



Okayama ESD Award 2015

— Application Form —

1. Information on the organization

Name	Shanti Volunteer Association (SVA)
Name of Representative	Kyoei Wakabayashi
Contact person	<u>Siem Reap office</u> [Name] Hideki Eguchi [Title] Project Coordinator for Non-formal Education [Department] Siem Reap office, SVA Cambodia <u>Tokyo office</u> [Name] Yuki Maya [Title] Contact personnel for projects in Cambodia [Department] Overseas department, Tokyo office
Postal address	<u>Siem Reap office</u> #154, St.22, Wat Bo village, Siem Reap, Cambodia <u>Tokyo office</u> Jibokaikan 2,3F, Daikyo-cho, Shinjuku-ku, Tokyo
Telephone	Siem Reap office: +855 (0)63 964 062, Mobile (Eguchi): +855 (0)96 550 5000 Tokyo office: 03-5360-1233
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Email address	eguchi@sva.or.jp , maya@sva.or.jp
Website	http://sva.or.jp/english/ (English), http://sva.or.jp/ (Japanese)
Description of the organization	<p>-Stand with people in need around the world-</p> <p>Shanti Volunteer Association (SVA) was founded in 1981 with the objective of providing relief to Cambodian refugees who had been driven from their homeland. We began, a single picture book in hand, by becoming playmates for children living in refugee camps. We sought to stand alongside those who were in danger of losing hope for a better tomorrow, to lend a caring ear, and to actively join in contemplating what could and should be done for Cambodian refugees. Thirty-three years later, SVA continues its activities in diverse settings ranging from country villages and mountain regions, to disaster-affected areas and urban slums. SVA seeks to provide support to those suffering from poverty, discrimination and psychological ramifications. In particular, SVA focuses its activities on historically marginalized groups such as children, women, and minorities. We strive to make access to education a right, and provide books as a means for individuals to maximize their opportunities for a brighter and better future.</p> <p style="text-align: center;">Where we work</p> <p>The map shows the following locations marked with numbered circles: 1 Cambodia, 2 Laos, 3 Myanmar (burma) Refugee Camp, 4 Afghanistan, 5 Myanmar, 6 Japan Earthquake, and 7 Thailand.</p>

2. Reference of your application

※Before you fill in this item, please make contact with the organization, explain your application for the ESD Okayama Award, and gain agreement with the organization.

Name of Organization	UNESCO Phnom Penh
Contact Person	[Department] National Program Officer, Education Unit [Name] Mr. Lay Vutha
Contact	[E-mail] v.lay@unesco.org [Telephone] +855 (0)17 453 921
Category of Organization	Please tick one category of the organization which gives a reference for your application. <input checked="" type="checkbox"/> Others

