

**WORLD
TSUNAMI
AWARENESS
DAY**
5 NOVEMBER
2018



High School Students Summit on “World Tsunami Awareness Day” 2018 in Wakayama

Let's learn together the spirit of Hamaguchi Goryo
at the birthplace of the story of “Inamura-no-Hi”

REPORT



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Inamura-no-Hi Declaration

The day November 5 was designated as “World Tsunami Awareness Day” at the United Nations (UN) General Assembly in December 2015 deriving from the anecdote known as “Inamura-no-Hi” in which Hamaguchi Goryo saved the villagers’ lives from the tsunami by setting fire to his rice sheaves to guide people to higher ground when the village was struck by the tsunami resulting from the Ansei Nankai Earthquake on November 5, 1854.

Hamaguchi Goryo devoted himself to reconstruction of the devastated village by spending his own fortune to hire the villagers to build an embankment to prepare for future tsunami. It is notable that the embankment actually minimized the damages to the village when a tsunami triggered by the Showa Nankai Great Earthquake hit the village in December 1946.

In making efforts for disaster risk reduction, it is important to focus on three essential elements which are included in the anecdote “Inamura-no-Hi”: (1) the protection of lives, (2) rehabilitation and reconstruction of the affected area, and (3) enhancement of preparedness for future disasters.

This year, we, high school students from 48 countries, participated in the Summit held in Wakayama Prefecture, at the birthplace of the story of “Inamura-no-Hi”, to discuss and share what we should do and what we can do to protect people’s lives from natural disasters such as earthquakes and tsunami.

i. Knowledge about disasters

- We thought unpreparedness against natural disasters is the most concerning issue.
- We shared ideas that can be implemented in school curriculums related to natural disasters so that every student can learn about them.
- We decided to work on disaster risk reduction activities (e.g. evacuation drills) with all residents in the community.

ii. Awareness and preparedness for disasters

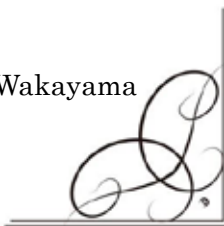

- We thought disasters have something to do with different geographical aspects in different areas.
- We shared ideas to raise public awareness of the importance of preparedness for disasters by listening to disaster survivors.
- We decided to make efforts to learn about tools (e.g. HOPE information) and have signs with universal design to help people during actual evacuations.

iii. Survival from disasters

- We thought it is important to plan ahead for recovery and reconstruction after disasters.
- We shared the importance of helping others before, during and after disasters.
- We decided to inform people about risks of natural disasters with hazard maps or lectures from elders or professionals, and have clear rules and plans to reduce panic.

In order to further raise the awareness about disaster risk reduction among people all over the world, we hereby declare our determination that we, the young generation, will carry forward the spirit learned from our great forerunners including Hamaguchi Goryo to the future and implement what we should do based on what we have learned through the Summit to “save lives of people from natural disasters” in each country.

November 1, 2018



High School Students Summit on “World Tsunami Awareness Day” 2018 in Wakayama

Message from Chairpersons at the Closing Ceremony



Here at the 'High School Students Summit on "World Tsunami Awareness Day" 2018 in Wakayama', we have declared to carry forward the spirit of "Inamura-no-Hi" to the future. To show our commitment to the spirit, in respect for the fire of rice sheaves, let's hold up the torches!

At this summit, we have learned a lot of things which are valuable for all countries. The phrase "disaster prevention" means not only to protect our lives but also protect what is important for us. Please take back what you've learned at this summit to your local communities, and let's prepare for future disasters. It is us, the Youth Ambassadors for World Tsunami Awareness Day, that take leadership in disaster prevention around the world. So, please don't forget that we can change the world by taking action actively.

I hope this summit has given you a chance to deepen your understanding and friendship. I think we are now more prepared for an earthquake or tsunami and to help each other. We are really happy that you came here to our home prefecture in Wakayama. I hope you like it here and I hope we can make friends.

With fire as a symbol, the spirit of "Inamura-no-Hi" has spread to the hearts of us all here. Please keep the fire alive in your heart, and share the spirit with the people around you.

We have now reached the end of the 'High School Students Summit on "World Tsunami Awareness Day" 2018 in Wakayama'.

Thank you very much for participating.

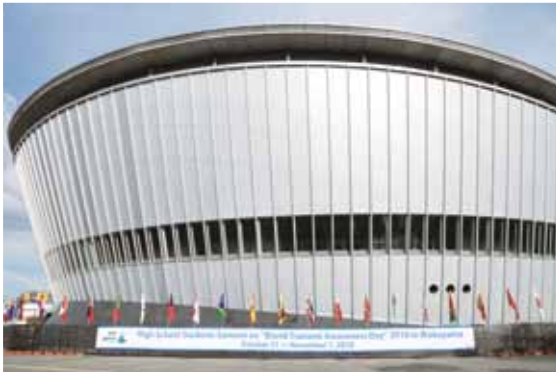
Chairperson

Mitsuho Nakai (Wakayama Prefectural Hidaka High School)

Ami Imori (Wakayama Prefectural Kushimoto Koza High School)

1. Documentary Photographs (Summit / Oct 31)

◇ Venue (Wakayama Big Whale)

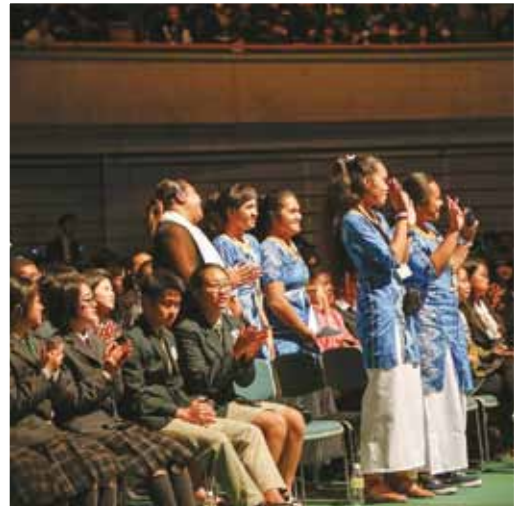


◇ Arrival of Participants



1. Documentary Photographs (Summit / Oct 31)

◇ Opening Ceremony



1. Documentary Photographs (Summit / Oct 31)

◇ Opening Ceremony



1. Documentary Photographs (Summit / Oct 31)

◇ Commemorative Tree Planting Ceremony/Monument Unveiling Ceremony



1. Documentary Photographs (Summit / Oct 31)

◇ Workshops ~Presentations~



1. Documentary Photographs (Summit / Oct 31)

◇ Reception



1. Documentary Photographs (Summit / Nov 1)

◇ Workshops ~Discussions~



1. Documentary Photographs (Summit / Nov 1)

◇ Workshops ~Discussions~



1. Documentary Photographs (Summit / Nov 1)

◇ Workshops ~Discussions~



(※Shake Out Training with earthquake early warning was carried out at the workshops.)

◇ Lecture on Tsunami Disaster Risk Reduction



(※Lecturer: Project Professor Toshitaka Katada, The University of Tokyo)

1. Documentary Photographs (Summit / Nov 1)

◇ General Meeting



1. Documentary Photographs (Summit / Nov 1)

◇ General Meeting



1. Documentary Photographs (Summit / Nov 1)

◇ Closing Ceremony



◇ After the Summit



1. Documentary Photographs (Inamura Fire Festival / Oct 28)

◇ Inamura Fire Festival



1. Documentary Photographs (Study Tour / Oct 29, 30)

◇ Inamura-no-Hi no Yakata, Hiromura Seawall, etc.



1. Documentary Photographs (Study Tour / Oct 29, 30)

◇ Taikyū High School (Welcome Ceremony, Exchanges)



1. Documentary Photographs (Study Tour / Oct 29, 30)

◇ Hidaka High School (Evacuation Drills, Disaster Prevention School)



◇ Kushimoto Koza High School (Tetsugaku)



(※"Tetsugaku" is an educational program in which participants learn how to evacuate from trains in case of emergency.)

1. Documentary Photographs (Study Tour / Oct 29, 30)

◇ TSUNAMI Evacuation High Ground (Mihama Town)



◇ Wakayama Sabo Research and Education Institute / Kumano Nachi Taisha Grand Shrine (Nachikatsuura Town)



(※Students of Shingu High School served as the guides.)

◇ Welcome by Elementary and Junior High School Students (Hirogawa Town)



1. Documentary Photographs (Contribution from Local High School Students)

Many High School Students in Wakayama Prefecture contributed to the Summit.

MC



Naga High School



Hidaka High School

MC of Commemorative Tree Planting Ceremony



Toin High School



Welcome Performance



Seirin High school



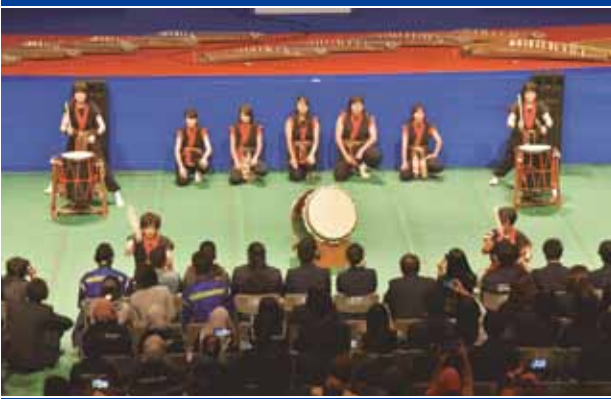
Koyo High School

1. Documentary Photographs (Contribution from Local High School Students)

Opening Attraction



Hashimoto High School



Kihoku Agricultural High School

Reception



Kokawa High School / Naga High School / Wakayama High School / Koyo High School
Seirin High school / Wakayama Commercial High School / Wakayamakita High School (West Campus)
Kainan High School (Taisei Campus) / Tanabe Technical High School

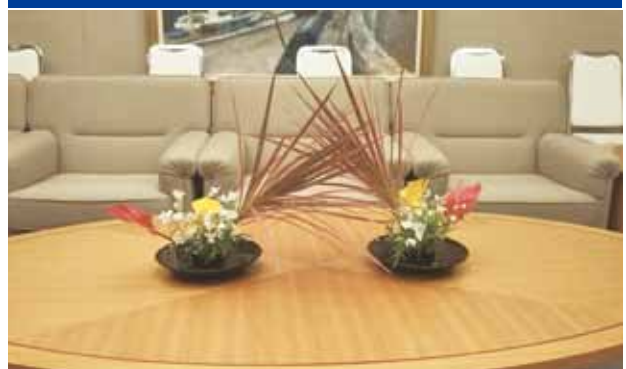
1. Documentary Photographs (Contribution from Local High School Students)

Offering of Snacks (Dried Persimmon)



Kihoku Agricultural High School

Flower Arrangement



Koyo High School / Hamayu School for Special Needs Education
Kiikosumusu School for Special Needs Education

Welcome Flower



Minabe High School



Aridachuo High School

Solar Car Exhibition



Kihoku Technical High School

Booth Display



Koyo High School

1. Documentary Photographs (Contribution from Local High School Students)

Calligraphy Writing



Kushimoto Koza High School

Making of Badges and Goods



Wakayama School for the visually-impaired
Wakayama Deaf School
Kinokawa School for Special Needs Education
Mikumano School for Special Needs Education
Sakura School for Special Needs Education



Tachibana Special-needs Education School

Video Messages for Overseas Participants



Hashimoto High School / Kihoku Technical High School / Kihoku Agricultural High School /
Kokawa High School / Naga High School / Kishigawa High School / Wakayamakita High School /
Wakayama High School / Koyo High School / Toin High School / Seirin High school / Wakayama Technical School /
Kainan High School / Kainan High School (Taisei Camps) / Misato branch of Kainan High School /
Minoshima High School / Aridachuo High School / Taikyū High School / Hidaka High School /
Nakatsu branch of Hidaka High School / Kiokan High School / Ryujin branch of Minabe High School /
Tanabe High School / Tanabe Technical High School / Kushimoto Koza High School / Shingu High School /
Shinsho High School / Itochuo High School (Part-time course) / Kinokuniseiun High School (Part-time course) /
Wakayama Municipal Wakayama High School / Chiben Gakuen Wakayama High School

(※Videos are on the Summit website.)

1. Documentary Photographs (Contribution from Local High School Students)

Acceptance of Commemorative Trees



Kihoku Technical High School / Kihoku Agricultural High School / Kaseda High School / Kokawa High School / Naga High School / Kishigawa High School / Wakayamakita High School / Wakayama High School / Wakayamahigashi High School / Seirin High school / Wakayama Technical School / Kainan High School / Misato branch of Kainan High School / Minoshima High School / Taikyu High School / Hidaka High School / Kumano High School / Kushimoto Koza High School / Wakayama Municipal Wakayama High School / Kinokuniseiun High School / Nanki High School / Kihoku School for Special Needs Education / Mihama School for Special Needs Education / Nanki School for Special Needs Education / Mikumano School for Special Needs Education

※Commemorative trees were replanted in the grounds of local high schools after the Summit.

Audience



Kaseda High School / Kokawa High School / Koyo High School / Toin High School / Wakayamahigashi High School / Seirin High school / Wakayama Commercial High School / Kainan High School / Wakayama Municipal Wakayama High School

1. Documentary Photographs (Pre-summit Exchanges among Participating Students)

The students were able to get to know each other before the Summit through videos and photos posted by 30 overseas schools and 42 domestic schools on the Summit website.



Commemorative Photo



2. Outline

1. Concept

With the aim of deepening international understanding and raising awareness of the threat of tsunami and precautionary measures against it, the resolution to designate November 5 as “World Tsunami Awareness Day”, jointly proposed by 142 countries including Japan, was adopted by consensus at the United Nations (UN) General Assembly in December 2015.

The designation of November 5 derives from the anecdote known as “Inamura-no-Hi” in which Hamaguchi Goryo, a heroic figure of Wakayama Prefecture, saved the villagers’ lives from the tsunami by setting fire to his rice sheaves to guide people to higher ground when the village, current Hirogawa Town in Wakayama Prefecture, was struck by the tsunami resulting from the Ansei Nankai Earthquake on November 5, 1854.

Hamaguchi Goryo not only saved people’s lives but also devoted himself to reconstruction of the devastated village by spending his own fortune to hire the villagers to build an embankment to prepare for future tsunami. It is notable that the embankment actually minimized the damages to the village when a tsunami triggered by the Showa Nankai Great Earthquake hit the village in December 1946.

The anecdote known as “Inamura-no-Hi” (Fire of Rice Sheaves) includes all three elements which need to be considered for disaster risk reduction: (1) the protection of lives, (2) recovery of the affected area, and (3) building capacity of disaster risk reduction to prepare for future hazards.

To protect people’s lives from natural hazards such as earthquakes and tsunami, it is important to implement necessary measures in a comprehensive and structured manner on disaster risk reduction and mitigation, rapid recovery and reconstruction as well as international cooperation across the world along with deep understanding of expertise on disaster risk reduction and the threat of disasters.

In order to foster future leaders who protect people’s lives and their properties from natural hazards such as earthquakes and tsunami, minimize the damages brought by these disasters on people’s living and economy and contribute to the enhancement of resilient societies, the High School Students Summit on “World Tsunami Awareness Day” was launched and successfully held in Kochi Prefecture in 2016 and in Okinawa Prefecture in 2017.

In Kuroshio Town, Kochi Prefecture, high school students from 30 countries participated in the summit and adopted “Kuroshio Declaration”. In Okinawa Prefecture, those gathered from 26 countries mainly from island countries designed action plans which are summarized in the booklet of “Ambassadors’ Note”.

Wakayama Prefecture has been implementing advanced countermeasures against tsunami such as the e-mail distribution service to urge early evacuation through the utilization of the tsunami forecasting system and the setting of safety levels of evacuation destinations. In addition, to raise public awareness of its residents about tsunami disaster risks, lectures for tsunami risk reduction have been held based on the latest analysis of recent major disasters. Moreover, it has been making efforts to share the anecdote of “Inamura-no-Hi” globally, by inviting the awardees of “Hamaguchi Award” to the prefecture. The award is named after Hamaguchi Goryo and was inaugurated by Japanese Government in 2016.

As a home of Hamaguchi Goryo and the story of “Inamura-no-Hi”, Wakayama Prefecture is firmly committed to making continuous efforts to raise awareness about the importance of tsunami preparedness by passing down the lessons learned from past disasters to future generations across the world on the basis of the spirit of Hamaguchi Goryo, which led the establishment of “World Tsunami Awareness Day”.

Building upon the successful outcomes of the previous summits, the High School Students Summit on “World Tsunami Awareness Day” 2018 in Wakayama will be held with the aim of fostering future leaders in the field of disaster risk reduction and protecting the precious people’s lives around the world by inviting high school students from Japan and other countries from all over the world to Wakayama Prefecture, the root of “World Tsunami Awareness Day”.

2. Outline

2. Organizers

Wakayama Prefectural Government, Wakayama Prefectural Board of Education, Hirogawa Town, Hirogawa Town Board of Education

3. Co-organizers

United Nations Office for Disaster Risk Reduction (UNISDR) Office in Japan

4. Supporting Organizations

National Resilience Promotion Headquarters, Cabinet Office (Head of Disaster Management), Ministry of Land, Infrastructure, Transport and Tourism, Ministry of Foreign Affairs, Ministry of Education, Culture, Sports, Science and Technology, Japan Meteorological Agency, Organization for Economic Co-operation and Development (OECD), Economic Research Institute for ASEAN and East Asia (ERIA), JICA, Wakayama University

5. Date

October 31 (Wednesday) – November 1 (Thursday), 2018

6. Venue

Wakayama Big Whale

Address: 2-1-1 Tebira, Wakayama City, Wakayama, Japan

7. Participants

479 people (students and escorting teachers)

*Participants from overseas: 293 (244 students and 49 teachers from 47 countries)

*Participants from Japan: 186 (134 students and 52 teachers from 49 high schools)

8. Language

English

9. Theme and Workshops

(1) General Theme

To protect people's lives from disasters, let's learn together the spirit of Hamaguchi Goryo in Wakayama, at the birthplace of the story of "Inamura-no-Hi".

(2) Workshops

i. Knowledge about disasters

learning from past disasters, lessons from forerunners, mechanism of disasters, estimation of damages caused by disasters, etc.

ii. Awareness and preparedness for disasters

disaster risk reduction measures at schools and houses, enhancement of awareness of disasters, disaster drills, etc.

iii. Survival from disasters

evacuation, safety confirmation, information gathering, management of evacuation centers and shelters, recovery and reconstruction efforts, etc.

