Official Development Assistance Grants for UNESCO Activities in FY2012

Save Our Future
ESD-DRR International Workshop for Future Leaders in Asia
Sendai & Zao, Miyagi Pref. and Tokyo, Japan, 5-8 February 2013 [Workshop Report]

Supported by

ACCU
Asia Pacific Cultural Centre for UNESCO

MEXT
MINISTRY OF EDUCATION, CULTURE, SPORTS, SCIENCE AND TECHNOLOGY, JAPAN
The Great East Japan Earthquake and Tsunami that occurred on 11 March 2011, brought immense damage. UNESCO Bangkok took an initiative to start the Japan Solidarity Project: Regional Asia-Pacific ASPnet School Project for Japan Solidarity and Disaster Risk Reduction (DRR) with the assistance of JFIT. During the nine months, approximately 2,400 messages with a sense of the solidarity were delivered to the schools in the disaster-stricken areas from 135 ASPnet Schools in 12 Asia-Pacific countries, including Japan.

As the coordinator of this project, Asia-Pacific Cultural Centre for UNESCO (ACCU) had sent the comforting messages written by the students of ASPnet Schools to those in the disaster-stricken areas, and posted all of them on the project’s website as well. In June 2012, ACCU invited the teachers and the coordinators from the ASPnet Schools in Philippines and Thailand on behalf of the senders and also invited the students and the teachers from the schools in the disaster-stricken areas on behalf of the recipients, to hold an international forum and share the results and impact of the project.

Through the project, not only the students in the disaster-stricken areas but also those who sent their messages were able to gain awareness and a deeper understanding of education for DRR.

For the further developmental relations and the increasing awareness of education for DRR through the project, ACCU invited the students and teachers from the schools both in the disaster-stricken areas and in the Asia-Pacific countries who had participated in the projects, and also invited the coordinators of the National Commission for UNESCO of these countries. With these participants, ACCU organised a workshop to learn together about DRR and ESD to nurture the future leaders of the Asia-Pacific region. Aiming to strengthen the network among the Asia-Pacific region, this workshop was prepared to mark the final year of UNDESD, 2005-2014.

We hope the participated students and their friends who are the bearers of the future of the Asia-Pacific region will become the leaders in Disaster Risk Reduction.
Workshop Outline 004
Lecturers and Facilitators 005
Activity Report 008
Action Plan & Digital Storytelling 010

Udomdarunee School (Thailand) ................................................................. 010
Lopez National Comprehensive High School (Philippines) .................... 013
24th Secondary School (Mongolia) .......................................................... 016
Labschool Cibubur Senior High School (Indonesia) ............................... 019
Kesennuma City Matsuiwa Junior High School (Japan) ......................... 022
Onagawa Municipal Onagawa Daiichi Junior High School (Japan) ....... 025
Fukushima Prefectural Adachi High School (Japan) .............................. 028
Osaka Prefectural Matsubara High School (Japan) ............................... 032

List of Abbreviations 033

[Note] 1. This report can be downloaded from the workshop website.
2. Japanese people’s names are spelled in the family-name-first order in accordance with a Japanese custom.
Workshop Outline

Objectives

(1) To strengthen bonds for future exchanges among ASPnet schools in the Asia-Pacific and build cooperative relations for mutual learning of ESD and DRR based on the experience through solidarity

(2) To provide opportunities to the participants to enhance their knowledge of ESD, DRR and ASPnet

Learning Steps

Throughout this project, all participants are encouraged to go through the stage of the following Steps.

[Learning Steps #1]
Preparing for the Workshop

1. Take photos of “Your favorite things” in your area
2. Research about your area
   Conduct a research about your area (ex. environmental characteristic, local products, local industry, etc.) as well as about the natural disasters and DRR education or activities in the past.
3. Introduce your school and area to the other participants
   Share the photos you took in Step 1 and the information you got in Step 2 with other participants, using Facebook and Twitter.
4. Let’s put together all the information
   Put together the information you researched in Step 2 to prepare a presentation for the workshop. Don’t forget your ideas from your experience in participating in the Japan Solidarity Project in it!

[Learning Step #2]
At the Workshop

5. Learn about ESD, DRR and ASPnet.
6. Learn about the Great East Japan Earthquake and Tsunami and visit affected areas.
7. Learn about the DRR activities by UNESCO and DESD.
8. Share your experiences of the natural disasters and DRR activities: use the presentation material you created in Step 3
9. Learn other participants’ experiences of the natural disasters and DRR activities.
10. Think about the history of the earth and natural disasters.
11. Create a teaching/learning material for DRR education.
12. Learn about the mindset as a DRR leader.
13. Learn how to use ICT effectively: each school will produce a Digital storytelling.
14. Discuss and develop the action plan of your school.
15. Participate in the reporting session & the exchange gathering at MEXT.

[Learning Steps #3]
After the Workshop

16. Present the result of the workshop at your school.
17. Share the workshop achievement, using Facebook, Twitter and other SNS. Continue communicating with other participants.
18. Stay active as a DRR Leader.
   Share what you learned at the ESD-DRR workshop with people in your school, family and community. Stay active as your community’s ESD-DRR leader.

Date and Venue

Date: Tuesday, 5- Friday, 8 February 2013
Venue: Miyagi-ken Zao Shizen-no-ie (Miyagi Prefecture Zao Outdoor Learning Centre), Miyagi University of Education and MEXT

Participants - Following ASPnet schools

(1) International Participants
   » Udomdarunee School (Sukhothai, Thailand)
   » Lopez National Comprehensive High School (Quezon Province, Philippines)
   » 24th Secondary School (Ulaanbaatar, Mongolia)
   » Labschool Cibubur Senior High School (Jakarta, Indonesia)
   » One ASPnet coordinator or a person in the equivalent position designated by the National Commission for UNESCO from above four countries

(2) Participants from Japan
   » Kesennuma City Matsuwa Junior High School (Kesennuma city)
   » Onagawa Municipal Onagawa Daiichi Junior High School (Onagawa town)
   » Fukushima Prefectural Adachi High School (Nihonmatsu city)
   » Osaka Prefectural Matsubara High School (Matsubara city)
   * Onagawa Municipal Onagawa Daiichi Junior High School is considering join in the ASPnet

