

November 27<sup>th</sup>, 2017

13:45 – 15:15

The World Bosai Forum / International Disaster Risk Conference 2017 in Sendai  
Technical Session No.39

# **Tracks and Scenarios of Student-driven Volunteer Activities: Focusing on Young Powers Embedded in Long-term Reconstruction after the Great East Japan Earthquake**

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"HARU"  
reconstruction Team of TOHOKU  
University

KISEK  
一輪の想い、これから

# Sustainable Volunteering Activities of "HARU": Utilizing the Learning Organization



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# Outline

## **1. HARU's activity report**

1. Introduction
2. Transition
3. ISHINOMAKI department
4. YAMAMOTO department

## **2. Utilizing the learning organization for sustainable volunteering**

1. Learning organization
2. Events
3. Patterns & Trends
4. Underlying Structures
5. Mental Models

## **3. Conclusion —sustainable volunteering that really works—**

1. Contributions
2. Challenges
3. Prospects for the future

# 1-1. Introduction

## Mission:

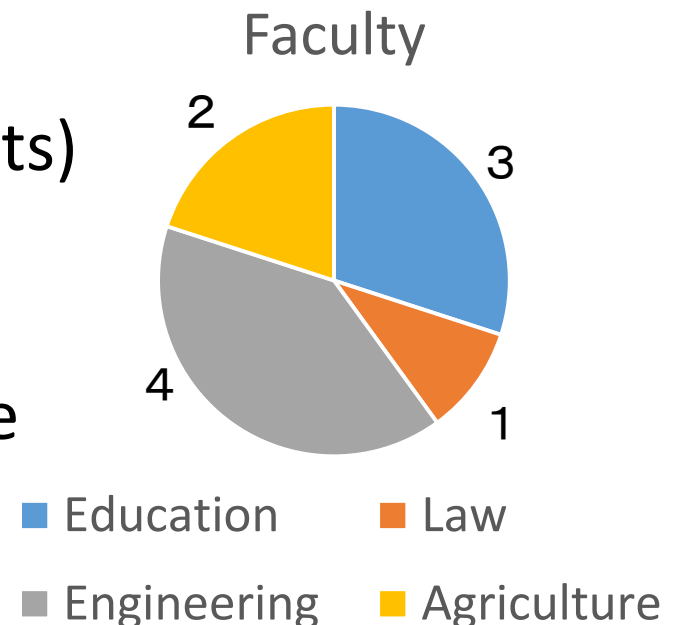
HARU is a **student volunteer team** formed for the purpose of **reconstruction assistance and regional revitalization** on the Great East Japan Earthquake (GEJE).

**Founding date:** March 24<sup>th</sup>, 2011

**Number of members:** 10 (All Students)

**Activities:** 2-3 times / Month

**Activity places:** Ishinomaki city & Yamamoto town in Miyagi prefecture



# 1-2. Transition

March 24<sup>th</sup>, 2011

September 21<sup>st</sup>, 2011

January 1<sup>st</sup>, 2017

Immediate Activities

Project-based  
Activities

Departmental  
Activities

## **Local support**

Support at evacuation center, Removal of rubble & mud, Nursing care, Interpreter, Filling, Cleaning photos etc.

## **Goods support**

Materials support (recruitment, management of storage, transportation), Provision of clothing to municipalities, Provision of study guides

## **Education/research support**

Library restoration work (book arrangement / bookkeeping maintenance), Interaction with children at evacuation center, Volunteer mediator, Provision of information

