

Project History

Project to promote Community library in Burmese Refugee Camp along Thai border

August 2023



Shanti Volunteer Association

Education and Development Research Papers

Shanti Volunteer Association (SVA) is a Japan-based NGO founded in 1981 with relief projects for Indochina refugees. It provides development cooperation in the fields of education and culture in the Asian region, humanitarian actions in Japan and abroad, fair trade, policy advocacy on international cooperation, and global citizenship education.

Education is not only a means of economic and social development, but also one of the fundamental human rights and a process of empowerment. Education is a sector as well as a necessary element common to other sectors and all areas of human life, such as agriculture, industry, medicine, welfare, and health. Education is essential to ensure people's participation in the process of development.

The Education and Development Research Papers are published for the purpose of stimulating discussion among those involved in international cooperation for the improvement of educational cooperation projects. It provides insights, ideas, and analyses from the experience of our activities.

The views expressed by each author are not necessarily the official views of SVA.

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1. Introduction

In February 1999, SVA Volunteer Association (hereinafter referred to as "SVA") participated in a feasibility study by the Ministry of Foreign Affairs of Japan and the Embassy of Japan in Thailand on the feasibility of implementing a project at refugee camps on the Thai-Myanmar border. In December of the same year, SVA conducted a project formulation study on its own. In 2000, SVA started the community library project in refugee camps mainly inhabited by Karens, an ethnic minority group in Myanmar. Since then, the project has been continued by changing the support activities according to the situation of the refugee camps and consultations with the residents, and by strengthening the capacities of the people responsible for the operation of the libraries. The total number of library users over the past 20 years has exceeded 11 million, and the community libraries serve as non-formal educational facilities for Myanmar refugees.

In response to the refugees' request that the library should come with them when they return to Myanmar, the board of directors of SVA decided to continue this project until the closure of the refugee camp, and this project is still ongoing as of August 2023. This publication summarizes the experiences of the project over the past 20 years, from the time of the survey in 1999 to 2023. Even though the project name has been changed several times, we employ “the project to promote Community library in Burmese Refugee Camp along Thai border” or “BRC project” in a short term throughout this document since this is the current name of the project. The paper divides the 20 years into the five phases (Table 1), and records the achievements of the project in each phase, as well as presenting the challenges and lessons learned from the experience, will be useful in planning and implementing library projects in other refugee camp situations in the future.

This document was compiled in the following manner. First, we reviewed all existing literature of the project, including project reports, evaluation reports, publications, and blog posts. Next, roundtable discussions were held with staff from each phase of the project, including office directors, experts, managers, coordinators, and administrators, to gather information on the changing situation in the refugee camps, stories about the refugees, challenges they faced, and insights and lessons learned from their experiences.

24 years have passed since the formulation of the project, which are divided to five phases (Table 1). This division of phases does not correspond to actual phase period of the project because this division can be made only after reflecting the history of the project, which shows the development and dynamics of the project activities, and changing situation of the Myanmar refugee and camps.

	Name of phase (year covered)
Phase 1	Formulation and inception of the project (1999-2002)
Phase 2	Expansion of target areas (2003-2007)
Phase 3	Establishment of community library (2008-2012)
Phase 4	Support to prepare for repatriation (2013-2019)
Phase 5	Support in COVID-19 pandemic and military coup in Myanmar S (2020 - present)

Table1: Name of phases and target years in this paper

2. Over view of Myanmar (Burma) refugee camp along Thai border

(1) Background and History of the Establishment of Refugee Camps

There are nine Myanmar (Burma) refugee camps on the Thai-Myanmar border. In this paper, seven of these camps are described as Karen refugee camps with a large Karen population and two as Karenni refugee camps with a large Karenni population (Map 1). Both Karen and Karenni camps are home to a diverse ethnic population, including Burmese, Arakanese, Chin, Mon, Pao, Shan and others although these ethnic groups are minorities in refugee camps. These refugee camps were officially recognized by the Thai government in 1984, and as of the end of June 2023, the total population of the nine refugee camps was 91,337. Since the Thai government has not ratified the Refugee Convention, they are referred to as *displaced persons* rather than *refugees*.

According to the Office of the United Nations High Commissioner for Refugees (UNHCR), there are two reasons for the influx of refugees: first, they are fleeing the armed conflict between the Myanmar military regime and ethnic Karen and Karenni minority groups that lasted for about 60 years until 2011. Second, they are fleeing the military regime's oppression of human rights (forced labor, forced displacement, etc.). Since the fall of Manerplaw, the headquarters of Karen National Union (KNU), in 1995, the number of refugees has increased, exceeding 150,000. Third-country resettlement began in 2005, mainly to the U.S., Australia, and European countries; following Myanmar's democratization in 2011, a ceasefire agreement was signed between the KNU and the Myanmar government in 2012, and the refugee population began to return to Myanmar. Under the agreement between the governments of Thailand and Myanmar, UNHCR coordinated and implemented organized repatriation programs, resulting in the return of 1,039 people to Karen State in eastern Myanmar. According to the Karen Refugee Committee (KRC), about 15,000 people returned voluntarily in addition to the organized return by UNHCR.

However, in February 2021, a military coup took place in Myanmar. Large-scale air strikes and ground fighting by the national army were confirmed in Karen State, and by the end of April of the same year, 7,000 people had fled to the Thai side, seeking assistance and protection. However, the Thai military only provided temporary distribution of supplies to the displaced people and then forced them to return to the Myanmar side. Caught between the fighting and the Thai military, many displaced people who have lost their way have been forced to live in long-term displacement around the Thai-Myanmar border.

Durable solutions of refugees are repatriation, resettlement, or local settlement. In the case of the Myanmar (Burma) refugees, the third-country resettlement program ended in 2013, and Thailand, the country of first asylum, has not ratified the Refugee Convention and does not officially allow the integration of refugees into Thai society, so the only durable solution is return to the home country of Myanmar. However, the process of repatriation started in 2016, have been halted due to the pandemic of COVID-19 and the military coup, and no one knows when all refugees will be able to return.



Map1: Myanmar (Burma) refugee camp

(2) Life in refugee camps

The seven Karen refugee camps where SVA operates are managed under the Ministry of the Interior (MOI) of Thailand. The refugee camps are off-limits areas, surrounded by iron wire, and no one is allowed to enter or leave without permission from the MOI. Under agreement with the MOI, UNHCR and international and Thai NGOs provide social service support such as food, housing, medical care, education, and livelihood improvement. NGOs are required to submit their activity plans, including budgets, to MOI for approval each year. In order to coordinate among aid organizations, the Committee for Coordination of Services to Displaced Persons in Thailand (CCSDPT) has been established since 1974. The CCSDPT coordinates assistance through monthly plenary meetings and sectoral meetings. The camps are managed by camp committees, which are elected biennially by the residents of each camp. The KRC is the upper body of each camp committee and serves as a liaison with the Thai government and aid agencies. Community-based organizations (CBOs) such as the Karen Women's Organization and the Karen Youth Organization also provide social services. In recent years, international NGOs have been withdrawing their support due to the prolonged stay in the refugee camps, and the number of support organizations has decreased from 20 in 2000, when SVA started its activities, to 12 in 2023. The support activities of the withdrawing organizations are taken over by other organizations or CBOs, but it is difficult for them to continue their activities on the same scale due to shrinking funds.

From 1985, when the outflow of refugees began, until 1997, the assistance allowed by the MOI was limited to food, shelters, health/medical, and water/sanitation

services. During this period, schooling was not absent, but without assistance, refugees voluntarily built schools, trained teachers, and mimeographed teaching materials. 1997 saw the approval of support for primary education, followed by other education assistance such as adult literacy education and vocational training. Currently, the Karen Refugee Committee Education Entity (KRCEE) is responsible for education in the refugee camps, with support from NGOs, and educational facilities such as nursery schools, primary, middle, and high schools, post high schools (junior colleges), schools for the persons with disabilities, and vocational training centers. SVA supports the non-formal education facility in the camp, the community library. Although there are educational opportunities within the camp, employment opportunities are limited, and since the children are not allowed to go outside the camp, they are not allowed to work for wages outside the camp. Although the minimum subsistence needs can be met with assistance, the unclear future has left many people feeling insecure, and cases of problematic behavior, drug addiction, and suicide are on the rise.



Myanmar (Burma) refugee camp

(3) Community library projects

The project formulation study by SVA in 1999 identified unmet needs of refugee population. First, there is a lack of cultural and leisure opportunities. Second, children and adolescents in the camps have suffered from psychological stress and trauma. When children are asked to draw freely, many of them draw their experiences of tragic events such as "death of father", "conflict", or "life in the jungle". Therefore, SVA decided to support the library's activities based on its previous experiences working with refugees from Cambodia and Laos. Based on our experience, we believe that children need not only food and shelter but also books and stories for their development. Books and stories are nourishment for the soul, and we also believe that these not only enhance children's imagination, attitude and value, but also have the power to reduce psychological stress in children.

Community libraries are operated under a library committee, with two resident librarians in each library, and are open five days a week. The library is divided into a children's room and an adult room, and the bookshelves are stocked with books written in Karen, the native language of the Karen people, and Burmese, the official language of Myanmar. The library has 198,598 books (total of 15 libraries) at the end of 2022, including picture books for children, study reference books for young people, newspapers, magazines, general education books, novels, etc. Books can be lent for users aged 13 and older, and storytelling sessions are held daily by librarians for children. Children can also enjoy games, drawing, origami, and other child-centered activities in libraries.



Community library building

In recognition of its 20-year commitment to supporting the education of refugees from Myanmar, SVA received the 11th Ockenden International Award in 2023 in the category of projects for refugees and displaced persons. The jury especially appreciated the fact that the Project is functioning in one of the most difficult places in the world, and that the 15 community libraries are self-managed by refugee populations. The project was also recognized as very important for independent learning, identity formation of refugee children and youth, and for fostering multicultural perspectives on the world outside the refugee camps.



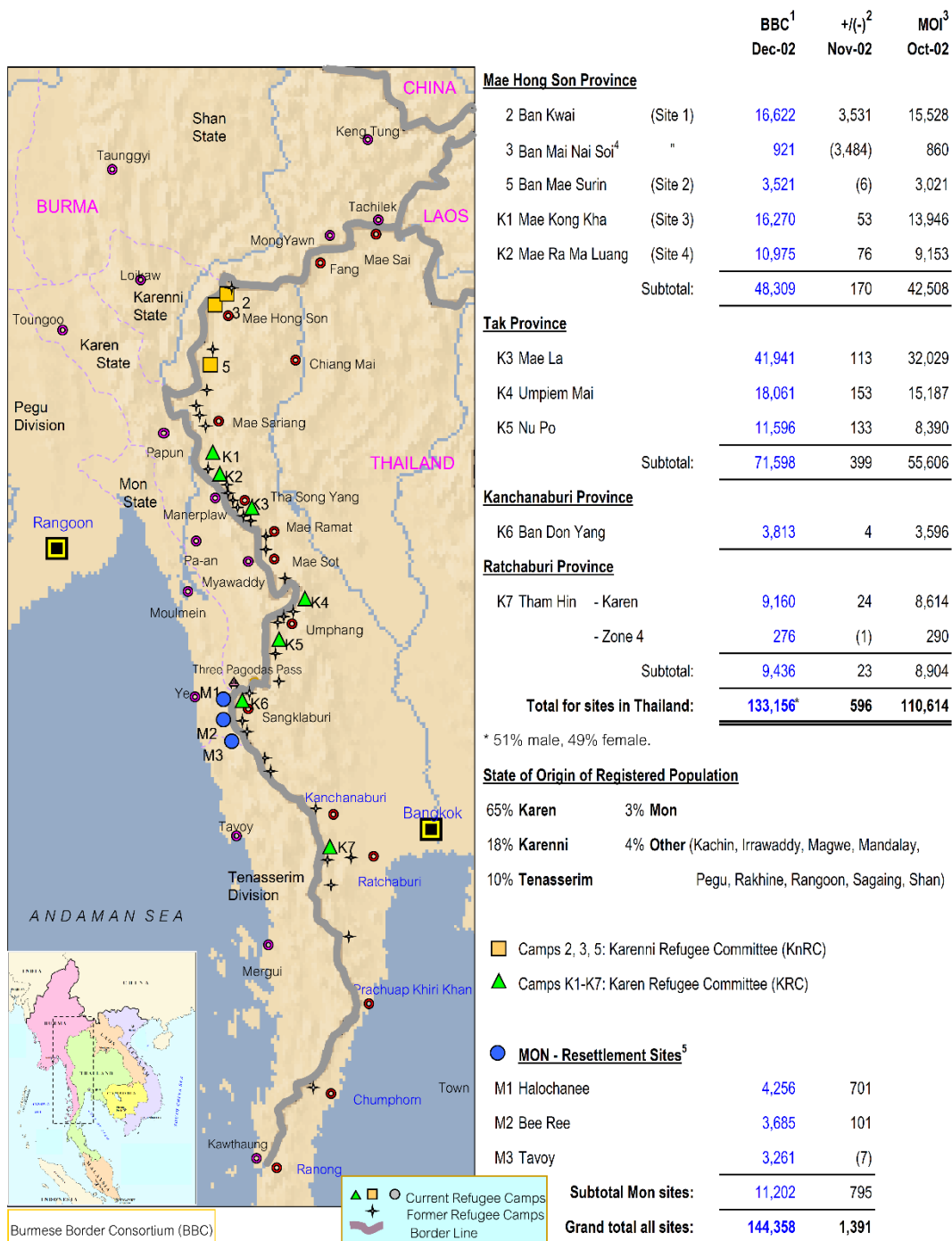
User of community library

3. Phase 1: Formulation and inception of the project (1999-2002)

(1) Overview of Formation and Initiation Period

Map of refugee camps and population during Phase 1

BURMESE BORDER REFUGEE SITES WITH POPULATION FIGURES - December 2002



Notes: 1. BBC figures include new arrivals, births & deaths since MOI/INHCR registration.

2. Change in BBC population from previous month.
3. MOI registered camp population

4. Includes 191 Kayan not fed by BBC.
5. December 2002 population.

Source: TBC, <https://www.theborderconsortium.org/resources/key-resources/camp-population/>

Summary of the project in Phase 1: Project formulation and initiation

Year	Remarks
1999	<ul style="list-style-type: none"> Joined the joint project finding study organized by the Ministry of Foreign Affairs of Japan, Embassy of Japan and the US, and conducted the project formulation study by SVA.
2000	<ul style="list-style-type: none"> Opened Mae Sariang Office, hired 3 national staff. Started activities in Mae Kong Kha (MKK) and Mae Ra Ma Luang (MRML) camps. Established the Library Committees. Funded mainly by UNHCR and private donors.
2001	<ul style="list-style-type: none"> Opened 6 libraries (3 in MKK and 3 in MRML). Conducted pre-service training workshops for librarians before opening, and in-service training after opening. Began publishing picture books. Launched a campaign to send winter clothing to refugees in Myanmar (Burma), and the clothing arrived at refugee camps. Mae Sot office opened. Change of office director. Funded by UNHCR and private donors.
2002	<ul style="list-style-type: none"> Opened 10 libraries (2 in Nupo, 3 in Umpiem Mai, and 5 in Mae La). Sudden flood hit MKK camp with killing 25 people and washing away one library. Later, Mae Ra Oon camp was established and the residents were relocated. More than 160,000 pieces of clothing arrived at refugee camps by the campaign to send winter clothing to Myanmar refugees. Hired 15 national staff. Funded mainly by UNHCR and private donors.

In September 2000, SVA's Board of Directors decided to initiate camp library project in five refugee camps in Mae Hong Son and Tak Province (See table above) inhabited mainly by the Karen. The activities include: 1) establishment of a library committee, 2) construction of libraries, 3) training of librarians, 4) provision of picture books published in Thailand and Japan with Burmese and Karen translations, 5) picture book publication, 5) book box lending to nursery schools and primary schools for children living far from libraries, 6) provision of Thai-language books to schools around the camps and teacher training on library activities.

Since the two camps mainly inhabited by the Karenni (Ban Kwai and Ban Mai Nai Soi I Mae Hong Son Province) were already being served by the Jesuit Refugee Service (JRS) for school library activities, it was decided to target the Karen refugee camps due to the high level of need of libraries. The office was set up in Mae Sariang about a three-hour drive from Chiang Mai, and to cover two camps around Mae Sariang (Mae Kong Kha and Mae Ra Ma Luang). These camps were chosen as the first sites for the project because they were the most difficult to access and had received the least support, including in the area of education. Later, it was decided to establish an office in Mae Sot and expand the project to three camps around Mae Sot (Nupo, Umpiem, and Mae Ra).

Considerations in carrying out the activities were to give priority to camps with less support, to strengthen the capacity of SVA, as only an external organization, to enable the refugees to run the library, and to give consideration to minority groups. In addition to Karens, who make up 90% of the population, there are also Muslims, Burmese, and other ethnic minorities living in the camps, many of whom understand Burmese but do not speak Karen. After returning to Myanmar, they will need Burmese language skills for daily life and work. Therefore, we decided to provide books in both Karen and Burmese languages.

