



人と防災未来センターの活動
Activities of Disaster Reduction
and Human Renovation Institution

Vice-Director

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人と防災未来センター

副センター長 山本健一

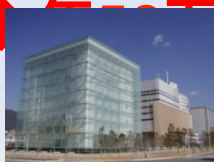
<Mission> Dissemination of the experiences and lessons of the Great Hanshin-Awaji Earthquake

- Managed 3-ways, by the Citizens (volunteers), Hyogo prefecture and National Government
- Various activities with the cooperation of the “exhibition section”
and the “research section”
- Attracts 500,000 visitors every year, more than half are students



<使命> 阪神・淡路大震災の経験と教訓の発信

- ◆ 市民(ボランティア)、兵庫県、国の3者で運営
- ◆ 「展示部門」と「研究部門」の連携で多様な活動
- ◆ 年間100万人の来館者、うち児童・生徒が半数以上



The best disaster prevention learning facility in

Japan

6 Functions of DRI

「6つ」の機能

Exhibition Section 展示部門

Management of **exhibition**
pavillion

展示館の運営

Preservation and Use of
Documents and Materials

資料保存・活用

Research Section 研究部門

Action **Research** on Disaster
Reduction **実践的防災研究**

Training of Disaster Management
Practitioners **自治体研修**

Headquarters Assistance in
Disaster Response
災害対応の現地支援



【 Exchange and **Networking** 交流・ネットワーク】



Children with little interest in disaster prevention **防災に関心のない子ども**

Volunteer Story-telling
【ボランティア】語り

4F: Reproduction of the destructive force of the earthquake
地震の破壊力の再現

A severe earthquake is frightening
大震災は恐ろしい

Explanation and story-telling of volunteers
【ボランティア】語り・説明

3F : Exhibition of materials and documents of the recovery process
復興過程の資料展示

~~I might also meet with disaster~~
~~自分も災害にあうかもしれない~~

Volunteer demonstrations
【ボランティア】実演

2F: Disaster prevention experiments **防災の実験**

~~Seriously learn about disaster prevention~~
~~真剣に防災学習~~

Reproduction of the
destructive force of
the earthquake

地震の破壊力
の再現



4F

1.17 Theater

The corner most
valued in schools all
over the country

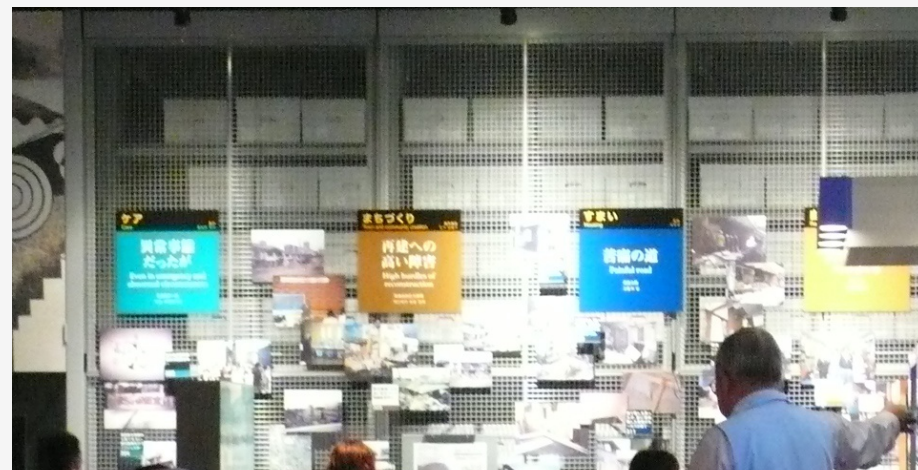
全国の学校に最も評価されて
いるコーナー



4F

Exhibition of materials and documents of the recovery process

復興過程の資料展示



Story-telling corner 「語り部」



3F



1F

Demonstrations from volunteers

ボランティア による実演



Participation of the
research section in the
exhibition section
**研究部門の展示部門
への参画**



