



# WFWP

# Biennial Report

# 2013-2014

Overseas Volunteer Activities  
International Service Projects



WOMEN'S FEDERATION FOR WORLD PEACE

# WFWP Biennial Report 2013-2014

Overseas Volunteer Activities / International Service Projects

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## Foreword

### From the "Millennium Development Goals" to the "Sustainable Development Goals"

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 volunteers have been commissioned to serve in countries throughout the world. WFWP is committed to the achievement of freedom from poverty, as well as to implementing development cooperation activities based on local needs.

Since the year 2000, WFWP as a UN NGO, has sought to contribute through its activities to the attainment of the UN Millennium Development Goals (MDGs), which are universal goals of the international community in the 21st century. Henceforth, WFWP will tackle the achievement of the Sustainable Development Goals (SDGs) which were adopted in September 2015.

Mr. Ban Ki-moon, UN Secretary General, commented in the foreword of "The Millennium Development Goals Report 2014," "This report reaffirms that the MDGs have made a profound difference in people's lives." According to this report, world poverty was halved 5 years ahead of the 2015 deadline; ninety per cent of children in developing regions now enjoy primary education, and disparities between boys and girls in enrollment have narrowed; remarkable gains have also been made in the fight against malaria and tuberculosis; the likelihood of a child dying before age five has been nearly cut in half over the last two decades. This means that the lives of approximately 17,000 children are saved every day; the target of halving the proportion of people who lack access to improved sources of water has also been met. Even if all of the goals have not been attained, the MDGs have saved a tremendous number of people's lives. If there had been no MDGs in this world, the world would have definitely seen much more tragedies.

Certainly, many challenges and issues that were not covered by the MDGs still remain in the world.

In particular, in view of recent conditions in which, so many lives have been lost due to huge natural disasters, we feel the need to have more interest in "climate change" and "environmental issues."

Furthermore, aging has become an issue throughout the world today. It has become accelerated in developing countries even more than in developed countries. It is said that by 2050, 80% of the population of elderly people, 60

years or older in the world, will be living in the developing areas. The United Nations designated October 1 as the International Day of Older Persons, to call attention to the problem of aging. Japan has already become an "aging society" and in 2013 its aging. Not only for children and youths, but the healthy lives of people of all ages must be secured as well.

In the past 15 years, various aspects of the world have also changed. Some issues that were not remarkable around the year 2000 when the MDGs were adopted, have now become more serious problems after 15 years. The resolution of all issues that reflect the economic and social aspects of the present time will certainly be demanded in the new development goals. With regard to support activities in developing areas, it would be meaningless to relieve people temporarily but the relief did not continue for a long time. Now that we have taken the trouble to attain the MDGs and improve the situation, the key word "sustainability" is extremely important so that conditions do not return to the original problematic situations. Thus, the UN has proposed the SDGs, carried out many international discussions at the "UN Sustainable Development Summit," and on September 25, 2015, it adopted the "2030 Agenda for Sustainable Development," including the SDGs as new international goals to be pursued from 2016 to 2030.

WFWP International Service Projects and Overseas Volunteer Activities welcomed their 20th Anniversary in 2014. WFWP volunteers have gone from Japan, continuing their activities for 20 years, including 15 years focused on the MDGs. They are certain and realize that "sustainable development" which brings real change is what defines meaningful support.









We wish to express our sincere appreciation for having been able to continue the work of the volunteers and WFWP members in mission countries for the past 20 years, with the cooperation of all WFWP International chapters, related UN organizations, governments, and other NGOs in each country.

This booklet is a summary of some of the activities by WFWP overseas volunteers from Japan and local WFWP members, carried out from 2013 to 2014. We hope that this will help you to better understand our endeavors to realize the MDGs and contribute to real world peace.



# Millennium Development Goals (MDGs)

## and WFP Overseas Volunteer Activities / International Service Projects related to the Goals

Goals/Targets	MDGs Final Evaluation	WFPV's Activities
 <p><b>1 GOAL 1</b> <b>ERADICATE EXTREME POVERTY &amp; HUNGER</b></p> <p><b>Target 1.A:</b> Halve, between 1990 and 2015, the proportion of people whose income is less than \$1.25 a day</p> <p><b>Target 1.B:</b> Achieve full and productive employment and decent work for all, including women and young people</p> <p><b>Target 1.C:</b> Halve, between 1990 and 2015, the proportion of people who suffer from hunger</p>	<ul style="list-style-type: none"> <li>•Extreme poverty has declined significantly over the last two decades. <b>In 1990, 47%</b> of the population in the developing world lived on less than \$1.25 a day; that proportion dropped to <b>14% in 2015</b>.</li> <li>•Globally, the number of people living in extreme poverty has declined by more than half, falling from <b>1.9 billion in 1990</b> to <b>836 million in 2015</b>.</li> <li>•The number of people in the working middle class living on more than \$4 a day has <b>almost tripled</b> between 1991 and 2015. This group now makes up half the workforce in the developing regions, up from <b>just 18% in 1991</b>.</li> <li>•The proportion of undernourished people in the developing regions has fallen by almost half since 1990, from <b>23.3 % in 1990-1992</b> to <b>12.9% in 2014-2016</b>.</li> </ul>	<ul style="list-style-type: none"> <li>•Microcredit .....P25</li> <li>•Vocational Training for Women..... P20-24</li> <li>•Providing School Lunch ..... P8,13,17</li> </ul> 
 <p><b>2 GOAL 2</b> <b>ACHIEVE UNIVERSAL PRIMARY EDUCATION</b></p> <p><b>Target 2.A:</b> Ensure that, by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling</p>	<ul style="list-style-type: none"> <li>•The primary school net enrolment rate in the developing regions has reached <b>91% in 2015</b>, up from <b>83% in 2000</b>.</li> <li>•The number of out-of-school children of primary school age worldwide has fallen by almost half, to an estimated <b>57 million in 2015</b>, down from <b>100 million in 2000</b>.</li> <li>•The literacy rate among youth aged 15 to 24 has increased globally from <b>83% to 91%</b> between 1990 and 2015. The gap between women and men has narrowed.</li> </ul>	<ul style="list-style-type: none"> <li>•Construction and Management of Kindergarten and Elementary Schools ..... P9-11,13-14</li> <li>•Support of Tuition for Children who cannot go to school due to poverty ..... P15</li> </ul> 
 <p><b>3 GOAL 3</b> <b>PROMOTE GENDER EQUALITY AND EMPOWER WOMEN</b></p> <p><b>Target 3.A:</b> Eliminate gender disparity in primary and secondary education, preferably by 2005, and in all levels of education no later than 2015</p> <p>Indicators:</p> <p><b>3.1</b> Ratios of girls to boys in primary, secondary and tertiary education</p> <p><b>3.3</b> Proportion of seats held by women in national parliament</p>	<ul style="list-style-type: none"> <li>•The developing regions as a whole have <b>achieved the target</b> to eliminate gender disparity in primary, secondary and tertiary education.</li> <li>•Women now make up <b>41%</b> of paid workers outside the agricultural sector, an increase from <b>35% in 1990</b>.</li> <li>•Women have gained ground in parliamentary representation in <b>nearly 90%</b> of the 174 countries with data over the past 20 years. The average proportion of women in parliament has nearly doubled during the same period. Yet still <b>only one in five</b> members are women.</li> </ul>	<ul style="list-style-type: none"> <li>•Construction and Management of Junior and Senior High Schools ..... P7-8</li> <li>•Construction and Management of Kindergarten and Elementary Schools ..... P9-11,13-14</li> <li>•Support of Tuition for Girls who have financial difficulties ..... P15</li> </ul> 
 <p><b>4 GOAL 4</b> <b>REDUCE CHILD MORTALITY</b></p> <p><b>Target 4.A:</b> Reduce by two thirds, between 1990 and 2015, the under-five mortality rate</p>	<ul style="list-style-type: none"> <li>•The global under-five mortality rate has declined by more than half, dropping from <b>90</b> to <b>43</b> deaths per 1,000 live births between <b>1990</b> and <b>2015</b>.</li> <li>•Despite population growth in the developing regions, the number of deaths of children under five has declined from <b>12.7 million in 1990</b> to almost <b>6 million in 2015</b> globally.</li> <li>•Measles vaccination helped prevent nearly 15.6 million deaths between 2000 and 2013. The number of globally reported measles cases <b>declined by 67%</b> for the same period.</li> </ul>	<ul style="list-style-type: none"> <li>•Nutrition Guidance Class .....P36</li> </ul> 

## Goals/Targets

## MDGs Final Evaluation

## WFWP's Activities



### 5 GOAL 5 IMPROVE MATERNAL HEALTH

#### Target 5.A:

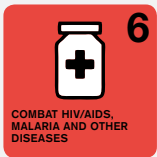
Reduce by three quarters the maternal mortality ratio

#### Target 5.B:

Achieve, by 2015, universal access to reproductive health

- The maternal mortality ratio **dropped by 45%** worldwide between **1990** and **2013**, from **380** maternal deaths per 100,000 live births to **210**. However, in a part of the world, it is still far short of the MDGs target.
- More than 71%** of births were assisted by skilled health personnel globally **in 2014**, an increase from **59% in 1990**.
- In Northern Africa, the proportion of pregnant women who received four or more antenatal visits increased from **50% to 89%** between **1990** and **2014**.

- Medical Assistance for Pregnant Women .....P32



### 6 GOAL 6 COMBAT HIV/AIDS, MALARIA AND OTHER DISEASES

#### Target 6.A:

Have halted by 2015 and begun to reverse the spread of HIV/AIDS

#### Target 6.B:

Achieve, by 2010, universal access to treatment for HIV/AIDS for all those who need it

#### Target 6.C:

Have halted by 2015 and begun to reverse the incidence of malaria and other major diseases

- New HIV infections **fell by approximately 40%** between **2000** and **2013**, from an **estimated 3.5 million** cases to **2.1 million**.
- By June 2014, 13.6 million people** living with HIV were receiving antiretroviral therapy (ART) globally, an immense increase from **just 800,000 in 2003**. ART averted **7.6 million** deaths from AIDS between 1995 and 2013.
- Over 6.2 million** malaria deaths have been averted between 2000 and 2015, primarily of children under five years of age in sub-Saharan Africa. The global malaria incidence rate has fallen by an estimated **37%** and the mortality rate by **58%**.
- Between 2000 and 2013, tuberculosis prevention, diagnosis and treatment interventions saved an estimated 37 million lives. The tuberculosis mortality rate fell by **45%** and the prevalence rate by **41%** between 1990 and 2013.

- AIDS Preventive Education ..... P29-31
- Malaria Prevention .....P32



### 7 GOAL 7 ENSURE ENVIRONMENTAL SUSTAINABILITY

#### <WFWP's target and indicators>

#### Target 7.C:

Halve, by 2015, the proportion of the population without sustainable access to safe drinking water and basic sanitation

**7.8** Proportion of population using an improved drinking water source

**7.9** Proportion of population using an improved sanitation facility

- In 2015, 91%** of the global population is using an improved drinking water source, compared to **76% in 1990**.
- Globally, **147 countries have met** the drinking water target, **95 countries have met** the sanitation target and **77 countries have met** both.
- Worldwide, **2.1 billion people** have gained access to improved sanitation. The proportion of people practicing open defecation has fallen almost by half since 1990.

- Water Service in Schools..... P8
- Hygiene Instructions in Schools .....P35
- Improvement of the Well .....P35



### 8 GOAL 8 DEVELOP A GLOBAL PARTNERSHIP FOR DEVELOPMENT

#### <WFWP's target and indicators>

#### Target 8.F:

In cooperation with the private sector, make available benefits of new technologies, especially information and communications

**8.16** Internet users per 100 inhabitants

- Internet penetration has grown from just **over 6%** of the world's population **in 2000** to **43% in 2015**. As a result, 3.2 billion people are linked to a global network of content and applications.
- Mobile broadband has overcome infrastructure challenges, enabling more areas to connect to the Internet. Its penetration rate increased fourfold between 2010 and 2015, reaching **47%**.

- Computer Class ..... P23-24



Source : Excerpts from "The Millennium Development Goals Report 2014 & 2015"

WFWP Japan added red color to the data before progress and blue color to the data after progress, and made them boldface.

# Millennium Development Goals: 2015 Progress Chart

Goals and Targets	Indicator	Africa		Asia				Oceania	Latin America & the Caribbean	Caucasus & Central Asia
		Northern	Sub-Saharan	Eastern	South-Eastern	Southern	Western			

## GOAL1: Eradicate extreme poverty and hunger

Reduce extreme poverty by half	Poverty rate	low	very high	low	moderate	high	low	-	low	low
Productive and decent employment	Deficit in decent work	large	very large	moderate	large	large	large	very large	moderate	small
Reduce hunger by half	Hunger rate	low	high	moderate	moderate	high	moderate	moderate	moderate	moderate

## GOAL2: Achieve universal primary education

Universal primary schooling	Enrolment rate of primary education	high	moderate	high	high	high	high	high	high	high
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## GOAL3: Promote gender equality and empower women

Equal girls' enrolment in primary school	Parity of boys and girls	close to parity	close to parity	parity	parity	parity	close to parity	close to parity	parity	parity
Women's share of paid employment	Women's share of paid employment	low	medium	high	medium	low	low	medium	high	high
Women's equal representation in national parliaments	Women's representation in national parliaments	moderate	moderate	moderate	low	low	low	very low	moderate	low

## GOAL4: Reduce child mortality

Reduce mortality of under-five-year-olds by two thirds	Mortality rate of under-five-year-old children	low	high	low	low	moderate	low	moderate	low	low
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## GOAL5: Improve maternal health

Reduce maternal mortality by three quarters	Maternal mortality rate	low	high	low	moderate	moderate	low	moderate	low	low
Access to reproductive health	Access rate to reproductive health	moderate	low	high	moderate	moderate	moderate	low	high	moderate

## GOAL6: Combat HIV/AIDS, malaria and other diseases

Halt and begin to reverse the spread of HIV/AIDS	Incidence rate of HIV/AIDS	low	high	low	low	low	low	low	low	low
Halt and reverse the spread of tuberculosis	Mortality rate of tuberculosis	low	high	low	moderate	moderate	low	moderate	low	moderate

## GOAL7: Ensure environmental sustainability

Halve proportion of population without improved drinking water	Coverage of improved drinking water	high	low	high	high	high	high	low	high	moderate
Halve proportion of population without sanitation	Coverage of sanitation	moderate	very low	moderate	low	very low	high	very low	moderate	high
Improve the lives of slum-dwellers	Proportion of slum-dwellers	low	very high	moderate	moderate	moderate	moderate	moderate	moderate	-

## GOAL8: Develop a global partnership for development

Internet users	Usage of internet	moderate	low	high	moderate	low	high	low	high	high
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The progress chart operates on two levels.

