, Onagawa Town and Ishinomaki City in Miyagi Prefecture, all of which were seriously damaged by the tsunami. These cities and towns are located in the Sanriku region, the coastal geomorphology of which is characterized by a ria coast, steep terrain, and shallow, narrow bays. These features caused the large inundation and run-ups resulting in catastrophic damage. Through the field trips the students were able to visually understand tsunami inundation heights and how the tsunami affected man-made structures in these areas, with the help of detailed explanations by Associate Professor Nobuhito Morii and Assistant Professor Tomohiro Yasuda from the Disaster Prevention Research Institute.

To close, I wish to extend our greatest gratitude to Miyagi and Iwate Prefectures, the Kajima Corporation, the Okumura Corporation, the Rematec Corporation, and the Taiheiyo Cement Corporation for their kind assistance provided during the visits.
If the 20th century was the century of world wars, the 21st century is forecast to be the century of natural disasters. Our planet, therefore, is working very hard to build a disaster resilient-world which is considered to be one of the key items for this century. The DRC project is one such effort that focuses on building high-capacity human resources and an international network for realizing a disaster resilient-world in the near future. By joining the project, young lecturers like me have the opportunity to contribute to world efforts to protect our planet.

To implement a project education program in 2013, I was dispatched to Kyoto University in July to give a lecture to the Geo-Risk Engineering class. The lecture was conducted over two 90-minute classes and was attended by 19 students. According to the class content, I decided to speak on landslide disasters in Vietnam and present a case study on a landslide disaster vulnerability assessment for a northern mountainous area of Vietnam. In the first class on July 9, I gave an overview of landslide disasters in Vietnam, in which I focused on an analysis of landslide types, causes, inducible factors, distribution, risk historical records, and disaster statistical data for landslides occurring in 2012 in Vietnam, with the hope that all students would understand how landslides occurred and how they affected the socioeconomic system and life in Vietnam. The second class was held on July 16, in which I presented the case study of our methodology for conducting a landslide disaster vulnerability assessment. In this class, I highlighted the difference between the local socioeconomic systems of Vietnam and other ASEAN countries with Japan, and our social-cultural approach to landslide disaster mitigation. The students were asked to do a small homework project on a multiple-choice question and his laboratory’s members in making my trip to Kyoto more productive and enjoyable.

The course “Geographic Information System” was open to undergraduate and postgraduate students. The author gave a lecture on laser scanning and processing in the second class. The author explained the basics of both subjects and gave many demonstrations to the students so that they could understand the principles easily (Fig. 1). Because the classes at Kasetsart University are conducted in Thai, it took a little extra time for the students to understand them in English. In addition, polarimetric SAR (PolSAR) can gather more information on surface scattering. However, applications of SAR and PolSAR to urban areas are still challenging. Because the backscatter of radar from buildings is strongly dependent on the relative azimuth angle between the norm for the walls of buildings and the radar beam direction, the extraction of urban areas is unstable.

The author visited the Department of Civil Engineering, Faculty of Engineering, Kasetsart University from August 12th to 29th, 2013, to participate in a collaborative lecture and joint research. Satellite remote sensing is capable of observing the damage caused by disasters immediately after they occur. Synthetic aperture radar (SAR) using microwaves can be used at night and in bad weather conditions, while polarimetric SAR (PolSAR) can gather more information on surface scattering. However, applications of SAR and PolSAR to urban areas are still challenging. Because the backscatter of radar from buildings is strongly dependent on the relative azimuth angle between the normal for the walls of buildings and the radar beam direction, the extraction of urban areas is unstable.

The author has examined and reported on methodologies used to apply PolSAR to urban areas. One of the most useful applications is to estimate urban density, defined as building density. In Japan, an urban density map can be generated by using commercial geographic information system (GIS) data, but such data are very costly. Therefore, if urban density data can be generated at a low cost from satellite data, more researchers would be able to use the data for their research. In Asia as a whole, urban density data are lacking, and the author is planning to apply his methodologies to such Asian regions. Therefore, the author discussed this topic with Dr. Weerakaset Suanapga, an assistant professor at the Department of Civil Engineering, Faculty of Engineering, Kasetsart University during the short-term visit. As a result, the author came up with several ideas to implement the methodologies in Asian regions.