3. Summit Timetable

Oct 31 (Wed)	
9:30 - 11:45	Workshop Briefing
11:45 - 12:45	Lunch
【Opening Ceremony】	
12:45 - 13:05	Opening Ceremony Introduction of participating countries
13:05 - 13:15	Greetings by the organizer
13:15 - 13:35	Study Tour reports
【Commemorative Tree Planting Ceremony / Monument Unveiling Ceremony】	
14:20 - 14:35	Commemorative Tree Planting Ceremony / Monument Unveiling Ceremony
15:05 - 15:15	Commemorative Photo
【WorkShops】	
15:25 - 16:45	Workshops (Presentations)
【Reception】	
18:00 - 20:00	Reception

Nov 1 (Thu)	
【Workshops】	
9:30 - 12:00	Workshops (Group discussions & Summarization)
12:00 - 13:00	Lunch (including Declaration Review Meeting)
【Lecture】	
13:00 - 14:00	Lecture on Tsunami Disaster Risk Reduction
【General Meeting / Closing Ceremony】	
14:20 - 14:35	Opening Attraction
14:35 - 14:37	Opening Declaration of the General Meeting by chairpersons
14:37 - 15:12	Greetings by the organaizer / Remarks by the distinguished guests
15:12 - 16:40	Workshop Reports
16:40 - 16:45	Declaration
16:45 - 17:00	Closing Ceremony

4. List of Participating Schools

Schools from Overseas

No.	Country	School Name	The number of participants						
			Students			Teachers			Total
			Male	Female	Male	Female	Female		
1	Argentina	Normal School "Juan Garcia de Cossio"	5	2	3	1	0	1	6
2	Australia	Broome Senior High School	5	1	4	1	0	1	6
3	Brazil	School for Basic Education Professor João Widemann	5	1	4	1	1	0	6
4	Brunei Darussalam	Maktab Duli Pengiran Muda Al-Muhtadee Billah College	5	2	3	1	0	1	6
5	Cambodia	KEO POSH	5	2	3	1	1	0	6
6	Canada	Alberni District Secondary School	5	0	5	1	0	1	6
7	Chile	Colegio Arica College	5	2	3	1	1	0	6
8	China	Cuiying Middle School of Jimo Qingdao	10	4	6	2	1	1	12
9	Comoros	Said Mohamed Cheik Le Phare Mougini Baraka	5	3	2	1	1	0	6
10	Cook Islands	Tereora College Nukutere College Titikaveka College Papaaroa Adventish School	5	0	5	1	0	1	6
11	Denmark	Rysensteen Gymnasium	5	3	2	1	1	0	6
12	Fiji	Koro Island High School	5	3	2	1	1	0	6
13	Greece	2ND GENERAL LYCEUM AGGELOS SIKELIANOS	5	4	1	1	1	0	6
14	Indonesia	SMAN 2 Banda Aceh	10	2	8	2	1	1	12
15	Kiribati	King George The fifth and Elaine Bernacchi School	5	2	3	1	0	1	6
16	Lao People's Democratic Republic	Vientiane high School	5	2	3	1	0	1	6
17	Malaysia	Sekolah Menengah Sains Tengku Muhammad Faris Petra	5	2	3	1	0	1	6
18	Maldives	Ahmadhiyya International School Center for Higher Secondary Education Billabong High International School	5	2	3	1	0	1	6
19	Marshall Islands	Laura High School	5	2	3	1	1	0	6
20	Mexico	University of Guerrero	5	1	4	1	0	1	6
21	Micronesia	Outer Islands High School	5	4	1	1	1	0	6
22	Mongolia	Mongolian-Russian Joint School Primary, Middle and High School No.6 of skhubaatar district in Ulaanbaatar	5	2	3	1	0	1	6
23	Myanmar	No.2 Basic Education High School, Laputta	5	3	2	1	1	0	6
24	Nauru	Nauru Secondary School	5	2	3	1	0	1	6
25	Nepal	Mahendrodaya Secondary School Madi Secondary School Sahid Smriti Awasiya Secondary School Janata Secondary School Laligurans Batika Secondary School Motherland School	5	3	2	1	1	0	6
26	New Zealand	Heretaunga College Upper Hutt College	5	0	5	1	0	1	6
27	Niue	Niue High School	5	3	2	1	1	0	6
28	Palau	Palau Mission Academy	5	1	4	1	0	1	6
29	Papua New Guinea	Port Moresby National High School	5	3	2	1	1	0	6
30	Paraguay	Colegio Japonés Paraguayo	5	2	3	1	1	0	6
31	Peru	Colegio Mixto Público Nacional Callao	5	3	2	1	1	0	6
32	Philippines	Bienvenido Guillera Celebre National High School	5	2	3	1	1	0	6
33	Portugal	Escola Secundária Ferreira Dias Agulva-Sintra	5	1	4	1	0	1	6
34	Republic of Korea	Incheon Daegun High School	4	4	0	1	1	0	5
35	Samoa	St. Mary's College	5	0	5	1	0	1	6
36	Singapore	Temasek Junior College	5	1	4	1	0	1	6
37	Solomon Islands	White River Community High school	5	2	3	1	0	1	6
38	Spain	IES Belén	5	3	2	1	0	1	6
39	Sri Lanka	Rahula College Sujatha Vidyalyaya Richimond College, Galle	5	2	3	1	0	1	6
40	Thailand	Koh yao wittaya school	5	1	4	1	0	1	6
41	Tonga	Tonga High School	5	5	0	1	1	0	6
42	Turkey	ISTANBUL ATATURK HIGH SCHOOL OF SCIENCE	5	0	5	1	0	1	6
43	Tuvalu	Motufoua Secondary School	5	3	2	1	1	0	6
44	United States of America	WAI'ANAE HIGH SCHOOL	5	3	2	1	0	1	6
45	Vanuatu	Central School	5	2	3	1	1	0	6
46	Venezuela	COLEGIO SAN JOSE HH MARISTAS	5	2	3	1	1	0	6
47	Viet Nam	Yen Hoa Cau Giay	5	3	2	1	0	1	6
			244	100	144	49	23	26	293

4. List of Participating Schools

Schools from Japan

No.	Prefecture	School Name	The number of participants						Total
			Students		Teachers				
			Male	Female	Male	Female			
1	Hokkaido	Hokkaido Urakawa High School	3	0	3	1	1	0	4
2	Hokkaido	SAPPORO NIHON UNIVERSITY Senior High School	3	0	3	1	1	0	4
3	Iwate	Iwate Prefectural Kamaishi High School	2	0	2	1	0	1	3
4	Iwate	Iwate Prefectural Miyako Technical High School	3	3	0	2	1	1	5
5	Iwate	Morioka Chuo High School	3	0	3	1	1	0	4
6	Miyagi	Miyagi Prefectural Sendai First High School	3	2	1	1	1	0	4
7	Miyagi	Miyagi Prefectural Tagajo High School	3	0	3	1	1	0	4
8	Tochigi	Tochigi Prefectural Sano High School	1	1	0	1	1	0	2
9	Saitama	Saitama Prefectural Fudooka High School	2	0	2	1	1	0	3
10	Chiba	Chiba Municipal Inage High School	3	2	1	1	1	0	4
11	Tokyo	Tokyo Gakugei University International Secondary School	3	0	3	1	0	1	4
12	Tokyo	FUJIMIGAOKA HIGH SCHOOL for GIRLS	2	0	2	1	1	0	3
13	Kanagawa	Yokohama Municipal Yokohama Science Frontier High School	2	1	1	1	1	0	3
14	Shizuoka	Shizuoka Prefectural Ikeshinden High School	2	0	2	1	1	0	3
15	Shizuoka	Shizuoka Prefectural Susono High School	2	0	2	1	1	0	3
16	Kyoto	Ritsumeikan High School	3	0	3	1	1	0	4
17	Osaka	Hirano Senior High School Attached to Osaka Kyoiku University	3	0	3	1	1	0	4
18	Osaka	Osaka Prefectural Nishinari High School	2	2	0	2	1	1	4
19	Osaka	Osaka High School	3	1	2	2	2	0	5
20	Osaka	Senri International School of Kwansei Gakuin	3	1	2	1	0	1	4
21	Osaka	Kansai Soka Senior High School	3	0	3	1	1	0	4
22	Hyogo	Kobe University Secondary School	3	0	3	1	1	0	4
23	Hyogo	Hyogo Prefectural Amagasaki Oda High School	4	0	4	1	1	0	5
24	Hyogo	Hyogo Prefectural Maiko High School	2	2	0	1	1	0	3
25	Nara	Nara Prefectural Unebi High School	3	1	2	1	1	0	4
26	Nara	Nishiyamatogakuen	3	1	2	1	0	1	4
27	Wakayama	Wakayama Prefectural Kainan High School	3	0	3	1	1	0	4
28	Wakayama	Wakayama Prefectural Kushimoto Koza High School	4	0	4	1	1	0	5
29	Wakayama	Wakayama Prefectural Shingu High School	2	0	2	1	1	0	3
30	Wakayama	Wakayama Prefectural Seirin High School	3	0	3	1	0	1	4
31	Wakayama	Wakayama Prefectural Taikyu High School	4	1	3	1	1	0	5
32	Wakayama	Wakayama Prefectural Tanabe High School	2	0	2	1	1	0	3
33	Wakayama	Wakayama Prefectural Hashimoto High School	3	0	3	1	1	0	4
34	Wakayama	Wakayama Prefectural Hidaka High School	4	0	4	1	1	0	5
35	Wakayama	Chiben Gakuen Wakayama High School	3	0	3	1	1	0	4
36	Okayama	Okayama Prefectural Ibara High School	3	1	2	1	0	1	4
37	Hiroshima	Hiroshima Prefectural Hiroshima Senior High School	2	0	2	1	1	0	3
38	Tokushima	Tokushima Prefectural Jonan High school	3	3	0	1	1	0	4
39	Ehime	Ehime Prefectural Uwajima Higashi High school	2	1	1	1	1	0	3
40	Ehime	Ehime Prefectural Saijo High School	3	3	0	1	1	0	4
41	Kochi	Kochi Prefectural Shimizu High School	3	1	2	1	1	0	4
42	Kochi	Kochi Prefectural Nakamura High school	2	1	1	1	0	1	3
43	Kochi	Kochi Prefectural Reihoku High School	2	0	2	1	1	0	3
44	Kochi	Tosajuku High School	2	0	2	1	1	0	3
45	Kochi	Meitoku Gijuku High School	3	0	3	1	1	0	4
46	Fukuoka	Meiji Gakuen Senior High School	4	4	0	1	1	0	5
47	Kumamoto	Kumamoto Prefectural Amakusa High School	3	0	3	1	1	0	4
48	Kumamoto	Kumamoto Prefectural Seiseiko High School	2	1	1	1	1	0	3
49	Oita	Oita Prefectural Saikakujou High School	3	2	1	1	1	0	4
			134	35	99	52	43	9	186

5. Greetings by the Organizers



Yoshinobu Nisaka

Governor of Wakayama Prefecture

I am Yoshinobu Nisaka, the Governor of Wakayama prefecture. On behalf of the organizers of 'High School Students Summit on "World Tsunami Awareness Day" 2018 in Wakayama', I would like to express my warmest welcome to the high school students gathered here from all over the world. It is also a privilege to welcome distinguished guests as well as experts in the field of disaster risk reduction from across Japan on this occasion. Welcome to Wakayama.

I would like to take this opportunity to extend my deepest gratitude to everyone who has worked tirelessly for the preparation of this summit for all their efforts and dedication, namely, officials from the Government of Japan and the Ministry of Foreign Affairs as well as those concerned from local entities and communities. In particular, let me make a most cordial acknowledgment to His Excellency, Mr. Toshihiro Nikai, the Member of Parliament and the Secretary General of the Liberal Democratic Party, who has made tireless efforts for the designation of the "World Tsunami Awareness Day" as its advocate and led the initiative of this commemorative program inviting high school students from across the world to offer opportunity to study countermeasures against tsunami.

High school students gathered from all over the world, you are the main players of this summit. Young ladies and gentlemen, let me say to you that you are the elite from all across the globe. You are the elite representing thousands or millions of the people of your country. You are the only ones who were given this precious opportunity to gain the proper knowledge about earthquake and tsunami as well as the knowhow for saving people from them and promoting recovery from disasters. Therefore, for the sake of the thousands or millions of people who missed this opportunity, you have the responsibility to play a leading role in saving the lives of people in your country in the future by utilizing what you have gained through this summit.

There is a French saying, "noblesse oblige". It means "nobility obliges" or "noble's obligation" in English. My understanding of the saying is that the elite must serve others with no regard for their own interests or even their own lives when critical situations emerge. Young ladies and gentlemen, the person who perfectly embodied this concept is Hamaguchi Goryo, who made a great contribution in saving people here in Wakayama.

Hamaguchi Goryo was an established businessman born in Hirogawa managing a large soy sauce manufacturing company nationwide. He was an elite person respected in the village. It was on November the 5th, 164 years ago, when a huge earthquake and tsunami hit Wakayama. As an elite person, who was well educated, Hamaguchi Goryo had knowledge that an earthquake would be followed by a series of huge tsunami. Therefore, he knew that people need to evacuate to higher grounds soon after the earthquake. However, as it was dark at night, he worried whether villagers could find their way to higher grounds. He set fire on his own piles of newly harvested rice sheaves, which were the only valuable assets for farmers at that time. Guided by the fire, many people run up the hill and survived tsunami.

That is to say, he sacrificed his own asset for the lives of people. Moreover, his dedication and contribution is not only this decisive action.

After the disaster, people did not have enough foods and materials to rebuild their houses. He generously spent his own money to provide these for the devastated villagers. Still, villagers were suffering because they had lost their jobs and way to make their living. Then Hamaguchi Goryo again put in his own fortune to build an embankment in the village and offered villagers job opportunities in its construction works. It is notable that what he did includes all three essential elements we need to consider in times of disaster.

First, "protection of lives"; second, "rapid recovery and reconstruction"; and third, "preparedness for future". Even though he was an elite person of the village, he was not legally obliged or ordered from his lord to do all these things. He took all these actions with a will of his own in order to help people of his village who were in critical situations. In his attitudes, you can find the true "noblesse oblige" by true elite.

Based on the theory of plate tectonics, earthquakes and tsunami occur in 100-year cycles in this area. In 1946, another huge tsunami struck Hirogawa, but the embankment built by Hamaguchi Goryo actually saved the lives of many people. The embankment still remains as "Hiromura Seawall".

I believe it was the first time in history that humankind overcame the tsunami if only partially. That is why the United Nations designated November 5th as the World Tsunami Awareness Day commemorating the day Hamaguchi Goryo set the fire on rice sheaves. Japan, the proud home country of Hamaguchi Goryo, has been steadily enhancing countermeasures against tsunami while making huge sacrifices repeatedly hit by tsunami. Wakayama, the proud home prefecture of Hamaguchi Goryo, has also been implementing the world-most advanced countermeasures against tsunami, so as not to make our historical hero disappointed. Young ladies and gentlemen, that is why we invited you to Japan, to Wakayama, in order to give opportunity to learn the knowledge and knowhow to save the future of your country.

Young ladies and gentlemen, please feel the spirit of Hamaguchi Goryo, here in Wakayama, deepen the understanding of tsunami and study the world's most advanced countermeasures against earthquakes and tsunami. Then, in the future, taking advantages of the knowledge and knowhow, please save the lives of people of your country. It is your responsibility as the elite. Young ladies and gentlemen, you are the hope of the world. I believe Hamaguchi Goryo is watching over your hard work and effort here in Wakayama and smiling upon you.

Thank you very much for your kind attention.

5. Greetings by the Organizers



Toshiki Nishioka

Mayor of Hirogawa Town

Hello, everyone. To all the high school students gathered here from around the world today, welcome to Japan, and welcome to Wakayama. My name is Toshiki Nishioka, and I am the Mayor of Hirogawa Town, the birthplace of the anecdote of *Inamura-no-Hi*.

I would first like to express my deepest sympathies to those who lost their lives in the terrible earthquake and tsunami in Sulawesi, Indonesia on September 28.

It is profoundly meaningful that many of you have traveled from across the world for this Summit in Wakayama Prefecture, an area closely connected to the designation of World Tsunami Awareness Day, to learn ways to protect lives from natural disasters such as earthquakes and tsunami, to discuss related issues, and to pass on these lessons to future generations.

Today is the third time for me to meet all of you from overseas. The first was in the evening of October 28 at Hiro Hachiman-jinja Shrine when you attended our Inamura Fire Festival. What was your impression? With torches and flaming of rice sheaves, you experienced how villagers were guided to the shrine to evacuate from the tsunami in 1854. If a tsunami approaches land at night, it is paramount that we act with ingenuity to escape to higher ground as soon as possible together with people around us. I hope you will all convey this message to your respective localities.

The second time was at the Inamura-no-Hi no Yakata, where you all took part in a study tour. You have had the chance to experience the terror of an earthquake and a tsunami in the 3D theater, and also visited a national historic site, Hiromura Seawall built by Hamaguchi Goryo.

I would like all of you to act as Youth Ambassadors for World Tsunami Awareness Day to spread the importance of disaster preparedness in each of your countries. When there is an earthquake, there is a tsunami—this is the message you must pass on. In the event that one does occur, you must also tell the importance of escaping to higher ground. And, when the tsunami recedes, you must not give in to sorrow, but be a leader to rebuild the community together with those around you. I would like all of you to lead this movement.

In Hirogawa Town, we are well prepared for tsunami. Children start learning the importance of retreating to higher ground through songs and disaster drills from elementary school age. It is important not only to recognize the importance of disaster drills, but also to repeat them over and over. I hope you can all call upon your localities to implement regular disaster drills, too. I look forward to proactive actions of each and every one of you after returning home.

This brings me to the end of my message, and let me finish by thanking all of those who worked hard to prepare for the Summit—the Government of Japan including the Ministry of Foreign Affairs, Wakayama Prefectural Government, and everyone who made this event truly wonderful.

Thank you.

6. Greetings by the Co-organizer



Mami Mizutori

Special Representative of the United Nations Secretary-General for Disaster Risk Reduction and Head of UNISDR, the United Nations Office for Disaster Risk Reduction

Thank you very much for the kind introduction. My job at the United Nations is to make sure that by the year 2030, all the Member States of the United Nations will be aware of the disasters that we face and make their own country resilient. This is a big task but this was agreed by the Member States in 2015 in Sendai, Japan. And all your countries signed up to this. So this is a task that we have to fulfill together. I know that you learned so much here during the past few days. And I'm sure that you'll be going back with a lot of knowledge and experience. This is wonderful and I commend you for participating because, of course, the Government of Japan, the prefecture of Wakayama, the municipalities of this prefecture, everybody has worked so hard, needless to say Mr. Nikai, who has started this wonderful initiative. But without the participants, the project could never have happened. So congratulations to all of you.

You will go back and you will start thinking, I imagine, what you want to do in your future. Some of you might want to think, "Oh, I want to become a political leader, like Mr. Nikai or Governor Nisaka and I will lead my country". If you do so, make Bosai, make prevention of disaster a priority of your country. You may want to think, "I want to work in governments, and I want to work for my city maybe." If you do so, make sure that you also make disaster risk reduction and prevention a priority. But it really doesn't matter at the end of the day what you do, because prevention is a priority for everyone. It is a matter for everyone. If you decide to work in a private company, it is the same thing. You have to make your company resilient. You have to make your workers resilient. If you decide to work in the civil society, you have a big task. You have to make your community resilient. And, as a mother or father that you will become, you will have to protect your children. Your parents will age. You will have to protect your elderly.

So, at the end of the day, it really doesn't matter where you are, what you do. You all have to work for this, and you have come as youth ambassadors, but you will never graduate from this. You will be youth ambassadors, maybe not young always, but ambassadors for disaster risk reduction until the end of your life because that is why you have been brought here. And while you work for this cause, do remember as we heard in the lecture that we have to protect the most vulnerable people, the elderly, the children, people living with disabilities. These are the people in your community that you need to work together with and protect.

No country can prevent natural hazards from coming, but we can all work together so that the loss, the loss of human lives, the loss of economic losses is as small as possible. But one thing more that I would like to say in ending my speech, I would like to say that there is one thing that you can all do, you can all work towards changing the course of climate change. During the past few years, 90% of disasters are caused by climate change, and this is something that you, as the young generation with your innovative ideas with your energy can change. And if you don't change it, you do not have a global planet where you and your generations that will come can really live in peace and safety. So remember that and make a change.

In closing, I would once more like to thank the Government of Japan, the Governor of Wakayama, the leaders of the municipalities and everyone who helped to make this happen. I would also like to thank you. And there is one saying, "There is no such thing as a free lunch." I don't know if you've heard it. There is no such thing as a free nice trip to Japan. You now have an obligation to fulfill what you have to fulfill, so good luck, and I hope you go back safely all to your countries. Thank you.

7. Video Message from the Prime Minister of Japan



Shinzo Abe

Prime Minister

Hello, everyone, the representatives from high schools! Welcome to Japan!

I am Shinzo Abe, the Prime Minister of Japan.

First of all, I would like to express my sincere condolences for the people who lost lives in the recent earthquake and tsunami that struck the island of Sulawesi in the Indonesia, and to offer my sympathy for all of those tremendously affected by the disaster.

The Great East Japan Earthquake made us so many lessons to be learned by serious damage about 20,000 victims, such as importance of disaster prevention education, creating a hopeful future by resilience in grief.

We recognize that sharing our experiences and lessons with all of world is the mission of Japan with so many natural disasters and also is the purposes of this Summit.

It is good opportunity for the youth, who will lead the future, of all over the world to share and deepen the awareness of the threats of earthquakes and tsunami and to strengthen their bonds in this summit held on World Tsunami Awareness Day.

It is a great pleasure to host the 3rd High School Students Summit 2018 in Wakayama, on the occasion of World Tsunami Awareness Day, and to welcome to the past largest 48 countries as participating.

Here in Wakayama prefecture, Goryo Hamaguchi saved the lives of many villagers from the great tsunami occurred 150 years ago.

The great tsunami hit a small fishing village, exactly that time, he set fire to his precious sheaves of rice stacked on a hill to guide the villagers to evacuate. His quick wit and action saved the lives of many villagers. World Tsunami Awareness Day arises from this anecdote 'Inamura-no-hi'.

After that, Goryo invested personal property to build an embankment, and the village was protected from the great tsunami that occurred 100 years later thanks to that. Goryo has kept precious lives beyond generations.

I hope that all of you inherit this spirit of the Goryo Hamaguchi and be active in the world as the next leaders to prevent disaster. I hope that this summit will be the guidance for many lives to be saved over generations.

In Japan, there has been a series of natural disasters, such as the Western Japan heavy rainfall and the Hokkaido eastern Iburi Earthquake, so the government is planning to take urgency measures for disaster prevention, reduction, and national resilience.

I hereby conclude by pledging to open up the future together with "Youth Ambassadors for World Tsunami Awareness Day" who have gathered here today to build communities and nations in the future resilient to natural disasters. Thank you very much.

8. Message from the Advocate of the World Tsunami Awareness Day



Toshihiro Nikai

Secretary General of the Liberal
Democratic Party

Member of the House of Representatives

To all of you from around the world in attendance today at the High School Students Summit on “World Tsunami Awareness Day” 2018 in Wakayama, welcome to my home prefecture, and the birthplace of the anecdote of Inamura-no-Hi. My name is Toshihiro Nikai, and I am a member of the House of Representatives, and the Secretary General of the Liberal Democratic Party. I would like to convey my warmest welcome to you all.

