



# WFWP Biennial Report 2009-2010

**Overseas Volunteer Activities / International Service Projects**

WOMEN'S FEDERATION FOR WORLD PEACE

# WFWP Biennial Report 2009-2010

## On Overseas Volunteer Activities & International Service Projects

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# Foreword

## Key to Attaining the “Millennium Development Goals:” Investing Further in Women and Girls

The Women’s Federation for World Peace (WFWP) is a women’s NGO, founded in 1992, with the motto, “Humankind is a family living in one global home, the Earth.” Since 1994, WFWP has been dispatching volunteers to countries throughout the world. WFWP is committed to the achievement of freedom from poverty, as well as to the implementation of activities aimed at improving the financial wellbeing of women and families, based on local needs.

Since the year 2000, WFWP, as a UN NGO, has sought to contribute to the attainment of the UN Millennium Development Goals, MDGs, which is a goal of the international community in the 21st century, through its activities.

The 21st century has been called “The Era of Women.” In response to this emerging era, the United Nations established a new organ, UN Women. Women and girls comprise 70% of the poorest in the world, defined as those who live on less than a dollar a day. This is because the women and children of the world are faced with realities that are far from the ideal of gender equality in all areas, including politics, economics, education, medicine, and so on. In order to resolve this problem, women must rise up, speak out and help one another. This problem cannot be tackled by one country, but must be approached as a global project. Against such a backdrop, the founding of the entity, UN Women, is a strong and positive step forward, which makes us feel the determination of the United Nations to realize world peace through the empowerment of women.

The gender equality that WFWP seeks, is an equality based on the Asian philosophy of harmony, in which men and women complement one another, and bring out the best in each other. This is derived from the perspective that men and women are equal as sons and daughters, created by the same parents, God. It is our desire to work

together with men to build sound families, nurture our children properly, which in turn will lead to the building of a sound society, nation, and world.

It is not too much to say that, the attainment of world peace, which could not be fulfilled in the 20th century, centered on men, has now been entrusted to women. It has indeed become an era in which women will also create history, an era of transition from ‘History’ to ‘Herstory.’ Women, who give birth to and nurture life, instinctively live in a way that sacrifices the self. Women will change today’s world, in which self centeredness is the norm, by living for the sake of others. That is precisely why women can become the key to a family, which is the basic unit of human society. Success and development will inevitably come to areas in which the perspectives of women are adopted.

From this point of view, WFWP continues to assist with the education of girls who are unable to attend school, and continues to offer support for the financial independence of women in developing countries. WFWP has not spared its investment in women and girls in order to make the future of developing nations a more solid one. Yet, as long as there are women who suffer, so much more has to be done. We will continue to do our best to promote the improvement of the status of women and girls.

This booklet is a summary of some of the activities by WFWP overseas volunteers sent from Japan and local WFWP members, carried out in cooperation with various chapters of WFWP International, UN organizations and other NGOs. We hope that this will help you to better understand our endeavors to realize the Millennium Development Goals.

# Secretary-General's remarks to High Level Plenary Meeting of the General Assembly on the Millennium Development Goals

New York, 20 September 2010 (UN Press Release 10-066-E 20/09/2010)



The eight Millennium Development Goals were a breakthrough.

Together, we created a blueprint for ending extreme poverty.

We defined achievable targets and timetables.

We established a framework that all partners, even those with different views, have been able to embrace.

We brought new urgency to an age-old mission.

And now, we have real results.

New thinking and path-breaking public-private partnerships.

Dramatic increases in school enrolment.

Expanded access to clean water.

Better control of disease.

The spread of technology - from mobile to green.

We have more development success stories than ever before. The transformative impact of the MDGs is undeniable. This is an achievement we can be proud of.

But we must protect these advances, many of which are still fragile.

And the clock is ticking, with much more to do.

There is more to do for the mother who watches her children go to bed hungry - a scandal played out a billion times each and every night.

There is more to do for the young girl

weighed down with wood or water when instead she should be in school.

And more to do for the worker far from home in a city slum, watching jobs and remittances disappear amid global recession.

You all know where we stand -- the gaps and the gains, what works and what doesn't work.

We have led you to the river.

So what are we asking of you today?

To stay true.

True to our identity as an international community built on a foundation of solidarity.

True to our commitment to end the dehumanizing conditions of extreme poverty.

That means making the smart investments in infrastructure, small farmers, social services and above all in women and girls. On Wednesday I will launch a Global Strategy for Women's and Children's Health - our best chance for a multiplier effect across the goals.

Being true means supporting the vulnerable despite the economic crisis. We should not balance budgets on the backs of the poor. We must not draw back from official development assistance - a life-line of billions, for billions.

It means truly fair trade and action on climate change. Deferring the tough decisions to future climate conferences and future generations only increases the costs. We need to set a course towards sustainable practices.

Being true means addressing inequality, both among and within countries. Even in countries that have registered impressive gains, inequality eats away at social cohesion.

And it means reconsidering conventional wisdom. Recovery from the economic crisis should not mean a return to the flawed and unjust path that got us into trouble in the first place.

Despite the obstacles, despite the scepticism, despite the fast-approaching deadline of 2015, the Millennium Development Goals are achievable.

This year I visited nearly a dozen countries in Africa and saw for myself what is possible. At the Millennium Village of Mwandama in Malawi, at the Songhai community in Benin, I saw innovation, integrated projects, and perseverance.

We must reward such faith with resolve of our own. By using the tools we have. By delivering the resources we need. And, above all, by exercising political leadership. I urge you to make the Millennium Development Goals your own.

None of us can be truly fulfilled while so many lack the basics for a life in dignity.

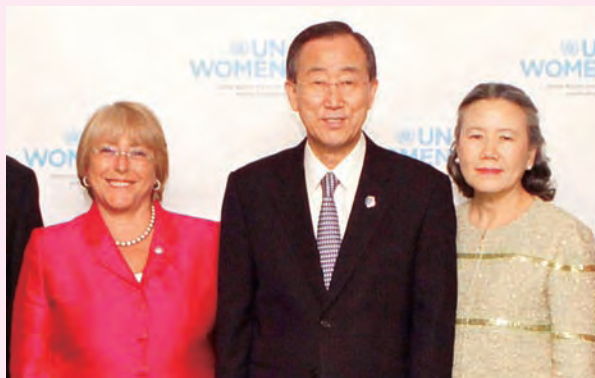
None of us should be able to rest easy knowing the fear and despair that pervade the human family.

Let us make this investment in a better future for all. There is no global project more worthwhile.

Let us send a strong message of hope, of fundamental hope.

Let us keep the promise.

Source: Excerpts from website of UNIC Japan <[http://unic.or.jp/unic/press\\_release/1806](http://unic.or.jp/unic/press_release/1806)>  
Photo: Website of United Nations <<http://www.unmultimedia.org/photo/detail.jsp?id=445/445908&key=0&query=Millennium%20Development%20Goals%20Summit&lang=en&sf=>>>



From left, Ms. Michelle Bachelet, UN Women Executive Director, Mr. Ban Ki-moon, UN Secretary General and his wife Madam Yoo Soon-taek at Launch of UN Women on February 24, 2011

## About UN Women

Official name : United Nations Entity for Gender Equality and the Empowerment of Women

UN Women is the UN organization which was established to accelerate gender equality and the empowerment of women in the world.

As a result of years of negotiations at the United Nations General Assembly, four previously distinct parts of the UN system, which focused exclusively on gender equality and women's empowerment:

- Division for the Advancement of Women(DAW)
- Office of the Special Adviser on Gender Issues and Advancement of Women(OSAGI)
- United Nations Development Fund for Women (UNIFEM)
- International Research and Training Institute for the Advancement of Women (INSTRAW)

were merged and UN Women was established as one organization. Headquarters is located in New York.

### < Chronology >

2010

- July 2 United Nations General Assembly adopted the launch of UN Women by consensus.
- September 14 UN Secretary-General Ban Ki-moon announced the appointment of Ms. Michelle Bachelet, former President of Chile, as head of UN Women, Under-Secretary-General and Executive Director of UN Women. Term is 4 years.
- November 10 ECOSOC selected 41 board members of the Executive Board.

2011

- January 1 UN Women became operational.
- February 24 Launch event was held during the 55th session of the Commission on the Status of Women.

### < UN Women's five priority focus areas >









- Increasing women's leadership and participation
- Ending violence against women and girls
- Engaging women in all aspects of peace and security process
- Enhancing women's economic empowerment
- Making gender equality central to national development planning and budgeting

UN Women's website: <http://www.unwomen.org/>

Source: Excerpts from "UN and Women" of website of UNIC Japan <<http://unic.or.jp/iwd/>>, "About Us" of website of UN Women <<http://www.unwomen.org/about-us/about-un-women/>>, and UN Women Brochure <<http://www.unwomen.org/publications/un-women-brochure/>>

Photo: Website of UN Women <<http://www.flickr.com/photos/unwomen/5474585153/sizes/o/in/set-72157626069323662/>>

# Millennium Development Goals(MDGs) and WFWP Overseas Volunteer Activities / International Service Projects related to the Goals