The author gave two classes from 14:00 to 16:00 on August 19th and 26th. The course “Geographic Information System” was open to undergraduate and postgraduate students. The author gave a lecture on laser scanning and processing in the first class, and a lecture on photogrammetry in the second class. The author explained the basics of both subjects and gave many demonstrations to the students so that they could understand the principles easily (Fig. 1). Because the classes at Kasetsart University are conducted in Thai, it took a little extra time for the students to understand them in English. In addition, it took additional time to explain fundamental concepts that are common in geoinformatics, e.g. the rotation of a three-dimensional coordinate system. The author gained a lot of experience about the points to be covered in teaching such topics.

Through this short-term visit, the author had a chance to gain more experience about both research and education. As described in the objectives of the DRC project, the author would like to see this experience reflected in research and education in Japan so as to contribute to capacity building in disaster-related fields.
This program comprised two types of lectures. The first type included lectures conducted in the classroom. The second type of lectures focused on both the field and the site where the disaster occurred and on the mitigation process. I gained much knowledge from in-class lectures, for example on existing circumstances during and after the disaster occurred, responses to the effects of the disaster which presented many obstacles that needed to be faced, lessons learned from the previous disaster, how we use lessons learned to improve the situation in future disasters, and so on. Each lecture was always accompanied with an assignment or task that had to be completed either individually or in groups. From here, we can develop any of our ideas by considering various previously studied aspects. In addition, we had the opportunity to share our experiences and ideas on every topic related to building a disaster resilient country through an exercise similar to brainstorming with our foreign friends. Field lectures also contributed toward increasing my understanding of what I learned in class. This was a very valuable experience. I highly recommend participating in this program.

Nguyen Thuy Linh
Faculty of Geology, VNU University of Science, Vietnam National University, Hanoi

I gained much valuable knowledge after participating in the DRC program 2013. I had the opportunity to visit the Tohoku area, Japan, which was the most affected area of the 2011 Great East Japan Earthquake and tsunami. I also visited a few areas near Chao Phraya river mouth, Thailand. These are flood and erosion sites affecting residential areas. In Tohoku, I saw the largest seawall in Taro (10 m high), which is designed to protect the area from a tsunami. However, part of it collapsed after the 2011 Earthquake when the tsunami crashed into the seawall, flooding the entire area. I now understand that disasters can occur anywhere and damage anything in their paths. For this reason, we have to enhance society’s mitigation measures to build a resilient society to reduce the losses wrought by disasters. Reducing natural disasters at the root level is currently impossible, even though technology is improving dramatically. Therefore, we have to live with natural disasters.

I also obtained much new knowledge of the types of disasters that often occur in my country, such as floods, landslides, erosion, and land subsidence. I would like to thank all lecturers of the intensive courses I attended in both Japan and Thailand. I am very grateful to have had the opportunity to participate in this program.

Wifandy Raymond Tobias
School of Environment, Resources and Development & School of Engineering and Technology, Asian Institute of Technology

This DRC Program is excellent. It provided me with many experiences, both academically and emotionally. Throughout this intensive program, we had the opportunity to learn the science and implications of several natural disasters, namely earthquakes, tsunamis, floods, landslides, coastal erosion, and land subsidence.

In Japan, we completed ten days of course work, six days of technical field trips, and two days of exams. The field trip to the Sanriku Coast crammed 7 site visits, a 500 km bus ride, and 9 hours of Shinkansen into 4 days. Over our three weeks in Thailand, we completed ten different natural disaster-related subjects and a four-day field trip to Thailand’s southern coast, which has been heavily affected by coastal erosion and landslides.

The combination of class lectures presented by well-known professors from Japan, Thailand, Vietnam, and Indonesia gave us insight into how each country approaches disaster risk reduction from an academic perspective. The class assignments, group work, and field trips to actual affected areas enabled us to gain the most knowledge in a very short period of time.

Aside from the technical experience, we also had deep emotional experiences when visiting the affected cities along Sanriku Coast in Japan. My feelings when viewing pictures and videos were minimal compared to my feelings when visiting the damaged seawall in Taro city and the Onagawa Elementary School. This emotional experience resonated deep inside me, encouraging me to be more involved in disaster risk reduction research and to help people facing upcoming disasters, particularly in my country. Thank you to the DRC Program.

