

## International Program on Resilient Society Development under Changing Climate



本プロジェクトは、ASEAN連携大学との協働教育プログラムに基づく学生の相互交流を実施しています。

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**KYOTO UNIVERSITY**

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# Activity Reports

## Report on Internship Program of International Course

**Michio SANJOU**

**Associate Professor, Graduate School of Engineering, Kyoto University**



The Kyoto University Undergraduate School of Global Engineering launched its International Course in 2011. In this course, all four years of undergraduate education are provided entirely in English. A total of 71 students from 14 countries were admitted to the course during the eight years ending in April 2018. The International Course was instituted not only as a part of the “300,000

International Students Plan,” which aims to increase the number of foreign students to 300,000 by the year 2020, but also in relation to the fact that Kyoto University was selected in 2009 for the “Project for Establishing Core Universities for Internationalization,” which is a project aimed at the promotion of network building for internationalization of universities. It is led by MEXT and is commonly called the Global 30 Project (G 30). However, the goals of the International Course at Kyoto University are not limited to the acceptance of foreign students but also include the cultivation of domestic human resources in the form of students who will be able to play major roles on the international stage. To this end, the International Course provides a sub-course for Japanese students to study together with foreign students beginning in their first year at the university. With a maximum number of 10 each year, a total of 67 Japanese students have been admitted to the sub-course.

The curriculum of the International Course is almost the same as that of the existing Civil Engineering Course except that the former includes the newly inaugurated “International Internship” program. During the third-year summer vacation period, this program provides the students with two-week on-the-job training, at domestic construction sites, businesses, and the like for the foreign students, and at overseas sites for the Japanese students. The number

of students dispatched to these sites totaled 92 in the six years from 2013 to 2018, with approximately 90 percent of the International Course students participating in the program.

Furthermore, since programs for the undergraduate students combining intensive lectures with work experience at companies overseas were begun in 2017 as a part of the RSDC (Resilient Society Development under Changing Climate) education program, the “International Internship” program of the International Course has been combined with intensive lectures provided in countries overseas. The host organizations that may accept Japanese students participating in the International Internship as a part of the RSDC education program are limited to those in the ASEAN countries. In 2018, the second year of the new system, a total of six students were dispatched during August and September, four to Vietnam and one to Laos. The intensive course was held in Bangkok, Thailand, and all six students participated together.

These students earn credit for the course by submitting a report after coming back to Japan and giving a presentation on their experience in the International Internship at a briefing session. The 2018 briefing session was held on November 3. At the briefing session, each student gave an eight-minute presentation that included a detailed explanation of the internship, the skills they learned, points in need of reconsideration, things that could affect their future careers, etc. These presentations were followed by active discussion among the students.

We express our sincere gratitude to the host companies for their acceptance of our students. The 2018 companies were, in random order, Shimizu Corporation, Kajima Corporation, Taisei Corporation, Maeda Corporation, Obayashi Corporation, Toyo Construction Co., Ltd., Toa Corporation, Sumitomo Mitsui Construction Co., Ltd., and Nix Co., Ltd.



Presentation of Internship Activities

## Voices of the Students attending Internship Program

**Kento TAKAMI**



I learned a great deal in last summer’s international internship, but what stuck with me the most was the different processes in civil works, influenced by the differences in the environment between Japan and other regions of the world. For instance, the types and amounts of available resources in Vietnam, where I visited during my internship, and Japan are quite different; this was also the case with machines. I was intrigued to hear that when carrying out construction in a region where there are shortages of resources and machines, it is necessary, therefore, to consider importing them from other countries.

I also heard in my conversations with company employees that divisions of labor at Vietnamese work sites are more clearly defined than they are in Japan. I was informed, for instance, that safety management is set up as its own division at Vietnamese work sites, whereas in Japan, this responsibility is often handled by other divisions. I found it interesting that the Vietnamese work style coordinates specialists who work as a team, rather than developing many generalists as we do in Japan. It demonstrated to me that work styles differ between countries.

Although I was initially very anxious about this internship, as this was my first experience traveling abroad, it gave me a great opportunity to think about my future in an environment different from, and outside of, Japan. I’m very thankful to those who helped me along the way.

