

Chapter 2 Good Recovery Practices after Large-Scale Disasters

Section 2 Organizing an evacuation center in a university with reasonable accommodations after the Kumamoto Earthquake of 2016: What can we do to create a society with a reduced risk of disasters? Learning from Thailand, Tohoku and Kumamoto.

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This lecture text is a re-composition of lecture records from 17th February 2017 (Disaster Prevention Study Meeting, Research Institute, National Rehabilitation Center for Persons with Disabilities). 13th November 2017 (Academic Workshop: Disaster & Crisis, IASSIDD 4th Asia Pacific Regional Congress, Bangkok, Thailand) and 16th November 2017 (Workshop for Disability-inclusive Risk Reduction at Special Elementary Schools, Ministry of Education, Thailand).



Fig.1 Chie Yoshimura, the author.

1. Introduction

First of all, let me introduce myself. From 2013 to 2016, four universities in Kumamoto Prefecture (Kumamoto University, Prefectural University of Kumamoto, Kumamoto Gakuen University and Kumamoto Health Science University) cooperated on a project to train leaders of a society with a reduced risk of disasters. I participated in this project as a lecturer at Kumamoto Gakuen University. In April 2016, just as I thought that this was the final year of the project, there was an earthquake. The earthquake caused me to check the results of this four-year project. However, we are not disaster experts.

I have been working on persons with disabilities at Thailand. Human Network Kumamoto, an independent living centre, was opened in 1991 and I first became involved with it as a personal assistant for persons with disabilities in 1995. I was a student at the time.

Just before the 2011 Great East Japan Earthquake, there were catastrophic floods in Thailand. The

worst affected areas were flooded underwater for around six months. You may not be able to imagine what being underwater for six months means. I just happened to be involved in a research project on persons with disabilities in Thailand and this was the catalyst for finding out about how persons with disabilities were coping with the floods. Since I believe that disability and disasters are deeply linked, this was adopted for the Kumamoto Gakuen University project as I was quite interested in it and had been studying the subject. Today I would like to tell you about what I think after having experienced the Kumamoto Earthquake.

WHAT DID I DO? #1

MET WITH PWDs, MET WITH PEOPLE IN THAILAND,
AND FACED UP TO DISASTERS

- 1995 Met with PWDs in Kumamoto
- 1995 Met with people in Thailand (homestay programme in a farm village in Northern Thailand)
- 1996 Visited the USA to study ADA and PWD movements at Berkley, CA
- 1999 Met with PWDs in Thailand



Fig.2 Left: Carrying a wheelchair to the platform of the BTS Sky-train before an elevator is installed. Middle: on the platform, Right: An elevator.

I first met a person with disability in 1995. I had always wanted to do volunteer work with persons with disabilities and I was finally able to do it when I went to university. Meanwhile, I went to a farming village in Thailand. This was what started me in research into persons with disabilities in Thailand. If I was to explain why Thailand, we would still be here tomorrow morning so I will miss out that part.

In 1996, I went to Berkeley in California, USA for six weeks with Toshihiro Higashi, a lawyer and wheelchair user, and studied advocacy for persons with disabilities using the law. When I met persons with disabilities in Thailand in 1999, I was surprised at how different it was in comparison to America and Japan. I had a strong image of persons with disabilities in Japan and America being people who fought to represent themselves. At that time, in Japan, there weren't even any support fund systems in place and persons with severe cerebral palsy seemed to be in an eternal struggle to work out a way to live in their environments. When I met with persons with disabilities in Thailand in 1999, there was almost no one who was fighting for their rights. They were all living quietly under raised floors in the farming village. They did not look like they were being hidden as in Japan but as if they were taking

it easy and they blended into their surroundings. It is when I questioned these differences that I became interested in persons with disabilities in Thailand.

I discovered that these persons with disabilities in Thailand had actually been patient with things as well. Those who have been to Bangkok may have used the BTS Sky-train. One day, they could be patient with it no longer and a movement to have elevators installed on the Sky-train began. I have been studying persons with disabilities in Thailand ever since.

2. 2011 Flooding in Thailand

WHAT DID I DO? #2

- 2000-2005 Secretary for attorney-at-law
Ad hoc committee for CRPD
(Convention on the Rights of Persons with Disabilities)
- 2007-2010 Field work at Thailand





2011 Met with PWDs involved in disasters

2013-1017, Lecturer at Kumamoto Gakuen University (Disasters and Welfare)

Fig.3 Interviews in Thailand.

These photos show persons with disabilities in Thailand participating in peer counselling, or rather, peer activities, as well as in home visits and the photo the furthest to the right shows training for personal assistants by persons with disabilities; they are training personal assistants by becoming practice models themselves. While they were engaged in such activities, the catastrophic floods arrived.

A statue of Buddha in Ayutthaya was flooded half of its lying body; many of you may have visited the city. Underneath it is actually a plinth. And below that, there are a number of steps so you can see that there is a lot of water. This province in Thailand is originally a low-lying area with much of its land at around 1m above sea level and a lot of water comes whenever there are floods. People lived together with the water and farmed in the dry season when the waters receded. That is why the monks lived thinking that alms came by boat but along with the steady progress in urbanisation, town planning gradually shut the water out more and more and this can be said to be one of the causes of the catastrophic floods.



Fig.4 Flooding in Thailand. A monk is rowing a boat.

Figure 4 does not show a beautiful lakeside resort with lodges on the left side, it is actually private houses that are underwater and where there used to be roads and fields, all that is left are roofs. One of airports was also underwater. Airports are built to resist rain and storms so you would think that even if it was underwater for a while, it would be fine but that is not the case at all. If an airport is covered with flood water, all the sensitive devices that are embedded in the ground and use electricity to light up the runway at night and so on are also underwater and can no longer be used.

However, as the floods dragged on, the people of Thailand began to have fun with them. For example, I saw a photo that a mother is dragging the child along behind her on her bike. Do you fancy having a go? Animals are also caught up in disasters. Crocodiles escape from crocodile parks – in this case around 100 escaped. However, these crocodiles are used to being fed so people say that they are unlikely to bite people and more likely to die.

3. Persons with disabilities during flooding

(1) Case a boy of O

There are three groups of people who were particularly hard hit by the floods. The first is those in low income groups. They cannot escape and even if they could, they have nowhere to go. The second is the elderly and people with disabilities and the third is foreigners who do not know the area well.

So, what happened to persons with disabilities? This is the story of O with whom I was conducting research. He was 9 years old with cerebral palsy and lived in A Village in Pathum Thani Province which was affected by the floods. In Japan, he would be considered as a child with severe intellectual and physical disabilities. He lived with his parents, a younger sister, a younger brother, an aunt, and a cousin, the waters rose and he was evacuated to a nearby temple. In the case of the floods in Thailand, not only in Thailand but in South East Asia overall, the water does not just suddenly appear out of the blue one day. The water rises gradually. Therefore, it is possible to predict that the water will arrive at a certain place the next day or that one should evacuate because a place will be underwater in a week.

This area is the same and that is why O's mother and family sought refuge at a nearby temple. Their house was flooded.



Fig. 5. A boy O and his family in front of his house.

However, people like O, and I think this is the same in Japan and all over the world, who have intellectual and mental disabilities as well as the elderly or those with dementia are very susceptible to changes in their environment. At that time, O's mother said that he was mentally unstable. I wasn't able to go and see him.

He began crying in an unusual manner and when his instability was noticed by the family, the temple also became flooded and local people said that they should evacuate to another place. The left photo of figure 5 shows O's house before the floods. You may think that the building in the background is a shack but it is actually O's house. It was a house that would collapse as soon as the waters came but the family did not want to alter O's environment any more than they had already. In addition, the local people knew about O so things were still fine while they were evacuees at the local temple. However, his mother did not want to go somewhere that they had absolutely no relation to. They stayed at the temple because they did not know what would happen to O or how O would react to a new environment. And then, in October, he developed pneumonia and went to the hospital but, according to his mother, he was not properly looked after and he sadly died at the age of nine on the 1st of November. I don't think this was a disaster-related death as such but this is what happened.