(2) Roundtable discussion by staff involved in the formation and initiation phase

Participants (position at the time) <ul style="list-style-type: none"> Katsumasa Yagisawa: County Director, Thailand Office Takafumi Miyake, Director, Burma Refugee Camp (BRC) Office Yuriko Watanabe, Library Specialist, BRC Office Aki Nakahara: Coordinator, Thailand Office, Director, BRC Office since November 2011 Saylor, Assistant Coordinator, BRC Office
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Optimizing the opportunity under Japan and US Common Agenda

SVA had experience in providing food aid in cooperation with Thai NGOs in response to the outflow of refugees to Thailand following the democratic movement under the military regime in Myanmar in 1988. Even though SVA has an interest to support education to the refugees, Thai government have not allowed NGOs to provide support in education considering that education can be a pull-factor of refugees. However, Thai government has gradually changed its refugee policy with permitting education assistance in 1999.

On the other hand, the U.S. government under Clinton administration and the Japanese government agreed on a cooperative framework called the "Japan and US Common Agenda" to work together to address common challenges facing humanity in 1993. Refugee assistance was included in this framework, and the Refugee Assistance Unit in Foreign Policy Bureau, Ministry of Foreign Affairs of Japan (MOFA) invited Japanese NGOs to submit the Expression of Interest (EoI) for refugee assistance in the framework of Japan and US Common Agenda, which aims at collaboration between Japanese NGOs and US NGOs in refugee assistance in any countries. SVA was aware of the changes of refugee policy of Thai government, and submitted an expression of interest to the MOFA to conduct the project finding mission along Thai-Myanmar border to seek the possibility of initiating a library project in refugee camps, based on its experiences in supporting library for refugees from Cambodia and Laos in Thailand.

After EoI being approved by MOFA, together with MOFA, the Japanese and US Embassy in Bangkok, SVA conducted a project finding study in Mae Kong Kha refugee camp and one of the Karenni camps in Mae Hong Song Province. This was the first time that Japanese government officials visited a Myanmar refugee camp, so they received a generous welcome from the camp committee. During the visit to camps, Yagisawa read "The Big Turnip", a picture book to the refugee children in Thai language, and when the embassy staff saw how the children gathered around with great delight, they commended the power of storytelling. Yagisawa said, "The effectiveness of story-telling with picture book can only be shown. If they don't see it, they won't understand." He gained the trust of the Ministry of Foreign Affairs and the Embassies by talking about his experiences in the Cambodian refugee camps. Officials of MOFA and Japanese embassy facilitated the process of securing funding from UNHCR to SVA's project.

Project Formation Studies

After the project finding study mission organized by MOFA, SVA has conducted two independent project formulation surveys with its own resource. The surveys were conducted in two camps around Mae Sariang, Mae Kong Kha and Mae Ra Ma Luang, and two camps around Mae Sot, Umpiem Mai, and Mae Ra with substantial and logistical support from the Karen Women's Organization (KWO). Based on the results of the survey, a three-year plan was formulated to cover five camps where Karen people mainly live, starting with the most inaccessible and least supported two camps in Mae Sariang District, followed by support to three camps in Tak District in the second year. The Mae La was considered the most accessible refugee camp at the time, and the volume of assistance was high due to its large population. As for the camps in Kanchanaburi and Ratchaburi provinces, it became difficult for SVA to provide support to more than 5 camps under the 3-year plan, so they were excluded from the support plan at that time.

Path to Project Approval

It was not until 1999 that the MOI began allowing educational activities in the refugee camps. Until then, only medical care, housing, and food were permitted, and educational support was not allowed. For example, although there was a book corner set up by the residents in Nupo Camp at that time, it could not be called a library, so we wrote in the application that there was no library, but it was pointed out to us that there would be a library. After that, SVA did more research, attended CCSDPT meetings, and were able to get approval after submitting the project proposal three times to the Education Committee of CCSDPT, which is pre-condition to get the approval from the Ministry of Interior (MOI) of Thai government. Thereafter, with the support of the Japanese Embassy, we received approval for the project from MOI, prepared an application to UNHCR, and signed a tripartite agreement between UNHCR, MOI, and SVA.

First office opened in the most isolated area

The first two refugee camps where we started our operations were the least accessible and most difficult places for foreigners to be stationed. We thought that the lack of support meant that support was needed the most, so we naturally thought we should start from there. The reason for the lack of support was poor accessibility, which could not be helped. Going to the camp was a challenge, but we thought it would be ok because we would not be commuting every day. Then, we started to work in Mae Sariang area. Mr. Teerapol Sulinthaboon, Deputy Secretary General of Sikkha Asia Foundation (Thai Office of SVA of that period), who was from Surin Province in Thailand on the Cambodian border, helped us set up the first office in



Second library in Mae Kong Kha camp

Mae Sariang and recruit staff. Saylor, a staff member who had been with us since the beginning of our activities and joined us as an assistant coordinator, is now the deputy director as of 2023. She became a staff member of SVA through an introduction by a staff member of the camp's faculty organization, and this was a chance for SVA to have supporters inside and outside the refugee camp.

Process of Setting up Community Library

(1) Establishment of the Library Committee

We asked the camp committee to select a library committee from a diverse group with gender considerations. The first library committee involved people from the school committee, women's group, youth group, section leaders, and teachers. However, due to the limited number of Karen people who were able to use English and had some education, the committee members were kept busy because they were juggling their time with some other activities.

The major role of the library committee was to build the library facility and elect librarians, but we should have spent more efforts and time on building their capacity. When we discussed what kind of library we wanted to create before the committee was formed, we were impressed by what they said about wanting to make it a library that protects human rights. We shared with the library committee what kind of library SVA wanted the library to be three pillars: (1) a library that offered books in the home language (Karen), (2) free use, and (3) a space to carry on the Karen culture. The one that always raised concerns was (2) free use. The Karen people considered books to be valuable and were concerned about losing them if we lend them free of charge. They were also concerned about whether the library could be operated for free, as the library on the Myanmar side took fees from users and used the money to purchase books and repair books. We told him that we wanted to provide the service free of charge, just like the public library in Japan, because it is used by all people living in the camp, and explained that we would rather stick to the principle of free than loss, which is articulated in the Public Library Manifest of UNESCO and International Federation of Library Associations and Institutions.

(2) Library Building Design

We checked the blueprints for the library in the Cambodian refugee camp, but there were none. While we felt it was important to learn from our past experiences, we were advised that we should refer to traditional Karen houses, and that even if we had blueprints, they would not be useful. Then we decided to employ a traditional Karen house design to ensure that refugees could build on their own.

During a meeting with the library committee, it was decided that Library Specialist, Watanabe would be responsible for the design of the library building. After much trial and error, they finally decided on a 9m x 7m building with a 1m wide veranda around it. The library has three rooms: a children's room, a library for youth and adults and a librarian's room. The children's room was the largest space in the library, which allows many children to read books at one time and librarians to provide various services to children including

storytelling, games, songs, dancing, making toys, and so on (See Appendix 2 for design of library building). In addition, because pillars in the children's room would have blocked the storytelling, we requested that pillars be placed only at the four corners of the room to create an open space.

Stairs were added at the entrance, but since some people in the camp had lost their legs due to landmine damage and were using crutches, we suggested to the library committee that they be allowed to enter on ramps with ordinary floor style building rather than on stairs with raised-floor-style building. However, considering the rainy season, they said that raised-floor-style was a necessity, as were other buildings and houses in the camp. The entrance door was designed to open wide with both doors. There is no electricity provided in the refugee camp, and based on what we heard from other NGOs, we installed six plastic boards called skylights on the roof to provide light in the library.

One of the problems with the first year's construction was pointed out by a reading promotion specialist, Mr. Shinji Tajima of the International Literacy and Culture Center (ICLC), who came to BRC to give training for librarians, that the building's conduction line did not consider the psychology of adults. Since the room for youth and adults is located behind the children's room, adults have to cross the children's room to get to the adults' room even when a storyteller is reading to them. For this reason, after the opening of first six libraries in Mae Kong Kha and Mae Ra Ma Luang camps, the structure of the building was changed according to the advice by Mr. Tajima (Appendix 2). Regarding the veranda, several problems were pointed out by the librarians after the library opened. (1) Thai soldiers take naps, (2) dogs enter the building, (3) it becomes a place for youth and adults to watch soccer games, and (4) it is used as a shelter during heavy rain. For these reasons, no balconies were installed in the libraries after the first two camps.



First library in Mae Ra Ma Luang camp

For the reading environment in the libraries, we adopted a form of reading on the floor, in accordance with the lifestyle of the Karen people, who are more comfortable reading directly on the floor rather than using chairs and desks. Several folding tables were provided in each building for working with Origami and other materials. The bookshelves in the children's room were designed from the viewpoint of primary school ages children, with the upper shelves in an exhibition style so that the covers of the books could be seen (Appendix 2). Once the bamboo and eucalyptus were gathered, the construction of the building itself took eight people per building and was completed in about two weeks.

Mae Kong Kha camp is prone to natural disasters, and one library was later washed away by a flood. Parents sometimes did not send their children to the library because they were worried about the damage caused by the disasters. After big flood in Mae Kong Kha camp in 2002, the camp was relocated to Mae Ra Oon, and the library was rebuilt, but the natural disasters continued to affect the camp.

(3) Book selection

The picture book project began with 50 titles x 4 copies (1 in Burmese language, 3 in Karen language) for a total of 200 copies. Library expert, Ms. Yuriko Watanabe selected 50 titles in Japan before traveling to Thailand. The key points of the book selection were (1) picture books that have been read by children around the world, (2) picture books that promote understanding of different cultures, (3) picture books that express the importance of family ties and peace, (4) picture books about body systems and health and hygiene, and (5) picture books about environmental protection. Points (4) and (5) were requested by the library committee.

First, of the 50 titles to be translated, 19 titles that already had Thai translations were purchased in Thailand,

and 31 titles were purchased in English in Japan. Karen Women's Organization (KWO) was asked to translate some of the titles, but it was pointed out that some picture books had too many expressions that could not be expressed in the Karen vocabulary, and some of them needed to be replaced. In addition, since it is difficult to translate picture books into words that children can understand the interest of the books, after translation, we asked primary school teachers in the camp to read the books to check that the language was understandable to children. After the translation, a librarian in the camp who was selected by the librarians before the opening of the library pasted the translated texts on the picture books, and from the next year onward, the picture books with the translated texts pasted on them were delivered from Japan.

The popularity of " Suho's White Horse: A Mongolian Legend" and "Curious George" was high, and I was surprised that children enjoyed using their imagination even when the picture books featured environments not found in the refugee camps such as prairie, desert, ships and planes. For adult books, Karen language books and magazines were available from the church in Mae Sariang, but most of them were Bible commentaries. Burmese books on various topics were available from the bookstores in Mae Sot, and we realized that Myanmar has a strong reading culture. However, the Ministry of Interior of Thai government instructed us that adult books on politics and religion were not allowed in the library though they allowed Bible commentaries.

4) Training of librarians

A three-days pre-service training program for librarians was conducted before the library opened. The training incorporated theory and practice on what one should acquire as librarian, particularly on services to children. After the library opened, in-service training was conducted. In this process, Specialist Watanabe was aware of the sustainability of project activities. For example, in the handmade *Kamishibai* (paper drama) production workshop, it was considered to make color copies of the original version, and distribute color copies to all libraries, but considering photo copying with four colors was expensive, this activity would cease after SVA withdrew, the original work was copied in black and white at the office and colored with paints and then distributed.



Librarians Training

It was difficult for Ms. Watanabe to provide concrete images of library in pre-service training to librarians who were not familiar with libraries. Librarians used to have the impression that libraries were "quiet places" and they were initially puzzled by the idea of reading picture books out loud. However, after the first library was opened, librarians had a concrete image of the library, and children enjoyed reading and storytelling, which gave Ms. Watanabe and SVA staff confidence to conduct the next training. During the training, interpretation was provided at two levels, from Japanese to English and from English to Karen, so at the first training session, we were not sure how much of the content was being conveyed to the librarians. However, as the activities started, and Ms. Watanabe observed the work of the librarians and could feel that they understood the content of the training.

Supporters of the project

Our first private supporter except for UNHCR was Mr. Koken Nomura, a Buddhist priest who visited our first office in Mae Sariang before opening of the library in 2000. He used to be the director of a Cambodian refugee camp project of SVA in early 1980s. He was well aware of the hardships and feelings of the staff in

the field engaged in project for refugees. Even though he could not visit refugee camp since we could not get camp pass for visitors before opening of libraries, he kindly contributed to purchase tire chains for our vehicle to prepare for raining season, and the satellite TV set for office. He also supported BRC project in SVA meetings as a member of representatives of full members of SVA. Since the project was to continue with limited financial resources, the termination of the project was often discussed at the general assembly of SVA. Mr. Nomura said, "The termination of this project is not a good idea". He strongly suggested that SVA should continue this project even if we had to close other projects.

When the community library first opened

The first library to be opened was the Mae Kong Kha camp library. The opening ceremony was broadcasted on NHK news program. Immediately after the opening of the library in Mae Ra Ma Luang camp, a mother expressed her gratitude for having opened a library for her child, even though there were no libraries like this in Myanmar when she was a child. Mr. Miyake still cannot forget the sight of so many children entering the library all at once after the opening ceremony. When he visited the library after its opening, the children suddenly formed a circle and sang a song to thank me for building the library. It was a very nice gift. The adults also told him how happy they were to have such a facility, and he realized that when children are energized, it has a positive impact on the youth, the adults, and the community as a whole.



Opening ceremony of 2nd library in MKK camp

The children came to the library several times a day in the morning and afternoon, and were so absorbed in reading picture books that the school board asked the library committee to close the library before school exams period. Through discussion, it was decided to close the library one week before exams, but this was also an indication of how much the children enjoyed reading books in the library. However, we also received reports that even in libraries in the same camp, differences have emerged in the way librarians treat children. In the case of a library where the librarian does not read picture books to the children, saying, "You can already read by yourself," some children go to another library where the librarian reads picture books to them, even if it is a little far.



Opening day of 3rd library in MRML camp

We were reminded that even if the same building is designed and the same picture books are distributed, the activities of the library depend on the "librarians" who work there. Mr. Miyake was told by another NGO that "SVA's library activities are amazing and should be spread to other countries as "libraries without borders". KWO also praised our library project. They has been a great help to us and taught us a lot about the camp. It was good to have many people in the camp who thought SVA's activities were good.

Project expansion to Tak Province

After opening of libraries in two camps in Mae Sariang area, we prepared to expand our project sites to Tak

Province, Compared to Mae Kong Kha and Mae Ra Ma Luang camps, the camps in Tak Province were in a different situation, with a better location and many NGOs working in camps. The expectations from the camp population were high, and it was necessary to explain the details of the project, such as why we decided to start support here and what kind of support we wanted to implement. It was also difficult to make camp officials understand about the library. In doing so, it was good that we were able to explain the project in concrete terms based on the experiences in Mae Kong Kha and Mae Ra Ma Luang. It was necessary to hire new staff, and although we had technical assistance from Specialist Watanabe, it was a challenge to provide training to the staff in a short period of time.

It was a moving sight to see many children gathered on opening day of libraries in three camps in Tak Province, so that we feared the bamboo floor would collapse. The children looked forward to the library and many expressed their appreciation. However, the library committee at Nupo Camp did not understand the significance of the activities for the children, and it was difficult to build a relationship with them. As a result, the opening ceremony was boycotted by the chair and vice chair of the library committee. Discussions continued, and eventually a compromise was reached. We should admit that not all libraries were successfully opened. However, the fact that he already had experience working with other camps was an advantage. Many adults in camps cannot read and write. Gradually, however, they began to understand that the library was open to everyone and could be used even if they could not read. Teachers and adults often participated in activities for children, such as storytelling.

How did the library become a library where children come so far?

The power of picture books to attract children was great. The children were surprised at the fact that the books were colored. They must have felt the joy of meeting new friends in books, apart from the friends they meet at school. When we went to the library, the librarian read many picture books to the children, connecting them with the world of stories.

The loss of books was a concern of the librarians, but the first thing that went missing was the dictionaries. The youth were surprised that people would want to study so much that they would steal dictionaries at night. Therefore, the dictionaries were moved to the librarian's room and kept in locked shelves.

At the beginning of the project, literate people had trouble with illiterate people, saying, "If you can't read, don't come here. For this reason, posters of UNESCO's Manifest on Public Libraries were hung in each library, which states free access to libraries without any discrimination. The training program was designed to convey the message that libraries are open to all people in the camp equally.