Goals/Targets	MDGs Progress on Gender Equality	WFWP's Activities
 <p><b>1 Goal 1</b> <b>Eradicate extreme poverty and hunger</b></p> <p><b>Target 1a</b> Reduce by half the proportion of people living on less than a dollar a day</p> <p><b>Target 1b</b> Achieve full and productive employment and decent work for all, including women and young people</p> <p><b>Target 1c</b> Reduce by half the proportion of people who suffer from hunger</p>	<p>In the developing world, women are more likely than men to work in <b>vulnerable employment</b> such as own-account workers or family workers characterized by low earnings and productivity and lack of security and benefits. In 2009, <b>65 percent of jobs held by women</b> in developing countries were in vulnerable employment, compared to 58 per cent of those occupied by men. The gap between men and women is slowly closing.</p> <p>Progress has been made in reducing underweight prevalence among boys and girls since 1990. Data for 79 developing countries show around 2008, the prevalence had reached 30 percent for both sexes. In Southern Asia, however, over the same period, underweight rates for girls have not only remained higher than for boys but the gap has increased from one percentage point in 1990, to three percentage points in 2008.</p>	<ul style="list-style-type: none"> <li>• Microcredit.....P21</li> <li>• Vocational Training for women ..... P17-20</li> <li>• Providing School Lunch ..... P8, 11</li> </ul> 
 <p><b>2 Goal 2</b> <b>Achieve universal primary education</b></p> <p><b>Target 2a</b> Ensure that all boys and girls complete a full course of primary schooling</p>	<p>Girls living in rural areas are less likely to attend school than their urban peers, and the rural/urban gap is larger than the one for boys. The percentage of primary school age girls out of school in rural areas is more than twice that in urban areas.</p> <p>In the richest 40 percent of households, <b>only one in every ten girls</b> does not attend primary school, whereas <b>one in every three girls</b> is out of school in the poorest 60 per cent of households. Inequalities with boys are specially marked in poorer households. The difference between school attendance of boys and girls is as high as five percentage points for children coming from the poorest households, whereas girls are almost at parity with boys in attending primary school in the richest households.</p>	<ul style="list-style-type: none"> <li>• Construction and Management of Kindergarten and Elementary schools ..... P9-13</li> <li>• Support of tuition for children who cannot go to school due to poverty ..... P13, 15, 16</li> </ul> 
 <p><b>3 Goal 3</b> <b>Promote gender equality and empower women</b></p> <p><b>Target 3a</b> Eliminate gender disparity in primary and secondary education preferably by 2005, and at all levels by 2015</p> <p>*School life expectancy = a measure of how many years of education the average citizen of a country receives in their lifetime USA: 15.2 years, Japan: 14.3 years</p>	<p>The developing world is approaching gender parity in education. In 2008, there were at least <b>95 girls</b> per 100 boys in all three levels of education, with significant improvements since 1991. Girls' school life expectancy was, on average, <b>10 years and 8 months</b> in 2008.</p> <p>Women are less likely to be promoted to supervisory positions: <b>only a quarter of senior officials and managerial positions worldwide are held by women</b>. In Northern Africa, Southern Asia and Western Asia, <b>less than one in every ten officials and top managers are women</b>. Even when women hold managerial jobs, they are often in less strategic, lower-paying areas of a company's operations.</p>	<ul style="list-style-type: none"> <li>• Construction and Management of Junior high and High schools.....P7-8</li> <li>• Construction and Management of Kindergarten and Elementary schools ..... P9-13</li> <li>• Support of tuition for girls who have financial difficulties..... P16</li> <li>• Literacy classes for adults..... P14</li> </ul> 
 <p><b>4 Goal 4</b> <b>Reduce child mortality</b></p> <p><b>Target 4a</b> Reduce by two thirds the mortality rate among children under five</p>	<p>According to surveys carried out in 37 developing countries during 2004-2009, the child mortality rate of children from mothers without education is <b>more than twice</b> that of women with secondary education or higher.</p> <p>While the under-five mortality rate of children from mothers with no education was <b>126</b> per 1,000 births, for children from mothers with primary education it was <b>97</b> per 1,000 births.</p>	<ul style="list-style-type: none"> <li>• Nutrition guidance .....P28</li> </ul> 

**WOMEN** are key actors in achieving the MDGs. We would like to introduce the data regarding gender equality and women's empowerment in each goal of the MDGs as "MDGs Progress on Gender Equality."

Goals/Targets	MDGs Progress on Gender Equality	WFPV's Activities
 <p><b>5 Goal 5</b> <b>Improve maternal health</b></p> <p><b>Target 5a</b> Reduce by three quarters the maternal mortality ratio</p> <p><b>Target 5b</b> Achieve, by 2015, universal access to reproductive health</p>	<p>Data from 40 developing countries show that disparities in the percentage of deliveries assisted by skilled health personnel are striking, with women from the wealthiest households being three times more likely than women from the poorest ones to have a skilled professional attending the births of their children. <b>Among the poorest households, only 28 percent of women are attended by skilled health personnel at delivery.</b></p> <p>Birth rates among adolescents with no education are almost <b>1.5 times higher</b> than among those with primary education and <b>four times higher</b> than among girls with secondary or higher education. Educated women tend to have more autonomy and marry at an older age, all of which are factors contributing to later pregnancies. <b>Only 10 per cent</b> of women without education use contraceptives; Use of contraceptives is highest among women with secondary or higher education.</p>	<ul style="list-style-type: none"> <li>• Medical assistance for pregnant women ..... P24</li> </ul> 
 <p><b>6 Goal 6</b> <b>Combat HIV/AIDS, malaria and other diseases</b></p> <p><b>Target 6a</b> Halt and begin to reverse the spread of HIV/AIDS</p> <p><b>Target 6b</b> Achieve, by 2010, universal access to treatment for HIV/AIDS for all those who need it</p> <p><b>Target 6c</b> Halt and begin to reverse the incidence of malaria and other major diseases</p>	<p>In developing regions, <b>53 per cent of people living with HIV in 2008 were women</b>, up from 51 per cent in 1990. Sub-Saharan Africa is the region where the majority of those living with HIV are women. In most of the other regions, women's share of those infected initially increased, but has stabilized since the early 2000s.</p> <p>In 2008, <b>45 per cent</b> of pregnant women living with HIV in developing countries received antiretroviral therapy, up from 15 per cent in 2005. However, coverage is still insufficient to prevent all mother-to-child infections. An estimated <b>430,000</b> children were newly infected with HIV in 2008. Specific antiretroviral therapies also can protect women's health and prevent contagion during breastfeeding.</p>	<ul style="list-style-type: none"> <li>• AIDS Preventive Education ..... P22-23</li> <li>• Malaria prevention ..... P24</li> </ul> 
 <p><b>7 Goal 7</b> <b>Ensure environmental sustainability</b></p> <p><b>Target 7c</b> Reduce by half the proportion of people without sustainable access to safe drinking water</p> <p><b>Target 7d</b> Achieve significant improvement in lives of at least 100 million slum dwellers, by 2020</p>	<p>In 2008, only <b>49 per cent</b> of the population in developing regions enjoyed the convenience of piped drinking water on premises. In Oceania and sub-Saharan Africa, <b>less than six per cent</b> of the population in rural areas has water piped into their households.</p> <p>Based on data for 45 countries, women are responsible for collecting drinking water in <b>64 per cent</b> of households, while it is men's task in only 24 per cent of households. Children are responsible for the task in 12 per cent of the households, but <b>girls are twice</b> as likely as boys to be the main person responsible for this heavy and often time-consuming task.</p> <p>In 14 out of 30 countries in sub-Saharan Africa with recent data, in over a quarter of the households, each water collection trip was more than 30 minutes. This task imposes heavy economic and social costs in terms of the time that could be otherwise used for girls' education and women's employment.</p>	<ul style="list-style-type: none"> <li>• Building wells and improvement of water systems in schools ..... P8</li> <li>• Building toilets and handwash stations and hygienic instructions in schools ... P27</li> <li>• Repair and installation of manual pumps ..... P27</li> </ul> 
 <p><b>8 Goal 8</b> <b>Develop a global partnership for development</b></p> <p><b>Target 8e</b> In cooperation with pharmaceutical companies, provide access to affordable essential drugs in developing countries</p> <p><b>Target 8f</b> In cooperation with the private sector, make available the benefits of new technologies, especially information and communications</p>	<p>Between 2002 and 2008, in 14 OECD/DAC countries, the net disbursements of aid allocated to gender equality interventions increased from \$4 to <b>\$13 billion</b>.</p> <p>The percentage of aid allocated to programmes and projects that primarily aimed to promote gender equality increased only from 3 to 4 per cent between 2002 and 2008, the aid devoted to projects including gender equality as a secondary objective increased from 24 to 28 per cent.</p>	<ul style="list-style-type: none"> <li>• Medicine boxes ..... P24</li> <li>• Computer class ..... P19-20</li> </ul> 

Source: Excerpts from "MDG Gender Equality and Women's Empowerment Progress Chart 2010", UN DESA 2010, Website of MDGs Indicators of UN Statistics Division <http://unstats.un.org/unsd/mdg/News.aspx?ArticleId=54> Pink letters were colored by WFPV.

# EDUCATIONAL SUPPORT ACTIVITIES

## School Construction and Management



School Building



12th grade class

### Africa

## Mozambique

School Name: **Sun of Mozambique Secondary (Junior/Senior High) School**

Founded: **March, 1995**

Completion of the new school building: **January, 1999**

#### Curriculum

The school curriculum was implemented in accordance with the general education curriculum designated by the government. There are three years of junior-high (grades 8-10) and two years of high school (grades 11-12). Students in junior-high school study in the morning, while high school students study in the afternoon.

**Total number of graduates: 7,062**

#### Outline

Though restoration in Mozambique has progressed since the Civil War ended in 1992, shortage of junior-high schools nationwide is still a serious problem.

The junior-high school was opened in 1995, and the high school in 2001, in Beira, the second largest city of Mozambique. It is renowned for the quality of its teachers, 90% of them being graduates of universities, and the high percentage of students who pass the graduation tests, as well as the large number of graduates that enroll in universities. It has earned its reputation as a school with high quality education at a low price, and receives many applicants every year.

The Ministry of Education of Mozambique named this school the highest ranking private school in October, 2008, in terms of its stable management and excellent educational results throughout the years, and it was given the same authorities as public schools.

The library holds more than 5,500 books, including textbooks, reference books and dictionaries, and is helping the students develop their academic competency.

In order to provide educational opportunities for students who come from low-income families, the school's tuition is set at the lowest level among all private schools in Mozambique.



Since the implementation of University Scholarships for graduates in 2004, students who aspire to enter the most difficult and prestigious national university, the University of Eduardo Mondlane (UEM), has increased. Several graduates pass the entrance exam every year.

Resident volunteer and School clerk

#### New Developments 2009

- Started cleaning the junior-high school classrooms in teams after school.
- Conducted school maintenance: Repaired teachers' and students' toilets, flower beds, front gate wall, glass panes, soccer goal, and re-painted the library and school building

	Junior High	Senior high	Total
Number of Students (End of the year)	322	302	624
Pass rate of graduation exam	91% (Best of school history)	87%	
Promotion rate	8th grade 98%	9th grade 98%	11th grade 99%

#### 2010

- Two graduates from the school who were recipients of WFWP scholarship, went to a graduate school in India and a university in Malaysia as foreign students.
- Conducted school maintenance: Replacement of toilets for teachers, addition of lights at the school playground for physical education, and re-painted walls of the building
- Because of changes in the graduation exam system, the number of students passing the exams went drastically down nationwide by an average of 20-30%. The students of this school, however, maintained high success rate.

	Junior High	Senior high	Total
Number of Students (End of the year)	325	301	626
Pass rate of graduation exam	55%	56%	
Promotion rate	8th grade 96%	9th grade 95%	11th grade 100%

#### Number of graduates who passed the entrance examination of universities

	UEM	Other Universities	Medical School of Catholic Univ.	Total
2009	8	16	2	26
2010	6	27	2	35

\*The students in the Medical School of Catholic University are both scholarship recipients of a Dutch NGO.





Donation of textbooks



After school lunch, students are washing dishes with well water

## Africa Kenya

School Name: **Handow Secondary (Junior/Senior High) School**

Completion of School Building: **Still under construction since October, 1997**

Founded: **May, 1998**

### Curriculum

There are four years of junior and senior-high school. Classes such as general education (literature, chemistry, history, geography, mathematics, physics, biology), business, music, physical education, agricultural technology, and morality (AIDS preventive education) are offered.

Total number of graduates: 1,598

### Outline

The junior-high school was first being built by the Marakusi village in Lugari District but was halted due to insufficient funds. WFPW took over the school and opened it in 1998.

In 2001, the school was accredited as a public school by the Kenyan government and half of the teachers are assigned from the Local Board of Education of the Ministry of Education.

The number of students enrolled increased since 2008 when the government implemented tuition-free policies for secondary schools. The school still needs WFPW support however, for other educational costs continue to burden families, and support from the government tends to be delayed.

The PTA is doing its own fundraising to expand and maintain facilities for the school. WFPW helps where they are lacking and contributes to stable operation of the school.