(2) Case of S

This is a different case of a female with disability. We'll call her S. She is the Secretary General of DPI-AP (Disabled People's International Asia-Pacific Region) and speaks English. She graduated from a large vocational training school. She has connections all over the world and during the floods,

she negotiated with the chairman of the board of directors of the vocational school and moved the whole office. The chairman also lent her spare rooms for staff accommodation and she evacuated all her staff and their families to a completely different province, leaving their apartments behind. Thanks to this action, none of the persons with disabilities, including staff with disabilities, were victims of the floods.

(3) Case of N

**What happened to PWDs during the floods?
Case of N**



N, 49-years-old, D Village, N Province
Did not think about evacuation.
More worried about issues with moving than about the water

Fig.6 Ms. N and her house.

This is a different person with disability, N. It is a different province and she has a physical disability. The photo on the right shows that the grass in the background is already a river. The chair at the front is a chair that we made to be used as a shower chair (Fig.6). The water was close but she did not evacuate. Rather than the water coming, she was more concerned about what bad things could happen to her where she ended up. She was able to go to the toilet and use the bath in a house to which she was accustomed but she would not be able to do so in a place she was not familiar with. This is why she did not want to go and ended up not going. In the end, not much water came so there were no victims.

(4) Case of F

F is an artist. She is a fairly wealthy person and so are many of her friends. One of her friends has a holiday home in a tourist destination to the north of Chiang Mai. The friend suggested that they both evacuate there and they were able to do so without problem and stay safe.

What I want to say is that the same floods come to everyone but everything depends on the strengths,

networks, skills and past experiences of people, even if they have the same disabilities. People who had experienced harsh discrimination or who had had bad experiences were loath to evacuate. In contrast, people who were able to move around without anxiety in everyday life and who had a network of friends with whom they felt safe could evacuate with peace of mind. This is what we can see on the good and bad sides.

4. 2011 the Great East Japan Earthquake



Fig. 7 Left: The place where Arahama elementary school is located. Right: names and ages of the affected persons are engraved into a memorial service monument

The same thing happened in Japan. At Arahama Elementary School in Miyagi Prefecture, one of the areas affected by the 2011 Great East Japan Earthquake, children had to evacuate to the roof to avoid the rising water. If we look at the ages of the victims engraved on the memorial monument for that area, we can see that they were almost all over 60 years old (right photo).

5. My class on disaster preparedness: visiting survivors from disasters

(1) Activities at Aso area and affected area by the Great East Japan Earthquake

Due to all these experiences, I came to Kumamoto and was put in charge of a project to train leaders for a community with a reduced risk of disasters. Kumamoto is a prefecture that has had its own disaster. There was an earthquake in 2016. No one expected that there would be an earthquake but, in my classes, we expected that there would be landslides. In particular, the Aso region stratum was formed from volcanic ash from eruptions from craters and volcanoes. Not to mention the unique climate conditions with a number of incidences of what are called guerrilla rainstorms each year. So, if you pay attention to the news, you will see that there are always evacuation advisories for Aso during the rainy or typhoon seasons. Persons with disabilities and the elderly in particular are evacuated first by the city at the stage of preparatory information before evacuation advisories are issued. It is a Russian roulette situation in which mountains can collapse and directly fall on human settlements. Human habitations closely cluster near mountains. You never know when the mountain behind your

house will collapse – this is the situation in which the people of Aso live. I heard about this situation and went to see it with my students.

A blind woman told us many stories at Aso. We heard the same stories from her as I did from the persons with disabilities in Thailand. She didn't evacuate. Why? She walks near to the community centre that is the evacuation center every day. She walks in that area where her cane gets stuck in a too-large sewage pipe hole and where there are steps and the road is uneven. And her relationship with the people in the area – she has used the community centre before – but they are not familiar to her at all. It is a kind of somatic sensation – she doesn't feel comfortable when she goes there. She asserts that she would rather die in a place that she is used to than going there to have bad experiences and not be comfortable. These were the kinds of things she talked about. We also participated with the students in disaster prevention drills in a community in Kumamoto Prefecture.

(2) Listening experiences of the Great East Japan Earthquake

We also visited Minami-Soma Peanuts, a workplace for persons with disabilities in Fukushima Prefecture – some of you may have seen it before – and this is where my students and I heard the story of Mr. Aota, its representative. We went all round East Japan listening to the stories of women and persons with disabilities.

(3) My class on disaster preparedness: operating a training to cook and distribute food to disaster victims

Last year, six months before the earthquake, I did cooking and food distribution training with my students. I told them that they may be living quiet lives at the moment but that if something happened, people would probably rush to the university. Whether something happens or not, it is an evacuation center so we should at least do food distribution training and we practiced by having 4 students make enough food for 300 people. I wanted them to fail rather than succeed. Just as I had suspected, the students had no idea how much rice to cook for 300 people. Then, to be frank, when they saw the size of the pot, one of the students said that they would have no idea how much water to put in. Another student said it would be fine and that all they had to do was open it half-way through and if there wasn't enough water, they could put more in! I told them that would not do. You don't know how to do it until you try. How many ingredients do you need to feed 300 people? How long will it take to cut up the ingredients? How long will it take to cook them? That is what I wanted them to experience. And that was why I thought it would be OK if they failed but, just in case, I got some people from the Japan Red Cross to come and we learned various ways of cooking quick-cook rice. We sold what we cooked in front of the cafeteria (which was a bit mean) to students for 100 yen per package because we didn't want it to go to waste. There was enough for 600 people because we worked in two groups. I imagine that the cafeteria lost a lot of money that day. I forbade them to make curry and told them to

think of something different. It wasn't fair so the students made hashed beef instead!

We also had a simulation at that time to respond to the question of what to do with the elderly and persons with disabilities that came. This was really great practice for the actual earthquake. The students had many different opinions at the time. That we could use the mattresses in the gym, that there was the care training room in the Faculty of Social Welfare so we could use their portable toilets and so on. They came up with a number of things. There are two adapted baths made in Germany or maybe France and that cost tens of millions of yen. But they don't get used much. The students said that it would be good if we could use them for the persons with disabilities and the elderly that came. Unfortunately, we were not able to use them because the walls of the building collapsed and the windows shattered. However, the ways of using equipment that we discussed that day came in really useful later on. They came up with all sorts of things including using the plates from the cafeteria.

6. The 2016 Kumamoto Earthquake

(1) Foreshock

And now we get to the actual day of the earthquake, the 14th of April 2016. So, where was I during the foreshocks before launching the evacuation center? I was actually in the shower in the gym. I was taking a shower and almost completely covered in suds and then the earth shook. What crossed my mind at that point was the sight of roofs falling in during the Great East Japan Earthquake. I didn't want to run to safety naked so I waited in the cubicle until the shaking subsided, dried myself, tried hard to get my underwear on and then crept to the lab. There weren't as many files on the floor as I would have thought. Despite orders, I had boxes and so on, on top of the shelves. They had fallen down. I realise now that it's not a good idea to put things on top of shelves without any provision but it shows how strong the foreshocks were that they had fallen.

And then, around 200 people evacuated to the university. At that time, the university was appointed as an evacuation point but not as an evacuation center. An evacuation point is obliged to open its grounds to evacuees but not its buildings. But during this season, since it was so cold and people who came to the sports ground at night wanted to use the toilet. The staff had the good sense to open a room for them. This became an evacuation center later on.

At that point, we had absolutely no sense of crisis and the following morning, everyone went home and we were relieved that nothing more had happened than City Hall delivering us quick-cook rice and water as part of their support resources.

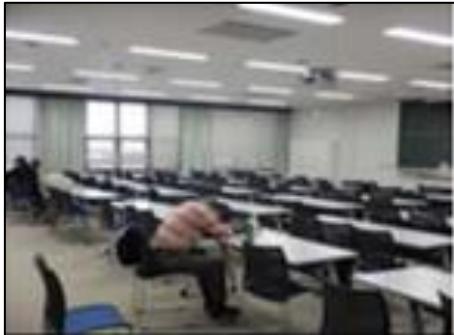


Fig.8 A room of the Kumamoto Gakuen University after the foreshock.

(2) The second and the bigger shock 2 days after the foreshock

The real problems started the following day. It is 1am on the 16th of April. I was in the shower again. I was in the shower because the water had been cut off the day before and it had just come back on. At that time, a student evacuated to my apartment. Why? The student lived in a 5th floor apartment in a 7-floor building and had evacuated at the stage of the foreshocks because it was flooded. Do you know why?

