

TEEN25 JOINT PROJECT COMPARATIVE RESEARCH REPORT



Ministry of the Environment Government of Japan

Tripartite Environmental Education Network
(TEEN)

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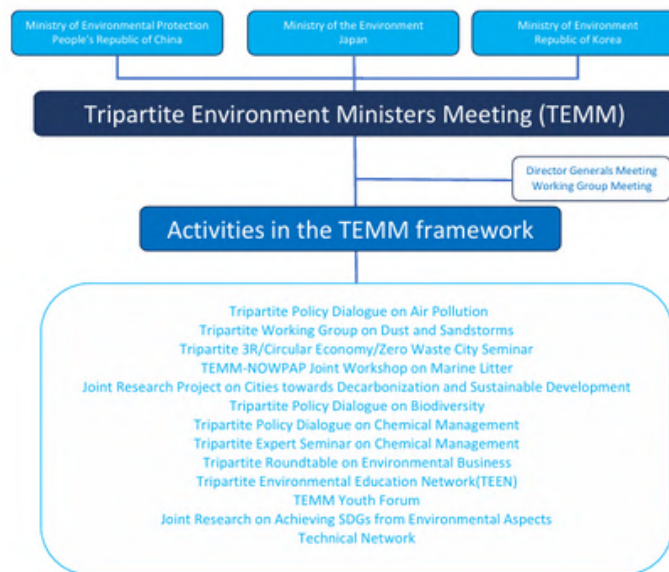
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1. What is TEEN?

(TEEN : Tripartite Environmental Education Network)

○Background & History

In February 2000, China, Japan, and Korea agreed to establish and promote a tripartite cooperation project to “raise the consciousness of the environmental community” at the Second Tripartite Environment Ministers Meeting held in Beijing. Following this agreement, at the Tripartite Director General’s Meeting in June 2000 (at Jeju Island, Korea) made a decision to establish the Tripartite Environmental Education Network (TEEN) among the three countries as a concrete project especially to raise the consciousness of the environmental community at the grass-roots level. Accordingly, the project started in November of the same year is the Tripartite Environmental Education Network (hereinafter, “TEEN”).



○Objectives of Activities

The main activity of TEEN is to promote the environmental education network among China, Japan, and Korea by gathering environmental education experts, etc. from the three countries and through the information exchange on environmental education, thereby, improving environmental recognitions of society in the three countries and contributing to building sustainable society. Every year, TEEN organizes workshops, symposia and focal-point meetings (more than once per year), for which the three countries take turns arranging these events annually. At these occasions, environmental education experts, teachers, NGO representatives, etc. gather from the three countries to discuss and exchange views on environmental education initiatives. Additionally, TEEN also decides on a theme for a Joint Project and conducting Comparative Research across the three countries.

This year (2024) marks the 25th time the event has been held.

2 . TEEN25 Joint Project Comparative Research

○Research objectives

This research is being carried out as a TEEN25 joint project by the ministries of the environment of Japan, China and Korea.

The objectives are to collect best practices from the three countries on a theme set each year, to learn from each other, and to clarify the strengths of each program through comparative surveys, which will be useful for future improvements.

○TEEN25 Research Theme

Environmental Education for disaster prevention

○Research Subjects

This research focuses on five case studies in three countries from various sectors where environmental education for disaster prevention is being implemented.

○Research Method

Filling out the questionnaire

3 . JAPAN

JAPAN 1	Arakawa River Basin Residents' Network for Disaster Prevention
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Leaving no one behind, residents' decisions first, government second, self-help/mutual assistance/public help, shared experience, and mutual understanding

Keywords Leaving no one behind, Residents' decisions first, Government second, Self-help/mutual assistance/public help, Shared experience, and Mutual understanding

Activity Goal(s) and Objective(s)

1. Residents of (people related to) the Arakawa River Basin, who are expected to be affected by disasters, connect with each other as concerned parties beyond the boundaries of local governments, establish a concrete vision of how cooperation based on self-help, mutual assistance, and public help should be, and aim to solve the problem.
2. From the perspective of "leaving no one behind = causing no casualties," we will improve the problems faced by those in need of support through our collective strength.
3. By working with precedents and existing disaster prevention networks (organizations) and local governments, we aim to create a synergistic effect, shape public opinion, and build a network for mutual cooperation and information exchange with people related to river basins throughout the country.

Targeted Participants Residents and people related to river basins

Activity Details

Launch Background and Overview of Activities

During Typhoon Hagibis, known in Japan as Typhoon No. 19, in October 2019, the Arakawa River reached the highest water level ever recorded, and the embankment in Itabashi City was on the verge of breaking. Taking this as an opportunity, we established this network to overcome the vertical divisions and policy boundaries of local governments that inhibit the sharing of problems even in the same environment along the same river basin, and to enable residents and related people to share and discuss problems and contribute their wisdom and capabilities to solve them.

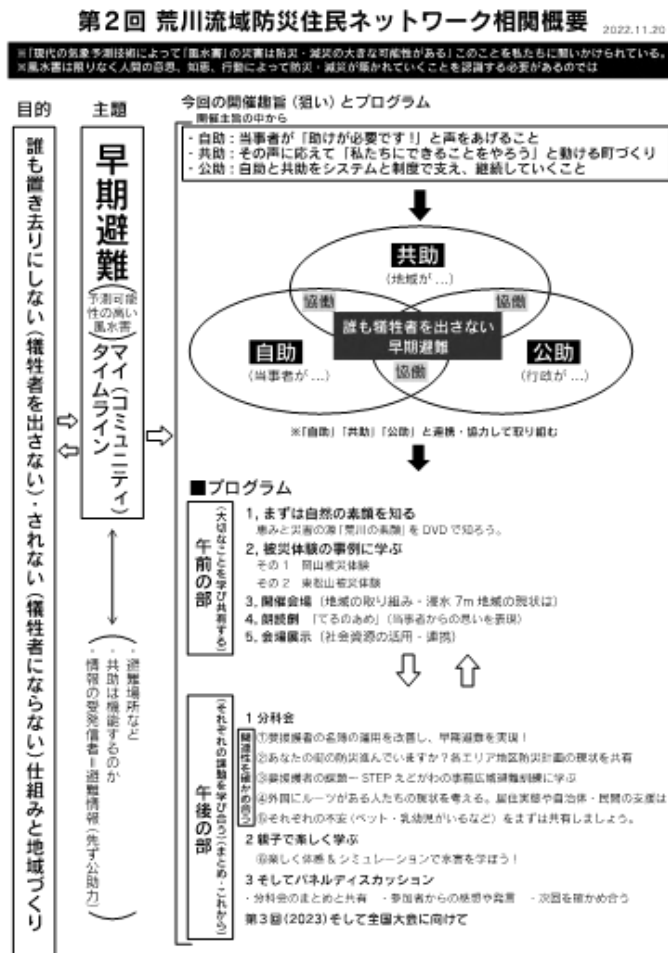
As shown below, under the leadership of Itabashi City, we continue to build networks in various areas, by planning and holding annual meetings in each local government along the river basin.

When working with local government officials outside of Itabashi City, the secretariat of Itabashi visits and meets with the potential key person of the host city during the previous fiscal year. An executive committee is then formed to develop the purpose and content of the event through a series of monthly meetings and secretariat meetings.

Activity Details

In addition to those involved in the host city, residents of Itabashi and the previous host city continue to be involved in the executive committee. Through the activities before and after the event, connections are made both inside and outside the local government. There are difficulties in making cooperation with the support of external parties. However, we emphasize the importance of moving the initiative forward with the exchange of opinions of all involved parties, rather than individual's responsibility or decisions, led by several voluntary co-representatives of the residents of the host city.

Based on the concept of residents' decisions first, government second, we aim to realize self-help, mutual assistance, and public help in which local issues and their solutions are presented through the links and initiatives among residents, and the local government supports and participates in these activities.



【Conceptual Diagram of the second meeting of the Arakawa River Basin Residents' Network for Disaster Prevention: How self-help, mutual assistance and public help should be is shown.】

Activity Details

荒川流域防災住民ネットワークとは

荒川流域防災住民ネットワーク 運営委員長
SDGs いたばしネットワーク 理事 加藤勉

1. 荒川流域防災住民ネットワーク発足の背景
地球温暖化に伴う気候変動の影響により、洪水や土砂災害は、毎年のように発生しています。2019年10月の台風19号では荒川において観測史上最も高い水位を観測し、板橋区の流域では堤防決壊寸前まで迫りました。板橋区には、荒川氾濫を想定した避難体制という地域課題あることに気が付き、区内で避難訓練や学習会を行いました。「これは板橋区だけでなく、荒川流域の住民共通の課題であり、流域住民が協力していく事が重要ではないか」という思いに至りました。2021年、荒川流域の住民や関係者が自治体の枠を超えて当事者の立場でつながり、知恵と力を出し合って、具体的に課題の解決を目指していく「荒川流域防災住民ネットワーク」を立ち上げました。

2. 荒川流域防災住民ネットワークのあゆみ

第1回 2021年11月21日
板橋区高島平区民館で開催
みんなで作戦、パナールにもあるか、みんなで作戦、防犯の取り組み事例、防犯アンケート、避難、自治体に対して要望によるネットワークづくり、みんなで作戦ワークショップ

第2回 2022年11月20日
板橋区立舟渡小学校で開催
地域で体験！「荒川流域でつなぐ命、避難、防災」トークセッション「防災体験を共有し、避難訓練の意義について学び」活動体験「防災避難訓練」や山のあめ、防災体験物、防災グッズ体験「避難訓練」

第3回 2023年11月19日
北区立浮間中学校で開催
講師 長江の強める前にみんなが助かるために必要なことは？、自力避難の重要性から避難経路、ワイルドカフェ、大規模災害がもたらす新たな課題、荒川流域防災のための住民ネットワークづくりに向けた取り組みが発表、親子体験コーナー、みんなで作戦のための方法を考えるワークショップ、から、避難日時から避難して声をかける、挨拶をする、防災委員会をしよう！、避難所でのイベント、お祭り、カラオケ大会、バーベキュー！、親子で防災シミュレーション、マンション3階以上を、実習開始！

第4回 2024年12月8日
東京都立大学で開催
一歩一歩の新しい一歩を、かきこめて、すこすこでも、できることをできるだけ、どんな気づきが生まれるでしょう！

3. 荒川流域防災住民ネットワークの目標

- 被害が想定される荒川流域住民及び関係者がつながり 課題解決を目指します
- ネットワークによる相互協力をつくります
- 発生・突如の地域づくりをすすめます
- 自衛・共助・公助の在り方を見直し、協働の在るべき具体像を構築します
- 「誰も置き去りにしない」という視点で受支援者の実態に対する課題を地域の協働力で改善します
- 先行・既存の防災ネットワーク（団体）や行政との連携により相互効果及び異論形成を図ります
- 災害発生時の不測事態に対応するためのネットワーク機能の定着化を目指します

【Summary of the progress up to the third network meeting: Distributed at the fourth meeting】

The First and Second Meetings in Itabashi City and Subsequent Activities

The first meeting was held on November 21, 2021, and the second on November 20, 2022, in Itabashi City. The program included lectures, sharing of initiative cases, and workshops. Later, a network was established in Itabashi City to connect involved people and discuss mutual assistance in the event of a disaster. While exchanging opinions at its regular meetings, the network is moving forward to determine how to reach out to the relevant authorities, promote the development of individual evacuation plans, and form support teams in each area.



【The first meeting】



【The second meeting】

**Activity
Details**The Third Meeting in Kita ward and Subsequent Activities

The meeting was held on November 19, 2023, where issues were raised by people who have difficulty evacuating on their own, and a world café was held to discuss ways to help everyone. Diverse opinions were expressed. Following the meeting, information was exchanged through the LINE group and monthly meetings were repeated. The expected risks in the event of flooding of the Arakawa River were collected, a questionnaire on the residents' awareness of evacuation and other issues was conducted, and the results of the network's discussions and activities were submitted to the city council members. In this way, steps are being taken to link the results of the activities to the next stage.



【The third meeting: Prof. Kato and Prof. Yamamoto have been continuously involved since the first meeting.

We have asked Prof. Kato to give keynote lectures until the fourth meeting.】

The Fourth Meeting in Arakawa City

The meeting was held on December 8, 2024. The program included a report on the activities of a junior high school disaster prevention club, an exhibition and experience booth provided by various organizations and group work to work together to consider the solutions to the problems recognized by the participants. The co-representatives and secretariat received various cooperation from city council members, social welfare council staff and Tokyo Metropolitan University faculty members, who also provided the venue for the meeting. Following this meeting, we are planning to discuss specific initiatives to complete the community timeline.

Preparations are now underway for the fifth meeting, which will be held in Adachi Ward in the next fiscal year.

**Activity
Details**

【The fourth meeting: Group work】



【The fourth meeting: Overall view】

**Main
Feature**

1. While the secretariat of the entire network provides support, the residents of the host city play a central role, and the focus is on the local situation.
2. The theme of “leaving no one behind” is consistently maintained and those who have problems participate in the discussions. We place importance on thinking together about the current situation and evacuation of those in need of support.
3. Each host city uses the event as a catalyst to build relationships, develop future activities and work with the local government.

**Participants'
Impressions**

Self-help is the most important thing. It is also important to pay attention to the people around me and to be aware that I owe my safety to the people around me. It was very good to be able to talk with people involved in welfare, city council members, and local residents and to share what each of us feels. I felt that we could look at the issue from different perspectives of people in different positions and bring together a lot of power from people throughout the river basin.

**Organization
Introduction**

【Name of organization】 Arakawa River Basin Residents' Network for Disaster Prevention

【Establishing year】 2021

【Location】 3-63-5, Itabashi, Itabashi-ku, Tokyo, Japan

【Organization Overview】

An organization that works to consider disaster prevention measures that leave no one behind through a network of residents and stakeholders across municipalities in the Arakawa River basin.

【URL】 <https://www.facebook.com/share/5r436RMQw3gJVEJV/?mibextid=wwXlf>

**Contact
Information**

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**Mutual Learning Project on ESD for 2030
Project to Make Climate Change Our Own Issue**

Keywords ESD, Climate change education, Geography education, Human rights and Gender education, Evacuation shelter opening drills

- Activity Goal(s) and Objective(s)**
1. Fostering human resources who can act autonomously against climate change and disasters
 2. Improving the activities of each organization/person through mutual learning and practices
 3. Participation of diverse organizations/persons and cooperation with different sectors

Targeted Participants

Direct: Educators who can provide climate change education, such as NPOs, schools, public organizations, and others

Indirect: Students (higher grades at elementary school to senior high school), citizens, businesses, and others who participate in the events organized by NPOs, schools, public organizations, and others

Activity Details

「Learning and practicing about the impacts and countermeasures of climate change」

Issues	<p>"Climate change education" is a global issue, and participants find it difficult to perceive it as something that concerns them personally.</p>
What we want participants to learn	<p style="text-align: right;">In order to get junior high school students interested, isn't it important to link it to a "familiar theme"?</p> <p style="text-align: center;">Adaptation to global warming and flood prevention measures</p>
Skills we want participants to acquire	<p>"Understanding the geographical characteristics" of the area where participants actually live and "Establishing evacuation shelters" in the event of a disaster</p>
Overall goal	<p>Developing human resources who can act autonomously against climate change and disasters</p>

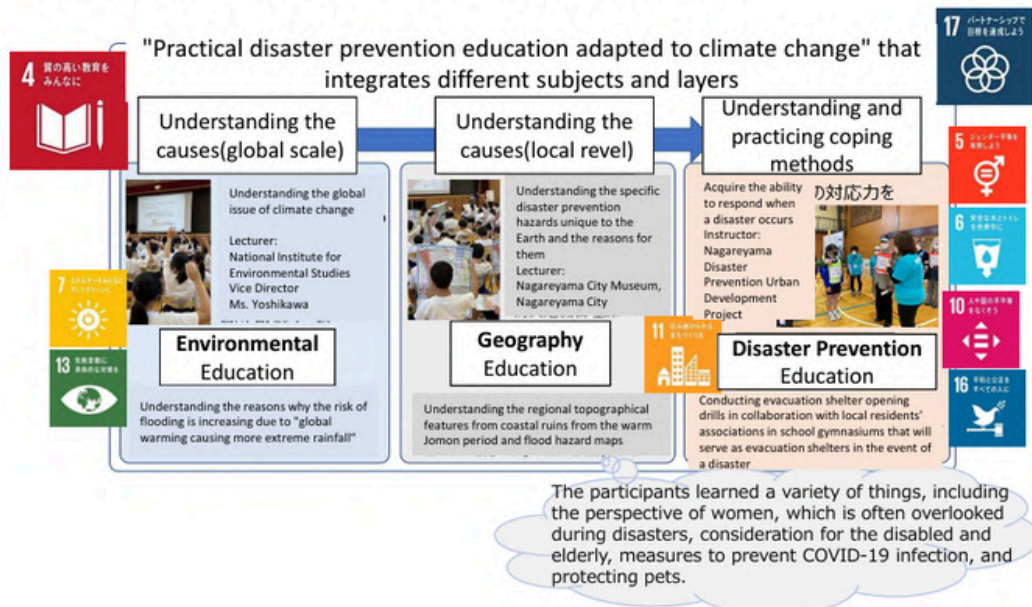
Purposes of the Activity

"Climate change" is a global issue that is far removed from the scale of our daily lives, and carbon dioxide is invisible. For these reasons, it is difficult for us to see it as an issue that affects us personally. We decided to encourage students to make it their own issue by relating it to disaster prevention in the area where they live, which is easier for elementary and junior high school students to understand.