Takahiro Fujimori
Graduate School of Engineering, Kyoto University

Through the DRC project, we could obtain general knowledge of various disasters. Some disasters do not occur frequently in Japan. Knowing the mechanisms and countermeasures for these disasters will be of great help to us when we work in overseas countries. In addition, field trips afforded us with many firsthand experiences. In Japan, we learned about disaster preparedness in the Higashiyama area—a famous sightseeing spot—as well as the recovery process from the Kobe earthquake in 1995 at a memorial center in Kobe, and the devastation of the 2011 tsunami in the Tohoku area. In Thailand, we learned countermeasures and monitoring methods for floods, landslides, land subsidence, and coastal erosion in Bangkok and Nakhon Si Thammarat. The field trips enabled us to imagine the actual disaster experience and how to prepare and respond. Finally, communication with students from ASEAN countries was meaningful. We could exchange opinions and gained knowledge of each country’s situation through group discussions and presentations. The DRC project provided a precious opportunity for us to study how to build disaster resilient countries, communicate with people from different cultures, and live an interesting life in Thailand.
Apinun Tungsrimvong  
Faculty of Engineering, Chulalongkorn University

I am a Thai student. In Thailand, we were affected by both the big flood in 2011 and the great earthquake at Sumatra Island. The only details I was aware of were based on reports provided through various communication systems. After one year, we still do not have any reports on the activities of specific groups responding to these disasters. The DRC project educated me on recovery processes. While acknowledging that different areas have different problems, I still obtained a basic overview on disaster management. The MS-1 course taught me about management concepts. Preparedness is necessary for all phases of a disaster because it can reduce loss and damage wrought by disaster. Before the disaster we can reduce damage and risk, during the disaster we can reduce the number of fatalities, while after the disaster we can reduce overall problems with regard to living and recovery, while also reducing recovery time. ES-1 was related to recovery and engineering processes. The gigantic range and factors that increase and decrease it, such as green barriers and topography maps, were taught in this course together with recovery processes such as debris management, plans for future protection, and contamination after the disaster, etc. In AES-1 and AES-2, we learned about earthquake mechanisms and structural damage, soil subsidence, flood mitigation, drainage systems, and coastal erosion problems. We also participated in a site visit in Thailand. This project has provided me with a very useful experience.

Teeranai Nuimak  
Faculty of Engineering, Kasetsart University

I gained a very valuable experience from the DRC program during August and September 2013. In August 2013, I received the greatest opportunity of my life to study a 26-day short course at Kyoto University, Japan. In the first course, I learned about disaster and health risk management (MS-1), while the second course focused on environmental issues for disaster recovery (ES-1). Moreover, I participated in a four-day technical site visit to tsunami disaster recovery sites in the Tohoku area. In September, the lectures for the course were presented at Kasetsart University in Thailand. These included engineering subjects for disaster resilience in ASEAN countries 1 and 2 (AES-1 and AES-2). Topics in this course included geo-risk hazard management, disasters such as earthquakes, tsunamis, landslides, floods, coastal erosion, as well as the land subsidence problem. Furthermore, the field trips in Thailand took place near the end of September 2013 and included coastal erosion protection and landslide sites in Nakhon Si Thammarat province, ground subsidence and the Suvarnabhumi airport flood drainage system in Bangkok, and the coastal erosion problem in Samut Prakan province.

During the DRC 2013 program, I made many new friends from many countries including Japan, Vietnam, Indonesia, Myanmar, and Bangladesh. This was a good opportunity for me to learn a new language and the cultures of my new friends’ countries. In addition, I have gained more knowledge and practice on natural disasters from the intensive lectures provided in Japan and Thailand. This course can be used to reduce the consequences of disaster by planning a forewarning system. I hope that the DRC courses continue so as to be useful for people living in disaster areas.

Lastly, I would like to thank the DRC program organizing committee for giving me the opportunity to participate in this great program. Thank you very much.

Kaoru Hakamada  
Graduate School of Engineering, Kyoto University

Through the DRC course, I obtained not only engineering knowledge to mitigate damages wrought by disasters but also forged great friendships. We will face many disasters, such as earthquakes, tsunamis, floods, and so on. Obtaining basic knowledge of the disasters and countermeasures for them really increased my awareness on disasters. Also, I now understand that Asian countries have to increasingly cooperate with each other to fight against disasters through our experiences of them. Discussions rooted in the many different viewpoints of ASEAN students greatly broadened my horizons, proving to be a valuable time to share opinions. Also, spending time with fellow students to talk or just socialize were my happiest times. All these experiences instilled within me the hope to work internationally in the future. I treasure the friendships that will last for a long time. I wish to contribute toward building a disaster resilient country in the future through cooperation with each country. I really appreciate everyone who arranged the course for providing me with one of the best experiences of my life. Thank you so much, and see you all again.