- 1) Indicator and the words in each box indicate the present level of development.
- 2) The colours show progress made towards the target according to the legend below:

<span style="display:inline-block; width:15px; height:10px; background-color:#90EE90; border:1px solid black;"></span> Target met or excellent progress.	<span style="display:inline-block; width:15px; height:10px; background-color:#F08080; border:1px solid black;"></span> Poor progress or deterioration.
<span style="display:inline-block; width:15px; height:10px; background-color:#ADD8E6; border:1px solid black;"></span> Good progress.	<span style="display:inline-block; width:15px; height:10px; background-color:#D3D3D3; border:1px solid black;"></span> Missing or insufficient data.
<span style="display:inline-block; width:15px; height:10px; background-color:#FFFF00; border:1px solid black;"></span> Fair progress.	

Compiled by the Statistics Division, Department of Economic and Social Affairs, United Nations.

Sources: United Nations, based on data and estimates provided by: Food and Agriculture Organization of the United Nations; Inter-Parliamentary Union; International Labour Organization; International Telecommunication Union; UNAIDS; UNESCO; UN-Habitat; UNICEF; UN Population Division; World Bank; World Health Organization - based on statistics available as of June 2015.

## The "2030 Agenda for Sustainable Development" including Sustainable Development Goals (SDGs) was Adopted

On September 25, 2015, more than 150 leaders of the world adopted the "2030 Agenda for Sustainable Development", including the SDGs during the "United Nations Sustainable Development Summit". SDGs consists of 17 goals and 169 targets, is the successor goals of the MDGs, and will be the new international goals for 2016-2030.

Compared to the MDGs whose goals were mainly about development issues in developing countries, the SDGs contains issues which developed countries are asked efforts in the areas such as the expanded use of sustainable energy, protection of marine resources, and climate change, in their countries.

 <b>THE GLOBAL GOALS</b> For Sustainable Development		Sustainable Development Goals or Global Goals	
	<b>Goal 1:</b> End poverty in all its forms everywhere		<b>Goal 10:</b> Reduce inequality within and among countries
	<b>Goal 2:</b> End hunger, achieve food security and improved nutrition and promote sustainable agriculture		<b>Goal 11:</b> Make cities and human settlements inclusive, safe, resilient and sustainable
	<b>Goal 3:</b> Ensure healthy lives and promote well-being for all at all ages		<b>Goal 12:</b> Ensure sustainable consumption and production patterns
	<b>Goal 4:</b> Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all		<b>Goal 13:</b> Take urgent action to combat climate change and its impacts
	<b>Goal 5:</b> Achieve gender equality and empower all women and girls		<b>Goal 14:</b> Conserve and sustainably use the oceans, seas and marine resources for sustainable development
	<b>Goal 6:</b> Ensure availability and sustainable management of water and sanitation for all		<b>Goal 15:</b> Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss
	<b>Goal 7:</b> Ensure access to affordable, reliable, sustainable and modern energy for all		<b>Goal 16:</b> Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels
	<b>Goal 8:</b> Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all		<b>Goal 17:</b> Strengthen the means of implementation and revitalize the global partnership for sustainable development
	<b>Goal 9:</b> Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation	Source: Website of SUSTAINABLE DEVELOPMENT KNOWLEDGE PLATFORM <a href="https://sustainabledevelopment.un.org/focussdgs.html">https://sustainabledevelopment.un.org/focussdgs.html</a>	



# Educational Support Activities

## School Construction and Management



Current school building



Final examination of 10th grade students

### 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** 9,288

### 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 WFWP 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 university graduates, and the high percentage of students who pass the graduation exams, as well as the large number of graduates who enroll in universities. It has earned its reputation as a school with 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 authority as public schools.

The library holds more than 7,000 books, including textbooks, reference books and dictionaries, and is helping the students develop their academic competency.

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

Since the opening of the high school, the number of students who aim at university has increased and the school has produced many matriculates every year. In addition, some graduates have been selected as government-sponsored students to study abroad, including a university in Malaysia.

### New Developments

#### [2013]

- In January, the Ambassador of Japan to Mozambique visited the school.
- Ten high-achieving students from the previous year were exempted from paying monthly tuition.
- The school purchased 2 photocopy machines, supported by WFWP USA. It was quite helpful especially to copy tests and texts because the previous old machine was not working well.
- School maintenance conducted: repair and painting of students' toilet, repair of a rest area (arbor), and repainting walls of the school building.
- One of the graduates entered a university in Malaysia, as a government-sponsored foreign student.
- A second medical doctor emerged among the graduates.
- Enrollees of national universities: 42

#### [2014]

- Eight high-achieving students from the previous year were exempted from paying monthly tuition.
- The school purchased solar-lanterns, LED flash lights, for use in periodic blackouts with financial support from WFWP USA. As a result, it became possible to continue classes even during blackouts.
- Two graduates entered a university in Malaysia, as government-sponsored foreign students. The number of foreign students in Malaysia, who graduated from the school, became 8 in total.
- In November, the new Ambassador of Japan to Mozambique visited the school.
- School maintenance conducted: wall repainting of every classroom and toilets for both students and teachers.
- The graduation exam pass rate marked a record high in school history for both 10th and 12th grades.
- Enrollees of national universities: 30

Number of Students (End of the year)	Junior High	Senior High	Total
2013	320	249	569
2014	310	250	560



### Introducing a Graduate

#### Mr. Virgilio Leitão Muando

He graduated from our high school in 2006. He was accepted as a scholarship student of the department of electronic engineering of the Universiti Teknologi Petronas in Malaysia, and graduated with honors among all foreign students.

After working for a Japanese company in Maputo, the capital, for a half year, he entered a French company which is the largest oil exploration company in the world, and has participated in oil exploration at a local subsidiary of the company in Saudi Arabia. Because of visa requirements, he returns to Mozambique every 3 months. Each time, he visits his old school and teaches current high school students about Saudi Arabia by showing videos. His juniors have been very inspired by him.





Newly built computer classroom

## 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 study at the junior and senior high school level. Courses of general academic subjects (Swahili, chemistry, history, geography, mathematics, physics, and biology), business, music, physical education, agricultural technology, and ethics (AIDS preventive education) are offered.

**Total number of graduates** 2,130

### Outline

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

In 2003, the school was accredited as a public school by the Kenyan government and half of the teachers today are assigned by 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 WFWP 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. WFWP helps where they are lacking and contributes to the stable operation of the school.

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

Since the school is located in a poor area where people do not receive adequate nutrition, the school has been providing school lunches so that students can concentrate on studying.

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 among parents and students in the area for this reason.

### New Developments

#### [2013]

- In August, a computer classroom was built, supported by WFWP USA and WFWP Japan. On October 12, the school invited the Lugari District chief education officer as a guest, and held an opening ceremony with many villagers and the PTA. Nineteen desktop computers were set up, enabling students to freely use computers during breaks and at night. In addition, the school allowed local people to use this computer room for free so that they can learn how to use computers.
- According to a suggestion of the vice headmaster of the school, it adopted the "Talking Walls", which are illustrations painted on a wall so that students can learn from them naturally as they walk around viewing them.

#### [2014]

- In October, when Japanese volunteers visited the school, the school held an alumni meeting of foster children. Four graduates and 38 current students attended; old and new foster children communicated and exchanged friendship.

## Kenya Team of Youth Volunteers for International Cooperation

Period: August 16-30, 2013  
3 youths participated.



In order for young people to experience field activities which Japanese overseas volunteers have operated and to raise successors, daughters of WFWP Japan members were sent to Kenya as youth volunteers from 2011 to 2013. They joined in the activities of Japanese volunteers at the Handow Secondary School.

### < Activities >

- To help with the construction of a computer classroom, they painted its walls.
- Sisterhood ceremony between Kenya and Japan was held. Each pair consisted of one Japanese youth member and three Handow Secondary School students.
- The school held a Sports Festival. All students played games such as the three-legged race, ball carrying race, tug-of-war, sack race, relay, etc.
- Youth volunteers attended English classes, shared lunch with the students, and experienced daily school life.
- The team visited foster children's families and an orphanage. They were astonished by the difficult living environments which were worse than their expectations.
- The team held a Curry Rice Party with children of members of WFWP Kenya in Nairobi, the capital. A Tree-planting Ceremony was held by the suggestion of WFWP Kenya.
- According to a survey about a water system that the Kenya team of youth volunteers conducted in 2012, people said, 'I could shorten the washing time,' 'I can follow the school schedule more smoothly because I don't have to deal with water trouble now,' 'we could reduce diseases like diarrhea caused by dirty water,' and so on. It was evident that this water system has been very helpful for the school.
- Safari sightseeing at the Massai Mara National Park.



Helping construction of computer classroom



Sisterhood ceremony between Kenya and Japan



- Water pipes were extended toward the office building, teachers' building, and girls' dormitory, so teachers and girls can use water more easily.

"Talking Walls"

Number of Students	Boys	Girls	Total	Graduates
2013	323	234	557	144
2014	245	285	530	107

# School Construction and Management



Current school building



Class of 2nd grade pupils

## Africa Equatorial Guinea

**School Name** ① **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 (2 years) to sixth grade, and gives all classes in the morning.

The school year starts in September and ends in June.

**Total number of graduates** 211

### Outline

The Motoko School, a vocational training school, was originally opened in the capital Malabo 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 have been in operation.

With approval from the government, half of the teachers are staffed by 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.

### New Developments

[2013]

- Teaching instruction seminar for teachers was held.
- Toothbrushes and cloth pictures showing how to brush teeth were donated from supporters.
- Three playground equipment such as a slide, swing, etc, were installed in the playground.
- After electricity was installed, the school bought a projector and has used it for classes.
- The principal's office, which had been extended, was completed.
- A new classroom, which had been extended on the upper floor of the principal's room, was completed. It has been used as both infants' room and a nap room.
- Advancement rate in the junior high school is 100%.
- Repair of the floor was completed.
- Number of Pupils (September 2012-June 2013):

Boys	Girls	Total
169	198	367

[2014]

- Repair of the floor was completed.
- Number of Pupils (September 2013-June 2014):

Boys	Girls	Total
144	184	328



Playground equipments

**School Name** ② **Pilar Momo Kindergarten and Elementary School**

**Beginning of construction of school building** July 2004

**Completion of the school building** Still under construction

**Founded** September 2011

### Outline

School construction began in response to a request from the Equatorial Guinea chapter of WFP for a school which is larger than the Motoko Shiroma Kindergarten and Elementary School. WFP Equatorial Guinea did everything from site selection to building design and supervising engineers and construction in cooperation with the Ministry of Labor.

The school was named after the first female teacher in Equatorial Guinea.

The area surrounding the school was a residential zone in the capital Malabo, but had no school until now. The school was opened in September 2011, with the earnest request of the neighbors and the Ministry of Education.

WFP Japan will be supporting the construction of 7 classrooms, the principal's office, office room, lecture hall and 4 toilets.



Current school building

### New Developments

[2013] Roofs were installed on the second floor.

[2014] Four classrooms on the second floor were completed, with 8 classrooms being completed in total so far.





Repainted classroom



Cheerful pupils

## Africa Guinea Bissau

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

**Completion of school building** February 2003

**Founded** October 2003

### Curriculum

The school offers general education designated by the government for 1st to 6th grade pupils. National language (Portuguese), mathematics, science, society, physical education, arts and crafts are offered. English and French language classes begin from 3rd grade. Pupils from 1st to 4th grade study in the morning, and 5th to 6th grade, in the afternoon. From 5th grade, teachers of each subject give classes. The headmaster offer moral education every Saturday. The school starts in September and ends in June.

**Total number of graduates** 308

### Outline

In Guinea Bissau, where coups and civil wars frequently occur, about half of the 1.7 million population live on a small income of less than \$1.25 per day. Basic infrastructure including schools are not maintained adequately, and shortage of schools is a serious social problem.

In response to local requests, WFPW built this elementary school in Ruanda District of Bissau City, the capital. Although the social status of women is low in this country, one feature of this school is the high enrollment rate of girls.

The parents appreciate the fact that while many students 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.

Since 2008, the foster parents program has been supporting children from low-income families.

### New Developments [2013]

- The room which had been used as a library and staff room was changed into a fourth classroom. As a result, teachers are now able to smoothly conduct two classes, one for 1-4 grade pupils in the morning, and the other for 5-6 grade pupils in the afternoon, using four classrooms.
- A new library was not added, and the staff room was moved to another place in the school.
- A parents' association was established, and five officers including the chair were chosen.
- Supplies (pencils and shoes) contributed by two high schools in Fukuoka, Japan were distributed.
- A steering committee meeting, which had been conducted irregularly in the past, came to be held regularly on Fridays.
- Two Japanese foster parents visited their foster children's home.
- Total advancement rate is 75%.
- Fifty-seven 6th grade pupils graduated. Most of them advanced to the Sunac Junior High School.
- The walls of the school building were painted.
- In December, a managerial staff meeting was held when Japanese volunteers visited Guinea Bissau.
- Number of Pupils (September 2012-June 2013) :

Boys	Girls	Total
140	152	292

### [2014]

- Sixty-five 6th grade pupils graduated. Most of them advanced to the Sonac Junior High School.
- Total advancement rate is 85%.
- Number of Pupils (September 2013-June 2014) :

Boys	Girls	Total
141	158	299



Presenting a letter from a foster parent to a foster child



Happy with gifts



# School Construction and Management



Current school building



8th grade students

## Asia Nepal

**School Name** Ekta Academy

**Completion of school building** April 2007

**Founded** April 2007

### Curriculum

The school offers 14 classes from kindergarten to 10th grade secondary level and the curriculum is equivalent to the average private school in Nepal. The Montessori system is incorporated. Through special classes of computer, art, martial arts, dance, music, and environmentology, pupils and students can learn moral sense, spiritual strength, imagination, and heart to help each other. A teacher of art and music is a Japanese member of WFP Nepal who lives in Nepal.

