

WFWP
Biennial Report
2007-2008

Overseas Volunteer Activities
International Service Projects

WFWP Biennial Report 2007-2008

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 Suite202, 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?SectionGroupsID=2> (English, International Service Projects)

WFWP WOMEN'S FEDERATION FOR WORLD PEACE

WFWP Biennial Report 2007-2008 On Overseas Volunteer Activities & International Service Projects

CONTENTS

- 02 Foreword
- 03 Message from UN Secretary-General BAN KI-MOON for “The Millennium Development Goals Report 2008”
- 04 Millennium Development Goals: 2008 Progress Chart
- 05 Millennium Development Goals and WFWP Overseas Volunteer Activities/ International Service Projects related to the Goals

ACTIVITY REPORT

Educational Support Activities

- 07 School Construction and Management
- 13 School Management / Support for School Management
- 14 Literacy Classes / Other Educational Support
- 15 Other Educational Support / Support for Bringing Up of Sound Youth through Sports Activities
- 16 Foster Parents and Scholarship Programs

Women's Self-help Support Activities

- 18 Vocational Training School Construction and Management
- 19 Vocational Training
- 22 Microcredit

- 23 AIDS Preventive Education
- 25 Medical Assistance / Hygienic Instruction / Nutrition Guidance

- 29 Youth Volunteers for International Cooperation
- 30 Participation to the ECOSOC Innovation Fair / INDEX by Region and Country

FOREWORD

The Women's Federation for World Peace (WFWP) is an NGO, founded in 1992 under the motto, “Humankind is a Family living in one Home, the Earth.” It seeks to enhance the condition of women and children throughout the world, based on the spirit of motherly love and service. Since 1994, it has dispatched volunteers worldwide, to implement development assistance activities aimed at “freedom from poverty,” based on local needs.

As a UN NGO, WFWP has endeavored, especially since 2000, to contribute to the attainment of the “Millennium Development Goals (MDGs),” which are common, basic goals for the international society in the 21st century.

The economic crisis in 2008 dealt a blow not only to the superpowers, but to countries worldwide. The United Nations is concerned that the achievement of the MDGs is becoming more elusive due to the acceleration of poverty.

At the work sites of WFWP as well, cost escalation has caused difficulties. Yet, thanks to our international cooperation system developed over the years, we see yearly improvements in the quality of WFWP school management, the rate of these students entering into higher education, as well as their employment rate. The governments of the countries WFWP has supported have given high evaluation marks to its projects and activities.

As one of the results of climate change today, devastating disasters are taking place. In one country, for instance, many children whose tuition was being supported by Japanese foster parents, were living in a disaster-struck area. While these foster parents prayed and strove to find means to communicate with them, the safety of every single child was thankfully confirmed. Through such incidents, we are reminded that not only financial support, but also the ties and trust like those found in a family, are essential elements for world peace and stability.

As the saying goes, “The constant dripping of water can wear away a stone.” We believe that as long as there are people who need support, humanity should not cease its work to assist them and build hope for the future. Making consistent effort, step by step, is a valuable way to overcome the present difficulties.

Without realizing the MDGs, there will be no World Peace. Let's continue to raise awareness of these Goals and start with something we can do, near at hand.

This report is a summary of part of the activities in which volunteers dispatched by WFWP Japan and WFWP members of the respective countries cooperated together, from 2007 to 2008. It is our hope that the report will provide a better understanding of our engagement in efforts to realize the MDGs.

MESSAGE FROM UN SECRETARY-GENERAL BAN KI-MOON

for The Millennium Development Goals Report 2008



In adopting the Millennium Declaration in the year 2000, the international community pledged to “*spare no effort to free our fellow men, women and children from the abject and dehumanizing conditions of extreme poverty.*” We are now more than halfway towards the target date – 2015 – by which the Millennium Development Goals are to be achieved.

The MDGs encapsulate the development aspirations of the world as a whole. But they are not only development objectives; they encompass universally accepted human values and rights such as freedom from hunger, the right to basic education, the right to health and a responsibility to future generations. We have made important progress towards all eight goals, but we are not on track to fulfil our commitments. This report quantifies the achievements that have been registered and provides a measure of the tasks that remain.

These tasks have now become more challenging because the largely benign development environment that has prevailed since the early years of this decade, and that has contributed to the successes to date, is now threatened. We face a global economic slowdown and a food security crisis, both of uncertain magnitude and duration. Global warming has become more apparent. These developments will directly affect our efforts to reduce poverty: the economic slowdown will diminish the incomes of the poor; the food crisis will raise the number of hungry people in the world and push millions more into poverty; climate change will have a disproportionate impact on the poor. The need to address these concerns, pressing as they are, must not be allowed to detract from our long-term efforts to achieve the MDGs. On the contrary, our strategy must be to keep the focus on the MDGs as we confront these new challenges.

Some of the recent adverse developments reflect a failure to give these matters sufficient attention in

the past. The imminent threat of increased hunger would have been lessened if recent decades had not been marked by a lack of investment in agricultural and rural development in developing countries. Climate change would be a less immediate threat if we had kept pace with commitments to sustainable development enunciated again and again over the years. And the current global financial turmoil reveals systemic weaknesses that we have known about – and left inadequately addressed – for some time now.

The current troubled climate poses a risk that some advances in reducing poverty may unravel. There could also be setbacks with regard to other MDGs. Some gains, however, cannot be undone. A child will forever benefit from the primary education he or she might not otherwise have received. Many individuals are alive today thanks to a measles vaccination or antiretroviral therapy for AIDS. Millions of tons of ozone-depleting substances have been prevented from entering the atmosphere. External debts have been written-off, freeing resources for development. These and other examples provide ample evidence of what can and has been achieved with sound strategies backed by political will and financial and technical support.

Looking ahead to 2015 and beyond, there is no question that we can achieve the overarching goal: we can put an end to poverty. In almost all instances, experience has demonstrated the validity of earlier agreements on the way forward; in other words, we know what to do. But *it requires an unswerving, collective, long-term effort.* Time has been lost. We have wasted opportunities and face additional challenges, making the task ahead more difficult. It is now our responsibility to make up lost ground – and to put all countries, together, firmly on track towards a more prosperous, sustainable and equitable world.

(Excerpts from “Foreword” to “*The Millennium Development Goals Report 2008*”
Italic and bold characters were made by WFP.)

Millennium Development Goals : 2008 Progress Chart

Goals and Targets	Africa		Asia				Oceania	Latin America & Caribbean	Commonwealth of Independent States	
	Northern	Sub-Saharan	Eastern	South-Eastern	Southern	Western			Europe	Asia

GOAL 1 | Eradicate extreme poverty and hunger

Reduce extreme poverty by half	low poverty	very high poverty	moderate poverty	moderate poverty	very high poverty	low poverty	—	moderate poverty	low poverty	low poverty
Productive and decent employment	large deficit in decent work (youth and women), moderate productivity	very large deficit in decent work (women), very low productivity	large deficit in decent work (youth), moderate productivity	large deficit in decent work (women), low productivity	very large deficit in decent work (women), low productivity	very large deficit in decent work (youth and women), moderate productivity	very large deficit in decent work (youth and women), moderate productivity	small deficit in decent work (women), moderate productivity	small deficit in decent work, moderate productivity	small deficit in decent work (youth), moderate productivity
Reduce hunger by half	very low hunger	very high hunger	moderate hunger	moderate hunger	high hunger	moderate hunger	moderate hunger	moderate hunger	very low hunger	high hunger

GOAL 2 | Achieve universal primary education

Universal primary schooling	high enrolment	low enrolment	high enrolment	high enrolment	high enrolment	moderate enrolment	—	high enrolment	high enrolment	high enrolment
-----------------------------	----------------	---------------	----------------	----------------	----------------	--------------------	---	----------------	----------------	----------------

GOAL 3 | Promote gender equality and empower women

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

GOAL 4 | Reduce child mortality

Reduce mortality of under-five-year-olds by two thirds	low mortality	very high mortality	low mortality	low mortality	high mortality	moderate mortality	moderate mortality	low mortality	low mortality	moderate mortality
Measles immunization	high coverage	moderate coverage	high coverage	moderate coverage	low coverage	moderate coverage	moderate coverage	high coverage	high coverage	high coverage

GOAL 5 | Improve maternal health

Reduce maternal mortality by three quarters*	moderate mortality	very high mortality	low mortality	high mortality	high mortality	moderate mortality	high mortality	moderate mortality	low mortality	low mortality
Access to reproductive health	moderate access	low access	high access	moderate access	moderate access	moderate access	low access	high access	high access	moderate access

GOAL 6 | Combat HIV/AIDS, malaria and other diseases

Halt and reverse spread of HIV/AIDS	low prevalence	high prevalence	low prevalence	low prevalence	low prevalence	low prevalence	moderate prevalence	moderate prevalence	moderate prevalence	low prevalence
Halt and reverse spread of tuberculosis	low mortality	high mortality	low mortality	moderate mortality	moderate mortality	low mortality	moderate mortality	low mortality	moderate mortality	moderate mortality

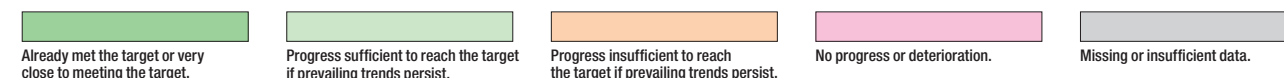
GOAL 7 | Ensure environmental sustainability

Reverse loss of forests	low forest cover	medium forest cover	medium forest cover	high forest cover	medium forest cover	low forest cover	high forest cover	high forest cover	high forest cover	low forest cover
Halve proportion without improved drinking water	high coverage	low coverage	moderate coverage	moderate coverage	moderate coverage	high coverage	low coverage	high coverage	high coverage	moderate coverage
Halve proportion without sanitation	moderate coverage	very low coverage	low coverage	low coverage	very low coverage	moderate coverage	low coverage	moderate coverage	moderate coverage	high coverage
Improve the lives of slum-dwellers	moderate proportion of slum-dwellers	very high proportion of slum-dwellers	high proportion of slum-dwellers	moderate proportion of slum-dwellers	high proportion of slum-dwellers	moderate proportion of slum-dwellers	moderate proportion of slum-dwellers	moderate proportion of slum-dwellers	low proportion of slum-dwellers	moderate proportion of slum-dwellers

GOAL 8 | Develop a global partnership for development

Internet users	moderate usage	very low usage	moderate usage	low usage	low usage	moderate usage	low usage	high usage	high usage	low usage
----------------	----------------	----------------	----------------	-----------	-----------	----------------	-----------	------------	------------	-----------

The progress chart operates on two levels. The words in each box indicate the present degree of compliance with the target. The colours show progress towards the target according to the legend below:



* The available data for maternal mortality do not allow a trend analysis. Progress in the chart has been assessed by the responsible agencies on the basis of proxy indicators.