# 1-2. Transition

March 24<sup>th</sup>, 2011

September 21<sup>st</sup>, 2011

January 1<sup>st</sup>, 2017

Material Support

Project-based  
Activities

Departmental  
Activities



# 1-2. Transition

March 24<sup>th</sup>, 2011

September 21<sup>st</sup>, 2011

January 1<sup>st</sup>, 2017

Material Support

Project-based  
Activities

Departmental  
Activities

**ISHINOMAKI  
Department**

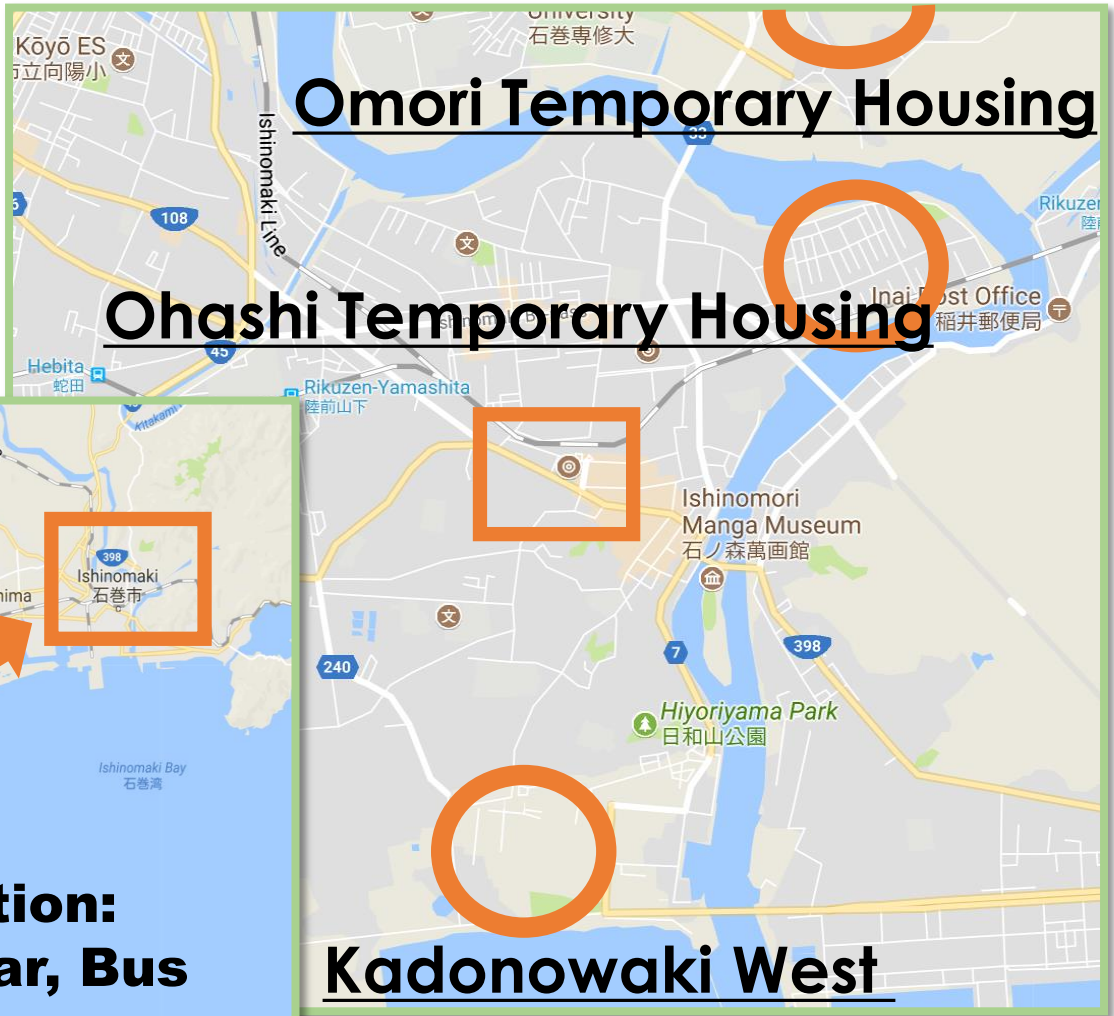


**YAMAMOTO  
Department**



Various kinds of activities  
in accordance with explicit  
& implicit needs

# 1-3. ISHINOMAKI department





# 1-3. ISHINOMAKI department

## Tracks of the Activities in Ishinomaki



### **1. Learning Support Project** (July,2012 - April,2015)

- In the temporary housing , about twice / Month)
- Target: elementary school - high school students



### **2. ASOIKU M. & Cooking Class Project**(June,2015-)

- Assessment of needs by dialog & Creation of projects
- Cooking together to enhance the quality of the community



### **3. ISINOMAKI Department** (January,2017-)

- 3 activity places
- A lot of contents responding the needs

# 1-3. ISHINOMAKI department



**Interaction with Nagasaki Sip-S  
(September 14<sup>th</sup>,2017)**



**Foot Bath Activity at  
Kadonowaki West Public  
Restoration Housing  
(March 18<sup>th</sup>,2017)  
with Moka Women's High School  
Students in Tochigi Prefecture**

# 1-3. Project-based Activities

## Learning Support Project

### Place

Temporary housing in Ishinomaki city

### Activity objectives

- ✓ Helping children overcome academic disadvantages
- ✓ Making children's place

### Activity contents

- ✓ Helping students do their homework and self-study
- ✓ Playing with children using origami, shogi, drawing etc.