Organisers

Organiser: Asia-Pacific Cultural Centre for UNESCO (ACCU)
Co-organiser: The United Nations Educational, Scientific and Cultural Organization (UNESCO)
Supported by: Miyagi University of Education Zao Shizen-no-ie
<table>
<thead>
<tr>
<th>Lecturer and Facilitators</th>
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<tbody>
<tr>
<td><strong>Mr. Ichinose Tomonori</strong></td>
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<tr>
<td>Professor, International Understanding Education Center, Miyagi University of Education</td>
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<tr>
<td>Mr. Ichinose had a lecture in DRR from the viewpoint of ESD, and introduction of ASPnet activities in Japan. He also talked about the Great East Japan Earthquake and Tsunami, and conducted us through the affected areas.</td>
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<tr>
<td><strong>Ms. Jennie Ekedahl</strong></td>
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<tr>
<td>Programme Assistant for Sustainable Development Unit, UNESCO Bangkok</td>
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<tr>
<td>Ms. Ekedahl talked about ESD and DRR, and how we can change our behavior towards a sustainable future.</td>
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<td><strong>Ms. Shibao Tomoko</strong></td>
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<td>Deputy Director, Programme Department, Asia-Pacific Cultural Center for UNESCO (ACCU)</td>
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<tr>
<td>Ms. Shibao explained the history of the earth and natural disaster. Through this workshop, participants were encouraged to think about how people respond to natural disasters.</td>
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<tr>
<td><strong>Mr. Goto Masakazu</strong></td>
</tr>
<tr>
<td>Senior Researcher, Department of Curriculum Research, Curriculum Research Center, National Institute for Educational Policy Research (NIER)</td>
</tr>
<tr>
<td>Mr. Goto taught about natural disasters and their causes providing the teaching/learning materials so that the participants could use them for DRR education. He guided the students in making a seismic wave tool.</td>
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<td><strong>Mr. Yoneda Kenzo</strong></td>
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<tr>
<td>Chief of Information Systems Division and International Exchange Division Harogomo Gakuin Junior and Senior High School</td>
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<tr>
<td>Mr. Yoneda taught how to use ICT for sharing messages globally, leading the discussion on positive and negative impacts of ICT, and guiding the participants in making their original Digital storytelling.</td>
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<tr>
<td><strong>Mr. Oikawa Yukihiko</strong></td>
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<td>Deputy Director, Kesennuma City Board of Education</td>
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<tr>
<td>Mr. Oikawa introduced DRR education approach from the ESD viewpoint, regarding the Great East Japan Earthquake and Tsunami. He also shared the roles and the contribution of a school in the DRR activities, its emergency response and its recovery in community.</td>
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<tr>
<td><strong>Ms. Ise Miyuki</strong></td>
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<tr>
<td>Representative Director, Specified non-Profit Corporation Manabi-no-Tane Network</td>
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<tr>
<td>Ms. Ise talked about the roles of coordinators and how to facilitate collaboration in a community through DRR education. She facilitated the group work on raising the awareness in a community and coordinators' roles to continue DRR education.</td>
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Day-1 Tuesday, 5 February, 2013

Opening (09:00-09:45)
The opening ceremony was held in Miyagi University of Education (MUE). After the welcome speech given by Mr. Shimazu Masakazu, Secretary-General of ACCU, Ms. Jennie Ekedahl, Programme Assistant, ESD Development, UNESCO Bangkok, made opening remarks concerning the background of Japan Solidarity Project, and pointed out that under the situation to increase the awareness of Disaster Risk Reduction worldwide, the students should be inspired so that their action could change the world for the better situation. Mr. Asai Takashi, Director of Office for International Cooperation, MEXT, highlighted the importance of ESD, and introduced the current situation of ESD development in Japan. His humorous speech won blast of applause. Dr. Mikami Kazuyuki, President of MUE, sent a message of encouragement for the participants. “We have to avoid to be overconfident, and have to remember that a disaster will always occur when people forget about it.” He also mentioned that the 21st century is the century of the youth, and the power of young leaders is the hope to achieve a disaster-tolerant world.

Lecture: Learn about DRR in ESD and the Great East Japan Earthquake and Tsunami (10:00-11:00)
Prof. Ichinose Tomonori, professor at MUE, introduced the definition of DRR, the disaster affected situation and reconstruction plan of Miyagi Prefecture. After the lecture, the students discussed in groups to consider the lesson of the Great East Japan Earthquake and Tsunami. One of the students from the Philippines said, “I learned that we cannot totally rely on the predicted outcome. We have to emphasize on the importance of other social resources, and put the evacuation center in an important and safety place.” One of the students from Osaka said, “After the disaster occurs, it is very important to catch the information. On the other hand, in the daily life, it is more important to build relationship with your local residents and local community.” Prof. Ichinose also prospected the future roles of ASPnet schools in the community development after the group discussion.

Activity: Field Trip to the Great East Japan Earthquake and Tsunami Affected Area (12:15-13:45)
Yuriage, located in the southern part of Natori City, Miyagi Prefecture, is one of the most affected areas in the Great East Japan Earthquake and Tsunami. The participants visited Yuriage Junior High School and Hiyoriyama Hill with the guidance of Prof. Ichinose. “We have never experienced Tsunami, but when we are standing here, we can imagine how the victims felt.” Mongolian students said.

Workshop: Let’s Think about Good Points and Bad Points of ICT (18:30-19:00)
Mr. Yoneda Kenzo introduced the definition of ICT and the history of the development of Internet. The students discussed their opinions in groups, output on a post-it and displayed on the wall to share. The positive and negative aspects of Internet were summarized by each group.
Day-2 Wednesday, 6 February, 2013

**Workshop: ESD, DRR, and Behaviour Change (9:00-9:30)**
A lecture was given by Ms. Jennie Ekedahl, about the relation between ESD and DRR, and how to start the change from ourselves. In groups, the students discussed on reflecting their habits and behaviours which could not be considered as “sustainable,” then challenged to change it. The students were motivated to change not only their mindset, but also their behaviours.

**Presentation: Sharing Experience of Japan Solidarity Project and Natural Disasters by Participants (9:30-11:40)**
Participants from Japan, including the Great East Japan Earthquake and Tsunami affected areas, were Matsuiwa Junior High School, Onagawa Daiichi Junior High School, Adachi High School, and Matsubara High School. They explained about their hometown and schools, and their experiences on the Great East Japan Earthquake and Tsunami. The presentation about the impact of the disaster on their daily life, community and city were delivered. They presented their roles and responses in the emergency situation such as temporary housing. The school from Onagawa made a proposal to build a monument to remember the Tsunami to keep the record of their experiences, so they can pass their lessons through the disaster to the future generations. The school from Fukushima Prefecture also made a presentation on the impact of nuclear radiation due to Fukushima nuclear power plant accident. They shared the hope for their future.

