



WFWP Biennial Report 2011-2012

Overseas Volunteer Activities
International Service Projects



WOMEN'S FEDERATION FOR WORLD PEACE

WFWP Biennial Report 2011-2012

Overseas Volunteer Activities / International Service Projects

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Foreword

Need for A Global Women's Network Contributing to World Peace

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

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

The Rev. Dr. Sun Myung Moon, co-founder of WFWP, passed away on September 3, 2012. Rev. Dr. Moon appreciated the values and abilities unique to women and promoted the development of WFWP and the dawning of the era of women, together with WFWP founder, Dr. Hak Ja Han Moon, his wife.

Rev. Dr. Moon inaugurated the "Global Women's Peace Network (GWPN)" holding a world assembly with women leaders from 194 countries as his last work, several weeks before his passing. In order to overcome the limitations in achieving world peace, which has depended largely on Governmental Organizations (GO) centering on men, this WFWP project of the GWPN was initiated so that the peace movement by women, centering on NGOs, can work together with men, to solve problems in various activity fields, through a global network. WFWP leaders decided to expand the circle of the peace movement they have developed thus far, and build further cooperation with women leaders, the UN, governments, civil organizations, and NGOs across the world to realize the goal of world peace.

Poor governance and leadership can lead to various problems in the world. However, features common among the countries that have a high representation of woman decision-makers are economic wealth, high level of democracy, less political corruption and low military expenditures. Building a peaceful and comfortable country depends on the active participation of women. Let us help foster many women leaders, make efforts to incorporate the view of women and mothers in national policies and pave the way to a bright future for girls, women, wives, and mothers! This will no doubt benefit the country as a whole.

As 2015, the target year of the MDGs, approaches, some goals have already been achieved and some may not be achieved. In particular, the possibility to attain gender equality is still remote. In order to continue to tackle issues in the post-2015 world, a global network, especially an influential network of women leaders will be increasingly needed.

WFWP International Service Projects and Overseas Volunteer Activities are a grassroots global network that connects Japan and the rest of the world, in which members of all races help each other. We truly feel hope when we see children and youth in developing countries grow up, acquire sustainable jobs, contribute to society, and build happy marriages. We wish to express our sincere appreciation for having been able to continue our work for the past 18 years, with the cooperation of countless supporters.

This booklet is a summary of some of the activities by WFWP overseas volunteers from Japan and local WFWP members, carried out in cooperation with various chapters of WFWP International, UN organizations and other NGOS, from 2011 to 2012. We hope that this will help you to better understand our endeavors to realize the Millennium Development Goals and contribute to real world peace.

Foreword

from UN Secretary General BAN KI-MOON

for "The Millennium Development Goals Report 2012"



Photo:<http://archives.un.org/ARMS/content/ban-ki-moon>

This year's report on progress towards the Millennium Development Goals (MDGs) highlights several milestones.

The target of reducing extreme poverty by half has been reached five years ahead of the 2015 deadline,

as has the target of halving the proportion of people who lack dependable access to improved sources of drinking water.

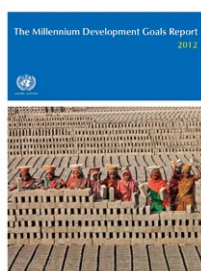
Conditions for more than 200 million people living in slums have been ameliorated—double the 2020 target.

Primary school enrolment of girls equalled that of boys, and we have seen accelerating progress in reducing child and maternal mortality.

These results represent a tremendous reduction in human suffering and are a clear validation of the approach embodied in the MDGs. But, they are not a reason to relax. Projections indicate that in 2015 more than 600 million people worldwide will still be using unimproved water sources, almost one billion will be living on an income of less than \$1.25 per day, mothers will continue to die needlessly in childbirth, and children will suffer and die from preventable diseases. Hunger remains a global challenge, and ensuring that all children are able to complete primary education remains a fundamental, but unfulfilled, target that has an impact on all the other Goals. Lack of safe sanitation is hampering progress in health and nutrition, biodiversity loss continues apace, and greenhouse gas emissions continue to pose a major threat to people and ecosystems.

The goal of gender equality also remains unfulfilled, again with broad negative consequences, given that achieving the MDGs depends so much on women's empowerment and equal access by women to education, work, health care and decision-making. We must also recognize the unevenness of progress within countries and regions, and the severe inequalities that exist among populations, especially between rural and urban areas.

Achieving the MDGs by 2015 is challenging but possible. Much depends on the fulfilment of MDG-8—the global partnership for development. The current economic crises besetting much of the developed world must not be allowed to decelerate or reverse the progress that has been made. Let us build on the successes we have achieved so far, and let us not relent until all the MDGs have been attained.



"The Millennium Development Goals Report 2012"

<http://www.undp.org/content/undp/en/home/librarypage/mdg/the-millennium-development-goals-report-2012/>
Download PDF files in English / French / Spanish available from this website

Millennium Development Goals: 2012 Progress Chart

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

GOAL1: Eradicate extreme poverty and hunger

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

GOAL2: Achieve universal primary education

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

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

GOAL4: Reduce child mortality

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

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

GOAL6: Combat HIV/AIDS, malaria and other diseases

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

GOAL7: Ensure environmental sustainability

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

GOAL8: Develop a global partnership for development

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

1) Indicator and the words in each box indicate the present degree of compliance with the target.


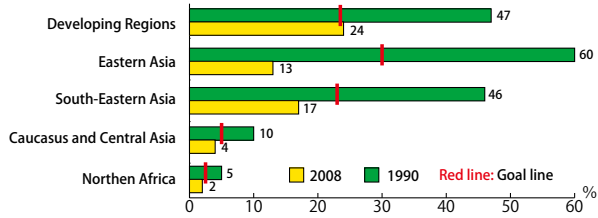


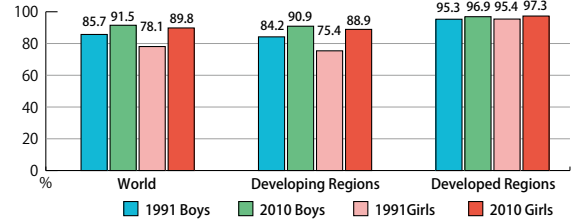


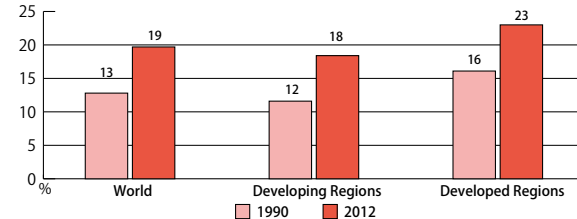


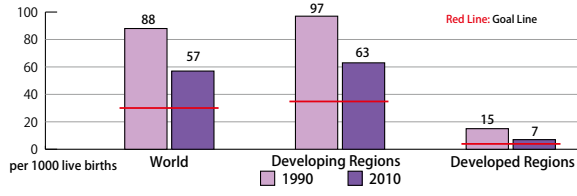

2) The colours show progress towards the target according to the legend below:

 Target already met or expected to be met by 2015	 Progress insufficient to reach the target if prevailing trends persist
 No progress or deterioration	 Missing or insufficient data

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

Sources: United Nations, based on data and estimates provided by: Food and Agriculture Organization of the United Nations; Inter-Parliamentary Union; International Labour Organization; International Telecommunication Union; UNAIDS; UNESCO; UN-Habitat; UNICEF; UN Population Division; World Bank; World Health Organization—based on statistics available as of June 2012.

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

Goals/Targets	MDGs Progress	WFP's activities																								
<div data-bbox="113 280 268 432">  <p>1 GOAL 1 ERADICATE EXTREME POVERTY & HUNGER</p> </div> <p>Target 1.A: Halve, between 1990 and 2015, the proportion of people whose income is less than \$1.25 a day</p> <p>Target 1.B: Achieve full and productive employment and decent work for all, including women and young people</p> <p>Target 1.C: Halve, between 1990 and 2015, the proportion of people who suffer from hunger</p>	<ul style="list-style-type: none"> •A preliminary World Bank estimate indicates that the global poverty rate at \$1.25 a day fell in 2010 to less than half its 1990 value. The target of reducing extreme poverty rates by half was met five years ahead of the 2015 deadline. •Vulnerable employment (insecure, poorly paid jobs) in developing regions:(1990)67%→(2011)58% •Nearly 15 percent of the global population, are estimated to be undernourished. <p>Target 1.A: Percentage of people living on less than \$1.25 per day</p>  <table border="1"> <thead> <tr> <th>Region</th> <th>2008 (%)</th> <th>1990 (%)</th> <th>Goal Line (%)</th> </tr> </thead> <tbody> <tr> <td>Developing Regions</td> <td>24</td> <td>47</td> <td>20</td> </tr> <tr> <td>Eastern Asia</td> <td>13</td> <td>60</td> <td>25</td> </tr> <tr> <td>South-Eastern Asia</td> <td>17</td> <td>46</td> <td>20</td> </tr> <tr> <td>Caucasus and Central Asia</td> <td>4</td> <td>10</td> <td>10</td> </tr> <tr> <td>Northern Africa</td> <td>2</td> <td>5</td> <td>10</td> </tr> </tbody> </table>	Region	2008 (%)	1990 (%)	Goal Line (%)	Developing Regions	24	47	20	Eastern Asia	13	60	25	South-Eastern Asia	17	46	20	Caucasus and Central Asia	4	10	10	Northern Africa	2	5	10	<ul style="list-style-type: none"> •Microcredit P23 •Vocational Training for womenP17-22 •Providing School Lunch P8 
Region	2008 (%)	1990 (%)	Goal Line (%)																							
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<div data-bbox="113 763 268 916">  <p>2 GOAL 2 ACHIEVE UNIVERSAL PRIMARY EDUCATION</p> </div> <p>Target 2.A: Ensure that, by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling</p>	<ul style="list-style-type: none"> •Enrolment rate in primary education in developing regions: (1999)82%→(2010)90% More kids than ever are attending primary school in 2010, but according to gender gaps in the world, girls did not reach 90%. •With more children completing primary education, the demand for secondary education is growing. In 2010, there were 71 million young adolescents (typically aged 12-15 years) out of school around the world. <p>Target 2.A: Net enrolment ratio in primary education</p>  <table border="1"> <thead> <tr> <th>Region</th> <th>1991 Boys (%)</th> <th>2010 Boys (%)</th> <th>1991 Girls (%)</th> <th>2010 Girls (%)</th> </tr> </thead> <tbody> <tr> <td>World</td> <td>85.7</td> <td>91.5</td> <td>78.1</td> <td>89.8</td> </tr> <tr> <td>Developing Regions</td> <td>84.2</td> <td>90.9</td> <td>75.4</td> <td>88.9</td> </tr> <tr> <td>Developed Regions</td> <td>95.3</td> <td>96.9</td> <td>95.4</td> <td>97.3</td> </tr> </tbody> </table>	Region	1991 Boys (%)	2010 Boys (%)	1991 Girls (%)	2010 Girls (%)	World	85.7	91.5	78.1	89.8	Developing Regions	84.2	90.9	75.4	88.9	Developed Regions	95.3	96.9	95.4	97.3	<ul style="list-style-type: none"> •Construction and Management of Kindergarten and Elementary schools P9-11, 13 •Support of tuition for children who cannot go to school due to poverty P15 				
Region	1991 Boys (%)	2010 Boys (%)	1991 Girls (%)	2010 Girls (%)																						
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<div data-bbox="113 1247 268 1400">  <p>3 GOAL 3 PROMOTE GENDER EQUALITY AND EMPOWER WOMEN</p> </div> <p>Target 3.A: Eliminate gender disparity in primary and secondary education, preferably by 2005, and in all levels of education no later than 2015</p>	<ul style="list-style-type: none"> •Gender inequality persists and women continue to face discrimination in access to education, work and economic assets, and participation in government. •Poverty is a major barrier to secondary education, especially among older girls. •Globally, women occupy only 25 per cent of senior management positions and, in 2008/2009, were on average paid 23 per cent less than men. <p>Target 3.A: Percentage of parliamentary seats occupied by women (Single or Lower House only)</p>  <table border="1"> <thead> <tr> <th>Region</th> <th>1990 (%)</th> <th>2012 (%)</th> </tr> </thead> <tbody> <tr> <td>World</td> <td>13</td> <td>19</td> </tr> <tr> <td>Developing Regions</td> <td>12</td> <td>18</td> </tr> <tr> <td>Developed Regions</td> <td>16</td> <td>23</td> </tr> </tbody> </table>	Region	1990 (%)	2012 (%)	World	13	19	Developing Regions	12	18	Developed Regions	16	23	<ul style="list-style-type: none"> •Construction and Management of Junior high and High schools P7-8 •Construction and Management of Kindergarten and Elementary schools P9-11,13 •Support of tuition for girls who have financial difficulties .. P15 												
Region	1990 (%)	2012 (%)																								
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Developed Regions	16	23																								
<div data-bbox="113 1731 268 1883">  <p>4 GOAL 4 REDUCE CHILD MORTALITY</p> </div> <p>Target 4.A: Reduce by two thirds, between 1990 and 2015, the under-five mortality rate</p>	<ul style="list-style-type: none"> •Despite determined progress, an increasing proportion of child deaths are in sub-Saharan Africa. •The proportion that occurs during the first month after birth is increasing. •Children of educated mothers—even mothers with only primary schooling—are more likely to survive than children of mothers with no education. <p>Target 4.A: Under-five mortality rate</p>  <table border="1"> <thead> <tr> <th>Region</th> <th>1990 (per 1000 live births)</th> <th>2010 (per 1000 live births)</th> <th>Goal Line (per 1000 live births)</th> </tr> </thead> <tbody> <tr> <td>World</td> <td>88</td> <td>57</td> <td>30</td> </tr> <tr> <td>Developing Regions</td> <td>97</td> <td>63</td> <td>30</td> </tr> <tr> <td>Developed Regions</td> <td>15</td> <td>7</td> <td>10</td> </tr> </tbody> </table>	Region	1990 (per 1000 live births)	2010 (per 1000 live births)	Goal Line (per 1000 live births)	World	88	57	30	Developing Regions	97	63	30	Developed Regions	15	7	10	<ul style="list-style-type: none"> •Support of malnourished children..... P28 •Nutrition guidance ... P32 								
Region	1990 (per 1000 live births)	2010 (per 1000 live births)	Goal Line (per 1000 live births)																							
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In "Millennium Development Goals Report 2012," it was reported that three important goals regarding POVERTY, SLUM-DWELLERS, and WATER were met.