The water supply pipe burst. This is why water fell from above. Are there any houses that have drains in the dining room or the living? There aren't, are there? The only places that have drains are bathrooms. And, of course, kitchen sinks. It is not that easy to remove water from human habitations. It's a good thing, too. That they are fairly airtight. However, in the student's house, water gradually dripped down from above. Then there were the aftershocks and the female student evacuated to my house as there was nothing she could do. She took a bath before I did. I am a nice teacher so I said she could take a bath first and then she went to sleep on the bed. Then, when I was taking a shower, the quake hit.

We are taught to get under a table when an earthquake hits but I wasn't able to do this. Even though I had been studying disaster prevention for four years. Where do you have a table in your house that people can get under? That's right. The kitchen. And what is in the kitchen? Glass wares. The pot of wheat tea that I had been making flew off the stove and the glass wares smashed so there was no way I could take cover under the table. So, that night, I came out of the bathroom and told the student not to move while we waited for the shaking to stop. The reason I told her not to move because the bed she was in was the safest place in the house. The bed did not have a light above it and was not near any windows or shelves. While I was shouting at her to please stay where she was, the electricity went off, there was no hot water and all we could hear in the darkness was the crash of glass wares breaking. Oh, and everything fell out of the fridge. Since then I have string round the handles of the plate cupboard where I keep the glass wares. Today, I tied an amulet on to it. Please let it not open while I am not there.

2. The actual earthquake. 01:25, 16th April

- I was in the shower again when the earthquake hit. Both the electricity and water cut out and I could hear the sounds of smashing plates and falling objects. Things in the fridge, too.
- I got my emergency pack and walked to the nearest elementary school. One of my students called me while I was on the way.
- They told me that a severely disabled (CP) student was trapped in their apartment (where they lived alone) and could not evacuate. I got in my car and went to the apartment.
- It was on the second floor but the elevator was not working so I used the stairs. I gave up on the heavy electric wheelchair and took the folding one with me. I also took other things that may be required such as the wheelchair table.
- Rather than going to the designated evacuation shelter as it was not suitable (non-adapted toilets, etc.), as the university was more suitable as the student was more used to it and because I needed to be there to help, we (2 students and I) went to the university (before 02:30).

Fig. 9 What I was doing at the main shock of the Kumamoto Earthquake.

(3) Evacuation of myself and my student with a wheel chair

I thought we might have aftershocks after the foreshocks we had had at the previous evening, so I had got an emergency pack together. Just one. So, I got hold of it and decided that we had better not stay in the house after all. Some people say that you shouldn't evacuate until the aftershocks have stopped but the higher you are in a building, the more severe the shaking is. Even at a seismic intensity of 3, you will feel more like it's a 4 or a 5. My friend lived in a 9th floor flat and she said it shook so much that she thought she was going to be thrown out of the window. So, even if buildings without particular seismic base isolation shake, it will be fairly scary because it will feel like a 5. Even living on the 3rd floor as I do, it feels scarier than someone who lives on the 1st floor. That's why it's not just really about the numbers, 3, 5 or 7. It will feel completely different depending on where you are and I think we should pay attention to that.

So, the evacuation. I thought about evacuating on foot to the nearest elementary school. I didn't want to get caught up in a traffic jam. But, on the way, I received a LINE message from one of students who has a disability. She started living independently after she graduated high school and as she has a severe disability that requires 24-hour care, she used helpers to attend school – a really admirable spirit. You could also call her rash. She was crying when she called me. It was a rare thing to hear her ask her teacher for help. We have a LINE group for all the teaching staff and students in the seminar group and other students said they would go and help but I was worried about secondary victims so I told them to go to the elementary school and I went to collect her. However, the elevator wasn't working. So, then I knew, of course, that the best thing would be an electric wheelchair but I wouldn't be able to get one down two flights of stairs by myself. So, I brought down a simple electric wheelchair and

then put the student into a manual chair knowing that I would just about be able to get someone down from the second floor in that, depending on their weight. So, I got her down. It was a desperate effort. She was holding onto a pile of things including blankets, a change of clothes and personal items. We talked about where we should evacuate to. The local elementary school was the assigned evacuation center but, as you all know, there are not many elementary or junior high schools that are accessible facilities or have disabled toilets. Maybe it is only in Kumamoto? Kumamoto is a rural prefecture and really is not accessible at all. So, I thought that we would not get on well if we went there. Another thing was that I felt that I should be doing things at the university. If we went there, the student would have her friends and I would be able to keep an eye on her. There were wheelchair toilets and many accessible facilities so that's what we decided. We would go to the university.

(4) Opening an evacuation center at my University soon after the mainshock

All the books had fallen at my lab just after the second quake. I had fixed all the shelves to the walls. If I hadn't done that, I probably would have had to give up trying to get into the office. At around 2:30 once I had got in the meeting room where evacuees come in, it was still empty. Here you can see in two photos of Figure 10 that the number of people increases as we approach dawn. What do you think happens? It is quite difficult to see but the room fills up. And then there are so many people that the wheelchair users at the back cannot get out. Everyone runs on instinct after all and they won't give up their space easily. Because of this, I spent the whole night from 2am to 8am being in charge of the toilets for the elderly and the persons with disabilities. No one hesitated to tell me that they needed to use the toilet. Rather than feeling hesitant and declining or not being able to say, everyone actively asked to be taken to the toilet and I thought that was really good. I thought that they were used telling others about their needs. However, I realized later that I seemed to have been mistaken for a helper and that is why no one was hesitant with me. It is a good thing but I was worried that they would feel bad later if they found out that I wasn't a helper so I did tell them sorry and that I was actually a member of the university teaching staff. I realized it because City Hall staff who rushed to help afterwards, called me a helper because I was wearing yellow clothing that stood out.

It was difficult for the evacuees to move from where they sat in the evacuation center. Even if I asked people to drink water, they refused because it would make them go to the toilet. The reason was because each time they had to go to the toilet, they would have to ask other people who were sitting down to move out of the way and say sorry all the time. 'Sorry. Can I just get past?' 'Sorry. Can I just get past?' 'Excuse me. Sorry.' 'Excuse me. Thank you.' And they had to repeat the same thing on the way back to their space from the toilet. 'Sorry. Sorry.' 'Excuse me. Thank you.' This is OK for persons with disabilities who advocate for their cause and strongly assert their rights. However, the elderly and persons with disabilities in general may not be able to do this every time. The human psyche is not that strong. And that is why people are hesitant.



Fig. 10 A classroom soon after the main shock of the Kumamoto Earthquake.

There was no use in telling people to lie down either. It is hard work to get down on the floor from a wheelchair. It is easier to get from a bed to a chair. But getting from a wheelchair to lying on the floor and then needing to get up to go to the toilet requires someone to lift and seat you and the repetition of apologies and thanks that I talked about before begins again. It makes your head spin just thinking about it. They were like this for 15 hours. We thought that things were getting bad and that we needed to do something. One of professors who are helping to coordinate the evacuation room went straight to the university chairman of the board and the president and said that we want to use an empty hall as a sleeping space for the elderly and persons with disabilities, explaining that we didn't want them to feel bad about needing to use the toilet and we managed to secure a separate space for them.

7. Setting the evacuation center

It may be a bit difficult but can you see the lights at the top of the photo on the top left (Fig. 11)? This is a hall so they are at this level at the moment but the lights are suspended above us. City Hall told us not to use this room. This was because it would be dangerous if there were aftershocks and the lights fell. However, there was no other space. That's when it suddenly occurred to me to have the lights lowered. We managed to get them down as low as possible.

The students that rushed to help were those who had studied with me for 4 years and had studied the Great East Japan disaster in great detail. They had heard from women who weren't happy about sleeping next to men they didn't know at evacuation centers. It was then that one of the female students proposed that we cover the lights with sheets to make a simple partition. That's why it wasn't completely separated. It was actually a space in which you could easily move from one side to the other. But, as we didn't want people to go under the lights, it became a light partition by hanging sheets over it. And we didn't exactly make it so that men were not allowed but we did end up with a space for women when it came to sleeping. If families or couples wanted to sleep together then they were

able to secure their preferred space on the male side if that was OK with them so they were free to do as they pleased.