### \*Education System of Nepal

- Kindergarten 4 classes: Play group (pre childcare), Childcare, Lower Kindergarten(LKG), Upper Kindergarten(UKG)
- Primary Education: grade 1 to 5
- Lower Secondary level: grade 6 to 8
- Secondary level: grade 9 to 10.

**Total number of graduates** 40

### Outline

Although the enrollment rate of primary education of Nepal has improved by the support from the Nepalese government and foreign countries, the number of children who cannot graduate from elementary school because of poverty and so on is still large.

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. The school is located in Thecho village, Lalitpur District, Bagmati Zone, in the south of the capital Kathmandu.

The school is popular in the neighboring regions as well for its library, well-equipped with computers, science lab and art room.

### New Developments [2013]

- The name of school was changed from "Sun Hwa International Academy" to "Ekta Academy", for all classes were not conducted in English. "Ekta" means "one" in the Nepali language.
- A tenth grade class was opened.
- Stationeries and castanets were donated from Japanese supporters.
- A veranda was remodeled into a new classroom, as the 10th grade class was newly started.
- Extension construction of the school building was started.
- The Lalitpur Local Educational Office evaluated the school as level B (superior) .
- Twenty-one students in the 10th grade took the graduation exam of the junior high school. Twenty students passed and became the first graduates of the school.
- Number of Students

Boys	Girls	Total
225	159	384

### [2014]

- A new small school bus was purchased, for the former school bus did not hold enough seats.
- The school started using 4 new classrooms on the first floor of the new building under construction.
- The Lalitpur Local Educational Office evaluated the school as level B (superior).
- Twenty students in the 10th grade took the graduation exam of the junior high school. All of them passed the exam and graduated.
- Number of Students

Boys	Girls	Total
188	178	366



With students



New school bus (front)



Current school building



Taking national examination

## Caribbean Haiti

**School Name** WFP Literacy Permanent Center  
(Centre Permanent D'alphabetisation de WFP in French)

**Founded** August 2008

**Completion of school building** October 2012

**Restarted** January 2013

### Curriculum

A six-month course for literacy education is offered 4 days a week for 120 minutes per class to adults of both sexes in one class for free. After learning "textbook 1" of the government publication, students take the first national examination. The passers advance to "textbook 2". Unsuccessful students take supplementary classes for 2 weeks and join the passers. After learning "textbook 2", students take the second national examination. The passers of the second national examination receive certificate of passing. Unsuccessful students who have more than 50% attendance rate can receive certificate of completion.

### Outline

According to UNESCO, the illiteracy rate of Haitian adults was 49% (2007-2011). 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, Port au Prince, was devastated when an earthquake of 7.0 hit the country in January 2010. It became difficult for WFP to continue the literacy education which they had offered on a regular basis since 2008, because the school building was completely destroyed. WFP Japan decided to collect donations and build new classrooms for literacy education as reconstruction assistance for the earthquake.

The construction started in September 2011, and was completed in October 2012. The school opened in January 2013.

The Secretary of State for Literacy Delmas Office gives guidance for this school.

Number of Students	Men	Women	Total
2013	5	42	47
2014	5	56	61



Closing ceremony

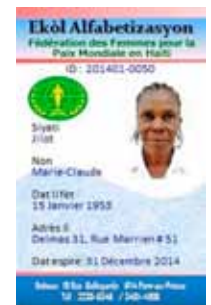
### New Developments [2013]

- On March 8, to commemorate the International Women's Day, 30 female students of the center attended the event at the classroom.
- On September 8, a closing ceremony and an event commemorating UN International Literacy Day were held. Forty students attended, 11 students were given passing certificates, and 7 students received certificates of completion.

2013 National Exam.	Examinee	Passer	Perfect score
First (April 25)	19	10	0
Second (July 9)	16	11	3

### [2014]

- On March 7, to celebrate the International Women's Day, 50 female students of the center attended the commemorating event at the classroom.
- On June 20, a test to read texts which were not included in the national examination was held by the center. Thirty students took the exam, 20 passed and 2 had perfect scores.
- All students received student ID cards with photos of their faces (right photo). They were proud of having their ID cards and carried them cheerfully to the school.
- Construction of toilets was started.
- On July 18, a closing ceremony was held. Twenty-seven students were given passing certificates, and 7 received certificates of completion.



2014 National Exam.	Examinee	Passer	Perfect score
First (March 18)	42	37	4
Second (June 19)	31	27	1



### Reflection of Mr. Nesly Valcy:

"I teach joyfully every day. I'm also happy to see elders enjoying their studies even though they struggle a lot. At times there are some who resist or try to quit, so I have to teach with patience, visit and persuade those who quit to return to the school. But I feel it's so worthwhile to teach. Those who study here are really grateful to WFP. I would like to keep supporting students in the future."



# School Construction and Management



Current school building



Started "UNIQUILTS"

## Africa Cameroon

**School Name** Bafut Training Center

**Completion of the school building** June 2013

**Founded** July 2013

### Outline

Since 1995, we had planned to build a training center in Bafut Village in Northwest State, in order to support women's self-help and promote AIDS preventive education.

WFWP Cameroon members and supporters had gathered funds and continued construction, and the center was completed in June 2013. Now WFWP Cameroon manages it.

At the center, "UNIQUILTS" project, technical instruction of quilting, supported by WFWP since 2003 and AIDS preventive education are being operated.

### New Developments

#### [2013]

- A "Summer Seminar" for youths aged 6-18 was held and 106 youths attended. The program included education on ethics, character development, and prevention of AIDS.
- Technical instruction of "UNIQUILTS" was started at the center, and 4 students attended.

#### [2014]

- Twenty-eight youths aged 10-18 attended the "Summer Seminar," and participated in volunteer activities and sports.
- Technical instruction of "UNIQUILTS" was not held at the center, but instead was taught for 3 students in Bamenda City.
- Preparation to newly open the school as the "Sun Luna Primary School" was started.

# School Management / Support for School Management



With all pupils

## Africa Ethiopia

### Non-formal Education Child Support Program

### Management of Primary Education School "One Hope Garden"

#### Outline

WFWP Japanese volunteers initiated free literacy education in 1997, in Woreda District 7 of Addis Ababa, the capital of Ethiopia, for impoverished school-aged children who cannot afford schooling. In 2001, it was officially approved by the government as a primary school. After 3 years of education, these children are admitted to the Addis Ababa Municipal Elementary School as fourth graders. 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 poor families since 2003.

WFWP Japanese volunteers restarted a literacy education class for women in 2014, which had been operated from 1997 to 2000. The class offers Amharic, mathematics (including business training), and English for a year.

### New Developments

#### [2013]

- Special school lunches have been provided since 2012. Since pupils can't concentrate on studying when hungry, the school lunch is very effective. That is why school lunches were started again twice a week.
- In the 3rd grade class, a period to read 19 picture books translated in Amharic was introduced.
- As return gifts for paintings sent from Japanese elementary schools, teachers asked the pupils to draw paintings that expressed, "This is Ethiopia!" and held an exchange of children's artwork.

#### [2014]

- Literacy education class for women opened on November 5. By using empty classrooms after classes at the "One Hope Garden," it was held twice a week for 2 hours. Forty students attended.
- Third grade pupils visited the national museum as part of their social studies.

Number of Pupils	Boys	Girls	Total
September 2012- August 2013	14	38	52
September 2013- August 2014	21	31	52



Africa

## Liberia

### Support for Management of Day-care, Kindergarten and Elementary School "Peace Hana School"

Outline

The school was approved by the government in September 1998, and opened in a poor area of the capital city, Monrovia. Day-care and Kindergarten offer programs for children from ages 3 to 6, including basic reading and writing skills, singing, sports, playing, Japanese language and Bible study. 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 Japanese language, AIDS preventive education, family education, and moral education. Through school events, the school holds exchanges with the PTA and local community.



Presenting musical instruments and toys to children

New Developments

**[2013]** The number of girls became twice that of the boys, which contributed to reducing the educational gap between male and female.

Japanese volunteers donated musical instruments for music class such as handbells, castanets and harmonicas, tools for physical education such as jump ropes and beach balls, other toys and first-aid kits.

**[2014]** As the conditions of Liberia began to settle down, the children also became more stable and their smiles showed their sense of security with peace. People became able to focus more on education for children. As a result, in the previous year, the school had more

applications for admission than other years. However, because of an epidemic of Ebola hemorrhagic fever at the end of March, the situation changed. Until July, the school continued to operate with much difficulty. Following that, a national emergency was declared in August, and then all schools of the country were closed as of September.

Number of Pupils	Nursery	Kindergarten	Elementary	Total
2013	46	25	53	124
2014	56	14	57	127



One scene of the class

Caribbean

## Jamaica

### Support for Management of Kindergarten "Saint Francis Basic School"

Outline

WFPW started to support the kindergarten in September 2002. It uses a building of a Christian church in a poor and unsafe area in Kingston, the capital city. It offers preschool education for ages 3-6 before entering elementary school. According to the government curriculum, 3 teachers including the principal made textbooks by themselves to conduct classes.

New Developments

**[2013-2014]**

WFPW supported approximately 17% of the operating expenses.

Number of Pupils	Boys	Girls	Total
2013	39	31	70
2014	38	32	70

Oceania

## Solomon Islands

### Support for Management of Kindergarten "New Hope Academy"

Outline

In February 2011, the kindergarten opened in Honiara, the capital city, with support from WFPW Australia. Then, WFPW Japan's volunteers started to support its operation in 2013.

The kindergarten is for children aged 3 to 5. In addition to the kindergarten curriculum decided by the government, the school has made improvements by referencing foreign curricula (Japan, USA, and South Korea). It adopts the 4-term system, one term running for 10 weeks. Tuition is about 7,500 yen (\$63) for a term, which is lower among private kindergartens there. Funding for events were collected by mothers' fund-raising activities. They focus on moral education including character education, and provide quality education.

Mothers are enthusiastic for education, so the school promotes study groups for mothers and reading aloud for the children.

New Developments

**[2013]**

- As English picture books were donated, they conducted training for reading aloud.
- On December 28, the school held a graduation ceremony, and 25 kindergarten students graduated.

**[2014]**

- In January, construction of a new classroom was completed, supported by WFPW. A water tank was purchased and installed with donations that parents earned in bazaars.
- English picture books, textbooks for Japanese nursery school teachers, and books on moral education were donated by Japanese supporters.
- The more they held reading aloud with picture books, the more effective it was for the children. They came to enjoy reading on their own and this was helpful for children to develop their emotional sensibility.
- Twenty-two kindergarten students graduated.



Reading aloud

Number of students	3 years old	4 years old	5 years old	Total
2013	17	22	28	67
2014	34	33	24	91

# Foster Parents Programs / Scholarship Programs

## Foster Parents Programs

Country	Target	Period/Amount	Month and year program started	# of foster children		# of foster parents	
				2013	2014	2013	2014
<b>ASIA</b>							
Cambodia	From elementary school pupils to high school students who are orphans or from single-parent or needy family in Treang District, Takeo Province	Foster Parents support ¥15,000/year. Out of this amount, \$100 is allotted to support for foster children and the remainder is allotted to administrative expenses. Both amounts change depending on exchange rates. Foster Children receive \$100 in 3 times in a year.	1996	50	56	50	55
Mongolia	Elementary school pupils in the 102nd School in Dari-Ekh, Bayanzurkh district	¥10,000/year for 5 years up to graduation from primary school. Support was finished in 2013.	October 2001	80	-	90	-
Myanmar	Elementary school pupils, junior and senior high school students, and University students	¥15,000/year including ¥3,000/year as administrative expenses until graduation from university. ¥63,000/year including ¥3,000/year as administrative expenses for medical and dental students and its payment is divided into 12 times.	November 1997	164	178	150	162
Nepal	Pupils and students of the Ekta Academy	¥12,000/year for 1 year including tuitions and educational materials.	January 2011	92	85	92	84
Thailand	Junior high school students	¥15,000/year for 3 years	2000	30	36	30	25
<b>AFRICA</b>							
Cameroon	Outstanding but disadvantageded elementary pupils, junior and senior high school students, and university students	¥30,000/year for 1 year including tuition and educational materials	September 1997	11	11	8	6
Equatorial Guinea	From 5 to 15 years old pupils (kindergarten to 6th grade) of the Motoko Shiroma and the Pilar Momo Kindergarten and Elementary Schools and other schools	¥10,000/year including tuition and school supplies	October 2002	116	95	111	81
Ethiopia	Pupils and graduates of the One Hope Garden (elementary school)	¥3,000/month (¥36,000/year) up to Grade 12	February 2003	20	20	20	20
Ghana	Elementary, junior and senior high school students of Amasam in Ga district, Accra city, and the suburbs of Accra	¥12,000/year including tuition, uniform, shoes and stationary for elementary school pupils and junior high school students. ¥50,000/year as tuition for high school students. Renewable yearly.	January 2002	50	50	48	54
Guinea Bissau	War orphans, pupils of the Sunac Elementary School and students of the Sunac Junior High School	¥1,000/month and ¥3,000/month	January 2001	41	41	41	43
Kenya	Students of the Handow Secondary School	¥15,000/year and renewable yearly (on request)	May 1998	40	40	27	29
Mauritania	Orphans and children from needy family aged 5-15	¥3,000/month or ¥1,000/month up to graduation from junior high school. 80% uses for child support.	October 1997	5	8	4	5
Rwanda	Orphans and disadvantageded students of the New Hope Technical Institute	¥28,000/year	January 1999	45	42	32	32
Swaziland	Elementary school pupils and junior high school students	¥15,000/year for minimum 2 years	January 1997	24	46	24	46

Other countries: Honduras, India, Laos, Sri Lanka

## Scholarship Programs

Country	Target	Period/Amount	Month and year program started	Recipients	
				2013	2014
<b>ASIA</b>					
Mongolia	University students from needy family	¥30,000/year	October 2013	12	15
Sri Lanka	Outstanding but disadvantageded students of high school, university, and vocational college	¥10,000/year generally for 3 years (up to graduation for university students)	November 2002	6	15
<b>AFRICA</b>					
Gambia	2013: Junior and senior high school students 2014: Senior high school students	¥7,000/year for junior high school ¥15,000/year for senior high school	September 1995	89	80
Zambia	Outstanding but disadvantageded students of the National David Kaunda Technical High School	¥60,000/year including tuitions and dormitory fees and payment is divided into 3 times	September 2013	10	10
<b>CARIBBEAN</b>					
Jamaica	Orphans of the National Children's Home	\$250/year for under university, \$1,000/year for university students	1999	5	5

Other countries: Jordan, Mauritania, Palestine, Uganda

## Introducing Some Foster Children



### Thailand

**Ms. Anuporn Wanitchakunpat**

10th grade in 2014

Supported as a foster child during 2010-2012

### I want to be a good model for my juniors

"I'm a graduate of the Ban Huaysing School, which is supported by WFWP. When I heard that I could receive a scholarship from WFWP, I was so happy that someone would provide a scholarship for me, only a poor junior high school student. Even if the amount was not large, it was really precious for poor students. For children living in remote areas, poverty not only means having no money, but also having no chance and hope to receive good education and build good future plans. In order to get out of a cycle of poverty and ignorance, continued support from various social organizations is essential. I was one of those given such a chance by WFWP. I'm so grateful that WFWP has given me a scholarship continuously for 3 years. I promise to become a good adult and a good model for my juniors. I hope WFWP would continue to support unfortunate children."