Goals/Targets



**5 GOAL 5
IMPROVE
MATERNAL HEALTH**

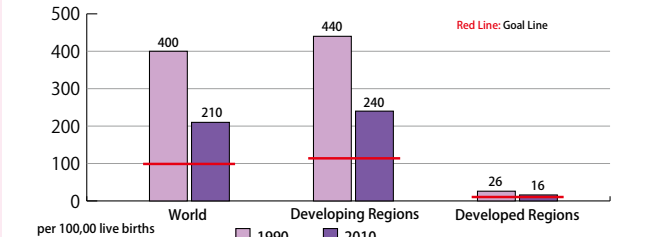
Target 5.A:
Reduce by three quarters the maternal mortality ratio

Target 5.B:
Achieve universal access to reproductive health

MDGs Progress

- Maternal mortality declined 47% from 1990 worldwide, but levels are far removed from the 2015 target.
- The maternal mortality ratio in developing regions is still 15 times higher than in the developed regions.
- More pregnant women are receiving care with the recommended frequency, but gaps still exist in regions most in need.

Target 5.A: Maternal mortality ratio



Region	1990	2010
World	400	210
Developing Regions	440	240
Developed Regions	26	16

WFP's activities

- Medical assistance for pregnant women P28



Goals/Targets



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

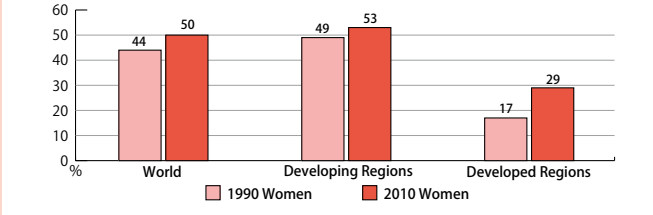
Target 6.A:
Have halted by 2015 and begun to reverse the spread of HIV/AIDS

Target 6.B:
Achieve, by 2010, universal access to treatment for HIV/AIDS for all those who need it

Target 6.C:
Have halted by 2015 and begun to reverse the incidence of malaria and other major diseases

- More people than ever are living with HIV due to fewer AIDS-related deaths and the continued large number of new infections.
- Comprehensive knowledge of HIV transmission remains low among young people, along with condom use.
- The global estimated incidence of malaria has decreased by 17 per cent since 2000, and malaria-specific mortality rates by 25 per cent.

Target 6.A: HIV prevalence among population aged 15-24 years women



Region	1990 Women	2010 Women
World	44	50
Developing Regions	49	53
Developed Regions	17	29

- AIDS Preventive Education P26-27
- Malaria prevention ... P28



Goals/Targets



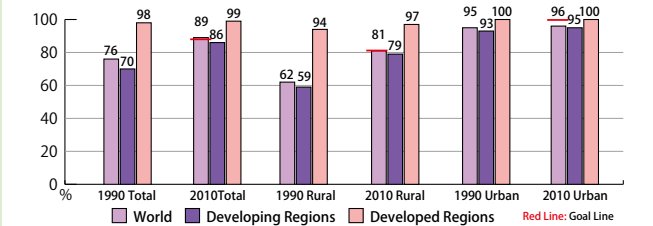
**7 GOAL 7
ENSURE
ENVIRONMENTAL
SUSTAINABILITY**

Target 7.C:
Halve, by 2015, the proportion of the population without sustainable access to safe drinking water and basic sanitation

Target 7.D:
Achieve, by 2020, a significant improvement in the lives of at least 100 million slum dwellers


- The world has met the target 7.C of halving the proportion of people without access to improved sources of water in 2010, five years ahead of schedule. More than two billion people gained access to improved drinking water sources.
- Slum-dwellers rate: (2000)39%→(2012)33%
More than 200 million of these people gained access to improved water sources, improved sanitation facilities, or durable or less crowded housing, thereby exceeding the MDG target 7.D.

Target 7.C: Percentage of population using an improved drinking water source



Category	1990	2010
World Total	76	98
Developing Regions Total	70	86
Developed Regions Total	89	99
World Rural	62	94
Developing Regions Rural	59	81
Developed Regions Rural	79	97
World Urban	95	100
Developing Regions Urban	93	95
Developed Regions Urban	96	100

- Building water service in a school P8
- Hygienic instructions in schools P31



Goals/Targets



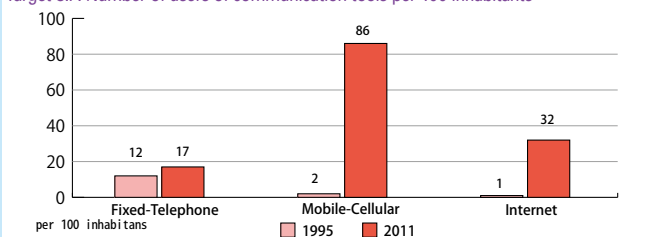
**8 GOAL 8
DEVELOP A GLOBAL
PARTNERSHIP FOR
DEVELOPMENT**

Target 8.E:
In cooperation with pharmaceutical companies, provide access to affordable essential drugs in developing countries

Target 8.F:
In cooperation with the private sector, make available benefits of new technologies, especially information and communications


- Internet users in developed countries:74%
- Internet users in developing countries:26%
- The number of mobile cellular subscriptions worldwide by the end of 2011 reached 6 billion.

Target 8.F: Number of users of communication tools per 100 inhabitants



Tool	1995	2011
Fixed-Telephone	12	17
Mobile-Cellular	2	86
Internet	1	32

- Medicine boxes P28
- Computer class... P19, 22



EDUCATIONAL SUPPORT ACTIVITIES

School Construction and Management



School store lending 6,000 books



Students are taking graduation examination

Africa

Mozambique

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

Founded: **March, 1995**

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

Curriculum

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

Total number of graduates: 8,159

Outline

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

The junior-high school was opened in 1995, and the high school in 2001, in Beira, the second largest city of Mozambique. It is renowned for the quality of its teachers, 90% of them being graduates of universities, and the high percentage of students who pass the graduation tests, as well as the large number of graduates that enroll in universities. It has earned its reputation as a school with high quality education at a low price, and receives many applicants every year. The Ministry of Education of Mozambique named this school the highest ranking private school in October, 2008, in terms of its stable management and excellent educational results throughout the years, and it was given the same authorities as public schools.

The library holds more than 6,000 books, including textbooks, reference books and dictionaries, and is helping the students develop their academic competency.

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

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

New Developments 2011

- Nine high-achieving students from the previous year were exempted from paying monthly tuition.
- School maintenance conducted: Painted walls and black boards in each classroom
- A graduate studying in Malaysia came back temporarily for practical training. He taught in supplementary classes when he had no training.
- Former Mozambique U.N. Ambassador and wife visited the school.
- Enrollees of national universities: 28

	Junior High	Senior high	Total
Number of Students (End of the year)	311	242	553
	8th grade	9th grade	11th grade
Promotion rate	98%	99%	100%

2012

- Twelve high-achieving students from the previous year were exempted from paying monthly tuition.
- For the first time since the school opened, a girl student in the ninth grade achieved the highest marks in school.
- One of the graduates became a medical doctor for the first time in school history. (See also p.16)
- Three university students who are graduates of the school entered a university in Malaysia, as government-sponsored foreign students.
- Enrollees of national universities: 20

	Junior High	Senior high	Total
Number of Students (End of the year)	309	255	564
	8th grade	9th grade	11th grade
Promotion rate	99%	94%	99%



Three graduates who are studying at a university in Malaysia



The first sports festival was held with Japanese youth volunteers

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 literature, mathematics, Swahili, chemistry, biology, religion, physics, agricultural technology, business, history, geography, home economics, and physical education are offered. AIDS preventive education is provided once every year.

Total number of graduates: 1,879

Outline

The junior-high school was first being built by the Marakusi village in Lugari District but was halted due to insufficient funds. WFP 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 are assigned from the Local Board of Education of the Ministry of Education. The number of students enrolled increased since 2008 when the government implemented tuition-free policies for secondary schools. The school still needs WFP 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. WFP helps where they are lacking and contributes to stable operation of the school. The foster parents program also supports needy children to continue their education. The school has provided school lunch. The school's science laboratory has relatively good facilities among the schools in the Lugari District, and the students' grades for physics, chemistry and biology are all above the District average. The school is popular amongst parents and students in the area because of that.

New Developments

2011

- The school rugby team won first place in the Lugari District.
- One hundred percent of the students in all four grades were promoted to the next grade.
- Five graduates enrolled in universities and 25 enrolled in colleges.

Youth Volunteers for International Cooperation Kenya Team

In 2011 and 2012, WFP Japan sent members' children (girls) as volunteers so they can experience the field activities of WFP overseas volunteers and also for succession planning. During the visits, participants not only worked at the school but there were programs enabling interaction with the students, visiting communities around the school, exchanges with WFP Kenya staff, visiting orphanages, and touring the Safari. The participants were inspired to see the school built by the WFP volunteers and to witness the students who were working hard with clear goals despite their educational environment that was completely different from Japan.

★3 volunteers participated from August 17 to 29, 2011.

Painted the walls and black boards of 6 classrooms for maintenance.



★3 volunteers participated from August 18 to 31, 2012.

