

**National Lifelong Learning Network Forum 2011**  
**Report from No. 2 subcommittee**  
**Topic: Future efforts needed for disaster prevention education.**

**Date** Nov. 5 (Sat.) and Nov. 6 (Sun.), 2011  
**Venue** Iino Hall (Saiwaicho, Chiyoda Ward, Tokyo)

## **1. Overview**

The foundation of disaster prevention education is people protecting their own lives. To that end, the autonomous acquisition of the capacity and wherewithal to take appropriate action in response to a wide range of circumstances is crucial. We must also cultivate the perspective of supporting the restoration and reconstruction of people's daily lives in the aftermath of a disaster.

To that end, people involved in or interested in disaster prevention education from schools, government agencies, NPOs, continuing education organizations and companies have gathered together in the hope of expanding community-based measures by discussing future disaster prevention education methods and policies and reporting the results of those discussions, with reference to the most advanced efforts thus far and real examples from last year's disastrous earthquake.

On the day of the subcommittee meeting, those from several generations (including middle and high school students) who are tackling disasters and disaster prevention education in various regions, including areas hit by the Great East Japan Earthquake, the Great Hanshin-Awaji Earthquake, and the Central Niigata Prefecture Earthquake, gathered together to study and deliberate community-based disaster prevention education.

## **2. Subcommittee Details**

Nov. 5, 2011 (Sat.)

### **(1) Keynote Speech**

Title: "Community-Based Disaster prevention education"

Instructor: KATADA Toshitaka (professor of engineering research at Gunma University Graduate School and director of Research Center for Disaster Prevention in The Extended Tokyo Metropolitan Area)

(Highlights)

- Educate based on the three principles of evacuation (don't assume, do your utmost, and take evacuation initiative), while prioritizing "surviving the disaster."
- Few lives can be saved unless schools, families and communities work as one. Each person should think of what he or she can do as a member of the community and then do it.
- Child-focused tsunami education should be passed on from generation to generation and take root as part of our collective disaster prevention culture.
- The Japanese traditional disaster slogan "tsunami *tendenko*" (translation: "when a tsunami hits, each individual should find high ground before worrying about loved ones") works only if family members trust each other. Only when a mother is confident that her child will flee can she flee, and a child can flee only if confident that his/her mother will be there upon arrival. Tsunami *tendenko* enables families to do that. Each individual must thus take responsibility for his/her own life and trust that everyone else will do the same. Without that confidence, the slogan won't work.



( 2 ) **Case Reports**

■ School efforts at passing on disaster prevention culture

KAWASAKI Kazuhiro, chair of the Kamaishi City Board of Education

(Highlights)

- In ordinary times, we should work hard to learn to cope with the unexpected. The tougher we are in normal times, the more we will be able to take extraordinary action in times of disaster. The "Kamaishi miracle" (the fact that very few children lost their lives to the tsunami in that city thanks to effective evacuation efforts) did not just *happen*; people *made* it happen.
- The importance of passing on tales of disastrous earthquakes. These tales might again save someone's life.
- Drilling in a methodical way and including experiential training will enable children to think on their feet. We want to teach the ability to survive in a way that achieves balance with the local community.



■ Community disaster prevention efforts based on school councils

YAMAZAKI Kazunori, bureau chief of Survival Camp

FUJIMICHI Masahiro, principal of Setagaya Ward's Taishido Middle School

(Highlights)

- Schools and local communities are working together to conduct evacuee-managed drills at local schools.
- It was an opportunity to cultivate a rich mindset by learning the importance of children taking initiative as individual members of the community and working together. They also aim to enhance communication through local autonomous disaster prevention organizations.



■ Efforts of the Chuetsu Citizens Disaster Safety University and Chuetsu Citizens Disaster Safety Experts

INAGAKI Fumihiko, director of the Chuetsu Disaster Safety Agency Recovery Design Center (incorporated)

(Highlights)

- They established the title of “Chuetsu citizens disaster safety expert” based on the experience of a wide range of natural disasters in the Chuetsu region of central Niigata, including the Central Niigata Prefecture Earthquake
- They are training key personnel to take responsibility for building citizens groups that can think on their feet when disaster hits, by teaching them the basic knowledge and technology of community-based disaster safety. So far they have graduated 235 students.
- Communities will change when each community member tackles local challenges with pride and a clear sense of his/her role.



■ “Community mutual aid when disaster strikes” in the Hokki region

ISHIHARA Tomoharu, director of Hokki Region Council of Social Welfare and Hokki Community Center Management Association

WATANABE Namiko, director of the Matsue City Hokki Community Center

(Highlights)

- In collaboration with social welfare councils, they pre-registered “members in need of support/nursing care” and “members who can provide such support” in

order to be able to evacuate and confirm the safety of everyone when disaster strikes. They functioned effectively during the disaster thanks to thorough training of “provider members” and tracking during ordinary times.

