

Global Study Program

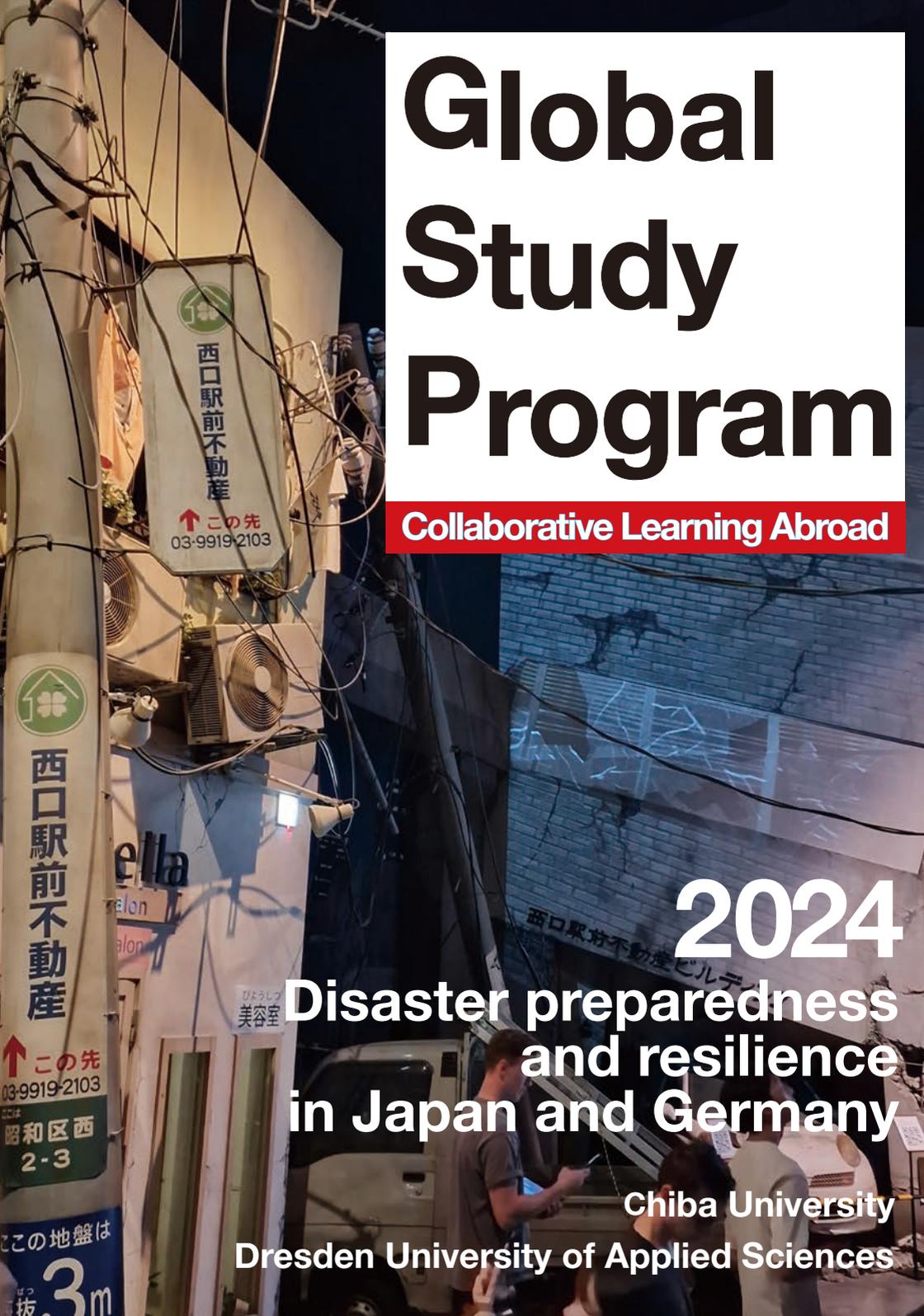
Collaborative Learning Abroad

2024

Disaster preparedness and resilience in Japan and Germany

Chiba University

Dresden University of Applied Sciences





Topic & Research Questions

The overall topic of this year's Global Study Program was "Disaster Preparedness and Resilience in Japan". As a collaborative workshop program with HTW Dresden, of course it was aimed to give comparisons, whenever possible and feasible, or show contrasts to German cases. Japan, situated along the so-called Pacific Ring of Fire, is highly susceptible to natural disasters, including earthquakes, tsunamis, and typhoons. It is often said that the country's extensive experience with such events has fostered a culture of disaster preparedness and resilience. Due to the changing climate caused by global warming, floods and droughts have appeared more commonly everywhere in the world. These lead to losses of lives, costly damage of infrastructure and buildings as well as sediment disaster such as landslides. Also, it has been established over the recent decades that disaster management does not only mean to prepare for and to drill for events of disaster, but that post-disaster care is equally important. With climate change exacerbating the frequency and intensity of disasters, research can explore adaptive strategies. How is Japan adapting its disaster preparedness strategies in response to climate change? What are the emerging challenges related to climate-induced disasters in Japan, and how can resilience be enhanced?

This is why research in this area can be multifaceted, focusing on various dimensions including policy, community engagement, technology, academic teaching and education. Understanding Japan's historical response to disasters can illuminate how past events

have shaped current policies. The Great Kanto Earthquake of September 1st, 1923, saw not only a devastating earthquake, but a Taifun further fanned the flames of the burning wooden houses. This "double-disaster" still today plays a striking role in national memory, as September 1st is the annual disaster preparedness week kickoff day. Next to it, the "triple-disaster" of the 2011 Eastern Japan, an earthquake and tsunami that consequently triggered a nuclear catastrophe, is branded even deeper in the international memory. As the extent of disaster was way beyond what was deemed possible at that time. Thus, it is necessary to contemplate how major disasters influence national disaster management policies? What role do historical narratives play in shaping public perception and preparedness for future disasters? As German examples, the Elbe and Ahrtal floods can be named here. What role do historical narratives play in shaping public perception and preparedness for future disasters?

An inquiry into Japan's policies of disaster preparedness will show that the country is relying heavily on community engagement and local initiatives to prepare and mitigate disasters. How is community resilience achieved? Is it only by drills and education? How responsive are young and old citizens toward requirements of preparedness? Research could explore the effectiveness of local initiatives and the role of community organizations. How do local communities in Japan engage in disaster preparedness, and what strategies have proven most effective? How is disaster preparedness in-



Integrated into the educational curriculum in Japanese schools? What role do public awareness campaigns play in fostering a culture of preparedness among citizens?

Technological innovations, particularly in earthquake prediction and response systems also need to be scrutinized. What technological innovations have been implemented in Japan to enhance disaster preparedness and response? How effective are early warning systems in mitigating the impact of natural disasters in urban versus rural settings? Urban design, planning and infrastructure resilience are equally critical in preventing disaster impacts. How does urban planning in Japan incorporate disaster risk reduction principles? What are the best practices in infrastructure design that have emerged from Japan's disaster experiences?

As global study program, we furthermore need to inquire whether Japan's experiences provide valuable lessons for other nations. Research can examine how Japan collaborates internationally on disaster preparedness or what

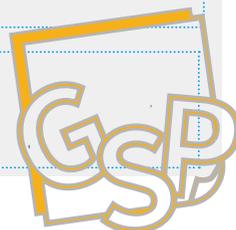
support it sends out toward other nations. What lessons can be learned from Japan's disaster management practices that can be applied globally?