The foster parents program also supports needy children to continue their education.

The school's science laboratory has relatively good facilities among the schools in the Lugari District, and the students' grades for physics, chemistry and biology are all above the District average. The school is popular amongst parents and students in the area because of that.



### New Developments 2009

- Purchased 477 text books with support from WFPW USA.
- 87 graduates took the graduation exam.
- 100% of the students in all four grades were promoted to the next grade.
- 22 graduates obtained qualification to enter university and all of them enrolled.
- Number of Students (As of April)

Boys	Girls	Total
270	202	472

### 2010

- The dormitory for teaching staff was completed with support of the PTA. The teachers are available for a longer time now to guide the students, because they can reside within the school grounds.
- Through the efforts of the Local Development Foundation and PTA, electricity is now available. The students are able to study in classrooms with lights and those living in the dorms can read and study at night.

- A school bus that holds 51 people (photo in right) was purchased with support from WFPW and PTA. Transportation to and from school events is safer now and the cost was reduced.



- The school ranks 450 out of 649 schools in the Rift Valley Province.
- 100% of the students in all four grades were promoted to the next grade.
- 12 graduates obtained qualification to enter university and all of them enrolled.
- Number of Students (As of April)

Boys	Girls	Total
330	337	667

# School Construction and Management



School Building



Memorial Service for Ms. Shiroma

## Africa

### Equatorial Guinea

School Name: **Motoko Shiroma Kindergarten and Elementary School**

Completion of School Building: **March, 1999**

Founded: **October, 2001**

#### Curriculum

The school follows the curriculum designated by the government for kindergarten to 6th grade in elementary school.

The school year starts in September and ends in June.

**Total number of graduates: 143**

#### Outline

The Motoko School, a vocational training school, was originally opened in 1999. Due to lack of schools within the neighboring areas, the Ministry of Education requested that a kindergarten and elementary school be added, and the Motoko Shiroma Kindergarten and Elementary School were built within the premises of the training school. Since 2002, only the kindergarten and elementary school are in operation.

With approval from the government, half of the teachers are staffed from the Ministry of Education and the government pays their salaries. A WFP member of Equatorial Guinea with teaching qualifications has been appointed the principal. Because of the annual increase in the number of students, the school is making effort to add more buildings, equip the school with better facilities and improve the surrounding environment.

The school was named in memory of a Japanese volunteer for Equatorial Guinea, Ms. Motoko Shiroma, who lost her life during her mission there.

The WFP Equatorial Guinea Chapter hosts bazaars with goods donated from Japan and gives the proceeds to the school to help cover administrative costs.

The foster parents program supports children from low-income families.

#### New Developments 2009

- New uniforms requested by parents were adopted.
- Because there was a big difference in the level of the school building and the playground, soil and stones were brought and were layered on top of the playground. It is safer now that the ground levels are even and the playgrounds don't get soaked anymore even in the rainy season.
- Painted and strengthened the walls of the school building and new desks and chairs were purchased.
- A memorial service for Ms. Shiroma was conducted on Feb. 9th, the day that she passed away.
- Graduation and completion ceremony for the 2008 school year was held in June. 20 students graduated.
- Number of Pupils (September 2008-June 2009)

Boys	Girls	Total
156	141	297

#### 2010

- A memorial service for Ms. Shiroma was conducted on Feb. 9th.
- Graduation and completion ceremony for the 2009 school year was held in June. 20 students graduated. Approximately 75% of the students in other grades were promoted to the next level.
- 2 more classrooms were constructed on the second floor, adding up to a total of 9 classrooms.
- School badges (photo in right) are attached to uniforms.
- Training for teachers was conducted.
- A new 6th grade class opened.
- Number of Pupils (September 2009-June 2010)



Boys	Girls	Total
165	143	308



Meeting of teachers and volunteers



2nd grade pupils



"Let's write a letter to your Japanese foster parent."

## Africa Guinea Bissau

School Name: ① **Sunac Elementary School**  
(Escola Sunac in Portuguese)

Completion of school building: **February, 2003**

Founded: **October, 2003**

### Curriculum

The school offers general education and physical education designated by the government for children from 1st to 6th grade. English and French classes begin from 3rd grade. Pupils from 1st to 3rd grade study in the morning, and 4th to 6th grade, in the afternoon. The principal teaches moral education every Saturday. The school year begins in September and ends in June.

Total number of graduates: 164

### Outline

In Guinea Bissau, where coup d'etats and civil wars are frequent occurrences, 60% of the population suffers in absolute poverty. It lacks basic infrastructure and the shortage of schools is a serious social problem. In response to local requests, WFPW built this elementary school in the Ruanda District of Bissau, the capital city. Even though the social position of women is low in this country, the school has many girls enrolled. The parents appreciate the fact that while many pupils who go to public schools tend to miss classes because of

teachers' strikes, this school has been able to offer classes regularly throughout the year without any strikes.

The foster parents program has been supporting children from low-income families since 2008.

### New Developments 2009

- More people are paying their tuition.
- All of the 39 sixth grade pupils graduated.
- Moral education for older pupils was offered during summer vacation, entitled "Special Summer Workshop on Abstinence", and 20 pupils attended.

### 2010

- In May, the Children's Day Memorial Sports Festival was hosted.
- All of the 42 sixth grade pupils graduated.
- Moral education for older pupils from 4th to 6th grades was offered during summer vacation, entitled "Special Summer Workshop on Abstinence" and 22 pupils attended.
- Number of Pupils

	Boys	Girls	Total
2008-2009	115	122	237
2009-2010	127	123	250



Singing the national anthem at the opening ceremony

School Name: ② **Sunac Junior-High School**  
(Liceu Sunac in Portuguese)

Beginning of construction of school building: **February, 2008**

Completion of school building: **September, 2009**

Founded: **October, 2009**

### Curriculum

The school offers classes for general education designated by the government and moral education. 7th to 9th grade junior-high school students study at school.

### Outline

With financial support from WFPW Japan and WFPW USA, the Sunac Junior-High School was built within Bissau, the capital city, in Lala Quema District, within a 30-minute walking distance from Sunac Elementary School. The facilities include 4 classrooms, the headmaster's office, teachers' room, and bathroom. Many pupils who graduated from the Sunac Elementary School entered this junior-high school, and a total of 80 students enrolled in 2009.

# School Construction and Management



School Building



Graduates of the kindergarten performing contortion, Mongolian traditional acrobat

## Asia Mongolia

School Name: **“Yargui” Mothers and Children Education Center “Yargui” Kindergarten**

Completion of school building: **September, 2000**

Founded: **September, 2000**

### Curriculum

The first floor of the center is a classroom for sewing and the second floor is the kindergarten.

Preschool general education is taught in the kindergarten for a year. The classes are from 8:00 to 16:00 and lunch is provided. There are 2 classes with 30 children in each class. The "Mothers' Class" is offered twice a month.

A three-month sewing class course to support women to become financially independent is offered three times a year.

**Total number of graduates (kindergarten): 495**

### Outline

As one solution to the "Manhole Children" problem, the Mother and Children Education Center was opened in the poorest area of the capital city, Ulaanbaatar. This center not only provides preschool education lacking in the impoverished area but also teaches the mothers how to sew, so that they can support their children financially and give them the education they need.

The foster parents program was implemented in 2001 to support children from low-income families.

Mothers of kindergarten pupils and women from the neighborhood attend the sewing classes. Many of the graduates become independent sellers and sell their own products at the market rather than work for factories with bad working conditions.



Japanese volunteers who received the plaque of appreciation at the 10th Anniversary celebration of Yargui

### New Developments 2009

- The Yargui Mothers Children Education Center was registered with the government as an "education center" because of the sewing classes it offers. In 2008, it began negotiations to register as a special kindergarten, and in September, it was approved as the "Yargui Kindergarten".

- Graduates of sewing class who don't own sewing machines were given permission to use the facilities of the sewing classroom.

- Number of Students

Kindergarten			Sewing Class
Boys	Girls	Total	
28	32	60	29

### 2010

- It started receiving support from the government from January. It also received support from a Mongolian company.

- The graduates can rent the classroom and facilities when the sewing class is not using it. In September, some graduate volunteers were asked to sew the uniform pants and skirts for the Yargui Kindergarten.

- The 10th Anniversary of Yargui was celebrated on November 10th. A representative from the Bayanzurkh District Education Department attended as VIP, along with 2 volunteers and 2 supporters from Japan. Certificates of appreciation were presented from WFP Japan and WFP Mongolia, to the family of the late teacher, Mrs. Altanhuyag, who contributed to the kindergarten since its founding.

- In response to the rapidly increasing number of children due to population growth in the Bayanzurkh District, short-term programs were added. Two 3-month course programs are offered within the center until May, 2011. 30 children who do not attend the Yargui Kindergarten are receiving preschool education from 8:00 to 14:00.

- Number of Students

Kindergarten			Sewing Class
Boys	Girls	Total	
40	32	72	29



School Building



2nd grade class

## Asia Nepal

School name: **Sun Hwa International Academy**  
 Completion of school building: **April, 2007**  
 Founded: **April, 2007**

### Curriculum

The school offers classes from 2 years old to 8th grade lower secondary level and the curriculum is equivalent to the average private school in Nepal. The Montessori system is incorporated. Computer, art, martial arts, dance and music classes are available as electives.

\*Primary education is grade 1 to 5. Lower Secondary level is grade 6 to 8.

### Outline

Nepal's enrollment rate to elementary schools is 78% for boys and 74% for girls (UNICEF 2003-2008). The school was opened in 2007 in cooperation with a local NGO as a step to achieve universal elementary education for every child in Nepal, necessary for the development of the country.

In 2009, the Creative Training Center, a vocational training school, that operated on the first floor moved, because of increase in the number of children. (See P19)



Music class

### New Developments 2009

- Four Japanese supporters visited in February with the Study Tour and donated musical instruments.
- Opened classes for lower secondary level.
- Dormitories for boys and girls and a library was constructed.
- There was a change in the design of the uniforms in May.
- Conducted volunteer activities such as clean-ups, and visited farms as part of social education.
- Opened a martial arts club.
- In December, 29 members of WFWP Korea including President Moon of WFWP, International visited the school and donated stationeries, as the overseas training of the 5th Women's Leaders Training.

#### Number of Pupils & Students

Preschool (2-5)	Elementary Boys	Elementary Girls	Lower Secondary Boys	Lower Secondary Girls	Total
124	49	41	6	5	225

### 2010

- Added 4 classrooms for a science lab and lower secondary level students.
  - Received many donations of musical instruments from Japan enabling advanced music and art education.
- Number of Pupils & Students

Preschool (2-5)	Elementary Boys	Elementary Girls	Lower Secondary Boys	Lower Secondary Girls	Total
119	84	65	11	7	286

# School Management / Support for School Management



Donation of picture books from WFPW UK

## Ethiopia Africa

### Non-formal Education Child Support Program Management of "One Hope Garden" Primary Education Class

**Outline :** WFPW volunteers initiated free literacy education in 1997, in Woreda 10 of Addis Ababa, the capital of Ethiopia, for impoverished school-aged children who cannot afford to go to school. In 2001, it was officially approved by the government as a primary school. After three years of education, these children are admitted to the Addis Ababa Municipal Elementary School as fourth grade students. WFPW covers their transfer registration fee and expenses for their uniforms and school supplies. The school offers Amharic, the official language, mathematics, English, social studies, art, music and physical education. The foster parents program has been supporting the tuition for children from these poor families since 2003.