## Akari NAKANO



In this internship, I was able to learn first-hand what it's like to work outside of a Japanese environment. It was a valuable experience to be able to visit overseas work sites in person, and it greatly helped me to envision my future. Site visits were full of new experiences for me; it was fascinating to see construction techniques I had learned about in classes put into practice on-site. I also realized the difficulty and importance of addressing the many practical problems that simultaneously arise at actual sites. Moreover, I became keenly aware that communication is critical for implementing plans smoothly through interactions with local staff, particularly in a different culture. This internship was a great experience in which I could deepen my interest in my field of study and start thinking about my future more concretely.

## Kohei HORIUCHI



I chose the Binh Khanh bridge construction site in the outskirts of Ho Chi Minh City. This bridge is a part of the north-south expressway and is being constructed by a joint operation between Shimizu Corporation and VINACONEX E&C. The complex comprises a prestressed concrete cable-stayed bridge (the Binh Khanh bridge), which crosses the Saigon river, and two approach bridges.

I have been considering a job in construction after graduation and I was interested in joining Shimizu Corporation. My objective for this internship was to obtain further knowledge of bridges and concrete, observe real working conditions and consider my future career.

During the two-week internship, I took many lectures about construction, concrete and international contracts, including field trips to the Binh Khanh bridge and several other construction sites. I learned a lot about the design and construction of bridges and saw how engineers work.

What was the most surprising for me was that Japanese staff even provided Japanese classes to Vietnamese staff. These classes were a part of the company's corporate social responsibility. On August 15<sup>th</sup>, I gave a 1-hour lecture on Japanese to Vietnamese staff. I decided to use sightseeing spots in Kyoto as my main topic. My lecture comprised an introduction of famous sightseeing spots in Kyoto and grammatical descriptions of basic Japanese such as "I go to— (～へ行きます)," "I would like to go to— (～へ行きたいです)" and "Do you want to go? (～へ行きたいですか)". We also did some exercises using those expressions. At first, I thought that my lecture would finish within 30 minutes, but the Vietnamese staff were so interactive that I could barely contain it to 1 hour.

As a result, my first objective was accomplished: I could see what they really do, why they chose this job and what is satisfying or frustrating for them. All engineers said they chose this career because they gain the highest satisfaction when they complete a project. Moreover, they get further satisfaction in that their work will last for a long time. These comments were valuable for considering my future career.

Additionally, I considered the differences between Japan and Vietnam. First, the Japanese staff are stricter about time management and their job than Vietnamese. Second, there is a linguistic barrier and differences in culture and lifestyle. In Vietnam, there is not as much machinery as in Japan. Moreover, it was more humid in Vietnam. These differences make the job more difficult, but Japanese engineers successfully deal with such issues by adopting alternative strategies. Another discovery was that I had to learn how to behave in different social situations. I realized that I was still too immature.

Interacting with many Japanese and Vietnamese engineers, I realized they feel satisfied with their job. This internship enabled me to find areas for growth and a willingness to join a construction company in the future.

## Tetsuya EBATA



As part of my international internship in September 2018 with the Undergraduate International Course Program of Civil Engineering, Kyoto University, I visited the construction site for a highway viaduct being undertaken by Sumitomo Mitsui Construction in Ho Chi Minh City, Vietnam. I was able to learn several important things about civil engineering from this visit. One of them was the process for constructing a bridge; I once again came to fully realize that bridge construction is built on detailed drawings, from the foundation to the girders, and that a civil engineering structure is a culmination of technologies. I also learned about some particularly important aspects of civil engineering management. These aspects include: whether the quality of the concrete is properly managed, whether the construction is moving forward according to schedule, whether the work is performed safely, the methods for handling contingencies, etc. It is

important for information to be properly shared for these purposes, however, I learned that we often encounter obstacles to information sharing, especially in overseas projects, and that information sharing is important for safety management. Among the things I saw at the construction site was that materials were not adequately secured when they were transported by cranes.

