

Report on the 8th ACP Conference

A report on the 8th ACP Conference held on August 30 at Universitas Gadjah Mada, Indonesia



1. Time and date: 13:00pm-17:30pm, 30 August 2019
2. Venue: Bulaksumur Room, University Club (UC), Universitas Gadjah Mada (UGM)
3. Attendants

Universitas Gadjah Mada

- Dr. Ir. Nizam, M. Sc., IPM., ASEAN Eng. (Professor, Dean, Faculty of Engineering)
- Dr. Agung Harijoko (Head, Center for Disaster Studies (PSBA))
- Dr. Ikaputra (Assc. Professor, Head, Master of Architecture Program, Department of Architecture & Planning, Faculty of Engineering)
- Dr. Ir.T. Yoyok Wahyu Subroto (Professor, Department of Architecture & Planning, Faculty of Engineering)
- Dr. Ardy Nareswari (Department of Architecture & Planning, Faculty of Engineering)
- Dr. Gayatri Indah Marliyani (Department of Geological Engineering, Faculty of Engineering)
- Dr. Esti Handini (Department of Geological Engineering, Faculty of Engineering)

Universiti Utara Malaysia (Malaysia)

- Dr. Nor Hasni Osma (Associate Professor, Dean, School Of Technology Management & Logistics)
- Dr. Suria Musa (Director, Disanter Management Institute)
- Dr. Faizatul Akmar Abdul Nifa (Research Fellow, Disaster Management Institute)

Universitas Brawijaya (Indonesia)

- Dr. Dias Satria (Head of International Undergraduate Program , (Banking and Finance))

Universitas Lampung (Indonesia)

- Dr. Ir. Cipta Ginting (Professor, Director of Collaboration Development and International Affairs)
- Mr. Mudji Rachmat Ramelan, S.E, MBA. (Head of International Program, Faculty of Economics and Business)

University Tunku Abdul Rahman (Malaysia)

- Dr. Nor Ismailiza Binti MohdIsmal (Assistant Professor, Head, Department of Biological Science, Faculty of Science)

Kansai University of International Studies (Japan)

- Dr. Atsushi Hamana (Chairperson of the ACP, President of KUIS)
- Professor, Masahiko Murata (Assistant to the president, Director, Center for Safety Management Education and Research)
- Dr. Yasuo Kawawaki (Assistant to the president, Professor, Director, Center for Global Education)
- Dr. Hajime Ito (Associate Professor, School of International Communication, Department of English Communication, Chief of International Students Division)

4. Meeting contents

(1) Opening address

To formally kick off the conference, Dr. Nizam, Dean of the Faculty of Engineering of the host university, Universitas Gadjah Mada, delivered some opening remarks. Dr. Nizam said “Given the frequent occurrence of natural disasters such as tsunamis, earthquakes, and floods, it is vital that local communities know how to take action when a disaster hits and that they prepare accordingly. Everyone, from young children to adults needs to be educated about this. I feel very grateful for the efforts of Asian Cooperative Program (ACP) in this area.”

Next, ACP Chairperson Dr. Hamana made an opening speech. Dr. Hamana addressed “At the ACP Consortium, we have a strong record of achievements in natural disaster preparation as well as in creating educational content and conducting research relating to safety management. We will continue to seek further cooperation in these areas”

(2) Proposal by ACP Chairperson

Since the first ACP Conference in November 2014, Universitas Brawijaya and Universiti Tunku Abdul Rahman (UTAR) were participating here for the second time. Also, numerous representatives from other attended universities were participating in the ACP Conference for the first time. In light of this, before the presentation of the Chairperson’s proposal, Prof. Kawawaki of Kansai University of International Studies (KUIS) provided an outline of the ACP’s goals and philosophy, and explained its activities and achievements so far, as well as the ACP International field study program.

The goal of Asian Cooperative program (ACP)

The goal of ACP is to develop human resources capable of contributing to the development and management in Southeast Asia.

The program links Kansai University of International Studies with 14 Southeast Asian universities under the banner keywords of “**safety and security.**”

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ACP universities are collaborating to

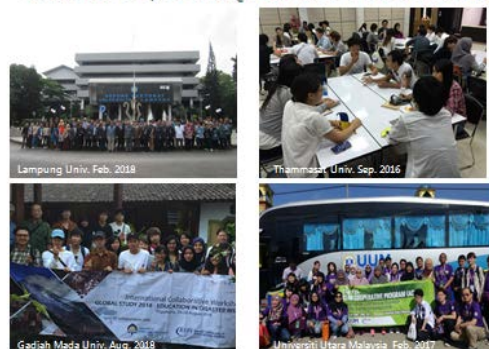
- Develop **contents of educational system** focusing on “Safety Management”
- Conduct those programs/system
- Share educational materials and **customize** them into each university’s educational system
- **Set opportunities** (; workshops or short term programs), in which faculty/students can participate
- **Package** those educational systems
→provide students with “certificate” “credential” “degree”