On the second round, the overseas students gave presentations in the order of 24th Secondary School (Mongolia), Lopez National Comprehensive High School (Philippines), Udomdarunee School (Thailand) and Labschool Cibubur Senior High (Indonesia). Beginning with the introduction of their hometown, they presented about the disaster they went through in their countries, such as flood, tsunami, earthquake and volcanic eruption. Showing the number of casualties and impacts, they shared the recovery process, the spirit and post-disaster recovery. They also presented their activities such as the disaster drill. During the presentations, other students wrote their impressions and questions about the fellow students' presentations.

**Workshop: History of the Earth and Natural Disaster (13:00-13:30)**
The workshop was delivered by Ms. Shibao Tomoko, who facilitated the students' discussion and demonstrated the history of the earth using the ribbons and cut-papers. From that demonstration, the students understood more deeply about the long history of the earth, which started 4.6 billion years ago, while the human history only lasts for 40,000 years covering a very small part in it. The students discussed how they could live in harmony with nature when considering a threat of disasters.

**Workshop: Let's Learn about Natural Disasters and Discuss DRR (13:30-15:00)**
By using a simple tool made of a rubber band and cotton buds, Mr. Goto Masakazu demonstrated the mechanism of the earthquake. During this
workshop, the students were trying to make this study tool as a teaching/ learning materials of DRR. The tool shows the seismic wave transmission from the focus to the epicenter, where human being could feel.

**Workshop and Activity: Let’s Send Our Message by Using ICT Tools (15:15-20:00)**

In this session, Mr. Yoneda Kenzo shared some basic points on making the Digital storytelling (DST). This will be the guideline for the students to use the photographs taken in their countries and during the workshop. With the support of Mr. Yoneda, they worked on the DST for the presentation at MEXT on the final day.

**Day-3 Thursday, 7 February, 2013**

**Working on the Digital Storytelling and developing School Action Plan (08:30-10:20)**

The students continued to work on their DST production, with the support of their teachers. The school action plan was also in the developing process by the students, teachers and ASPnet coordinators.

**Moving to Tokyo**

Right after expressing “thank you” in five local languages and Good-bye Gathering at Zao Shizen-no-ie, and after a bus trip, the participants took the bullet train called Shinkan-sen to Tokyo, which was an exciting and first-time experience for most of the international participants. This train trip became “happy hour” for them to strengthen their friendship among the Asia-Pacific students, overcoming the language and cultural barriers while working hard for the workshop. After arriving Tokyo, the participants prepared for a reporting and network gathering at MEXT in the following day.

**Day-4 Friday, 8 February, 2013**

**Workshop Reporting Session (16:30-17:45)**

“I think you have already shared with each other about your experiences in the disaster. It might be so touched, but I hope you will start to think your role in the future from now.” Mr. Niwa Hideki, Vice Minister of MEXT, said as the opening address to express his wish for the participating students. Ms. Smart Ai presented a brief report, which summarized the participants’ memories of the past three days.

The students from eight schools displayed their DST movies. The students from Thailand introduced their beautiful hometown and what they learned in this workshop; the students from the Philippines declared their determination to be “DRR Future Leaders” with powerful words and attitude; Mongolian students wrote a letter to their dear friends talking about their harvest in this workshop, while Indonesian students performed a poetry recitation to express their strong feelings. “Although the happy time always passes fast, our memories will stay! In our hearts, we are one! We are all future leaders!” they
declared. The Japanese students from Matsuiwa Junior High School, Kesennuma City, showed their change of mood in their movie. “We used to think we are unlucky and why only we should suffer from such a tragedy. However, after attending this workshop, we have realized that the disasters also occurred in other countries. The people who also suffered from the severe damages are standing here with smiles. They give us encouragement to stand up again.”

Audiences were all astonished by the presentation of Adachi High School, Fukushima Prefecture. They had been questioned by other participants during the workshop, “why didn’t you leave Fukushima?” They wrote their answer in the DST movie: “Because we love our hometown, because we want to achieve a miracle through reconstruction, because we are the light of recovery, we will try our best to do anything we can do. Let's walk, facing forward, with the support from the people worldwide.” On the other hand, the students from Onagawa Daichi Junior High School and Matsubara High School had started their actions by declaring their solutions to reduce the potential disaster risk. “The disaster destroyed many things but it couldn't destroy our hope. It is the time for us to take action with faith.”

Closing of the Workshop with Reception (17:55-18:45)

Every student received the certificate of participation from Mr. Tamura Tetsuo, Director-General of ACCU. A small reception was held and the participants were praising each other for their great works during four days of the workshop, and exchanged their meaningful and exquisite gifts. “Let's keep in touch!” The students promised to their new friends.

Teacher and Coordinator Workshop

Workshop I: DRR Education through ESD Framework and Community Networking (5 February, 2013, at 18:30-20:00)

Mr. Oikawa Yukihiko introduced to the teachers and coordinators about ESD-DRR in Kesennuma City, Miyagi Prefecture, relating to the Great East Japan Earthquake and Tsunami. He showed the situation before and after the disaster in Kesennuma City, the role and contribution of schools in the DRR activities, and emergency response and recovery in the community. He also emphasized that ESD was to foster critical, systematic and holistic way of thinking. During the question and answer session, participants asked enthusiastically on the stages of ESD-DRR and future plan, and also realized the significance of bond between school and community.

Workshop II: The Educational Program Utilizing Facilitation (6 February, 2013, at 18:30-20:00)

“The teachers should change their role to be the facilitators in DRR education.” Ms. Ise Miyuki gave a lecture firstly, concerning the trend and effective methods of DRR education from her own practice experience. She also pointed out that the relationship between school and local community should be built up in daily life to prepare for disaster, to be the social resource for mutual help. At the end of the workshop, she raised the following two questions: how to use ICT in DRR education? What is the role of ASPnet? Teachers and coordinators from five countries were grouped for 30-minute discussion and finally proposed their own models for DRR education.
Characteristics of the Community: Sukhothai is a small town situated on the Yom River Basin, which is in the lower northern part of Thailand. Most of Sukhothai people are farmers. We have rice, sugar cane, tobacco, banana leaves and fruit that are exported to other provinces. The old city Sukhothai, which is 12 kms away from the new town, was designated by UNESCO to be a World Heritage Site. Since the new town is located close to the river, and the water way running through Sukhothai City from the north is very narrow and winding, it is difficult for the river water to flow down and that causes the flood in the city every year.

Action Plan

Previous Activities

- Incorporated disaster experience into English and Social Studies curriculums
- Sharing information on the school bulletin board in school
- Fund raising

ACTION WE TAKE, NOW! (commitment)

- Share what we learned with family member/friends: Tell them about disasters in Japan and the countries that participated in this workshop showing them some photos, and explain about the knowledge we gained during the workshop.
- Share what we learned in school: Tell our colleagues and students about this workshop, of its preparation, content and activities. Show some photos to the students when we go back and teach them, and post the information about this workshop on the school website and Ministry of Education's website.
- Share what we learned in community: Write an article about this workshop and publish in the local newspaper, so that schools and a communities can work together. Schools conduct some activities and invite the local community to participate and collaborate with them.