## Ryo TAKUYA

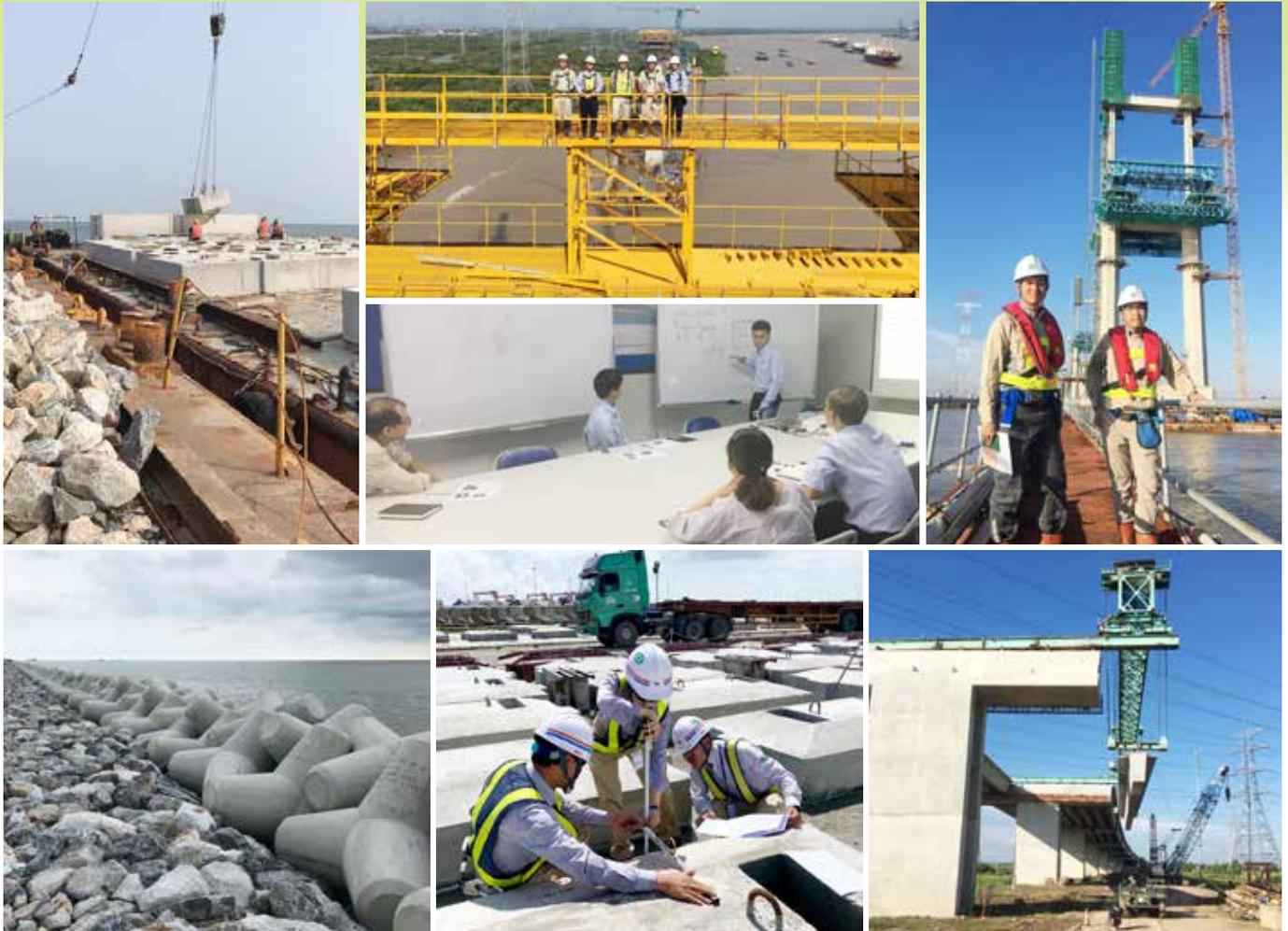


A year and a half has passed since my participation in the internship came to a close. Time passes quickly, but even so, I remember my experience in the internship as if it just happened yesterday. It was a long internship, lasting for two weeks, however, when I look back now, it went so fast because every day was filled with learning and new discoveries.

