

WFWP Biennial Report

International Service Projects
Overseas Volunteer Activities

2017–2018



WOMEN'S FEDERATION FOR WORLD PEACE



UNDERSTANDING THE DIMENSIONS OF SUSTAINABLE DEVELOPMENT

Five dimensions of Sustainable Development Goals (SDGs)









By endorsing Agenda 2030 and its 17 goals, the world community has reaffirmed its commitment to Sustainable Development; to ensure sustained and inclusive **economic growth**, **social inclusion** and **environmental protection** and to do so in **partnership** and **peace**. Sustainable Development is usually viewed through a lens of three core elements: economic growth, social inclusion and environmental protection.

But it's important to remember that these are not just categories or boxes: they are connected and have aspects in common. To develop this approach a step further, two critical dimensions that will drive Agenda 2030 were adopted by member states: partnership and peace. Partnerships strengthen the capacities of all stakeholders to work together. Peace, justice and strong institutions are essential for improvements in the three core areas. **Genuine sustainability** sits at the center and it would be important to consider each of the SDGs through the lens of these five dimensions.

Source : <https://www.unssc.org/news-and-insights/resources/understanding-dimensions-sustainable-development/>
WFPW Japan added SDGs logos.

SUSTAINABLE DEVELOPMENT GOALS AND WFPW'S ACTIVITIES

GOALS	PAGES OF WFPW'S ACTIVITIES	GOALS	PAGES OF WFPW'S ACTIVITIES
 <p>1 NO POVERTY</p>	Microfinance → P3	 <p>4 QUALITY EDUCATION</p>	Support for Primary Education → P12-15 Support for Secondary Education → P16-17 Support for School Enrollment → P18-20 Vocational Training → P21-25 Literacy Classes → P26-27 Production of Teachers → P28-29 Sound Development for Youths → P30-31
 <p>2 ZERO HUNGER</p>	Nutrition Guidance → P4	 <p>5 GENDER EQUALITY</p>	Family Reconstruction Education → P32 Education for Advancement of Status of Women → P34 Prevention of Human Trafficking → P34
 <p>3 GOOD HEALTH AND WELL-BEING</p>	AIDS Prevention Education → P5-8 Medical Assistance/ Malaria Prevention → P9-10 Medical Assistance in Affected Areas of the Chernobyl Accident → P11	 <p>6 CLEAN WATER AND SANITATION</p>	Hygiene Instruction → P35 Well Renovation → P35

FOREWORD

“Sustainable Development Goals (SDGs)” and “Human Security” — Realizing the World where No One is Left Behind

The Women’s Federation for World Peace (WFWP) is an 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, had 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. Currently, WFWP has tackled the achievement of the Sustainable Development Goals (SDGs) which were adopted in September 2015.

The philosophy of the SDGs is “No one will be left behind”. This is also common to the idea of “Human Security” proposed by Japan in 2000. As noted in General Assembly resolution 66/290, “human security is an approach to assist Member States in identifying and addressing widespread and cross-cutting challenges to the survival, livelihood and dignity of their people.” It calls for “people-centered, comprehensive, context-specific and prevention-oriented responses that strengthen the protection and empowerment of all people.”¹

According to the “Sustainable Development Goals Report 2018”, the percentage of global workers living on less than \$1.90 per person per day has increased from 26.9% in 2000 to 9.2% in 2017 over the past 20 years. It dropped significantly. However, the economic damage caused by the disaster in 2017 is expected to exceed \$300 billion. This is the biggest damage in recent years, mainly due to three large hurricanes that hit the United States and several Caribbean countries.² In this way, even if human

power can somehow overcome poverty, the current world is where poverty is newly created and left behind by climate change and natural disasters that Many people are left behind not only in natural disasters but also in fields such as healthcare, education, gender, disabilities, regional disparities, and the environment.

SDGs pay attention to each and every human as well as human security. People in developing countries, those in developed countries, rich people, and vulnerable people, under world peace and partnership, value the natural environment and create stable societies where people can live human lives, and aim to realize the affluent world where we can create economic growth. “Economy”, “Society”, “Environment”, “Peace” and “Partnership” can be said to be keywords for the sustainable world.

This booklet is a summary of some of the activities which overseas volunteers from WFWP Japan and members of WFWP International had carried out for attainment of SDGs. In order to have you understand our efforts for contribution to achieve SDGs, we report activities according to the goals of SDGs in this booklet.

WFWP would appreciate your understanding and guidance as to our efforts.

Source and reference

- 1 : United Nations Trust Funds for Human Security, WHAT IS HUMAN SECURITY?
<<https://www.un.org/humansecurity/what-is-human-security/>>
- 2 : United Nations, “The Sustainable Development Goals Report 2018”
<<https://unstats.un.org/sdgs/report/2018>>



Goal 1 End poverty in all its forms everywhere

WFP supports the SDGs

Target 1.4 By 2030, ensure that all men and women, in particular the poor and the vulnerable, have equal rights to economic resources, as well as access to basic services, ownership and control over land and other forms of property, inheritance, natural resources, appropriate new technology and financial services, including microfinance

Microfinance

Middle East
Jordan

Microfinance Outline

The project began in October 2000 in order to support independence for women. Since women are restricted to go out in public freely in Islamic society, it is easy for them to use the microfinance 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) for the first time and 400JD (≅\$564) to 500JD (≅\$705) depending on the stance of repayment and degree of success with no interest, and repay monthly within 10 times. The repayment amount and 2% of the amount as administrative fee are collected, and life and management guidance is also provided.

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: Sales (clothing, used clothes, sweets, miscellaneous goods, accessories, hardware, and cosmetics), tailor, beauty salon, delivery service of home made foods

New Developments [2017]

- A total of 20 loans for women aged 40 to 50 years. Repayment rate is 100%.

[2018]

- A total of 35 loans for women aged 30 to 50 years. Repayment rate is 100%.



Traditional Confectionery Production and Sale



Sale of Vegetables



Bread Production and Sale



Dressmaking



Beaded Fancy Goods Production and Sale



Goal 2 End hunger, achieve food security and improved nutrition and promote sustainable agriculture

WFP supports the SDGs

Target 2.2 By 2030, end all forms of malnutrition, including achieving, by 2025, the internationally agreed targets on stunting and wasting in children under 5 years of age, and address the nutritional needs of adolescent girls, pregnant and lactating women and older persons.

Nutrition Guidance



Delivering Soy Powders and Eggs



Sewing Class

Africa Zambia

Food Project (Nutrition Class)

Outline: In 1994, WFP began to supply soy flour to malnourished children under age 5 in Ndora City. Since January 1995, WFP 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 provide the mothers with a supply of soy flour for two weeks (1kg) and instructions so that they can make porridge and feed the children at home. Feeding the children for three to four months as instructed typically brings the weight of the children up to the standard level. When the children attain the standard weight, the mothers and children can graduate from the class. Participant mothers are then trained to assist the program as "Nutrition Promoters." Moreover, local staff members have acquired supporters through introducing food projects with the approach book and having them inspect them.

Since 2010, in order to promote economic independence of mothers who participate in the nutrition class, WFP has offered sewing classes at the WFP Zambia office in Lusaka City.

New Developments

[2017]

- Nutrition classes were held at Chaisa Clinic and Garden Clinic in Lusaka City every other week. Approximately 50 pairs of mothers and children participated in each class.
- At Chaisa Clinic, graduate's mothers worked with the staff members. A government nutritionist had procured and donated peanut powdered sweets
- A wife of a staff member of the Embassy of Japan in Zambia visited the nutrition guidance class and donated 200,000 yen worth of soy flour. In addition, she came to help as a staff member.
- The number of students of sewing classes was 35 women.
- Thanks to public relations activity of local staff members, a

farm had donated 1,200 eggs each month for the children who participated in nutrition guidance classes.

[2018]

- Nutrition classes were held at Mandevu Clinic and Garden Clinic in Lusaka City every other week.
- At Mandevu Clinic, approximately 100 pairs of mothers and children participated in each class. Nutritionists and nurses provided guidance and counseling on volunteers.
- At Garden Clinic, 50-60 pairs of mothers and children participated in each class.
- WFP Zambia members made the approach books, visited the companies to collect donations, and covered a part of the operation costs of nutrition guidance classes.
- When the dressmaking class recruited women who wanted to be independent, 28 women attended the class. The graduates are loaned sewing machines and instructed to be independent.
- A farm donated 4,800 eggs each month to nutrition guidance classes.

	Number of Children who participated in the classes	Number of Children who gained back standard weight
2017	2,153	251
2018	3,721	1,498
1994-2018	58,153	12,858



Goal 3 Ensure healthy lives and promote well-being for all at all ages

WFP supports the SDGs

Target 3.3 By 2030, end the epidemics of AIDS, tuberculosis, malaria and neglected tropical diseases and combat hepatitis, water-borne diseases and other communicable diseases

AIDS Prevention Education

Africa

Ghana

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

Since 2009, WFP Ghana has held a series of seminars using materials provided by WFP 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 flipcharts and PowerPoint presentation, seminars have been held more effectively.

Implementation

[2017]

From February to December, seminars on AIDS prevention education and family value education were held at 15 schools including Progressive Faith School and Holy Child Academy in Accra, the capital. The total number of participants was 2,013.



A Class at D L Basic School Opah

[2018]

From February to October, seminars on AIDS prevention education and family value education were held at 12 locations including D L Basic School Opah in Amasaman and Teacher Adam's School in Accra. The total number of participants was over 1,000. A medical student who has been supported by WFP as a foster child scholarship recipient helped these seminars.

Mauritania

Outline: AIDS prevention education was started in 2001 when HIV cases increased among the young people in Mauritania. WFP uses "Living in the Era of AIDS" which is a PowerPoint presentation as a teaching material translated into French, and WFP added material about the situation of Africa. In areas without electricity, flip charts are used. In Mauritania, AIDS prevention education has spread by word of mouth; some who received AIDS prevention education were impressed by the contents and introduced others.

Implementation

[2017]

- On October 28, the seminar was held for approximately 50 men and women in the Kandahar Association, a community in Arafat, a suburb of Nouakchott, the capital city. The program was held in French and translated into tribal Pulaar language.
- On November 6, the seminar was held for approximately 80 teachers and students at a junior high school in Chami City, a boom city where takes about 3 hours by car from Nouakchott. The students commented, "Thank you for coming for us from a distant country. We would like to convey this to my family members and many other people."
- On November 17, the seminar was held for 67 teachers and students at National School of Public Health in Nouakchott. Female Executive Director commented, "WFP's AIDS prevention education is different from other materials and very good. I would like to continue to deepen exchanges from now on," and gave a letter of thanks to a Japanese volunteer for Mauritania.
- On December 2, at the request of former Ambassador of Mauritania to Japan, the seminar was held in Bagodine, hometown of former Ambassador. The mayor welcomed and more than 200 villagers from surrounding areas gathered in an open space.



A Class at a Junior High School In Shami City

[2018]

- On October 27, the seminar was held in Pulaar language for 40 married and unmarried men and women in Kandahar Association, a community in Arafat. A doctor, one of participants, was interested in the contents he had never heard before.
- On November 2, the seminar was held at a junior high school in Chami City. The principal of this school accepted the contents of WFP's program and had implemented every year for several years. Approximately 60 students attended and listened to it enthusiastically. The school gave a letter of thanks to a Japanese volunteer for Mauritania.
- On December 1, the seminar was held for approximately 50 mothers who have small children in El Mina, a suburb of Nouakchott and poor area in order to commemorate World AIDS Day. The participants listened to the lecture seriously and commented, "This content is important."

Kenya

Outline: According to the data of UNAIDS in 2018, in Kenya, there were 1.4 million adults aged 15 and over living with HIV and the number of infected women were more than men. In 2018, 46,000 people (all ages) were newly infected.

Since Kenya is one of the most HIV-infected countries in Africa, WFP Kenya and Japanese volunteers for Kenya have implemented AIDS prevention education since 1995. The target is students, teachers, staff members and PTA of Handow Junior and Senior High School. Centering on PowerPoint presentation of "Living in the Era of AIDS", the program instructs medical knowledge, prevention methods, ways of life, as well as character education.

Implementation [2017]

From January 9 to 10, AIDS prevention seminar was held at Handow Junior and Senior High School. On the first day, a lecturer gave a lecture of "Living in the Era of AIDS" and 300 students who were mainly 3rd and 4th graders attended. In addition, for 45 members of PTA, lectures on family values and importance of moral education was given in Swahili. On the second day, a lecture of character education was held for 300 students. In the questionnaire after the seminar, there were many students who took the contents of the lecture seriously, but it was found that some students were anxious that they were infected with HIV/AIDS.



A Seminar at the Handow Junior and Senior High School

[2018]

On September 24, the lecture of "Living in the Era of AIDS" was given to all 600 students of Handow Junior and Senior High School at the school cafeteria. On September 25, the lecture on character education was given to these students.

In 2013, there were 16 cases of pregnancy of female students of this school, but, in 2018, there was only one case of pregnancy. It was one of outstanding results of AIDS prevention education and character education at this school.

Caribbean

Trinidad and Tobago

Outline: WFP has carried out AIDS prevention education since 1996 by using English version of "Living in the Era of AIDS", to which local issues are added. Depending on the needs of local people, WFP holds seminars on moral education, abstinence and self-control education and character education. The targets of the education are the upper grades of elementary school, junior and senior high school students, various technical schools, parents, educators, and community people.