♦ New idea:
  1) Set up ESD-DRR Club in schools,
  2) Let teachers to attend a teacher's training program that Ministry of Education will conduct for the disaster preparation and management.
Purpose: To promote ESD-DRR in school and community Participants: Students of Udomdarunee School and people from the local community around the school

Activities:
1) Knowledge sharing
2) Projects implementation (e.g. reducing and separating the waste) in school/community

Important points:
1) Keep in touch with the future leaders who participated in this workshop.
2) Build up awareness of DRR/DRM.
3) Make an action plan for the school.

ESD-DRR Actions We Want Others to Do and What We Should/Can Do to Influence Others

- Save energy and try to find an alternative energy to use.
- Reduce rubbish in school/community.
- Be involved with community services at least once a month.
- Collect plastic bottles and recycle them.
- Keep the school clean.

Comments from Students, Teacher and Coordinator:

I want to change myself and tell others, about what I have learned. We love and want to protect the world. I wish to see the world without pollution and less disaster risk. We can do everything together. **Kritsakorn Patkiom(Frank)**

From this workshop, I learned the importance of not only thinking but also taking actions. I decided to be prepared for natural disasters in Thailand. I also feel excited when I was making the seismic study tool. **Kasidis Khupanit(Function)**

I want to see the world with less disaster risk and all people around the world help each other to protect the earth. **Supisara Srisaeng(Sai)**

I decided to change my bad habits, and invite all of my Thai friends to do so. I am impressed by the kindness of Japanese people and the friends from other countries. I also learned about how to cooperate with people from other countries. **Nanitcha Sunantawanich(Fern)**

When I listened to the Japanese schools' presentation, I felt very sad and wanted to do something and encourage them more to be strong. Japan has a big step beyond in disaster reduction and management. I will support the future leaders activity in my school and community. **Ratana Sittisak (Ratana, teacher)**

The Japanese people are always willing to help each other and working hard to share their knowledge and experiences with others. This workshop is a very good opportunity to meet other people and learn from them. I wish to see the world can live in peace, and we can reduce the disaster risk that might occur in the future. **Rungkan Punpukdee (Rungkan, coordinator)**
We are from Sukhothai, known as “the dawn of happiness” in Thailand. We experienced the flood disaster last year. In this workshop, we went to the affected area in Natori City, exchanged different cultures and learned a lot of academic knowledge. We also learned how to use simple tools to demonstrate the seismic wave, what is ESD and what is a chain reaction. We realized that, regardless of good or bad, our behavior always affects ourselves and others. So we promise here to change our bad habits from now on for the sustainable environment on the earth.

Comments
“Good afternoon wonderful guests, ACCU staff, teachers and friends. We are from Thailand. We are very glad to be here in this workshop. Before we came here, we didn’t realize about disasters and environment. After we had participated in this workshop, we learned to change ourselves in better ways. I think we are all aware of the environment and hope to make it better. We have new friends now, and hope to keep in touch with them in the future. Today, we would like to present you what we have learned from this workshop and what we are going to do when we go back to Thailand. So let’s get started.”
Characteristics of the Community: Lopez is a first class municipality in the province of Quezon, Philippines. It is one of the largest municipalities and has total of 395.1 km², representing 4.53% of the total area of Quezon. It is politically divided into 95 barangays, 7 of which are urban and 88 are rural area. According to the 2007 census, it had a population of 86,660, a quarter of which are in the rural areas. About 9,474 of the employed labor force are engaged in primary industries such as farming and fishing.

Previous Activities
- Integrated ESD-DRR context in science teaching;
- Celebrated disaster awareness and disaster preparedness activities;
- Researched community environmental issues and published content in a website;
- Establishment of a SDCM as cascaded from Provincial and National Council;
- Participated in “Kizuna Message of Hope” to the Japanese children through multimedia.

Action Plan

**ACTION WE TAKE, NOW! (commitment)**

- **Share with family member/friends:** For family and relatives, sharing of milestone can be done through social network system, family gatherings, and informal conversations among others.
- **Share in school:** Upon arrival to hometown and school, sharing of milestone and accomplishments can be done through school convocations, trainings, meetings, and conferences.
- **Share in community:** The establishment of stronger links to our external stakeholders (local government unit, non-profit organizations, parents and teachers association, and others) can be done by sharing of accomplishment and plans in meetings and committee hearing and inviting representatives from all sectors.
  - **New idea:** Organization of TFLN and conduct of similar workshop

**Purpose:** To form a group of youth (headed by the teacher and students participants to ESD-DRR) who will facilitate and realize the objective at this international workshop.

**Participants:** Firstly, it will be piloted in our community or district on small scale where students from different schools will be the participants. Secondly, it will be held on a regional scale supported...
by UNACOM Philippines.

**Activities:**
1) Meet the school head and community leaders.
2) Organize TFLN.
3) Prepare and conduct a workshop.

**Important points:**
1) Coordinate a workshop with all the concerned persons.
2) Mobilize a human, physical and logistic support.
3) Plan, conduct, evaluate and report the result.

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### ESD-DRR Actions We Want Others to Do and What We Should/Can Do to Influence Others

#### Key highlights:
1) Organization of Today’s Future Leaders Network for ESD-DRR (TFLN) per school to lead the ESD-DRR activities
2) Report and share milestones/accomplishment.

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### Comments from Students, Teacher and Coordinator:

**From this workshop I learned so many things such as the Disaster Risk Reduction and ICT. I also learned the history of the earth, the actual happening and damage of the Great East Japan Earthquake and Tsunami.**
Andrela Mendonis Aquino (Andrela)

**This workshop really inspires me and totally moved not only my feet but also my mind and heart to do something which can encourage other people to be a part of the change.**
Alec Fiel Magondayao Francia (Alec)

**In the future, I dream to see people are living with peace and mutual cooperation to achieve a safe and better world.**
Mr. Felix Irving Mendonis Villaseñor (Irving)

**After attending this workshop, I decided to change for the better and share all the knowledge I’ve gained here. I felt glad to know more about friends from other countries and their culture.**
Carmela Ysabelle Leogo Arias (Ysabelle)

I learned the essentials of ESD–DRR. Proactively, I want to plan for a local pilot workshop, strengthen ASPnet members in our region and take the lead for ESD–DRR activities in my locality. I will also establish the TFLN.
Reynald Maravilla Cacho (Reynald, teacher)

The presentation on how Japan efficiently and effectively implemented their disaster risk strategies, which enabled them to respond during the last Tsunami really impressed me. Seeing that a lot could be learned from sharing experiences with disaster response and management from other countries, this gave me the idea that I can also organize a similar workshop through the SEA–CLLSD and Philippines NatCom for UNESCO.
Josefina Valdoria Escueta (Josefina, coordinator)
What is ESD-DRR? What is ASPnet? What is a future leader? We found the answers through this workshop. The earth has been existing for extremely long period of time. Ever since, various natural disasters have occurred in this planet. To address the problems in natural disasters, ESD is formed. ESD is for peace; ESD is for humanity; ESD is for unity, connection, hope, and harmony… Through ESD, the future generation will build a network of leaders. We believe that a single spark will start a fire that will enlighten the world.