Activity Details

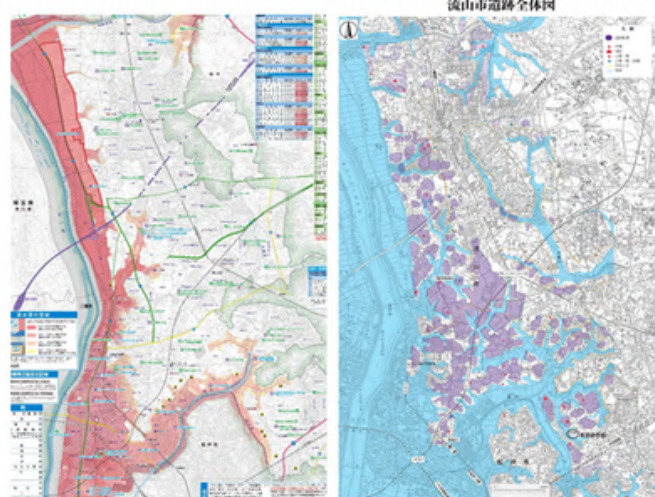
Program Details

Target: Nagareyama City Tobu Junior High School, 1st grade



As climate change progresses, extreme rainfall events are becoming more common, and increasing the risk of flooding in many regions. In order to take measures against flooding, it is necessary to understand the local topography as well as the weather conditions. Therefore, geography education is becoming increasingly important. However, this is not just about understanding a map. The Jomon Era (the earliest period in Japanese history, lasting from roughly 14,000 to 300 BCE) was a warm period when the temperature was 1 to 2 degrees Celsius higher, and the sea level was 2 to 4 meters higher than today. We explain the distribution of the coastline (Jomon transgression), which is a trace of the warm climate, and the shell mounds and Jomon ruins, which are the traces of the people's lives. Places that were once the sea are now naturally low-lying and prone to flooding. Many of them are used as rice or lotus fields. There is also a clear connection to the warned areas on modern hazard maps. The fact that there was such a historical background in the area where they live is a fresh surprise for the learners and can make a strong impression.

Correlation between hazard map and Jomon Period coastlines



Hazard map

Distribution of Jomon Period ruins and coastlines

Activity Details

We invite experts in each field as lecturers.
 (Example of a class held in Nagareyama City, Chiba Prefecture)

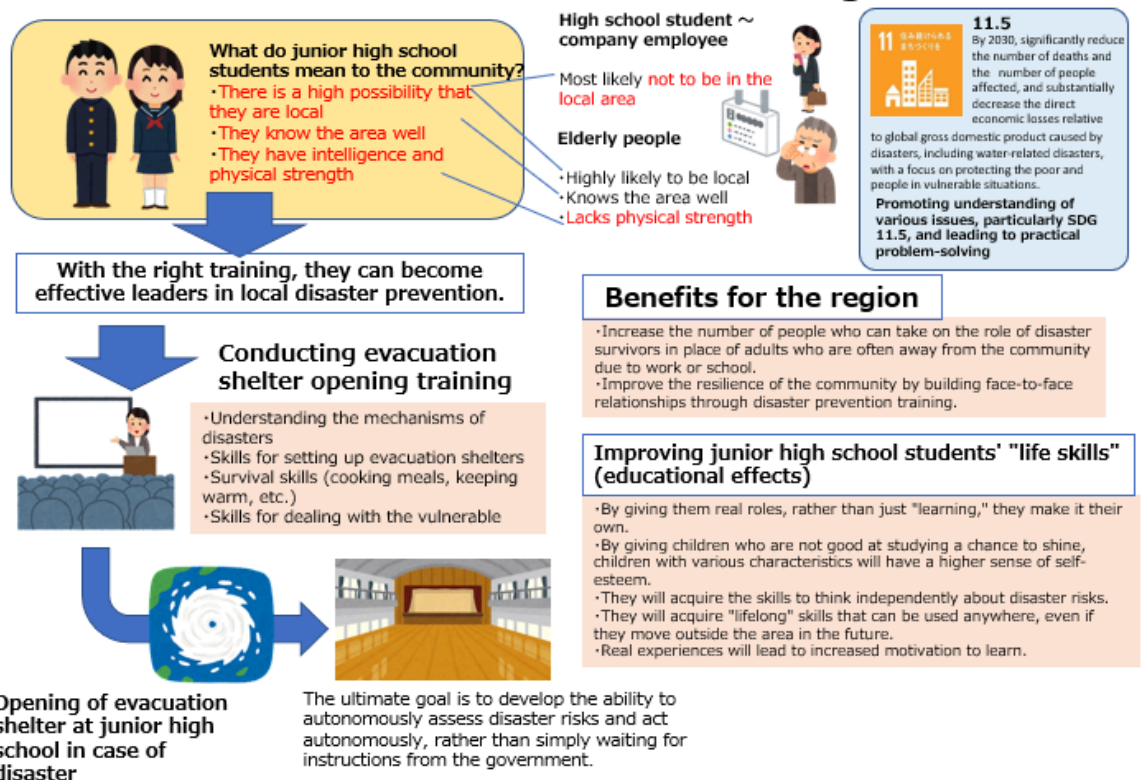
- Climate change: Deputy Director, Center for Climate Change Adaptation, National Institute for Environmental Studies
- Geography: Curator, Nagareyama City Museum
- Disaster prevention (hazard map): Subsection Chief, Disaster Prevention and Crisis Management Section, Citizens' Life Department, Nagareyama City Office

We have requested lecturers from organizations that are always present in each region. If you would like to have a similar program in a different region, you can do so by asking similar departments to send lecturers.

The above program is designed to provide participants with the knowledge necessary for disaster prevention and mitigation. By adding an evacuation shelter opening drill to it, they can more realistically experience the effects of a disaster. By experiencing tents as partitions, cardboard beds, and other facilities, participants can more personally understand the issues faced by evacuation shelters in affected areas, such as the need for the consideration of the diversity of evacuees, including different genders, the elderly, people with disabilities, foreigners, and people with pets. In particular, the gymnasiums of public elementary and junior high schools are often used as evacuation shelters in the event of a disaster. In such a case, junior high school students can become active players in the shelter.

<Reference> An initiative consulted by an organization promoting disaster prevention urban development in Nagareyama City

The significance of junior high school students being involved in evacuation shelter management



**Activity
Details**

The evacuation shelter opening drill was conducted in cooperation with a private organization, Community Engagement - Nagareyama Disaster Prevention Development Initiative. This organization is active in the field of gender equality, focusing on gender issues in evacuation shelters. It also conducts evacuation shelter opening drills in schools. The program, which was held at Nagareyama City Tobu Junior High School, was organized jointly with the nearby neighborhood community association. By inviting elderly people from the neighboring community, where the school is designated as an evacuation shelter, to come to the school and participate in the program together, we were able to create an environment close to the foreseeable reality. This made it possible to provide a realistic experience for the members of the association, and the students, teachers, and staff of the school.



【Members of the nearby neighborhood community association, who could be evacuated to the school, also participated.】

In this way, we implemented an initiative that presented several topics—the environment, geography, and disaster prevention—as a single package and facilitated understanding of the relationship between them. The aim is to have a strong impact on the learners and create an awareness that will motivate them to take action on climate change and disaster prevention themselves.

Educational Significance of this Program

It is generally considered difficult to develop educational materials and programs with content specific to the school or area, because schoolteachers are very busy, and it is difficult for them to understand the characteristics of the area due to personnel changes every few years. This time, the Center acted as a coordinator, arranging lecturers in specialized fields and facilitating the workshop, which reduced the workload on the school. It also established a system for running the program in cooperation with local citizens' groups.

Education for Sustainable Development (ESD), promoted by the Center, emphasizes experience, dialogue with others, and cooperation with schools. This program incorporates these as its components and aims to achieve high learning effects.

**Activity
Details****Summary.**

We believe that understanding climate change, geography, and disaster prevention together at one time has led to cross-curricular learning that shows the relationship between the three. This is also in line with systems thinking, which helps to essentially understand complex systems by looking at the whole picture, including the relationships, and looking at the fundamentals. In addition, what the students have learned in this program will also help them when they move to a different place in the future and choose a safe place to live in terms of disaster prevention. Therefore, we believe that this is education that provides useful knowledge in the long run.

**Main
Features**

1. An impactful educational program that covers a variety of educational themes, such as the environment, geography, and disaster prevention, as well as a wide range of topics from local to global issues.
2. The program was developed to allow students to learn about the geographic characteristics of the area and other issues that are difficult to cover in regular classes but are extremely important to understand how local disaster prevention should be done.
3. Emphasis is placed on experience and dialogue, and consideration is given to the realization of proactive, interactive, and authentic learning, which is a characteristic of ESD.

**Participants'
Impressions**

○ In this class, I learned about what is happening in S City in Japan, and on the earth where we live now. By learning and thinking about the problem of climate change on earth, its countermeasures and what we can do, I was able to consider how we should live in the future. By learning from the past and knowing what is happening now, I can live safely and feel that my life has been enriched a little. I will always be prepared in my life. Thank you for today's program.

— 6th grader at S City N Elementary School

○ By expanding the topics beyond the main themes of sustainable development and climate change to include the historical background and disaster records of the area, the children were able to see the issue as familiar to them.

— Concerned party from the city/prefecture

○ I am a city official, and I was surprised to find that junior high school students have a more accurate understanding of disasters and their prevention than I imagined. If we provide learning opportunities, I am sure they can investigate and think for themselves, which impressed me a lot.

— Male official, Disaster Prevention and Crisis Management Section, N City

○ As the students' comments show, they realized that junior high school students are the ones who help, not the ones who are helped. I expect them to think and do what they can when they have to go to the evacuation shelter.

— Female official, Disaster Prevention and Crisis Management Section, N City

JAPAN 2	ESD Resource Center of Kanto, Japan
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Reference

○FY2024 ESD for 2030 Learning Project

https://kanto.esdcenter.jp/esd2030_kanto-r6/

○ <Event Report>ESD for 2030 Learning Project "Practical Disaster Prevention Education Adapted to Climate Change" ESD Outreach Class on Climate Change at Sakura City Nego Elementary School

https://kanto.esdcenter.jp/esd2030_kanto-r5_240201_rep/

○ ESD for 2030 Learning Project (Kanto) - "Learning and practicing about the impacts and countermeasures of climate change"

https://kanto.esdcenter.jp/manabiai_project_2022/

Organization Introduction

【Name of organization】 ESD Resource Center of Kanto, Japan

【Establishing year】 2017

【Location】 Cosmos Aoyama B1F, 5-53-67, Jingumae, Shibuya-ku, Tokyo, Japan

【Organization Overview】

The Ministry of Education, Culture, Sports, Science and Technology and the Ministry of the Environment have opened a national center and eight regional centers to support ESD activities, and are promoting ESD with everyone working on ESD activities in each region, with the aim of achieving the SDGs. Our center supports ESD activities in the Kanto region (Ibaraki, Tochigi, Gunma, Saitama, Chiba, Tokyo, Kanagawa, Niigata, Yamanashi, Shizuoka), and works in collaboration with regional ESD hubs, as well as with the national center to support collaboration and cooperation between the region, the nation, and overseas.

【URL】 <https://kanto.esdcenter.jp/>

Contact Information

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Become a Disaster Prevention Champion

Keywords

1. Awareness of disaster prevention
2. Preparing for natural disasters (mental preparedness, information gathering, and skill acquisition)
3. Protecting yourself
4. Be Prepared
5. Promoting disaster management and prevention education

Activity Goal(s) and Objective(s)

1. Local community members will be able to protect themselves by being aware of disaster prevention and preparing for natural disasters through mental preparedness, information gathering, and skill acquisition.
2. By improving the disaster prevention skills of each individual through the use of the book *Become a Disaster Prevention Champion: Activity Pack* published by Girl Scouts of Japan, increase the number of people who promote disaster management and prevention education in local communities.

Targeted Participants

Twenty-six people from Hyogo Prefecture Board of Education, the Hyogo Youth Services Administration and the “Hyogo Prefecture Council of Youth Organization”

Activity Details

Date of the program: Monday, October 28, 2024
 Organized by: Hyogo Prefecture Council of Youth Organization
 Number of participants: 26

Background of the Program

The Hyogo Youth Services Administration asked us to introduce the Girl Scout’s disaster prevention program. The Leaders of the Hyogo Council of Girl Scouts of Japan facilitated a disaster management and prevention education program based on the book of *Become a Disaster Prevention Champion: Activity Pack*.

● Girl Scout Disaster Management and Prevention Project

<https://www.girlscout.or.jp/activities/badges/disaster-prevention-education/>

Program Details

① Introducing the Activity Pack

- Why was the Activity Pack developed?

It was developed it after the Great East Japan Earthquake as we realized that preparedness and development skills are the best way to prepare for unpredictable disasters in the future.

- In this book, overall objectives and age-appropriate goals are set. Readers can work on activities appropriate to their age.
- Contents of this book

Activity Details

This Activity Pack consists of three main pillars, each of them has its own purposes:

I. Learn about Your Community

- Your town: Get to know your community and prepare for potential disasters.
- Evacuation: Be prepared to quickly secure your own safety and evacuate in the event of a disaster.
- Communication: Be able to gather and share information appropriately.

II. Be Prepared

- Inspection: Inspect inside and outside of rooms and take action to ensure safety.
- Emergency kit: Prepare a bag packed with items that will be useful in an emergency.
- Stockpile: Identify and prepare stockpile that would be needed at the time of a disaster.

III. Update Your Skills

- Realise that Girl Scout skills such as first aid, knotting, identifying directions, measurement, songs, and recreation can be useful at the time of disaster and keep updating.

② Learning about Natural Disasters

Learn about various types of disasters and the levels of natural disasters using the resource in the Activity Pack.



【“Before You Start the Activities: Learn about Natural Disasters” on pages 8–9 of the book of the Activity Pack

③ Practicing the “Get to know your Evacuation Sites” activity

- Find out and understand the difference between “evacuation sites” and “evacuation shelters”.
- Find your evacuation site and which areas’s residents can use it.
- Find out that, in some areas, you might need to go to different evacuation sites change depending on the type of disaster. It will be helpful to move quickly to the appropriate site when the disaster actually occurs.
- Fill in an activity sheet with your expected action from the time of a disaster to one week later.
- Share the completed activity sheet in a small group and gain new insights.