The most striking realization I came to after my two weeks was the gap between students and working professionals. Since I had studied civil engineering at my university for almost three years, I assumed I was already well equipped to handle things at the internship location... I was very wrong! Regarding academic knowledge, which I had thought would be applicable at least to a certain extent, there were significant gaps between the theories we studied at the university and the practice at the actual site. Another gap was also evident in the worker mentality; I realized that the standards for students and working professionals are different in terms of business etiquette, communication (including language skills), and physical fitness (real adults have to show up at work on time in the morning even if they had a drinking party the previous night!)

Next year, I'll start working instead of continuing to graduate school. My goal for the remaining academic period, which is a little under one year, is to work hard and quickly reach the standards expected for working professionals.

Finally, I'd like to sincerely thank the people at Sumitomo Mitsui Construction Co. Ltd. as well as Kyoto University for allowing me to experience those valuable two weeks packed with learning.



## Activity report of the Two-Directional Medium/Long-Term Dispatch Programs

Izuru SAIZEN

Professor, Graduate School of Global Environmental Studies, Kyoto University



Within the International Program on Resilient Society Development under Changing Climate (RSDC)’s “Two-Directional Medium/Long-Term Dispatch Programs” framework, the Graduate School of Global Environmental Studies is working with our partner universities in Southeast Asia to accept and dispatch students bidirectionally.

In the 2018 Academic Year, we accepted three master’s students to the program, one each from the Hanoi University of Science and Technology in Vietnam, the Royal University of Agriculture in Cambodia, and Mahidol University in Thailand, as short-term audit students who would study for six months between April and September. These short-term audit students earned a total of 12 or more credits through the program by completing elective courses related to global environmental studies in addition to four required graduate courses offered by the Graduate School of Global Environmental Studies. These students also participated in a specialized in-depth experience, each being assigned to a research lab in Global Environmental Studies according to their specialization, participating in research lab seminars, and receiving individual guidance from their supervisors. Furthermore, we took a two-day overnight study trip to Wakayama Prefecture for students to have an intimate experience with Japanese culture. We had a meeting at the end of the trip where students presented the outcome of their six-month training. We believe that the students were able to gain diverse study experiences.

In addition, we administered eleven training programs (ten master’s and one doctor’s training programs) to provide internship training related to RSDC. The training took place in Indonesia, Vietnam, and Singapore; the training venues included diverse institutions, including local universities and international organizations. The efforts we put forth aimed to balance both research and practice through a long-term stay over three months. Among the training programs conducted during the 2018 Academic Year, we’d like to highlight a training program administered at Hue University located in central Vietnam. This training program, titled the “Internship program on community design in Vietnam,” was completed by Ms. Mayu Narita, a 1st-year master’s student of our Graduate School. The research site, the City of Hue, is a bustling ancient city visited by a lot of tourists. Once you walk down the narrow alleyways, however, you’ll see the illegal dumping of trash and other signs of many problems with living conditions. Ms. Narita conducted her field research by enlisting the cooperation of the faculty members and students from the Faculty of Architecture based out of the area’s Hue University of Sciences (Photos 1–4).

The students who have been dispatched through the two-directional student dispatch programs have gained a lot of practical knowledge. At the same time, Kyoto University and our partner universities have developed closer relationships through the communication between faculty supervisors. We are interested in developing future joint research projects and collaboration in education by building on the rapport fostered in these interactions.



Photo 1. Members who provided various assistance from research to everyday needs at the research site.



Photo 2. A view of the research site  
This road is off the main street in the center of a tourist spot and receives a lot of foot traffic. On the other side of the trees lining the street is a water moat, which leads down to the defensive walls of Hue. The traffic is light and people engage in all types of activities in a more comfortable space a few steps away from the bustle.



Photo 3. Deterioration of the environment due to litter  
The accumulated trash in the moat is producing odors. Cleaning is provided by a public service, youth organizations, and several families that own restaurants along the moat.



Photo 4. An interview scene  
Interviews in Vietnamese were conducted with the assistance of the faculty members and students from the Faculty of Architecture of Hue University of Sciences.