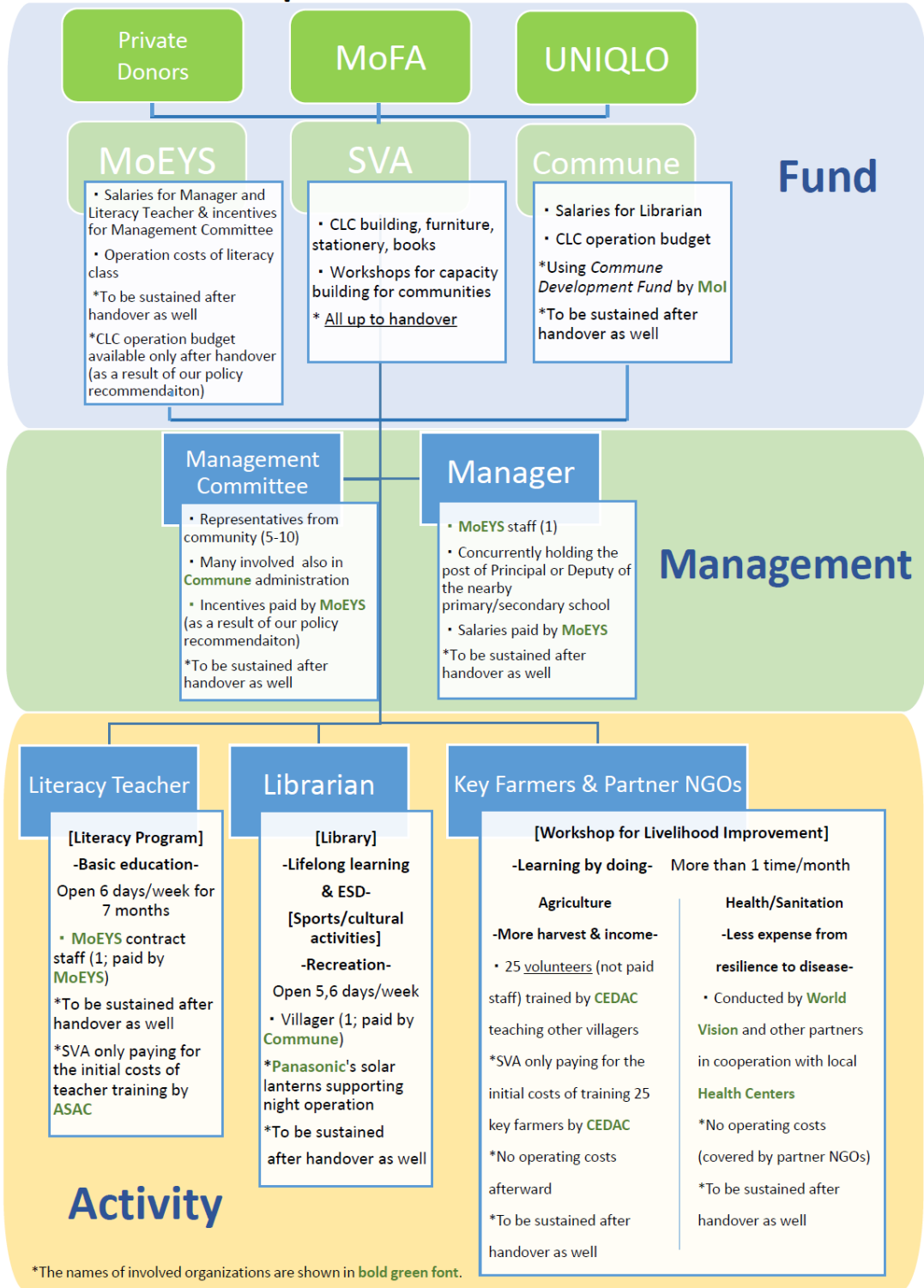
3. Description of the project

1. Name of the project	Library-oriented Community Learning Centers in Rural Cambodia	
2. Duration	Started in	January/2013
	Ended in	December/2017
3. Main target	<p><u>6 Communes in Cambodia</u> *Blue stars in the map below. Kampong Thom province, Kampong Svay district, Ni Pich commune (CLC#1) & Sang Ko commune (CLC#3); Siem Reap province, Krolanh district, Rong Kor commune (CLC#2) & Ta An commune (CLC#6); Banteay Meanchey province, Mongkul Borei district, Kouk Balang commune (CLC#4) & Ou Prasat commune (CLC#5)</p>	
Target area		

