



WFWP

International Service Projects

Overseas Volunteer Activities

Biennial Report

2015 - 2016



WOMEN'S FEDERATION FOR WORLD PEACE

Sustainable Development Goals



On 1 January, 2016, the 17 Sustainable Development Goals (SDGs) of the 2030 Agenda for Sustainable Development—adopted by world leaders in September 2015 at an historic UN Summit — officially came into force. Over the next fifteen years, with these new Goals that universally apply to all, countries will mobilize efforts to end all forms of poverty, fight inequalities and tackle climate change, while ensuring that no one is left behind.

The SDGs build on the success of the Millennium Development Goals (MDGs) and aim to go further to end all forms of poverty. The new Goals are unique in that they call for action by all countries, poor, rich and middle-income to promote prosperity while protecting the planet. They recognize that ending poverty must go hand-in-hand with strategies that build economic growth and addresses a range of social needs including education, health, social protection, and job opportunities, while tackling climate change and environmental protection.

<Source: Presentation by Department of Public Information, United Nations>

Sustainable Development Goals and WFP's Activities

Goals	WFP's Activities and Pages
Goal 1. End poverty in all its forms everywhere	Microfinance → P3
Goal 2. End hunger, achieve food security and improved nutrition and promote sustainable agriculture	Nutrition Guidance → P4
Goal 3. Ensure healthy lives and promote well-being for all at all ages	AIDS Prevention Education → P5-7 Medical Assistance · Malaria Prevention → P8-9 Medical Assistance for Victims of Chernobyl Accident → P10
Goal 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all	Support for Primary Education → P11-16 Support for Secondary Education → P17-18 Support for School Enrollment → P19-20 Vocational Training → P21-25 Literacy Classes → P26-27 Producing Teachers → P27-28 Sound Development for Youths → P29-31
Goal 5. Achieve gender equality and empower all women and girls	Family Reconstruction Education → P32-33 Education for Advancement of Status of Women → P34 Prevention of Human Trafficking → P34
Goal 6. Ensure availability and sustainable management of water and sanitation for all	Hygiene Instruction → P35 Well Renovation → P35
Goal 16. Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels	Support for Refugees → P36

Foreword

How we tackle the "Sustainable Development Goals"

The Women's Federation for World Peace (WFWP) is a women's NGO, founded in 1992, with the motto, "Humankind is a family living in one global home, the Earth." Since 1994, WFWP volunteers have been commissioned to serve in countries throughout the world. WFWP is committed to the achievement of freedom from poverty, as well as to implementing development cooperation activities based on local needs.

Since the year 2000, WFWP as a UN NGO, 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.

MDGs were the goals for raising the developing countries, but SDGs are the goal to be addressed not only in developing countries but also in the whole world including developed countries. The number of goals and targets have increased to 17 goals and 169 targets. Among its enormous amounts, in order to achieve the goal, it is essential to harmonize the three main elements of "economic growth", "social inclusion (to include each and every citizen as a member of society)" and "environmental protection".

The Goals and targets will stimulate action over the next 15 years in areas of critical importance: **People, Planet, Prosperity, Peace and Partnership -the Five Ps.**

People - to end poverty and hunger, in all their forms and dimensions, and to ensure that all human beings can fulfil their potential in dignity and equality and in a healthy environment. (Goal 1, 2, 3, 4, 5 and 6)

Prosperity - to ensure that all human beings can enjoy prosperous and fulfilling lives and that economic, social and technological progress occurs in harmony with nature. (Goal 7, 8, 9, 10 and 11)

Planet - to protect the planet from degradation, including through sustainable consumption and production, sustainably managing its natural resources and taking urgent action on climate change, so that it can support the needs of the present and future generations. (Goal 12, 13, 14 and 15)

Peace - to foster peaceful, just and inclusive societies free from fear and violence. There can be no sustainable development without peace and no peace without sustainable development. (Goal 16)

Partnership - to mobilize the means required to implement this agenda through a revitalised global partnership for sustainable development, based on a spirit of strengthened global solidarity, focused in particular on the needs of the poorest and most vulnerable and with the participation of all countries, all stakeholders and all people. (Goal 17)

This booklet is a summary of some of the activities by WFWP overseas volunteers from Japan and local members, carried out in 2015 for MDGs and in 2016 for SDGs. In order for you to understand our efforts for contribution to achieve SDGs, we report activities according to the goals of SDGs in this booklet. Some parts of what we have been working on for MDGs have been taken over in SDGs; Some parts that were not dealt in the MDGs have come under the spotlight through SDGs. We would like to convert our consciousness from MDGs to SDGs quickly, implement the tasks to be addressed quickly, and contribute to the achievement of the goals.

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

※ Source and reference :
Presentation by United Nations Department of Public Information



WFP supports the SDGs



Goal 1

End poverty in all its forms everywhere

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

Outline

The project began in October 2000 in order to support greater independence for women. Since women are restricted to go out in public freely in Islamic society, it is easy for them to use the 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. Two percent of the repayment amount is charged as administrative expense. Every month, the women who collect the repayment installments give advice about livelihood and management.

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: Clothes shop, cosmetic shop, grocery store, candy shop, vegetable store, tailor, food vendor, and etc.

New Developments [2015]

- A total of 42 loans; 4 new and 38 continued.

[2016]

- A total of 41 loans; 1 new and 40 continued. Repayment rate is 100%.



A woman running a grocery store
With her husband's income alone, she cannot support her family. Especially, because she needs educational expenses for children, she earns income by selling miscellaneous goods at home. She decided to get a loan because the purchase money was not enough.

Middle East Afghanistan

Outline

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

The loan system (currency fluctuates by the year)

- (1)AWC assigns one female staff member who completed the training organized by the BRAC Bank.
- (2)One group consists of 25 women, and a leader and a bookkeeper are selected from these women.
- (3)Accumulation before a loan begins; each group accumulates every week for 2 months. This becomes reserve funds toward loan payment and becomes a check for the repayment ability of each group.
- (4)The first stage loan (the first year) → Repayment of loan every week(for 46 weeks) and attending a meeting once a week → Completing the first stage loan
The second stage loan (the second year) → Repayment of loan (same as the first stage) → Completing the second stage loan
The third stage loan (the third year) → Repayment of loan (same as the first stage) → Completing all stages of the loan

Age Group: From the 20s to the 50s

Repayment rate: 100%

The kinds of businesses: Vegetable cultivation, bakery, clothes shop, dressmaking, making quilts, embroidery, beauty salons and etc.

New Developments

	2015	2016
The 1st Stage	50 women of 2 groups	
The 2nd Stage	50 women of 2 groups	50 women of 2 groups
The 3rd Stage		50 women of 2 groups
Total Number of Recipients	100	100



She sells Afghan bread called "nan" and earns small income.



She launched a beauty salon while it was small. It is helping a tough household.



WFP supports the SDGs



Goal 2

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

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

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 (800 g) 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."

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

New Developments

[2015]

- Nutrition classes were held at two government clinics in Lusaka City every other week.
- The mothers who graduated from nutrition classes began to help classes as volunteers.
- Twenty three mothers participated in sewing classes. It was hard for only 1 staff member to manage the classes, but her burden reduced by the help of some graduates from sewing classes.
- The number of students of sewing classes increased because the reputation of classes was spread by word of mouth.

[2016]

- Nutrition classes were held at two government clinics in Lusaka City every other week.
- Education of local staff members was enough to manage nutrition classes by themselves.
- Thanks to public relations activity of local staff members, a farm donated 1,200 eggs for the children who participate in nutrition classes.
- A friend of Japanese staff member was sympathetic to the project and donated 66 bags (3,300 kg) of soy flour. In addition, she helped nutrition classes by herself as a volunteer.
- Twenty one mothers participated in sewing classes. A classroom have been opened for graduates to use sewing machines. Students and graduates are making profit little by little and supplement their income.



Weight measurement



A Japanese supermarket donates sewing tools and fabrics every year

	Number of Children who participated in the classes	Number o Children who gained back standard weight
2015	2,395	298
2016	2,456	328
1994-2016	52,279	11,109



WFWP supports the SDGs



Goal 3

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

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, WFWP has carried out AIDS prevention education. Pointing out flaws in contraceptive education promoting condoms, WFWP uses educational material which was developed based on abstinence education to give guidance on AIDS prevention.

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

Since 2014, using both flipcharts and PowerPoint presentations, seminars have been held more effectively.

Implementation [2015]

From July to December, Seminars on AIDS prevention education and character education were held at 8 schools including the Opah Elementary and Junior High School and the Liberty Junior High School in Accra, the capital. Total number of participants was 1,050. Since 2015, centering on President of WFWP Ghana, AIDS prevention education and character education have been carried out actively by WFWP Ghana.



AIDS prevention education using flipcharts

[2016]

From January to December, Seminars on AIDS prevention education were held at 17 schools including the Grace International Junior High School and the Grace Memorial Basic Elementary School in Accra. Total number of participants was 2,335.

Mauritania

Outline: AIDS prevention education was started in 2001 when HIV cases increased among the young people in Mauritania. WFWP uses "Living in the Era of AIDS" which is a PowerPoint presentation as a teaching material translated into French, and WFWP 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 [2015]

- On October 24, in Keur Mour Village, a 30-minute drive from Rosso City located in southern part of the country, an AIDS prevention and abstinence seminar was held for approximately 70 youths and women in Wolof, their tribal language. Participants were happy to attend the seminar and accepted the contents because they fit Muslim teachings.
- On November 14, in Elmina, poverty area of Nouakchott, the capital, an abstinence seminar was held for approximately 80 mothers in Pulaar, their tribal language. Participants were very impressed and commented, "The contents are more important than money." They thanked organizers.
- On November 19, a seminar was held for 41 students, headmaster and 5 teachers of a new school in Chami City, a boom city and a 3-hour drive north from Nouakchott, in Hassaniya Arabic, their tribal language. The headmaster commented, "I was so impressed by the contents of the seminar. I will gather participants from other schools, so I would like you to hold the seminars again."



AIDS prevention education for mothers

[2016]

- On October 8, an AIDS prevention and abstinence education seminar was held for approximately 50 people in Keur Mour Village.
- On October 22, an abstinence education seminar was held for 15 teachers and staff members of NGO "Siratou Rahim" to which WFWP support with foster parents program.
- On December 1, an AIDS prevention and abstinence education seminar was held for 63 students at a junior high school in Nouadhibou, which a WFWP local staff member works as a teacher, commemorating World AIDS Day. Because electric environment was not good, presentation was implemented with flip charts and alternative tools instead of PowerPoint. Students listened to the lecture eagerly and commented that they could understand the contents well.

Other country where WFWP operates AIDS prevention education in Africa : Kenya

Caribbean

Dominican Republic

Outline: AIDS prevention 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 prevention 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.

Implementation

[2015] The Ruddy Maria Comas Bautista Junior and Senior High School, a public school in Villa Linda, started to provide the students of 2 classes of upper grades with seminars on AIDS prevention and character education twice a week in January. This school was established in suburban and new residential area in 2013. Because the number of teachers and the curriculum were not enough, 2 members of WFPW Dominican Republic had given class from January to May. At first, some students complained about the seminars, but, several months later, they came to accept the contents of seminars. The principal of this school was so impressed by the outcome, so that the seminars had been held for all students of this school from the new school term of September to December.

[2016]

- The principal of the Ruddy Maria Comas Bautista Junior and Senior High School asked WFPW to implement curriculum of ethics and moral at the end of school year, and WFPW accepted it. WFPW held approximately 30 seminars a month for 6 months (January-March, September-November) for all students of this school. Approximately 20 students had attended every time. The principal himself took students who have behaviour problems and teachers who were in charge of moral education also attended. Because of new residential area, the connection of local people was still weak. Many students have a lot of troubles with their family. Some girls were pregnant and came back to school after giving birth babies. They are also surrounded by drugs, violence and crime. Staff members of local board of education participated in the seminars and they reported the impressive contents to their superiors. Thirty students attended all curriculum and received certificates.