## Activities in Academic Year 2018

Junji KIYONO

Professor, Graduate School of Engineering, Kyoto University



This project provides international exchange programs, especially for ASEAN collaborating universities, with the aim of cultivating “infrastructural human resources.” In the 2017 academic year, we hosted two doctoral students from Yangon Technological University in Myanmar through one of these programs: “Programs for collaborative student guidance for doctoral and master’s course students with options for awarding credit.” In AY 2018, we invited a doctoral student from Mandalay Technological University in Myanmar, as part of a so-called “sandwich program” (where the recipient student studies under the guidance of a co-supervisor at a host university in Japan for a specified period of time). Ms. Theint Theint Thu Soe, the recipient student, was in the second year of the doctoral course and stayed with us for about two weeks from November 11-22, 2018. Her study theme was “A Study on Earthquake Ground Motion and Structural Response Analysis,” the objectives of which were: to learn the practice of ground motion analysis based on the seismicity of the Mandalay area and to study earthquake

response analysis, for bridges in particular, at our laboratory. Given a desk in the student room of our laboratory, Ms Theint Theint Thu Soe studied together with other Japanese students and learned the essence of analysis techniques through discussions with them. She also participated in Infrastructural Engineering lectures and our laboratory seminars, where she made presentations based on her past studies as well. During her stay, she participated in our field trip to Akashi-Kaikyo Bridge to learn about the history and current practices of long-span bridge construction. Climbing up to the top of the main tower, she seemed to be impressed by the enormity of the bridge. (See the picture below.)

The objective of the “Programs to Cultivate International Infrastructural Human Resources Who Contribute to Resilient Societal Development under Changing Climate” is to cultivate human resources in the area of social infrastructure and environment. Despite the short period of time, the student’s reaction at the end of the program, that her passion towards the research and education drastically improved through the program, demonstrates some success achieved by this project.



Ms Theint Theint Thu Soe on the left. Two foreign students studying with our laboratory on the right.



Ms Theint Theint Thu Soe keenly taking notes and listening to the explanation by the construction staff of Honshu-Shikoku Bridge Expressway

## Three RSDC Students from Myanmar and Cambodia Participated in the 28th UNESCO IHP-TC

Shigenobu TANAKA Professor, Graduate School of Engineering, Kyoto University



The 28th UNESCO International Hydrological Programme (IHP) Training Course (TC) was held at the Disaster Prevention Research Institute at Kyoto University for ten days starting on November 28, 2018. The course was jointly organized by the Institute for Space-Earth Environment Research of Nagoya University and Disaster Prevention Research Institute of Kyoto

University as a cooperative activity for UNESCO's IHP. The training course is also positioned as an activity of the UNESCO Chair on Water, Energy and Disaster Management for Sustainable Development (WENDI), which has been newly founded at Kyoto University. The objective of the course, whose participants consisted mainly of members from Asian countries and graduate students from Nagoya and Kyoto Universities, was to train the participants for hydrological observation and analysis with the goals of enhancing the knowledge and technology of hydrology and improving hydrological environments, particularly in Asian countries. The theme of the 28th IHP TC was Integrated Basin Management under Changing Climate with the following goals set for the participants: 1) To learn the impacts of climate change on water resources, water-related hazards, and ecosystem services of a basin, 2) To learn the actual procedure of basin-scale rainfall-runoff-inundation analysis through exercises, and 3) To consider forms of integrated basin management in order to truly realize a sustainable society. A total of 21 trainees from 13 countries, namely Cambodia, Myanmar, Taiwan, Korea, China, Serbia, Oman, Bangladesh, Nepal, Mongolia, Peru, Thailand, and India, participated, three of whom were the students of Yangon Technological University and the Institute of Technology of Cambodia supported by the "Inter-University Exchange Project: International Program on Resilient Society Development under Changing Climate."