For our program, we tried to distill all these above topic and questions in an order that can be tackled by the individual contributions as well as team group work. Through our interdisciplinary approach, we hoped that students can uncover insights that enhance resilience, ultimately saving lives and reducing the impact of future disasters. Students dealt with the following five focal topics: (1) Earthquakes in Japan - technical measures and approaches, (2) Torrential Rain/Taifun and Flood Control and support for foreign countries (Japan and Germany), (3) Educating about Disasters: Preparation, awareness, readiness (Japan), (4) How does a society learn from natural disasters? (e.g. public memory) (5) What can the individual contribute for disaster preparedness and response in Japan and Germany.

GSPとは、千葉大学が海外の協定大学と実施する留学プログラムです。学生は千葉大学とドレスデン応用科学大学（HTWD）の混成グループに分かれ、講義を受けたり、関連施設を訪問したりする中で、テーマに関する知識を広げるだけでなく、現地調査・課題提起・改善策の提案まで行い、机上に留まらない学びが促進される。隔年開催であるうち、今年度は千葉大学がホスト校として「Disaster Preparedness and Resilience in Japan」をテーマに開催された。文化プレゼンテーションに代表されるような異文化間交流についても理解を深める機会があり、専門知識や言語などのバックグラウンドが異なる学生同士が協働する経験が得られた。プログラムの最後にはプレゼンテーションが行われ、各グループ（全6グループ）が「防災における個人の貢献—ドイツと日本の比較」「日本での地震—技術的な措置と手法」などのそれぞれ異なるテーマで研究した内容を発表した。（大澤佳奈 / Kana）

Schedule of Activities

	Day	Contents
Pre-course	16 April	Online meet & greet, Introduction to the Program
	30 April	Online Movie Screening "Souls of Zen" and Talk with Director Tim Graf
	14 May	Online lecture by Prof. Scherzer about Floods in Dresden 2002 and 2013
	28 May	Online lecture by Prof. Flick about his experience of the 3.11 Disaster 2021
	11 June	Guidance session on OPAL and registration (for Japanese students)
	25 June	Online lecture by Dr. Uwe Müller on Flood Risk Management in Saxony
	9 July	Instructions on Cultural Presentations and Groups
	25 July	Safety Session and Preparation advice (for German students)
Main Program	September	
	15	Arrival of HTWD students in Chiba
	16	Welcome, Cultural Presentations and Teambuilding
	17	Lectures by Prof. Algis and Prof. Gaitanidis, Teamwork I
	18	Visit to Tokyo Disaster Prevention Center (Earthquake Science Museum) Visit to Kanto Earthquake Memorial Museum
	19	Lecture by Chiba City Mr. Kageyama about Disaster management Lecture by Chiba Uni Mr. Saito about University Take on Disaster management Meeting the Student Council
	20	Teamwork II
	21	Mid-Term Presentations, Visit to Honjo Bosaikan
	22	Individual student activity day (Cake baking event)
	23	Visit to Tokyo Rinkai Disaster Prevention Park 72h Visit to Miraikan
	24	Lecture by Prof. Yoshida about Flood and Sediment Disaster in Japan
	25	Disaster awareness and preparedness scavenger hunt, Teamwork III
	26	Final presentations & Farewell party
	27	Departure of HTWD students back to Germany
Post-course	26 October	Feedback from the GSP Team, Reworking of final presentations Final preparations for the 2024 booklet



| Collaborators and Organizers

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The students of Chiba U ISO Council

All the friendly staff at International Student and International Planning Division (Chiba U)

All the friendly staff at our fieldtrip sites

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Program Components

The framework of the 2024 Global Study Program between HTWD & Chiba U evolved from a collaborative discussion among the instructors involved on both sides. When the GSP is held in Japan, we always work toward a topic that not only provides insights that can only be found in Japan, but a topic that in itself is approachable from both technological as well as cultural study related fields. Given that at Chiba University, starting with the newly created Research Institute of Disaster Medicine, topics related to natural disasters in Japan are researched from medical, cultural, design-related, technological as well as practical approaches. Thus it was decided to settle for „disaster“ as the main keyword for our topical allocation in order to ensure as much cooperation from professors and staff at the university.

Even though the topic of GSP differs every year, the actual program components stay the same. First, and before the actual program taking place in September, students take part in an online preparatory course in which not only technicalities about the main program are discussed (prep advice, safety session etc.) but also topical information is provided in lectures, seminars and movie / documentary screenings. During the main program, the main components are lectures, group work, joint brainstorm sessions, and visits to stakeholders or other field sites related to the topic. Field trips usually go as far as Tokyo or the surrounding areas of the metropole region. The ultimate backbone of the program are the mid- and final presentations in which students' ideas are conveyed to the teachers and other stakeholders and feedback is provided to them. In the following, a concrete outline is given of the program components of this year's program.

In order to foster pre-program understanding among the German Students of the various disasters Japan has dealt with in the past and always has to prepare for in the present, we kicked off the pre-education with a screening of the movie „Souls of Zen“ that deals with

the response of Buddhist temples after the 3.11 "triple disaster" of a huge earthquake, a devastating tsunami and the meltdown in the Fukushima Daiichi Atomic Energy Power Plant. This set the stage for religious, ethical and philosophical questions as well. Next, insights were provided in volunteer work given in the aftermath of the earthquake. But not only Japan, also Germany was duly represented in the preeducation program. Thus Japanese students were introduced to the fact that Germany is especially prone to flood related disasters. Thus we planned lectures on the flood situation in Dresden and the flood risk management in the city as well as the whole federal state of Saxony. Also, the preparation of the cultural presentations are part of the preeducation program component, taking considerable time of the semester hours.

After the arrival in Japan, the cultural presentations were held, serving as an ice-breaker between the students, and also giving the organizers valuable input on the student's individual performance, skills, knowledge and character traits. Assessing students strong and weak points is vital to ensure a good team building process for the workshop parts of the program.

The first days of this year's program were quite lecture-intensive, which allowed the German students to get settled in and overcome the jetlag. First, students were introduced to create surveys and efficient survey questions in case they might want to incorporate them into their group work. Then, building on top of the pre-education, an awareness-rising lecture paired with information on Chiba U's new disaster medicine research center, bag preparation and insurance business was provided. Further lectures during the program addressed how the student council, how the university itself, and how the city of Chiba, in unison with the prefecture, is dealing with disaster preparedness and awareness-rising. A final lecture was provided to learn more about floods and sediment disaster in Japan and

how they are mitigated to enable us to draw conclusions, contrasting the German and the Japanese cases.

Field-work was done at various disaster-training sites, a memorial site and two museums. At the Earthquake Science Museum of Tokyo's Kita-ku, students had the chance to learn about the effects of smoke, how to use and AED and provide first aid and how to erase a fire. An earthquake simulator made us then aware of how the different scale-levels feel. At the Great Kanto Earthquake and Tokyo air raid memorial and museum, students could learn about the tragic history and special characteristics of the 1923 earthquake, but also about the "man-made" disaster of World War II. While the museum was housing incredible valuable personal notes from survivors, the memorial hall, which is build in a way to invite people of all nations and religions to come together to commemorate, sending a message that we have to live our lives to the fullest to honor the lives of those that have ended due to disasters, so here again, philisophical and religious questions could be raised to shed a new light on our diverse topical questions.

