

Shanti Volunteer Association

# Annual report 2017

## “One Book Can Empower One Child”




公益社団法人

シャンティ国際ボランティア会

Shanti Volunteer Association

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A woman with her hair in a bun, wearing a patterned short-sleeved shirt and a long patterned sarong, is crouching and washing clothes in a large metal tub. The tub is placed on a wooden platform inside a structure made of vertical bamboo poles. To the left of the tub, there is a white bowl filled with water and a small plate with some food. The background shows more bamboo poles and a glimpse of the outdoors.

**It was only after my daughter had lived in a refugee camp, that she began to read books. I like listening to the stories she reads aloud for me.**

Mrs. Makyi, along with her husband and four children, moved from Myanmar to the refugee camp in Thailand near the border. Her hometown was very poor. It is difficult to even survive there and the village has no schools. Mrs. Makyi and her husband have never been to school. However, Mrs. Makyi children now go to school in the refugee camp and are learning how to read and write. They were given an opportunity to have access to a library and the books it houses and to discover the pleasure of learning.

When the family started to live in the camp, the children tended to stay reclusive at home. They were spending most of their time in the house because they were shy, afraid and felt lonely since they didn't know anybody. However, her kids heard laughter and children singing as they passed by the library and when they went inside, they were greeted with a warm welcome by the librarians.

Thanks to that experience, they became frequent visitors to the library. Although her children were passive at first, they soon became active in playing games and singing songs. Mrs. Makyi is very proud to see such participation in her children.

"My husband and I cannot read or write, so we can't understand names of places or road signs. We cannot go to places we want to go. However, our children can read and write. That made it possible for them to have the opportunity to live freely with their own will. If they can step out of the refugee camp in the future, we hope they will visit other countries."

Mrs. Makyi loves to listen to her daughter's storytelling to her. It makes her very happy to just see her daughter read, and moreover, it makes her find happiness in her life. Books give children the power to survive while giving adults hope and pleasure.



Mrs. Makyi (left) and her daughter (right)  
"Cookie and Me Bye Bye, See You!" Hisakata Child Co., Ltd.

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# Our Goals and Activities

## We Live Together and Learn Together.

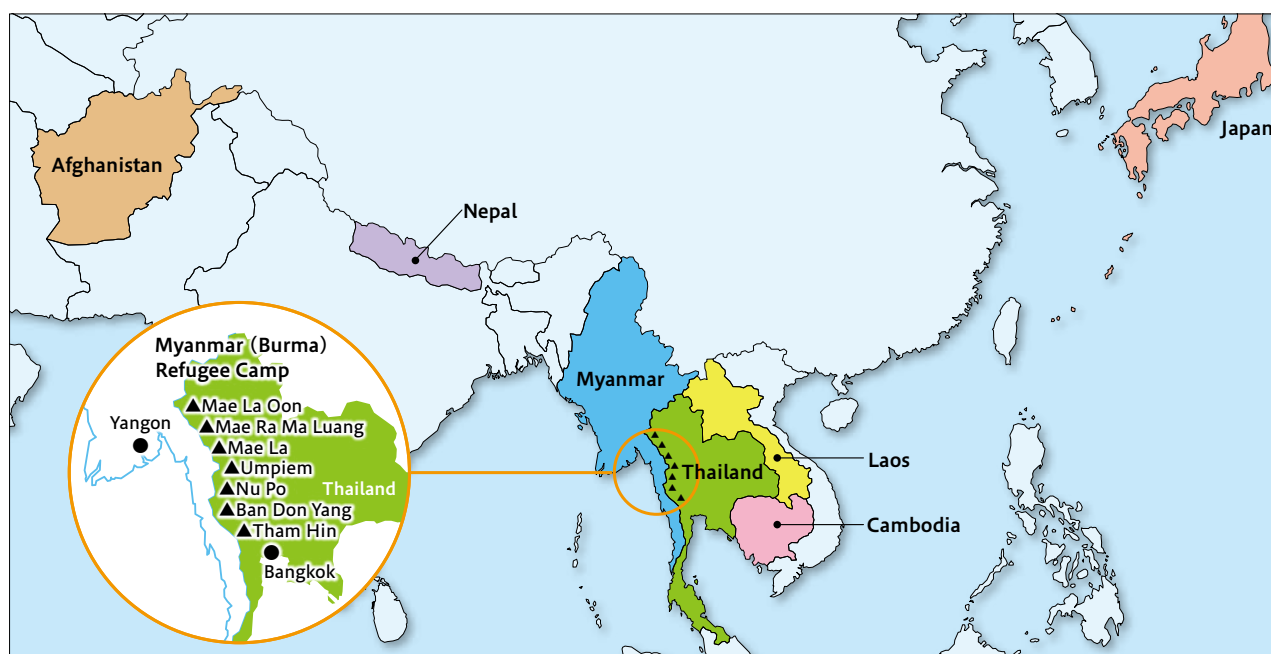
Around the world, there are many people who cannot get enough education due to difficult circumstances such as conflicts, poverty, and natural disasters. We all work to make opportunities so they could study and keep focused peacefully even under such severe conditions. We would like to build a shanti ("peaceful" in Sanskrit) society, where we can "Live Together and Learn Together." Shanti seeks to become an NGO that works alongside individuals, and empowers them to think critically and creatively in finding solutions for both personal and societal issues/problems.

### Our Mission

We aspire to build a society in which the people of the world are able to "Live Together and Learn Together" in peace (shanti), respecting human dignity and diversity.

### Our Values

- 1 To share the pain, sorrows and joys of those we serve by walking alongside them and moving forward, hand in hand.
- 2 To respect each region's traditional cultures, peoples, religions and languages/dialects.
- 3 To embrace "development" directed and sustained by the local community.
- 4 To act as a catalyst for social development and interconnection.