For the regional groupings and country data, see mdgs.un.org. Due to new data and revised methodologies, this Progress Chart is not comparable with previous versions. Country experiences in each region may differ significantly from the regional average; for an indication of these differences, see *2008 Progress Chart: Country Progress Within Regions*. Sources: United Nations, based on data and estimates provided by: Food and Agriculture Organization; Inter-Parliamentary Union; International Labour Organization; International Telecommunication Union; UNAIDS; UNESCO; UN-Habitat; UNICEF; United Nations Population Division; World Bank; World Health Organization. Based on statistics available as of June 2008. Compiled by Statistics Division, Department of Economic and Social Affairs, United Nations.

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

We introduce the progress of the MDGs based on the "Millennium Development Goals Report 2008" and WFP's activities related to each Goal in the following chart.

Goals / Targets	MDGs Progress	WFP's activities	Goals / Targets	MDGs Progress	WFP's activities
<p>Goal 1. Eradicate extreme poverty and hunger</p> <p>Target 1a: Reduce by half the proportion of people living on less than a dollar a day</p> <p>Target 1b: Achieve full and productive employment and decent work for all, including women and young people</p> <p>Target 1c: Reduce by half the proportion of people who suffer from hunger</p>	<p>The goal of cutting in half the proportion of people in the developing world living on less than \$1 a day by 2015 remains within reach.</p> <p>Little progress was made in reducing extreme poverty in sub-Saharan Africa. In Western Asia, poverty rates were relatively low but increasing.</p> <p>And the transition economies of the Commonwealth of Independent States (CIS) and South-Eastern Europe were still recovering from the rise in poverty in the early 1990s.</p>	<ul style="list-style-type: none"> • Microcredit P22 • Vocational Training for women P18-22 • Providing School Lunch P8, 11 	<p>Goal 5. Improve maternal health</p> <p>Target 5a: Reduce by three quarters the maternal mortality ratio</p> <p>Target 5b: Achieve, by 2015, universal access to reproductive health</p>	<p>Maternal mortality remains unacceptably high across much of the developing world. In 2005, more than 500,000 women died during pregnancy, childbirth or in the six weeks after delivery. 99% of these deaths occurred in the developing regions, with sub-Saharan Africa and Southern Asia accounting for 86% of them. In sub-Saharan Africa, a woman's risk of dying from treatable or preventable complications of pregnancy and childbirth over the course of her lifetime is 1 in 22, compared to 1 in 7,300 in the developed regions.</p>	<ul style="list-style-type: none"> • Medical assistance for pregnant women P25 
<p>Goal 2. Achieve universal primary education</p> <p>Target 2a: Ensure that all boys and girls complete a full course of primary schooling</p>	<p>In almost all regions, the net enrolment ratio in 2006 exceeded 90%, and many countries were close to achieving universal primary enrolment.</p> <p>The number of children of primary school age who were out of school fell from 103 million in 1999 to 73 million in 2006, despite an overall increase in the number of children in this age group.</p> <p>In sub-Saharan Africa, however, the net enrolment ratio has only recently reached 71% and 38 million children of primary school age in this region are still out of school.</p> <p>In Southern Asia, the enrolment ratio has climbed to 90%, yet more than 18 million children of primary school age are not enrolled.</p>	<ul style="list-style-type: none"> • Construction and Management of Kindergarten and Elementary schools P9-13 • Support of tuition for children who cannot go to school due to poverty P16 	<p>Goal 6. Combat HIV/AIDS, malaria and other diseases</p> <p>Target 6a: Halt and begin to reverse the spread of HIV/AIDS</p> <p>Target 6b: Achieve, by 2010, universal access to treatment for HIV/AIDS for all those who need it</p> <p>Target 6c: Halt and begin to reverse the incidence of malaria and other major diseases</p>	<p>Every day, nearly 7,500 people become infected with HIV and 5,500 die from AIDS, mostly due to a lack of HIV prevention and treatment services.</p> <p>Thanks to improvements in prevention programs, the number of people newly infected with HIV declined from 3 million in 2001 to 2.7 million in 2007.</p> <p>And with the expansion of antiretroviral treatment services, the number of people who die from AIDS has started to decline, from 2.2 million in 2005 to 2.0 million in 2007. However, largely because newly infected people survive longer, the number of people living with HIV rose from an estimated 29.5 million in 2001 to 33 million in 2007. The vast majority of those living with HIV are in sub-Saharan Africa.</p>	<ul style="list-style-type: none"> • AIDS Preventive Education P23-24 • Malaria prevention P25 • Cancer prevention P28 
<p>Goal 3. Promote gender equality and empower women</p> <p>Target 3a: Eliminate gender disparity in primary and secondary education preferably by 2005, and at all levels by 2015</p>	<p>Oceania, sub-Saharan Africa and Western Asia have the largest gender gaps in primary enrolment.</p> <p>In Western and Central Africa, where high repetition and low retention rates are common, girls in particular fail to enroll in and stay in school. Drought, food shortages, armed conflict, poverty, lack of birth registration, child labour, and HIV and AIDS contribute to low school enrolment and high dropout rates for both boys and girls in those subregions, but prove to be especially devastating for girls.</p>	<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 P9-13 • Support of tuition for girls who have financial difficulties P16 	<p>Goal 7. Ensure environmental sustainability</p> <p>Target 7c: Reduce by half the proportion of people without sustainable access to safe drinking water and basic sanitation</p> <p>Target 7d: Achieve significant improvement in lives of at least 100 million slum dwellers, by 2020</p>	<p>Some 2.5 billion people remain without improved sanitation-more than one billion in Asia and another half billion in sub-Saharan Africa. Rural dwellers represent more than 70% of the people without improved sanitation.</p> <p>Since 1990, 1.6 billion people have gained access to safe water. At this rate, the world is expected to meet the drinking water target, which would require that 89% of the population of developing regions use improved sources of drinking water by 2015. Still, nearly one billion people today lack safe sources of drinking water.</p>	<ul style="list-style-type: none"> • Building wells and improvement of water systems in schools P8 • Building toilets and hanswash stations and hygienic instructions in schools P28 
<p>Goal 4. Reduce child mortality</p> <p>Target 4a: Reduce by two thirds the mortality rate among children under five</p>	<p>The death of millions of children from preventable causes each year is unacceptable.</p> <p>A child born in a developing country is over 13 times more likely to die within the first five years of life than a child born in an industrialized country. Sub-Saharan Africa accounts for about half the deaths of children under five in the developing world.</p> <p>Between 1990 and 2006, about 27 countries-the large majority in sub-Saharan Africa-made no progress in reducing childhood deaths. Mortality rates are higher for children from rural and poor families and whose mothers lack a basic education.</p>	<ul style="list-style-type: none"> • Nutrition guidance P26 	<p>Goal 8. Develop a global partnership for development</p> <p>Target 8e: In cooperation with pharmaceutical companies, provide access to affordable essential drugs in developing countries</p> <p>Target 8f: In cooperation with the private sector, make available the benefits of new technologies, especially information and communications</p>	<p>The number of fixed and mobile telephone subscribers jumped from 530 million in 1990 to over 4 billion by the end of 2006.</p> <p>22% of Africa's population had a mobile phone, compared to 3% with fixed telephone lines and 5% who are Internet users.</p> <p>In developed countries, 58% of the population were using the Internet in 2006, compared to 11% in developing countries and only 1% in the least developed countries.</p> <p>Broadband access, which has spurred Internet use in developed countries, has been slow to expand in many developing regions.</p>	<ul style="list-style-type: none"> • Medicine boxes P25 • Installation of an internet room P14 • Computer class P22 



School store which controls lending books

Completed the second chemistry laboratory

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 as designated by the government. It consists of 3 years of junior high school (grades 8-10) and 2 years of high school (grades 11-12). The junior high school students study in the morning, while the high school students study in the afternoon.

Total number of graduates : 5,812

Outline

Though restoration in Mozambique has progressed since the Civil War, the shortage of junior high schools is becoming a serious problem.

The school was opened in Beira, the second largest city in Mozambique. It is renowned for the quality of its teachers, the high percentage of students who pass the graduation tests, and 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 stable management and excellent educational results throughout the years.

The library contains over 5,000 books, including text books, reference books, and dictionaries, whose availability allows the students to develop 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 of all the private schools in Mozambique.

Since the 2004 implementation of University Scholarships for graduates, the number of students who apply to attend university has increased.



Junior high students meeting in front of the newspaper board

New Developments

2007

- A large-scale restoration of the school building including painting, fixing roofs and bathrooms was completed.
- Appointment as student teachers of 2 graduates who attend the National University of Education.
- 96% of the students passed the 1st year of junior high, 97% the 2nd year of junior high and 100% passed 1st year of high school.
- 52% of the junior high and 30% of the high school students passed the National Unified Graduation Test. The pass rate for junior high school students was the highest since the school opened.
- One graduate was chosen as a foreign student to the University of Technology Petronas in Malaysia.
- Number of Students

Junior High	Senior High	Total
310	234	544

2008

- Appointment as student teachers of 6 graduates who attend the National University of Education.
- Began supplementary lessons from the second school term for the students in the third year of junior high and second year of high school who are taking graduation tests.
- 99% passed the first year of junior high and 100% passed the second year of junior high school and the first year of high school.
- The Ministry of Education acknowledged the school to be "Paralelismo Pedagogico", the highest ranking private school in Mozambique, and gave it the same recognition as public schools.
- Because it was acknowledged as the highest ranking school, the students of this school were given an advantage over students of lower ranking schools in the evaluation of the National Unified Tests. An amazing result of 74% of the junior high and 92% of the high school students passed the National Unified Tests. It was the highest level in the city of Beira, as it was in the previous year.
- 3 graduates passed the entrance exam to the Eduardo Mondlane University and 10 to the National University of Education. 3 graduates passed the entrance exam to a new national medical university in Nampula, the third largest city.
- Number of Students

Junior High	Senior High	Total
317	237	554

Africa Kenya

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

Completion of School Building: **From October 1997 until the present, the school has been under construction.**

Founded: **May 1998**

Curriculum

Four years of junior high and high school level studies is offered including general education, commerce, music, physical education, agriculture and morality (AIDS prevention). Each student has a "Developments Book" which records academic developments. The teacher, parent and student meet to assess the student's academic level.