#### New Developments

**2009 :** The Social Labor Department of Addis Ababa chose WFPW as one of the two best NGOs in Woreda 10, a district with approximately 15 registered NGOs. WFPW was recognized for its fair administration; giving children from poor families the opportunity for an education through a selection process of interviews and home visits.

The school received 80 books as donations from WFPW UK. Reading them is helping to inspire children emotionally.

**2010 :** The school was used as a polling station and is beginning to be recognized and trusted by the community around the school. Japanese supporters who visited on a Study Tour put on a puppet show and entertained the children.

#### Number of Pupils

	Boys	Girls	Total
2008-2009	43	64	107
2009-2010	43	63	106



Children studying with energy of joy

## Liberia Africa

### Support for the management of "Peace Hana School" (Day-care, kindergarten and elementary school)

**Outline :** The school was approved by the government in September, 1998, and opened in a poor area of the capital city, Monrovia. It offers programs for children from ages 3 to 6, including basic reading and writing skills, singing, French and Japanese. Enrollment is in September and graduation, in July. The elementary school course opened in 2002. In addition to the basic academic curriculum which follows the guidelines of the Ministry of Education, it also offers AIDS preventive education, family education, and moral education.

#### New Developments

**2009 :** More classrooms were added for the elementary school students and a strong roof was constructed. A library opened. There were donations of books from other NGOs.

Since many games of football or kickball are held as after-school activities, Japanese supporters donated 2 trophies for the games.

**2010 :** The day-care, kindergarten and elementary school were all integrated into one school and the name was changed from "WFPW Day-Care Kindergarten" "WFPW Elementary School" to "Peace Hana School."

There was a decrease in the number of students because the government began emphasizing elementary education and children can now receive education for free in the neighborhood schools.

#### Number of Pupils

	Nursery	Kindergarten	Elementary	Total
2009	76	49	53	178
2010	71	34	64	169

## Afghanistan Middle East

### Support for the management of Talash High School

Renovation of library in 2009



## Jamaica Latin America

### Support for the management of St. Francis Basic School

Donation of stationeries and picture books from Japanese supporters in 2009



# Literacy Classes

## Bangladesh Asia

### Support for the management of literacy classes

**Outline :** This class was first offered to 20 mothers living in the slum area, in January, 2008, at a free clinic opened by a local woman doctor in the slums of Old Dacca District. Literacy education for mothers was essential because illiterate mothers made mistakes in giving prescribed medicine to their children. The beginners' course offers lessons for reading and writing Bengalese, understanding numbers, calculation and telling time. In Elementary Level 1, they learn the vocabulary necessary for daily life, and in Elementary Level 2, the vocabulary necessary to lead a social life. All of these courses are offered 2 hours a day, 5 days a week, for a year, and a student can move to the next level once they pass the test given at the end of each course. It is quite ground-breaking for women without any education to be able to read and write first-grade level content.

### Number of Students

	Beginners	Elementary I	Elementary II	Total
2009	10	3	6	19
2010	10	7	3	20

### New Developments

**2009 :** Those who finished the beginners' course could write the



Students are filled with joy of learning

names of the candidates at elections, and those who finished Elementary Level 2 could write housekeeping books and open bank accounts. A Muslim elder started offering a morality course. Outstanding students were awarded at the closing ceremony.

**2010 :** Although the beginners' course was limited to 10 students due to the size of the classroom, good reputation of the classes spread by word of mouth so that there were more than 10 applicants. The students were accepted on a first-come-first-serve basis. The system is such that students can catch up even if they are absent a few times, but some students dropped out for family reasons.

## Haiti Latin America

### Support for the management of literacy classes

**Outline :** According to UNESCO, the illiteracy rate of Haitian adults is 61% (2006). Although Haiti was the first nation to become independent among the Latin American countries, in 1804, it was not until 1987 that Haitian Creole, the language spoken by 80% of the population, was designated as their official language in addition to French. Education was only offered in French and this became a hurdle for the poor and rural residents to receive good education, thus resulting in the present high illiteracy rate. The capital of Port au Prince was left in devastation when an earthquake of M7.0 hit the country in January, 2010.

### New Developments

**2009 :** In April, a training seminar for teaching literacy education was held at Delmas 57A classroom in Port au Prince, and was attended by 20 people. Three out of the 20 passed the teacher's qualification examination.

A six-month night-time course for literacy education was offered to 40 adults from May in Port au Prince. Their average age was 45 and they were taught how to read and write Haitian Creole. WFPW rented a classroom from schools in Bourdon and Delmas 57A and conducted two tuition-free classes every night from Monday to Friday for an hour. At the end of the course, 15 of the 19 students who took the final exam approved by the government passed.

**2010 :** The school building was destroyed because of the earthquake in January, and it was difficult to continue the literacy education classes. WFPW Japan decided to collect donations and build new classrooms for literacy education. A Japanese WFPW volunteer flew to Haiti in November and conducted a groundbreaking ceremony at the expected construction site. She visited the literacy classes for adults that were conducted by another NGO in the tents where survivors stayed, and was struck by the students who wanted her to come and teach, even in tents.



Groundbreaking ceremony at the expected construction site



School building in which a literacy class had been held before

# Other Educational Support

## Dominica Latin America

### Support for Art Education

**Outline :** This program was started at the request of Prime Minister Roosevelt Skerrit. When he was the Minister of Education he was concerned about his country's lack of art education in the public education system. He asked for cooperation and now WFPW volunteers who have a background in art have been developing art education in Dominica since November 2002. They taught art as an elective subject for freshmen in the Department of Education at Dominica State College, the country's only national university. These volunteers also guide incumbent preschool and public elementary teachers, because they have received little or no art education in their past. Contents of the lessons include basic practical skills in sketching, watercolor painting, sculpture and other media, as well as understanding the purpose of art and art education.

In order to promote youth education about aesthetic sentiments and morality, our volunteers also teach in Catholic youth reformatories and elementary schools by request.

In 2008, WFPW Japan domestically commenced assistance for them, providing drawing materials which had seldom been obtainable locally.



Teaching how to make paper crafts

### New Developments

**2009 :** Volunteers had lessons for 48 students at Dominica State College and 15 teachers in a social center.

**2010 :** Volunteers had lessons for 49 students at Dominica State College and 15 teachers in a social center.

Handmade textbooks made by our volunteers are meeting a favorable reception among teachers in the region, where art materials remain insufficient.

## Moldova CIS

### Support for Management of "Children's Day-Care Center"

**Outline :** Moldova is one of the poorest countries in Europe and 30% of the population has emigrated. Although parents leave their children to their grandparents or relatives, the foster families sometimes sell these children when they became desperate for money. Systemic institutional deficiencies have been failing to protect these children, which has turned Moldova into one of the main suppliers in human trafficking.

Moreover, every school has children who cannot afford clothing or underwear, nor educational materials, nor even meals. Some are as deprived as orphans, but cannot enter an orphanage for protection because their parents are alive.

Urged by local educators and scholars, in 2001 WFPW established a Children's Day Care Center at a public elementary and junior high school in the village of Cazanesti, Telenesti District, in order to help children at compulsory education age (up to 15 years old) from becoming victims. Borrowing some classrooms and a dining hall, the center supplies needy children clothing, underwear and school materials to send them to school, feeds them after school, and provides them with a place to do



The center provides meals to children

homework, make handicrafts, sing and play. Thirty children come to the center daily where six staff members including counselors take care of them. Motivation for studying among the children has progressed remarkably; one of the children marked the school's highest score.

### New Developments

**2009 :** Living habits improved, such as hand-washing before meals, polite greetings, etc.

**2010 :** The center introduced televisions and computers. Stability in education and living environment boosts their willingness to study.

# Sound Development of Youths

## Jordan Middle East

### Support for Soccer Teams of Iraqi Refugees

Since 2007, WFPW has been supporting a soccer team organized by young Iraqi refugees in Jordan for the sake of keeping their hope for the future. In May 2010 five teams, 120 members total, were newly formed. They practice once a week and hold games several times a year at three sites: Sahab, Zarqa and Hashimi in Amman.

September 21: In honor of the International Day of Peace, WFPW held games among two Jordanian and two Iraqi refugee teams, inviting officials from the UNHCR Jordan Office.

October: UNHCR supported \$10,000 for the teams including shoes,



Support from UNHCR

uniforms and balls for 140 players and operation expenditures.

November: In return for the contribution, WFPW invited the UNHCR officials to the games among six Iraqi refugee teams wearing the donated uniforms and shoes.



# Foster Parents Programs

Country	Target	Period/Amount	Month and year program started	# of foster children		# of foster parents	
				2009	2010	2009	2010
<b>ASIA</b>							
Cambodia	Elementary school pupils, Junior high and High school students in Treang District, Takeo Province	\$100/year (provide 3 times in a year)	1996	37	38	27	28
Mongolia	Pupils and graduates of Yargui Kindergarten	¥10,000/year for 5 years until graduation from primary school	October 2001	30	17	30	17
Myanmar	Disadvantaged Elementary school pupils, Junior high and High school students, and Medical University students	¥12,000/year and ¥2,000/year as office expenses (total ¥14,000) for 3 years until graduation from high school. ¥60,000/year for Medical University students.	November 1997	154	154	146	146
Sri Lanka	Outstanding but disadvantaged Junior high and High school students	¥1,000/month and ¥2,000/year as office expenses (total ¥14,000/year) for 3 years basically. Possible to continue until the entrance examination of University. Supporting tuition of preparatory school and stationeries.	November 2001	27	27	26	24
Thailand	Elementary school pupils and Junior High school students	¥15,000/year for 3 years	2000	13	10	13	10
<b>AFRICA</b>							
Cameroon	Outstanding but disadvantaged elementary, junior high and high school and university students	¥30,000/year for 1 year including tuition and educational materials	September 1997	9	11	6	6
Equatorial Guinea	Kindergarten to 6th grade of pupils and graduates of Motoko Shiroma Kindergarten and Elementary School and 5 other schools	¥10,000/year including tuition and school supplies	October 2002	153	150	130	129
Ethiopia	Pupils and graduates of One Hope Garden (Grades 1-6)	¥3,000/month (¥36,000/year) up to Grade 12	February 2003	20	20	14	14
Gambia	Junior high and High school students	¥7,000/year for junior high ¥15,000/year for high school	1995	496	560	96	96
Ghana	Elementary, Junior high and High school students of Amasamam in Ga district, Accra City, and the suburbs of Accra	¥10,000/year including tuition, uniform, shoes and stationary for primary to Junior high school. ¥50,000 as tuition for high school students. Renewable yearly.	January 2002	37	43	32	44
Guinea Bissau	Pupils of Sunac Elementary school and students of Sunac junior high school	¥1,000/month for Elementary ¥3,000/month for Junior high	January 2001	6	11	5	10
Kenya	Students of Handow Secondary School	¥15,000/year, Renewable yearly (possible to continue on request)	May 1998	32	34	24	27
Mauritania	Orphans aged 5-15	¥3,000/month or ¥1,000/month until graduation from junior high school. 80% uses for child support.	October 1997	13	13	13	13
Mauritius	Outstanding but disadvantaged elementary, junior high and high school students	¥25,000/year including school supplies, transportation expenses and uniform.	January 1999	15	15	15	15
Rwanda	Students of New Hope Technical Institute (over 18)	¥28,000/year	January 1999	46	44	46	44
Swaziland	Elementary school pupils and Junior High school students	¥15,000/year for minimum 2 years	January 1997	19	21	19	19
<b>LATIN AMERICA</b>							
Honduras	AIDS orphans up to the age of 18	¥18,000/year for pre-school , ¥30,000/year for elementary pupils and junior high and high school students	February 2000	7	6	1 group +2	1 group +2