Anuporn and her friends won the championship at nationwide interschool ethic project contest in 2012. Anuporn (center of the photo) was the captain of the team.

### Ghana

**Mr. Jerry Nmai Adjei**

Supported as a foster child since 2005

### My dream came true, at the same time when my foster parent passed

Jerry grew up separated from his parents, and lived with his grandmother in his childhood. In spite of the difficult situation, he was really good at studying, and strongly wished to become a medical doctor since he was an elementary school student. When he was in high school, he told his dream to Mr. Kobayashi, his foster parent, who asked the Lions Club to help him, and they decided to support his high school tuition.

On September 26, 2014, he received a message from Ghana that he got his earnest wish to be accepted by the medical department of the University of Development Studies. Jerry immediately tried to tell this happy news to Mr. Kobayashi, who had supported him to achieve his dream. However, unfortunately Mr. Kobayashi had passed away just a few days before he could be informed.

WFWP Japan's volunteers sent the message of Mr. Kobayashi's passing by e-mail to Jerry, who loved him as his own father, even though they lived far apart from each other. The next day, Jerry sent a letter of condolence to Mrs. Kobayashi, saying "I was so shocked when I heard this unfortunate news. It is because without support from my father (Mr. Kobayashi), I would not be where I am today. I would like to thank you so much for everything he has done for me... I will never forget my father eternally."



Card of foster parents and children; Kobayashi family and Jerry



# Other Educational Support

## Eastern Europe

### Moldova

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

##### Outline

Moldova is one of the poorest countries in Europe and 50% of the population go outside the country to work. Although parents leave their children to their grandparents or relatives, some foster families sell these children out of desperation for money. Due to systemic institutional deficiencies, these children have not been protected, which has turned Moldova into one of the main suppliers in human trafficking.

Moreover, every school has children who cannot afford clothing, underwear, 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 WFP established the Children's Day-Care Center at the Cazanesti 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. WFP borrow some classrooms, a play room, and a dining hall of the school for free and use this as the Center. The Center supplies needy children with clothing, underwear and school materials to send them to school, feeds them after school, and provides them with a place to do 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. They are proud of the Japanese supporters.



Japanese language class

##### New Developments [2013]

As extracurricular activities, children have been studying the Japanese language and Japanese traditional culture. Through these activities, the children have become able to have a dream for their future.

##### [2014]

Regarding children who had attended the Center since 2005, refusal to attend classes became zero.

The health condition of children was improved by supporting meals.



Teaching how to make "Fukuwarai (game like 'pin the tail of the donkey')"

## Caribbean

### Dominica

#### Support for Art Education

##### Outline

This program was started at the request of Prime Minister Roosevelt Skerrit. While he was Minister of Education, he became concerned about his country's lack of art education in the public education system. He asked us for cooperation and WFP Japanese volunteers who have a background in art have been developing art education in Dominica since November 2002. They have taught art as a required subject for freshmen in the Department of Education at the Dominica State College (DSC), the country's only national university. Classes are held for 2 hours per week, 7-8 times in one term, during 3 terms in one academic year. These volunteers also guide incumbent preschool and public elementary teachers at a social center which a Catholic church operates, because they have received little or no art education in their past. Contents of the lessons include basic practical skills of sketch, watercolor painting, sculpture and design and the purpose of art education.

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

Because there was no art education in this country until our



Textbook of Art created by WFP Japanese volunteers

volunteers started, graduates of art schools among the volunteers played a key role and created a textbook of art education by themselves. Moreover, since there was no art supply available in this country, they are distributing donated supplies from Japan to the students.

##### New Developments [2013]

WFP volunteers taught 25 students at DSC and 10 practicing teachers at a social center.

A closing ceremony and exhibition were held at the social center. When they marked the 11th year since they started art education, Prime Minister Skerrit sent a letter of thanks to our volunteers. The Prime Minister, stating, "The result of your efforts can be seen in the many classrooms which are now filled with bright and colorful art work created by our school students...We greatly appreciate the generosity of WFP Japan over the years and thank you very much for your sincere and sacrificial work in Dominica," encouraged continued instruction.

##### [2014]

WFP volunteers taught 37 students at DSC, 50 children at youth reformatories and 150 children at elementary schools.

Graduates of DSC, who received art education, have started to work actively and have inspired other teachers.



Support program at a diversion center



### Comments from Ms. Ann Elcock:

“Character education has a positive impact on the school. Teachers and students have listened to each others’ opinions. The students have been thinking, ‘I have to remember and practice the particular Virtue which was taught weekly at the school assembly...’ We promote the practice of Virtue in cooperation with the PTA. The relationship between teachers and students became close, and the number of students who consult the principal or counselors with a problem has decreased, compared to before. Moreover, teachers became patient with the students and very good impact was observed. Teachers themselves are also making efforts to be aware of and practice the Virtue of each week.”

## Caribbean Saint Lucia

### Support for Character Education for Family Reconstruction

#### Outline

In Saint Lucia, African residents account for 90 percent of the population, and a marriage system has not been established due to the vestiges of slavery. The proportion of children born from unmarried couples has reached 85%. There are many cases of teenage pregnancy and childbirth and single mothers. More than 60% of the number of deaths from homicide is due to domestic violence. Amidst the breakdown of family system, as parents cannot educate children at home, WFWP Japanese volunteers felt that public educational institutions such as schools need to incorporate moral and character education. They had negotiated with the Ministry of Education since 2004, and started to take initiative to promote character education at schools nationwide with the recommendation of the Ministry of Education in 2005.

In 2008, the character education program was adopted as an elective course in the teacher training department of the Sir Arthur Lewis Community College. Since 2009, this subject has been taught at classes of elementary and junior high schools that are model schools. The teaching material is the "Discovering the Real Me" textbook. Meanwhile the president of WFWP Saint Lucia chapter has enhanced relations with the Ministry of Education, has and is promoting the program cooperating with local educators, youth organizations, and American educational groups.

#### New Developments [2013]

- The character education program was provided at 9 places in total, including 6 elementary schools, 1 junior high school, and 1 supplementary school for truant girls, 1 diversion center: public educational facility as a pre-stage for entrance to reform school in Castries, the capital city, Marigot and Banse, and a total of 700 attended these programs.
- WFWP has continued to care for the schools through implementing a support program including making cards. By the request of headmaster of the diversion center, WFWP had provided a course for 2 hours per week from September to December.
- At the college, lectures of this program were held 3 times a year.

#### [2014]

- The character education program was provided at 9 places in total, including 6 elementary schools, 1 junior high school, 1 supplementary school for truant girls, and 1 diversion center in Castries, Marigot and Banse, and 600 people in total attended.
- Character Education course seminars were held 10 times for 5 youths at the peace center in Sunny Acres, Castries.

## Caribbean Cuba

### Character Education Promotion Project

#### Outline

The Association of Pedagogues of Cuba (APC) which has researched about teachers training and education and has been making efforts to improve the public education of Cuba, showed a deep interest in the contents of the character education program which WFWP Dominican Republic chapter implemented. They hoped to install this program in a form suitable for Cuba, so WFWP Japanese volunteers for Cuba accepted this proposal and started to provide support in January 2014.

#### Implementation [2014]

- In June, WFWP Japanese volunteers discussed with APC the activity plan of the project. An expert from the Dominican Republic gave an introductory lecture of character education at 3 teacher training schools. Executives and teachers in charge of each school gave them a big welcome and showed great expectations for this program.



A pilot class at teacher training high school in Havana

- From July to August, APC had developed educational material and held workshops for lecturers at the 3 target teacher training schools.
- From September, pilot classes had been held for 100 students in total at the 3 target teacher training schools. We received a report that the response of the students was excellent.

#### Other Educational Support Activity

## Russia

### Support for Art Activities for Handicapped and Sick Children



# Sound Development of Youths

Africa

## Ghana

### Support for Youth Sports Education Project, YOTIVE

#### Outline

WFWP has supported basketball and karate (Taekwondo-do) teams since 1995. We have also implemented AIDS preventive education for the team members.

The ranking of our basketball team was evaluated as Division One in the national league before, but it has dropped to Division Two now. The team practices 3 times a week voluntarily. Its junior team is growing. It has participated in domestic league matches and regional tournaments continuously. WFWP suspended support in 2014.



Practice of basketball

Central and South America

## Argentina

### Education for Sound Development of Youths

#### Outline

Amidst the family breakdown due to an economic collapse, for the purpose of educating and nurturing emotionally affected children, WFWP had deepened communication with mainly children through drawing pictures at elementary and junior high schools, public facilities, and sports clubs. In March 2013, WFWP started to provide emotional sentiment education including teaching concepts of a happy heart and stories to maintain a peaceful heart. Based on this foundation, we have promoted pure love and abstinence education and AIDS preventive education.

#### New Developments

[2013]

Drawing instruction classes were held at the Chicago Sports Club, kindergartens, elementary schools, state sponsored events in the State of Buenos Aires for 275 people in total. We selected children who could draw well and awarded them. All participants received a prize for participation.

[2014]

- In June, Prof. Marta Formichella, coordinator of our activities, and WFWP staff members held lectures on emotional education with drawing pictures and ideal family education for 525 people in total, including professors of private schools in Buenos Aires, the capital, parents and children.
- In October, AIDS preventive education seminars for staff members of other women NGOs were held.



Emotional education with drawing pictures

- In December, an exhibition of outstanding drawings and awards were held.
- From June to October, WFWP Tucuman branch director and staff members held AIDS preventive education seminars in the Tucuman area, for 80 Christian church youths and their parents. These were held 7 times for youths and 230 in total attended the seminars. In December, the WFWP Tucuman branch delivered leaflets of AIDS prevention and carried out a questionnaire survey on AIDS.



### Mrs. Stella Maris Arzuaga

Headmaster of the Colegio Santa Teresita del Niño Jesus in Arrecifes City in the State of Buenos Aires (as of 2014).

In 2013, Mrs. Arzuaga published a book on women who impacted the history of Latin America (photo, right). She was introduced the life of Dr. Hak Ja Han Moon, founder of WFWP, by Prof. Formichella, her friend, and decided to include her in the book.

Afterwards, Mrs. Arzuaga was approached by Prof. Formichella and conducted classes on emotional education with drawings, and family moral education for children of the elementary course (ages 6-9) of the Colegio Santa Teresita del Niño Jesus.



#### Comments from Mrs. Arzuaga

"The contents based on the educational thought of the founder of WFWP brought big results for the children. The contents on peace and family morality will inspire the children's rich creativity. I hope to continue to deepen exchanges with WFWP."



Introduced Dr. Han, Founder of WFWP



# Women's Self-Help Support Activities

## Vocational Training School Construction and Management



Current school building



Class of beautician 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. Internship program is included prior to graduation for 3 months.

**Total number of graduates** 2,055

### Outline

The school was established in the capital, Kigali, in 1996 in order to support the 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-soldiers since 2007 as it was recommended as a school to promote the World Bank-sponsored project "Rwanda Demobilization and Reintegration Project".

The employment rate of graduates in the cooking and hairdresser/beautician course is higher than that in other course.

Since 1999, a foster parents program has supported students who have difficulties to continue schooling.

Some graduates have succeeded as entrepreneurs, utilizing skills and expertise they learned at this institute.



The students showing their graduation work at a fashion show

### New Developments

#### [2013]

- On March 9, a parents' meeting was held. The institute explained the curriculum and program and asked for the parents' cooperation.
- In April, the institute received hygiene instruction and education organized by the Nyarugenge district office.
- On June 17, the Workforce Development Authority (WDA) under the Ministry of Education offered education to improve the technical skills of teachers.
- In July, the students received education from the Sulfo Rwanda Industries, a Rwandan manufacturing company, regarding the handling of its own beauty-related products.
- Sixty students of Group 8 studied under the "Rwanda Demobilization and Reintegration Project," and all graduated.
- A graduation ceremony was held on November 29, and 87 students graduated.
- The employment rate for graduates was 58% (as of April 2015).
- Number of Students (including ex-combatants)

Dressmaking	Hairdresser/Beautician	Cooking	Total
53	68	47	168

#### [2014]

- On January 24, an investigation team from Scotland, Kenya and Ethiopia and an observation team from the Rwanda Development Board visited the Institute to observe how students learn dressmaking skills.
- On March 11, teachers and students received technical guidance from a fashion designer, who was introduced by WFPW Canada, and received much stimulation.
- On May 26, a WDA personnel who focuses on follow-up of students participating in internship programs visited the institute. This person promised job placement for the top 50 students.
- On September 25, a cooking course graduate visited the institute and shared experiences after finding a job. This graduate said, "It is important to maintain technical knowledge, a good attitude toward the job and study and discipline. What I learned in this institute was extremely useful."
- A graduation ceremony was held on February 27, 2015 and 108 students graduated.
- The employment rate for graduates was 61% (as of April 2015).
- Number of Students (including ex-combatants)

Dressmaking	Hairdresser/Beautician	Cooking	Total
28	51	31	110

# Vocational Training

## Africa

### Senegal

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

##### Outline

A school was opened in the capital city, Dakar, in 1995 to help women become independent. It offers six hours of classes a day and four-year courses in dressmaking, lace-making, embroidery, beads embroidery, and home economics. A certificate accredited by the government is presented to students who passed the graduation examination. An advertisement is made to the community at the end of each academic year with an Exhibition & Sale at the Completion Ceremony. Biennial graduation ceremonies are held and local dignitaries and politicians are invited. Through the parents' association, the school is making efforts to take establish roots in the surrounding community.