- Encouraging residents to take autonomous action builds up local community strength.



### (3) Poster Session

Produced a panel display of and explained the activities of 28 schools and organizations of various kinds of pioneering disaster prevention education around the country. On Nov. 5 (Sat.), time was set aside for participants to approach each booth at their leisure and exchange opinions with the narrator, helping the session become a venue contributing to the formation of a network and to information sharing.

They also wrote a pamphlet describing the poster session exhibit and distributed these to participants. The materials distributed that day can be found on the National Lifelong Learning Network Forum 2011's website at: <http://www.facebook.com/manabipeer2011>.

#### ○ Poster examples from the exhibiting organizations



Hyogo Prefecture Maiko High School (development of new disaster prevention education)



Tokushima Prefecture (Elementary and Middle School “Manabosai” (translation: learning disaster measures) Education Support)



NPO Plus Arts (“Fun way to learn about disaster prevention efforts,” using art and design)

○Exhibiting Organizations

Type	No	Name of Organization
School-based	1	Itabashi Ward Oyaguchi Elementary School
	2	Itabashi Ward Takashima daiichi Elementary School
	3	Hyogo Prefecture Maiko High School Environment and Disaster Mitigation Course
	4	Kanagawa Prefecture Seisho High School
	5	Aichi Prefectural Nisshin High School
	6	Shizuoka City Jonai junior High School
	7	Miyagi Prefecture Kesen-Numa City Hashikami Middle School
	8	Setagaya Ward Taishido Elementary School, Middle School Joint School Council
Community-based (or social education-based)	9	Tokushima Prefecture
	10	Niigata Prefecture Kashiwazaki City Kitajo Ward Community Restoration Council
	11	Mie Prefecture Owase City Disaster and Crisis Management Bureau
	12	Iwate Prefecture Ofunato City Regional Community Center Liaison Council
	13	Matsue City Hokki Community Center Social Welfare Council
Training personnel to promote disaster prevention education	14	Chuetsu Organization for Safe and Secure Society (incorporated association)
	15	Hyogo Prefectural Board of Education
	16	TKK3 University ("Tohoku Fukushi University, Kogakuin University and Kobe Gakuin University)
	17	Shizuoka Prefecture Crisis Management Department
Fun learning	18	National Research Institute for Earth Science and Disaster Prevention
	19	NPO Plus Arts
	20	Kanagawa Prefectural Museum of Natural History
	21	Hiratsuki Disaster prevention Town Building Council
Corporate-based	22	General Insurance Association of Japan (incorporated association)
	23	Sompo Japan Insurance Inc.
	24	Bankyo Pharmaceutical Co., Ltd.
Government ministry or agency-based	25	Japanese Geoparks Network
	26	Fire and Disaster Management Agency
	27	Japan Fire Protection Association
	28	Cabinet Office (in charge of disaster prevention)

Nov. 6, 2011 (Sun.)

#### (4) Workshop



## ■ Workshop

Participants were divided into 15 sections of about 8 people of different ages, occupations and regions. Each section then discussed moving forward with disaster prevention education.

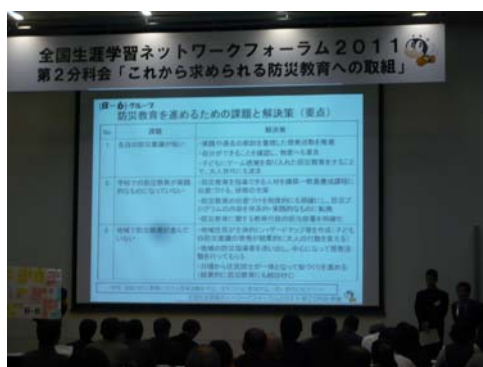
The workshops debated two topics: 1) how to cultivate the ability to obtain disaster prevention education; and 2) how to cultivate the ability to put disaster prevention education into practice.

## ■ Workshop Section Reports

Each section gave a report on challenges and solutions determined during the workshop.

They cited as methods to promote disaster prevention education the need to link schools, households, local communities and companies, to train liaisons between schools and the local community as well as disaster prevention community leaders, and to obtain a disaster prevention education that makes use of community events.

The report details and copies of what was printed on the posters are presented on the National Lifelong Learning Network Forum 2011's website at: <http://www.facebook.com/manabipeer2011>



## Section reports



## ■ Disaster prevention education Main Points

■ NAKABAYASHI Itsuki, professor at Meiji University



■ KATADA Toshitaka, engineering research professor of Gunma University Graduate School and director of Research Center for Disaster Prevention in the Extended Tokyo Metropolitan Area



■ NOGUCHI Hiroshi, senior teachers consultant for Education Planning Division and chief of Disaster Information Section of Hyogo Prefecture Board of Education



These three committee members brought together the section discussions by conveying comments to the section reports and the main points of disaster prevention education in light of those comments.