# 1-3. Project-based Activities

## Cooking Class Project

### Place

Temporary housing in Ishinomaki city

### Activity objectives

- ✓ Making opportunities for residents to gather
- ✓ Building community with each other

### Activity contents

- ✓ Cooking together



# 1-3. Project-based Activities

## Foot Bath & Café Project

### Place

Temporary housing in Ishinomaki city & Yamamoto town.

### Activity objectives

- ✓ Having residents feel relaxed
- ✓ Provision of a place where residents can interact
- ✓ Assessing needs through talking

### Activity contents

- ✓ Foot bath and hand massage
- ✓ Creating places where residents can interact with each other such as meet and greet, karaoke etc.

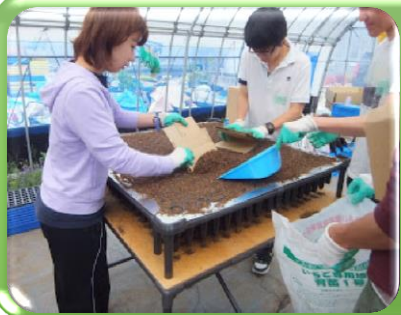


# 1-4. YAMAMOTO department



# 1-4. YAMAMOTO department

## Tracks of the Activities in YAMAMOTO



### 1. Strawberry Farmer Support Project

(December,2012 - April,2014)

- Support for the reconstruction of a strawberry farmer



### 2. Foot Bath & Cafe Project (June,2013 - September,2015)

- Community formation for residents to feel relaxed
- Contents: foot bath & hand massage, café, karaoke



### 3. YAMAMOTO Department (January,2017 -)

- Focus on building a network of community
- A lot of contents responding the needs

# 1-4. YAMAMOTO department

## Recent Activities

Local Events



Pine Grove Management



Local Festivals





# 1-4. YAMAMOTO department

Sports Event  
(Sep.24<sup>th</sup>, 2017)



Halloween Party  
(Oct.28<sup>th</sup>, 2017)



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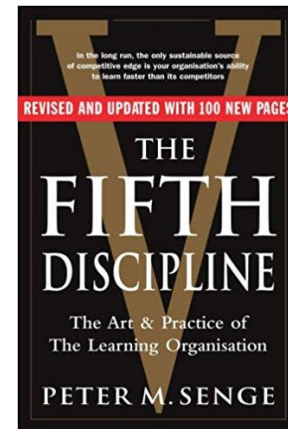
## 2-1. Learning organization

Peter Senge (2006) says the learning organization is ...

- (1) where people continually expand their capacity to create the results they truly desire,
- (2) where new and expansive patterns of thinking are nurtured,
- (3) where collective aspiration is set free,
- (4) and where people are continually learning to how to learn together.

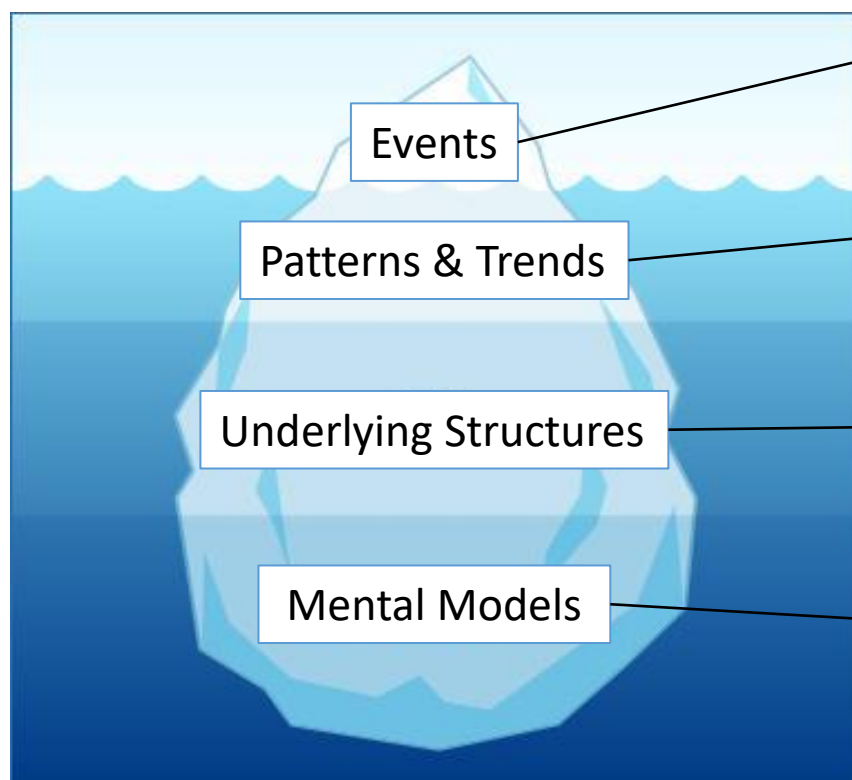
Sustainable organizations need  
**'Resilience', 'Adaptation', 'Self-organization'**

Senge, P. (2006). *The Fifth Discipline: The Art and Practice of the Learning Organization*. Crown Business.