Takahiro Ohashi  
Graduate School of Management, Kyoto University

In this program, we learned how to prepare, react, learn, and improve against disasters not only through lectures but also through technical visits. In addition, one of the most important aspects of this course is the cases of multiple countries. Technical visits assisted us through making what we learned in lectures more practical. For example, I noticed that the method used to separate debris generated in massive disasters such as the Great East Japan Earthquake into combustible materials, non-combustible materials, salt, and soils did not only originate in desk research but was based on the experience of struggling against the disaster. In addition, we learned about the experiences of other countries. We learned how to mitigate damages wrought by the enormous earthquake and tsunami in Japan. On the other hand, we learned how to live with floods disasters in Vietnam. Of course, there are many different conditions such as climate, geology, and type of disaster, however, these different concepts can be applied in some cases such as during floods in the rural areas of Japan.

Through this program, we learned the importance of sharing knowledge and experience and building networks to help each other construct disaster resilient countries.
News

English training for DRC students

From June to July in 2013, 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 faculty development activities last year. 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

2013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、前年度のFaculty Development活動を通じて判断した課題の一つである、日本人学生の英文報告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。

Awards

The EIT-JSCE Joint International Symposium on International Human Resource Development for Disaster-Resilient Countries 2013 was held in Bangkok, Thailand, on September 12 and 13, 2013. In the students session conducted on the second day, seven students from Kyoto University who participated in the collaborative educational program made presentations, and three—Kaoru Hakamada, Shota Kimura and Takahiro Fujimori—won the Excellent Presentation Prize. (A total of 29 presentations were made during the session.)

受賞

国際シンポジウム（EIT-JSCE Joint International Symposium on International Human Resource Development for Disaster-Resilient Countries 2013）が、平成25年9月12日-13日にタイ・バンコクにおいて開催されました。2日目の学生セッション（発表件数29件）においては、協働教育プログラムに参加している京都大学の学生7名が発表し、袴田薫、木村翔太、藤森崇浩の3名が優秀発表者賞に選ばれました。

Events

2nd DRC FD Symposium in Kyoto

The 2nd Faculty Development Symposium will be held at Hotel Centnovum Kyoto on November 25, 2013. The symposium will review the contents of student exchange and young teacher exchange programs conducted during FY 2013, and also discuss how to conduct programs in future years. In addition to guests from the Higher Education Bureau of the Ministry of Education, Culture, Sports, Science and Technology, the National Institution for Academic Degrees and University Evaluation and AUN/SEED-Net, one member of the teaching staff from each of the six ASEAN Alliance Universities and around 10 members of teaching staff from Japan are expected to participate.

第2回DRC FD シンポジウム

2013年11月25日に、ホテルセントノーム京都で第2回Faculty Developmentシンポジウムを行います。2013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共に、次年度以降の事業実施のあり方について議論します。文部科学省高等教育局や大学評価・学位授与機構、AUN/SEED-Netからもゲストをお招きし、6つのASEAN連携大学からそれぞれ1名、日本から10名程度の教員が参加する予定です。

<Contact Information>

Office of the Consortium for International Human Resource Development for Disaster-Resilient Countries
C1-2-155, Kyotodaigaku Katsura, Nishikyo-ku, Kyoto 615-8540, Japan
Email: contact@drc.t.kyoto-u.ac.jp
Phone: +81-75-383-3397~9
Fax: +81-75-383-3400
http://www.drc.t.kyoto-u.ac.jp/en/

<Related Institutions>

Graduate School of Engineering
http://www.t.kyoto-u.ac.jp/en/
工学研究科
Graduate School of Global Environmental Studies
http://www.ges.kyoto-u.ac.jp/english/
地球環境学堂・学舎
Graduate School of Management
http://www.gsm.kyoto-u.ac.jp/en/
経営管理大学院
Disaster Prevention Research Instutite
http://www.dprl.kyoto-u.ac.jp/web_e/index_e.html
防災研究所
Unit for Liveable Cities
http://www.ulc.kyoto-u.ac.jp/
安寧の都市ユニット