Since 2001, the "Salon de Couture JAMOO", a training shop for graduates, has offered a one-year on-the-job training course.

##### New Developments

###### [2013]

- Japanese supporters received letters of thanks from students. There was a girl who could not enter junior high school due to academic deficiency. Other girls who were orphans or from divorced families met JAMOO in the depths of despair, but they rose above adversity and found hope in their lives through acquiring technical skills and making many friends at JAMOO. All students thanked JAMOO and were full of the joy of learning.
- The mayors of surrounding towns received an introduction to JAMOO and WFP, and were informed that studying at JAMOO is ideal for the education and financial independence of students. Some students enrolled through the introduction of some mayors, thanks to this presentation.
- Graduates of the training shop had been provided with an electric sewing machine and financial aid to start their own dressmaker shops before. However, WFP Japanese volunteers decided to end this support as there were many graduates who already had sewing machines, and there were more students who find employment in dressmaking shops rather than opening their own shops.
- The school could not hold their biennial graduation ceremony.

###### [2014]

- Trainees of the training shop made great effort and the store was able to manage all of its operation with profit from sales, except rent of school building.

Number of Students	JAMOO	Training Shop
December 2012- August 2013	Students : 24 Graduates : 2	Trainees : 7 Found employment : 6 Extension until next year : 1
December 2013- August 2014	Students : 29 Graduates : 9 (6 proceed to Training Shop)	Trainees : 8 Found employment : 7 Extension until next year : 1



Director (left) visited a graduate who learned at training shop from 2008 to 2009 and achieved economic independence running a dressmaking shop.



Class of lace-making

#### Letter of thanks from a student Ms. Sally N'diaye

"I am writing this letter to tell you how my history has changed at the JAMOO training center. I think JAMOO as a training center is not only for teaching sewing but also for bringing many individuals together and giving them a new future. When I came to JAMOO center in 2009, I was very sad and had no hope. In this year, I left the school (she finished primary school with low grades, and was not admitted to middle school), and it was very hard for me. I didn't know what to do with my life, specially, what I will be in my future. I was lost, and I was asking myself many questions, that there will be no future without continuing my studies!!!



One day, the happiness came to me. I went out with my friend and on the way I saw the banner of Women's Federation for World Peace, I said to myself, "Peace! This is interesting!" I thought that I had to go to see what it meant and asked for information. When I entered inside, I saw many girls with proper teachers. I received a warm welcome. The Director received me with open arms and a big smile, and explained all about JAMOO, what it represents and its status in society. I was surprised and I lost voice. I said to myself, "I have to sign up without hesitation because this training in JAMOO center can give me a sense of my future." Next morning, I went to JAMOO again and signed the application form. I started my training. I will become a Dressmaker because of JAMOO. The teachers are like mothers for us and they give us advice for many things. I have the friends of my life who became my sisters. I thank you very much for your financial support. Without you, JAMOO will not exist and many girls will be miserable, but now we are very happy."



Class of dressmaking



## Africa

# Sao Tome and Principe

## Sewing Classes

### Outline

Classes began at the WFPW office in the capital, Sao Tome City, in 2004 to provide education to develop sensitivity and emotions and technical education for high school girls. Sewing classes are provided twice a week for two hours, for one year, 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.

### New Developments

#### [2013]

- The closing ceremony of the class of 2012 was held on January 5, which could not be held in December 2012.
- Beginners course and the advanced course were provided. Nine students studied in the beginners course and five of them graduated. Five students studied in the advanced course and nobody graduated.
- A graduate who studied here in 2004 became an instructor of the sewing class.
- There were many requests to open a class in Monte Café Village, so a class was opened there, and 16 students took the beginners course and 10 of them graduated. A graduate who studied in 2012 became an instructor of this class.



With students

#### [2014]

- The closing ceremony of the class of 2013 was held on January 4.
- Classes were not held in Sao Tome City where classes had been held so far, but they were newly opened in Nova Moca, a small community in Monte Café Village and Santarém Village. Sixteen students in Nova Moca and 12 students in Santarém took the beginners course. However, their instructor could not go to these villages due to bad traffic situation and they were forced to close in the middle. In Nova Moca, instead of a sewing class, classes on embroidery, making tote bags, and traditional shirts for tourists were provided.



Students learning with eagerness



Receiving orders of school uniforms

## Asia

# Nepal

## Vocational Training School "Creative Training Center (CTC)"

### Outline

In Nepal, both the literacy rate of women and enrollment rate of girls are low. As the importance of education for women is not socially recognized, the thought that women do not need education is still prevalent.

In order to promote women's empowerment and improve lives of women, CTC was opened for women aged 15 to 30 in January 2005. Moving from Kathmandu and Thecho Village to Bharatpur, based on the needs of communities, dressmaking classes had been provided.

In 2012, the technical training course was changed from dressmaking to embroidery. The center offers a course for 2 to 2.5 months and students study for 4 hours from 11:00 to 15:00, 6 days a week. This course is held 5 times a year. Tuition is cheaper than other vocational centers.

This center has become a place to provide a chance for economic independence to many Nepalese women, who had had no choice but to engage only in housework.

### New Developments

#### [2013]

Thirty-two students enrolled and all of them graduated. On the day of the graduation ceremony, family and moral education for women was provided.

All graduates were able to get income at home, receiving orders for the embroidery of saris, blouses and shawls.

#### [2014]

Twenty-six students enrolled and all of them graduated. On the day of the graduation ceremony, family and moral education for women was provided.

It became possible for all graduates to earn an income with embroidery skills they acquired at the center, and the self-sufficiency rate was 100%.

## Asia

# Myanmar

## Vocational Training School "Sakura Vocational School"

### Outline

The school was opened on February 7, 2008 in the largest city of Yangon in order to help women become financially independent. A knitting course and dressmaking course are offered 3 times a week, 3 hours a lesson.

The knitting course provides hand-knitting lessons for 3 months and beads for 3 months, for a total of 6 months.

In the dressmaking course, students learn dressmaking using the unit of inches in the beginners classes for 4 months, and next using centimeters in the intermediate classes for 4 months. After going through beginners classes for 4 months, students are able to sew skirts and national dresses.

In both courses, WFPW members are instructors. They are deeply trusted by the students, and act as good counselors to these students on technical and other matters as well.

### New Developments

#### [2013]

The number of students in the dressmaking course increased by word of mouth.

Instructors started to receive orders of uniforms and other clothing and can earn an income while teaching at the school.

The school discovered that students could acquire most of the dressmaking skills through the beginners' classes of dressmaking course. As dressmaking using centimeters is not mainstream and there was no need for intermediate classes, only the beginners classes were held.

#### [2014]

Although the number of students in the knitting course was smaller than usual, there were many students who continued training after completing the course.

The graduates of the knitting course made bead products using their skills acquired at the school and became able to earn an income.

Number of Students	Knitting	Dressmaking	Total
2013	61	21	82
2014	48	26	74



# Vocational Training



Students learning with eagerness

## Asia India

### Support for Management of Vocational Training Center and Elementary School "Nav Bharat Vocational cum Educational Training Centre (NBVTI)"

#### Outline

In 2000, a female social worker of Delhi City founded a vocational training center in Dakshinpuri, New Delhi City, where the government relocated slum dwellers, in order to promote girls' economic independence and the academic development of elementary school students among the poor. WFP had supported this center since July 2002 and completed its support in 2014.

In 2013, the center moved to a slum in Haryana State.

All graduates got jobs in some form such as an independent business or part-time jobs in their free time.

#### [Vocational Training Course]

There are 3 courses; sewing, fashion design (advanced course for those who complete the sewing course), and beautician. These are 1-year courses. Licenses for dressmakers and beauticians are provided to those in this course, whose skills meet the standards of the government. The students of this course have a goal to earn income while learning, and as their skills improve, they can obtain income by receiving orders for custom-made clothes.

#### [Short Course for Housewives]

Housewives learn dressmaking skills for 6 months to make, e.g. 'Punjabi Suits' which are needed for Indians, until they can earn an income.

## Middle East Afghanistan

### Vocational Education Project to Help Women Become Financially Independent

#### Outline

In order to help women in their 20s-40s who started dressmaking businesses with funds received through the microcredit project improve their skills, and to look for possible markets abroad, WFP Japanese volunteers launched support for technical guidance with a Japanese instructor in September 2012.

In the basic course, students sew a jacket for 4 hours a day, in 5 days.

In the step-up applied course, they make patterns for blouses and pants for 4 hours a day, for 10 days.

All students who attended all schedules of each course can receive certificates.

#### New Developments

##### [2013]

- Six students attended the step-up applied course.
- During orientation, WFP was introduced and a family education seminar was held.
- Although students had produced clothes by rough measurement so far, through understanding the great importance of accurate measurement and implementing it, they could master finer and more accurate skills with measurement in millimeters, and drawing by using a curved ruler.



### Introducing a Graduate Ms. Lehana

Lehana lives in a slum in Dakshinpuri. Her father works as assistant and helper of a tailoring master at a sewing plant, earns a small salary of approximately \$100 a month and feeds 8 family members. Her parents cannot read and write. Since she is the eldest child and a Muslim, the surrounding community members were completely against her attending NBVTI. However, after receiving the graduation qualification of the 12th grade (high school graduation level), she entered the fashion design course of NBVTI and also passed its qualification examination. She works as an instructor at NBVTI now, and earns approximately \$70 a month. Additionally, she works as tutor in the evenings at home and earns approximately \$50 a month. The income of her family has more than doubled. Her parents are now all for education and recommend that their other children also attend school. The situation of her family has improved little by little; all family members can now wear neat clothes and have adequate meals.

#### [Computer Course]

This course offers 3 classes a day. Students use 5 computers in rotating shifts and one student can use one computer for 2 hours a day.

#### [Elementary School Course]

This course offers primary education for 1st through 5th graders with the same curriculum of a public elementary school. It has English classes which public schools do not offer.

#### Number of Pupils and Students of NBVTI

Number of Pupils	Nursery	Elementary School	Total
2013	16	31	47
2014	16	41	57

Number of Students	Vocational Training	Computer	Housewives	Total
2013	48	15	86	149
2014	48	11	90	149



Japanese instructor is teaching

##### [2014]

- Japanese volunteers inspected the situation of graduates who had participated until 2013.
- Creating a textbook was started so that local instructors can give guidance during the absence of Japanese instructors and volunteers.
- The graduates who completed these 2 courses have played a central role in teaching dressmaking to women who started businesses with the funds of microcredit projects.



Knitting workshop by the Irada Association



Volunteer work at a nursing home

## Middle East

### Jordan

#### "WFP 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 dressmaking, hairdressing, computing, handicrafts, and gymnastics for health care. It also covers English, math and Arabic for children and youths. Students who complete the sewing and hairdressing courses and successfully pass the certification exam by the Ministry of Social Development, can obtain a license.

During summer vacation, events for children aged 5-12 and youth are organized.

Since 2007, the center was delegated by the Jordan Language Center and the School for International Training (SIT) to accept American students as volunteer tutors of English. They teach English to children aged 10-15 and women for 2 months during their summer vacation, at 9 places including the center.

##### New Developments

###### [2013]

- An excellent student who studied facial care at the training course of the Business Development Center (BDC) held an intensive course on facial care for 4 months, for housewives. After that, the center opened an official facial care course, and some students of this course started their own businesses.
- As part of service activities, the center held free medical check-ups in September and November, and 70 women in total participated.
- The students started to visit nursing homes once a month with handmade lunches for 60-70 people.

###### [2014]

- As part of service activities, the students of the hairdressing course visited facilities for disabled children in February and May, and offered haircuts for free.
- From January to May, the center had held free medical check-ups and treatment of skin diseases and women's diseases; 205 women in total participated.
- The center invited a professional instructor of wool knitting from the Irada Association, which supports women's independence, and students received technical guidance on wool knitting.
- In May, 40 WFP Korea members and 41 WFP Japan members who attended the Women's Conference for Peace in the Middle East visited the center. Dr. Lan Young Moon, then President of WFP International donated 2 desktop computers and a bed for facial care.
- Women have discovered their own special abilities through organizing various projects in order to support economic independence at the center and it has given them confidence.

##### ● Courses for Women

	Facial Care	Cooking	Computer	Gymnastics	Cultural Lectures
2013	116	99	36	77	171
2014	144	231	42	96	192

	Accessories/ Handicrafts	Literacy Class	Dressmaking	Knitting	English (SIT)
2013	60	46	34	–	–
2014	33	–	–	12	90

##### ● Courses for Children and Youths

	Mathematics	English	English (SIT)	Art	Summer Class	Soccer (football)
2013	264	140	200	76	40	360
2014	195	–	190	–	–	–



Prof. Yeon Ah Moon, WFPPI President and Dr. Lan Young Moon, President Emeritus of WFPPI visited the center



Facial care on the donated bed



# Microcredit

## Middle East

### Jordan

#### Microcredit Project

##### Outline

The project began in October 2000 in order to support greater independence for women. Since women are restricted to go out in public freely in Islamic society, it is easy for them to use the microcredit system because it allows them to run a small business at home.

The target is women who live in the capital city, Amman, and 4 other areas. A loan recipient signs a contract with two guarantors. Each person can receive a loan of 300JD (≈\$423) to 400JD (≈\$565) and 500JD (≈\$706) depending on the stance of repayment and degree of success with no interest, and repay monthly within 10 months. Two percent of the repayment amount is charged as administrative expense. Every month, the women who collect the repayment installments give advice about livelihood and management.

Repayment rate is 97%.