## 2-1. Learning organization

Iceberg model



React:  
Getting new viewpoints

Anticipate:  
Foreseeing long-term influence

Design:  
Drawing rich pictures

Transform:  
Revealing the root of actions

## 2-2. What happened to us ?

December, 2014~March, 2015

### ● Learning Support Project in Ishinomaki city

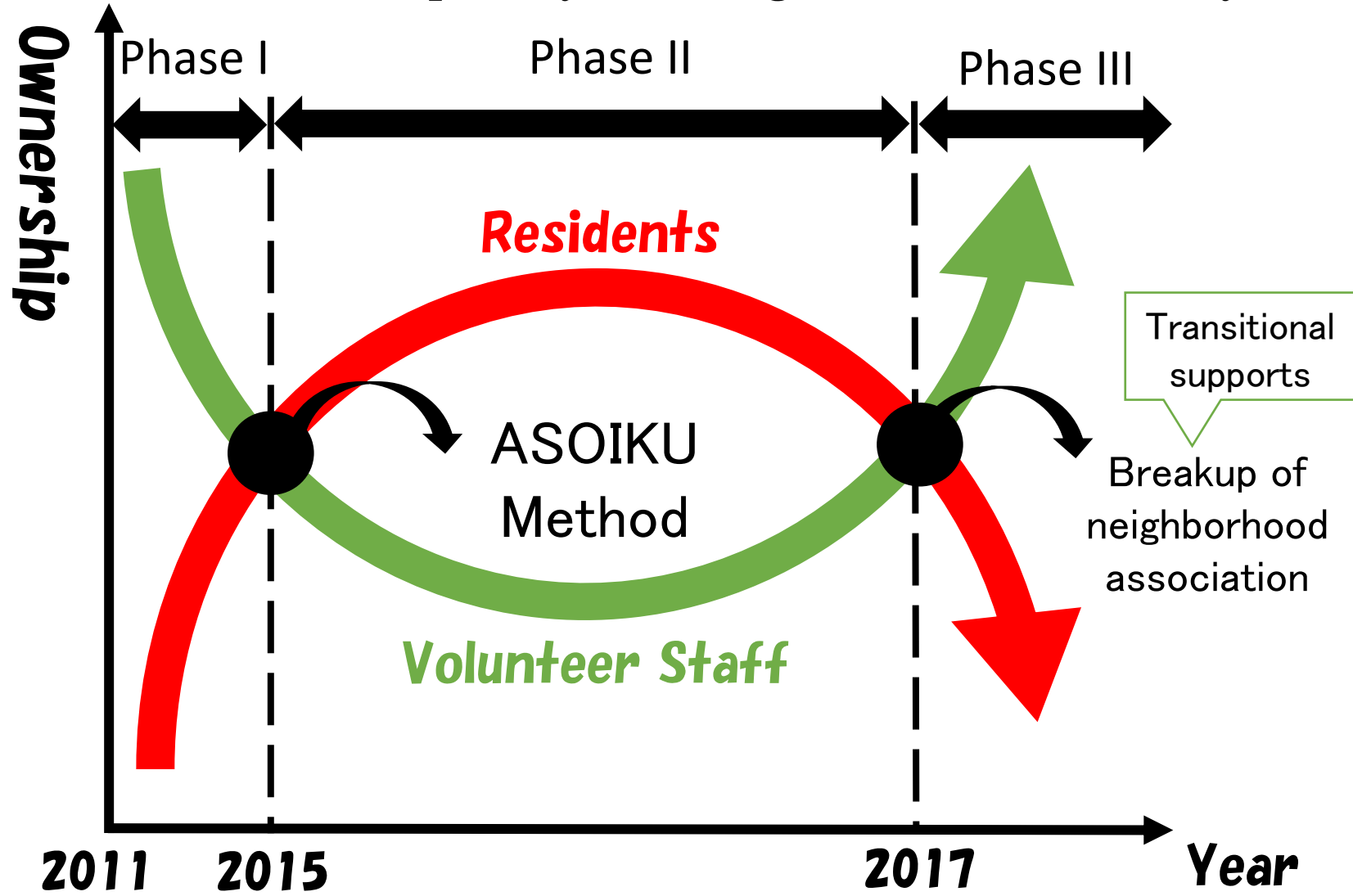
- Few/No children participated in our project
- Families with children moved
- Not attractive for children
- Waste of money (Our funding was spent only for the transportation)

### ● Foot bath & Café Project in Yamamoto town

- A resident said,  
“We participate in your events because you come all the way here.”
- The residents were forced to attend our project !

