

Publication Commemorative Symposium 2022

"Anthropology of Tribulation and Hope from FUKUSHIMA"

– October 10(Mon) – Lecture10

For Overcoming Division and Conflict – From the dialogue between young victims and researchers

Shuzo HIRATA (Associate Professor, Department of Child Studies,
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Jihhye Kim (Research Assistant, Faculty of Human Sciences, Waseda University)

Takuya TSUJIUCHI (Professor, Faculty of Human Sciences, Waseda University;
Director, Waseda Institute of Medical Anthropology on Disaster Reconstruction ;

“復興の人間科学 2021”
『福島原発事故10年の経験から学ぶ』
—当時小学生だった若者達との対話から—
Lessons from 10 years of experience after the Fukushima nuclear accident: From the dialogue between young victims and researchers

QRコード
Zoom参加の方は
こちらから申し込み
<https://431279.com/>

【ご挨拶】 10:00~10:10
藤原 淳 (早稲田大学教授・人間総合研究センター所長)
平田 修三 (シンポジウム実行委員長、仙台青葉学院短期大学講師)

【第1部、被災当事者学生による講演】 10:10~13:00
1. 被災当事者学生5名(双葉町・福島市・郡山市・いわき市出身)
による講演:「原発事故10年の経験/いま考えること」
2. 早稲田大学人間科学部学生による発表:「被災当事者学生へのインタビューを通して学んだこと」
3. 研究者5名によるコメント (臨床心理学・社会心理学・建築環境心理学・行動医学・社会福祉学の立場から)

【第2部、基調講演】 14:00~15:00
『現在大学生になる被災当事者との対話から私たちは何が学べるか』
金夏 清 (関西学院大学社会学部教授、災害社会学・環境社会学)

【第3部、パネルディスカッション】 15:10~16:40
被災当事者学生5名と金夏清・萩原裕子とのクロストーク
1. 原発事故10年の経験の意味、意義を考える
2. ポスト3.11・ポストコロナの日本・国際社会のあり方を考える
3. 若者達による発言

【第4部、講演】 16:50~17:30
『被災当事者の語りを耳を向け学ぶことの意義』
萩原 裕子 (震災支援ネットワーク埼玉SSN・心理相談チーム代表)

【第5部、シンポジウムのまとめ】 17:30~18:00
根ヶ山 光一 (早稲田大学名誉教授、発達行動学)
織原 正 (震災支援ネットワーク埼玉SSN代表、弁護士)
辻内 専也 (シンポジウム大会長、早稲田大学教授、早稲田大学災害復興医療人類学研究所所長)

2021年11月28日(日)10時~18時 (無料・入場自由)
於:早稲田大学大隈記念講堂(地下1階)小講堂
Zoom同時開催(zoom参加の場合ネット申し込み制)

◆主催:早稲田大学人間総合研究センター
◆共催:震災支援ネットワーク埼玉(SSN)、早稲田大学災害復興医療人類学研究所(WIMA)
科学研究機構研究(B):原発事故被災者の移住・帰還・避難継続における新たな居住福祉に関する人間科学的研究
◆問合せ先:WIMA研究所事務局(辻内研究室内) 〒359-1192 埼玉県所沢市三ヶ倉2-579-15
(シンポジウム事務局:菅野 隆) E-mail: shinai-wima@tbl.waseda.jp
(震災支援ネットワーク埼玉SSN事務局:坂本 裕) E-mail: desk@431279.com



“2021.11.28 Symposium :

Lessons from 10 years of experience after the Fukushima nuclear accident:
From the dialogue between young victims and researchers”

➡ Ethnography depicting process through dialogue with five disaster victims .

