

Shanti Volunteer Association

Annual report 2018

“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

“Kimono in the colors of the sun”

Text & Illustrations

© Takako Hirano 2007

by Fukuinkan Shoten

Photo by Yoshifumi Kawabata

All folk dances were admirable. It's hard to tell which one is the best. But actually, our dance is my favorite.

This was a remark made by an eight-year-old Hmong boy after he participated in the Refugee Children Cultural Festival. You may think it is an insignificant comment. However, his word has an important implication for children living in refugee camps, because it clearly shows that he understands and respects other ethnic groups while taking pride in the cultural identity of his own group.

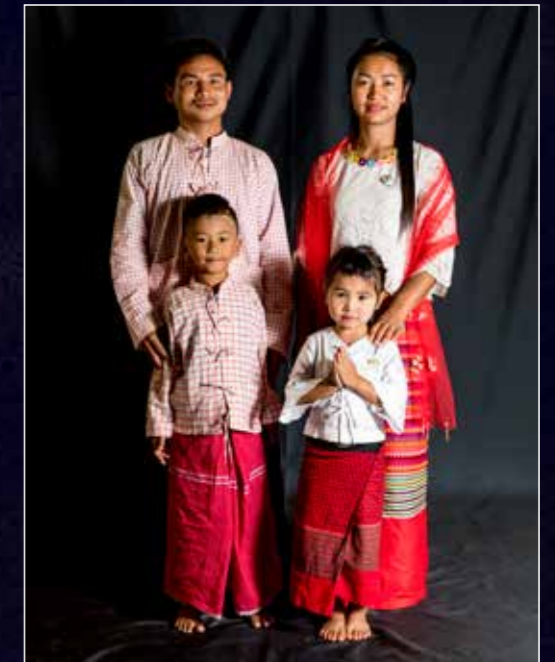
Children who leave their countries and live in refugee camps only have limited opportunities to experience and learn about their own cultures. They are forced to live without having confidence in their identity of "who they are." For humans, nothing can be as unsettling as being in such state.

Imagine that you are compelled to live in a place of different language and culture. For a human life, to establish one's own identity is as important as clothing, food, and shelter.

For the Refugee Children Cultural Festival, adults teach the children their traditional dances and songs and through practice, children find their identities. On the day of the festival, those children learn to understand and respect each culture by watching the dances and being exposed to cultures of other ethnic groups. These experiences would surely become the foundation for these children to build a peaceful future.

Eh Dah Well, one of the Toshokan Youth Volunteers, says, "I realized the significance of this festival when I saw the children who don't usually come to the library working beyond barriers of ethnic groups for the event."

In this refugee camp, people are now preparing to return to their hometowns. At the same time, their concerns for their future are increasing. Under such circumstances, this festival is also meaningful for the adults living in the camp to revisit their cultural identities.



Hmong family wearing traditional clothes.
Taken at the Myanmar(Burma) refugee camp in 2018.
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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

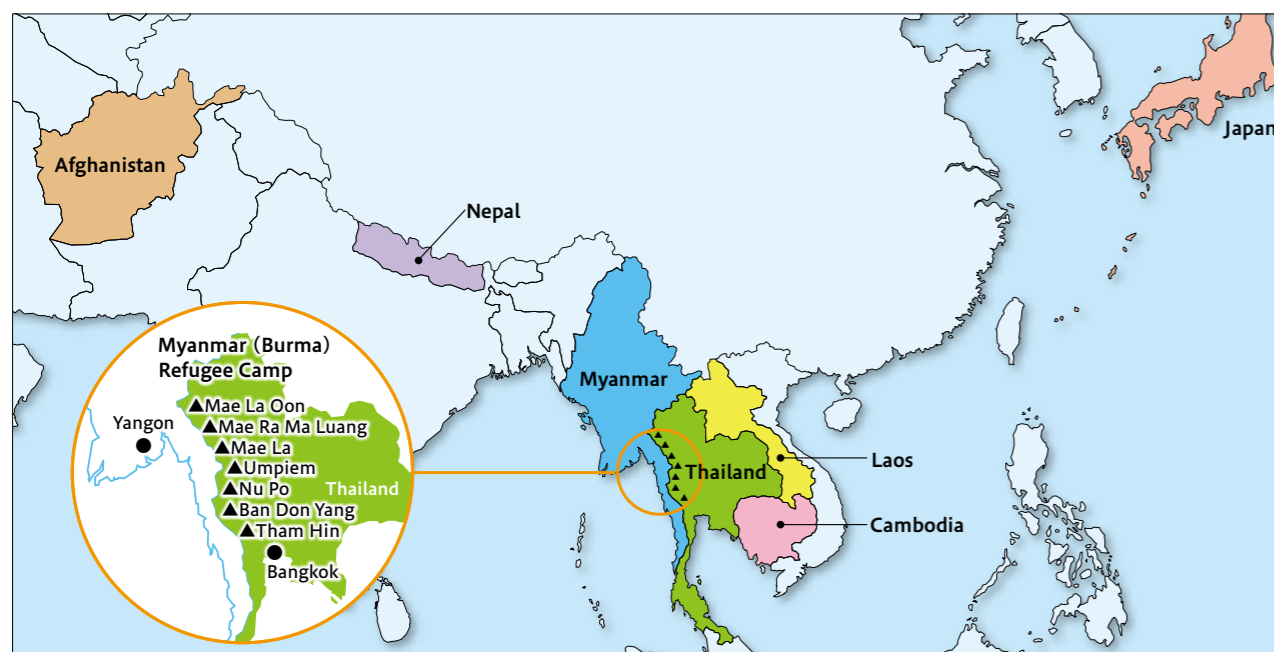
We aspire to build a society in which the people of the world are able to "Live Together and Learn Together" in peace (shanti), respecting human dignity and diversity.