Implementation [2017]

- In November, WFP Trinidad and Tobago and WFP Japanese volunteers for Trinidad and Tobago held AIDS prevention education seminars at 4 elementary schools and two junior high schools in Port of Spain, the capital. They gave lectures on moral education and abstinence and self-control education and "Living in the Era of AIDS" for 397 pupils and students aged 8 to 14 and 22 teachers.
- On November 18, WFP Trinidad and Tobago held a seminar to train instructors for AIDS prevention education and introduce the program of AIDS prevention education at the hall of All Saints Church in Port of Spain. WFP invited a lecturer of character education from Dominican Republic and gave a lecture on "Necessity and Priority of Character Education". Eight WFP Trinidad and Tobago members and 18 guests including educators attended the seminar.

[2018]

- On April 19, a moral education seminar was held for 28 members aged 10 to 18 years old of John John Youth Club in Curepe Town, Tunapuna-Piarco Region.
- On April 25, a seminar of "Live in the Era of AIDS" was held for 38 students aged 13 to 16 years old and 1 teacher at Manzanilla Secondary School in Manzanilla, Sangre Grande Region.
- On November 5, a moral education class was held for 80 pupils aged from 7 to 8 years old and 6 teachers at Curepe Fatima RC School in Curepe Town.



A Class at Maraval Junior High School



A Class at Tunapuna AC Elementary School

Dominican Republic

Outline: AIDS preventive education in the Dominican Republic has been carried out since January 2011 with support from WFPW 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 WFPW received successive requests from teachers and schools that approved of the educational content of WFPW.

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

According to a data of World Data Atlas, rate of HIV-infected persons aged 15 to 49 in the Dominican Republic was 2.4% in 1999, but decreased to 1% in 2016.

Implementation

[2017]

- For 8 months from January to May and from September to November, at the Ruddy Maria Comas Bautista Junior and Senior High School, a public school in Villa Linda, WFPW Dominican Republic offered the ethics and morals curriculum seminar for all students.
- On May 31, after the lecture on "Teen pregnancy problems" at the Rudy Maria Comas Bautista Junior and Senior High School, Mrs. Kikuchi, a WFPW Japanese volunteer for Dominican Republic and an instructor of lectures on puberty of WFPW Japan, gave a talk on abstinence and self-control. After that, the principal and the teachers in charge of orientation participated, and 31 students who completed the entire curriculum were awarded a certificate and stationeries were also presented.

[2018]

- At the request of the principal of the Rudy Maria Comas Bautista Junior and Senior High School, WFPW continued to be in charge of the ethics and morality curriculum seminar to be held at the end of public school. From January to March, May, and October to November, the program was held for 30 students who were bullied or had family problems or problem of behavior from all the students every time. A total of 828 students attended 48 lectures in one year. The school's orientation teacher and the WFPW instructors worked together on the curriculum.
- On April 15, a moral education class was held for 230 students and 4 professors of the Faculty of Education at National UASD University.
- On October 1, the lecturer training course of AIDS prevention education was held. Twelve participants of the Global Women's Peace Network (GWPN) Assembly from Nicaragua, Haiti and Costa Rica attended the course.
- On October 19, WFPW held moral education classes at the Elizabeth Lantigua Bonilla High School, with an introduction from the Rudy Maria Comas Batista High School which has continued its moral education classes.
- On November 19, WFPW held "Pure Love Movement Culture Festival" with the cooperation of Alcarrizos City, and mobilized 500 young people and residents in the march of Pure Love Movement. Participants shouted the slogan of the movement. Many sports groups and young people's groups participated in this event.
- On December 1, WFPW held a pure love education seminar and a family reconstruction seminar co-hosted by youth department of the office of First Lady and the psychology teachers' group.

Implementation	Seminars	Times	Number
2017	Classes of Moral Education	32	921
	Pure Love and Abstinence Education Seminar	1	300
	Family Reconstruction Seminar	6	129
	AIDS Prevention Education Instructor Training Course	1	15
	Total	40	1,365
2018	Classes of Moral Education	50	1,062
	Pure Love and Abstinence Education Seminar	5	234
	Family Reconstruction Seminar	6	670
	Total	61	1,966



WFPW Volunteer Presented Stationeries to Participants of a Seminar



Pure Love Movement March co-organized with Los Alcarrizos City

Other country where WFPW operates AIDS prevention education in the Caribbean: Jamaica

Central and South America

Argentina

Outline: At the universities and public facilities where WFPW started to hold seminars on education for sound development of youths and emotional education in March 2013 and had held them, WFPW added AIDS prevention and character education to the contents of the seminar. Since 2016, focusing on communities and schools in Tucuman Province, Buenos Aires City and Buenos Aires Province, WFPW has promoted only AIDS prevention and character education.

Spanish version of "Living in the Era of AIDS" and "Amor puro", textbook on abstinence and self-control, are used as educational materials.



A Class at the No. 5 School of Technology in San Miguel de Tucuman City

Seminars	Place	Targets	Number of Participants
2017	Tucuman (School of Technology, National University of Technology, Governmental Organization, Hotels), Salta, Jujuy (School of Technology), Buenos Aires	Teachers, Students, Parents, School Officials, Experts, and Government Agencies	657
2018	Jujuy, Tucuman, Corrientes, Salta	Friends, Acquaintances, Students, VIP / NGO leaders, and State legislators	750

Belize

Outline: At Belize, statistics show that 80% of 13 year-olds have already experienced sexual intercourse. Feeling the need for an early AIDS prevention education, WFPW started a program from 2013. The country teaches the importance of using condoms, but this is only a coping method and a specialized education on how to prevent AIDS was necessary.

A lecturer was invited from the U.S. to hold seminars at elementary and middle schools using educational materials from the "Clean Slate Program".

For elementary school pupils, a picture book called "My Body is Precious" is used to teach what a "good touch" and "bad touch" is and that it is important to protect your own body to make your dream come true in the future.

For junior high school students, the influence of alcohol and drugs on the brain, the danger of social networking services, and the problems caused by teenage pregnancy are taught using videos.

Implementation

[2017]

- In October, WFPW held AIDS prevention education seminars at three schools in Belize City, the capital. Two hundred and six participants from fifth graders to junior high school students attended the seminars.
- E.P York Junior High School is the highest level school in Belize City, but two girls had returned to school after pregnancy and giving birth.



A Seminar at the Saint John Vianney RC School

[2018]

- On October 10, WFPW invited a lecturer from Dominican Republic and held a seminar on AIDS prevention education and character education for 75 elementary school pupils at the Samuel Haynes Institute of Excellence School in Belize City .
- On October 12, WFPW held a seminar on AIDS prevention education and character education with an instructor from Dominican Republic for 86 fourth graders, 65 fifth graders, and 84 sixth graders at St. John Vianney RC School in Belize City.

Eastern Europe

Belarus

Outline: As HIV infection is recently spreading explosively in the Eastern Europe region, the government is focusing on countermeasures against AIDS. Concerning for the current situation of the rapid spread of AIDS, WFPW suggested the necessity of education both in mental and physical aspects, along with developing a sense of crisis against radioactivity. Seminars on AIDS prevention, abstinence and self-control education are held using a teaching material titled "Love and sexuality in the era of AIDS" in Russian with cooperation of youth staff members of a local NGO.

Implementation

[2017]

- The local staff members have been actively promoting AIDS prevention education in schools and had held seminars 13 times in total and 491 students attended.



A Seminar at the 2nd Chchersk School

- October 17, WFPW Japanese volunteers attended the seminar for approximately 100 people at a gymnasium in Gomel.

[2018]

- The local staff members held seminars 8 times in total for 317 people.
- On September 24, WFPW Japanese volunteers attended the seminar for 78 students and teachers at Chechersk secondary school No. 2 of Gomel Region.

Medical Assistance/Malaria Prevention

Africa

Niger

① 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.

Since the activities of terrorists have been active after 2013,

Japanese volunteers cannot enter Niger and only local staff members carry out the activities.

New Developments

[2017]

On May 15, in Lelehi Maman Ganali Village in Kollo Department, Tilaberi Region, free medical treatment and free drug distribution were conducted for 3,000 villagers. Three hundred and eighty six people received treatment. Doctors and nurses from the local hospitals in charge of the village conducted the examination. Medical treatment results showed many colds, stomachaches and arthritis. Malaria was low before the epidemic but when the drug was distributed, a public health nurse added instructions to the mothers about water hygiene, nutrition and handwashing.

[2018]

A severe cholera epidemic occurred in Maradi Region of southern Niger from July to September. The total number of patients was 3,692 and 68 died. Therefore, mobile medical clinic and hygiene guidance could not be implemented in this area.

② Support for Management of a General Health Center in Madeni Tadeta Village

Outline: WFP financially supported the construction of a General Health Center (CSI: Centre de Sante Integre) in Madeni Tadeta Village, Gabi District, Madarounfa Arrondissement, Maradi Department, which targets 4,000 people in surrounding 5 villages including Madeni Tadeta and is one of government policies. The construction completed by the Ministry of Health in 2016. Senior nurses permanently work there.

New Developments

[2017]

- In January, the center purchased medicines and started medical treatment.
- In May, the center purchased equipment such as lockers, desks, chairs, etc. In addition, solar panels and batteries were installed, and solar power generation facilities were set up, and a light was lit in the examination room, making it easier to make an examination.
- In October, the center became the site of a UNICEF-supported nationwide vaccination campaign targeting infants and many mothers visited. The center received a word of appreciation from the Ministry of Health that it became easier to carry out vaccination activities

[2018]

- The center was designated as the venue for the National Immunization Campaign, and many people from the surrounding area visited it. People were unable to enter the building, so a request was made to expand the waiting area in front of the entrance. In response to the request, the roof was covered with a roof in the period from June to August, and the floor and the equipped chairs were coated with concrete, and a waiting area was added.
- The drugs were prepared for mobile medical treatment in 2018. However, it was difficult due to various conditions such as the cholera pandemic, so the leftover drugs were donated to the center on February 3, 2019. Director of the center was very grateful because the center was lack of medicines.



Mothers and Children Visited the Center for Immunization Campaign



Newly Set Up Waiting Area

Nepal

Health check-up project

Outline: In 1997, WFPW Japan started visiting villages with no doctors to hold free health check-ups and distribute medicine. A nutritional guidance and hygiene education was also held at the same time since the living environment and eating habits greatly affect their health. In 2013, WFPW Japan started the management support of the World Peace Health Service Center, a clinic located in Meghauri Village of the Chitwan District. At this clinic, registered nurses who also qualify as pharmacists see patients three times a week and health nurses provide 24-hour support for pregnant women. About 70 to 100 patients visit the clinic every month to receive treatment and medicine.

New Developments

① Breast and uterine cancer screening and gynecological examination

[2017]

● On May 20, a breast and uterine cancer screening, a gynecological examination, and a distribution of medicine was held at Pregati Siksha Sadan School in Bharatpur City in Chitwan District. Four doctors, 9 nurses, 12 members of WFPW Nepal, 5 teachers, and 5 other staff members volunteered. Two hundred and one women from ages 7 to 90 received the check-up and 90% of them were diagnosed with pelvic inflammatory diseases. There were other patients diagnosed with abnormal uterine bleeding, cervical prolapse, and polyps. Patients who needed surgery were taken measures to receive treatment for free at designated hospitals. Since it was a poor rural district, the women were very grateful of the free check-ups.

[2018]

- On November 3, a free eye check-up was held at a nursing home in Itahari Sub Metropolitan City in Sunsari District, located in Eastern Nepal. With the cooperation of the Nepal Netra Jyoti Sangh and the Itahari Eye Care Centre, 2 doctors, 3 nurses, 2 pharmacists, 14 WFPW Nepal members, and 20 local staff members volunteered. One hundred and seventy three men and women from ages 45 to 55 participated. The most common cases were cataract with 33 patients and pterygium with 6 patients. Free surgeries were held for patients who needed it and 70% of the participants were prescribed with free medicine. One patient who received a cataract surgery commented, "Now that I can see clearly, my everyday life has become much more comfortable. I couldn't be more grateful that the surgery was free."
- On December 8, a gynecological examination, a medical health check-up, and a distribution of free medicine was held at the Meghauri Health Center with the cooperation of Chitwan Cancer Hospital, Chitwan Medical College and Meghauri Health Center, 2 doctors, 2 nurses, 1 pharmacist, 3 WFPW Nepal members, and 3 local staff members volunteered and 106 men and women from ages 0 to 55 participated. The most common cases were irregular menstruation, troubles with wounds after sterilization, uterine fibroid, gastrointestinal upset, common colds, etc. One participant commented, "I'm glad the doctor for the gynecological examination was a woman. It would be great if a check-up like this is held regularly."

② A Clinic in Meghauri Village "World Peace Health Service Center"

[2017]

- Many of the medicines and medical devices were damaged due to a flood from a heavy rain in August, so WFPW Japan provided them with approximately 20,000 JPY worth of medicine. Since there were many citizens who felt ill from the water damage, 137 patients visited the clinic during this month which was the highest number to date.
- A hearing was held from 4 patients of the clinic, and they mentioned that a clinic located in a walking distance where they can also purchase inexpensive medicine is extremely helpful for citizens who are financially disadvantaged.