There were many natural disasters in various places in the world this year. Recently on September 28, more than 2,000 people lost their lives in the large-scale tsunami that devastated Sulawesi in Indonesia. Here in Japan, the earthquake in northern Osaka, the torrential rainfall in northern Kyushu, and the Eastern Iburi Earthquake in Hokkaido are to name but a few. Even now, many people who were forced to leave their homes are still living in shelters. To all of those affected by these disasters, on behalf of all us here today, I would like to express my deepest sympathies.

Due to the effects of climate change, we are seeing frequent occurrences of disasters throughout the world in recent years. In order to protect as many people as possible from these natural disasters, we began implementing measures to make Japan more resilient early on as a nation. The basic principle of these initiatives, our belief, and our duty as human beings, is to protect as many lives as possible.

In 2015, the date of November 5 was unanimously given the title of World Tsunami Awareness Day at the United Nations. The basis for this designation was *Inamura-no-Hi*, a famous anecdote that finds its roots here in Wakayama. At such a special place of great significance, you had valuable time studying together with firm determination to protect the lives of people from natural disasters.

I would like to give you all the title of Youth Ambassadors for World Tsunami Awareness Day. Please make efforts together and share what you have learned at this Summit with your friends and those around you to protect as many lives as possible from natural disasters. This is our sincere wish.

We, as politicians, have resolutely decided that we will spare no efforts in our attempts to spread awareness of disaster preparedness.

It was wonderful to see young people become friends and build the bonds with those from across the world just in a short amount of time during the Summit.

Seeing this with my own eyes convinced me of the need to continue to implement activities such as this Summit. Should a tsunami occur, these bonds created with people from across the world will help us to work together to save those that require our help.

To all of you who traveled great distances to be here today, thank you. I am looking forward to visiting your country someday in the future, too. Let us all join forces and do everything in our power to lessen the effects that a natural disaster can bring.

All of you here today are hope for the future. With your common goals, I urge you to move forward and spread the message of disaster preparedness throughout your home country, and throughout the world.

Thank you.

9. Remarks by the Distinguished Guests



Junzo Yamamoto

Minister in charge of Building National Resilience

(Message read by Kazuyuki Nakane, State Minister in charge of Building National Resilience)

Please allow me to deliver a brief message to you all on the occasion of this High School Students Summit on “World Tsunami Awareness Day” 2018 in Wakayama. I am delighted that such a grand event is being held, and I must express my thanks to all those involved in its organization. To Wakayama Prefecture Governor Yoshinobu Nisaka, LDP Secretary-General Toshihiro Nikai, all of the foreign ambassadors involved, the United Nations Office for Disaster Risk Reduction, the Organization for Economic Co-operation and Development, the Japan-China Friendship Center, and everyone who offered their support, I would like to extend my sincere appreciation.

More than 150 years ago, in 1854, the Ansei Nankai Earthquake struck Hiromura village in Wakayama, which was then known as Kii Province. Hamaguchi Goryo saved many villagers from the tsunami brought about by the earthquake. I have learned that you all visited Inamura-no-Hi no Yakata, the facility featuring Hamaguchi Goryo, as well as Hiromura Seawall that he built for later generations, and also that you took part in a joint disaster drill with local high school students.

I hope that, through your visits and interactions in the area, you learned a lot from the knowledge and experience that Japan has developed alongside tsunami disaster. It is paramount that each and every one of us is constantly aware of disaster preparedness, and ready to take action while learning from past disasters. It is with this in mind that the member states of the United Nations unanimously agreed upon the designation of World Tsunami Awareness Day at the United Nations General Assembly.

I think it is profoundly significant that the High School Students Summit is being held in relation to this day here in Wakayama Prefecture, and that all of you students are exchanging opinions on a common theme—the threat of earthquakes and tsunami, and prevention and reduction of their effects. Students, ladies and gentlemen, I hope that you will spread the importance of disaster preparedness based on what you have learned at this Summit, and that we can all contribute to making our nations more resilient and well-prepared. Thank you.

9. Remarks by the Distinguished Guests



Keiichi Ishii

Minister of Land, Infrastructure,
Transport and Tourism

(Message read by Shozo Kudo, Parliamentary Vice-Minister of Land, Infrastructure, Transport and Tourism)

Allow me to say a few words about the High School Students Summit on “World Tsunami Awareness Day” 2018 in Wakayama. I would like to begin by thanking all of those who contributed to the event’s undoubted success—Wakayama Prefecture Governor Yoshinobu Nisaka, Hirogawa Town Mayor Toshiki Nishioka, LDP Secretary-General Toshihiro Nikai, all the foreign ambassadors involved, the United Nations Office for Disaster Risk Reduction, the Organization for Economic Co-operation and Development, the Economic Research Institute for ASEAN and East Asia, Wakayama University, the Japan International Cooperation Agency, and all other parties involved.

In December 2015, the designation of World Tsunami Awareness Day (November 5) was jointly proposed by 142 nations and unanimously approved at the United Nations General Assembly. The significance of this date can be traced back to an anecdote known as *Inamura-no-Hi*, in which Hamaguchi Goryo saved many villagers from the tsunami caused by the Ansei Nankai Earthquake on November 5, 1854 by setting fire to his rice sheaves to warn them to flee to higher ground. Despite being a victim of the disaster himself, he set his heart on rebuilding the village, and built an embankment using his own funds. The very embankment prevented further damage to the village from the Showa Nankai Earthquake and tsunami, which occurred about 90 years later in 1946.

There are some invaluable lessons we can learn from this anecdote. The first is the importance of hardware measures, such as building robust social infrastructure to prevent disaster. The second is the necessity of software measures, such as minimization of damages based on simulation of natural disasters.

At the Ministry of Land, Infrastructure, Transport and Tourism, we are seeking to make a transition to a society highly aware of the importance of disaster preparedness where disaster risk knowledge and preparedness are shared in the entire communities to be ready for various natural disasters. To make this a reality, we are mobilizing hardware measures, such as the implementation of highly effective infrastructure, as well as software measures that consider the standpoint of citizens, to promote various measures to prevent and reduce the damages of natural disasters. In preparation for the major earthquake that is expected to occur along the Nankai Trough in the near future, we are developing evacuation routes and shelters, earthquake-proof embankments in low-lying areas, together with other effective measures all in line with the specific characteristics of damages to be caused by the impending quake.

Regarding software measures, we are, among others, providing support for creation of hazard maps by municipalities; carrying out disaster drills; increasing the speed and precision of emergency earthquake and tsunami warnings; bringing together information on disaster preparedness portal websites; and developing a Safety Tips application to provide disaster information to foreign visitors.

In September 2011, the Great Floods in the Kii Peninsula brought massive damage to Wakayama Prefecture. Slopes collapsed in more than 3,000 locations across the peninsula, with huge landslides cutting off rivers entirely. In five locations where the damage was particularly large, emergency inspections were carried out in line with the Landslide Prevention Act, and emergency construction was undertaken to build sand control dams in nine areas. In the study tour prior to this Summit, you had the chance to study these measures at Wakayama Sabo Research and Education Institute. We promise to continue with our restoration and recovery activities in the region.

Today, with approximately 400 students from 48 countries around the world, you have discussed what you can do to protect lives from tsunami and other natural disasters. The Ministry of Land, Infrastructure, Transport and Tourism will continue to support disaster preparedness education at schools, in the hope that knowledge and readiness learned by children will be spread to their families and regions. The ultimate goal is that this readiness will become part of the culture of citizens in each region.

Taking what you have learned at this summit home to your individual regions, all of you here today will play a key role in sharing this readiness among each locality. I hope that the results of your discussions during these two days will unfold throughout the world, creating societies that are highly aware of the necessity of disaster preparedness.

Thank you.

9. Remarks by the Distinguished Guests



Tomoko Ukishima

State Minister of Education, Culture,
Sports, Science and Technology

Hello. As just mentioned, my name is Tomoko Ukishima, and I am the State Minister of Education, Culture, Sports, Science and Technology; as well as the State Minister in charge of the Tokyo Olympic and Paralympic Games.

It brings me great joy to see so many students from Japan and abroad in attendance at the *High School Students Summit on "World Tsunami Awareness Day" 2018 in Wakayama*, a region I am quite fond of.

I would like to thank LDP Secretary-General Toshihiro Nikai, who is the advocate of *World Tsunami Awareness Day*, as well as all those who did so much to make this event possible, including Wakayama Prefecture Governor Yoshinobu Nisaka, Hirogawa Town Mayor Toshiki Nishioka, the United Nations Office for Disaster Risk Reduction, ambassadors, and others. Thank you again.

This region's history of recovery from the 1854 Ansei Nankai Earthquake and a *disaster prevention heritage* that stands today in the form of the Hiromura Seawall and similar structures epitomize our nation's disaster preparedness culture, leaving a lasting impression on all who visit.

The Agency for Cultural Affairs has designated 67 *Japan Heritage* sites of the 100 sites it has targeted to reach before the 2020 Tokyo Olympic and Paralympic Games. In fiscal 2018, these included the area's *disaster prevention heritage*, including the *Inamura-no-Hi no Yakata*, the first disaster-related asset to be designated as a *Japan Heritage* site.

Recently I took part in a symposium held in Hirogawa Town to commemorate the designation of this Japan Heritage. I had the chance to visit the *Inamura-no-Hi no Yakata*, the local streets, and the levees. This tour reaffirmed my belief that robust disaster countermeasures are of paramount importance.

Yesterday I had the chance, with all of you, to enjoy dances and songs from each country, and during this morning's group discussions, which began at 9:30, I managed to visit different groups and listen to your discussions.

We were scheduled to take part in a disaster drill at 10. When an emergency earthquake warning sounded, you immediately took cover underneath the desks. The enormous venue became totally silent. I witnessed a truly splendid drill.

Many high school students from Wakayama Prefecture are in attendance today on the second floor. Yesterday and today, I listened to you discuss disaster preparedness. I sincerely hope you all return to your home regions and spread the friendship, ideas, and knowledge you have gained at this summit to your respective communities, families, and schools.

Save the lives we can save — under this motto, I hope all the high school students here today can act in unity and play a key role on the international stage. I look forward to seeing the products of your labor.

Thank you.

10. Study Tour Reports / Group 1



Dinusha Lakmali

Sujatha Vidyalaya / Sri Lanka

Good afternoon, everybody. I am Dinusha Lakmali, representative from Sri Lanka. Today I'm going to express my thoughts and feelings about this study tour we took in the past two days.

First, I was mesmerized by how the students from Taikyu High School welcomed us. They were happy to see us as much as we were to meet them. The feeling was almost euphoric. In the welcome ceremony, they warmly welcomed us, and there were two performances by the representatives of Cook Islands and Samoa. We greatly enjoyed them. Those performances were very beautiful, thank you, and then the presentation of mementos from Wakayama prefectural Tachibana Special Needs Education School to foreign students took place. It was a moment of exchanging our global friendship. After that, foreign representatives were divided into groups and led to individual classrooms.

Later in the day, we visited Yuasa traditional architectural preservation district. There, we went to see a soy sauce museum and got to know about how to make soy sauce. It was a new experience for all of us. Then we visited Jinburo which was a place people had enjoyed public baths. We learned about Japanese traditional culture. Then at the next destination, we were affectionately welcomed by the students of Hiro Elementary School.

Next, we visited Inamura-no-Hi no Yakata. There, we watched a 3-D movie about the decision of Goryo Hamaguchi which indicated how the living God rescued other people by setting fire to his rice sheaves. We watched another short film which conveyed the message saving ourselves when that day comes. Throughout the day, we got to know about how great Hamaguchi Goryo, the living God, was.

At the beginning of the next day, all the participants were driven to Kushimoto station. The students from Kushimoto Koza High School welcomed us. To our excitement, we all got the chance to ride an express train, and all the students enjoyed their train ride. High school student guides, they made learning of Hashigui-iwa Rocks and the tsunami prevention measures easy and enjoyable. Then the evacuation ladder experience was something new, and it is called tetsugaku. I have never tried this evacuation method, so it was a whole new experience. We did our best to participate in the evacuation drill. We were given the chance to evacuate ourselves from upcoming disaster. I can guarantee that it was a successful attempt.

When we arrived at Shingu station, we were given a questionnaire to ask our opinion about the drill. After that, we went to Sabo Research and Education Institute, an erosion control structure. At the institution, we learned how the erosion is prevented by high technology. And as the final destination, we paid a visit to the beautiful Kumano shrine enjoying the scenic beauty which captured our hearts. These are the ways we spent our tour effectively. Hamaguchi Goryo and tsunami evacuation drill are the key points, and these two days of various activities and experiences help us to gain knowledge about our purpose in this summit. Also, we became more and more close to the Japanese people and their amazing culture.

Thank you so much for your kind attention, and arigatou gozaimasu.

10. Study Tour Reports / Group 2



Allen Jay Lamdrik

Laura High School / Marshall Islands

Konnichiwa. My name is Allen Jay Lamdrik, and I am from the Marshall Islands. It gives me honor and great pleasure to have given this opportunity to report on the study tours for batch 2. Having the preparedness for tsunami, please allow me to elaborate, first, the Inamura Fire Festival. The fire festival which we were part of made me realize how Japanese value heroic actions towards saving many lives. We all know the story of Hamaguchi Goryo. I was moved by the way people in this town stood by the road to honor this festival, not only with his heroic actions of burning rice sheaves to guide his people to higher grounds but his courageous efforts to build an embankment to protect his people from future tsunamis. Man, I wish I was him.

Next, about disaster risk reduction. I must say I was impressed by how Hidaka Senior High School prepared for disasters such as earthquakes and tsunamis. They were quick in responding to alarms and guidance protocols. Even young elementary school students were ready for such a disaster, and evacuating to higher grounds in building is the only smart direction. The highest floor in my school back home is only the second floor.

Next, Dojoji Temple, we learned a lot from this tour. The Dojoji Temple shows how many people have maintained their Asian sculptures. The Buddhist statue of cultural heritage thousand-arm Kannon and many other national treasures are still intact. The legend of Kiyohime who killed a pilgrimage monk, Anchin in Dojoji, was well narrated by priests. The message I granted from this legend was unison of men and women and of Japan and other countries.

At Mihama-cho high grounds, among other creative inventions such as oven benches and manhole toilets, I also love the fact that warehouse containers were in place and ready for emergency situations like tsunamis. The storage of blankets, food, water and partitions for toilets are ready for 2000 people for two days. Being upon this refugee area, looking down made me think of home, and think of what would happen if a tsunami strikes my hometown. In the near future if I'm lucky enough to become President of our nation, I know what I will do from all that I've learned on this trip.

Domo arigato gozaimasu. Thank you.

11. Workshop Groups

Workshop 1: Knowledge about disasters					
No.	Group	Region/Country	School Name	The number of students	Remarks
1	A	Iwate, Japan	Morioka Chuo High School	3	
2		Shizuoka, Japan	Shizuoka Prefectural Susono High School	2	
3		Kyoto, Japan	Ritsumeikan High School	3	
4		China	Cuiying Middle School of Jimo Qingdao	10	
5		Kiribati	King George The fifth and Elaine Bernacchi School	5	
6		Papua New Guinea	Port Moresby National High School	5	Moderator
7		Paraguay	Colegio Japonés Paraguay	5	
8	B	Saitama, Japan	Saitama Prefectural Fudooka High School	2	
9		Kanagawa, Japan	Yokohama Municipal Yokohama Science Frontier High School	2	
10		Osaka, Japan	Osaka High School	3	
11		Cook Islands	Tereora College Nukutere College Titikaveka College Papaaroa Adventish School	5	
12		Greece	2ND GENERAL LYCEUM AGGELOS SIKELIANOS	5	Moderator
13		Lao People's Democratic Republic	Vientiane high School	5	
14		Mexico	University of guerrero	5	
15		Nauru	Nauru Secondary School	5	
16	C	Kochi, Japan	Kochi Prefectural Shimizu High School	3	
17		Tokyo, Japan	Tokyo Gakugei University International Secondary School	3	
18		Wakayama, Japan	Wakayama Prefectural Taikyu High School	4	
19		Kochi, Japan	Kochi Prefectural Reihoku High School	2	
20		Indonesia	SMAN 2 Banda Aceh	10	Moderator
21		Tonga	Tonga High School	5	
22		Turkey	ISTANBUL ATATURK HIGH SCHOOL OF SCIENCE	5	

Workshop 2: Awareness and preparedness for disasters

No.	Group	Region/Country	School Name	The number of students	Remarks
23	D	Iwate, Japan	Iwate Prefectural Miyako Technical High School	3	
24		Osaka, Japan	Kansai Soka Senior High School	3	
25		Wakayama, Japan	Wakayama Prefectural Kushimoto Koza High School	3	
26		Ehime, Japan	Ehime Prefectural Uwajima Higashi High school	2	
27		Malaysia	Sekolah Menengah Sains Tengku Muhammad Faris Petra	5	
28		Marshall Islands	Laura High School	5	
29		Republic of Korea	Incheon Daegun High School	4	
30		Venezuela	COLEGIO SAN JOSE HH MARISTAS	5	Moderator
31	E	Miyagi, Japan	Miyagi Prefectural Tagajo High School	3	
32		Wakayama, Japan	Wakayama Prefectural Hashimoto High School	3	Moderator
33		Hyogo, Japan	Kobe University Secondary School	3	
34		Hokkaido, Japan	Hokkaido Urakawa High School	3	
35		Argentina	Normal School "Juan Garcia de Cossio"	5	
36		Brunei Darussalam	Maktab Duli Pengiran Muda Al-Muhtadee Billah College	5	
37		Spain	IES Belén	5	
38	F	Osaka, Japan	Hirano Senior High School Attached to Osaka Kyoiku University	3	
39		Wakayama, Japan	Chiben Gakuen Wakayama High School	3	
40		Kochi, Japan	Kochi Prefectural Nakamura High school	2	Moderator
41		Ehime, Japan	Ehime Prefectural Saijo High School	3	
42		Cambodia	KEO POSH	5	
43		Portugal	Escola Secundária Ferreira Dias Agulva-Sintra	5	
44		Sri Lanka	Rahula College Sujatha Vidyalaya Richimond College, Galle	5	
45		Tuvalu	Motufoua Secondary School	5	
46	G	Shizuoka, Japan	Shizuoka Prefectural Ikeshinden High School	2	
47		Osaka, Japan	Osaka Prefectural Nishinari High School	2	
48		Kochi, Japan	Tosajuku High School	2	
49		Oita, Japan	Oita Prefectural Saikikakujou High School	3	
50		Fukuoka, Japan	Meiji Gakuen Senior High School	4	
51		Micronesia	Outer Islands High School	5	
52		Palau	Palau Mission Academy	5	
53		Peru	Colegio Mixto Público Nacional Callao	5	Moderator
54		Thailand	Koh yao wittaya school	5	
55	H	Tokyo, Japan	FUJIMIGAOKA HIGH SCHOOL for GIRLS	2	
56		Wakayama, Japan	Wakayama Prefectural Hidaka High School	3	Moderator
57		Okayama, Japan	Okayama Prefectural Ibara High School	3	
58		Hiroshima, Japan	Hiroshima Prefectural Hiroshima Senior High School	2	
59		Kochi, Japan	Meitoku Gijuku High School	3	
60		Chile	Colegio Arica College	5	
61		Denmark	Rysensteen Gymnasium	5	
62		Maldives	Ahmadhiyya International School Center for Higher Secondary Education Billabong High International School	5	
63		Viet Nam	Yen Hoa Cau Giay	5	

Workshop 3: Survival from disasters

No.	Group	Region/Country	School Name	The number of students	Remarks
64	I	Iwate, Japan	Iwate Prefectural Kamaishi High School	2	
65		Tochigi, Japan	Tochigi Prefectural Sano High School	1	
66		Wakayama, Japan	Wakayama Prefectural Shingu High School	2	
67		Nara, Japan	Nara Prefectural Unebi High School	3	Moderator
68		Kumamoto, Japan	Kumamoto Prefectural Amakusa High School	3	
69		Comoros	Said Mohamed Cheik Le Phare Mougini Baraka	5	
70		Myanmar	No.2 Basic Education High School, Laputta	5	
71		New Zealand	Heretaunga College Upper Hutt College	5	
72		Vanuatu	Central School	5	
73		J	Hokkaido, Japan	SAPPORO NIHON UNIVERSITY Senior High School	3
74	Wakayama, Japan		Wakayama Prefectural Kainan High School	3	
75	Tokushima, Japan		Tokushima Prefectural Jonan High school	3	
76	Kumamoto, Japan		Kumamoto Prefectural Seiseiko High School	2	
77	Philippines		Bienvenido Guillera Celebre National High School	4	
78	Samoa		St. Mary's College	5	
79	Singapore		Temasek Junior College	5	
80	United States of America		WAI'ANAE HIGH SCHOOL	5	
81	K	Chiba, Japan	Chiba Municipal Inage High School	3	
82		Miyagi, Japan	Miyagi Prefectural Sendai First High School	3	
83		Wakayama, Japan	Wakayama Prefectural Seirin High School	3	Moderator
84		Hyogo, Japan	Hyogo Prefectural Maiko High School	2	
85		Canada	Alberni District Secondary School	5	
86		Fiji	Koro Island High School	5	
87		Mongolia	Mongolian-Russian Joint School Primary, Middle and High School No.6 of skhubaatar district in Ulaanbaatar	5	
88		Niue	Niue High School	5	
89	L	Osaka, Japan	Senri International School of Kwansei Gakuin	3	
90		Hyogo, Japan	Hyogo Prefectural Amagasaki Oda High School	4	
91		Wakayama, Japan	Wakayama Prefectural Tanabe High School	2	
92		Nara, Japan	Nishiyamatogakuen	3	Moderator
93		Australia	Broome Senior High School	5	
94		Brazil	School for Basic Education Professor João Widemann	5	
95		Nepal	Mahendrodya Secondary School Madi Secondary School Sahid Smriti Awasiya Secondary School Janata Secondary School Laligurans Batika Secondary School Motherland School	5	
96		Solomon Islands	White River Community High school	5	

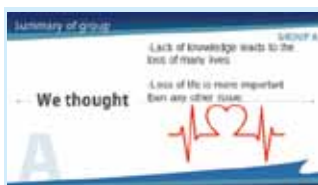
12. Workshop Reports

Group A



	Region/Country	Name of School
Schools from Japan	Iwate, Japan	Morioka Chuo High School
	Shizuoka, Japan	Shizuoka Prefectural Susono High School
	Kyoto, Japan	Ritsumeikan High School
Schools from Overseas	China	Cuiying Middle School of Jimo Qingdao
	Kiribati	King George The fifth and Elaine Bernacchi School
	Papua New Guinea	Port Moresby National High School
	Paraguay	Colegio Japonés Paraguayo

Summary of Group Discussion



1. The biggest problem was that a lack of knowledge could lead to the loss of many lives.



2. Two main reasons for this lack of knowledge were found to be as follows:

- Ordinary citizens are not interested in disaster preparedness activities
- National governments as a whole are not doing enough to educate citizens



3. The following elements are therefore paramount, and the group decided to work to make them a reality:

- A reliable website where the worldwide population can access information
- Improving technologies relating to the provision of information and using social media
- Connecting theory with practice through lessons and disaster drills



- In the workshops, each school presented their action plans, consolidated their opinions through discussion, and summarized them. These summaries were studied and put together, and adopted as “Inamura-no-Hi Declaration”
- The following action plans are transcribed basically as presented in the original sources submitted by each school.