The reasons for continuation of the BRC project

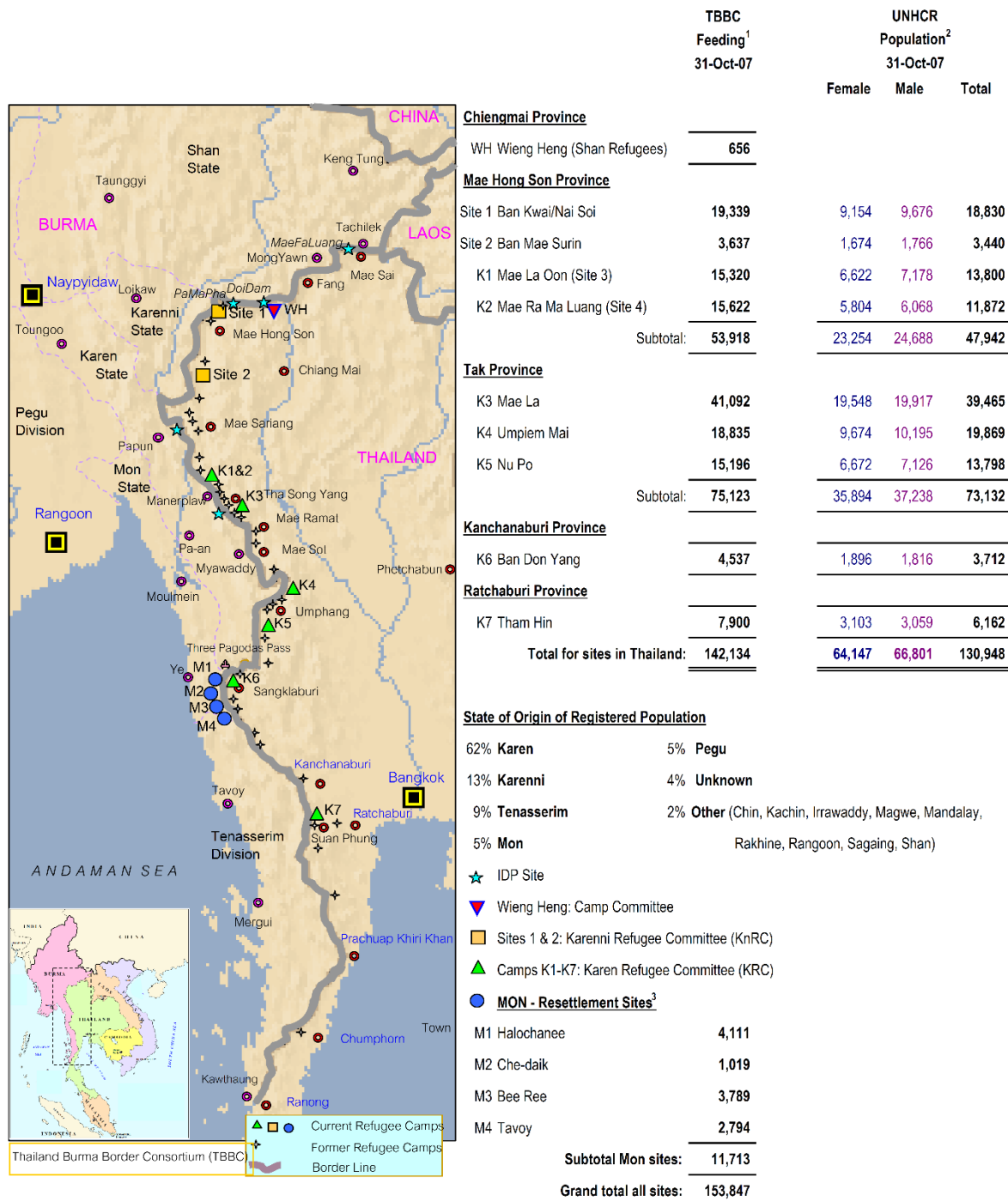
There are two reasons which are related. The one is that BRC project is for refugees. The another is it promotes community library. There is no electricity, there are no books at home, and there is nothing to do. They want to go to the library because there are fun things to do there. The poem about the creation of the library which was made by a boy using the library says it all (Appendix 3) . We have created an important place for refugee children. For children who do not know the outside world, the world they learn about from the various books in the library is a world they have never known before. Libraries serve as a conduit between the outside and the inside, and the presence of librarians who understand the philosophy of libraries is significant.

Ms. Watanabe's enthusiasm for human resource development was amazing. As a librarian, she had the knowledge and skills, of course, but he also had the passion. That passion was conveyed to the staff and resonated with the camp librarians. See Appendix 4 for the training modules which Ms. Watanabe made.

4. Phase 2: Expansion of the Target Area (2003-2007)

(1) Outline of the Expansion Period Covered by the Project Map of refugee camps and population during phase 2

Burmese border refugee sites with population figures: **October 2007**



Notes:

1. TBBC feeding figure includes all persons in camp, registered or not. It excludes all permanently or temporarily out of camp.
2. UNHCR figure includes registered, pending PAB and students but excludes new arrivals.
3. MRDC October 2007 population.

Source: TBC, <https://www.theborderconsortium.org/resources/key-resources/camp-population/>

Summary of the project in Phase 2: Expansion of the Target Area

Year	Aspects	Remarks
2003	Activities	<ul style="list-style-type: none"> Supported the operation of 16 libraries; constructed 2 libraries: 1 in Mae Ra Ma Luang and 1 in Ban Don Yang. Conducted joint librarians training for 5 camps Last campaign to send winter clothing to Myanmar refugees
	Operation	<ul style="list-style-type: none"> Kanchanaburi office established.
	Funders	<ul style="list-style-type: none"> UNHCR Thai Office, private supporters in Japan
2004	Activities	<ul style="list-style-type: none"> Mae Kong Kha camp and three libraries relocated to Mae La Oon. Supported services of 18 libraries. Constructed 3 libraries: 1 in Umpiem Mai and 2 in Tham Hin. Conducted joint librarians training.
	Funders	<ul style="list-style-type: none"> UNHCR Thai Office, private supporters in Japan
2005	Activities	<ul style="list-style-type: none"> Supported services of 21 libraries. Constructed 1 library in Mae La camp. Mobile puppet shows, activities for the elderly, and traditional culture activities started. Conducted joint librarians training.
	Funders	<ul style="list-style-type: none"> UNHCR Thai Office, private supporters in Japan
2006	Activities	<ul style="list-style-type: none"> Supported the operation of 22 libraries Constructed 3 libraries: 1 in Mae La Oon, 1 in Mae Ra Ma Luang, 1 in Ban Dong Yang. Established <i>Toshokan</i> (Library) Youth Volunteers (TYV). Conducted joint librarians training, 1st library committee training, 1st training for writers and illustrators.
	Supporter	<ul style="list-style-type: none"> UNHCR, private supporters in Japan
2007	Activities	<ul style="list-style-type: none"> Supported operation of 25 libraries. Started renovation of library buildings using materials for permanent building. Conducted workshops for mothers, TYV training, training for traditional culture instructors, joint training for camps, in-service training for librarians, training for mobile book boxes, and training for authors and illustrators.
	Operation	<ul style="list-style-type: none"> Change of director. Employed 25 national staff.
	Supporter	<ul style="list-style-type: none"> UNHCR Thai Office, private supporters in Japan

At the request of UNHCR, it was decided to expand the target area of the project to Ban Dong Yan camp in Kanchanaburi Province and Tham Hin camp in Ratchaburi Province. Furthermore, the issues of older people who tend to stay at home, delinquency among youth, and lack of extracurricular activities for school children were raised by other NGOs working in camps. Therefore, in order to become a community-based library, the five camps that have already started their activities began to take initiatives to attend to various issues in the community. Events were held on Mother's Day and Children's Day, and traditional cultural activities and senior citizen activities were initiated. Karen folk tales and traditional poems collected by the elderly activities were also utilized for the publication of a picture book in SVA.

At the same time, the capacity of librarians and library committees was strengthened. Many young people, including school leavers and those not in school, began to participate in the activities. After SVA provided training for *Toshokan* (library) Youth Volunteers (TYV) to acquire library activity skills such as story-telling, games and singing, and performing puppet shows, TYV went out into the community to raise awareness of library services and activities among children.

In addition, because of the idea that refugee camps are temporary shelters, building materials for the buildings were basically limited to bamboo, eucalyptus, and a giant leaf called chark, but since 2006, the MOI policy

has changed, and permanent materials such as concrete are allowed in some part of buildings in camps, which lead to utilization of permanent materials for constructing and renovating library building (See Appendix 5 for records of construction and renovation of library building).

(2) Roundtable discussion by staff involved in the expansion period

Participants (position at the time)

- Aki Nakahara, Director, Burma Refugee Camp Support Project Office
- Saylor (Field Coordinator)
- Ezzo (Project Staff)
- Wean (General Affairs)

Background of expansion of target areas

UNHCR with whom SVA has partnered from the outset of the project, proposed the expansion of the target areas to include Ban Dong Yang and Tham Hin camps, where the majority of the population is Karen people. SVA agreed to this proposal. As with the other camps, regarding the selection of the library location, the camp committee, together with the library committee, checked the condition of the potential site, including whether the location was accessible to children. Since the same content of training was provided to each camp, there were no differences in library activities.

Joint camp librarians training

The first joint librarians training was held near Mae Sot, which aimed at sharing experiences among librarians in all camps. Since the training was at the beginning of the activities, the main focus was on improving the skills of the librarians, understanding their roles and responsibilities, and how to interact with the children. We took the time to explain to the MOI the need for the librarians to leave the camp to participate in the joint training, and with their permission, we were able to implement the training. However, permission was not granted only for the librarians in Mae La Ma Luang camp, and they were not able to participate in the first training. It was easier to obtain permission for a refugee camp resident to move to another camp than to leave for Mae Sot. However, while permission was granted for registered refugees, it was not granted for non-registered refugees.



Participants of joint camp librarians training

Saylor and Wean told that they remember when many of the librarians gathered in the hall, all filled with excitement from being outside the camp for the first time. We taught the librarians everything from how to turn on the lights to how to turn on the air conditioning. Some of them got carsick on our first long-distance trip.

One of the purposes of the first training was to motivate the librarians of Nupo Camp, who have little understanding from the library committee, by meeting other librarians, and to give the camp committee, in addition to the librarians, an understanding of the daily activities of the library. It was also a good time for the camp committee to wrap up its activities before Watanabe, library specialist returned to Japan. The joint training was then held seven times in total, changing the venue from Mae Sot to each camp.

Initiation of senior citizen activities

Although many elderly people were living in the camp, there were no activities for them and they had no social role to play. SVA also decided to publish a picture book based on folk tales and thought of combining the picture book publishing with activities for the elderly. With the help of the camp leaders and the library committee, they selected people over 65 years old to come to the library several times in each month to tell Karen folk tales and sometimes Burmese folk tales to children, which allows us to collect the stories for the picture book publication. The children were able to learn about Karen traditional culture and history through this activity.



Senior citizen activity

On the day of the senior citizen activity, in addition to telling folk tales, they did yoga together and participated in library activities. The elderly participants looked forward to seeing their friends of the same age, interacting with children, and being able to play their own role in the community. Some participants visited the library on days other than the activity days to tell folktales. This activity was popular among both the elderly and children. An average of 20 people participated each month per library, but there were times when the number of people who wanted to participate was so large that the library had to limit the number of participants because it could not accommodate all of them.

Start of traditional cultural activities

In response to requests from each camp to provide opportunities for children to understand traditional Karen culture, we decided to offer classes to learn traditional three kinds of Karen musical instruments (Ta Na Kay Klaw, Thaw Tu, Ka Na) and dance since the library is also a place for cultural activities. Participants of the class also had the opportunity to perform and dance when public events such as festivals were held at the camp. Through these activities, the participants seemed to gain confidence and dignity as the Karen.



Karen musical instruments class

The person who would serve as the instructor was not a teacher but was selected from ordinary people in the camp who had the skills. Although the instructors could play and dance, they were new to teaching others, so they needed to know how to work with children, and the library committee encouraged them to attend training sessions held at the library. It was necessary for them to get involved with the library in order for them to understand the purpose of the activities.

The refugee camp office had some traditional Karen instruments available, and we checked the actual instruments and selected two types of instruments. We borrowed the actual instruments and requested them to be made at stores in Mae Sot and Mae Sariang, but the quality of the instruments was not good because the stores were not specialized in Karen musical instruments, and some of them needed to be repaired many times. In some camps, instructors made their own instruments because they found it difficult to play on the instruments provided by SVA. Although we started the traditional culture activities at the same time in all the active camps, it was difficult to procure instruments, and we felt that it would have been easier to roll out the new activities to all the camps if we started with a few camps as a pilot project at first.

Toshokan Youth Volunteers established

The only institution of study in the camp after graduating from high school was a junior college located only in Mae La camp, making it difficult for the students to continue their studies. We discussed what the library could do to connect high school graduates, high school students, and junior high school students to the community, and initiated activities to have youth volunteer to be involved in library activities for children, which resulted in organizing *Toshokan* (library) Youth Volunteers (TYV) in each camp. The idea was that in order for the community library to continue to grow, it would need to connect with various groups in the camp, and ultimately this activity would also help to revitalize the community. The decision to use the Japanese term, *Toshokan* instead of the Karen word, *Liroda* was not from SVA, but was chosen by the camp population because they like the name sounds Japanese.



Puppet show performed by TYV

TYV's work varied from camp to camp; supporting the daily work of the librarians (repairing, organizing, and checking out books), supporting major events held in the camp, and supporting the activities of other NGOs in the camp. In addition, when the BRC office staff had a chance to visit the library project of SVA's Lao office, they saw the youth conducting a puppet show and felt that this should be brought back to the camp activities, and since then, TYV has been conducting its own puppet show performances (caravan performances). Youth who joined TYV were teachers, camp committee members, and some were placed in leadership positions in CBOs. Their activities influenced the next generation, and many children wanted to become people like TYV.

What impressed them was that they extended their experience in library activities outside the library. For example, when a school library was established, the TYV attending that school voluntarily began supporting its operation and started activities for the children. As for the cost of activities, TYV provided funds for caravan performances, but as of 2023, SVA is no longer able to contribute to TYV's activities due to budgetary conflicts. However, TYV's activities do not end there, and they continue to work vigorously for the community and for children.

Picture book production

Since there were few picture books in the refugee camps, and books written in children's mother tongues, and preserved folktales and traditional culture activities were limited though the Karen has a strong aural tradition, we started publishing picture books in 2001 with the aim of increasing children's respect for their mother tongues and exposure to traditional culture. In the beginning, the BRC office was unable to secure a full-time publishing staff and found it difficult to write stories in the proper Karen language, so we partnered with a NGO called Drum Publication in Kanchanaburi to produce the books for children. The picture book publishing was initially done only in Karen, but due to requests from users, it was decided to publish in Burmese as well.



Meeting with publishing committee

Subsequently, Karen folk tales, history, and stories collected from the elderly, teachers, and youth in the camps were collected, recorded and published as picture books (See Appendix 6 for list of publications). The picture book publication committee was formed with members consisting of BRC office staff, teachers in the camps, and people who had studied painting in the past. Starting in 2004, a picture book contest was held in each camp to award good quality stories and illustrations submitted by camp population. In addition, for the purpose of capacity building, picture book writers, illustrators, and editors were invited from Bangkok as trainers for a training program on book production was held in the camp, 2006.

Management of the office

In expanding our activities, we established a new office in Kanchanaburi and hired new staff. The decision was made to establish two field offices because of the regional nature of the interactions with the Thai government. We then asked Mr. Thirapon to become the program coordinator of the Kanchanaburi office. For the training of librarians for the two new camps, experienced staff from Mae Sot also participated and conducted the training.

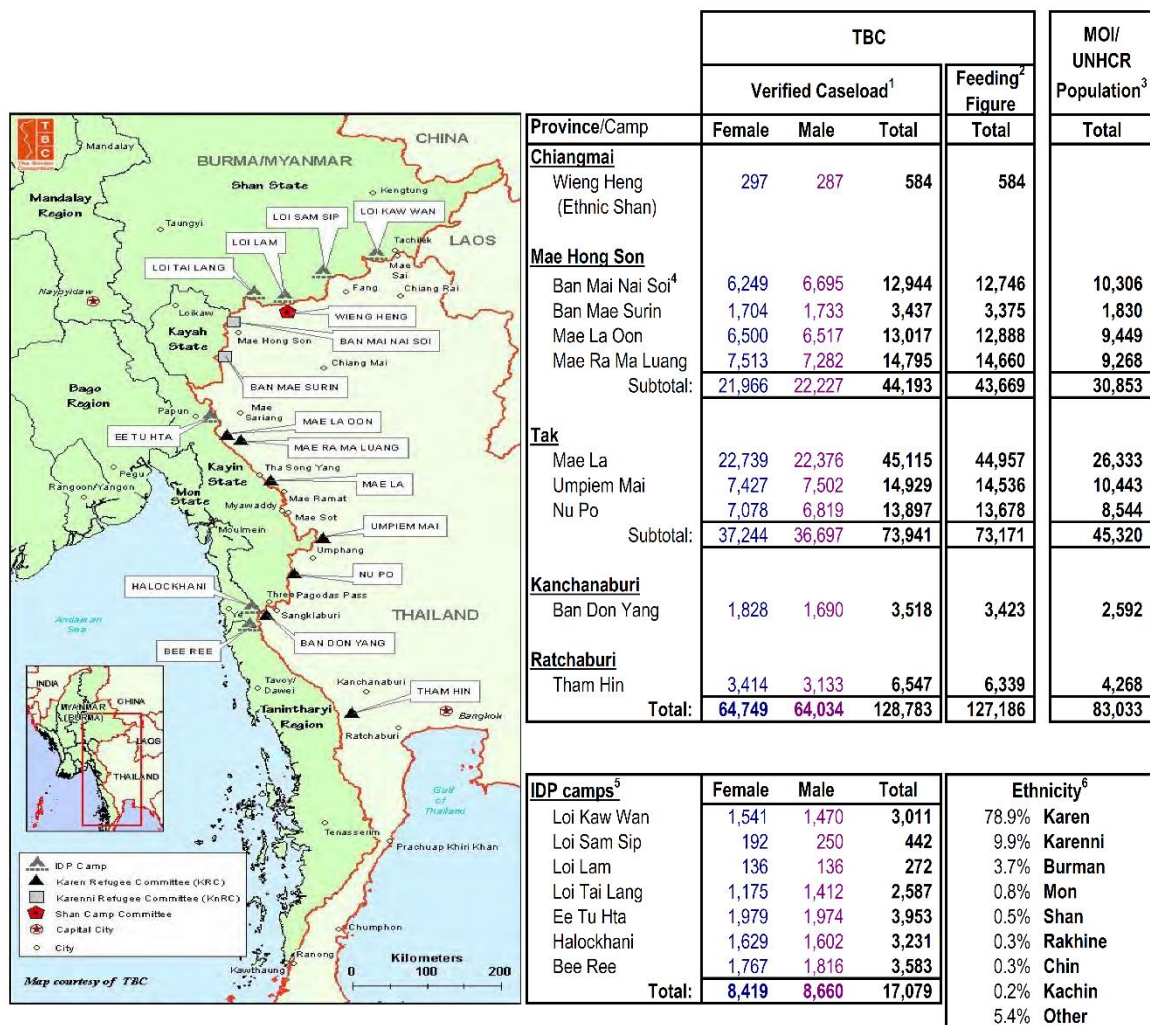
In total, three offices operated remotely, and although the internet was not commonly available and telephone-based communication was sometimes difficult, they cooperated with each other. Once a quarter, we gathered at the Mae Sot office for meetings and other activities. The quarterly meetings included a two-day coordinator meeting followed by a two-day joint library staff meeting. They reported to each other on the activities of each camp, exchanged information on issues, etc., and confirmed and reviewed the activity plan for the next quarter.