# 2-3. Ownership's pattern

-Case of Ohashi temporary housing in Ishinomaki city-



## 2-3. Typology according to each phase

-Case of Ohashi temporary housing in Ishinomaki city-

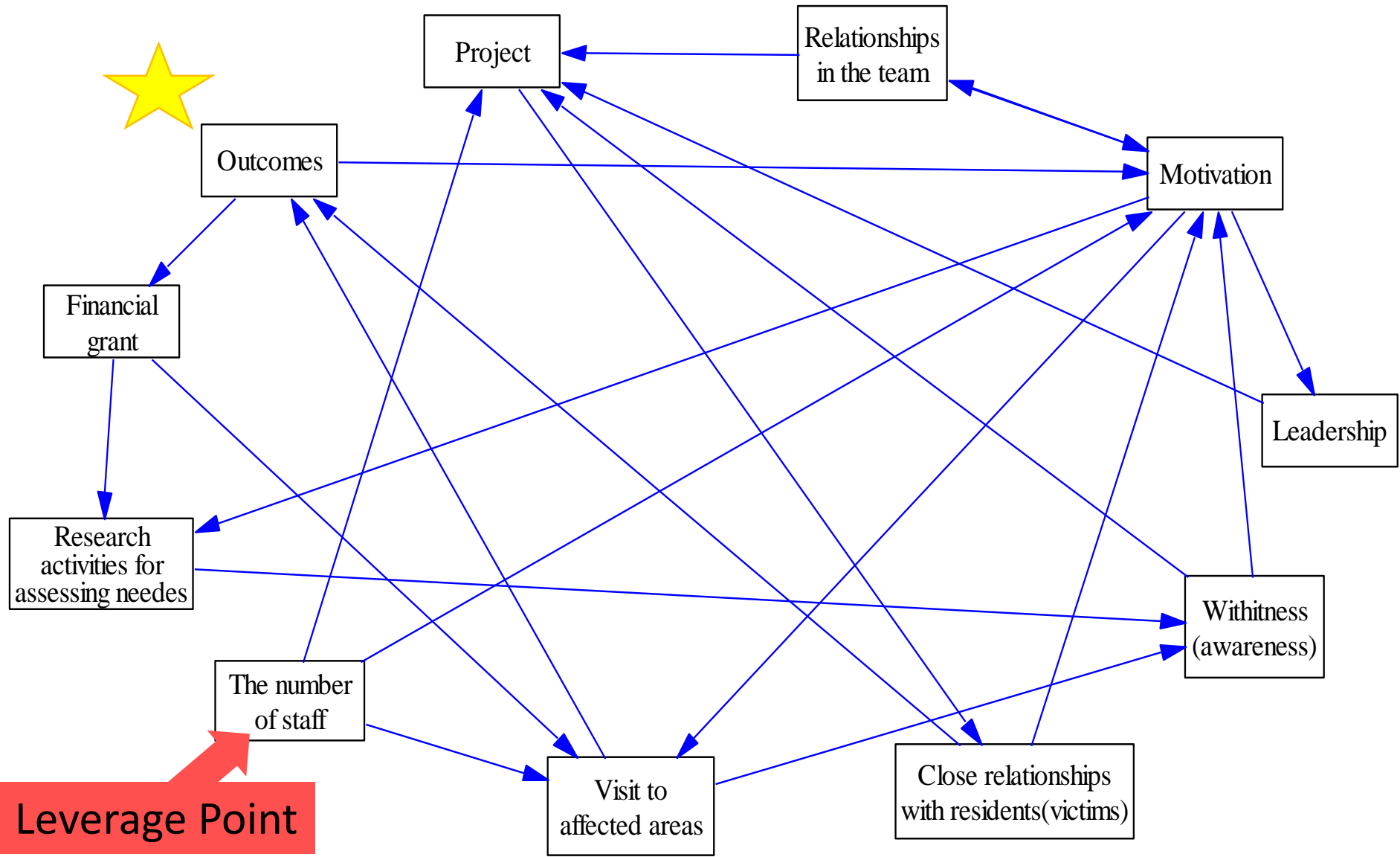
Phase	Year	Why (Goals)	How (Attitudes)
I	2011-2015	<ul style="list-style-type: none"> <li>▪ improve inconvenience</li> <li>▪ build local community</li> <li>▪ — → 0 (standard of living)</li> </ul>	<ul style="list-style-type: none"> <li>▪ a little interactive</li> <li>▪ just actions</li> <li>▪ satisfy explicit needs</li> </ul>
II	2015-2017	<ul style="list-style-type: none"> <li>▪ enhance self-esteem</li> <li>▪ "polish" local community</li> <li>▪ 0 → + (standard of living)</li> </ul>	<ul style="list-style-type: none"> <li>▪ interactive</li> <li>▪ continuous dialog</li> <li>▪ assess explicit/implicit needs</li> </ul>
III	2017-	<ul style="list-style-type: none"> <li>▪ prevent from isolation</li> <li>▪ make a place where residents can be themselves</li> <li>▪ + → + (standard of living)</li> </ul>	<ul style="list-style-type: none"> <li>▪ interactive</li> <li>▪ continuous dialog</li> <li>▪ Volunteer staff takes back the ownership of activities.</li> </ul>