School lunch is provided at a cafeteria.

Total Number of Graduates: 1,390

Outline

The school opened in Marakusi village of Lugari District where there is no electricity, plumbing or paved roads. The junior high school was first built by the village but was halted due to insufficient funds. WFP took over the school, completed its construction and opened it.

In 2001, the school was accredited as a public school by the Kenyan government. Some of teachers are assigned by the Ministry of Education and Local Board of Education. The independent, self sufficient PTA has raised funds on their own to renovate and expand the school facilities. WFP helps with funding and contributes to facility maintenance and a stable school operation.

Financial aid is given to needy students through the Foster Parents program so they can continue their education.

In 2008, Kenya implemented a free secondary school policy and enrollments increased. The number of students increased in Marakusi area, but the community still has difficulty operating the school and needs WFP's help.

New Developments

2007

- A goat broke the generator. The PTA purchased a new generator.
- Construction of the new teachers lounge began.
- With the help of five youth volunteers from WFP USA, eight classrooms were renovated (rooms painted and floor repaired).
- Three boy graduates were accepted to the University of Nairobi and Kenyatta University (two of the three are foster children). The acceptance rate to universities was the top in Lugari District.
- The school was ranked 19 out of 39 schools in Lugari District.
- Number of Students

Boys	Girls	Total
201	160	361

2008

- The second chemistry laboratory was completed. An opening ceremony was held on September 4.
- The Teachers Lounge was completed.
- School gate was completed.
- Due to the government's policy change, enrollment increased. Current enrollment is 10 times more than the school's opening day in 1998.
- Boys dormitory construction was completed.
- PTA added two classrooms.
- 4 foster children were accepted into universities and 3 foster children were accepted into teachers colleges.
- The school was ranked 18 out of 40 schools in Lugari District.
- Number of Students

Boys	Girls	Total
239	184	423



Youth Volunteers dispatched from WFP, USA



Children of Elementary school



Children studying hard

Africa

Equatorial Guinea

School Name: Motoko Shiroma Kindergarten and Elementary School

Completion of School building: March 1999

Founded: October 2001

Curriculum

The school follows the curriculum designated by the government for kindergarten to 5th grade.

The school has a two-shift system; Kindergarten, 1st and 2nd grades are in the morning, and 3rd to 5th grades are in the afternoon.

Total Number of Graduates: 103

Outline

The Motoko School, a vocational training school, was opened in 1999. The Motoko Shiroma Kindergarten/Elementary School was established within the premises of the Motoko School according to a request made by the Ministry of Education. This was prompted by the lack of area schools.

With approval from the government, teachers are staffed from the Ministry of Education. Because of the annual increase in the number of students, the schools undergoing construction of additional buildings and making effort to expand its facilities and the surrounding area.

The school was named in memory of a Japanese volunteer to Equatorial Guinea, Ms. Motoko Shiroma, who lost her life while in service to the nation.

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

The foster parents program supports children from poverty-stricken families.



Goods from Japan are sold at the bazaars

New Developments

2007

- Memorial service for Ms. Shiroma was held on February 9th, the anniversary of her death. An officer from the Ministry of Education attended.
- June: Class of 2006 completion ceremony and graduation
- June: Teachers Guidance Workshop
- September: Commencement of the 2007 school year
- Number of Pupils

Kindergarten	1st	2nd	3rd	4th	5th	Total
95	62	39	48	25	21	290
Boys		Girls		Total		
137		153		290		

2008

- Renovation of the front gate was done to strengthen security.
- A fence was built around the school building to prevent students from falling, a common occurrence due to the existence of a large gap between the building and the playground.
- The anniversary service for Ms. Shiroma was held on Feb. 9th.
- With the completion of an additional classroom, the total number increased to seven.
- A great deal of sand and gravel was spread onto the school ground to prevent flooding, which occurs during the rainy season.
- Blackboards were installed in classrooms that had been using planks.
- June: Japanese supporters visited the school as the Study Tour and donated a table tennis equipment. A Sports and Cultural Festival was held.
- June: Class of 2007 completion ceremony and graduation
- September: Commencement of the 2008 school year
- Number of Pupils

Kindergarten	1st	2nd	3rd	4th	5th	Total
77	64	38	43	43	26	291
Boys		Girls		Total		
146		145		291		

Africa

Guinea Bissau

School Name: Sunac Elementary School

Completion of School Building: February 2003

Founded: October 2003

Curriculum

The school offers general education and physical education designated by the government to children from 1st through 6th grade. English and French language instruction begins in 3rd grade. The school operates on a double shift; mornings and afternoons. Moral Education is taught by the assistant principal every Saturday.

Total Number of Graduates: 83

Outline

In Guinea Bissau, where coup d'etats and civil wars are frequent occurrences, 90% of the population suffers in abject poverty. The country lacks basic infrastructure and the shortage of schools is becoming 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 more girls than boys enrolled. While many students who go to public schools tend to miss classes because of teacher strikes, this school has had no strikes and has thus been able to offer classes regularly throughout the year, for which the parents are very appreciative.

The Foster Parents Program which began in 2008 is supporting children from low-income families.



Translating a letter from a Japanese foster parent for a foster child

New Developments

2007

- June: Two youth volunteers from the United States and Japan visited each of the 4th grade students at home, in order to understand their home situation and meet their parents. These 4th grade students, who were in 1st grade when the school was founded, have higher academic scores than students of any other grades.
- June: Completion of 2006 school year; 89% of the students passed their respective levels.
- All 33 sixth graders graduated and entered junior high school. Five students proceeded to public junior high schools and 28 to private junior high schools.
- Moral education was offered for the older students during summer vacation, entitled "Special Summer Workshop on Abstinence and Self Control". Twenty-five pupils attended.
- September: Commencement of 2007 school year
- Number of Pupils

Boys	Girls	Total
123	111	234

2008

- February: 130 pairs of sports shoes, donated from Japanese high schools, were distributed to students of 3rd through 6th grade.
- June: Completion of the 2007 school year. 88% of the students passed their respective grades. 35 students graduated, 5 went to public junior high schools, and 30 went to private junior high schools. 100% of the graduates entered junior high schools.
- The "Special Summer Workshop on Abstinence and Self Control" was offered to students from 4th through 6th grade during summer vacation.
- September: Commencement of 2008 school year
- Number of Pupils

Boys	Girls	Total
110	132	242



Renovated playground with play equipments



A class of the elementary school

Asia

Mongolia

School Name: "Yargui" Mothers and Children Education Center

Completion of School Building: September 2000

Founded: September 2000

Curriculum and Facility

The first floor of the center houses sewing class. The second floor houses the kindergarten.

In the kindergarten, general education preschool is taught for one year. The kindergarten meets from 8:00 AM to 4:00 PM, an all day program. There are two classes each with thirty pupils per class. Lunch is provided. Twice a month, a "Class for Mothers" is offered. For women's financial independence, a three month sewing class is conducted three times a year.

Total Number of Graduates (kindergarten): 423

Outline

The Education Center was opened in the poorest area of the capital city, Ulaanbaatar to ease the problem of Manhole Children (homeless children who live in manholes in the city). This center provides preschool education, which is lacking in the impoverished area. Sewing class for mothers is taught so they can provide subsistence and an education for their children. The foster parents program was implemented in the kindergarten in 2001, giving financial aid to needy preschool children.

In Mongolia, before children attend elementary school, five years of preschool education is given. If the family has financial difficulties, they cannot send the child to kindergarten. The children who attend our kindergarten learn the same material in one year as the regular schools teach in five years and perform very well in elementary school. The elementary school staff gives high praise to the kindergarten.

Mothers of the pupils and the women who are neighbors of the school attend the sewing class. Mothers make the clothes for the children's graduation and dresses for others. The employment rate after course completion is not very high due to bad working conditions, unfortunately. Most graduates of the sewing class sell their products at a city market.

New Developments

2007

- June: Graduation ceremony of kindergarten class of 2006 was held.
- All pupils passed the academic ability exam for advancement to elementary school.
- August: With the help of Korean Youth Volunteers, the playground was renovated and play equipments were placed.
- September: Class of 2007 began.
- December: "New Year's Celebration Festival" was held.

Kindergarten			Sewing Class
Boys	Girls	Total	
38	32	70	27

2008

- March: On "Women's Day" in Mongolia, a "Thank you, Mother Party" was held. Pupils presented letters of thanks to their mothers.
- June: Graduation of Class of 2007. Due to the spread of hand, foot, and mouth disease, the ceremony was small.
- All pupils passed the academic ability exam for advancement to elementary school.
- September: Class of 2008 began.
- As a service activity during the Global Peace Festival, volunteers decorated the center building.

Kindergarten			Sewing Class
Boys	Girls	Total	
37	38	75	30



A folk dance was performed at the graduation ceremony

Asia

Nepal

School Name:

- 1) Creative Training Center (CTC)
- 2) Sun Hwa International Academy (SHIA)

Completion of School Building:

1st floor in December 2004. 2nd floor in March 2007.

Founded:

- 1) January 2005
- 2) April 2007

Curriculum and Facility

Sewing class for women and the kindergarten are operated on the first floor. The elementary school is operated on the second floor.

1) 3-month, 6-month and 9-month long sewing classes are held mornings and afternoons in two shifts. The women students learn general education, reading, writing and home economics (cooking, nutrition, hygiene, morality and math).