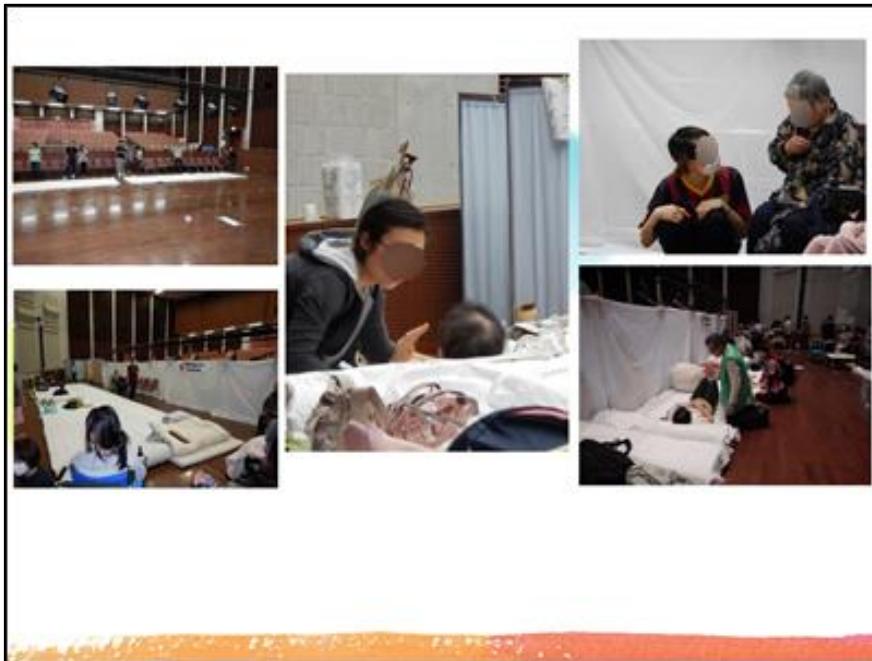


Fig. 11 Installation of a space for the elderly and PWDs at an evacuation center.

(1) Toilets and shower

We put a portable toilet in the furthest away space (Fig.11). This layout was all thought out by the students. And the students with disabilities thought about the layout conditions; being able to use wheelchairs. That's why there is space for two chairs with the mattresses in the middle. The toilet space was separated far away from the tables where everyone would eat. No objects were to be stored in the space where persons with disabilities use the toilet. The students worked hard from day one. At this point, half of the users were persons with disabilities and half were elderly.

The worst thing was, well, it was such a shame and it made me want to cry.... The person in the middle photo of Figure 11 had just come home from a rehabilitation centre for the elderly two days before the earthquake struck. She had had a stroke and had aphasia so she couldn't speak. So, it's scary but she is not able to say anything even if she wants to. One of the students was very patient and tried really hard to listen but she said 'yes, yes' to everything whether she meant yes or not. It looked like it was really difficult for her and when she asked if it was difficult for her that she couldn't get the words out, she sobbed and sobbed. She was unable to sit up alone so we rolled up a gym mattress and she was able to sit up against that. There was nothing else we could do for her.

The only bathing area nearby was a shower cubicle so persons with disabilities and the elderly who require care were not able to use it. So, we closed off the room and, although it was not a great situation, we put a mattress on the floor, had the people lay down and washed them as best we could within the range that the shower could reach. I have been caring for persons with disabilities for twenty years but

this is the first time I have ever seen this. It was good. Up to that point I thought it was usual to assist wearing a t-shirt and shorts but, in this case, we were naked together. When we were drinking tea afterwards, one of the ladies said that when I helped her naked, we developed a truthful relationship. From this point onwards, you could say there was less distance between us and a trusting relationship began. That is why I think truthful relationships are important.

(2) Student volunteers



Fig. 12 Student volunteers helped cooking.

Various students helped (Fig. 12). The furthest away photo is when they were helping pick up litter. The students also helped with the cooking. These students had been leaders at a children's camp in Fukushima two weeks before. Six months prior they weren't even able to start a fire but they had done training in order to be camp leaders. Even though, just six months ago, they had struggled a lot, everything suddenly went well for them and they were quite proud of themselves, saying that the other students were no good at it. I wanted to say that they were exactly the same six months ago but I was grateful for their help.

I am grateful to the students for is the way they created a good atmosphere. For the first three days, there were no deliveries of commodities. Of course, that's natural. But at those times, how do we prevent norovirus or influenza or even colds and how do we prevent people with mental illness and the elderly from becoming depressed. The only way of preventing these is creating a good atmosphere. No matter how hard I tried, no matter how much I asked the elderly to drink water, they didn't but if a student asked them to go for a walk, they would go just a few meters outside, taking a bottle and some sweets with them, the student would say that they wouldn't get to go back in until the elderly

person had drunk the whole bottle – they soon came back in! Even though they wouldn't drink much when I asked them, if a student asked them and poured water into a cup for them, they would say, 'Fine.' and then gulp it down; it didn't even take half an hour.

Going to the toilet is also not as convenient as when you are at home. You have to pay attention to preventing falls. We couldn't just chat and enjoy ourselves. I told the students that they shouldn't do more than they were capable of. I told them that the more frantic they were, the more tense the atmosphere would become and that, rather than serving meals, it would be better to go with the person to get their meal and then eat with them. Rather than them just sitting in the same place all the time, going to get meals together and joking; talking about how the food is not good if it's not good and so on. You can say you don't want to eat something so awful as long as you don't leave anyone to eat alone. So, if there was an elderly person sitting on their own, I would tell one of the students that they were eating alone and they would go and sit with them. So, rather than having the students work really hard, I had them go and fetch meals with the evacuees and eat with them. Towards the end, some of the elderly people were also volunteering to do this.

(3) Beds at the evacuation center



Fig. 13 Custom-height beds

The cardboard beds did not arrive either. It took them over a month. After around 10 days, we received support commodities. So, we used the support commodities boxes as beds. Water boxes and cracker boxes are different sizes. So, we matched knee height or body state to each person, asking them what height was good for them so we ended up with custom-made beds. It's quite difficult to see in the middle photo of Fig. 13 but there are high, normal and low beds. We were able to fit each bed to each person's body. We had those crackers right to the end and, even a year later, they were piled

in my office and students who were hungry were eating them.

(4) Activities to relax evacuees

A comic came to pay us a visit. And another thing that helped was that a local female volunteer group offered to do our washing. Washing clothes at an evacuation center is difficult. I was also a ‘washing evacuee’. The water supply had stopped so I wasn’t able to use my washing machine. Persons with disabilities and the elderly in particular cannot get back home so the volunteers came with plastic bags and took the washing home with them. They washed and dried it at home and then brought it back to us. It seems that they just thought about what they could do to help. It is nothing special but just putting on an extra load of washing at home and hanging it out, folding it and bringing it back to us was a great help.

I splurged on a cake when it was someone’s birthday. It was not a cake from a convenience store but I went to buy it from a proper cake shop that had reopened. There are many people who are traumatised by an earthquake but there are also a fair number who are traumatised by the evacuee lifestyle that follows. People say that it was awful, hard or difficult. I heard the same thing about the Great East Japan Earthquake. We ate the birthday cake towards the end, to be honest, and the ladies said that they had thought that being at an evacuation center would have been difficult but that they had actually enjoyed themselves here and that when there was another earthquake, they would come back! I would like to thank them! That is the best thing they could say about it.

(5) Personal Assistants

However, there is a lot that is difficult about a care system. During the emergency, in particular for the first three days, we, of course, didn’t go home. We were there 24 hours a day, 7 day a week. And we couldn’t sleep during the day. I didn’t want the students to be caring for people at night and I made sure that they didn’t do it. I didn’t make the volunteers do it either. Letting someone assist just with brute force and not knowing the knack and then someone has a fall.... There is no way we can send someone home bedridden when they have come to the evacuation center for help. There is nothing that can be done if an elderly person breaks a bone. If, by chance, a student injured someone, it would leave a lasting mark on them.

