

COMPLETION REPORT

Disaster Education and Community Development: A case Study of Japan and Thailand

Waricha Wongphyat

Assistant Professor

Department of Architecture, Faculty of Architecture

Chulalongkorn University

The research, entitled “Disaster Education and Community Development: A Case Study of Japan and Thailand,” sought to examine the Japanese informal form of learning on the disaster preparedness and response together with the disaster experience and attitude towards disaster education of the Thai case study. It aimed to analyze the prospect of disaster education and community development at the Hua Takhe community, or the HTK community for short, situated in eastern Bangkok and to propose the program appropriate to the Thai context. To begin with, the research expounded on the program and participation as well as the meaning and implication of the Japanese disaster education activities, i.e. Water God festival and disaster prevention camp, in Gunma prefecture. There are two disaster education-related activities in the Water God festival at Goryo village. While the play session of storytelling and local card game, organized by Tanaka Laboratory in July 28th 2019, conveys the information of past flood disaster, local asset and wisdom, and the meaning of the festival, the production of these educational tools contribute to disaster education both as an end product and a learning process. Organized by Kanai Laboratory in July 27th-28th, 2019, the disaster prevention camp in Tamamura town consists of eight activities. Focusing on local school children, the program includes (1) learning the flood risk along with the evacuation sites and methods by the hazard maps; (2) understanding the condition of refugee’s life and the rules at evacuation shelters; (3) building the cardboard partitions for private sleeping units at the shelters; (4) experiencing the emergency food and learning the adaptive use of daily items for emergency situations; (5) speculating the possible troubles at the shelters; (6) considering the daily preparation and evacuation items; (7) summarizing the information and experience learnt at the camp; (8) and cleaning the camp venue. Through exchange of opinions and hands on experience, the participants gain not only the knowledge on disaster prevention, but also the wisdom that allows them to realize the importance of life, cooperation, and preparedness and response to the situations proactively. Next, the research discussed the result of the questionnaire survey on disaster experience and community development. Collected from 37 respondents at the HTK community during May-June 2019, the questionnaire comprises five main parts, i.e. the respondents’ information, past disaster experience, opinion towards future disasters, disaster preparedness, and attitude towards disaster education. Accordingly, the research analyzed the prospect of disaster education and community development at the HTK community. Based on the SWOT analysis, the solidarity, the human and cultural assets, and the prime setting constitute the strengths of this waterfront community. Although the limitation of disaster prevention resources is both the national and local problems, the gaps in interaction between the old and the young, the lack of systematic disaster management, and the low participation in disaster trainings are significant problems that can potentially weaken the community. While the collaboration with local schools, the inclusive and innovative learning, the enhanced quality of living environment and inhabitants’ life, together with being the example for other communities can be regarded 2/2 as its opportunities, the changing ownership and usage of dwellings and the unbalanced growth between commercial and communal purposes may put enormous challenges to the sustainable development of the community. Given the difference in the disaster preparedness between two countries vis-à-vis the shared essence of the disaster education, this study proposed the disaster education and community development program, which includes two phases; for the local students and for all the residents. In addition to sharing the result of questionnaire surveys, the introduction to disaster education workshop will focus on the surveying of living environment and the making of the local hazard map, which is a crucial tool for disaster prevention and management. The exchanging of ideas and sharing of experiences

among the adults, the youths, and the kids will bring about a deeper understanding of condition and consequence of disasters at the community. This motivates discussions on how each household and the entire community react to disasters proactively. Besides the end products, through discussion and hands on experience, these activities can be deemed as the learning processes that allow the participants to re-acknowledge and re-evaluate their physical and cultural environment that is key to disaster education. It is anticipated that the proposed program will contribute to the integration, the learning community, and the disaster resilience of the Thai communities, which help fulfill the country's challenges and limitation of disaster prevention education. The introduction to disaster education workshop was held at a local school in the HTK community in the beginning of February, 2020. Participants included a Thai instructor (the author), a Japanese professor, three workshop cooperators, a school director, a teacher, and 24 students

Publication of the Results of Research Project:

Verbal Presentation (Date, Venue, Name of Conference, Title of Presentation, Presenter, etc.)

Thesis (Name of Journal and its Date, Title and Author of Thesis, etc.)

Wonghyat,W. and Tanaka,M A Prospect of Disaster Education in Thailand: Learned from Japan.
Nakhara: Jornal of Environment Design and Planning (in reviewing process)

Book (Publisher and Date of the Book, Title and Author of the Book, etc.)