SVA's Activity Area

### Our Vision

We seek to become an NGO that works alongside individuals, and empowers them to think critically and creatively in finding solutions for both personal and societal issues/problems.

## Aim to Achieve "Sustainable Development Goals (SDGs)" by 2030

With "Leave no one behind" as the keyword, "Sustainable Development Goals (SDGs)" were adopted at the United Nations Summit in September, 2015. These goals are set as common goals for

both the developed countries and the developing countries to achieve by 2030. We, SVA, put effort into solving educational challenges to accomplish "Goal 4. QUALITY EDUCATION" of the SDGs.



## To Create Safe and Secure Environments for Children to Study

Safe places for studying, books and materials, and appropriate teachers--these are essential factors in providing safe and secure environments for children to concentrate on learning.

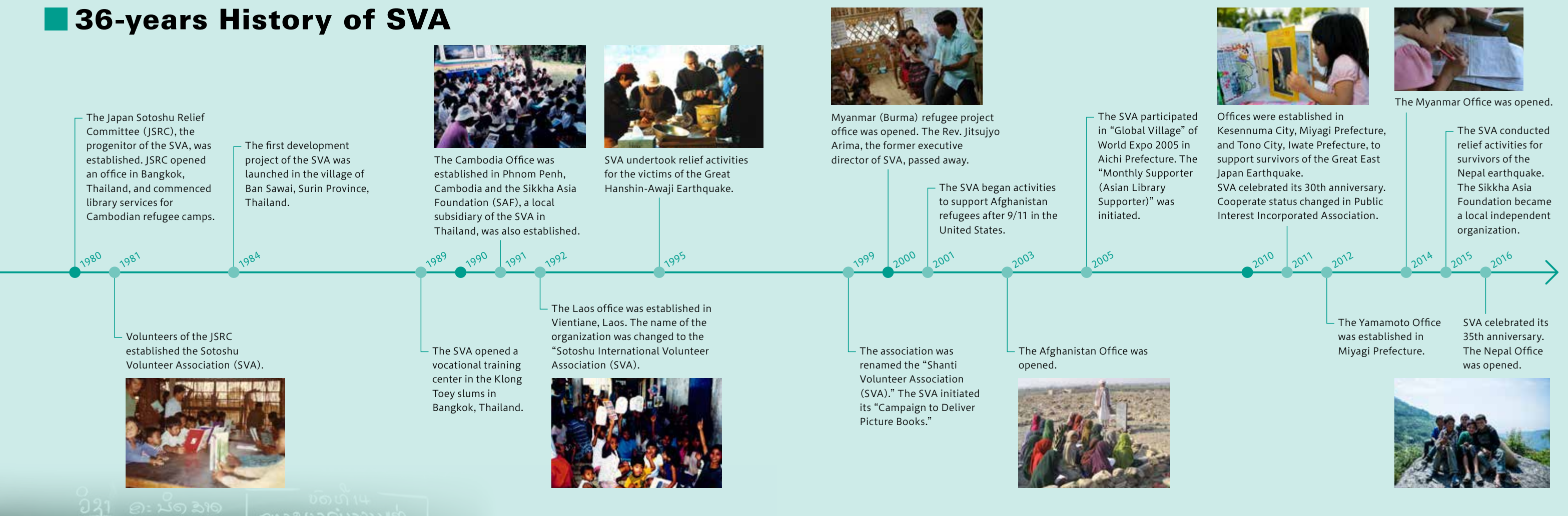
Providing such environments is one of the three main pillars of SVA's activities and we continue to work with local government and community to offer educational support.



SVA's Three Pillars of Activities and Stakeholders



# 36-years History of SVA



## Achievements (as of end of 2017)



### Achievement 1

#### Providing opportunities to read books

Publication of picture books: 478 titles  
Picture books delivered: 293,744  
Users of libraries: 12.83 million



### Achievement 2

#### Developing human resources

Training participants: 31,847



### Achievement 3

#### Creating a place of peace for children

Schools constructed: 390  
Libraries/library rooms opened: 829



### Achievement 4

#### Emergency relief

Times responded for emergency rescues: 64  
(Overseas: 39 times, In Japan: 25 times)

## Greetings Rev. Kyoei Wakabayashi (President)

Our association, which started with the Cambodian refugee support, marks the 37th year in 2018.

Recently, Rev. Zendo Matsunaga, President Emeritus, Rev. Sojun Matsuno, Advisor, and Rev. Koken Niwa, Former Commissioner, who supported our association for a long time, passed away. As the activities are succeeded to the next generation from the first generation who knows the time of the founding of the association, I keep in mind, more than ever before, to communicate the significance of our activities.

Nepal, known to have the birth place of Buddha called Lumbini, was hit by a serious earthquake disaster in 2015. SVA provided emergency relief to the hard-to-reach districts. We built makeshift schools, distributed school supplies, and created shelters for women and spaces for children. Through these activities, we realized that Nepal has many social problems.

In 2017, we set up an office in Kathmandu, the capital city

of Nepal, and started educational support activities with a local support group. What was revealed by the disaster was that disaster prevention education was not offered despite Nepal is an earthquake-ridden country. So, SVA plans to construct a quake-resistant model school while making paper theaters on disaster prevention for teachers and children.

Not only Nepal, but also other countries where we provide support, are multi-ethnic and multilingual countries and were in civil wars until recently. In these countries, vulnerable people such as children and women were left to bear the burden. We believe continuous "planting" of educational support is the road to peace and could prevent these nations from going back to civil wars again.



若林恭英





## People's Voices



**Ms. Adisa Saeyang (19 years old)**  
High School Student (graduated in March 2018)

I live in a dormitory in Payao Province as a scholarship student. The dormitory students live like a family. I will never forget my dorm life even after I graduate.