So, who was going to do it? Persons with disabilities came with four personal assistants. These assistants said that they would not only take care of the persons with disabilities while they were there but also the elderly people as they were all in the same boat. If they had not been there, I would not have been able to do it all by myself. Particularly at night. I will talk about this later but persons with disabilities are used to being supported. They are familiar with how to use people. The elderly, for example, those with severe disabilities already live in care homes or are carefully attended to by their families. So, who comes to an evacuation center by themselves? People who are just below the level

of needing care but who need support levels 1 or 2 or people who have had their homes adapted but they are living alone for some reason or other and who have defiantly kept going. They have rails at home to get them from their bed to the toilet and because their house is adapted, they are used to the environment. But at night, since they have been put to sleep on the floor, getting up and going to the toilet is impossible at evacuation centers. As they are not used to be being assisted, they are likely to fall if someone who is not trained to assist tries to help them. Going to the toilet; portable toilets are not attached so they are dangerous but if you try to use them thinking they are the same as at home and transfer all your weight onto them, the whole thing will fall over. I realise that people are sleepy but there are people who think they are at home and got to find the toilet paper where it usually is on the left but it is actually on the right and then they think there isn't any and spend ages looking for it and so on. They need someone to tell them where it is. There were also people with dementia and we couldn't let our guard down at night.

On the 4th day, certified care workers from Kagoshima and Kansai came from their facilities to help. Up until then, I thought that I couldn't ask ordinary people or volunteers to help but when I saw the way they worked, I was really grateful. They were professional and I was able to leave them to it at night and get some sleep. I felt really good that night. I will never forget how good it felt to sleep. Thank kind of external support is important, isn't it?

Human Network Kumamoto, which I mentioned above, did not just do things for themselves, they also helped us think about organizing the evacuation center. I have known of this facility since I was a student. It houses a maximum of 56 persons with disabilities and elderly people and I was resident there for a long time so I knew more than half of them. I knew their somatic sensations, their communication methods and their needs. It was really easy. However, I was at my limit as a carer so it was really at this evacuation center that I understood the importance of staff who support staff. Laterally, many people came from outside the prefecture and they were sleeping in between chairs. I was so grateful to them.

(6) The support of service providers

Figure 14 shows a welfare facility in Aso. There is a gender bias in isolated facility staff. Staff who provide care at these facilities are almost exclusively female. These women are also evacuees of the earthquake. Some of them are sleeping in their cars or their homes have collapsed but even so, they come to work because they think they must help the people in their care. When there are not enough support commodities, these women give them first to the facility residents and make do without themselves. Therefore, I gathered together a 'Santa Claus' sack full of spare commodities that they would be able to use, including sweets and took it to them, saying it was for the staff. I asked the staff to take one thing each home with them. They all felt shy about taking big boxes of things home in front of everyone. However, no one would feel bad if each person took one thing from a big bag. That

is why I made it easier to take things by putting them in bags. And the students wrote comments like 'keep up the good work!' and so on, on paper cups. And then they went to deliver them one by one.



Fig.14 Support for staff at a welfare facility at Aso.

(7) Returning home

Another important thing is support for returning home (Fig. 15). It was the same for the Great East Japan Earthquake and the Great Hanshin-Awaji Earthquake, too. We have manuals for operating evacuation centers. However, I have never seen a manual that provides support for going home. Who do you think are the people who stayed right to the end at our evacuation center? Is it the people who have lost their homes? Or people who are sick? No. They have nothing to do with the people who are left right at the end. Those who remained right at the very end were those who had no communication or trusting relationships or people they could rely on; people who have none of these kinds of social networks. As a result, victim support is still being provided for the Great Hanshin-Awaji Earthquake twenty years on. This is because volunteers continued to be involved with the people who had nowhere to go after evacuation centers or temporary houses in order to maintain their community and they couldn't leave them alone.

HOW CAN WE PROVIDE SUPPORT FOR GOING HOME?

Importance of having communication and trusting relationships

- Volunteers to clean up with a view to going home
 - Help with finding a new place to live
 - Tidying up, packing, organising, moving
 - **Relieving the anxiety of moving (leaving the evacuation shelter)**
 - Continued interaction such as 'coffee morning' activities after the evacuation shelter has closed
- Many aspect and levels of support are required

Fig. 15 Support for going home.



Fig. 16 Persons whom we helped to going home.

The other evacuation centers had the same concerns. It was the same in Mashiki. And the same in Kumamoto City. The people who stay to the very end are those who have some kind of dependence, those who came completely on their own and cannot clean up their homes alone or people who have no one to talk to (Fig. 16). People who have relatives or someone to talk to go quickly to their relatives' homes or their family helps them with money to rent a new apartment; people leave gradually as their families take charge of them. When those people have all left, I thought that how to support the people

who are left is actually an also message about creating a community to cope with the next disaster. The peoples who can't go home or have nowhere to go are a kind of silent SOS.

8. What we learned from the Kumamoto Earthquake

(1) A place where no one is excluded, basic environment, and supply

I would like to summarize what we learned from the Kumamoto Earthquake (Fig. 17). What is essential for an evacuation center for persons with disabilities? I think that it is probably that people have a place where they have peace of mind. A place where they really feel like they will not be excluded. I think it must be really difficult if you get to an evacuation center and then find that people think you shouldn't be there. So, precisely because it is a time of emergency, we have to think about a place where you would have peace of mind and where you feel you belong. Of course, this is not limited to persons with disabilities. We need staff, supplies and accessible environment to establish an evacuation center that makes everybody feel at home.

WHAT WE LEARNED FROM THE KUMAMOTO EARTHQUAKE

What is required as an evacuation shelter for persons with disabilities?

- A place where they can be with peace of mind, a place where no one is excluded – this is particularly necessary in times of emergency
- Both hard and soft are required as well as a location and a staffing system
Building – accessibility, electricity, water, good atmosphere, space
- Staffing system – The people who are there during the first few days need to just get on with it. That means both people who require care and volunteers are victims of the disaster. How do you get through the first few days?

*We were very grateful for external (care) professionals.

Professionals who are boastful of the results of Tohoku, who only talk or who only collect data are not needed; the mass media are also a problem.

(For victims with intellectual / mental disabilities in particular, this is 10% good and 90% bad)

Fig. 17 What we learned from the Kumamoto Earthquake.

So, if you think everything will be OK now that you have a location, that is not actually the case (Fig.18). You need a certain amount of staff, too. The building needs to be accessible and needs electricity, water, water supply – there's sometimes nothing that can be done if there are power cuts or the water supply is interrupted. Our university's water supply was interrupted but the flushing toilets worked for 3 days. This was a really good thing. If we hadn't had that running water, I think we would have had real problems. The reason why we had enough water was because we had taken rainwater tanks up to the roof and we also raised a groundwater point. It is a system that trickles the water downwards and the tanks were full the day before. So, we didn't go up there to have a look but we

were really worried about when it would run out. It ran out on the 4th day. Then we started bringing water from the swimming pool for the toilets. Luckily, the water supply was restored on the 5th day so we only had to transport water for one day. We are so grateful that, just after the earthquake, water bureau trucks from all over the country, Yokohama and Hiroshima and so on, came to work on restoring water supply.

WHAT DO I RECOMMEND AS EVACUATION SHELTERS?

- The best thing is to evacuate to the closest evacuation shelter; all designated evacuation shelters should be accessible.
- However, it is important to think about the evacuation shelter realistically.
- Preparatory meetings and communication with places that are designated as evacuation shelters are indispensable.
- Toilets, spaces (spaciousness), other conveniences, range of flexibility, etc.
- Everyday relationships are extremely important.
- In the case of Kumamoto Gakuen University, there were people like me and Prof. Higashi who had over 20 years of relationships with local PWDs and government.
- A university is one candidate as it is easy to get students as volunteers. Hotels and inns are also a possibility?

Fig. 18 What do I recommend as evacuation centers?

(2) Staffing system

The staffing system (Fig. 19). The people who are there have to get on with it. They have to keep going until support arrives. Support will definitely arrive. It will arrive but, and I will talk about this later, support does not just turn up unexpectedly. So, in the particular, at least for the first few days, the people who are present have to deal with everything. I think you can safely say that if you keep going for three days, after that you will be able to sleep. But you have to think about how you are going to do things for the first three days. You have to think about how you are going to encourage the people who are working hard. So, I said to the volunteers who came that I would come and help them the next time they had a problem.

THINK ABOUT A STAFFING SYSTEM

Creating a space for the elderly or PWDs means that they have care needs.