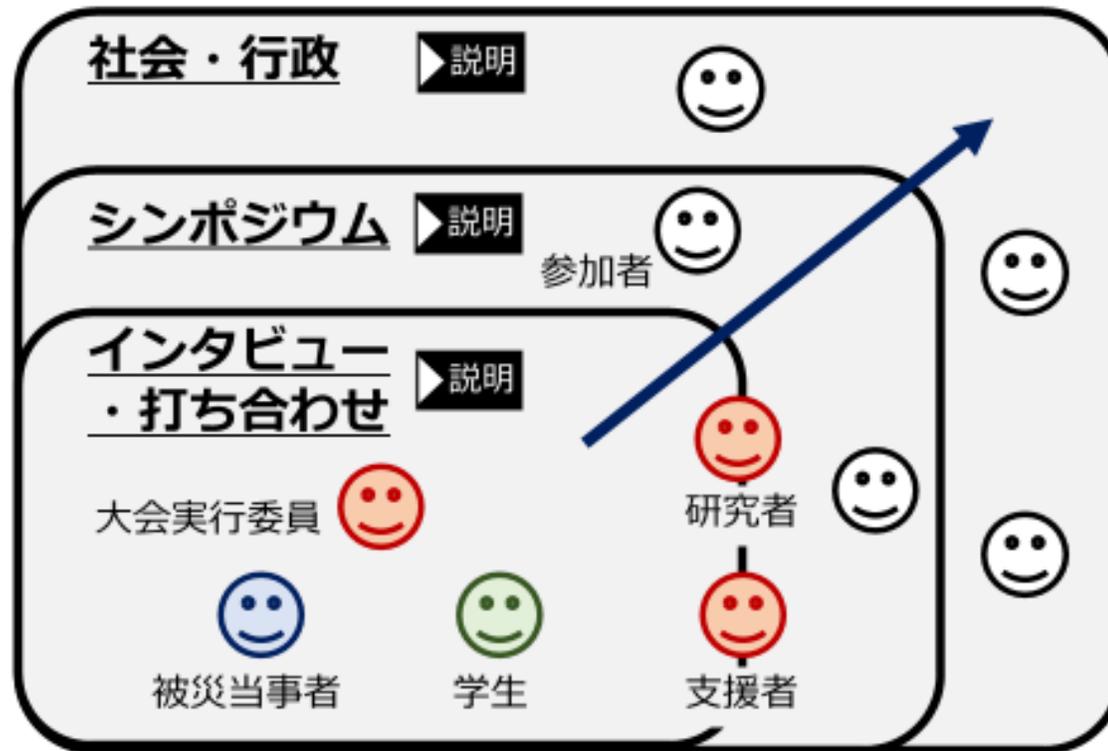
Disaster victims who were elementary school students

Matsuki Kamoshita (Born in Iwaki city)	Evacuees to Tokyo at the age of 8 y.o. Harsh bullying in elementary school
Yurika Abe (Born in Fukushima city)	Yamagata, Hokkaido, Kitakata city, and Okinawa. Finally, to Kyoto during high school years.
Yumi Kato (Born in Fukushima city)	Mother and child evacuated to Kanto. Separation from relatives remaining in Fukushima
Hana Unuma (Born in Futaba city)	Evacuated to Saitama Super Arena to the former Kazai High School. Elementary to junior high school non-attendance due to bullying.
Yuri Tomitsuka (Born in Koriyama city)	Evacuated to Kanagawa, where grandparents lived. Currently, committed to learning support for children from Tohoku and Kumamoto living away from their hometowns.



Dialogue with students affected by the disaster (2021.8~, Zoom)

対話を重ねながら，対話の環を拡げていく（2021.8～）



勇気を出して語ってくれる
当事者を守りながら…
対等な位置関係で，
互いに学び合いながら



Expanding the dialogue
(2021 Symposium: From the outline to the project)

Coming up to "safe dialogue" during symposium

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『現在大学生になる被災当事者との対話から私たちは何が学べるか』

金菱 清(関西学院大学社会学部教授, 災害社会学・環境社会学)

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被災当事者学生5名と金菱清・萩原裕子とのクロストーク

1. 原発事故10年の経験の意味・意義を考える
2. ポスト3.11・ポストコロナの日本・国際社会のあり方考える
3. 若者達による提言

[第4部. 講演] 16:50~17:30

『被災当事者の語りに耳を傾け学ぶことの意義』

▶ Waseda university students students will "speak for" painful stories for the parties to talk about on their own.