Morioka Chuo High School

Don't erase the lamplight of the life anymore!

We will raise people's awareness and minimize disaster damage in the future.

We must learn from those who were affected by actual damage and past disasters.

People in the coastal area are conscious of the dangers, but inhabitants who suffered little damage are inevitably less conscious of disasters. So we thought we wanted to raise awareness of disaster damage through our leaflet.

Shizuoka Prefectural Susono High School

What we can do

1 Making Signboard

With illustration, spread by using SNS or web site

2 Making a map about how to escape from possible disaster

The map could be a guide map for visitors, or a map about new sightseeing places that we think of

3 Hold some events about Tsunami prevention that can gather high school students

Have them exchange opinions with the resident of the town

Ritsumeikan High School

Giving interest and knowledge about natural disasters for children

Make the common disaster education for primary or junior high school students and hold a national exam of disaster prevention. When we make the exam, we should set the goal, ie., in which grade they should take the level of the test. About the content of this exam, we should ask some lessons from past disasters and basic knowledge for preventing disasters. Before taking the exam, students should be given the lessons about disaster prevention. (Ex; using the NHK educational broadcast “Let’s Learn BOSAI NHK for school” or “Contents for Disaster Prevention Education” by TEAM BOSAI Japan), and also we should include the question about Social media.

Cuiying Middle School of Jimo Qingdao

Learn from the typical natural disasters in China, carry forward the heroic spirit and face disaster directly

After learning about tsunamis and other disasters, we feel the ruthlessness of the disaster and the urgency of taking measures. As middle school students, we should also make our own efforts. We should learn about disaster and spread it to our friends and family around us. At the same time, we should take the disaster prevention drills organized by the school society seriously and grasp certain disaster response measures. If there are good suggestions for disaster prevention and mitigation, they should also put forward suggestions to the government and society.

We have a long way to go about disaster. Even if personal strength is thin, if we unite together, we will overcome the natural calamities.

King George The fifth and Elaine Bernacchi School

Knowledge about Tsunami

The final part is the conclusion which will provide a succinct summary of the presentation content. Following the summary is the take home message. The take home message is limited to why having sufficient understanding on tsunami and its effects is pertinent. One real life example (Kiribati first tsunami warning in 2009) will be used to substantiate or exemplify on what limited understanding on tsunami could lead to.

Port Moresby National High School

Natural Disasters in Papua New Guinea - TSUNAMI AT AITAPE

The 1998 tsunami demonstrated that for villages in sector DE any tsunami is potentially dangerous, both because there are inadequate escape routes and because any tsunami generated near here will become focussed on this sector of coast, by virtue of the focussing effect of the shape of the sea floor.

Plantings of deep-rooted, salt tolerant trees will provide some protection from future tsunamis on this coast and elsewhere in PNG.

Currently, for near source tsunamis in PNG the only effective safety measure is to ensure that all people are aware of the warning signs of a tsunami and to know what to do and that coastal settlements are planned with tsunami in mind.

Colegio Japonés Paraguayo

Safety, Prevention and Education

By acting on and developing our three pillars: safety, prevention and education in schools, we will implement an awareness campaign in the areas of the city which are most affected by floods. Furthermore, our action plan will be complemented by preventive tourist education in view of the high possibility our students have of travelling to countries with seismic activity. Eventually, taking safety into account, we will execute drills and simulations, and provide the students with instruction pamphlets indicating directions to follow in case of an emergency.

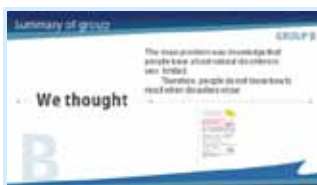
12. Workshop Reports

Group B

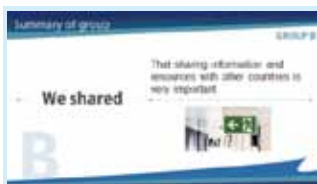


	Region/Country	Name of School
Schools from Japan	Saitama, Japan	Saitama Prefectural Fudooka High School
	Kanagawa, Japan	Yokohama Municipal Yokohama Science Frontier High School
	Osaka, Japan	Osaka High School
Schools from Overseas	Cook Islands	Tereora College / Nukutere College / Titikaveka College / Papaaroa Adventish School
	Greece	2ND GENERAL LYCEUM AGGELOS SIKELIANOS
	Lao People's Democratic Republic	Vientiane high School
	Mexico	University of guerrero
	Nauru	Nauru Secondary School

Summary of Group Discussion



1. The main problem was a limited knowledge of natural disasters among citizens, meaning they are unsure of how to act when one does occur.



2. The most important thing is to share information and resources with other countries. The reason is that the more information there is available, the more likely people are to take appropriate action.



3. It is important that national governments educate their citizens on natural disasters, and put in place evacuation shelters. Moreover, warnings should be issued as early as possible to allow citizens enough time to prepare food, clothing, water, and more.

Saitama Prefectural Fudooka High School

Education on Disaster Prevention by Using a Hazard Map

To acquire knowledge about hazard maps, it is necessary for residents in the area marked on hazard maps as a danger area to participate actively in evacuation. To build such emergency training, it would be better to make evacuation easier for residents to participate actively and to be interested. We show three points to make it better.

To make the time required for evacuation shorter. To show clearly the goal of evacuation and help people understand the meaning of evacuation behavior more deeply. To have a time for question and answer after evacuation.

Yokohama Municipal Yokohama Science Frontier High School

The Study of Tsunami Barriers Combined with Moats

What impact could the 2011 Tohoku earthquake have had on the activity of deep low frequency tremors in Nankai subduction zone?

Validating the effect of tsunami barrier models combined with moats, I'm going to suggest more effective way of decreasing damage triggered by tsunami in our school festival and tell audience the today's problem of tsunami barriers.

Even if we know the mechanism of the occurrence of a huge earthquake, we can not predict just before the earthquake in the current science, so we will tell audience in our school festival and events around our school that it will not happen anytime so that we can prepare for earthquakes and tsunamis.

Osaka High School

Moving High School Students

The earthquake, happened in Osaka this time, caused relatively little major damage.

As one of the factors, many schools decided to have class cancellations.

In the Kumamoto earthquake hit Kumamoto prefecture, the delay of response, such as taking refuge, leads to a major damage because the foreshock had happened before the main shock came.

In reference to that incident, for this great earthquake, there were many schools closed for students' safety.

In this way, by knowing well that earthquakes happened in the past, we can take right measures. Therefore, we were able to prevent people from major damages.

From these lessons, we learned that "that how much we prepare for earthquakes is proportional to how much we know about earthquakes".

So, we thought that we should make a community to know about right knowledge of disasters for more people.

The community which is created like that can provide mainly high school students, who live in a city damaged by a great earthquake, with places to discuss.

And there, we can make contents that are discussed at that community available on Social Networking Service to more people.

Tereora College / Nukutere College / Titikaveka College / Papaaroa Adventist School

Recover and Rebuild strong resilience

STUDENTS (SCHOOL)

Individually study their school's disaster plan (what to do and where to go – cyclone and tsunami) Have sessions with students in the school to introduce the schools' disaster plan so that everyone is aware of it. Ensure that the plans are in the classrooms (visible to students)

Coordinate and run a cyclone and tsunami drill exercise every term. Inform to students the threats of cyclones and tsunamis and the importance of being prepared.

STUDENTS (COMMUNITY)

Study disaster plan of your own community (what to do and where to go) Know who are next to you and the evacuation routes Participate in your community's disaster drill exercise.

2ND GENERAL LYCEUM AGGELOS SIKELIANOS

Knowledge about disasters

Concluding, using the information stated, we will be led to a better understanding of natural disasters in order to minimize the damages caused by them.

Vientiane high School

Knowledge about disaster in Laos

When flood has happened, district officers must report to each village by mobile or social communication. When storm has come, people should get ready and saving themselves. For this purpose, the related organization or students also can be the volunteers to give them recommendation and train them to deal with disaster. At school, we will go to every class, tell them what are necessary things that we should bring with us, but first we must train them to saving oneself. When flood is coming they should move to the higher place like roof top, must not wade to the water, be careful of retil it might come with water and wait for helps. After give them some advice we will give them an example situation for them to practice so, it will help them remember more. For this program, we expect to learn new knowledge so we can spread the information for many people in our country to prepare and get ready to deal with disaster.

University of guerrero

“To protect people’s lives from disasters, let’s learn together the spirit of Hamaguchi Goryo in Wakayama, the birthplace of the story of Inamura-no-Hi.”

To make people know about the importance about disasters, create between cities conscience and help others. Read about disasters and what to do in case of one. How to prevent tragedies and what to do to keep you and people safe, how to prevent your important documents such as passports or birth certificate by keeping them in a secure place.

Nauru Secondary School

Knowledge and understanding of Natural disasters such as Tsunami, Earthquake and many more

To acquire peoples' knowledge of Natural disasters, a 'Knowledge about Disasters' survey questionnaires were distributed amongst the people of Nauru, not only to the elders but also to the young generations of Nauru.

12. Workshop Reports



	Region/Country	Name of School
Schools from Japan	Kochi, Japan	Kochi Prefectural Shimizu High School
	Tokyo, Japan	Tokyo Gakugei University International Secondary School
	Wakayama, Japan	Wakayama Prefectural Taikyū High School
	Kochi, Japan	Kochi Prefectural Reihoku High School
Schools from Overseas	Indonesia	SMAN 2 Banda Aceh
	Tonga	Tonga High School
	Turkey	ISTANBUL ATATURK HIGH SCHOOL OF SCIENCE

Summary of Group Discussion



1. Many countries are located in regions where severe natural disasters are a common occurrence, and many lives are lost and buildings destroyed as a result. This makes reconstruction and recovery efforts difficult to implement. The huge economic damage inflicted on such areas is also a big problem.



2. A lack of interest in disaster preparedness is connected to a lack of knowledge. Many countries lack sufficient research and educational institutes, and in order to ascertain the situation and make correct decisions when a disaster occurs, such institutes are paramount.



3. It is extremely important to share knowledge on disaster preparedness. As such, the group decided it would be beneficial to create a disaster education group at their respective schools and carry out the following activities:

- Request that the school make disaster preparedness education a compulsory topic of study
- Visit natural disaster-related facilities
- Hold singing contests and exhibitions to educate students on disaster preparedness
- Utilize social media
- Communicate with younger students about disaster preparedness

Kochi Prefectural Shimizu High School

Expected Disasters in our Area

1. Look into the nature of the soil on the mountains that have been selected as evacuation areas.
2. Investigate current reclaimed lands and look into how lands were reclaimed in the past.
3. Use a mini model to simulate the disaster in the different areas that are effected.
4. Introduce disaster reduction strategies, such as building sea walls, that we learned about while visiting disaster stricken areas in Tohoku.
5. Inform everyone of the dangers of taking refuge in the mountains.
6. The committee of protection against disasters will hold a lecture about points one through five above at Shimizu High school. We will simulate the disaster by using images and improve people's awareness of how to protect against it, teach people about the importance of taking refuge, and educate people on the dangers of tsunami by using a Power Point.

Tokyo Gakugei University International Secondary School

How to raise the consciousness of disaster prevention in our school: TGUISS

Why do we have such a little attention to disasters? Probably, that is because we have very few opportunities to think of them, except when we have an evacuation drill. Therefore, as a solution to this problem, the most effective way could be to create a base where students can subjectively spread information about school disaster prevention to other students. Here is the list of the concrete plans of the actions.

Learn about disaster prevention through interviews and participation in events
 Send information about disaster prevention to students on a regular basis (by school office mail, and school letter)
 Host workshops and events.

Promoting these actions can create more opportunities for students to engage in disaster prevention, which leads to the improvement of consciousness.

Wakayama Prefectural Taikyu High School

Heart of hundred year's relief ~Present to the future from the past~

Our action plans are making a movie which we can experience near earthquake and improving both awareness and knowledge. When we make a movie, we are careful to make viewer want to see and think.

We will make one viewers can take part in actively. Referring to cases of the Great East Japan Earthquake and prediction of Nankai Trough Earthquake, viewer are presented two choices and they must choose the most appropriate action. After that, we introduce each outcome. By doing so, they can improve both proper knowledge and judgement. And they can also face the reality of disaster.

We consider the content of the video so that it will be meaningful for people of any age. It deals with everything from the evacuation of aged people to the disaster prevention using SNS. We aim to nurture knowledge and awareness of universal disaster prevention. We also incorporate lessons learned from the example of Goryo Hamaguchi.

We take a survey of knowledge and awareness of disaster prevention before watching the video. After watching it, we take the same survey. By doing so, the viewers can notice their change. It is very useful for us.

Kochi Prefectural Reihoku High School

Moving Forward into the Future

1 Producing Emergency Pouch Pack Foods called "Reihokotto"

Based on the recipes we developed through last year's activities (planting and harvesting pumpkins, creating samples, arranging, hosting a sampling party, and final recipe), we have sought out the assistance of a pouch packing processing company, to produce and stock the product "Reihokotto".

2 Proposing "Joubi-sai" as an emergency food

By hoping that we can make our disaster prevention activities a habit in everyone's daily lives, we would like to propose emergency food called "Joubi-sai". In the corner of a garden we should repeat a cycle of planting, cultivating, and stocking emergency products that can be eaten in event of an emergency.

We performed a picture-story show at our school's culture festival, explaining to the audience the idea of "Joubi-sai" and we distributed potato seeds to everyone for them to grow in their own homes.

After our disaster prevention evacuation drill in September, We presented a lecture on disaster prevention to both Junior and Senior High School Students, and we talked about the idea of "Joubi-sai." To end, we distributed potato seeds to everyone and had a sampling party of "Reihokotto."

SMAN 2 Banda Aceh

Knowledge about tsunami: Is it worth knowing?

Responding to the problems above, we offer a solution, which is holding an exhibition about tsunami in our school as our own exhibition. The exhibition will be arranged by us as students. Since knowledge about tsunami is not well-structured, the exhibition is in our annual school event named "Banta Muda Festival". Through the event, we will hold some competitions such as, essay writing and jingle competition. The essay writing competition is targeting at teenager writers. The jingle competition is aiming at elementary students where the lyrics containing information about tsunami. Next, in the exhibition we will also make an information table which provides flyers or brochures about the tsunami happening worldwide. Beside that, as the ambassador of tsunami we will also join other exhibition that is held by the institution such as Aceh Tsunami Museum. Aceh Tsunami Museum is one of the most visited tourism destinations in Aceh. So, we will make a cooperation with the museum as the youth ambassador. The Museum will prepare the facilities and we will be standing as the volunteers to explain the knowledge about tsunami for the audiences coming there.

Tonga High School

To survive, knowledge is the number one priority.

What we can do to ensure the survival of our generation now and the future. We have developed these three action plans; first, we will conduct programs that will help the communities to gain more knowledge about natural disasters. Secondly, build a stronger relationship with government agencies by working corporately with one another and with donor countries. Lastly, we will urge people to regularly practice evacuation drills to ensure that they will be well prepared for Natural Disasters in the future.

ISTANBUL ATATURK HIGH SCHOOL OF SCIENCE

Awareness is not only worrying about disasters. We must be taught about them at an early age. We must analyse the reasons of destruction caused by earthquakes and minimise them.

Since the earthquake that wounded Turkey so much, heavy measures are being taken. Buildings that aren't strong enough to endure an earthquake are being rebuilt, national help organizations are being funded, and students are taught about natural disasters and what to do in case of one. Everybody has learned the famous quote, 'Earthquakes don't kill people, buildings do.'

We will prepare a presentation about earthquakes to inform primary school students. This will include general information about disasters especially earthquakes that have happened in the world, also in our country, interview with witnesses to the 1999 earthquake, the government's actions to reduce the destruction.

12. Workshop Reports

Group D



	Region/Country	Name of School
Schools from Japan	Iwate, Japan	Iwate Prefectural Miyako Technical High School
	Osaka, Japan	Kansai Soka Senior High School
	Wakayama, Japan	Wakayama Prefectural Kushimoto Koza High School
	Ehime, Japan	Ehime Prefectural Uwajima Higashi High school
Schools from Overseas	Malaysia	Sekolah Menengah Sains Tengku Muhammad Faris Petra
	Marshall Islands	Laura High School
	Republic of Korea	Incheon Daegun High School
	Venezuela	COLEGIO SAN JOSE HH MARISTAS

Summary of Group Discussion

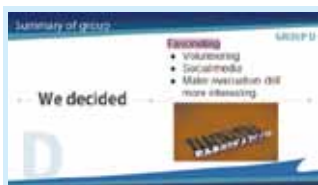


1. We noted the importance of being conscious of disaster preparedness.



2. The following reasons were found to be the cause of a lack of active participation among the youth in disaster drills and natural disaster education:

- It is difficult to be interested in disaster drills
- Drills and education are not self-directed
- Some have never experienced a disaster so such activities are irrelevant



3. We thought that it is important to make volunteer work and disaster drills more fun.

- Have high school volunteers visit kindergartens and implement disaster preparedness activities through games
- Educate teenagers on disaster preparedness through social media (posters, videos, songs, etc.)
- Carry out more realistic disaster drills (include unexpected simulations and sound effects)



Iwate Prefectural Miyako Technical High School

Disaster Awareness Activities with Tsunami Demonstrations

We are considering about the geographical conditions from the information of the disasters that occurred in the Sanriku Sea Coast in the past.

We are considering the evacuation timing with the information of the geographical conditions.

We are doing tsunami demonstrations and presenting about disaster awareness with the information of the geographical condition of the area at many schools and events.

Kansai Soka Senior High School

Always Be Careful

We planned our action plans and implemented some of them:

We decided our theme, “**ABC**” which stands for “**Always Be Careful**”. We made a song about disaster prevention which introduces how to deal with disaster situations. We interviewed people who had experienced disasters. We had some opportunities at morning meetings in our school in order to promote our plans and activities of disaster prevention. We designed some kinds of cards which are useful at the time of disaster. There are columns to write personal information and emergency contact. They could be folded so easy to carry.

Here are what we have not done, but planned to do:

We are going to research areas around our school. Our school is placed in the high on the mountain. When an earthquake or heavy shower hits, it may cause a mudslide. We will figure out the places where are especially dangerous under that situation and will also make some posters and put them on some places that students see very often, such as the wall in homeroom, shoeboxes and lockers.