	Numbers of Target persons	Direct beneficiary: 53,086 persons (target commune population) Indirect beneficiary: 323,916 persons (target district population)
4. Resources	Annual cost of the project	about 156, 000 US Dollars/ per year
	Number of staff involved in the project	4 project staff/ per year
5. Funding	<p>Please explain the funding source(s) of the project, such as subsidies, donation, public funds, and project income.</p> <p>*Please also refer to the chart in “6. Implementation Structure.”</p> <p>We mobilize various funding resources from Japan and in Cambodia as follows:</p> <p><u>From Japan</u></p> <p>Public fund:</p> <ul style="list-style-type: none"> • <i>Grant Assistance for Japanese NGO Project</i> by Ministry of Foreign Affairs of Japan (MoFA) (2013-2016) http://www.mofa.go.jp/mofaj/gaiko/oda/data/zyoukyou/ngo_m25_region.html <p>Private funds:</p> <ul style="list-style-type: none"> • <i>Clothes for Smiles</i> by UNIQLO (2013-2015) http://clothesforsmiles.uniqlo.com/en/project/detail1.html • Donation from private donors (2013-2017) <p><u>In Cambodia</u></p> <ul style="list-style-type: none"> • Ministry of Education, Youth and Sport (MoEYS)(2013-) • Commune Development Fund from Ministry of Interior (Mol)(2013-) <p><u>Others</u></p> <ul style="list-style-type: none"> • <i>100 Thousand Solar Lanterns Project</i> by Panasonic (2014-2017) http://panasonic.net/sustainability/en/lantern/¹ 	
6. Implementation	Please describe implementation structure (ex. Diagram) which illustrates the organizations which are involved in and with which corporate/collaborate in the project, and roles of those organizations in detail.	

¹ Our project will be featured in the Panasonic website at the end of this month.

Implementation Structure



7. Detail of the project

Please describe the vision for the local community, objectives (including numerical targets) and measures for practicing the ESD project in detail in Max. 500 Words. **(492 words)**

*Please refer to Supporting Document 2: Project Design Matrix for more details about our project, including numerical targets.



"Hammock library"—That's how people call our CLC. You may wonder, "How come are hammocks hung all over a CLC? Isn't this an educational facility?" Actually, our CLCs are what our communities have materialized their visions into, or simply, their hopes and dreams. We run a project—in cooperation with local communities and the Ministry of Education, Youth and Sport (MoEYS) of Cambodia, both at a central and local level—operating six model library-oriented community learning centers (CLC) in rural Cambodia aimed at community development through empowerment. This project is already on the way for modelization by MoEYS before its spread across the country.

[Vision for our Communities] Life in dignity

Needs vary from a community to another. This is why our six CLCs are slightly different to each other. However, they have certain things in common². In sum, they simply seek to live in dignity: maintaining a minimum standard of wholesome and cultured living. They hope to get out of poverty and make a stable, happy living in their village, without feeling insecure about their sustenance³. As a continuation of the progress, they hope for a self-dependent, vigorous community. Our vision is thus to help our communities realize the vision and this is the starting point of our project.



*Our community making and showing their "picture maps"⁴

² Please refer to Supporting Document 1 for voices from our communities.

³ According to our random sampling survey last year, 84% of the households in our targets live in absolute poverty—daily per capita income less than \$1.15, the poverty line in Cambodia defined by World Bank in 2009—as we intentionally selected communities in distress for our target areas.

⁴ A map organizing various ideas visually after group discussion. In this case, they discussed what kind of CLC they hope to establish for their community and what kind of challenges the community has. This participatory method encourages their attitude and capability for problem-finding, facilitating their exploring issues and taking action voluntarily afterward. Based on this, we analyze their needs and develop activities for each CLC.

[Project Objective] Community empowerment through community-based learning

To realize the vision of our communities, we aim to empower them to get out of poverty. By “empowerment,” we don’t mean we give them power. We believe people already have power within. We seek only to help them bring out their latent potential to live through their life and build a better future, put differently, enhance their strength to get out of poverty cycle through their participation in our CLC activities.



[Project Outline] Capacity development for self-sustainable CLC management

Under the project, we establish six model library-oriented community learning centers (CLC) in rural Cambodia, which provide opportunities for children, youth and adults to develop literacy, numeracy, life skills and livelihood skills necessary to combat poverty.