▶ Delegates elaborated a transcription of the story obtained through dialogue with the students concerned in advance.

シンポジウムで被災当事者に語っていただく内容は

インタビューや打ち合わせの対話をしながら
「ぜひシンポジウム参加者にも伝えてほしい」と
実行委員側からお願いしたことです。

全ての発言の責任は実行委員にあります。

「対話」の難しさと大切さをかみしめながら
今日の一日に臨みたいと思っております。

どうぞよろしくお願いいたします。

**Precautions to secure that young victims can speak up safely
(What we asked to the participants of the 2021 symposium)**

10:10~13:00 第1部：被災当事者学生による講演

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(臨床心理学・社会心理学・建築環境心理学・行動医学・社会福祉学)

被災当事者学生1人ずつ1~3を繰り返していく

20211128 UPLAN 【第1部】被災当事者学生による講演

1,024 回視聴・2021/11/30

👍 32 🗨️ 低評価 ➦ 共有 ⬇️ オフライン ✂️ クリップ 📌 保存 ...



U PLAN
チャンネル登録者数 2.12万人

チャンネル登録

※20211121 UPLAN 【第2・3部】金貫清「現在大学生になる被災当事者との対話から私たちは何が学べるか」・パネルディスカッション

<https://www.youtube.com/watch?v=rwnGM...>

20211121 UPLAN 【第4・5部】萩原裕子「被災当事者の語りにも耳を傾け学ぶことの意義」・シンポジウムのまとめ

<https://www.youtube.com/watch?v=Vq26l...>

【早稲田大学人間総合研究センター】

シンポジウム「復興の上 心理学2021」福島原発事故10年の経験から学ぶ。当時小学生だった若

YouTube movie
As of October 2022
Over 1,000 views

Structure of Chapter 10

Title: Overcoming Divisions and Conflicts

—From a dialogue with young people who were elementary school students at the time—

序論

- 0.はじめに
- 1.糸口としての対話
- 2.当時小学生だった若者たちとの対話を開始する

本論

- 3.子どもの苦悩とたくましさ
- 4.被災当事者としての活動・社会発信
- 5.今回の対話やシンポジウムの意義

結論

- 6.語ることの困難さに向き合いながら
なお「対話」を試み拡げていく
～おわりに

Introduction

Over time, the particularities and divisions between the evacuees have widened and became complex. It makes difficult the dialogue with each other.

e.g. Kainuma (2015) excerpt

- ① Politicization of the Fukushima issue: Activities, and words, and actions related to Fukushima, and nuclear power plants, are easily perceived as partisanship. It is difficult to overcome confrontational positions due to different contexts.**
- ② Stereotypes & stigmatization of the Fukushima problem: Typical keywords such as "evacuation," "reparations," and "nuclear power" excessively replayed, turn to be overlooked and linked to a negative image of ongoing problems.**
- ③ Scientification of the Fukushima problem: When trying to refer to the Fukushima problem, there are areas that require scientifically advanced knowledge. So, as it is impossible to talk about it without that knowledge, an impression that is a topic difficult to approach is formed.**

Fully aware of the difficulties, we will start with "dialogue" again.

- "Dialogue" that attracts social and academic attention (e.g. Open Dialogue)
- "the proof of the conversation as the royal road to mutual understanding, reciprocated regard and eventually agreement (even if only an agreement reduced to 'agreeing to disagree') is in entering it and conducting it with a view to jointly negotiating the obstacles bound to arise in its course. Whatever the obstacles, and however immense they might seem, conversation will remain the royal road to agreement and so to peaceful and mutually beneficial, cooperative and solidary coexistence."

(Bauman, 2016)



Japanese title: "How to Face People Who Are Different from You"
- Thinking from the Perspective of the Refugee Problem" (Aotosha, 2017)

Children's voices have not been adequately addressed.