Wakayama Prefectural Kushimoto Koza High School

How to Enhance Disaster Prevention Consciousness

We will devise a way to improve consciousness of disaster prevention. Our generation of our region have not experienced tsunami, because of this there is a total lack of a sense of seriousness. So, we want to prompt high school students voluntarily participate in our region and strongly urge that they consider the importance of their lives.

We will suggest for easy to understand evacuation drills for our region. For example, local people participate in evacuation drills which is held in our school, and they will regularly the worst case scenario survival training. Also, we will do HUG training, for example food supply, divided card board partition training, and so on. We improve the contents of evacuation drills so as not to be bored.

We think a major issue is that a high percentage of students have not seen the hazard map of Kushimoto. We will get the Kushimoto koza high school students to see the hazard map. For example, we plan to add audio and/or video to the hazard map. This effort will help disable persons or young children to obtain information. So we will devise a way look for local people to see the hazard map.

Ehime Prefectural Uwajima Higashi High school

Efforts to improve disaster prevention capabilities at Uwajima East High School and Uwajima Bunkyo District

1. We have many researches on issues related to tsunamis and disaster prevention in the past five years. We have announced at SSH research outcome meetings held at our school at the end of the fiscal year, various conferences such as conferences held in and out of Ehime prefecture, contributing to improving disaster prevention awareness.
2. there are Six schools adjacent to Bunkyo Town in Uwajima city (Meirin Kindergarten, Meirin Elementary School, Tsurushima Elementary School, Jonan Junior High School, Uwajima South Secondary Education School, and Uwajima Higashi High School). We have been studying and discussing about evacuation countermeasures for small children, students, etc. (about 3,000 people) at the time of a disaster in such a huge earthquake. For about half a year, based on the evacuation plan of each school, concrete discussion and consultation on evacuation routes, and evacuation places for small children, and students, were discussed. Therefore, we conducted evacuation drills with in the school. We are planning to improve the effectiveness of the evacuation plan in the future while verifying the problems, tasks etc in this training.

Sekolah Menengah Sains Tengku Muhammad Faris Petra

Awareness leads to preparedness for a long-lived protection

As students, we should cooperate with each other in order to support the Government's initiative in promoting this awareness. Organising a "Tsunami Disaster Awareness Month" campaign is one of the ways to alert them on how to prepare themselves physically and mentally during the disaster. This can be done by organizing school activities such as quizzes, tsunami short story competitions and displaying films about tsunami. As an International Baccalaureate (IB) World School, we have a good rapport and linkage with the other IB schools in Malaysia. Therefore, we are responsible to spread the alertness about tsunami and the neighbouring schools. We will collaborate with the Intergovernmental Oceanographic Commission (IOC) of UNESCO to heed an evacuation plan in our school by giving a speech on natural disaster and lessons on the survival actions to be taken. Teachers and students will be aware of any upcoming disaster. Lastly, we will include information about tsunami in the school bulletin. The link to the school website about natural disasters will be stated in the school bulletin so students can find more information about it. Besides, monthly article on "Ways to use an emergency kit during the disaster" will be included in the bulletin.

Laura High School

Awareness and Preparedness for Disaster - Tidal Waves

We have developed an action plan to try to reach out to the communities here in Laura on what tsunami is and to be ready for tsunami.

The first step is to post fliers in public ares (such comminity centers, etc) and small stores.

We have also consulted with two of the council members of the local government to include us in any community activities to talk on tsunami.

Incheon Daegun High School

Preparing disaster protection by household and poor exchange of disaster information among regions

We planned and practiced 3 steps. First step was interest. To make the students feel interest at the disasters, we showed two disaster movies every lunch time. The second step was learning step. After making the students feel interest, we prepared a learning step to let the students study about the disasters. We managed a image studying stadium to let the students study what is a disaster and what we should do to prepare or response to the disasters. The last step is participate step. To let students and teachers participate in preparing for the disasters, we held a world porum and discussed freely about the disaster. As a example, our teammate discussed about the problem of our school's disaster response training using ppt.

COLEGIO SAN JOSE HH MARISTAS

Awareness and Preparedness for Disasters

Create an evacuation plan for each building so that people who can be there during an earthquake will know what to do and wich exit they should use. Set up groups formed by citizens who are prepared for disasters, so they can inform people through talks and make sure they will know what to do in case that it happens by proving their knowledge (tests, asking questions, among others). Give out brochures with all the information that people need to know and be aware of preparing for disasters. Deliver forms of an emergency plan for people to fill in according to their home data. Make drills at schools, work buildings and homes using the evacuation plan established for each place. The making of a website to publish information about natural disasters, explaining what to do in case of one of them happens. Creating a social media account so people can be updated and be aware of what is happening when it comes to natural disasters.

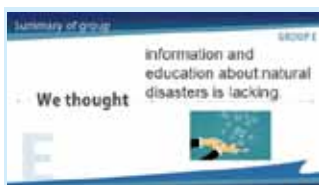
12. Workshop Reports

Group E



	Region/Country	Name of School
Schools from Japan	Miyagi, Japan	Miyagi Prefectural Tagajo High School
	Wakayama, Japan	Wakayama Prefectural Hashimoto High School
	Hyogo, Japan	Kobe University Secondary School
	Hokkaido, Japan	Hokkaido Urakawa High School
Schools from Overseas	Argentina	Normal School "Juan Garcia de Cossio"
	Brunei Darussalam	Maktab Duli Pengiran Muda Al-Muhtadee Billah College
	Spain	IES Belén

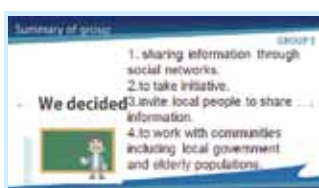
Summary of Group Discussion



1. The amount of information and quality of education regarding natural disasters is insufficient.



2. We communicated ways to survive natural disasters through the sharing of information and disaster drills. An example was establishing a student group to create and distribute a handbook on safety measures.



3. We decided to do the following:

- Share information through social media
- Take the initiative in disaster preparedness activities
- Share information with people in respective localities
- Carry out activities together with the elderly, regional administrative bodies, and the local community

Miyagi Prefectural Tagajo High School

What Students in Tagajo Can Do

We'll pass on the lessons about the damage of tsunami to other prefectures and foreign countries to save people's lives. So we'll enhance machi-aruki using tsunami signs.

First, we plan to use songs or poetry monuments and to have enough time to exchange ideas in the latter part. Songs or poetry monuments may seem to have nothing to do with disaster, but they can be used for prevention against disasters. From this point of view, we want visitors to think over the place they are living again and we ourselves are able to expand our horizons by listening to visitors' ideas.

Next we plan to convey the appeal of Tagajo. We have many historical charms in Tagajo such as songs or poetry monuments. We want to pass on the lessons both directly and indirectly by having more visitors who have heard something interesting about Tagajo from others who had visited Tagajo.

At this workshop and summit, we hope to learn about plans from other schools in order to improve our own efforts.

Wakayama Prefectural Hashimoto High School

The importance of evacuation drills

We have to make "Disaster Preparedness Week". For example ;

- Monday~Wednesday

Morning usual teaching

Afternoon workshop for an hour

We do an evacuation drill which we don't know the timing or place of once in three days.

- Thursday

Morning: Usual teaching

Afternoon: do evacuation drill again, school students set up the shelter before teachers and the neighborhood people gather to our school gym

- Friday

1,2 lessons : tidying up the shelter

3,4 lessons : communicate with the neighborhood people

5,6 lessons : review and preparation of presentation

7 lessons : presentation

We have to do evacuation drills not only during classes but also during break time or after school, and do evacuation drills once a month to learn how to move by ourselves.

And we made LOVE for disaster preparedness and 4D for evacuation.

Learn disasters

Opportunity of talking with family

Visible decisions

Evacuation drill

Don't run.

Don't push people.

Don't return.

Don't make noise.

We think evacuation drills are the most important preparation for disasters.

Kobe University Secondary School

How Should We Be Proactive for Future Disasters?

The action plans are using social media and make an official school LINE account so teachers can send students directions on what they're supposed to do. Second, to start more practical evacuation drills so students will be able to understand and know what to do if an earthquake occurs. In addition, our school does many drills every year but there aren't many opportunities to learn about the risks of earthquakes. Third, the community and the school. Our school is located in a residential area so the connection between the community and the school is important. However, we don't have it so we thought we should create a regional exchange meeting to learn disaster reduction together and spread the word about how our school is an evacuation center. Lastly, related to the third point, is to teach students what to do when the school turns into an evacuation center for example, location guidance, assistance and to pass out supplies such as blankets and food.

Hokkaido Urakawa High School

Preparing midwinter shelters

- Carry out midwinter evacuation drills
- Make an illustrated board for foreigners to understand how to live comfortably in a shelter
- Translate "Do HUG" in English and discuss with foreigners how to manage a shelter
- Make a list of necessary goods for evacuation and hand this list to people in town
- Have "Jinriki" installed in medical facilities and welfare facilities in our town

*"Jinriki" is an instrument used to easily handle a wheelchair when we are on a dangerous road, such as a snowy road

Normal School “Juan Garcia de Cossio”

“What comes after floods”; Investigation at the service of the community.

At school, we organized meetings with the Fire-fighter Department and the Director of the Hospital, so as to sign an agreement to work together in pursuit of the wellbeing of San Roque and its community after this type of catastrophes (evacuation, safety confirmation, management of evacuation centres and shelters, recovery and reconstruction efforts). We also decided to create a group of volunteers (students, parents, teachers and community in general) to plan actions in order to reduce the social and environmental consequences of the floods. For example, make students build awareness in the community by training the leaders of the neighborhoods which are at risk, visiting schools in order to inform children and adolescents about the basic rules of behavior to face catastrophes, writing a report to strengthen the link and coordination among institutions in the execution of strategies that have an impact on the decision-making related to community health.

Maktab Duli Pengiran Muda Al-Muhtadee Billah College

Awareness and Preparedness for disasters (Disaster risk reduction measures at schools and houses, enhancement of awareness of disasters, disasters drills, etc)

Several measures are recommended:

1. Community Based Disaster Risk Management
Designed to encourage participation from the community and local government to identify, analyse, treat, monitor and evaluate the potential risks within their environment, thereby empowering them into implementation of solutions that they themselves have developed. Village heads come up with their own action plans, population data sheet, hazard mapping strategies, land use zoning (e.g. no settlements or building within 100 meters from the coast on low-lying areas), developing breakwaters, sea walls, and dense groves of trees to absorb the initial impact of a tsunami.
2. School Preparedness Programme
School children are taught simple, hands-on activities to prepare them and devising solutions to make it a safer place. Ensuring every child is equipped with basic knowledge of staying afloat (ability to swim) is too can be very beneficial by including it as part of the school curriculum in the primary level of education.
3. Develop mass warning communication system
Automated warning alarm with information sent through mobile phone numbers to all will help to reach population far and wide. Warnings accompanied by proper evacuation methods will help to ensure effective and smooth transition from one phase to the next.

IES Belén

Risks of Tsunamis in Andalusia. The awakening of the spirit of Inamura-no-Hi in Málaga

Depending on the problems detected, the following action plan has been taken:
We have learnt about the risk of Tsunami in Andalusia and on the coasts of Malaga. We have known the government catastrophe plan. We have attended lectures on tsunamis. These have been carried out by The University of Malaga in our schools. We have investigated, in real-time, Tsunami simulation system developed by the EDANYA group of the Faculty of Sciences of the University of Malaga through its Tsunami-HySEA program. We have learnt and will keep learning from the spirit of Inamura-no-Hi so that his teachings could be known in Malaga.

We think that we can still do a lot of other things such as:
Propose the inclusion of a flooding emergency evacuation plan in our high school. Share with other people from our city what we have learnt about tsunami to raise awareness within the population without creating panic by:

- Sending news notice to different mass media from Malaga.
- Using different social networks (Twitter and Instagram) as well as technological resources (YouTube channel)
- Proposing to the Andalusian Education Department lectures on tsunami prevention in high schools not only in Malaga but also in its province.

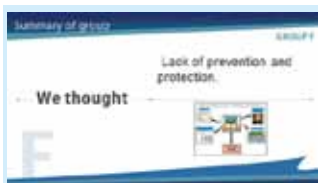
12. Workshop Reports

Group F



	Region/Country	Name of School
Schools from Japan	Osaka, Japan	Hirano Senior High School Attached to Osaka Kyoiku University
	Wakayama, Japan	Chiben Gakuen Wakayama High School
	Kochi, Japan	Kochi Prefectural Nakamura High school
	Ehime, Japan	Ehime Prefectural Saijo High School
Schools from Overseas	Cambodia	KEO POSH
	Portugal	Escola Secundária Ferreira Dias Agulva-Sintra
	Sri Lanka	Rahula College / Sujatha Vidyalaya / Richmond College, Galle
	Tuvalu	Motufoua Secondary School

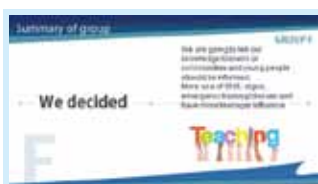
Summary of Group Discussion



1. A lack of awareness among the youth of the risks associated with earthquakes and tsunami means there is a distinct lack of readiness and measures to deal with natural disasters.



2. Natural disasters vary by country and region, and there is a lack of interest and knowledge regarding these disasters.



3. We decided to spread what they learned to their respective regions and youth populations. Furthermore, by using social media and various signs, and carrying out disaster drills and disaster preparedness education, we aims to influence teenagers and raise their awareness of disaster preparedness.

Hirano Senior High School Attached to Osaka Kyoiku University

New emergency training for the future - through the kaeru caravan -

We propose the regional emergency training as a improvement kaeru caravan which has adults booth and children booth that are high school students planned. This program can be carried the contents are in use for not only children but also adults out easily. And then we propose mobile emergency training for nursing home that there are old people who can't go it and corporation and company as well as regional emergency training.

We suggest a plan to do the similar emergency training every year. To held it several times in a year, we can tell importance of its contents to the children who want toys. And if it happened disasters, they would not forget the game they did in the emergency training and also this has a merit that people who have a schedule and can't come would join it. From these points, we think we need to make a system to do the continuous emergency training.

Chiben Gakuen Wakayama High School

Questionnaire for high school students (contents: recognition and actual utilization of hazard map)

Use of SNS to raise awareness of hazard map.

Example: Twitter, Instagram, YouTube (YouTuber)

Lecture for the elderly

Example: nursing home Evacuation practice training.

Kochi Prefectural Nakamura High school

To afraid it properly ~ Only we can do it ~

Outside of our school

Main Action Plan: Continue to visit elementary and Junior High schools to give lessons about disaster preparedness with some quiz.

Other Plans : Take actions with our own character “Kawabo”

→ We will make on enlightenment video of disaster and show it around Shimanto City with a lot of lovely corporations from the station to supermarkets.

And also we will use Twitter for that.

In the school

Main Action Plan: Give a lesson of disaster preparedness in the school.

→ We will give a lesson of disaster preparedness for students.

Members of Student Council and disaster preparedness group will be a teacher there.

We will share our knowledge and discuss about that.

Other Plan: Make the English Shelter Manual

→ We made English Shelter Manual not only for Japanese, also for foreigners who live in or visit Shimanto City.

We will ask for the station or schools around Hata area to adopt this manual.

Ehime Prefectural Saijo High School

About disaster preparedness and decrease in our Saijo city

Understanding more about “disaster preparedness man”, and learning deep into what we can do. Checking evacuation time and route in every situation based on Saijo hazard map. Using and PR disaster preparedness application managed by Saijo city. Simulation through playing a game of disasters such as DIG, HUG from which we can get a large stock of knowledge about disaster preparedness. Using SNS.

KEO POSH

Living in preparation for disaster day by day it is important for safe school and community.

After joint the World Tsunami Awareness Day the students will have the plans:

- Continue this experience to other students in KEO POSH High School and the people in this community.
- Continue to other students in other schools and other commune and districts.
- Continue to practice exercise of disaster management in our school and other school.

Escola Secundária Ferreira Dias Agulva-Sintra

Today's Behavior Is the Key To The Future

It's possible to simulate what would happen if a tsunami occurs. Alongside the municipal civil authorities, students disseminate knowledge and awareness on the topic and self-protection measures. Emergency Backpack is shown demonstrating how to create one at home.

Students took part in a fire/earthquake simulacrum to their younger peers, developing and sharing skills to minimize risks, panic and improve the social response to disasters.

A Seismic Platform was used to simulate an earthquake. People would climb on the platform and experience how to feel an earthquake. To better mimic what kind of risks are, there is a table and a Styrofoam structure.

The SismoBox simulate the action of seismic waves in buildings. During this presentation, there is a sense of interaction between the students and the audience. It is a creative way of keeping people interested in the seismology project.

Ferreira Dias School has one seismograph, which shares seismograms in real time. This is a great tool of scientific dissemination and to develop behavior to mitigate risk. Sharing seismograms in the school website and in the members' social media.

It is intended to keep the project going, attracting new students to fuel it and be the drivers of change.

Rahula College / Sujatha Vidyalaya / Richimond College, Galle

Awareness and preparedness through an emergency kit

Since this was a practical project many people contributed their help towards the project. We selected a random group of students from our school to conduct the project. We prepared a questionnaire to collect data about their knowledge on the emergency kit. According to the data, We prepared a leaflet to distribute among the people, including the importance of the emergency kit, its content, where it should be stored and a vivid picture of the kit.

After distributing the leaflet We asked them to make their own emergency kit including important documents, canned food, water bottles, a first aid kit, a radio, a blanket, a torch and few batteries in their household. And we told them to bring a solid photograph of the kit they made.

Even if we don't need an emergency kit in the near future, we can't predict our Mother Nature. It is a good thing to be prepared and the kit will at least last forever in its safety place until we need it.

Motufoua Secondary School

Motufoua Secondary School to be the centre for providing and promoting students' awareness and preparedness in regard to natural disaster risk reduction.

MSS WTAD team to learn about disaster preparedness and prevention from other participants to the summit. WTAD team to share with the whole school lessons learned from the summit. Share through radio awareness program to other children in the nation on what to do as a student before a disaster strikes. Some MSS students to be trained on how to use the chatty beetle in the years to come. MSS to start planning on a tsunami emergency evacuation plan in 2019. Identify and mark the best route and evacuation site for students of the school to follow during a tsunami/cyclone. Plan out and construct appropriate disaster signboards for the school in 2019. Initiate tsunami drills for students to be trained on in 2019. MSS to work cooperatively with the Tuvalu National Disaster Committee in providing appropriate activities suitable for students' learning on disaster.

12. Workshop Reports



	Region/Country	Name of School
Schools from Japan	Shizuoka, Japan	Shizuoka Prefectural Ikeshinden High School
	Osaka, Japan	Osaka Prefectural Nishinari High School
	Kochi, Japan	Tosajuku High School
	Oita, Japan	Oita Prefectural Saikikakujou High School
	Fukuoka, Japan	Meiji Gakuen Senior High School
Schools from Overseas	Micronesia	Outer Islands High School
	Palau	Palau Mission Academy
	Peru	Colegio Mixto Público Nacional Callao
	Thailand	Koh yao wittaya school

Summary of Group Discussion



1. The low level of awareness regarding disaster preparedness activities was found to be the biggest problem. This lack of awareness is believed to lead to the following:



- A lack of disaster preparedness measures
- Problems with the creation of evacuation plans
- An absence of awareness on how to deal with a nationwide emergency



2. People do not believe tsunamis are a main threat, and national governments are not always thinking about regions and what is best for them.



3. It is important to involve the entire community and increase their awareness of disaster preparedness. It is also necessary to acquire the necessary techniques to rescue those with special requirements, and communicate the importance of disaster preparedness to young children.

Shizuoka Prefectural Ikeshinden High School

Save Our City with the Original Hazard Map

We think that it is necessary to improve the **Hazard map** to a universal Hazard map for both foreigners and elderly people. We can make a new one since our high school has some students who can speak foreign language. Everyone can rush to evacuation places with it. Also, the contents of the **Hazard map** are too concrete to understand easily. Due to the secondary disaster, it is expected that some roads would become unusable. You need list the roads that are likely to be used, add them to the map, and inform the citizens during disaster prevention drills. Also, thinking that supplementary supplies could not arrive, we would advertise a nationally unpercedented nationwide "disaster prevention goods subsidy system", established by Omaezaki City and have disaster prevention supplies prepared. If thoroughly doing this, we think that evacuation lives could be achieved without relying on supporters. Omaezaki city is closely involved with schools, and it conducts a greeting movement called **Scrum Good Manner** at least once a month to encourage the revitalization of the area. We want to utilize the strong connection with Omaezaki city and inform the citizens of the contents we have surveyed.

Osaka Prefectural Nishinari High School

The New Evacuation Plan of Nankai Trough Megathrust Earthquake

We reconsidered the conventional evacuation plan and proposed a new plan to the school so that local people can also evacuate to Nishinari high school. September 5th is the day of the 8.8 million people evacuation drill in Osaka, so we did evacuation drills at school based on the new plan. On that day, we asked local people to participate in the drill in order to enhance connection with them.