Our 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.

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

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

Shanti's Involvement in "Sustainable Development Goals (SDGs)"

17 Sustainable Development Goals (SDGs) were adopted at the UN General Assembly in September 2015. These goals are set as common goals for both developed and developing countries to achieve by

2030. We, SVA, put effort into solving educational challenges to accomplish "Goal 4. QUALITY EDUCATION" as well as other various goals among SDGs.



To Create Safe and Secure Environments for Children to Study

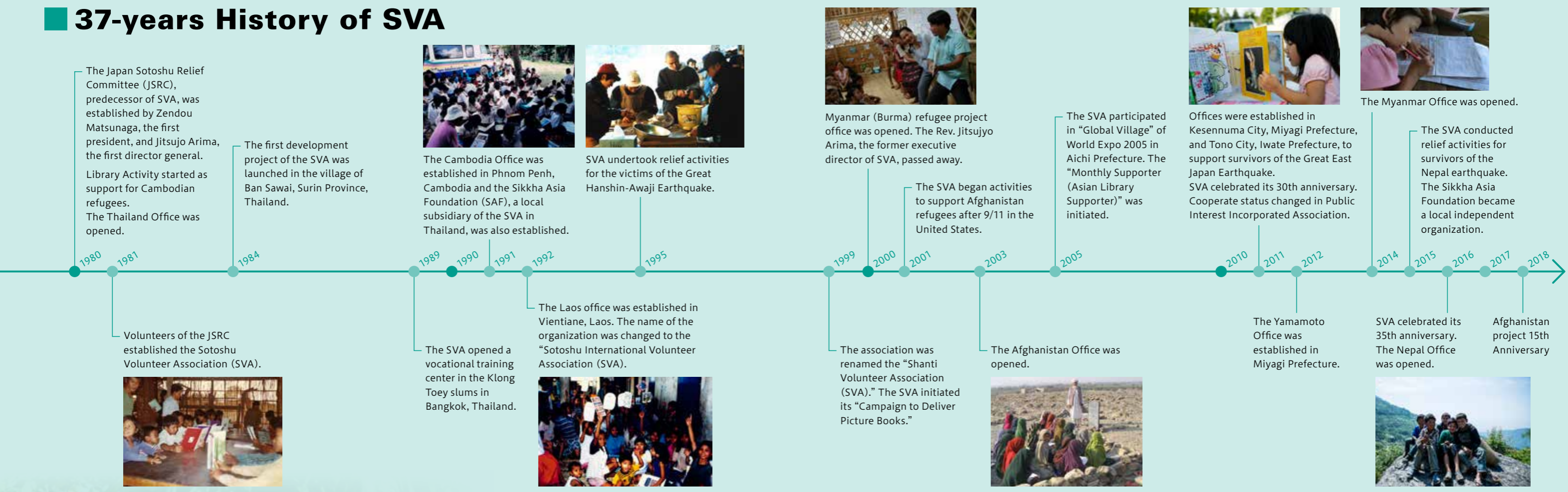
Safe places for studying, books and materials, and appropriate teachers--these are essential factors in providing safe and secure environments for children to concentrate on learning.

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

37-years History of SVA



Achievements	2018	Total
Achievement 1 Providing opportunities to read books		
Publication of picture books	21 titles	493 titles
Picture books delivered	18,492	312,236
Users of Libraries :	79 million	13.48 million
Achievement 2 Developing human resource		
Training participants	2,309	544 times / 33,202
Achievement 3 Creating a place of peace for children		
Schools constructed Libraries/ library rooms opened	13 36	403 876
Achievement 4 Emergency relief		
Times responded for emergency rescues	3(Overseas 3, Japan 1)	64(Overseas 41, Japan 26)

Greetings Rev. Kyohei Wakabayashi (President)

We deeply appreciate your continuous understanding and cooperation. Support for education and culture cannot be achieved immediately, but we're starting to feel the fruits of our activities. Ms. Sounitar Phimmasone of Laos, in her childhood, coincidentally passed by the Children's Home for Culture and Education supported by SVA. She became interested in this facility and went there almost every day. Eventually, she went to university on a scholarship and is now working at Lao National Television as a newscaster. Moreover, she runs a private children's home. We are glad that our activities nurtured a dream of a promising youth in some way. We will continue to support young people as a small step to create a Shanti (=peaceful) society.

Also, in reaction to the news of the Western Japan Floods, the elementary school children who have had close relationships with SVA sent a message to the local office that said, "PRAY FOR JAPAN." We believe the cross-border friendship is indispensable to achieve world peace. We, SVA, will keep working for a peaceful society while examining ourselves, together with our supporters.



若林恭英



People's Voices



Ms. Norpuwkeh (15 years old)
2nd year in junior high school

All of our family members are stateless because my parents didn't know about nationality procedures. Stateless people cannot obtain health insurance, so hospital and medicine costs are quite high. It may not be much, but I have applied for a scholarship to help out with the family budget. In the future, I want to be a flight attendant and visit Japan, my favorite country.



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

Current situation

In Chiang Rai Province, there are many stateless hill tribe minorities and illegal immigrants from neighboring countries. The three boys and the assistant coach of a soccer team who were miraculously rescued from the Tham Luang Nang Non Cave of the same Province in July 2018 were also stateless. However, they were granted Thai citizenship in the following month. Some SAF scholarship recipients are stateless, so we will keep careful watch on their conditions. Politically, Thailand has been under military government; however, the ban on political activities was finally lifted in December 2018. After the 2019 Thai general election, the people who had been oppressed for a long time will start to speak up. Additionally, the government has eased some rules for foreign workers, such as newly allowing them to take 12 out of the 39 occupations that were prohibited.