2) Preschool to 6th grades: The curriculum is equivalent to the average private school in Nepal. The Montessori system is used. Elective class offerings include computer, art, martial arts, dance and singing. A school bus picks up and drops off pupils.

Outline

The literacy rate for women in Nepal is 42% in 2006 according to UNESCO. The prevailing view is that educating women is not necessary.

The CTC, a vocational training school was established in Techo area, south of the capital, Katmandu. Empowerment and living standard improvement of women ages of 15 to 30 is the goal of the school. Honor roll students receive a loan of microcredit upon graduation as seed money to open their own stores.

Once a truce was established in 2007 after the long civil conflict, WFP began focusing on achievement of universal primary education for future development of Nepal. Cooperating with a local NGO, the SHIA, kindergarten and elementary school was established in 2007.

New Developments

(1) Creative Training Center
2007

- February: Graduation ceremony was held. 31 graduated and received certificates. Japanese supporters attended the ceremony.
- Number of Students

3month	6month	9month	Total
22	7	9	38

2008

- Most 15 to 30 year old women near the center completed the vocational courses. So the sewing classes closed temporarily except 3-month course.
- Some graduates opened dressmaker shops in the village.
- Number of Students

3month	6month	9month	Total
14	closed	closed	14

(2) Sun Hwa International Academy
2007

- April: Opening Ceremony was held.
- Number of Pupils

Boys	Girls	Total
33	35	68

2008

- Acquisition of a school bus made attending school possible for many pupils who live in neighboring villages.
- March: A rollout was held for villagers. Pupils performed dance. Guests presented gifts to high-achieved pupils.
- November: Japanese supporters donated musical instruments. Music class began.
- Number of Pupils

Boys	Girls	Total
59	44	103



Sewing class



Happy lunch time



A contest of Mr. and Miss WFWP as a PR event of the school

Ethiopia Africa

Non-formal education Child Support Program Management of "One Hope Garden" Primary education class

Outline: In 1997, WFWP volunteers initiated a school of literacy education free of charge in Warada District 10 of Addis Ababa, the capital of Ethiopia, for impoverished school-age children who could not attend school due to not being able to afford school expenses. Our school was approved as a school of primary education by the government in 2001. This school program has morning and afternoon class sessions. The pupils learn the official language of Amharic as well as arithmetic, English, social science, art, music and physical education as a three-year consecutive course before being admitted into the 4th grade at the municipal elementary school in Addis Ababa. Support for the school admission registration fee as well as the expense for uniform and school supplies is also included for this next level of schooling. We have also supported the children of poor families for their school expenses through the foster parents program since 2003.

New Developments: In June 2007 our school program was evaluated as an excellent project by the government, which dispatched officials of the Ministry of Education in charge of NGOs to make an on-the-spot inspection. Officials highly appreciated the school for these particular points: 1) Education is given free of charge to poor children; 2) The school has a high retention rate of no less than 80% while the average student retention rate in Ethiopia remains no more than 65%; 3) The pupils are polite. In 2008 our program received the same positive evaluation.

Number of Pupils

	Boys	Girls	Total	Retention Rate(%)
2006-2007	54	70	124	Over 80
2007-2008	40	59	99	Over 80



Children are pleased with the gifts from Japanese supporters

Liberia Africa

Support for the management of "WFWP Day-Care Kindergarten School" and "WFWP Elementary School"

Outline: The kindergarten was approved by the Government on September 1998 and opened in a poor region of the capital city, Monrovia. It teaches basic reading and writing, choir, French and Japanese languages to children age 3 to 9. Classes begin in September and finish the following year in July. In 2002 WFWP opened an elementary school, with a curriculum in accordance with the curriculum designated by the Ministry of Education. In addition, foreign languages, AIDS preventive education, and family and moral education are included.

New Developments: In 2007 we enlarged our school building, supplementing with fixtures including desks, chairs and blackboards.

In 2008 a public relations program was developed and implemented that succeeded in increasing the number of enrolled pupils.

Number of Pupils

	Day-care/Kindergarten	Elementary School	Total
2007	99	27	126
2008	125	53	178

Jamaica Latin America

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

Outline: Since September 2001, WFWP volunteers have supported a kindergarten located in a poor region of the capital city, Kingston. The program offers kindergarten education based on the curriculum designated by the Ministry of Education in three classes for each of 3, 4 and 5 year-old children. A special component of our kindergarten program is the development of an international friendship exchange through a painting exchange with Japanese elementary school children.

New Developments: Fifty seven children were taught in 2007 and 65 children in 2008. In 2008, Japanese supporters donated stationery, shoes and towels for the pupils.



Mothers studying hard

Bangladesh Asia

Support for the Management of Literacy Class

Outline: The literacy class opened in January 2008 at a free clinic founded by a local woman doctor in a slum area of the Old Dacca region. Literacy education was provided for twenty mothers living in the slum area. The doctor started the class because in the past, due to illiteracy, mothers given medicine by the prescribing doctors failed to follow the written instructions resulting in wasted medicine or worse.

The two hour class each weekday for one year has the following three graded literacy lessons: 1) novice course for teaching literacy (reading and writing of letters), reading of numbers and time as well as calculation; 2) beginners course I for teaching vocabulary necessary for daily life; and 3) beginners course II for teaching vocabulary necessary for social life. Students are promoted to the upper course when they pass the test given at course completion.

New Developments: In 2008, the class had 26 students in total (18 in the novice course; 5 in beginners course I; 3 in beginners course II). 25 students completed the course. Because it is groundbreaking in the region for uneducated women to become literate even to the level of first grade in elementary school, many participants expressed their delight in reading independently. Senior students sometimes mentor junior students, helping those who cannot come to the regular gatherings.

Haiti Latin America

Support for the Management of Literacy Class

Outline: The illiteracy rate among Haitian adults reached 61% (2006), according to a report by UNESCO. Although this nation became the first independent country in Latin America, French had been its only official language until 1987 when Haitian Creole was also adopted as an official language, comprehensible to 80% of the nation. This meant that Haiti's schools were taught in the French language until that year. So it was difficult for poor or rural people to receive a good education because they spoke only Creole. This led to the high illiteracy rate in Haiti today. The present Haitian Government is putting great effort into literacy education by providing qualified teachers and basic education materials for students.

New Developments: In the Haitian capital city of Port au Prince, a nighttime six-month literacy course for adults was begun in May 2008. This literacy class provides a one-hour lesson every weekday evening at a classroom borrowed from a local college. Tuition is free. This class enrolled 75 students with an average age of 50 years old.



Opening ceremony of a library

Afghanistan Middle East

Support for the facilities of "AIMS Education Center"

Outline: The "AIMS Education Center" is supporting an education for children of low-income families in Khair Khana region of Kabul city for the purpose of equalization of primary education and enrichment of women's education.

New Developments: Due to a protracted war, many Afghan people have lost the lifestyle of reading books and newspapers on a daily basis, lacking the availability of these resources. WFWP volunteers delivered support for installation of a library and internet room in the AIMS Center in May 2008. The opening ceremony was held in August and our support activities were completed in November of the same year. Aiming at improving the quality of education, the center provides students an opportunity to gain new knowledge by making materials and resources available to them. In 2008, the total number of users of the center reached 500, consisting of 150 men and 350 women aged from 15 to 35 years old.



Students of Literacy Class

31 students have passed the final examination officially approved by the Government, out of 67 who took the exam after completion of the course. Many participants in this literacy class have expressed their delight in becoming literate for the first time.

Other Educational Support



A class of art education

Art exhibition of students' works

Dominica Latin America

Support for Art Education

Outline: This program was started by the request of Prime Minister Roosevelt Skerit. When he was the Minister of Education, he was concerned about the lack of art education in the public education system of his country. Therefore, he asked the cooperation of WFP volunteers who have a background in art education to develop art education in Dominica. Since November 2002, WFP volunteers have implemented art studies as an elective subject for freshmen in the department of education of the only national university in Dominica. These volunteers also guide teachers in active service in nursery and public elementary schools, since the teachers have not received any art education in the past. Teachers are shown the basic practical skills of sketching, watercolor painting, sculpture and other mediums as well as the purpose of art education.

In order to promote youth education about aesthetic sensitivity and morality, our volunteers also give lessons in Catholic youth reformatory institutions or elementary schools on request. Beginning in 2008, WFP began offering the above support, including art materials that are difficult for local people to obtain.

New Developments: Sixty Eight students were taught in 2008. An exhibition of works in commemoration of completion of the art course was held at the national university in June and created a great sensation among the schoolchildren and parents of neighboring elementary schools who thronged the exhibition. The university students are improving their level of artistic sensitivity year by year. However, there is still a shortage of art educators as demand is pressing for increasing availability of art teachers and art instruction.

Support for Bringing Up of Sound Youth through Sports Activities



Jordan Middle East

Young Iraqi refugees organized a soccer team in the land of Jordan for the sake of keeping their hope for the future. WFP started to support this team in 2007 and received financial assistance of \$6,500 from UNHCR in 2008 to support provision of team uniforms and equipments for one hundred players.



Ghana Africa

Aiming at high ideals of youth development, WFP volunteers have been supporting the youth sports education project, "YOTIVE" since 1995. The basketball and karate teams are in training three times a week, coached by a policeman on the court of a police school. Participants are also given an education on the prevention of AIDS along with their physical training. The basketball team performs at a high level, next to that of the Ghanaian national team.



Children of the center are studying hard

Moldova CIS

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

Outline: Moldova is one of the poorest countries in Europe and 48.5% (1990-2004) of the population lives under the poverty line according to the World Bank. About half of the population work abroad for money because of unstable economic conditions. Such parents leave their children to their grandparents or caretakers. However, as there is no system or institution that protects the children, there have been problems that the foster families or caretakers sold these children when they became desperate for money. Because of this, Moldova is said to be one of the main supplier of human traffic.

Moreover, children whose parents are working abroad cannot enter orphanages because the parents are alive, nor can they go to school because there is no money to buy school materials, clothing or food. Local educators and intellectuals strongly requested WFP to establish a center in order to save children from becoming victims of human traffic. Therefore, WFP established the "Children's Day-Care Center" in a public elementary and junior high school in

Cazanesti village, Telenesti district in 2001. WFP borrows a part of classrooms and a dining hall and uses as the center. The center gives needy children clothes and underwear, supports their educational materials, sends them to school, feeds them after classes, and provides them with a place to do homeworks and handicrafts, sing and play. Some 30 children come to the center daily where 6 staff members including counselors take care of them. There was the notable improvement in the attitude of children who are taken care of by the center and one of the children got the top marks in the school.