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

\*JD=Jordan Dinar

##### The kinds of businesses

Clothing store, cosmetic store, grocery store (including food store), candy shop, vegetable store, taking orders of dishes, beauty salon, dressmaker shop, handicrafts store.

##### New Developments

###### [2013]

- A total of 70 loans; 21 new and 49 continued.
- Target areas were expanded so that we can provide loans in rural areas. In Mafes area, a business was started; junior high and high school students grow herbs and housewives in this area buy them, cook home-style dishes with them and sell them. Junior high and high schools and housewives in the area cooperate and the business generates a mutual economic benefits.

###### [2014]

- A total of 53 loans; 12 new and 41 continued.



A business of herbs which housewives and junior and senior high school students cooperate



Achieved economic independence with self-produced food

## Middle East

### Afghanistan

#### Microcredit Project

##### Outline

In March 2010, the microcredit loan system started through the Afghanistan Women's Conference (AWC) to support financial independence of women. Those who study for a year and complete the course at the vocational school managed by AWC qualify to receive the microcredit loans. There are three levels of loans and the first level started in 2010.

##### The loan system (currency fluctuates by the year)

- (1)AWC assigns one female staff member who completed the training organized by the BRAC Bank.
- (2)One group consists of 25 women, and a leader and a bookkeeper are selected from these women.
- (3)Accumulation before a loan begins; each group accumulates every week for 2 months. This becomes reserve funds toward loan payment and becomes a check for the repayment ability of each group.
- (4)The first stage loan (the first year) →Repayment of loan every week and attending a meeting once a week→Completing the first stage loan  
The second stage loan (the second year) →Repayment of loan (same as the first stage) →Completing the second stage loan  
The third stage loan (the third year) →Repayment of loan (same as the first stage) →Completing all stages of the loan

##### The kinds of businesses

Egg shop, vegetable store, bakery, general store, fast-food shop (potato dishes), clothing store, dressmaking class, embroidery shop, knitting shop, making kites, making bedclothes, contractors (working with family members)

##### New Developments

###### [2013]

One group consisting of 25 women, aged 20-50, completed the second stage loan and launched the third stage loan. Under AWC's expert organization, all recipients could start businesses and the repayment rate is 100%. Seventy-five women who comprise 3 new groups launched the first stage loan.

###### [2014]

The faces of the recipients became brighter compared to when they first started the microcredit loans. When Japanese volunteers inspected the urban area in Kabul, many women told them, "Through starting business, I could establish my position in my family. Through microcredit, women gather and help each other, and I've found motivation in my life."

##### Success cases

- A woman started a knitting business with the loan. Through selling knit products, she could manage a minimum standard of living together with the small income which her husband earns through sideline work at home.
- A woman started beautician work with the loan. She had nothing to live for before as she only stayed inside the house. However, through the business, she could work and communicate with many women and now she has found worth in her life.



Sideline business of dressmaking by group combination

# Educational Support for Women's Empowerment

Asia

## Bangladesh

### Support for Management of Literacy Classes

#### Outline

In a free clinic opened by a local doctor in a slum area, Majed Sarder Community in the Old Dhaka district, a literacy class was opened in January 2008, for 20 mothers who live in the slum. This was considered necessary as unschooled mothers do not give medicine correctly, making it ineffective. Tuition is free.

The curriculum was divided into an "introductory class" and a "livelihood class":

<Introductory class> Bengali characters, pronunciation, basic grammar, introduction and greetings, expression of numbers, clock time, days of the week, month and seasons, addition and subtraction, the teachings of the Koran.

<Livelihood class> Bengali conversation (at home, school, shopping, workplace, a public office, post office, bank, public transport, mosque, etc.), arithmetic (addition, subtraction, multiplication and division), English alphabet and pronunciation, basic words and conversation, the teachings of the Koran.

These courses are taught 90 minutes a day, 5 days a week, for 1 year.

Since women cannot enter mosques, WFWP invites Muslim leaders to the classes to teach ethics.

Students who pass a completion examination can advance to an upper course. It is epoch-making in this country for local unschooled woman to be literate, even at the level of the first grade of elementary school.

Number of Students	Introductory	Livelihood	Total
2013	10	6	16
2014	8	7	15

#### New Developments

[2013]

Students commented that they were very happy to be able to study for free and their lives have become enriched through reading and writing.

The teachers invited women in the slums to the classes. The students also spoke about the classes to neighbors and the news spread by word of mouth.

[2014]

When Japanese volunteers visited the classes, they interviewed some students and saw the grade reports of all students. Some were left behind and some could not attend for family reasons. There were differences in their levels, but our volunteers found that students who were ahead helped students who were behind, and they helped each other.

Women who came with their children increased.



With students

## Central and South America

### Costa Rica

#### TV Program "Age of Woman" Production



One scene of program recording

#### Outline

In Costa Rica, where the divorce rate is high at 70-80%, family breakdown is serious, children are badly hurt.

In October 2007, WFWP started to air its one-hour program "Age of Woman" ("Era de la Mujer" in Spanish) on television in an effort to promote widely the women's view of the family and morality, and to raise the moral standard of young people in Central America.

The content of the program changed from an interview style which invites outstanding women leaders as guests, into a discussion style in which several women leaders discuss themes that women are highly concerned with, to enlighten and educate Costa Rican women.

The program has acquired a good reputation among Costa Rican women and increased its viewing audience year by year. In order to bear the costs, the program has been continuing management efforts, such as airing commercials.

#### New Developments

[2013]

Mini documentary TV programs on women who are active in specialized fields in Costa Rica were uploaded to social media such as You Tube and Facebook, for easy access.

(<https://www.youtube.com/channel/UC62Cqx-rwHOr9HF1QytSznw>)

On November 3, a commemorative event for the 6th anniversary of "Age of Woman" was held, inviting its guests and viewers. The TELEPAZ broadcasted this event.

A video program which summarized 6 years of activities was produced in commemoration of the 6th anniversary.

[2014]

As a result of uploading programs to the You Tube channel of "Age of Woman", people in various fields have come to access it and watch the programs.



Channel of "Age of Woman" in You Tube  
(Interviews are spoken in Spanish)



# Educational Support for Women's Empowerment



A volunteer is giving a message at her family center



T-shirts were donated from Japan

## Central and South America

### Peru

#### Family Reconstruction Education at Public Kitchens in Impoverished Areas

##### Outline

The Peruvian Government offers low-cost meals at public kitchens to the people in poor areas as a countermeasure to poverty. They are managed by housewives in the neighborhood centering on area leaders, who prepare lunches and obtain funding from their sales. Women living in impoverished areas suffer from many serious problems, such as domestic violence, family disunity, drug abuse, child abandonment, child birth by unwed women, etc..

In August 2007, WFWP established membership system Family Centers (FC) in 9 public kitchens in impoverished areas of Lima, and started educational programs to rebuild families for mothers living in the neighborhood. All 9 FCs were named after the names of WFWP Japanese volunteers or supporters. Each supports educational activities in the FC of her name.

WFWP holds lecture meetings several times a year at each FC. Education at the FC based on the philosophy of WFWP plays an important role in enhancing the status of women in the area around the kitchens, family reconstruction such as restoration of husband and wife relations and parents and child relations, and improving public security around the FCs.

##### New Developments

[2013]

- In 2013, government policy was changed from direct government support of the public kitchens to their operation by each local government. However, some kitchens went into a dormant state because their local governments could not support them adequately, and the housewives could not run them independently due to lack of funds.
- In total, the FCs have 234 members who have been studying there.
- At all FCs, on Mother's Day in May, 244 women in total participated in a lecture on the "Role of Women." On Christmas Day in December, 232 women in total participated in a talk, "Christmas is the time for true love". WFWP presented panettone cakes and choco lattes to all participants.

[2014]

- A large number of T-shirts was donated by a person involved in the apparel business to WFWP Japan Headquarters. Japanese volunteers brought 200 T-shirts to Peru and presented them to the women of the FCs.
- In order to explore the possibility to expand the scope of WFWP activities, Japanese volunteers visited 2 rural cities in February and March, met with women who were involved with WFWP in the 90s to gain an understanding about these areas.
- During a visit in November, a Japanese volunteer was able to open newly 5 FCs in Lima City, 3 FCs in Puno City, and 1 FC in Trujillo City. In celebration of the opening, she presented items such as large pots ladles, and burners that the new FCs did not have.



Presenting a pot and a ladle in celebration of opening

##### Implementation in 2014

	Cities	FC	Theme	Number of Participants
March	Lima	8	Role of Women -What is the value of women?-	105
May		9	Family Value and Faithfulness	235
August-September		8	Education for Children -We should plant seed of trust to children-	105
November		9	Pure Love	184
December		9	Christmas and Family -We should purify our heart-	231
August		Puno	3	True Love and Four Types of Love
September	3		Family Value, Giving and Receiving	30
October	3		Importance of Family, How we develop four types of love	27
November	3		True Love	18
December	3		Family as School of Love	44
November	Trujillo	1	Family Value	19
December		1	How we should welcome Christmas	37

## Reflections by Participants of the Rebuilding Families Lectures



### Mrs. Adita Graciera Lopez de Barrientos

Family Center: Kazuko Kokubo Center

My life used to be very bad, and there was no understanding between my husband and me. And, my three children treated me like an old piece of rag.

One day, my husband hit me. My face turned red. I also hit him back. I said to him, "You shouldn't hit me. Because I am not your slave."

Later, a lady invited me, "Would you like to go to a WFWP meeting?" I declined at first, but I felt something exciting and decided to attend. At first, I could not really believe in it. I thought things were like an illusion. Although there were many kinds of meetings, I always did not feel anything from them. But I continued to attend the meetings of WFWP. Then one day, I tried to invite my husband to the meeting saying, "Let us change. Let's not fight like dogs or cats." But he said, "I'm not interested." However, after I attended the 5th meeting, he stopped saying things to me. And he finally started to come to the meetings. When one lady saw this, she was surprised and said, "You did it! A miracle happened!" I told her, "No, it's not me. It is thanks to the staff members of WFWP and the Japanese madrinas (WFWP volunteers and their supporters)." Now, it is all right. Things have already changed. Even if he yells at me, I don't mind. Why? It's because we understood that either one of us should say sorry.

I'm happy now. When I went to the hospital, the doctor told me that the conditions of my hormones and cells were improving. And my pain is reduced! Before, I wanted to shout or cry suddenly. But now, I am free from such anxieties. Others tell me that I have changed.



### Mrs. Lucila Hidalgo Paredes

Family Center: Yoshie Shiozawa Center

I am happy that WFWP visits our Family Center. I always hear the lectures with pleasure. The content of the talks helps us very much. These were things that we did not know until now.

For example, about love. I sometimes cannot understand what love is. It's also about marriage! How to manage relations between a couple. I said before that I cannot trust my husband, in front of everyone at a lecture. We lacked trust in each other. However, I learned that I must trust my husband. We have to open our hearts and talk.

For example, if my husband made a mistake, I ask him, "Why did you make a mistake?" When we are angry at each other, it is better to be silent without using offensive language and after we've calmed down, it is better to say, "Why?" "Why did you do such a thing?" "Why do you say such things to me?" If I do that, he sometimes tells me about the reasons. Because I also make mistakes sometimes and respond to him in a bad way. Thanks to the lectures of WFWP, we can now take each other's viewpoints and we live happily now. It was also very helpful to build better relations at my home and at our public kitchen.

There are many cases of violence in this area. However, we always tell people who are involved in these cases that we shouldn't use violence, and that we should take value ourselves as human beings, so that they can receive these words.

I am grateful that God has come to our community and into our hearts through these contents.



# AIDS Preventive Education

## Africa

### Ghana

**Outline:** Since August 2002, WFPW has carried out AIDS preventive education. Pointing out flaws in contraceptive education promoting condoms, WFPW uses educational material which was developed based on abstinence education to give guidance on AIDS prevention.

Since 2009, WFPW Ghana has held a series of seminars using materials provided by WFPW Japan, such as "Living in the Era of AIDS", "New Viewpoint of Sex Education" and material of other organizations such as "Free Teens", etc.

Since 2014, using both flip charts and PowerPoint presentation, seminars have been held more effectively.

#### Implementation

[2013] On December 5, AIDS preventive seminar was held for 3rd grade junior high school students at the Ga Sapaiman Junior High School in Accra West district, Accra, the capital city.

On December 16, a seminar on AIDS preventive education and character education was held for pupils of 4th to 6th grade at the Medea Elementary School in the same district. Four hundred people participated in total.



Seminar at the Amamole Elementary and Junior High school

[2014] The Board of Education of Ghana West District officially published a list of schools for which the board requested WFPW to hold AIDS preventive education seminars, and a certificate for WFPW to provide the education. From March to December, WFPW had held seminars at 10 schools including elementary, junior and senior high schools and 1,500 people (including the teachers) participated in total.

### Kenya



Seminar at the Handow Secondary School

**Outline:** In Kenya, 8.3% of population are infected with HIV, and for the age group of 15 to 49, 15% are infected. In Kenya where AIDS is a serious social problem, WFPW has undertaken the task of AIDS preventive education since 1995.

#### Implementation

[2013] On November 20, WFPW held an AIDS preventive seminar for the PTA of the Handow Secondary School and local people. On the next day, WFPW held the same seminar for the students of the school and 350 participated.

[2014] On October 13, WFPW held an AIDS preventive seminar for the PTA of the Handow Secondary School and the local people and 25 people participated. In the afternoon of the same day, WFPW held the same seminar for 1st to 3rd grade students and 350 participated.

### Mauritania

**Outline:** AIDS preventive education was started in 2001 when HIV cases increased among the young people in Mauritania. WFPW uses "Living in the Era of AIDS" which is a PowerPoint presentation as a teaching material translated into French, and WFPW added material about the situation of Africa. In areas without electricity, flip charts are used.

In Mauritania, AIDS preventive education has spread by word of mouth; some who received AIDS preventive education were impressed by the contents and recommended that others attend.

#### Implementation

[2013] From November to December, WFPW had held AIDS preventive seminars 5 times for NGOs and youths, and 225 participated in total. By introduction from the headmaster of the School Ashbal, who attended the seminar by WFPW before, WFPW held seminars for youths and leaders of local NGOs. They were all inspired and WFPW was requested to give a lecture on AIDS prevention as a guest of an event for World AIDS Day, organized by local NGOs. Young people who heard the lecture requested to work together with WFPW.