[2018]

- The number of patients this year was 670 with a total of 4,110 patients from 2013 when the clinic opened. The most common cases are common colds, high blood pressure, gastrointestinal diseases, respiratory diseases, gynecological diseases, malnutrition, and dermatological diseases, but also first aid for attacks from wild animals and emergency measures for pregnant women and children are held.
- Electricity became available with the installation of an off-grid power system, and electric fans were installed for heat countermeasures. Mattresses were also placed on the examination tables.
- Matching uniforms were provided for health workers for a more hygienic appearance.



Free Eye Checkup



Donation of Medicines for the World Peace Health Service Center



Distribution of Medicines

Medical Assistance for Radiation Contamination from Chernobyl Accident

Eastern Europe

Belarus

Medical Assistance in Affected Areas of the Chernobyl Accident

Outline: More than 30 years have passed since Chernobyl nuclear power plant accident happened. However, the accident have had a bad influence on health of Belarusians exposed to radiation. Especially, it is serious for children lack of physical development due to eating food exposed to radiation. WFWP has supported the victims since WFWP started to provide stuffs and medical instruments, requested by the Gomel Regional Children's Hospital in Gomel region.

Since 2006, WFWP has financially supported the program for victims, which are run by local youth volunteer group "ALTERA"

WFWP Japanese volunteers visited the Institute of Radiation Safety "BELRAD" in 2007. They regularly have measured radiation level inside the body of children who live near contaminated area and have developed health food "VITAPECT", which is effective for moving down the radiation level. The medicine have been taken by children with dangerous radiation level. WFWP Japan sympathized with their activities for helping as many as children, and started to distribute VITAPECT in 2008.

WFWP established a Health Education Center in a school in which primary and secondary education are combined in the



Donation of Medical Materials

area close to contaminated areas in cooperation with BELRAD in 2010. WFWP makes children aware of how dangerous radiation by measuring the amount of radiation inside food taken, and consider how to prevent from the threat.

New Developments	2017	2018
Donation of medical materials to the Gomel Regional Children's Hospital	<ul style="list-style-type: none"> • A Cable for recording device of electrocardiogram • 6 channel electrocardiographs • An Expander to expand the mouth • A Ellipsoid biopsy forceps • A Heat indicator board • A Gypsum film bandage for catheter fixation 	<ul style="list-style-type: none"> • 3 Special solvent resin packs E-315 for cleaning surgical instruments • 3 types of multipurpose computer complex electrode helmets • A massage chair for rehabilitation
Financial aid for administering VITAPECT	40 children	11 children
Health Education Center	The BERLAD recommended a gymnasium in Lyelchytysy District of Gomel Region. WFWP volunteers visited and inspected it and supported the expenses for continuation.	WFWP volunteers inspected Chechrsk 2nd School in Chechrsk District of Gomel Region

Ukraine

Medical Assistance for Children Affected by Radiation in the Chernobyl Accident

Outline: Since November 1999, WFWP has supported many children's hospitals and orphanages, located in and around Kiev City by providing them with medical equipment, medicine and donations. Since 2010, WFWP has donated medical expenses according to requests from the "Chernobyl Soyuz," an NGO organized to support Chernobyl victims.

New Developments



[2017] Elizaveta Sholts (Age 10) , Second generation of Chernobyl accident victims
Her mother was born and raised in Chernobyl and was exposed at the age of one.
Disease name: Congenital teratovertebral hernia. Sacral spinal cord paralysis. Pelvic dysfunction. Neurogenic bladder (bladder nerve dysfunction)
Liza can't go to the bathroom alone and uses catheter and diaper. She transplanted her bladder in 2011, but her nerve can't connect properly and she needs to re-operate. At present, surgery can not be performed because of the growing period, and WFWP Japan supported the expense of ultrasound examination in April 2018 and has been observing the situation.



[2018] Yustina Zamoyska (Age 12) , Second generation of Chernobyl accident victims
During pregnancy of the mother, she was found to have congenital hydrocephalus and was born on cesarean section, but was unable to walk until the age of 8 because a part of the brain related to gait function was affected. After that, she was able to walk while grasping by surgery and rehabilitation. WFWP Japan supported the cost of rehabilitation treatment as she had possibility to walk on her own by doing intensive rehabilitation.



Goal 4

Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

WFPW supports the SDGs

- Target 4.1** By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes
- Target 4.2** By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education

Support for Primary Education: Construction and Management of Elementary Schools

Africa	
Guinea Bissau	
School Name (English)	Sunac Elementary School
School Name (Portuguese)	Escola do Ensino Basico Sunac
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 offers moral education on Saturdays. During summer vacation, the moral education course titled "Abstinence & Self-control Special Summer Course" is held for the upper grade pupils. The school starts in September and ends in June.
Number of Graduates	483

Outline

In Guinea Bissau, where coups and civil wars frequently occur, about 60% of population live on a small income of less than \$1.90 per day, the international poverty line. 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 the 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.



Current School Building

Since 2008, the foster parents program has been supporting children from low-income families. Many of graduates of this school proceed to the Sunac Junior High School.

New Developments [2017]

- A bench was installed in the schoolyard.
- With the support of the Rotary Club in Japan, the school constructed a staff room, repaired the windows and walls of the fourth classroom, and installed a water storage tank.
- From September 6 to 13, the seminar titled "To make Sunac School the best school in Guinea-Bissau" was held for teachers.
- On September 23, a parents meeting was held and more than 100 parents attended.
- The overall grade rate was 84%.
- Fifty two sixth graders graduated.
- Number of pupils (September 2016-June 2017)

Boys	Girls	Total
117	146	263

[2018]

- Playground equipments (swing and seesaw) were installed and the roof of school building was repaired with the support from WFPW USA.
- A graduate of Sunac Elementary School and Sunac Junior High School was appointed as Executive Secretary.
- On September 28, a parents meeting was held and 90 parents attended.
- Forty four sixth graders graduated.
- Number of pupils (September 2017-June 2018)

Boys	Girls	Total
111	148	259



Ms. Winten Siga is a graduate of Sunac Elementary School and Sunac Junior High School. After graduating from university, she became Executive Secretary of Sunac Elementary School in 2018.



Current School Building



Children Playing with Playground Equipments

Africa Equatorial Guinea

School Name (English)	① Motoko Shiroma School (Kindergarten and Elementary and Junior-High School)
School Name (Spanish)	La Escuela Motoko Shiroma
Completion of School Building	March 1999
Founded	October 2001
Curriculum	The school follows the curriculum designated by the government for kindergarten (2 years) to ninth grade, and gives all classes in the morning. The school year starts in September and ends in June.
Number of Graduates	321

Outline

Motoko School, a vocational training school for independence of women, was originally opened in the capital Malabo in 1999. With requests from parents of neighboring areas and the Ministry of Education, Motoko Shiroma Kindergarten and Elementary School was built within the premises of the training school in 2001. Since 2002, only the kindergarten and elementary school have been in operation. In 2016, the school opened a junior high school class and changed its name into "Motoko Shiroma School".

With approval from the government, teachers are staffed by the Ministry of Education as well as members of WFPW Equatorial Guinea with teaching qualifications. The principal is also a WFPW member.

WFPW Equatorial Guinea hosts bazaars with goods donated

from Japan and gives the proceeds to the school to help cover administrative costs.

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. Every year a memorial ceremony is held on February 9, her death anniversary.

New Developments

[2017]

- Under the guidance of the Ministry of Education, construction for the safety of students, such as repairing damaged floor tiles in each classroom and placing the ground in the schoolyard, was carried out.
- One classroom was added. The school has 11 classrooms in total.
- All the 24 sixth graders graduated and all went on to junior high school.
- Number of pupils (September 2016-June 2017)

Boys	Girls	Total
107	168	275

[2018]

- The 8th grade class was opened.
- All the 25 sixth graders graduated and all went on to junior high school.
- Number of pupils (September 2017-June 2018)

Boys	Girls	Total
136	152	288

School Name	② Pilar Momo Kindergarten and Elementary School
Beginning of Construction of School Building	July 2004
Completion of School Building	Still under construction
Founded	September 2011

Outline

School construction began in response to a request from the Equatorial Guinea chapter of WFPW for a school which is larger than the Motoko Shiroma School. WFPW 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. The school was opened in September 2011 with the earnest request of the neighbors and the Ministry of Education.

WFPW Japan will be supporting the construction of school



Current School Building

buildings, maintenance of facilities and attendance of children in poor families.

New Developments

[2017] A strong concrete fence on the road side, which was installed for securing children's safety, was completed. The roof of the stairs part was installed.

[2018] The school painted fence, the outer wall of the school building, and the school name signboard.

Africa Cameroon

School Name	Sun Luna School (in the "Bafut Training Center")
Completion of School Building	June 2013
Founded	September 2015
Curriculum	The school follows the curriculum designated by the government for kindergarten to sixth grade. The school year starts in September and ends in June.

Outline

Since 1995, WFP had planned to build a training center in Bafut Village in Northwest State in order to support women's self-help and promote AIDS prevention education. The center was completed in June 2013 with funds raised by WFP Cameroon members and supporters as well as support from Japan.

Requested by the community, the Sun Luna Elementary School was opened in September 2015.



Teachers and Pupils

New Developments [2017-2018]

Due to political instability, all schools located in Bafut Village were closed, and the Sun Luna Elementary School was also closed in October 2018 for the time being.

Number of Pupils	Kindergarten	1st grade	2nd grade	3rd grade	Total
2017	12	1	6	—	19
2018	—	1	2	5	8

Support for Primary Education: Elementary School Management/Support for Elementary School Management

Africa Ethiopia

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

Outline

WFP Japanese volunteers initiated free literacy education in 1997, in Woreda District 10 of Addis Ababa, the capital of Ethiopia, for impoverished school-aged children who cannot afford schooling. In 2001, they started Non-formal Education Child Support Program which was approved by the Ethiopian government. 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. Reading



Last Class of Pupils

promotion education has been implemented.

As a result of the Ethiopian government working on achieving universal primary education, it was decided that all children aged 7 years old would enroll in public primary schools. Along with that, the non-formal education mission of "One Hope Garden" has ended. In June 2017, the primary education school ended by transferring 18 third graders to the fourth graders of public elementary schools.

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 Monrovia. It offers programs for children from ages 3 to 6, including basic reading and writing skills, singing, sports, playing, Japanese language and Bible study.

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 prevention education, hygiene class countermeasures against Ebola virus, family education, and moral education.

Enrollment is in September, and graduation, in July.

Through school events, the school holds exchanges with the PTA and local community.

New Developments [2017]

- Since the children were unable to touch the toys during the epidemic of Ebola, a WFP Japanese volunteer brought picture books with sound, coloring sets, and stuffed toys from Japan and donated them to children for their mental care in January. In addition, disinfectants and insect repellents were also donated.
- The walls of the classroom became a block, and the roof



Donation of Materials from Japan

renovation work was also carried out.

- The pupils of this school won the local school competition speech contest, and the image of the school was improved.
- Computer classes for the upper grades of elementary school were started.

[2018]

- The floor of the classroom was covered with cement, and chairs, blackboards, new classroom partitions, wall painting, toilet pipe repair, etc. were carried out.
- Inviting local children to school events such as sports day and sports events helped to promote the school and interact with the community.

Number of Pupils	Nursery	Kindergarten	Elementary	Total
2017	40	18	51	109
2018	31	15	66	112



Three year old class



National Singer WFP Vice President of Bangladesh (then) visited the school

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 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.

Parental guardians are enthusiastic for education, so the school promotes study groups for parents and storytelling for the children.

New Developments

[2017]

- The kindergarten was relocated to Kukum Avenue. A school store was set up.
- WFPW Australia donated 40 iPads, and started IT classes for 20 applicants in 5-year-old class. It was the first attempt at kindergartens in Solomon Islands, and parents were appreciated it.
- A university student who is daughter of a member of WFPW Japan visited Solomon Islands and participated in activities as a volunteer. For children, she read picture books and picture-story shows aloud, and taught origami and English handplay songs. She also repaired picture books and created and donated a poster on how to handle the books.
- A bookshelf and a printer were donated to the school.
- Ms. Selina Galo, President of WFPW Solomon Islands and Supervisor of New Hope Academy, visited Japan and learned about a Japanese kindergarten in Chiba city.

[2018]

- Three temporary classrooms for elementary school classes were constructed and the first class pupils entered the elementary school classes.
- Honiara City accepted registration of this school. As a registered school from 2020, textbooks, teachers’ salary, and etc. will be supported by the Ministry of Education.
- The kindergarten refurbished the warehouse and expanded each classroom. Simple doors in each classroom were installed so that children would not leave the classroom during the activity. In order to prevent dust from the main road, special nets were installed under the roof and windows. A dustproof door was attached in the cupboard.
- Programming education of PC was held for children of New Hope Academy’s board members as monitors. After installing the applications, it was found that they could study independently with the PCs and the textbooks and it was possible to educate fully.