The training course program was as shown in the table below. The first half was comprised of a succession of lectures and exercises related to basin-scale rainfall-runoff-inundation analysis and geographical/meteorological data processing so that the trainees could learn the actual procedures involved. It should also be noted that this year for the first ever, we arranged for follow-up time on computer-based indoor exercises in order to refine trainees' technique; the follow-up activities were based on their previous indoor exercises, so that they would acquire the skills necessary for entry-level analyses on their respective target basins by the end of the training. In the second half of the program, fieldwork and indoor experiments were conducted, based on the lectures regarding the methods of investigative research for sustainable utilization of water resources, water-related hazards, and ecosystem services centered

around the operation and management of reservoir system. The trainees participated in the lectures and exercises enthusiastically throughout the program with active questioning. The presentations made by the trainees showed their determination to apply what they learned and experienced through the training course to the actual practices in their respective countries as well as to their future careers. For the success of the 28th IHP TC, we express our sincere gratitude to the Inter-University Exchange Project for its kind support. It would be our great pleasure if this training course makes some kind of contribution to the realization of resilient societies under changing climate.

The 28th UNESCO IHP Training Course Program

Date	Contents	Lecturers
28-Nov	Self introduction and country report	S. Tanaka, K. Tanaka
	Lecture 1: Fundamentals of land surface processes	K. Tanaka
	Exercise 1: Processing method of geographical and meteorological data	K. Tanaka, K. Yorozu
29-Nov	Exercise 2: Downscaling of GCM data	S. Kim
	Lecture 2: Fundamentals of basin-scale hydrological analysis	Y. Ichikawa
	Lecture 3: Integrated sediment management for reservoir sustainability	T. Sumi
30-Nov	Lecture 4: Fundamentals of rainfall-runoff-inundation modelling	T. Sayama
	Lecture 5: Climate change impact assessment on disaster environments	E. Nakakita
	Exercise 3: Rainfall-runoff-inundation modelling	T. Sayama
1-Dec	Exercise 4: Follow-up of exercise 1 to 3	K. Tanaka, S. Kim & T. Sayama
3-Dec	Lecture 6: Resilient society development under changing climate	K. Takara
	Lecture 7: UNESCO-IHP and Climate change adaptation strategy in Asia	Y. Tachikawa
	Lecture 8: Fundamentals of hydrological extreme analysis	S. Tanaka
	Exercise 5: Hydrological extreme analysis	S. Tanaka
4-Dec	Lecture 9: Fundamentals of fresh water ecology	Y. Takemon
	Technical visit 1: To the Lake Biwa and the Uji River	Y. Takemon, S. Kobayashi
5-Dec	Technical visit 2: To the Ujigawa Open Laboratory	Y. Takemon, S. Kobayashi
	Exercise 6: River bed survey and habitat evaluation at the Kizu River	Y. Takemon, S. Kobayashi
6-Dec	Lecture 10: Fundamentals of optimum operation of reservoir systems	T. Hori
	Exercise 7: Optimum operation of reservoir systems	D. Nohara
	Exercise 8: Reservoir operation & sediment transport experiment	D. Nohara, K. Tanaka
7-Dec	Exercise 9: Follow-up of exercise 1, 2, 3, 7	K. Tanaka, T. Sayama, S. Kim & D. Nohara
	Report presentation by each participant	S. Tanaka, K. Tanaka



Class



Students from Yangon Technological University



Field Trip to Uji River

## Report: Faculty Development Symposium on March 8, 2019

Yasuto TACHIKAWA

Professor, Graduate School of Engineering, Kyoto University



A faculty development symposium was held on March 8, 2019 in Bangkok with the purpose of confirming the progress of our project in the 2018 academic year and to prepare for the next AY. The programs implemented in AY 2018 were as follows:

- 1) Program 1: International internship for undergraduate students (August–September, 2018)
- 2) Program 2: Two-directional short-term studying abroad for master's course students (August 1–31, 2018)
- 3) Program 3: Two-directional medium-term studying abroad for master's course students (3-6) months in 2018)
- 4) Program 4: Collaborative student guidance for doctoral students (November, 2018)
- 5) Program 5: Winter school for doctoral students (November 28–December 7, 2018)

A total of 21 people from 13 member universities of seven countries and the Kyoto University ASEAN Center participated in the symposium. Additionally, the Institute of Technology Cambodia and Brawijaya University, two new members of this AY, as well as the National University of Laos, which is planning to join the group in the future, also participated. In the morning, the university teaching staff who had dispatched their students the previous year congregated together and exchanged their opinions about several topics including the dispatch/acceptance of students this AY, the students' opinions about the project, the contents of lectures, the performance results, etc. In the afternoon session, the results of this AY's programs were reported, which was followed by a panel discussion regarding how to

pursue better and more effective programs next year.