Since the reputation of ethics and moral curriculum was good, WFPW continued to hold special lectures as "pure love education seminar" three times at the same school. Themes were "Teenage pregnancy", "Absolute sex and absolute love", and "Drug problem of youths."

- There were many requests of seminars for women from schools and various groups. WFPW had held many seminars for youths, but decided to enhance seminars for mothers and women. Sound family and social environment are essential for sound grown-up and character formation of youths. Especially, education of mothers and women, establishment of family value, encouraging abstinence and self-control to women is becoming an urgent matter.

- On October 1, a workshop for training lecturers of AIDS prevention education was held. Twelve participants of the Global Women Peace Network (GWPN) from Nicaragua, Haiti and Costa Rica attended the workshop.

Implementation	Seminars	Times	Number
2015	AIDS Prevention Seminar	13	1,007
	Family Reconstruction Seminar	7	261
	Character Education Seminar	177	3,898
	Total	197	5,166
2016	Classes of Moral Education	177	3,931
	Pure Love and Abstinence Education Seminar	3	576
	Family Reconstruction Seminar for Women	5	325
	Total	185	4,832



Seminar at the Honduras Junior and Senior High School



Seminar at the Ruddy Maria Comas Bautista Junior and Senior High School

Other countries where WFPW operate AIDS prevention education in the Caribbean: Jamaica, Trinidad and Tobago

Central and South America

Argentina



Seminar for university students

Outline: At the universities and public facilities where WFWP started to hold seminars on education for sound development of youths and emotional education in March 2013 and had held them, WFWP 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, WFWP has promoted only AIDS prevention and character education.

Implementation

[2016] In Tucuman City, a networking was started spontaneously from professors and young people who attended the seminars and shared proposals for activity development and active opinions such as a desire to broaden the circle of friends. WFWP was able to deepen interaction with the professors of Tucuman City and NGO leaders.

Seminars in 2016	Place	Contents	Targets	Number of Participants
July 8	Hotel Versailles Salon	AIDS Prevention Education Lecture	University Professors, Students, and Parents	35
July 9	Estación Araoz	Introduction of WFWP and Delivery of Brochure of AIDS Prevention	Experts, School Officials, Students, and Parents	1,500
August 12	Concepción	Introduction of WFWP and Character Education	Experts, School Officials, and Students	30
August 18	Montero	Character Education	University Students	25
November 18	Naciones Unidas School	Lecture of AIDS Prevention and Character Education	School Officials and Parents	30
November 18	Mitre School	Lecture of AIDS Prevention and Character Education	School Officials and Parents	30
Total				1,650

Other country where WFWP operates AIDS prevention education in Central and South America : Belize

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, WFWP 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 "Living in the Era of AIDS" in Russian with cooperation of youth staff members of a local NGO.

Implementation

[2015]

- The local staff members are actively promoting AIDS prevention education seminars at the schools and had held 13 times in total and approximately 430 people attended.
- On September 19, WFWP Japanese volunteers attended the seminar for approximately 40 people at a technical college in Vitebsk city.

[2016]

- The local staff members held seminars 11 times in total and approximately 430 people attended.
- On October 13, WFWP Japanese volunteers attended the seminars for approximately 60 people at a medical school in Vitebsk city.



Volunteers attended a seminar at a medical school

Medical Assistance/Malaria Prevention



Blood-pressure measurement



Hygiene Instruction

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. "Project of mobile clinics, survey of medicine boxes and training of community health agents" which we had operated until 2013 was stopped.

New Developments

Boude Village, Balevara District, Filingue Arrondissement, Tilaberi Department (Population: Approx. 6,000)		
Year and Month	June 2015	September 2016
Number of People Received Medical Examination	257	780 (for 2 days)
Result of Medical Examination	There were many cases of arthralgia and fatigue due to agricultural work. and abdominal troubles such as abdominal pain. Many cases of gynecological diseases in women were noticeable.	Due to the end of rainy season, there were quite many cases of Malaria. There were many cases of arthralgia, gastritis, skin diseases, and cold.
Infection Rate of Malaria	1%	32%
Malaria Prevention Guidance	At a central public square of the village, a public health nurse carried out hygiene instruction of water, nutritional guidance, and guidance for hand washing and malaria prevention measures for 50 women in the village.	A public health nurse carried out hygiene instruction of water, nutritional guidance, and guidance for hand washing and malaria prevention measures for 30 women in the village.
Madeni Tadeta Village, Gabi District, Madarounfa Arrondissement, Maradi Department (Population: 1,956)		
Year and Month	September 2015	February 2016
Number of People Received Medical Examination	276	237
Result of Medical Examination	Approximately 30% of people with malaria were infants. Half of adults were gastritis. Dysentery increased twice of the year 2014.	The main symptoms were, arthralgia, abdominal pain, and fatigue.
Infection Rate of Malaria	13%	No data
Malaria Prevention Guidance	At a central public square of the village, a public health nurse carried out health and hygiene instruction for 50 women in the village. She recommended not to use dirty water in the rivers or bogs but to use the well water with the pump repaired.	No implementation
Garin Wali Village, Gabi District, Madarounfa Arrondissement, Maradi Department (Population: 954)		
Year and Month	September 2015	February 2016
Number of People Received Medical Examination	595	168
Result of Medical Examination	There were many symptoms of diarrhea, gastritis and dysentery.	No data
Infection Rate of Malaria	6%	No data
Malaria Prevention Guidance	A public health nurse carried out hygiene instruction of water, nutrition guidance and guidance for hand washing and malaria prevention measures for 100 people who participated in medical examination.	No implementation

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

*Arrondissement : a subdivision of a department in French, for purposes of local government administration.

② Construction of a General Health Center in Madeni Tadeta Village

WFWP financially supported the construction of a healthcare house 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 in 2016.

In most region except Niamey, the capital of Niger, less than 50 percent of people can use medical facilities within a 5-kilometer radius. Especially, remote villages have poor access to medical institute due to the lack of traffic transportation. That's the reason why small health care houses (CS : Casa de Sante) were built in remote area by the special programs which President of Niger ordered in 2001.

A CS is preferentially built in areas with a radius of 15 km or more from a General Health Center (CSI : Centre de Sante Integre) in which doctors or Senior Registered Nurses stationed. Madeni Tadeta village was preparing to build a CS once as a candidate site in 2004, but it was suspended due to lack of funds. Since the village chief and villagers had requested WFWP enthusiastically to build a CS for a few years, WFWP finally decided to support the funds of its construction in 2016 because there is a merit that it can also be used as a base for mobile clinic activities of WFWP. Securing the planned construction site and preparing for getting approval from the Ministry of Health have already been in place, so they proceeded smoothly. WFWP thought that the village was building a CS at first, but while changing the designs, CS was



Nameboard of the center with WFWP logo mark

upgraded to CSI and stationing Senior Registered Nurses was decided. A CSI building of 71.3 square meters was completed. The nameboard with WFWP logo was attached to the entrance.

On December 31, 2016, the completion ceremony (ceremony for presentation of the key) of the "CSI Madeni Tadeta" was held with the Mayor of Gabi district as an observer. Because WFWP Japanese volunteers cannot enter Niger due to security problem, a Nigerien who lives in Japan and has cooperated with WFWP projects attended the ceremony on behalf of Japanese volunteers. Besides the Chief of Madeni Tadeta village, the Chieftain of Gabi region and the regional director of the Ministry of Health also attended the ceremony.

Asia Nepal

Health check project

Outline: Since 1997, WFWP has helped provide free medical check-ups and distribution of medicine to doctorless villages. As the high rate of illnesses stem from poverty, the living environment and dietary habit, instructions on nutrition and hygiene are offered at the same time. In 2013, WFWP started to support the management of a clinic "World Peace Health Service Center" in Meghauli Village of the Chitwan District. At this clinic, a nurse and pharmacist qualified for medical practice cares for patients three times a week and public health nurses are available to care for pregnant women 24 hours. Every month, 70 to 100 villagers use this clinic to receive treatment and prescriptions for medicine.

New Developments

[2015]

- On July 13, WFWP provided free medical check-ups and medicines at a junior high school near the clinic, in cooperation with 2 physicians, 6 nurses and 2 pharmacists from a Medical College in the center of Chitwan District. Two hundred twenty six people received the examination.
- By the request of local people, the number of examinations of the clinic in Meghauli Village was changed from 3 times a week into 4 times a week. Moreover, a toilet and a well were installed, and the sanitation environment was improved.

[2016]

- On March 8, in commemoration of International Women's Day, the check-ups of breast cancer and uterine cancer was held with 2 doctors, 2 nurses and 20 volunteers for 139 women at the Bhagyodaya Higher Secondary School in Sankhu Distict near Kathmandu. As a result, 25 women were suffered from uterine prolapse, 10 were uterine infection, 13 were gynopathy such as disorder of ovarian function, uterine fibroids and chronic cervicitis, 25 were hyperacidity. Sixty six women were in no abnormal condition. Before medical examination, WFWP gave lectures about breast cancer and uterine cancer and how to find such diseases at early stage.
- At the clinic in Meghauli Village, the number of patients has been increasing every week; They visit the clinic for blood pressure measurement and health counseling.



The center installed a well

Medical Assistance for Radiation Contamination from Chrnobyl Accident

Eastern Europe

Belarus

Medical Assistance in Affected Areas of the Chernobyl Accident

Outline: The Chernobyl nuclear power plant accident still adversely affects the health of people in Belarus even after more than 30 years passed since radiation exposure. Especially, health hazards to young people whose bodies are not well developed due to a secondary exposure by dietary habits are strongly concerned. WFWP Japanese volunteers have continued support activities for victims since they started supporting the materials and medical instruments requested by the Gomel Regional Children's Hospital in Gomel Region in 1995.

Since 2006, WFWP has financially supported the programs for victims that are run by the local youth volunteer group "ALTERA".

In 2007, WFWP Japanese volunteers visited the Institute of Radiation Safety "BELRAD". This institute has measured radiation level inside the body of children who live around contaminated areas regularly and developed a health food "VITAPECT", which can be expected to lower its numerical value. It has steadily conducted activities to administer it to children whose radiation activity accumulated in the body exceeds dangerous levels. WFWP Japan empathized with the



Donation of medical instruments

purpose of the BELRAD that they want to help as many children as possible to prevent illnesses, and started to support activities for distributing VITAPECT in 2008.

In 2010, WFWP established a Health Education Center in a school in which primary and secondary education are combined in Mogilev region, in cooperation with the BELRAD. WFWP makes children investigate the amount of radioactivity in the collected food, makes them realize the threat of radioactivity, and makes them aware of health consciousness as to how to prevent it.

New Developments	2015	2016
Donation of medical materials to the Gomel Regional Children's Hospital	<ul style="list-style-type: none"> Four Emergency Cricothyrotomy Catheter Sets One Thermostat for Paraffin 16 packs of Pharyngoscope of the optical fiber intubation set 	<ul style="list-style-type: none"> Biopsy forceps Two kinds of Holter Electrocardiogram Monitor cables Two Electronic automatic dispensers One Compressor Nebulizer
Financial aid for administering VITAPECT	40 children	21 children
Health Education Center	The guidance at the Lovkovich School in Chechrsk District of Gomel Region was finished because an instructor left the school. The contents of guidance has become well-established in the school. The BELRAD introduced new schools; a gymnasium and the Dzerzhinsk School in Lyelchytsy District of Gomel Region. WFWP volunteers visited them. When they measured the amount of radioactivity in the air in the schoolyard of the Dzerzhinsk school, the numerical value exceeding Japan's decontamination standard (0.21 microsievert) was obtained near the incineration site.	After discussion with the BERLAD, WFWP volunteers decided to focus on the Lovkovich School and a gymnasium in Lyelchytsy District and supported the expenses for continuation and management of the center in these schools. They inspected the gymnasium they were planning to support. A staff member of the BERLAD explained the radioactivity to children of the research club of the gymnasium and reported about the past activities.