5. Phase 3: Establishment of community library (2008-2012)

(1) Outline of the phase 3

Map of refugee camps and population during Phase 3

Refugee and IDP Camp Populations: December 2012



Notes:

- The Verified caseload includes all persons verified as living in the camps and eligible for rations, registered or not (including students). It excludes all previously verified residents now permanently out of camp.
- Rations are provided only to those personally attending distributions. The Feeding Figure is the actual number of beneficiaries recorded as having collected food rations this month.
- MOI/UNHCR figures are registered refugees. Most new arrivals since 2005 are not registered. UNHCR records an additional 248 people who have been submitted to the Provincial Admission Boards (PABs).
- Includes Kayan.
- Population figures for IDP camps are derived from camp committees on a monthly or quarterly basis depending on accessibility.
- From TBC Population Database of verified caseload; IDP camps excluded.

Source: TBC, <https://www.theborderconsortium.org/resources/key-resources/camp-population/>

Summary of the project in Phase 3: Establishment of community library

Year	Aspects	Remarks
2008	Activities	<ul style="list-style-type: none"> Supported the operation of 24 libraries in 7 camps. Two libraries in Nupo were merged to one. Conducted training for traditional culture instructors, joint camp librarians training, in-service training for librarians, mobile library training, and TYV training.
	Funders	UNHCR, private donations
2009	Activities	<ul style="list-style-type: none"> Supported the operation of 22 libraries in 7 camps: One merged in Mae Ra Ma Luang and One closed in Umpiem Mai. Activities for the elderly was suspended. Conducted camp librarians joint training, in-service training for librarians, mobile library training, joint camp training for traditional culture activity instructors and librarians' association, and TYV training. Organized the 1st Refugee Children's Cultural Festival at Umpiem Mai.
	Operation	<ul style="list-style-type: none"> Kanchanaburi office was closed
	Funders	<ul style="list-style-type: none"> UNHCR Thai Office, private supporters in Japan
2010	Activities	<ul style="list-style-type: none"> Supported the operation of 21 libraries in 7 camps: One in Ban Don Yang was merged Conducted practical training on library activities, training on library management and operation, joint camp training with the Traditional Culture Committee and Karen Youth Organization (KYO), and participatory training on library reconstruction and restoration. Organized the 2nd Refugee Children's Cultural Festival in Mae La, Umpiem Mai, and Nupo.
	Funders	<ul style="list-style-type: none"> UNHCR Thai Office, private supporters in Japan
2011	Activities	<ul style="list-style-type: none"> Supported the operation of 21 libraries in 7 camps. Suspended the support for traditional culture activities. Conducted Library Committee Training, TYV Training, and distributed "Activity Manual" at Community Library Management Training. Held the 3rd Refugee Children's Cultural Festival in Mae La, Umpiem Mai, Nupo and Mae La Oon in collaboration with Mae Ra Ma Luang.
	Operation	<ul style="list-style-type: none"> Closure of the Mae Sariang office
	Funders	<ul style="list-style-type: none"> UNHCR Thai Office, private supporters in Japan
2012	Activities	<ul style="list-style-type: none"> Supported the operation of 21 libraries in 7 camps. Conducted participatory library construction and repair training, training for distribution of picture book publications, in-service training for librarians, library management training, joint training for library coordinators, and training prior to implementation of reading promotion activities. Held the 1st World Refugee Day Soccer Festival. Held the 4th Refugee Children's Cultural Festival in Mae La, Umpiem Mai, Nupo, and Mae Ra Ma Luang in cooperation with Mae La Oon.
	Operation	<ul style="list-style-type: none"> Employed 15 national staff
	Funders	<ul style="list-style-type: none"> Private supporters in Japan

10 years have passed since the start of the project, and the recognition of the library and its users have stabilized through the continuation of various library activities. In 2009, the refugee children's cultural festival was held and all ethnic groups living in the camp were invited to participate in the festival. The library has been conducting traditional cultural activities as part of its library activities. In 2009, a reform of the education system in the camp was implemented and Karen Refugee Committee Education Entity (KRCEE) took direct control of basic education in camps. And in 2012 the community library was officially positioned in the non-formal education sector of KRCEE.

Although library activities were becoming established, it was also a time when many excellent personnel who had worked for many years in the refugee camps were retiring due to resettlement in third countries, and also when many national staff members were retiring for various reasons. There was an increased need to realize a community library supported by the community in cooperation with community based organizations (CBOs) in the camp, to strengthen the abilities and awareness of national staff, and to follow up with librarians and CBOs. In addition, due to a change in funding policy, UNHCR funding has ceased in 2011, which is a challenge for BRC office.

(2) Roundtable discussion by staff during phase 3

Participants (position at the time)

- Takehiro Ono (Director, Burma Refugee Camp Support Project Office)
- Saylor (Project Manager)
- Ezzo (Coordinator)
- Wean (General Affairs)

Selection of Library Activities

The reduction in funding from UNHCR was the main factor, and we had to downsize activities. The number of libraries to be supported had to be reduced, along with the cancellation of activities for the elderly and traditional culture. Quarterly meetings with the libraries were utilized to discuss the cancellation of activities. In addition, activities were prioritized so that those activities that had to be continued would remain.

The reduction in the number of libraries will be determined based on location, and as a follow-up, we have tried to increase the number of mobile book box activities to schools. As for the traditional culture activities, one of the reasons for discontinuing them was that the trainers had left the camp for a third country settlement and could no longer continue. Even though SVA stopped supporting the traditional cultural activities, some expressed their desire to continue them by participating in events on their own. Another reason for the decision to end traditional culture activity was that cultural activities would remain through the Refugee Children's Cultural Festival, which started at the same time.



Storytelling of The Big Turnip by Fukuinkan Shoten Publishers, Inc.

Management of community libraries in the context of increasing third-country settlement

With the increased cases of third country resettlement, more and more the experienced librarians were leaving the camps, and we needed to rethink our library operations. Therefore, the idea was to have KRCEE and TYV take over some of the library activities instead. The national staff analyzed the capacity and situation of each camp, and when visiting camps for monitoring and training, they considered where to prioritize the budget so that it would be better allocated to training librarians and TYV. When new librarians were hired, they were sometimes asked to work for a while in the library where there was already an experienced librarian so that they could learn the job. We also kept in close contact with the library committee and worked with the Office of Camp Education Entity (OCEE), the camp side organization of KRCEE, to support library operations. Regarding the operation of the project in the context of the ongoing third country settlement, all NGOs, not just SVA, were considering whether their activities could be completed within the camp, and discussions with KRCEE and OCEE had begun regarding education. The library was initially in discussion with KYO, but it was decided that the library should cooperate with

KRCEE and OCEE, which are in charge of education in the Karen refugee camps, and it was finally decided that the community library would be positioned in the non-formal sector of KRCEE.

Refugee Children's Cultural Festival

At that time, more and more people were interested in guitar playing other cultural activities conducted by other NGOs in the camp, and interest in traditional musical instruments was gradually decreased.

However, it turned out that in addition to the fact that people liked to dance and sing and watch at events such as the Karen New Year, there were also non-Karen ethnic groups that were active in the camp. The fact that no other NGO was interested in and active in ethnic understanding was one of the reasons why we decided to hold Refugee Children's Cultural Festival.



The 10th Refugee Children's Cultural Festival

SVA's internal situation was also involved:

from 1997 to 2007, SVA conducted the Asian Children's Cultural Festival, which brought children from many countries to Bangkok and Cambodia for cultural exchange. They wondered if refugee children could also participate in this cultural festival and asked MOI for permission to travel to Bangkok, but permission was not granted. Therefore, we decided to invite children from Thai villages inhabited by Karen people around the refugee camps where we were developing mobile library activities. Later, SVA felt that the Asian Children's Cultural Festival in Bangkok was significant for the participants, and when staff shared the story with the library committee, they asked, "Why not do it inside the camp?" was voiced. Since the library is a place where educational and cultural activities are conducted, and cultural understanding is an activity that leads to mutual respect, it was decided to conduct the cultural exchange within the camp.

In holding the festival, we also reached out to the leaders of ethnic minorities in the camps. The road to holding the festival was a long one, requiring many meetings with stakeholders in the camp. TYV and librarians were also involved in organizing library activities such as storytelling during the lunch time of the festival. The Refugee Children's Cultural Festival had a significant impact. The children were able to think about their own identity, learn about unity and understanding each other in the same community, and gain self-confidence. In the evening, when children from different ethnic groups performed their dances, many adults also gathered to watch the children perform with confidence. The adults involved in running the camp also understood that this event was a meaningful way to understand diversity and create peace. After the festival, the librarians and TYV began to have a broader perspective, which had the impact of eliminating the Karens as a priority in library activities.

World Refugee Day Soccer Festival

The idea for this soccer festival was raised when former Thailand Office Director, Mr. Yagisawa connected with the J-League, and it was decided to hold the festival in conjunction with World Refugee Day, 20th of June. Supported by the Embassy of Japan in Thailand, J-League (the Japan professional football league), and the Japan Foundation in Bangkok, the first soccer festival was held in collaboration in 2012 with Right to Play, an NGO that supports sports activities for children in the camps. Journalists, who normally are not granted camp passes by MOI, were granted camp passes and were interviewed, and their articles were published in Japanese newspapers and other media, providing a good opportunity for them to learn about the Myanmar (Burma) refugee camp.

Players who were active in the J-League participated in a story telling session at the library after the soccer class for refugee children, which also helped to publicize the library activities in the camp. The children

enjoyed the event thanks to the support provided by TYV. The annual soccer festival ended in 2018 and was held a total of 10 times.

Picture book production

It was particularly difficult to find human resources for picture book production, as the illustrators in the camp had left due to third-country resettlement. Therefore, we decided to hire illustrators from outside of camps. We were able to collect stories, but not as many as before.

Since the national staff in charge of publishing could be employed at BRC office, the staff in charge worked with the publishing committee to publish picture books. Previously, they had published picture books based on Karen folklore, but in 2011 they also published a *Kamishibai* (paper drama) based on folktales (Appendix 6).

Management of the office at that time

Despite the financial instability, the BRC staff was becoming more self-disciplined. Although the decision was made by the board of SVA to downsize activities in order to adjust to the funding situation, teamwork had become stronger and was able to cope with the situation. Many of the personnel had a sense of mutual support. Until then, the national staff had often relied on the Japanese, but it was decided that Saylor, the project manager promoted to the acting director, becoming more involved in the management of the office and business operations, further enhancing the teamwork. By working with many Japanese, the staff came to understand different ways of thinking and management skills.



Librarians training

6. Phase 4: Support to prepare for repatriation (2013-2019)

(1) Overview of the Return Preparation Support Period

Map of refugee camps and population in phase 4

Refugee Camp Populations: December 2019



Temporary Shelters	TBC Verified Caseload ¹			TBC Assisted Population ²	MOI/ UNHCR Verified Population ³
	Female	Male	Total	Total	Total
MAE HONG SON					
Ban Mai Nai Soi	3,931	3,972	7,903	7,535	8,356
Ban Mae Surin	977	993	1,970	1,896	1,993
Mae La Oon	4,215	4,088	8,303	8,039	9,190
Mae Ra Ma Luang	4,530	4,374	8,904	8,555	10,208
Subtotal:	13,653	13,427	27,080	26,025	29,747
TAK					
Mae La	15,899	14,827	30,726	29,797	34,718
Umpiem Mai	4,405	4,283	8,688	8,449	10,855
Nu Po	3,950	3,600	7,550	7,393	9,662
Subtotal:	24,254	22,710	46,964	45,639	55,235
KANCHANABURI					
Ban Don Yang	1,112	1,047	2,159	2,132	2,511
RATCHABURI					
Tham Hin	2,704	2,367	5,071	4,946	5,840
Total Refugees	41,723	39,551	81,274	78,742	93,333

Refugees by Ethnicity

Karen	80.58%
Karenni	9.60%
Burman	3.20%
Mon	0.61%
Other	6.01%

Refugees by Age Groups

New Born < 6 months	0.78%
6 months < 5 years	10.95%
5 years < 18 years	33.72%
>= 18 years	54.54%



Notes

1. The verified caseload includes all persons, registered or not, confirmed living in camp & eligible for rations.
2. The TBC Assisted Population is the number of beneficiaries who collected rations during the previous month. Rations are only provided to those who are physically present at distributions.
3. The Royal Thai Government and UNHCR conducted a verification exercise of registered and unregistered refugees from January to April 2015. This is updated on a monthly basis.

Source: TBC,

<https://www.theborderconsortium.org/resources/key-resources/camp-population/#33463c5e4e455e39c>

Summary of the project in Phase 4: Support to prepare for repatriation

Year	Aspects	Remarks
2013	Activities	<ul style="list-style-type: none"> Operational support for 21 libraries in 7 camps. Training on picture book and picture story show publishing by Japanese picture story show specialists, in-service training for librarians, joint training on library management, reading promotion training for teachers, and TYV training. Community information bulletin boards installed in all libraries Library in charge assigned in OCEE. Held the 5th Refugee Children's Cultural Festival in Mae Ra, Umpiem Mai, Nupo, and Mae La Oon in collaboration with Mae Ra Ma Luang camps.
	Operation	<ul style="list-style-type: none"> Received a library officer from KRCEE at the BRC Mae Sot office.
	Funders	<ul style="list-style-type: none"> Japan Platform, private donors in Japan
2014	Activities	<ul style="list-style-type: none"> Provides operational support to 21 libraries in 7 camps. Conducted in-service training for librarians, joint training for library management, reading promotion training for teachers, and TYV training. Started providing information via offline PCs at all libraries. Began purchasing books from Yangon. Started to prepare a transition plan to prepare for repatriation. The 6th Refugee Children's Cultural Festival was held in Mae Ra, Umpiem Mai, Nupo and Mae La Oon camps.
	Operation	<ul style="list-style-type: none"> Change of Director. SVA established two offices in Myanmar.
	Funders	<ul style="list-style-type: none"> Japan Platform, private donors in Japan
2015	Activities	<ul style="list-style-type: none"> Provided operational support to 21 libraries in 7 camps. Implemented Literacy Boost in Emergency project in collaboration with Save the Children Conducted training for teachers, TYV training, reading promotion training for teachers, in-service training for librarians, and information management training. Held the 7th Refugee Children's Cultural Festival in Mae Ra, Mae Ra Ma Luang in collaboration with Mae La Oon camps.
	Funders	<ul style="list-style-type: none"> Japan Platform, private donors in Japan
2016	Activities	<ul style="list-style-type: none"> Supported the operation of 21 libraries in 7 camps Improved book corners in 28 schools Conducted TYV training, reading promotion training for teachers, and in-service training for librarians. Held the 8th Refugee Children's Cultural Festival at Umpiem Mai.
	Funders	<ul style="list-style-type: none"> Grant Assistance for Japanese NGO Projects from Japanese Ministry of Foreign Affairs (MOFA), private donors in Japan
2017	Activities	<ul style="list-style-type: none"> Provided operational support to 21 libraries in 7 camps Conducted TYV training, reading promotion training for teachers, and in-service training for librarians. Held the 9th Refugee Children's Cultural Festival in Mae Ra Camp.
	Funders	<ul style="list-style-type: none"> Grant Assistance for Japanese NGO Projects (MOFA), private donors in Japan
2018	Activities	<ul style="list-style-type: none"> Supported the operation of 21 libraries in 7 camps. Held 10th (last) Refugee Children's Cultural Festival and 10th (last) Soccer Festival in Nupo camp. Conducted TYV training, reading promotion training for teachers, and in-service training for librarians Began discussions with camp officials regarding transition plan of the project for repatriation

	Operation	<ul style="list-style-type: none"> Started project formation study to support the integration of returnees in Karen State
	Funders	<ul style="list-style-type: none"> Grant Assistance for Japanese NGO Projects (MOFA), private donors in Japan
2019	Activities	<ul style="list-style-type: none"> Provided operational support to 15 libraries in 7 camps with having consolidated 21 libraries into 15. Conducted in-service training for librarians. TYV training was held using quarterly meeting time. Stopped to support Library in Charge in camps.
	Operation	<ul style="list-style-type: none"> Change of director. The office is shifted to national staff management without a Japanese representative. With the establishment of the Hpa-an Office in Karen State, Myanmar, the BRC office becomes one of the Myanmar Border Project (MBP) offices.
	Funders	<ul style="list-style-type: none"> Grant Assistance for Japanese NGO Projects (MOFA), private donors in Japan

With the deadline for the third country resettlement program and talk of return to Myanmar beginning to move forward, the activities of the various support groups in the camps shifted to take into account what would happen after the refugees returned to their home countries. In order to support to prepare for repatriation, new activities of the project have started including installing information boards in front of all libraries, equipping off line computers with the main library in each camp. These efforts allowed to provide information related to the return published by UNHCR and news from the Myanmar side through information boards and computers in libraries. In addition, the purchase of books from Myanmar has been started to enable users to collect information for voluntary return. Furthermore, in preparation for the future decrease in the camp population due to the return, a transition plan has been developed that prioritizes library activities and describes the order in which operations will be scaled back.