At the Honjo Bosaikan, or „Life learning center“, as it is called in English, we could also experience a Taifun / Heavy Rain scenario, learn more about smoke and how to escape from dangerous situations, learn about the power of floods, and got simulated through a diverse set of heavy earthquakes of the past.

A visit to the Tokyo Disaster Prevention Park in Odaiba, which is serving as an educational scenario play facility at normal times and Tokyo's disaster response HQ in times of an actual disaster striking, showed us the augmented-reality / VRresque approach to earthquake and other disaster safety education. It is also the site that served as headquarters during the filming of recent Godzilla-movies. From its roof, students could also well assess the situation of Tokyo's harbour area. At Miraikan, we could finally learn about future disaster scenarios and scientific innovative ideas of how to respond to them. Due to the manifold exhibitions, a visit to Miraikan always invited to out of the box thinking and getting new ideas for the groupwork sessions.

Unfortunately, a visit to the Tokyo underground flood avoidance water storage facilities could not take place due to its location and season safety requirements, but we hope to include this in the future because it is interesting also from a general urban-planning aspect mitigating increasingly frequent heavy rain.

Last but not least, in the group work sessions of our program, students used the triangulation method to advance their topical research. Finally, a disaster related scavenger hunt through various areas of Chiba City aimed at making students aware of the disaster preparedness infrastructure available - or the lack of it at times.

GSP はオンラインでの事前教育と対面での協働学習によって構成されています。事前教育は4月から7月にかけて行われました。渡航先で行う文化発表の準備や、両国の災害に関する講義などが実施されました。協働学習は9月後半の約2週間にわたって実施されました。初日は文化発表などを通じて交流を深めました。その後は講義やフィールド調査、グループごとの最終発表の準備が実施されました。講義としては、千葉市や千葉大学の職員の方、環境ISOの学生メンバーなどから災害への備え等について講義していただきました。さらには、千葉大学の先生方からも日本の災害発生メカニズムや災害への準備を促すデザインなどについて講義がありました。フィールド調査では、東京都北区防災センターや本所防災館、東京臨海広域防災公園、日本科学未来館への訪問を行い、また大学周辺の地域における災害への備えについても自ら足を運び、調査しました。最終発表はグループごとにテーマが異なり、講義やフィールド調査を通して情報の収集が行われ、最終日に発表しました。(小西一則 / Kazunori)



Pre-course lectures and activities

Pre-course education

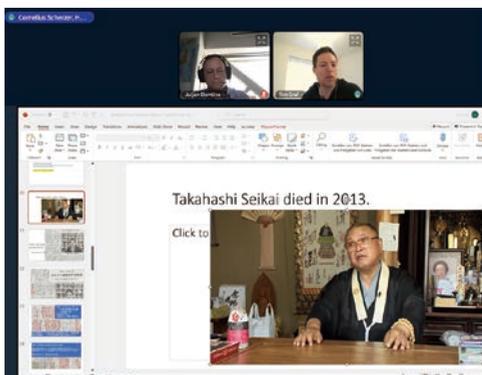
Next to events aimed at students getting to know each other, such as a meet and greet and various travel information sessions as well as preparatory sessions for the cultural presentations, a movie screening and several lectures were the backbone of this year's pre-education.

The movie *Souls of Zen* was shot by director Tim Graf in the wake and immediate aftermath of the Fukushima disaster. On his way to fieldwork for his PhD thesis, Prof. Graf got caught up in the earthquake and thus decided for a change of plans, starting to document the responses by Buddhist temples and their priests. How can such a disaster be understood? How can the lives that were lost be atoned for? Can there be some form of solace consolation for the bereaved, given the tragic extent of the disaster? Students had a chance to listen to the personal Making-of report by the director and then had an extensive Q&A session.

In another lecture, students could learn what it meant to go to Fukushima as a volunteer for disaster relief. Foreign students back in the day could take part as volunteers cleaning out the debris, but also helping out delivering goods to the local community. A further lecture explained students about the role of design fostering disaster preparedness and producing simple, aesthetically appealing and functional disaster related equipment.

From the German side, a thorough recollection of experiences from the Elbe flood disasters of 2002 and 2013 and a detailed report on flood info helped students to correlate Japanese and German disasters.

This lecture further served as a sharp analysis of how people behave in disaster, what changes were set in place and how these changes developed up to now. A further lecture on Flood risk management in all of Saxony then made us aware of how risk assessment and management works and at what cost they come. Finally, personal observations and lessons drawn by the experience of two major Dresden floods rounded up the preeducation course.



GLOBAL
STUDY
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2024



Main course start!

Cultural Presentations



The cultural presentations have given insight into the lives and interest of the GSP participants. Starting with the leisure activities, we learned about the hobbies of students in Saxony, such as sports, hiking on beautiful routes and moped refurbishing / construction. Then the differences between anime and manga were explained and the typical characteristics observed and favoured in manga were discussed. Thirdly, the German school system of primary school, secondary school, high school, grammar school and specialised grammar school was explained. Next, the German students were informed about convenience stores. The small supermarkets are open 24 hours a day and stock everything you need for life. They offer many services to support its customers, such as package and luggage forwarding, ticketing, utility payments etc. The fifth topic was the party life at "Berghain", a famous techno club in Germany. Finally, we were told about the differences between the perception of buildings in Germany and Japan and the actual reality of buildings and infrastructure. All in all, we were able to get a rudimentary picture of the cultural realities of the participants. (Schanet).

事前教育は同時双方向で8回にわたり実施されました。主な講義内容は、ドレスデンの洪水や禅と災害、仏教と災害などでした。これらを通して、阪神淡路大震災や東日本大震災など、近年の日本の災害について再認識する機会になったと考えています。また、日本とドイツでは頻発している災害が大きく異なることを知りました。具体的には、日本では地震・津波・台風、ドイツでは洪水になります。一方で、甚大な被害を出していることや、今後も発生する可能性が高いことは両国において同じであり、災害に対する準備と復興は必要である、というテーマへの理解を深めることにつながったと考えています。また、今年は両校とも去年から継続参加の学生が大半でしたが、初対面の学生もいたことから、文化紹介のプレゼンテーションの作成を通じて、日本とドイツの学生それぞれの交流の機会となったことは、重要であったと感じています。文化紹介においては、グループごとにテーマの決定から、スライドの作成まで行うことで、9月の最終発表の予習になったとも考えています。

(小西一則 / Kazunori)



Main Program: Sep 17

Lecture by Prof. A. Pascevicius



Are you prepared? That's the one thing after the GSP that I just can't get out of my head. Are we really prepared, and where should we begin? Prof. Algis' lecture was exactly about that. In the Design Thinking approach, we were supposed to reflect on ourselves and collaborate to develop possible measures that we can implement in our lives. For this, we used the Miro brainstorm platform I already knew. At least, I thought I did, because Mr. Algis showed us how to really make use of it. As a result, the lecture was not a 90-minute frontal presentation but turned into an interactive playground where everyone could contribute their own ideas. Since this type of collaboration was new to many, the comments did take long to appear.

Now, as I continue reflecting the time in Japan, a thought keeps me awake at night... Was the entire lesson designed to show us what it feels like to experience a disaster? On the one hand, we had a completely new situation, which at the beginning, we didn't quite realize how easy it would be to overwhelm us. At the same time, Algis continuously raised the tension. We have no time... You need to work faster... Why is this taking so long...?