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

[2015]

● Danil Voronin (Age 10)

A grandchildren of Chernobyl accident victims. He has cerebral palsy and had undergone five surgeries. He could not walk before, but now he can walk if there is support. His family is very grateful for the support from WFWP.



Danil started to walk

[2016]

● Artyom Militovskiy (Age 3)

A grandchildren of Chernobyl accident victims. He has suffered from atrial septal defect, ventricular septal defect and high blood pressure and needed surgery. Because his heart had had trouble with beats since he was born, he received a detailed examination at the hospital specialized for cardiac diseases at three months old. His grandparents had engaged in dealing with the accident. His grandmother has suffered from cancer and had surgery of thyroid gland and uterus. His parents had a difficulty in having a child for a long time. Artyom is a long-awaited child. His surgery was succeeded on January 11, 2017 and could make holes of his heart close. He is in good condition after surgery.



Artyom got better



WFPW supports the SDGs



Goal 4

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

- 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 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, a 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 369

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.

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 [2015]

- A surplus was produced for the first time as a result of pursuing self-management.
- A memorial plate was remade with the support of WFPW USA.
- Supplies (pencils and shoes) contributed by two high schools in Fukuoka, Japan were distributed.
- A parents' meeting was held on June 27 with approximately 100 participants. They learned about the school's motto and philosophy.
- Total advancement rate is 84%.
- Forty-eight 6th grade pupils graduated.
- Number of Pupils (September 2014-June 2015):

Boys	Girls	Total
130	139	269

[2016]

- The delivery rate of tuitions increased by changing to bank transfers.
- Twenty sets of chairs and desks were installed with the support of WFPW USA.
- Total advancement rate is 85%.
- Thirty-one 6th grade pupils graduated.
- A staff meeting and parents' meeting with WFPW volunteers were held in October.
- Number of Pupils (September 2015-June 2016):

Boys	Girls	Total
102	126	228



New plate donated by WFPW USA



Class of the 4th grade pupils



Current school building

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 seventh grade, and gives all classes in the morning. The school year starts in September and ends in June.
Number of Graduates	272

Outline

The 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, the Motoko Shiroma Kindergarten and Elementary School were built within the premises of the training school in 2001. Since 2002, only the kindergarten and elementary school have been in operation. With approval from the government, teachers are staffed by the Ministry of Education as well as WFP members of Equatorial Guinea with teaching qualifications. The principal is also a WFP member. WFP 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 recently built an extension to secure a classroom

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

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

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

WFP Japan will be supporting the construction of school buildings, maintenance of facilities and attendance of children in poor families.



Class of the 4th grade pupils

for junior high school students. In 2016, the school opened a junior high school class which has always been requested from the Minister of Education and parents.

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 【2015】

- A sturdy wall to protect the children's safety was installed with instructions from the Ministry of Education.
- Two classrooms on the third floor of the new building were additionally built. The school now has a total of 10 classrooms.
- Advancement rate to the junior high school was 100%.
- Number of Pupils (September 2014-June 2015):

Boys	Girls	Total
134	182	316

【2016】

- Twenty sets of chairs and desks were installed with the support of WFP USA.
- Improvements were made to the walls and school yard and the corridors were tiled with instructions from the Ministry of Education.
- Advancement rate to the junior high school was 100%.
- A junior high school class was opened in September. Fifteen students attended.
- Number of Pupils (September 2015-June 2016):

Boys	Girls	Total
136	178	314



Current school building

New Developments

- 【2015】 Painting of school buildings was completed.
- 【2016】 In order to ensure the safety of children, a rugged wall of concrete was installed on the road side.



Computer class



Installed a school bus

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.

At the training center, technical instruction for quilting called the "UNIQUILTS" project is being operated.

New Developments [2015]

- The Sun Luna Elementary School was opened in September. Seven pupils enrolled.
- Taking advantage of it being a private school, the school gives importance to computer class.

[2016]

- Kindergarten and the 3rd grade classes were started.
- The school area expanded with the purchase of a school bus.
- The maintenance of the school yard has finished, and Physical Education classes can now be held within the school property. The parents feel happy about the safer environment.
- A PTA was launched, and the school now operates with the help of parents and guardians.

Number of Pupils	Kindergarten	1st grade	2nd grade	3rd grade	Total
2015	-	6	1	-	7
2016	11	3	4	1	19

Asia Myanmar

Construction of the Nyaungdon Elementary School as Flood Disaster Relief

In July 2015, a heavy rain brought by a monsoon and cyclone has caused the Ayeyarwady River in central Myanmar to flood, bringing great disaster in Nyaungdon Village of Northwest Yangon which was the home of many foster children who were supported by WFP.

The only elementary school in the village was completely destroyed. The people applied for reconstruction to the government but was rejected. Desperate for their children's education, the villagers gathered money to build a temporary school made from bamboo and corrugated iron.

In August of the same year, WFP Japan gathered donations from nationwide and decided to support the construction fee to build a sturdy building that can stand disasters such as floods. In 2016, Japanese youth volunteers of WFP Japan as Myanmar Team helped with the construction of the new school. (See P37)

The construction began in November 2015 and was completed in December 2016. On January 9, 2017, the grand opening ceremony was held along with Mrs. Moriko Hori, President of WFP Japan, and members of the Myanmar Team.



Presentation of donation to the school. Principal is 19-years-old.



Temporary school building villagers built



Japanese youth volunteers helped building



School reopened with new building in January 2017



Newly built shelter with donation from WFPW Japan



Pre childcare class

Asia Nepal

School Name	Ekta Academy
Completion of School Building	April 2007
Founded	April 2007

Curriculum

The school offers 14 classes from kindergarten to 10th grade secondary level and the curriculum is equivalent to the average private school in Nepal. The Montessori system is incorporated.

Through special classes of computer, art, martial arts, dance, music, and environmentology, pupils and students can learn moral sense, spiritual strength, imagination, and heart to help each other.

A teacher of art and music is a Japanese member of WFPW Nepal who lives in Nepal.

*Education System of Nepal

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

Number of Graduates	80
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Outline

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

The school was opened in 2007 in cooperation with a local NGO as a step to achieve universal elementary education for every child in Nepal, necessary for the development of the country. The school is located in Thecho Village, Lalitpur District, Bagmati Zone, in the south of the capital Kathmandu. The school is popular in the neighboring regions for its library equipped with computers, science lab and art room.

WFPW Japan has ended management support as of December 2016 since the school has come to be able to operate on their own. The only support currently continued is the foster parents program for pupils and students.

New Developments [2015]

- A bathroom was installed in a new school building and its opening ceremony was held.
- On April 25, a great earthquake of 7.8 magnitude erupted. The school building was safe with only a part of the wall being destroyed. The school was opened as shelter for neighboring people, and meals were made from food supplies that were stocked for students' lunches and served to the victims.
- Students were provided with free lunches for 3 months after the earthquake.
- A shelter was built with donations from WFPW Japan. Sturdy classrooms and a stage were built to make it a safe shelter.
- Twenty students in the 10th grade took the graduation exam of the junior high school. All of them passed and graduated.
- Number of Pupils and Students:

Boys	Girls	Total
188	155	343

[2016]

- WFPW Japan received a certificate of appreciation from the Ministry of Peace and Reconstruction of the Government of Nepal for support such as donations.
- The number of students decreased since many earthquake victims moved away after losing their homes.
- The school field which was dusty during the dry season and muddy during the rainy season was improved by placing blocks.
- Moral education seminars for 8th to 10th graders were held.
- Twenty students in the 10th grade took the graduation exam of the junior high school. All of them passed and graduated.
- Number of Pupils and Students:

Boys	Girls	Total
150	123	273



Certification of Appreciation from Minister of Peace and Reconstruction of Nepal



With pupils

Africa Ethiopia

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

Outline: WFPW 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 promotion education has been implemented.

WFPW Japanese volunteers restarted a literacy education class for women in 2014, which had been operated from 1997 to 2000. The class offers Amharic, mathematics, English, family planning, moral education, childcare, and basic knowledge of business for a year.

New Developments [2015]

- In May, the school was relocated from Woreda District 7 to District 8.
- On June 26, a graduation ceremony was held. Thirteen 3rd graders transferred to the 4th grade at a public elementary school. Forty students who completed the first class of literacy education also attended.
- The One Hope Garden was rooted in the community as a school that provides free education, but the government decided to have all students enroll public elementary schools, so new pupils did not enroll and the new semester started with 2nd and 3rd graders only in September 2015.
- In October, the second class of literacy education started. Twenty students enrolled.
- In November, special school lunch (scrambled egg and minced meat burger) was served.

[2016]

- On July 8, a graduation ceremony was held. Thirteen 3rd graders transferred to a public school. Twenty students completed the second class of literacy education.
- On September 15, an opening ceremony was held. The new semester started with 3rd graders only.
- In October, the third class of literacy education started. Twenty students enrolled.
- The use of DVD materials for English, Amharic and moral education was started to make the students' pronunciation closer to that of a native speaker.
- On December 13, a special "Dance and Sports Festival" was held since 3rd graders of the 2016 semester were the last pupils of the primary education course.

Number of Pupils	Boys	Girls	Total
September 2014-August 2015	10	40	50
September 2015-August 2016	9	19	28



Donation of teaching materials and goods from Japan

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. Enrollment is in September, and graduation, in July.

The elementary school course opened in 2002. In addition to the basic academic curriculum which follows the guidelines of the Ministry of Education, it also offers Japanese language, AIDS prevention education, family education, and moral education.

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

New Developments [2015]

- All schools in Liberia were closed for 6 months due to Ebola hemorrhagic fever (EHF), but the number of infected people had decreased and schools that had met certain requirements to prevent EHF had gradually reopened after being checked by the government. The school installed 4 infrared thermometers, individual desks and chairs (100 for preschool, 100 for elementary school), antiseptic solutions and so on with support from WFPW and reopened in March. Pupils and their parents were glad to be able to attend the school again.
- Some families were still worried that their children would be infected by attending school, but the number of pupils had increased after the headmaster and faculty visited their homes and explained that they reopened the school ensuring the safety of the school's environment.
- When a volunteer entered Liberia in June, the people still suffered from food shortages due to EHF, so she distributed the rice to all pupils of the school. Bug sprays, antiseptic solutions, learning materials (DVD for children), and laptops were also donated from Japan.

[2016]

- WHO declared the end of outbreak of Ebola virus disease, but the school continued to have pupils wash their hands and use antiseptic solution to prevent infection. Once every 2 to 3 months, the school gets checked by UNICEF and the government to see if proper prevention measurements are being taken and receives necessary instructions.
- As part of preventive measure, repair work for the school's roof and walls has been started for hygiene and environmental improvement.
- After Ebola came to an end, pupils looked happy to be back to their regular school life.

Number of Pupils	Nursery	Kindergarten	Elementary	Total
2015	34	17	42	93
2016	28	18	41	87



Children working hard at joint sports festival

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 WFWP Australia. Then, WFWP 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 [2015]

- Swings and leapfrog equipment were newly installed.
- On October 28, the school participated in an annual joint sports festival for kindergartens hosted by Honiara City. The New Hope Academy won first place in the district and received a prize.
- A character education seminar was held for teachers. After the seminar, teachers felt more proud about teaching and realized that they need to become good role models for their students. The academy has been receiving a positive reputation from the community.
- Twenty-seven kindergartners graduated in December. The Guadalcanal Province Education Authority showed interest in the academy and participated in the 2015 graduation ceremony.