Number of Kindergartners & Pupils	3 years old	4 years old	5 years old	1st grade	Total
2017	40	35	35	—	110
2018	35	34	35	32	136

Asia

Bangladesh

Support for Management of “Jaigeer Elementary School”

Outline

Jaigeer Elementary School was built in Jaigeer Village of Singair Upazila, Manikganj District, Division of Dhaka by a local NGO, and since 1994, WFPW Japan has been supporting the school by providing chalkboards, desks, chairs, textbooks, etc. When the school first opened, it had a thatched roof and the students sat on directly on the dirt. In 1997, youth volunteers dispatched by WFPW Japan helped rebuild the school into a brick building.

There are a total of 7 classes from preschool to 5th grade. Classes for lower grades are held in the morning and upper grades in the afternoon.

In Bangladesh, education up to the 5th grade is compulsory and the government provides free education, but since children are a workforce in farming, the dropout rate of elementary schools is high. To solve this problem, the school started a microfinance program for mothers in 2007 under the condition that they must have their children attend school. Eighty-five percent of the children of this village attend this school. Though it is a private school, the students’ academic level is very high from using textbooks of public schools and effective teaching methods. On the standardized tests for 5th graders held every year by the region’s Board of Education, the school’s overall scores keep the best in recent years.

The children of this village had never moved on to college before the school was built, but today there are graduates of this school who have entered elite universities such as the University of Dhaka.

WFPW Bangladesh has taken over the management ever since the local NGO has withdrawn, but due to lack of funds, WFPW Japan has resumed support from 2015. The school was accredited by the government as a public school in 2017 and will transition from private school into public school.

New Developments

[2017]

- Vice president of WFPW Bangladesh (then, Current President) who is a national singer visited the school and encouraged pupils and parents.
- A standardized tests for all graduates of the region was held in November. Thirty-five pupils took the test and all of them passed. The school scored first place out of all 27 schools of the region.

[2018]

- A standardized tests for all graduates of the region was held in November. Forty-six pupils took the test and all of them passed. Eight outstanding pupils were awarded special government scholarships. The school scored first place out of all 27 schools of the region.
- Despite a rural area, thanks to a microfinance project, elementary school dropout disappeared and the number of girls of some grades reached the same number as boys, or the number of girls of one grade reached even more than boys

Number of Pupils	Boys	Girls	Total
2017	187	155	342
2018	189	160	349

Other country operating primary education project: Jamaica

Support for Secondary Education: Construction and Management of Junior and Senior High Schools



In 2018, Ambassador of Japan to Mozambique (third from left in photo) Visited the School. At Library.



Graduation Examination of 12th Graders

Africa

Mozambique

School Name (English)	Sun of Mozambique Secondary (Junior and Senior High) School
School Name (Portuguese)	Escola Secundária Sol de Moçambique
Founded	March 1995
Completion of 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 senior high school (grades 11-12). Students in junior-high school study in the morning, while high school students study in the afternoon.
Number of Graduates	11,366

Outline

Though Mozambique is on the road to recovery from the Civil War ended in 1992, shortage of junior and senior high schools nationwide is still a serious problem.

The WFPW junior-high school was opened in 1995, and senior-high school in 2001, in Beira, the second largest city of Mozambique. It is renowned for the quality of its teachers, all 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 and qualification as public schools.

The library holds more than 8,800 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, many graduates have been selected as government-sponsored students to study abroad, including a university in Malaysia.

New Developments

[2017]

- Four high-achieving students from the previous year were exempted from paying monthly tuition.
- With support from WFPW USA, the school purchased a printing machine and two ceiling fans for the classrooms, and tiled the floors of library, staff room, and headmaster's room.
- School maintenance conducted: Relocation of underground electric wires, replacement of window frames of classrooms, painting of walls (student's toilets and exterior wall of library



Mrs. Hozan, Chief Director, Paying Salary of a Staff

and school store, and interior wall of library), repair of arbor's roof, and repair of desks.

- The graduation exam pass rate of 10th grade was 84.5%, the highest in the past 5 years.
- A fifth medical doctor emerged among the graduates.
- Alumni exchange meeting was held in Maputo, the capital, centering on university students from our school. Approximately 30 graduates gathered including students of national universities and a university for diplomatic training, and working people already working at companies and public offices.
- Two graduates entered a university in Russia and 2 graduates entered a university in Brazil as government-sponsored foreign students.
- Total number of enrollees of national universities: 70

[2018]

- Five high-achieving students from the previous year were exempted from paying monthly tuition.
- The Beira City level tournament of International Mathematical Olympiad was held, and 4 students from our school passed. As an excellent school, there was a tribute from Ministry of Education of Beira City.
- A youth member of WFPW Japan stayed for one month in Mozambique and helped with school management.
- His Excellency Mr. Toshio Ikeda, Ambassador of Japan to Mozambique, visited our school.
- School Maintenance conducted: Replace tin roof of bicycle storage, repaint all classrooms, installation of tap water and tin roof on the entrance of student's toilets.
- The graduation exam pass rate for 10th grade was 87%, that for 12th grade was 96%, and both exceeded the previous year.
- A sixth and a seventh medical doctors were emerged among the graduates.
- One graduate entered a university in Russia as a government-sponsored foreign student.
- Total number of enrollees of national universities: 77

Number of Students (End of the year)	Junior High	Senior High	Total
2017	285	270	555
2018	285	264	549



Teaching Future Career Choices with a Talking Wall



A Scene of a Class

Africa Kenya

School Name	Handow Secondary (Junior and 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 prevention education) are offered.

Outline

The junior high school was first being built by the Marakusi Village of former Lugari District of Kakamega County 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 and is popular among parents and students in the area around the school.

Club activities are active including rugby and football.

New Developments

[2017]

- In January, when WFWP Japanese volunteers for Kenya entered Kenya, they held a meeting with principal and subprincipal regarding school management and a meeting with foster children. They also donated stationeries and other materials to the school.
- A building of staff quarters and a building of girls' dormitory were expanded.
- Exterior walls of all classrooms were painted.

[2018]

- The school had 20 personal computers in total in the computer room.
It is rare for a rural school to have personal computers, and some students entered this school from a remote area far from school because of this facility.
- Books were added for library.
- Drainage system for girls' dormitories and a kitchen were improved.
- A well was added.
- The fences were strengthened.
- The floors of 6 classrooms out of 12 classrooms were repaired.
- In September, when WFWP Japanese volunteers for Kenya entered Kenya, they held a meeting with principal and subprincipal, president and officers of PTA and members of WFWP Kenya. They also donated stationeries and other materials to the school.

Number of Students	Boys	Girls	Total
2017	345	264	609
2018	324	282	606



Donation of Materials from Japan

Foster Parents Programs

ASIA



Cambodia

[Target] Students of Vath Ang Junior High School and from elementary school pupils to high school students who are orphans or from single-parent or needy family in Takéo Province
[Period/Amount] Foster Parents support ¥18,000/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.
[Month and Year Program Started] 1996
[Number of Foster Children] (2017) 139 (2018) 76
[Number of Foster Parents] (2017) 119 (2018) 68



Laos

[Target] Pupils of Sengsory Elementary School in Hadsayfong District of Vientiane Prefecture
[Period/Amount] ¥12,000/year for 1 year for a part of tuition
[Month and Year Program Started] March 2009
[Number of Foster Children] (2017) 12 (2018) 20
[Number of Foster Parents] (2017) 12 (2018) 18



Myanmar

[Target] Elementary school pupils, junior and senior high school students, and University students
[Period/Amount] ¥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.
[Month and Year Program Started] November 1997
[Number of Foster Children] (2017) 259 (2018) 263
[Number of Foster Parents] (2017) 240 (2018) 245



Nepal

[Target] Pupils and students of Ekta Academy who are willing to learn but are financially in need
[Period/Amount] ¥12,000/year for 1 year including tuitions and educational materials
[Month and Year Program Started] January 2011
[Number of Foster Children] (2017) 80 (2018) 78
[Number of Foster Parents] (2017) 80 (2018) 78



Thailand

[Target] Junior high school students of Ban Huaysing School and high school students who graduated from this school in Mae Hong Son Province
[Period/Amount] For junior high school students, ¥15,000/year including ¥3,000/year as administrative expenses for 3 years for Junior high school students. Fees of dormitory, uniform, stationaries, transportation for homecoming, and haircut are supported. For high school students, ¥27,000/year including ¥3,000/year as administrative expenses for 3 years. Tuition and transportation fees are supported.
[Month and Year Program Started] (For Junior high school students) 2000 (For High school students) 2018
[Number of Foster Children] (2017) 52 (2018) 61
[Number of Foster Parents] (2017) 50 (2018) 55

AFRICA



Eswatini (Former Swaziland)

[Target] From elementary school pupils to high school students who are orphans and children from needy family
[Period/Amount] ¥15,000/year for minimum 2 years
[Month and Year Program Started] January 1997
[Number of Foster Children] (2017) 57 (2018) 57
[Number of Foster Parents] (2017) 57 (2018) 57



Equatorial Guinea

[Target] From 5 to 15 years old pupils and students (kindergarten to 6th grade) of Motoko Shiroma School, Pilar Momo Kindergarten and Elementary School and other schools
[Period/Amount] ¥10,000/year including tuition and school supplies
[Month and Year Program Started] October 2002
[Number of Foster Children] (2017) 100 (2018) 107
[Number of Foster Parents] (2017) 95 (2018) 92



Ethiopia

[Target] Pupils who enrolled in One Hope Garden (elementary school)
[Period/Amount] ¥3,000/month (¥36,000/year) up to Grade 12
[Month and Year Program Started] February 2003
[Number of Foster Children] (2017) 20 (2018) 20
[Number of Foster Parents] (2017) 20 (2018) 20



Ghana

[Target] Elementary, junior and senior high school students of Amasamam in Ga District, Accra City, and the suburbs of Accra City
[Period/Amount] ¥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.
[Month and Year Program Started] January 2002
[Number of Foster Children] (2017) 54 (2018) 51
[Number of Foster Parents] (2017) 55 (2018) 55



Guinea Bissau

[Target] Pupils of Sunac Elementary School and students of Sunac Junior High School
[Period/Amount] ¥1,000/month or ¥3,000/month
[Month and Year Program Started] January 2001
[Number of Foster Children] (2017) 43 (2018) 41
[Number of Foster Parents] (2017) 43 (2018) 41



Kenya

[Target] Students of Handow Secondary School
[Period/Amount] ¥15,000/year and renewable yearly (on request)
[Month and Year Program Started] May 1998
[Number of Foster Children] (2017) 40 (2018) 40
[Number of Foster Parents] (2017) 19 (2018) 18



Malawi

[Target] Nursing students of faculty of health sciences of Mzuzu University who are outstanding but difficult to continue study financially
[Period/Amount] ¥62,500/year for tuition
[Month and Year Program Started] March 2016
[Number of Foster Children] (2017) 6 (2018) 8
[Number of Foster Parents] (2017) 6 (2018) 8



Mauritania

[Target] Orphans and children from needy family aged 5-15
[Period/Amount] ¥3,000/month or ¥1,000/month up to graduation from junior high school. 80% uses for child support.
[Month and Year Program Started] October 1997
[Number of Foster Children] (2017) 13 (2018) 14
[Number of Foster Parents] (2017) 6 (2018) 7



Rwanda

[Target] Orphans and disadvantaged students of New Hope Technical Institute
[Period/Amount] ¥30,000/year
[Month and Year Program Started] January 1999
[Number of Foster Children] (2017) 57 (2018) 53
[Number of Foster Parents] (2017) 56 (2018) 60

Other Countries : Cameroon, Honduras, India, Sri Lanka

Scholarship Programs

Country	Target	Period/Amount	Month and year program started	Recipients	
				2017	2018
ASIA					
Sri Lanka	Outstanding but disadvantaged students of high school, university, and vocational college	¥12,000/year for 2 years for high school students ¥22,000/year until graduation for university students	November 2002	24	26
AFRICA					
Gambia	Outstanding but disadvantaged students of junior and senior high school	¥7,000/year for junior high school students ¥15,000/year for senior high school students	September 1995	68	67
Zambia	Outstanding but disadvantaged 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	3
MIDDLE EAST					
Jordan	University Students	¥500,000/year	November 2001	14	12
Palestine	Palestinian female university students who are scholarship recipients from the Daughters for Life Foundation, which was founded by Dr. Izzeldin Abuelaish.	WFPW Japan donated \$8,000 to the foundation in 2017			

Other countries : Mauritania, Uganda

Voices of Appreciation from Foster Children



Rwanda

Two graduates from New Hope Technical Institute who were foster children of Mrs. Hiroko Misumi (WFPW Fukuoka 1st District Federation of Japan, right in photo) gave messages of appreciation at "20th Anniversary Celebration of New Hope Technical Institute (NHTI)" on October 19, 2018 on behalf of graduates in front of Mrs. Misumi.

Mrs. Uwineza Immaculee (center in photo)

"When I lost my parents in the civil war, became a genocide orphan, and had no dreams and hopes, thanks to foster parents program of NHTI, I was able to enter this school and graduate from this school, and finally I was

appointed as a chef at a restaurant. After that, I got married and could support my family. This support gave me the confidence to live that I was lonely after genocide, and made me imagine a future I never thought of. Just like the school supported me, this time I would like to help current students give them opportunities for off-campus training."