As a water project, youth volunteers helped construction of a private water-supply system including a 5,000-liter tank and 2 water stations with 12 faucets each. Students now have access to clean water at all times. The water project has contributed in maintaining the students' health, keeping the school clean and has freed the students from the time and effort of water-drawing labor.



2012

- One hundred percent of the students in all four grades were promoted to the next grade.
- Three graduates enrolled in universities and 28 enrolled in colleges.

Number of Students	Boys	Girls	Total	Graduates
2011	388	311	699	136
2012	343	292	635	145

School Construction and Management



School building and courtyard



New school building

Africa

Equatorial Guinea

School Name: ① **Motoko Shiroma Kindergarten and Elementary School**

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

Founded: **October, 2001**

Curriculum

The school follows the curriculum designated by the government for kindergarten to sixth grade. The school incorporates a double system of morning and afternoon classes where kindergarten, first and second grade students study in morning classes and third to sixth grade students study in afternoon classes. The school year starts in September and ends in June.

Total number of graduates: 173

Outline

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

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

the surrounding environment.

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

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

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

New Developments

2011

- The cramped principal's office was expanded.
- Safety was enhanced by installing windows, doors and handrails in the 2nd floor of the new annex.
- Construction of the exterior wall designated by the Ministry of Education was completed.
- Extension work of the annex was completed.
- One of the students (a foster child) presented a poem as a representative at World Book Day event hosted by the National University of Equatorial Guinea.
- Japanese radio gymnastic exercises were introduced to the students.
- Japanese picture books with Spanish translation were donated.

2012

- The school yard was fixed.
- Tiled the hallway leading to the annex building.
- Expansion work of a classroom above the principal's office has started.

Number of Pupils	Boys	Girls	Total
Sep. 2010 - Jun. 2011	173	133	306
Sep. 2011 - Jun. 2012	173	137	310

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 with a schoolyard which is larger than the Motoko Shiroma Kindergarten and Elementary School. WFP Equatorial Guinea did everything from site selection to building design and supervising engineers and construction in cooperation with the Ministry of Labor. The school was named after the first female teacher in Equatorial Guinea. The

area surrounding the school was a residential zone in the capital Malabo but had no school until now. The school was opened right after completion of 3 classrooms in September 2011 with the earnest request of the neighbors and the Ministry of Education. WFP Japan will be supporting the construction of 7 classrooms, principal's office, office room, lecture hall and 4 toilets.

New Developments

2011

The Ministry of Education donated 3 blackboards.

2012

The office room and 1 classroom were completed.



Present school building



Flag of WFP is flying at the school



A foster child is receiving a letter from a foster parent

Africa Guinea Bissau

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

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

Founded: **October, 2003**

Curriculum

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

Total number of graduates: 251

Outline

In Guinea Bissau, where coup d'etats and civil wars are frequent occurrences, 60% of the population suffers in absolute poverty. It lacks basic infrastructure and the shortage of schools is a serious social problem. In response to local requests, WFP built this elementary school in the Ruanda District of Bissau, the capital city. Even though the social position of women is low in this country, the school has many girls enrolled.

The parents appreciate the fact that while many 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.

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



The staff meeting

New Developments 2011

- In May, a sports festival was held.
- In June, a parents' association meeting was convened.
- In May and June, Study Tour participants taught origami and folk dance to the students.
- The staff meeting is held every Friday.
- Eighty percent of students advanced to the next grade.
- Forty two sixth grade students graduated. Most of them entered the Sunac Junior High School.
- Forty three 4th to 6th grade students attended a moral education program, "Special Summer Workshop on Abstinence" during summer vacation.
- Number of Pupils (Sep. 2010-Jun. 2011) :

Boys	Girls	Total
142	123	265

2012

- There was a coup on April 12, but classes were resumed within a few days.
- A Culture Week was organized May 28 – June 1.
- Sports Festival was held in May.
- Forty five sixth grade students graduated. Most of them entered the Sunac Junior High School.
- Moral education program for 4th to 6th grade students entitled "Special Summer Workshop on Abstinence" was held during summer vacation, and 50 attended.
- Number of Pupils (Sep. 2011-Jun. 2012) :

Boys	Girls	Total
145	120	265

School Construction and Management



Present school building



Music class with musical instruments donated by Japanese supporters

Asia Nepal

School name: **Sun Hwa International Academy**

Completion of school building: **April, 2007**

Founded: **April, 2007**

Curriculum

The school offers 13 classes from 2 years old to 9th grade secondary level and the curriculum is equivalent to the average private school in Nepal. The Montessori system is incorporated. Computer, art, martial arts, dance and music classes are available as electives.

*Primary education is grade 1 to 5.

Lower Secondary level is grade 6 to 8.

Secondary level is grade 9 to 10.

Outline

Nepal's enrollment rate to elementary schools is 78% for boys and 74% for girls (THE STATE OF THE WORLD'S CHILDREN 2010, UNICEF). The school was opened in 2007 in cooperation with a local NGO as a step to achieve universal elementary education for a local child in Nepal, necessary for the development of the country. The school is located in Thecho village, Lalitpur District, Bagmati Zone, in the south of the capital Kathmandu.

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

New Developments

2011

- The foster parents program was launched because the number of students who cannot afford to pay tuition increased along with a rise in student number. Foster children will be supported with tuition and stationeries.
- Japanese supporters donated an electronic keyboard, an accordion and 2 keyboard harmonicas.
- Construction of a new school building for secondary level students has started.

Number of Pupils & Students:

Boys	Girls	Total
184	139	323

2012

- The students were able to play "Jingle Bell" in front of the Study Tour participants from Japan.
- The 9th grade was newly established.
- Keyboard harmonicas and recorders were donated by Japanese supporters.

Number of Pupils & Students:

Boys	Girls	Total
224	172	396



Donation of musical instruments and stationeries from Japanese sponsor federations



Class of martial arts



Sign of literacy class



School building



Literacy class by the support from WFWP Japan

Caribbean Haiti

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

Founded: **April, 2008**

Completion of school building: **July, 2012**

Restarted: **January, 2013**

Curriculum

A six-month night course for literacy education is offered 4 days a week to adults of both sexes for free.

Outline

According to UNESCO, the illiteracy rate of Haitian adults is 61% (2006). Although Haiti was the first nation to become independent among the Latin American countries, in 1804, it was not until 1987 that Haitian Creole, the language spoken by 80% of the population, was designated as their official language in addition to French. Education was only offered in French and this became a hurdle for the poor and rural residents to receive good education, thus resulting in the present high illiteracy rate. The capital of Port au Prince was left in devastation when an earthquake of 7.0 hit the country in January, 2010. It became difficult for WFWP to continue the literacy classes which they 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. The construction started in September 2011 and finished in July 2012.

New Developments 2012

- The school building was completed in July.
- Desks, blackboards and chairs were prepared during August - September.
- A teacher training course was held on October 31 in order to re-start literacy classes, and 9 teachers attended.
- Students were recruited in November and 33 were selected. 12 participated in a students' meeting convened on November 29.
- Literacy classes re-started officially on January 8, 2013



Staff members and students



65-year-old woman passed the examination
"I am really happy to be able to write letters in such an old age!"



Seminar for teachers

Africa

Ethiopia

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

Outline

WFPW volunteers initiated free literacy education in 1997, in Woreda District 7 (changed from Woreda District 10 to 7 with land readjustment in 2012) of Addis Ababa, the capital of Ethiopia, for impoverished school-aged children who cannot afford schooling. In 2001, it was officially approved by the government as a primary school. After 3 years of education, these children are admitted to the Addis Ababa Municipal Elementary School as fourth graders. The school offers Amharic, the official language, mathematics, English, social studies, art, music and physical education. The foster parents program has been supporting the tuition for children from poor families since 2003.

New Developments

(2011) The school has promoted book reading education and more than 100 books have been collected. Pupils with good grades tend to borrow more books.

A book report competition was conducted for third graders. The pupils wrote a book report after listening to the teacher read a book called "The Little House" and the headmaster and the teachers awarded 3 pupils who did a good job.

By recommendation of head of education bureaux of Woreda 7, all pupils who completed the school courses were admitted into 4 elementary schools.

(2012) The number of foster children who could be supported in the school had been fixed by a government contract, but WFPW could now increase the number of foster children based on requests by foster parents.

A Study Tour was conducted for Japanese supporters who visited the school, met their foster children and also toured Ethiopia. With their support, school lunch which had been suspended was specially



Children are enjoying special school lunch, injera

offered during this period, and the children were able to eat injera, a national dish of Ethiopia.

Number of Pupils

	Boys	Girls	Total
2010-2011	39	52	91
2011-2012	33	55	88

Ms. Kidist H / Giyorgis

A foster child who passed a national university

In September 2012, she entered the School of Technology of the University of Gondar, a national university. She received qualification as a foster child at the One Hope Garden in 2002, and she had performed the top of the 1st or 2nd places constantly in grade. Her dream is to become a doctor and help people who are suffering from the disease in the future.

In Ethiopia, the ministry of education decides faculty and university of candidates who passed the examinations at random by the results of the National Entrance Examination. Kidist took the points which she can pass the medical school, but her hope did not come true. However, she does not give up a dream and she is still studying hard in order to study abroad and enter medical school.



Africa

Liberia

Support for Management of "Peace Hana School" (day-care, kindergarten and elementary school)

Outline

The school was approved by the government in September, 1998, and opened in a poor area of the capital city, Monrovia. It offers programs for children from ages 3 to 6, including basic reading and writing skills, singing, and Japanese. Enrollment is in September and graduation, in July.

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

New Developments

(2011) Learning environment was enhanced by renovation of the



Donation of a soccer ball

expanded school building.

(2012) WFPW volunteers visited the school in January and August and donated stationeries, English materials and story books.

Number of Pupils

	Nursery	Kindergarten	Elementary	Total
2011	30	17	63	110
2012	66	23	54	143

Caribbean

Jamaica

Support for management of "St. Francis Basic School"

In 2011, Japanese supporters donated stationeries.



School Construction

Africa

Kenya

Support for Construction of the "Emitiot Secondary School"

WFWP Japan supported the construction of a private school the "Emitiot Secondary School" in Longisa, a high poverty area in Bomet District of Rift Valley Province in the Northern part of Kenya, which started in 2008 but was halted due to insufficient funds.

WFWP Japan started to support the funds of construction in 2009. The school received a government subsidy also and completed 2 classrooms in 2011. Due to expiration of the contract of support, WFWP finished the support of construction of the school. WFWP



Completed construction of 2 classrooms

Japan was able to provide children in Longisa who had graduated from elementary school the chance to study in a secondary school.

Other Educational Support

Caribbean

Dominica

Support for Art Education

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

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

New Developments

(2011) WFWP volunteers taught art to 23 students at Dominica State College (DSC) and 24 practicing teachers at a social center. The level of students is improving every year. They understand the significance of art education very well and pick up expressive abilities and techniques more quickly. DSC requested the volunteers to give their graduates continued guidance even after they started working as teachers.



Completion ceremony was held during the exhibition



Dean of faculty of Education speaking on the exhibition to media

(2012) WFWP volunteers taught 23 students at DSC.

Due to a strong request from DSC, an exhibition of works created in the art education class was held on campus in June, 2012. DSC advertised the exhibition to media across the country, and strongly requested them to cover the event. The president and dean praised the 10-year activities of Japanese volunteers and told the media, "The field of art will be extremely important in future Dominican school education. It gives joy and inspiration to the children. DSC hopes to step up its effort in art education."

Other Educational Support Activities

- Moldova:** Support for Management of "Children's Day-Care Center"
- Mongolia:** Educational Support for Mothers and Children
- Solomon Islands:** "New Hope Academy" Construction Support Project
- St. Lucia:** Support for Character Education Program

Sound Development of Youths

Africa

Ghana



Support for youth sports education project, "YOTIVE"

WFWP has supported basketball teams and karate teams since 1995.