Other countries: Laos, Tanzania

# Scholarship Programs

Country	Target	Period/Amount	Month and year program started	Recipients	
				2009	2010
<b>AFRICA</b>					
Mozambique	Graduates from the Sun of Mozambique Secondary School as well as students of the Eduardo Mondlane University	\$25-100/month/person	February 2004	18	9
<b>LATIN AMERICA</b>					
Jamaica	Orphans of "National Children's Home"	\$250/year/person for under university, \$1,000/year/person for university students	1999	5	5
Peru	Female students of National University of Education	\$200/year/person	October 2006	12	13

Other countries: Guinea Bissau, Jordan, Mauritania, Palestine



Sri Lanka: Interview to a candidate of foster child



Peru: Scholarship Presentation Ceremony at National University of Education



Palestine: In order to nurture future female leaders, WFWP has provided \$2,400 scholarships per year per person to 3 female foreign students from Palestine who are students of the East Mediterranean University in Northern Cyprus since 2005.

# WOMEN'S SELF-HELP SUPPORT ACTIVITIES

## Vocational Training School Construction and Management



School Building



Class of Cooking Course

### Africa Rwanda

School Name: **New Hope Technical Institute**  
 Founded: **February, 1996**  
 Completion of the school building: **July, 1998**  
 Opening of the newly built school: **August, 1998**

#### Curriculum

Technical courses comprise dressmaking, Hairdresser/Beautician and cooking. For each course, the period of learning is one year and compulsory classes are English, French, Ethics, and Business administration. Off-campus training is included prior to graduation.

Number of graduates: 1,368

#### Outline

The school was established in the capital, Kigali, in order to support rebuilding process subsequent to the end of the civil war. Its objective is to teach women with vocational skills so that they can be financially independent.

It has also accepted several male students since 2000, and ex-combatants since 2007 as it was recommended for a school to promote the World Bank-sponsored project 'Rwanda Demobilization and Reintegration Project'. (That was suspended from 2009 to 2010.)

The employment rate of graduates in the cooking and Hairdresser/Beautician course is higher than that in other courses.

Since 1999, a foster parents program was launched for those who have difficulties in continuing schooling.

Utilizing skills and expertise, some graduates succeed in entrepreneurship.



Dressmaking atelier newly opened in the school

#### New Developments 2009

- Two Rotary Clubs in Shizuoka Prefecture, Japan, contributed a copy machine, hair-arrangement equipments and beauty instruments for the beauty courses, and training materials for the cooking course.
- New director was instated to inaugurate a fresh management system.
- December 4: A graduation ceremony was held. 138 students graduated.
- Employment Rate of the graduates was 34%.
- Number of Students

Dressmaking	Embroidery	Hairdresser/Beautician	Cooking	Total
36	13	71	53	173

#### 2010

- In response to a change in domestic demand, embroidery course was closed; instead, dressmaking was incorporated as a subject.
- In order to help students support themselves, a 'dressmaking atelier' as a training store was installed in the school on a trial basis. A teacher-tailor works on a full-time basis. It accepted five students from the dressmaking course as interns in the off-campus training.
- The noon recess hour was shortened from two hours to one, for better efficiency.
- A small dining room was constructed for students to have light meals inexpensively. Lunch is free for students with financial difficulties.
- Two Rotary Clubs in Shizuoka Prefecture, Japan, donated one computer, ten mannequins for practicing haircuts, three pairs of hair scissors, beautician materials and one microwave for the cooking course.
- Under the guidance of the Ministry of Health, more outdoor toilets were built and a hand-wash station for toilets was set up.
- The Ministry also warned that it was dangerous for students of the Cooking Course to study and cook in the same room, due to the use of fire. Thus, the school rebuilt an outdoor cooking area into a kitchen, separate from the classroom.
- November 26: Graduation ceremony for 155 students.
- Employment Rate of Graduates was 45%.
- Number of Students

Dressmaking	Hairdresser/Beautician	Cooking	Total
41	71	58	170

# Vocational Training



Students made JAMOO Original Bags



Ms. Nozaki, WFPW Overseas Volunteer for Senegal, reporting at CSW parallel event

## Senegal Africa

### Social Self-Support Assistance Center "JAMOO"

#### Outline

A school was opened in the capital city Dakar in 1995 to help women help themselves. It offers four-year courses in sewing, knitting, embroidery, and home economics. A certificate accredited by the government is presented to students at the biennial graduation ceremony. An appeal is made to the community at the end of each academic year with an Exhibition & Sale at Completion Ceremony.

Since 2001, the Salon de Couture JAMOO, a training store for graduates, has offered a one-year on-the-job training course. Graduates are provided with an electric sewing machine and financial aid to start their own dressmaker shops.

The training store was closed in October 2008 to relocate, and is scheduled to open again in 2011.

Hoping to undergo training at the store, graduates have been finding employment, keeping house and some getting married, awaiting its resumption.

### New Developments

#### 2009

- Number of Students: 84 (November 2008 - July 2009)
- July: 16 students completed the courses.
- The center held a sales exhibition of works and generated \$200.
- In celebration of Mother's Day, students sent Japanese supporters letters and their works.

#### 2010

- Number of Students: 54 (November 2009- July 2010)
- July: 13 students completed the courses.
- March 2: Ms. Keiko Nozaki, a WFPW overseas volunteer for Senegal reported JAMOO activity at a parallel event organized by WFPW International during the 54th Session of the Commission on the Status of Women (CSW) hosted by the UN Headquarters, New York.
- October 30: The center held a graduation ceremony with 28 graduates, including 15 from 2009. With parents and guests, the party was held on a grand scale with approximately 150 people.

## Sao Tome and Principe Africa

### Sewing and Cooking Classes

#### Outline

Classes began at the WFPW office in the capital city of Sao Tome City in 2004 in order to provide education to develop sensitivity and emotions for high school girls. Sewing Classes are given twice a week for two hours, and students study theory and practice each for five months. Classes are also conducted on abstinence before marriage, education on ideal families, and on development as a citizen and of society. At the end of a school year, graduates display their work at an exhibition and obtain diplomas. Since 2008, 2-hour cooking classes have been held three times a week for three months: theory for one month and practice for two months. Some cooking class graduates have found employment in hotels and restaurants.

### New Developments

#### 2009

- February: An exhibit of the sewing class and graduation ceremony were held for 13 graduates in 2008.
- March: An exhibit of the cooking class and graduation ceremony were held for 17 graduates in 2008.
- April: Both courses were suspended temporarily as the classroom was not available for use.



Graduation and exhibition of sewing class

#### 2010

- 8 students took up sewing and 4 of them graduated.

# Vocational Training



Computer class



New center

## India Asia

### Support for Vocational Training Center and Elementary School: "Nav Bharat Vocational Training Centre"

#### Outline

In 2000, a female social worker of Delhi City founded a vocational training center in a slum, and WFPW began supporting it in July 2002. The four-story building center offers an infant class, an elementary school course (1st-5th grade), several vocational training courses, and a short dressmaking course for housewives.

Vocational training course includes a sewing course, a fashion design course (an advanced course for the sewing course graduates), and a beauty course. The education period for sewing and fashion design courses is one year, while the beauty course is six months. In the technical courses, if a student meets governmental requirements, sewing or beautician licenses are granted. Once a month, moral education about marriage and family is given.

#### New Developments

**2009 :** Employment rate for the vocational courses was 100%.

The Center launched a system to hire and train some graduates as instructors, and to help them find teaching jobs later.

**2010 :** Employment rate for the vocational courses was 100%.

April: A personal computer course was newly opened.

December: Fifty-four members from WFPW Korea including President Moon of WFPW International visited the center for overseas training at the 6th Women's Leaders' Training and donated school supplies.

#### Number of Pupils

	Nursery	Elementary	Total
2009	28	62	90
2010	25	61	86

#### Number of Students

	Vocational Training	Computer	Housewives	Total
2009	48	/	96	144
2010	48	12	105	165



Elementary school course



Students made child clothes

## Nepal Asia

### Creative Training Center (CTC)

#### Outline

The literacy rate for women in Nepal is lower than 40% and the prevailing view is that educating women is not necessary. The CTC, a vocational training school, was established in Techo area, south of the capital Katmandu in January 2005 to empower women and elevate their living standards. Its target is women aged 15-30 and the field is sewing. Honored students can receive microcredit loans for initial expenditures.

Due to decrease in students, the school was transferred to an adjacent locality and reopened. Despite its focus on acquisition of dressmaking skills in three-months, six-months and nine-month periods, the curriculum also embraces education on literacy, accounting, mothering, nutrition and ethics as general cultural studies.

#### New Developments

**2009 :** In April, leaving the constructed school building in Techo and renting the first floor of a building in the same area, the CTC continued schooling. A store from which trained women could derive income was set up in the center. A growth in the number of students eventually caused the center to transfer to a larger classroom within the area in September.

Students sell their works attached with the tag "CTC-Nepal".

**2010 :** The center cleared a path to independence for those unable to pay tuition by equipping them with skills and enabling them to earn and pay through selling their works in the store.

#### Number of Students

	3 Months	6 Months	9 Months	Total
2009	9	4	/	13
2010	15	8	5	28



Knitting course students wore their own works



New center in Bayadeer

## Myanmar Asia

### Sakura Vocational School

#### Outline

The school was opened on February 7, 2008, in the capital Yangon to promote women's financial independence. It provides knitting and dressmaking courses. Knitting requires three months practice for both beginners and intermediate students, while the dressmaking course demands consecutive attendance from beginning to intermediate class for six months. Each level of dressmaking lasts three months. Two members of the Shizuoka 1st District Federation of WFPW Japan have been teaching knitting since 1998. One of their students became a teacher at the school.

#### New Developments

**2009 :** In December, students held a fashion show to wear their pieces, inviting study-tour participants from Japan.

**2010 :** The US Embassy decided to assist projects for supporting women of 7 groups belonging to WON, a group of women's NGOs in Myanmar. The dressmaking course at this school was selected as one of them, and it started in August with classes twice per week, "One Family Sewing Class." One of the teachers at this school instructed 10 students participating in the project.