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ACP’s journey from 2014

#	Dates	Venue	Country	Details of discussion
1	11/3/2014	MSU	Malaysia	Inauguration of the ACP consortium
2	5/28/2015	KUIS	Japan	Speech by Mr. Tomio Saito, Chair of the Board, Hyogo International Association Discussion about future development
3	3/7/2016	MSU	Malaysia	Implementation of Off-Campus Program Discussion about success of activities today and future plans
4	9/8/2016	Thammasat Univ.	Thailand	Safety Management Certification Program Discussion about implementation
5	2/28/2017	UUM	Malaysia	Plan for ACP Certificate Program (common syllabus)
6	2/12/2018	UNILA	Indonesia	Execution of MOU to issue joint certificates by four universities
7	2/28/2019	KUIS	Japan	Report on implementation of the program at each university
8	8/30/2019	UGM	Indonesia	Discussion on ACP common Rubric and expansion of ACP activities

“ACP International Field Study” in Thailand, Malaysia and Indonesia



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(3) About the ACP's activities

Next up, Prof. Murata of KUIS gave a brief explanation of ACP Certificate Program and reported on the initiatives and accomplishments of the university. He also offered a presentation of joint projects between KUIS and ACP member universities (Universitas Lampung (UNILA), Universiti Utara Malaysia (UUM), UGM).

Composition of the ACP Certificate Program

Certificate program as the step towards Global Action Learning

Individual Curriculum 2 subjects, 40 hours	Jointly Developed Common Curriculum 3 subjects, 60 hours	Off-campus Program 1 subject, 20 hours
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To be developed and organized by each university

To be developed as a common curriculum of the ACP and organized at each member universities

To be jointly organized with KUIS and host university, inviting students from ACP member universities

(1) ACP Subject Certificate (@20-40 hours)

(2) ACP Program Certificate (6 Subjects, about 120 hours)

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[KUIS] Overview of Safety Management Education

Disaster Risk Reduction Study (2) → Credential
Qualified as a "BOSAISHI"

Safety Management (2)
Risk Assessment · History of Disasters
Disaster Information · Media's Role at Disasters
Disaster Management Laws · Crime Prevention

Corporate Disaster Management (2)
Corporate Risk Management · BCP
Actual Corporate Crisis · Disaster Management Manual & Drills

Service Learning
Development of Corporate Model Manual for Disaster Management
Participation in a Disaster Management Drill, etc.

Community Based Disaster Reduction (2)
Voluntary Disaster Management
Support of Disabled People
Regional Disaster Management Plan/Drills

Post-disaster Recovery (2)
Recovery by Clusters (Infrastructure, Industry, Livelihood)
Good Practices on Recovery

International DRR Cooperation(2)
Disasters in the World · Streamline of International Disaster Risk Reduction
International Cooperation of Japan, etc.

Global Study(2)

KUIS/ ACP Certificate → <Future Perspective> Corporate Disaster Manager
KUIS Credential

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[KUIS] Students take many Safety Management Curriculums besides Bosaishi Study

Total 584 students took other safety management curriculums(as of January 2019)
301 KUIS students got BOSAISHI (as of January 2019)
New Bosaishis are coming. Now, total 611 (as of July 2019)
(+218 : 2018 February/ +92 :2019 July)

Students who took Safety Management Curriculum

Post Disaster Recovery	27
International DRR Cooperation	70
Corporate DRR	101
Community DRR	238
Safety Management Study	348
DRR Study (~2018 Spring)	294
DRR Study (2018 Winter)	233

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Collaboration between KUIS & University of Lampung

The delegation from University of Lampung inspected the disaster prevention facilities in Miki City (Sep.2018)

After the KUIS' 20th anniversary ceremony, University of Lampung (UNILA) and KUIS had

- 1) meeting to discuss 'operation of the Certificate Program in UNILA'
- 2) inspections of JICA, Miki Disaster Prevention Park, the disaster-stockpiling base, and other facilities.

UNILA plans to develop a program with safety management education, and is now proceeding with preparations in coordination with the ACP.

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KUIS-UUM Joint Research and Annual GS Program from now on

UUM will host the ACP GS continuously.
UUM-KUIS will jointly develop DRR Education tools such as DRR Board Game.
Use these tools at elementary schools in Kelantan and Kedah as a GS program.

DRR Board Game for kids (UUM)

DRR Handkerchief (Tohoku Uni., Japan)

UUM-KUIS Discussion

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Memorandum of Agreement

MOA between Faculty of Engineering, UGM and Research Institute for Safety Management, KUIS

Co-operation between the two institutions may include, but is not limited, such activities as:

- Exchange of researchers
- Joint research activities in the Long-Term Life Recovery from Disaster.