Mr. Nishimwe Jean (left in photo)

"I lost my parents in the genocide, but somehow survived, returned home and lived in a repaired house. The enemy race that killed my family came back home. They set fire to my house when I was there. I managed to survive from there, stayed in the hospital for a while, and was finally discharged. When I went to the house of my aunt who is my only relative, her husband refused to live together with me, and I was living as one of street children who had no place to go. At that time, I met the former president of NHTI in town and she said to me, 'Come to study in order to get out of the current situation.' With support from my foster parent, I was able to graduate and manage to start my own business. Without New Hope's support, I am not here right now."

● Currently, he has grown into a professional hairdresser who works with VIPs. He sets Mrs. Misumi's photo on the mobile phone's standby screen and treasures it because she was the only reliance during his school days.

Target 4.3 By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university

Target 4.4 By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship

Construction and Management of Vocational Training School

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 course comprise dressmaking, hairdresser/beautician, and Culinary Art. 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	2,417

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 had accepted 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 Culinary Art 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 school holds a parents' association every year and asks parents and guardians to understand school management and promotion of employment.

Since 2015, Japanese youth members have been teaching massage and nails for beautician course.

New Developments

[2017]

- From October 16 to November 2, Ms. Haruna Tanaka, who is a Thai massage therapist, taught special massage for graduates and current students of beautician course. Ms. Minori Tanaka, who is a professional nailist, taught nails for them. The graduates of both classes were awarded certificates of completion.
- On October 28, WFPW Japanese volunteers for Rwanda and staff members of the school visited 5 foster children at their homes and understood their current situation.
- The graduation ceremony of the 2017 academic year was held on February 9, 2018, and 103 students graduated.



Instruction of Massage

- The employment rate for graduates was 43%. (As of March 2018)
- Number of students

Dressmaking	Hairdresser/Beautician	Culinary Art	Total
41	42	37	120

[2018]

- From October 16 to 25, Rwanda Study Tour was conducted, and 19 members from WFPW Japan participated.
 - Inspection of New Hope Technical Institute
 - Visit of 6 foster children at their homes
 - Participation in the Brotherhood and Sisterhood Ceremony between Rwanda and Japan
 - Meeting with Her Excellency Jeanne d'Arc Gakuba, Vice President of the Senate of the Republic of Rwanda
 - Sightseeing : Kigali Genocide Memorial, safari at Akagera National Park, National Museum of Rwanda (King's Palace), National Ethnographic Museum
- On October 19, "20th Anniversary Celebration of New Hope Technical Institute" was held. Approximately 200 people participated, including substitution of the Minister of Gender and Family Promotion, Ambassador of Japan to Rwanda, substitution of the mayor of Kigali, and four participants from WFPW Japan. It was also aired as a news on Rwandan National Broadcasting. The teachers, students and alumni were able to make full use of the skills cultivated in the school, prepared, and celebrate them in full scale.
- Workforce Development Authority (WDA) mandated the establishment of a computer class and the school started classes four hours a week.
- The graduation ceremony for the 2018 academic year was held on February 8, 2019, and 83 students graduated.
- The employment rate for graduates was 54.2% (as of March 2019)
- Currently, 60% of the graduates do not work. In order to solve this problem, the school decided to start construction of an off-campus training center.
- Number of students

Dressmaking	Hairdresser/Beautician	Culinary Art	Total
39	28	25	92



With Vice-President of the Rwandan Senate

Management of Vocational Training Schools



School Building of Newly Constructed the JAMOO II



A Graduate who Became Independent with Excellent Embroidery Technology

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 one-year or two-years on-the-job training course.

In January 2018, with the financial support of the Japanese government, the construction of the second school was completed in Tivaouane Peulh, the suburb of Dakar City and opened in January 2019. Thirty students are learning.

New Developments

[2017]

- Since the embroidery techniques taught in JAMOO do not exist in other schools, some students came from other schools to learn this techniques. Even after employment, graduates were asked by other staff workers to teach their embroidery techniques.
- At the training shop, clothes finished by graduates who had trained for two years were carefully made, had good reputations from customers, and had many repeat customers.
- A WFP Japanese volunteer for Senegal visited a graduate's work place. She was a student who was very good at embroidery, so she made a lot of clothes with embroidery. Because her brother lives in Italy, the clothes she made are sold in Italy.

[2018]

- Three new electric sewing machines were installed at the training shop.
- On January 19, Introduced by the project evaluation director of Ministry of Women, Family and Children who had cooperated with JAMOO, Prof. Yeon Ah Moon, President of WFP, International (then), Mrs. Hori, President of WFP Japan, Mrs. Diop, headmaster of JAMOO, Mrs. Kawana and Mrs. Okubo, WFP Japanese volunteers for Senegal, visited the Ministry of Women, Family and Children and held a meeting with the Vice Minister. He commented, “Vocational

training centers like JAMOO are necessary for Senegal. I would like to cooperate to make a better center in the future.”

Number of Students	JAMOO		Training Shop	
	Students		Trainees	
December 2016- August 2017	Students	20	Trainees	7
	Graduates	4	Graduates and Became Independent	2
December 2017- August 2018	Students	21	Trainees	2
	Graduates	0	Graduates and Became Independent	2



With Vice Minister of the Ministry of Women of Senegal



Inside of Training Shop

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.

The center offers embroidery course and dressmaking course. Embroidery course is taught three times a year and offers classes for 3 months per one time, and 4 hours a day for 6 days a week.

Dressmaking course is taught once a year, and offers classes for 6 months per one time, and 4 hours a day for 6 days a week.

Members of WFPW Nepal are instructors of both courses. When students graduate, family and moral education seminars are held.



Dressmaking Class

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

[2017]

- Number of students was 42. The dressmaking course, which was divided into 3 months each for the basic and advanced courses, finally became a 6 month dressmaking course.
- The class moved to a large classroom in the same Bharatpur.
- Twenty two students graduated and 5 became able to earn income.

[2018]

- In Bharatpur, dressmaking course was held one time and embroidery course was held 2 times. Nine students learned.
- In June, the class moved to Coresimol City in Chitwan District where had the needs of vocational training. Dressmaking course was held 2 times as 3-month basic courses. Ten students learned. WFPW could not carry out embroidery course because the instructor was not found.
- Nineteen students graduated from classes in Bharatpur and Coresimol and 3 graduates became able to earn income.

Graduate’s Voice

Mrs. Samjhana Shrestha

“I have the qualification of a nurse, but I could not find a job, but I had no choice but to do housework at home, and I had spent agonizing days. When I learned about the Creative Training Center from my neighbors, I was interested in embroidery and dressmaking, so I attended immediately. My husband is a bank clerk, but he came to help me by putting beads on threads when he had time, and happy conversation of the couple also increased. Seeing what his wife was enjoying and doing, he said, ‘You can continue this as lifework.’ and encourages me. I am truly thankful to the Creative Training Center for giving me a new motivation of life and hope.”



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 2 times a week, 3 hours a lesson.

Knitting course provides classes for 3 months and instructs what the students want to make, such as bags, necklaces, plushies, key chains, and etc. with beads.

Dressmaking course has the beginners classes for 3 months and the intermediate classes for 3 months. Students produce 7 kinds of ingyi (traditional shirt) and longyi (traditional skirt) for 3 months in the beginners classes, and 3 kinds of skirts, 5 kinds of ingyi, 2 kinds of gowns in the intermediate classes.

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

[2017]

- Both courses were held on weekdays, but it was changed into weekends so that students can attend easily.
- Dressmaking course was popular because students could attach beads and sequins to clothes, stitch embroideries, and create handmade brooches. As they learned, they began to say, “I want to be a designer. I want to have a shop. I want to be a dressmaking teacher.” The dreams of students were expanding. A knitting instructor taught dressmaking when she was free.
- Students of Dressmaking course produced school uniforms little by little in order to support foster children, and their sewing fees led to their incomes.
- Knitting course taught 3 months of knitting and 3 months of beads, for 6 months in total, but there was not much need for knitting, so the course was changed into teaching what students requested such as bags, necklaces, plushies, key chains, and etc. for 3 months.
- Six graduates who are members of an NGO “Gender Group” and learned to make accessories at Knitting course in 2016 established a group to create and sell bead accessories called “Pantadine”. They donated 10% of donations to sexually abused women and taught them to make small items and accessories.



Dressmaking Class

[2018]

- The school has been operating smoothly with the 10th anniversary of its opening.

Number of Students	Knitting	Dressmaking	Total
2017	17	24	41
2018	12	25	37



WFP Rusaifa Center



Awarded Workshop Completion Certificate

Middle East Jordan

“WFP Rusaifa Center”

Outline

The Training Center was established in Wadi Seer, a poverty-stricken area in the capital city, Amman, in January 2000. Its aim was to support independence for women through teaching dressmaking, hairdressing, computing, handicrafts, and gymnastics for health care. It also covered English, math and Arabic for children and youths. The center was closed in December 2016.

On October 10, 2016, as the needs of the country have changed, the center was relocated to Rusaifa City in Zarqa Governorate. As there are many children who are behind on their school work and cannot read and write in this area, WFP operates mainly on literacy classes for children and young people and continues to support women’s self-help.

New Developments

[2017]

- Arabic and English literacy classes were held at our center twice a week for children from 9 to 13 year-olds. University students were friendly for them and taught them mostly by volunteers.
- Literacy classes for refugee children were held at the Soup Refugee Camp, a Supper Center, and the Community Development Center (CDC) in Zarqa Refugee Camp in Zarqa City in cooperation with a local NGO. Arabic lessons were held for 4 hours a day twice a week.
- From November 2016 to January 2017, with the cooperation of the welfare department of Jordan government, 15 wives from poor families attended our center to learn beauty techniques. The tuition was covered by the government. All participants were awarded certificates.
- From January to April, the center held a barber class to support economic independence of young people.

[2018]

- From March to August, the center held a beauty class for women. After completion, WFP awarded certificates to 5 students.
- In May, a workshop on “how to make delicious pickles during Ramadan” was held and 25 women participated.
- From October to November, three-day workshops of “The role of mother in the family and health management during pregnancy and postpartum” were held six times under the sponsorship of the Noor Al-Hussein Foundation, an NGO founded by Royal Decree, and WFP Jordan. One hundred and sixty-eight mothers participated in total. This foundation supported transportation fees, lunches, coffees, and snacks for all workshop participants every time.
- From November to December, classes of Arabic, English, and Koran were held as educational programs for women.



Arabic Class for Children



Beauty Class

2017 Number of Students

Arabic (Other NGOs)	Arabic (Center)	English	Beauty Care	Barber
177	94	65	60	20

2018 Number of Students

● Courses for Women

Beauty Care	Arabic	English	Koran	Seminar after Childbirth	Pickle
5	3	23	32	168	25

● Courses for Youths

Arabic (CDC)	Arabic (Center)	Program for Girls
305	725	195

Vocational Training Classes

Africa

Sao Tome and Principe

Sewing Classes

Outline

Sewing Classes began at the WFPW office in the capital, Sao Tome City in 2004 to provide education to develop sensitivity and emotions for high school girls. Currently, classes are held not only for students but also for women.

The classes are provided 4 times a week for 2.5 hours, for 10 months, and students learn theory and basic skills of sewing for 5 months and learn the techniques of sewing more deeply for 5 months.

The class of education of self-control, abstinence, and ideal family, and education for citizen and social development is held at 1 out of 4 classes per week.

At the end of a school year, graduates display their works at an exhibition and receive diplomas.

New Developments

[2017]

- In February, beginner course was held. Six students learned and four completed.
- In December, a graduation ceremony was held. During the ceremony, exhibition and sale of the works of students were held.

[2018]

In June, a beginner course was held. Since the course of 10 months was changed into 7 months from June to December, the classes were held for 4 hours a day 4 times a week. Ten students learned; 5 students completed, and 5 students will continue the next year.



Dressmaking Class

Middle East

Afghanistan

Vocational Education Project to Help Women Become Financially Independent

Outline

In order to improve the skills of women in their 20s to 40s who started their business in dressmaking, WFPW Japan had dispatched a lecturer from Japan since September 2012 and had provided technical guidance support, but because of political instability, in 2018, the instruction in Afghanistan was interrupted.

In 2018, the base was moved to New Delhi, India, and WFPW Japan recruited applicants from graduates and current students of Sayed Jamalludin Afghan School for Afghan refugees (WFPW Japan supported its management from 1994 to 2004), and restarted instruction of dressmaking techniques at a vocational school "Design Academy".

In the sewing course, students learn basic techniques of sewing, and in the design course, students learn sewing of designed clothes and management of the shops. Each course is six months long.

New Developments

[2018]

- On June 1, ten graduates from Sayed Jamalludin Afghan School entered the sewing course of "Design Academy". In the sewing course, students learned the basic upper and lower clothes, and variation of collars, sleeves and skirts in six months.
- The school held a fashion show at the end of the course.
- Eight students completed sewing courses.



With Students who Completed Sewing Course



Student's Work



A Students Reoprtng What She Learned

Construction and Management of Literacy Classes

Caribbean Haiti

School Name (English)	① WFWP Literacy Permanent Center
School Name (French)	Centre Permanent D'alphabetisation de WFWP
Launched	August 2008
Completion of School Building	October 2012
Restarted	January 2013

Curriculum

Literacy classes of Haitian language for adults of both sexes. Tuition is free. Since 2016, there have been 3 courses; Beginner, Intermediate and Advanced courses.