Middle East

Jordan



Support for football teams of young Iraqi refugees

In November 2011, UNHCR invited young Iraqi refugee football players to an official game of World Cup Qualifying.

Foster Parents and Scholarship Programs

Foster Parents Programs

Country	Target	Period/Amount	Month and year program started	# of foster children		# of foster parents	
				2011	2012	2011	2012
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	\$100/year (provide 3 times in a year)	1996	34	31	34	31
Mongolia	Elementary school pupils in the 102nd School in Dari-Ekh, Bayanzurkh district	¥10,000/year for 5 years until graduation from primary school	October 2001	18	4	14	8
Myanmar	Disadvantaged Elementary school pupils, Junior high and High school students, and General & Medical University students	¥12,000/year and ¥2,000/year as office expenses (total ¥14,000) until graduation from University. ¥60,000/year for Medical University students.	November 1997	135	153	105	140
Nepal	Pupils and students of the Sunhwa International Academy	¥12,000/year for 1 year including tuitions and educational materials.	January 2011	67	90	67	90
Sri Lanka	Outstanding but disadvantaged Junior high and High school students	¥1,000/month and ¥2,000/year as office expenses (total ¥14,000/year) for 3 years basically. Possible to continue until the entrance examination of University. Supporting tuition of preparatory school and stationeries.	November 2001	7	4	7	4
Thailand	Junior High school students	¥15,000/year for 3 years	2000	20	30	20	30
AFRICA							
Cameroon	Outstanding but disadvantaged elementary to university students	¥30,000/year for 1 year including tuition and educational materials	September 1997	11	11	7	8
Equatorial Guinea	Pupils of Motoko Shiroma and Pilar Momo Kindergarten and Elementary Schools and other schools and junior high school students who graduated from these schools	¥10,000/year including tuition and school supplies	October 2002	160	181	130	155
Ethiopia	Pupils and graduates of One Hope Garden (Grades 1-6)	¥3,000/month (¥36,000/year) up to Grade 12	February 2003	20	20	11	19
Ghana	Elementary, Junior high and High school students of Amasamam in Ga district, Accra City, and the suburbs of Accra	¥10,000/year including tuition, uniform, shoes and stationary for primary to Junior high school. ¥50,000 as tuition for high school students. Renewable yearly.	January 2002	43	52	45	41
Guinea Bissau	War orphans, pupils of Sunac Elementary School and students of Sunac Junior High School	¥1,000/month and ¥3,000/month	January 2001	15	24	14	23
Kenya	Students of Handow Secondary School	¥15,000/year, Renewable yearly (on request)	May 1998	34	40	27	27
Mauritania	Orphans aged 5-15	¥3,000/month or ¥1,000/month until graduation from junior high school. 80% uses for child support.	October 1997	10	4	10	4
Mauritius	Outstanding but disadvantaged elementary, junior high and high school students	¥30,000/year including school supplies, transportation expenses and uniform.	January 1999	15	12	15	12
Rwanda	Orphans and disadvantaged Students of New Hope Technical Institute (over 18)	¥28,000/year	January 1999	38	46	39	34
Swaziland	Elementary school pupils and Junior High school students	¥15,000/year for minimum 2 years	January 1997	24	24	20	24

Other countries: Honduras, Laos

Scholarship Programs

Country	Target	Period/Amount	Month and year program started	Recipients	
				2011	2012
AFRICA					
Gambia	Junior high and High school students	¥7,000/year for junior high ¥15,000/year for high school	September 1995	66	114
CARIBBEAN					
Jamaica	Orphans of the National Children's Home	\$250/year/person for under university, \$1,000-1200/year/person for university students	1999	6	6

Other countries: Jordan, Mauritania, Mozambique, Palestine, Peru, Sri Lanka, Uganda



Cambodia:
With foster children during Study Tour



Rwanda: A foster child is happy to receive photos and a letter from her foster parent

Foster Parents Program: Voice of Thanks from Foster Children

Mr. Nshimiyimana Emmanuel (An Orphan of the Genocide)

He received support as a foster child and studied to be a beautician and hair dresser at the New Hope Technical Institute in 2010.

"I decided to study in hairdresser and beautician course because I wanted to gain skills. I was able to get a job at a hair salon where I studied during the internship period. Before I came to this school, I didn't have a guardian, so it was difficult for me to receive support for my studies from FARG (The Genocide Survivors Support and Assistance Fund). But I was able to study because of WFWP's foster parents program. I am employed now, but I want to have my own beauty shop in the future. One of my friends said, "It's weird for a man to study beauty and hairdressing," but I thought "Just you wait and see!" Now, I can buy my own clothes, buy things for my grandmother and bring electricity to our home. It is wonderful to be able to do this job. I will work even harder. I am grateful to my school teachers and foster parent who supported me. I ask you for your continued guidance."



Mrs. Urukunge Lucie

She received support as a foster child and studied cooking at the New Hope Technical Institute for a year.

"After studying in the cooking course, I got a job at a restaurant in Kigali called "La Galette," and became a kitchen manager. I got married and was pregnant in 2004, and I now have 3 children. I became very happy after studying in this school. Although I no longer work in the same restaurant, I cook for weddings, parties and family birthday parties when requested. For my children's peaceful growth, and if God will guide me to do so, I would like to open a restaurant of my own, as I now have professional knowledge."



With her family

Scholarship Program: A Doctor was Born from Scholarship Recipients



Mr. Filipe Chorozo

He is the first doctor among the graduates of the Sun of Mozambique Secondary School.

After graduating from the school in 2003, he entered the medical department of Eduardo Mondlane University. He received a scholarship from WFWP from 2005, and graduated from the university in 2011. Today, he works in a hospital in Zambezia Province in North-Central Mozambique as a resident doctor. Since there are only 2 doctors in the hospital, he gives medical care to nearly 90 patients a day from early morning to midnight.

He was admired by his classmates for his diligent and sincere character. Born in the provinces, he came to Beira, the second largest city in Mozambique with his younger brother, and studied hard while they ran a small street stall to earn school expenses and living costs. The reason why the Sun of Mozambique Secondary School scored the best examination pass rate for the twelfth grade in Beira was because of Mr. Chorozo who worked as a motivator for the twelfth grade as a whole. While he was preparing for university entrance exams, he considered giving up going to a medical school and entering instead a nursing school where he could earn a salary. But a WFWP volunteer, Mrs. Hozan convinced him to continue studying for the exam while working at his alma mater as a substitute teacher. Following her advice, he was accepted at Eduardo Mondlane University, the best university in Mozambique.

WOMEN'S SELF-HELP SUPPORT ACTIVITIES

Construction and Management of Vocational Training School



Main entrance



Hairdresser/Beautician course

Africa

Rwanda

School Name: **New Hope Technical Institute**

Founded: **February 1996**

Completion of the school building: **July 1998**

Opening of the newly built school: **August 1998**

Curriculum

Technical courses comprise dressmaking, Hairdresser/Beautician course, 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.

Number of graduates: 1,727

Outline

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

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

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

Utilizing skills and expertise, some graduates succeed in entrepreneurship.



Male student showing his cooking at the graduation ceremony

New Developments

2011

- The following items were donated by two Rotary Clubs of Shizuoka Prefecture: 2 computers, a printer, a lockstitch sewing machine, a latte machine for the cooking course, a pressure cooker, equipment for hair arrangement, 200 plastic chairs for the auditorium.
- Re-admitted students to the "Rwanda Demobilization and Reintegration Project." All of the 53 students in Group 4 and 58 in Group 5 graduated.
- Three teachers received technical advancement education sponsored by the Committee for Rwanda Demobilization and Reintegration.
- The graduation ceremony was held on November 25, and 129 students graduated.
- The employment rate of graduates was 62% (Job hunting period is from January, 2012 to March, 2013).
- Number of Students (including ex-combatants):

Dressmaking	Hairdresser/Beautician	Cooking	Total
95	101	82	278

2012

- Internship period was changed from 1 month to 3 months, in response to requests made by internship hosts, and in order to enhance skills of the students.
- Though the curriculum finished at the end of November, graduation was held on Feb.8, 2013. After internship period of three months was over, 93 students graduated.
- From the "Rwanda Demobilization and Reintegration Project," all of 26 students of Group 6 and 73 students of Group 7 graduated.
- The following items were donated through JICA's project related to vocational education and training: A hair-washing basin and chair and a hair conditioning equipment for Hairdresser/Beautician course, and 2 treadle sewing machines for Dressmaking course.
- Instructors of Hairdresser/Beautician course and Cooking course attended a seminar hosted by an Indian company and learned how to handle their new products.
- The employment rate for graduates is 39% (Job hunting period is from January to March, 2013).
- Number of Students (including ex-combatants):

Dressmaking	Hairdresser/Beautician	Cooking	Total
59	84	69	212

Vocational Training



Class of embroidery



Trainee's works at the training store

Africa

Senegal

Social Self-Support Assistance Center "JAMOO"

Outline

A school was opened in the capital city Dakar in 1995 to help women help themselves. It offers four-year courses in sewing, knitting, embroidery, and home economics. A certificate accredited by the government is presented to students at the biennial graduation ceremony. An appeal is made to the community at the end of each academic year with an Exhibition & Sale at Completion Ceremony. Since 2001, the Salon de Couture JAMOO, a training store for graduates, has offered a one-year on-the-job training course. Graduates are provided with an electric sewing machine and financial aid to start their own dressmaker shops. The training store was closed in October, 2008 to relocate, and reopened in September, 2011.

New Developments

2011

- Number of Students: 41 (November 2010 - July 2011).
- August: 12 students completed the courses.
- Relocated the school to the neighboring Ouagou-Niayes area after Completion ceremony in August.
- In the past, around half of the students in their first year failed to complete the course. From 2011, they started confirming the students' motivations and aspirations during the entrance interviews, and this helped decrease the number of withdrawals to 2 out of 17.
- Reopened the training store in September with 11 trainees. They started with basic training, sewing things for their families at first in order to regain their skills, and started selling their products from November.

2012

- Number of Students of the Center: 36 (November 2011- July 2012).
- August: 6 students completed the courses.
- Began beads decoration classes in response to requests from the students. It is an advantageous skill for employment along with embroidery.
- They were not able to have a graduation ceremony because the teacher in charge received surgery. Only the exhibition was held.
- Ten trainees worked in the training store. The teacher had to be replaced but 6 trainees were able to complete the training and obtain jobs.

Comments from graduates



Mrs. Fatou Ndiaye

Her husband opened a dressmaker's shop for her as soon as they got married.

"Studying at Jamoo not only enabled me to learn skills but also to prepare for marriage. I was able to meet a wonderful man and I can't believe all this is happening to me. I'm very grateful."



Ms. Awa Sise

She is working as an instructor at Jamoo after graduating from the school.

"I am very happy to be an instructor at Jamoo because I'm proud of my school. I'm grateful to this school that gave me hope for the future and helped my family. I want to do my best to share my knowledge with my new students."

Vocational Training



Explaining how to make a quilt



Beautician course

Africa

Cameroon

Support for Management of "UNIQUILTS"

Outline: In order to support women to become financially self-reliant, quilting lessons began in 2003 at the Uniquilts Center in the Limbe district. It is a 3-month course that teaches how to design, make patterns and sew quilt products. Upon completion of the course, the women aspire to become financially independent by making and selling their products.

New Developments

(2011) The center was relocated to Bamenda. They mainly learned how to make double-sized bed covers. Five students enrolled.

(2012) Two branches in Boeuf and Douala opened.

A total of 11 students enrolled: 3 at the Bamenda Center, 5 at the Boeuf Center, and 3 at the Douala Center.