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(4) Subjects of discussion

Prof. Kawawaki of KUIS confirmed the direction of future ACP developments. As one of the discussion points of this conference, he proposed a common rubric as a basis for stipulating the knowledge and skills necessary for safety management certification. To this, UGM responded with a question: “In what ways would it be better to adopt a common rubric given the differences in academic systems?” Dr. Hamana answered, “To certify the quality of the skills and knowledge acquired by students, a rubric that is partially common is needed, even if it is not the same in every respect for everyone.” UUM also suggested that it is important to work with the curriculum of each university, and it was confirmed that further consideration will be given to the introduction of a rubric.

This rubric is designed to help instructors and relevant administrators assess student progress of overall program learning goals for the 120-credit ACP Safety Management Program.
Evaluators should keep in mind the descriptors that best represents a student's level of output or performance. There are four levels of attainment to choose from.⁴²

Learning Outcomes-- Through This Program Students Will: ⁴²	Likely Form of Assessment ⁴²	4=Advanced ⁴²	3=Proficient ⁴²	2=Basic ⁴²	1=Threshold ⁴²
1) Apply Essential Safety Management Knowledge and Skills to Real-World Situations ⁴²	Regular Tests; Assignments from Field Study, Case Studies, Service-Learning; Final Project ⁴²	Masters course material to a point where can apply multiple skills and diverse knowledge to solve real-world problems in an effective and or innovative way. ⁴²	Masters course material enough to apply relevant skills and knowledge to solve a real-world problem adequately. ⁴²	Understands course material enough to use skills and knowledge to solve basic aspects of a real-world problem. ⁴²	Comprehends basic themes of course but struggles to apply skills and knowledge to new situations. ⁴²
2) Acquire Abilities and Strategies in Problem Defining and Problem-Solving ⁴²	Final Project, Report or Presentation ⁴²	Demonstrates the ability to construct a clear/insightful problem statement and formulates a solution that indicates a deep grasp of the problem and is sensitive to multiple contextual factors (e.g. ethical, logical, and cultural) complicating a problem. ⁴²	Demonstrates the ability to construct an effective problem statement that is adequately detailed, and can formulate a solution that indicates adequate understanding of the problem and acknowledges some, but not all, main contextual factors (e.g. ethical, logical, and cultural) complicating a problem. ⁴²	Demonstrate the ability to construct a problem statement, but it remains superficial; can formulate a solution that addresses basic issues of problem indicates or is “off the shelf,” rather than designed to address the specific contextual factors of a problem. ⁴²	Struggles to formulate a problem statement or devises a problem solution that is vague or only indirectly addresses the problem statement. ⁴²
3) Develop Communication Skills Needed for Safety Management Activities ⁴²	Oral Presentations or Written Reports ⁴²	Communicates, organizes and synthesizes information from all relevant sources to fully achieve a specific purpose, with clarity and depth. ⁴²	Communicates, organizes and synthesizes information from most necessary sources in effective way. ⁴²	Communicates and organizes information from sources in an adequate way. The information is not always fully synthesized, so the intended purpose is not always achieved. ⁴²	Communicates information in unclear and/or inappropriate way (misquoted, taken out of context, or incorrectly paraphrased, etc.), so the intended purpose is not achieved. ⁴²
4) Cultivate Interpersonal and Intercultural Competencies Needed for Participating in Safety Management Projects ⁴²	Group-work Activities and Class Participation ⁴²	Always assists and/or encourages team members; interprets issues and experiences from the perspectives of other; demonstrates ability to recognize the feelings of another cultural group. ⁴²	Usually assists and/or encourages team members; recognizes and engages intellectual and emotional viewpoints of others; exhibits curiosity and engages different communities and cultures. ⁴²	Often assists and/or encourages team members; recognizes different perspectives but responds usually with own worldview; exhibits little curiosity in learning from other communities and cultures. ⁴²	Sometimes assists and/or encourages team members; acknowledges the experiences of others but does so with own worldview; indifferent or resistant to learning from of other communities and cultures. ⁴²
5) Practice Leadership Skills Needed for Safety Management Projects (*Optional- e.g. for Global Studies program) ⁴²	Team Projects and Class Participation ⁴²	Engages team members in ways that facilitate their contributions; addresses destructive conflict directly and constructively ⁴²	Often engages team members in ways that facilitate their contributions; often identifies and acknowledges conflict and stays engaged with it. ⁴²	Sometimes engages team members in ways that facilitate their contributions; sometimes redirects focus toward common ground, and toward task at hand (away from conflict). ⁴²	Engages team members by listening to others without interrupting but does not exhibit leadership per se; passively accepts alternate viewpoints so unable to manage conflict. ⁴²

There was also a very lively exchange of views that ran over the scheduled session time. UNILA offered an overview of its safety management training program, while UTAR reported its interest in expanding ACP activities into the areas of food safety and climate change, and Universitas Brawijaya expressed its hope of extending activities into business fields.

Chairperson Dr. Hamana also offered his view that each university needed to secure financial support by making its own separate project applications to JICA, for the sake of student programs and research continuity.

Finally, Dr. Nor Hasni Osma from UUM, which will host the 9th ACP Conference, gave a welcoming address, bringing the 8th ACP Conference to a conclusion