- Especially in the immediate aftermath of the earthquake, there were cases in which parents couldn't afford to care enough at their children's emotions, or children themselves suppressed their own emotions by seeing the state and feelings of their parents of having to respond to various situations day-to-day. (Hirata et al., 2015).
- The phrase "for the sake of the child" has glimpsed in some parts the phenomenon in which the "voices" and "requests" of the children themselves are neglected (Tanba, 2013).
- (Briefly on the overall situation surrounding children after the earthquake)
"The absence of children" (Suzuki, 2021)



Main argument: What we have drawn from this dialogue

3. Children's anguish and toughness



- Family selection
- Bullying
- Protect parents' situation
- Adjust your behavior in school

4. Disaster victims and dissemination to society



- Achieved resilience after experiencing the disaster
- Difficulties in dissemination to society

5. Significance of this dialogue and symposium



- Disaster victims, Waseda students, and participants, from their respective standpoints



Previous Research: IES-R Conducted in 2019 against Plaintiffs in Nuclear Power Plant Lawsuits (Takezawa, 2020)

	Under 7 years old at the time (Valid answer 32)	7~18 years old at the time (Valid answer 23)
IES-R average	6.91	28.78
High Risk	15.6%	52.2%

Adult plaintiffs (Valid answer 93)
30.09
55.9%

- ↑
- Factors correlated with high risk**
- (1) Deterioration of the mother's mental state
 - (2) Thyroid examination finding`s anxiety
 - (3) Hard making friends in school/life in evacuation areas, etc.

➡ In this dialogue, (part of) children's suffering was discussed in a very concrete way.

Family selection accompanying evacuation

“All the **sudden** the decision to evacuate, and **without my consent**. I hated going to another place from the environment I was used to, regardless of radiation. So, first I was strongly opposed. Two of my best friends in Fukushima, they didn't evacuate. Then I wondered **why** I had to. At that time, I was practicing hard for wind bands, for April's contest, yet I wouldn't be able to participate. **The efforts I've been making so far in Fukushima, all of that , lost in the evacuation. I had to work hard again from scratch.** Isn't it really tough to be prepared for that?

I had dinner at my uncle's house for the last time before getting on the bus out of Fukushima. A desolated atmosphere, food didn't taste at all, I'll never be able to go back to Fukushima. My uncles' attitude were like, '**Why are you evacuating?. .we're going to stay. Even though we are relatives, seems that, for that on, we became like segregated** by this one incident. Extremely sad.

On the bus to evacuate to Osaka, I kept thinking that I would never see the scenery of Fukushima for the rest of my life, and I couldn't stop crying.”

- Sudden parent-led decisions
- My best friends remained in Fukushima
- Loss of achievements in Fukushima
- Disapproving attitudes from relatives



Elementary school students"
Amplification of anguish

Bullying at school

"When it came time to go to school or elementary school, I was bullied from there, and that bullying had a pretty big impact on my life for the rest of my life. To be honest, if it hadn't been for that incident, I wouldn't have been bullied, and if I had gone to a different elementary school, I think I would have had a slightly different life, or I would have had a slightly different personality, so I think it was a big event or a turning point in my life."

And...

- I hid I was severely bullied throughout elementary, junior, and high school. Suffering pain, loneliness, and anguish to the point that I thought to die.
- Since elementary school: "Fukushima people, go home"
- He complained to the **teacher** without success, so he refused to go to school.
- **Parent** : "I can't be a mother even in this safe place I came to.

My efforts are feeble, I can not succeed in schooling my children. "

Anywhere he felt cornered.

Recognize and protect and care for your parents' situation

「While evacuating, I only thought on reassuring my parents, I didn't know much about radiation. We laughed for the first time arriving to Yamagata. I was very happy at the time, I didn't want to worry my parents, and I wanted them to feel safe, as the most important thing . . . I was bullied when I was in elementary school. But I couldn't tell my parents. It was like telling my parents that, this was because of you, so I tried to be as cheerful at home as possible so they wouldn't find out."

- Elementary school children were by no means helpless and passive.
- They sensed their parents' thoughts and attitudes and acted to protect their parents, while supporting their unstable families.
- That it is the fortitude and toughness of children.