Other Vocational Training Activity: Sao Tome and Principe (Sewing Class)

New Developments

2011

- The pass rate of the government examination for the vocational training courses was 100%.
- Although the average cost of custom-made clothing is 400 Indian Rupees (Rs, ≈ \$7.5), students who improved their dressmaking skills received orders for 150 Rs (≈ \$2.8) per item of clothing and completed it in 3 hours.
- After completing the courses, graduates are earning income through employment, self-employed businesses and part-time jobs.
- On March 9, eight Japanese WFP youth volunteers visited the center and had exchanges with the trainees.
- On November 25, a Japanese volunteer read Japanese picture books to the children.

2012

- The pass rate of the government examination for the vocational training courses was 100%.
- On February 1, six Japanese WFP youth volunteers visited the center. They donated 184 picture books through the "children's books support project," founded by former youth volunteers of the India team.
- On December 31, the center was relocated to Faridabad, Haryana State because the building became too old and dangerous to use.

Asia

India

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

Outline: In 2000, a female social worker of Delhi City founded a vocational training center in Dakshinpuri, New Delhi City, where the government relocated slum dwellers, in order to promote girls' economic independence and the academic development of elementary school students among the poor. WFP has been supporting this center since July 2002. The 4-story center houses an elementary school and a vocational training school.

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

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

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

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



Donation of picture books from former India team members



Bookshelf for "Children's Library"

Number of Students	Vocational Training	Housewives	Computer	Total	Elementary
2011	48	110	15	173	40
2012	48	112	15	175	40



Sign of CTC



Embroidery Course

Asia Nepal

Creative Training Center (CTC)

Outline: The literacy rate for women in Nepal is lower than 40% and the prevailing view is that education for women is not necessary. The center was built in January, 2005 in Thecho village, Lalitpur District, south of the capital Katmandu, and was founded as a vocational school in sewing, to empower women and elevate their living standards. The center relocated in 2009 because of the decrease of the needs in this area.

New Developments

2011

A total of 26 students enrolled in the 3-month sewing course.

2012

Because of the decrease in the number of sewing course students in Thecho village, they relocated to Bharatpur in Chitwan District and started an embroidery course.

Nineteen students enrolled in the 3-month embroidery course studied from 11am to 3pm, 6 days a week.

Ten students were able to acquire the skill.

A member of WFPW Nepal in Sarlahi District, where WFPW Japan had supported before, became an instructor of sewing and decided to reopen a sewing class there. Therefore, sewing machines that were being used in Thecho were donated to the class in Sarlahi. Thanks to the machines, WFPW Sarlahi members had become self-support in management of the class.

One of CTC graduates became an instructor of CTC.



A work of a student

Comments from a Graduate



Mrs. Bina Shrestha

Working as an instructor of the embroidery course after graduating CTC:

"I just married into a family of 10. I'm living with my parents-in-law, the families of two brothers-in-law and the sisters. My husband obtained a job abroad to support his family. I looked for a job because we didn't have children yet, but I couldn't find anything and had to stay home. We were entirely dependent on my husband's money and were in deep financial difficulty. I found out about this embroidery skill training course from a friend and began participating right away. I had an interest in hand embroidery, and with the hope to make a living out of it, I studied hard. When I completed the course, CTC asked me to become the next instructor for the course. I was more than happy to accept the offer. I am receiving income now, teaching 9 students, and my family is also very happy. I would like to improve my skills and teach more women who are in financial difficulty, and receive orders for sari embroidery in the near future."



Bina with a masterstroke

Vocational Training



Class of dressmaking



Japanese instructor is teaching the skill

Asia Myanmar

Sakura Vocational School

Outline: The school opened on Feb. 7, 2008 in the biggest city of Yangon in order to help women become financially independent. The courses offered are knitting and sewing, 3 times a week, 3 hours a lesson. There is a beginners' class and an intermediate class for knitting. In both classes, they learn hand knitting for 3 months and beads for 3 months, for a total of 6 months. In the sewing course, they go through both the beginners' and intermediate classes in 6 months, learning how to make patterns and sew lungis (Myanmar's traditional skirt), blouses, and skirts. Two members of Shizuoka District Federations have been teaching at the school since 1998, and now their students have become instructors. There is a trusting relationship between the instructors and the students. The instructors also act as counselors to these students on technical matters and other matters as well.

New Developments

(2011) The knitting course adopted beads into their products and started making bags and accessories. They displayed the works of Sakura Vocational School at an event introducing the activities of women NGOs held in Naypyidaw, the capital city, and was highly praised.

(2012) Some graduates received orders from their friends and acquaintances and began obtaining income.

	Knitting Beginner	Knitting Intermediate	Dressmaking Beginner	Dressmaking Intermediate	Total
2011	42	28	10	0	80
2012	40	24	14	2	80



Exhibition of works of the school

Middle East Afghanistan

Vocational education project to help women become financially independent

Outline: An instructor was sent from Japan in September, 2012 to give technical guidance to the women in their 20s-40s who started sewing businesses with funds received through the microfinance project. The purpose was to help them improve their skills, and to look for possible markets abroad.

New Developments

2012

- Ten students who attended the basic course (4hrs/day x 5 days) completed a jacket.
- Five students who took the step-up course (4hrs/day x 7 days) learned how to make three-dimensional patterns.
- The certificate of completion was awarded to the 15 students who attended all of the classes.



Students received completion certificates

Comments from students

"It was a wonderful, fun program. We Afghan women really need these 'learn and practice' kind of programs."
 "I learned accuracy through this program. We learned how to cooperate and how a good garment needs to be meticulously sewn. I am grateful for the teachers that help us learn these skills."
 "Through this program, I learned how to cut, measure, sew, iron, and put on buttons. I'm very happy. If I can go through the program again, I would become a skilled dressmaker and be of good use to other people."



Knitting course

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

During summer vacation, events for children and youth have been organized.

Since 2007, the center has accepted American youths as volunteer tutors of English learning and helped dispatching to Jordanian homes.

New Developments 2011

- Newly established sweets course and knitting course in January.
- In October, an instructor training class for the accessory course was offered for 3 months.
- The students of the beautician course have been going to the senior citizens' homes since December, to practice their skills.
- American volunteers took charge of English classes and Summer classes for children, and carried out a variety of programs.
- The American youths had good experiences interacting with the Arabs, through tutoring English.

2012

- Newly established accessory and stained glass courses. An instructor training class is in place taught by a professional designer.
- The students who were only doing housework became more creative in their everyday lives and are contributing to financial independence.
- The SIT, a school that teaches Arabic to foreigners, and an American university worked together to send American university students to Jordan as volunteers, to teach English. WFWP also received two American students, and set up a curriculum for them to teach for 2 hours every morning and afternoon at different local NGOs. SIT evaluated WFWP's project as the best one.

● Courses for Children and Youths

	Math	English	Maraq's Eng. Class	Summer	Soccer
2011	176	190	51	50	105
2012	190	93	48	80	680

< Instructor training class >

With WFWP's support, instructors were selected from two public girls' high schools and an NGO, to make the class possible. The result was substantial, for those who mastered the skills either started their own classes or began selling their products.

Mrs. Yusra

Mrs. Yusra took the class and her husband gave her much praise: "There was a dramatic change in my wife ever since she started studying accessory. She became very cheerful and motivated to do different things. She stopped complaining, is smiling a lot, and our home is brighter." It seems she gained great confidence through mastery of an advanced skill.



Yusra(left) and her works



Ms. Iman

She had no opportunity for marriage, her family was poor, no place to work, and was spending a hopeless uneventful life, but when she started learning how to make accessories and mastered the skills, she realized she had a very special talent for this. She became extremely good at it and started selling her products every Friday at the bazaar. She was able to find a job and still continues to sell her products. Her life changed completely after realizing her hidden talent, and now she is brightly leading a very purposeful, active life.

Three ladies from this course became instructors of accessory making and started their own classes. Ms. Yusra began her classes at the WFWP Center, and the other two opened their classes in neighboring NGO centers.

● Courses for Women

	Sewing	Hairdressing	PC	Gymnastics	Knitting
2011	0	81	56	93	22
2012	14	168	41	59	0
	Accessory	Stained glass	Cooking	Sweets	English
2011		58	0	352	243
2012	111	56	179	171	40



A loan recipient who started a grocery store

Middle East

Jordan

Microcredit Project

Outline

The project began in the capital city Amman in October 2000 to support greater independence for women. In Islamic society, women are restricted to go out in public freely. Microcredit allows them to run a small business at home. A loan recipient signs a contract with two guarantors. Each person can receive a loan from 300JD (≅\$430) to 400JD (≅\$570) and 500JD (≅\$700) depending on the attitude of repayment and degree of success with no interest, and repay monthly within 10 months. Two percent of repayment amount is charged as an administration expense. Every month, the women who collect the repayment installments give advice about livelihood and management.

Repayment rate is 97%.

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

※ JD=Jordan Dinar

The kinds of businesses

Clothing stores, cosmetic stores, grocery stores, snacks and pastries stores, vegetable stores, beauty salons, dress maker shops, milk (sheep) shops.

New Developments

2011

- A total of 93 loans; 18 new and 75 continued.
- They were able to get in new stock more cheaply with some funding for wholesale purchases.

2012

- A total of 81 loans; 11 new and 70 continued.
- From 2000 to 2011, there were 5 cases of failure, 3 did not pay back, and 10 paid back in full with delay.



Presentation of donation

Middle East

Afghanistan

Microcredit Project

Outline

In March 2010, the microcredit loan system started through the Afghanistan Women's Conference (AWC) to support financial independence of women. Those who study for a year and complete the course at the vocational school managed by AWC qualify to receive the microcredit loans. There are three levels of loans and the first level started in 2010. One female staff from AWC becomes the leader of a group of 25 people. They receive a loan of 80 dollars per person, and from the following week, they start paying back 3.5 dollars a week (subject to change) and complete the payment in 46 weeks. The reimbursed loan becomes a part of the loan for the next level.

The kinds of businesses

Bakeries, vegetable stores, grocery stores, egg stores, fast-food shops, dress-making classes, embroidery classes, knitting classes, mattress stores, kite stores, and construction businesses.

New Developments

2011

- Two groups of 50 women in their 20s to 50s received loans of the second level and paid back by March 2012.
- A new group of 25 women received loans of the first level. Everybody started a business and the reimbursement rate is 100%.

2012

- The two groups who received the second level of loans in 2011, received the third level loans and paid back by March 2013.
- The group who received the first level of loans began receiving their second level. They all started businesses and the reimbursement rate is 100%.

Educational Support for Women's Empowerment

Asia

Bangladesh

Support for the management of literacy classes

Outline: In a free clinic opened by a local doctor in the slum area of the Old Dacca district, a literacy class was opened in January 2008, for 20 mothers who live in the slums. This was considered necessary as unschooled mothers do not give medicine correctly, making it ineffective. Since 2011, the curriculum has been divided into an “introductory class” and a “livelihood class” :

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

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

These courses are taught two hours a day, five days a week for 1 year. Students who pass a completion examination can advance to an upper course. It is epoch-making in this country for local unschooled woman to be literate, even at the level of the first grade of elementary school.

Number of Students

	Introductory	Livelihood	Total
2011	12	6	18
2012	10	8	18

New development

(2011) As there are individual differences among students, the class was divided into “introductory” and “livelihood” classes. As female students have to work in the daytime and care for the children, it is hard for them to gather on a regular basis daily. As the pace of



Introductory class which girls are also attending

learning is different among students, lessons have been adjusted to advance little by little, repeatedly teaching the same contents. An exam is given at the end of the year, and report cards are issued, which gives encouragement to the students.

(2012) As it is dangerous to leave children home alone, mothers began to bring their children to class. The children came to learn in class together. They are happy to study. Also, a couple of teenage girls who missed mandatory education joined the introductory class.

The voice of students

They said, “Now I can read! Now I can write!” while showing proudly how to write their names.

“Now I could open my own bank account!”

“Now I can keep my house hold book.”

“Now I can help in my husband's store.”

“I'm not cheated anymore.”

“People don't look down on me now. I'm respected.”