[2014] In November, WFPW held a seminar at the School Ashbal and 11 people including the headmaster and her husband, a school



Seminar at the Boulenoir Junior High School

doctor, nurses and teachers participated. Twenty-five people participated in the seminar held in Darnahim district of Nouakchott, the capital. A seminar was held for 101 students and teachers at a junior high school in Boulenoir Village, a suburban area. A seminar was held for 100 young NGO members.

Other country where WFPW operates AIDS Preventive Education in Africa

### Cameroon

## Latin America

### Trinidad and Tobago



Seminar for 10-12 aged pupils at the Tunapuna Elementary School

**Outline:** WFWP has carried out AIDS preventive education since 1996 by using the English version of "Living in the Era of AIDS", to which local issues are added. The targets of the education are the upper grades of elementary school, junior and senior high school students, various technical school students, parents, educators, and local people.

#### Implementation

[2014] WFWP held a 70 minute seminar for 55 children aged 10 to 12, 4 teachers and 1 parent at the Tunapuna Elementary School with which WFWP has kept a continuous relationship. Children listened to the presentation of the lecturer eagerly. A teacher who participated in the seminar commented, "Such an AIDS preventive education is very necessary now. The content is splendid. I definitely want to continue to hold seminars." A parent who participated in the seminar commented, "I feel the necessity of such education."

### Dominican Republic

**Outline:** AIDS preventive education in the Dominican Republic has been carried out since January 2011 with support from WFWP Japan. Educational materials titled "Free Teens" and "Living in the Era of AIDS" are used for the AIDS preventive education seminars and the "Textbook for Character Education Seminars" and "Amor Puro" are used for the family reconstruction seminars. Because corruption of social morality and ethics among women and youths is severe in this country, the government has felt the need for policies on mental independence education. However, national measures in this area are not enough, so WFWP received successive requests from teachers and schools that approved of the educational content of WFWP.

Moreover, female politicians and women who have run NGO activities for years were moved by the philosophy of WFWP, and have cooperated to implement organized educational activities.

#### Implementation

[2013] There was a big change in 2013. Previously, due to a lack of personal training, the extension of activities wasn't quite successful. However, from 2013, the branch office activities became strengthened. AIDS preventive education seminars were held 53 times and, 3,111 people participated in total; 21 times at junior and senior high schools, 4 times at universities and colleges, 17 times at community associations, 1 time at a local church, 2 times at parents' association meetings, 5 times at WFWP branches, 2 times at the Haitian Association in the Dominican Republic and 1 time for members of the Diet.



Seminar in Los Alcarrizos

[2014] AIDS preventive education seminars were held 2 times at elementary schools, 27 times at junior high schools, 4 times at high schools, 8 times for high school students and their parents, 1 time for high school teachers, 1 time at a university, 1 time at a night school, 1 time for the members of the Diet. WFWP held seminars 44 times and 1,774 people participated in total. The vice minister of the Ministry of Women participated in a seminar which was held for adolescent children and their parents in Haina district.

### <Global Women's Peace Network (GWPN) for Carribean Region>

In St. Domingo, the capital city of the Dominican Republic, female experts from both North America and Latin America gathered to hold a conference to discuss "strengthening education" which is the common issue of all of the Americas and the building of a network.

#### The Second Conference: November 1, 2013 Theme: The Role of Women to Build a Nation of Peace

A model lecture of AIDS preventive education by Ms. Francisca Gomez, a member of the WFWP Dominican Republic generated a big reaction. She has experienced giving lectures to many different age groups of 10 years old and above, in university classrooms to barrack huts. Even when she shortened an hours-long lecture to 20 minutes, she could deeply impress her audience from her experiences. After the conference, requests for AIDS preventive education poured into WFWP. In November 2013, WFWP held seminars 17 times and 1,300 people participated in total.



#### The Third Conference: November 1, 2014 Theme: Reconciliation and Solidarity for Peace

Mrs. Yoshie Shiozawa, a WFWP Japanese volunteer for Peru gave an activity report on "Family Reconstruction Education" (See P27-28). She left a strong impact by presenting examples of how women who had suffered from domestic violence restored marital relations by attending WFWP seminars. Additionally, character-building education in the Dominican Republic and literacy education in Haiti (See P12) were also introduced. Participants made contacts with each other regarding introduction of the program and dispatching lecturers, and a network of educators in Latin America was created.





# AIDS Preventive Education

## Belize

**Outline:** In the Central America and Caribbean Region, Belize has a high AIDS incidence and it has become a serious problem. There are data that show that 80% of 13 year-old children have already sexual relations, and 1.8% of the adult population are HIV-positive. Since the condom education which the government implements is only one measure to counter the situation, AIDS preventive education which teaches specialized knowledge is necessary. WFWP launched this activity in Belize in 2012.

### Implementation

[2013] WFWP invited a lecturer from Los Angeles, USA to hold a seminar using the "Clean Slate Program", which was created based on "Free Teens".

In May, the seminar was held 4 times for youths in their teens and 20s, and including parents and teachers, 128 people participated in total.

In August, WFWP held the seminars 5 times in Belize City, Belmopan, and Caye Caulker Island, and 91 people including the wife of the governor of Belize participated.



Seminar at the Samuel Haynes Institute of Excellence

[2014] From November 20 to 25, WFWP held seminars for elementary school, junior and senior high school students, their parents and teachers in Belize City, Belmopan, and Caye Caulker Island and 100 people participated in total. Participants were delighted to say, "It is necessary education for Belize."

## Jamaica



Seminar at the Sir Howard Cooke Homework Center

**Outline:** Jamaica has high rate of single mothers. Some children have sexual intercourse at the age of 10 and under and one in 100 people are infected by HIV. Due to an urgent need of AIDS preventive education for young people, WFWP started the education in 2013 and held lectures using PowerPoint presentations at junior and senior high schools in Jamaica.

### Implementation

[2013] In July, WFWP held seminars at the Children House and the Sir Howard Cooke Homework Center, and from October till November, held seminars at the Pembroke Hall High School, Vauxhall High School, and the Papine High School. Seven hundred and twenty people participated in total.

[2014] From April, WFWP had held lectures 10 times at the Kingston Junior and Senior High School; and 700 youths aged 13 to 18 participated in total.

## Eastern Europe

### Belarus

**Outline:** As HIV infection is recently spreading explosively in the Eastern Europe region, the government is focusing on countermeasures against AIDS.

A "health education center" was established at an elementary and middle school in the Chernobyl disaster-struck area to have pupils check the amount of radioactivity in food, so as to enhance their health awareness. However, out of concern for the current situation of the rapid spread of AIDS, WFWP suggested the necessity of education both in mental and physical aspects, along with developing a sense of crisis against radioactivity. Seminars for AIDS prevention and family reconstruction education are held using a teaching material titled "Living in the Era of AIDS" in Russian.

### Implementation

[2013] On October 10, a seminar was held for 40 students of a private junior high school in Minsk City.

On October 15, a seminar was held for 43 high school students at the Cherikov School in Mogilev state, and 11 junior and senior high school students at the Lovkovich School in the Gomeli region.



Seminar at an Alternative School

[2014] WFWP focused on AIDS preventive education at schools and held seminars at 16 schools and 569 students participated in total.

### Impressions of Participants

"I realized that to live righteously is not to have bad habits. I intend to follow purity for my true life."

"I was truly impressed. I will not have thoughtless love affairs. I learned how to distinguish true love from false love. I will find my joy and care about myself."

"Everything was great. I think WFWP is doing the right thing. I hope WFWP will continue to convey this context to the millions of people."

# Medical Assistance / Hygiene Instruction



Blood drawing for malaria inspection



Hygiene instruction using charts

## Africa

## Niger

### Medical Assistance Projects (Mobile Clinics and Hygiene Instruction)

#### Outline

Malaria ranks top among the major causes of death in Niger, where WFP has continuously donated malaria prevention medicine and provided education on proper dosage since 1997. It has also been supporting free mobile clinics in doctorless villages as well as providing medicine at a very low price through a system of delivering medicine boxes since 2000. Instruction on hygiene 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 preventing 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.

Because the management of the medicine boxes by ASC (Agent de Sante Communautaire = Community Health Agent) became difficult, we discontinued this system in 2013.

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

WFP volunteers dispatched doctors to Baguega Village and Kaba Dakuna Village every two months to provide medical exams for villagers and for the training of ASC. 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 project has contributed to a sense of security for people in doctorless villages. This initiative was carried out in January, March, and May 2013, and 469 people in Baguega Village and 234 people in Kaba Dakuna Village in total received treatment.

New Developments	September 2013	August 2014
Baguega village, Madarounfa arrondissement, Maradi department (Population: approx. 1,000)		Madeini Tadeta village, Gabi district, Madarounfa arrondissement, Maradi department (Population: approx. 2,000)
Number of people received medical examination	190	236
Result of Medical Examination	There were many children infected with malaria. We finished medical examination in this village in 2013.	Because village people used the water of the marsh as life water, there were predominantly many cases of abdominal pain, diarrhea, a parasitic worm, and dysenteric symptoms.
Infection rate of Malaria	No data	13%
Care for pregnant women	250 mosquito nets were distributed to pregnant women and infants.	No implementation
Malaria prevention guidance	Guidance was taught to about 50 women at a central public square of the village.	Hygiene instruction was taught to about 50 men and women at a central public square of the village. Because village people in this village had used the water of the marsh as life water, they needed instruction not to make the water of the marsh drinking water.
Kaba Dakuna village, Bande district, Magaria arrondissement, Zinder department (Population: approx. 1,400)		Boude village, Baleyara district, Filingue arrondissement, Tillaberi department (Population: approx. 6,000)
Number of people received medical examination	239	119
Result of Medical Examination	70% of patients were infected with Malaria and most of them were infants. We finished medical examination in this village in 2013.	There were many symptoms such as malaria, arthritis and dermatopathia, which were caused by the lack of hygiene. Joining doctors and nurses of the hospitals in district where governs Boude village became easy for doctors to turn over people with serious illnesses and people who need more inspection to the hospitals.
Infection rate of Malaria	67%	13%
Care for pregnant women	250 mosquito nets were distributed to pregnant women and infants.	No implementation
Malaria prevention guidance	Guidance was taught by a female public health nurse to about 100 women at a central public square of the village.	Health and Hygiene instruction was taught by a public health nurse to about 50 men and women at a central public square of the village.
Baroua village, Nguigmi arrondissement, Diffa department and 2 villages near by Baroua village		
Malaria prevention guidance	250 mosquito nets were donated to a clinic.	

\*Infection rate of Malaria: Rate within people who received medical examination  
\*arrondissements : a subdivision of a department in French, for purposes of local government administration.



# Medical Assistance



Donation of medical instruments



Inspecting quantity of radioactivity in the food with radioactivity measuring equipment

## Eastern Europe

### Belarus

#### 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. WFP Japanese volunteers have continued with material support since 1995, at the request of the Gomel Regional Children's Hospital in the Gomel Region.

It is said that there are 500,000 children per year who need medical treatment due to high concentration of radioactivity inside of their bodies, but only about half of them can receive satisfactory treatment. In 2008, having discovered that the dosage of "VITAPECT-3" developed by the Institution of Radiation Safety "BELRAD" was effective for discharge of radiation inside of the body

and prevention of illness, WFP volunteers initiated support for its distribution to children who cannot receive satisfactory medical treatment, to provide them with a dosage to last one year.

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

Since 2010, WFP has established a Health Education Center in a school in which primary and secondary education are combined in the Mogilev region, in cooperation with BELRAD. We promote health awareness among children through a Research Club that examines the amount of radiation in food. Since 2011, WFP has held seminars on AIDS prevention and abstinence before marriage to elementary and junior high students of this school as part of mental and physical healthcare. (See P31)

New Developments	2013	2014
Donation of medical materials to the Gomel Regional Children's Hospital	A MAS-1 Spirometer and 2 pediatric medical beds	A neonatal hyperthermia bed and a syringe driver
Financial aid for administering VITAPECT-3	55 children	50 children
Health Education Center	WFP volunteers visited the Health Education Centers at the Cherikov No. 2 School of Mogilev region and the Lovkovich School in Chechersk district, Gomel region. Instructors of the centers instructed with enthusiasm and children responded and learned lively. Volunteers could see the states that enlightenment education of the radioactivity is developing.	WFP volunteers supported initial costs and operation costs for the new third center to the BELRAD. Volunteers visited the Lovkovich School, which had continued the center since 2013. Students of research club of the center reported their activities to volunteers. They could check that the activities affected daily diet at home.



#### <Result of administration of VITAPECT-3>

Name: Mironova Anastasiya Aleksandrovna

Birth year: 2006

Age: 8 years old (as of 2014)

Residence: Cherikov, Mogilev region

She had taken VITAPECT-3 from November 26, 2013 to October 8, 2014.

The amount of cesium 137 decreased from 33.14 Bq/kg to 13.12 Bq/kg, less than half.

Bq/kg=Becquerel per kilogram, cumulative dosage of cesium 137 per 1 kilogram of body weight

## Eastern Europe

# Ukraine

## Medical Assistance for Children Affected by Radiation in the Chernobyl Accident in Ukraine

### Outline

Since November 1999, WFPW 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 [2013]

- Andrey Kozakov (Age: 6)  
He suffers from epilepsy and paralysis on his left side due to radiation exposure in the womb. WFPW supported the costs for his psychotherapy for intensive care, drug treatment and implementation of various rehabilitation methods. This is the second donation for him. By receiving advanced intensive treatment, he is gradually getting better and is now able to sit by himself.



April 2012



November 2013

### [2014]

- Mykyta Prokopovych (Age: 3, boy on the right in photo)  
WFPW decided to support him because he suffers from congenital heart disease due to Down's syndrome and needs surgery. The surgery is to be carried out in 2015.
- Yaroslav Chmunevych (Age: 3, boy on the left in photo)  
WFPW decided to support him because he suffers from uranostaphyloplasty and needs surgery. The surgery is to be carried out in 2015.