And perhaps that's exactly what it feels like when you're not prepared for a disaster. I think we all realized during the GSP that you can be prepared, but not for every situation. However, there's one thing Algis kept showing us during the entire lecture: How collaboration as a team allows us to overcome even the toughest conditions. Maybe I interpret too much in the situation and it was just a normal lesson for him. But if not: Thank you for this experience! (Rufus)



... and even more lectures!

By Profs. Gaitanidis & Biontino

In the lecture "Research Methods for GSP" by Professor Ioannis Gaitanidis we gained valuable insights into conducting street surveys and gathering qualitative data in a short period of time. It was emphasized that every interaction and piece of information could be considered potential data, that could be used in the GSP, where you continuously visit and meet different institutions and stakeholders. Learning or refreshing our knowledge of different kinds of questions and formulating them respectively, enhanced our ability to collect and analyze relevant information from different perspectives. One group even conducted a campus survey, highlighting the practical value of the material covered.

Professor Biontino, whenever time allowed, squeezed in smaller lectures to give us more information or guiding us toward new materials to consider. First of all, he introduced us to the Research Institute of Disaster medicine, which was newly founded at Chiba University just recently.

Next we were introduced to how insurance companies work toward insuring earthquake and other disasters that might destroy your household and goods. Unfortunately, companies do not share to many informations on how they design their policies, but we could gain insight into what options homeowners and carowners have to insure their goods and how the system overall works. Finally, Prof. Biontino gave us some insights on how evacuation bag preparedness is advised in Japan and which products are sold geared toward disaster safety. (Lukas)



9月17日には、ヤニス先生、アルギス先生、ISO 学生委員会の3つの講義を受講しました。ヤニス先生の授業では、街頭調査の方法や効果的な質問の仕方について学びました。アルギス先生のレクチャーでは、人々の防災意識をどのように高めるかについてアイデアを出し合い、考えを深めました。また、ISO 学生委員会からは、学生が独自で作成した防災リーフレットが紹介され、災害時取るべき行動や地域の防災への取り組みについて学ぶことができました。9月19日には、千葉市役所の防災対策課の職員の方が来訪し、千葉市の防災対策や、私たちがすべき防災対策について、自助・公助・共助の考えをもとに説明していただきました。その後、生徒たちから多数の質問があり、活発な議論が行われました。さらに、千葉大学の総務課の職員の方から、災害発生時における大学の取り組みについて講義を受け、災害対策マニュアルや安否確認システムについても説明がありました。講義後は、それぞれのチームで中間発表に向けた準備を進めました。

(中村千博 / Chihiro)



Main Program: Sep 18

Tokyo Earthquake Science Museum



On September 18th, we visited the Tokyo Earthquake Science Museum, located in the northern part of Tokyo. After a brief welcome, we were shown a film depicting the fate of a mother and her two small children during the Great Kanto Earthquake of 1923, which claimed approximately 145,000 lives. The film vividly illustrated how the family was caught off-guard by the quake during lunch and highlighted the devastating effects it had on the city's population. At that time, many buildings were traditionally constructed from wood, leading to widespread fires, which were further fueled by strong winds on that day.



Following this eye-opening introduction, we received a short training session on the use of an Automated External Defibrillator (AED) and how to handle unconscious individuals. Afterwards, we experienced a simulated earthquake in a recreated living room. The room was mounted on a specialized platform that could simulate tremors up to a magnitude of 7.0, similar to the strength of the 1923 Kanto Earthquake. We observed how unsecured furniture could be easily toppled, emphasizing the importance of securing items in such scenarios. The site also had much visual material about historical and recent earthquakes on display as well. Finally, we participated in a fire extinguisher drill. It's essential to shout "Kaji-da" — a humorous reminder to inform the fire that it's about to be extinguished. (Dominik)





Main Program: Sep 18

Kanto Earthquake Memorial

The Kanto Earthquake Memorial (Tokyo Ireidō) is situated where once a military storage facility stood that also featured a huge empty yard. This was the place where many people took first refuge during the big Kanto earthquake in 1923, only to be surprised by heat wave tornados gushing over them instantly causing much burn and havoc. This facility, designed as a park, does not only house a building to commemorate the dead, but also a traditional belltower akin to Buddhist temples and a museum. The facility in itself doubles as a disaster relief area in case of emergencies as well.

We were shown the Memorial Hall by a guide, who told us that the building was designed shortly after the earthquake as to commemorate Christian, Shinto as well as Buddhist elements so that people of all religions could come here to mourn those who had died in the earthquake and ensuing fires. Next to this natural disaster, the Memorial Hall also serves to remember those who lost their lives in the man made disaster of World War II.

It was in this era that also the most victims of the Tokyo Air Bombings were to be mourned. The memorial hall has interesting decorations and also paintings depicting the cruel scenes that had happened there in the past. Next to memorial services, the hall strives to motivate young children to live their lives to the fullest out of respect for those whose lives were cut short due to the earthquake and bombings. The message to always prepare for disaster and never wage war again rings deeply. The museum focuses on private experiences of the earthquake, with only limited materials on the air bombings. (Yannik)



東京都北区防災センターでは関東大震災に関する映像を視聴し、心肺蘇生、地震、火事、消火の体験をしたのち、災害に関する資料を見学しました。地震の体験では震度ごとの揺れや東日本大震災などの実際の揺れを体験し、揺れの長さや大きさを実感しました。火事の体験は停電が起きたことを想定して、煙の充満する暗い部屋の中を、姿勢を低くして進むというものでした。関東大震災に関する動画はどのように当時の様子が伝えられたのかわかりやすく、新たな学びを得ることができました。

東京都慰霊堂、復興記念館では地震に関する動画を視聴し、関東大震災後一週間以内に描かれた災害の様子や災害遺物、災害実態をまとめた資料を見学しました。ここでは北区防災センターの動画と合わせて関東大震災に対する理解が深めることができました。また、防災だけでなく、関東大震災のとき起こった朝鮮人等虐殺の負の歴史や東京都慰霊堂にみられる戦争や人種をめぐる複雑な事情を感じ取ることができ、GSPのメインテーマだけにとどまらない気づきが得られました。(望月咲百合 / Sayuri)



Main Program: Sep 19

Meeting with the ISO Council

Daily preparation saves lives

Earthquakes, typhoons...
When a major disaster occurs, can you protect yourself?
Can we provide "mutual assistance" within the community?
The students of the Chiba University Environmental ISO Student Committee have put together a leaflet created as a result of participating in disaster prevention efforts in Chiba City.

Things you can do in your daily life.

Stocking food and beverage

In case you cannot use water and electricity or get food in a supermarket or convenience store, you need to prepare. Always stock up on a week's worth of canned or dried food and drinks. There is no need to prepare anything special for disaster prevention. Prepare things you use on a daily basis, such as cucu noodles, canned food, and retort food.

Prepare an emergency bag

If your home is in danger, you will need to evacuate to a safe place such as an evacuation center. Pack the things you will need for life in the evacuation center in a backpack in advance, and have them ready to take with you at any time. There is a limit to the amount of luggage you can take out so you should consider how much you are able to carry, and choose the contents that you really need.



↑ Take-out bag displayed at evacuation center management training

Decide how to confirm your safety with your family

During a disaster, it may be difficult to get through on the phone. Talk about how to confirm your safety and a meeting place in advance. It is a good idea to use the government's disaster message board (web171) and disaster dial (171).