Activity Details



【“Learn about Evacuation Sites” on pages 16–17 of the Activity Pack】



【“Imagine the Situation in a Disaster” activity sheet on page 71 of the Activity Pack】

④ Evaluation

Although Japan has a high disaster risk, the richness of nature also brings us many blessings. Nature is not something to be simply feared. We reaffirmed that we should not forget to be grateful for nature and would also develop the skills to manage natural disasters. By conducting this program, we were able to increase our understanding of disaster management and prevention. We encouraged all participants to wear the Disaster Prevention Champion badge and become a driving force in promoting disaster prevention in their communities.



【Left】 To Become a Disaster Prevention Champion: Activity Pack
 【Right】 Disaster Prevention Champion badge

Activity Details



【Reference: “Make a portable toilet” in II】
“Be Prepared” on pages 40–41 of the Activity Pack



【Reference “Make a fire” in III】
“Update Your Skills” on pages 40–41 of the Activity Pack

【Photos from the session】

The program started with an explanation like this photo. After that, the participants actually experienced some activities.



Activity Details



【Learn about the evacuation routes and various public signs at the usual meeting place.】



【Making a portable toilet out of cardboard】

Main Features

1. The program is structured around age-appropriate goals.
2. Each activity contains the perspective of learning, thinking, and trying.
3. Practical activities that are useful in everyday life and in society

Participants' Impressions

- The content is useful for everyday life, which is very good.
- This is a very good program and should be introduced more to the public. (YMCA)
- If we can purchase the book, we would like to implement the program.
- We have a similar program. We would like to use this as a reference. (Prefecture Board of Education)

Reference

Disaster Prevention Education: Girl Scout Disaster Management and Prevention Project
<https://www.girlscout.or.jp/activities/badges/disaster-prevention-education/>

JAPAN 3	Girl Scouts of Japan
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**Organization
Introduction**

【Name of organization】 Girl Scouts of Japan
【Establishing year】 1952
【Location】 1-40-3, Nishihara, Shibuya-ku, Tokyo, Japan

【Introduction of your organization】
Each of the 47 prefectures has a Girl Scout Council, with a total of 889 groups. As a member of the World Association of Girl Guides and Girl Scouts, they promote the Girl Scout movement. The mission of the movement is to enable girls and young women to develop their fullest potential, and to think and to work on their own for happiness and peace as responsible citizens

【URL】 <https://www.girlscout.or.jp/>

**Contact
Information**

【Contact Name】 Hiroko Miyaoka
【Department】 Public Relations Group
【E-mail】 kouhou027037@girlscout.or.jp
【Phone number】 03-3460-0701

AXA UNESCO Associations Disaster Mitigation Education Program

Keywords	<ol style="list-style-type: none"> 1. New disaster mitigation education based on the perspective of ESD and SDGs 2. Networking style training programs realized through collaboration with various organizations and leading roles 3. Inclusive training programs where participants learn through new theories and practices, dialogue, and interaction 4. Hands-on training that responds to classroom needs and focuses on spontaneity of children and students 5. Development of teachers who are expected to implement disaster mitigation education in schools and in communities
Activity Goal(s) and Objective(s)	<ol style="list-style-type: none"> 1. Creating a sustainable society and future through disaster mitigation education 2. Improving the disaster prevention and mitigation capabilities of schools, which serve as the base of a community in the event of disaster, and supporting the development of students who can become community leaders 3. Supporting the promotion of disaster mitigation education in which schools, communities, and external organizations work together
Targeted Participants	<p>Elementary, junior high, and senior high schools nationwide (including compulsory education schools and special needs education schools)</p> <p>※ AXA UNESCO Associations Disaster Mitigation Education Forum is open to NGOs/NPOs, businesses, other organizations, and citizens.</p>
Activity Details	<p>As a project supported by the Ministry of Education, Culture, Sports, Science and Technology and the Japanese National Commission for UNESCO, sponsored by AXA Life Insurance Co., Ltd., under the program coordination of Dr. Yukihiro Oikawa, associate professor of Nara University of Education, in cooperation with various educational institutions and organizations, including Kesennuma City Board of Education, experts, NGOs/NPOs, and others, we have been conducting the following annual activities.</p> <ol style="list-style-type: none"> 1. Call for schools to apply for grants From April to May, the program calls for schools nationwide to apply for grants. After discussion at a review meeting, schools are selected to receive the grant (about 30 schools each year). 2. Grant payment The grant (100,000 yen) is paid to the selected schools. The schools use the grant to conduct disaster mitigation education throughout the year.

**Activity
Details****3. Conducting a teacher training program (three days in September, Kesenuma City and Sendai City, Miyagi Prefecture)**

This program is conducted jointly with Kesenuma City Board of Education. The participating teachers visit the areas affected by the Great East Japan Earthquake. In addition to lectures on the theory of disaster mitigation education, they visit earthquake-damaged buildings and elementary and junior high schools in the affected areas. They learn how to conduct practical disaster mitigation education through the dialogues with local teachers and students, as well as from the experiences and lessons learned by people in the areas.



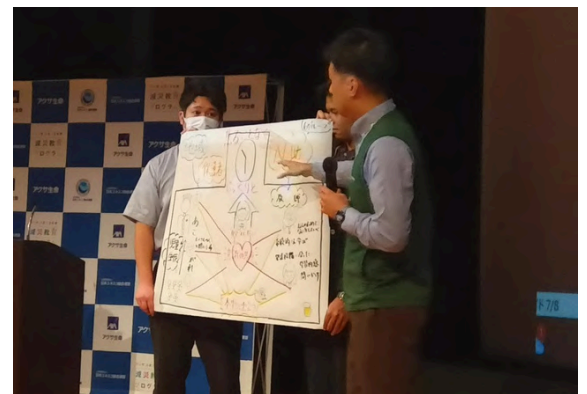
【Teacher training program】
Lecture on the theory of disaster mitigation education



【Teacher training program】
Visiting an earthquake-damaged building (Ruins of the Great East Japan Earthquake Kesenuma City Memorial Museum) with explanation by junior high school student guides



【Teacher training program】
Disaster prevention class at elementary school taught by junior high school students



【Teacher training program】
To wrap up the three-day training, participants take part in group working and share ideas of what they learned through this program

**Activity
Details****4. Activity report meeting (January - February) (Tokyo)**

Through the practical presentations and group work, the participating teachers share the outcomes and issues of their disaster mitigation education activities from each school over the past year with the goal of improving activities in the coming year and beyond.



【Activity report meeting】

After the presentation, the outcomes and issues of each school's activities are shared.

5. Disaster Mitigation Education Forum (January - February, Tokyo/online)

This forum is open to the public. In addition to the lectures on climate change and disaster prevention/mitigation education, there are panel discussions with students, teachers, NGO/NPO officials, and experts, as well as the presentation of case studies of schools across the country that are engaged in disaster mitigation education (including the former participating schools). Through these programs, participants deepen their knowledge of disaster mitigation education.



【Disaster Mitigation Education Forum】

Presentation of case studies from the former participating schools

**Main
Features**

1. Networking style programs realized through participation and collaboration with various organizations and leading roles

The National Federation of Associations for UNESCO in Japan works together with supporting companies, program coordinators, universities and specialized institutions, NPOs/NGOs, boards of education, and schools, each in their respective roles, to create learning opportunities.

JAPAN 4	National Federation of Associations for UNESCO in Japan
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Main Features

2. Teacher training program on sustainable disaster mitigation education based on the perspective of ESD and SDGs

This program goes beyond the scope of conventional disaster prevention and evacuation training activities. It aims to implement disaster mitigation education that creates a sustainable society based on the perspective of ESD and SDGs and promotes spontaneity of children and students.

3. Wide range of programs and training content

1) Disaster mitigation education theory based on the principles of ESD and the SDGs, 2) Implementation methods, such as curriculum management and establishment of a school system for disaster mitigation education, 3) Learning with a sense of reality by visiting the areas affected by the Great East Japan Earthquake, 4) Creation of teaching content appropriate to each developmental stage, 5) Dialogues with and learning from students who have experienced disaster mitigation education and their teachers, 6) Methods for building cooperative relationships with local communities and related organizations, and 7) Exchange and information transmission with teachers across the country, beyond the boundaries of region and school type.

Participants' Impressions

○By talking with people in the affected area, I came to see disaster mitigation as my own issue. I was able to establish relationships with many schools and found clues to improve my school's initiative.

—Elementary school in Osaka Prefecture

○ Our school is located in the mountainous district and is small in size. By participating in the program and getting to know schools in Kesenuma City and many other parts of Japan, our students have had the opportunity to communicate online with students from other schools. The circle of disaster mitigation has spread from a small school to nationwide.

—Elementary school in Wakayama Prefecture

○By the in-depth designed program, everything was a learning experience. I would like to utilize what I learned to improve our curriculum.

—Junior high school in Miyazaki Prefecture

○Our school's awareness of disaster mitigation education has been raised. I would like to work with the students in the UNESCO Club and a local UNESCO Association to spread our achievements throughout the prefecture.

—Senior high school in Nara Prefecture

○Receiving the grant has broadened the scope of our activities. We were able to actively tackle what we could not do before.

—Special needs education school in Saitama Prefecture

JAPAN 4	National Federation of Associations for UNESCO in Japan
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Reference

What we have done (FY 2014–2023)

The number of schools that received the grant and participated in the program has increased to 246. The number of teachers, students and locals who participated in the disaster mitigation education activities held by these schools went up to about 93,000. In FY 2024, the 11th year of the program, 30 schools received the grants, and the total number of people who have participated in the activities is expected to exceed 100,000.

AXA UNESCO Associations Disaster Mitigation Education Program

<https://unesco.or.jp/gensai/>

Organization Introduction

【Name of organization】 National Federation of Associations for UNESCO in Japan

【Establishing year】 1948

【Location】 12F, 1-3-1, Ebisu, Shibuya-ku, Tokyo, Japan

【Organization Overview】

This is a federation of about 270 UNESCO Associations and other organizations that continue the private-sector UNESCO activities started in Sendai. Based on the principles of the Constitution of UNESCO, it aims to build a peaceful world and promote a sustainable society. It is an NGO that conducts grassroots activities in Japan and abroad in liaison and cooperation with UNESCO and the Japanese National Commission for UNESCO.

【URL】 <https://www.unesco.or.jp>

Contact Information

【Contact Name】 Disaster Mitigation Education Program Officer

【Department】 Education and School Support Division

【E-mail】 gensai@unesco.or.jp

【Phone number】 03-5424-1121

Development of teaching materials and practical support for Environmental Education for Disaster Prevention at the 311 Disaster Risk Reduction Learning Institute for Educators (DRR-LIF), Miyagi University of Education

Keywords Disaster prevention, environment, SDGs, local community, world

Activity Goal(s) and Objective(s)

1. Students learn about Environmental Education for Disaster Prevention in their communities.
2. Teachers develop lesson content for Environmental Education for Disaster Prevention in their communities.
3. Undergraduate and graduate students who will become teachers learn how to put Environmental Education for Disaster Prevention into practice.

Targeted Participants Students at elementary and junior high schools, teachers, and undergraduate and graduate students studying to become teachers

Activity Details

Miyagi University of Education established the Disaster Response Headquarters after the Great East Japan Earthquake on March 11, 2011. Three months later, on June 28, the Education Recovery Support Center established to contribute to the recovery of the affected areas in the Tohoku region from an educational perspective. With the support of universities and other related parties across the country, the Center has dispatched a total of about 10,000 students to provide learning support in the affected areas through to 2019. This activity not only supported the recovery of education in the region but also had a significant effect on the development of the students' abilities as teachers. Based on this experience, we applied for and received a grant for organizational operation from the organizational development budget of the Ministry of Education, Culture, Sports, Science and Technology and established the Disaster Prevention Education and Training Institute on April 1, 2019.

Considering the experience of the Great East Japan Earthquake, the Disaster Prevention Education and Training Institute focuses on developing the abilities and skills of teachers responsible for disaster prevention education. Specifically, in cooperation with external organizations, it is expanding disaster prevention education in the curriculum of teacher training, promoting voluntary learning of disaster prevention education for students (3.11 Seminar), conducting training for schoolteachers (visiting 3.11 affected areas), and developing teaching materials for disaster prevention education.



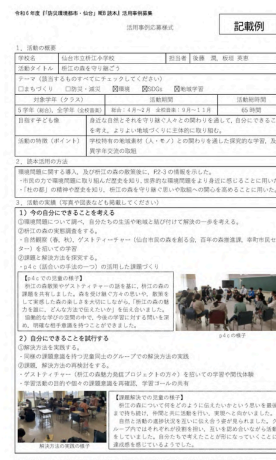
【Students' learning about disaster prevention education – 3.11 Seminar】

Activity
Details

In 2023, as part of the development of teaching materials, the Institute participated in the development of the booklet *Sendai - Disaster-Resilient and Environmentally Friendly City* published by the Disaster Prevention and Environmentally Friendly City Promotion Office of the Sendai City Urban Development Policy Bureau. Sendai City is called the “City of Forest” because of the harmony between its rich nature and the lives of its residents.

The word “Forest” is used not only for a natural forest but also for a forest that has been shaped by humans. This respect for coexistence with nature has created the foundation of Sendai, known as the City of Forest. The downloadable booklet is an educational material to learn about disaster resilience and environmental friendliness, which are the characteristics of the city presented to the world, while also learning how Sendai was formed as a City of Forest and how it prepared for disasters even before the Great East Japan Earthquake.

Students can use this booklet to deepen their learning through research and thinking. Selecting the terms or links to reference information will take you to the relevant website. It also includes tips for finding out what you can do for your community and the world. In addition, the Institute calls for example cases of teaching with the booklet from teachers (for Sendai City schools). The purpose of this activity is to raise awareness of the excellent initiatives carried out by schools in Sendai City and to use the examples as a reference for future educational practices by calling for, making public, and sharing the initiatives that have been implemented with this booklet.



[Left] Cover of *Sendai - Disaster-Resilient and Environmentally Friendly City*
[Center] UN Sendai Framework for Disaster Risk Reduction included in SDGs
[Right] Examples of school initiatives

Main
Features

1. The developed teaching material can be used as supplementary material in classrooms.
2. Through the teaching material, students can research related issues on their own and think about what they can do for their communities and the world.
3. Teachers have the opportunity to be evaluated by using the downloadable booklet in their classes and submitting their cases.