Ignite the change!

“Minasan kon-nichi wa! I am Alec Fiel Francia from the Philippines. We are today’s future leaders of ESD–DRR.” “I am Carmela Ysabelle Arias. We are the future leaders. We are one! I am Andrela Aquino. Let us work hand in hand for the realization of ESD–DRR programs.” “I am Felix Irving Villaseñor and we proudly present our story, the story of the hope of our future. WE ARE THE TODAY’S FUTURE LEADERS! LET US IGNITE THE CHANGE!”
Previous Activities

- Conducted first-aid training for students
- Conducted emergency drills to prepare for earthquake
- Organised a drawing contest
- Organised an essay writing event

ACTION WE TAKE, NOW! (commitment)

- **Share with family member/friends:**
  1) After going back home we will do a digital storytelling for our classmates.
  2) We will explain to our family about what we have learned.

- **Share in school:**
  1) We will organize a presentation event and have a small discussion among students connected with ESD-DRR.
  2) We will do practicing on how to help each other.
  3) We will start a new club among students to spread our knowledge.

- **Share in community:**
  1) We will spread our message via the national TV broadcast.
  2) We will organize a movement to clean up and reduce wastes in Ulaanbaatar.
  3) We will make brochures about ESD-DRR and distribute them.

**New idea:**

**Purpose:** To broaden Mongolian students' knowledge about ESD-DRR  
**Participants:** The second grade students of our school  
**Activities:** To have meetings and debates and createdrawings, using brochures and announcements  
**Important points:**
  1) Disaster Risk Reduction education
  2) How to help each other when a natural disaster happens
  3) Saving the nature by our clean up movement
Comments from Students, Teacher and Coordinator:

Under the sun we are together. When we were travelling around the affected areas, I felt regret. Ms. Enkhchimeg Saikhanbileg (Egii)

I learned how to present my own opinions clearly. After attending this workshop, I decided to share what I learned with other Mongolian students and teachers. Ms. Munkhkhistig Murun (Khisgee)

I learned what is DRR and ESD in this workshop, and got more knowledge about natural disasters. We hope we can participate in the next workshop someday in the future. Mr. Bilguun Narandorj (Biki)

I felt the Japanese people were very brave, hardworking and helpful in this workshop. Ms. Nyamgerel Baljinnyam (Nyamka)

I was impressed by the field trip to the places affected by the Great East Japan Earthquake and Tsunami, and I will encourage my students to improve their activities related with ESD–DRR content. Ms. Amraa Tumur-Ochir (Amraa, teacher)

I wish we can live together in peace and harmony with nature 10 years later. Mr. Jargalsaikhan Gundegmaa (Jargalsaikhan, coordinator)
Dear friends. We came to Japan to attend ESD-DRR workshop. We learned more about natural disasters, and we are so happy to have met many new friends from different countries. We visited Sendai, where the Earthquake and Tsunami attacked. It was so regretful, but Japanese students are very strong and brave. We learned ESD and DRR, how to work hard as a team. Now we plan to: 1) start a new club among students to save the nature, 2) meet President Elbegdorj to talk about ESD-DRR, 3) share our knowledge with Mongolian young people through the national TV broadcast, and 4) work with students center to increase our club members.

Comments

“We will share our experience here to the Mongolian teachers and students. We will become the future leaders, and we will do it. Be strong, be patient, because we are together.”
Characteristics of the Community: In our school we have our ideology: “Faith, Knowledge and Charity”. Faith is related to our country ideology, which is believed in One Supreme of God. Knowledge means the more we learn, the more horizon we gain. Charity is the applying of the first and the second ideology we have. It is an act to give more for the society.

Previous Activities

• The flood occurred last January 2013. Since some areas around Jakarta were affected by the flood, most activities were stopped. There were some schools and houses flooded. Our school had the charity programs to help the victims. Some students from the students council and the class representatives were sent to the affected area to give some daily basic needs, such as food, medicines, blanket, clothes, and so on. There was a donation program inviting students, parents, teachers and stakeholders to take part in distributing things the victims need.
• Students science club also has such program that supports the ideas of students taking care of their own environment, such as digging biopore-holes around the schools as water absorption facilities. Now they're developing a research on waste management in school especially in making comos fertilizer.
• One activity we had involved was “Miyagi Postcard Project” where the students showed their sympathy and solidarity to the victims of the Great East Japan Earthquake and Tsunami as a form to support them.

ACTION WE TAKE, NOW! (commitment)

• Share with family member/friends: We can share about the workshop and our achievement during this workshop as soon as we go home to our country, while sharing the pictures, videos, digital storytelling and all materials we got.
• Share in school: We will start sharing the result of this workshop to the student council and the class representatives later on they may share and disseminate the knowledge to their class members and the student council board. It will be held in March 2013.
• Share in community: Workshop on ESD, elaborating DRR issue, not only for our school but also inviting some more schools to participate in, presenting the experts on both issues, ESD and DRR. It will be
held in July 2013.

**Details of the workshop:** The workshop will share about the introduction of ESD in our daily activities, sustainable and unsustainable activities, and implementing DRR in our life. The activities provided materials related to the experience when the earthquake, tsunami, and other disasters happened in some countries. We're going to cooperate with the Ministry of Education and Culture, Indonesian National Commission for UNESCO, National Disaster Management Agency of Indonesia and some other prospective partners. The targets of this project are teachers, students and school board from different schools, who are participating in ASPnet network in Indonesia.

**Important points:**
- ESD is a crucial issue that people need to know and understand.
- The changes of unsustainable activities we usually do in our daily activities hold an important role to apply ESD.
- DRR should be integrated into ESD so that people may live more sustainable way, especially in facing the threat of disaster.