The length of our intervention to each community varies from 2 to 3 years, depending on their situation. In the project, we dedicate our substantial effort to capacity building of the communities to manage their CLCs by themselves technically and financially, before complete handover to the communities and MoEYS. The reason is that communities are a principal player in the project, not us. Our mission is to assist them in managing their own CLCs self-sufficiently for their community development. There are four major activities that all of our CLCs to conduct in common, aimed at improving villagers’ quality of life: 1. Library, 2. Literacy class, 3. Workshops for livelihood improvement and 4. Sports and cultural recreation. Our CLCs carry out all the activities with three simple principles in mind: Fun, Comfortable (Cozy), and Practical.

SVA Approach to CLC

【Project Method】 Community Empowerment
 –ESD in 4 Activities from 3 Principles –

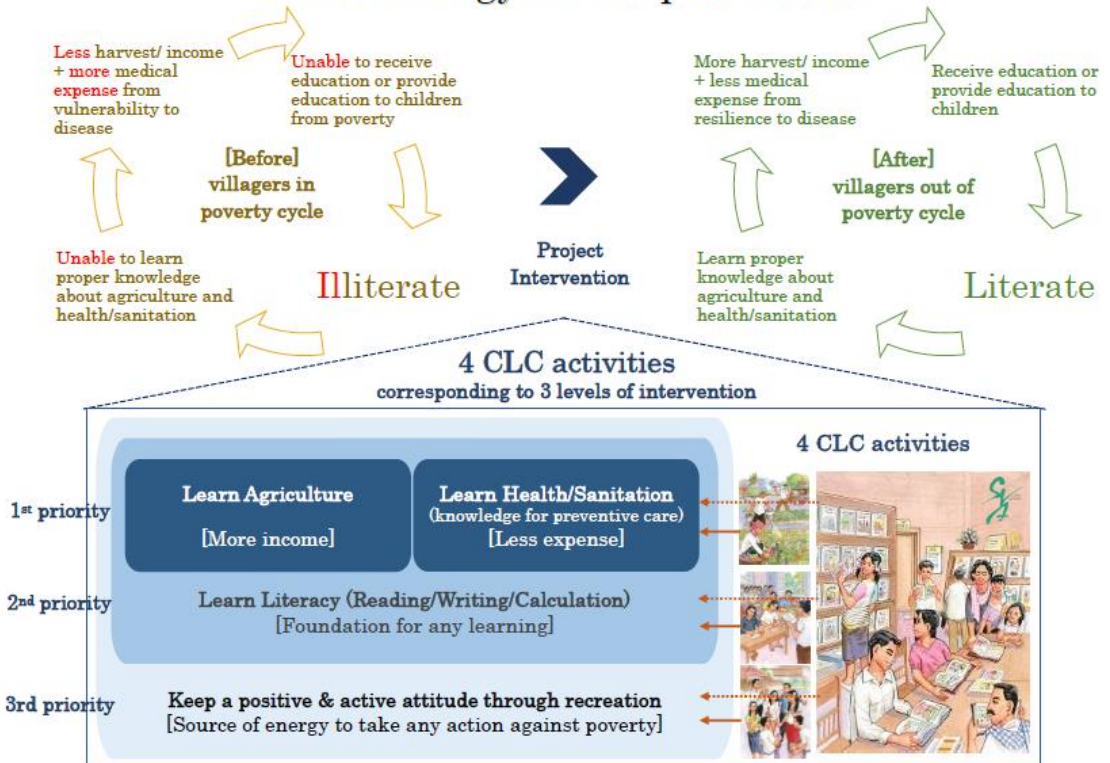
【Project Goal】 Community Development
 –Society, Economy & Environment in Balance–



[Focal Target and Reason Behind] Cambodian adults dealing with their harrowing past⁵

[Project Measures] 4 activities in synergy⁶

SVA Strategy for Empowerment



⁵ Please refer to Supporting Document 1 for details.

⁶ Please refer to Supporting Document 1 for details.

8. Cross-cutting Approach

Please describe how the project addresses the three dimensions of sustainable development (society, economy, and environment) in an integrated way in Max. 200 words. **(193 words)**

To achieve the mutual vision, our communities need to be able to make a living in their villages. How? In pursuit of this question, we have come up with a holistic approach for sustainable community development.