JAPAN 5	Disaster Prevention Education and Training Institute, Miyagi University of Education
Participants' Impressions	<p>In the university class, we discussed what kind of lessons we could teach using the downloadable booklet Sendai - Disaster-Resilient and Environmentally Friendly City and came up with the following ideas: 1) In a social studies class at junior high school, students research Sendai's disaster prevention efforts by obtaining information from the booklet. 2) On page 10 of the booklet, it says that the mayor of Sendai City gave a speech at the UN about the City's disaster prevention efforts. Students think about what Sendai City can do for disaster prevention and the environment, write a script in English, and give a speech.</p> <p style="text-align: right;">– Miyagi University of Education student</p>
Reference	<p>Downloadable booklet Sendai - Disaster-Resilient and Environmentally Friendly City https://sendai-resilience.jp/efforts/government/human/web_reader.html</p> <p>Disaster Prevention Education and Training Institute of the Miyagi University of Education (311 Disaster Risk Reduction Learning Institute for Educators) https://bousai-miyagi.sub.jp/bousai-kyoiku/</p>
Organization Introduction	<p>【Name of organization】 311 Disaster Risk Reduction Learning Institute for Educators (DRR-LIF)</p> <p>【Establishing year】 2019</p> <p>【Location】 Aoba, Aza, Aramaki, Aoba-ku, Sendai, Japan Miyagi University of Education</p> <p>【Introduction of your organization】 Established in April 2019, the Disaster Prevention Education and Training Institute of the Miyagi University of Education serves as the base for disaster prevention education and training both within and outside the university. It is composed of the Director, Rikako Sasaki (academic administrator in charge of collaboration/vice president), the deputy director, Tomonori Ichinose (professor), one specially appointed professor, eight faculty members, and four visiting lecturers. It collaborates with the following external organizations: Disaster Preparedness Mitigation and Management Academic Program, Asian Institute of Technology (Kingdom of Thailand); International Research Institute of Disaster Science, Tohoku University; Tohoku Regional Development Bureau; Ministry of Land, Infrastructure, Transport and Tourism; Sendai City and Sendai City Board of Education; Research Division for Social Resilience, National Research Institute for Earth Science and Disaster Resilience; and Minami Awaji City (Hyogo Prefecture)</p> <p>【URL】 https://bousai-miyagi.sub.jp/bousai-kyoiku/</p>
Contact Information	<p>【Contact Name】 Tomonori Ichinose</p> <p>【Department】 311 Disaster Risk Reduction Learning Institute for Educators (DRR-LIF) Miyagi University of Education</p> <p>【E-mail】 ichinose@staff.miyakyo-u.ac.jp</p> <p>【Phone number】 022-214-3381</p>

4 . CHINA

Science Popularization Activity on 'Extreme High-Temperature Weather and Low-Carbon'

Keywords	Youth, High-Temperature Disasters, Climate Change, Low-Carbon Life
Activity Goal(s) and Objective(s)	<ol style="list-style-type: none">1. Promote youth awareness of high-temperature disasters and equip them with green protective measures to cope with high-temperature weather;2. Help youth understand that the greenhouse effect may cause extreme high-temperature weather, encouraging them to advocate and practice a low-carbon lifestyle.
Targeted participants	Some middle school students in Chengdu and all primary school students and teachers

Activity Details

During summer, Chengdu frequently experiences extreme high-temperature weather, which easily leads to ozone pollution and affects air quality. Meanwhile, high-temperature weather causes frequent heavy rainfalls, increasing the risk of mountain torrents, mudslides, and other geological disasters in the surrounding mountainous areas of Chengdu. To help youth better understand the disasters caused by high temperatures, learn that the greenhouse effect is a major cause of extreme high-temperature weather, and encourage youth to practice low-carbon living, the Center for Environmental Education and International Cooperation of Chengdu has carried out series of science education activities under the topic of Extreme High-Temperature Weather and Low-Carbon.

I. Study Tour: Exploring the Atmosphere Under High Temperatures

Every summer, 2-3 offline visits are organized for youth to Chengdu Key Laboratory of Atmospheric Research, enabling them to learn about atmospheric changes during extreme high-temperature weather and basic knowledge of air pollution. Additionally, online formats such as live broadcasts, vlogs, and VR cloud visits are adopted to expand participation.

Offline Visit Process: Recruitment → Event Start (Distribution of laboratory uniforms, laboratory introduction) → Science Knowledge Lecture: Introduce atmospheric layer deconstruction, classification of air pollutants, and other basic knowledge points → On-site Experiment: Use portable monitoring equipment to detect gas samples → Laboratory Tour: On-site explanation and tour of laboratory equipments → Science Experiment: The Atmosphere Under High Temperatures (Compare changes in air quality during high-temperature weather and fill in experimental record cards) → Interactive Q&A Game (Share learning experiences and insights).

II. Developing Supporting Courses

In 2020, the Chengdu Environmental Education Textbook (Primary School Edition) was compiled, consisting of three volumes. Chapter 2 of the Volume III, The Increasingly Hot Earth, covers understanding global warming, learning the main causes of climate change, and grasping the hazards of climate change.

**Activity
Details**

Chapter 6 of the Volume III, Low-Carbon Life, includes recognizing the necessity of a low-carbon life and learning low-carbon living methods.

In 2022, the book was officially published, with 100,000 copies printed and distributed free of charge to all primary schools in the city. The e-book version was simultaneously launched on the Chengdu Municipal Bureau of Ecology and Environment's official website and WeChat public account.

In 2024, a city-wide Environment Education Excellent Lesson Evaluation event was conducted for primary school teachers. A total of two excellent lessons on The Increasingly Hot Earth and three excellent lessons on Low-Carbon Life were selected, produced into high-quality course videos, and made available on the Chengdu Municipal Bureau of Ecology and Environment's official website and WeChat public account for all primary school students and teachers to use.



【Exploring the Atmosphere Under High Temperatures activity at Chengdu Key Laboratory of Atmospheric Research, June 5, 2024】



【Chengdu Environment Education Textbook (Primary School Edition)】



【VR visit page of Chengdu Key Laboratory of Atmospheric Research】

Activity
Details

【Left】 Chapter The Increasingly Hot Earth in Chengdu Environment Education Textbook (Primary School Edition)

【Right】 Chapter Low-Carbon Life in Chengdu Environment Education Textbook (Primary School Edition)



【2024 Environment Education
Excellent Lesson Evaluation event】



【Video of excellent lesson on
The Increasingly Hot Earth】

Main
Features

1. Wide Coverage. 100,000 printed copies of the Chengdu Environment Education Textbook (Primary School Edition) were distributed free of charge and e-books made available online, covering all primary school students and teachers in the city.
2. Interdepartmental Cooperation. The textbook was co-published under the guidance of Chengdu Municipal Bureau of Ecology and Environment and Chengdu Municipal Bureau of Education. The Environment Education Excellent Lesson Evaluation event was co-hosted by both bureaus, ensuring effective promotion and utilization of the textbook.

Organization
Introduction

【Name of organization】 Center for Environmental Education and International Cooperation of Chengdu

【Establishing year】 1990

【Location】 No. 8 Fanglin Road, Qingyang District, Chengdu, China

【Organization Overview】

A public institution affiliated to the Chengdu Municipal Bureau of Ecology and Environment, mainly responsible for environmental protection publicity and education in Chengdu and related international exchanges and cooperation

**Contact
Information**

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【Department】 Educational Division
【E-mail】 763325997@qq.com
【Phone number】 028-62632512

Environmental Education Practice Activity on the Theme of Disaster Prevention: Taking Sponge City Construction as an Example

Keywords

Urban Waterlogging, Sponge Cities, Preventive Measures

Activity Goal(s) and Objective(s)

1. Understand the concept, principles, and application of sponge cities in addressing urban waterlogging.
2. Master basic disaster prevention skills, such as creating simple sponge city models.
3. Enhance public responsibility for environmental protection and disaster prevention, inspiring enthusiasm for participating in urban construction.

Targeted Participants

Primary and Secondary School Students, Jinan City

Activity Details

I. Sponge City Knowledge and Field Study

By combining knowledge lectures with field study, experts are invited to introduce the concept, principles, and successful cases of sponge cities at home and abroad through PPT presentations and video demonstrations to the students. Subsequently, students are organized to visit sponge city demonstration sites in Jinan city, such as parks, residential communities, and roads, to observe facilities like bioretention basins, permeable pavements, and rain gardens. They learn about their operating principles and effects on-site.



【Cheng Ju and Wang Min give lectures on "Sponge Cities" to primary and secondary school students in Jinan】



【Students conduct field studies on sponge city construction】

Activity Details

II. Sponge City Model Making and Simulation Experiment

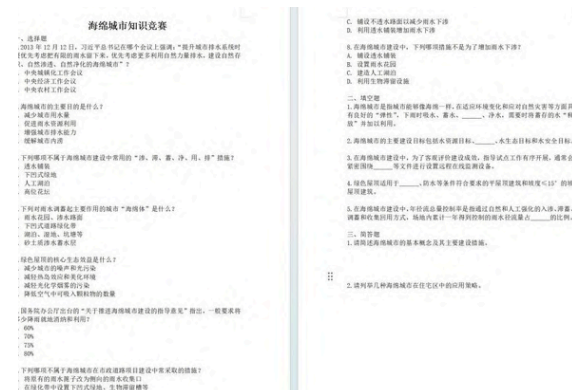
Materials such as sponges, plastic basins, sand, gravel, and water pipes are provided to guide students in groups to create simple sponge city models, simulating the processes of rainwater collection, storage, purification, and discharge. Through group discussions, design, hands-on production, and final model presentations and sharing, students deepen their understanding of sponge city operations through practice.



【Photos of sponge city models made by students】

III. Disaster Prevention Knowledge Competition and Summary Sharing

A knowledge competition is held, with questions focused on sponge city construction and disaster prevention. It adopts a group quiz format, with point rankings and awards for the winners. After the activity, a summary and sharing session is organized, allowing students to discuss their gains, share their learning experiences, and explore how to better participate in urban waterlogging management and disaster prevention.



【Photos of sponge city knowledge competition questions】



【Photos of students sharing their learning process during the summary session】

CHINA 2	High School Attached to Shandong Normal University
Main Features	<ol style="list-style-type: none"> 1. Integration of Theory and Practice: Through expert lectures and field studies, students gained a deep understanding of the practical applications of sponge cities. 2. Skills Improvement and Responsibility Cultivation: The combination of model-making and knowledge competition improved students' practical skills while fostering a sense of responsibility for environmental protection and disaster prevention. 3. Enhanced Social Awareness: Social media and posters were utilized to raise public awareness of the importance of sponge cities.
Participants' Impressions	<p>○During the activity, students demonstrated a thirst for knowledge and enthusiasm for practice. Their active participation and creativity fill me with confidence in future teaching. —Wang Wanyan (Teacher)</p> <p>○Through this activity, I gained a deep understanding of sponge cities, sparking my interest in environmental protection and disaster prevention. —Zhang Junxi (Student)</p> <p>○This activity allowed me to integrate scientific research results into teaching, enhancing my sense of social responsibility and committing to cultivating innovative talents. —Gao Wei (Teacher)</p>
Reference	<ol style="list-style-type: none"> 1. Technical Guidelines for Sponge City Construction, China Academy of Urban Planning and Design, 2018 2. Jinan Sponge City Construction Leading Group Office, Jinan Sponge City Construction Plan (2016–2030) 3. Ministry of Housing and Urban-Rural Development, Guideline to Promote Building Sponge Cities, 2015
Organization Introduction	<p>【Name of organization】 High School Attached to Shandong Normal University 【Establishing year】 1950 【Location】 Shanshi North Street, Lixia District, Jinan City, Shandong Province, China 【Organization Overview】 High School Attached to Shandong Normal University is a full-time high school with a main campus (day school, public) and a Xingfuliu Branch (boarding, private). The school covers over 330 acres, with 95 teaching classes and over 4,700 students enrolled.</p> <p>【URL】 http://www.fuzhong.sdnu.edu.cn/index.htm</p>
Contact Information	<p>【Contact Name】 Cheng Ju 【Department】 Jinan Institute for Education and Teaching Research 【E-mail】 jjshdjn@163.com 【Phone number】 13001718768</p>

Campus Drainage Renovation Action Under the Theory of Sponge City

Keywords

Sponge City, Water Resource Recycling, Waterlogging, Resilience in Emergencies

Activity Goal(s) and Objective(s)

1. Learn the concept of sponge cities and improve the campus drainage system to reduce safety hazards caused by waterlogging
2. Enhance the utilization rate of water resources (rainwater) and achieve sustainable water resource management
3. Improve resilience in emergencies and establish a model school for emergency resilience

Targeted Participants

Middle School Students

Activity Details

I. Problem Identification

Since the beginning of summer this year, Shenzhen has experienced frequent extreme weather for several consecutive months, causing poor drainage within the campus of Shenzhen Luohu Experimental School and inconveniencing students' learning and daily life.



【Severe waterlogging on campus roads and in the Southern Medicinal Herb Garden】

II. Field Investigation

After understanding the concept of sponge cities and the issues with the "Southern Medicinal Herb Garden," which grows some medicinal plants, experiments were conducted in four different environments within the garden: campus roads, the rubber running track, gravel paths, and soil areas. The results showed that waterlogging on the campus road was caused by inappropriate road surface materials and terrain design.

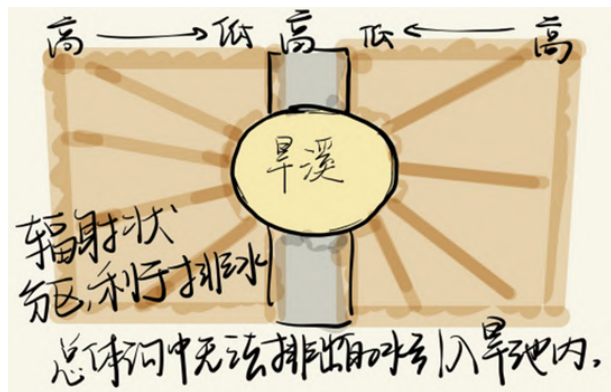
Activity Details



【Members conducting water infiltration experiments on campus roads】

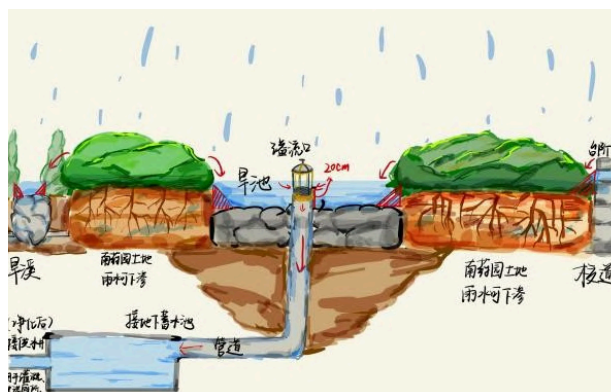
III. Project Design

1. Lower the soil level of the Southern Medicinal Herb Garden to below the level of the campus road, leveraging its irrigation function to alleviate the slippery condition of the campus road on rainy days.
2. Adjust the original parallel zoning of the Southern Medicinal Herb Garden to a radial layout. Modify the overall height to make the sides higher and the middle lower, facilitating water flow into the dry creek.



【Cross-sectional design diagram】

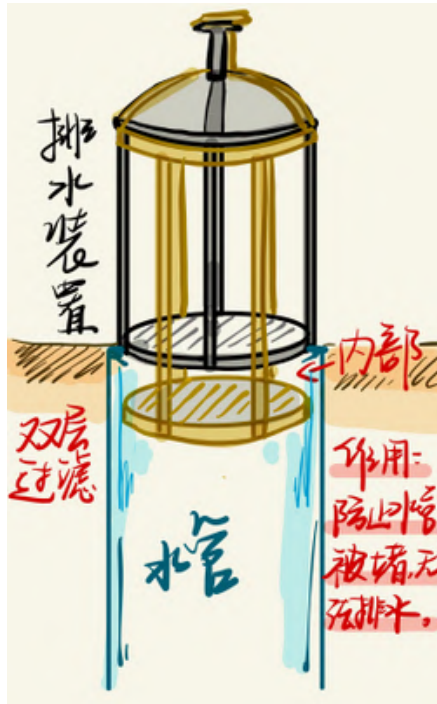
3. Construct an overflow outlet approximately 20 cm higher than the bottom of the dry creek. When the water level exceeds the limit, the overflow outlet directs water into an underground reservoir equipped with a purification system. The stored water can then be used for irrigation during dry periods. This project will be outsourced, with the school's logistics department supervising the implementation.



【Drainage design diagram for the dry creek and Southern Medicinal Herb Garden】

Activity Details

4. Design a new type of overflow outlet with a double-layer drainage port. The upper layer is connected to a handle for easy disassembly and cleaning, effectively preventing debris from clogging the pipes.



【Overflow outlet design diagram】

5. Extend the existing accountability policy. School clubs and classes will maintain the facilities. All measures will be managed, designed, and promoted by the Student Center.

Main Features

1. Renovating waterlogged areas on campus after extreme weather to prevent similar risks and inconveniences in the future.
2. Applying the concept and methods of sponge cities to investigate and design overflow outlets, adjust slopes, construct dry creeks, and creatively build bioretention facilities.
3. Using project-based learning (PBL) to explore how teenagers can participate in campus disaster emergency and prevention measures.

Participants' Impressions

This project identifies problems from daily life and actively promotes solutions. In the process, students not only learned professional knowledge but also developed their abilities to analyze and solve problems.