Adjust your behavior in school

" There were quite a few news reports of bullying for being an evacuee. So on, when I introduced myself, I kept undisclosed I was from Fukushima, I only said 'I'm from Tohoku.' Secretly, I told my close friends: " Actually, it's Fukushima ". I felt like I will remain just a month or two in that place, that's why in elementary school I decided not making too many close friends to cope with the fact we may go anywhere at any time."

Cf. Ministry of Education, Culture, Sports, Science and Technology (2017)

	Japan	Fukushima evacuees
Number of bullying incidents known per 1,000 children	16.5	10.9

Data not shown on the above cited national report.

Fukushima children were confronted to various coping efforts and particular barriers against reporting incidents of bullying.

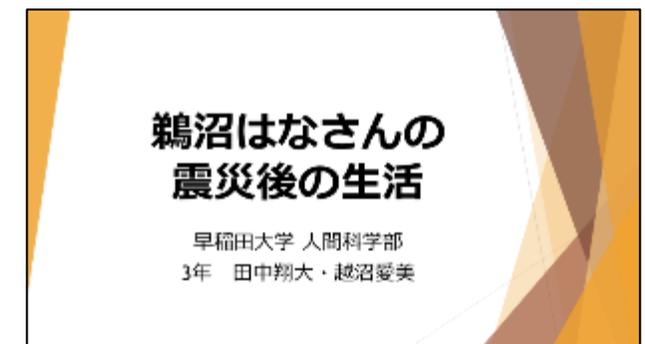
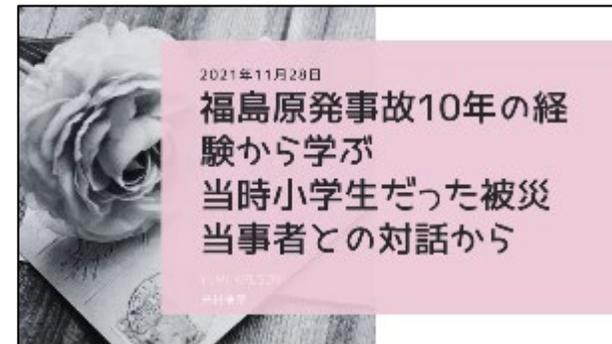
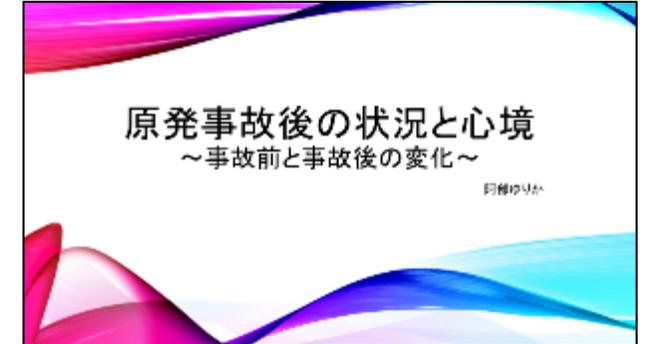
➔ Bullying, prejudice, segregation and discrimination should not be underestimated.



The five-youth involved in the disaster who held this dialogue connected their experiences in various ways to learning and social activities.



Disaster experiences, claims, social activities, etc. Publicity campaign.



PowerPoint resources created by themselves

Matsuki Kamoshita speeches at various activities.

"Let's eradicate the injustice from our society"

"Let's built a society where we can act properly"



Yurika Abe

- Speeches of experiences to society
- Recreation project

V.今の自分ができること —現在の自分の実践—

☆今までたくさんの保養に参加させていただいた
→保養のお手伝い、恩返しがしたい

＜①保養活動に参加＞

福島の避難ママが立ち上げた会での保養に参加する
2017年と2019年に参加
現在は、保養を終了

＜②支援団体への支援のお手伝い＞

12人の絵本作家が描くおうえんカレンダー



2017年保養

Yumi Kato

"Never again a child would receive a damage like me."
Interest in sustainable initiatives and projects.