Project

● Project to Improve Education Opportunities (Payao Province, Tak Province, slum area and poor neighborhood in Bangkok)

SAF provided scholarship to 438 junior high and high school students. (Bangkok: 68, Tak: 194, Payao: 176). In February, staff members made home visits to the three targeted areas and new scholarship students (junior high and high school students) were selected in April.

The scholarship award ceremonies were organized in Bangkok, Tak and Payao. In Bangkok, personnel of Nikon (Thailand) Co., Ltd., the Japanese Association and the Embassy of Japan attended the ceremony as guests of honor. In Tak, personnel of NIKON CORPORATION participated. In early August, the Work Camp for all scholars was held at the Shanti dormitory in Payao Province. A total of 100 participants enjoyed rice planting and performed traditional dances.

● Project to improve Education Quality through Mobile Library Project

The activities of the Mobile Library Project were conducted 145 times at schools in the slum area of Bangkok, Mahachai District, Mae Sot County in Tak Province, and a school for the deaf in Nakhon Pathom Province. A total of 17,689 children participated.

In Thepraksa Community in Bangkok, the Children's Day Event was held. The children of this area don't have access to education because no school facilities for Burmese exist. Next year, we are going to investigate the situation of these children, taking into account the child labor issues.

Achievements



Library activity participants: 27,413



Scholarship recipients: 461



People's Voices



Ms. Yeng Savtey (12 years old)
6th grader in elementary school

All my friends are happy about learning in the new classrooms. I will make sure to keep the beautiful classrooms and desks clean, which I dreamed of using for a long time. In the future, I would like to become a teacher and pass on my knowledge to the future generations.



1 Librarian reading to the children
2 Staff of the Cambodian office

Current situation

In July 2018 an election for the Cambodian House of Representatives was held. The Cambodian People's Party won in September and it set up a new government. However, the political situation remains shaky, as Cabinet members have not changed and the leader of the largest opposition party is still under surveillance. As for the education system, there has been improvement in the learning environment of pre-school and elementary education. However, the percentage of students graduating from elementary school at the age of twelve still remains low at around 40%. Though the economic growth rate is strong at 7%, Cambodia still needs a lot of assistance in terms of education.

Project

● Dream School Project (Supporting Disadvantaged Primary Schools)

Construction of four schools and renovations of two schools in Battambang Province and Siem Reap Province were completed by the end of December.

● Library-Oriented Community Learning Center (CLC) Project

In May, ceremonies were held to hand over the CLC to the local provinces. Workshops for the Librarians and CLC Management Committee (CLCMC) were held and the lending operations have begun. Training for chicken farmer was held for agricultural extension staff, which resulted in successful selling of products in the market for some farmers.

Challenge Capacity of the CLC Management Committee needs to be enhanced, as workload per staff has increased and some projects could not be completed as planned.

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

We monitored the targeted schools from the end of 2017 to early 2018. Members of TENRYU-KOSEIKAI, our project partner, visited and monitored the schools for one week starting from Jan 24. They helped in promoting understanding of pre-school education and checked on the progress of the actual plans in place. Cooperating with local counterparts, they also helped in organizing conferences and provided support during their stay. Battambang Resource Pre-School won the Good School Award and the award ceremony was held in Phnom Penh in March. In June, the final follow-up training sessions on guidebooks and manuals were held for trainers in the provincial education department and staff in the early childhood education department.

Challenge Whenever there is a change or retirement of teachers, new teachers will need technical guidance from the beginning.

Achievements



Library activity participants: 72,484



Workshop participants: 904



Schools constructed: 4



People's Voices



Ms. Bounyong (28 years old)
Hadsang Primary School

Children's Reading Promotion Activity has taught me the importance of reading books as well as how to manage and keep track of books in the library. A lot of students are from the Kham as the Lao language is not their mother tongue. So, picture books help them learn the language.



1 Teacher reading Ookinakabu ("The Turnip" Fukuinkan Shoten) to children
2 Staff of Laos Office

Current situation

The Brou has been officially approved, as a result now the country has 50 ethnic groups. The Ministry of Education and Sports is in process of renewing the national primary curriculum, textbooks, and teacher's guide. In alignment with this, our project would contribute to improve the quality of education. On the other hand, national budget for education does not reach the target level of the Education Sector Development Plan (2016-2020).

Project

● Improvement of multi-grade class management by enhancing the teaching capacity of Teacher Training Colleges in the Northern Laos

SVA newly signed a memorandum with the Ministry of Education and Sports in July and the kick-off meeting to start the project were held with participants from 11 government sectors in August. Baseline survey for two teacher training colleges and 32 primary schools was conducted.

With the cooperation of Hokkaido University of Education, we implemented study visit in Japan. In this study visit, eight people from the Ministry of Education and Sports and the Provincial Education and Sports Service, and trainers of Teacher Training Colleges joined. The program included visits to multi-grade primary schools in remote rural areas and attending a study conference.

We also began revising the "Multi-Grade Class Teaching handbook" which was developed in Phase 1.

● Reading Promotion through Mobile Library

Two titles of picture books, 4,000 copies in total, were reprinted. Reading promotion workshop was held in Pak-xeng District in Luangprabang, with 72 teachers from 24 schools participating. Mobile library activity was conducted three times each at 12 schools, with 2,091 children and 147 teachers and residents participating. A total of 866 books were lent.

Challenge Follow-up for teachers must be implemented in order to let them properly understand the importance and effectiveness of reading activities.