Check locations of shelters and evacuation routes

In order to take refuge in a safe place and not to panic, make sure of your evacuation routes, the places where disasters can happen, and locations of shelters ahead of time using a hazard map. You need to consider each disaster because safe shelters depend on the kind of disasters.

↓ the hazard map of earthquake, storm, and flood in Chiba City (web)

<https://www.city.chiba.jp/ot/her/jf/hazardmap/index.html>



What to do in an emergency

At home

① Protect your head

It is important to protect your head from falling objects by using a cushion or bags. If you are able to move, go to a protected space like under the table.

② Secure an escape route

Open doors or windows to make an escape route.

The Chiba University ISO Student Council visited us to inform us about the Chiba University Student Committee for the Environmental Management System (EMS) and the Community Exchange Group. Established in 2003 as a public committee, the EMS Committee is dedicated to raising awareness about environmental issues, implementing green practices, and ensuring compliance with ISO environmental standards. It actively encourages participation from both students and staff to foster a culture of environmental responsibility. Key activities include operating the EMS and improving the campus and local environment. The Community Exchange Group focuses on fostering collaboration between students and local communities through cultural, educational, and environmental initiatives. It provides a platform for students to engage in community service, share knowledge, and promote sustainability. Through workshops, events, and outreach programs, the group aims to strengthen connections, enhance mutual understanding, and address shared challenges related to environmental conservation and social responsibility. As their newest endeavor, they created a leaflet for international students on how to stay safe in an earthquake and possibilities on how to educate themselves about other disasters as well. Here too, they take heed to link the students to the efforts of the local community close-by. (Yannik)



Main Program: Sep 19

Lecture by Mr. Kageyama (Chiba City)

Mr. Kageyama from Chiba City shared information on the city's disaster prevention measures, focusing on strategies to mitigate risks and effectively respond to disasters. He opened the presentation with examples of recent disasters like Typhoon No. 15 and No. 19 and the results of damage assessment studies that followed, drawing attention to the devastating effects those disasters had on human life and infrastructure. As a result of the studies, Chiba now has 349 designated landslide hazard areas, raising public awareness of hazardous zones. There is also a study showing the impact of a simulated magnitude 7 earthquake on Chiba. The rest of the presentation laid out several support systems: Self-help, mutual help and public help. Self-help entails measures to aid yourself and your family in case of a disaster. Mutual help means helping and receiving help from people nearby. Public help includes public organisations like the police, the fire department or the city hall. This also includes public facilities like evacuation shelters. Those are protected facilities equipped with food, water, hygiene articles and other materials necessary to house many people in case of a disaster.

While these measures help a lot to alleviate disaster effects, not every citizen will be able to receive public help. Police and fire departments have limited staff and might be overwhelmed with the number of people requiring help. In this case self-reliant local disaster prevention organisations can help protect local communities by providing first aid and basic fire fighting capabilities. (Alex)

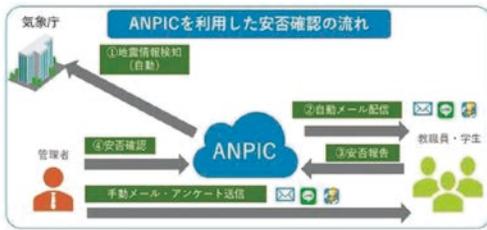


本所防災館では防災に関する短い動画を見たのち、二つのグループに分かれて暴風雨、火事、地震、洪水の体験をしました。暴風雨を再現する部屋で実際に雨に打たれる体験ができました。洪水の体験では水位 10、20、30cm のときそれぞれで建物や車の扉がどれほど開けづらくなるか体験できる装置を通して、洪水時の扉の重みを実感できました。防災体験学習施設そなエリア東京では、地震で壊れた街の様子が再現された空間を進みながら防災に関するクイズを解く体験に参加しました。壊れた街の様子には臨場感があり、地震が起こった後の状況を具体的に想像できる施設でした。また、防災に関する豊富な知識がわかりやすくまとめられているスペースもありました。未来館は日本でも人気の博物館のひとつです。防災に関する展示も少しありましたが、それだけでなく宇宙やコンピュータ、老いなど様々なテーマのユニークな展示が豊富でした。未来館では最終発表に向けて来場者にアンケートを取ったり、展示を鑑賞したりとそれぞれに活動しました。(望月咲百合 / Sayuri)



Main Program: Sep 19

Lecture about Chiba U disaster response



In addition to its reputation as a university delivering first-class education, Chiba University is also known for being a community hub in case of disaster. Mr. Saito, head of a special team that deals with environmental disaster response, is always considering how to make Chiba University safer. It starts with the construction of individual buildings. How can buildings be constructed more safely so that they do not collapse during an earthquake? The simplest answers are cross beams at the windows or special support for the building.

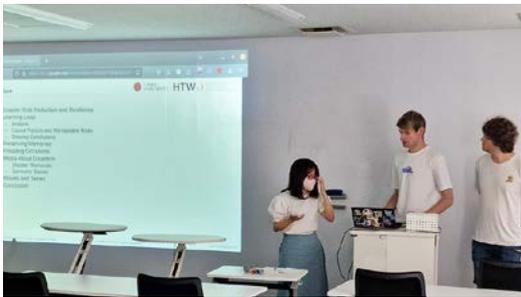
In addition to this aspect, pupils and teachers also need to be well prepared for the worst-case scenario. How can I best protect myself and others in this situation? With certain rules of conduct and guidelines, there is a much higher probability of getting out of this situation safely. To this end, regular refresher courses are required for everyone who wants to protect themselves in the event of an environmental disaster. (Horst)

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Main Program: Sep 21

Mid-term presentations



Group A started with their topic about earthquakes. They showed past construction measures against earthquakes and then modern measures and compared them to car safety measures. At last, they talked about earthquake early warning systems. Group B's topic was about floods, typhoons and support for foreign countries. They started talking about their impacts, then about the Elbe flood and also explained flood control methods. Group C talked about education, showcasing methods of successful disaster education in Japan. Group D shed light on how a society learns from natural disasters. They showed the learning loop of event, analysis, conclusion and preparedness enhancement. They also talked about preserving memory and disasters in media. Finally, group E discussed options for personal contribution to preparedness, focusing on mutual assistance. They explained further about organisations such as THW and the Japanese Technical Emergency Control (TEC)-Force and their efforts for international support. (Pascal)

中間発表は五つのグループに分かれて、それぞれのトピック（「日本の地震～技術的対策とアプローチ～」、「豪雨・台風と治水・海外支援」、「災害教育：準備、意識、心構え」、「社会は自然災害からどのように学ぶのか」、「災害への備えと対応のための個人的貢献」）について調査・発表を行いました。最初は与えられたトピックがざっくりとしていて、どのような方向に発表を持っていくか悩みましたが、博物館への訪問や、日本側・ドイツ側の学生がそれぞれ興味深いと思う事柄についてのすり合わせを通して、自然と方向性が定まってきました。中間発表ということもあり、完璧な構成にしなくてもよいという安心感から、修正を入れる前提でどんどん案出しをすることができたのもよかったですと感じています。発表では、グループによって市民への街頭調査の有無という違いがあり、構成が異なるため、他グループの発表が大変興味深く感じました。また、質疑応答を通してグループ外の人が説明を受けたときにどのような疑問を持つのかを整理し、最終発表に向けた要改善点を明らかにすることができました。（河野宙 / Sora）



