

様式 A-1

(FY2025)

2025 年 7 月 10 日

サイエンス・ダイアログ 実施報告書

1. 学校名: 愛知県立春日井高等学校
2. 講師氏名: Dr. Tahmina CHUMKY (Ms.)
3. 講義補助者氏名: なし
4. 実施日時: 2025 年 7 月 10 日 (木) 13:25 ~ 15:15
5. 参加生徒: 2 年生 38 人、 3 年生 40 人、 (合計 78 人)
備考: (理数コースの生徒)
6. 講義題目: 日本におけるバングラデシュ移民の社会ネットワークダイナミクスの分析について
7. 講義概要: バングラデシュについての紹介・移民問題についての講義
8. 講義形式:
☐ 対面 ・ ☒ オンライン (どちらか選択ください。)
 - 1) 講義時間 90 分(休憩 10 分含む) 質疑応答時間 20 分
 - 2) 講義方法 (例: プロジェクター使用による講義、実験・実習の有無など)
プロジェクター使用によるオンライン講義
 - 3) 事前学習
☒ 有 ・ ☐ 無 (どちらか選択ください。)
使用教材: 概要資料(講義についてのアウトライン・キーワード等)
9. その他特筆すべき事項:

Form B-2
(FY2025)
Must be typed

Date (日付)
23/07/2025
(Date/Month/Year: 日/月/年)

Activity Report -Science Dialogue Program-
(サイエンス・ダイアログ 実施報告書)

- Fellow's name (講師氏名): Tahmina Chumky (ID
No. P24312)

- Name and title of the lecture assistant (講義補助者の職・氏名)
Kokubo Naomi (Ms.), Teacher of Kasugai High School

- Participating school (学校名): Kasugai High School

- Date (実施日 時) : 10/07/2023
(Date/Month/Year: 日/月/年)

- Lecture title (講義題目):
Disaster and Human Migration: What Happens to the Lives Left Behind in Bangladesh?

- Lecture format (講義形式):
◆☐ Onsite ・ ☒ Online (Please choose one.)(対面 ・ オンライン)((どちらか選択ください。))
◆Lecture time (講義時間) 90 min (分), Q&A time (質疑応答時間) 20 min (分)
◆Lecture style (ex.: used projector, conducted experiments)
(講義方法 (例: プロジェクター使用による講義、実験・実習の有無など))
Online lecture using slide pptx via zoom

- Lecture summary (講義概要): Please summarize your lecture within 200-500 words.
Bangladesh is one of the most disaster-prone countries in the world, constantly battling the devastating effects of floods, cyclones, and riverbank erosion. These recurring environmental calamities have forced millions to flee their homes in search of safety and better livelihoods. While much of the research has focused on the migrants who relocate to escape these threats, there has been relatively less attention given to the lives of those who remain behind in disaster-stricken areas. These immobile populations, particularly the elderly, women, children, and marginalized groups, experience a unique set of socio-economic and psychological challenges that often go unnoticed.
This research delves into the complexities faced by these individuals and communities, highlighting the profound impact of climate-induced displacement on the people who remain behind. Through detailed case studies and field data, the study explores how the fragmentation

of families, shifts in social roles, and reduced access to essential resources exacerbate existing vulnerabilities. Moreover, it examines the long-term consequences of these disruptions, which leave many populations more susceptible to ongoing environmental and social risks.

The research also sheds light on the intricate relationship between environmental stress and social resilience, highlighting how gaps in local policies and governance exacerbate existing inequalities. As many disaster-affected areas lack the necessary infrastructure and support systems, the survival strategies of those left behind often fall short, worsening their situation over time.

Ultimately, the study calls for a more inclusive approach to climate adaptation strategies and development planning. By ensuring that both migrants and non-migrants are considered in policy-making, the resilience of entire communities can be strengthened. Addressing the needs of those who remain behind is just as crucial as supporting those who move, and sustainable solutions must be taken into account for the full scope of climate displacement's impact.

◆Other noteworthy information（その他特筆すべき事項）:

- Impressions and comments from the lecture assistant（講義補助者の方から、本プログラムに対する意見・感想等がありましたら、お願いいたします。）: It was an engaging and enjoyable lecture for both students and lecturer.