#### Number of Students

	Knitting Beginner	Knitting Intermediate	Dressmaking	Total
2009	21	21	38	80
2010	27	17	21	65

**Vocational Training in Other Counties**  
**Support for "UNIQUILTS" in Cameroon**  
**"New Hope Vocational Training School" in Ghana**

## Jordan Middle East

### WFPW Training Center

#### Outline

The Training Center was established in Wadi Seer, a poverty-stricken area in the capital city, Amman, in January 2000. Its aim is to support independence for women through teaching sewing, hairdressing, computing, handicrafts, and gymnastics for health care. It also covers English, math and Arabic for children and youths. The students, who complete sewing, hairdressing and computing courses and successfully pass the certification exam by the Ministry of Social Development, can obtain a license.

Every Saturday it holds events; a workshop on Health, Family and Social Problems; training on production & demonstration of commodities such as soap, honey and cleaning equipment; a bazaar in which recipients of microcredit are involved; and a charity breakfast party to support underprivileged families in the region. During summer vacation, events for children and youth have been organized.

#### New Developments

**2009 :** Previously decrepit, narrow and inconvenient on the 4th floor, the center moved to Bayadeer, Wadi Seer in May. The new center is spacious and handy on the first floor, so more than three times the number of students came to attend the class.

A course in Arabic was newly introduced.

**2010 :** The sewing course was suspended due to the declining demand; ready-made clothing prevails in the market.

Employment rate of graduates in the technical courses: 50%

#### Total Number of Students

Courses for Women					
	Sewing	Hairdressing	Computer	Handicrafts	Exercise
2009	6	24	60	60	40
2010	Suspended	68	64	58	175
Courses for Children and Youth					
	English	Math	Arabic		
2009	50	30	5		
2010	194	142	14		

# Microcredit



Loan recipients receiving training



A loan recipient running her tailor's shop

## Jordan Middle East

### Microcredit

#### Outline

The project began in the capital city Amman in October 2000 to support greater independence for women. In Islamic society, women are restricted to go out in public freely. Microcredit allows them to run a small business at home. A loan recipient signs a contract with two guarantors. Each person can receive a loan of \$500 - \$1,000 with no interest, and repay monthly within 10 months. 2% of repayment amount is charged as an administration expense. Every month, the women who collect the repayment installments give advice about livelihood and management.

Meetings for recipients are held in order for them to share their experiences on their business and receive mother's education. We promote mental independence through these meetings.

#### New Developments

- In 2009 the number of recipients was 130: women in Marka, Madaba and Sahab areas in Amman. The repayment rate was 97%.
- In 2010 the number of recipients was 102, including 23 new women. The repayment rate was 97%.
- The age of recipients ranges from 20s through 60s.
- Types of business: tailor, cosmetic store, general store, candy shop, used clothing store, hardware store, office supply store, milk store, lunch sales, deli, etc.
- In 2010, recipients learned how to produce soap and honey in training courses provided by the WFWP Training Center for skill improvement.



A loan recipient who succeeded in financial independence with her beauty salon

## Afghanistan Middle East

### Microfinance Project

#### Outline

In March 2010, we started microcredit through the Afghanistan Women Council (AWC) to support independence of women. Prospective recipients enter a technical School run by AWC, study for one year and graduate with qualification as a credit recipient. The loan system consists of three phases; the first phase was begun in 2010. With an AWC female staff member as leader, 25 women form a group to receive \$80 each. They repay \$2.5 weekly for 46 weeks.

#### New Developments

- Number of recipients: 50 women in 2 groups aged 20s to 50s. The repayment rate is 100%.
- Types of business: bakery, grocery, general store, tailor, egg store, fast-food shop, dressmaking class, embroidery, knitting, bedclothes makers and building contractors, etc.

#### A Success Case

A woman kept hens with a loan from WFWP's Microcredit project, made profit by selling eggs. As a result, she could afford to send her children to school. Moreover, she became capable of purchasing school supplies for the children and even a scarf for herself.



Application of loan recipients

# AIDS Preventive Education

## Ghana Africa

UNAIDS data (2009) shows that about 20,000 people have been newly infected with AIDS annually in Ghana since 2001, and that nearly 18,000 people died of AIDS in 2009.

Since August 2002, WFWP has carried out AIDS preventive education. Pointing out flaws in contraceptive education promoting condoms, WFWP uses educational material it has developed based on abstinence education to give guidance on AIDS prevention. Since 2009, WFWP branches have held a series of seminars using materials provided by WFWP Japan, such as "Living in the Era of AIDS," "New Viewpoint of Sex Education" and material of other organizations such as "Free Teens," etc.

**Activity Report :** In 2009, four seminars were offered attended by 770 elementary and middle school students in the Amasamam District of the capital city, Accra. A seminar was held for 130 inhabitants in Dedeiman Village. In 2010, three seminars were held for about 800 elementary to high school students in Accra City.



Seminar for 4th to 7th grade

## Kenya Africa

UNAIDS data (2009) shows that about 100,000 people have been newly infected with AIDS annually in Kenya since 2001, and nearly 80,000 people died of AIDS in 2009.

In Kenya where AIDS is a serious social problem, WFWP has undertaken the task of preventive education since 1995.

**Activity Report :** In 2010, a series of seminars using the educational material titled "Living in the Era of AIDS" were held in the capital city of Nairobi, attended by many youth aged 13 to 25, including 150 at a seminar in June, 150 in August and 170 in November. The participants gained not only detailed knowledge on AIDS but learned that they can protect themselves by changing their own behavior, and that they should share information with others to prevent infection from spreading, as well as what to do now to make future life better.

WFWP Japan donated to WFWP Kenya a set of projector equipment, enabling seminars that are more visually attractive and effective.



Seminar for Youths

## Trinidad and Tobago Latin America

UNAIDS data (2009) shows that about 1,000 people have been newly infected with AIDS annually since 2001, and nearly 500 people died of AIDS in 2009.

In recent years, due to price hikes brought about by economic growth as well as the increase of foreign workers with special skills, the economic disparity has seriously grown in this country, which has an increased need for moral character education from childhood including HIV/AIDS prevention at puberty.

**Activity Report :** In a childcare institution, run by a manager who became a member of WFWP in July 2010, dormitory accommodation and education are offered to children aged 12 to 18 who are from the families in difficult situations. When the educational material titled "Living in the Era of AIDS" promoted by WFWP was introduced, she agreed to adapt it as "its contents are appropriate and absolutely necessary for adolescents", based on some bitter experiences she had in the institution before.

In October 2010, a seminar was held in the same institution inviting a school counselor as a lecturer, where 15 boys aged 15 to 18 participated with great interest and raised many questions.



Japanese volunteers introducing an educational material of AIDS preventive education to a new member

**Other countries where WFWP holds AIDS Preventive Education: Cameroon, Macedonia, Mauritania**

# Educational Activities related on AIDS prevention

WFWP members believe that breakdown of sexual morality and family values lies in the background of HIV/AIDS infections that occur through sexual contact and drug abuse. WFWP offers educational seminars through various channels in an effort to strengthen the concept of sexual morality and family values among women and their families.

## Latin America Costa Rica

### "Era of Women" TV Program Production

In Costa Rica with extremely high divorce rates, family breakdown is very serious. In order to promote the women's concept of family and morality and raise young people's moral standards, WFWP's one-hour TV program titled "Era of Women" started to be aired on television twice a week from September 2007. As a program which can build awareness among local women, it acquired a good reputation and program ratings rose year by year, so that many local woman leaders now hope to appear on the program. Specialists of all the fields such as women business owners, psychotherapists, government officials in charge of women support groups, specialists of household waste disposal, etc. have appeared on the program, and even the current woman president of this country made a special appearance on it. The program has become more substantial with now four acting hosts, and it receives much positive response and questions from the audience when it is broadcast live.

On November 7, 2010, the 3rd anniversary of the program was celebrated, and supporters who came to participate from Japan enhanced the exchange with the host and participating audience. The woman deputy secretary of a government broadcasting organization gave a congratulatory address at the event.

On the request of the audience, WFWP carries out its seminars for AIDS preventive education and for child care support throughout the country.



Active female President of Costa Rica (left) appeared on a program

## Latin America Peru

### Family Education in an Impoverished Area

The Peruvian Government offers inexpensive meals at public dining halls to the people in poor areas. Women living in impoverished areas suffer from many serious problems such as domestic violence, family disunity, drug abuse, child abandonment, child birth by unmarried women, and so on. In August 2007, WFWP started an educational program for family rebuilding at Family Centers in nine public dining halls in an impoverished area of Lima, which is directed at. The seminars were held under the theme of "Value of the Family," "Concept of Values," "Child Education," "Value of Service," "Peace for Family and the community" and so on.

In 2009, WFWP carried out eight seminars, which were attended by 315 mothers in total. In 2010, WFWP held also four seminars titled "Abstinence & Pure Love," which were directed not only at mothers but also for children and youth, and attended by 591 people in total.



Seminar for housewives at a family center

### Other Educational Activities:

- Maldives: Drug Abuse Prevention Seminars
- St. Lucia: Summer Camp for Promoting Abstinence Education
- Venezuela: Abstinence Education



# Medical Assistance / Hygienic Instruction



Donation of mosquito nets to pregnant women



Malaria preventive guidance with flipchart in Kankare Kochia village

## Niger Africa

### Medical Assistance Projects (Mobile Clinics, Medicine Boxes, and Hygiene Instruction)

**Outline :** Malaria ranks top among the major causes of death in Niger, where WFP has continuously donated malaria prevention medicine and educated on proper dosage since 1997 and also has been supporting free mobile clinics in doctorless villages as well as providing medicines at a very low price through the system of medicine boxes since 2000. The medicine boxes are self-managed by each village. The hygiene instruction is provided concurrently because the disease is spread through unsanitary conditions. The medical assistance and education for eradicating malaria in the region with the highest morbidity from malaria have been continuously carried out since 2005. With the evaluation that the creation of sanitary conditions to prevent mosquito breeding is the highest priority for

prevention of malaria, WFP started selling ordinary mosquito nets (not coated with insecticide) together with medicine in 2006, giving priority with a discounted price to pregnant women.

### [Project of mobile clinics, survey of medicine boxes and training of community health agent]

WFP volunteers dispatched doctors to three villages of Kankare Kochia, Kaba Dakuna and Gomozo every two months to provide medical exams for villagers and the training of ASC (Agent de Sante Communautaire = Community Health Agent). Because local diseases are caused by unsanitary living conditions, doctors give guidance on improving sanitation and hygiene to the ASC, who in turn, teaches the villagers. This initiative was carried out from December 2009 to July 2010, and from October 2010 to August 2011.