[2016]

- Solar panels, lightbulbs, and electric fans were installed with the support of WFWP Australia. The academy asked WFWP Australia to design their new uniforms and emblem.
- The kindergartners' abilities to read and write English have improved from reading aloud and Phonics, a method of teaching English language. Parents are also glad to see that their children's behaviors both during and after school has become more calm.
- Teachers participated in a workshop hosted by the Association of Media and introduced the reading aloud of picture books.
- Participated in the joint sports festival hosted by Honiara City.
- Twenty-eight kindergartners graduated in December.

Number of Kindergartners	3 years old	4 years old	5 years old	Total
2015	34	33	24	91
2016	34	34	25	93

Other country operating primary education project: Jamaica



Pupils and mothers at a meeting

Asia

Bangladesh

Support for Management of the "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, WFWP 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 WFWP Japan helped rebuild the school into a brick building.

The school offers 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. About 30 mothers participate in this program every January and June with a total of approximately 60 mothers. Each mother receives a loan of 10,000 taka (about 124 USD) and pays back in 6 months with an interest of 9%.

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 are always best or second to best.

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. Graduates of the school come back to the village during breaks and help out the school.

WFWP Bangladesh has taken over the management ever since the local NGO has withdrawn, but due to lack of funds, WFWP Japan has resumed support from 2015.

New Developments [2015]

- A standardized test for all graduates of the region was held in November. Thirty-eight pupils took the test and all of them passed. Nine pupils got an A+, 26 pupils got an A, and 3 pupils got a B. The school scored second place out of all 27 schools of the region.

[2016]

- A standardized test for all graduates of the region was held in November. Forty pupils took the test and all of them passed. Twelve pupils got an A+, 20 pupils got an A, and 8 pupils got a B. The school scored first place out of all 27 schools of the region.
- The school started taking procedures to change from a private to a public school to stabilize management funds.

Number of Pupils	Boys	Girls	Total
2015	181	161	342
2016	190	165	355



Portuguese class of the 10th grade



Renovation of arbor

Africa Mozambique

School Name (English)	Sun of Mozambique Secondary (Junior/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 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	10,397

Outline

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

The WFP junior-high school was opened in 1995, and the high school in 2001, in Beira, the second largest city of Mozambique. It is renowned for the quality of its teachers, 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 8,000 books, including textbooks, reference books and dictionaries, and is helping the students develop their academic competency.

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

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

New Developments 【2015】

- The number of female high school students now exceed the majority.
- Four high-achieving students from the previous year were exempted from paying monthly tuition.
- School maintenance conducted: Installation of a septic tank for a restroom for teachers, fortifying the fence of the back gate, renovation of the back gate, renovation of a resting place for students (arbor), replacement of a door of boys' restroom, repair of desks, and painting of walls of 7 classrooms and boys' restroom.
- A third medical doctor emerged among the graduates.
- Enrollees of national universities: 67 (Highest since the school opened)
- One of the graduates was hired at the local office of a Japanese general trading company.

【2016】

- A junior high school entrance exam was conducted for the first time.
- Five high-achieving students from the previous year were exempted from paying monthly tuition.
- The school ordered good Physics books from Brazil.
- The floor of the school shop was tiled and the corridors in front of the school shop and library were paved with support from WFP USA. The school purchased a desktop computer, peripheral equipments, and parts for the school's copying machine from the support.
- School maintenance conducted: Painting of walls of 7 classrooms, library, school shop, office, and headmaster's room.
- The graduation exam pass rate for the 12th grade was 97%, the highest in school history.
- A fourth medical doctor emerged among the graduates.
- Two graduates entered a university in Russia and 5 graduates entered a university in Malaysia as government-sponsored foreign students.
- Enrollees of national universities: 66

Number of Students (End of the year)	Junior High	Senior High	Total
2015	289	268	567
2016	277	265	542



Block paved passage



Rebuilt girl's dormitory

Girl's dormitory burned down by a fire

Africa
Kenya

School Name	Handow Secondary (Junior/Senior High) School
Completion of School Building	Still under construction since October 1997
Founded	May 1998

Curriculum

There are four years of study at the junior and senior high school level. Courses of general academic subjects (Swahili, chemistry, history, geography, mathematics, physics, and biology), business, music, physical education, agricultural technology, and ethics (AIDS 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. WFPW 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 WFPW support however, for other educational costs continue to burden families, and support from the government tends to be delayed.

The PTA is doing its own fundraising to expand and maintain facilities for the school. WFPW helps where they are lacking and contributes to 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 [2015]

- The school attended a national music festival.
- The school's rugby club participated in the competition of Kakamega County.
- Clubs of netball, handball, girls volleyball, boys and girls football participated in the competition of Kakamega Division.
- On July 10, there was a fire in the girl's dormitory. Luckily all 55 boarding students were safe, and the cause of the fire turned out to be a short circuit from an electric cord. The dormitory was rebuilt in December with donations sent from WFPW USA and subvention from the government and PTA. School supplies and other necessary supplies were provided with the support of the local government and Congress members.

[2016]

- A new principal was appointed. The school conducted repairing school buildings, construction of new classrooms and a new school staff building, expanding the boys' dormitory, installing fences, replacing desks and chairs, and replacing chairs of the cafeteria. They are gathering funds by applying to various foundations.
- The school attended a regional music festival.
- The school's rugby club participated in the competition of Kakamega County.
- Clubs of netball, handball, girls volleyball, boys and girls football participated in the competition of Kakamega Division.

Number of Students	Boys	Girls	Total
2015	277	227	504
2016	341	272	613



Board meeting with new headmaster



With foster children

Foster Parents Programs

Country	Target	Period/Amount	Month and year program started	# of foster children		# of foster parents	
				2015	2016	2015	2016
ASIA							
Cambodia	From elementary school pupils to high school students who are orphans or from single-parent or needy family in Treang District, Takeo Province	Foster Parents support ¥ 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.	1996	76	126	66	115
Laos	Pupils of the Sengsoury Elementary School in Hadsayfong District of Vientiane Prefecture	¥12,000/year for 1 year for a part of tuition	March 2009	6	7	6	7
Myanmar	Elementary school pupils, junior and senior high school students, and University students	¥15,000/year including ¥3,000/year as administrative expenses until graduation from university. ¥63,000/year including ¥3,000/year as administrative expenses for medical and dental students and its payment is divided into 12 times.	November 1997	201	226	183	209
Nepal	Pupils and students of the Ekta Academy	¥12,000/year for 1 year including tuitions and educational materials.	January 2011	80	82	80	82
Thailand	Junior high school students of the Ban Huaysing School in Mae Hong Son Province	¥15,000/year including ¥3,000/year as administrative expenses for 3 years. Fees of dormitory, uniform, stationaries, transportation for homecoming, and haircut are supported.	2000	40	46	36	45
AFRICA							
Equatorial Guinea	From 5 to 15 years old pupils and students (kindergarten to 7th grade) of the Motoko Shiroma School, the Pilar Momo Kindergarten and Elementary School and other schools	¥10,000/year including tuition and school supplies	October 2002	99	105	89	95
Ethiopia	Pupils and graduates of the One Hope Garden (elementary school)	¥3,000/month (¥36,000/year) up to Grade 12	February 2003	20	20	20	20
Ghana	Elementary, junior and senior high school students of Amasamam in Ga district, Accra city, and the suburbs of Accra	¥12,000/year including tuition, uniform, shoes and stationary for elementary school pupils and junior high school students. ¥50,000/year as tuition for high school students. Renewable yearly.	January 2002	50	50	53	53
Guinea Bissau	Pupils of the Sunac Elementary School and students of the Sunac Junior High School	¥1,000/month and ¥3,000/month	January 2001	46	46	46	46
Kenya	Students of the Handow Secondary School	¥15,000/year and renewable yearly (on request)	May 1998	41	41	22	19
Mauritania	Orphans and children from needy family aged 5-15	¥3,000/month or ¥1,000/month up to graduation from junior high school. 80% uses for child support.	October 1997	11	11	5	5
Rwanda	Orphans and disadvantaged students of the New Hope Technical Institute	¥30,000/year	January 1999	41	55	41	55
Swaziland	From elementary school pupils to High school students	¥15,000/year for minimum 2 years	January 1997	56	57	56	57

Other countries : Cameroon, Honduras, India, Malawi, Sri Lanka

Scholarship Programs

Country	Target	Period/Amount	Month and year program started	Recipients	
				2015	2016
ASIA					
Mongolia	University students from needy family. Support was finished in 2016.	¥30,000/year	October 2013	10	-
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 high and high school	¥7,000/year for junior high school students ¥15,000/year for senior high school students	September 1995	88	85
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	10

Other countries : Jamaica, Jordan, Mauritania, Uganda



Mauritania

Mrs. Chieko Sueoka, a WFP Japanese Volunteer for Mauritania, Received Recognition for Years of Support

On December 6, 2015, the "Siratou Rahim", a local NGO of Mauritania, awarded Mrs. Chieko Sueoka for the achievement of continuing long-term support for goods and foster children since 1995. Approximately 100 children and staff members gathered at the award ceremony. At that time, three foster children who were supported in 1997 when foster parents program was started attended the ceremony.

Mr. Moussa Amadou (the second from the left in lower photo) was protected by this NGO when he was a street child. His body was small but he excelled in sports from a young age, so he became a professional football player.

Mr. Oumar Ba (the third from the left in lower photo) and Ms. Hawa Ba (right in lower photo) were also grown up in poor families, but both liked studying and became students of the University of Mauritania.

Three former foster children were able to attend the schools with support from foster parents, so they thanked their foster parents because they could have hope in the future.



Myanmar

Development of School Facilities of Foster Children's Schools

Some of Japanese foster parents who participated in the study tour in 2015 saw the fact that the school facilities of foster children's schools were not enough and offered supports for them.

At elementary schools in Myanmar, basic school facilities such as toilets, hand washing stations, and libraries are ill-equipped or not equipped. WFP has supported the development of school facilities with the cooperation of foster parents so that foster children can study in a comfortable environment.

[2015] WFP and foster parents supported the expenses of installation of additional toilets (6 toilets were added), setting a library room (bookshelves, tables, chairs, and books), and installation of a pump for the well for the Malit Elementary School in Yangon City.

[2016] In January, members of youth volunteer team painted the wall of the library room of the Malit Elementary School, and the library room was completed. The opening ceremony was held (See P37).



Completed school toilets



Opening ceremony of library room of the Malit Elementary School

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



Class at renovated classroom for beautician course



Japanese youth instructing nail arts

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 cooking. For each course, the period of learning is one year and compulsory classes are English, French, Ethics, and Business administration. Internship program is included prior to graduation for 3 months.

Total Number of Graduates 2,231

Outline

The school was established in the capital, Kigali, in 1996 in order to support the rebuilding process subsequent to the end of the civil war. Its objective is to teach women with vocational skills so that they can be financially independent.

It has also accepted several male students since 2000, and ex-soldiers since 2007 as it was recommended as a school to promote the World Bank-sponsored project "Rwanda Demobilization and Reintegration Project".

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

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

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

The school holds a parents' association every year and asks parents and guardians to understand school management and promotion of employment.

New Developments

[2015]

- From January to February, a classroom of beautician course was totally renovated by the donation from a member of WFPW Fukuoka 1st District Federation of Japan. The school equipped the latest beauty facilities and instruments in order for students to become work-ready graduates during internship program and after finding employment and to enable to enter the society with confidence.
- In January, the Workforce Development Authority (WDA) under the Ministry of Education offered lectures to improve the technical skills of teachers.
- In May, a Canadian designer held a technical training workshop for teachers and students of dressmaking course.