## Asia

# Nepal

## Health Check Project

### Outline

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

In 2013, WFPW started to support the management of a clinic in Meghauli Village of the Chitwan District. At this clinic, a nurse and pharmacist qualified for medical practice cares for patients three times a week and public health nurses are available to care for pregnant women 24 hours. Every month, 70 to 90 people use this clinic to receive treatment and prescriptions for medicine.

### New Developments

#### [2013]

- On March 8, in commemoration of International Women's Day, WFPW sponsored food distribution and hygiene instruction for widows with disabilities, elderly ladies living alone, and orphan boys and girls in Kalimati, Kathmandu City.
- In Meghauli Village of the Chitwan District, a clinic that had been closed by the government was reopened as the World Peace Health Service Center in September, with support from WFPW. Villagers welcomed this clinic because emergency care for babies and pregnant women would become possible. When an opening ceremony was held on October 25, WFPW invited 185 children of five and under to the clinic and gave them anthelmintic drugs and vitamin A tablets which were distributed by the government for free.

#### [2014]

- On November 29, 5 doctors and volunteers held free cancer check-ups and health check-ups with assistance from two local medical institutions in Kapan area, a suburb of Kathmandu City, and 230 villagers received medical examinations.



Reopened as the "World Peace Health Service Center"



Medical treatment at the center



# Hygiene Instruction



Instructing hand-washing

Asia

## Myanmar

### School Health, Hygiene & Environment Project

#### Outline

Since 1998, WFPW has supported the installation of toilets, water tanks and hand-wash stations in public elementary schools in cooperation with the Ministry of Health of Myanmar. Hygiene instructions on e.g. how to properly wash hands and brush teeth have also been offered.

#### New Developments

[2013] During a scholarship presentation ceremony for foster children, WFPW gave instructions on hand-washing to 32 foster children, and donated handkerchiefs. When Japanese volunteers checked with children who had received instructions in the past, they remembered the order of washing hands properly and were doing a good job.

[2014] During a scholarship presentation ceremony for foster children, WFPW gave instructions on hand-washing for 230 foster children, their parents and teachers.



Instructing toothbrushing using only water

Oceania

## Micronesia

### Hygiene Guidance Project

#### Outline

In Pohnpei State, where authorities have been making effort to improve dental health, WFPW Japanese volunteers began providing toothbrushes and toothbrushing instructions for elementary school children in the Nett District of the state since 2007, and in three districts of Nett, U and Sokehs since 2008, in response to the wishes of the parents.

#### New Developments

[2013] Japanese volunteers gave guidance on toothbrushing using only water, without toothpaste, to approximately 200 students in total at the Sokehs RSP Kindergarten, the Awak Elementary School, and the CCA Elementary School.

[2014] Japanese volunteers gave guidance on toothbrushing for 110 students at the RSP Kindergarten and the Awak Elementary School. At the Awak Elementary School, where toothbrushing instructions have been continued for three years, the students have mastered it well and the effects are becoming evident.

# Improving the Water Environment

Africa

## Niger

### Well Renovation Project

#### Outline

The wells in remote areas have no roof and are weather-beaten. The walls of old wells are covered with mold and moss, and the wells are very unsanitary. When people draw water at bigger wells, they have to stand on the edge of the well and use a leather bag as pail. Because of this condition, accidents occur in which children sometimes fall into the well. WFPW decided to remake these wells into pump wells in order to prevent dangerous and unsanitary conditions and provide safe and clean water to the villagers.

#### Implementation

Japanese volunteers contracted a local construction company from August 18 to September 12, 2014, and repair work for one well was carried out each in Madeini Tadeta Village and Garin-wali Village, Gabi district, Madarounfa arrondissement, Maradi department. French pumps were used for both wells.

On September 13, 2014, the headmen of both villages gave us reports, that upon completion of the well repairs, people in both villages watched as water flowed from the pumps, shouted with joy, and were delighted as if it was a carnival celebration.



Weather-beaten well



Village people drinking unsanitary water of a marsh



Renovated pump well in Garin-wali Village

# Nutrition Guidance

## Africa

## Zambia

### 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 has 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 members.

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 also give instructions of nutritive value of soy flour and how to make and feed the porridge with a chart, and provide the mothers with a supply of soy flour for two weeks (800g) 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. A midwife who is Vice President of WFPW Zambia chapter has provided nutrition and hygiene guidance periodically. Participant mothers are then trained to assist the program as "Nutrition Promoters".

Since 2010, in order to promote economic independence of mothers who participate in the nutrition class, WFPW has offered sewing classes for 5 hours, three days a week at the WFPW Zambia office in Lusaka City, free of charge.

#### New Developments

##### [2013]

- Nutrition classes were held at two government clinics in Lusaka City every other week. Approximately 50 people participated each time on average, and the total number of participants was 230 during one month.
- For sewing classes, 7 mothers attended.

##### [2014]

- Nutrition classes were held at two government clinics in Lusaka City every other week. Because education for staff members has become more thorough, the graduation rate rose slightly.
- For sewing classes, 15 mothers attended. They have made profit gradually with skills they learned and could supplement their income.

	Number of Children who participated in the classes	Number of Children who gained back standard weight
2013	2,420	283
2014	2,403	312
1994-2014	47,428	10,483



Delivering soy flours



### Zambia Team of Youth Volunteers for International Cooperation

July 31-August 12, 2014

Five Youth Volunteers participated

#### <Activities>

- Youth volunteers helped a bazaar at the Agricultural and Commercial Show. In order to raise activity funds for WFPW Zambia, they donated goods for sale collected from district federations of WFPW Japan.
- They attended a fashion show which was held by WFPW's sewing class.
- They visited a mother who had participated in the nutrition classes.
- They helped nutrition classes at two clinics.
- They inspected a soy flour factory.
- They cooked curry and rice during an exchange with WFPW Zambia.
- An "International Youth Forum in Commemoration of the 50th Anniversary of Japan-Zambia Diplomatic Relations & Sisterhood Ceremony" was held at the University of Zambia. Three young people from Japan and Zambia each gave speeches about "My Dream". The sisterhood ceremony was held between Japanese youth volunteers and the students at the veterinarian department of the University of Zambia, which is affiliated with a university in Japan.
- Sightseeing of world heritage, Victoria Falls, and a safari park.



Helping nutrition guidance class



International Youth Forum



Sisterhood between Japanese youth and Zambian youth



# Youth Volunteers for International Cooperation

WFPW 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'.

Since 2006, it has been dispatching youths to WFPW mission countries and nurturing successors through experiencing activities with WFPW overseas volunteers.

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.

(See also Kenya Team in P8 and Zambia Team in P36)

## India Team

### January 6-16, 2013

#### Eight youths participated.

- They experienced volunteer activities such as laundering, assistance of the meals, massage, bed making, care of children, and etc. for 4 days at the facilities (Daya Dan, Kalighat, and Prem Dan) established by Mother Teresa in Kolkata.
- A networking meeting and a sisterhood ceremony was held with WFPW India.
- They visited a shelter for women which President of WFPW India operates and held a sisterhood ceremony with patients of the shelter.
- They visited the Nav Bharat Vocational cum Educational Training Centre (NBVTI) which WFPW had supported and headmaster's home in New Delhi.
- Sightseeing of world heritage "Taj Mahal".

\* Regarding NBVTI, see P23



Visit to NBVTI



Sisterhood ceremony between Japan and India



The team showed a dance performance

### January 4-15, 2014

#### Eight youths participated.

- They experienced volunteer activities such as laundering, assistance of the meals, assistance of toilet, diaper change, bed making, massage, communication with patients, care of children, and etc. for 3 days at the facilities (Daya Dan, Prem Dan, Shishu Bhavan, and Kalighat) established by Mother Teresa in Kolkata.
- A sisterhood ceremony was held at the St. Stephen's College in the University of Delhi.
- They visited NBVTI and a fashion show of saris (traditional garment of India) was held by students.
- Two WFPW volunteers for India joined and shared experiences in India for 20 years with youth volunteers.
- They experienced real Indian Yoga class.
- Sightseeing of world heritage "Taj Mahal".



Visit to NBVTI



Sisterhood ceremony between Japan and India



In front of the Taj Mahal



Fashion show at NBVTI

# Reflections of Youth Volunteers for International Cooperation

## India Team: Ms. Hiroko Yoshinari (working adult)

On the second day after my arrival at Kolkata, I fell sick with a 40-degree fever and could not participate in the long-awaited volunteer activities. As I laid disappointed in bed. Jaya, mother of our host family, sympathized with me with tears, "Only you have to stay behind and I feel sorry for you." She cooked porridge for me every day, massaged my whole body every night, and took such good care of me. I was moved deeply that they accepted and cared for me like

their own family member, although I was a stranger from a foreign country. Mother Jaya said one day, "All people have the same blood running through them. Only the mind is a bit different." From that day on, I was able to see this host family as my real family. I felt I was able to realize a little what a global family is like.

## Kenya Team: Ms. Riwako Ishibashi (university student)

What I learned in Kenya during my two-week stay was the importance of awareness and gratitude.

I'd heard that Kenya was relatively wealthy among the countries in Africa, but when I visited the Handow Secondary School and saw the lives of the students directly, I witnessed children who could not afford to go to school, and work at home was taken for granted. For me, it was a shock that there were people who have difficulties to pay not only school fees but also in their daily lives. In Japan, anyone can find a part-time job if they wished to. I realized for the first time,

how fortunate it was to be able to study after earning school fees by working during the breaks.

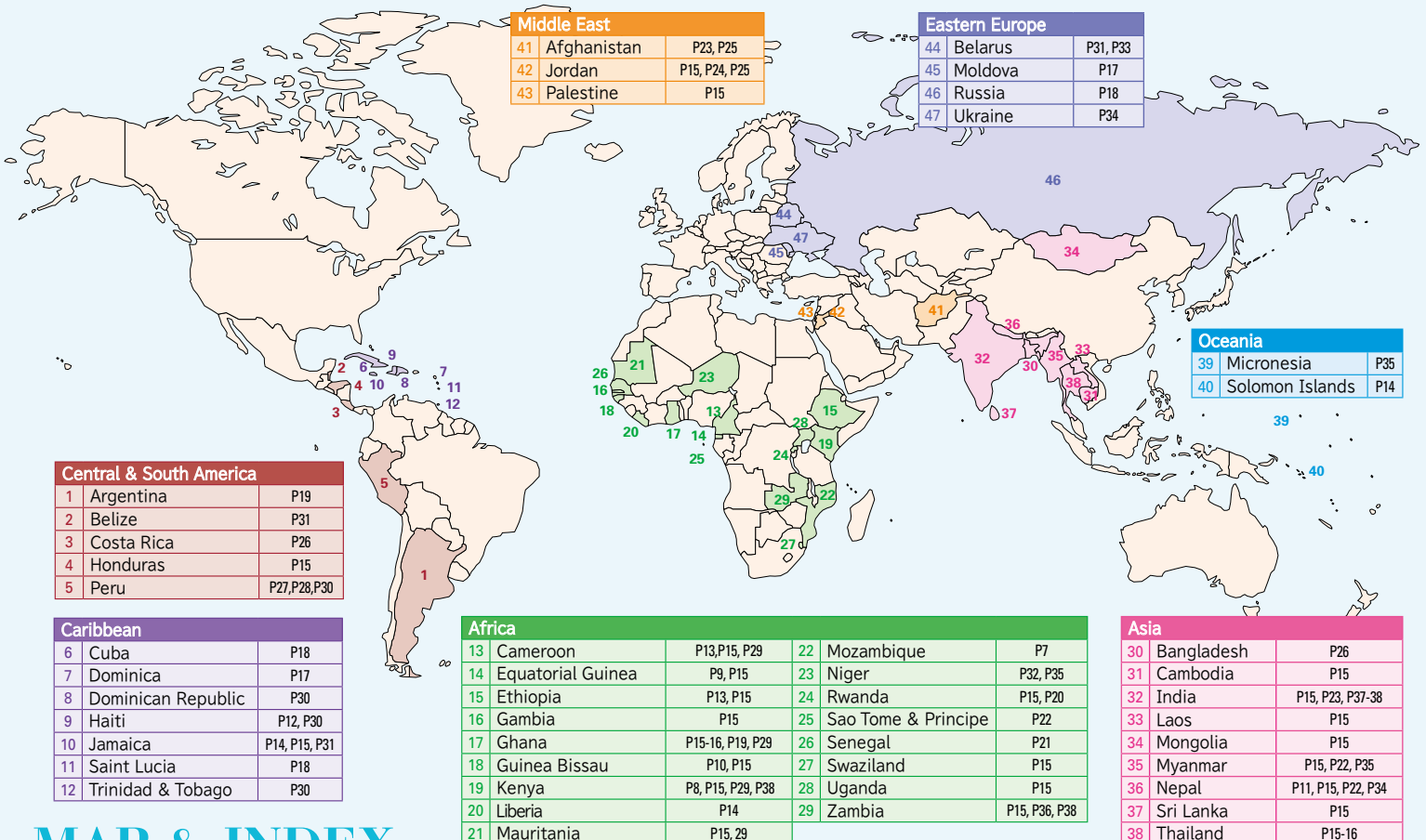
When I saw that children who live with problems that we cannot but sympathize with, still lived active lives with a bright smile every day. On the contrary, I became embarrassed that we, who were attending schools in fortunate conditions were still complaining, and still thinking that we want more. I was able to learn a lot from the Kenyan people who were grateful and lived their lives with smiles, even in difficult circumstances.

## Zambia Team: Ms. Haruka Iwai (university student)

The most impressive thing was an encounter with a mother who is attending the nutrition guidance class. While we were listening to the story of the mother, her son who was unwell, suddenly threw up in her arms, which took me by surprise. But she quickly wiped him clean. I thought she looked young, but probably older than me from her steady ways. When I asked her age and found out that she was 20 years old and younger than me. In Japan, those who are about 20 years old still mostly live for themselves. I asked her, "What sort of thing makes you feel happy?" She answered, "I am always happy

because people around me help me." I really had not expected this reply, so I was astonished and at the same time, so moved that I almost felt like crying.

I felt that I witnessed the proof that the essential happiness of a person does not lie in material wealth. That doesn't mean that I affirm poverty. Rather, I felt even more strongly that I want to help this mother, I want to do something for such people, and that something must be done about poverty and once again, I felt the importance of volunteer and overseas relief work.







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

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