### 【Highlights】

- Continuity is of utmost importance for disaster prevention education, which creates culture through continuity. A community having a common understanding so entrenched that it need not be stated embodies the concept of culture, and that is created by passing it on from generation to generation.
- The involvement of all, regardless of age or occupation, via school and social education is important for disaster prevention education.

### 【Main Points of Disaster prevention education】

The following four points were raised to fortify and advance disaster prevention education.

#### ① Encounters and exchanges

It is important to create opportunity for meeting and interacting with new people.

#### ② Coordination and divvying up duties

A wide range of actors tackling disaster prevention education must be aware of their various duties and coordinate with each other in a complementary fashion.

#### ③ Continuation and Passing on a Tradition

It is important to encourage the continuation of efforts through a broad range of alliances and interaction between communities and to ensure that such habits are passed on to succeeding generations.

④ Funds and Resources

Projects must be undertaken in a way as to secure the funds and resources needed to tackle new public disaster prevention education.

### **3. Challenges and Feedback Indicated by Workshop**

#### **【Disaster Prevention Awareness】**

- Self-defense awareness is low since few Japanese people have ever had the experience of almost dying during their daily lives.
  - People have become complacent, securing safety with seawalls and hazard maps based on their assumptions about possible natural disasters. But natural disasters may cause various forms of damage and sometimes go beyond what we can anticipate. Because this is forgotten, we are defenseless.
- We should conduct drills that link elementary and middle schools in addition to starting disaster prevention education beginning in early grades in order to raise disaster prevention awareness.
- Disaster prevention education interest is low among parents' generation, but disaster drills to save our children will raise interest and encourage participation.

#### **【Community disaster prevention education】**

- Serious efforts are needed based on recognition of one's central role
  - Enlightenment regarding disaster prevention is required
  - Opportunities to make use of disaster prevention efforts are too few
  - Dilution of community strength is lowering local disaster prevention capacity
  - Disaster measures geared toward protecting the weaker members of society are needed.
- Educate about disasters during local events
- Create opportunities to have fun learning about disaster response, including an emphasis on learning through participation and experience, including handing out rice and refugee centers.
- Create opportunities to hear stories from people who have experienced disasters.
- Learn how to evacuate by learning the mechanism of disaster and learn local



geography by making local hazard maps.

**【Disaster prevention education at School】**

- Discrepancy in details of disaster prevention education at schools
  - Insufficient time and opportunity to learn about disaster prevention at school
  - Disaster prevention education has become nothing but a formality
- Create opportunities to think about disaster prevention from many angles including learning through participation and experience, drills using early earthquake warning systems and listening to the accounts of survivors.
- Set aside time to learn disaster prevention through use of comprehensive learning times and cross-curricular/inter-departmental efforts. Creation of a “Disaster Prevention” course should be considered.

**【Linking Up with School, Family, Community】**

- Various match-ups are required between schools, families, communities and corporations.
  - Regional disparity exists in terms of disaster response and disaster prevention education awareness.
- Duties should be divided among many actors and efforts should be unified. Efforts to involve local corporations provide one example of this strategy. When joining forces, actors must recognize other actors’ limits.
- It is important to encourage a continuation of efforts through a broad range of alliances and inter-community interaction and to pass on knowledge and experience from generation to generation, in addition to reducing regional disaster prevention education disparities and fortifying disaster prevention education. It is important to create the opportunity for discussion and interaction such as nationwide forums.

**【Staff to promote disaster prevention education】**

- We have a dearth of coordinators to link the various actors in the community, community disaster prevention education leaders, volunteers and disaster educators.
- Efforts to train community disaster prevention education leaders are being undertaken by government agencies, universities and organizations.
- It would be good to create opportunities to train teachers and to make disaster prevention education one of the teacher training courses in order to secure staff who

can teach disaster prevention education.

- Seek out local disaster prevention education leaders and have them lead education efforts.
- We need to develop the ability to imagine disaster damage in order to cultivate an “ability to learn disaster prevention.” We also need to cultivate the creativity to devise disaster prevention methods in order to cultivate an “ability to implement disaster prevention.”

#### 【Texts and manuals】

- Disaster prevention education content is sparse, while application is ignored.
- There is a dearth of texts and manuals that can further disaster prevention education.
- Individual disaster awareness is low.
- Should educators create texts using local disaster materials in social studies and assign homework on disaster prevention themes during summer break?
- Create a manual by adding a touch of disaster experience to a broad collection of data on past damage from disasters.
- Improve the quality of education by making use of research findings by universities and specialist institutions in disaster prevention education materials. (workshop)

#### 【Funds for Disaster prevention education】

- We need to constantly secure funds to implement disaster prevention education.
- Consider effective employment of volunteers and use of funds and fund-raising.
- Government agencies budget for, call for, and lobby for the effectiveness of efforts to promote disaster prevention education.