Based on the premises and facts about CLCs in Cambodia⁷, our CLCs:

- **Provide opportunities to learn environment-conscious agricultural knowledge and skills** like SRI method⁸ that small-scale, poor farmers can do self-sustainably in a long term, most importantly, with pride⁹. **[society, economy, environment]**



*Left: SRI workshop, Right: chicken raising workshop both by CEDAC

- **Organize a community market¹⁰** where they can sell and buy, or barter their products to each other in their village for the purpose of vitalizing their internal economy. **[society, economy]**



*A community market organized in our CLC

⁷ Please refer to Supporting Document 1 for details.

⁸ In collaboration with a Cambodian agricultural NGO CEDAC, the NGO of 2012 Ramon Magsaysay Awardee, our CLCs organize workshops on sustainable, eco-friendly agriculture, most notably, SRI (System of Rice Intensification)—a farming method globally renowned for small-scale farmers to dramatically increase their harvest, by just changing their way of farming, without utilizing any special materials like pesticides.

⁹ In this context, our libraries are equipped with a wide range of books for users' self-motivated learning, from topics of users' best interests, agriculture and health/sanitation, to topics more directly related to ESD, such as climate change, bio-diversity, energy and international understanding.

¹⁰ Community market is one of the most passionate needs of our communities as this is a symbol of rich, thriving community.

- **Secure a place to enjoy sports and cultural activities freely**, besides regularly organizing such events, for their cultured living¹¹. [society]



Left: Playing Cambodian chess (front) and volleyball (behind)

Right: Watching a movie about the history of Angkor Empire at night

This is how the project aims for sustainable community development balancing three dimensions in a way the communities can live in dignity.¹²

9. Key Features and Characteristics of the ESD project

What are the key features and characteristics of the ESD project and comment on considerations for implementation? Please describe how it can be a model for other communities in Max. 200 words.

(200 words)

[Key Features]

- **ESD project from disadvantaged communities in rural Cambodia**

We tackle ESD in communities suffering from absolute poverty where most of the villagers are illiterate, lack of basic education, and without access to safe water, toilet and electricity.



- **3 simple principles: Fun, Comfortable and Practical¹³**

We believe Non-formal education needs a more “casual” approach. Is it luxurious to consider “joy” and “comfort” in NFE programs? We believe they are part of dignity.

¹¹ In this regard, all of our CLCs open nighttime as well because this is the time when our users, particularly adults, have their free time as most of them are busy daytime.

¹² For reference, we run this project in collaboration with the CSR division of multi-national companies, UNIQLO and Panasonic, in common pursuit of a world oriented at sustainable development.

¹³ Please refer to Supporting Document 1 for more details.



*Left: Karaoke Literacy, Right: Workshop on beauty care

- **Platform for cross-cutting collaboration¹⁴**

Our CLCs are a catalyst and platform for collaboration where multi-players with different expertise cooperate for a common goal. We have devised the idea of “CLC platform” in Cambodia, an integrated framework for cross-sectoral collaboration.



*Workshop on community forestry (left) and child/maternal health (right) by World Vision

- **Learning by doing¹⁵**



*Left: CEDAC workshop (vegetable cultivation)

Right: A key farmer displaying his well-grown vegetable¹⁶

¹⁴ Please refer to Supporting Document 1 for more details.

¹⁵ Please refer to Supporting Document 1 for more details.

¹⁶ He was trained in the CEDAC workshop to be a “key farmer.” Key farmers are playing a central role as internal human resources spreading the advanced knowledge and skills learned from external experts to the entire community.

● **Social transformation from a story¹⁷**



*Storytelling about composting toilet

[Modelization]

Judging from our experience, we believe the situations of impoverished communities are similar all over the world. Our approach can be thus adopted to other parts of Cambodia and beyond with adjustment.