[Citizens] Children, events for general public

[Local government] Training for Local government officials and disaster prevention practitioners

[Researchers] Joint research for major disasters

[International Agencies] Consortium of 18 Agencies

[Educational Institutions] Joint development of disaster prevention teaching materials

[Media Organizations] News agencies, seminars by local government and researchers

【市 民】子ども、一般向けイベント

【自治体】自治体トップ・防災担当職員研修

【研究者】巨大災害対応の共同研究

【国際機関】18機関の協議会(DRIが事務局)

【教育機関】防災教材の共同開発

【報道機関】報道機関・自治体・研究者による研究会(事務局)



The 15th year of the earthquake disaster is

震災15年とは

- ◆ The year when children with disaster memory disappears

震災記憶のある子どもが、いなくなる年

・地震当時3歳が記憶の限度

・その子どもたちも、今年、高校卒業



- ◆ If the method for passing on the disaster is not established until the 15th year, it will not be connected to the future

15年までに震災を語り継ぐ方法確立させないと、未来につながっていかない。

ユース震災語り部

Youth earthquake disaster story-telling section

舞子高校・読売テレビ・DRI 共同事業



Connected with the next generation

次世代につながった

- ◆ Young people who were “children during the earthquake” tell their stories to “children of today”

「地震当時子ども」だった若者が、今の子どもに語り継ぐ

【当時】 3～17歳(子ども)



【15年後】 18～32歳(若者)



3～17歳(子ども)



- ◆ Telling stories induce talking, people are connected beyond generations

語りが語りを誘発、人々が世代を超えてつながる

Why 'Youth'? 何故「若者」か

- ◆ [For the [children of today], talk from the same point of view.

「今の子ども」に対し、同じ子ども目線で語る

- ◆ [earthquake disaster to present] can additionally talk about stories of their own self-growth

「地震～今」を、自らの成長とあわせて語る

The father who is a firefighter went out of the house immediately after the earthquake occurred, and it did not come back for a while. Whether work was more important than his family, the girl in the first grade of elementary school who had hated her father, and now, followed after her father's footsteps, and became a firefighter herself.

消防士の父が、地震発生直後に家を出て行き、しばらく帰ってこなかった。家族より仕事が大事なのかと 父を憎んだ小学1年生の女の子は、今、父の背中を追いかけて、消防士になった。

The sixth grade elementary school who have watched her house burn to the ground while trembling. While the frustration of not being able to do anything still haunts his/her mind, he/she continues to send picture books to children in Cambodia who lost their literacy because of the war.

目の前で焼け落ちる家を震えながら見ていた小学6年生。何も出来ない悔しさを今も心に抱えながら、戦争で文字を失ったカンボジアの子供達に絵本を送る活動を続けている。



Present elementary 6th graders listen to stories of 6th graders during the disaster (Ashiya Elementary School)
当時小学6年生の語りを現在の小学6年生が聞く(芦屋市の小学校)

It is also shown regularly at 3 disaster prevention buildings of Tokyo Fire Department

東京消防庁の3つの防災館でも常時上映



インドネシア アチェ州 Irwandi Yusuf 知事

(2009.10.8 人と防災未来センターにおいて)

何という傑作だろう！この博物館は、単なる博物館ではないのだ。**防災学習の研究所**だ。

アチェ州は、23万人も人が命を落とすなど、この地域以上の悲劇に見舞われた地域だ。

私たちは、**悲劇を次世代が学ぶかけがえのない記憶に変えた神戸の経験**に学ばなければならない。

自然災害は、避けられないものであるが、その被害は減災の対象にはなりえるのだから。

Irwandi Yusuf Governor of Aceh, Indonesia
(08.10.2009 at DRI)

*What a masterpiece! This museum isn't only a museum. It's **a laboratorium for learning.***

Aceh had the more than equivalent tragedy that lessen the population of it as many as 230,000 .

*We must learn **from Kobe in putting the tragedy into unwasted memory to be leaned be generation to come .***

Natural disasters are unpreventable , but the impacts can be subject of mitigation .