- In addition to securing a space, it is essential to think about who will provide support for care needs (university (the evacuation shelter) and organizations for PWDs)
- Many of the elderly who come to evacuation shelters in particular are not used to receiving care. However, there is a high likelihood of falls, etc. Care needs that did not exist before come to the forefront.
- Even if PWDs come to an evacuation shelter with a helper who they are used to, helpers are also the victims of the disaster.
- Helpers will have to work non-stop over three or four days, until other support arrives. The physical and mental burden will be much more than normal.
- We would like people to think not only about protecting the safety and rights of PWDs but also how to protect the care staff.

Fig. 19 Think about a staffing system.

(3) Who come to cause problems

However, there were a lot of people who came and caused us problems. Kumamoto Gakuen University had become famous so many experts and people from NPOs and NGOs came. Even people from DMAT came to gather information and said that we were great and what we were doing was great and then went home. Then they asked if we had any difficulties. ‘Finally!’ I thought. I explained to them what we were having difficulties with and they sympathised. I thought they would come back with something to help in a few days but nothing happened. There was no feedback. The only people that actually did anything was the Kumamoto City Dental Association. I told them we didn’t have anything to put false teeth in, so they came back the next day with around 100 blue false teeth containers. Until that point, the elderly had nothing put their false teeth in. They were using bowls or paper cups. We didn’t really need 100 of them, mind you! They became food containers at mealtimes after that.

Mass media is also a problem. At its worst, we had around 15 different mass media organisations in one day at the evacuation center. I complained about this to the university afterwards. We did kind of feel that we should cooperate with them when they turned up but the take close-ups of you without asking. To get good pictures. When that happens to you a number of times a day, I realised what it was like to have people just barging in on your life. The persons with intellectual disabilities or mental illness or people with dementia seemed to find this really stressful and the good atmosphere disappeared for a while. However, what was interesting was one of the people with a mental illness said that they would be happy to be filmed if the people filming introduced themselves. From that I

point onwards, I named the rule of introducing yourself before filming after that person and told the media that they could ask the evacuees their names but they had to introduce themselves as well. Before they started filming, they were to put their cameras down and say, "Hello. How are you?" and tell them their names and what company they were from. I also said that if they couldn't take the time to do that then they were not welcome. It only takes five minutes. It was OK if they filmed. We did gain some things from the coverage. We received a lot of support commodities. We were grateful but 90% was just difficult.

(4) Evacuation center

Next, proposals for evacuation centers. The best thing is to evacuate to the closest evacuation center to your house; a place where you can evacuate with peace of mind. I really want a condition of being made a designated evacuation center to be accessibility. I would like newly constructed elementary and junior highs schools all to have accessible toilets in the gym and wheelchair ramps and so on installed. This is not just for disasters but with a view to universal design. It is important to think about evacuation centers realistically. It's completely different from just thinking about where you will evacuate to.

The reason why we accepted so many elderly people and people with disabilities at Kumamoto Gakuen University was because we have had a relationship with persons with disabilities for over twenty years. Some of the people involved with Human Network Kumamoto were originally students at Kumamoto Gakuen University. Why were they students at Kumamoto Gakuen University? The university has been working on accessibility for around 30 years and, when I was a student, each time there was a long holiday like the spring or summer breaks, there would be changes when I got back such as stairs being turned into ramps or an additional accessible toilet. As the university had created this environment, many students with disabilities were admitted. In addition, the office of Human Network Kumamoto is close by so if someone wanted to go to the toilet, they would come to the university for a break, use the toilet and then go on somewhere else to shop or similar. There was also a professor who was a wheelchair user, Toshihiro Higashi. This is why the persons with disabilities in the local area thought they would be OK if came to the university. The university did not give its permission. People just asked me if they could come and I said that it was first come, first served. Because the first people to come and stay have the advantage. Therefore, maybe, on the facility side of things, people think what will we do if they come but persons with disabilities should come. It is unlikely that they will be turned away if they do come and I think we will be able to innovate and get on together so I think people should go to a place that they think is good. I believe that this is one way to protect yourself.

It is easy to set up at a university because there are student volunteers but there are other places such as hotels and inns where, if they have large spaces, areas where people can lie down and are near to

public facilities where it is easy to use the toilets, they may be the best place for you to go. I really think that it is important to think about this as a part of everyday life. I also think it is important to create a relationship with the people there and use the flexibility to a certain extent so that they let you do as you please.

(5) Carers

Carers are also needed. Absolutely. If the staff mess up, the persons with disabilities mess up, too. You need to think about who you would take with you when you evacuate, what organisation you would call for help. Dr. Kitamura said something interesting earlier that if you can't cover everything by yourself then you should enter into a partnership with an NPO in advance. I think that is fine. That is why an elementary school is acceptable. If an elementary school has a lot of elderly people or persons with disabilities in their catchment area, the neighbourhood association, or people from City Hall, can match up with partners in advance, asking certain NPOs to work with them in those kinds of situations. I think they should get them to come to regular events like sports days and so on to build a relationship.

As carers have no choice but to put their lives on the line to protect their charges, they are likely to have to work non-stop. It would really be much better if this did not happen but there is nothing we can do about it. Therefore, it is better to understand the possibility of facing a large-scale disaster. I think the center should get some kind of bonus after the disaster. I have never received anything but, for example, being invited on a trip to a hot spring or something like that would be a good idea.

(6) Individual evacuation plan

Another important thing is to make an evacuation plan. Now we are making an evacuation plan in Aso. The students participated in a workshop to make and review evacuation plans. For example, this is a message that says, 'We are OK. We are in this place.' They are there so that people who come to help don't have to spend time looking for people thinking that it is strange that they are not there or that their grandfather is there but they cannot hear them reply. However, there was strong opposition when we did the same workshop in Kumamoto City. People said that we would just be inviting thieves into our homes. This depends on the area. I think it would be difficult in Tokyo. But I had a little confidence because I heard that they had done it Tokorozawa so I thought I would tell them that if a large city like Tokorozawa could manage it, then I didn't see why it would be a problem for Kumamoto.

In actual fact, the Cabinet Office says that we should be making evacuation plans before earthquakes hit in 2013. But Kumamoto Prefecture's achievement rate is not even 10%.

(7) Individual evacuation plan for students with disabilities

When I was working with the students as I mentioned before, we did a class on making a concrete evacuation plan for how to get out from the 7th floor of the university (Fig. 20). We created groups of 1 person with disabilities and another 4 or 5 people. First of all, they had to understand the nature of the disabilities. We had a comment from a participant today about checking with the person in question about what they do and don't like but as each disability is different, it is important to first have an understanding of the condition of the person's body. This is not something that only the persons with disabilities or their volunteers should know. It is information that should be shared in advance.

I am surprised at the less of experience of students with disabilities recently. The students with disabilities have been picked up by their parents since they were kids and whenever they have gone anywhere, it has been fully accessible. They have been to support junior or senior high schools so they too were accessible. When they go shopping, they go to large shopping centres which are accessible. None of the students had ever had to be carried down stairs. When we tried to practicing lifting them, I asked the students with disabilities to give instructions to the other students but they didn't know how. It was supposed to be a training session for students who did not have disabilities but it turned into a lesson for the students with disabilities telling them that they know their own bodies so they have to be able to tell other people how to assist and care for them. Telling people to hold their legs when they remove the footrest and so on. Saying things like, 'Wait!' and 'Lift this up before we get to the stairs.' And as expected, a part of the wheelchair fell off and crashed to the ground. Asking what would happen if they had done that on the stairs. At first, when asked, the students with disabilities wanted to be carried down stairs in their electric wheelchairs. This was a no from the point of view of the university. I talked to the students once again. I asked them how much they weighed. How much their wheelchairs weighed. They didn't know. So, I told them that together they would be over 100 kilos. 0.1 tones. When there are strong aftershocks, even if there were ten male students helping you down those stairs and an aftershock came just when they were at a point where the stairs were uneven, you may end up falling. People can fall, break bones in their necks and die or their organs can rupture if an electric wheelchair falls on their stomach. Volunteer students could end up as persons with disabilities and students with disabilities could end up with even more severe disabilities. Because we didn't want anyone to take risks, we thought about what we should do. We talked about soft stretchers. They have handles and are very light. We practiced getting the students with disabilities on and off these stretchers and so on.

THIS YEAR, STUDENTS WITH DISABILITIES FORMULATED EVACUATION PLANS (COLLABORATION WITH DISABLED STUDENTS SUPPORT OFFICE)



The students with disabilities were allocated different groups where there were numerous discussions, tests and trial and error resulting in a plan that was satisfactory for the students with disabilities, the other students and the university.