[Beginner Course] After learning "Textbook 1" issued by the government for 3 months, students take the first exam and reading exam, and the passers proceed to "Textbook 2". They can pass with over 50 points. After learning "Textbook 2" and "addition, subtraction, and multiplication" for 3 months, they take the second examinations and reading examination. A certificate will be awarded to the passers of all examinations and a certificate of participation will be awarded to failed students with 50% or higher attendance rate.

[Intermediate Course] WFWP's original course. For the passers of Beginner Course, using a textbook of kindergarten senior class, the course aims to improve reading and writing skills. After learning for 4 months, students take written and reading exams and get their grade reports.

[Advanced Course] WFWP's original course. For the passers of Intermediate Course, using a textbook of the first grade of elementary school, the course aims to improve reading and writing skills. After learning for 4 months, students take written and reading exams and get their grade reports.

Outline

According to UNESCO, the illiteracy rate of Haitian people over 15 years old is 60.7% (2015). 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 WFWP to continue the literacy education which we had offered on a regular basis since 2008, because the school building was completely destroyed. WFWP 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 July 2012. The school opened in January 2013.

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

Number of Students	Course	Men	Women	Total
2017	Beginner I	3	37	40
	Intermediate II	0	23	23
	Advanced I	2	34	36
	Advanced II	0	21	21
	Total	5	115	120
2018	Beginner I	0	14	14
	Intermediate II	0	18	18
	Advanced I	2	15	17
	Total	2	47	49



A Scene of a Class

New Developments

[2017]

Courses	Takers	Passers	Pass Rate
Beginner I	43	38	88%
Intermediate II	21	10	47%
Advanced I	26	26	100%
Advanced II	16	16	100%

[2018]

Courses	Takers	Passers	Pass Rate
Beginner I	11	6	55%
Intermediate II	18	16	89%
Advanced I	13	11	85%



Newly Constructed School Building

School Name (English)	② Miragoane Literacy Class
Completion of School Building	July 2018
Opening of the Newly Built School	November 2018
Curriculum	
Literacy classes of Haitian language for adults of both sexes. Tuition is free. The school offers Beginner Course from 4 p.m. to 6 p.m. for 4 days (Monday through Thursday) a week.	

Outline

On April 12, 2014, the Mayor of Miragoane participated in GWPN Assembly hosted by WFWP Haiti and was impressed, so Miragoane City decided to provide WFWP a free land under the condition that WFWP uses it for social contribution. Later, with the financial support of WFWP International, the school building of the literacy class was completed in July 2018, and the opening ceremony was held on October 5 and invited the Mayor of Miragoane. WFWP International and WFWP Korea donated the plate with the message, "Peace Starts with the Mother's Heart".

Support for Literacy Classes

Asia Bangladesh

Support for Management of Literacy Classes

Outline

This class started in January 2008 at a classroom inside a free clinic established by a local female doctor at Majid Salder Community of the Old Dacca District for mothers who live in the slum area. There was a need for a literacy class for mothers since many women were giving medicine in ineffective ways to their children. Eventually children who are not able to go to school started attending the class as well, and in 2015 a class for children was newly started. The tuition is free.

[The Curriculum of the Literacy Class for Mothers]

- Reading and writing of Bengali, numbers, time, calculation, and words used in daily life.
- Our life : Reading descriptions and memorizing words and phrases using pictures of family, relatives, friends, food, laundry, cooking, shopping, etc.
- Our society : Reading descriptions and memorizing words and phrases using pictures related to schools, markets, town halls, hospitals, mosques, banks, workplaces, etc.

Each class is held for 90 minutes 5 times a week throughout the year.

For the local women, it was revolutionary to be able to read and write at first grade level since they have never received education.

[Literacy Class for Children]

Students from first to fifth grade learn from 9 am to 12 pm every day. Since the children are from poor families of the slum area, a nutritious lunch is served after class. A health check-up is regularly held and nutritional supplements are also supplied. Vermifuge for roundworms, vitamins, medicine for skin diseases, injection drugs, and antibiotics are also given to children who need it.

New Developments

[2017]

- A few mothers of the intermediate course were able to find jobs after they graduated. They were grateful for being able to improve their quality of life.

[2018]

- The women who come to class are also working everyday while taking care of their children and preparing meals for



Children who are taking lunch at the Clinic

their family, so it is difficult for them to join regularly. There is also a big difference in the level of their comprehension. At first the class was separated between those who are quick to learn and those who need more time, but since there is only one teacher and this was difficult time-wise, they were put in the same class again. Since it is necessary to go over the same lessons repeatedly for people who have a hard time understanding, they were moving at a slow pace, but the women who understood well gained more confidence and became able to teach the women who had a difficult time.

- Before, the women mainly worked as housekeepers, but after being able to read, write, and calculate, they gained more job opportunities such as in stores and clothing factories. They also become able to teach some things to their children.
- In poor regions of Dhaka, many children must work instead of go to school and many of them are sick, but the children who attend this classroom could receive basic education and are physically healthy, so the parents were very grateful.
- The classroom accepted 4 students who were sheltered by UNICEF and other organizations.
- The children who graduated from the class were able to enter schools such as vocational schools.

Number of Students	Children	Mothers Beginner	Mothers Intermediate	Total
2017	30	7	5	42
2018	30		15	45

Africa Ethiopia

Management of Literacy Class "One Hope Garden"

Outline

Upon request from Ethiopian government, WFPW Japanese volunteers for Ethiopia restarted a literacy class for women in 2014 at One Hope Garden in Woreda District 10 of Addis Ababa City, the capital, which had been operated from 1997 to 2000. In one year, students learn basic knowledge of Amharic, basic arithmetic, basic English, family planning, moral education, childcare and business. Ninety-minute classes are held in the afternoon twice a week.

Since 2016, the class has accepted people who want to learn regardless of gender and age.

New Developments

[2017] Fifteen adult women and children learned and 10 completed.

[2018] Eighteen adult women and children learned and 10 completed.

Voice of joy of students

"I can read letters from relatives in rural areas, but I still can't write by myself, so I want to continue learning."

"I can use mobile phones now."

"Until now, when I was doing a sales job, I couldn't calculate the change without someone, but now I can do it alone."



Producing Art Teachers

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 WFWP for cooperation and WFWP Japanese volunteers for Dominica 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 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, 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, the volunteers also teach art in youth reformatories and elementary schools by request.

The public elementary and junior high schools in Dominica did not teach art until WFWP volunteers taught, so the textbooks were created mainly by WFWP volunteers who studied art professionally. Since the art materials used by students are not enough in Dominica, donations from Japan are distributed to students.

New Developments

[2017]

- The volunteers held art classes and instructed art education for elementary school pupils such as drawings, watercolors, and crafts, design, and poster painting at DSC from 2 to 5 pm every Thursday (4 times during their stays). Sixteen students attended.
- On May 18, the volunteers visited Convent Elementary School. They donated art supplies to the school and awarded prizes to pupils who won prizes in the "Exhibition of Paintings of Children in the World (EPCW)" sponsored by a Japanese NGO.
- On May 31, the volunteers held an art class at Delices Elementary School. Twenty pupils participated. The volunteers donated art supplies to the school and awarded prizes to pupils who won prizes in EPCW.
- On May 25, the volunteers held an art class at the youth rehabilitation facility "Operation Youth Quake (OYQ)". Seven children participated.
- On June 2, the volunteers held a supplementary class for 4 students at DSC.
- On June 4, the volunteers were invited to lunch at the home of the Minister of Education.

After the lunch, the Minister of Education and his spouse gathered children from the neighborhood and the volunteers held a simple origami and craft class.

- Hurricane Maria attacked the whole island of Dominica in September, and the damage was severe, so it was forced to stop the local activities after September.
- In December, WFWP Japan planned to collect donations and purchase supplies to support people in Dominica, but all stores in the capital Roseau were closed and the volunteers could not procure supplies. The volunteers visited places where they have supported so far such as DSC, OYQ and the Minister of Education in order to obtain lists of necessary supplies.

[2018]

- In February, the volunteers purchased relief supplies with donations collected by WFWP Japan and donated them to



Teaching at the Dominica State College



Donation of Relief Aid Materials to the Dominica State College



Art Class at an Elementary School

- OYQ, DSC and a nursery school run by the Catholic Church.
- In May, the volunteers resumed art classes at DSC. During their stays, they held three 180 minute classes and one 120 minute supplement class. Sixteen students and teachers attended.
- On May 22, the volunteers held a craft class for pupils at Marigot Elementary School. In the end of the class, they donated origami instruction books, origami papers, crayons and other art materials to the school.
- On May 24, the volunteers visited three elementary schools on the east coast of Dominica, which were requested by the Minister of Education, and donated whiteboards, notebooks, pencils, crayons, drawing pads, picture books, story books, and other materials.
- From October 16 to 18, at 3 elementary schools, the volunteers held handicraft classes with origami papers for 62 pupils and donated art materials.

Producing Character Education Teachers

Caribbean Cuba

① Project to Promote Character Education

Outline

The Educators' Association of Cuba (APC : *Asociación de Pedagogos de Cuba*), which has been making efforts to improve the public education of Cuba through training and research activities, showed a deep interest in the contents of the character education program which WFPW Dominican Republic has been implementing. The APC hoped to introduce this program in a form suitable for Cuba, so WFPW Japanese volunteers for Cuba accepted this proposal and started to provide support in January 2014.

New Developments

[2017]

- From January 2017, pilot classes for character education were started at four teachers' colleges (schools to train high school graduates to be teachers) which newly participated in the Project.
- At the teachers' college in Mayabeque, instructors give parents education including individual instructor-parents meetings once every two months. By having the instructor better understand the problems of each student through the Project, it has become possible to give more appropriate advices to parents.

[2018]

- The Project received requests for participation from many teachers' schools in the country. Number of participating teachers' colleges increased to nine, including two new participants.
- A training workshop of three days was held for the instructors of nine participant teachers' colleges (including project coordinators) at the teachers' college in Matanzas. In total 24 instructors participated.

② Project to Promote Ethical and Moral Education

Outline

The Project started from 2012 with an aim of contributing to the improvement of ethical and moral education in Cuba's public education with the Chair of Applied Ethics on Education (*Cátedra de Ética Aplicada a la Educación*; about 10 affiliated professors) of the National University of Educational Science as a counterpart. Cost for publications on research results, annual national workshops related to ethical and moral education as well as equipment and part of office expenses have been supported.

New Developments

[2017]

On May 16, National Workshop on Ethical and Moral Education was held by the Chair of Applied Ethics on Education of the National University of Educational Science. Mrs. Yuriko Matsumoto, a WFPW Japanese volunteer, gave opening remarks as a guest of honor.

[2018]

On May 23, National Workshop on Ethical and Moral Education was held with around 150 educators as the participants, and a book written by the professors of the Chair of Applied Ethics on Education and Mrs. Matsumoto as one of the co-authors were presented. Recognizing the continuous contribution of the Project to the education and research activities for the Chair of Applied Ethics on Education, including the publication of these books, "New Golden Award (*Premio de Oro Nuevo*)" was bestowed to Mrs. Matsumoto by the Vice President of the National University of Educational Science.



Character Education Workshop at the Las Tunas Teachers' School



Mrs. Matsumoto, WFPW Volunteer for Cuba, Awarded "New Golden Award"



Co-authored Books and Preface Page Authored by Mrs. Matsumoto

Other country operating production of Character Education Teachers: Saint Lucia

Sound Development of Youth



Children Calling for a Cleaning Campaign



Children Performing a Play at a Refugee Camp

Middle East Jordan

Emotional education for Refugee Children

Outline

In October 2015, at the hope of a youth group in the refugee camp in Zarqa, the second largest city in Jordan, WFP started to support the emotional education through the play for children in refugee camps. It aims for young people and children to overcome their difficult circumstances, broaden possibilities according to changing their mindset, and acquire their mental strength, by acting and experiencing through the play.

In Jordan, 10-year basic education school is compulsory at elementary and junior high school level. However, public schools in poor areas do not have events for children, such as excursions, sports events, and sports competitions. Regarding studying at school, only 15 out of 40-50 children per class can keep up their studies at school. There is no measure for children with low academic ability, and even if they continue to advance, many children have dropped out schools when they were in 8th or 9th grade. After that, even if they look for jobs, they can't get good jobs. WFP decided to plan activities aimed at the emotional education of such children.

New Developments [2018]

- In July and August, 40 Jordanian elementary school pupils aged 12-14 created 4 stories and toured theater performances at 3 Palestinian refugee camps. They played in front of 100 refugee children.

< Impressions of the children who participated in the tour >

"I want to be a good person. I don't want to fight anymore. I want to do my best for the community." (12-year-old boy)

"I have never been to school. I have been collecting cardboards with my dad since I was little. Through experiences of this tour, I started to think that I want to study hard and become some kind of engineer in the future. I don't want to be a person who only collects cardboards. I will continue to help my dad, but in the meantime, I will go to the center and study." (14-year-old boy)

- In November, 70 children living around the WFP Rusaifa Center conducted a cleaning campaign. They made groups of 4 people, visited homes around the center, and showed the brochure "Please cooperate with the campaign to clean the city". If the residents accepted the cooperation, they put the brochure on the entrance and presented packages of chocolates. For children, the process of visiting, explaining and giving presents was a valuable experience and many children participated. The residents whom children visited were also very happy.