スピーチ（大学1年生の時）

最初に言いたいことがあります。

それは当時の話をすることは決して簡単なことではないということです。あの当時を思い出しながら話をすると胸が苦しくなり、涙が溢れます。けれど、せっかく日本から韓国まで来たし、ここにいる皆さんは原発のことに関心を持ってくれているので、私の経験談を通じて原発事故の人々への影響を具体的に理解してもらい、韓国で私みたいな被害者を出さない為にも日本と同じく原発を保有している韓国に住んでる皆さんに行動して欲しく話すことを決めました。

加藤さん作成（2021.11.28）

Hana Unuma

“What I felt, I wanted people around me to do.”

Difussion via SNS, etc.

後の活動

- ・ いじめはやはり受け止められない
- ・ 親や先生にして欲しかったことがある
- ・ 優しい逃げ道を提供できる大人になりたい
- ・ 誰かの糧になるなら積極的に参加したい

Yuri Tomitsuka

- ・ Gratitude for the support we received
- ・ Currently a volunteer teacher

故郷を遠く離れた地で生活する子どもたちのために、学習の機会とそのための空間をつくっています。

学校の宿題、受験勉強など自習学習のお手伝いを2011年4月から続けています。

転校先での学習の心配、受験の心配などについて、歳の近い大学生であれば子どもたちも話しやすいのではないかと考えています。

故郷を離れての厳しい生活の中で、東北や熊本の子どもたちが都会の新しいお兄さん・お姉さんをたくさんつくってほしい。

もしかしたら、縁あっての地かもしれない。

だから、少しでも好きになってくれるところができるといいな。

そして、未来への夢をあきらめないで、勉強を続けていってほしいと思います。

(よこはま学習室HPより抜粋)

富塚さん作成 (2021.11.28)

Hardness for statements into society (1): Re-experiential pain (memories still cannot be talked about calmly)

“It is very tough to tell someone about Fukushima, or to tell them about my evacuation life. I can't talk **unless I do make up my mind that I really must. I didn't know that giving a speech, I would burst into tears or feel such emotions.** So, I became aware that living as an evacuee was such a burden on me, such a difficult experience.

... I'm the only one who can narrate my situation. My position and my background in Fukushima are different. I understand there is a precise need for me to speak out, as there are some many kind of persons and different experiences.”

➡ Waseda students as representative

Hardness for statements into society (2): Strongly become aware, as a disaster victim, that there are people with various positions and opinions.

"To be honest, it's **very scary** sharing your experiences and opinions. For instance, if you're not an evacuee, you will understand almost nothing of what the other feels. Well, maybe they kind of get it. Then I start to imagine what to say... and I come to believe for example: **If I say that it would be inappropriate...**"

↑ Terms as "evacuees outside the area" and "those who remain in Fukushima without evacuating"

- **As perspectives differs, mutual understanding of feelings are fragmented.**
- Even at the stance of being understood, feeling intimidated by sharing one's own experiences **considering others context.**

IV.伝え方の変化と葛藤

一時期、沈黙していた時はあったが、

継続的に自分の体験や原発事故、国や東電に思う事を様々な場所で伝えてきた
→伝え方や言葉の選び方、葛藤が生じてくるようになった

in dissemination to society

<第1ステージ> 原発は危ないものだとストレートに話すことができた

2012年3月10日 ソウル市長前広場

(スピーチ抜粋)



제는 어른들에게 듣고 싶습니다.
(私は大人に聞きたいです)
제는 몇 살까지 살 수 있습니까?
(私は何歳まで生きられますか)
제는 결혼할 수 살 수 있을까요?
(私は結婚できますか)
제는 건강 아가를 낳을 수 있을까요?
(私は元気な赤ちゃんを産むことができますか)



＜第2ステージ＞原発のことをオブラートに包むようになる

韓国程、過激なこととは言わず、データや事実を用いた方向から原発の危険性や健康リスクに関する事、現在の福島などを伝える

→日本ではたたかれることを知り、海外での発信を中心にする



2回目
韓国

＜第3ステージ＞様々な立場の方々と混じって話をするようになる

避難区域や区域外、自主避難者でも福島県かそうではないか、福島に残っている人など客層に合わせた内容と、それでも意図が伝わるように

→言葉を選べるようになったことで、日本でも発信を始める



広島

＜第4ステージ＞どう伝えればいいかわからなくなる

いろいろな立場の元で、分断を生まないためにどうすればいいのか

たくさんの方のご意見をいただく中で、どう伝えればベストなのかわからない 同 (2021.11.28)

From "one person" to "second and third-person point of view" (Development)

⇔ Actually, we face the dilemma, "How shall I tell it?"