- In May, Ms. Haruna Tanaka, a Thai massage therapist, and Ms. Minori Tanaka, a manicurist, who are members of WFPW Japan, worked as volunteer and held special workshops of massage and nail for 10 days at the school.
- WFPW USA donated training equipments as overlock sewing machines, large-sized dryers and cooking racks.
- A graduation ceremony for the 2015 academic year was held on February 19, 2016 and 80 students graduated.
- The employment rate for graduates was 63.9% (As of April 2016)
- Number of Students

Dressmaking	Hairdresser/ Beautician	Cooking	Total
34	38	35	107

[2016]

- On May 20, a Canadian designer held a technical training workshop for graduates of dressmaking course.
- From June 11 to 20, a study tour was held and 7 members of WFPW Japan participated in the tour.
- On June 20, 16 beautician course graduates in 2015 gave feedback on effect of acquisition of massage skills after graduation to the school. On the following day, the school exchanged opinions with graduates of other courses.
- From June 20 to 24, Ms. Haruna Tanaka held the second special workshop of massage for students and graduates of beautician course. After completion of the workshop, Ms. Tanaka conferred a certificate of completion to all trainees.
- On October 26, 4 students were commended for achieving top grades in examination of business administration held by the Association of Volunteers for International Services under WDA.
- WFPW USA donated large teaching materials such as large-sized sewing machines, ovens, refrigerators, and personal computers.
- A graduation ceremony for the 2016 academic year was held on February 10, 2017 and 96 students graduated.
- The employment rate for graduates was 37.5% (As of April 2017)
- Number of Students

Dressmaking	Hairdresser/ Beautician	Cooking	Total
38	38	41	117

Management of Vocational Training Schools



Current school building



Graduates attend a graduation ceremony by producing different design dresses for each graduation year

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.



Dressmaking class

New Developments

[2015]

- On October 10, a big graduation ceremony was held for graduates from 2011 to 2015. Twenty five out of 39 graduates attended. One hundred and fifty people including parents, family members, local and government officials attended the ceremony. The ceremony advertised the school and led to increase of new students of the next academic year.
- Training shop was able to cover expenses on its own except the rent.

[2016]

- The reputation of the school has been spreading by word of mouth. Transfer students from other training schools have increased.
- One student was smart but could not enter junior high school because of her hearing and speaking difficulties. She was accepted to this school due to much effort of her parents. The headmaster has been teaching her well using hands, so she has spent enjoyable time to learn.
- A student took her child to classes. She learned while giving mother's milk between classes. When she became the 3rd grade, her daughter also became 3 years old. She talked with smile that the school raised her child here with help of staff members and other students.
- Teachers became older and hope to retire. A graduate started to work as teacher, while she runs her own shop. Senior teachers had instructed the new teacher. Generation change was ongoing.
- Students of training shop made much effort to acquire advanced skills such as making wedding dresses.
- The school is preparing for the construction of school building.



Japanese volunteer rewarded staff members for their hard work

Number of Students	JAMOO	Training Shop
December 2014- August 2015	Students : 10 Graduates : 2	Trainees : 7 Graduates and Became independent : 1
December 2015- August 2016	Students : 30 Graduates : 0	Trainees : 15 Graduates and Became Independent : 7



New dressmaking class



Dressmaking class

Asia Nepal

Vocational Training School "Creative Training Center (CTC)"

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

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

In 2012, the technical training course was changed from dressmaking to embroidery. The center offers a course for 3 months and students study for 4 hours from 11:00 to 15:00, 6 days a week. This course is held 4 times a year. The members of WFP Nepal chapter are instructors. When students graduate, family and moral education seminars are held.

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 [2015]

- Number of students was 20. They received general education for women in addition to embroidery skill. All students graduated and were able to earn an income at home with their skills.
- The number of students decreased because they had difficulty with traffic transportation due to great earthquake in Nepal in April and economic blocking by Indian political organizations.

[2016]

- Number of students was 30. Most graduates were able to earn an income at home.
- In August, the center relocated to a wider classroom in the same Bharatpur City. Taking this opportunity, dressmaking course was started. The course consists of beginner and advanced classes and is offered for 3 months and students study for 4 hours a day and 6 days a week.



Embroidery class

Asia Myanmar

Vocational Training School "Sakura Vocational School"

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

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

The dressmaking course has the beginners classes for 4 months and the intermediate classes for 4 months. After going through beginners classes for 4 months, students are able to sew skirts and national dresses.

In both courses, WFP 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 [2015]

- Classrooms of dressmaking and knitting were integrated into one place. That turned out to be good result such as their interests in each other and making more friends.

[2016]

- Dressmaking course has produced uniforms of foster children whom WFP supports. That leads to be source of income.
- Crochet was more popular than beads one in knitting course.

Number of Students	Knitting	Dressmaking	Total
2015	15	21	36
2016	17	34	51



Dressmaking class



Nameboard of new center



Smartphone class

Middle East

Jordan

"WFWP Training Center"

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

On October 10, 2016, the center was relocated to Russeifa City in Zarqa Governorate and opened.

The Center in Wadi Seer was closed in December 2016.

New Developments

[2015]

- Every month, the women who were attending this center visited nursing homes with handmade lunches for 70 people and carried out service activities. Two hundred sixty three women participated in total. They sometimes visited with the principal and 20 elementary school pupils. When they visited with youth group, young people made the elderly people happy by performance of singing and dancing.
- The center offered workshops for women such as cooking, making sweets, handicrafts, making soaps, and etc. in corporation with the Irada Association.
- A lecture on health, a study session of law and a lecture on faith before Ramadan were offered.

[2016]

- After the center moved, beautician course for poor women started in corporation with government and Ministry of Social Development. The course consist of two classes (morning and afternoon) three times a week.
- Manner and moral education was carried out for 25 junior high school students aged 12-14.
- A total of 175 women attending the center participated in monthly service activities at nursing homes.
- WFWP offered workshops such as flower arts, making fragrance and accessory in corporation with the Irada Association.
- On December, the center in Wadi Seer had to be closed. A WFWP Japanese volunteer offered a certificate of appreciation from Mrs. Moriko Hori, President of WFWP Japan, to 10 staff members who had worked hard for the center for 20 years. Some staff members were the graduates of this center.

● Courses for Women

2015

Beauty Care	Computer	Gymnastics	Massage
59	36	123	39
Facial Care	Handicrafts	Cultural Lectures	Total
45	39	209	550

2016

Beauty Care	Hairdresser	Gymnastics	Facial Care
94	10	105	7
Handicrafts	Islamic Class	Total	
16	137	369	

● Courses for Youths

	Mathematics	English	Hair Styling	Total
2015	195	20	—	215
2016	103	22	5	130



Certification of Appreciation to staff members of center in Wadi Seer

Vocational Training Classes

Africa

Sao Tome and Principe

Outline: 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. Sewing classes are provided twice a week for two hours, for one year, and students study theory and practice each for five months. Classes are also conducted on abstinence before marriage, education on ideal families, and on development as a citizen and of society. At the end of a school year, graduates display their works at an exhibition and obtain diplomas.



Dressmaking class

New Developments

[2015]

- Beginner course was held in Sao Tome City. Seven girls learned and 4 graduated.
- On December 9, a graduation ceremony for 2015 academic year was held. During the ceremony, exhibition and sale of the works of students were held.
- Two out of 4 graduates started working at dressmaking shop and became independent.

[2016]

- Beginner class was held in Sao Tome City. Number of students was 10.
- Nobody graduated because classes were not able to be offered due to absence of teachers.



Instruction of dressmaking by DVD

Middle East

Afghanistan

Vocational Education Project to Help Women Become Financially Independent

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

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

In the step-up applied course, they sew a jacket for 4 hours a day, in 10 days.

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

New Developments

[2016]

- Thirteen students who were recommended by a private high school participated in the courses.
- Japanese volunteers created an instruction DVD and a textbook and started the system that can provide technical assistance even if a Japanese instructor is absent because of security-related and other reasons.



Ethiopia A voice from a student of the literacy class of "One Hope Garden"

Mrs. Thesheyi (37 years old)

My three daughters have studied at the One Hope Garden. When I suffered from a disease, I lived in an economically difficult life. My eldest daughter said that she wanted to leave school, go to work as a housemaid in a country in the Middle East and send living expenses.

Since I knew that she had good grades and loved studying, I agonized it over and over, and finally I decided to consult with the principal, Mrs. Bisrat. She offered her support and advised me to make her continue her studies. So I did what I was told and my eldest daughter was able to continue her studies fortunately. She is now studying construction engineering at a national university and will graduate next year. My second daughter completed the 12th grade and is now working at the South Korean Embassy in Ethiopia. My third daughter was selected as a foster child and started the 9th grade at the One Hope Garden.

Now I recovered from my illness and am attending literacy class. I gave birth to my fifth daughter nine months ago. The One Hope Garden has changed our family life dramatically. I am truly grateful to the school.

Rwanda

Voices of Graduates of "New Hope Technical Institute"



Ms. Azma

Although my learning attitude was not good while I was at school, I got a job in Goma where is close to the border of the Democratic Republic of the Congo.

There were big differences in language and culture there. And most of the staff members were men, so I felt uncomfortable working with them. One day, the shop had to reduce the staff members, but I could leave because I can do massage! Now I am still working at the same shop. Thanks to massage, I was not fired.



Ms. Mariam

My teacher introduced me to work as a teacher of a vocational training school and now I am working there. I have two children. I am satisfied with present job because it fits the pace

of my life very well. My husband agrees with my lifestyle. When a group from USA visited the school I am working, I explained what I learned from the New Hope Technical Institute. They were impressed by the contents and a massage class. I hope the massage classes would continue. I am proud of being a graduate from the New Hope Technical Institute.

Construction and Management of Literacy Classes

Caribbean Haiti

School Name (English)	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. School name was attached officially in October 2012. The school opened in January 2013.

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

Number of Students	Course	Men	Women	Total
2015	Beginner	1	29	30
	Advanced	1	25	26
	Total	2	54	56
2016	Beginner	2	46	48
	Intermediate I	0	17	17
	Intermediate II	0	26	26
	Advanced I	1	15	16
	Advanced II	1	20	21
	Total	4	124	128



Closing ceremony and celebration of International Literacy Day

New Developments

[2015]

- Beginner Course had been held from 15:00 to 17:00 for 4 days a week from January 12 to June.
- Advanced Course had been held from 17:00 to 18:00 for 2 days a week from March 3 to June.
- Closing ceremony was held on July 24.

Exam. of Beginner Course	Takers	Passers	Pass Rate
The First written exam (March 12)	20	16	80%
Reading exam (July 3)	19	15	78%
The Second written exam (July 3)	19	12	68%
Final Exam. of Advanced Course	16	16	100%

[2016]

- In accordance with Haitian school system, from 2016, the opening of the academic year was changed into September.
- Beginner Course had been held from 15:00 to 17:00 for 4 days a week from September 1, 2016 to March 18, 2017.
- Intermediate Course I and Advanced Course I had been held from 15:00 to 17:00 for 2 days a week from September 1, 2015 to February 5, 2016.
- Intermediate Course II and Advanced Course II had been held from 15:00 to 17:00 for 2 days a week from April 4, 2016 to July 26, 2016.
- Reading exam was added to the exam after learning "Textbook 1" of Beginner Course.
- A female assistant who is in charge of Intermediate and Advanced courses joined as a staff member.
- The first closing ceremony was held on March 22. The event commemorating the International Literacy Day and the second closing ceremony were held on September 8.

Course	Takers	Passers	Pass Rate
Beginner	35	21	66%
Intermediate I	16	8	50%
Intermediate II	23	22	95%
Advanced I	16	12	75%
Advanced II	15	14	93%



Class of Advanced course



Report card

Support for Literacy Classes

Asia Bangladesh

Support for Management of Literacy Classes

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

The curriculum was divided into "Beginner class" and "Intermediate class:"

<Beginner class> Bengali language, English language, mathematics and ethical education.