New Developments: In 2008, WFP purchased new tables and chairs for an old dining hall and tiled its dirt floor. Government Officials visited the center in order to investigate the reality of NGO activities. They highly evaluated the center saying that this center would become a national model as the countermeasure of needy children in future.

Foster Parents Programs

Country	Target	Period/Amount	Month and year program started	# of foster children		# of foster parents	
				2007	2008	2007	2008
ASIA							
Cambodia	Elementary school pupils and Junior high and High school students	\$100× 3 times in a year	1996	33	36	21	22
Mongolia	Pupils and Graduates of Yargui Kindergarten	¥10,000/year for 5 years until graduation from primary school	October 2001	202	187	212	201
Myanmar	Children under 10th grade (up to high school)	¥14,000/year until graduation from high school	November 1997	180	172	158	154
Sri Lanka	8th grade (Junior high, grade 2) students	¥1,000/month and ¥2,000/year as office expenses (total ¥14,000/year). As a general rule, foster parents should support for 3 years. It is possible for them to continue until the entrance examination of University. Supporting tuition of preparatory school and stationeries.	November 2001	30	26	29	25
Thailand	Junior high school students	¥15,000/year for 3 years	2000	49	27	36	26
AFRICA							
Cameroon	1) Outstanding but disadvantaged elementary, junior high and high school students	¥30,000/year for 1 year including tuition and educational materials	September 2001	7	5	4	4
	2) Outstanding but disadvantaged girls who lives in M'bororo village in Northwest province	¥30,000/year	September 1997	6	5	2	2
Equatorial Guinea	Kindergarten to Junior high of pupils and graduates of Motoko Shiroma Kindergarten and Elementary School and 5 other schools	¥10,000/year including tuition and school supplies	October 2002	127	146	119	129
Ethiopia	Pupils of One Hope Garden (Grades 1-6)	¥3,000/month (¥36,000/year) up to Grade 12	February 2003	20	20	15	17
Gambia	Junior high and High school students	¥5,000/year for junior high, ¥10,000/year for high school	1995	403	409	160	120
Ghana	Elementary and Junior high school students of Amasamam in Ga district and High school students in Accra and the suburbs of Accra	¥12,000/year including tuition, uniform, shoes and stationary from primary to high school. ¥50,000 as tuition for high school students. Renewable yearly.	January 2002	22	37	16	28
Guinea Bissau	War orphans and pupils of Sunac Elementary School	¥1,000 or ¥3,000/month	January 2001	162	168	139	148
Kenya	Students of Handow Marakusi Secondary School	¥15,000/year, Renewable yearly (on request)	May 1998	38	34	32	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	25	18	31	18
Mauritius	Outstanding but disadvantaged elementary, junior high and high school students	¥25,000/year including school supplies, transportation expenses and uniform.	January 1999	9	15	7	12
Rwanda	Students of New Hope Technical Institute (over 18)	¥28,000/year	January 1999	57	57	58	57
Swaziland	Elementary school pupils (possible to continue until junior high and high up to foster parents)	¥15,000/year for minimum 2 years	January 1997	22	21	21	21
LATIN AMERICA							
Honduras	AIDS orphans aged 6-15	¥1,800/year for pre-school, ¥30,000/year for elementary pupils and junior high students	February 2000	7	7	1+2 groups	1+2 groups

Other countries: Jordan, Tanzania

Scholarship Programs

Country	Target	Period/Amount	Month and year program started	Recipients	
				2007	2008
ASIA					
Bangladesh	Female college students	About ¥8,000/year/person	March 1997	12	0
AFRICA					
Mozambique	Graduates from the Sun of Mozambique Junior high and High School as well as students of the Eduardo Mondlane University	\$25-100/month/person	February 2004	20	21
LATIN AMERICA					
Peru	Female students of National University of Education	\$300/year/person(2007) \$200/year/person(2008)	October 2006	7	11
MIDDLE EAST					
Jordan	University students	¥500,000/year	November 2001	6	4

Other countries: Sri Lanka, Guinea Bissau, Mauritania, Tanzania, Jamaica

Progress of Foster Parents Programs

RWANDA : Foster Child becomes Foster Parent

Mr. Kanyarutoki Dismas, now 32 years old, received financial support through the 4th Foster Parents support program in 2001-2002. He participated in the embroidery course at the New Hope Technical Institute (NHTI) in Rwanda. Mr. Dismas received support to pay tuition again the following year through the 5th support program 2002-2003 and graduated after completing the dressmaking course of NHTI. He had lost his mother in early childhood and then lost his father while studying at the Institute. Fortunately, a local woman cared for him while he went to school. After overcoming many difficulties for several years, he was finally employed in 2005. He especially appreciated the value of acquiring skills after he actually started working. After he became capable of supporting himself, in 2007 the former foster child became a foster parent and now sponsors a student every year who studies at NHTI.



Kanyarutoki at NHTI (right)

MYANMAR :

Report from a Volunteer for Myanmar Regarding Support for Foster Children as Victims of Cyclone Nargis



Broken outside wall of the school

Repaired nicely

A Letter from a Foster Child (15 year old boy)

My dearest Father and Mother in Japan,
Cyclone Nargis that hit Myanmar on May 2nd and 3rd left much damage. Many people died. My heart ached and I was in deep sorrow when I heard the news. I wasn't able to go help the victims though, because my own house, family and village were hit hard too. Our house became too dangerous to stay in, so we went to our friend's house but their house was also destroyed, and our family was devastated. That day, my mother caught a cold from being in the rain, and she became paralyzed. I can never forget about that day. I probably never will.
With a mother who was partially paralyzed, my brother and I feel a very heavy responsibility. We carry heavy loads trying to sell them. The loads make us feel like they'll make big holes in our heads. I cannot begin to express my gratitude to my father who is supporting me at such a difficult time.

Myanmar was hit by "Nargis", a large cyclone, on May 2nd and 3rd, 2008. There were 140,000 deaths and missing persons, a devastating toll for the country.

Victims of Nargis expressed true gratitude to the members of WFPW Japan for sending relief money to assist recovery efforts.

In the evening of May 2nd, Cyclone Nargis directly hit the area where 185 foster children lived. The storm which continued until noon the next day brought 12 feet of rain, and destroyed many of the foster children's homes and most of the schools. There was one area where 60 out of 65 schools were washed away.

The foster children's families who lost their homes took refuge in temples and acquaintances' homes for several weeks, until temporary homes were built.

It wasn't until a week after the disaster that WFPW Japan volunteers were finally able to contact the Myanmar local WFPW members by e-mail. The phone line at the local WFPW office was disconnected for a month and Japanese volunteers had difficulty finding out how the foster children were doing. Meanwhile, we received many phone calls from the concerned foster parents asking about their foster children, sometimes breaking out in tears of worry.

WFPW volunteers were able to visit the area in mid-August and were relieved to know that all of the foster children had survived. Many teachers and foster children told us later that they felt that the prayers of the Japanese foster parents protected them in a disaster where many people lost their lives.

The donation sent from WFPW Japan was used to restore a school in Shwepyitha Township of Yangon city, attended by 571 elementary and junior high students including foster children. The cyclone blew away the school's roof and fence and destroyed its walls and windows. In November, six months after the disaster, the school was still in disrepair. Only the roof had been repaired with galvanized iron sheets that UNICEF had donated. Most of the relief money from the government had gone to areas and schools where the damage was worse. Finally, WFPW volunteers were able to provide financial support to repair the roof, windows, and hallways as well as funds to purchase new desks, chairs, and blackboards.

The school was completely restored in February 2009.

The children will be able to restart a wonderful school life in the new school building.



Foster children who were confirmed safety

Women's Self-help Support Activities

Vocational Training School Construction and Management



Cutting cloth at Dressmaking 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

The technical courses available are dressmaking, hairdressing/beautician, embroidery, and cooking. For each course, English Language, French Language, Moral Education, and Management Class are mandatory. Each of these courses fills a one-year time period. There is off-school training prior to graduation.

Total number of graduates: 1,075

Outline

This school was established in the capital city of Kigali in order to support the rebuilding process following the Civil War. Its purpose is to teach women vocational skills so they can be financially independent. The employment rate of the cooking course graduates is higher than other graduates.

Since 1999, we have introduced a foster parents program for those students who have difficulties in continuing schooling.

The government of Rwanda is presently focusing on the fields of technical education and vocational training and in the middle of systematizing their education systems. Therefore, the government hopes maintaining management of the vocational training schools and support for the their students.



Ex-combatant training at Cooking course

New Developments

2007

- Employment rate of the graduates was 70%.
- August 21 to 31: Study tour was held and three people participated from Japan.
- In order to promote "Rwanda Demobilization and Reintegration Project" sponsored by the World Bank, the institute accepted 60 ex-combatants. They received training from September to December and 56 of them graduated.
- Two Rotary Clubs of Shizuoka Prefecture, Japan donated educational materials.
- Number of Students (including ex-combatants)

Dressmaking	Embroidery	Hairdresser/beautician	Cooking	Total
60	17	44	40	161

2008

- July 25: The 10th anniversary of the establishment of the New Hope Technical Institute.
- November 21: A commemorative ceremony and the 10th graduation were held. One hundred fourteen students of the Class of 2008 received diplomas. The ceremony was attended by the Director of the Ministry of Education in charge of vocational training schools, a representative of the committee of Rwanda Demobilization and Reintegration, a representative of the city government, and a former Ambassador of Rwanda to Japan.
- November 16 to 26: A study tour was held, in which five people from Japan participated. Due to WFPW's long continuous support for the school, the Director of the Ministry of Education in charge of vocational training schools made an arrangement for the participants of the tour to meet with the Minister of State in charge of Primary and Secondary Education.
- For the 10th Anniversary, supporters from USA and Japan contributed toward renovation of the school. The entire roof and building were repainted.
- Employment rate of the graduates was 38%.
- The Second group of 60 ex-combatants (Mar - Aug) and the third group of 40 ex-combatants (Nov - Dec) entered the institute. All 100 of them graduated.
- Number of Students (including ex-combatants)

Dressmaking	Embroidery	Hairdresser/beautician	Cooking	Total
80	15	72	71	238



A class of knitting



A trainee studying at a training shop



Sewing course



Recognized very good students at the graduation ceremony

Senegal Africa

Social Self-Support Assistance Center "JAMOO"

Outline: The school opened in the capital city of Dakar in 1995 to assist women in becoming self-supporting. It offers four year courses in sewing, knitting, embroidery, and home economics. A certificate accredited by the government is presented to the students upon graduation. Since 2001, "Salon de Couture Jamoo," a training shop for graduates, offers a one year on-the-job-training course. Upon completion of this course, graduates are provided an electric sewing machine and financial aid in order that they may open new dressmakers' shops.