	October 2009	August 2010
<b>Gomozo Village, Guindan-Roumdji Department, Maradi Region (Population: approx. 3,300)</b>		
Number of people received medical examination	230	240
Result of Medical Examination	There were a lot of symptoms of the respiratory system such as a cold and a cough due to dust from a desert by a seasonal wind.	
Infection rate of Malaria	31% (down 6% from the previous year)	31%
Care for pregnant women	100 iron tablets and mosquito nets were distributed to 20 pregnant women.	100 iron tablets and mosquito nets were distributed to 20 pregnant women.
Refilled items of Medicine Box	20 items of medicines and 80 mosquito nets	18 items of medicines and 80 mosquito nets
Malaria prevention guidance	Guidance was taught by a doctor to about 195 women at a public square in front of the elementary school.	Guidance was taught by a doctor to about 50 women at a public square in front of the elementary school.
<b>Kankare Kochia Village, Madarounfa Department, Maradi Region (Population: approx. 4,000)</b>		
Number of people received medical examination	246	270
Result of Medical Examination	There were many cases of cold, cough, and dysentery.	Because of a trouble regarding the medicine boxes in this village, medicines to prevent or cure malaria were not circulated. We stop check-ups 2010.
Infection rate of Malaria	28% (down 7% from the previous year)	39%
Care for pregnant women	100 iron tablets and mosquito nets were distributed to 18 pregnant women.	100 iron tablets and mosquito nets were distributed to 20 pregnant women.
Refilled items of Medicine Box	20 items of medicines and 82 mosquito nets	Because of a trouble of management regarding the medicine boxes, we decided to stop installation.
Malaria prevention guidance	Guidance was taught by a doctor to about 150 women at a public square in front of the elementary school with illustrated guidance charts which the Ministry of Health has distributed.	Guidance was taught by a doctor to about 60 women at a public square in front of the elementary school with illustrated guidance charts.
<b>Kaba Dakuna Village, Bande District, Zinder Region (Population: approx. 1,400)</b>		
Number of people received medical examination	333	370
Result of Medical Examination	Cold and cough occupied 22%.	There were many cases of cold, cough, and dysentery.
Infection rate of Malaria	26% (down 17% from the previous year)	30%
Care for pregnant women	100 iron tablets and mosquito nets were distributed to 45 pregnant women.	100 iron tablets and mosquito nets were distributed to 45 pregnant women.
Refilled items of Medicine Box	20 items of medicines and 55 mosquito nets	18 items of medicines and 55 mosquito nets
Malaria prevention guidance	Guidance was taught by a public health nurse to about 100 women at outside venue of check-ups.	Guidance was taught by a public health nurse to about 80 women at outside venue of check-ups.
<b>Baguega Village, Madarounfa Department, Maradi Region</b>		
New Medicine boxes were installed in the village and 18 items of medicine and 100 mosquito nets were donated by WFP. We appointed village head as chief administrator and an ASC as practical manager. 500 villagers will use this system.		
<b>Kakitama Village, Bande District, Zinder Region</b>		
In October 2010, WFP donated 100 mosquito nets and 17 items of medicines including malaria prevention medicines.		



Mosquito net used in a house

\* Infection rate of Malaria: Rate within people who received medical examination

# Medical Assistance

## Belarus CIS

### Medical Assistance to the Chernobyl Region

#### Outline

The Chernobyl Incident still affects the health of Belarusian youth even after more than 25 years have passed since radiation exposure. WFWP volunteers have continued material support since 1995, at the request of the Gomel Regional Children's Hospital in the Gomel Region.

Only about half the children of the region with high amounts of internal radioactive residue can receive satisfactory medical treatment. Having discovered that the dosage of VITAPECT-2 developed by the Institution of Radiation Safety "BELRAD" is effective for the recovery of the children's health, WFWP volunteers initiated support for its distribution to children to provide them with a dosage to last one year.

Since 2006, WFWP has financially supported programs to aid affected children that are run by the local youth volunteer group "ALTERA."

#### New Developments

**2009 :** In October, WFWP donated two sets of a bronchial suction pipe system and a vacuum suction set as an oxygen therapy system to the Gomel Regional Children's Hospital, and also provided financial aid to BELRAD to administer the VITAPECT-2 to 17 patients.

**2010 :** In October, WFWP donated two sets of syringe drivers and a set of bronchial vacuum suction system to the Gomel Regional Children's Hospital.

In November, WFWP provided financial aid to BELRAD to administer treatment to 20 patients, established a "Health Education Center" in the Second Elementary School in the Slavgorod District of the Mogilev Region in cooperation with BELRAD, and provided financial aid toward its working fund in the first year. A Geiger counter (instrument to measure the amount of radioactivity) was donated to the school to enhance awareness of health among children, by allowing a Research Club to examine the amount of radiation in food. Staff members of BELRAD visit the school thrice a year to offer presentations on the topic of radioactivity and health education. WFWP gained approval from the school to offer abstinence education as part of mental healthcare for children, starting in 2011.



Donation of medical devices to Gomeli Regional Children's Hospital

#### "VITAPECT-2"

A health food made by adding 7 kinds of vitamin to apple pectin, which promotes the discharge of radiation absorbed by the human body. The amount of pectin contained in one tablet is equal to that extracted from 4 kg of apples. It is recommended that an adult takes three tablets a day while a child takes two. (A series of instructions is followed.)



#### Intake effect of VITAPECT-2

Name: Ivashkow Victor Petrovich  
 Birthday: April 14, 1999  
 Age: 10 years old (as of 2009)  
 Residence: Gomeli region  
 He had had "VITAPECT" with its total cost of 100 USD for one year since November 2008.  
 The amount of cesium 137 decreased from 65.2 Bq per kg-weight to 27.3, i.e. to less than half in 6 months and continued to decrease thereafter to 18.2.  
 As the half life of cesium 137 is known to be 30 years, this is very effective.

## Ukraine CIS

### Medical assistance for radiation-affected children in Ukrainian Chernobyl

**Outline :** Since November 1999, WFWP has supported many children's hospitals and orphanages, located in and around Kiev City by providing them with medical equipment, medicine and donations.

#### New Developments

**2009 :** In March, WFWP donated medical expenses to an orphanage which is located in the Slavutysh City of Kiev Region and accommodates second- and third-generation child victims of the Chernobyl Accident. Because the city where personnel of the Chernobyl nuclear power plant and their families had lived was located near the plant and became a ghost town, this city was newly constructed after the accident in order for them and neighborhood to evacuate and is still the town of personnel of the plant.

The orphanage holds about thirty children, aged 3 to 17, of Chernobyl victims. Their parents cannot protect children because they have died, or still remain hospitalized due to cancer or other diseases caused by the radiation.

**2010 :** In October, WFWP donated medical expenses for a 4-year old girl suffering from cancer in a children's hospital managed by a group named "Chernobyl Soyuz (Soyuz = Union)" organized by Chernobyl victims.



2nd and 3rd generation children of radiation-exposed victims at an orphanage

## Nepal Asia

### Health Check Project

**Outline :** Since 1997, WFWP has helped provide free medical check-ups and distribution of medicine to doctorless villages. As the high rate of illnesses stems from poverty, the living environment and dietary habit, instructions on nutrition and hygiene are offered at the same time.

#### New Developments

**2009 :** In April, clinical examinations were provided in a public primary school of Chapagaon Village in the Lalitpur District for 47 women who have gynecological diseases and abnormality in the uterus.

**2010 :** In March, health exams and medicine were provided at a middle school building in Birendra Nagar Village of the Chitwan District with the cooperation of the Bharatpur Community Hospital. Five doctors checked for gynecological, internal, and otorhinolaryngologic diseases and cancer and took blood sugar measurements of 473 people. Of them, 24 were in need of surgery on descent of the uterus; they could make reservations for surgery and 3 were hospitalized immediately.

With the cooperation of the Chitwan branch of WFWP Nepal, the restroom of a private school in Bharatpur City was repaired.



Medical check-ups in Birendra Nagar village

## Palestine Middle East

### Medical Support for Children in the Gaza Strip

**Outline:** The autonomous areas of the Palestinians consist of the West Bank of the Jordan River which borders Jordan, and the Gaza Strip which borders Egypt.

Due to the conflict between Israel and Palestine as well as the blockade of the autonomous region and movement restricted by Israel, the Palestinians are forced to live a rough life.

The situation is especially serious as shown in the extremely high unemployment rate 40% and poverty rate 80% (2006) in the Gaza Strip, where a large number of war orphans and seriously ill children need to be supported financially. Hence, WFWP started to collect aid for medical expenses in 2005.

#### New Developments

In 2010, WFWP Japan provided 6 seriously ill children living in the Gaza Strip with the aid of 840 Euro per year per child for medical expenses.

WFWP Korea started to support medical expenses for orphans living in the Gaza Strip in 2010, and provided 15 orphans with the aid of 480 Euro per child.



Child in Gaza examined by a doctor

# Hygienic Instruction

## Myanmar Asia

### School Health, Hygiene & Environmental Project

**Outline :** Since 1998, WFPW has supported construction of toilets, water tanks and hand-wash stations in public elementary schools in cooperation with the Ministry of Health of Myanmar. Hygienic instructions such as how to properly wash hands and brush teeth have also been offered.

#### New Developments

**2010 :** Due to unidentified diseases and tuberculosis, children in orphanages with WFPW foster children are becoming affected one after another. As the vulnerability to infectious diseases stems from not washing hands among children, WFPW has promoted instructions on the proper way to wash hands to prevent infectious diseases.

In April 2010, WFPW volunteers visited an orphanage located in the North Dagon District of the capital city Yangon to teach 35 children on the hygienic habit of hand-washing after returning home, before meals as well as whenever the hands get dirty. They also donated 20 pieces of soap, 3 soap dishes and 20 towels. When they visited the hospital again in August and December, the children practiced hand-washing as instructed in April.



Hygiene instruction at an orphanage

## Micronesia Oceania

### Health Guidance Project

**Outline :** In Pohnpei State, where authorities are recently putting a great deal of effort into dental health, WFPW volunteers began distributing toothbrushes and toothbrushing instructions for elementary schoolchildren in the Nett District of the state from 2007, and in three districts of Nett, U and Sokehs from 2008, to meet the wishes of the parents of schoolchildren.

#### New Developments

**2009 :** Toothbrushing instructions were carried out by using a picture-story show with the explanation by class teachers in the local language to about 200 children at 5 elementary schools in the 3 districts and 5 schools on isolated islands. WFPW donated 2,600 toothbrushes offered by two Japanese toothbrush makers.

**2010 :** Toothbrushing instructions were carried out by using a picture-story show to about 200 children at 4 elementary schools and 1 kindergarten in 3 districts, to which 1,500 toothbrushes were donated, while 4,100 toothbrushes were donated to the regional representative of the Ministry of Education.



Toothbrushing instructions with picture-story show

# Environmental Improvement Support

## India Asia

### Farm Community Development Project (Repair and installation of manual pumps)

In 2009, the installation and repair of manual pumps were carried out in 9 villages of Jharkhand State. As it is difficult to secure drinking and agricultural water in this region where temperatures can surpass 45 degrees in midsummer, this was an earnest request among the local inhabitants.

Five manual pumps which had been abandoned for a long time in 5 villages were repaired, while 4 new pumps were installed in 4 villages.

These activities were much appreciated by the villagers who had to go far to get water, but now could secure water for farming as well.



Repaired hand pump

# Nutrition Guidance

## Zambia Africa

### Food Project (Nutrition Class)

**Outline :** In 1994, WFPW began to supply soy flour to malnourished children under age 5 in Ndora City. Since January 1995, WFPW held nutrition classes every first and third Friday of the month at a couple of clinics in the capital city, Lusaka, in cooperation with local doctors, nurses and staff.