Main Program: Sep 21

Visit to Honjo Life Learning Center

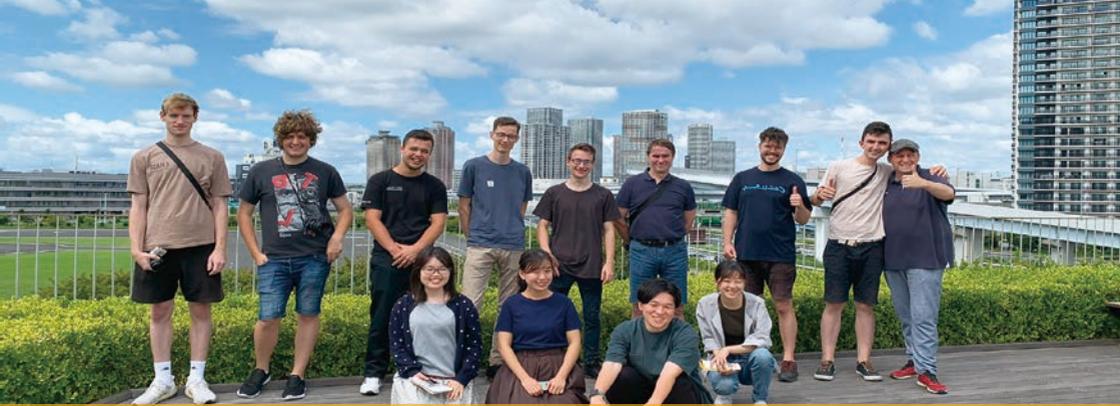


On Saturday, the 21st of September, we visited the "Honjo-Life-Learning-Centre" located in Sumida City, Tokyo. The modern building simultaneously serves as the local fire station. Firstly, we were introduced to facts of the past and the present fear of an earthquake occurring in Tokyo.



During the following tour, we were able to experience four different scenarios, mostly caused by an earthquake. This, for once, included the proper use of emergency exit signs and the grasp of orientation during an evacuation of smoke-filled hallways. Subsequently we experienced a typhoon inside a special simulator. Equipped with proper raincoats, we could well imagine being surprised by this much rain during daily life. Afterwards we also had the chance to prove our strength and experience the power of water with a normal door and a car door each blocked due to a high-water level. Since we experienced an earthquake simulator before, we were in a sense prepared for the simulation experience here. However, the new simulator, also featuring different background displays, is able to recreate all major past earthquakes, so our team members could experience not only "an earthquake simulation of M7" but "the actual shaking they had in Kobe back in 1995", or the actual shaking of the Kanto Earthquake in 1923 or even that of March 11st 2011. Thus the simulator improved our reaction and created another memorable impression. (Hannes)





Main Program: Sep 23

Tokyo Rinkai Disaster Prevention Park



The Rinkai Disaster Prevention Park serves as a central base of operations for disaster management in the Tokyo Metropolitan Area. It houses emergency response facilities, including local disaster management headquarters, and institutions that gather disaster-related information and coordinate emergency measures.

After a brief introduction to the facility, we were directed to take an elevator to another floor. Shortly after, the elevator began to shake, simulating the experience of an earthquake. In such a scenario, all floor buttons should be pressed so the elevator can stop at the nearest safe level. Behind the elevator, a realistic model of a destroyed street scene was recreated to emphasize the importance of identifying evacuation signs and shelters during a disaster.



We also learned that convenience stores often serve as safe shelters where people can find water and food supplies in emergencies. After this simulation, we explored an exhibition showcasing ways to integrate emergency food and supplies into daily life, ensuring they are readily accessible in critical situations. (Dominik)

Schnitzeljagdとは何か。くじ引きで3つのグループ（千葉駅エリア、千葉港エリア、幕張新都心エリア）に分かれて「とんかつ狩り」を行いました。「とんかつ狩り」とは、これまでの講義や施設見学を踏まえ、実際に町中で災害時に案内を示す掲示板やサインを探す、というものでした。避難場所を示す地図や避難誘導標識を見つけたら、緊急避難場所として指定されている場所を探したりしました。また、それぞれの避難場所がどの災害（津波、洪水、がけ崩れ、大火事等）に対応しているかを確認し、災害の種類に応じた対応をすることが必要であると気づきました。道端では消火栓をいくつも発見し、お店や公共施設にはAEDが設置されていたことが印象的でした。これらの設備の場所を普段から把握しておくことは、災害時に冷静に行動するために非常に重要であり、災害への備えを意識する良いきっかけとなりました。それぞれのグループは担当エリアで見つけたサインを写真に撮り、大学に戻ってからチームごとにその写真を使って発表を行いました。（中村千博 / Chihiro）



Main Program: Sep 23-24

Visit to Miraikan, Lecture on Floods



The Miraikan Museum of Emerging Science is dedicated to scientific knowledge, innovation and technological advancements. A larger part of one of the two spacious floors of the museum deals with science employed in seismic activity measurement and disaster related technological advances that gave us insights for our project work. The focus on innovation, sustainability and inclusiveness was quite insightful considering the needs for the world in the imminent future.



The following day, Prof. Yoshida Shuji from Chiba U gave us a presentation on floods and sediment disaster. Floods are the most occurring natural disasters and present in many different parts of the world. The lecture showed not only how strongly climate change is affecting the frequency and strength of floods, but also the cycle in which periods of very dry weather and high precipitation interact and reinforce themselves.



As communities become more aware of the danger of flooding with recent examples in Germany and Japan, they use different methods in order to lower the risk of flooding. In Leipzig for example old riverbeds have been revitalized and more trees have been planted close to the river so that they can absorb more water and act as a natural sponge. More projects like this will be needed in the near future to reduce the dangers of floods and other natural catastrophes. (Horst and Julian)



Main Program: Sep 25-26

Scavenger Hunt & Final presentations



During the last stretch of this year's GSP Program, we made a scavenger hunt, or "Schnitzeljagd", where the students had to find clues about disaster prevention and evacuation. There were 3 groups, one near the Chiba Main Station, the next one at the port area and the last one at the Makuhari Shintoshin area. The port area group, that I was in, started at the Shiyakusho Mae. We went to a park nearby, then to the ports and then to a nearby school that also serves as an evacuation area. All 3 groups there then presenting the pictures they made at the University. After that the students continued their work on the final presentations. For the rest of the day, we changed the contents and refined the presentations.

The next day the final presentations were held. After them everyone got his Pamphlet topic assigned, and we went to the farewell party. After the party some of us went to Karaoke. On Friday the students of HTW Dresden checked out and flew back to Germany. (Pascal)

最終発表のプレゼンテーションでは、6つのグループがそれぞれ15分から20分の間でテーマに基づいた発表を行いました。各グループは中間発表の際に受けた質問やアドバイスをもとに、再度調査を行ったり、追加インタビューを実施したりするなど、試行錯誤を重ねました。このプロセスを経て、発表はその集大成としての変化と進歩を反映したものとなりました。各発表後には質問や感想の時間が設けられましたが、最終日であるからといって「全て良かった」とまとめるのではなく、今後の研究に活かせるよう、中間発表と同様に発表の方法や内容について多くの意見をいただく機会となりました。発表後にはオープンディスカッションも行われ、発表に基づいて生まれた疑問や意見を自由に出し合い、一方通行のプレゼンテーションではなく双方の学びとして終了しました。(大澤佳奈 / Kana)

Final Presentations (Sep 26)

1. Earthquakes

Tokyo is one of the cities most affected by earthquakes. That's why residents are prepared for such situations from an early age. But how safe are the high-rise buildings and skyscrapers? And how well do the early warning systems work? To find out, we first looked at old buildings that are still standing. For example: the pagoda. These structures are traditionally made by hand from wood. Without screws and nails, only with plug-in connections. The centre pillar also enables all the movement and braking of the vibrations.