Tosajuku High School

Raising awareness though encouraging students to make a "My Hazard Map"

Our hope is that everyone is able to evacuate wherever they are. We want our students to make a "My Hazard Map" using information from the Kochi Prefecture disaster map which is available online. The "My Hazard Map" will include information such as tsunami inundation zones, estimated time of when a tsunami will reach the location, and the route to the nearest shelter. As the information is easily accessible, we aim to encourage students to research not only their home, but also places where they spend a lot of time. We believe that students gain more from student centered education. We want to hold a class and share what we learned here when we go back to our school, so that students will be more active in gaining knowledge about disasters.

Oita Prefectural Saikikakujou High School

Spotlights to guide our safe evacuation at night

We suggest three different colored signs. in a universal design of evacuation instructions in the street, which can be easily understood by children, elderly people, foreigners of different cultures or handicapped people.

At night, those signs cannot be seen. So, we plan to set big spotlights on the top of buildings and project a light in order to show us the places where we can evacuate safely, according to the predicted height of the tsunami.

We include another plan to give off smoke together with the light. A great number of particles in the smoke will reflect light from the spotlight, and we can clearly tell in the distance where the spotlight is shining.

In addition, the directional speakers equipped with the spotlight will lead the blind people to the right direction to the places for evacuation and inform them of the current situation of the disaster.

Meiji Gakuen Senior High School

Inland earthquake threat and enlightenment activities to raise consciousness of disaster prevention/reduction

In order to spread disaster consciousness, more broadly we planned two events. First, we conducted enlightenment activities for primary school students. By conducting these activities, we think that disaster prevention consciousness will be shared among families, this will urge concrete actions, and the influence will spread.

Second, we held a disaster prevention symposium for high school students. At the symposium there were lectures and a panel discussion. Students learned about natural disasters and were urged to “self-help”. We also developed connections with high school students from other schools and had a chance to share our message with different people, we think this will help to spread the idea of “mutual-help”.

By doing these things, high school students can contribute to self-help and mutual-help. We have discussed the role of “public-help” with local government officials and we believe we can help to improve regional disaster prevention ability in Kitakyushu area.

The next stage will be to visit a disaster area. We are planning to visit temporary housing in Kumamoto with other high school students. We think this will further help our understanding of disaster prevention/reduction.

Outer Islands High School

Mitigating & identifying disaster risks and preventions which low-lying coral atolls are susceptible to during this era of historic weather unpredictably

Upon returning from WTAD 2018 workshops in Wakayama, Japan

• The WTAD participants will conduct 4 tsunami preparedness workshops at their own school:

1. Making pre-tsunami preparations
2. Following guidelines for protection during tsunami
3. Responding immediately after a tsunami
4. Conducting tsunami preparedness drills

The WTAD participants will also conduct the same tsunami preparedness workshops at local schools in Ulithi Atoll. They will closely work with the local emergency and disaster quick-response teams to form and train a tsunami preparedness units. They will also solicit for and secure funding from the state and national government to support and sustain the tsunami preparedness units annually.

Palau Mission Academy

Spreading Waves of Knowledge: Tsunami and Earthquake Safety Education in Palau

Our action plan consists of making the general public in Palau (in particular, students like ourselves) more aware of the contents of the National Tsunami Safety Plan. We plan on raising awareness and preparedness in the community by:

1. Training high school students to visit elementary schools and do presentations about tsunamis and earthquake awareness and preparedness.
2. Creating a Public Service Announcement (PSA) video that is 1-2 minutes long, explaining basic tsunami/earthquake awareness & safety that will be broadcasted on local television stations as well as on social media (YouTube, Facebook, Instagram).
3. Creating a school-wide poster-making contest on information on tsunamis and earthquakes. The posters may include:
 - Basic facts about tsunamis and earthquakes.
 - What to do in the event of these disasters.
 - Signs that may indicate an oncoming tsunami.
 - What tsunami safe zone signs look like.
 - Evacuation routes.

Colegio Mixto Público Nacional Callao

The Importance of the participation of high school students in the making of a contingency plan in case of an earthquake and tsunami

In order for people to take action on the subject risk prevention and planning. We have thought about carrying out campaigns, dynamic events focused specially on schools. So, that students can disseminate the knowledge to their relatives so that they can become aware of The Importance of the participation of high school students in the making of a contingency plan in case of an earthquake or tsunami.

Koh yao wittaya school

Disaster risk reduction measures at schools and houses

School

Teaching children about tsunami. Everyone knows what to do in a tsunami situation. It will reduce fear, especially for young children. Teaching students at school. Using appropriate media for teaching disaster. The students will tell their parents about this disaster after they learned in the class. Doing emergency plans and making the drill about tsunami preparedness activities. The school has to emphasize on young and disable students.

Local communities

Checking the location of your house whether it is in a tsunami hazard area or disaster zone. Learning about evacuation plans. Practicing with the evacuation routes and following your escape route. Preparing an urgent plan with the community and make understanding with the villagers. Making and showing maps for escaping tsunami. After Tsunami in 2004, Thailand has awareness and preparedness for disasters. People in 6 provinces: Satun, Trang, Krabi, Phang Nga, Phuket, Ranong and other people in the county learnt about tsunami. If tsunami happens again in the future, we will do the right ways to avoid the damage.

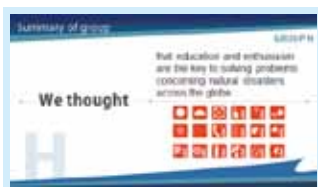
12. Workshop Reports

Group H



	Region/Country	Name of School
Schools from Japan	Tokyo, Japan	FUJIMIGAOKA HIGH SCHOOL for GIRLS
	Wakayama, Japan	Wakayama Prefectural Hidaka High School
	Okayama, Japan	Okayama Prefectural Ibara High School
	Hiroshima, Japan	Hiroshima Prefectural Hiroshima Senior High School
	Kochi, Japan	Meitoku Gijuku High School
Schools from Overseas	Chile	Colegio Arica College
	Denmark	Rysensteen Gymnasium
	Maldives	Ahmadhiyya International School / Center for Higher Secondary Education / Billabong High International School
	Viet Nam	Yen Hoa / Cau Giay

Summary of Group Discussion



1. The keys to solving natural disaster-related problems around the world are education and enthusiasm.



2. In order to make disaster drills and related education as effective as possible, mutual communication of knowledge among countries and the sharing of experiences and information among regions is paramount.



3. It is also important for national governments to build a network throughout which ideas, experiences, and technologies can be shared. Cooperation when expanding such efforts is also important.

FUJIMIGAOKA HIGH SCHOOL for GIRLS

Disaster prevention measures for the Tokyo Olympics without depending on a language

1. We're going to suggest pictograms and the Earthquake Early Warning which are easy for people all over the world to understand.
We're going to make new pictograms and ask foreigners the advantages and disadvantages of them.
2. We're going to make a video and a quiz so that the students can develop an understanding of pictograms.
3. We're going to make the above-mentioned video translated in some languages and spread them to the world by using YouTube so that many people can develop an understanding and interest in pictograms.

Wakayama Prefectural Hidaka High School

Let's make Tsunami and Disaster Prevention Networks all over the world under the leadership of high school students.

In order to solve these problems, we have made our action plan as follows.

Establishing "Tsunami and Disaster Prevention Network in Wakayama"

Members

- ① High school students much interested in Tsunami and Disaster Prevention in Wakayama.
- ② High school teachers much interested in Tsunami and Disaster Prevention in Wakayama.
- ③ Some representatives of local government
- ④ Some representatives of local people
- ⑤ Some advisers

Activities

- ① Sharing information and ideas about tsunami and natural disasters among high school students in Wakayama
- ② Deepening connections between high school students and local people, and governments
- ③ Studying tsunami and disaster prevention voluntarily with advice from researchers
- ④ Holding "Tsunami and Disaster Prevention Summit in Wakayama"
- ⑤ Spread our network in Japan and in the world

Okayama Prefectural Ibara High School

Not to repeat the tragedy of the West Japan flood disaster

～ Area Disaster Prevention as a high school student ～

What we can do as high school students in order not to repeat the tragedy:

(1) To acquire knowledge = Fear the disaster correctly

Investigate regional disaster prevention utilizing comprehensive learning time, etc.

(2) Convey knowledge = Increase crisis awareness and remove normality bias

①utilize comprehensive learning time, etc, to announce what we have studied about regional disaster prevention in classes and grade level.

②Disaster prevention weeks, etc, are set up, and information on disaster prevention, such as a hazard map, is posted in the school.

(3) Act for the area = Defend yourself and everyone's life.

①Activities in Normal Times:

1) Make a presentation on disaster prevention at nursing homes or kindergartens.

2) Go to nursing homes or kindergartens and check the route to the nearest evacuation center together.

3) Collaborate with neighborhood associations, etc, to identify the vulnerable people, such as the elderly and disabled, who live near their homes.

② Activities in Emergency:

1) Call the early evacuation for vulnerable people living near their homes:

2) If an evacuation recommendation is expected to occur, prioritize protecting yourself and strengthen calls for local people to evacuate together.

Hiroshima Prefectural Hiroshima Senior High School

Let's Make a Hazard Map Together !

To make a flood hazard map by themselves in their town.

- Previous example: "e-Bousai Map"
- Purpose: To make characteristic of community and disasters, resource for disaster preparedness and problem of disaster preparedness clear and think of them as things close to them.
- To make a bond when they make a flood hazard map with people in their town.
- To lead to improvement of disaster preparedness power.

Procedure: ①Collect the students who want to make a hazard map together.

②Discuss contents of hazard map about floods

③Walk the target area to check dangerous points and safe points.

④Write points on a blank map of the target area. When we do that, we have to focus how easy it is to see.

⑤Open a workshop with people who live in the area. Then, get feedback from them.

⑥Release the completed hazard map to the area.

⑦Do questionnaire

Outline of questionnaire

Object : people who participated in this project

Contents : 1. Can you feel the risk of floods close to you?

2. Is this project effective for reduction of flood damage?

⑧Carry out this project regularly based on the results of the questionnaire.

Meitoku Gijuku High School

Promote Disaster Preparedness Activity From Free of Language Barrier

1. Remake Disaster Prevention Card
 - Make cards easier to understand for overseas students than previous one. Insert Furigana. Shorthen the phrases. Some in English. Illustration improvement. Water-proof paper.
 - Chinese, Thai, Vietnamese, Korean and English version. Cooperating with the hotel nearby to arrange this Card for Japanese and foreigners.
2. Disaster Prevention BOOKLET design

Our BOOKLET for the Nankai earthquake. Give details based on our daily life. Make the BOOKLET more interesting , adding comics and pictures. Add Furigana to Kanjis and simpler Japanese for better understanding for overseas students.
3. Disaster prevention classes for junior high and 1st year overseas students course

Senior students with interpritations explain to other students for easier understanding. Survey degree of awareness of the overseas students before and after class. Explain and hand out the Disaster Prevention Card at school meeting.
4. Opportunity to discuss about the Osaka earthquake event

After the earthquake in Osaka on July, misinformation about the prediction of the earthquake leaked out , which made many overseas students return home. Concerning this, we , including some overseas students , had discussions and come up with the idea of telling them what is the appropriate way.

Colegio Arica College

Natural Disaster Prevention and Awereness through subjects

Natural disasters will be presented within subject units: Geography and History will cover our seismic past, Science will cover the technical aspect of natural disasters and how are they formed; Arts will present graphically everything they learn, such as, prevention and evacuation protocols. First aid techniques will be covered so students are prepared in order to help if possible whenever an event occur. This articulated unit should be included in the school curriculum so the importance of natural disaster prevention culture is assimilated by the school community in a more contextualized and meaningful form. School counseling classes sessions will be dedicated to first aid procedures. We believe these exercises should be constant and frequent throughout the year so we propose to teach them monthly so these technique are internalize by our classmates, so most of us are able to react correctly in emergencies. Emergency brigades will be formed by students from eighth to twelfth grade with a monthly alternation of its members.

Finally, we consider that evacuation signs should be modified into a new unique design that can become distinctive to signalize evacuation routes. These new signs should be presented and scattered along the entire country.

Rysensteen Gymnasium

Awareness and preparedness for a disasters

The survey and analysis will be completed ultimo August in cooperation with the students at Rysensteen Gymnasium in Copenhagen, Denmark. Our action plan involves making it easier for the public to access information which will prepare them for a fire.

Ahmadhiyya International School / Center for Higher Secondary Education / Billabong High International School

Awareness and preparedness for disasters

As High School students, we can contribute to awareness both directly and indirectly. We can find and share information about disaster management with fellow students. We can also recommend our family members to prepare for disasters, for instance keeping a first aid kit in every household.

We can contribute indirectly by requesting the management of schools or the government to incorporate disaster management in the educational curriculum and carry out Tsunami drills. In addition to this, we propose forming a nation-side student community that organises disaster awareness programmes through fund raising festivals, social audits school wise and island wise.

We can do this by collaborating partnership with educational organisations.

In the long run, the student committee can provide information sessions monthly and conduct activities to maintain the interest.

Yen Hoa / Cau Giay

Preparations for natural disasters- our own responsibility

Firstly, students need to understand thoroughly about natural disasters by looking for information on the Internet, taking part in programs held at schools to get demonstration on natural disasters. Secondly, they should be well-prepared for an emergency by making the right judgements and taking the correct evacuation drills. Thirdly, they should actively study and participate in school safety measures and join voluntary activities towards minimizing disaster risks.

Local communities should join hands and quickly disseminate, share necessary information through early warning. Next, organizing national workshop on how to cope with natural disasters, guidelines on the management of building safe schools, offices to deal with natural disasters is vital. Promoting the development of multimedia programs on disaster prediction, prevention, readiness and response to natural disasters also plays an important part in the preparation for disasters.

Finally, we should make full use of international summits like this one to share experience in making preparations and coping with natural disasters, training future leaders through executing comprehensive measures to minimize the impacts of natural disasters.

12. Workshop Reports

Group I



	Region/Country	Name of School
Schools from Japan	Iwate, Japan	Iwate Prefectural Kamaishi High School
	Tochigi, Japan	Tochigi Prefectural Sano High School
	Wakayama, Japan	Wakayama Prefectural Shingu High School
	Nara, Japan	Nara Prefectural Unebi High School
	Kumamoto, Japan	Kumamoto Prefectural Amakusa High School
Schools from Overseas	Comoros	Said Mohamed Cheik / Le Phare / Mougini Baraka
	Myanmar	No.2 Basic Education High School, Laputta
	New Zealand	Heretaunga College / Upper Hutt College
	Vanuatu	Central School

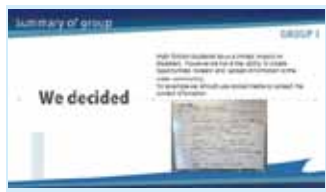
Summary of Group Discussion



1. We thought that the sharing of correct information and knowledge before, during, and after a natural disaster occurs is critical.



2. A lack of knowledge on how to effectively implement disaster drills is a problem, and there are insufficient opportunities for citizens to learn how to survive natural disasters.



3. Although high school students can only exert a limited influence on disaster preparedness activities, we can disseminate information throughout our regions and create opportunities for learning, and we also plan to utilize various media and other methods to spread correct information.

Iwate Prefectural Kamaishi High School

Light and Shadow of the Great East Japan Earthquake: Tsunami Preparedness and Education for Saving Lives

"Raising awareness of disaster prevention with students in Kamaishi High School and their parents"

We are going to try to make a "Disaster Prevention Map for students in Kamaishi High School" and give it to students and their parents.

In the Disaster Prevention Map, we would like to tell the students about dangerous places and evacuation shelters at the time of many kinds of disasters, such as earthquakes, tsunamis, typhoons and heavy rain.

We think that students in Kamaishi High School should know where to evacuate, depending on the different situations: in going and leaving to/from school and when going out.

Tochigi Prefectural Sano High School

Surviving disaster

- Active communication by high school students.

If you live alone, you could become depressed and pessimistic. High school students can help people by communicating with them. Concretely, we intend to make a group including high school students in evacuation centers. Then we will conduct recreation. We will try to make a communication in disaster areas.

Wakayama Prefectural Shingu High School

Measures against Tsunami in Shingu

1. Introducing how fast a tsunami will reach the area and how much of the area where they live will be affected by the tsunami.
2. Introducing what is absolutely necessary when evacuating and what is convenient.
3. Appealing the necessity of evacuation training at various opportunities.

Nara Prefectural Unebi High School

Our proposal for volunteer activities

1. In order to make it easier for everyone to join volunteer activities, we must cooperate with universities and NGOs.
2. High school students should be taught more about volunteer groups.
3. A new organization which heads the project of enlisting volunteers for disaster areas must be built. This organization would have the ability to send the volunteers to each disaster area efficiently and work as a bridge between volunteer groups and local governments in these disaster areas.

Kumamoto Prefectural Amakusa High School

Evacuation drills with VR cameras and the management training in evacuation centers.

[Evacuation of the elderly]

There are evacuation experiments using VR equipment as an action plan for the elderly. The data for the evacuation drills are shot and created with omnidirectional cameras. In the program, dangerous areas and contents with specific character information are displayed. The advantages of using VR are as follows:

Evacuation drills can be done at home, so it is easier to do. Most people with limited mobility feel uneasy about evacuation drills. This problem can be solved using VR equipment at home and doing evacuation drills virtual reality. Normally evacuation drills are done daytime, but with VR equipment people can experience evacuation at night.

[Youth support]

In order to have more opportunities for young people to meet elderly people, the management training uses closed - school buildings as an evacuation center can be efficient. The training could be carried out under the guidance of the disaster prevention experts. Through the training, young people know more about the elderly and can learn how to communicate well with them. Also, the training will help young gain more leadership.

Said Mohamed Cheik / Le Phare / Mougini Baraka

Evacuation, safety confirmation, information gathering, management of evacuation centers and shelters, recovery and reconstruction efforts etc.

- Increasing the skill of the member of intervention on disaster risk danger.
- Protect the Ovk materials of vandalism, the only agency of Observatory of the Karthala Volcano evolution.
- To strengthen the effort of Natural Disaster Management Education in primary school and middle school.
- The government should take in considering the importance of education on Disaster Reduction Risk DRR by putting in place a special programme in this matter.
- To sensitize people about the impact of disaster reduction risk after we come back from the Tsunami awareness Day in Wakayama 2018 in Japan.
- Finally, to make a good relationship with Japanese in term to help Comoros in this field, so as to avoid hazard in our future.

No.2 Basic Education High School, Laputta

Survival from Natural Disasters

- Knowing the place for evacuation (more higher, safe shelter)
- Checking for the evacuation routes and place
- Ready for evacuation vehicles, boat etc
- Gaining skill to survive
- Immediately emergency response (first aid, emergency bay)
- Medical treatment (search and rescue, carry the injure person)
- Provide the information (timely)
- Self-standing, reconstruction of safer housing
- Encouraging to each other (singing, story telling)
- Giving psycho-social care for rehabilitation process

Heretaunga College / Upper Hutt College

Taking Tsunami Seriously

- Liase with local schools to ensure they are all adequately prepared for a natural disaster.
- Use a mufti day donation to help restock our two schools emergency supplies.
- Sign our schools up for the annual Nationwide Shake Out 2018 - an earthquake drill and tsunami evacuation practice.
- Consult our local Civil Defence team on how best to evacuate in such a case as the 7 points of isolation are destroyed, and educate our schools about this.

Central School

Survival from Disasters

- Introduction for teachers and facilitators
- Awareness programs in schools through out Vanuatu
- Organised workshops/seminars for all
- Drills - safety skills and rules for students
- Risk reduction and resource mapping
- Incident command system, siren/alarm
- Monitor and reach out to communities
- Planning – evacuation routes

12. Workshop Reports

Group J



	Region/Country	Name of School
Schools from Japan	Hokkaido, Japan	SAPPORO NIHON UNIVERSITY Senior High School
	Wakayama, Japan	Wakayama Prefectural Kainan High School
	Tokushima, Japan	Tokushima Prefectural Jonan High school
	Kumamoto, Japan	Kumamoto Prefectural Seiseiko High School
Schools from Overseas	Philippines	Bienvenido Guillera Celebre National High School
	Samoa	St. Mary's College
	Singapore	Temasek Junior College
	United States of America	WAI'ANAE HIGH SCHOOL

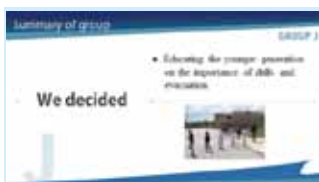
Summary of Group Discussion



1. A lack of serious thought of disaster preparedness activities and an absence of communication regarding the matter is a concern. It is especially a worry that young children show little interest in natural disasters and that they do not take part in disaster drills with the correct mindset.



2. We also found that people do not think about natural disasters seriously enough, and that there is insufficient education on emergency situations.