At the same time, with the aim of strengthening the link between community libraries and school education, TYV began supporting the establishment of libraries in schools that did not have libraries before. Children who were unable to go to the community library began to read books, and TYV activities were held in school libraries, and long-term book loans from community libraries to school libraries through mobile book box activities were initiated.

In 2019, with the gradual start of international assistance in return destinations, SVA opened an office in Hpa-an, Karen State, and launched a Community Resource Center (CRC) project to support returnees in Karen State. The CRC project included the construction of a library building with meeting and training rooms and a multi-purpose hall to be used for community events and sports in five returnee's villages.

That same year, the refugee camp consolidated its community libraries from 21 to 15 based on a transition plan that had been prepared since 2014. It was decided that many of the six libraries would continue to use their buildings for school and community, and the books were transferred to other libraries and schools in the camp. With the beginning of the return movement in the camp, more organizations withdrew from the project, and the livelihood support began to decline. Some of the residents who do not wish to return to Myanmar due to past experiences of civil wars suffer and mental anxieties that they feel they have nowhere to go. The role of the library as a place to spend time has strengthened, as reading a book at the library helps them to forget their anxieties.

(2) Roundtable discussion by people involved in the return preparation support period

Participants (position at the time) <ul style="list-style-type: none"> Aki Nakahara (Director of the Burmese Refugee Camp Support Project Office) Reino Kikuchi, Coordinator Saylor (Acting Director)
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- Esso (Coordinator)
- Wean (General Manager and Assistant to Acting Director)

Differences in the impact of third-country resettlement and repatriation

Following the ceasefire agreement between Karen Nation Union (KNU) and the Myanmar government in 2012, consultations between UNHCR and CCSDPT on durable solution for refugees were initiated, and a framework for repatriation was established. In 2016, refugees started to return officially through the implementation of the voluntary return program agreed upon by the governments of Thailand and Myanmar. The notification by the U.S. to end the resettlement program in 2013 also led to many refugees to discuss their return to Myanmar. Because of these developments in the camps, as well as funding from the Japan Platform (JPF) to support repatriation beginning in 2013, it was necessary to address the issue of support to prepare for return.

With the beginning of the return movement, there were many changes within the camp. The librarian committee, librarians, and library users began to voice their concerns about the future of the library. Many requests were raised for the library to move with them when the large scale return began. People were confused because they could not see the future, and needed correct information, not fake news, and the library needed to function as an information facility. In addition, while many requests for English-language books were received during the third-country resettlement, requests for Burmese-language books increased in this phase of the project to prepare for return.

Activities initiated in preparation for return

Meetings were held in the camp for stakeholders to share information and to prepare for return. Camp leaders also began inspecting potential return sites. UNHCR also expressed interest in supporting the provision of information in the camps and provided 18 computers to be equipped in community libraries in seven refugee camps. Instead of equipping the computers in all 21 libraries, 9 libraries were selected and 2 computers were installed per library. Computers were installed in one library in the less populated camps and in two libraries in the more populated camps. At that time, UNHCR had created a portal, where information on Myanmar and return was provided. In addition, information was made available on computers, printed out, and posted on the information boards, and information provided by the camp information teams was also posted on the boards, as well as new books from the libraries. The video was produced by BRC staff to show story-telling and performing action songs, and the video was put on a computer for the librarians' personal in-service training.



Computer equipped in library

To activate computers, for libraries that did not have electricity in their camps, generators and gasoline were provided by the project. Camps in the Tak Province with power had provided it to libraries with paying its cost by the project. Some camps provided solar panels. Since the librarians had never used a computer and did not know how to operate it, SVA created a computer operation manual for them. Based on the manual, the librarians learned basic operations and began guiding users through them. In some camps, the information team and OCEE had people who were familiar with computers, so when problems arose, they would come to the library for help.

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Since schools began teaching Burmese language, the project decided to distribute more books on Burmese

grammar and other topics for youth and adults in Burmese. In addition, other NGOs started to issue certificates to teachers in order for those who have worked in the refugee camps to get jobs after their return, since the government does not certify their profession in the camp. SVA also began working with KRCEE to create librarian portfolios to certify the performance of librarians, compiling each librarian's service experience, training certificates, etc., which were finally approved by KRCEE and given to the librarians.



Information board in front of library

In addition, for the purpose of taking over the management of the community libraries within the camps, a position called "Library in Charge" was created under the OCEE umbrella in each camp to coordinate the librarians in each camp, and the Library in Charge began to compile reports from each library and report them to the SVA. Library in Charge also represented the library at meetings held in the camp. In addition, a KRCEE staff member was hired as a Library Officer at the Mae Sot office to learn how to support the libraries by SVA in 2013. However, due to the salaries of the Library in Charge and the Library Officer being paid by SVA, Library in Charge position was eliminated in 2019 due to budget constraints.

Purchase of books from Myanmar side

Until then, the number of Burmese books available for purchase from Thailand had been small, and book procurement had been limited. However, with the democratization of Myanmar, information about Myanmar became available in the camps, and library users began requesting a wider variety of Burmese books and new books to read.

After SVA opened the Myanmar office in 2014, the presence of Myanmar staff in the Mae Sot office and the ability to travel within Myanmar as well as to border areas gave us the opportunity to travel within Myanmar and survey bookstores. Books selected through the bookstore survey and online were paid for to a bookstore in Yangon through the Myanmar office, and the books were shipped to the Thai side. Users appeared to be satisfied with the books purchased from Myanmar, and we felt that we were able to meet their needs. When we first conducted the survey in Myanmar, there were only books for youth and adults, and few children's books. Recently, however, more children's books have become available in Myanmar. Regarding the books in Karen, the variety is small, and new books are being obtained through the Karen network. Books on leadership skills, morals, etc. translated from English to Karen language were procured from Karen church schools in Myanmar and Mae Sot.

Maintenance of school libraries

We used to support the schools with mobile book box that allows the school select and borrow 30 copies of books from the community library for one month in principle. Training was provided to teachers on how to handle and utilize books borrowed from the mobile book box for a long period of time at schools. Many schools were interested in this service because they could borrow reference books and dictionaries, which usually were not allowed to borrow from library. Teachers visited the library with their students to select books to be borrowed.

While it is financially difficult to build more libraries, we decided to develop school libraries by utilizing books that are no longer distributed in the libraries due to book replacements, in order to increase opportunities for students to read books in the camps. Another reason for supporting school library is that other NGOs working for schools are facing the challenge of shrinking budgets, and are scaling down their activities, making it necessary to support schools more than ever. We received requests from many schools,

but we also considered our own capabilities and selected 28 schools for the project. The selection criteria were that the schools had to be active, have a large number of students, and have a good location. In addition, meetings with principals, OCEE and NGOs were held to confirm their commitment, and the target schools were finally selected in agreement with OCEE. In 2023, the number of school libraries that have been developed is 24, due to the consolidation of the selected schools as the population in the camps has decreased in response to repatriation.

The development of school libraries provided more children with reading opportunities, and TYV sometimes conducted activities for children, such as story-telling and puppet shows. The relationship between schools and community libraries has also strengthened, with librarians cooperating with school libraries for follow-up after school library training was provided to target schools. Collaboration with Jesuit Refuges Service (JRS), which supports education in Karenni refugee camps, was also initiated, and the Karen and Burmese language books to schools in Karenni camps were provided.

Picture book and textbook production

In 2013, a training program on publishing picture books and *Kamishibai* was given by the Japanese *Kamishibai* writer, Mr. Mitsunori Yabe who also taught how to make toys using local materials in the camp. In 2014, at the request of the youth in the camp, we started to publish picture books in Karen and Burmese languages with English translation. In addition, at the request of KRCEE, we supported the printing of Karen and Burmese textbooks for primary school and teaching guides for teachers.

Due to budget constraints, the number of titles published and books printed was gradually reduced. In addition, it was no longer possible to have a staff member in charge of publishing, and started to outsource editors and illustrators for publications. Some of the picture books published during this phase reflect the challenges of suicide and drug abuse in the camp. A photo book, "Libraries to Know" was published in 2016, which includes user testimonials along with photographs, and will remain as a record of our past activities and the importance of the library.



Planning and implementing transition

Library users requested us to bring libraries to Myanmar when they return. We decided to develop a transition plan based on meetings with UNHCR and other NGOs in consideration of the declining population in the camp. After discussions with all the national staff on the key points of which activities to keep until the end, a draft was prepared mainly by Saylor and Coordinator Kikuchi. At the end, it was envisioned that libraries would be located on the Myanmar side, and plans were made for what materials to bring. The draft plan was ready in 2014, and the KRCEE and Karen Education Department (KED) began to work out the details, which were finalized in 2018.

To finalize the transition plan, Saylor attended all meetings at the library and briefed all parties involved, including the camp leaders. The first thing she told them was that in order not to leave people insecure, SVA has a policy to continue supporting the camp until the time it closes, and that the plan is to continue working until that time. She also explained that the opinions of KRCEE and KED had been taken into account, and requested that if there were any improvements or issues that needed to be addressed, they should feel free to speak up. Questions were raised on the spot by the people involved, and the people involved were satisfied that the questions were answered well, and no issues have arisen to date. People also understood the situation of the camp, which is one of the reasons why they understood the transition

plan. as an NGO, we learned that the most important thing is to make a plan not only by ourselves but also together with the people concerned and to be accountable to the beneficiaries.

In 2019, the community libraries were consolidated in accordance with the transition plan. Consultations were held with stakeholders regarding the selection of libraries to be merged, and it was decided to keep libraries in locations that were easily accessible to children, and some of the books from the merged libraries were moved. Many camps decided to keep their library buildings after merger with only one building was decided to be demolished due to its age, and although it is no longer used as a community library, it is used as part of a school, for example, and retains a small book corner. The Mae Ra Ma Luang camp wished to maintain it as a community library on their own, so they took the form of keeping it as a library. Since the library is mainly used by the neighboring schools, the school staff is responsible for the library operation and building management, and the local people also cooperate when the building is repaired, and the library continues to be maintained solely by the residents to this day.

The Changing Role of Community Libraries

Since this was a sensitive time when NGOs were withdrawing and people's livelihoods were unstable, the library was managed in such a way as not to cause confusion among the people. It also gradually transitioned to having the library board and library committee members take on more roles. The purpose of this was to help community members understand the library operation, to give them independence, and to give them a sense of ownership. Through monitoring, SVA made sure to provide advice on the challenges they faced in the refugee-driven operation.

Many people were seeking emotional support more than ever before, perhaps because they were anxious about the uncertain future. The community library became a place for people, a place where they could feel safe and free, and a place to forget their stress; in addition to the library, TYV held reading clubs for children in the community, which also helped to reduce stress among the children. In interviews with users and at the library's quarterly meetings, it was often heard that "reading books helps me forget about stress," indicating that the library was functioning as a place where mental anxiety was not reduced. Teachers also mentioned that children who had said they did not want to go to school now wanted to go back to school as they read books in the library and participated in library activities. As the children enjoyed the library activities, they began to read to children younger than themselves, helped the librarians with their work, and showed changes in their dreams. Adults also commented, "Even when I feel angry in my life, I forget and relax when I go to the library and immerse myself in reading. Older adults also said that reading is a new experience and that they have a good time at the library.

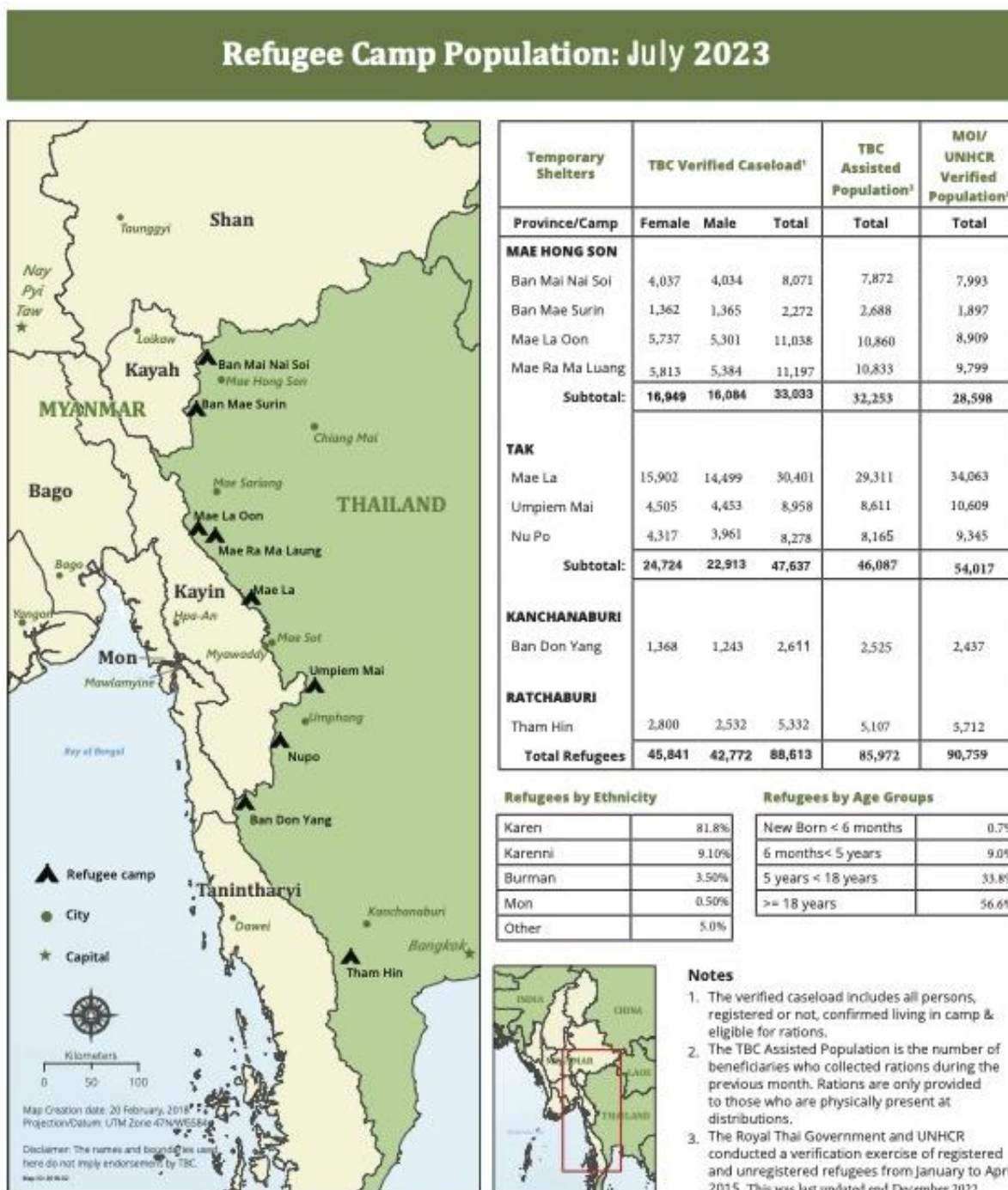
Reduction in the number of staff

The office was transitioning to an office operation led by the national staff. Due to budgetary constraints, the national staff had to be reduced to a minimum number. The staff had become like a family and could discuss anything with each other, so when the number of staff had to be reduced, they understood by explaining the background. Also, the remaining staff understood that their own duties would increase as a result. It was good for the staff to be told directly by Saylor who had worked with them for a long time, rather than by the Japanese director. Some staff told that "it is OK for me to quit the job due to finance, but do not quit the library project".