— Liu Yue (Project Mentor)

Reference

Shenzhen Judicial Bureau,
Regulations of Shenzhen Municipality on the Administration of Building Sponge City
https://cgj.sz.gov.cn/zjcg/zh/content/post_10669709.html

CHINA 3	Shenzhen Luohu Experimental School
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**Organization
Introduction**

【Name of organization】 Shenzhen Luohu Experimental School
【Establishing year】 1992
【Location】 1008 Honggang Road, Luohu District, Shenzhen City, China

【Introduction of your organization】
Founded in 1992, this district-level public school currently has 45 middle school classes, 15 elementary school classes across four grades, with more than 3,000 students and over 300 faculty and staff members.

【URL】 <https://sungang.luohuedu.net/>

**Contact
Information**

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【Phone number】 15625116682

'Little Ducks Love Drifting' Water Conservancy Facilities and Water Safety Education: Thematic On-site Class

Keywords Direct Experience, Interactive Learning, Multi-angle Thinking, World Drowning Prevention Day

Activity Goal(s) and Objective(s)

1. Knowledge and Skills: Understand the types, functions, structures, and value of reservoirs, as well as the basic water conditions in Shenzhen.
2. Process and Plan: Learn about water conservancy facilities, experience successful case studies through on-site installations, reflect on the pros and cons of reservoir construction from recent disaster events, and explore individual risks and preventive measures.
3. Emotions, Attitudes, and Values: Inspire awareness of homeland and self-protection in youth, connect climate change disasters with nearby water conservancy facilities and daily life, and actively practice the concept of harmonious coexistence between humans and nature.

Targeted Participants Youth aged 8-14 in the community and their parents

Activity Details

I. Visit and Learn

Introduce the construction history of Meilin Reservoir, a medium-sized drinking water source reservoir with multi-functional roles including flood control, water supply, and ecological landscaping, and its significance in the development of the Shenzhen Special Economic Zone. Learn about Shenzhen's ongoing efforts to import water from outside the city due to its water resources being less than 1/13th of the national average, while 80% of its rainfall is concentrated in the flood season. Understand Shenzhen's technological practices in water pollution control and sponge city construction, as well as the relationship between reservoirs, humans, nature, and urban development.



[Visits to Meilin Reservoir Dam and Facilities, and Shenzhen Meilin Reservoir Water Knowledge Education Base]

**Activity
Details****II. Thematic Lecture**

From the Liangzhu Dam and Dujiangyan Irrigation System to the Gezhouba Project, and then to the Hoover Dam, as well as the progress of the “Dam Removal Movement” over the past century, participants are guided to reflect on the fact that while reservoir and water conservancy facilities bring convenience, they also increase the frequency of disasters, cause water quality deterioration, affect downstream rivers, result in biodiversity loss, impact local climates, and lead to resettlement.



【Guide group discussions on identifying risks near reservoirs, followed by group presentations】

III. On-site Drills

Analyze and explain drowning-prone scenarios around reservoirs and the causes of mass drowning accidents. Conduct interactive drills to enhance children's awareness of water safety, improve their ability to identify risks in water environments, and teach self-rescue and mutual rescue skills in water.



【On-site drills for wearing life jackets and using rescue ropes】

**Main
Features**

1. From On-site Experience to Knowledge Acquisition: Gain a comprehensive understanding of reservoirs and Shenzhen's water conditions through on-site visits and Q&A sessions, broadening participants' horizons.
2. Focus on Current Events and Respond to Real Needs: Address the ongoing extreme weather conditions during summer, a high-risk drowning period, by conducting the class on July 25, the fourth World Drowning Prevention Day.
3. Test Learning Outcomes Through Interaction: Strengthen knowledge retention and verify learning outcomes by having participants draw simple reservoir structure diagrams and mark risk points during interactive experiences

CHINA 4	Shenzhen Duckgaga Creative Philanthropy Center
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Participants' Impressions

○ I finally realized that while reservoirs provide drinking water and beautiful landscapes, they can also harm other living beings and the environment, creating safety risks.

—Zhou Wuyang (Jingyuan Foreign Language School)

○ This two-hour thematic class not only helped my child understand Shenzhen's water resource situation but also taught valuable water safety knowledge, tools, and methods to prevent drowning.

—Zhu Yanfan (Parent)

Reference

○ Shenzhen Meilin Reservoir Water Knowledge Education Base
<http://wx.meeb.sz.gov.cn/rjw/phone/educationBase/meilin.html>

○ World Health Organization (WHO)
<https://www.who.int/zh/campaigns/world-drowning-prevention-day>

Organization Introduction

【Name of organization】 Shenzhen Duckgaga Creative Philanthropy Center
【Establishing year】 2012
【Location】 2nd Floor, Jinfeng Building, Shangbu South Road, Futian District, Shenzhen, China

【Introduction of your organization】

Dedicated to promoting innovative public welfare culture and advocating joyful charity practices within one's capabilities. Focused on children's healthy growth, environmental protection, and youth development. Recognized as an observer of the United Nations Environment Programme (UNEP) and its governing body in May 2023.

【URL】 <http://www.duckgaga.org>

Contact Information

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Anticipating Floods and Building Sponge Cities

Keywords

Flood Disasters, Sponge Cities, Environmental Education

Activity Goal(s) and Objective(s)

1. Using a curriculum system focused on flood disaster prevention as a carrier to fill the gap in environmental education on flood prevention and disaster reduction, actions are taken to prevent flood disasters.
2. Through the actions of young people, families are encouraged to learn about flood disaster prevention and mitigation, enhancing citizens' awareness of disaster prevention.

Targeted Participants

Youth aged 9-12 in Chengde City, Heibei Province

Activity Details

This activity focuses on the youth group and conducts thematic activities with distinct characteristics.

1. Organize youth to watch newsreports on urban flood disasters, encouraging them to perceive the hazards and impacts of flood disasters. Conduct a "Problem Bomb" game, where prepared number cards are distributed to the youth beforehand. When the "problem bomb" lands on a specific number, the youth holding the corresponding number card will answer a question, guiding them to analyze the causes of flood disasters.



【Watch Flood Disaster Reports】



【"Problem Bomb" Game】

2. Set up a game-based experiential course. Organize the "Leakproof and Skilled in Flood Prevention" knowledge quiz competition, focusing on topics such as self-rescue skills and community prevention, with sections for mandatory questions, quick responses, and risk questions. Teams will be selected by drawing lots, with one team as the "challenger" and the remaining teams as "defenders." The challenger will choose one defending team for a contest, and the winner becomes the next round's challenger, and so on. This encourages the youth to actively learn effective measures to address urban flood disasters.

3. Arrange scenario-based short drama performances. The youth simulate post-floodscenes where residents voice their difficulties, and government departments respond promptly within their roles, enhancing the youth's awareness of supporting and cooperating with government rescue efforts.

**Activity
Details**

【Left】 "Leakproof and Skilled in Flood Prevention" Knowledge Quiz Competition)
【Right】 Scenario-Based Short Drama Performances

4. Include practical courses at specific locations. Focusing on the six-character principle of "infiltration, retention, storage, purification, utilization, drainage," youth use materials such as sponge blocks, plastic sheets, discarded milk cartons, straws, turf, and residential building models to build sponge city models. This hands-on activity deepens their understanding of sponge projects' applications in flood disaster prevention.



【"Purification" Water Experiment】



【Sponge City Model Construction】

**Main
Features**

1. This project adopts "interactive" science popularization education, enabling volunteers to achieve a combination of moral and labor education, professional education and volunteer service, and talent training and public welfare service.
2. The project has demonstrated remarkable results, with primary school students influencing families and reaching society at large. It has drawn greater public attention to natural disasters, enhanced disaster literacy, and was reported by multiple media outlets, making it a replicable success.

**Participants'
Impressions**

After the activity, interviews were conducted with the participants. Youth expressed that the activity was both fun and educational. Parents noted that their children shared the knowledge learned during the activity at home, benefiting the parents and achieving knowledge dissemination. Schools stated that they hoped this activity could serve as an opportunity to cultivate children's sense of social responsibility to protect the environment and a mission to co-build a green home. Volunteers remarked that the activity not only helped the youth but also consolidated their professional knowledge, and they will continue to leverage their professional specialties and advantages to build an environmental education service platform of "Hand in Hand."

CHINA 5	Hebei Minzu Normal University
Organization Introduction	<p> 【Name of organization】 Chunyu Roots & Shoots Society, Hebei Minzu Normal University 【Establishing year】 2016 【Location】 Hebei Minzu Normal University, Chengde City, Hebei Province, China 【Organization Overview】 This environmental volunteer service team aims to promote environmental protection concepts, conducting environmental science education activities targeted at primary school students and extending its impact to society at large. At the same time, it hopes that the whole society will actively participate in the ecological environmental protection cause, jointly undertaking the mission of protecting the environment, and becoming participants, promoters, and advocates for a beautiful hometown. </p>
Contact Information	<p> 【Contact Name】 Chang Jianing, Wang Yifan 【Department】 Director of the Teaching and Research Office and Full-Time Counselor, School of Resources and Environmental Science, Hebei Minzu Normal University 【E-mail】 jianingch@hbun.edu.cn 【Phone number】 18631406977 </p>

5 . K O R E A

Addressing COVID-19 3GO through family-Linked NON-GMO Project

Keywords NON-GMO, Healthy eating habits, Family-related experiential education, Sustainability

- Activity Goal(s) and Objective(s)**
1. To operate a sustainable and efficient education program for the NON-GMO project promoted by the school, increasing students and parents' interest and participation, and fostering healthy eating habits.
 2. To enhance the credibility of school meals and improve their quality by collecting feedback and conducting family-linked experiential activities involving both students and parents.
 3. To meet stakeholders' expectations by improving the quality of school meals.

Targeted Participants Kindergarteners, elementary school students (grades 1–6), parents, and faculty.





- Activity Details**
- Duration: April 2019 – February 2021 (as part of the Food Safety and Nutrition Education Project).
 - Location: Around Daejeon Songchon Elementary School.
 - Details: Implementation of grade-specific family-linked programs (in-person and online education).



I . Detailed content and methods

Category	Promotion Contents	Details
Plan	Planning	· Establish an operational plan.
Initial Foundation	NON-GMO menu creation	· Develop meal plans using NON-GMO ingredients.
	Food ingredient display and promotion	· Display and promote NON-GMO ingredients (with monitoring by parents).

Activity
Details

3GO+ Project I	Food safety experience education (students, parents, faculty)	Conduct hands-on activities using NON-GMO ingredients (e.g., making traditional 'Gochujang', Korean red pepper paste).
	NON-GMO theme event implementation	Host a 3-line acrostic poem event using "GMO & NON-GMO" for 6th graders, with rewards for outstanding classes. · Hold a sticker voting activity for the best poems (faculty and parents).
	Traditional food heritage education (NON-GMO food)	· "Where Did You Come From, 'Doenjang' (traditional Korean fermented pastes)?" activity for kindergarten, 2nd, and 3rd graders. · Make gift bags for 'doenjang' using paper cups (kindergarten, 2nd, and 3rd graders).
	Food safety nutrition education	· Learn about the harmful effects of artificial coloring in milk and promote drinking healthy milk.
Mid-term Operation Evaluation	Conducting survey implementation (Before and after education implementation)	· Conduct a survey to assess changes in perception of NON-GMO products (students, parents, and faculty).
	Performance report (City Office of Education)	Conduct a survey to assess changes in perception of NON-GMO products (students, parents, and faculty).
3GO+ Project II	Food Safety Nutrition Education Family-linked Experience Education 	Education on Safe Ingredients: "Let's learn and eat GMO-Free Food" (Online and Remote Learning)  · Family-Linked Program (for students and interested parents) Experiential Activities on Choosing NON-GMO Ingredients  - 4th grade: Growing bean sprouts (Using NON-GMO domestic soybeans) - 5th grade: Making simple Gochujang (Using NON-GMO Cheonggukjang powder) - 6th grade: Making handmade tofu (Using NON-GMO domestic soybeans) · Taste Testing Activity with NON-GMO food 
	NON-GMO theme event implementation	· Acrostic poem writing event by grade (all students - face-to-face class) - For 4th, 5th, and 6th graders: Bean sprouts, red pepper paste, and hand tofu




Activity Details

3GO+ Project II	Traditional Food Heritage Education	Safe Traditional Food Heritage Education from GMOs - Education on excellence of traditional fermented foods (Grades 4, 5, 6 - remote classes) - The legend of Gochujang! (Kindergarten-face-to-face education) - How do you make Gochujang? (Kindergarten-to-face class)
	Food safety nutrition education	Less sweet, less salty, right away - Eat less sweet! - Eat less salty! / Check the food label!
Evaluation of educational improvement	Satisfaction survey implementation	Conducting a satisfaction survey on family-linked programs
	Sugar and sodium reduction education effectiveness survey	Analysis of the results of the survey on the effects of sugar and sodium reduction education

II. Key Educational Initiatives

1) Education and Promotion on the Management of Genetically Modified Food Labeling

As part of the effort to educate about genetically modified (GM) foods, a program titled "Let's learn and eat GMO-Free Food " was conducted for 6th-grade students, their parents, and the faculty. Furthermore, remote learning sessions were held for 4th to 6th-grade students to teach them how to select safe food ingredients free from GMOs.

		
Let's know and eat GMO-Free Food (6th grade)	Let's know and eat GMO-Free Food (Parents)	Let's know and eat GMO-Free Food (Teacher)

2) Experiential Activities and Training with Safe Ingredients Free from GMOs

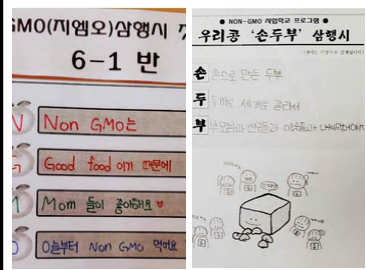
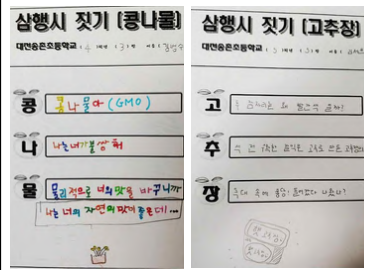

As part of an education initiative to preserve traditional fermented foods, a hands-on activity for making a simplified version of traditional 'Gochujang' (Korean red pepper paste) using NON-GMO ingredients was conducted for 6th-grade students, their parents, and faculty. Additionally, as part of a family-linked experiential education program, activities were carried out with 4th to 6th-grade students. These included growing NON-GMO bean sprouts, making simple NON-GMO 'Gochujang', and crafting handmade tofu. These activities provided experiential learning opportunities to understand, select, and utilize NON-GMO ingredients.

Activity Details

		
(Making Traditional Simple 'Gochujang') Experiential Training for faculty	(Making Traditional Simple 'Gochujang') Experiential Training for Parents	(Making Traditional Simple 'Gochujang') Experiential Activity for 6th-Grade Students
		
Growing NON-GMO Bean Sprouts (Grades 4-6)	Making NON-GMO Gochujang (Grades 4-6)	Making NON-GMO Tofu (Grades 4-6)

3) “Let’s learn and eat GMO-Free Food!” After training, an acrostic poem making contest will be held




An acrostic poem contest on the theme of safe ingredients free from GMOs was held for all students. To evaluate and promote the event, school faculty and parents participated by placing stickers on the best entries, providing recognition for outstanding works and fostering engagement.

		
Work of excellenc	Making acrostic poems	Work evaluation and promotion (sticker voting)

Activity Details

4) Education on Preserving Traditional Foods Safe from GMOs

As part of the Education on preserving traditional foods using safe, NON-GMO ingredients, we conducted education on ‘Doenjang, Where did you come from?’ and an experience activity on making Doenjang gift boxes for kindergarten and 2nd and 3rd graders. In addition, we conducted education on the legend of Gochujang and what goes into Gochujang for kindergarteners. In addition, as part of the education on learning less salty and less sweet, we conducted an activity on learning about and reducing sugar in GMO foods for 3rd graders, and an education on checking food labels! Reducing sodium for 5th graders.