Events leading to transition from the third to the fourth stage

“While speaking out I didn’t want to be too aggressive neither to create division. Therefore, **carefully I choose my words, in order to not give offense.** But an acquaintance of mine said, 'You could have said more, but why didn't you say it?' **Well, how shall I talk? Lately, I don't know even what is to talk.** Now, it's not like when I was a child, allowed to say anything ”

This is the state of mind of disaster victims exploring what can be done and how to communicate their experiences and statements.



Significance of this dialogue and symposium

(Disaster victims)

① Particularly difficult parts to communicate publicly to society alone, Waseda students made it possible speaking on their behalf.

"I still can't talk about such really painful experiences, my limbs kept shaking. I feel that our experiences with a voice have had a stronger impact on the participants and played a very important role."

② It was a valuable opportunity for listening the stories of various perspectives and positions

"I learned they encountered serious difficulties and faced harsh struggles."、
"I'm not the only one who has been struggling. I feel inspired and empowered by meeting people my own age."

Significance of this dialogue and symposium

(Waseda students)

「Think about it as your own affair, not someone else's affair」

① We directly listened to real life experiences of the evacuees, which before were perceived as having happened somewhere, far away and happened to people different from ourselves.

"I learned the reality from evacuees of the nuclear power plant accident, in a way it can't be acquired by books."

"I myself experienced various emotions throughout the story, such as the state of mind at the time of evacuation, life after that, and adaptation to the present."

② Fostered awareness among members of society of how to face the nuclear power plant issue, and the evacuee's quest, as issues related to society as a whole.

"If you don't have an opinion, society won't change at all."、

"I learned the importance of taking an acting part, while facing changes."

Significance of this dialogue and symposium

(Venue participants, Zoom participants)

" Yet I've been sensitized before, I came to know harsher experiences than I have seen and listened. **I strongly felt gratitude for putting them into words for direct listening**, allowing me to grasp their deep significance."

" I share awareness and difficult experiences by being an evacuee from the nuclear power plant accident. I was **very encouraged and inspired** by people of my generation, acting and disseminating information. Ten years have passed since the earthquake, and as the nuclear accident is fading from people's memories, I learned the significance of **continuing to face** this problem."

We started a dialogue, weave and share words, trying to further expand dialogue.

I felt, we achieved the objectives of this symposium .



Conclusion While facing the difficulty of speaking, we will still try and expand "dialogue"

[Through this series of initiatives...]

- Proceeding carefully through dialogue, we have been able to **concretely depict the voices of children and their resilience**, which have not been yet put into words neither reached society.
- ➔ However, there are also "sufferings" that have not yet been sufficiently discussed (cf. Takezawa [2020])
- A respectful position. Even for those youth, since childhood shared their evacuation experiences and commit advocacy to society, **to speak out is a strife process ongoing with wrath.**
- ➔ It felt like they were losing their "voices."
Keep in mind that while trying to engage in dialogue.

[In order to expand "dialogue" in the future...]

① Learning from the way children think and approach advocacy :

"To 'speak up' for children, to 'empower' children."

Through these two actions, "the rights of the child are respected, as well as their opinions and wishes, we should make sure that any time they will be listen" (Eidome, 2021).

② Learn from the concepts and methods of strategic sharing:

Allows the person concerned to know "how to tell an effective and safe life story". It is a way of thinking, not only to the parties themselves, but also includes the training of the requester and the listener.

(International Foster Care Alliance, 2015)

- ➔ Close awareness of the issue of "children's voices"
Initiatives in the area of social care.