● School Construction Project


One-year inspection was conducted at two schools constructed in 2017 and some repair was completed.


In 2018, construction of one school building with three classrooms began at two schools.

Challenge Construction has been delayed due to the difficulty of selecting the schools and the effects of the heavy rain.

Achievements

 Library activity participants: 2,091

 Workshop participants: 72

 Schools constructed: 2



People's Voices



Mr. Mosel (53 years old)
Ban Don Yang Refugees Camp

I work as a farming staff of NGO. Library is an important place because it provides useful information that I didn't know. Without library, we would be ignorant of the outside world.



1 Quarterly meeting attended by supporting members of the library activity
2 Staff of Myanmar (Burma) Refugee Project office

Current situation

Although facilitated return is gradually carried out in the Refugee Camp, 80% of the residents are not willing to return home mainly because of the lack of means of livelihood. On the other hand, assistance from international NGOs is decreasing and it was announced that provision of food would be significantly reduced. We are repeatedly consulting with camp officials about how to maximize limited resources to manage libraries so that refugees can continue using them in the future. We will also develop a new project aimed at supporting returnees.

Project

● Non-formal Educational Project through Community Libraries (Phase-6)

At 21 libraries in the 7 refugee camps, we carried out the Community Library Activity for all residents. The number of users for 2018 was 379,448 (children: 225,183, adults: 154,265).


A total of 170 young people participated in the "Toshokan Youth Volunteer," which provided opportunity of self-fulfillment for young people living in the camps. Children's Reading Promotion Project was carried out 2,704 times in total at 90 places in 7 camps and 88,987 children joined in.


In order to promote reading activity at school, Mobile Library Activity was performed at 92 schools near the Community Libraries. Reading Promotion Workshops targeting school teachers were also held and a total of 249 attended. In addition, we printed 5,000 text books in Karen language for 5th graders of primary school, 400 guidebooks for teachers and 2,000 picture books (one title in 2 languages).

Challenge The number of librarians decreased from 51 to 31, as many left the camps for resettlement in a third country or voluntarily return to their homeland. Library committee of each camp needs to carefully review the employment contract with the remaining librarians for the coming year and thereafter.

In addition, the project will be downsized during the fiscal year of 2019 due to cutback in funding. As a new organizational structure is installed during 2019, more support and come for our staff will be needed.

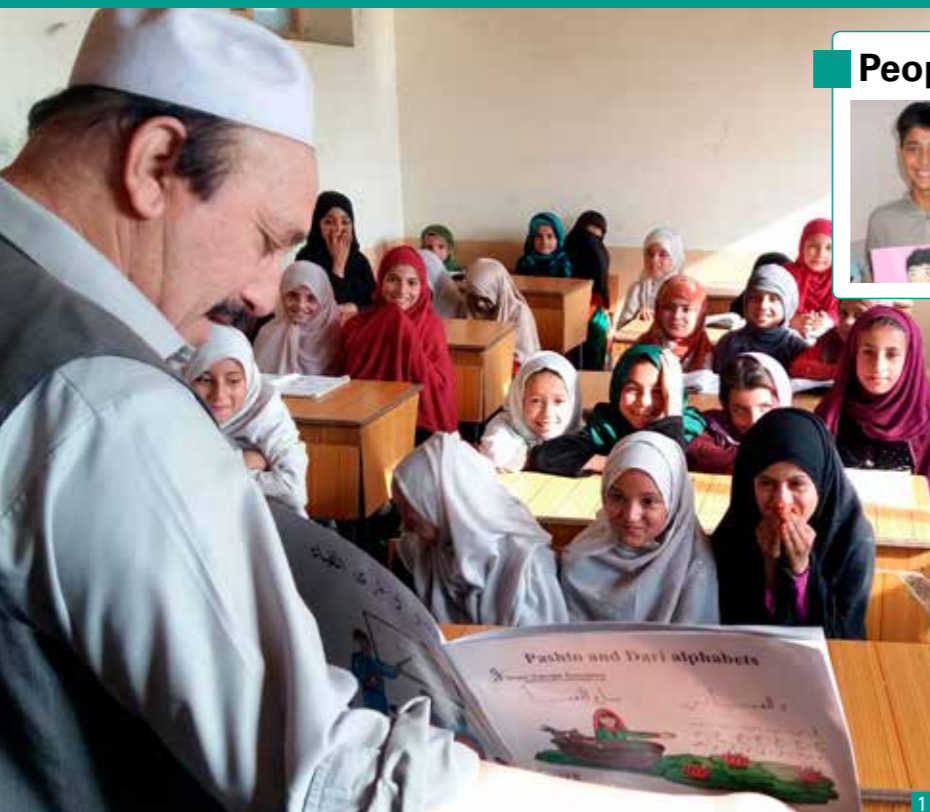
Achievements

 Picture books/paper theaters published:
1 titles, 2,000 books
Library activity participants: 421,691

 Workshop participants: 496



Afghanistan



People's Voices



Ms. Matiullah (12 years old)
First grade of junior high school

Thanks to the library, I have discovered and learned a lot of things. Especially, after I have learned handicraft in the library, I have been able to support the livelihood of my family by producing and selling goods on my own.



1 Staff telling a story to students at a school
2 Staff of Jalalabad Office 3 Staff of Kabul Office

Current situation

In addition to conflict between the government force and Taliban fighters, affiliation of other armed groups such as IS, has made conflict in Afghanistan more complicated. A ceasefire was realized for three days in June 2018. After that, citizens' movements calling for extension of the ceasefire were frequently shown up. Although people are finding a ray of hope that peace to come, their anxiety continues to increase because of situations; for example, some polling stations were attacked during the House of Representatives election held in October. Several educational facilities were attacked in Nangarhar, where we are implementing our activity. Hence, we had to operate Children Library with carefully monitoring of security situation for a couple of months.

