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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Sustainable Volunteering Activities of “HARU”: Utilizing the Learning Organization

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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\textsuperscript{th}, 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 24th, 2011

Immediate Activities

September 21st, 2011

Project-based Activities

January 1st, 2017

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 24th, 2011**: Material Support
- **September 21st, 2011**: Project-based Activities
- **January 1st, 2017**: Departmental Activities

- **Library Support Project**
- **Canola Flower Project**
- **Strawberry Project**
- **Foot Bath & Café Project**
- **Learning Support Project**
- **Cooking Class Project**
1-2. Transition

March 24th, 2011
Material Support

September 21st, 2011
Project-based Activities

January 1st, 2017
Departmental Activities

ISHINOMAKI Department

YAMAMOTO Department

Various kinds of activities in accordance with explicit & implicit needs
1-3. ISHINOMAKI department

Transportation:
JR Train, Car, Bus

50 km

Omori Temporary Housing
Ohashi Temporary Housing
Kadonowaki West Public Restoration Housing

Kadonowaki West
Public Restoration Housing
Tracks of the Activities in Ishinomaki

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

2. ASOIJKU 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\textsuperscript{th}, 2017)

Foot Bath Activity at Kadonowaki West Public Restoration Housing (March 18\textsuperscript{th}, 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

Transportation: JR Train & Car

Yamamoto town
1. **Strawberry Farmer Support Project**
   (December, 2012 – April, 2014)
   - Support for the reconstruction of a strawberry farmer

2. **Foot Bath & Café 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\textsuperscript{th}, 2017)

Halloween Party (Oct. 28\textsuperscript{th}, 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’

2-1. Learning organization

Iceberg model

- **Events**: Getting new viewpoints
- **Patterns & Trends**: Foreseeing long-term influence
- **Underlying Structures**: Drawing rich pictures
- **Mental Models**: Revealing the root of actions

https://www.change-agent.jp/
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-

<table>
<thead>
<tr>
<th></th>
<th>Phase I</th>
<th>Phase II</th>
<th>Phase III</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ownership</td>
<td>2011</td>
<td>2015</td>
<td>2017</td>
</tr>
<tr>
<td>Residents</td>
<td>ASOIKU</td>
<td></td>
<td>Breakup of neighborhood association</td>
</tr>
<tr>
<td>Volunteer Staff</td>
<td></td>
<td></td>
<td>Transitional supports</td>
</tr>
</tbody>
</table>

Mental Models

Events
Patterns & Trends
Underlying Structures

“Patterns & Trends” block includes:
- Breakup of neighborhood association
- Transitional supports
2-3. Typology according to each phase
-Case of Ohashi temporary housing in Ishinomaki city-

<table>
<thead>
<tr>
<th>Phase</th>
<th>Year</th>
<th>Why (Goals)</th>
<th>How (Attitudes)</th>
</tr>
</thead>
</table>
| I     | 2011-2015  | ・improve inconvenience  
 ・build local community  
 ・→ O (standard of living)                                                   | ・a little interactive  
 ・just actions  
 ・satisfy explicit needs |
| II    | 2015-2017  | ・enhance self-esteem  
 ・”polish” local community  
 ・O → + (standard of living)                                                 | ・interactive  
 ・continuous dialog  
 ・assess explicit/implicit needs |
| III   | 2017-      | ・prevent from isolation  
 ・make a place where residents can be themselves  
 ・+ → + (standard of living)                                                 | ・interactive  
 ・continuous dialog  
 ・Volunteer staff takes back the ownership of activities. |
2-3. ASOIKU Method focuses on process

<table>
<thead>
<tr>
<th>Research activities for assessing needs</th>
<th>気づき: Kizuki (Awareness)</th>
<th>Project</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>【Activity report on June 13th, 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.”</td>
<td>I thought about the possibilities of ways to take people to Ishinomaki, in relation to education.</td>
<td>Study Tour for Aspiring Teachers in Ishinomaki city (Mar. 15th, 2016)</td>
<td>Typical study tours or learning journeys had targeted anyone. This project revealed the higher quality and deeper activities for particular people.</td>
</tr>
<tr>
<td>【Activity report on Sep. 12th, 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.</td>
<td>What impressed me most was his talk with his regretful look.</td>
<td>Cooking Class Event in Ohashi temporary housing in Ishinomaki city (Feb. 28th, 2016)</td>
<td>Residents demonstrated their strengths. They told us better ways to cook. They felt happy because they could enhance their self-esteem.</td>
</tr>
</tbody>
</table>
Motivation
The number of staff
Relationships in the team
Withitness (awareness)
Project Leadership
Outcomes
Visit to affected areas
Close relationships with residents (victims)
Research activities for assessing needs
Financial grant

2-4. Causal loop diagram for sustainable HARU

Events > Patterns & Trends > Underlying Structures > Mental Models
2-4. Causal loop diagram for sustainable HARU

Our Traditional Mental Model

The Shortest Loop of Length 3 (Phase I model)

Outcomes

Financial grant

Visit to affected areas

R

Our New Mental Model

The Longest Loop of Length 8 (Phase II model)

Outcomes*

Financial grant*

Research activities for assessing needs

Withitness (awareness)

Close relationships with residents (victims)

Project

Relationships in the team

Motivation

※ R means Reinforcement.
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

Interaction with Nagasaki Sip-S
(September 5th, 2014)

Study Tour in Ishinomaki city
(April 29th, 2017)

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.
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 2nd – 8th, 2017)

Sendai DRR Newsletter Towards a Disaster-Resilient and Environmentally-Friendly City
(September, 2016 / Vol.1)
3-1. Contributions

**SNS related activities**

TOHOKU University HARU

- Web Page
- Blog
- Twitter
- Facebook

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*)

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<td>Local people submit pictures related to the GEJE to the community &amp; information center. They sometimes go there and reminisce their past experience.</td>
<td>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.</td>
</tr>
</tbody>
</table>

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.”

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.

*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.