Earthquake resistance of buildings is determined by three stages and certified and awarded accordingly. Emphasis is placed on strengthening, damping and isolation. X-, V-, K-Bracings and/or shock absorbers are installed in windows, walls are made of reinforced concrete, the Pendulum Damper technique is used and rubber steel is used as an absorber under foundations.

In addition, every public building has an earthquake and tsunami warning system. Earthquakes always come in two waves. Seismographs recognise the first, fast, weak wave and send a warning signal to all affected buildings before the second, slower and stronger wave reaches them. People thus have 5-10 minutes to take the necessary safety measures.

The tsunami warning system has a similar procedure. Along the coasts of Japan there are certain buoys which send out a warning signal if the water level drops abnormally. Wherever you are. People in Japan receive early warnings in a variety of ways, such as instant messages to smartphones or loudspeaker announcements. This way they can prepare themselves for the situation a little in advance. All in all, Japan and its capital Tokyo may not be earthquake-proof, but they are definitely earthquake-protected. (Schanet)

2. Floods

In case of flooding, which organizations help the victims in Japan and in Germany? Is there a significant difference between the two countries? What impact does climate change have on floods and typhoons? All these questions and more were subject to further research, especially with respect to 2021's flood in the Ahrtal, Germany and the two most recent floods of Ishikawa, Japan in 2022 and 2024. The final presentation of Pascal, Chihiro and Julian started off with showing the areas in Europe that are most severely at risk of being flooded. Key differences in the disaster responses between Germany and Japan were shown.

Various government-funded support as well as help of private organizations and volunteers are needed, as shown in the presentation. A lot of fundraising is needed to rebuild the many homes that are lost. Moreover, the presentation highlighted difficulties in the reaction to disasters

like long-term problems, as many affected people have to suffer economical and social consequences long after the actual catastrophe is gone.

To improve safety and be able to react more accordingly many projects exist that will increase flood safety, for example the renaturation of rivers and forests. In conclusion, the presentation highlighted the key differences in flood disaster responses between Germany and Japan, showing how both government and private organizations play critical roles in aid and reconstruction and also addressed the increasing impact of climate change and the need for long-term flood safety projects for the sake of the increasing number of people affected by natural disasters. (Julian)

3. Disaster Education Preparedness in Japan

Drawing on first-hand experiences from lectures and museum visits in Tokyo, but also on an extensive internet and literature research, the presentation showcased Japan's unique and comprehensive approach to disaster preparedness next to its vulnerabilities and needs of improvement. Further we mentioned the nearly non-existing German disaster education and asked how Germany could learn from Japan to prepare its population for possibly increasing disaster risk in the future due to climate change.

We gave a general overview of disaster education in Japan and explored how Japanese schools emphasize disaster readiness from an early age, with regular earthquake and fire drills integrated into daily routines. Public awareness campaigns, run by the government, play a significant role in informing households on essential preparedness measures such as creating emergency kits and identifying evacuation routes.

Community-based initiatives also stand out as local neighborhood groups and especially Shōbōdans, volunteer fire departments, engage residents in preparedness activities and reinforce collective responsibility for safety.

Nevertheless, there is still great potential for improvement. Although it can be said that the Japanese population is generally very well aware of the threat of natural disasters, adults in particular are poorly prepared. Major disasters bring the issue back into focus in the short term, but there is no long-term effect of the training on the population. As schoolchildren are among the best prepared, we investigated how adults can learn from children and what effects on communities both good and poor preparation have. For example, now ties between young people and old people of a community are strengthened as for them to be able to better cooperate and coordinate in case of disaster. (Lukas)

4. How can a society learn from disaster?

The key concept lays out a way to learn from past disasters through event analysis and the development of suitable countermeasures. This includes both causal factors and manageable risks that were neglected such as lack of coordination between agencies, poor building codes or insufficient emergency response plans.

This process is exercised on two examples: the Ishikawa floods in 2022/2024 and the Elbe flood in 2002, highlighting common causal factors and neglected risks, such as inadequate flood prevention infrastructure and poor emergency planning.

The importance of public memory and disaster education is emphasized, noting that societies often forget past events, leading to complacency. Effective disaster memorials and survivor stories serve as reminders, helping

to create a culture of preparedness. The presentation recommends the preservation of memories through educational initiatives and public engagement. It also implies that people tend to dismiss uncomfortable topics like disaster prevention, and that offering incentives, such as discounts for attending drills or lectures, could encourage greater community participation in disaster preparedness.

The presentation concludes that learning from disasters is a continuous process that requires regular updates to preparedness strategies. By analysing past events and promoting awareness, societies can build resilience against future disasters, ensuring that lessons learned lead to improvements in disaster management practices. As examples may serve regular drills beyond the schoolyards, enhanced building code signage and faster response times. (Alex)

Final Proposals (Cont')

5. Personal Contributions to Disaster Preparedness

Comparing Japan and Germany – considering personal contribution to disaster preparedness and response – proved to be rather challenging. The two countries are confronted with two very different situations. In Germany natural disasters occur comparably rarely. The only possible disaster to occur in Germany as perceived of now are high-waters due to prolonged and very intense rainfall, such as the Elbe floods of 2002 and 2013 and the recent Ahrtal flood in 2022. In general, there happens to be only one disaster related organisation – the THW (technical rescue). It's organised governmentally and provides regional and local help. This appears to be a reasonable approach, since high waters occur very locally along rivers.

In comparison, due to the geographical background, Japan faces multiple forms of natural disasters with even higher frequency. Earthquakes, for example, also can cause tsunamis, thus disasters can occur in quick succession. Typhoons are also unpredictable and gained in intensity over the years.

Hence in Japan it is necessary to personally reach out and find many ways to participate in disaster preparedness and response. Here, the locally organised neighborhood associations "Chonakai" and especially their self-help-disaster-prep units "Jishobu" offer numerous activities to enhance people's capabilities and efficiency in group work in case of disasters. They also make recommendations for the preparation of stockpile items and give advice on adequate behaviour. Furthermore, they have a central role in running shelters after a disaster stroke. Younger people that are more likely to move around often do rather not perceive the need to participate or do feel they have not enough time available to do so. However the older, more settled people with families want to take responsibility by contributing. To raise awareness and enhance motivation among all people, possible rewards could be vouchers, insurance benefit or additional points for pension funds, or prioritized entrance into kindergardens or nurseries. (Hannes)

Final Observations by Prof. Himmer

This year's Global Study Program dealt with current topics on protection against natural and man-made disasters such as earthquakes, floods, fires and heavy rain. The current challenges posed by the changing climate were also satisfyingly addressed.

The students managed to research and present specific issues in five different groups, such as technical solutions, society's ability to learn, the resilience of municipalities and special training measures for the population, and all students tried their best to accommodate their ideas into the group work.