Project

● Project for Improvement of Primary Education by way of school construction (Phase 4)

We constructed an eight-classrooms building and a facility with five toilets at Sharake Talai School in Kabul. We also provided learning equipments including desks and chairs and held an inauguration ceremony inviting officers from Ministry of Education and people from local community.

Trainings for management and maintenance of the school building were conducted for school teachers after that. 1,906 children start learning in the safe classrooms from new semester beginning in late March 2019.

Challenge Since drought occurred, a water well in school had to be repaired.

● School Library Project (Phase2)

On average, 251 books were lent out per school at 14 schools in Nangarhar and 133 books at 9 schools in Kabul. The overall average was 208 books per school, which decreased from 348 in the previous year. We set up library room at 14 schools, including a newly constructed school; four schools in Kabul and 10 schools in Nangarhar. We also conducted teacher and librarian trainings at each targeted school.

● Children's Reading Promotion Project

Children Library operated in Jalalabad has opened for 237 days weekdays. The cumulative number of annual users recorded 39,829. 168 children visited there per day. The total number of books lent was 11,612.

We also held learning course for children who were not attending school and 40 children completed it. Transfer procedures have been completed for the children who participated in it last year, turned out that 38 out of 40 children could entered public schools.

Achievements



Picture books/paper theaters published:
12 titles, 2,800 books
Library activity participants: 39,829



Workshop participants: 650



School constructed: 1
Library/library rooms constructed: 14



Myanmar



People's Voices



**Mr. U Soe Zaw (left),
Ms. Daw War War Yee Shwin (right)**
Members of Children Book Publication Committee (CBPC)

It was not easy to make a picture book in Myanmar, where children's books are not popular. In particular, we, as writers and illustrator, are not used to work together. We will continue to do our best to create new stories so that children can acquire various pieces of knowledge.



1 Children reading picture books at the library section newly set up in the school
2 Staff of Myanmar Office

Current situation

Myanmar, in which the democratization and the economic development are proceeding, achieved 6.4% of GDP growth rate in 2018. On the other hand, no clue to solution of the Rohingya problem has been found. The government has been criticized in this regard by the western society. The Japanese government has kept a distance from this issue and decided to donate the Official Development Assistance (ODA) of more than 117 billion yen to the country. In terms of education, the school textbooks have been revised through the international assistance of JICA and the promotion of reading and school library has been advanced. Nevertheless, as various resources at the grassroots level have been insufficient, we will create an environment where children can get access to books.

Project

● The Reading Promotion Project at Primary School

We put up a library section in eight public primary schools and 667 books were shelved in each school. We also provided library training for school teachers, in which 43 teachers participated. In addition, a seminar on the Minimum Package Guideline, which was developed from our lively experiences in other countries, has been held and 56 people including officials of the County Educational Department and school principals attended. The Children Book Publication Committee (CBPC) was organized by 15 members to whom we gave an expertise training. Four books created by this committee were published. Fourteen public libraries conducted mobile library activities for 18 schools three times individually. The follow-up training for librarians of public libraries was provided as well.

● School Construction for Monastic and Government schools

The construction of two monastic schools were completed. We set up a library section in each classroom and donated 236 books of 115 titles.

Challenge Although the rainy season greatly affected the progress of construction, we worked it out in collaboration with the "School Construction Committee" consisting of people in the community.

● Reading Promotion Project in the Eastern Bago Region

We provided mobile library motorcycles and 479 books to eight public libraries. We also conducted storytelling training for librarians of the public libraries, which 23 librarians attended. The librarians of the public libraries instructed storytelling to teachers of the schools which the mobile library project targeted at. Four teachers on average in each school received the instruction.

Challenge More than twenty books were damaged in muddy water due to the floods.

Achievements



Picture books/paper theaters published:
6 titles, 21,510 books
Library activity participants: 229,530



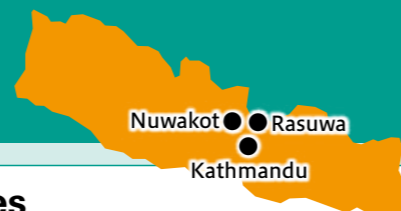
Workshop participants: 137



School constructed: 3
Library/library rooms constructed: 8



Nepal



! Emergency Relief



People's Voices



Bibisha Biswakarma (11years old)
5th grader in primary school

We had a hard time after the earthquake because we lost our classroom. Our school was closed for nearly a month, and even after it reopened, we had to study at a temporary classroom. Now I am very excited with the chance to study at our new classroom. My favorite subject is English and I want to be a doctor in the future.



1 Students and teachers drawing up community hazard maps
2 Staff of Nepal office



1 Female returnees and IDPs participating in hygiene awareness training (Afghanistan)
2 Disaster affected people receiving emergency relief items from counterpart NGO (Indonesia)



3 Cafe Salon (Active Hearing) in a shelter – people can come together to talk (Emergency aid project for heavy rains disaster in July 2018)
4 People enjoying meals they made together (Interaction program between Nishihara Village and Kesenuma City)

Current situation

Nepal is still in the middle of the recovery from the earthquake, and only 45 % of 740,000 households who lost houses could reconstruct their houses. Following the new Constitution, the decentralization process accelerated due to the political stability lead by the Community Party and District Education Office which used to be branch office of the Ministry of Education at district level was dissolved, and Education Department was established at each municipality. However, the shortage of the personnel and the ability of Education Department at municipality is the issue. Progress has been seen such as improvement in net enrollment rate of primary school - rising to 97 %, but problems still remain, including the high dropout rate, the low completion rate, the shortage of permanent and motivated teachers, and the disparity among income, genders, caste and ethnicity.