Central & South America

Costa Rica

"Era of Women" TV Program Production

Outline: In October 2007, WFP started to air its program “Era of Women” on television to widely promote the women's view of the family and morality and raise young people's moral standards in Central America, which is plagued with high divorce rates and serious family breakdown.

This program in the form of a talk show invites capable woman leaders to enlighten women's awareness. As it has acquired a good reputation among Costa Rican women and increased its viewing audience year by year, many woman leaders wish to appear on it.

New development

(2011) WFP has worked on producing mini-documentary programs which illustrate women playing active roles as professionals in Costa Rica.

(2012) A ceremony was held to commemorate the fifth anniversary of the program. WFP continues management efforts such as broadcasting commercials for the sake of fund-raising.



Letters of Thanks were presented to Japanese supporters at the 5th anniversary of TV station



TV documentary on a female doctor of robot

Educational Support for Women's Empowerment



Lecture at a family center

Central & South America

Peru

Family Reform Education in Impoverished Areas

Outline

The Peruvian Government offers inexpensive meals at public dining halls to the people in poor areas. Women living in impoverished areas suffer from many serious problems such as domestic violence, family disunity, drug abuse, child abandonment, child birth by unmarried women, and so on. In August 2007, WFWP started an educational program for family rebuilding or reform at Family Centers (FC) in nine public dining halls in an impoverished area of Lima, which is directed at.

A participant expressed her appreciation, saying: "The government, psychologists, policemen or church didn't give us any help to solve our family problems, but now we are in a good situation. All the mothers and women who attend the lectures in our dining hall express their appreciation."

	Lectures	FC	Theme	Number of Participants
2011	Mar. to Apr.	9 places	Harmony of family	160
	May to Jun.	9 places	Unity of husband and wife and education for children	190
	December	9 places	True love and peace in family	190
2012	March	9 places	Family value —Why we should make husbands happy—	212
	August	5 places	Education for children—preventing juvenile delinquency	149
	December	9 places	How we should welcome Christmas	249

Participants who overcame the problem of domestic violence

Mrs. Hermelinda Tito Chamorro

I used to suffer from a very serious problem in relation to my husband, who drank much every day, verbally abused me, and hit me hard often, that I had contacted the police many times. We quarreled about even trivial matters.



This affected my eldest daughter's health. In order to avoid making even my second daughter suffer, I left my home and went to my mother's home. But I kept going to the dining hall and listened to the lectures especially when WFWP was there. I gathered the courage to speak to my husband: "Let's stop fighting, because our daughters suffer much." Each time I listened to a lecture, I told him about it. He then came to respond positively, and said, "Both of us must change." Thus both of us began to change little by little. At first he opposed my attending the lectures, but now he even helps my work at the dining hall. (Speaking with tears) I'm grateful that you come to our dining hall.

Mrs. Maria Rosalina Bernedo

I used to be in tears with my husband who condemned me, saying, "You are empty-headed and of no value." But thanks to the lectures given by WFWP with the content that "we women are the axis of the family, how valuable we are to the husband and children, and we must keep chastity," I could realize how much value I do have. Thus I came to like the lectures which enlightened our sense of the self and helped awaken us. Now I get along well with my husband and daughters. Not just me, but all the women who work at the dining hall are grateful to WFWP.



They are happy together

AIDS Preventive Education

Africa

Ghana

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

Implementation

(2011) AIDS prevention seminars was held for approximately 300 junior high school students at the Pokuathie Methodist School in 9 New Amamole District in Accra with video presentation.

An AIDS prevention seminar was held at the Opha Junior High School in Ga West Municipal District in Greater Accra region for approximately 200 higher-grade elementary school pupils and junior



Seminar at the Pokuathie Methodist School

high school students with flip charts.

(2012) The seminars were held at 9 elementary and junior high schools in Amasamam, Accra city and more than 1,000 pupils and students attended in total.

Africa

Kenya

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

Implementation

(2011) In August, a seminar for AIDS preventive education was held for about 50 adults including local residents, members of the administrative board and the PTA at the Handow Secondary School. There was an increasing demand from the locals to provide the education for the entire region, which revealed a strong interest in solving juvenile problems.

In November a lecture seminar was held to teach 400 students from the first to third grades of the same school. The lecture on awareness and prevention of HIV/AIDS as well as practice, consulting and guidance on character education was given to boy students on the first day and to girl students on the second day. Many students opened their hearts after the lecture, e.g., a girl who shared about her experience of being raped. It was suggested by the parents' association, that such consulting and guidance should be continued in the school.

(2012) In November, a seminar was held for 400 students of the same



Seminar at the Handow Secondary School

school on the prevention of HIV/AIDS and character education. Students showed a very good response and expressed gratitude for being able to attend. Many, who understood well that irresponsible sexual behavior is dangerous, have pledged to refrain from sexual contact and to focus on studying as a key for success in life, until the right time comes to share with an appropriate partner. School officials expressed their appreciation for the seminar, which benefited their students who found a new direction of life through it.

Africa

Mauritania

AIDS Preventive Education was started in 2001 when HIV cases increased in young people in Mauritania. Centering on factual knowledge about AIDS, family life, and abstinence before marriage, education is given using "Free Teens" material, videos, slides and flip charts.

Implementation

① As is annually customary, a lecture tour for the education on AIDS prevention and abstinence was carried out for juveniles and adults across Rosso City and surrounding villages, in cooperation with members of three NGO groups which engage in activities for the prevention of AIDS in the suburbs of Rosso City. As most of the villages to be visited are doctorless areas, medicine was donated when the lecture seminar was held. The seminars held in August, 2011 were attended by about 200 people in total in four days, while those held in September, 2012 were attended by about 250 people in four days.

② To commemorate World AIDS Day on December 1 every year, a seminar was held to educate the youth on AIDS prevention and



Seminar commemorating the World AIDS Day

abstinence at the Ashval private school in the capital city Nouakchott. Participants in the seminar, consisting of middle and high school students and teachers, totaled about 180 in 2011, and about 200 in 2012.

In addition, a seminar held in December 2011 at a middle school in Atar City was attended by 60 students, while 150 students participated in a seminar held in December, 2012 at a public middle and high school in Nouakchott City. The students showed good response and the teachers agreed with the contents as being in line with the tradition of Islam as well.

AIDS Preventive Education

Caribbean

Dominican Republic

As the spread of adultery and prostitution causes a serious increase in AIDS victims in this country, WFPW has directed its efforts towards the education of AIDS prevention since January, 2011. It has held a series of seminars for AIDS prevention using teaching materials titled "Free Teens" and "Living in the Era of AIDS," while seminars for rebuilding the family use materials titled "Textbook for Character Education Seminars" and "Amor Puro."

Implementation

(2011) A series of 19 seminars for AIDS prevention was held at middle and high schools, 5 seminars at colleges, 8 times at WFPW branches and twice at others, a total of 34 times with 1,897 participants.

In April, a seminar to promote exchanges with foreign educators was held in cooperation with the AELAC (Association of Educators of Latin America and Caribbean). This made it possible to introduce AIDS prevention education to all schools across the country, and many seminars have been held.

After the seminar at the Republic of Paraguay High School (Liceo de Educación Media Rep. De Paraguay), students changed their attitudes in a positive direction; they do not talk much or stop much in class and contribute more to the work in class. Teachers were very surprised to see such results too soon right after the program.

(2012) A series of 15 seminars for AIDS prevention were held with 1,585 participants in total, while seminars for education to rebuild the family were held 17 times with 1,529 participants in total. Also, a course to train the lecturers was held once with 21 participants.

Since the principal of the Paraguay Public High School who agreed with WFPW's aims and activities issued a statement, WFPW came to be in charge of the AIDS prevention program and family rebuilding education as part of a 60-hour social education program to be attended before graduation from the 12th grade (4th year of high school). Among 41 students who took the course, only 10% lived with their birth parents, and some had mothers who suffered from



430 students of UASD in San Juan attended the seminar AIDS. Thus, some programs were opened to parents to participate with the students.

Statement

The responsibility of education is a commitment by all and especially of those who like me. I have a Mission to transform and form youth with different cultures; which are orphans in most of their parents. Thanks to God, the work and efforts of the Women's Federation for World Peace by bringing the message of a united family before God, will be better for humanity. I got the idea of working with young people in the center who are finishing high school 4th year for 60 hours (of social education curriculum such as Family Reform Education including AIDS preventive education) cultivating core values and love for God.



I thank to the federation and all those who in one way or another contribute a bit to this noble cause.

Licda. Yris Margarita Knight C.
Principal of Liceo de Educación Media Rep. De Paraguay

Eastern Europe

Belarus

As HIV infection is recently spreading explosively in the East European region, the government is stepping up its efforts to counter AIDS. A "health guidance center" was established at an elementary and middle school in the Chernobyl disaster-struck area to have pupils check the amount of radioactivity in food so as to enhance their health awareness. However, out of concern for the current situation of the rapid spread of AIDS, we suggested the necessity of education both in mental and physical aspects, along with developing a sense of crisis against radioactivity. Seminars for AIDS prevention and family rebuilding education were carried out using a teaching material titled "Living in the Era of AIDS."

Implementation

(2011) In November, a seminar was held at the No.2 School of Slavgorod district of Mogilev region, for 50 elementary and middle school students. Members of a youth volunteer group, Altera, not only translated the teaching material into the Russian language, but also conducted the lecture.

(2012) In October, a seminar held at the No.2 School in Cherikov City of Mogilev region, was attended by 100 people, including middle school students aged 15-17, the principal, teachers, local educators. Another seminar held at the No.2 School in Chechersk district of Gomel region was attended by 30 elementary and middle school students. Members of Altera conducted the lecture.



Seminar at the No. 2 School in the Slavgorod district

Impressions of participants

"Many times I've heard lectures about AIDS. But this one made me to think hard and to make my own choice."

"Everything was very important for my life!!! It is necessary to be able to say "NO" when somebody proposes you to have sexual relations."

Other countries where WFPW operates AIDS Preventive Education: Cameroon, Trinidad and Tobago

Medical Assistance / Hygienic Instruction

Africa

Niger

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

Outline: Malaria ranks top among the major causes of death in Niger, where WFPW has continuously donated malaria prevention medicine and educated on proper dosage since 1997 and also has been supporting free mobile clinics in doctorless villages as well as providing medicines at a very low price through the system of medicine boxes since 2000.

The medicine boxes are self-managed by each village. The hygiene instruction is provided concurrently because the disease is spread through unsanitary conditions. The medical assistance and education for eradicating malaria in the region with the highest morbidity from malaria have been continuously carried out since 2005. With the evaluation that the creation of sanitary conditions to prevent mosquito breeding is the highest priority for prevention of malaria, WFPW started selling ordinary mosquito nets (not coated with insecticide) together with medicine in 2006, giving priority with a discounted price to pregnant women.

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

WFPW volunteers dispatched doctors to three villages of Baguega, Kaba Dakuna and Gomozo every two months to provide medical exams for villagers and the training of ASC (Agent de Sante Communautaire = Community Health Agent). Because local diseases are caused by unsanitary living conditions, doctors give guidance on improving sanitation and hygiene to the ASC, who in turn, teaches the villagers. This project has made possible



Malaria prevention guidance by a public health nurse



In October 2011, King of tribe and regional leader presented a letter of thanks and a couple of white doves to WFPW as the symbol of peace for medical support by WFPW in Kaba Dakuna village.

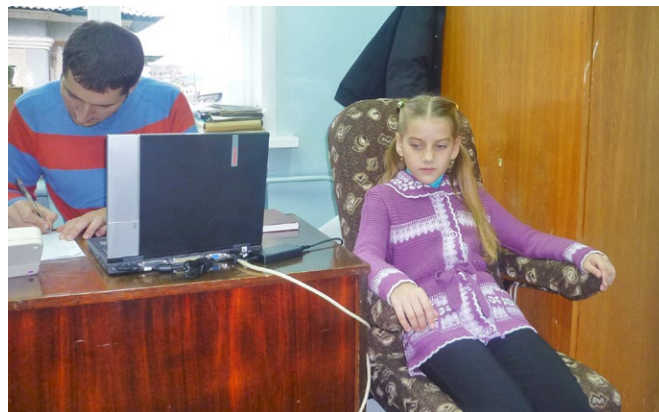
to give a sense of security to people in doctorless villages. This initiative was carried out from December 2011 to August 2012, and from November 2012 to July 2013. We finished this project in Gomozo village in September 2012.