<Intermediate class> Contents necessary for social life and moral and ethical education

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

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

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

Number of Students	Children	Mothers Beginner	Mothers Intermediate	Total
2015	17	9	10	36
2016	26	6	10	42



Class of Mothers

New Developments [2015]

- Because children who are studying at the classes are malnourished, the clinic started to provide nutritional supplements.

[2016]

- Thanks to the classes, graduated mothers were able to get jobs such as mail delivery and sewing factory. A mother got a job at this clinic as an assistant of cooking for children who are studying at this literacy class.
- Due to the terrorism incident on July 1, it became difficult for WFWP Japanese volunteers to enter Bangladesh, but the activities were operated by local staff members and continued safely.

Target 4.c By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing States

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

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

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

New Developments [2015]

- WFWP Japanese volunteers instructed 34 students at DSC, 10 female active teachers at a social center, 8 people at a youth reformatory, and 40 pupils at the Delices Elementary School.
- Eighteen pieces of children's paintings were displayed at the "Exhibition of Paintings of Children in the World" which is held in Japan, and 14 pieces were awarded including the 1st prize.



Instruction at the Dominica State College

[2016]

- The volunteers instructed 37 students at DSC, 5 female active teachers at a social center, 211 pupils at the Convent Elementary School and other elementary schools in local areas, 40 students of art clubs at local junior and senior high schools.
- The volunteers visited the new Minister of Education and the head of the Ministry of Education and reported our activities. When they asked if there were anything they could support as a country, the volunteers told them about the lack of painting materials. As a result, they promised to consider providing painting supplies to the schools.
- Through the introduction of a Cardinal, the volunteers received interviews from a newspaper, and the activities of the volunteers for over 20 years were reported on the newspaper with details.
- Seventeen pieces of children's paintings were displayed at the "Exhibition of Paintings of Children in the World" and 5 pieces were awarded including the 1st prize.
- Seven or eight years ago, there were 3 graduates who couldn't participate in art education at DSC until the end and didn't receive a certificate of completion due to their various circumstances. Those 3 graduates visited the volunteers in order to take classes again. Therefore, they provided special classes for them and gave them certificates of completion.

Producing Character Education Teachers

Caribbean

Saint Lucia

Support for Character Education for Family Reconstruction

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

In 2008, the character education program was adopted as an elective course of the first year in the teacher training department of the Sir Arthur Lewis Community College. Since 2009, this subject has been taught at classes of elementary and junior high schools that are model schools.

The teaching material is the "Discovering the Real Me" textbook.

Meanwhile the president of WFWP Saint Lucia has enhanced relations with the Ministry of Education, she has been promoting the program cooperating with local educators, youth organizations, and American educational groups.

New Developments

[2015]

- WFWP conducted education programs at 6 elementary schools and one junior high school, and 1,500 students participated in total.
- At the youth education center, 5 young people participated in five character education lectures.
- At the college, the dean was changed, so no lecture was given.
- WFWP was invited to a job fair held in the electoral district of a congressman who supports WFWP, displayed teaching

Caribbean

Cuba

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 WFWP Dominican Republic has been implementing. The APC hoped to introduce this program in a form suitable for Cuba, so WFWP volunteers for Cuba accepted this proposal and started to provide support in January 2014.

Pilot classes (experimental classes ahead of the whole school) were held at the 3 target teachers' collages (schools to train high school graduates to be teachers) from September 2014 to April 2015 and from September 2015 to June 2016. Based on the results of previous two series of classes, reformation of teaching materials and teacher training programs were conducted from May to July 2015, and from July to August 2016.

New Developments

[2015]

- An evaluation workshop on the first phase of pilot classes was held in February 2015, and another evaluation workshop on the second phase was held in June. During this period, character education was given to some 1,500 students who will become teachers in the future.
- In the evaluation workshops, it was reported that; students welcomed classes of character education and actively attended; there were favorable changes in students' thoughts and behavior; the results were much higher than



Ms. Elcock's lecture at the college

materials of character education and introduced them and its activities at a booth. WFWP was also given an opportunity to speak about the importance of character education.

[2016]

- At the "Jon Odum Secondary (Junior and Senior High) School", WFWP gave lectures to all of about 600 students in the school. With the cooperation of Ms. Elcock and Principal Dujon who are strongly interested in character education, it has gradually taken root in this school over five years. Ms. Elcock said, "Although this school was a problematic school with the lowest or 2nd lowest school level in the whole country, the atmosphere of the school gradually improved as we began teaching character education. There are many things that I can learn while doing lectures, and it is the pride of our school that the principal herself is directly teaching character education."
- The College had gave lectures 3 times a year and 60 students attended. Ms. Elcock who graduated from this college, spoke about "how to adopt character education at the workplace, and how to actually use it in the classroom" at a lecture of the college. There were very good responses, and one student said, "I was given a very useful inspiration, so I want to utilize character education more boldly."
- A young male student of the college who is leader figure attended the course, became strongly interested in character education and participated in a WFWP Godism seminar.



Evaluation workshop in Matanzas

our expectations. In addition, one of the participants of the workshop reported that communication and human relationships among students had improved, while their violent behavior and deeds decreased. A favorable reflection such as "I do go to school because there is a character education class" was also reported.

[2016]

- All pilot classes were completed, and evaluation workshops were held at three schools. A WFWP Japanese volunteer visited the teachers' collage in Pinar del Rio Province and Matanzas Province. At each collage, all students and teachers who are involved in the character education gathered to review and summarize their past activities.
- The results of the pilot classes were different from one another among three collages, but the results in Matanzas, which had a small group of well prepared teachers, were the best.
- In September 2016, WFWP started new pilot classes at other four collages. Participating teachers of each collage gathered from various places and attended at a training workshop for two days.

Sound Development of Youths

South America

Argentina

Education for Sound Development of Youths

Outline: Amidst the family breakdown due to an economic collapse, for the purpose of educating and nurturing emotionally affected children, in March 2013, WFWP started to provide emotional education for children at elementary and junior high schools, public facilities, sports clubs, and so on. Children will cultivate their hearts through drawing pictures and learn the concept of a happy heart and how to maintain peaceful heart through lectures and stories.

New Developments

【2015】

- At a public art school in San Clemente del Tuyú City, 70 people participated in emotional education through painting. The local TV station aired it.

【2016】

- On June 30, a WFWP Japanese volunteer participated in the opening ceremony of "Peace paintings" exhibition organized by the Rotary club and the Arrecifes City with the invitation of Mrs. Stella Maris Arzuaga, Chief of culture and education department in Arrecifes City. The volunteer exhibited paintings drawn as a symbol of peace by young people in Sapporo city, Hokkaido, Japan. After that, with these paintings, she visited 3 elementary schools that participated in this project. She had interaction with about 1,000 children in total.
- From September 16 to 17, as a part of the sister city social gathering, "International Painting Trade Fair for Peace" was held by San Clemente California Sister City Association in San Clemente del Tuyú City. The paintings drawn by 2 nursery schools and a youth circle in Sapporo City were displayed there. One thousand five hundred people including overseas participants joined in this event on the theme of building culture of peace. It was an event giving hope to children.



Youths in Sapporo City drew the picture on peace between Argentina and Japan



Japanese volunteer showed the picture at an elementary school



Mrs. Iketo received the prize during radio program

Mrs. Mieko Iketo, a WFWP Japanese volunteer for Argentina, received "Missionary of Peace Prize"

At 19:00 on June 16, 2015, Mrs. Iketo and President of WFWP Argentina appeared in the radio program "Accion de Paz (Action of Peace)". The purpose of this program is aimed at building a peaceful society, by inviting people from various fields who are striving to build peace and sharing opinions with them. It is hosted by Mr. Alejandro D'Alessandro, who is a journalist and the president of local NGO "Social Security and Peace Behavior Strategy Center(Centro de Planeamiento Estrategico Para La Seguridad Social; CPESS)". On that day, a total of 9 people including Catholic church Father, journalist, NGO leader etc appeared. Mrs. Iketo also talked about the purpose of WFWP and its activities in Argentina.

In that program, it was announced that Mrs. Iketo was awarded as one of the 50 winners of 'Missionary of Peace Prize' selected by CPESS every year. This award is given to people in and outside of Argentina who dedicated their entire life to volunteers with precious will, such as religious leaders, doctors, researchers, psychologists, sociologists, lawyers, artists, journalists, etc. Mrs. Iketo's volunteer activities over 20 years in Argentina were appreciated. Originally, the ceremony was supposed to be held on July 24th, but Mrs. Iketo could not stay until that day, so she had been awarded in this radio program earlier than anyone.



Award plaque of "Missionaries of Peace Prize"

Middle East
Jordan

Emotional education for Refugee Children

Outline: Among the population of 8 million in Jordan, 70% is occupied by young people under the age of 29 in the current situation. There are delays in youth problem countermeasures, therefore delinquency issues such as the spread of drugs are getting worse. Most young people are facing economic hardships. Even if they try so hard to graduate from university, they wouldn't be guaranteed to get a job. They have little opportunities in education and employment, that's why it is so hard for them to have hope. Moreover, there are very few places to find talent other than studying and to demonstrate it. Even Jordanians are in such situation, therefore refugee youth have more severe situations.

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. Moreover, since Jordan accepted a lot of refugees from various backgrounds, people often cannot accept others from different religions and sects. Therefore, through the plays and dramas, WFP has another purpose to teach them the importance to understand and respect each other.

New Developments

- Instructors and players practiced, instructed and performed at the Mutual Aid Palestinian Camp Zarqa Community Center.



Boys and girls acting the playing a drama



Children enjoying a play

Ten adolescent instructors guided 20 performers (boys and girls aged 12 to 15), and refugee children aged 6 to 10 watched their performances. WFP educated every participant through all 3 dramas so that they can learn from each other important attitudes and make use of what they learned into real life.

Schedule		
2015	October	Education period for instructors
	November-December	Performance instruction to boys and girls as performers. Creating scripts of plays. Each of 3 groups produces one play on following themes: 1. The importance of being honest 2. Gratitude and compassion for socially vulnerable people 3. Understanding and respect for various differences
2016	February	Completion of Plays
	March- May	Performed at community centers of 9 refugee camps. Approximately 1,000 children in total enjoyed the plays.

- The children were excitedly watching their performances and reacting well to the message of the plays. By looking at children's reactions, both young people who guided and the boys and girls who played could have a sense of rewarding as well as a mindset to make their society better place.

- In July 2016, at a Gaza refugee camp without playground, youth refugees took the leadership and carried out an emotional education to 50 children for a month through puppet plays. They also offered meals after the fast and many games and plays to children.

Central America
Honduras

Sound Development of Youths Project

Outline: In Honduras, due to poverty, opportunities for study are lost, some kids are forced to work from small ages, and other children often have 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 and 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.



WFP cup football tournament

New Developments

[2016] On December 20, Christmas WFP Cup Football Tournament was held. Ninety boys of 6 teams from 2 elementary schools in Colonia Reparto and Colonia Suyapa participated in the tournament.

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, WFPW has supported painting materials and expenses of management of the exhibition through a charity fund organization "Поверь в мечту (Believe in the Dream)."

New Developments

[2015]

- WFPW donated expenses for painting materials and operating exhibitions to "Поверь в мечту." At the request of the same organization, on September 26, WFPW Japanese volunteers held an origami classroom at the event for the hearing impaired.
- One piece of painting which was drawn by a child who is undergoing rehabilitation at this organization was displayed at the "Exhibition of Paintings of Children in the World."



Works of a child

[2016]

- In October, WFPW donated expenses for painting materials and operating exhibitions to "Поверь в мечту." At the salon of the same organization, the Japanese volunteers held an origami classroom and interacted with children.
- Nine pieces of paintings which were drawn by children who are undergoing rehabilitation at this organization were displayed at the "Exhibition of Paintings of Children in the World." Five pieces were rewarded including the 1st prize.
- WFPW donated expenses for art activities to the Moscow State Rehabilitation Center "Centaur" which has instructed arts to disabled children.