1 Scholarship award ceremony in Tak Province  
2 Staff of Sikkha Asia Foundation (SAF)

### Current situation

The number of migrant workers in Thailand is said to be five million. The number of immigrant residents from neighboring countries in the Klong Toey slum has been increasing in the recent ten years. To help the immigrant children who are forced to be under harsh educational environment, the Sikkha Asia Foundation (SAF) has been visiting schools, which the immigrant children attend, and working to encourage children to read books.

FEEMUE, a lifestyle brand originating from the Klong Toey slum, has started to sell their products in April. Mr. FUJI TATE P, the designer of these products, stayed at the Sikkha Asia Foundation for 40 days to prepare for the sales launch by teaching sewing techniques and making the website of the brand. SAF organized a half-day tour titled the "Klong Toey Slum Walking Tour." The tour gained good reputation, but all the participants were foreigners. Going forward, measures must be implemented to disseminate the tour to Thai people.

### Project

#### ● Project to Improve Education Opportunities (the slum area of Bangkok, Tak Province, Payao Province)

SAF provided scholarship to 440 junior high and high school students. (Bangkok: 51, Tak: 213, Payao: 176). In February, a staff member made home visits to the three targeted areas and new scholarship students were selected in April.

The scholarship award ceremonies were organized in Bangkok, Tak and Payao. In Bangkok, personnel of Nikon Sales (Thailand) Co., Ltd., the Japanese Association and the Embassy of Japan attended the ceremony, In Tak, personnel of Nikon Corporation participated.


#### ● Project to improve Education Quality through Mobile Library Project

A new mobile library car was delivered and the activity using this new car started on January 15, Children's Day in Thailand. In the vicinity of the garbage disposal site in the slum area of Bangkok, a community has been formed by those who migrated from Myanmar. The Mobile Library Project was initiated in this district because the children who work in the recycling business rarely have the opportunity to learn about their mother tongue. The project was also implemented for children who study in schools for the deaf.

The activities of the Mobile Library Project were conducted 65 times in the slum area of Bangkok, twice in a school for the deaf in Nakhon Pathom Province, 45 times in Mahachai District and 20 times in Mae Sot District in Tak Province. A total of 14,463 children participated.

### Achievements

 Library activity participants: 33,658

 Scholarship recipients: 486



## People's Voices



**Ms. Keng Heab (56 years old)**  
A learner of a literacy class

I have attended the literacy class for seven months since I had felt difficulties in my literacy. Now, I can read letters and support my family by selling vegetables and chickens at the market.



1 Learners of a literacy class at community learning center taking the lesson earnestly with the help of lights in the evening  
2 Staff of Cambodia Office

### Current situation

The leader of the largest opposition party was arrested, the party was dissolved, and 118 politicians are banned from political activities for five years. People are worried about the decline of democracy. On the other hand, the economic growth rate exceeds seven percent every year, and the Interim Report on the Educational Strategy Plan, published by the Ministry of Education, reported that access to pre-school and primary education as well as learning environment have been improved. Reform of educational system is also underway, including the revision of curriculum. However, support for education is still needed, as only 40 percent of the children graduate from primary school at the age of twelve.

### Project

#### ● Dream School Project (Supporting Disadvantaged Primary Schools)

The construction of five primary schools in Battambang Province was completed in December 2017.

#### ● Library - Oriented Community Learning Center (CLC) Project

Literacy classrooms were organized at six community learning centers and many of the 127 students who finished the class passed the final exam. 125 agricultural extension officials participated in a workshop for improving the standard of life. We carried out public relations activity targeted at people who live far from the CLC, and the number of CLC users increased as a result. The operation of two of the six centers was transferred to the Provincial Office of Education and they will be self-managed.

**Challenge** The ability of our counterparts is not enough and the CLCs also are still lacking in initiative and operational capability. The number of adult users is small and monitoring by the government officials insufficient.

#### ● Quality Improvement of Early Childhood Education (ECE) Project for State Preschools in Battambang Province


Furniture, books and ornamental materials were provided to 22 preschools to improve the educational environment. At the preschools, a total of 93 people participated in the workshops for awareness raising of early childhood education, including the school staff and members of the school support committee. We also organized two workshops for teachers, which were attended by 116 teachers in total.

In September, we invited 7 people including officials of MoEYS and teachers of the target preschools to Japan to learn about early childhood education in collaboration with Tenryu-Kohseikai.

A total of 386 people, including teachers of resource pre-school, participated in workshops organized by the Department of Early Childhood Education of the Ministry of Education, Youth and Sport. The contents of the guidebook for creating environment, which was used in the workshop, closely resembled the methods used in SVA's environment creation activity.

**Challenge** It is necessary take specific measures to reduce the gap between the target and non-target classes. Even though the importance of "Learning through Play and Environment" is acknowledged by counterparts, putting it into practice seems to be a little tough due to a lack of replicability of the successful cases.

### Achievements

 Library activity participants: 97,317

 Workshop participants: 1,328

 Schools constructed: 5





## People's Voices



**Mr. Vixay**  
Head of Padxang Primary School

The children of Padxang Village usually talk in Kham language, so there are some who cannot progress well in learning Lao even though we teach the language in the school. In order for them to be familiar with Lao as much as possible, we use break time as reading time and make use of picture books in the classroom.



1 A trial lesson in a multi-grade class  
2 Staff of Lao Office

### Current situation

The gap between urban and rural areas is widening in terms of infrastructure, the size of labor market, and the situation of education. In the field of education, a survey conducted by the government revealed that, of the 5,860 students, only 24% attained the Lao language proficiency level required for third grade. It was suggested that ethnic minorities whose mother tongue is not Lao are at a disadvantage to gain access to high-quality education. In order to resolve the situation, the Ministry of Education and Sports has initiated the Education Sector Development Plan (2016-2020).

### Project

#### Community Based Improvement of Primary Education Facility for Children Especially for Minority

At the schools constructed in 2016, we carried out an inspection six months after the construction and checked the completion of repair work. We then transferred the management responsibility to the authorities of each village.