Central America Honduras

Sound Development of Youths Project

Outline

In Honduras, due to poverty, opportunities for study are lost, some children are forced to work from since they were little, and many children lay their hands on drugs. In order to solve problems such as youth sexual disorder, teenage pregnancy, unmarried mothers, activities for sound development of youths are necessary.

In 2001, at Colonia Reparto in Tegucigalpa City, WFP implemented football games and seminars on pure love education. That triggered the formation of a youth group in this area. This group has regularly conducted sports events, AIDS prevention and moral education, and community service activities. From 2015, WFP has supported teaching materials for AIDS prevention education, instructions on AIDS prevention and moral education courses as well as a part of the funds for activities.

New Developments [2017]

On July 8, WFP's Cup Football Tournament was held. Five teams including 2 girls' teams from elementary schools having football teams in Colonia Reparto participated. Approximately 100 people including audience gathered for this event. Since

this area focuses on character education, the tournament put up a banner with a message, "If we educate children, it will not be necessary to punish adults."

[2018]

On September 22, WFP's Cup Football Tournament was held. Twelve teams participated. Children from elementary school having football teams in Colonia Reparto. Two hundred and fifty people including the audience gathered. During the tournament, volunteers prepared meals and served children.



Awarded a football as a Prize



Origami Class



A Class of Recorder

Eastern Europe Russia

Art Activity Support for Disabled Children and Children Under Medical Treatment

Outline

Since 2013, as a part of the rehabilitation of disabled children and children under medical treatment in Moscow City, WFWP has supported painting materials and expenses of management of the exhibition through a charity fund organization "Поверь в мечту (Pover' v mechtu=Believe in the Dream)".

Since 2014, the paintings of children of facilities which WFWP has supported have been submitted to the "Exhibition of Paintings of Children in the World" held in Japan.

New Developments

[2017]

Six pieces of paintings which were drawn by children of "Pover' v mechtu" were showed at the "Paintings of Children in the World Cultural Exchange Meeting (PCWCEM)".

[2018]

- On May 28, WFWP Japanese volunteers for Russia visited "Pover' v mechtu", held an origami class, and donated funds to purchase picture books, painting materials and rehabilitation tools. They awarded certificates and prizes from PCWCEM to six children of this facility.
- On May 30, the volunteers visited the rehabilitation center "Centaurus". They held an origami class and donated picture books and support funds.
- Nine pieces of paintings which were drawn by children of "Pover' v mechtu" and "Centaurus" were showed at PCWCEM.
- On June 2, the volunteers participated in the event of art support for children sponsored by the Fund "Resurrection and Hope" at the Tsereteli Art Gallery in the center of Moscow. The volunteers run an origami experience booth during this event.



Awarded Certificate and Prize

Children's Drawings to Send

Other country operating sound development of youth projects: Argentina

South America Venezuela

Support for Music Education

Outline

Venezuela has many problems, such as political instability, intense inflation, the world's lowest level of monthly income, and people are threatened with their lives. Although music was not included in school subjects, WFWP Japanese volunteers for Venezuela thought that there are values for music education outside schools because Venezuelan people have national character to love music. Moreover, since music is good for emotional education, the volunteers decided to support music education as they wished children to have hope.

In February 2014, the music class "San Agustin Musical" was opened at the conference rooms borrowed from a local youth volunteer group in San Agustin del Norte district of Libertad City in the capital city Caracas. WFWP Japan supported funds to purchase musical instruments in 2014, and started supporting the management of a music class in 2015.

Those who wish to attend classes will participate in the audition on Tuesday and Saturday, and then the permission of attendance will be given.

Classes of solfege (training how to read musical scores), guitar, recorder, and traditional ethnic instruments (mandolin, cuatro, maracas, arpa, bandra) are held in the afternoons on 4 days a week. There are five 45 minute classes in a day. Registration fee is free. Tuition fee is \$25. There is a scholarship system for children aged 7 to 17. If they don't have their own instruments, WFWP lend them.

In 2016, WFWP started another classroom in Valencia, the capital of Carabobo State, teaching traditional ethnic instruments; cuatro, guitar, and recorder.

New Development

[2017]

- Some children abandoned learning music because the country's economic situation was so bad that it was difficult to secure food. Children and adults who continue to go find joy in music and live positively even in difficult life.
- Solfege classes were popular because there is no music classes at schools. Many students learned solfege classes while learning musical instruments.
- On July 15, Caracas Class held a recital at Eurobuilding Hotel. Forty students showed the results of their daily practices. One hundred and ten people attended.

[2018]

- **Caracas Class** : It held the first term recital on September 7, 45 students performed and 75 people attended. It also held the second term recital on December 15, 15 students performed and 50 people attended.
- **Valencia Class** : It suspended due to worsening national situation.

Number of Students	Caracas Class		Valencia Class
	7 to 18 years old	19 years old and over	
2017	25	19	10
2018	32	18	-



Goal 5 Achieve gender equality and empower all women and girls

WFP supports the SDGs

Target 5.1 End all forms of discrimination against all women and girls everywhere

Family Reconstruction Education



Opening Ceremony of a New Center



Letter of Appreciation for Donation of Blankets from Mayor of Chosica

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, WFP established membership system Family Centers (FCs) 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 WFP Japanese volunteers and Japanese supporters. Each supports educational activities in the FC of her name.

WFP holds lecture meetings several times a year at each FC and presents a panettone (whole cake) to all participants on Mother's day in May and Christmas day in December.

Education at the FC based on the philosophy of WFP 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.

# of Members & Lectures	2017			2018		
	# of FCs	# of Members	# of Lectures	# of FCs	# of Members	# of Lectures
Cities						
Lima	9	234	4	9	234	1
	45	386		45	366	
Puno	6	132	3	6	132	0
Trujillo	6	293	9	9	330	10
Total	66	1,045	16	69	1,062	11

New Developments [2017]

- On August 30, WFP Peru members visited Chosica City, where was flood disaster area, on the last day of WFP Peru Leaders' Workshop. Because of a happening on the day when Japanese youth volunteer team donated blankets, they could not deliver them to the end. Therefore, WFP Peru members visited there to support them as well, and handed over 32 blankets directly to the victims. Along with the Japanese youth volunteer team, 217 blankets were donated to the victims of flood disaster in Chosica City.
- On August 31, WFP Peru members visited Chosica City Hall and received a letter of appreciation for donation of blankets from the mayor of Chosica City.
- In Trujillo City, the branch director and her husband has continued to conduct exemplary and stable lecture activities. She has instructed to take notes whenever FC members listened to lectures. This has changed members' consciousness a lot and many members said that their lives were getting better. In addition, FC members requested that they don't need gifts of whole cake twice a year anymore because the food disappear after eating. They need a thing which does not disappear, so WFP changed into a thing which is not food such as a small vase of flowers, and etc from Mother's Day in this year.

[2018]

- Mrs. Shiozawa, a WFP Japanese volunteer for Peru, visited the homes of 70 leaders of Family Centers in Huaycan Area, Lima City for four days during her visit in Peru in October. She presented them handmade bags from supporters in Hiroshima.
- From October 11 to 13, WFP Peru Leaders' Workshop was held in Trujillo City. WFP Peru donated chairs and whiteboards to the opening ceremony of three new centers. Through accompanying the Director of Trujillo branch who is doing a model visiting lecture every month and experiencing her activities, it was a good stimulus for the directors of Lima branch and Puno branch.

Peru Team of Youth Volunteers for International Cooperation

★ August 17-30, 2017

Six Youth Volunteers participated

< Activities >

- They visited 4 FCs in impoverished area Huaycan and donated goods. At 2 FCs, they repainted the outer walls and helped cooking lunch.
- They visited San Juan de Bellavista Elementary School and individually gave out school supplies to each teacher and student. They also held a tooth brushing instruction and a mini sports festival.
- They visited Chosica City, a flood-affected area. They carried 160 blankets from Japan, added 25 blankets locally, and handed over a total of 185 blankets directly to the victims.
- They visited a Catholic nursing home.
- They held the "International Youth Day Celebration Event and Sisterhood Ceremony". Japanese youth members made curry and rice and coffee jelly and also performed a dance wearing yukata, a traditional Japanese costume. The sisterhood ceremony was held between Japanese Peru Team youth members and WFPW Peru youth members.
- Sightseeing in Lima City: Cathedral, Huaca Pucllana, Plaza de Armas of Lima, and Larco Museum
- Sightseeing of World Heritage Sites: City of Cuzco and Machu Picchu
- Thanks to WFPW Peru for accepting the Japanese volunteer teams for 3 years, they organized commemorative tree and flower planting.



160 Blankets Brought from Japan



Donated Blankets to Each Flood Victim in Chosica



Mother and Her Daughter Painted Walls



Helped Preparations for Lunch



Toothbrushing Instruction at an Elementary School

Reflection of the Peru Team

Ms. Nami Yoshida (Graduate from high school)

In Japan, I live every day not having to worry about what to wear or eat and wear to live, but knowing that there are people who don't have that kind of life, I wanted to know the reality of their situation.

There are two things that were especially memorable during my experience in Peru.

The first is the feeling of humbleness and appreciation I felt through the history of Peru. There are many civilizations in Peru, and I learned that they worshiped many gods such as the god of sun and the god of earth. By visiting museums and sightseeing, I found out that many people in Peru appreciate the fact that they are living not on their own but through the help of others.

The second is something I learned through the activities of WFPW. At the family center, the local citizens welcomed us warmly with smiles on their faces. From my point of view, the life in Peru seemed inconvenient, but that didn't seem to bother them. However, I heard that many Peruvian women said to Japanese volunteers just "Give me. Give me." as soon as they saw goods from Japan before. Through learning about the happiness of living for others, the value of women, and helping others to live happily in the WFPW seminars, many Peruvian women started to change. Though it is necessary to provide them with goods, I felt that education to change their mindset is also important. After knowing more about the activities of WFPW and seeing Peruvian people who welcomed us warmly, I felt that this was a truly precious activity.



The 10th Anniversary of TV Program “Age of Women”

Central America Costa Rica

TV Program “Age of Women” Production

Outline

In Costa Rica, where the divorce rate is high at 48%, family breakdown is serious, children are badly hurt.

In October 2007, WFPW started to produce one-hour program “Age of Women” (“Era de la Mujer” in Spanish) and broadcast it on “Telepaz, Channel 52” of cable television in an effort to promote widely the women’s view of the family and morality, and to raise the moral standards of young people in Central America.

Since 2011, WFPW has interviewed experts in various fields and has produced micro documentaries for 4 to 5 minutes. These programs cover the problems of Costa Rica. These programs are provided to the broadcasting station of Channel 15 of University of Costa Rica (UCR), a national university, and are broadcasted regularly. At the same time, they are also broadcasted on the UCR’s own internet network, and everyone can see them on Facebook and YouTube.

New Developments

[2017]

- The volunteers and WFPW Costa Rica launched a website titled “WFPW Costa Rica Report” (<http://eradelamujer.org/>) and uploaded all programs of “Age of Woman” they have produced so that everyone can browse.
- A micro documentary program with the theme of river pollution.
- The volunteers produced 3 programs of new series “506”.
- The 10th anniversary of the “Age of Woman” was celebrated, and the 10th anniversary ceremony was held when the volunteers visited Costa Rica. Seventy people including UN officials participated.

[2018]

- Emphasis was placed to documentary production from TV program production.
- Seven micro documentaries were produced..
- Because women are involved in a wide variety of fields and there are plenty of themes, it is no longer necessary to stick to themes of women.

【Titles of Micro-Documentaries】

2017	On the verge of collapse - A city which lost regularity
	Destination of disposable culture - Are roads and rivers garbage dump?
	Panting culture - Indigenous Residents
2018	Destination of disposable culture - Do you know the toxicity of electronic waste?
	Destination of disposable culture - Consumerism stirs up
	Destination of disposable culture - Billions of people with water shortage is coming
	Destination of disposable culture - Clear forest disappearance observed from space ①②
	Destination of disposable culture - Do you know the sacrifices associated with mining earth resources?
	Destination of disposable culture - The reality of agriculture pushed by large multinational corporations

Facebook:

<https://www.facebook.com/AgeofWoman>

You Tube:

<https://www.youtube.com/user/AOWTV/videos>

Target 5.2 Eliminate all forms of violence against all women and girls in the public and private spheres, including trafficking and sexual and other types of exploitation

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 WFPW established a Childers’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. WFPW 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



Children of Cazanesti Center

counselors take care of them. Motivation for studying among the children has progressed remarkably. They are proud of the Japanese supporters.

In 2016, a Children’s Day Care Center was established in Calarasi District and 30 children attend there every day.

New Developments

[2018] Many people from overseas and Japan visited and inspected the centers.