*Study visit to our CLC¹⁸

10. Achievements

Please describe the achievements of the project in detail, such as transformation of people and community and how you furthered those achievements in Max. 200 words. **(186 words)**

*Please refer to blog articles shown in Project Presentation Material for more details about our achievements.

Achievements in the communities¹⁹

- **We have transformed our communities into “communities of practice,”** taking the initiative in addressing their own sustainable development challenges, without passively waiting for external support.
- **The proactive attitude of our communities has been causing a chain of good practices,** contributing to the creation of an even more vibrant atmosphere in the entire communities.

¹⁷ Please refer to Supporting Document 3 for more details.

¹⁸ In June, NGO Education Partnership (NEP), the most influential NGO network for education in Cambodia, invited us as both keynote speaker and host to its national workshop on the role of CLC in promoting lifelong learning and ESD. We shared our know-how about the project, as well as accommodating the study visit consisting of policy makers from MoEYS and 30 NGOs working in Non-formal Education to our CLC. Please check out the blog article (in Japanese) for more details: <http://sva.or.jp/wp/?p=14089>

¹⁹ Please check out the blog article (in Japanese) for more details: <http://sva.or.jp/wp/?p=13569>



*Left: Our community discussing their challenges and how to tackle them

Right: An ex-midwife villager teaching other villagers the significance of learning child/maternal health in our monthly workshop for livelihood improvement²⁰



*Left: One of our CLCs autonomously managing community kindergarten from the community's needs

Right: A lower secondary student voluntarily offering a reading/writing session for children and adults

Achievements beyond our communities

Recognized as “national model” CLCs in Cambodia, our project has been influencing MoEYS’s CLC policy²¹ and the approach of other NGOs involved in Non-formal Education, in addition to receiving much attention and reputation from the MoEYS, UNESCO and other NGOs in and out of Cambodia, as well as from MoFA in Japan.



*TV broadcast about the project, including our appearance on a national talk show²²

²⁰ We promote peer learning in our CLCs. Villagers teach each other about something they know or they are good at more than others. This is our policy of optimizing internal human resources. We appreciate, identify and even develop internal ones, with the utilization of external professionals during our intervention, to maximize the sustainability after project handover.

²¹ MoEYS has already changed some of its CLC policies endorsing our policy recommendation. This year, they started to authorize a budget for CLC operation costs and a new building for a new CLC while both of them had not been authorized before.

²² Please refer to Supporting document 4 and the blog article (in Japanese) for more details: <http://sva.or.jp/wp/?p=14398>

<p>11. Future Perspectives</p>	<p>How will you develop and expand the project in the future? Please describe in detail such as strategy, target groups, duration and budgets per year in max 200 words. (199 words)</p> <p><u>In our communities</u></p> <p>We spend 2-3 years in building capacity of each community for self-reliant management of their CLC before complete handover. One of our advantages is its low running costs. The annual operating expenses are less than \$1,000, much lower than other CLCs in Cambodia. We deliberately designed the project in a way to maximize its sustainability after handover.</p> <p>Currently, the costs are covered by the communes using Commune Development Fund from MoI. Because MoEYS also started to authorize a budget for CLC operation costs from this year, rumored to be around \$2,500, our CLCs can apply for this budget after handover. With this additional revenue, our CLCs can even start new activities after handover.</p> <p><u>Beyond our communities</u></p> <p>Also, we aim for the modelization of our project by MoEYS and its nationwide spread. MoEYS and other NGOs have difficulty in sustainable operation of their 347 CLCs in Cambodia. MoEYS has been long waiting for the appearance of an effective and functioning CLC model. We aspire to contribute to improved operation of all the CLCs with our <i>Hammock Library</i> and, in turn, to all the people across the country seeking a learning opportunity.</p>  <p>*Literacy learners active in our CLC</p>
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4. Document presenting the project: Stories behind scenes (A3)

5. Supporting documents

- 1. Supplementary explanation to Application Form**
- 2. Project Design Matrix**
- 3. Social transformation from a story**
- 4. List of media exposure**