At each of the two candidate schools of 2017 (Vangbai Primary School in Viengkham District and an affiliated primary school of the Luangprabang Teacher Training College), a three-classroom school building was constructed.

At two schools constructed in 2016 and one school constructed in 2017, workshops for health and hygiene were held for teachers, students and residents, in which a total of 440 people participated.

**Challenge** An old design was used for school building construction in 2017, but a new design approved by the Ministry of Education and Sports will be used in 2018.

#### Improvement of Capacity of Teaching in Pre & Primary Education for Children Especially for Minority

We conducted the 63rd monitoring and 59 out of 67 teachers presented a teaching plan suitable for multi-grade classes. In order to follow up on the project, monitoring initiated by the District Education and Sports Bureau was conducted and regional meetings were held.

Two picture books titled "Two Champas" and "One Identical Tree" were published and distributed to a total of 120 schools and public libraries. We also distributed Flash Cards to 68 schools.

Twelve teachers from six schools participated in the workshop of mobile library activity. The mobile library activity conducted at 22 schools resulted in participation by 3,909 students, 233 teachers and 196 residents, and lending of 1,482 books were lent in total.

**Challenge** A key staff in charge of the project has left and improving the capabilities of new staff is urgently required.

### Achievements

- Library activity participants: 4,770
- Workshop participants: 587
- Schools constructed: 4



## People's Voices



**Naw Dah Eh Asah (18 years old)**  
High school student from the Karen tribe

I especially like English books. The library has a big impact on our community, because we would not be able to learn about what is happening outside the refugee camp if we did not have a library.



1 Children's Reading Promotion Project at an event organized by volunteers (Mae La Oon Refugee Camp)  
2 Staff of Myanmar (Burma) Refugee Project Office

### Current situation

In 2017, the government of Myanmar still didn't grant the final permission for 247 refugees, who had been hoping to return since 2016. The situation has been as frustrating as even for these refugees. On the other hand, many refugees do not wish to return, as it remains unclear whether it is safe to go back or a place to stay. Meanwhile, three NGOs who had long supported the refugee camps had to withdraw while those remaining also had to reduce the scale of their funding and operation. This decrease in assistance has been causing more anxiety among refugees.

### Project

#### Education Support Project through Community Library (Phase 6)

Community library activities for all residents were held at the 21 libraries set up in seven refugee camps. A total of 394,342 people used the libraries in total (241,897 children and 152,445 adults).

Toshokan Youth Volunteers, operated by the youth living in the camps, scaled up their activities. They expanded their activities from 70 to 92 locations, providing opportunities to read with those living far from libraries.

To promote reading in schools, community libraries held mobile library activities at 81 schools. Reading promotion workshops were held for teachers and 244 people participated.

Two books focusing on the environment were published. Textbooks in the Karen language for 4th graders and teacher's textbooks were printed as well.

**Challenge** Librarians are leaving their jobs one after another because of resettlement or voluntary return, so the training of librarians has become an issue. Currently, we are trying to maintain the quality of librarians by promoting interaction among librarians as well as providing guidance by on local staff. We must continue to consider how to train our staff in a sustainable manner, including strengthening the cooperation with Karen Refugee Committee Education Entity (KRCEE).

As public funding will end in March 2019, we are currently contemplating the future direction of the project operations, together with the Tokyo office and local camp staff.

### Achievements

- Picture books/paper theaters published: 2 titles, 4,000 books
- Library activity participants: 394,342
- Workshop participants: 244





# Afghanistan



## People's Voices



**Ms. Soma (10 years old)**  
Sixth grade in a primary school

I was born in Pakistan and now live near the Children's Library in Jalalabad. I really like the Children's Library as it offers music, art and sports programs.



1 Teacher telling story at the Children's Library  
2 Staff at Jalalabad Office 3 Staff at Kabul Office

### Current situation

Due to the Pakistan's official strategy forcing refugees to return to Afghanistan, many refugees flowed into Kabul and Nangarhar Province. Most of them have been unable to reach social services such as education and medical care, and are forced to live in tents or animal barns where living conditions are very bad. Number of casualties in terrorism and conflicts reached the highest in these 10 years. Which has made people feel insecure.

Not only the shortage of classrooms, teachers and learning materials, but also terrorist attacks against schools makes children's learning conditions worse.

### Project

#### ● Project for Improvement of Primary Education (Phase 4)

We built school buildings at two schools in Kabul. A building with eight class rooms and a building with five toilets were built at one school, while a second floor was added to a 12-classroom building at another. After construction, we provided (learning furniture) for teachers and students.

We also gave teachers training in order to maintain the buildings. As an achievement, 2394 students would be able to study in safe environment when new school year starts.

**Challenge** Because of security issue. We could not hold a ceremony to pray That construction process was going well.

#### ● School Library Project (Phase2)

We set up library at 10 schools in total; four schools in Kabul, six schools in Nangarhar Province. We conducted teacher and librarian trainings for each school except the one which we were working for construction. Five titles of picture book and a title of paper theater were published. the paper theater takes Disaster Risk Reduction as its theme.

#### ● Children's Reading Promotion Project

We set up Children's corner for reading in two public libraries in Laghman Province, and held a trainings for librarians.

Children's Library operated by the Jalalabad office was open on 243 days, excluding weekends and public holidays. The number of annual users increased to 38,086, which was open 243 week days, had 38,086 users and got 12,240 books borrowed in this year. Number of anual users increased 8,000 from the previous year. We estimated 156 children could use the library per day. We also held special classes for children who were out of school and 42 children attended the classes.