		
<p>Food Safety Nutrition Education from GMOs (Kindergarten)</p>	<p>GMO Food Sugar Reduction Education (3rd Grade)</p>	<p>Check Food Labels! Education (5th Grade)</p>

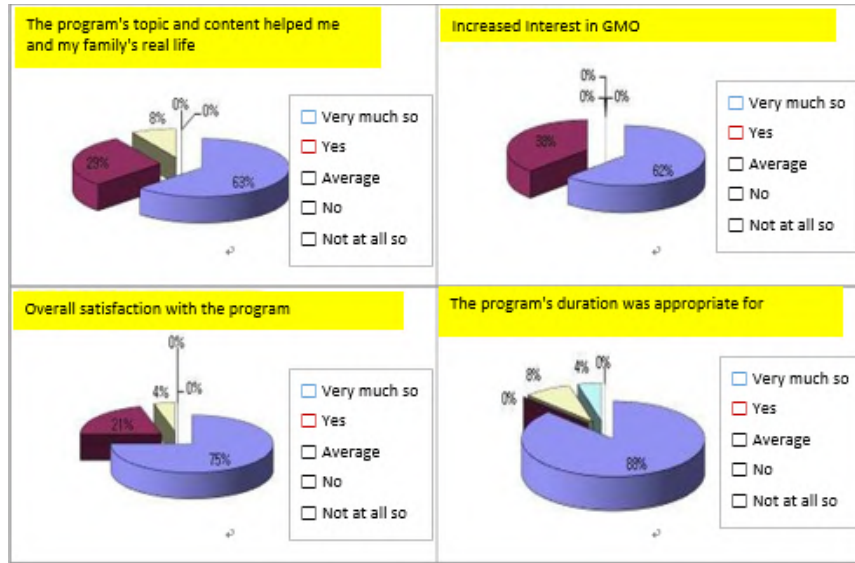
5) Participation in food safety nutrition and dietary life education performance report meetings and promotional activities

		
<p>Participation in and promotion of the GMO-free school lunch performance report meeting</p>	<p>Pledge to practice after NON-GMO education</p>	<p>Exhibition of safe food ingredient teaching materials (Kindergarten, 2nd and 3rd grade)</p>

Activity Details

III. Results of implementation and operational performance

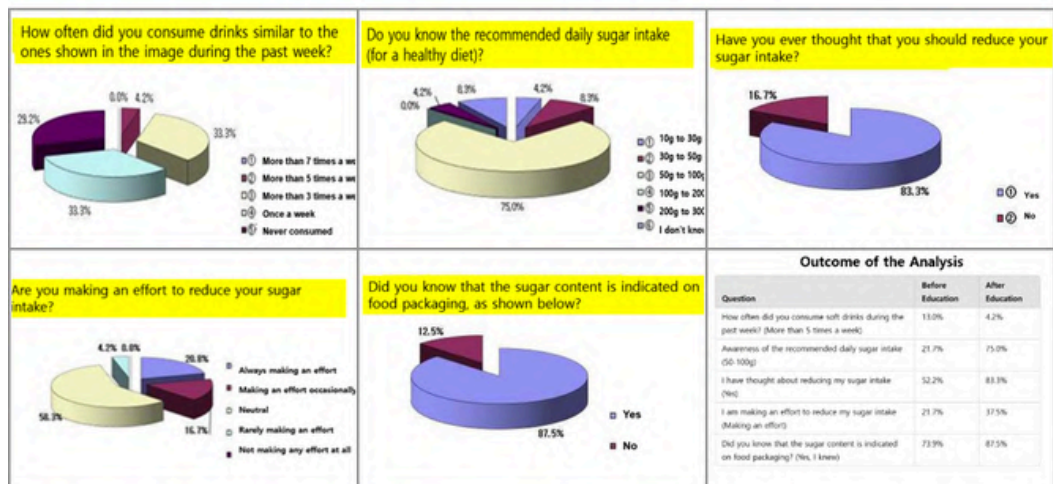
1) Results of satisfaction survey on implementation of experience program with family (after education)



According to the survey results, the program's theme and content were found to be practical and helpful in daily life, generating high levels of interest in GMOs and overall satisfaction with its implementation. In the feedback, one parent remarked: "This year, it was great to make Gochujang at home with my child. Knowing that it only contains essential NON-GMO domestic ingredients gives me peace of mind, and it made me reflect on our family's eating habits."

As a result, the school successfully built trust in its meal service and strengthened the educational connection between students and parents. Additionally, the experiential activities requiring active communication contributed to a better understanding of school meals.

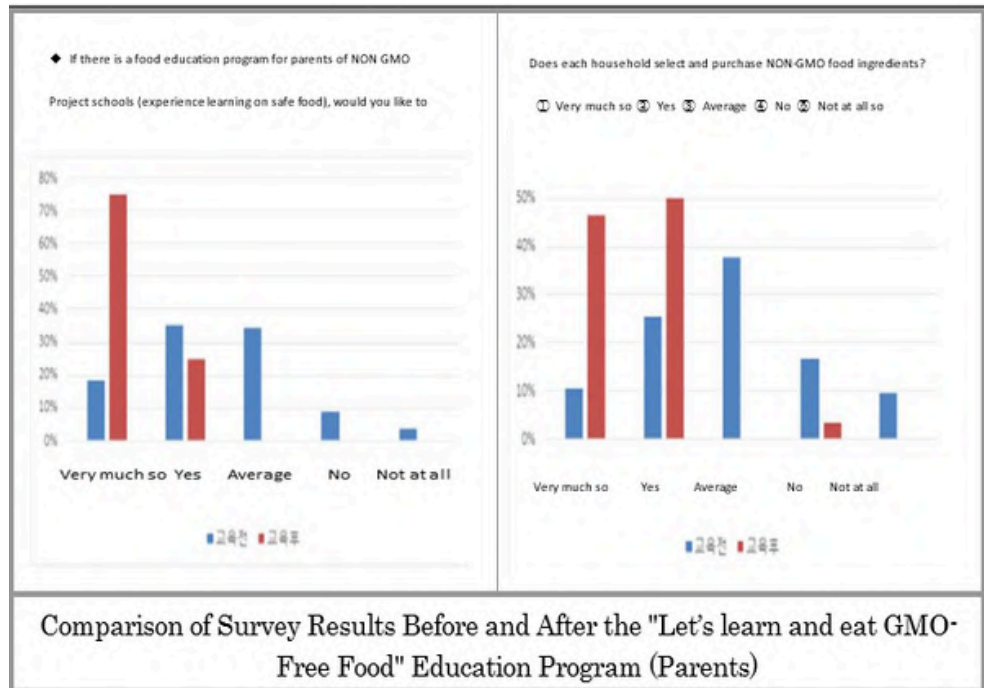
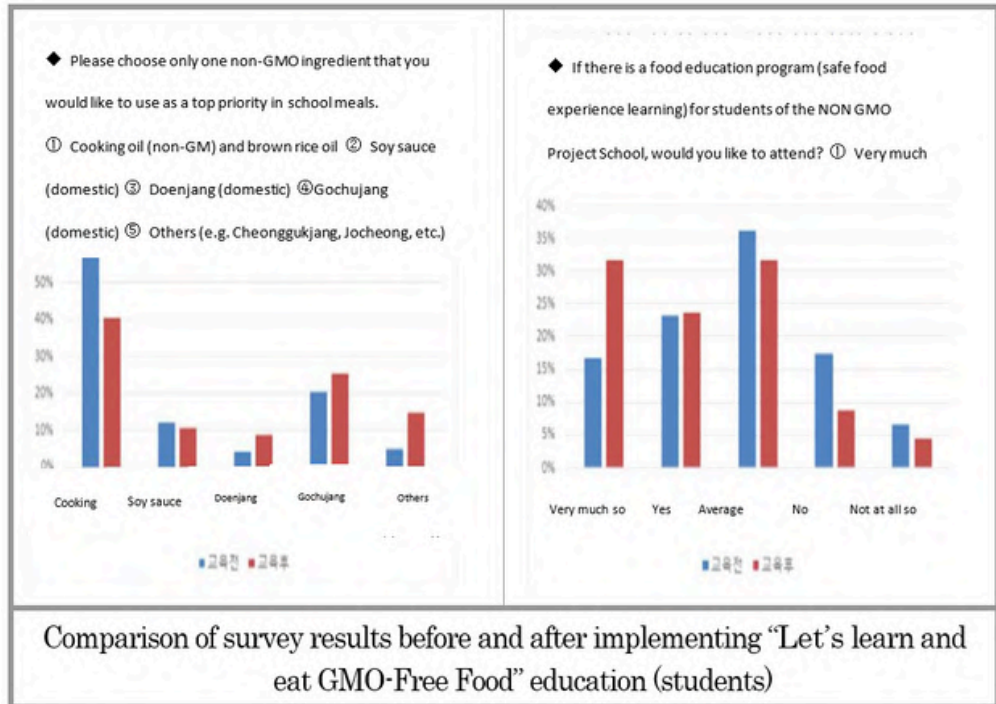
2) Comparative analysis of food safety nutrition education survey (after education implementation)



Education on daily sugar intake helped increase awareness of checking sugar content on processed food labels. Furthermore, lessons on the issues caused by excessive sugar consumption emphasized the importance of practicing actionable strategies to reduce sugar intake in daily life.

Activity Details

3) Results of a survey conducted before and after the implementation of the “Let’s know and eat GMO-Free Food” education program



When comparing the survey results before and after the “Let’s learn and eat GMO-Free Food” education program, there was an improvement in positive responses, with significant enhancements in awareness and satisfaction. Among the additional comments in the survey about the operation of the NON-GMO program, one parent expressed, “I support the operation of the NON-GMO program with the belief that healthy food creates a healthy body.” The education on GMOs improved awareness of safe food ingredients, and the combination of education with experiential learning maximized the effectiveness of the NON-GMO program. Furthermore, it enhanced the quality of school meals, meeting the expectations of students and parents, and provided rational criteria for purchasing proper food products.

KOREA 1	Daejeon Songchon Elementary School
Main Features	<ol style="list-style-type: none"> Utilizing healthy and safe NON-GMO foods in school meals has improved the safety and reliability of school food services. Continuous educational activities have raised awareness about safe foods and significantly increased the preference for traditional foods. Through various experiential education programs connected with families and active promotional efforts, students, faculty, and parents have successfully practiced activities focused on proper awareness (Know Right), proper choices (Choose Right), and proper dietary habits (Eat Right), resulting in improved eating habits. Programs designed to strengthen the connection between school meals and families have enhanced the familiarity with school food services, improved family relationships, and further promoted the health of students, faculty, and parents.
Participants' Impressions	<p>○ “Through this experience of growing bean sprouts, I became more interested in NON-GMO foods. It was good to be able to cook and eat the bean sprouts I grew myself and also help me overcome my picky eating habits.” —Daejeon Songchon Elementary School, Grade 4, Class 3, Student (Kim * Min)</p> <p>○ “This year, I made Gochujang at home with my child and it was so great. I feel so reassured that only the necessary NON-GMO domestic ingredients are used, and I think I need to reexamine my family’s eating habits.” —Daejeon Songchon Elementary School Parent A</p> <p>○ “I support the NON-GMO project with the idea that healthy food creates a healthy body.” —Daejeon Songchon Elementary School Parent B</p> <p>○ “I hope you continue to educate your students about NON-GMO. The NON-GMO class was such a valuable education. Thank you.” —Daejeon Songchon Elementary School Parent C</p>
Reference	<ol style="list-style-type: none"> Technical Guidelines for Sponge City Construction, China Academy of Urban Planning and Design, 2018. Jinan Sponge City Construction Leading Group Office, Jinan Sponge City Construction Plan (2016–2030). Ministry of Housing and Urban-Rural Development, Guideline to Promote Building Sponge Cities, 2015.
Organization Introduction	<p>【Name of organization】 Daejeon Songchon Elementary School 【Establishing year】 1999 【Location】 35, Dongchundang-ro 54beon-gil, Daedeok-gu, Daejeon, Korea 【Introduction of the institution】 A total of 633 students (as of 2024) and 51 teachers</p>
Contact Information	<p>【Contact Name】 Seong Min-kyung 【Department】 (Former) Daejeon Songchon Elementary School (Current) Daejeon Science High School 【E-mail】 sigmago2@naver.com</p>

Creating Clear Air in Seoul Schools

Keywords	Clear Air, Seoul Schools, Fine Dust, Responsible Person, Education
Activity Goal(s) and Objective(s)	<ol style="list-style-type: none"> 1. To provide customized education for rapid response to fine dust occurrence during school operation hours. 2. To enhance awareness and build the capacity of personnel responsible for fine dust management. 3. To provide proactive education that school members can actively practice and apply
Targeted Participants	Seoul School Fine Dust Person in Charge and Substitute Worker
Activity Details	<p>In March 2018, high concentrations of fine dust raised public concerns about air pollution, prompting the revision of the Ministry of Environment’s Framework Act on Environmental Policy and the Ministry of Education’s School Health Act enforcement regulations (with fine particulate matter standards set at 35 $\mu\text{g}/\text{m}^3$ or lower, effective March 27, 2018). In response, the Seoul Metropolitan Office of Education established the 2018 Comprehensive School Fine Dust Management Plan. Following this, the Seoul Metropolitan Office of Education’s Health and Safety Promotion Institute has been developing detailed fine dust response plans and conducting the following education programs to enhance fine dust prevention and response measures.</p> <p><u>1. Fine Dust Prevention</u></p> <p>1) Seoul School Fine Dust Manager Training</p> <p>A total of 2,110 schools in Seoul, including kindergartens, elementary, middle, high, special, and other schools, are required to designate a fine dust coordinator and an alternate to prepare for fine dust issues. To enhance the awareness and capabilities of these coordinators and their alternates, annual training is conducted on practical fine dust response measures. Specialized education is also provided on topics such as “The Hazards of Fine Dust,” “Fine Dust and Children’s Health,” and “Strategies for Reducing and Managing Fine Dust in Schools.” Additionally, specialized workshops are organized for fine dust (air quality) coordinators from the 11 regional education support offices under the Seoul Metropolitan Office of Education. These workshops aim to enhance expertise, strengthen job-related competencies, and provide education on fine dust (school air quality) management and monitoring strategies.</p>

Activity Details



(Fine Dust Coordinator Training)

2) Seoul School Fine Dust Forecast System

The ‘Air Pollution Response Alert’, developed based on real-time school air quality measurement data and Seoul City air pollution big data analysis from the past three years (2021–2023), is delivered via KakaoTalk messenger to fine dust coordinators and alternates at the beginning of each month. This fine dust forecast system provides information on fine dust concentrations and response guidelines for the corresponding month over the past three years. Each school coordinator uses this information to manage school operations and academic schedules effectively.



(KakaoTalk Channel ‘Health and Safety Promotion Agency Air Pollution Information’ Air Pollution Response Alert)

3) Production and Distribution of Fine Dust Education Materials

- Educational materials such as videos and card news on air pollution (fine dust, ozone) are provided for fine dust managers and substitute workers, enabling them to educate not only themselves but also school members (teachers and students).
- (Video) How to respond to high-concentration fine dust in preparation for the new semester, how to respond to ozone in the event of a school occurrence, understanding air pollution and how to respond at school, etc. ※ YouTube Health and Safety Promotion Agency
- (Card News) A healthy new semester on a clean spring day, smart response methods for the high-concentration fine dust season, fine dust exploration life, etc. ※ Health and Safety Promotion Agency>School Environment>Data Room (bogun.sen.go.kr)

Activity Details



(Air Pollution Response Training Video)

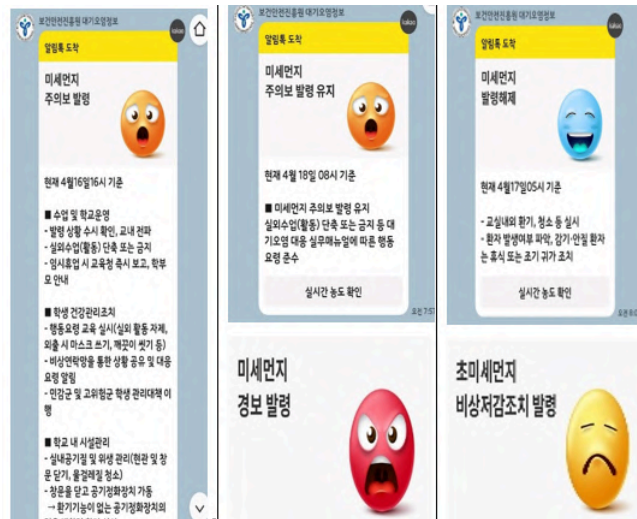
(Card news related to fine dust)

II. Fine Dust Response

1) Fine Dust Warning System

In response to fine dust (ozone) advisories and warnings, the Seoul Metropolitan Office of Education's Health and Safety Promotion Agency sends notifications via KakaoTalk messenger to fine dust managers and substitute workers at each school. Schools then relay this information to their staff to refer to in their academic schedules. The fine dust warning information includes details on 'class schedules and school operations,' 'student health management measures,' and 'facility management within the school.'