3. We aims to convey the importance of disaster drills and evacuation to young people, and pass down the lessons learned from the great achievements of Hamaguchi Goryo.

SAPPORO NIHON UNIVERSITY Senior High School

Living through disaster ~ Right information and action ~

Issue→solution

- Obtain safety confirmation→That`s why we should use SNS.

Depend heavily on evacuation orders→use regional hazard maps. (however we think the present hazard map needs improvement.)

- What to learn as a high school student

→In time of disasters how can we use SNS. To think about usage in emergencies. Also we will learn how was SNS used when a disaster actually happened.

→We will study and learn about disadvantages of the current hazard maps and how much local people know about the hazard maps.

- What can high school students do ?

→Make a self-governing body`s website that everybody can see it when a natural disasters occur.

→Make a hazard map that children, elderly people and everybody wants to see.

- How to transmit these things

→We join the opportunity to self-governing body activities to pass out the hazard maps for local residents.

These things allow self-help and community help.

Wakayama Prefectural Kainan High School

Does your “Disaster Prevention” plan work well ?

There are 3 points to make “disaster prevention” work well. These points are what each person should do, what local governments should do and what the Japanese government should do.

For each person, make a decision to evacuate by yourself. For local governments, need to do shelter management drills regularly. For Japanese government, make people realize reconstruction is completed.

In a shelter, there are a lot of problems, especially the language barrier for foreign victims living there. Some people have problems with the food in shelters for religious or allergic reasons. What should we do to live healthy and safe in a shelter? It is important to think about that.

Tokushima Prefectural Jonan High school

Detecting treasures

We introduce you the product that use IC and application. Each IC has each number. You put a sticker with IC on your important things. When you do so, you register the number on the application. As the technology has developed there is a machine which can read the IC which is 20 meter ahead. We use the technology and detect the important thing hidden under the rubble and so on. If people find the thing with IC sticker they put it in the nearest shelter. The people in the shelter send the information of the IC sticker to the application. Message of having found a treasure arrive at the owner. More over technology will develop more and we can make a sticker with a little GPS. We can get a detail information of the place. GPS has a function which restrict the information to be shared with others. When the owner use GPS, he or she can protect his or her privacy. We still many points to be improved. For us, high school students, the aspect of technology is too difficult. But if we see this issue from various perspectives we will be able to generate new idea.

Kumamoto Prefectural Seiseiko High School

A Secondly Disaster -How will we survive a disaster

- Apply what is called "Self introduction card" "resume" which is used to introduce people with the same hobbies to one another on Twitter and make a "Hope Information Card"
 - Spread with SNS (with Twitter etc.)
 - Hope Information Card is a sheet that can be submitted or obtained by finely categorizing information on disasters and filling in evacuation places, water, food, dangerous places, safety confirmation, etc.
 - It is formalized , so it is easy to see, and it is hard to make mistakes even in a panic. Because you know the time you the wrote the information, you know if it is recent or not.
- *It could be used even more efficiently if it could be made into a database (like anpi report).

Bienvenido Guillera Celebre National High School

Action Plan for Philippine

1. To conduct a school-family disaster preparedness meeting
2. To provide assistance to every household in identifying risks in their home and surroundings.
3. To identify the safest places in the house and in each room in case of earthquake.
4. To craft exit route to evacuation area
5. To craft reunification plan.
6. To encourage parents to participate in the emergency planning and other activities related to disaster risk reduction in the community and in the school.

St. Mary's College

Survival from disasters - Case Study of Samoa 2009 tsunami

It requires a reversal of the formula of **high vulnerability + low capacity = high risk to disaster** to **low vulnerability + high capacity = low risk to disaster**. The highly vulnerable are the women and children, the disabled people, the old and sick as well as the poor (cannot afford proper and safe housing).

The building of capacity includes learning and understanding the disasters common in our community. The three common disasters are tropical cyclones, earthquakes and river flooding. In surviving and learning from previous disasters, we as the youth have proposed the following actions.

Drawing of Hazard Maps (using crayons etc) Organizing exhibitions (posters, speech, poem)
Initiating Risk Reduction activities (garbage clean ups and tree planting)

Based on the following:

Disasters

Reasons

Solutions

Tsunami

Clearing of mangroves and coastal trees for development thus losing barriers

Coastal and sand mining

Rehabilitation of mangrove areas by replanting and clearing of garbage

River Flooding

Littering in water drainages clogging canals

Tree logging on upland areas

Garbage clean up of town areas

Tree planting

Tropical Cyclones

Unsafe houses

Mono-cropping

Community work

Mixed cropping or agro-forestry

Temasek Junior College

Flash Floods in Singapore

In order to be fully prepared for an emergency situation during evacuation, we as students, can:

Educate fellow Singaporeans on evacuation procedures.

- Inform the public on the necessary measures via social media, such as Facebook and Instagram, and devise a checklist for them on the locations of available evacuation shelters and centres near their homes. The latter can be done by recording down said shelters and centres near large housing districts.
- Promote vigilance by educating the public on the very real threat of flash floods, as some may take it too likely, via posters and advertisements and promote a wider usage of relevant apps, such as MyWaters.
- Encourage fellow Singaporeans to check out the PUB website by sending the website link through Whatsapp, allowing for quick dissemination of information.
- Foster a greater sense of care and compassion for others among Singaporeans, by first demonstrating such acts, so that citizens will be more inclined to help each other out, especially in times of crisis. This will result in neighbours, for example, helping out one another to evacuate to the nearby evacuation shelters and centres, which is crucial for a quick response and also extremely helpful to the disabled.

WAI'ANAE HIGH SCHOOL

Survival From Disasters in Hawaii

Our action plan is to find out what information for survival our community needs most, and maybe do a myth vs. reality to correct misconceptions in our community. We would present at community events such as farmer's markets and create brochures as well as online resources to spread awareness to community members to inform them of best survival practices.

12. Workshop Reports

Group K



	Region/Country	Name of School
Schools from Japan	Chiba, Japan	Chiba Municipal Inage High School
	Miyagi, Japan	Miyagi Prefectural Sendai First High School
	Wakayama, Japan	Wakayama Prefectural Seirin High School
	Hyogo, Japan	Hyogo Prefectural Maiko High School
Schools from Overseas	Canada	Alberni District Secondary School
	Fiji	Koro Island High School
	Mongolia	Mongolian-Russian Joint School / Primary, Middle and High School No.6 of skhubaatar district in Ulaanbaatar
	Niue	Niue High School

Summary of Group Discussion



1. We found that people are not well prepared enough for natural disasters, and that there is an overall lack of knowledge with regards to the matter. We plan to carry out educational activities to raise awareness of such disasters.



2. We shared the experiences and ideas of various countries in order to improve overall preparedness for natural disasters. We also learned the importance of initiatives for various countries, including creating better maps to survive such occurrences, and the need for more proactive learning.



3. We decided to do what we can as high school students to communicate how to survive and prepare for natural disasters.

Chiba Municipal Inage High School

Proposal of new hazard map

- Make new hazard map
- Consider the scale of the shelter
- Show an evacuation route
- Suggest to make guideline
- Show to call neighbor when you evacuate
- Show the way to shelter

Miyagi Prefectural Sendai First High School

Updating Us ~ Are you sure that you're safe? ~

Since they have had many tsunamis before, people in the ria coastal areas had been more prepared for the attack of the tsunami than those in the alluvial plain areas. People in the alluvial plain areas hadn't had enough experience, and normalcy bias made the situation even worse. We need to tell every children about this problem. Every children has to know the mechanism of tsunami and the psychological deficit human begins have. For example, we can design a disaster prevention class where students in elementary and junior high school can learn what the tsunami was actually like and what people actually did. High school students can make a movie or booklets that can be used in the class. The booklets can be distributed to adults. When we don't know the real risk, normalcy bias affects us. To know the risk correctly will enable us to save our lives.

Wakayama Prefectural Seirin High School

Leave it to us!

~ What senior high school students can do when a disaster occurs ~

Make a disaster prevention map for each region.

You can find how many food stockpiles or toilets for a disaster are at the facilities in your region from the map. You will also find the safest route to get to the shelter on the map.

Build an emergency evacuation plan for children and elderly people.

We need to make it with residents' association to support them.

Come to SEIRIN, when tsunami hits your town.

We'd like to make it known to the local residents that they can take shelter on the 3rd floor of our school building from tsunami by making posters and leaflets. In addition, we will invite the local people to our school festival and show them the 3rd floor.

A "joint" evacuation drill

We should carry out a joint evacuation drill with local kindergartens, elementary schools, junior high schools and senior high schools.

Hyogo Prefectural Maiko High School

To Construct and Manage People friendly Shelter ?

What We Should Do during Normal Time

Members of Class 2-7 (equivalent to 11th class) take the class named "ACTIVE BOSAI I." They learn about disasters overseas and basic PFA, Psychological First Aid for children.

Then, they learned the outline of Sphere Project and were divided in to 9 groups and discussed how to prepare for the people friendly shelter during peace time. Each groups had topics. Prevention of crime, evacuation of pets, toilet, water supply, the elderly, high school students, children, pregnant women and infants and their mothers. All groups discussed topics from both sides of survivors and supporters and made brief presentations. One of interesting ideas is below:

"Kodomo Card (Child Card)"

Kodomo Card is the ID. In case of disasters, children are easy to be lost and need some support of adults. However, the card is personal information itself. It must be a very serious risk when one lose it and cannot find it.

Alberni District Secondary School

"What is that Sound?" A Summary of the Perceptions of People's Response to the January 2018 Tsunami Warning and Evacuation in the Alberni Valley

- Review possible evacuation scenarios and make this available to all residents of Port Alberni.
- Recommend ways to improve evacuation notification methods to the city population.
- Develop protocol and recommendations to assist emergency and city planners.

Koro Island High School

Survival From Disasters

Proposed Action Plan

1. Working together as a village to recover
2. Adhere to disaster warnings and take precautions
3. Construction of seawalls to protect village premises
4. Construction of "Hurricane Proof" houses
5. Evacuation plans and conducting disaster drills
6. Disaster Awareness workshops
7. Relocation of village
8. Request relevant authorities to construct evacuation centers to cater for the large number of villagers
9. Active involvement of DISMAC committee during and after a natural disaster
10. NGO's involvement for the provision of aid

Mongolian-Russian Joint School /

Primary, Middle and High School No.6 of skhubaatar district in Ulaanbaatar

Teenager's level of understanding on disaster survival, Mongolia

It suggests that in the future it is required to strengthen the training program among high school children of Mongolia with given emphasis on the practical training. The latter is suggested to include on the ground practical exercises so that children will feel and understand disasters, and what actions they have been taking with the justifying reason. The plan is to organize trainings for primary, secondary and high school students every month to survive the catastrophe. For primary school students, an educational animation will be shown and their level of understanding about the disasters will be checked every month. Secondary school students will also be shown a documentary movie and first aid lessons will be taught. High school students will be taught lessons on the prevention and survival during the disasters.

More so, we believe that distributing life jackets and emergency whistles to people living around flood prone areas will be helpful. Our plan also includes encouraging citizens to prepare an emergency bag with important documents in case of a sudden disaster.

Niue High School

Keeping the vulnerable safe before, during and after a disaster

Preserving information – history lessons on past cyclones in Niue. Exchange in knowledge and information for younger generation to increase preparedness. By recording or interviewing older generation of their memories during disaster. Take advantage of past experiences.

Educational awareness programs – continue school programs on disaster so that children can share or teach their grandparents. Encourage High School students and youth to acknowledge, assist and support the National Disaster Management Office with disaster programs and activities in educating our peers and communities.

“Knowing is easy than Doing what we Know”.

12. Workshop Reports

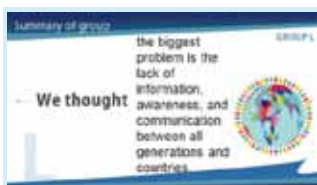
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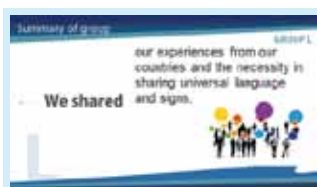


	Region/Country	Name of School
Schools from Japan	Osaka, Japan	Senri International School of Kwansei Gakuin
	Hyogo, Japan	Hyogo Prefectural Amagasaki Oda High School
	Wakayama, Japan	Wakayama Prefectural Tanabe High School
	Nara, Japan	Nishiyamatogakuen
Schools from Overseas	Australia	Broome Senior High School
	Brazil	School for Basic Education Professor João Widemann
	Nepal	Mahendrodaya Secondary School / Madi Secondary School / Sahid Smriti Awasiya Secondary School / Janata Secondary School / Laligurans Batika Secondary School / Motherland School
	Solomon Islands	White River Community High school

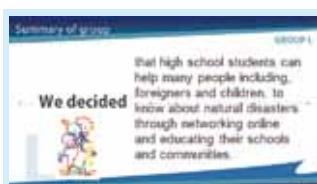
Summary of Group Discussion



1. The biggest problem lies in a lack of communication, awareness, and information regarding natural disasters among different age groups and countries.



2. We communicated the importance of sharing experiences among various countries and a universal language and signs to do so. For example, in Japan, there is an emergency earthquake warning issuance system that outlines how to protect oneself in a way that is understood by all.



3. We decided, using the internet and other tools, to help schools, communities, foreigners, and children learn about natural disasters.

Senri International School of Kwansei Gakuin

Let's Kizuna exercise!

Research Question

“Does Kizuna exercise effect positively to people who has an issue with their body and mental who are in evacuation center?”

What is Kizuna exercise?

You use all of your body to relax. You can team up with more than two people to do this exercise. You need to help each other. You can relax by this because it's with music. Everybody can this exercise including age of Kids, Adult and the Elderly.

The effect of Kizuna exercise

People in the emergency shelter can't move their body that much, so this exercise could help them. Helping each other will make communication, to be not alone. Moving with the music will relax your body. Separating the exercise with age would not to get too hard or easy.

Hyogo Prefectural Amagasaki Oda High School

Let's walk together!

1) Create a disaster prevention plan that meets individual needs

Participate in international exchange events, etc. and listen to the problems directly from foreign residents living in the area. Create an individual evacuation plan from the perspective of foreigners.

2) Revising the disaster prevention map for neighboring foreigners

We found from our questionnaires to foreigners that the map needs some improvement. For example, there are several marks foreigners can't understand on the map. We will improve the map based on the opinions foreigners expressed.

3) Hold an event about disaster prevention with the local residents (Japanese & foreigners)

We will hold an event at our high school. We will invite 40 local residents (20 Japanese & 20 foreigners). The purpose of this event is to improve people's knowledge and offer the opportunity for the local people to meet and exchange ideas about disaster prevention regardless of their nationality. Through this event, we will share the problems we might face when disaster happens. In this event, we are going to carry out the evacuation drill on the local hazard map. The attendees will then learn the route to the evacuation center, as well as notice the dangerous places through this game.

Wakayama Prefectural Tanabe High School

Help young people take the initiative and be proactive

The main aim of our action plan is to "Help young people take the initiative and be proactive". Our student Committee called "SEEKER" will hold an event called "T-café" in collaboration with Tanabe-city, about disaster prevention in next July aimed at both foreigners and local people.

We will submit the results of the questionnaire to Shirahama-town and Tanabe-city, and recommend the provision of multilingual signs.

The purpose of our activities is the same as DMAT's – to protect lives. It is important to protect your own life, but it is also important to help each other. I want young people to be able to take the initiative and be proactive.

Nishiyamatogakuen

How to avoid suffering from tsunami

Learn lesson of Tsunami which made before great east earth quake occurred.

By sharing stories about survival and imagining what we should do when a catastrophe strikes us, we would be able to decide which direction to evacuate or how to protect yourself from tsunami.

Broome Senior High School

Survival from Disasters

As Broome has recent experiences with cyclones and associated flooding, the Tsunami team believe the youth of Broome more education on the warning signs and the preparation for cyclones and flooding. They have suggested safety modules be imbedded into the Primary School Curriculum and into the Lower Secondary Curriculum. The group also feels the community as a whole need to be more aware of the dangers of natural disasters that affect Broome and to be better prepared.

In closing, the Tsunami Team will focus their major presentation on the natural disasters that potentially threaten the lives of the Broome community and how to survive them.

School for Basic Education Professor João Widemann

Survival From Floods In Blumenau City, Brazil

In order to protect and prevent against these climatic events, some important actions were created: flood facilities (dams) along the Itajaí river, a Contingency Plan of Blumenau, divided into three phases of actions: (Prevention and preparation, Response and Construction.) and "an application called AlertaBlu", through electronic notifications for all the users.

Besides that, others educational actions are organized in the community, at the schools for teach, prepare and alert the population about an upcoming flood.

Mahendrodya Secondary School / Madi Secondary School /

Sahid Smriti Awasiya Secondary School / Janata Secondary School /

Laligurans Batika Secondary School / Motherland School

Preparedness of Earthquake in Nepal

Objectives	Responsible organizations	Activities
To aware people for preparedness	Nepal government and concern agencies	Teach to people
To make policy and plan for land and structure building	Nepal government	Land selection and structure
To manage emergency goods	Nepal government, people and supporting agencies	Provide and collect emergency goods

White River Community High school

Awareness and Preparedness for disasters (disaster risk reduction measures at school) and houses, enhancement of awareness of disasters, disaster drills.

Firstly: Send request to the Ministry of Education to include disaster risk and management courses in Solomon Islands school curriculum, so that students at all levels will learn the risks of natural disasters and how to reduce them.

Secondly: Formulate a disaster management committee in our school and the surrounding schools to conduct disaster awareness exercises and drills regularly.

Thirdly: Work together with youth groups in White River area to create hazard maps, sign posts, postures and pictures to show safety evacuation and safe zones.

Finally: Assist the National Broadcasting Services in Solomon Islands in presenting programs relating to tsunami and other hazards awareness etc...

13. Participants Questionnaire

Results of Participant Questionnaire

This questionnaire was given to 293 overseas participants (244 students and 49 teachers) and 186 domestic participants (134 students and 52 teachers) following the Summit.

There were responses from 293 overseas participants (244 students and 49 teachers) and 160 domestic participants (119 students and 41 teachers). (Response rate of 95%)

1. Achievements

Asked about their disaster preparedness knowledge, specifically whether their understanding of the anecdote of Inamura-no-Hi and Hamaguchi Goryo had increased, when combining “Very much” and “Somewhat” responses, 99% of participants responded that their understanding had in fact increased. Furthermore, when asked whether they had learned more about estimating disasters in their home regions and disaster preparedness measures, “Very much” and “Somewhat” accounted for 96% of responses, showing that they had in fact learned more.

In response to a question asking about their understanding of natural disasters and disaster preparedness in other countries, 96% responded that their knowledge had increased “Very much” and “Somewhat.” When asked whether they had gained new insights or realizations through presentations and action plans from other schools, “Very much” and “Somewhat” accounted for 96% of responses. This shows that through the Summit, participants increased their knowledge of natural disasters and disaster preparedness, and that their understanding of the importance of preventing and reducing the effects of natural disasters increased greatly.

In addition, in questions asking about the development of global networks, responses showed that 99% of participants felt interactions with students from other countries and schools were worthwhile, while 89% of students thought the same about pre-summit interactions through videos and other means. Responses also showed that 86% of participants exchanged email addresses and/or contact information with more than three students.

“Taking part in the Summit made me realize how glad I am to have continued both my English studies and disaster preparedness activities. Exchanging opinions regarding disasters with people from my school, other parts of Japan, and throughout the world will no doubt have a huge influence on my activities going forward. With the foreign students at my school, I hope not only to teach them about natural disasters in Japan, but also to transform their mindsets so that we can think about them together.” Comments like these show the importance that students place on considering ways in which to prevent and reduce the effects of natural disasters from a global standpoint, using English as a tool in the process.

2. Post-summit activities

When asked specifically about their activities following the Summit, 99% of students responded that they intend to continue learning about disaster preparedness, 97% replied that they are reconsidering their own disaster preparations, 97% of students said they would attend disaster preparedness activities and call for their implementation, and 97% replied that they would participate in reconstruction efforts in disaster-affected areas. Overall, a proactive mindset can be seen.

13. Participants Questionnaire

Asked about plans to carry out their action plans, 84% responded that they would do so within the year. Specifically, 28% said within three months, 34% within six months, and 22% within the year.

In response to a question about future collaboration in disaster preparedness activities with other countries and schools, 97% of respondents said they would “Very much” or “Somewhat” like to. “Personally, I would now like to carry out an action plan to spread the knowledge and experiences I gained from the Summit to those around me.” As this comment shows, many students are proactive in their approach to future disaster preparedness activities, suggesting that the Summit indeed contributed to increasing awareness of such activity among high school students.

3. Summary

“Please feel the spirit of Hamaguchi Goryo, here in Wakayama, deepen the understanding of tsunami and study the world’s most advanced countermeasures against earthquakes and tsunami. Then, in the future, taking advantages of the knowledge and knowhow, please save the lives of people of your country. It is your responsibility as the elite.”—This is the message that the governor emphasized at the opening ceremony.