### Achievements



Picture books/paper theaters published:  
12 titles, 2,800 books  
Library activity participants: 38,086



Workshop participants: 614



School constructed: 1  
Library/library rooms constructed: 10



# Myanmar



## People's Voices



**Master Kaung Min San (10 years old)**  
Fourth grader in primary school

I enjoy reading books and drawing at the library. When I grow up, I would like to become an engineer and construct buildings, so I want to read more scientific books. "The Town Mouse and the Country Mouse" Kin-No-Hoshi-Sha



1 Students in the classroom (Mahar Zay Yone Monastic school supported in 2016)  
2 Staff at Myanmar Office

### Current situation

Despite the overall economic growth and development, the wealth disparity between urban and rural areas is growing rapidly. In the educational field, there are many remaining issues relating to both access to school and educational quality, and 30% of the primary school students fail to graduate. Memorization and teacher-centred pedagogy, which are remnants of the previous regime, continue to dominate the education system. Currently, following the National Education Strategic Plan 2016-21 launched in 2016, an institutional reform is being implemented, aiming for the introduction of new curriculum, revision of textbooks and transition to a bottom-up approach.

### Project

#### ● Improving Monastic School Project

We built four monastic schools with a library section set up in each and donated 197 books of 66 titles. In order to facilitate the feeling of ownership among the local residents, the Committee for School Construction, including the school principal, teachers and guardians, were set up.

#### ● Non-Formal Education Project

In the four villages of Pyay District, we held the "Extended and Continuous Education and Learning (EXCEL)" program and 80 children aged 10 to 17 completed it. In the three villages of Thayarwady District, we supported the "Evening School for Students Who Quit School" program and 12 students aged 10 to 14 were able to advance or graduate. At the regional learning center in the three villages of Pyay District, Buddhist education and regional cleaning up activities were held in addition to the regular reading and drawing activities.

#### ● Improving Public Library Project

A total of 37,402 people visited the 14 public libraries, increasing by 13% over the previous year and averaging 10 users per library per day. Each public library conducted mobile library activities at primary schools six times per month on average and 73,111 students participated. We also held workshops for public officials of the Information Bureau to strengthen their training capability relating to child service.

**Challenge** Leadership training is needed for the Information Bureau officials in charge of library, in order to encourage more active participation.

#### ● Improving Children Book Publication Project

We organized a picture book contest with the theme of "environment." Three winning titles were selected and published. We held an Improving Children Book Publication Workshop and one paper theater created at the workshop was published. A translation contest of "Story of Asia," an educational book, was also held and the winning translation was published.

**Challenge** Our partner association, Myanmar Writers Association, is very busy and difficult to provide constant cooperation. Therefore it is necessary to come up with a way to strengthen the partnership.

### Achievements



Picture books/paper theaters published:  
3 titles, 19,200 books  
Library activity participants: 110,513



Workshop participants: 20

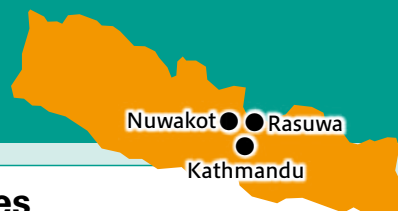


School constructed: 4





# Nepal



## People's Voices



**Master Dorje Tamang (12 years old)**  
Fifth grader in Shanti Devi School

I was looking forward to studying in the new school building because the temporary school building was so hot in summer and so cold in winter. Thank you for supporting our school.



1 Teachers storytelling with picture books for students  
2 Staff of Nepal office

### Current situation

Due to the delay of the recovery from the earthquake, only 1,141 schools, 14% of the total, have been rebuilt. The Nepal education system is moving towards a new system and after the change, the current primary and lower secondary education will be the basic education (from first to eighth grade), and the secondary and higher secondary education will be the secondary education (from ninth to 12th grade). The reality, however, is that only 21% of the children can graduate from the higher secondary school because the dropout rate in primary and secondary education is high (52%), and the pass rate of high school graduation exams is low (44%).

### Project

- **Strengthening Resilience of Earthquake Affected Schools in Damaged Primary Schools in Nuwakot District and Rasuwa District**

#### [School construction]

We built three school buildings with 17 classrooms in Nuwakot District. Most of the students in these schools are Tamang – an indigenous inhabitant, and Dalit (Scheduled Castes), who are discriminated against in Nepal. As the new schools were built, 329 children and 18 teachers, who were studying in the temporary school buildings, can now learn in safe school buildings. The new school buildings will be registered as an aseismatic structure facility in February 2018 by the Ministry of Peace and Reconstruction.

#### [Providing children's mental healthcare and disaster prevention education through library activities]

We established a library section in each classroom from pre-school to fifth grade in three schools targeted for the school building construction support and eight schools around the area. (One school has a library section for only third to fifth grade classrooms) In the library section we set up bookshelves with about 100 books.

We conducted a two-day library activity workshop twice for teachers. In total 56 teachers from 14 schools participated in the workshops. The participants learned basic knowledge of disaster prevention, how to utilize and manage the library section, and how to perform the disaster prevention paper theater.

We published two titles of paper theaters featuring the mechanism of how an earthquake occurs and how to protect yourself safe at school when an earthquake hits. We made 150 copies of each title and distributed the paper theaters to 14 schools and 70 public and community libraries.

#### [Drawing up disaster prevention plans in targeted schools and raising public awareness to disaster prevention]

These projects will be implemented in 12 public primary and lower secondary schools in 2018. We have also organized workshops for the planning of school disaster prevention, and developed a training package to learn how to inform the school disaster prevention plan and to implement the evacuation drill at school.

### Achievements



Workshop participants: 56



Schools constructed: 3  
Book sections established: 64

# ! Emergency Relief



1



2

1 Refugee family living in simple tent (Afghanistan)  
2 Long lines for relief supplies at distribution area (Afghanistan)



3



4

3 Interaction program between Kesennuma City, Miyagi Prefecture and Kumamoto Prefecture  
4 Interview at the Asakura City Disaster Volunteer Center

### Emergency Relief for Afghan Refugees Repatriated from Pakistan

The largest ever number of Afghan refugees are returning from Pakistan because of the Pakistan's official strategy forcing refugees to return to Afghanistan. About 620,000 returned in 2016 and 550,000 in 2017. Those returning to Afghanistan are struggling with having no regular employment, and what is worse, this mass repatriation has caused an increase in house rent, land cost and food price, and has left the refugees in very bad environments – living in such as simple tents, barns and animal sheds.