These nutrition classes are introduced to mothers of malnourished children under age 5 if the child weighs less than average during a regular checkup at the clinics. A child is fed soy flour porridge and her/his weight variation is monitored in the class. These classes provide the mothers with a supply of soy flour for two weeks and instructions so that they can make porridge and feed the children at home. Feeding the children for three to four months as instructed typically brings the weight of the children up to the standard level. When the children attain the standard weight, the mothers and children can graduate from the class. Participant mothers are then trained to assist the program as "Nutrition Promoters."

### New Developments

**2009 :** Nutrition Class held at three clinics in Lusaka City.

In August, 3 Japanese youth volunteers helped to carry out weight checks and recording, making soy flour porridge, nutrition guidance, distribution of soy flour, etc. Through the support of a supermarket in Hokkaido, eating utensils with spoons for about 100 people to eat the porridge were donated to WFPW Zambia.

**2010 :** Nutrition Class held at two clinics in Lusaka City.

Computer input of weight data was started. The mothers of the children who graduated the class began to work formally as staff of the Nutrition Class from July.

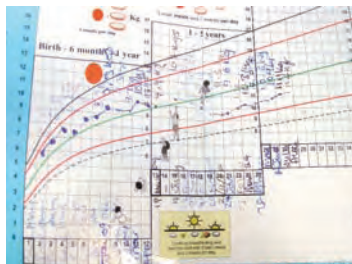
In August, 4 Japanese youth volunteers helped with work in the class. Through the support of a supermarket in Hokkaido, eco-bags were provided to 56 mothers who participated in the class at the Garden Clinic, as special bags for bringing home the soy flour.

In the same month, WFPW Zambia opened a dressmaking class for mothers who attended or graduated from the nutrition class to encourage their economic independence, and three mothers participated.

	Children who participated in the classes	Children who gained back standard weight
2009	2,724	218
2010	2,831	234
1994-2010	Approx. 33,000	Approx. 9,000



Mother giving a porridge to her child



Record of weight of children

### Youth Volunteers for International Cooperation Zambia Team

WFPW Japan called on daughters of its members as volunteers from 2008 to 2010 to experience on-site activities and encourage continuity of their mothers' work. In addition, youth with qualifications as a nurse, a dietician or children's nurse were recruited to take part, so that they could help develop activities together with WFPW Overseas Volunteers. During the visit, they visited an orphanage and a national hospital as well as AIDS clinics, and enjoyed sightseeing the Victoria Falls, a world heritage site. The youths who experienced the nutrition classes together with the elder volunteers were impressed by the Zambian people who live cheerfully and positively even under difficult circumstances.

■ July 31-August 12, 2009 3 members participated.



Teaching how to measure weight

■ July 31-August 13, 2010 4 members participated.



Nutrition and Hygiene instruction with picture

# Youth Volunteers for International Cooperation

WFP has been conducting volunteer projects in developing countries since 1997, in cooperation with other NGO groups so that Japanese youth can have a sense of 'the Global Family.' Despite the culture shock the young people may encounter, they undergo important experiences not easily found in Japan, by shedding sweat together and communicating with the local people. It is a precious opportunity through which they can learn what volunteering is about and what international cooperation or international contribution is about through real life experiences.

## Cambodia Team 2009 August 18-27, 2009

**Nine participants** made fields of soybean and sweet potato for the "Children's Farm" of the "Self-help Center for the Disabled," operated by the Cambodia Village Support Group (CVSG) in Siem Reab. The profit made from these farm products goes toward tuition and stationery items of children of the center.

Parents of children are the handicapped, whose hands and feet were blown off by mines, or are the AIDS-infected. They are trained at the Center to become self-sufficient by farming. They need support to raise the children and take care of them during the training period.



## Cambodia Team 2010 August 17-26, 2010

**Eleven participants** made ridges and planted a field with kidney beans for the Children's Farm.

The fields that the 2009 team made were destroyed by a flood following the volunteer work, so this time, the 2010 team built ridges that were waist-high.

Unfortunately, the field was destroyed again by a massive flood after the volunteer work, and could not be fruitful.

Some of OBs and OGs (former participants) of the Cambodia Team hoped to continue to support the Children's Farm after their trip to Cambodia, so they started to collect donations for farm maintenance and to buy vegetable seeds in 2009. Each OB and OG is working to collect funds by organizing bazaars, reporting at their schools and various meetings, and making donation boxes. Donations will go to CVSG and be used for the Children's Farm. After the flooding subsided, the donations were used to buy seeds, and the center staff rebuilt the farm fields.



# Reflection of a Volunteer of the Cambodia Team

— Ms. Erika Sato, 2nd year Nursing School (age 20)

I participated in the Cambodia Team because I wanted to broaden my horizons and try to make an international contribution. When I was a toddler, my mother became a WFPW overseas volunteer for Laos. As I was influenced by my mother's stories and what I'd heard about such countries on TV and so on, I was interested to learn the difference between developing and developed areas and since high school, I wished to visit a developing country.

I was actually able to experience being in one this time, and became ashamed of my ignorance. When I was downtown, many street children were begging for money. Small children clung to me, begging in Japanese they had learned. I was surprised by this and the big difference in the environment compared to Japan. I harbored mixed feelings.

I would give money to such children if that would help their lives. However, the representative of CVSG told me, "If you give them money, they will just continue to beg. And you never know where the money actually goes." So I could do nothing but ignore them. It was then that I realized for the first time the importance of our volunteer activity which helps the local people toward becoming self-sufficient.

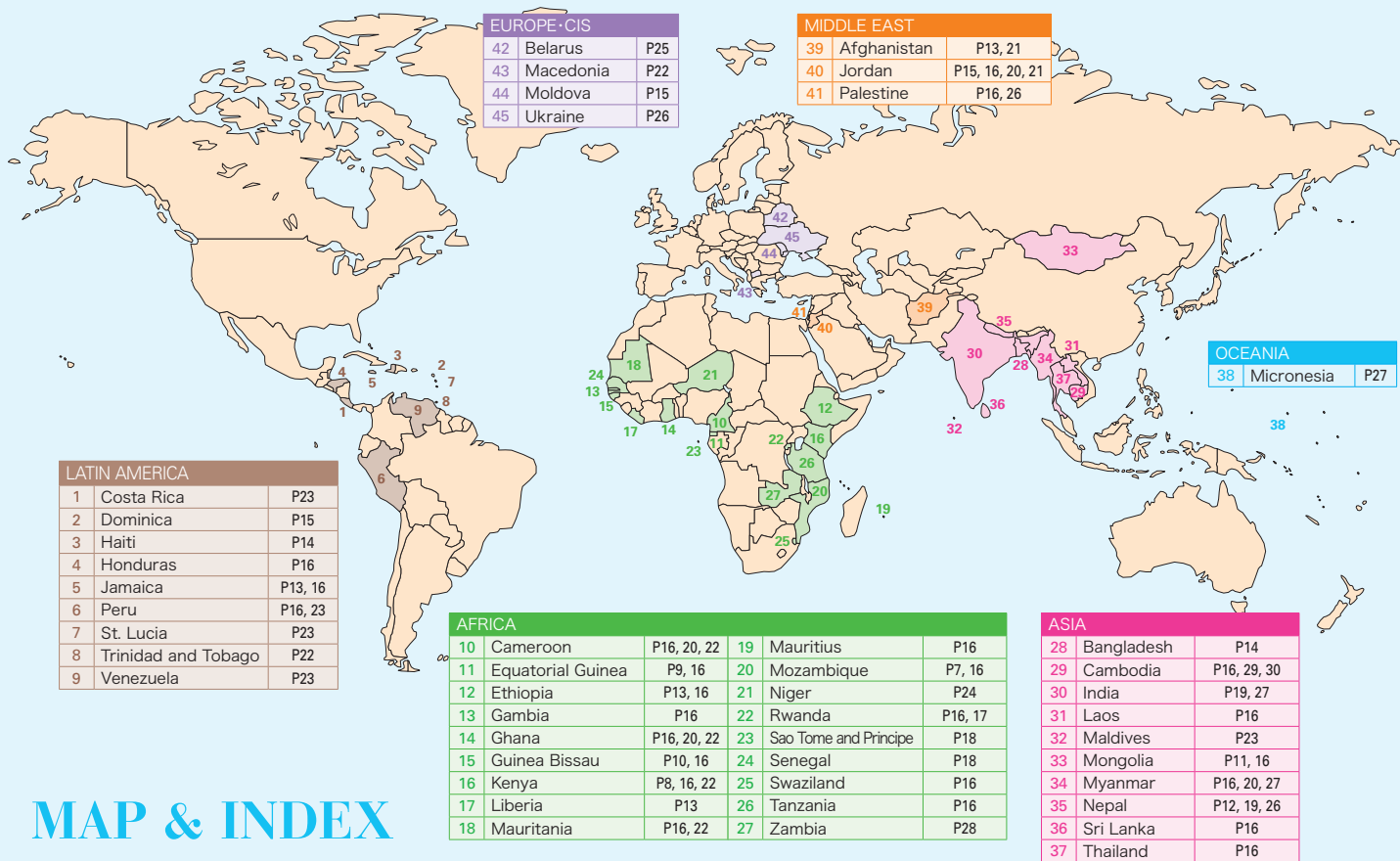
The result of each single visit might be very small, but if it is maintained steadily, this will definitely lead to visible results. Through the experience at the Children's Farm, I realized that what might be needed in Cambodia was the sense that the steady farm work will in the end lead to one's own independence.

A line that made a strong impression on me this time was, "If one human being could save just one other human being, that would

be an amazing thing." I wanted to contribute to the international community, but I didn't know where to start. I also thought that rescuing many people meant making an international contribution. Of course that should be the final goal. But, I felt that this depends on how we can care for firstly the one person in front of us who needs help now, and how much concern we can have for each encounter, and become serious about it.

Each of the Cambodian children we met shared with us about their clear future dreams, such as becoming a doctor, a teacher or even a Japanese language instructor. Some children we met at the Children's Farm did not even know their birthdays. Celebrating birthdays is a natural thing for us to do, but I was shocked to hear that some of them had never celebrated a birthday. We take our lives for granted and judge everything according to our own sense of values. Instead, it is important to reexamine something from a different angle. This served as a great opportunity for me to reexamine my own dream to become a nurse.

We cannot know much about Cambodia through only a one-time visit. And it is not as if I gained enough knowledge to teach and inform others. However, this visit certainly became a chance for me to reassess my way of life and to become more serious about it. I would like to study further about Cambodia and visit again, because there are many things that we can learn only by being there. And above all, I hope to think seriously consider my dream of becoming a nurse. Firstly, I hope to become a person who can live for the sake of people who are closest to me.



## MAP & INDEX

# WFWP Biennial Report 2009-2010

Overseas Volunteer Activities / International Service Projects



**WOMEN'S FEDERATION FOR WORLD PEACE, INTERNATIONAL**  
UN ECOSOC/DPI/NGO General Consultative Status

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