(Each individual with disability needs to be handled and lifted in a different way, has different communication methods and has different points that need to be noted)

*Make it possible to respond in an emergency with teachers following the plan and leading. Equipment should always be available.

Fig.20 Evacuation Plans for students with disabilities.

These are individual plans. I have removed the names from Figure 21 to 24. Each student has his/her own plan. When we say that we are looking for volunteers, nothing moves forward if there are suddenly 10 or 20 people milling around. That is why we have written how many people are required. The teacher looks at the plan and if, for example, they need 5 people, the teacher will tell 5 people to stay behind and tell everyone else to evacuate as quickly as possible. The remaining five people follow steps 1 – 10 for the person with disabilities to make sure they know how to carry them safely and then get them down the stairs. If you turn the evacuation plan sheet over, there will be instructions on where the student wishes to be taken once they get down the stairs and emergency contact details.

【Evacuation plan for A】

- Diagnosis: cerebral palsy
- Functional disorder: Torso functional disorder. Involuntary movements. Strong muscle tone.
- Evacuation support procedure:
 1. PWD or support students give this plan to the teacher.
 2. Teacher or PWD gathers three students (six if possible)
 3. Remove wheelchair control and table, lift A and move to a stretcher, making sure he is secured with a belt.

*Stretcher storage location
 *Ask A if there is anything you do not understand
 ▪ (How to remove the control/table)
 Control: loosen the bottom screw, remove towards the front and place in the net under the wheelchair
 Table: Pull forwards once the control has been removed

Chie Yoshimura (Kumamoto)

Fig. 21 Evacuation plan for student A, a wheel chair user.



4. Three people lift. One at the head for support and one on each side. (Weight: X kilos)
 5. Proceed feet first. (Especially when going down stairs.
 6. Count out loud 1, 2, 1, 2 so that everyone is in sync. (Be careful when lifting and setting down.)
 7. If there are aftershocks while using the stairs, get to the nearest landing?
 8. Once on the first floor, get outside to the sports ground. Once the shaking has stopped, move to B building.
 The stairs beside the registrar's satellite office in C Building are not suitable for evacuation. Do not use them.

Chie Yoshimura (Kumamoto)

Fig.22 Evacuation plan for student A, support procedure.

【Evacuation plan for B】

- The student with disability or the supporters must give this plan to the teacher!!
- Diagnosis: cerebral palsy
- Functional disorder: Stiffening of limbs, involuntary movements.
- It takes time for limb stiffness to subside (around X minutes)
- B knows when stiffness subsides and can communicate this so please wait until then.
- *The stretcher is located in XX.

Chie Yoshimura (Kumamoto)

Fig. 23 Evacuation plan for student B with cerebral palsy.

- Evacuation support procedure:

1. The teacher of the student with disability gathers at least three people.
2. Prepare stretcher and a folding chair.
3. Lay the stretcher over the chair and thread a belt through at the position of the bottom. (Belts are at the back of the wheelchair.)
4. Hold the back of the student sitting in the wheelchair with two hands from the front. (Figures 1 and 2)
5. Lift the person on to the stretcher. Make sure the body is stable by fixing the arms at chest height with the green belt. (Figure 3)
6. Fix the belt at the bottom.
7. Two people place the stretcher's yellow belts on their shoulders.
 - Shoulder the part nearest B's head.
 - Hold the blue handles.
 - If there are three people, hold the handles at the feet.
- *Do not use the stairs beside the registrar's satellite office in Building 11.
- *Move the electric wheelchair to a place where it is not in the way.
- Take the evacuation wheelchair and folding chair on the floor with you.

Chie Yoshimura (Kumamoto)

Fig.24 Evacuation support procedure. Photos at the bottom ate used with the permission of Belka corporation.

The reason we do this is because there are many students who have speech disorders. If one such student panics and the person listening panics too, it is difficult to understand what the student is saying. That is why everything is also written down on paper. The list on the back includes contact details for their personal tutor and where to call if their wheelchair breaks and so on. The list is different for each

student so they have a laminated A4 sheet in the pocket of their wheelchairs. I told the students that they can, for example, give it to the people they most trust or look like they can trust if something happens when they are upstairs at City Hall or in a department store or similar. Those people can read it and get them downstairs. We also consider various things such as needing people to carry essential items and so on. We went through a lot of trial and error.

(8) The role of the government (Send helpers to evacuation centers, early re-start of day care center)

With regard to the role of the government, we found two good examples (Fig. 25). Around a week after the earthquake, I asked Kumamoto City Hall if we could have helpers for those evacuees at our evacuation center who used helpers at home before the earthquake. This really helped us. As people from the same area were at the evacuation center, it was very likely that helpers from the same agency would come there and there was no lost time in travel so we had, for example, A from 1 to 2 o'clock and then B from 2 to 3 o'clock. The helpers were also really pleased about this. And you can see how they are when you work with them. That helps us as well. After all, no matter how hard you try, providing care alone is very difficult and if you have a helper who knows the person come to help even for one or two hours, you are really relieved just because they are taking care of that person.

OUR ROLES AND THOSE OF THE GOVERNMENT

- When the disaster first strikes, the government cannot help much (help yourself / others)
- However, public (government) help is important in advance preparation + helping others.
- Formulate evacuation plans.
How PWDs reflected their needs and ideas in the plan?
- The basic operation of an evacuation shelter is to work on independent operation in cooperation with the people who have evacuated there.

- Preparation on an everyday basis.
- The role of the government when things have stabilised (public help)
- Mutual help in an emergency from friends, neighbours and family, etc. (help yourself / others)

- ★ How preparatory meetings with the government or neighbourhood agencies should be held?
- ★ How self-help simulations should be carried out?
- ★ In addition, it is essential to review how to support communities outside the disaster area.

Fig. 25 Governmental interventions after things had stabilized.

The second thing was that the prompt resumption of day services helped. When day services resumed, people were picked up from the evacuation center and taken to there. There, they could bathe, get back to their routine and eat nice food – all things that are not possible at an evacuation center. If the government could state in advance that they will give points and remuneration for assistance at

evacuation centers and that they want day care to resume as soon as possible, it would be a great help.

Helping yourself in an emergency is the best thing. This means each individual needs to think about how to prepare on a daily basis. Meanwhile, what will be done once things have stabilised is where the government's role increases. Helping each other is very important in the period between the emergency and the period of stabilisation. There are disparities between the combination of self-help, mutual help and public help depending on the community and there are differences between individuals as well so it is extremely important for as many people as possible to think about this and to make plans.

(9) Reasonable accommodation at evacuation centers

Reasonable accommodations include all these things listed in Fig. 26. At our evacuation center, we were scolded because only the elderly and persons with disabilities are eating good, hot meals. They were getting the 'luxuries'. In actual fact, in addition to from supplies from City Hall, we were procuring food ourselves and cooking hot meals. People who have difficulty swallowing or people with dementia don't keep very well if they are eating cold rice balls or miso soup. At the time, you may think it's unfair at a glance. Some people may say that it is reverse discrimination but I think that hot meals are a necessary consideration in order to save lives and protect the mind. Therefore, I feel that it might be necessary to leave detailed information about what reasonable accommodation is in evacuation centers. When you just say reasonable accommodation, people don't understand what it means. I think we need think specifically about this issue.