To deal with this problem, we started the emergency relief project to a total of 18,740 repatriated people through Winterization Assistance to 960 households from December 2016 to February 2017 and a food support to 1,800 households from April to August 2017. Our support project, carried out in collaboration with the Afghanistan government and U.N. agencies, targeted the households that hadn't had any support after repatriation. We also started to provide "Child Friendly Spaces" in November 2017 for children who were forced to evacuate due to the military conflict.

The Eastern Afghanistan area, where SVA is operating, still needs emergency humanitarian aid because the battles between the Taliban, IS and the government are escalating and many citizens are becoming Internally Displaced People (IDP).

### Northern Kyushu Heavy Rain Disaster Support

The record rainfall from midnight on July 4 to the dawn of July 5, 2017 caused a massive disaster in Asakura City in Fukuoka Prefecture. We dispatched two emergency rescue staff to the city to do the fact-finding of the situation and the needs of people, and to distribute relief supplies, with the help of the Kyushu Sotoshu Youth Party and the Saga Prefecture Sotoshu Youth Party. As one of the domestic emergency network members, we also dispatched one staff member to the Asakura City Disaster Volunteer Center for three weeks from August to September to help with the coordination of support activities.

### Exchange Programs for Children in Kumamoto and Kesennuma City

In cooperation with the "Institute for Outdoor activity & Environmental education" (Kumamoto) and NPO HAMAWARASU (Kesennuma), we conducted an exchange program in Kesennuma City in August, for children who had been affected by the Kumamoto Earthquake and the Great East Japan Earthquake. Through nature experience activities – interacting with sea, they learned together how natural disasters occur and what they can do towards recovery from the disasters, and made presentations about the good points in their cities each other.





# Response to the Great East Japan Earthquake



## Mobile Library Project End - Rikuzentakata Community Library Handed Over to Local People

The mobile library activity in Iwate, Miyagi and Fukushima Prefectures ended in March 2017. Lending books was not all of their activities, but they helped create, by serving teas, places where the local residents could freely interact with each other.

As the new Rikuzentakata City Library opened in July 2017, the library service by Rikuzentakata Community Library became discontinued. But many people voiced regret of the closure, so the local NPO "Rikuzen Tagada Hakki Project" and the residents' association, which had been supporting the Mobilia temporary housing complex where the library was set up, decided to take over the management of the library.



Rikuzentakata Community Library

## For People in Minamisoma to Live Safely and Peacefully

In Odaka-Ward, Soma City, Fukushima Prefecture, where the evacuation order was issued due to the nuclear power plant accident, the order was lifted in July 2016 except in the difficult-to-return zone. However, it has not stopped the depopulation trend - from 12,842 at the time of the disaster to 8,627. Furthermore, the number of people actually living in the local community is only 2,412. (As of December 31, 2017)

In April 2017, the Yamamoto office in Yamamoto Town, Miyagi Prefecture moved to a place near Haranomachi Station of JR Joban line and was renamed the Minamisoma Office. The office has assisted a salon (tea party) in Odaka-Ward operated by Minamisoma City Social Welfare Council and the Minamisoma City Library's mobile library car visit to the public housing in which disaster victims are living.

It also cooperated with a local group "Manabiai - learn-

ing together - Minamisoma" in interviewing and editing of "Kikigaki" (it literally means: listening and recording) and helped them edit a book regarding how the local people love and are proud of their community.



Interviewing and editing of "Kikigaki"

## Support Recovery of Local Community Now on sale and well accepted

### Kesennuma Kurauchi Produce "Koi-Wakame - rich flavor soft seaweed"

500 yen a package (without tax) + postage

Despite facing the huge damage by the tsunami, the fishers' cooperative group "KUR-AUCHINOMEGUMI" made up their minds to restart the fishery with a vessel - the only survived one. They have cultivated seaweed in rich sea water where cold and warm currents meet. The seaweed absorbs abundant nutrition from the sea and grows into thick and tasty seaweed with rich flavor.



### Andenet - a knitted acrylic scourer

500yen (without tax) + postage

Local mothers in the affected areas got together in 2011 to sell hand-knitted acrylic scourers in the shape of marine creatures which were inspired by the local specialty, so that they can expand the local network through the knitting activities, which was named Andenet. (Ande means knit in Japanese.)

The proceeds are allotted to the wages of the producers of Andenet and to activity cost for mothers.



## Activities & Performance

### "Campaign to Deliver Picture Books" to children in Asia

Picture books teach children "many stories" and "the pleasure of learning language" and "a world unknown to them." Since 1999, we have carried out the "Campaign to Deliver Picture Books," which is a project to deliver Japanese picture books with local language translation stickers pasted on. More than 290,000 picture books have been delivered so far.

● Achievement in 2017 : 18,357 ● Target for 2018 : 18,254

Countries and regions Cambodia, Laos, Myanmar (Burma) refugee camp, Afghanistan, Myanmar, Thailand

Translated languages Khmer language, Lao language, Karen language, Burmese language, Pashtun language



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### "CRAFT AID": supporting by shopping

SVA has operated a fair-trade business, "CRAFT AID," selling hand-made products that are created by women with the aim of raising finances for children's education. We have started sales of "FEEMUE" brand, which originated from the Klong Toey slum, the most densely inhabited area in Thailand. Please order online or by catalogue distributed for free.



### "Contribution Project": donating items you don't use

If there are any books, CDs, accessories, luxury goods or gift certificates that you don't need in your house, please apply for our "Contribution Project." A courier will come by and pick up the items free of charge and a

professional buyer will appraise them. The amount appraised plus donation will be used for educational assistance for children in Asia.