Project

● Strengthening Resilience of Earthquake Affected Schools in Nuwakot and Rasuwa District

[School construction]

We built three school buildings with 19 classrooms in Nuwakot District. As the new schools were built, 183 students who were studying in the temporary school buildings can now learn in the safe school buildings.

[Providing children's mental healthcare and disaster risk reduction education through library activities]

We set up book corners for three schools targeted for the school building construction, seven schools around the area and four community learning centers. We have conducted the library activity training for teachers three times, which 47 teachers from 12 schools attended. They learned the significance of reading books for development of children, the method to manage the book corner and

how to perform the paper theater (Kamishibai) about the disaster risk reduction, as well as about the storytelling with picture books.

We published two titles of paper theaters with the title of "Land-slide" and "What if an earthquake strikes" and distributed to 26 primary schools and 76 community libraries and learning centers.

[Developing disaster management plans at schools and raising awareness on disaster risk reduction among teachers, school management committee and parents]

We conducted evacuation drills in eight schools, which 460 students and 55 teachers attended. Taking an opportunity of the evacuation drill, we held a meeting to explain the school disaster management plan for parents, which 25 school management committee members and parents attended.

The upper graders in the 12 targeted schools conducted "community watching" – observing dangerous points in community, drew up community hazard maps and presented them to all the students. 303 students, 45 teachers, 45 members of the school management committee and parents attended the presentation.

Challenge As the construction of schools has been delayed due to a lingering rainy season and worsened road conditions, we are planning to begin the construction earlier in the next year. It is necessary to strengthen the monitoring by local partners and to build relationship with local educational authorities.

Achievements

Picture books/paper theaters published: 2 titles, 300 books

Workshop participants: 50

Schools constructed: 3
Book corners established: 14

Emergency Relief for Returnees and Internally Displaced Persons (IDPs) in Afghanistan

In Afghanistan, as many as 6.3million people need support as a result of the refugees returning from neighboring countries, an increase of IDPs due to the deteriorating security, and a severe drought.

Under the circumstances, we established Child Friendly Space for children of the returnees and IDPs who are out of school and in unstable situations. Through this project, we provided the psychosocial support to approximately 700 children. To secure learning opportunities of the children, we also worked to establish temporary learning classrooms at schools overcrowded with the growing number of students. Furthermore, we started Water, hygiene and sanitation project. In this project, we provide trainings to 136 teachers who implement hygiene education for students and the school management committees. We also provided hygiene awareness training to the returnees and IDPs, in which a total of 300 people from 150 households took part.

Emergency Relief for Disaster Affected People by the Earthquake and Tsunami in Sulawesi Island in Indonesia

On September 28th 2018, the earthquake hit Sulawesi Island, Indonesia, causing a tsunami, landslides and soil liquefaction. We dispatched four staff members to the affected areas for initial needs assessment and conducted distribution of emergency relief items. We distributed the daily essential goods such as foods and sanitary items to 1,200 households who needs our support. In addition, we provided baby supplies, school kits and mosquito nets to 1,020 households.

Support for Heavy Rain Disaster Victims in July 2018

We have conducted the emergency relief for the disaster affected area of the heavy rains in July 2018 through dispatching our staff members, mainly to Seiyō City, Ehime Prefecture, one of the seriously damaged municipalities. They checked on the damages, distributed the relief goods and operated the Cafe Salon (Active Hearing) in the shelters, together with the Shikoku Area Soto Young Priests Association and local mothers participating in a book club. Following the closure of the shelters, we started providing materials necessary for meeting spaces at disaster temporary houses and running the Cafe Salon at the temporary housing facilities. We also gave books to Uwajima Municipal Yoshida Junior High School, where the library was closed due to the disaster.

Children Interaction between Nishihara Village, Kumamoto Prefecture and Kesenuma City, Miyagi Prefecture

In cooperation with the "Institute for Outdoor activity & Environmental education" and NPO HAMAWARASU, we conducted an interaction program in Kesenuma City in August for children who had been affected by the Kumamoto Earthquake and the Great East Japan Earthquake. It was impressive that the children of Kumamoto, who seldom had a chance to enjoy the sea, were excited to see the sea. Through the programs such as doing the nature experience activities, learning the mechanisms of how disasters happen and making presentations for each other to share their town's appealing points, they made bonds which will bring strength and happiness into their future life.



Response to the Great East Japan Earthquake



Integration of the Functions of Minamisoma Office into Tokyo Office

At the end of 2018, the functions of the Minamisoma Office were integrated into the Tokyo Office. All the offices in the three prefectures of the Tohoku area have been closed. However, we will continue assisting the supportive activities towards the recovery of various areas in Tohoku mainly from the Tokyo Office.

The registered population in Odaka-Ward, Soma City, Fukushima Prefecture, where the evacuation order was lifted in July 2016 except in the difficult-to-return zone, has fallen from 12,840 at the time of the disaster to 7,966. Furthermore, the number of people actually living in the local community is only 3,121 (as of January 2019.) While the number of people who have returned is increasing, the

issues of depopulation and aging in the community have not been resolved.



Rakugo (Japanese comedy storytelling) workshop at a salon (tea party) for elderly people

Supporting Activities Led by Local People

The Minamisoma Office has been helping with the activities which aimed at creating places for people to interact with each other, re-discovering the appealing points of the community and ensuring that people's memories of the disaster do not fade, so that the people who have decided to return can, as much as possible, live at peace. We hope these activities will be led by the local people in the future.