New Developments 2007

- Students of the center: 74, trainees of the training shop: 12
- July: The center had 10 graduates; the training shop (fifth group) had 7 graduates. All became economically independent.
- Promotion rate from 1st to 2nd grade had been 50% but improved to 69% during this time period.
- November 11 was a National Day of Exhibition for young girls' education. JAMOO was invited by the national NGO committee to run a booth at the exhibition. Students' works and many photos of JAMOO were displayed. The Minister of Education visited JAMOO's booth, expressed much appreciation for our work and initiative, and offered encouragement for our future endeavors.

2008

- Students of the center: 70, trainees of the training shop: 9
- July: The center had 7 graduates. Graduation and an Exhibition were held; which appealed to the local area.
- The training shop (sixth group) had 7 graduates. All became economically independent.
- October: The training shop closed temporarily in order to relocate.

In 2008, WFPW International submitted a report on JAMOO in Senegal to the ECOSOC Innovation Fair. The report is available on the website of the United Nations NGO informal regional network (UN-NGO-IRENE).

URL:<http://esango.un.org/irene/Index?page=viewPractice&nr=130>



Website of UN-NGO-IRENE



Students of Jamoo and their works displayed at the exhibition



Minister of Education encouraged at Jamoo's booth of the exhibition

Ghana Africa

"New Hope Vocational Training School"

Outline: This project was started in the capital city of Accra in 2003. It served as a vocational training project to reform the lifestyle of street children, with financial support from a poverty alleviation fund from the Ghanaian Government. It ended in October 2005. In 2006, it was relocated to the suburb of Accra and reopened, focusing only on the sewing course.

Tuition is free. Students can receive training for a few years until they pass the national skill examination. They can decide the time period of training checking their skills. When they pass the examination, they can graduate. Moral education classes are held on an irregular base.

New Developments: In 2008, the school was relocated in Accra. Ten students attended the course during 2007 and 2008.

Sao Tome and Principe Africa

Sewing and Cooking Classes

Outline: Classes began at the WFPW office in the capital city of Sao Tome City in 2004 in order to provide emotional education for high school girls. Sewing is offered twice a week for 2 hours in a two-month beginning course and an advanced course. In both courses, students study theory for one month and practice for one month. Two-month course graduates can proceed to the advanced course and learn more intricate skills. Classes on abstinence before marriage, ideal family, development of civilization and society are also offered. At the end of the school year, an exhibition is held and the graduates receive diplomas.

New Developments: Beginning in October 2008, a cooking class was initiated and is held three times a week for three months. Theory study lasts one month and practice is two months in duration.

Number of Students:

- 2007 Sewing two-month General Course: 30
Sewing Advanced Course: 30
- 2008 Sewing Course: 15
Cooking Course: 15

Trinidad and Tobago Latin America

Women's Self-help support project

Outline: To support women's financial independence, a drapery class was initiated in October 2002. A soft furnishing class began in May 2006 in Diego Martin. In the drapery class, the students learn how to decorate curtains. In soft furnishing class, they learn how to make daily goods and small kitchenware. The courses last for six month periods. An exhibition is held at the graduation ceremony.

New Developments: In October 2007, the 4th graduation ceremony was held. Four students from drapery class and two from soft furnishing class, a total of six graduated. Due to economic development in the local area, demand for sewing employment decreased. Support ended in 2007.



Graduation ceremony



Students' works of soft furnishing class



Students' works

India Asia

Support for Vocational Training School "New Bharat Educational Training Centre"

Outline: In 2000, a female social worker in Delhi began a vocational training school in a slum. WFP began supporting this school in July, 2002. In this center, a four-story building, an elementary school (1st -5th grade), a sewing course, a fashion design course, beautician course were established. In vocational training courses, if a student meets government requirements, dressmakers or beauticians license are given. Once a month, moral education about marriage and family is given.

New Developments 2007

- Short courses in sewing and beautician-practice for housewives began. The intent was to assist these women in learning the sewing skills required in a short period, and help the women become independent. Since the opening of this course a shift system was established, utilizing the available classrooms more effectively.
- Employment rate for vocational courses was 100%.
- A woman student from the beautician course had the top score on the government of Delhi State certification test and was given an award.

2008

- The short course for housewives extended its hours so more women could attend and still handle their household responsibilities.
- Employment rate for vocational courses was 100%.
- Number of Students

	Elementary School	Government License Course	Short course for Housewives	Total
2007	59	42	26	127
2008	73	44	30	147



Sewing course



Opening ceremony

Myanmar Asia

SAKURA Vocational School

Outline: The school was opened on February 7, 2008 in Yangon city to promote women's financial independence. Knitting class, beginning, intermediate and advanced sewing courses were established. Knitting class is held three times per week for one month. Each level of sewing class lasts three months. Two members of Shizuoka 1st District Federation of WFP Japan have been teaching knitting since 1998. One of their students became a teacher at the school. Tuition is \$3.00 per course.

New Developments: Students who completed the course are taking orders for sewing and knitting work and receive earnings, as well as making products for themselves and their families.

Number of Students (2008)

Knitting	Sewing Beginner	Sewing Intermediate	Total
27	20	10	57



Sewing course



Knitting course



Examination of hairdressing course

Jordan Middle East

WFP Training Center

Outline: The Training Center was established in Wadi Al-Seer, a poverty-stricken area in the capital city of Amman in January 2000. Hairdressing, computer, sewing, handicrafts, English Language, and Math courses are given. Sewing class lasts ten months. Hairdressing lasts six months. Computer class lasts for three months. Following completion, if the students pass the certification exam from the Ministry of Social Development, they receive the appropriate license.

Since 2003, Educational Seminars for Women are held every month. Local professionals are invited as speakers. Bazaars are held, and students' products are sold. In August 2005, a special summer course began in an effort to offer special experiences during the summer for the children in the poverty-stricken area.

New Developments 2007

- In accordance with the policy of the Ministry of Social Development, the school is operated under partnership with a local NGO.
- Employment rate of the graduates: Hairdressing 70%, sewing 20%, and computer 50%.

2008

- It is cheaper to buy clothes than to make them. It is very difficult to use sewing as a career. Sewing class enrollment decreased to zero.
- Two bazaars were held at the Center and the women who received loans of microcredit project sold the products they made.
- Two Charity Breakfasts were held to raise money to help the children of underprivileged families.
- Summer courses for girls were held.
- On special holidays, children of poor families are invited to the center.
- Number of Students

	Sewing	Hairdressing	Computer	Handicrafts	English	Math
2007	10	50	21	40	45	15
2008	0	25	93	25	35	15



English language class for children



A graduate of WFP training center opened a tailoring shop by a loan

Jordan Middle East

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 and unable to go out in public freely. Microcredit allows the recipient to run a small business at home. A loan recipient signs a contract with one guarantor. Each person can receive a loan of \$150 - \$1,000 with no interest, and repay monthly within 10 months. Beginning in 2007, 2% of the loan was charged as an administration fee. Every month, the women who collect the repayment give advice about life and business. In cooperation with WFP Training Center, some of graduates of the center get a loan as seed money to start businesses.

New Developments

- In 2007, with the help of a local NGO, support began in the following suburbs of Amman: Marca, Madaba and Sahab areas.
- In 2007, 160 new women received loans. In 2008, 154 new women received loans. In 2008, a total of 1,304 women received the loans.
- The ages of recipients ranged from 20 – 60 years old.
- The repayment rate is 99 – 100%.
- The types of businesses supported included tailor, grocer, used clothing store, general store, candy shop, cosmetic store, beauty shop, hardware store, office supply store, florist, deli, electronic store, traditional clothing store, and more.

A Success Story

A woman with nine children received a loan in 2002. In the beginning she was operating a tailoring business all alone with her domestic sewing machine and not making much money. Her husband had liver disease and couldn't work. The family struggled to make ends meet. She purchased an industrial sewing machine with a loan from WFP's Microcredit project. Suddenly she began receiving orders from large wholesalers and her workload increased dramatically. She purchased more industrial sewing machines with an additional loan and could have three employees. Her husband passed away, but she is able to raise her 9 children on her own.



A woman who succeeded in financial independence by microcredit project

“Living in the Era of AIDS”

AIDS Preventive Education Material developed by WFWP Japan:

Japan is the only developed country that has witnessed an increase in the number of people living with HIV and the number of AIDS patients, year after year. The primary infection route (90%) is through sexual contact. The epidemic is spreading like an explosion among young people. Saddened by this situation, WFWP Japan has been strengthening AIDS preventive education activities for junior high and high school students since 2006. WFWP Japan developed an educational material in a PowerPoint presentation called “Living in the Era of AIDS”. This program teaches fundamental information about HIV/AIDS and sexual morality based on the importance of self control and abstinence from a mother’s perspective.

WFWP Japan members have been using this curriculum in educational programs at schools and local functions since 2007. By 2008, 30,000 young people had been through this program. In order to expand the program, WFWP Japan has been educating lecturers and also established a system to recognize official lecturers.

The abstinence message contains deep concepts that resonate in the conscience of young people so the message is well received. Consequently, teachers with good common sense and parents support the program.



Seminar at a Japanese school



PowerPoint presentation “Living in the Era of AIDS”

Overseas volunteers of WFWP Japan have begun to take curriculum materials in English to provide lectures overseas in their assigned developing countries and to provide training to local volunteers to expand the program. Through these efforts, the HIV/AIDS preventive education programs are expanding successfully in many developing countries.