Goal 6 Ensure availability and sustainable management of water and sanitation for all

WFP supports the SDGs

Target 6.1 By 2030, achieve universal and equitable access to safe and affordable drinking water for all
Target 6.2 By 2030, achieve access to adequate and equitable sanitation and hygiene for all and end open defecation, paying special attention to the needs of women and girls and those in vulnerable situations

Hygiene Instruction



Hand Washing Instruction



Renovated Toilet



Instructing Toothbrushing at the RSP kindergarten

Asia Myanmar

School Health, Hygiene & Environment Project

Outline: Since 1998, WFP 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 [2017]

- In August, a WFP Volunteer for Myanmar and some Japanese youth members presented handkerchieves donated by Japanese supporters to the Thitsu Elementary School pupils, and instructed hand-washing using skits and paper puppet theater.
- In November, a WFP Volunteer for Myanmar and some foster parents presented handkerchieves donated by Japanese supporters to 70 pupils of the Thitsu Elementary School and instructed hand-washing using skits and paper puppet theater. Pupils enjoyed learning about check of nails, bacteria, and hygiene.

[2018]

- In June, WFP Japan supported construction of toilets of B.E.P.S.Branch Hteinkone Elementary School, a separate school of Nyandong District Elementary School.
- In August, Toilets of the Thitsu Elementary School was repaired and handwash station was remodeled from the water tank type to the faucet type.
- In November, hand-washing instruction was held for 66 pupils of the Thitsu Elementary School.

Oceania Micronesia

Hygiene Guidance Project

Outline: In Pohnpei State, where authorities have been making effort to improve dental health, WFP Japanese volunteers began providing toothbrushes and toothbrushing instructions with only water for elementary school pupils in 4 districts: Nett, U and Sokehs since 2008, and Kitti since 2016, in response to the wishes of the parents.

New Developments [2017]

- WFP Japanese volunteers for Micronesia gave guidance on toothbrushing to 107 pupils of the Sokehs RSP Kindergarten, the Awak Elementary School, and the Lewetik Elementary School. They also instructed coloring pictures and crafts.
- WFP Japan received donation of 11,200 toothbrushes from a Japanese toothbrush company and distributed them to children and the schools.

[2018]

- WFP Japanese volunteers for Micronesia gave guidance on toothbrushing to 205 pupils of the Sokehs RSP Kindergarten, the Awak Elementary School, the Lewetik Elementary School, the Salapwuk Elementary School and the Wone Elementary School. They also instructed caries prevention and toothbrushing using a picture-story show.
- WFP Japan received donation of 11,200 toothbrushes from a Japanese toothbrush company and distributed them to children and the schools.

Secure Use of Water



Africa Niger

Well Renovation Project:

Outline: The wells in remote villages have no roof and are weather-beaten. The walls of old wells are covered with mold and moss, and they 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. WFP Volunteers for Niger decided

to renovate these wells into pump wells in order to prevent dangerous and unsanitary conditions and provide safe and clean water to the villagers.

New Developments [2017]

WFP Volunteers for Niger asked Environment and Health Bureau of Maradi Region to select a well which needs improvement. From mid-November to the beginning of December, one well was renovated into a pump well in Garin-Bouzeve Village, Serkin Yamma Arrondissement, Madarounfa Department, Maradi Region.

Youth Volunteers for International Cooperation

WFP has been conducting volunteer projects in developing countries since 1997, in cooperation with other NGOs so that Japanese youth can have a sense of 'the Global Family'.

Since 2006, it has been dispatching youths to WFP mission countries and nurturing successors through experiencing activities with WFP 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 Peru Team in P33)

Myanmar Team

January 4-13, 2017 Five youths participated.

<Activities>

- They visited a school for the blind and performed Japanese songs and recorder.
- They visited an orphanage, the "House of the Sun".
 - Painted the building with orphans
 - Enjoyed lunch of Japanese curry and rice
 - Played games and interacted with orphans.
- The sisterhood ceremony between Japanese youth volunteers and Burmese students.
- They visited the elementary school in Nyaungdon where Myanmar Team 2016 helped its construction.
 - Participated in the Opening Ceremony. The whole village organized it gorgeously.
 - The library space was placed in the school and Myanmar team held a book presentation ceremony.
 - Held a commemorative sports festival.
- They visited Thitsu Elementary School where many foster children attend.
 - "Sakura Library" was established in the school and Myanmar team held a book presentation ceremony.
 - Interacted with children by Japanese play and football
 - Visited a foster child at home
- They attended a dinner meeting with officers of the Ministry of Education.
- They listened to a lecture of a Buddhist priest at the Aung Zayar Min Monastery.
- They visited the Japanese Cemetery.
- Sightseeing : Shwedagon Pagoda, Bago, and Kyauktiyo Pagoda



Gifts for Opening Ceremony of the School



Sisterhood Ceremony



"Sakura Library"



Painting at an Orphanage

Thailand Team

January 5-14, 2018 Seven youths participated.

<Activities>

- They visited Ban Huaysing School where many foster children attend.
 - Held a signing ceremony, a Tambun ceremony and an opening ceremony for the dormitory "Hana House" constructed by WFP Japan and Thailand team members.
 - Held a sports festival.
 - Made flower beds.
- They visited the homes of foster children of the Karen Hill tribe.
- Sightseeing in Chiang Mai : Maetaeng Elephant Park
- Sightseeing of the world heritage sites : Ayutthaya and Bangkok City
- Sisterhood ceremony between Japanese youth volunteers and Thai youths.
- They held an exchange meeting with WFP Thailand.



Opening Ceremony of a Dormitory, "Hana House"



Signing Ceremony between Headmaster and President Hori of WFP Japan



Sisterhood Ceremony



Cute Prank of Elephant

Ukraine Team

September 3-15, 2018 Nine youths participated.

<Activities>

- They visited NGO “Chernobyl Soyuz”, the organization for the victims of Chernobyl nuclear accident.
- They learned about the accident at the Ukrainian National Chernobyl Museum.
- They visited the home of a firefighter who rushed to the accident site first and was exposed to radiation, and met his mother.
- They organized the student symposium with National Taras Shevchenko University of Kyiv. Three Japanese youths gave presentations.
- They held an exchange meeting with WFP Ukraine.
- They participated in the music festival organized by the Ukrainian International Cultural Fund.
- Sisterhood ceremony between Japanese youth volunteers and Ukrainian youths was held and 10 pairs of sisters were born.
- They introduced Japanese culture to the parents and children of the refugees from eastern Ukraine and the children of an orphanage in Zhytomyr City.
- They experienced digging potatoes on the farm.
- They visited Irpin City.
 - Held tree-planting ceremony for friendship between Japan and Ukraine.
 - Visited the world heritage site “Saint-Sophia Cathedral”.
 - Visited Euromaidan
- They visited Danil who was supported by WFP in 2015 and Artyom who was supported by WFP in 2016.
- They visited the world heritage site “Pechersk Lavra Monestry”.



Symposium with Students of Kiev University Experience of Harvest at a Farm



Danil Can Walk with Support



Performed Dance in Colorful Yukata

Team Became a Cover of a Ukrainian Magazine

Reflection of Youth Volunteers

<Thailand Team>

Ms. Akari Oi (university student)

What I remember most is the time I spent with foster children. Some of them are from poor families and some do not have parents, but even in such environments which is far from gifted, they were working hard to fulfill their dreams and it brought tears to my eyes. I felt that even though I was in a very gifted environment, somehow I forgot to be thankful and had become arrogant. Even a small inconvenience seemed like a big problem to me and I was constantly complaining. I felt foolish and embarrassed, and I truly thought that I must and I want to change. I currently receive a scholarship to go to university, but this past year I was starting to feel that the scholarship was becoming a burden and was thinking about stop receiving the scholarship and quitting university. I joined the volunteer while trying to make my decision. Now, I feel that if I am in a position to be able to receive the scholarship, I should appreciate it 100% and study hard to fulfill my dream of becoming a midwife and become someone that can pass on the blessing that I received to someone else. I also felt like this was the responsibility given to me. I feel that the path which I should move on has become clear.

<Ukraine Team>

Ms. Jumi Harada (university student)

Through the international cooperation for Ukraine, I had a very frustrating experience. I found out that only the supporters and support groups that are referred by the government are allowed to provide any kind of support. In Ukraine, there is a problem of having much more orphans than other countries in Europe because of wars. The orphanage that we supported was special since it had extensive facilities and education. More support is needed for orphanages that are in financially difficult situations, but it made me sad that this is not possible and I learned about the difficulty of international cooperation. I also found out that only limited people are able to support second and third generation of Chernobyl accident victims and that the opportunity of supporting them are not equal. I was hoping to help many people through international cooperation but I faced these problems and felt that I still have a lot to learn. I also felt that ignorance is a terrifying thing. In the future, I hope to learn on my own instead of waiting to be provided with information.

INDEX by Activity Category

Educational Support Activities

School Construction and Management	12–14, 16–17
School Management/Support for School Management	14–15
Producing Teachers	28–29
Foster Parents Program/Scholarship Program	18–20
Sound Development of Youths	30–31

Women's Self-Help Support Activities

Vocational Training School Construction and Management	21–22
Vocational Training	22–25
Microfinance	3

Educational Support for Women's Empowerment

Literacy Classes Construction and Management	26
Literacy Classes	27

Family Reconstruction Education	32
Education through Media	34
Trafficking Prevention	34

AIDS Prevention Education

Medical Assistance

Hygiene Instruction/Improving the Water Environment

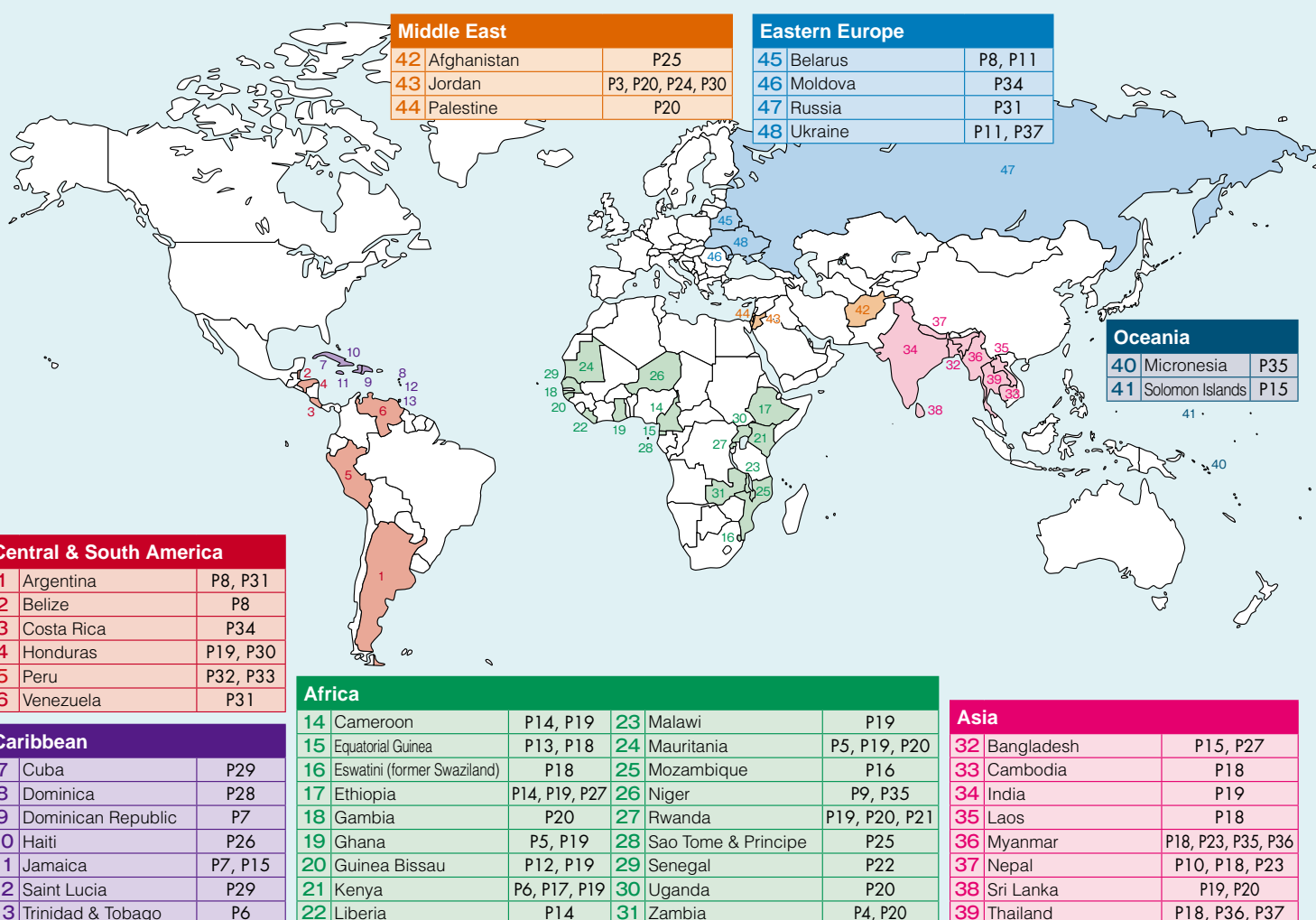
Nutrition Guidance

Youth Volunteers for International Cooperation

	33, 36, 37
--	------------

INDEX by Mission Country

MAP & INDEX





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

Department of International Service Projects / WFPW Japan National Headquarters

Sansarra Higashiyama Suite 202, 3-1-11 Higashiyama, Meguro-ku, Tokyo 153-0043 JAPAN

TEL:+81-3-5721-2579 FAX:+81-3-5721-2580 Email:wfwjapan@gmail.com

Website:<https://wfw.jp>(Japanese)

<https://www.wfw.org>(English)