South America

Venezuela

Support for Music Education

Outline: In 2013, at a request from WFPW Venezuela for a donation of recorders (musical instrument) in order to open a children's music classroom, 100 recorders were donated from a musical instrument shop in Hamamatsu City, Shizuoka prefecture, Japan. When WFPW Japanese volunteers donated recorders to WFPW Venezuela, many children said, "Please teach me how to play the recorder." Therefore, they felt the necessity of music education.

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, the volunteers 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, a 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. WFPW 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 Tuesday, Thursday, Friday and Saturday. There are 5 classes of 45 minutes per an afternoon. Registration fee is free. Tuition fee for adults is 1,500 bolivar for once. There is a scholarship system for children aged 7 to 17. If they don't have their own instruments, the class will lend them.

In 2016, WFPW started another classroom in Valencia, the capital of Carabobo State, teaching traditional ethnic instruments; cuatro, guitar, recorder and pianica. WFPW Venezuela members of the Valencia branch operate it.

New Developments

[2015]

- Caracas class: 18 students (aged 7 to 17) and 2 students (19 years and over) and 4 instructors.
- The level of lecturers was high, the reputation of teaching methods was also good, and there were some adult students who came from far away. The staff of the WFPW members were also highly evaluated as having good correspondence.



Mandolin class

- Though there are many symphony music classes in Venezuela, there were few classrooms of traditional ethnic instruments. That's why people who liked traditional music were willing to learn here.

[2016]

- Caracas class: 10 students (aged 7 to 17) and 20 students (19 years old and over)
- Valencia class: 10 students and 2 instructors.
- WFPW purchased 2 cuatros and 1 guitar for Valencia class.
- The economy of the country declined severely, and food security became difficult, therefore it also became hard for several children to keep learning. Children and adults who continued to learn even in such a tough situation, had found a pleasure in music and were positively living.

Father's Handmade Arpa (Harp)

A boy, Henry had learned maracas first, but he really wanted to learn arpa and began to go to the classroom of Caracas. His parents wanted him to learn arpa too but musical instruments was too expensive to buy. Therefore, his father who had a hobby of carpentry work made arpa by himself, and gave it to Henry as his birthday gift.





WFP supports the SDGs

5 GENDER EQUALITY



Goal 5

Achieve gender equality and empower all women and girls

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

Family Reconstruction Education



Seminar for women on family reconstruction

South America Peru

Family Reconstruction Education 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 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 panetone (whole cake) to all participants on Mother's day in May and Christmas day in December.

Education at the FCs 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.

Cities	2015		2016	
	# of FCs	# of Members	# of FCs	# of Members
Lima	9	234	9	234
	54	697	45	386
Puno	3	50	3	50
Trujillo	6	234	6	240
Total	72	1,215	63	910

New Developments [2015]

[Lima City] In September, leaders of 63 FCs were invited to a 1 day seminar. They had a chance to get to know each other after the lectures.

[Puno City] The board members of WFP Puno branch each paid membership fees to continue lecture activities. Members had regular board meetings to discuss about their activities and what they can do to make improvements.

[Trujillo City]

- City officials of Trujillo started to join the activities of WFP, and they helped out during the center's opening ceremony by driving the government's car.
- The branch leader and members worked together to maintain stable lecture activities. Instead of just listening to the lectures, they always made sure to take notes. The women's attitudes have started to change, and many claimed that their lifestyles have improved.

[2016]

[Lima City]

- A coordinator who were responsible for 9 FCs could no longer give lectures due to family matters. WFP Peru reorganized the 54 FCs to 45 and another lecture team has taken over FCs for which former coordinator was responsible.
- At the 45 FCs in Lima, 2 lecturers and 2 WFP board members worked with a coordinator to organize lecture activities based on their yearly activity plan.
- Three 1 day seminars were held for leaders of FCs in Lima. The seminar has gotten better each time through various ideas such as giving prizes to participants who came back from break on time.
- The number of members decreased since WFP reorganized the members between those who were coming to learn and those who were coming only to receive donated goods.

[Trujillo City] The branch director requested that the members would like to receive something they can keep rather than a cake as twice a year gifts. From Mother's Day in 2016, gifts have been changed to goods such as small flower vases.



Name of FC is named after Japanese supporters



Reflection of a Participant of Family Center

Mrs. Giovana Yanet Villodas Gálvez
FC: Sachiko Tsurusaki Family Center in Trujillo City

I thank God a lot because I had the blessing of knowing WFWP and attending its lectures. In my personal opinion, the lectures are very good to me and helped my family a lot.

Especially for my 17-year-old eldest son. He was very rebel and did not like to obey, so I always had to scream and hit him for that reason. As a consequence of this, my family became chaos. We all were in a bad mood and I began to have problems with my husband. Every day there were screams, discussions, reproaches, crying, until my son left home.

I did not know how I should act for my son in the stage of adolescence. I came to know when I began to attend WFWP lectures. That helped me a lot to understand how I should act and what I had to do. When I started to put these lessons into practice, my relationship with my family and my son have improved. I was

able to enjoy communication with my son.

The lectures I received with my husband and my son about the family and the purity of love helped us much because I did not know how to focus those themes with my teenage child. And in the lectures I learned to be better mother. I listen to what my son says and will not hit him anymore. When we started to talk more about the themes of the family and the purity of love, we all have changed month by month. Whenever the lecturer came and gave us the talk, we changed. Now there is a lot of dialogue, my son returned home and now we are OK. My last son of only 2 months old was born into a family that is now much better. Our relationship has changed from cries to a relationship with love and respect. I am happy because making efforts for love gives us happiness.

Peru Team of Youth Volunteers for International Cooperation

★ August 5-18, 2015
Three Youth Volunteers participated

< Activities >

- They visited the Congress Building of Peru. An active legislator invited Peru Team and some members of WFWP Peru to the Congress Building and a historical museum.
- They visited 5 FCs in impoverished areas and donated goods. They also painted the walls of 2 FCs.
- They visited the San Juan de Bellavista Elementary School, gave out school supplies to pupils and painted walls of schoolyard.
- They held the "International Youth Day Celebration Forum and Sisterhood Ceremony" at the National University of Education Enrique Guzmán y Valle. Youth member representatives of Japan and Peru gave a speech about international cooperation. The sisterhood ceremony was held between Japanese Peru Team members and professors and students of the university.
- Sightseeing of World Heritage Sites: City of Cuzco and Machu Picchu



Painted the wall of a FC



Sightseeing of Machu Picchu

★ August 17-30, 2016
Five Youth Volunteers participated

< Activities >

- They visited the Congress Building of Peru and did sightseeing of Historic Centre of Lima, a World Heritage Site.
- They visited 5 FCs in impoverished areas and donated goods. They also painted the walls of 2 FCs.
- They visited the San Juan de Bellavista Elementary School and individually gave out school supplies to each teacher and student. They also held a mini sports festival.
- They visited a nursing home.
- They held the "International Youth Day Celebration Event and Sisterhood Ceremony". Japanese youth members made seaweed rolls and soy flour rice cake and also performed a dance of Tokyo Ondo wearing yukata, a traditional Japanese costume. The sisterhood ceremony was held between Japanese Peru Team youth members and WFWP Peru youth members.
- Sightseeing of World Heritage Sites: City of Cuzco and Machu Picchu



Painted the wall of a FC



Donation at a FC



Sisterhood ceremony

Reflection of a Participant of Peru Team

Ms. Yuka Motegi (working adult)

Through joining the Peru Team, what I felt most about international support is that there are various levels of support. Some people need immediate support such as food and clothes while others need education for their future. I realized it was important to provide each person with what they need depending on their situation, and that instead of simply giving, it's more ideal to help them become independent so that they can earn incomes on their own. I think this was something I wouldn't have truly understood unless I saw it with my own eyes and actually

experienced it.

Living in poverty does not mean they are unhappy. The people of Peru actually looked mentally satisfied which is something Japan is starting to lose in today's society. I felt that their happiness is the fruit of the family reconstruction education which WFWP volunteers have been working on for the past 20 years.

Before going to Peru, there were many things I didn't know about the country, but through an advance workshop, volunteer work, cultural exchange meetings and sightseeing, I was able to learn and experience the history and the current Peru, and as a result, I fell in love with this country.

Central America
Costa Rica

TV Program "Age of Woman" Production

Outline: In Costa Rica, where the divorce rate is high at 70-80%, family breakdown is serious, children are badly hurt. In October 2007, WFWP started to produce one-hour program "Age of Woman" ("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. Currently it is broadcasted for one hour from 4 pm to 5 pm every Saturday and rebroadcasted on an irregular basis.

WFWP Japanese volunteers for Costa Rica as Executive Producers and WFWP Costa Rica members hold program production meetings every month and discuss about the contents of programs. They produce programs thinking that it is important to support children so that they can develop eyes to distinguish whether it is right or wrong, rather than just blindly accepting the environment surrounding them, so that each child can select and judge, and so that they can continue to have a viewpoint on what to do for the future.

The constitution of the program is discussion style in which 4 female MCs discuss a theme that women are highly concerned with and that fits the tendency of the times. During that, they see an interview video which an expert talks on that theme. After that, they summarize the theme.

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

New Developments

[2015]

- Thirty interviews of the Costa Rican shining women and experts were produced. WFWP offered for interviews to leading experts in Costa Rica on each theme.
- Since Japanese people have great acceptance in Costa Rica, a Japanese anchorwoman who was studying at the United Nations Peace University was appointed as an interviewer.



A scene of shooting "Age of Woman"

- A female director of Channel 15 of the University of Costa Rica (UCR) which is famous for having a university television system appreciated the programs of "Age of Woman" and broadcasting it on Channel 15 was decided.
- Through interviews to many experts, WFWP was able to contact a research institute which can appeal current situation to all administrative bodies of Costa Rica and has authority to supervise.

[2016]

- Three micro-documentaries were produced.
- Through the introduction of a research institute, WFWP could contact an expert who played an active part in indigenous section of the United Nations and was able to produce a program with him. The crew entered the residence area of indigenous people in the recess of a mountain and shot untrodden cultural heritage. It became the precious documentary which conveyed an alarm bell to human rights protection of indigenous people and natural destruction. The expert participated in a vision seminar of WFWP and shows understanding and agreement for its activity.

[Major Program Themes]

2015 Interviews	Modern Drugs
	Warning to Overheated Credit Society
	Wonderful Ancestral Super Food
	Full Picture of Education of Costa Rica
	Food for Menopause
2016 Micro Documentaries	Gavage Treatment
	National Psychiatric Hospital of Costa Rica
	Living Quarter of Indigenous People

Interview programs are available to watch on AOWTV channel in YouTube (Only Spanish language)
<https://www.youtube.com/channel/UC62Cxq-rwH0r9HF1QytSznw>

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 WFWP 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. WFWP borrow some classrooms, a play room, and a dining hall of the school for free and use this as the Center. The Center supplies needy children with clothing, underwear and school materials to send them to school, feeds them after school, and provides them with a place to do homework, make handicrafts, sing and play. Thirty children come to the Center daily where six staff members including counselors take care of them. Motivation for studying among the children has progressed remarkably. They are proud of the Japanese supporters.



A graduate who is teaching Japanese

New Developments

[2015]

- Two graduates love the center and are continuing to help the center. They had not smiled at all at first, but they came to be able to smile while spending at the center.
- Children are studying Japanese language and haiku.

[2016]

- In May, a new center was established in Calarasi District.
- In July, a teacher of Japanese ink painting (Japanese women) visited Cazanesti center and taught ink painting to children. The children were interested in ink painting and had opportunities for good interaction with the teacher.