### ESD-DRR Actions We Want Others to Do and What We Should/Can Do to Influence Others

We want the other people to start taking action for change, start from changing their daily unsustainable lifestyle behavior.

### Comments from Students, Teacher and Coordinator:

**When I arrived at Tokyo Youth Hostel, I felt sad because the workshop is almost done, but I felt happy to gain more knowledge and have new friends during the workshop. I believe that we all can drive a change together for a better place!**

Mr. Muhammad Akbar (Auli)

**The thing that impressed me the most is the different and terrific kinds of culture, the snow that I had never experienced. I feel like this is the 1st step for me to be a future leader.**

Ms. Tuffa Hatii Airwafa (Wafa)

**I learned about solidarity friendship and also learned that though we are from different countries but we are one. It is very heart touching, I felt like all of you are my old friends.**

Ms. Ceuta Wulandari (Ceuta)

**I was astonished by my friend’s presentation of the experience in the disaster; they believe that there is still hope. I learned to respect the earth, environment and myself.**

Mr. Rizky Abdul Wahab (Bika)

During this workshop, I met the people who experienced the Great East Japan Earthquake and Tsunami and I could feel what they felt directly. They are very tough in facing this disaster. ESD is a very crucial issue we need to share with others. Elaborating DRR in ESD needs to be applied soon.

Ms. Tri Dharmastuti (ARMA, teacher)

I can see the truth of ‘Ganbare Nippon!’ spirit in this workshop. After attending this workshop, I want to develop a program of School-to-School Diplomacy (STSD) on ESD-DRR where we can connect each other, and learn and share between teachers to teachers, students to students, even parents to parents.

Mr. Edwin Mokodampit (LEO, coordinator)
Visit to the Tsunami-affected area. Once, it was a peaceful place, but turned into ruins because of the Earthquake and Tsunami. We feel the same feeling. We support and pray for you. Now it is time to move on! Let's continue our steps, welcoming a brand new day. We shared knowledge and experience on ESD-DRR. We maintain friendship and networking. Peace. Harmony. Love. Dreams. Belief. Let's collaborate with passion, sincerity, togetherness, spirit and solidarity. Those days are gone, but our memories will stay! In our hearts, we are One! We're all the future leaders!

"One minute can't describe four days that have been through. Four days that have been through would not be forgotten for our entire life. One picture captured a million words, though it is not enough to express our feeling. We would like to extend our gratitude ACCU, UNESCO, MEXT, MUE, Zhao Shizen-no-ie, the speakers, teachers and friends, who have made these days wonderful. This is not the end, it's just a new beginning of our journey for a better and sustainable future. Jishin Saku Desu. Douzo Tanoshinde Kudasai. (Japanese meaning is "It's our masterpiece. Please enjoy!")"
Characteristics of the Community: Kesennuma is a city on the Pacific coast, with a population of about 70,000 inhabitants. It is located at the northeastern part of Miyagi Prefecture, the north of the city being on the border with Iwate Prefecture. After the Great East Japan Earthquake, there have been quite a bit of effort to cultivate human resources who can become the future leaders of the community. Education for Sustainable Development (ESD) has been implemented by every school in Kesennuma City, and especially after the disaster, many schools have actively taken disaster-prevention-oriented approach.

Matsuiwa Junior High School is situated at the central part of Kesennuma City, and is surrounded by such rich natural resources as Kesennuma Bay, Ohta Highlands, Omose River and Kamiyama River. Together with the local community, our PTA holds high interests in school education. Since the school is located near welfare institutions, various interaction studies have been conducted in collaboration with them.

Previous Activities

Matsuiwa Junior High School has implemented the social welfare study from ESD point of view, mainly during the period for integrated studies. By interacting with the elders and the persons with disabilities, we each have worked on researches of our own themes; the 3rd graders set their theme on the future development of Kesennuma City and made proposals to the city administration from the results.

On disaster prevention education, we have conducted trainings such as emergency drills even before the Great East Japan Earthquake and Tsunami. We will continue to pursue these activities forward and seek more collaboration with other schools and the local community.

ACTION WE TAKE, NOW! (commitment)

• **Share with family member/friends:** Discuss with family members about our achievement. Introduce what we have learned by showing the photos.

• **Share in school:** Give a presentation at school meeting on what we have achieved, using the photos and reports. Publish a newspaper on the subject and distribute it to the fellow students.
• **Share in community:** Distribute our newspaper to the local community and institutions. Post it on the local bulletin boards.

• **Other Activities/Projects:**

  **Purpose:** Because we think that encouraging more people in disaster prevention would lead to the safer life for us

  **Participants:** With the children who will make the future, as well as the people around the world who will share the message

  **Activities:** By broadening our international outlook (i.e., by visiting foreign countries) and thus advancing the cause of world peace

  **Important points:**
  1) Communication ability
  2) Power to take voluntary action
  3) ESD

**ESD-DRR Actions We Want Others to Do and What We Should/Can Do to Influence Others**

- Encourage the local community to participate in disaster prevention trainings together with us. Make direct appeals to them for participation.
- We believe that the urban design of Kesennuma City as well as its facilities should be planned in accordance with the disaster-prevention measures, so that the city and the inhabitants can cope better with such disaster if it occurs again in the future. To pursue this belief, we will continue to talk and share with the local people about what we have experienced and learned here, so that they will be more interested in promoting disaster prevention approaches.

**Comments from Students, Teacher and Coordinator:**

**Natural disasters:** In a way mean that the earth is still active, but I think that these days some of them may be caused by us humans. **Oikawa Moe (DAN)**

**I** hope that after 10 years from now our society be the one of mutual cooperation with others so that we can concur together any disaster in the future. **Sato Mitsuyoshi (Mikkun)**

**Music is the world’s common language,** isn’t it! **Takasaki Fumiju (Fumi chan)**

**I** came to know the importance of sharing and appreciating other people’s opinion and idea at the presentation. **Onodera Ai (Ai)**

I’ve wished my students to participate in active exchanges with the students of other countries and believed that such experience would bring them a great achievement. Through this workshop, I feel that my students’ mind became more future-oriented, and I think that we can work on a new project together in rebuilding our community. **Suzuki Kazuhiro (Kazu, teacher)**
Our hometown, Kesennuma, which is famous for its fishing industry, used to be a beautiful city. People living here are warm-hearted and full of energy. We thought the happy days would go on forever until the Tsunami struck us. “Why? Why should only we suffer such a tragedy?” In this mood, we participated in this workshop. We have heard stories from friends from other countries, and learned that they also have experienced a hard time. With the helping hands and power from them, we can try to stand up again. This is what we have learned in this workshop.