Trinidad and Tobago Latin America

Recently the HIV/AIDS problem has gotten serious. The entire country is trying to find a policy to combat the problem. WFWP began AIDS prevention education in 1996. Despite this effort, the problem of broken families, declining morality and juvenile delinquency has continued to grow. Consequently, WFWP members think that it is very important to strengthen their activities.

Activity Report

(2007) In October, the English version of the PowerPoint educational material developed by WFWP Japan, “Living in the Era of AIDS” was introduced to UNDP Trinidad Tobago Office and to a leader of the local women’s group. Their responses were favorable and they assessed that the message of this presentation was simple but had new point of view. A leader of the women’s group studied the content and received training as a lecturer.

(2008) In March, a seminar, introduced by the Secretary of UNDP, was given to 48 of St. Joseph public school teachers and students ages 11 and 12. In Diego Martin, a seminar was given to eighteen adults and young people interested in AIDS prevention. Among the participants, there was a girl who belonged to an Abstinence Club and maintained her conviction and purity. She was impressed



An active local lecturer

by the seminar. She said, around 2003, abstinence education was popular, but it was too hard to convey to teen agers and eventually AIDS prevention through condoms use became more prevalent.

In October, seminars were given to about 330 students from public elementary and junior high schools in Diego Martin, Arangues and Tunapuna. A lecturer who was trained in 2007 did a great job. We need to organize the seminars with consideration for unique local culture and interests of the age group of the participants. We received many requests for seminars from the schools, organizations and churches of participants.

Belize Latin America

According to the Belize National AIDS Commission, Belize has the third highest rate of HIV infection in the Caribbean region and the highest in Central America as of June 2008.

The entire country is trying to combat the problem. The primary infection route (70%) is heterosexual activity. In the background of this situation, there is a lack of the concept of marriage among people in Belize. Intellectuals are hoping that abstinence education will be effective. In 2008, WFWP Japan volunteers began giving seminars using “Living in the Era of AIDS.”

Activity Report

(2008) Seminars were given 4 times to about one hundred people at a school, a church, a library and a culture center.



Seminar at a culture center



Seminar for mothers who have infants and young children

Other countries where WFWP operates

AIDS Preventive Education: Cameroon, Kenya, Macedonia

Mauritania Africa

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 videos, slides and flip charts.

Activity Report

(2007) In September, October and December in Rosso City, Nouakchott City and surrounding area, workshops for junior high school students, foster children, parents and NGO staff members were held. About 170 attended and listened enthusiastically.

(2008) In July, in Rosso City, a workshop was given to 200 people, primarily young people, and medicines were donated. In October, a workshop for 50 junior high school students was held in Atar City. In December, a workshop for 100 junior high and high school students in Nuakchott City was held. School teachers responded well to the content because it fit the Islamic teachings.

Costa Rica Latin America

“Era of Women” TV Program Production

In Costa Rica, the divorce rate is 70 – 80%. Family breakdown is very serious. To promote women’s concept of family and morality and to raise young people’s moral standards, in September 2007, production of the “Era of Women”, a WFWP TV program, began with the purpose of reaching out to a large area through media. It is broadcast for one hour, once a week. It is a talk show style, with dialogue between the host and the guest. Well respected women leaders are invited as guests and they contribute to and promote the content of the dialogue. The show is popular among women and gets a lot of questions and positive responses from the audience.



One scene from TV program (Costa Rica)

Peru Latin America

Family Rebuilding Education at Public Dining Halls in an Impoverished Area

Peruvian Government offers inexpensive meals at public dining halls to the people in poor areas. Women living in impoverished areas have many serious problems such as domestic violence, family disunity, drug abuse, child abandonment, child births by unmarried women, and so on. In August 2007, WFWP opened membership to Family Centers in nine public dining halls in an impoverished area of Lima and started an educational program for family rebuilding. Approximately two hundred and ten women members are being educated by WFWP on various themes such as the role of women and family values.

Maldives Asia

Drug Abuse Prevention Seminars

In Maldives, drug abuse problems have worsened in recent years. WFWP started giving Drug Abuse Prevention Seminars in April 2007. Co-sponsored by the Ministry of Youth and Sports of Maldives, seminars were held in cooperation with government officials, staff members of youth centers, police officers of the drug control center, staff members of NGO organizations for drug prevention, and school teachers. As a countermeasure to the drug problem, lectures on the reality and dangers of drug abuse and the importance of family values were provided.

Other AIDS prevention related educational activities

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

Other countries where WFWP operates

Abstinence education: St. Lucia, Venezuela



Donation of mosquito nets

Niger Africa

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

Outline: Malaria ranks top among major causes of death in Niger, where the mortality rate of children under age 5 ranks fourth in the world, according to a recent report by UNICEF (2006). Since eradicating malaria is an urgent need, WFP has continuously donated malaria prevention medicine and educated on proper dosage since 1997. WFP volunteers have been supporting free mobile clinics in doctorless villages, and providing medicines at a very low price through the system of medicine boxes since 2000. Local doctors have given hygienic instruction because the disease is spread through unsanitary conditions.

Medical assistance in the regions with the highest morbidity from malaria has been continuous since 2004, in attempt to exterminate malaria. Creation of sanitary conditions to prevent mosquito breeding is the highest priority for prevention of malaria. So selling mosquito nets with medicine has started in 2006, giving priority and a discounted price to pregnant women.



Hygienic instruction by a public health nurse at Kaba Dakuna Village

- Project of Mobile clinics, survey of medicine boxes and training of Secouristes (first-aid workers) by a local doctor

WFP volunteers dispatched doctors to two villages every two months to provide medical exams to villagers and training of Secouristes. Because local diseases are caused by unsanitary living conditions, doctors give guidance on improvements for sanitation and hygiene to the Secouristes, who in turn, teach village people. This initiative was carried out from November 2007 to July 2008 and from November 2008 to July 2009.

- Report on this program in Niger was introduced on the website of UN-NGO IRENE

In 2008, WFP International submitted a report on the Medical Assistance project in Niger to ECOSOC Innovation Fair. The report is posted on the website of the United Nations NGO informal regional network (UN-NGO-IRENE).

URL: <http://esango.un.org/irene/Index?page=viewPractice&nr=131>

	September 2007	September 2008
Gomozo Village, Guindan-Roundji District, Maradi Region		
Medical Check-ups	411 inhabitants of the village and surrounding areas were given medical examinations and treatment. There were many cases of dysentery, bronchial and dermatologic diseases in addition to malaria which accounted for 44% of all illnesses.	328 inhabitants of the village and surrounding areas were given medical examinations and treatment. Heavy rains had caused prevalence of scabies among the children. 37% of all diagnoses were malaria, more than half the malaria victims were children under age 5.
Care for pregnant women	100 tablets of anti-anemic chalybeate and anti-malarial chloroquine were distributed to 23 pregnant women.	100 tablets of anti-anemic chalybeate and anti-malarial chloroquine and mosquito nets were distributed to 33 pregnant women.
Medicine boxes	Medicine boxes managed by the village were replenished with new medicines.	Medicine boxes managed by the village were replenished with new medicines, and 125 mosquito nets were donated.
Hygienic Instructions	Health and hygiene guidance to prevent malaria and parasite infections was taught by our doctors to about sixty women at a public square in front of the elementary school.	Health and hygiene guidance to prevent malaria was taught by our doctor to about 150 women and 50 men at a public square in front of the elementary school.
Kankare Kochia Village, Madarounfa District, Maradi Region		
Medical Check-ups	591 inhabitants of the village and surrounding areas were given medical examinations and treatment. Two kinds of parasiticide were distributed to every person of all ages. The children were administered the medicine during their exam.	396 inhabitants of the village and surrounding area were given medical examinations and treatment, which revealed the prevalence of scabies among children. The cases of malaria accounted for 35% of the diagnoses.66
Care for pregnant women	100 tablets of anti-anemic chalybeate and anti-malarial chloroquine were distributed to 50 pregnant women.	100 tablets of anti-anemic chalybeate and anti-malarial chloroquine were distributed with mosquito nets to 30 pregnant women.
Medicine boxes	Medicine boxes managed by the village were replenished with new medicines.	Medicine boxes managed by the village were replenished with new medicines, and 175 new mosquito nets were donated.
Hygienic Instructions	Health and hygiene guidance was taught by our doctors to about 100 women at a public square in front of the elementary school.	Health and hygiene guidance on malaria prevention was taught by our doctor to about 160 women at a public square in front of the elementary school.



Medicine box which is managed in each village

Kaba Dakuna Village, Bande District, Zinder Region	
Medical Check-ups	The first WFP visit to the village was to give a medical examinations and treatment to 451 villagers. The cases of malaria accounted for 43% of the diagnoses. There had been no countermeasures to malaria prior to this due to an absence of medical support from any other NGOs.
Care for pregnant women	100 tablets of anti-anemic chalybeate and anti-malarial chloroquine were distributed with mosquito nets to 55 pregnant women.
Medicine boxes	New Medicine boxes were installed in the village and 175 mosquito nets were donated
Hygienic Instructions	Health and hygiene guidance on sanitary living was taught by a public health nurse to about 100 women and 50 men.

Zambia Africa

Food Project (Nutrition Class)

Outline: In 1994 WFP began supplying soy flour to malnourished children under age 5 in Ndora City. Since January 1995 WFP have run nutrition classes at two clinics in the capital city, Lusaka in cooperation with local doctors and nurses. These nutrition classes are introduced to mothers of malnourished children under age 5 when the child weighs less than average during a regular checkup at the clinic. The child is nourished by soy flour porridge and her/his weight variation is monitored in the class. The nutrition classes provide mothers instruction on how to make and feed the porridge as well as a one week supply of soy flour so all the mothers can make the porridge and feed their children at home. Feeding the malnourished children for three to four months typically brings the weight of the children up to standard weight. When the children gain back the standard weight, mothers and children can graduate from the classes.

Participant mothers are then trained to assist the program as nutrition promoters.

New Developments: The nutrition class was held in four clinics in Lusaka City in 2007 and three clinics in 2008.