New Developments	October 2011	September 2012
Gomozo Village, Guindan-Rounji Department, Maradi Region (Population: approx. 3,300)		
Number of people received medical examination	325	221
Result of Medical Examination	As there were many malnourished infants due to the drought, the medical team responded urgently.	The medical team used malaria test kits and knew the exact situation in the village. WFPW decided to finish this project in this village since it marked 10 years since the start in 2002.
Infection rate of Malaria	41% (up 10% from the previous year)	50%
Care for pregnant women	Mosquito nets were distributed to 58 pregnant women. Mosquito nets and nutritional supplements were distributed to 21 malnourished children.	Mosquito nets were distributed to 36 pregnant women. Mosquito nets and nutritional supplements were distributed to 7 malnourished children.
Refilled items of Medicine Box	20 items of medicines and 150 mosquito nets	WFPW decided to finish this project since it marked 10 years since the start in 2002 and decided that ASCs in this village manages the box as a pharmacy.
Malaria prevention guidance	Guidance was taught by a doctor to about 50 women at a public square in front of the elementary school.	Guidance was taught by a doctor to about 250 women at a public square in front of the elementary school.
Baguega Village, Madarounfa Department, Maradi Region (Population: approx. 1,000)		
Number of people received medical examination	376	221
Result of Medical Examination	Incidence of malaria was high due to rainy season and Ramadan. There were many malnourished infants.	Almost half of malaria infected people were children under five.
Infection rate of Malaria	50%	70%
Care for pregnant women	Mosquito nets were distributed to 44 pregnant women. Mosquito nets and nutritional supplements were distributed to 28 malnourished children.	Mosquito nets were distributed to 36 pregnant women. Mosquito nets and nutritional supplements were distributed to 10 malnourished children.
Refilled items of Medicine Box	20 items of medicines and 150 mosquito nets	17 items of medicines and 100 mosquito nets
Malaria prevention guidance	Guidance was taught by a doctor to about 50 women at a public square in front of the elementary school.	Guidance was taught by a doctor to about 150 women at a public square in front of the elementary school.
Kaba Dakuna Village, Bande District, Zinder Region (Population: approx. 1,400)		
Number of people received medical examination	429 in 2 days	431 in 2 days
Result of Medical Examination	There were many malnourished children due to the drought.	There were many children who acquired severe malaria and died before bringing to hospitals. Due to heavy rain, there were many cases of dysentery, diarrhea, abdominal pains, gastritis, and backache.
Infection rate of Malaria	41% (up 10% from the previous year)	21%
Care for pregnant women	Mosquito nets were distributed to 44 pregnant women and 32 malnourished children.	Mosquito nets were distributed to 22 pregnant women. Mosquito nets and nutritional supplements were distributed to 28 malnourished children.
Refilled items of Medicine Box	20 items of medicines and 100 mosquito nets	18 items of medicines and 100 mosquito nets
Malaria prevention guidance	Guidance was taught by a public health nurse to about 70 women at outside venue of check-ups.	Guidance was taught by a public health nurse to about 300 women at outside venue of check-ups.
Baroua Village, N'guigmi Department, Diffa Region		
Malaria prevention activity	WFPW volunteers visited for the first time. They donated 200 mosquito nets. This village is located in eastern desert area where malaria is epidemic.	Donated 16 items of medicines and 150 mosquito nets.

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



A bed for a new born baby to which donated syringe driver was attached



Measuring the amount of radioactivity in the body

Eastern Europe

Belarus

Medical Assistance to the Chernobyl Region

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

It is said that there are 500,000 children per year who need medical treatment due to their high radioactivity density inside of their bodies, but only about half of them can receive satisfactory medical treatment. Moreover, as people have kept eating foods which were made of radioactively-contaminated soils, it is difficult for them to improve health.

In 2008, having discovered that the dosage of "VITAPECT-3" developed by the Institution of Radiation Safety "BELRAD" is effective for discharge of radioactivity inside of the body and prevention of illness, in order to recover the children's health,

WFPW volunteers initiated support for its distribution to children who cannot receive satisfactory medical treatment to provide them with a dosage to last one year. "VITAPECT-3" is a health food made by adding vitamin to apple pectin, which promotes the discharge of radioactivity absorbed by the human body.

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

Since 2010, WFPW has established a "Health Education Center" in a school in which primary and secondary education are combined in the Mogilev region, in cooperation with BELRAD. We promote health awareness among children through a Research Club that examines the amount of radiation in food.

Since 2011, WFPW has held seminars on AIDS prevention and abstinence before marriage to elementary and junior-high students of this school as part of mental and physical healthcare.

New Developments

	November 2011	October 2012
Donation of medical materials to Gomel Regional Children's Hospital	5 syringe drivers	4 syringe drivers
Financial aid for administering VITAPECT-3	55 children	50 children
Health Education Center	WFPW volunteers visited the No. 2 School in the Slavgorod district of Mogilev region (primary and secondary education is combined for students age 6-17), and observed the measurement of amount of radioactivity in the students. They measured the amount of radioactivity inside and around the school. As a result, inside the school there was less than the average amount found in the city (0.17 μSv), but around the school roads the value was closest to 0.30 μSv for which evacuation is recommended.	We established a "Health Education Center" at the Cherikov No. 2 School of Mogilev region and the Lovkovich School in Chechersk district, Gomel region. Lovkovich School was selected because radiation seems to affect this area strongly enough that the children have to go for treatment to a sanatorium once a year. WFPW volunteers, BELRAD staff, the headmaster and teachers discussed how to work with the center.



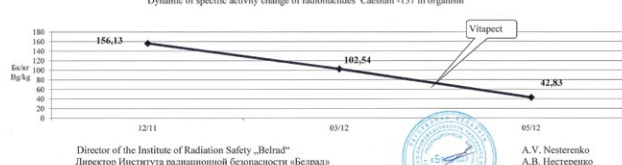
СЕРТИФИКАТ / CERTIFICATE № 11/R-J.

Настоящим подтверждается, что **ЛЕОНОВА ТАТЬЯНА АЛЕКСАНДРОВНА**, 24.01.2003 года рождения, проживающий по адресу: 247822 ул. Советская 18, деревня Роза-Люксенбург Ельсский район Гомельская область Республика Беларусь, ПОЛУЧИЛА ТРЕХКРАТНОЕ ОБСЛЕДОВАНИЕ НА АВТОМАТИЗИРОВАННОМ КОМПЛЕКСЕ СПЕКТРОМЕТРИИ ВНУТРЕННЕГО ИЗЛУЧЕНИЯ ЧЕЛОВЕКА (СИЧ) И ОДИНОВРЕМЕННО ПЕКТИНОВУЮ ПРОФИЛАКТИКУ ПРЕПАРАТОМ «ВИТАПЕКТ».

By this document it is confirmed that **LEONOVA TATYANA ALEKSANDROVNA**, born 24.01.2003, living: 247822 Sovetskaya str. 18, village Rozn-Lyuksemburg, Elyak district, Gomel region, the Republic of Belarus, HAS RECEIVED 3-TIME MEASUREMENT WITH THE HELP OF AUTOMATED COMPLEX FOR HUMAN RADIATION SPECTROMETRY AND 1-TIME PECTIN PROPRIOLACTIC BY THE PREPARATION "VITAPECT".

Данные о партнерстве в Японии / Data on Japanese partners:
WFPW-Oita, WFPW-Osaka 6th district Federation Chernobyl Belarus Tomono-kai

Динамика изменения удельной активности радионуклидов цезия-137 в организме
Dynamic of specific activity change of radionuclides Caesium -137 in organism



Director of the Institute of Radiation Safety „Belrad”
Директор Института радиационной безопасности «Белрад»

A.V. Nesterenko
А.В. Нестеренко

Result of administration of VITAPECT-3

Name: Leonova Tatyana Aleksandrovna

Birthday: January 24, 2003

Age: 10 years old (as of April 2013)

Residence: Gomel region

She had taken 3 VITAPECT tablets 2 times a day for 4 weeks.

The amount of cesium 137 decreased from 102.54 Bq per kg-weight to 42.83 Bq, i.e. to less than half.

Eastern Europe

Ukraine

Medical assistance for radiation affected women and children by Chernobyl Accident

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

New Developments 2011

●Valeria Koretzkaya (Age: 5)
Medical costs to treat her left renal cancer were supported. Medical treatment for her is being continued after extirpative surgery of cancer at age 3, with repeated hospitalization since then. She is



Reunion with Valeria who got well

a second generation radiation-exposed victim. As she is from a fatherless family with economic difficulties, the assistance for 2 years was very much appreciated. Now she has recovered well and is able to attend school. It was reported in April 2013, that she was cured of cancer.

●Andrey Kozakov (Age: 5)

Medical costs were supported to provide psychological and pharmacological intensive treatment of paralysis on the left side of his body and epilepsy. He is a second generation radiation-exposed victim. He came down with illness at fourth months of age, and became completely immobile without assistance. He is hospitalized biannually to receive intensive treatment. It was reported that he has shown a gradual trend of recovery since the treatment was begun.

●Elena Gritsyuk (Age: 26)

Born as a second generation radiation-exposed victim, she has suffered from osteoarthritis of the right hip joint. As she is a mother of a child, financial assistance was provided for surgery to put in an artificial bone. She came down with the illness at age ten, but as there was no effective treatment for this disease, the operation cost was high and as government subsidies were limited to patients under 18 years old, she could not receive any medical treatment. She underwent surgery on May 22, 2013.

Asia

Nepal

Health Check Project

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

New Developments

(2011) In November a program of breast cancer screening with a briefing was carried out in Kathmandu City for 80 displaced women from Pakistan and Myanmar, and women refugees from Somalia and 50 women living in Kathmandu City.

In December, free medical care and medicine were given to 293 villagers in Sarlahi District, who were diagnosed to have mainly asthma, gastric inflammation, cold and pyrexia.

(2012) In March, food aid along with hygienic guidance were offered to 88 people, including the homeless, children of refugees from civil war and orphans in Kathmandu City.

In September, a medical camp was carried out in Meghali village of Chitwan District, a doctorless area, to provide care in



Delivery of medicine in a village

internal medicine, obstetrics and gynecology as well as pediatrics, in response to strong demand from the village. A medical team consisting of 4 doctors, 4 nurses and 17 staff conducted physical examinations for 421 villagers. The main illnesses found were respiratory disease, chronic skin disease, gastrointestinal disease as well as gynecological diseases.

In the same month, another medical camp was carried out in Bharatpur city of Chitwan District to provide medical care in internal and dermatological medicine. The team consisting of 3 doctors, 5 nurses and 15 staff conducted physical examinations for 257 villagers.

Middle East

Palestine

Medical Support for the Gaza Strip

Many were injured in a large-scale air strike on Gaza by the Israeli air force in November, 2012. In response to a call for emergency assistance for medical costs from an NGO, the "Palestinian Medical Relief Society," WFPW offered aid in the amounts of 5,000 USD from the WFPWPI HQ "1% Love Share Project" as well as 2,870 Euro from its Japan chapter.