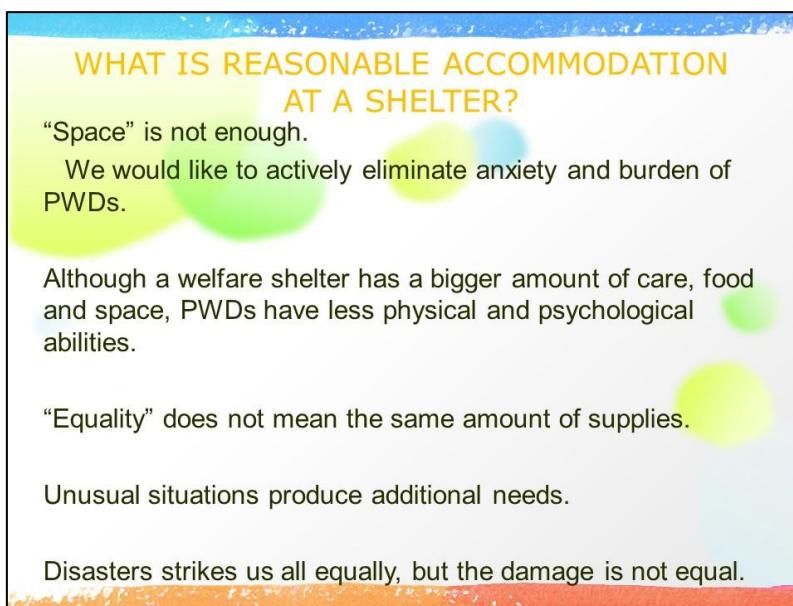


Fig.26 What is reasonable accommodation at an evacuation center

9. After closing evacuation centers (Fig.27)

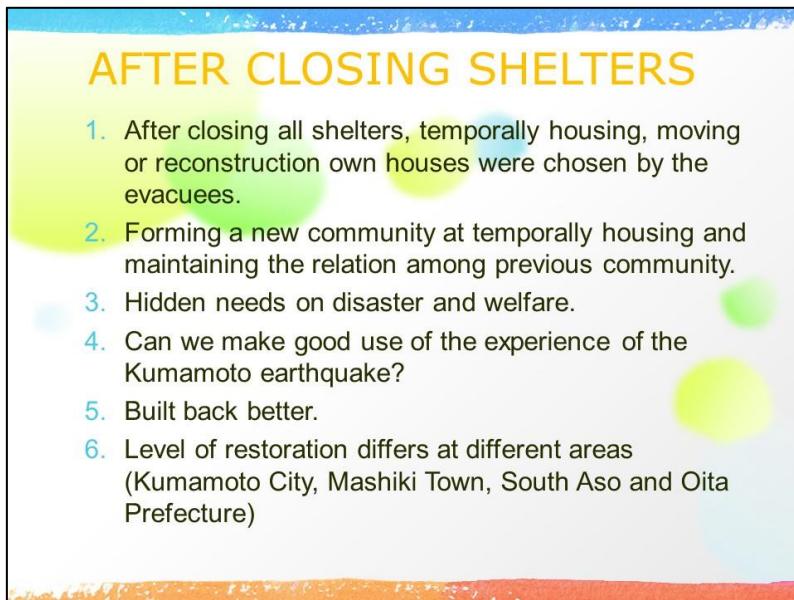


Fig.27 After closing evacuation centers.

At the end of November 2016, all the evacuation centers were closed and people transferred to temporary housing. Now (February 2017), we are in the process of creating a new community of residents in temporary housing. It is becoming difficult to restore original communities. As a volunteer, I had a conversation with a farmer. When I asked how she had been recently, she replied that recently, her daughter-in-law was fine. She had been living with her son's family for a while and the daughter-in-law did not like living with her mother-in-law. Then, after the earthquake, they had to move into temporary housing and the two-generation family was split up through drawing different straws for temporary accommodation. The grandmother and grandfather are looking forward to living together again and they want to see their grandchildren but the daughter-in-law is happier now that they are living apart. She doesn't want to go back to how it was before. She is really happy and enjoying life in the temporary accommodation. This is happening a fair often here and there. You hear a lot about how hard things were before. Festivals and events that communities have been maintaining up until now, even if they reconstruct and people return to the settlements, it is possible that elderly couples will return but that the younger generation will not. This is when communities do not go back to normal. There is no choice but to start again and create new communities. We have to think about how to create new communities. And I believe that we have no choice but to create these by thinking about what a local community including persons with disabilities and the elderly means.

10. Disparity of support

To make another point, there is a fair disparity in contributions and donations between organisations. This disparity is caused by disparity in media balance. I would like to ask people to please be fair in

their support donations to Kumamoto and Oita. At present (February 2017), it is only Aso that has not started reconstruction at all. Mashiki has been in the media a lot so they have been receiving a lot of contributions and they are making good progress with demolition. The dormitory where the Tokai University student died is still in Minami-Aso. Support allocations are also different. In Oita Prefecture, there are places which are close to being damaged due to misinformation.

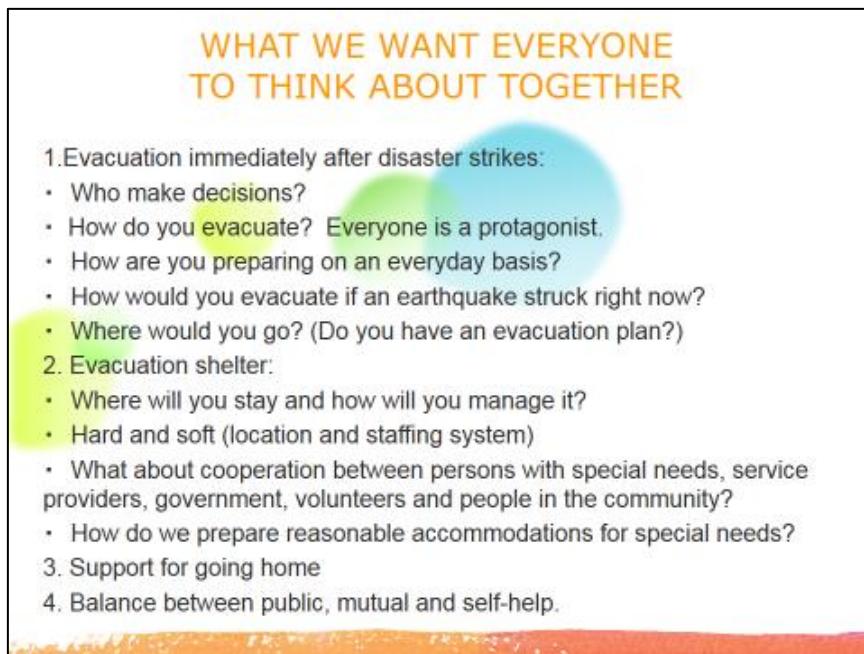


Fig.28 What we want everyone to think about together.

I really believe that you should be thinking about everything from preparation on an everyday basis to what you would do after leaving the evacuation center as well as the balance between helping yourself, helping others and public help as everyone is different (Fig. 28) . Thank you. (Applause)

【Question and Answers】

MC (Yayoi Kitamura) : Thank you very much. I heard Ms. Yoshimura talk in the summer of 2016 at a meeting of the DIP. Her talk was very powerful and I think you will all have been able to get a concrete idea of what she was talking about. We are happy to take questions.

Evacuate outside of the prefecture

A: Did any persons with disabilities evacuate outside of the prefecture?

Yoshimura: There were some people who evacuated out of the prefecture. In particular, a number of people who use ventilators left the prefecture as the electricity supply was unstable in some houses. I think evacuating out of the prefecture can be good. Rather than having a difficult time and putting up with everything in the disaster area, things will be stable and the person will have peace of mind. A lot of things happened to me immediately after the earthquake and I went to Tokyo a number of times. I

really feel relieved when I get away from it all. I would really like people who have close links between their mental state and the state of their body or people who require medical equipment in particular to leave as soon as they can if at all possible and I think it would be a good idea to discuss this in advance. Asking people from within their network to put them up if anything happens. I think knowing that you will be taking someone in if something happens is a form of preparation. I am all for this. There are lots of different thoughts on this and there are those who were able to come back and those who weren't but we can think about all that at a later date.

MC: Any more questions?

Financial support as an evacuation center from the government

B: I work as a carer at C Rehabilitation Centre, a facility for children with severe disabilities. I had heard on the news that Kumamoto Gakuen University was not a welfare evacuation center on the news. Did you not have any financial support? For example, from designated financial support from municipalities. I think you had commodities but what about those kinds of things?

Yoshimura: That came afterwards. Thank goodness. But if we were to say if we were in the red or in the black, we were in the red. However, we did stick to the rules and got ourselves recognised as a designated evacuation center in retrospect and as we had been active from day one, we were treated the same as a designated evacuation center.

MC: As a designated evacuation center rather than a welfare one?

Yoshimura: Yes. We had no intention of being a welfare evacuation center so we applied with what we had used with the same treatment as a general evacuation center.

B: Thank you.

MC: I'm afraid that's all we have time for. I am sure you all have lots of questions. We are happy take questions and opinions by e-mail. Thank you for coming today. (Applause)