Comments

“We are very pleased to meet you all from Japan and Asia-Pacific countries in this workshop. We have learned many things from the activities. We believe that we can overcome any disaster or difficulty if we work together. We produced our Digital storytelling to express value of “Kizuna”, people-to-people link. Let’s work together as friends to be Future leaders. Thank you! Terima kasih! Khob khun Krab/Ka! Bajrlalaa! Salamat! Arigato Gozaimashita!”

Digital Storytelling

Presentation on 8 February, 2013

Everyone had a hard time

People see our effort extend their helping hands

That gives us the power to keep out

Everyone is active

Communication makes me happy

We feel more interested in DRR
Characteristics of the Community: Onagawa Cho, a small town with population of about 10,000 people, located on the southernmost of Minami Sanriku National Park, was a vigorous economic town with the largest cultivation production of sea squirt and silver salmon. By the Great East Japan Earthquake and Tsunami, over 8% of people’s lives and 80% of houses of this town were lost in the Tsunami. According to a survey, the maximum run-up height of the tsunami in this town was 43 meters, which is believed to be the highest in the Tsunami devastated areas.

Action Plan

Previous Activities

1. Since April 2011, we’ve been working to draw up three effective countermeasures to minimize the aftermath of the Tsunami disaster in our social studies classes.

2. On July 3, 2012, as a representative of the Tsunami devastated area, we gave a presentation about our activity at the World Ministerial Conference on Disaster Reduction in Tohoku.

3. On November 27, 2012, all 64 students of the 2nd grade attended the Onagawa Future Disaster Prevention Conference and made a proposal based on our activity to the Onagawa Town mayor and the town councilors.

ACTION WE TAKE, NOW! (commitment)

• **Share with family member/friends:** We will share our achievement with our family members and friends in conversations or emails using the photos and materials.

• **Share in school:** We will hold a school meeting for 2nd grade students to give a presentation about our achievement.

• **Share in community:** On February 21, we will give a presentation at a local meeting about our achievement to people including the mayor of Onagawa Town, the town councilors and elementary school children. On April 16 and 17, during our graduation trip, we will visit some universities and the people who have supported us, and give a presentation about our achievement. We will also appeal for donations.

• **Other Activities/Projects:** We will collect one-coin-donations (100 yen) from the public all over the
world to build a Tsunami monument.

**Purpose:** Because we believe the people of Onagawa can record, memorize and remind the practices of our ancestors by building the monument. It will also serve as a substitute for the evacuation sign board.

**Participants, target:** With the students

**Activities:** We will appeal for donations via internet sites or on some occasions in our graduation trip, sharing our idea of three effective countermeasures.

**Important points:**
- Sharing our idea of three effective countermeasures is the most important. After that, we clarify the reason why we need the Tsunami monument.
- Our challenge to raise people’s concern about the disaster prevention, donation collecting, our own positive action for the disaster prevention, and deeper consideration on our idea of three effective countermeasures are also important.

### ESD-DRR Actions We Want Others to Do and What We Should/Can Do to Influence Others

We hope that a lot of people will understand and support our idea to build a monument. Of course we will do our best to share our idea in as many opportunities as possible to achieve our goal.

### Comments from Students, Teacher and Coordinator:

- I learned a lot about ESD. So I’d like to share what I learned with many people around me. _Konno Remi (Remi)_

- After attending this workshop, I decided to be a person of eco-friendly action. _Abe Yuki (Yuki)_

- I hope that people all over the world will make friends with each other after 10 years from now. _Suzuki Tomohiro (Tomo)_

- I learned that language difference could not be a barrier. I had a lot of experiences in this workshop. _Takeyama Chinatsu (China)_

- During this workshop I found that a power to live for the future was generated in communicating with the students. I really appreciate everyone for giving me such a moving experience. I will keep the effort to support the students who are working hard to share their ideas with people all over the world. _Abe Kazuhiko, teacher_
Onagawa is a small but cheerful fishing town in Miyagi. The Great East Japan Earthquake and Tsunami destroyed many things but it could not destroy our hope. In our first social studies class after the disaster, we discussed over three possible solutions to minimize damages from disasters by referring to our severe experience. We realized that we should make solid partnership in our town and build upland town area for evacuation, as well as the stone monuments for recording and warning. Through this workshop, we want to cooperate with other people who have also experienced various natural disasters, and together with them, we will try our best for the people in the 1000-year future.

“Hello everyone. We are from Onagawa town, Miyagi Prefecture where were devastated by the Great East Japan Earthquake and Tsunami. Our presentation today contains our love to our town and wish for recovery. We have been thinking for 2 years what we can do to save the lives 1000-year future, then developed 3 measures to protect our town from Tsunami. We will be very pleased if our new friends we met at this workshop from 3 schools in Japan, Thailand, Philippines and Mongolia understand our situation through our presentation and expand the cooperation. Now, please watch our Digital Storytelling.”
Characteristics of the Community: Nihon-matsu City, a middle-sized castle town characterized by the famous Nihon-matsu Castle (Kasumi-ga-jo), was highly developed during the Edo Period under the control of Nihon-matsu Domain. Through large-scale construction and maintenance of the castle itself and the town structure, the foundation of the present appearance of the city was established. The area has rich resources in nature, culture and history, and produced many talents such as Historian Kanichi Asakawa and Scientist Shinji Takahashi (graduated from our school), while Mount Adatara and Abukuma River came on the scene in the timeless masterpiece “Chieko Sho” (an anthology that portrays the pure love of the author Kotaro Takamura and his wife Chieko).

Previous Activities

By the nuclear disaster at Fukushima in March 11, 2011, Fukushima Prefecture, where our hometown Nihon-matsu City is located, was seriously affected by the radioactive contamination. Every organization and function was completely paralyzed and has been left as it is, and the residents are still emotionally troubled.

Some people say nothing is left for Fukushima. However we, the school teachers, have the students to take care. The national and local administrations and the adults around the students have been trying their best to protect them from damages. The students are withstanding the stress to their best, relying on their familiar adults, but there are too many issues in the student’s living and learning environment, such as the difficulty in acquiring any accurate information of the current situation of Fukushima, the anxiety about future and the misperception from the prefectures other than Fukushima.

Shifting our vision to the aspect of disaster prevention education, both Iwate and Miyagi Prefectures are promoting educational activities aimed to overcome the Tsunami disaster. Fukushima also needs the school education aiming to the recovery from all the troubles and issues lying before us since the disaster. We believe that ESD is especially important to conquer the difficult situation after the nuclear accident, and the challenges and experience will be valuable lessons for their future. With such aim, Adachi High School started ESD programs from the aspect of disaster recovery education and disaster reduction education. As a member of ASPnet schools, we are also trying to create new and unique educational programs in co-
operation with other ASPnet schools that are promoting ESD. Moreover, we believe that our accumulated experience and knowledge in Fukushima will be a great example case in preparation to any unpredictable disaster that may happen in the future somewhere in the world.