### "Monthly Supporter (Asian Library Supporter)": continuously supporting our operation

In order to continue our assistance programs, your continuous assistance is essential. We are looking for "Monthly Supporter (Asian Library Supporter)", who makes a monthly donation - the minimum is 1,000 JPY a month. You can donate to us through automatic withdrawal of monthly predetermined amount from your bank account or credit card - no need to go to a bank or a postal office for money transfer. A message card with photographs of children and newsletter will be periodically delivered to every supporter.

- New support members in 2017 : 125
- Support members in total at the end of 2017 : 1,390



### Publishing of Two New Books

#### Challenge and Hope

2,000 Days of Supporting Affected Areas after Great East Japan Earthquake

The book describes how the staff and collaborators felt during their various support activities such as developing community, creating comfortable places, learning assist and mobile library. With tracking people who were closely standing by Tohoku for six years, each supporter's detail aspects including the true emotions and the change of view of life were revealed.

Publisher: Akashi Shoten (November 2017)  
Editor: Shanti Volunteer Association



#### I am Ten Years Old, raised without Knowing Books.

270 thousand books delivered to children in Asia

Some children in Asia have found a hope of living just with meeting one book, although so many have never had the chance to read books. This publication introduces SVA's activities for 36 years which have created libraries and delivered translated picture books, and the episodes of children who enjoyed reading the books.

Publisher: Godo Shuppan (December 2017)  
Editor: Shanti Volunteer Association  
Author: Akiko Suzuki, Eri Yamamoto, Takafumi Miyake



Media coverage	Events	Lectures
188 cases	21 events / 609 participants	77 lectures / 3,755 participants



# Financial Report

(JPY)

(Fiscal Year: from January 1st to December 31st)

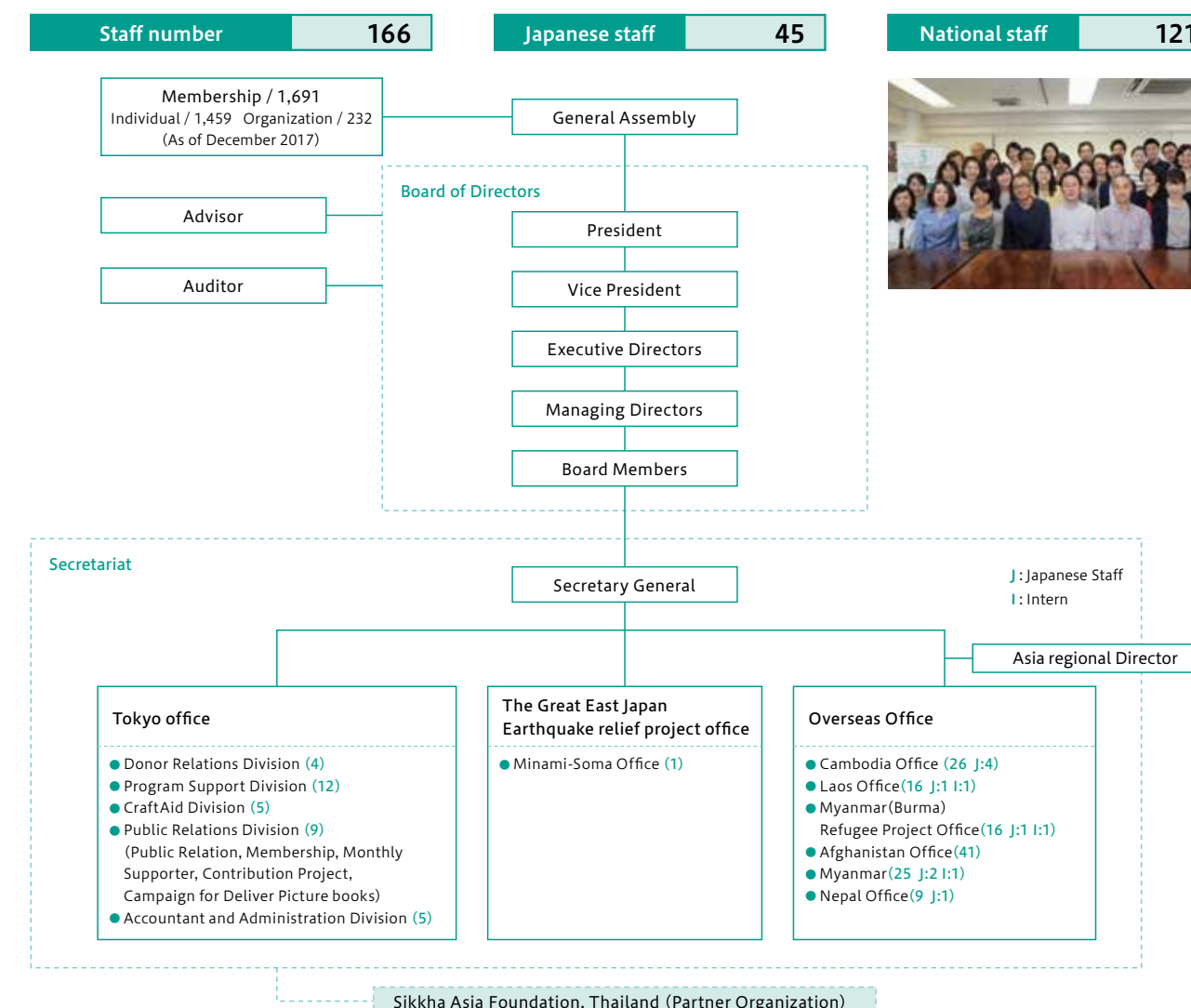
Recurring revenue	2016	2017
Bank Interest	104,701	126,897
Membership Fee	24,941,000	24,363,500
Donation	376,187,712	346,663,215
Subsidy	186,658,715	146,443,470
Operating revenue	—	—
Programs for Profit	121,575,835	223,038,711
Others	2,663,838	2,184,344
<b>Grand Total</b>	<b>712,131,801</b>	<b>742,820,137</b>