As a part of creating the interacting space, the Minamisoma Office has been assisting the salon (tea party) in Odaka Ward, which is operated by the Minamisoma City Social Welfare Council. Also, it assisted the visiting activity to the public housing for disaster victims, which project has been implemented by the Minamisoma City Library's mobile library car. To support the children, the Office made contact with children of the Odaka Preschool, who have only limited chances to be in touch with people and

world outside their community. In addition, the Office has been helping with "re-discovering the appealing points of the region" project through supporting the listening and recording by the local volunteer group "Manabiai Minamisoma"



Storytelling with picture books at Odaka Preschool

Supporting Recovery Efforts of Local Community by "Eating" and "Using" Local Products 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 - which was 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 up to be thick and tasty 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 used for the wages of the producers of Andenet and the activity cost.



In-Japan Activities of SVA



Campaign to Deliver Picture Books

18,492 books
1,944 cases



Media Coverage

200 cases



Events

29 events
524 participants



CRAFT AID

53 shops
17 limited-period-sale



Lectures

123 lectures
24,737 participants



Visiting Offices

9 times
36 participants

Campaign to Deliver Picture Books

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. And this campaign will reach its 20th anniversary in 2019.

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

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



"Little Gorilla" by Holp Shuppan
"THE LION WITH THE BIRD'S NEST" by Fukuinkan Shoten © Hiromi Yasui

CRAFT AID

CRAFT AID is a fair-trade business operated by SVA. It sells hand-made products with the aim of raising finances for the children's educational goods and school uniforms, utilizing their ethnic features. The products are made by women in Asia, in spare moment of their housework and farm job.



©Hiroataka Hashimoto

Contribution Project

If you have any already-read books, unused cash voucher, or the likes, please send them to us. These goods go to the secondary market to turn into the money, which are utilized for children support.

Monthly Supporter (Asian Library supporter)

We are recruiting Asian Library supporters who are expected to make donation continually and regularly. The donation will be used to provide Asian children with the opportunities to read books, which helps children feel peaceful.

Financial Report

(JPY)

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

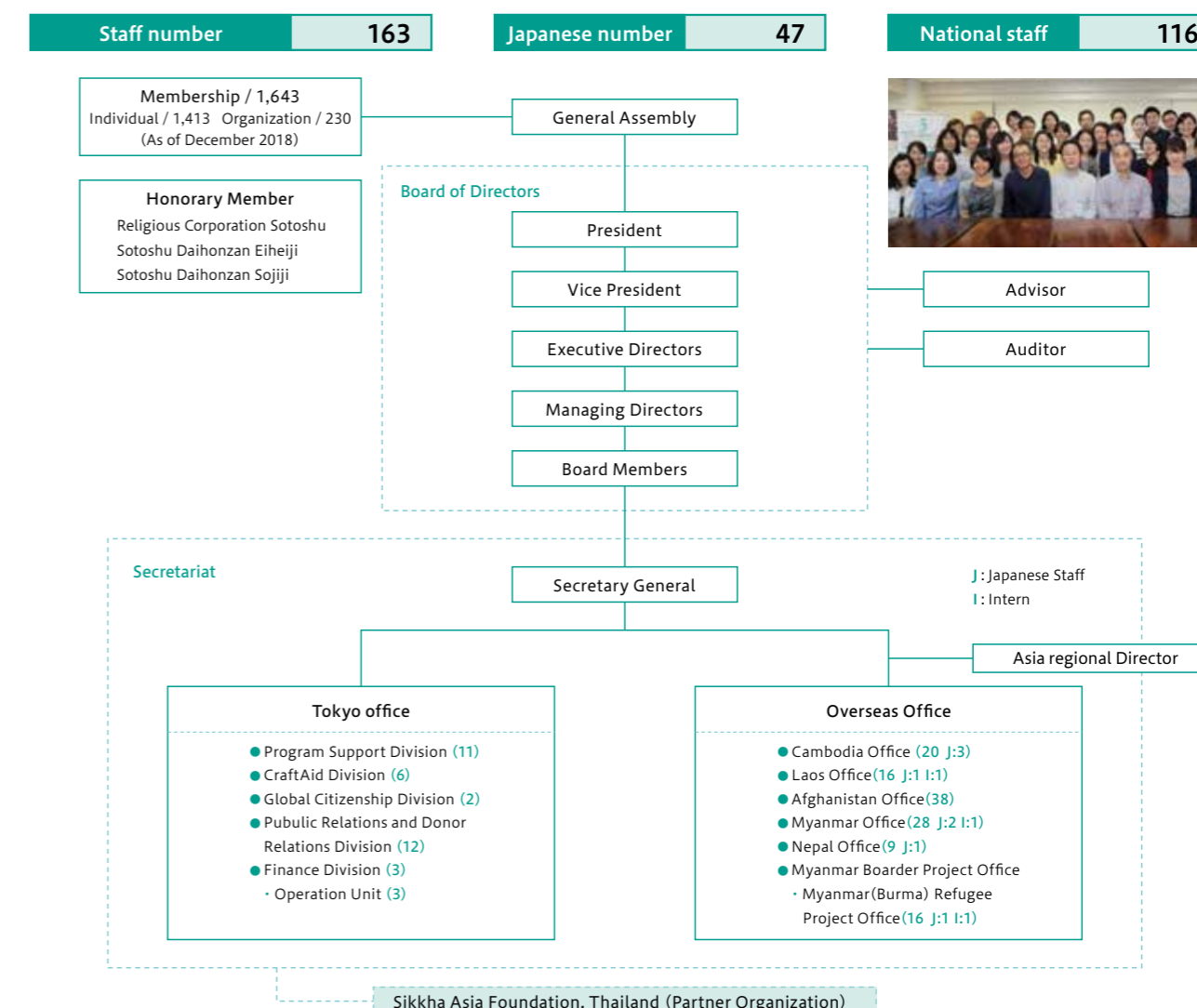
Recurring revenue	2017	2018
Bank Interest	126,897	190,560
Membership Fee	24,363,500	23,296,000
Donation	346,663,215	315,266,474
Subsidy	146,443,470	129,056,687
Operating revenue	—	—
Programs for Profit	223,038,711	249,046,740
Others	2,184,344	4,930,643
Grand Total	742,820,137	721,787,104