WFP supports the SDGs



Goal 6

Ensure availability and sustainable management of water and sanitation 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

Target 6.b Support and strengthen the participation of local communities in improving water and sanitation management

Hygiene Instruction



A foster child who became a medical student instructing hand-washing

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 【2015】

In November, foster children who became medical and dental students gave hand-washing and toothbrushing instructions to 270 pupils of 3 elementary schools in Nyaungdon. It was after the flood damage, children were very happy to receive towels, toothpaste sets, stationeries, soaps, and other materials.

【2016】

In November, a WFP Japanese volunteer gave hand-washing instruction to 50 pupils of the Thitsu Elementary School, where many foster children attend. As she gave same instructions before, children remembered the order of the washing hands well. She spoke about check of nails and germs, so children were able to learn about hygiene delightfully.



Instructing toothbrushing at the RSP kindergarten

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 for elementary schoolchildren in the Nett District of the state since 2007, and in three districts of Nett, U and Sokehs since 2008, in response to the wishes of the parents.

New Developments 【2015】

- WFP Japanese volunteers gave guidance on toothbrushing to 120 pupils of the Sokehs RSP Kindergarten, the Awak Elementary School, and the Lewetik Elementary School. They instructed using a picture-card show titled "Story of Teeth".
- WFP received donation of 12,000 toothbrushes from a Japanese toothbrush company and distributed them to children and the schools during guidance. To the schools that they didn't visit, the volunteers distributed them through the department of education in local government.

【2016】

- WFP Japanese volunteers gave guidance on toothbrushing to 134 pupils of the Sokehs RSP Kindergarten, the Awak Elementary School, the Lewetik Elementary School and the Salapwnk Elementary School. They instructed using picture-card shows on prevention of bad teeth and toothbrush instruction.

Other Country

● Well Renovation Project: Niger



Niger: Well in Madeni Tadeta Village



WFP supports the SDGs



Goal 16

Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels

Target 16.3 Promote the rule of law at the national and international levels and ensure equal access to justice for all

Support for Refugees

Middle East Jordan

Support for Refugees

Outline: According to UNHCR, nearly 5 million Syrians had escaped to foreign countries since the outbreak of civil war in Syria in March 2011 until 2016, and more than 650,000 people were accepted in Jordan. Though the Government of Jordan gave them Jordan's passports but their lives were in trouble, and the serious situation still continues. Since 2012, support for Iraq refugees has decreased, and many families face difficulties.

WFP has been working on various support for Iraq refugees living in Jordan, as a mediator of the United Nations and medical institutions since 2007. In recent years, WFP has supported refugees from not only Syria and Iraq but also Palestine. Many refugees who evacuated to Jordan escaped from considerable shock, therefore they are suffering from physical and mental diseases. WFP has continued to support those people with cash, foods, goods and so on. WFP also invites children to various events. Women and mothers are encouraged to participate in WFP Trailing Center's vocational training courses.

Implementation [2015]

- During the Ramadan period in August, WFP supported 83 refugee families with 1 box of foods for each family and cash and also provided other 8 families some cash.
- WFP invited 60 refugee children to a restaurant for a dinner party after the fast.
- WFP invited 60 children of Wadi Seer to an open-air dinner party.



Donated a stove



Free mathematics class

[2016]

- From March to May, computer classes had been held for 20 children of a refugee camp. In addition, free mathematics classes were held for 43 children of the same camp.
- In May and June, WFP invited 70 children of Wadi Seer to a dinner party after the fast.
- During the Ramadan period in July, WFP supported cash, stoves, blankets, mattresses, and foods to 148 refugee families.

Middle East Palestinian National Authority

Support for Children in Gaza

Since 2010, as a project of the Women's Conference for Peace in the Middle East, WFP has supported children and orphans with chronic diseases through the Palestine Medical Relief Society (PMRS) in Gaza.

In April 2016, WFP invited 50 children with chronic diseases and their guardians of Gaza to the event for them

and presented a knapsack containing clothes, shoes, school supplies, sweets, etc to each child.

The children spent time pleasantly and were happy because they felt that they were not forgotten during the event. WFP was gifted a tapestry of thanks by children who participated in the event at later date.



Program which makes children happy



Gifts from WFP



Tapestry of thanks to WFP

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 5-14, 2015
Seven youths participated.

<Activities>

- They painted the school building of the Thitsu Elementary School.
- They visited "Sakura Vocational School" which WFP has supported. They experienced making beads accessories and attended the fashion show of student's works.
The sisterhood ceremony between Japanese youth volunteers and Burmese students was held.
- They organized the sports festival at the Malit School and visited some homes of foster children of this school.
- They visited an orphanage, the "House of the Sun" and interacted with orphans.
- They listened to a lecture of a Buddhist priest at the Aung Zayar Min Monastery.
- They visited the Japanese Cemetery.
- They went sightseeing of Shwedagon Pagoda and Bago.
- They held a meeting with WFP Myanmar.



Painting



Sisterhood ceremony



Sports festival

★ January 4-13, 2016
Seven youths participated.

<Activities>

- They painted the library room of the Marit School, prepared its opening and held an opening ceremony of the library room. They also visited some homes of foster children of this school and interacted with pupils and students at the school.
- They helped construction of an elementary school in Nyaungdon where was a flood disaster area. They held a sports festival and interacted with children and village people there.
- They visited "Sakura Vocational School". They experienced making beads accessories and attended the fashion show of student's works.
The sisterhood ceremony between Japanese youth volunteers and Burmese students and the cultural exchange meeting between Japan and Myanmar were also held.
- They visited a school for the blind and interacted with students.
- 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
- They attended a dinner meeting with officers of the Ministry of Education



Painting



Kyauktiyo Pagoda



Youth volunteers played "The Giant Turnip"

Reflection of a Participant of Myanmar Team

Ms. Reina Genda (vocational school student)

On this tour, I met two young people in Myanmar, aged 19, the same age as me. One was 19 years old and was a principal of the Nyaungdon Elementary School in the flood disaster area. He said, "I would like to do my best for this elementary school from now on." I couldn't stop my tears flowing when hearing that the young man of the same age with me said so in front of me.

The other one was a girl who was a university student and took care of children at the Aung Zayar Min Monastery. When I asked her, "What is your dream?" she answered, "I want to save children without parents and poor people." I thought that the young girl of the same age as me on the back side of the earth, was thinking like this and was living for the sake of others more than of herself. She answered in English but I could not understand what she said. Therefore a member of Myanmar team who

heard what she said together translated it into Japanese for me. It was so frustrating to me. At that time, I made up my mind to study English.

I heard that living expenses of children of Aung Zayar Min Monastery was donation. Children chose one thing they wanted among several supplies one by one, but surprisingly everyone picked a notebook at first. I have never experienced that I cannot buy pencils and notes, because my parents always bought me everything I needed. Although I had heard beforehand that there were lots of children who could not buy a notebook or a pencil in this world, it was so shocking to me that children received school supplies so happily in front of me. I shed my tears with the heart of sadness because I realized the environmental gap between them and me.

I thought that I should not turn my eyes from the reality of the world today.

INDEX by Activity Category

Educational Support Activities

School Construction and Management	11-14, 17-18
School Management	
/ Support for School Management	15-16
Other Educational Support	27-28, 34
Foster Parents Program	
/ Scholarship Program	19-20
Sound Development of Youths	29-31

Women's Self-Help Support Activities

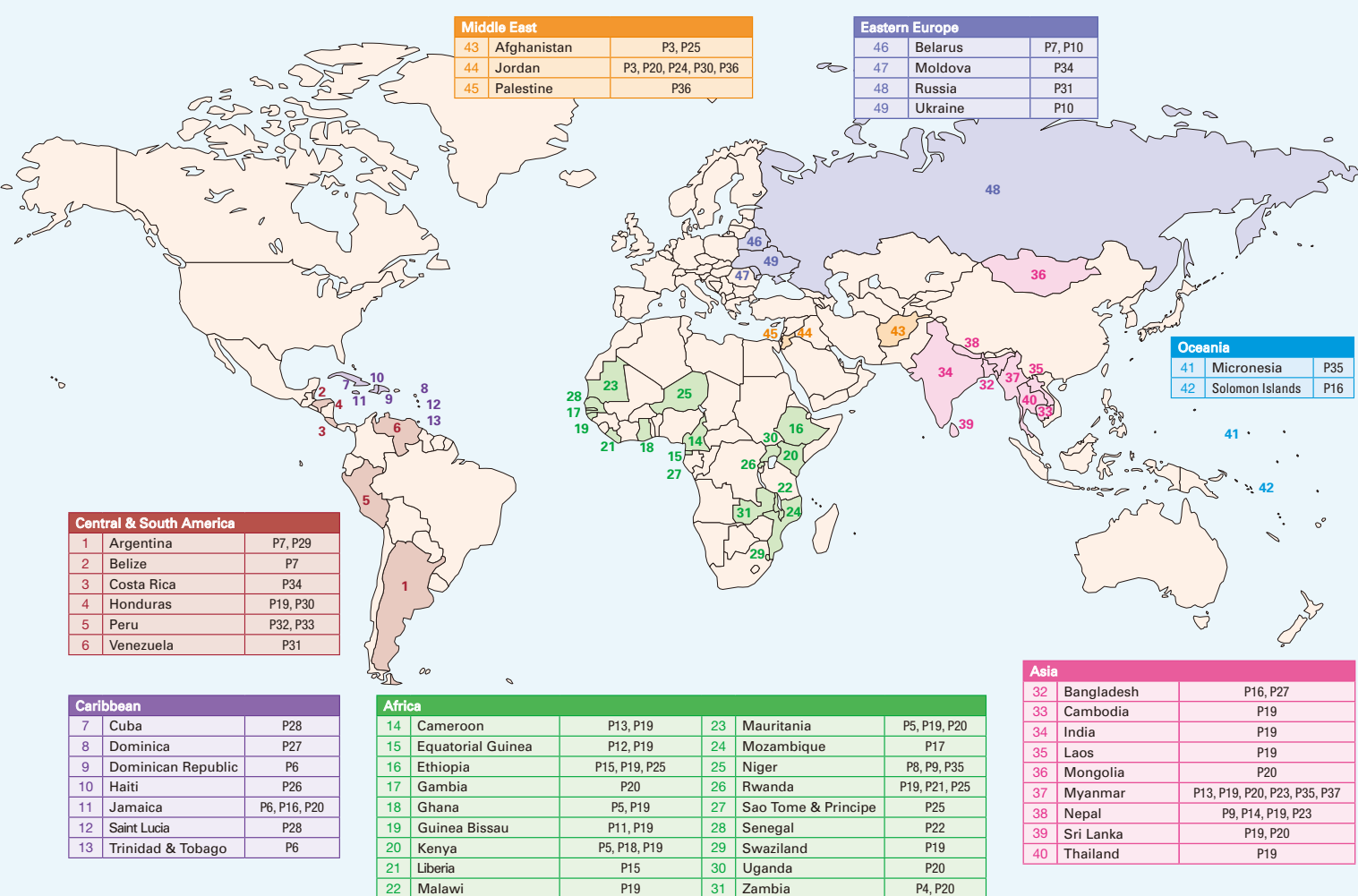
Vocational Training School	
Construction and Management	21
Vocational Training	22-25
Microfinance	3

Educational Support for Women's Empowerment

Literacy Classes Construction and Management	26
Literacy Classes	27
Family Reconstruction Education	32-33
Education through Media	34

AIDS Prevention Education	5-7
Medical Assistance	8-10
Hygiene Instruction	
/ Improving the Water Environment	35
Nutrition Guidance	4
Support for Refugees	36
Youth Volunteers for International Cooperation	33, 37

INDEX by Mission Country



● Source of all goals and targets of SDGs in this booklet: United Nations, *SUSTAINABLE DEVELOPMENT KNOWLEDGE PLATFORM*
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