7. Phase 5: Support in COVID-19 pandemic and military coup in Myanmar (2020 - 2023)

(1) Overview of the project in Phase 5

Map of camps and population in Phase 5



Source: TBC,

<https://www.theborderconsortium.org/resources/key-resources/camp-population/#242b946545761e594>

Overview of SVA's activities and operations

Year	Aspects	Remarks
2020	Activities	<ul style="list-style-type: none"> Supported the operation of 15 libraries in 7 camps. Supported hygiene supplies needed for the COVID-19 pandemic, and continued to keep libraries open by utilizing these supplies. Conducted online quarterly meetings, during which exchange meetings were held for librarians and TYV to strengthen their capacities.
	Funders	<ul style="list-style-type: none"> Private supporters in Japan
2021	Activities	<ul style="list-style-type: none"> Supported the operation of 15 libraries in 7 camps. Provided material support to the displaced people in Thailand after the coup. Conducted mainly online quarterly meetings, during which exchange meetings were held for librarians and TYV to strengthen their capacities.
	Operation	<ul style="list-style-type: none"> BRC office became under the Myanmar office
	Funders	<ul style="list-style-type: none"> Private supporters in Japan
2022	Activities	<ul style="list-style-type: none"> Provide operational support to 15 libraries in 7 camps. Conducted quarterly meetings (one part online), during which exchange meetings for librarians and TYV are held to build capacity.
	Operation	<ul style="list-style-type: none"> Employed 6 national staff
	Funders	<ul style="list-style-type: none"> Private supporters in Japan

Beginning in 2020, the community library had to be temporarily closed due to COVID-19 pandemic. When there were positive cases in the camp, severe movement restrictions were imposed on residents, and support groups were also restricted, making it impossible for SVA to carry out normal support activities. SVA provided remote support for library operations, and the library continued to provide users with reading opportunities by lending books and utilizing methods such as mobile book boxes. The library also took advantage of the closure period to clean up the library and reopen it after the situation had calmed down, following thorough infection control measures such as temperature checks for users and hand washing before and after entering the library.

The Thai-Myanmar border was closed by the pandemic, and training for librarians from the Thai side was conducted online. In addition, the repatriation process was temporarily suspended in the camp. In 2021, when the repatriation process was expected to resume, it was suspended again due to a military coup that took place in February 2021 in Myanmar. The residents' anxiety, fear, and stress have increased as the sound of bombings can be heard along the border area.

(2) Roundtable discussion by staff involved in Phase 5

Participants (position at the time) <ul style="list-style-type: none"> Aki Nakahara, Director, BRC Office Saylor, Deputy Director Esso, Coordinator Wean, General Affairs and Assistant to Deputy Director
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Library management of the Corona Disaster

The COVID-19 pandemic gave huge impact on the project. To prevent infection, NGOs except for medical and food aid were not allowed to enter the camps, schools were closed, and residents were temporarily prohibited from moving between districts. The national staff discussed how to continue to provide support, and decided to conduct monitoring and training online, and to have the library committee members in the training, who had received training in the past, participate in the training as a role to share their first-hand knowledge.

After discussions with the Camp Committee and Library Committee, the library management was made to be more flexible. The number of users at one time was limited, and the number of books and the period for lending was raised so that the number of visits to the library could be reduced. SVA instructed the librarians to keep a record of library activities such as number of storytelling and book repairs. SVA also told them to take and send pictures of their activities so that SVA could remotely monitor their activities. Before the pandemic, the library staff was not strictly instructed to record and take photos, as it was possible to check through monitoring by SVA staff. However, after the pandemic, the recording habit took root among the library staff, and it is still being continued.



Temperature checking before entering library

When the library was decided to be closed temporarily, SVA provided assistance with hygiene supplies such as soap and detergent to use in the library. When the library reopened, camp officials encouraged residents not to worry because the library had hygiene supplies. They also asked users to take their temperature and wash their hands before entering the library. Currently, the temperature checks have been stopped, but hand washing continues, and the library committee is responsible for managing the water for hand washing.

Several librarians had smart phones, so SVA helped them with a small amount to cover the cost of internet for communication with SVA staff. There used to be no cell phone connection in the camps, but recently there has been. In some camps, there were only a few places where there was a signal, and in those cases, librarians and library committee members went up to mountain tops where they can catch a signal to contact the SVA.

The Camp Committee also cooperated, especially in the camps in Tak province, by conducting meetings online. The pandemic experience helped SVA learn that there were other ways to monitor and conduct training other than face-to-face. The camp officials also understood how they could work with the SVA remotely, and it went more smoothly.

Impact of the Military Coup on Library Activities

After the military coup, people were even more anxious about what to do in the future. There was no specific guidance from MOI about activities in the camps after the coup, and SVA discussed ways to support people in the camp together with other NGOs. At the community library, SVA tried to pay special attention to provide information so that wrong information would not be disseminated. This was because people were anxious and needed information on what was happening in Myanmar. Drug abuse, domestic violence, and suicides continue to occur in the camp, probably due to the fear about the pandemic and the military coup. Support for people's mental health is needed, and the community library's role in supporting people's mental health continues to be sought after, as it was in the previous phase.

The CCSDPT prepared for the worst-case scenario of another influx of refugees into the current camp and developed an action plan for each NGO. The education sector was considering providing a safe place for children, but fortunately there was no influx and that plan was never implemented. Several Myanmar books and magazines have been discontinued from printing in Myanmar. However, SVA has been able to purchase books through books in Mae Sot. After the coup, BRC office staff cannot travel to Myanmar to select books for purchase.

Office Management

2019 saw the establishment of a new office in Karen State, Myanmar, to implement the Community

Resource Center (CRC) project in returnees villages, which aims at providing non-formal education to the returnees and host-community. Then, Mae Sot Office became one of the Myanmar Border Project Office as the Hpa-an Office in Karen State, Myanmar in 2019. It was a great challenge for the director to operate a cross-country office.

Mae Sod Office became one of the Myanmar Office as three offices in Myanmar starting in 2021. Mae Sot Office has started remote coordination and communication with the director and the national staff in Myanmar. The difficulty in coordination and communication gradually diminished due to stable internet, tools for sharing schedules even remotely, and monthly online meetings.

The Role of Libraries

Since the pandemic and the military coup, the focus has been on continuing library activities, partly due to budgetary constraints, and there are fewer opportunities for training and other activities than in the past. Even though the library committee wants various training programs that have been conducted in the past, the resumption of traditional cultural activities, a cultural festival for refugee children, enhancement of Karen language books, and support for school library activities, due to the limited budget, the committee has been limited to supporting basic library activities. Since other NGOs are also facing budget challenges, the camp, SVA has received requests for support for the construction and repair of school buildings other than libraries. However, the library building is also aging, and small-scale repairs need to be continued in order to continue activities and provide a good environment for the children.



The road to the refugee camp in rainy season

Above all, the political situation in Myanmar has deteriorated since the military coup took place, and people are becoming increasingly anxious as there is no prospect of resuming their repatriation. They will have to remain in the camps and continue to face difficulties. Although the number of national staff is limited, the staff is united in their desire to continue the community library until the camp closes.

8. Achievements, challenges, and lessons learned in about 20 years

The history of the project to 2023 was reviewed through roundtable discussions and various documents. The following is a review of the project's achievements, challenges, and lessons learned from the analysis.

(1) Achievements

The first achievement is the continuation of the community library for non-formal educational and cultural support for 20 years, which has been used by the refugees as a community facility open to all populations in the camp. The project has supported organizing library committees, building and restoring library buildings, publishing picture books in Karen and Burmese, training library personnel such as librarians and youth volunteers, and conducting library activities and traditional cultural activities in seven camps. Various ages of children, youth, adults, and the elderly are involved in library activities. The community library is the unique place for non-formal education, and at the same time, it provides a valuable opportunity for refugees to access outside information and serves as a window and a catalyst for connecting with the outside world. This allows library users to expand their future options based on what they learn at the library. It also serves as a place to reduce mental stress for users who are often anxious in the closed refugee camps.

Second, the library activities have contributed to sustaining traditional culture and the promotion of mutual understanding among various ethnic groups through classes on traditional musical instruments and dance at the library and the Refugee Children's Cultural Festival, and collecting folktales and publishing picture books on folktales in Karen language. In this way, the culture of writing was maintained and the oral culture of the people was preserved.

Third, the library is voluntarily operated by refugees themselves in cooperation with other stakeholders. Various training programs conducted every year have strengthened the capacity of library personnel, and the library is being managed independently by the refugees. Library committee plays a central role in formulating annual activity plans, replacing library staff, and handling problems in library such as lost books. In addition, library committee and library have cooperated with other CBOs and stakeholders in the camp, and NGOs and the UNHCR.

Fourth, the Japanese staff has ceased to manage the office and the project, and the national staff has been running the office since 2012, which is the end of Phase 3, establishment of community library. The national staff who joined the BRC office from the beginning of the project have become deputy directors and manage the project in cooperation with other staff members with a deep understanding of the project. In addition, national staff members have built trusting relationships with refugee camp officials through their activities, enabling them to respond flexibly to unexpected situations such as coronas and military coups. This demonstrates the effectiveness of the investment in strengthening the capacity of the national staff.

(2) Challenges

The first is fundraising for financing the project. It is impossible to raise funds by the refugees themselves since they are not allowed to work outside the camp. However, international attention to the Myanmar refugee camp has been declining due to the priority given to inside Myanmar and other refugees. It is necessary to raise awareness on Myanmar refugee with other agencies. In addition, advocacy efforts are needed to give priority to non-formal education of refugees in addition to formal education.

The second point is the difficulty in retaining people. There was a lot of turnover of librarians in camp due to resettlement in third countries and return to Myanmar. Pre-service training sessions had to be held regularly to ensure the retention of knowledge and skills, and technical intervention by national staff was necessary each time. In order to address this issue, it is important to continue to create a non-individualistic structure, such as collaboration with educational institutions in the camps, such as KRCEE and OCEE, and

creating opportunities for librarians to interact and teach each other.

Third, the long-term impact of community library in refugee camps have not been quantitatively identified. Although many refugees have told that their lives have been changed by the library, the accumulation of their stories has been limited. In addition, the subsequent lives of library project stakeholders and beneficiaries who have been resettled or repatriated have not been adequately tracked. In addition to qualitative research, efforts are needed to quantitatively identify the long-term impact on community library users among refugees.

The fourth point is the periodic review of the projects during its implementation. End-of-phase evaluations have been conducted at the end of each project phase (which does not correspond to the phases described in this document). The current SVA's policy is to continue the project until the refugee camp closes, so no project evaluation study has been conducted since 2014 even though the project plans and reports are made annually by staff. While financial constraints make it difficult to consider new activities, it is necessary to review the project through evaluation study since the situation of refugee camps have changed all the time.

(3) Lessons Learned

There are four lessons learned. The first is that when starting a new activity, we should start on a scale appropriate to the target group's capacity and gradually expand the scope of the project. For example, when we started a class on traditional musical instruments, we held the class in all seven camps at the same time, which sometimes caused problems with procurement of instruments. For some activities, it may be effective to start on a trial basis in a few camps and then expand to other camps while making improvements based on the experiences.

Second, while the project has been managed by national staff, it has not been able to constructively localize its operations due to insufficient human resources for advocacy in the refugee camps and for quantitative impact measurement while national staff have been well equipped with the capacity for library activities since Japanese library specialist was assigned for three years. In implementing a new project, it is necessary to strategically consider the introduction of a certain number of Japanese staff (specialists) for a certain period of time in order to strengthen the capacity of national staff.

Third, the community library projects in refugee situations accumulated through this project will be utilized for refugee assistance projects in other countries and regions. There are 222 million children and young people in the world who have been deprived of educational opportunities due to human and natural disasters. Of these, 80% have been living in refugee camps or shelters for more than five years. Community library activities are needed for children, youth, and adults living in other crisis situations.

Finally, it is expected that this series of Education and Development Research Papers, published by SVA, will be published on a regular basis to keep track of the project and to institutionalize the memory of experiences.

Appendix 1. Chronology of BRC project

year	Director name	No. of staff	Office	Target Camp	No. of library	No. of books	No. of librarian	No. of TYV	User number (Children)	User number (Adult)	Lending number (Adult)
2000	Takafumi Miyake	Yuriko Watanabe 3 national staffs(includes driver)	Mae Sariang(Established Sep)	Mae Kong Kha,Mae Ra Ma Luang	-	-	-	-	-	-	-
2001	Takafumi Miyake(~Nov) Aki Nakahara(Nov~)	Yuriko Watanabe 7 national staffs	Mae Sariang Maesot(Main office from Nov)	Mae Kong Kha,Mae Ra Ma Luang	6	At the opening time, there are 228 children books and 188 adult books	2 for each library	-			
				Mae Kong Kha	3	Children books around 250, Adult books around 222			Total:59,630(Mar~Sep)		
				Mae Ra Ma Luang	3	Children books around 250, Adult books around 223			Total:26,138(Jun~Sep)		
2002	Aki Nakahara	Yuriko Watanabe 15 natakaional staffs	Mae Sariang Maesot	Mae Ra Ma Luang, Mae La Oon,Mae La, Umpiem, Nu Po	16		2 for each library				
				Me La Oon (Mae Kong Kha)	3						
				Mae Ra Ma Luang	3						
				Nu Po	2						
				Umpiem	3						
				Mae La	5						
2003	Aki Nakahara	19 natakaional staffs	Mae Sariang Maesot Kanchanaburi	Mae Ra Ma Luang, Mae La Oon, Mae La, Umpiem, Nu Po, Ban Don Yang	18		2 for each library		Total : 615,698	Total : 115,029	
				Me La Oon (Mae Kong Kha)	3	2,016					
				Mae Ra Ma Luang	4						
				Nu Po	2						
				Umpiem	3	1,774					
				Mae La	5						
				Ban Don Yang	1						
2004	Aki Nakahara	21 natakaional staffs	Mae Sariang Maesot Kanchanaburi	Mae Ra Ma Luang, Mae La Oon Mae La, Umpiem, Nu Po, Ban Don Yang, Tham Hin	21		2 for each library		Total : 750,469	Total : 155,057	
				Me La Oon (Mae Kong Kha)	3	2,938			153,425	31,931	
				Mae Ra Ma Luang	4				150,556	39,532	
				Nu Po	2				16,430	10,966	
				Umpiem	4	5,845			72,918	16,884	
				Mae La	5				147,936	33,635	
				Ban Don Yang	1				116,283	5,774	
				Tham Hin	2				92,921	16,331	

year	Director name	No. of staff	Office	Target Camp	No. of library	No. of books	No. of librarian	No. of TYV	User number (Children)	User number (Adult)	Lending number (Adult)						
2005	Aki Nakahara	26 naitaional staffs	Mae Sariang Maesot Kanchanaburi	Mae Ra Ma Luang, Mae La Oon	22		2 for each library		Total : 837,158	Total : 204,491							
				Mae La, Umpiem, Nu Po, Ban Don Yang, Tham Hin													
				Mae La Oon								3	5,382			184,505	48,958
				Mae Ra Ma Luang								4			147,555	41,803	
				Nu Po								2			34,214	17,081	
				Umpiem								4	9,202		44,921	15,459	
				Mae La								6			163,791	50,847	
				Ban Don Yang								1			163,811	7,726	
Tham Hin	2			98,361	22,617												
2006	Aki Nakahara	26 naitaional staffs	Mae Sariang Maesot Kanchanaburi	Mae Ra Ma Luang, Mae La Oon	25		2 for each library	Around 20 (consists of 15~25 years old)	Total : 1,370,370								
				Mae La, Umpiem, Nu Po, Ban Don Yang, Tham Hin													
				Mae La Oon								4	8,365				
				Mae Ra Ma Luang								5					
				Nu Po								2					
				Umpiem								4	12,167				
				Mae La								6					
				Ban Don Yang								2					
Tham Hin	2																
2007	Aki Nakahara(~Aug) Takehiro Ono(Apr~)	21 naitaional staffs 4 part time staffs	Mae Sariang Maesot Kanchanaburi	Mae Ra Ma Luang, Mae La Oon	25		2 for each library	Around 20 for each Camp	Total : 999,918								
				Mae La, Umpiem, Nu Po, Ban Don Yang, Tham Hin													
				Mae La Oon								4					
				Mae Ra Ma Luang								5					
				Nu Po								2					
				Umpiem								4					
				Mae La								6					
				Ban Don Yang								2					
Tham Hin	2																
2008	Takehiro Ono	1 Japanese staff(May~) 20 naitaional staffs 4 part time staffs	Mae Sariang Maesot Kanchanaburi	Mae Ra Ma Luang, Mae La Oon	24		2 for each library	Around 20 for each Camp	Total : 789,714								
				Mae La, Umpiem, Nu Po, Ban Don Yang, Tham Hin													
				Mae La Oon								4					
				Mae Ra Ma Luang								5					
				Nu Po								1					
				Umpiem								4					
				Mae La								6					
				Ban Don Yang								2					
Tham Hin	2																
2009	Takehiro Ono	1 Japanese staff(Coordinator~ Jan, Advisor May~) 22 naitaional staffs	Mae Sariang Maesot Kanchanaburi(Closed in Dec)	Mae Ra Ma Luang, Mae La Oon	22		2 for each library	Around 20 for each Camp Total:140	Total : 610,836								
				Mae La, Umpiem, Nu Po, Ban Don Yang, Tham Hin													
				Mae La Oon								4					
				Mae Ra Ma Luang								4					
				Nu Po								1					
				Umpiem								3					
				Mae La								6					
				Ban Don Yang								2					
Tham Hin	2																