Purchased medicine by donations



Letters of Thanks from "Palestinian Medical Relief Society"

Medical Assistance

Central & South America

Brazil

Cancer Prevention Program

Outline

Since 2004, WFWP had donated free examination tickets for breast cancer prevention to around 7 cities in state of Mato Grosso do Sul where the breast cancer incidence was high. Since 2006, WFWP has donated free tickets for cancer examination to indigenous women who are poor and cannot afford the benefit of medical care in cities of Guia Lopes da Laguna, Nioaque, and Jardim in Mato Grosso do Sul so that they can find cancer early and cure rapidly. Since there are few breast cancer patients in indigenous women, this free ticket is available for any examination including an endoscope, brain waves, and an electrocardiogram.



Presented free tickets for medical examination for cancer to a representative of Indian women

New Developments

(2011) Commemorating the International Women's Day on March 8, WFWP donated 40 free examination tickets for breast cancer to the health center in a indigenous village in Nioaque.

(2012) On March 3, commemorating the International Women's Day, WFWP donated 5 free examination tickets for breast cancer each, 15 tickets in total, to an indigenous village in Nioaque and women's network groups in Guia Lopes da Laguna and Jardim.

Hygienic Instruction



Guidance of hand-washing



Guidance of toothbrushing with only water

Asia

Myanmar

School Health, Hygiene & Environmental Project

Outline

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

New Developments

WFWP Japan's volunteers visited an orphanage where foster children are housed, and gave guidance on hand-washing for 35 orphans, ranging from kindergarten pupils to college students in 2011, and 45 orphans in 2012. As some children had died of cerebral meningitis while some were affected by tuberculosis, such experiences enhanced their awareness of the importance of hand-washing and gargling. They learned the procedure of hand-washing well, and received instructions cheerfully and seriously. Medical soap and towels were donated at the time of instruction.

Oceania

Micronesia

Hygienic Guidance Project

Outline

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

New Developments

(2011) WFWP Japanese volunteers held teeth-brushing guidance for 300 pupils of Sokehs RSP Kindergarten and Awak Elementary School in the Sokehs district. They distributed 6,200 toothbrushes and 3,000 tubes of toothpaste donated by a Japanese toothbrush company, to 4 elementary schools and 2 kindergartens in the Sokehs district.

(2012) Guidance on teeth-brushing only by water without using toothpaste was also given in the local language by using a picture-card show, made from an illustrated book on cavity prevention. Teeth-brushing training was carried out for 240 pupils of RSP Kindergarten, Awak and CCA Elementary Schools, and 8,400 toothbrushes were donated.

Nutrition Guidance

Africa

Zambia

Food Project (Nutrition Class)

Outline

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

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

Since 2010, in order to promote economic independence of mothers who participate in nutrition class, WFPW has held sewing classes for 5 hours three days per week at WFPW Zambia office in Lusaka city without paying tuition free.

New Developments

2011

- Nutrition classes were held at two clinics in Lusaka City every other week. About 90 mothers and malnourished children under the age of 5 participated each time, and the total number of participants was 370 during the month. Each class ended with the distribution of two weeks' worth of soy flour to the participants, among whom many mothers asked for more soy flour, as they regarded it not as a nutritional supplement, but just as food. Many expressed the need for food aid, as they lacked other foods as well.

- Sewing classes were attended by 5 mothers.

2012

- Nutrition classes were held at two clinics in Lusaka City every other week. In order to improve the moral of the participants, a seminar was held to educate them so that they would become more aware of self-sustainability, instead of just begging others for food. They then ceased to complain about the lack of soy flour, after the seminar.

- In November, nutrition and hygiene guidance was given to 33 mothers at the Garden Clinic in Lusaka City by a doctor, who serves as vice president of the local WFPW. Every participant was given an eco-bag donated by a Japanese supermarket, which is useful for carrying the soy flour.

- Sewing classes were attended by 14 mothers. The classes started to accept mothers who don't participate in nutrition classes and pay tuition fees and transportation fees.

- In November, they were given a set of dressmaking tools and fabric donated by a Japanese supermarket.

	Children who participated in the classes	Children who gained back standard weight
2011	3,452	242
2012	3,516	318
1994-2012	Approx. 40,000	Approx. 9,600



Presented eco bags

Comments of a mother who graduated from the nutrition class,



Ms. Cleopatra (who cooperates as a nutrition promoter after graduation):

"My daughter was very prone to illness before I attended the nutrition class, but she started to gain weight more and more after beginning to eat the soy flour. It pleased me so much that I now wish to help other mothers. The food project gave my daughter life."

Comments of a participant in the dressmaking class:

"Although I knew nothing and could make nothing before, I learned from the basics such as how to use a sewing machine, make measurements and dress patterns, cut the fabric, and went on to make a chitenge, blouse, skirt, one-piece suit, baby dress, shirt, trousers and so on. When I hung out my work on a tree in front of my house, people found and bought them, which pleased me very much because my work brought me an income for the first time. Thus, making clothes became my pleasure, and thereafter I began to take orders and sell my work. I am very happy now to be able to make clothes for my children and grandchildren also."



Sewing class

Youth Volunteers for International Cooperation

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

India Team

March 3-10, 2011

Eight participants experienced volunteering with the Missionaries of Charity at Daya Dan (Home for Handicapped) and Kalighat (Home for the Dying) in Kolkata, established by Mother Teresa and visited the Nav Bharat Vocational Training Center which WFWP has been supporting.



January 24- February 2, 2012

Six participants experienced volunteering with the Missionaries of Charity at Daya Dan, Shishu Bhavan (Children's Home), and Prem Dan (Home for Sick & Dying) in Kolkata. They also visited the Nav Bharat Vocational Training Center and brought 184 picture books to the center funded by "Support for Children's Library" established by former India team members (See also P19).



Cambodia Team

July 31-August 10, 2011

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



July 31-August 10, 2012

Ten participants entered Cambodia from Viet Nam by land and learned the real situation of difference between Cambodia and Viet Nam on the way. They made a field of string beans for the Children's Farm.



Reflections of Youth Volunteers for International Cooperation

[India Team Ms. Yumi Sadakane, Nurse]

I helped wipe down the bodies of patients and assisted with their meals and using the toilet at Kalighat (Home for the Dying). As I couldn't speak the language, I was not too confident with my way of helping them, but I made effort to carry out each task wholeheartedly with a smile. When I finished my assistance, patients touched my head with a smile, or put their hands together and thanked me many times. I was moved by their gentle and beautiful, smiling faces and I felt rewarded. It reminded me of the words of Mother Teresa, "The poor are beautiful." I felt happy to have had such a precious experience.

[Cambodia Team Ms. Yu Sato, High School Freshman]

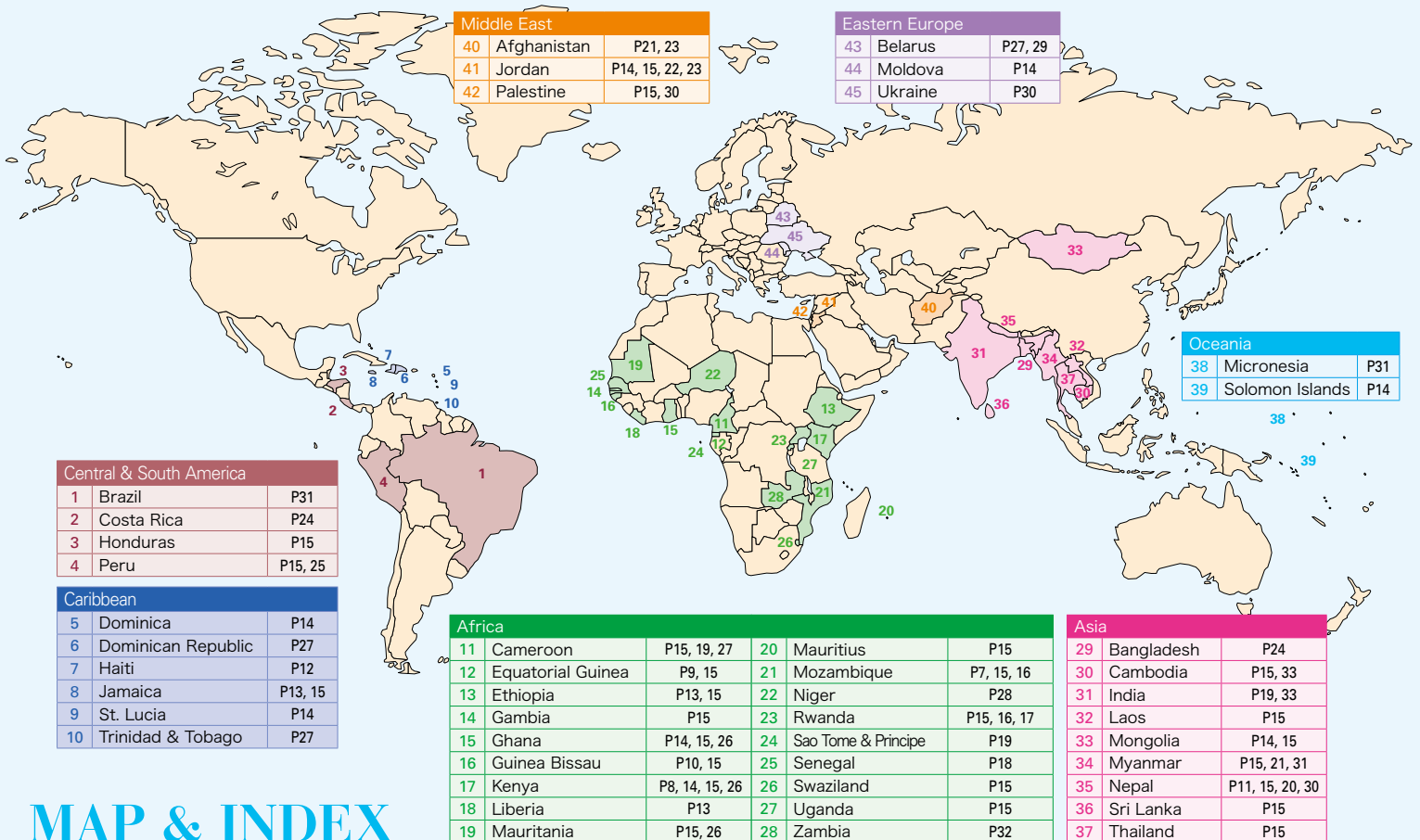
While I helped with work on a farm, it made me think of various things. Although the Japanese can plow a field with machines without taking too much time, in Cambodia, they work steadily for three days.

I had mixed feelings because the environment of both countries were so different even though we live on the same earth. I thought many times that the Cambodian people should bring in machines from Japan to work efficiently and easily. However, we knew that after we return to Japan, the children of the farm will continue to plow a field using hoes for three days. They cannot use

machines only during our stay. Volunteering would be meaningless if we can't do things in the way that is possible for that country. In other words, doing volunteer work requires first finding out about the situation of the country wherever we go, and we learned it is very important to do activities according to the situation of the country.

[Kenya Team Ms. Ran Kato, University Senior]

My mother has been one of the volunteers for Kenya since 1994. When she left Japan, I was a small child still longing to stay with my mother, so I harbored feelings of doubt and loneliness for a long time toward her. This time, when I visited the home of her Kenyan friend in Kenya, he happily showed me a photo which was taken with my mother. My mother had told me about Kenya, but when I met people who knew her and heard many stories about Kenya, I realized again the greatness of what she has been doing and that she is appreciated by many Kenyan people. After she left for Kenya, my family bore a burden and sacrificed various things. But meanwhile, there were many who had been supported and helped by my mother in Kenya, and it was really good for me to realize that what she has built so far is still being maintained. Some of the difficult feelings I held against my mother in my childhood, I felt started to disappear little by little.





WFWP Biennial Report 2011-2012

Overseas Volunteer Activities / International Service Projects

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

Department of International Service Projects / WFWP Japan National Headquarters

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

Tel:+81-3-5721-2579 Fax:+81-3-5721-2580 Email:wfwpjapan@gmail.com

Website:<http://www.wfwp.gr.jp>(Japanese),

<http://www.wfwp.org/wfwpi/index/cfm>(English: Visit to "Eradication of Poverty")