After the first week, the results were presented in a mid-term presentation. The students showed that they are able to work on a relatively complex topic in international teams. The topics were then discussed and specified again and the tasks adjusted. In the final presentation, the students showed that they can prepare multifaceted issues well and present these results in a clear and structured manner.

Hence, the GSP implemented as permanent teaching module at HTW Dresden (Course: M952) was again able to offer a project-based learning platform for intercultural collaboration between Japanese and German students, and I am looking forward to next year's program in Dresden.



Proposal for GSP in September 2025 in Dresden

Challenges of World Heritage Sites in Germany and Japan

Next year the GSP will take place again in Dresden. The topic will be the challenges that UNESCO World Heritage sites are currently facing in Saxony/Czech Republic and Japan. The focus will be on the different cultural approaches and peculiarities.

“The Erzgebirge/Krušnohoří mining region has been part of the UNESCO World Heritage List since July 6, 2019. The mining region covers an area of around 95 km long and 45 km wide and has 22 different sites in the Free State of Saxony and the Czech Republic that are only World Heritage sites together” (source: <https://www.montanregion-erzgebirge.de/>).

The program also will include lectures and excursions, such as visits to museums, mines, collapsing shafts, dumps and hammer mills, experiencing the cultural landscape and its technical and natural heritage

We encourage the students to relate to examples and experiences in Japan as well. Possible topics and research questions could be:

- How does heritage shape local identity?
- What are the environmental challenges?
- What are the economic benefits?
- How can the landscape and sites be protected and managed?
- What lessons can be learned from Japan's approach to managing World Heritage Sites that could be applied to the Erzgebirge?
- and many more!

Preeducation will start from late April 2025, please keep your schedules open on Tuesdays 14.30-16.00 Japanese Time and 7.30-9.00 German Time.

The tentative date for the GSP 2025 in Dresden is September 15th to September 26th. The program may extend depending on collaboration with the CTU Prague, so please keep your schedules free some days before and after.

For questions and further information please contact the GSP team:

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Participants

Expressing my opinion during the group work was tough because I was the only Japanese inside the group. Nevertheless, I learned that the most important thing is to continue trying to communicate until I get my meaning and ideas across. (Kazunori)

I can only warmly recommend the GSP to any student. Although the varied program and the exciting topic were extremely enriching, what impressed me most was something else: it was getting to know the fascinating Japanese culture, immersing myself in the everyday life of the Japanese and, above all, the valuable encounters and friendships with the Japanese students. (Lukas)

The topic of my group was difficult for me, but while struggling with it, I gained a different point of view. This experience was interesting. Because of GSP, I could expand my horizons. Thank you for a great experience this year, too. I'm grateful to all the teachers and participants, thank you! (Sayuri)

Ol participated in the program last year, so I already had some experience with collaborative work alongside people from different cultures. However, this was my first time being overseas. I really enjoyed working on the new topic of natural disasters and made strong connections with students from HTW and Chiba University. I'm looking forward to next year's program. (Yannik)

Although I had experienced the Great East Japan Earthquake and my nearby community had suffered from flood damage, I hadn't taken any concrete disaster preparedness measures. Through this program, learning about past disasters made me realize the importance of disaster prevention and made me more conscious

of it in my daily life. (Chihiro)

I am truly grateful to have had the opportunity to learn how Japan handles natural disasters and the challenges that come with it. On the other hand, I am especially thankful for the chance to reunite with the Japanese students I met last year and also find new Japanese friends. It means a lot to me that they shared so many insights into their culture and helped me create countless memories and experiences. Thank you so much, my friends! :) (Dominik)

And yet another GPS has gone by. And what else can I say but thank you! Thank you to the students from Japan who have become real friends after a long time of not seeing each other. Thank you to the professors who make it possible for us to participate in this exchange every year. Finally, I would like to give some advice to those who are thinking about participating in the GSP: Do it! Don't think about it any longer, it will be the experience of your lifetime. (Rufus)

I'm glad I had the opportunity to participate in this year's GSP. Huge thanks to everyone involved, students and mentors alike. Experiencing Japan as a student rather than a tourist made the experience feel much more authentic. My only regret is not staying longer. If you have an adventurous side, you're bound to have a good time. (Alex)

The impressions of the daily thread of natural disasters in Japan will be very memorable and for me created a profound connection to Japanese people. The fact that researching this and exploring Japanese culture happened with friends and not from a tourist perspective was the best thing about the GSP. I hereby want to express my sincere gratitude to all participants for creating such memorable time. See you soon! (Hannes)

Participating at the GSP In Japan was a positive experience. I learned a lot about natural disasters in Japan and how important the awareness about natural disasters is. The lectures and field trips were interesting, and I really had a good time with the other students. (Pascal)

I learned a lot about disasters through this GSP, which made me realize how important it is to conduct disaster prevention. I could have insights that I will not forget in the future. Now, I am willing to spread what I learned to other people too. (Kana)

The Global Study Program was very special for me. We learned a lot about environmental disasters. I really appreciated that in Germany we do not live in constant fear of earthquakes and other disasters. We were also able to take a closer look at the cities of Chiba and Tokyo. Both cities are very beautiful and a great experience for everyone. I highly recommend taking part in GSP! (Horst)

Since I am a bit of a poor English speaker, I had a hard time communicating, but thanks to the German students who still patiently listened to me, I was able to have a good time throughout the program. Also the afternoon activities and parties, in which the teachers also took part, were very interesting to me. (Sora)

GSP 2024 was an incredible experience, giving invaluable opportunities to connect with fellow international students while gaining a deeper understanding for disaster preparedness and resilience strategies across cultures. (Julian)

As a so-called 'repeat offender' who has already participated in Dresden, I found it very exciting to experience the GSP in Chiba. The programme was once again very informative, had exciting activities, was highly educational and brought different cultures together. I learnt a lot about the culture in Japan and my horizons were opened up by this wonderful program. A big thank you to all! (Schanet)

It was impressive to see how much organizational and technical effort is made in Japan to protect people, buildings and transport infrastructure from damage in the event of a disaster. What was new for the German side was the approach of systematically training young people in particular on how to behave correctly in the event of a disaster. I was very pleased that students from the GSP 2023 also took part in the welcome party. Obviously this was a good personal experience, as hopefully the GSP of 2024 will be too. (Stephan)

Thanks to all students for their efforts and good collaboration, every year I enjoy being part of the GSP more and more, so I hope we can upkeep the program for a long time to come and make it ever more interesting. Every year I learn so much from the program and the student work. First thing I did after the program was improving my disaster preparedness! We will also take part in the Chonaikai Disaster Drill later this year :) (Juljan)

As I was on a study abroad program, I was only able to participate in the pre-learning part of this GSP, but it was very interesting to learn about the cultural and religious connections in post-3.11 Japan and we had an interesting time when preparing the cultural presentation (Rina T.)

I enjoyed the GSP with Dresden very much and learned a lot. I hope to meet our German friends again sometime in the future, thanks for the rewarding and stimulating time! (Seitaro)

I was only able to participate in the preparatory study this year, but I am glad I could again study collaboratively with the students from Dresden again. I wish I could take part next year again because it was such a fun and rewarding experience. (Rina Y)

Thank you all for the new insights into this very important topic. There are many questions and not yet enough answers. (Algis)

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