Activity Details



2) Air Quality Measurement and Expert Consulting during High Fine Dust Periods at Schools

The Seoul Metropolitan Office of Education's Health and Safety Promotion Agency measures air quality in schools during periods of high fine dust concentration. Based on the measurement results, expert consulting is provided at schools if fine dust levels exceed the recommended thresholds. Experts visit the school to investigate the causes of fine dust exceedance and provide guidance and training on the use and management of air purification devices, as well as strategies for managing indoor air quality.

Organization Introduction

【Name of organization】 Seoul Metropolitan Office of Education Health and Safety Promotion Agency

【Establishing year】 1945

【Location】 48 Songwol-gil, Jongno-gu, Seoul, Korea

【Organization Overview】

The Seoul Metropolitan Office of Education Health and Safety Promotion Agency provides information on school health, environmental hygiene, school meals, and industrial safety and health to ensure the health and well-being of students and school staff. Through research and surveys, the agency works to improve the quality of health, meals, environmental safety, and industrial safety in schools, with a vision of "Healthy Students, Safe Schools, and a Happy Future."

【URL】 <https://bogun.sen.go.kr/>

Contact Information

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Hansalim, The power of life and cooperation to overcome climate disaster

Keywords

Agriculture, food, cooperatives, life, symbiosis

Activity Goal(s) and Objective(s)

1. To respond to the climate crisis through life-saving agriculture and food systems
2. To actively participate in transforming the current economic system and policies into an economy of life and cooperation, and to learn through direct engagement.
3. To establish systems and practices to respond to climate-related disasters.

Activity Details

I . Climate Crisis and Hansalim Cooperative

They say that the most common way that ordinary people experience the climate crisis is through "hunger." Climate disasters have a significant impact on food production, leading to food crises and climate-inflation. Food production and agriculture are not only the most affected industries by ecological changes and climate crises but also among the primary factors contributing to these issues. At the same time, they must be a key area of focus for solutions. Hansalim is a cooperative that specifically emphasizes the relationship between food, agriculture, and the climate crisis, striving to find solutions within our everyday lives.

Hansalim began in 1986 as a small rice shop and has now grown into a federation of life-consumer cooperatives with nearly 940,000 members. As of 2024, Hansalim operates 30 regional cooperatives and 240 stores nationwide, with online distribution of goods. Through its cooperative organic farming movement, Hansalim aims to address the agricultural and food crises caused by climate disasters. From a human perspective, this movement strives to create a foundation for producing healthy and safe food. From an ecological perspective, it seeks to restore healthy soil and rich biodiversity.

II . Hansalim's Climate Crisis Education

Hansalim offers a variety of climate crisis education and courses throughout the year to its members and participants, with different themes and approaches. A few of the series courses focused on the relationship between the climate crisis, agriculture, and food include "Climate Crisis and Sustainable Food Systems," "Our Dining Table in the Era of Climate Crisis," and "Training Program for Climate Activists," which are planned for 2024. Each program consists of 4 to 7 sessions, with most courses being held both online and offline. On average, over 100 members participate in each session.

Activity Details

<p>[Food Academy] "Climate Crisis and Sustainable Food Systems" Web Poster (2024)</p>	<p>[Food Academy] "Our Dining Table in the Era of Climate Crisis" Web Poster (2024)</p>	<p>"2024 Hansalim Climate Activist Training Program Web Poster" (2024)</p>

The <Open Learning Center> program, which takes place monthly, covers topics such as agriculture, cooperatives, food transitions, and care, alongside issues like climate change, resource recycling, and energy transition. The Open Learning Center consists of 2 to 3 series of courses, primarily held online, with an average participation of about 150 to 200 people per session

<p>[Open Learning Center X Climate School] "13th Anniversary of the Fukushima Nuclear Disaster: Where Do We Stand Now?" Web Poster (2024)</p>	<p>[Open Learning Center X Resource Recycling] "Why is Legal and Institutional Reform Needed for Reusing Glass Bottles?" Web Poster (2024)</p>	<p>[Open Learning Center X Climate School] "Can Citizens Produce Renewable Energy Together?" Web Poster (2023)</p>

**Activity
Details**

In addition to lecture courses where participants might be somewhat passive, campaigns and forums are frequently organized to encourage active participation from members. The federation prepares large-scale forums and campaigns, such as the "Forum on Activating the Introduction of Renewable Energy at Hansalim" (2024), while the 30 regional cooperatives across the country run their own activities tailored to local community needs. These include environmental committees, environmental book clubs, and small groups with ecological interest, among other initiatives.

The Climate Dining Table Movement was launched under the concept "Let's Start Climate Dialogue at the Dining Table." A variety of programs were carried out, including themed reading materials, card news production, YouTube videos, workshops, photo challenges, fundraising, and donations. The challenge alone saw participation from 8,051 people, and the funds raised through this challenge, along with additional budget contributions, were donated to the Green Umbrella Children's Foundation. These funds were used for ingredients and nutrition education at children's restaurants in Busan.



【Climate Table Movement Settlement Card News (2022)/ Part】

III. Climate Crisis Response Plan, System, and Practice

While education, courses, and campaigns form the foundation, climate crisis response that is more closely tied to everyday life and culture requires changing systems and the way of production and consumption pattern. Participation in this transformation process fosters Hansalim member's learning, and this participatory learning has the power to change their lives.

In 2019, South Korea held its first large-scale protest on the topic of climate change. Many Hansalim members who had participated in the protest realized that while Hansalim had been addressing climate change in various ways, these were scattered activities without a systematic plan. As a result, in 2020, the board of directors of Hansalim cooperative federation declared a net-zero goal. In succession, a Climate Crisis Response Team was established in 2021. In 2022, an inventory system to track greenhouse gas emissions in the cooperative sector was developed and verified by a third-party for objectivity. In 2023, detailed plans for full implementation were made, with actions such as transitioning to renewable energy, reducing energy use, and introducing low-carbon refrigerants beginning.

Hansalim also addresses the climate crisis through resource recycling practices. From the early days, the cooperative has reused supply boxes and ice packs, collected and reused/recycled milk cartons, sterilized packs, glass bottles, and tofu containers. For glass bottles, members clean and bring the bottles back to stores, achieving a recovery rate of over 33%. Every spring, during the time of wardrobe cleaning, the "Clothing Revival" campaign raises funds for education for children in Pakistan.

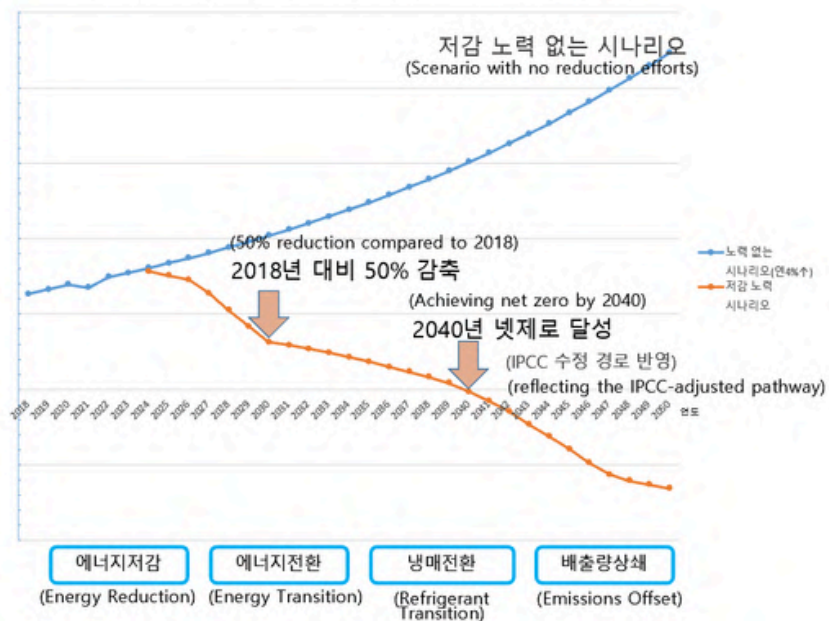
**Activity
Details**

Recognized for its resource recycling efforts, Hansalim award in September 2023 from the Ministry of Environment for contributing to environmental conservation through efforts such as reducing disposables, controlling packaging waste, and promoting recycling. While Hansalim wants to make a quick transition to eco-friendly packaging, many of the cooperative's production sites are small-scale, which has led to a slower pace of change than members would prefer. Therefore, Hansalim is collaborating with other cooperatives and companies to share collection, washing facilities, and eco-friendly packaging production facilities. They are in solidarity for the establishment of a system that supports resource recycling



【Participation in the Climate Justice March (2023)】

2050 Greenhouse Gas Emission Reduction Pathway for Consumer Cooperatives



【Hansalim 2050 Net Zero Scenario (2023)】

**Activity
Details**

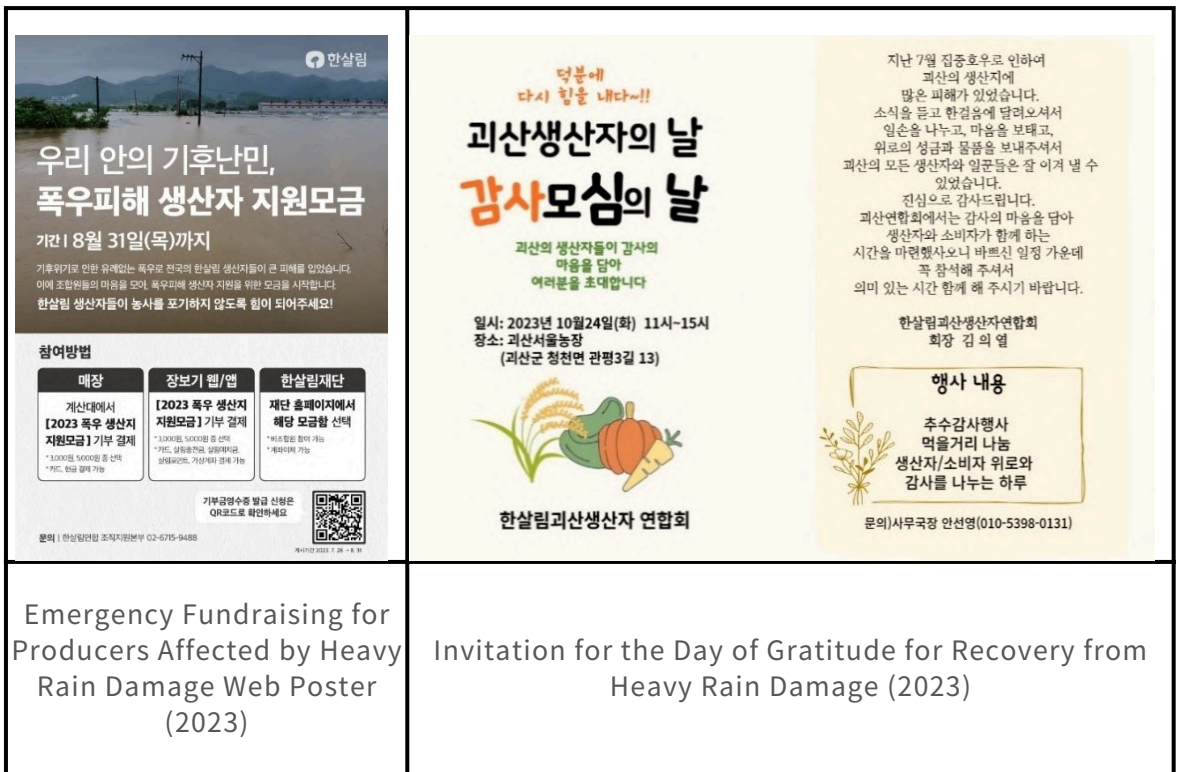
IV. Producers and Consumers Facing Climate Disasters

As climate disasters become increasingly severe, crop damage is growing, and agricultural production bases are being disrupted. In response, Hansalim operates a Production Stability Fund to help producers affected by climate-related disasters. This fund was created to support Hansalim producers who face difficulties due to natural events like typhoons, monsoons, and extreme weather. Local cooperatives contribute 0.1% of their total sales to the fund, and Hansalim's Producer federation matches this contribution. If a producer's income falls below 50% of the average due to a disaster, the fund covers the difference, ensuring that their income reaches at least 70% of the typical amount.

Although a minimal safety net for producers has been established, the increasing frequency and intensity of climate disasters are depleting the fund, prompting Hansalim to consider new measures.

In 2023, heavy rainfall caused particularly severe damage, and Hansalim launched an emergency fundraising campaign. Over 100 Hansalim members and staff members traveled to affected production areas for disaster recovery. The funds raised, totaling approximately 220 million KRW, were distributed to over 100 farming families. Although farmers were devastated by the sight of their crops submerged in water, after the recovery efforts, they expressed their gratitude, saying the support from the Hansalim community gave them the strength to rise again. As a result, they organized a Day of Gratitude to celebrate the solidarity. During this event, Hansalim producers, consumers, and staff shared food, laughed together, and strengthened their bonds.

The members involved in this process deeply felt and learned about the connection between climate disasters and agriculture, as well as the critical need for climate action.



Emergency Fundraising for Producers Affected by Heavy Rain Damage Web Poster (2023)

Invitation for the Day of Gratitude for Recovery from Heavy Rain Damage (2023)

KOREA 3	Hansalim consumer's cooperative federation
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Activity Details

V. Conclusion: From a Civilization of Death to a Civilization of Life

Environmental education can take place in various fields and through a variety of methods. It also includes learning through participation in real-world economics, culture, and everyday life, especially through practices that respond to the climate crisis. Hansalim's environmental education, aimed at preparing for climate disasters, begins not just with educational programs but also with the everyday and economic activities that cherish and care for food and life. The form of this practice is expressed as transforming the current economic system, which exacerbates the climate crisis, into one based on cooperation and life.

For nearly 40 years, the foundation of Hansalim's alternative approach to production and consumption has been rooted in a worldview centered around life. This worldview is expressed through the metaphor of "the universe of a bowl of rice." To enjoy a bowl of rice, countless lives within the ecosystem, including insects, worms, and farmers, must work and cooperate in symbiosis. This worldview is embodied in the slogans of "Nurturing food," "Nurturing agriculture," "Nurturing lives," and "Nurturing communities," and it carries the hope of transitioning from a civilization that kills and alienates life to one that nurtures and sustains life, where all can coexist harmoniously.

Main Features

1. Hansalim Life-Consumer Cooperatives conducts various climate crisis education programs, campaigns, and forums for its members.
2. Hansalim Life-Consumer Cooperatives has responded to the climate crisis by establishing a net-zero scenario and preparing an inventory report. It is implementing the scenario through renewable energy generation and resource circulation.
3. The cooperative has also established a recovery system, including the operation of an agricultural fund to prepare for climate-related disasters.