Expenditures	2017	2018
Public Benefit Service 1		
Thailand	12,660,008	8,389,244
Cambodia	77,362,700	63,480,642
Laos	46,887,844	35,763,751
Myanmar (Burma) Refugee Camp	44,944,610	47,306,155
Afghanistan	188,703,063	186,672,582
Myanmar	50,020,816	60,286,203
Nepal	67,260,231	56,464,590
The Great East Japan Earthquake	27,189,230	14,971,898
Emergency Relief(Overseas)	10,772,992	23,988,606
Others	58,278,099	56,625,064
Public Benefit Service 2	65,424,861	84,210,031
Public Benefit Service (Common)	23,486,115	26,540,935
Public Benefit Service Total	672,990,569	664,699,701
Profit-making Activity	50,785,662	53,388,655
Administration	22,820,702	20,428,369
Grand Total	746,596,933	738,516,725

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

Organization Chart

(As of April 1, 2019)



Advisor

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

Counselor

Rev. Shunei Onyuda
Rev. Shodo Kobayashi
Rev. Eigen Otagawa

Technical Advisor

Mr. Toshiyuki Osuga
Ms. Sachiko Kamakura
Mr. Koji Tezuka

Board of Directors

President

Rev. Kyoei Wakabayashi

Vice President

Ms. Kayoko Kozu
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. Shoukou Takemata
Rev. Shunko Chino
Prof. Takashi Hamano
Mr. Katsumasa Yagisawa
Ms. Eri Yamamoto
Ms. Chieko Watanabe

Auditor

Mr.Shigeru Nonaka
Mr.Masayuki Nakayama

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

Monthly Supporter (Asian Library Supporter)	New support members in 2018 : 125 Total : 1,387
Donation from individuals	Individuals: 5,297 / 132,131,920 JPY
Donation from organizations	Organizations: 1,865 / 209,739,649 JPY

Volunteer

Volunteers and Interns

• Campaign to Deliver Picture Books

Office volunteers: 22

Translation volunteers: 5

• CRAFT AID Division

Office volunteers: 6

• Tokyo Office Interns

Public Relations Division: 6

Donor Relations Division: 2

Pro bono workers

• Design

- Ms.aurinco
- Ms.Naoko Horiguchi
- Mr.Naoki Nishimura
- Ms.Miho Iyama
- Ms.Ayako Suzuki
- Ms.Mikaho Hirano
- Ms.Akina Morita
- Ms.Emiko Kiyohara

- Ms.Junko Maki
- Ms.Yumi Schultz Yasaka
- Ms.Takako Hayashi
- Ms.Yasuna Takei

• Planning

- Mr.Kazuki Murai
- Mr.Norihiko Izutsu
- Ms.Kin Rinna
- Ms.Yuko Miyata
- Mr.Yasuhiro Ishizaka
- Mr.Keita Kando
- Ms.Angelika Heriyanto

• Translation

- Tokyo YWCA International Language Volunteers (ILV)

• Photography

- Mr.Yoshifumi Kawabata
- Ms.Hiromi Yasui

• Video production

- Mr.Takaharu Eto
- Mr.Soga Sato

• Special cooperation

- Ms.Toshiko Kanzawa
- Ms.Rui Yamada

Collaboration with relevant organizations

The Grant Assistance for Japanese NGO Projects

Myanmar(Burma) Refugee Camp	Non-formal education project through community libraries in the refugee camps along the Thai-Myanmar border
Myanmar	The Reading Promotion Project at primary schools in West Bago Region
Afghanistan	Project for Improvement of Primary Education
Nepal	Strengthening Resilience of Earthquake Affected Schools in Nuwakot and Rasuwa district, Nepal

Japan Platform

Afghanistan	Child Protection Assistance to Returnees and IDPs in Nangarhar and Kunar Province Emergency WASH and Education assistance to returnees, IDPs and host communities in community and schools in Nangarhar
Indonesia	Initial assessment and rapid emergency relief item distribution to the disaster affected areas in Sulawesi, Indonesia
Japan	Initial Assessment Program aimed at grasping current condition and needs caused by July, Heisei 30 year's Heavy Rains

JICA Partnership Program

Cambodia	Quality Improvement of Early Childhood Education at State Preschools in Battambang Province, Cambodia
Laos	Improvement of Capacity of teaching in Pre & Primary Education for Children Especially for Minority Improvement of multi-grade class management by enhancing the teaching capacity of Teacher Training Colleges in the Northern Laos

Support for our activities

Campaign to Deliver Picture Books	Ministry of Education, Culture, Sports, Science and Technology (MEXT) Japan Library Association Public Interest Incorporated Association Japan Council for Promoting Book Reading
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Special thanks to producing the annual report

Writing : Ms.Chihiro Fujiwara (Freelance writer)

Photography : Mr. Yoshifumi Kawabata (Photo Journalist)

Designing : Mr.Masaki Sato(Alpha Design)

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 2018

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