**ACTION WE TAKE, NOW! (commitment)**

- **Share with family member/friends:**
  1) Share and discuss the experience with family members on their day-offs, using the materials from the workshop.
  2) In daily life, keep continuing to share the experience in informal conversations and letters.

- **Share in school:**
  1) Give presentation and share the experience at school meetings, using the Digital storytelling and additional materials we created with the examples from other countries as references.
  2) Publicize our achievement using bulletin boards or presentation on such occasions as school festivals.

- **Share in community:**
  1) As we graduate and have more chances to meet the senior people through our job and in workplace, we will have more opportunities to share our thoughts and express opinions about this workshop and our achievement.
  2) In order to obtain assistance and cooperation from the prefectural and municipal governments, we will also share this achievement with them and call for wider range of cooperation needed for our sustainable future.

- **New idea:**
  We will soon have an opportunity to report and share our achievement in a presentation meeting scheduled on Feb 20, 2013. The main topic of the meeting will be the disaster recovery education and ESD.

  **Purpose:** To understand what each student has been thinking, and how he/she has been feeling through his/her daily life, or to contemplate what he/she will want to realize in the rest of his/her life.

  **Participants:** School officials from junior and senior high schools and colleges within Fukushima Prefecture, as well as 216 students and all teachers of Adachi High School

  **Activities:** The representative students from each classroom will make a presentation about what they have thought about the sustainable future in the interdisciplinary learning class through the year. They will also report what they have achieved in this training session and have a discussion with other students.

  **Important points:**
  1) To tell accurately what one feels and thinks, without being misunderstood by other people
  2) To understand and appreciate the opinions and thoughts from not only Japan but also of other countries.

**ESD-DRR Actions We Want Others to Do and What We Should/Can Do to Influence Others**

- Verify the accuracy of what we see and hear and deliver only the accurate information.
- Think by ourselves and have our own opinions.
- Express our opinions and thoughts to others.
- Spreading the idea of ESD to more people than ever requires more opportunities of lectures and workshops. We will take part in those opportunities actively, communicate and exchange opinions with many people so as to gain more understandings of ESD.
Comments from Students, Teacher and Coordinator:

I realized that our positive approach is more effective than any perfect presentation in order to share what we are thinking. Matsumoto Sakine (Matsuan)

I made up my mind that I would do my best to bring smiles to as many people as possible. Watanabe Saori (Wasao)

I hope that, in these ten years, the world will establish the society where there is no war or conflict and no gap between rich and poor any longer, as well as the society where people can value each other’s dignity. I also hope Fukushima will achieve a breathtaking revival in the future. Ichikawa Rion (Rion)

I’d like to know more about the world and exchange a lot of information in the communication with people all over the world. Yashima Megumi (Megu)

I was very impressed by everyone’s smile and attitude of students that they were very active and self-motivated. I would like to reflect what we have learned at the workshop to my classes at the school. Chiba Takashi (Taka, teacher)
It has almost been two years since the Great East Japan Earthquake and Tsunami on March 11, 2011. As we participated in this workshop, we got to know that we are not the only one facing difficulty, though we can see our new friends here are smiling. They asked us why we did not escape from Fukushima. That is because we love our hometown, and we want to achieve miracle through the process of reconstruction. We believe that the adults are protecting our life. So we will try our best to do anything we can, never giving up, because we are the light of recovery. Hand in hand, we support each other.

The title of our presentation is “We are together,” in Japanese “Kokoro wa Hitotsu.” On March 11th, we experienced East Japan Great Earthquake and were supported by many people. This time, we participated in this workshop, and learned the following things. The affected areas are still on the way of reconstruction. The other countries were also affected by natural disasters but people have already overcome and they are smiling now. Japan is loved by many countries in the world. We want to recover smiles in the disastrous areas in the world. For this purpose, our generation shall build up our future role as leaders. We created this movie with these messages.”
Faith to Action consists of 3 concepts, which are communication, responsibility, and humanity. After the 3.11 Great East Japan Earthquake and Tsunami, our school participated in cheering-message to the Tsunami-hit areas through UNESCO, fundraising with mayor of Matsubara City, sludge removal in Kesennuma City. Our activities based on the 3 concepts are: information sharing with affected people, briefing session in Matsubara for the 3.11 disaster victim, and Sri Lanka (2004 tsunami). We want to have continuous community-based mutual understanding and supporting others.

Good afternoon ladies and gentlemen, UNESCO, MEXT and our friends. We are from Matsubara High School located in Osaka Prefecture, which was affected by the Great Hanshin Awaji Earthquake in 1995. We would like to introduce our movie, tile is “Faith”. Faith is our school’s basic and important concept, which can be divided into 3 factors, Communication, Humanity and Responsibility. Our fruitful activities have been for contribution to Matsubara city and people in a way that we can work together involving local people. However, the Great East Japan Earthquake and Tsunami disaster has changed our mind and expanded our activities dramatically, from community-based to the world. We would also like to share our experiences since March 11 to today, and suggests new policy for a disaster risk reduction. Now, we are going to show you our 3-minutes movie. Please enjoy it.
List of Abbreviations

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Full Form</th>
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<tbody>
<tr>
<td>ASPnet</td>
<td>Associated Schools Project Network</td>
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<td>DRM</td>
<td>Disaster Risk Management</td>
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<td>DRR</td>
<td>Disaster Risk Reduction</td>
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<td>ESD</td>
<td>Education for Sustainable Development</td>
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<td>HEIS</td>
<td>Higher Education Institutions</td>
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<tr>
<td>ICT</td>
<td>Information and Communication Technology</td>
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<td>JFIT</td>
<td>the Japanese Funds-in-Trust</td>
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<td>LGU</td>
<td>Local Government Unit</td>
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<tr>
<td>MEXT</td>
<td>Ministry of Education, Culture, Sports, Science and Technology</td>
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<td>PTA</td>
<td>Parent – Teacher Association</td>
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<td>SDCM</td>
<td>School Disaster Management Committee</td>
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<td>SEA-CLLSD</td>
<td>South-East Asia Centre for Lifelong Education for Sustainable Development</td>
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<td>TFLN</td>
<td>Today's Future Leaders Network for ESD-DRR</td>
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<td>UNACOM</td>
<td>UNESCO National Commission</td>
</tr>
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<td>UNDESD</td>
<td>United Nations Decade of Education for Sustainable Development</td>
</tr>
</tbody>
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