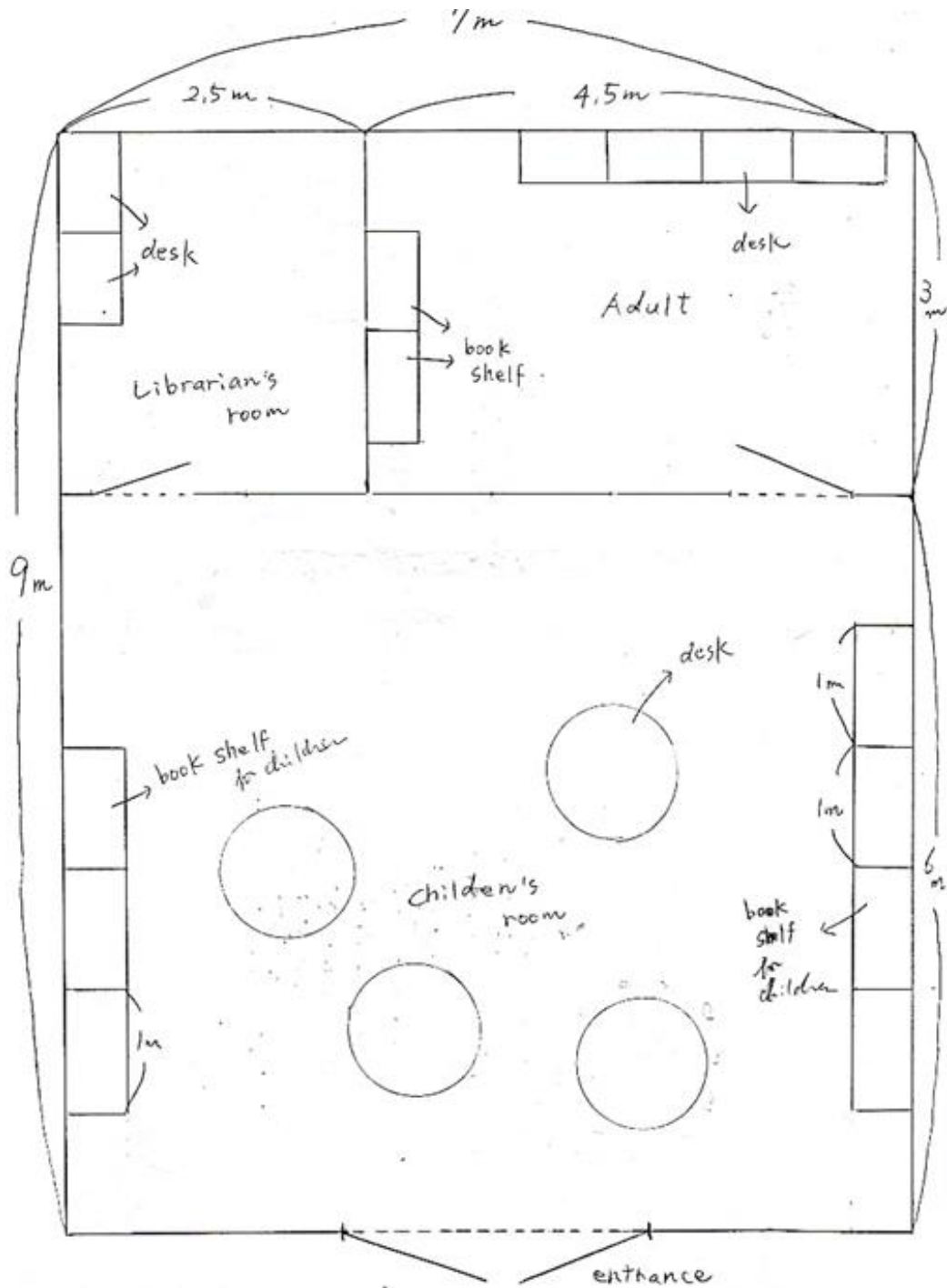
year	Director name	No. of staff	Office	Target Camp	No. of library	No. of books	No. of librarian	No. of TYV	User number (Children)	User number (Adult)	Lending number (Adult)
2010	Takehiro Ono	2 Japanese staffs 18 national staffs	Mae Sariang Maesot	Mae Ra Ma Luang, Mae La Oon Mae La, Umpiem, Nu Po, Ban Don Yang, Tham Hin	21	145,573	2 for each library	79	Total:375,846	Total : 223,687	Total : 97,642
				Mae La Oon	4		12				
				Mae Ra Ma Luang	4		12				
				Nu Po	1		10				
				Umpiem	3		12				
				Mae La	6		13				
				Ban Don Yang	1		10				
Tham Hin	2		10								
2011	Takehiro Ono	2 Japanese staffs 15 national staffs	Mae Sariang (closed in Jun) Maesot	Mae Ra Ma Luang, Mae La Oon Mae La, Umpiem, Nu Po, Ban Don Yang, Tham Hin	21	164,712	2 for each library	78	Total : 316,917	Total : 230,979	Total : 119,817
				Mae La Oon	4		12				
				Mae Ra Ma Luang	4		12				
				Nu Po	1		11				
				Umpiem	3		12				
				Mae La	6		11				
				Ban Don Yang	1		10				
Tham Hin	2		10								
2012	Takehiro Ono	2 Japanese staffs 15 national staffs	Maesot	Mae Ra Ma Luang, Mae La Oon Mae La, Umpiem, Nu Po, Ban Don Yang, Tham Hin	21	178,365 (~Apr)	2 for each library	147	Total : 323,285	Total : 215,916	Total : 107,490
				Mae La Oon	4		22				
				Mae Ra Ma Luang	4		20				
				Nu Po	1		23				
				Umpiem	3		22				
				Mae La	6		20				
				Ban Don Yang	1		20				
Tham Hin	2		20								
2013	Takehiro Ono	2 Japanese staffs 14 national staffs	Maesot	Mae Ra Ma Luang, Mae La Oon Mae La, Umpiem, Nu Po, Ban Don Yang, Tham Hin	21		2 for each library	150	Total : 305,455	Total : 197,662	Total : 105,762
				Mae La Oon	4		22				
				Mae Ra Ma Luang	4		21				
				Nu Po	1		23				
				Umpiem	3		22				
				Mae La	6		22				
				Ban Don Yang	1		20				
Tham Hin	2		20								
2014	Takehiro Ono (~May) Katsumasa Yagisawa(Jun~)	1 Japanese staff 1 Japanese intern 14 national staffs	Maesot	Mae Ra Ma Luang, Mae La Oon Mae La, Umpiem, Nu Po, Ban Don Yang, Tham Hin	21	236,844	42 (Library in charge 8)	141	Total : 280,152	Total : 174,794	Total : 89,769
				Mae La Oon	4	35,623	8	20	60,111	44,682	11,169
				Mae Ra Ma Luang	4	79,332	8	20	48,139	26,335	12,771
				Nu Po	1	11,544	2	20	21,130	23,908	32,020
				Umpiem	3	32,485	6	21	28,053	18,302	9,066
				Mae La	6	56,871	12	20	91,601	48,528	19,295
				Ban Don Yang	1	6,882	2	20	13,455	4,786	2,277
				Tham Hin	2	14,107	4	20	17,663	8,253	3,171

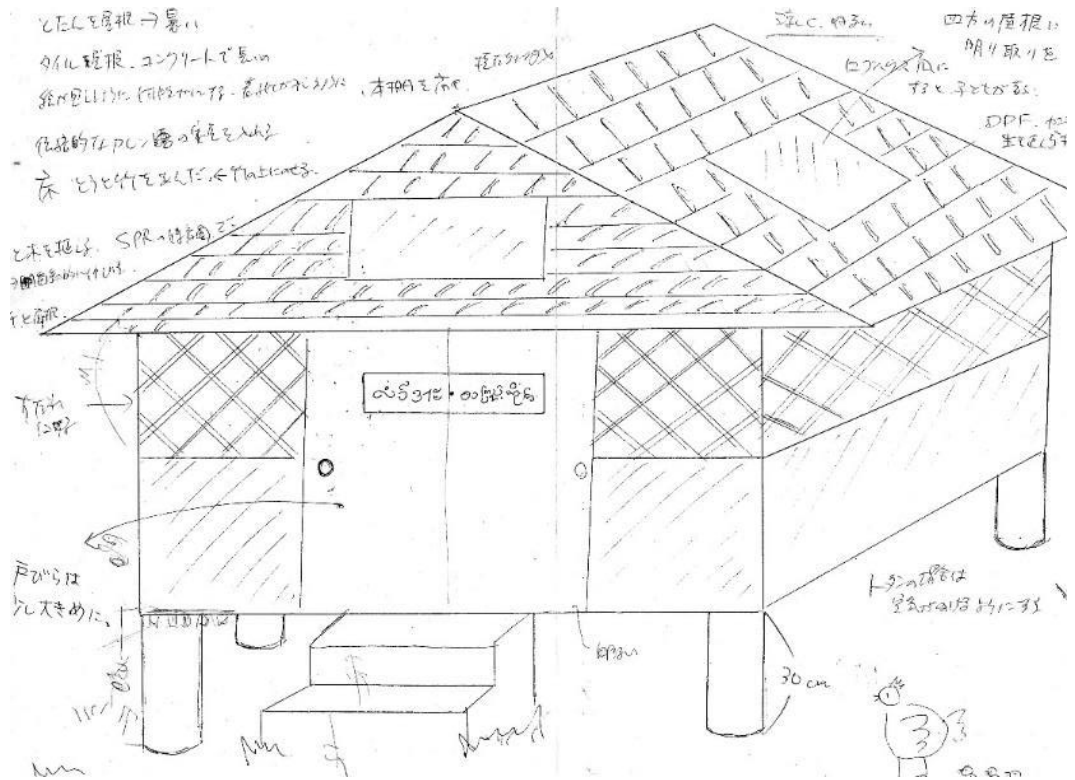
year	Director name	No. of staff	Office	Target Camp	No. of library	No. of books	No. of librarian	No. of TYV	User number (Children)	User number (Adult)	Lending number (Adult)
2015	Kastumasa Yagisawa	1 Japanese staff 1 Japanese intern 13 nataional staffs	Maesot	Mae Ra Ma Luang, Mae La Oon Mae La, Umpiem, Nu Po, Ban Don Yang, Tham Hin	21		42 (Library in charge 8)	172	Total : 276,224	Total : 159,220	Total : 78,478
				Mae La Oon	4		8	20	45,332	38,243	8,257
				Mae Ra Ma Luang	4		8	20	51,756	25,304	14,564
				Nu Po	1		2	36	19,801	22,913	27,888
				Umpiem	3		6	36	24,423	12,272	6,179
				Mae La	6		12	20	84,222	39,557	16,192
				Ban Don Yang	1		2	20	12,653	5,119	2,319
				Tham Hin	2		4	20	38,037	15,812	3,079
2016	Kastumasa Yagisawa	1 Japanese staff 1 Japanese intern 12 nataional staffs	Maesot	Mae Ra Ma Luang, Mae La Oon Mae La, Umpiem, Nu Po, Ban Don Yang, Tham Hin	21	263,665	42 (Library in charge 8)	172	Total : 262,376	Total : 152,478	Total : 76,563
				Mae La Oon	4	58,488	8	20	51,265	41,536	8,183
				Mae Ra Ma Luang	4	67,233	8	20	45,955	21,364	13,846
				Nu Po	1	14,873	2	36	21,925	23,163	30,192
				Umpiem	3	32,897	6	36	22,251	11,181	5,649
				Mae La	6	62,470	12	20	69,571	36,068	12,746
				Ban Don Yang	1	9,963	2	20	15,368	5,676	2,744
				Tham Hin	2	17,740	4	20	36,041	13,490	3,203
2017	Kastumasa Yagisawa	1 Japanese staff 1 Japanese intern 14 nataional staffs	Maesot	Mae Ra Ma Luang, Mae La Oon Mae La, Umpiem, Nu Po, Ban Don Yang, Tham Hin	21	244,501	42 (Library in charge 8)	194	Total : 241,897	Total : 152,445	Total:59,507
				Mae La Oon	4	41,667	8	30	56,433	40,093	5,678
				Mae Ra Ma Luang	4	57,635	8	24	37,071	18,326	6,947
				Nu Po	1	15,983	2	28	20,285	27,061	28,597
				Umpiem	3	30,334	6	32	22,394	11,189	1,512
				Mae La	6	65,177	12	40	72,195	40,930	11,952
				Ban Don Yang	1	12,038	2	20	12,621	6,504	2,208
				Tham Hin	2	21,667	4	20	20,898	8,342	2,613
2018	Kastumasa Yagisawa	1 Japanese staff 1 Japanese intern 14 nataional staffs	Maesot	Mae Ra Ma Luang, Mae La Oon Mae La, Umpiem, Nu Po, Ban Don Yang, Tham Hin	21	264,101	42 (Library in charge 8)	205	Total : 225,183	Total : 154,265	Total:59,800
				Mae La Oon	4	40,065	8	30	59,169	32,476	5,224
				Mae Ra Ma Luang	4	58,046	8	25	36,357	19,480	6,595
				Nu Po	1	15,231	2	34	19,634	25,159	27,580
				Umpiem	3	29,625	6	32	26,646	17,027	4,555
				Mae La	6	71,208	12	42	85,262	45,048	12,349
				Ban Don Yang	1	14,800	2	21	13,767	7,175	1,455
				Tham Hin	2	35,126	4	21	14,348	7,900	2,042

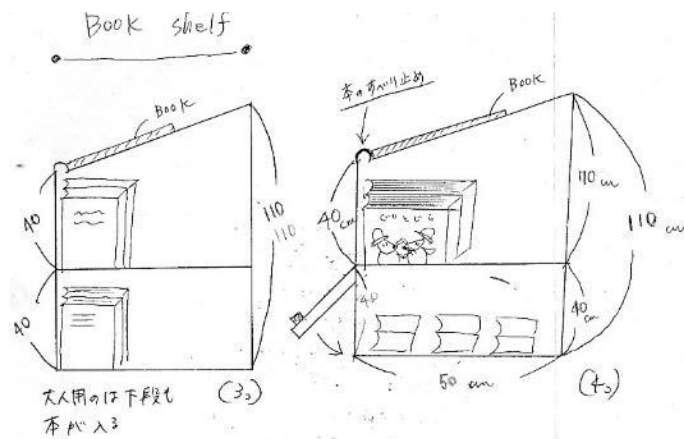
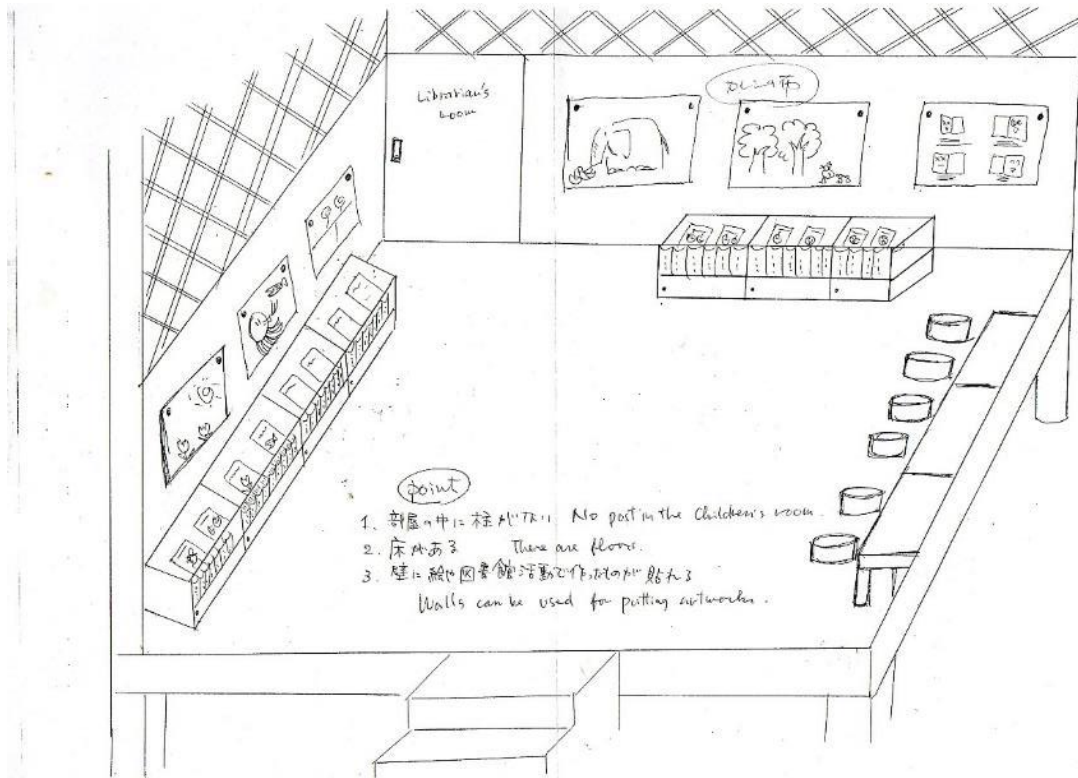
year	Director name	No. of staff	Office	Target Camp	No. of library	No. of books	No. of librarian	No. of TYV	User number (Children)	User number (Adult)	Lending number (Adult)
2019	Aki Nakahara(dual position)	1 Japanese intern 8 naitaional staffs	Maesot	Mae Ra Ma Luang, Mae La Oon Mae La, Umpiem, Nu Po, Ban Don Yang, Tham Hin	15 (4月から)	206,128	30	103	Total : 190,595	Total : 115,296	Total : 49,814
				Mae La Oon	3	36,256	6	18	50,567	28,592	5,206
				Mae Ra Ma Luang	3	47,422	6	18	29,702	14,022	5,783
				Nu Po	1	16,612	2	15	17,742	21,078	26,926
				Umpiem	2	20,965	4	12	20,269	14,053	2,585
				Mae La	4	48,577	8	16	50,340	25,976	7,972
				Ban Don Yang	1	16,407	2	16	11,828	5,615	480
				Tham Hin	1	19,889	2	8	10,147	5,960	862
2020	Aki Nakahara(dual position)	8 naitaional staffs	Maesot	Mae Ra Ma Luang, Mae La Oon Mae La, Umpiem, Nu Po, Ban Don Yang, Tham Hin	15	212,002	30	92	Total : 111,402	Total:68,599	Total : 39,571
				Mae La Oon	3	36,284	6	18	29,584	18,285	2,459
				Mae Ra Ma Luang	3	44,417	6	18	14,977	7,579	3,968
				Nu Po	1	17,505	2	10	15,762	16,207	25,621
				Umpiem	2	22,620	4	12	10,114	6,500	1,471
				Mae La	4	66,147	8	16	23,688	11,737	4,908
				Ban Don Yang	1	14,846	2	10	9,921	5,181	327
				Tham Hin	1	10,183	2	8	7,356	3,110	997
2021	Aki Nakahara(dual position)	1 Japanese staff(ER) 7 naitaional staffs	Maesot	Mae Ra Ma Luang, Mae La Oon Mae La, Umpiem, Nu Po, Ban Don Yang, Tham Hin	15	215,649	30	99	Total : 75,582	Total : 43,220	Total : 10,578
				Mae La Oon	3	36,649	6	18	19,871	12,631	1,696
				Mae Ra Ma Luang	3	55,148	6	18	14,957	6,462	2,648
				Nu Po	1	18,595	2	10	8,147	8,997	639
				Umpiem	2	24,713	4	12	7,751	3,687	1,156
				Mae La	4	52,388	8	16	11,485	5,072	3,053
				Ban Don Yang	1	17,182	2	15	10,552	5,054	1,079
				Tham Hin	1	10,974	2	10	2,819	1,317	307