The number of graduates has rapidly decreased since 2007. This is because two of the clinics have neither roof nor enough space for the class so we are forced to conduct the class in the open air, risking exposure to bad weather. Rainy weather causes a decrease in the number of participants and hinders giving nutrition guidance with composure and prevents effective practice in making and feeding the porridge. As a result participants have a harder time understanding the instructions. Another reason for the decrease in participants; the local staff are so sympathetic toward the participants that they allowed many participants remain enrolled in the class so that they could keep getting a supply of soy flour, even though they could and



Mother is feeding porridge at a nutrition class

should graduate, because they are too poor to get the necessary food for themselves and their children. Now a reform measure is being examined by the WFP Japan volunteers.

From August 1st to 12th, 2008, two Japanese and five American young female students were dispatched as Youth Volunteers for International Cooperation to help the nutrition classes at three clinics.

	Children who participated in the classes	Children who gained back standard weight
2007	3,494	302
2008	2,652	195
1994-2008	Appx.28,000	Appx.8,600

Youth Volunteers for International Cooperation Zambia team



Mashing vegetables for cooking instruction of porridge



Nutrition guidance with a chart made by youth volunteers



Youth volunteers from Japan and USA



Measuring weight



Delivering soy flour



Belarus CIS

Medical assistance to the Chernobyl Region

Outline: The Chernobyl Accident still affects the health of Belarusian youth even after more than 20 years have passed since radiation exposure. WFP volunteers have continued material support since 1995, at the request of the Gomel Regional Children's Hospital in Gomel Region. The normalcy among newborns in this region has fallen from 80% in 1985 to 18% in 2007. The number of newborns per year who need treatment for too high levels of internal radioactivity concentration has reached a half million a year.

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

New Developments: To the Gomel Regional Children's Hospital, an electronic mobile electrocardiograph is donated in September 2007, and two channeled portable electrocardiographs and fixtures were donated in October 2008.

In 2007 after more than ten years since the inception of support, WFP volunteers were awarded with a letter of appreciation and a Gomel Citizen Passport by the Belarus Peace Foundation.

Only about half of children of the region with high amounts of internal radioactive residue can receive satisfactory medical treatment. When volunteers discovered that the dosage of VITAPECT-2 (a health food made from apple pectin as its main material) developed by the Institution of Radiation Safety "BELRAD" is effective for the recovery of the children's health, WFP volunteers initiated support for distribution of VITAPECT-2 to children in 2008. In October 2008, WFP volunteers visited the "BELRAD" and provided financial aid to the institute to provide twelve patients with the dosage of VITAPECT-2 for one year.



Donation of two channeled portable electrocardiographs and fixtures

Zambia Africa

Support to clinic for medical supplies

Outline: Since 2005 WFP volunteers have supported the clinic "Ideal Family Medical Center" which was opened in a poor suburban area of the capital city, Lusaka by the Vice President of WFP Zambia.

New Developments: In August 2008, volunteers offered financial aid covering the total registration fees for the clinic from 2009 to 2011, and donated a delivery bed, an IV stand, medicines, and medical supplies.



Donation of medical supplies

Micronesia Oceania

Health Guidance Project

Outline: In Pohnpei State, where authorities are recently putting a great deal of effort into dental health, WFP volunteers began distribution of toothbrushes and tooth brushing instructions for elementary schoolchildren in Nett of the state, to meet the wishes of parents of schoolchildren.

New Developments: In 2007 WFP volunteers donated 200 toothbrushes to Nett Elementary School, and distributed 500 toothbrushes to Ohmine Elementary School and taught tooth brushing to 120 schoolchildren in the lower grades. In 2008 we distributed toothbrushes to all 950 pupils of Ohmine Elementary School, and tooth brushing instructions to 300 pupils in the middle and upper grades. We also distributed toothbrushes to all 230 pupils of Awak Elementary School and taught tooth brushing technique to 20 pupils in the upper grade and 11 in preschool class. We visited the Ministry of Education of Micronesia and donated 600 toothbrushes.



Toothbrushing Instruction by volunteers

Nepal Asia

Health check Project

Outline: Since 1997, WFP has supported free medical check-ups and distribution of medicine to doctorless villages.

New Developments: In February 2007, a health check-up for women was held in Dadin village.

In 2008, 2 local doctors and 3 nurses volunteered to hold a medical check-up for pupils of the Sun Hwa International Academy, their parents and villagers around the school. 150 people were examined and received medicines.



Delivering medicines

Myanmar Asia

School Health, Hygiene & Environmental Project (Construction of toilets, hand-wash stations, water tanks and hygienic instruction)

Outline: Since 1998, WFP 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 been also offered.

New Developments: In February 2007, 1 unit of toilet with 3 toilet bowls and a hand-wash station were constructed in BE28 school (elementary and junior high) in Thingun kyun Township.

In 2008, 50 toothbrushes were donated to children of an orphanage in North Da Gon.



Toilet constructed in Thingun kyun

Brazil Latin America

Cancer Prevention Program

Outline: In March 2004, WFP started to support breast cancer examinations in a poor region of Guia Lopez City in Mato Grosso do Sul. This region has the highest mortality rate from breast cancer and most of the women inhabitants are too poor to have medical examinations. In cooperation with local doctors and nurses, WFP has held an open lecture on breast cancer prevention, promoting early discovery and distributing free tickets for breast cancer examinations through the public health bureau of the city.

As a consequence of this activity, not only Guia Lopez City but also 7 surrounding cities started to cover the cost of medical examinations for needy people. Therefore, since 2006, WFP has donated free tickets for examination for Indigenous people who are poor and cannot afford the benefit of medical care. Since there are few breast cancer patients of Indigenous people, this free ticket is available for any examinations including an endoscope or an echography.

New Developments: In March 2007, a seminar on the prevention of breast cancer was held at the assembly hall for Guia Lopez city council. There were about 50 participants. WFP donated twenty free tickets for breast cancer examinations to the cities of Guia Lopez and Jardin. Also in March, WFP donated 30 free tickets for examinations for women in four villages of Indigenous people in Nioaque City. With assistance by the public health bureau of Nioaque city, a seminar was held on the prevention of breast and uterine cancers and sexual transmitted diseases as well as education on abstinence to the participants. A local radio station reported on the seminar.

In March 2008, WFP donated 10 free tickets for breast cancer examinations to Guia Lopes City and the Women's Association for the Prevention of Cancer, in commemoration of International Women's Day. In the same month, WFP presented a course on the prevention of cancer and the importance of abstinence to 80 participants in a village of Indigenous people. On that occasion WFP donated 40 tickets to the villagers for free examinations.



Donation of free tickets for medical examinations to an indigenous village

Youth Volunteers for International Cooperation

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

2007

Cambodia

August 2-10, 2007

8 participants made the fields of pumpkin and winter melon for the "WFP Children's Farm" of the "Self-help Center for the Disabled" operated by the Cambodia Village Support Group (CVSG) in Siem Reab. The benefit of products from this farm is used for tuition and stationary of children of the center.



Mongolia

August 16-27, 2007

10 participants helped restoration work of an orphanage in Darkhan. They experienced the culture of Mongolia through visiting a family of nomad, horse riding, and archery.



2008

Cambodia

August 18-27, 2008

10 participants ridged and made the fields of broad bean and burdock for the "WFP Children's Farm" of the "Self-help Center for the Disabled" in Siem Reab.



Participation to the ECOSOC Innovation Fair



An exhibition booth of WFP, International at UN Headquarters



Website of UN-NGO-IRENE

In 2007, the Innovation Fair was initiated as a parallel event to the Annual Ministerial Review (AMR) during the first week of the Substantive Session of the Economic and Social Council (ECOSOC). UN NGOs were given the opportunity to introduce their success stories at this event. This is one of the precious opportunities for UN NGOs to interact with ECOSOC.

The theme of Innovation Fair 2007 was "Strengthening Efforts for the Eradication of Poverty and Hunger through Global Partnership for Development." On this theme, WFP International reported three success stories: (1) Anti-FGM activity of WFP Kenya, (2) Study tours and Youth volunteer teams for International Cooperation from WFP Japan and (3) Interfaith Children's Home from WFP UK. A display of these programs was a part of the Innovation Fair held at the United Nations Office at Geneva from July 2 to 5, 2007 as a part of the ECOSOC Annual Ministerial Review.

The theme of Innovation Fair 2008 was "Implementing the Internationally Agreed Goals and Commitments in regard to Sustainable Development." On this theme, WFP International reported about development of JAMOO Social Self-support Assistance Center in Senegal and efforts to combat Malaria in Niger. These successful projects were displayed at UN Headquarters in New York from June 30 to July 3rd during the ECOSOC AMR. In addition, these success stories were posted on the website of Best Practices Network of the UN NGO Informal Regional Networks (UN-NGO-IRENE).

Please visit following sites:

Senegal: <http://esango.un.org/irene/Index?page=viewPractice&nr=130>

Niger: <http://esango.un.org/irene/Index?page=viewPractice&nr=131>

WFP Biennial Report 2007-2008 On Overseas Volunteer Activities & International Service Projects INDEX

CIS

Belarus 27
Moldova 15

ASIA

Bangladesh 14, 16
Cambodia 16, 29
India 21
Maldives 24
Mongolia 11, 16, 29
Myanmar 16, 17, 21, 28
Nepal 12, 28
Sri Lanka 16
Thailand 16

AFRICA

Cameroon 16, 24
Equatorial Guinea 9, 16
Ethiopia 13, 16
Gambia 16
Ghana 15, 16, 20
Guinea Bissau 10, 16
Kenya 8, 16, 24
Liberia 13
Mauritania 16, 24
Mauritius 16
Mozambique 7, 16
Niger 25
Rwanda 16, 17, 18
Sao Tome and Principe 20
Senegal 19

Swaziland 16
Tanzania 16
Zambia 26, 27

OCEANIA

Micronesia 27

LATIN AMERICA

Belize 23
Brazil 28
Costa Rica 24
Dominica 15
Haiti 14

Honduras 16
Jamaica 13, 16
Peru 16, 24
St. Lucia 24
Trinidad and Tobago 20, 23
Venezuela 24

MIDDLE EAST

Afghanistan 14
Jordan 15, 16, 22

EUROPE

Macedonia 24