Organization Introduction

【Name of organization】 Hansalim consumer's cooperative federation
 【Establishing year】 1986
 【Location】 15, Bongeunsa-ro 81-gil, Gangnam-gu, Seoul, Korea
 【URL】 <http://www.hansalim.or.kr/>

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KOREA 4	Bangahgol Community Welfare Center
‘Dobong Ecological Transition’, a community of practice that addressing the cycle of climate crisis and inequality with local resilience (Focusing on resource circulation and food agendas)	
Keywords	Sustainability, Circularity, Relationship, Community of practice, Commons
Activity Goal(s) and Objective(s)	<ol style="list-style-type: none"> 1. To organize a community of practice that grows into commoners through knowledge gained through practice and participation. 2. To strengthen the welfare capacity of the region by establishing a local circulation system that responds to the lives of those whose lives are becoming increasingly vulnerable due to climate inequality. 3. To activate a cultural movement that connects the climate actions of residents for the ecological transition of Dobong.
Targeted Participants	Residents with interest in or willingness to practice climate crisis, climate inequality, and ecological transition
Activity Details	<p><u>I . Learning is connected to life and leads to regional change.</u> [Residents Education_Ecological Citizen Village School] The knowledge that Bangahgol pursues is connected to the commons. The role of the commons is not simply how to manage resources, but it suggests that it should focus on what kind of life one pursues. The Ecological Citizen Village School began with the questions, “Climate crisis? What should we do?” “What will change if I do it?” “They say it’s a crisis, but what is the real crisis?” The beginning of the question was difficult to do alone, but it led to a gathering of ecological citizens who wanted to practice it in their lives through learning, a place for learning. Through the first Ecological Citizen Village School in 2022, 10 activists were organized under the name of Dobong Ecological Transition Initiative. The Dobong Ecological Transition Initiative has established a vision of ‘expanding the practice of resource circulation and ecological transition of food from the neighborhood where I live’ and continues its activities through campaigns, public discussions, festivals, and solidarity. In 2024, Dobong Ecological Transition activists became instructors and opened the second Ecological Citizen Village School using their past experience as materials. As a result, 15 people graduated, and 4 of them are currently members of the social cooperative Dobong Ecological Transition Initiative and are working together.</p> <p>[Next Generation_Ecological Sensitivity Cultural Experience Education] “Teacher, thanks to Dobong Ecological Transition, my child does plogging every day these days. He says he has to pick up trash to get home.” Dobong Ecological Transition prioritizes the next generation as a key stakeholder in addressing the climate crisis and climate inequality. It is a fervent wish that the climate and society that children will live in will be a little better than now. We believe that in order for children to build the ability to take action on their own while living in the climate crisis era, they need to know the present and have the courage to start from what they can do. Accordingly, we are developing and operating a cultural content education (plan) that includes a play, song, experience, and practice promise on the theme of resource circulation and food.</p>

Activity Details



【Ecological Citizen Village School, 1st class】



【Ecological Citizen Village School, 2nd class】



【Eco-sensitivity cultural experience education】

II. Story, a place to open up new practices and possibilities

Learning is important for connecting to daily life. Dobong Ecological Transition opened a story forum as a place for learning to explore ecological transition strategies in response to climate inequality issues. It is said that stories are a powerful means that humans have to create sustainability. The meticulous planning process aimed to create a space that could include as many people's stories as possible. First, the operating period was structured as a week-long program rather than a one-time event. Second, the main theme was presented through an annual exhibition concept. Third, a space was designed to include everyone's stories, ranging from one-on-one chats to small group discussions and large public forums. In this way, 'Climate Inequality Story Week 2022' began, and we asked our neighbors about the food crisis caused by rising food prices, and as a result, 307 neighbors responded that what we need now is 'reducing food (waste)'. Accordingly, in 2023, we discussed the topics of climate crisis, food, and food waste, and reached an agenda that a local food circulation system is needed, sympathizing with the reality that food waste and hunger coexist. Since then, we have organized a food care community to respond to climate inequality, and planned 'Everyone's Refrigerator in Our Neighborhood' as an alternative to the food circulation system that anyone can share and take, and are currently operating three branches. Starting with the issue of food prices in the era of climate crisis, the story week evolved to address food waste and the need for a local food circulation system. Through this story week, we aim to emphasize the idea that making care for neighbors a daily routine is essential for living with dignity in an era of climate inequality.

Activity Details



【Climate Inequality Story Week 2024】



【Climate Inequality Story Week 2024】



【Climate Inequality Story Week 2023】

III. Cultural movement linking climate action

Culture has the power to bring together universal and popular collective communities. Respecting regional culture means respecting the unique identity of the region and respecting cultural diversity based on the relationship between humans and the environment. It is clear that responding to the climate crisis is a shared responsibility that everyone living in this era must take action on. Accordingly, the cultural movement campaign that Dobong Ecological Transition is practicing promotes participation through various methods such as reading and creating picture books, displaying placards, flash mobs, and recycling tape bowling games. In addition, the ‘Dobong Ecological Transition is Naturally to Reach ZE(ro)’ zero-waste festival, a culminating event for climate action, aims to achieve near-zero waste with 15 liters in 2022, 10 liters in 2023, and 5 liters in 2024. Disposable containers are made of rice puffs, and disposable banners are made of hand-sewn banners using scrap fabric and unique banners using cardboard boxes, in an effort to promote zero-packaging sales. It may be a little inconvenient and burdensome, but booth operators and festival-goers are willing to embrace the inconvenience. Although it can be challenging at times, it is also enjoyable, and we hope that the positive experience of personal action leading to climate action can become a turning point in each person’s life.

Activity
Details

【Local Campaign OX Quiz】



【Local Campaign Tape Bowling Game】



【 Dobong Ecological Transition is Naturally to Reach ZE(ro), 627.8kg, Succeeded Carbon Reduction 】

Main
Features

1. Strengthening ecological citizenship that creates changes in local areas through knowledge and life transformation
2. Trust-based practice community, sharing the heavy agenda of ‘climate crisis’ and forming a loose and reciprocal network of relationships through pleasant practices
3. Strengthening autonomy as a social cooperative and realizing ecological transition welfare commons ‘responding to climate inequality’ ‘from the neighborhood where I live’ and ‘from what I can do’

Participants'
Impressions

○ I feel like the climate crisis in Dobong-gu will be solved soon because of the energy I get from hanging out with these incredibly hopeful people, studying, and having fun! Anyway, I really like our Dobong Ecological Transition activists who keep encouraging and cheering me on.

- Daisy_*hee Hong

○ I didn't like belonging to anything, so I wanted to practice on my own, but while attending the Eco-Citizen Village School, I gradually started to think, “Let's do it together! Let's have a chance to do it together.” I especially liked how warm and supportive they were to each other. I don't know much, but I think I learned that there might be something I can do.

- Wind_*sook Won

KOREA 4	Bangahgol Community Welfare Center
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Participants' Impressions

○ learned, “Let's act instead of just thinking about what we've learned.” I'm very interested in the climate crisis, but I often thought, “Can I do it by myself?” But while attending the Ecological Citizen Village School, I feel that I'm doing well, and I'm trying to practice steadily, thinking that I should do this.

– Nallari_*hyun Kwon

○ I have a timid personality and hesitated a lot because I was afraid of rejection from others, but I felt that I needed to actively inform and act. I decided that I should move in a direction where I can go out with the residents and not stay in my personal thoughts.

– Rainbow_*A Park

○ I'm living an ordinary life, but I'm also contributing to the climate crisis. I'm reflecting a lot. Let's live a life of sharing and caring for our neighbors without being fooled by 1+1. Starting from today, it is the 1st day.

– Among the residents participating in the Climate Inequality Story Week

Reference

Baek Yeong-gyeong (2017). ‘Commons and Welfare: A Current Issue for an Integrated Approach to the Social Reproduction Crisis’, <ECO (Vol. 21, No. 1)>. Korean Society for Environmental Sociology

Organization Introduction

【Name of organization】 Bangahgol Community Welfare Center
 【Establishing year】 1998
 【Location】 42, Sirubong-ro 17-gil, Dobong-gu, Seoul, Korea

【Operational mission】 Bangahgol, a sustainable local community with residents
 【Operational vision】 Bangahgol will become an “exciting welfare center” that starts and learns from residents

【URL】 <https://www.bangahgol.or.kr/>

Contact Information

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Visiting Special Counseling Center, Psychological Support to Help Recovery from Disasters and Return to Daily Life

Keywords Disaster, Return to Daily Life, Media Therapy, Emergency Intervention, Visiting Counseling

Activity Goal(s) and Objective(s)

1. To provide customized support services to adolescents exposed to various emergency situations, such as disasters and accidents.
2. To safely protect adolescents from crisis situations and provide emergency interventions to support their smooth return to daily life.

Targeted Participants

1. Children and adolescents who suffered direct or indirect damage due to the Gangneung wildfire
2. Victims of the Gangneung wildfire (children and adolescents)
3. Children and adolescents from families unable to return home due to the Gangneung wildfire, currently residing in facilities provided by the city

Activity Details

I. Things to Know Before Operating the Special Counseling Room: Understanding Their Needs

1) Progress and response to large fire situations

On April 11, 2023, at around 8:30 AM, a large fire broke out at 4 Nango-dong, Gangneung-si, Gangwon-do due to strong winds, burning 120 ha of forest, and the fire occurred near a tourist site with many private houses and pensions in Gangneung Gyeongpo, resulting in severe loss of life and property damage.



【Gangneung Wildfire Photo (Gangwon Daily)】

2) When a forest fire occurs, the first thing to do is to identify the forest fire damage situation of the youth using the center, and work together with the Gangneung City Office of Education and Gangneung City to identify the extent of damage to the youth affected by the forest fire.

3) Before operating the Special Counseling Center, the extent of the forest fire damage was identified, and an emergency response meeting was held with the youth education institution.

Activity Details



【Emergency Response Meeting】

4) Many services and support were provided by the city and various related organizations for various disaster situations, and the Gangneung Youth Counseling and Welfare Center was conducted for children and teenagers from families who lived in the Gangneung Green Experience City because the victims of forest fires did not return to their homes immediately.

II . While setting up a special counseling center: Cooperation and preparation with related organizations,

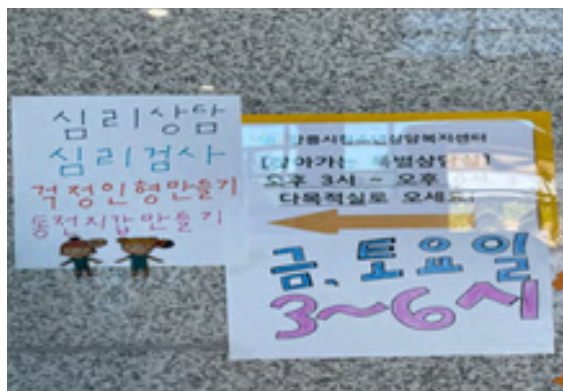
- 1) Worked closely with the Population and Family Division's Youth Section in Gangneung City to identify the needs of children and adolescents from disaster-affected families.
- 2) Conducted a preliminary visit to the Gangneung Green City Experience Center (Ijen) to assess the environment and actively promoted the facility to ensure its accessibility and usage by children and adolescents.

III. Operation of the special counseling center on-site

Date: Every Friday and Saturday from May 19 to June 10, 2023 (2 days) 15:00 to 18:00

Location: Gangneung Green City Experience Center Izen Multipurpose Room

Target: Children and adolescents



- 1) After the Gangneung wildfire broke out on April 11, the center provided treatment support for about a month until May 19.

**Activity
Details**

2) The program utilized art therapy to provide adolescents with a sense of psychological safety and to alleviate stress. Through the creation of "worry dolls," children were encouraged to reflect on their current worries, articulate them, and express their emotions, thoughts, and challenges while crafting the dolls. Some participants also drew simple images and referred to them as worry dolls. This process allowed children to naturally share their difficulties stemming from changes in daily life caused by the wildfire, using the dolls as a medium for expression. It provided them with a comfortable opportunity to talk about their struggles, enabling them to express feelings of emotional instability, anger, and fear.



【Activity Photo 1】

Art therapy activities helped alleviate psychological stress and provided emotional stability.

3) The outreach program at the temporary shelters supported not only the children but also their guardians by offering appropriate psychological stability and relief from the stress of parenting. Parents who already faced challenges in raising their children expressed their difficulties, exacerbated by the wildfire's disruption of daily life. For instance, they described how their children had become more irritable and would wake up at night asking to go home, leaving the parents unsure of how to console them. While the parents themselves were eager to return home, they worried about their children's increased distress and shared their own struggles as adults.

4) The Visiting Special Counseling center also helped prevent children with pre-existing psychological issues from falling into more severe problems by providing appropriate guidance and interventions. While children who were emotionally vulnerable made their parents' adjustment to daily life more difficult, they gradually showed signs of recovery through engagement in various media activities.

5) To ensure the children's psychological issues did not worsen, follow-up care was provided through the 1388 hotline, supporting their smooth return to normal life.

Activity Details



【Activity Photo2】

Main Features

1. Psychological trauma support was provided to children, adolescents, and guardians who were directly or indirectly affected by the Gangneung wildfire. Through various art therapy activities, psychological stress was alleviated, and emotional difficulties were expressed. The psychological stability of the child can lead to the psychological stability of the guardian. Through counseling with the guardians who visited with the children, the guardians were also able to find psychological comfort.
2. Support for a smooth return to daily life was provided through connections with the youth safety network. Not only was this a one-time counseling program, but it was also carried out through detailed discussions with related organizations during the planning phase, including the program's timing, methods, target audience, and operational strategies.
3. Support was provided to help individuals find psychological stability through follow-up care. This included counseling referrals and treatment support services via the 1388 hotline and professional case management, alongside regular follow-up care to ensure ongoing support.

Participants' Impressions

○ “It felt like I was playing with my sister when we came here, so I liked it. I wanted to go home at first, but drawing pictures and talking with the teacher was fun and made me feel good. I enjoyed making worry dolls and drawing pictures. Making a wallet was a little difficult, but I still liked it.”

—A reflection from a young participant who attended every day for four weeks

○ “At first, the children found it difficult to stay in a new and unfamiliar place, but they enjoyed it because it felt like camping and was something new. However, as time went on, they found more difficulty in their situation. As a parent, I also felt exhausted from taking care of the children, but participating in the program felt like receiving care myself, which was really nice. On the days we participated in the program, I was thankful to see my children return home and chatter happily before falling asleep peacefully. The wildfire caused many hardships for us, but the support from people like you has given us great strength. Thank you so much.”

—A reflection shared by the mother who brought her children every week

**Organization
Introduction**

【Name of organization】 Gangneung Youth Counseling Welfare Center

【Establishment year】 1999

【Location】 2nd floor of the Youth Training Center, 72-21, Jonghapundongjang-gil,
Gangneung-si, Gangwon-do, Korea

【Organization Overview】

Gangneung Youth Counseling Welfare Center is a youth counseling specialized organization under the Ministry of Gender Equality and Family, and is operated by the Munsu Youth Association of the Jogye Order of Korean Buddhism, a non-profit organization, under the consignment from Gangneung City. It operates a youth safety net system that links professional counseling and local professional manpower, and operates the youth hotline 1388, youth companions, out-of-school youth support centers, and youth care cafe Solhyang Friend.

【URL】 <https://www.gn1388.or.kr>**Contact
Information**

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【Department】 Gangneung City Youth Counseling Welfare Center

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○ The Significance of the Five Cases by the Korean Secretariat

The significance of disaster prevention education in our country fundamentally depends on how disasters are defined. The disasters addressed in the five cases are directly connected to environmental education or are hazards treated as educational themes, such as COVID-19, fine dust, climate change, and wildfires.

Educational activities related to each hazard aim not only to provide information on immediate actions to take when such disasters occur but also to address the aspects that must be considered to prevent these disasters in the medium to long term and to recover from them. For instance, the cases emphasize the importance of healthy food, resilient communities, cooperative and life-centered economies, and recovery through psychological healing.

In short, these cases demonstrate that disaster risks can be mitigated or reduced not only through early warning systems and disaster-prepared social infrastructure but also by addressing individual and collective vulnerabilities, enhancing response capacities, and building resilient societies and ecosystems in the long term.



The 25th Tripartite Environmental Education Network (TEEN25) Joint Project Comparative Research Report

Published date : March, 2025

Published by : Office of Environmental Education,
Ministry's Secretariat,
Ministry of the Environment Japan

Plan/produce : Japan Environmental Education Forum