### Opening Address

Prof. Hiroyasu Ohtsu, Project Leader, Graduate School of Eng., Kyoto Univ.

### Report on Courses in 2018

Program 1: Internship for Under-Graduate Students	Assoc. Prof. Michio Sanjou, Kyoto Univ.
Program 2: Summer Intensive Course in Kyoto	Prof. Yasuto Tachiakwa, Kyoto Univ.
Summer Intensive Course in Bangkok	Dr. Piyatida Hoisungwan, Chulalongkorn Univ.
Program 5: Winter School	Assoc. Prof. Yutaka Ichikawa, Kyoto Univ.
Questionnaire results	Assoc. Prof. Kakuya Matsushima, Kyoto Univ.

### Panel Discussion

Chair: Prof. Hiroyasu Ohtsu (Project Leader), Kyoto Univ.

Dr. Indrajit Pal, Asian Institute of Technology

Dr. Suttisak Sorulump, Kasetsart University

Dr. Anuruk Sriariyawat, Chulalongkorn University

Dr. Nguyen Tai Tue, Vietnam National University, Hanoi

Dr. Ohmar Zaw, Mandalay Technological University

Dr. Cho Thin Kyi, Yangon Technological University

Prof. Jian-Hong Wu, National Cheng Kung University

Prof. Ismu Rini Dwi Ari, Brawijaya University

Prof. Yasuto Tachikawa, Graduate School of Eng., Kyoto Univ.

### Closing Address



Report on courses in 2018



Panel discussion



Participating faculty members

# News & Events

## Activities as of Academic Year 2018

### Programs

The RSDC program has implemented five programs in Academic Year 2018 as follows:

- 1) Program 1: Overseas internship programs for undergraduate students, August-September 2017.
- 2) Program 2: Bidirectional short-term study abroad programs for master's students: International Course on Approaches for Disaster Resilience, August 2018. A total of 45 students attended the program: 22 students from the eight overseas universities, which are Asian Institute of Technology, Chulalongkorn University, Kasetsart University, Vietnam National University, Hanoi, Yangon Technological University, Mandalay Technological University, National Cheng Kung University, and Brawijaya University, and 18 students from Kyoto University and 5 students from Kansai University.
- 3) Program 3: Bidirectional medium and long-term study abroad programs for Master's students 2 Kyoto University's students dispatched for 6 months and 3 overseas universities' students accepted for 3 months.
- 4) Program 4: Short-term sandwich courses for Doctoral students, November 2018. 2 doctoral students from Yangon Technological University attended the program.
- 5) Program 5: Winter schools for Doctoral students, December 2018. 2 doctoral students from Yangon Technological University and one master's student from Institute of Technology of Cambodia attended the program.

### Faculty Development

March 8, 2019, A Faculty Development Symposium was held in Bangkok, Thailand. About 22 people including faculty members of the ASEAN alliance universities, National Chen Kung University, Brawijaya University, Kansai University, and Kyoto University involved in the RSDC program participated in the symposium.

### Publications

English textbook series

No.6 Disaster and Health Risk Management for Livable City (Sixth Edition)

No.7 Climate Change (Second Edition)

Newsletter Vol.3 (November, 2018)

## Events

### Academic year 2019 Student Exchange: International Course on Approaches for Disaster Resilience

The student exchange program will take place in August 2019. As in the previous year, students from ASEAN alliance universities will visit Kyoto University for two weeks and take class with Japanese students in the Management Subject. Late in August, the same students will then move location to Kasetsart University, Thailand, where they will take Engineering Subject.

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#### <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 Institute

[http://www.dpri.kyoto-u.ac.jp/web\\_e/index\\_e.html](http://www.dpri.kyoto-u.ac.jp/web_e/index_e.html)

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