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Title	レジリエンス教育の海外展開に関する研究：開発国におけるフィールドワークプログラムの構築
Author(s)	加藤，知愛；武田，浩太郎；小野寺，忠司 他
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A Study on Expanding Resilience Education :
An Approach to the Establishment of Fieldwork Programs Across Countries

Purpose With the growing frequency and severity of natural hazards worldwide, educational programmes that foster human resources for post-disaster community recovery are in high demand. This study proposes an approach to adapt Japan’s “Entrepreneurial Education for Building Resilient Societies” programme (EDGE-NEXT, 2019–2021) into a fieldwork-oriented curriculum for disaster-prone developing countries.

Methods (1) Conceptual mapping of resilience and crisis-response policies through UN-HABITAT reports and an “Energy Resilience” survey (2020). (2) Extraction of global trends via the World Economic Forum’s Strategic Intelligence platform. (3) Hypothesis-building on target industrial sectors based on open energy-policy data. (4) Integration of insights to shortlist feasible fieldwork sites (Takeda et al., 2024).

Findings Resilience definitions vary by country, yet energy and critical-infrastructure security provide common ground, often aligned with the Sendai Framework. Major disasters or blackouts trigger policy shifts; risk-management measures in oil & gas (US, India) and infrastructure improvement in Southeast Asia are illustrative. Regional analyses identify Uzbekistan and Mongolia—alongside the Philippines—as promising sites, meeting criteria of disaster similarity, Sendai alignment, and conducive settings for circular-economy transitions.

Conclusion The four-step design process presented here offers a transferable framework for social-education scholars aiming to implement resilience-oriented fieldwork programmes and facilitate international transfer of post-disaster technologies.