

Key futures of an accident and post-accident situation and the challenges for local population facing a nuclear accident: **Tominari case study: Decontamination of elementary school in Date city**

Workshop based on Fukushima case study

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Tominari school decontamination in Date city – revealing contamination



- Tominari elementary school is located 60 km North-West of Fukushima NPP in Date city. It included an elementary school and a kindergarten with a total of 61 pupils (46 families)
- The school was not initially thought to be much affected by the accident and the welcoming ceremony for the new school year was held in April 2011 with the students
- In mid-April, measurements performed by citizens showed relatively high contamination. Dose rates in school and schoolyard were higher than in some evacuation areas
- On 19th April, the Ministry of Education, Culture, Sports, Science and Technology identified Tominari school as a “high dose” school (ambient dose > 32 mSv/year)



Protective measures (1/2)

- Outdoor activities of children were restricted
- Local government took action to remove 15 cm top soil from school ground. Prohibition of outdoor activities was lifted
- Transportation from home to school was organised to avoid outside exposure of children on the way from home to school
- School staff continued to work to decontaminate the surrounding areas with high-pressure washers. However more effective methods were needed

Protective measures (2/2)

- In July 2011, the municipal government started an environmental remediation project inside and outside school buildings with researcher and decontamination workers and volunteers from across Japan, involving the parent-teacher association (PTA). About 60 people did decontamination works on Saturdays
- The project was led by Dr. Sunichi Tanaka, deputy chair of the Japan Atomic Energy Commission, who acted as Date city advisor for nuclear issues. Dr. Tanaka called for help 2 other experts from non-for-profit organisation Nuclear Safety Forum
- Dr. Tanaka also played a role of facilitation between parents, municipality, school, local people, ... He organised briefings, question & answers sessions before and during decontamination
- The school was decontaminated and swimming lessons were resumed at the end of 1st semester

Waste management issue and extension of project



- Most local residents opposed having the contaminated soil from the school buried close to their home
- As a result, and to preserve acceptance of the school decontamination project by the local community, the contaminated soil from the school was buried in the school grounds
- The success of the school decontamination process and the concerns of the PTA that other places in the city are probably contaminated entailed the extension of the decontamination project to other parts of the city



Round 1 of discussion: capacity of actors to rebuild dignified living conditions



- From your point of view, what are the lessons of the case as regard the capacity of local actors to rebuild dignified living conditions?
 - What have been the key issues at stakes for the different actors?
 - What have been the key dimensions of living conditions at stake?



Remarks and clarification questions on this definition of dignified living conditions?

Environment enabling the effective satisfaction of the essential needs

Integrity and effective personal capacity to act

Effective ability to build meaning and access reliable, trustworthy & true information

Effective capacity to act with others



Effective capacity to act on & benefit from one's political environment

Symbolic & spiritual resources

Territorial & cultural rooting of people and communities

Round 2 of discussion: how are uncertainties addressed



- What key uncertainties local actors are confronted with in the process of rebuilding dignified living conditions?
- What are the resources for addressing these uncertainties?
- From your point of view, what are the lessons of the case as regard the capacity of local actors to deal with uncertainties while rebuilding dignified living conditions?



Round 3 of discussion: what impact of public policies?



- If such a situation would occur in your own territory,
 - How would the system of actors react?
 - How would national policies (or regional policies if emergency/post-emergency management falls in their jurisdiction) influence the capacity of local actors to deal with the situation and rebuild/maintain dignified living conditions?
 - How could national policies be improved to increase the capacity of local actors to rebuild/maintain dignified living conditions?