Expenditures	2016	2017
Public Benefit Service 1		
Thailand	15,053,924	12,660,008
Cambodia	95,192,736	77,362,700
Laos	51,211,164	46,887,844
Myanmar (Burma) Refugee Camp	43,015,127	44,944,610
Afghanistan	132,067,492	188,703,063
Myanmar	49,292,486	50,020,816
Nepal	2,230,073	67,260,231
The Great East Japan Earthquake	59,081,858	27,189,230
Emergency Relief(Overseas)	41,072,566	10,772,992
Others	59,879,917	58,278,099
Public Benefit Service 2	72,846,223	65,424,861
Public Benefit Service (Common)	12,236,096	23,486,115
<b>Public Benefit Service Total</b>	<b>633,179,662</b>	<b>672,990,569</b>
Profit-making Activity	45,729,801	50,785,662
Administration	19,629,650	22,820,702
<b>Grand Total</b>	<b>698,539,113</b>	<b>746,596,933</b>

The financial report were audited by the independent auditor(Yoshiyuki Tanaka, Certified Public Accountant Authorized Tax Consultant).

# Organization Chart

(As of April 1, 2018)



## Advisor

Mr. Fusao Adachi  
Rev. Hojun Abe  
Mr. Masahiro Onoda  
Rev. Eisho Kawahara  
Mr. Takashi Shiraishi

## Technical Advisor

Mr. Makoto Okamoto  
Mr. Toshiyuki Osuga  
Ms. Sachiko Kamakura  
Mr. Yoji Nagahama  
Mr. Koji Tezuka

## Board of Directors

### President

Rev. Kyoei Wakabayashi

### Vice President

Ms. Kayoko Koza  
Rev. Gido Sambe

### Executive Director

Rev. Wako Okamoto

### Managing Director

Mr. Hitoshi Ichikawa  
Prof. Tatsuya Hata  
Rev. Bunmei Hayasaka

### Board Members

Rev. Shiro Arima  
Prof. Takashi Shimosawa  
Mr. Hisashi Seki  
Rev. Shunko Chino  
Ms. Makiko Stapf Nagakura  
Ms. Noriko Nakamura  
Mr. Katsumasa Yagisawa  
Ms. Chieko Watanabe

### Auditor

Mr.Shigeru Nonaka  
Mr.Kazuo Masuda



## Organizational Profile

**Organization Name** Shanti Volunteer Association

**Establishment** December 10, 1981

**Registered Date of Incorporated Association** August 19, 1999

**Registered Date of Public Interest Incorporated Association** January 4, 2011

## Support and cooperation from individuals

### Donation

We received donations from 5,418 individuals and 1,947 organizations in 2017.

### Bequest and donation from inheritance

There are various forms of bequests including the bequest according to the wills of the deceased, the

assignment while alive and the donation as condolence money - a Japanese custom which offer money at funeral. There was a case where we got a contact which offers a bequest by saying "As I have a few months to live, I want to donate my inheritance, even though it's small."

## Volunteer

### Volunteers and Interns

- Campaign to Deliver Picture Books

Office volunteers: 23

Translation volunteers: 4

- CRAFT AID Division

Office volunteers: 6

- Tokyo Office Interns

Public Relations Division: 4

Donor Relations Division: 1

### Pro bono workers

The people named below have kindly cooperated with us by using specialized knowledge, skill and experience:

- Ms. aurinco
- Ms. Saori Kuwayama
- Ms. Momoko Takahashi
- Ms. Takako Hayashi
- Mr. Yasuhiro Ishizaka
- Mr. Keita Kamikado
- Ms. Angelika Heriyanto
- Members of Tokyo YWCA International Language Volunteers (ILV)
- Mr. Yasutaka Murakami
- Ms. Miho Iyama
- Mr. Kazuki Murai
- Mr. Norihiko Izutsu
- Ms. Kin Rinna
- Ms. Yumi Shultz Yasaka
- Cooperation in photography
- Mr. Yoshifumi Kawabata
- Cooperation in video production
- Mr. Takaharu Eto

## Collaboration with relevant organizations

### Ministry of Foreign Affairs of Japan (MoFA)

Through the "Grant Assistance for Japanese NGO Project" by MoFA, we conducted project for Improvement of Primary Education in Afghanistan, Strengthening Resilience of Earthquake Affected Schools in Nuwakot and Rasuwa District, Nepal and Non Formal Education Project through community libraries in the refugee camps along the Thai-Myanmar border.

### Japan Platform (JPF)

Subsidized by JPF, we conducted Assistant for the Returnees in Nangarhar and Protection Assistant for the Returnees in Nangarhar.

### Japan International Cooperation Agency (JICA)

Through the "JICA Partnership Program," we conducted 2 projects: Quality Improvement of Early Childhood Education at State Preschools in Battambang Province, Cambodia and the Improvement of Capacity of Teaching in Pre and Primary education for children especially for minority in Laos.

### Support for our activities

The "Campaign to Deliver Picture Books" are sponsored by the Ministry of Education, Culture, Sports, Science and Technology (MEXT), the Japan Library Association and Japan Council of Promoting Book Reading, a public interest incorporated associations.

### Special thanks to the following persons who cooperated with producing the annual report.

**Writing** : Ms. Chihiro Fujiwara (Freelance writer)

**Designing** : Mr. Masaki Sato (Alpha Design)

**Photography** : Mr. Yoshifumi Kawabata (Photo Journalist)

**Translation** : Tokyo YWCA International Language Volunteers (ILV)



公益社団法人

シャンティ国際ボランティア会

Shanti Volunteer Association

Shanti Volunteer Association Annual report 2017

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