In response, the high school students’ chairpersons said the following: “At this summit, we have learned a lot of things which are valuable for all countries. The phrase “disaster prevention” means not only to protect our lives but also protect what is important for us. Please take back what you’ve learned at this summit to your local communities, and let’s prepare for future disasters. It is us, the Youth Ambassadors for World Tsunami Awareness Day, that take leadership in disaster prevention around the world. So, please don’t forget that we can change the world by taking action actively.”

The responses to this questionnaire show that the Summit successfully achieved the goal of fostering future leaders in the field of disaster risk reduction.

13. Participants Questionnaire

		Domestic Participants		Overseas Participants		Total			Ranking / %		
		Teachers	Students	Teachers	Students	Teachers	Students	Participants			
1 About Achievements	1-1	【Summit】 Which activities were most worthwhile? Please select three.									
		1. Pre-studies for Presentations	18	36	13	53	31	89	120	5	26%
		2. Presentation at workshops	17	56	18	70	35	126	161	4	35%
		3. Listening to presentations made by other schools at Workshops	12	36	28	127	40	163	203	3	44%
		4. Discussions at Workshops	18	70	21	158	39	228	267	2	58%
		5. Interaction with people from other countries	28	102	19	152	47	254	301	1	66%
		6. Listening to the lecture on Tsunami Disaster Risk Reduction	12	21	17	45	29	66	95	7	21%
		7. General meeting	4	19	8	42	12	61	73	8	16%
	8. Making a declaration from our high school summit to the world	1	19	17	60	18	79	97	6	21%	
	1-2	【Study Tour】 Which activities were most worthwhile? Please select three.									
		1. Inamura-no-hi festival	-	-	26	155	26	155	181	1	62%
		2. Evacuation drill	-	-	34	136	34	136	170	4	58%
		3. Visiting Inamura-no-Hi-no Yakata	-	-	19	130	19	130	149	5	51%
		4 Visiting historical buildings	-	-	26	146	26	146	172	2	59%
	5. Interaction with other high school students in Wakayama prefecture	-	-	18	153	18	153	171	3	58%	
	2	Did you (or the students) gain a better understanding about the story of "the fire of rice sheaves" and Hamaguchi Goryo?									
		Very much	19	76	45	230	64	306	370	81%	99%
		Somewhat	23	45	3	9	26	54	80	18%	
		Not much	0	1	1	4	1	5	6	1%	1%
Not at all	0	0	0	0	0	0	0	0%			
3	Did you (or students) learn more about estimating damage or Preventing disaster in the region where you live through the pre-studies.										
	Very much	17	75	36	179	53	254	307	67%	96%	
	Somewhat	22	40	10	59	32	99	131	29%		
	Not much	3	6	2	4	5	10	15	3%	4%	
Not at all	0	1	0	2	0	3	3	1%			
4	Did you (or students) learn more about natural disaster or disaster prevention in other countries.										
	Very much	18	77	39	187	57	264	321	70%	96%	
	Somewhat	19	39	9	53	28	92	120	26%		
	Not much	5	6	1	1	6	7	13	3%	4%	
Not at all	0	0	0	3	0	3	3	1%			
5	Did you (or the students) gain new insight or realizations from the presentations and action plan of other schools?										
	Very much	18	59	39	199	57	258	315	70%	96%	
	Somewhat	21	54	9	38	30	92	122	27%		
	Not much	3	9	0	7	3	16	19	4%	4%	
Not at all	0	0	0	0	0	0	0	0%			
6	Did you (or the students) get to feel stronger about importance of disaster prevention and disaster reduction?										
	Very much	29	103	41	218	70	321	391	86%	99%	
	Somewhat	15	19	2	24	17	43	60	13%		
	Not much	1	0	1	1	2	1	3	1%	1%	
Not at all	0	0	0	0	0	0	0	0%			
7	Do you (or the students) feel the interaction with students from other countries and schools was worthwhile?										
	Very much	37	115	42	221	79	336	415	92%	99%	
	Somewhat	4	7	1	18	5	25	30	7%		
	Not much	1	0	1	4	2	4	6	1%	1%	
Not at all	0	0	0	0	0	0	0	0%			
8	Do you (or the students) feel that Pre-exchange through videos, etc., was worthwhile?										
	Very much	9	39	28	153	37	192	229	51%	89%	
	Somewhat	24	63	11	73	35	136	171	38%		
	Not much	7	20	4	16	11	36	47	10%	11%	
Not at all	2	0	0	2	2	2	4	1%			
9	Did you exchange email addresses or contact information with students from other schools?										
	10 or more	4	53	16	154	20	207	227	50%	86%	
	7 or more	4	32	7	29	11	61	72	16%		
	3 or more	19	24	16	32	35	56	91	20%		
No	14	13	5	29	19	42	61	14%			

13. Participants Questionnaire

		Domestic Participants	Overseas Participants	Total of Students	%		
		Students	Students				
2 About post-summit activities	1	Do you want to learn more about disaster prevention?					99%
		Very much	96	200	296	82%	
		Somewhat	26	41	67	18%	
		Not much	1	2	3	1%	
		Not at all	0	0	0	0%	
	2	Do you want to reconsider the preparations and evacuation route of your own home?					97%
		Very much	82	195	277	76%	
		Somewhat	35	41	76	21%	
		Not much	3	6	9	2%	
		Not at all	1	1	2	1%	
	3	Do you intend to proactively attend evacuation drills performed in your region or at your school? Or, if they are not performed, do you intend to call for evacuation drills to be performed?					97%
		Very much	76	175	251	70%	
		Somewhat	42	56	98	27%	
		Not much	5	3	8	2%	
		Not at all	0	1	1	0%	
	4	Do you intend to promote collaborations with your community to improve disaster prevention in your region?					97%
		Very much	83	189	272	77%	
		Somewhat	35	39	74	21%	
		Not much	2	7	9	3%	
		Not at all	0	0	0	0%	
	5	Do you intend to participate in reconstruction effort in disaster-affected area.					97%
		Very much	73	177	250	70%	
		Somewhat	45	50	95	27%	
		Not much	5	6	11	3%	
		Not at all	0	0	0	0%	
	6	Do you think you can carry out your action plan?					84%
		Yes, within 3 months	25	75	100	28%	
		Yes, within 6 months	37	83	120	34%	
Yes, within 1 year		24	53	77	22%		
Yes, more than a year later		37	21	58	16%		
7	Would you like to collaborate with the countries or schools that attended the summit for disaster prevention activities.					97%	
	Very much	79	214	293	81%		
	Somewhat	38	20	58	16%		
	Not much	6	3	9	3%		
	Not at all	0	0	0	0%		
8	Will you make a report and/or presentation on the High School Student Summit on "World Tsunami Awareness Day" 2018 in Wakayama when you return to your school?					69%	
	I already have plans to	50	141	191	53%		
	I don't have plans, but definitely will	13	46	59	16%		
	I would like to	44	53	97	27%		
	Not	14	2	16	4%		
9	Do you intend to proactively attend other opportunities of international exchange in the future?					98%	
	Very much	110	221	331	91%		
	Somewhat	11	15	26	7%		
	Not much	2	5	7	2%		
	Not at all	0	1	1	0%		

13. Participants Questionnaire

Comments from Participants

Many participants kindly made their comments on the Summit. Below are some examples.



I am very honored and proud to be able to attend the summit because it is a once in a life time opportunity. Attending the summit has made me realize the problems the world is facing so creating a solution to overcome these problems is very crucial so the impacts of the natural disasters would not be little. The summit also shows how obtaining information and exchanging ideas from other countries is a good way to improve the conditions of our country.
(Brunei Darussalam)



This Summit was more than I could have ever dreamed of! Connecting with so many other countries and getting their input on disaster reduction was an irreplaceable experience. I genuinely hope I have an opportunity to connect with so many parts of the world all at once again at an event like this.
(Canada)



I'm so grateful I was given the opportunity to attend this summit as there was so much to learn and so many amazing people to meet. This summit gave me great insight in to Tsunami awareness and really made me think about how providing information awareness on natural disasters can save the lives of not only my family, but my whole country and others.
(Cook Islands)



Life leaving experience and gained more knowledge on disaster prevention. I'll do my best to pass on the information that I've learned to all students and teachers in my school, communities and make a report to the ministry of Education of Fiji.
(Fiji)



This Summit was once in a life time opportunity to not only gain more knowledge on disaster prevention, but also cultural exchange with students from all over the world.
(Greece)



A well-organized workshop, especially I envy the high school students being responsible in conducting such a smooth summit.
Well done!
Attending this summit has a great influence on the participants way of thinking, to anticipate the relevant and effective precaution, measures against natural disaster for instance, Kiribati may not have earthquake, tsunami... But it does have serve coastal erosion, this may cause the population to evacuate or find a refuge area. This summit has been a great help.
(Kiribati)

13. Participants Questionnaire



This is a great opportunity, where everything taught us was a new for us. It is also our first time participating in an evacuation drill. As we have no evacuation drill or anything as such back in Maldives. The discussions we had with other countries are just like seeds waiting to be planted.

These ideas will only be fruitful if we implement the knowledge we gained and make our people aware and prepared for natural disasters. By the motivation and moral we learned from Mr. Hamaguchi Goryo, we will try our best to make our nation prepared for natural disasters to come.

(Maldives)



It's been a spectacular experience. I've new things to implement in my school, I hope they work. Thank you so much.

(Mexico)



It was very enlightening to hear the opinion of students from other countries on disaster management and compare it to how NZ prepares for disaster.

I was able to gain a lot of new ideas on how we as high school students could help prepare our city for major disaster.

(New Zealand)



I only have admiration and gratitude for Japan and the organizers and implementors of the student Summit on Tsunami Awareness. Well organized and managed.

(Papua New Guinea)



I'm really glad, happy and grateful to have such an amazing opportunity to learn about disaster and get to understand other countries' issues or points of view while also get to know with incredible people of my age and coordinators and translators as well.

I learnt not only about "Inamura- no-Hi" or "Hamaguchi Goryo" but I learnt about measures we as students can take and there is no doubt that every and each of us will be back to our country with the spirit of the living God.

(Paraguay)



In this summit I could learn more about disaster prevention and exchange a lot of knowledge with countries around the world. I'm very grateful with the people who make this summit and try that the countries meet for a good purpose. I promise to transmit all my knowledge to my country.

(Peru)

13. Participants Questionnaire



The summit is very informative, we learnt a lot on environment and disaster prevention as well as the culture and tradition of Japanese people. We feel the warm welcome in all places in Japan. This is an amazing experience. We will take hold of our duties in responsibilities to continuously improve our prim implementation in our school. The summit is perfect in my own view in all aspect.
(Philippines)



I enjoyed everything about the summit, although the summit took place in a very short time, but I enjoyed collaborating with other countries, getting to know the similar or different situations, issue, impacts, or problems which contribute to the natural disaster occurred within a country. So that we will all have the knowledge and capacity in setting out such drill for the safety of the countries or communities.
(Samoa)



The students would have been able to learn better if Summit was extended to at least 2 weeks. Considering the following:
a. Summit Activities (Pre-activities) were intense. It was not expected by some
b. More time should be allotted to actual presentation & discussion.
(Samoa)



The summit is the best experience one can have in a lifetime. I made lots of new friends and experienced new things. "Inamura-No -Hi" is a beautiful concept. Let's work together to minimize disaster damages and to save lives!
(Sri Lanka)



A very Good program as we get to learn a lot about preparation for natural disaster and the importance of working together to evacuate in order to save everyone else's lives.
Not only learning about vital measures to save lives but we have learnt about other cultures from participants in the program. We get to learn a lot about Japanese culture and we are taking back the spirit of Goryo Hamaguchi and Inamura No Hi. Thank you Japan.
(Tonga)



This experience was a life changing opportunity for my students to learn from other students from different countries. We are so grateful for the opportunity! All of my students want to return to Japan someday to experience more of the people, culture + knowledge. The study tour were very valuable learning experiences, and discussion at the summit has inspired continued action. Mahalo nui to the organizers of this event, the participants + the people of Japan! Aloha no!
(United States of America)

13. Participants Questionnaire



This was the first time I took part in the Summit, and the experience helped me to realize the importance of communication regarding disaster preparedness, especially with high school students born and raised in different regions. It was also a great opportunity for me to brush up the English skills and communicational ability that I lacked. Moreover, by taking action myself, I was able to learn about the cultures and mindsets of different countries, which was really eye-opening. I hope to now pass on what I learned to others, and in some form contribute to international exchange.
(Hokkaido, Japan)



I think it would be great if there were measures in place for participation in a study tour involving both Japanese and foreign students. I also thought the torch ceremony at the end of the General Meeting was wonderful. The worksheets and other tools that were prepared to enable smooth communication among all the students demonstrated the careful consideration that had been put into steering the Summit.
(Hokkaido, Japan)



“You are the elite!”—these words from the governor of Wakayama really left an impression on me. I will take these words on board and do what I can to grow into a reliable presence, be it at the time of a disaster or when proposing countermeasures. I’ve no doubt that there will be countless times in the future when I’ll be involved in discussions in English with individuals from other countries, and I’m grateful that I was able to go through this experience as a high school student. Thank you for all the valuable insights.
(Hokkaido, Japan)



Perhaps whereas usually one’s thoughts and opinions would be kept in a closed circle, the Summit enabled us and others to present and discuss varying opinions, leading to both a broader overall perspective and increased knowledge about the thoughts of people from other countries and regions. Personally, I would now like to carry out an action plan to spread the knowledge and experiences I gained from the Summit to those around me. Moreover, as the event was held in English, I had to think of how best to convey my opinions in an easy-to-understand way, changing the way I think about things. It was a really great experience.
(Iwate, Japan)



It was the first time for me to take part in the Tsunami Summit, and it was fantastic to be able to interact with people from so many different countries. At the Commemorative Tree Planting Ceremony, I was paired with a student from Brunei, and we talked a lot about each other’s countries, which was a great encounter. During the Workshops, I learned a great deal from the presentations of those in my group. To be honest, when I heard that the Summit was to be held only in English, I was a bit worried about whether I would be able to keep up, but all the participants from other countries were kind enough to speak in a way that we could all understand. This led to good conversation, and we were able to talk about more than just tsunami, such as our respective countries, and overall it was a truly valuable experience.
(Miyagi, Japan)

13. Participants Questionnaire



The importance of disaster preparedness is being emphasized both in Japan and across the world, and the Summit provided me with an opportunity to learn more, enhance my understanding of the topic, and grow as a person.

Also, interacting with so many foreign students and cultures, and seeing the differences in culture even within varying regions in Japan, was a really worthwhile experience.

(Chiba, Japan)



On the fourth day, just as our activities were coming to a close and we were on our way home, an earthquake measuring 4 on the Japanese intensity scale hit the Wakayama region. Luckily there was no danger of a tsunami nor were there any after quakes, but it hit home just how unpredictable nature is. Although we had been learning about tsunami through both theoretical and practical study, we weren't able to act calmly when the earthquake actually occurred.

Increasing awareness of disasters is of course paramount, but I believe it is of even further importance that people of all ages undertake in detailed training and can act as required should a disaster occur. In order to be able to protect someone important to you from inevitable danger, I think it is essential to learn about disasters from a young age.

(Kyoto, Japan)



The Summit really helped me grow as a person. In preparation for the event at school, myself and the two others in my group ran into numerous problems. No matter how challenging they were, however, we were able to overcome them together. Our presentation was a great success, too. It was wonderful to make friends with students from many different countries, and I was able to learn a lot about where they came from.

I once again understood the importance of English, and I hope to use the experience of the Summit as a stepping stone to further involvement.

(Osaka, Japan)



It really was a fantastic occasion, and I'm truly grateful to the organizers for holding such an inspirational event for all of us students. I was quick to report the event at the SGH interim briefing session, and the activities of those from our school who participated in the Summit are being recognized throughout, which is helping to increase awareness among all. After my third year participating in the Summit, I wonder if it would be possible to initiate some sort of follow up event, perhaps something that can reignite our interest? At our school now, of their own accord, students are holding disaster preparedness educational events at school open days, creating media, merchandise, and educational videos, and even applying to a competition that recognizes students' efforts in disaster preparedness activities. If it was possible to see how the behavior of participants changes following the Summit (although it would be very difficult), I think it would be a good measure of how influential the event actually is.

Regardless, it was an excellent experience. Thank you.

(Osaka, Japan)

13. Participants Questionnaire



It was great to participate in an event with high school students from 48 different countries and learn about disaster preparedness.

Speaking in English was difficult, but the experience helped me to learn new methods of communication, such as by changing the words I use, and even drawing pictures. The talk from Mr. Katada about the miracle of Kamaishi left the greatest impression on me. It helped me realize more than ever before that tsunamis are indeed an issue close to home, and I'm now taking a greater interest in the topic. Moving forward, I hope to do what I can to contribute to disaster preparedness activities and the restoration of regions affected by the Great East Japan Earthquake.

(Nara, Japan)



It was a precious experience to be able to interact with individuals from around 47 different countries across two days. Tsunamis are disasters that can affect anyone, and exchanging opinions with those from different standpoints—that is, countries and cultures—enabled me to consider disaster preparedness from many different angles. I want to ensure that the ideas and proposals born out of discussions in the Summit are not left alone, and I will do what I can do to spread those insights to people around us.

(Wakayama, Japan)



Structures were in place so that we could further our discussions, and even talk more in depth about the declarative statements. As such, I think the participants played a huge part in the Summit. There was lots of time for us to stay together as a group, and because of the reception on the first day, the discussions on the second day went very smoothly. Overall, I think it was a very content-intensive event.

(Wakayama, Japan)



Fun, stressful, eye-opening, interesting. The experience cannot be summed up in one word. The fact that both all conversation and presentations were conducted in English was incredibly tough, but the reality is that the enjoyment of the Summit exceeded that negativity. Not only that, learning about disaster preparedness measures in other prefectures and countries was fascinating. Seeing the Summit broadcast on TV made me realize how lucky I was to be involved in such a valuable experience. It was truly amazing. Thank you.

(Wakayama, Japan)



It was a really valuable experience being able to talk with people from various countries about disaster preparedness. It goes without saying, but due to differences in the geographical and cultural characteristics of each country, the frequency and types of disasters varied. The countermeasures in place, therefore, were different too, and I'm glad I had the chance to learn about them. Moreover, as students who have first-hand experience of disasters, there were certain things we could talk about and communicate to those from less disaster-stricken nations.

(Hiroshima, Japan)

13. Participants Questionnaire



I feel really lucky to have had the chance to participate in the Tsunami Summit. I was able to talk and interact with high school students from various countries, and also learn about disaster preparedness measures worldwide. From the information I gleaned, it seemed to me as though Japan was the most proactive nation regarding disaster preparedness activities.

I think it was important, therefore, that we were able to describe success stories from Japan. Although our respective cultures were different, in our pursuit of happiness our conversation was very much on the same page.

I would love to join the Summit again should the opportunity arise.

(Kochi, Japan)



Taking part in the Summit made me realize how glad I am to have continued both my English studies and disaster preparedness activities. Exchanging opinions regarding disasters with people from my school, other parts of Japan, and throughout the world will no doubt have a huge influence on my activities going forward. With the foreign students at my school, I hope not only to teach them about natural disasters in Japan, but also to transform their mindsets so that we can think about them together.

Looking ahead, I think the issue is how best to communicate information about the earthquakes, tsunami, and other inevitable Japanese natural disasters to people of all generations.

I'll look for whatever I can do to help, and do my best to act.

(Kochi, Japan)



Of the various international exchange events I've been able to take part in, as well as my experiences abroad, the High School Students Summit on World Tsunami Awareness Day was by far the most valuable. Having the chance to communicate with students and teachers from within Kochi Prefecture, across Japan, and throughout the world for the first time enabled us all to improve our awareness of and enthusiasm for disaster preparedness and reduction. This enabled both the students and myself (an English teacher and disaster preparedness supervisor) to switch from a should to a must mindset regarding disaster preparedness activities. No matter how thorough we are with such activities, the problem lies in how to communicate these initiatives to others in Japan and abroad (in English). In order to do so, English ability alone will not be enough; we will need the understanding of others, and we must be persuasive enough to convince others. Hearing the presentations and discussions of students from abroad made me realize how important this really is.

(Kochi, Japan)



I think I learned a great deal from the Summit. Speaking only in English is not something I do every day, so it took some time for me to adapt; once I did, though, I was able to speak of my own accord, and even take notes during the briefings. Hearing presentations from the students outside of Japan made me realize how thorough we are as a country with our disaster countermeasures. We were able to learn about disaster countermeasures and think about what we can do individually—I hope we can make these thoughts into reality and implement them as and when necessary. I'm very happy I was able to take part.

(Kumamoto, Japan)

REPORT: High School Students Summit
on "World Tsunami Awareness Day" 2018 in Wakayama

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Wakayama
Prefecture



Hirogawa
Town