## 2-3. ASOIKU Method focuses on process

Research activities for assessing needs	気づき : <i>Kizuki</i> (Awareness)	Project	Outcomes
<p>【Activity report on June 13<sup>th</sup>, 2015】 A staff at Tsunagu-kan said to me, “This tradition museum has educational purposes. It has a function to inform visitors, who are inside of Ishinomaki city, of information, but one challenge is to spread information toward outside of ishinomaki city.”</p>	<p>I thought about the possibilities of ways to take people to Ishinomaki, in relation to education.</p>	<p>Study Tour for Aspiring Teachers in Ishinomaki city (Mar. 15<sup>th</sup>, 2016)</p> 	<p>Typical study tours or learning journeys had targeted anyone. This project revealed the higher quality and deeper activities for particular people.</p>
<p>【Activity report on Sep. 12<sup>th</sup>, 2015】 I visited a resident living in Ohashi temporary housing told me about the cooking class event for men, sponsored by a nursing association Sendai city, and that it has already ended its run.</p>	<p>What impressed me most was his talk with his regretful look.</p>	<p>Cooking Class Event in Ohashi temporary housing in Ishinomaki city (Feb. 28<sup>th</sup>, 2016)</p> 	<p>Residents demonstrated their strengths. They told us better ways to cook. They felt happy because they could enhance their self-esteem.</p>



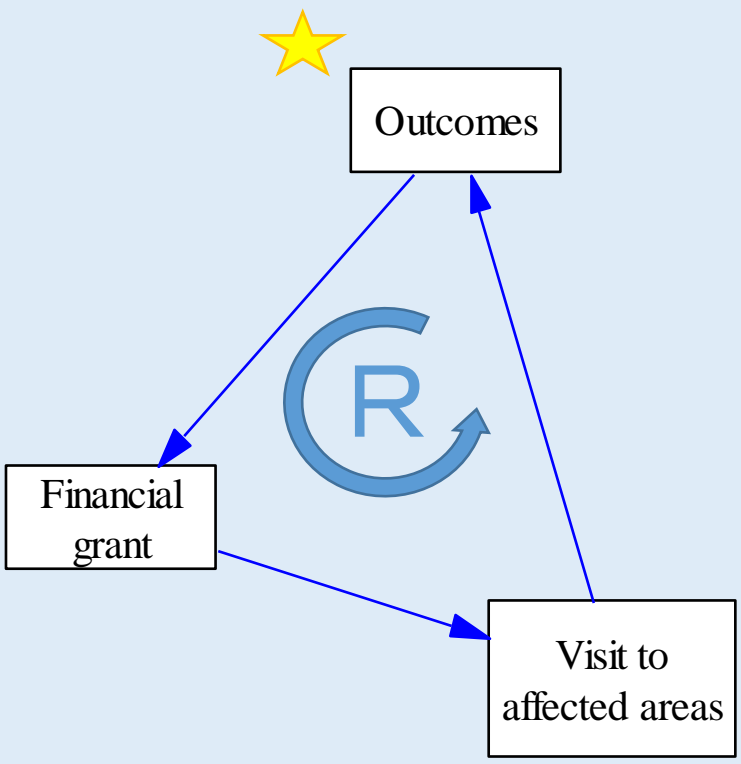
# 2-4. Causal loop diagram for sustainable HARU



# 2-4. Causal loop diagram for sustainable HARU

Our Traditional Mental Model

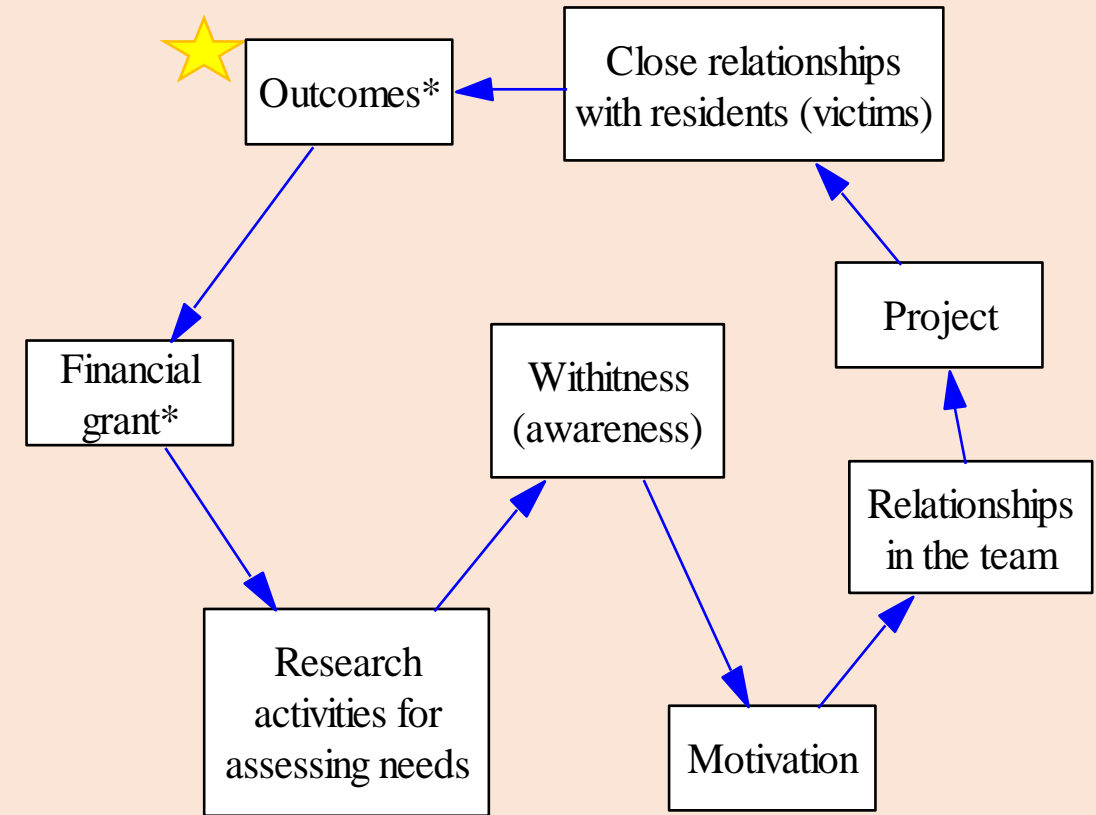
**The Shortest Loop of Length 3  
(Phase I model)**



⊗ R means Reinforcement.

Our New Mental Model

**The Longest Loop of Length 8  
(Phase II model)**



## 2-5. Change of our mental model

ASOIKU Method transforms our attitudes.

“Assessment” is HARU’s heart.

**Content-based Activities** → **Process-based Activities**

**What Can We Do?** → **Why Should We Do It?**



**Translate things assessed as needs into actions**

## 2-6. ASOIKU Method

-not concrete events, but our ways of thinking toward our sustainability -

### Immediately after the GEJE (Phase I)

- Meet explicit needs
- Non-interactive (hierarchical relationships)
- Focus on actions (from material to mental)
- Ready-to-use resources (short-term)
- Perform assigned tasks (passive)



### Change of activity ownership (Phase II)

- Assess/Inquiry explicit & implicit needs
- Interactive (even relationships)
  - Focus on dialog
- Continuous visit (long-term)
- Create new projects (active)

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# 3-1. Contributions

## **Study tour at disaster areas** **Once a year**



Study Tour in Ishinomaki city  
(April 29<sup>th</sup>, 2017)

Interaction with Nagasaki Sip-S  
(September 5<sup>th</sup>, 2014)



**Interaction with other teams**  
**3-4 times / Year**

# 3-1. Contributions

## Transmission of supportive ways from Tohoku to Kumamoto prefecture



Supportive activities in Kumamoto Pre.

( [1] May 2<sup>nd</sup> – 9<sup>th</sup>, 2016 : [2] June 3<sup>rd</sup> – 5<sup>th</sup>, 2016 : [3] August 4<sup>th</sup> – 7<sup>th</sup>, 2016 :  
[5] November 18<sup>th</sup> – 20<sup>th</sup>, 2016 : [7] June 9<sup>th</sup> – 11<sup>th</sup>, 2017)

# 3-1. Contributions

## **Transmission of supportive ways and beliefs from Tohoku to Kumamoto prefecture**

- Help to clean an affected house in Ozu-town [2]

A woman (Client) said “Please throw all away”

(Tohoku students) “What should I do with this?”  
While doing some activities we asked some questions,  
we had a nice long conversation about her old times  
and we gave her some options on how to keep things.

Volunteer Mindset  
Focus on Dialog



We became  
good listeners

Continued to work silently and efficiently

As a result...

she said, “ I was glad to have my house cleaned, but at the same time,  
I also regret it, because some of the keepsake mementos were thrown away.”



# 3-1. Contributions

## Transmission of supportive ways and beliefs from Kumamoto prefecture to Tohoku

Supportive activities right after  
the disaster in Kumamoto prefecture



Activities focusing on secondary support  
"Reconstruction of the mind" in Tohoku

Clues to know the feelings of six years ago  
to get even closer to the affected people

# 3-1. Contributions

## Information transmission to others



France-Japan Week on Disaster Risk Reduction  
(October 2<sup>nd</sup> – 8<sup>th</sup>, 2017)



Sendai DRR Newsletter Towards a Disaster-  
Resilient and Environmentally-Friendly City  
(September, 2016 / Vol.1 )

QR code to HARU's HP →



# 3-1. Contributions

## SNS related activities

TOHOKU University HARU



Web Page

Blog

Twitter

Facebook

### "HARU" -Reconstruction Team of TOHOKU University-

2017年8月18日金曜日

#### August 5th, the festival 'Natsu no Asobi-tai'

Hello, I'm Akiko from HARU.  
We took part in the festival 'Natsu no Asobi-Tai' which everyone can enjoy together in Yamamoto town.

This time, we got an opportunity to set up a booth.)  
The contents were scientific experiments of dilatancy phenomenon and underwater soap bubbles, asomitra (folding an origami and flying it) and make dancing paper cups.

Many children came to our booth and had fun.

The most favorite content for them was the scientific experiment of dilatancy phenomenon. Some of them touched material objects screaming and others played them for a long time.



2017年7月17日

2017 (3)

8月 (2)

August 5th, the festival 'Natsu no Asobi-tai'

July 29th, the Care of Pine Covered Areas (Weeding...)

7月 (1)

LINK

- Japanese blog site
- HARU official site

Activity reports in English

## 3-2. Challenges

- The increase in the number of staff → “a leverage point”
  - Project ▪ Visit to affected areas ▪ Motivation
- Adaptation to “Phase III” in temporary housing
  - From “Phase I” to “Phase II” in public restoration housing
  - Learning from the Great Hanshin-Awaji Earthquake, 1995
- What is our ultimate goal ? (復興 : *fukko*)
  - Making an enduring environment where residents find and create to preserve well-being of themselves and others

# 3-3. Prospects for the future

- We become a part of the local community.
- We change the viewpoint from the GEJE's problems.  
to essential problems in affected areas.
- We create innovative contents based on our awareness  
(*kizuki*).
- We take people to affected areas as learning fields.

## <ISHINOMAKI department>

- In temporary housing
- In public restoration housing

## <YAMAMOTO department>

- Planning to boost the  
development of Yamamoto town



# 3-3. Prospects for the future

## ● Recent needs based on our awareness (*kizuki*)

Research activities for assessing needs	気づき: <i>Kizuki</i> (Awareness)
<p>Local people submit pictures related to the GEJE to the community &amp; information center. They sometimes go there and reminisce their past experience.</p>	<p>We take pictures in order to document our events, whenever we do supportive activities. But, we don't normally show these pictures to residents. So, we can hold photo exhibitions to reflect on the memories. Residents can buy them.</p>
<p>When I engaged in the activity of the pine grove management in Yamamoto town, a person said, "More local people should engage in this activity." Then, a host answered in tears, "We are making an effort to help them, but their self-esteem(morale) is obviously low. I believe they are still suffering from mental trauma."</p>	<p>As he mentioned, the people who are involved in the regional activities are limited. To encourage more residents to engage in the events, I want to make an opportunity to promote more people to be aware of these projects.</p>

*Kizuki*(気づき) means "withitness": being aware of what's going on in community and seeing into the future. I used awareness as the meaning of withitness to help your understanding.