Appendix 2: Design of the Library building

First design of library building in 2001

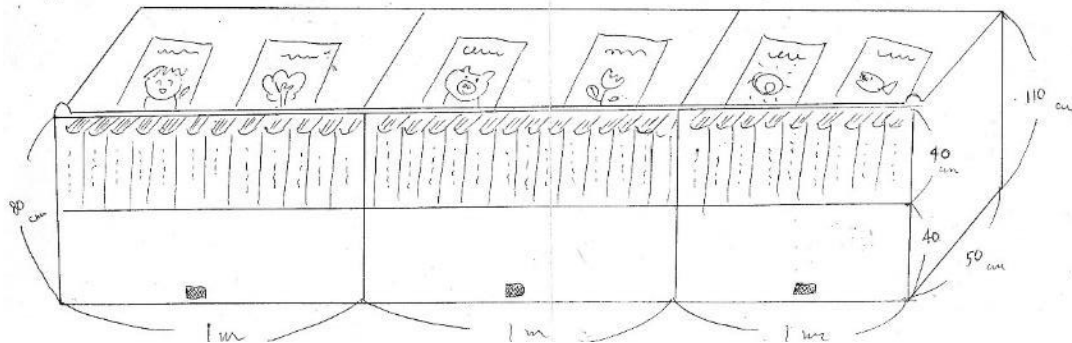




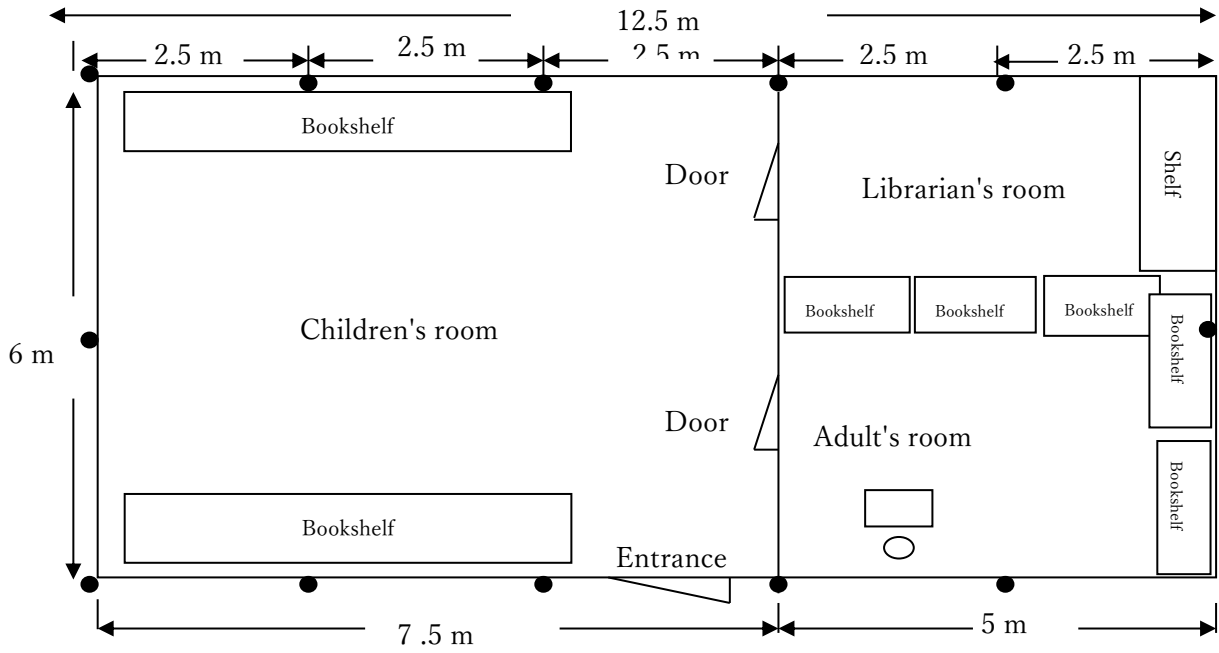


Point

1. 2段組の子どもの背(目線)に合う高さには。
2. 上段に表紙を見せて置けるよう傾斜をつけ、本の背り止めを必ずつける。
3. 下段は物入れ。2段目に本を入れた。(子ども用)



Library building design in 2014 for Mae Ra camp



Appendix 3: A Child's poem about the library

I love the library
I love the library the best in the world
When I feel very sad,
I go to library and feel better

There are many books in the library
There is a lot of knowledge in the books
I can know many things that I did not know
Every day, I run to the library after I finish the school

Because I feel happy when I go to the library
Because it makes me smile naturally
What I know at the library,
shining like gold for my life

I wish the library never would leave from my side
Because this is the place that gives me hope for the future
I love the library the best in the world

(Written by a 10 years old boy in Mae Ra Ma Luang Camp)

Appendix 4: Training modules of library activities

1. Basic (pre-service) training for librarians in Phase 1

- Objective
Acquire the theory and basic skills necessary to be a librarian using library activities manual.
- Modules developed by Yuriko Watanabe, a library specialist for the project
- Duration: Three-days before the library opens.

	Sessions	Contents
1	Principles of library	<ul style="list-style-type: none"> ● Three essential elements of a library - the building, the materials (books), and the people (librarians) ● Functions of a public library as a place for lifelong learning ● UNESCO Manifest on Public Libraries, which is that all people should have equal access to the public free of charge
2	Job of a librarian	<ul style="list-style-type: none"> ● Three points for a children's librarian: (1) knowledge of books, (2) knowledge of children, and (3) skills to connect children and books.
3	World of stories	<ul style="list-style-type: none"> ● The benefits of the world of stories for children ● Five types of stories ● Significance of listening to stories in one's native language.
4	Psychological development of children	<ul style="list-style-type: none"> ● Basic growth rhythms of each age group, from infants to elementary school children. ● How to provide picture books to children according to their growth and how to interact with children
5	Picture book selection	<ul style="list-style-type: none"> ● How to select books as a children's librarian. ● Various themes in the picture books selected for the library in the refugee camps.
6	Oral story-telling	<ul style="list-style-type: none"> ● Practice oral story-telling to children without books.
7	Story telling with picture book	<ul style="list-style-type: none"> ● Practice story-telling with picture books; how to use voice, how to hold a picture book, etc.
8	<i>Kamishibai</i>	<ul style="list-style-type: none"> ● History and characteristics of <i>Kamishibai</i> (paper drama) ● Practice story-telling with <i>Kamishibai</i>
9	Daily tasks of librarian	<ul style="list-style-type: none"> ● Specific duties of a day of librarian from opening to closing of the library. Also ● How to fill out the "Library Diary"
10	Management of the materials and lending service	<ul style="list-style-type: none"> ● Management of the library's materials and acquisitions ● Lending services; users registration, lending notebook
11	Mobile library	<ul style="list-style-type: none"> ● Management of lending sets of picture books to kindergartens, nurseries and schools for children who live far from the library and have difficulty accessing it.
12	Cultural activities	<ul style="list-style-type: none"> ● How to implement cultural activities for children including (1) painting, (2) craft (<i>origami</i>, paper crafts, etc.), (3) music (singing, folk dances, traditional musical instruments), etc.

2. In-service training for librarians in 2001-2004

- Objective:
Develop knowledge and skills as a librarian. Some modules joined by teachers of nursery and primary schools, and women's group members
- Modules developed by Yuriko Watanabe, a library specialist for the project

- Duration: These modules are given periodically after opening of library

	Sessions	Main contents
1	Repair books	How to repair damaged children's and adult books.
2	Making crafts and recycled puzzles with newspapers	Crafts using recycled materials such as newspapers and cardboard boxes.
3	Handmade book	Stories and illustrations that have not been published can be made into a hand-binding book.
4	Production and its story-telling of Paper puppet theater	Production of rolling type paper puppet theater using drawing paper and two disposable chopsticks, and a box-type paper puppet theater using a cardboard stage on the body.
5	Panel theater production and practical skills	Practice of storytelling techniques with characters attached to sandpaper or Velcro and stretched over a board.
6	On group singing and playing	Methods and practical exercises for teaching children songs, nursery rhymes, and hand games in a group setting.
7	Production of <i>Kamishibai</i>	How to produce <i>Kamishibai</i> after leaning the characteristics of <i>Kamishibai</i>
8	Paper making	Learn the technique of creating paper using familiar plants such as banana leaves and trunks.
9	Production of textbook	Examine textbooks currently in use at the camp and draft a textbook with 10 chapters on illness, health, living, nutrition, and future dreams.
10	Mimeographs and their use	Learn how to use mimeographs and learn about their applications in library.
11	Library newspaper	Process, design, title, and content of articles for making library newspaper
12	Publishing children's books in Thailand	Hear from an editor with many years of experience in children's book publishing in Thailand
13	How to use picture books to early child	The characteristics of early child and how to use picture books for them in the library.
14	Handmade collage picture book creation	Creation of handmade picture books, using and pasting patterns from advertisements paper
15	Power to live	How to control emotions and stress, and how to communicate with others
16	Book classification	Decimal Classification System and how to shelve books based on the system
17	Use of picture books on the Convention on the Rights of the Child (CRC)	Learn the rights of children and how to use the picture book on CRC published by the project for children

3. Training for BRC project staff in 2001-2004

- Target: Library project staff working for BRC project.
- Objective:
 1. Understand characteristics of quality picture books for children. To understand the significance of picture books distributed to libraries by sensing the messages in picture books that have been read for many years.
 2. Enable staff to give training without library specialist.
 3. Increase interest in various forms of picture books by learning about picture books for children with disabilities, and at the same time, to reaffirm the public library's principle of "for everyone".
 4. Cultivate a mind to learn about picture books and library activities on their own.
- Modules are developed by a library specialist, and training were given by her periodically.

	Sessions	Main contents
1	History of picture books around the world	Some of the picture books selected for the library have been read for about 80 years. This session traces the history of these picture books up to the present.
2	Messages of picture books	While introducing the major writers and illustrators of pictures in the world, the session cultivates the librarian's ability to identify the deep messages of the picture books.
3	Nutritious picture books and snack picture books	What kind of picture books are more conducive to the development and nurturing of thinking and imagination for children, based on two different picture books based on the same folk tale.
4	Types of picture books	In addition to fiction books that cultivate imagination, there are various types of picture books, such as scientific picture books, knowledge picture books, and baby picture books.
5	How to appreciate a picture book and its points of view	Learn about the various illustration techniques used in picture books and understand how quality picture books are composed and colored.
6	Picture books for children with disabilities	Learn various forms of picture books including braille books, touchable picture books, and cloth picture books designed for children with disabilities.
7	Books have addresses, too; the classification of books	The camp library's collection is growing, and we will discuss the classification of books with a view to shelving books when necessary.
8	Picture book publishing in Thailand	To learn about the status of picture book publishing in the world and in Thailand, and to use this information as a reference when purchasing picture books.
9	Book publishing and distribution	Learn how the processes of book production, distribution until they are shelved in library.
10	Picture book on the Convention on the Rights of the Child	Learn the rights of children and how to use the picture book on CRC published by the project for children
11	Picture Book Study (1)	Librarians choose one of their favorite picture books from the library, and research and present the message and techniques in the book.
12	Picture book research (2)	As above

4. Brush up training for SVA staff in 2005

- Trainer: Yuriko Watanabe
- Participants: Library project staff
- Objectives:
 1. Reaffirm the significance of library activities and perspectives on selecting good books with new staff.
 2. Equip with training skills to librarians on story-telling skills using materials such as panel theater and paper puppet theater, and new techniques.
 3. Improve library monitoring form

	Sessions	Outline
1	Perspectives for good book selection	Participants reconfirm the basic concept of a good book and learn about the key points of book selection. In addition to theory, they experience practical book selection through actual

		picture books.
2	Story telling with picture book	Trainer gives advice to each participant after they demonstrate story telling with picture book
3	Book classification	Participants actually classify all the books in one library and experience how the books should be classified and labeled.
4	Crafts with newspaper and card games	Learn new crafts and games that librarians can easily teach to children.
5	Panel theater and paper puppet theater	Since the cardboards are already in place in library, participants practice and create new works and practice story telling with using them.
6	Decorations in the library	Learn how to decorate and display the library, which children and librarians can work together.
7	Making newspaper with mimeograph	learn newspaper making using mimeograph. Learn also how to create a library guide.
8	Copyright of children's book	Learn the importance and basic concepts of copyright for picture books from abroad
9	Monitoring and Improving monitoring sheets	Observe how the staff monitor and give advice to librarians. Review the monitoring sheets, which have become outdated, and improve their contents to match the current situation.
10	Future activities	Library staff members discuss problems they are currently facing and suggestions for improvement, and discuss how library activities can be improved in the future.

5. Current in-service training for librarians

After 2019, SVA provides in-service training for librarians by SVA staff on the occasion of quarterly meetings. The all sessions require two days if we do so at one time.

- Objectives
 1. Deepen understanding the manuals on library activities
 2. Acquire knowledge and skills in story-telling utilizing various tools
 3. Learn new songs for children
 4. Review how to implement the games for children
 5. Gain knowledge and skills about storytelling sessions
 6. Understand the information dissemination function of the library
 7. Gain knowledge and skills in decorating and making *Origami* for the library
 8. Obtain basic knowledge on basic library services (users regulations and data recorded by library staff)
 9. Discuss how to ensure sustainability of library activities

	Sessions	Outline
1	Manuals on library activities	Review the various manuals for librarians and Mobile Book Box Manual
2	Story-telling (1)	Practice storytelling techniques using panel theater, paper puppet theater with cardboard box, and with picture book
3	Hand games and songs	Learn new hand games and songs
4	Story-telling (2)	Practice storytelling techniques using a rolling typr paper puppet theater and apron theater
5	Conducting storytelling sessions	Learn about storytime programs with demonstrations by trainers
6	<i>Origami</i>*	Learn how to make decorations in the library with <i>Origami</i> and simple <i>Origami</i> that children can make using the <i>Origami</i> manual

7	Information dissemination function of community libraries	Learn how to use a computer including showing videos installed in computer, how to update the information bulletin board, and what information to be posted.
8	Community Library	Learn about community library rules, how to manage books, and environmental management with cleaning
9	Library activity records and data collection methods	Learn how to record library activity records and how to collect and record data such as number of users
10	Future library activities	Discuss solutions to current challenges and how to continue activities beyond 2019 when funding from SVI will be reduced

6. Current reading promotion training for teachers

- Duration: 1 day for preschool and primary school teachers, 1 day for middle and high school teachers
- Objectives:

<For preschool and primary school teachers>

1. Acquire basic skills for reading promotion activities including story-telling
2. Discuss how to effectively implement and coordinate mobile book box services
3. Understand how to use library manuals

<For middle and high school teachers

4. Consider how community libraries and schools can work together
5. Discuss how to effectively implement and coordinate mobile book box services
6. Understand how to use library manuals

For preschool and primary school teachers

	Sessions	Outline
1	Demonstration of story telling	Trainer demonstrates and deepens understanding of storytelling using picture books and panel theater
2	Power of storytelling	Learn about the effect and significance of storytelling for child development
3	Introduction of reading techniques	Introduce at least three of the following storytelling techniques that are implemented in the library: paper puppet theater, <i>Kamishibai</i> , large size picture books, glove theater, and oral storytelling.
4	Groupwork Group 1 for general teacher <i>Origami</i> Group 2 for teachers in charge of school libraries Library book management	Learn how to make decorating library room using <i>Origami</i> and <i>Origami</i> activities for children Learn how to manage school library books including book registration and classification
5	Mobile library box service	Learn about usage, rules and regulations, and necessary documents according to the Mobile Book Box Manual provided to schools.
6	Reference books and future mobile book box service	Introduce reference books in the library and explain which books can only be lent to schools through the mobile book box, and share future plans for mobile book box service and discuss areas for improvement

For middle and high school teachers

	Training Items	Contents
1	Mobile Library Box Manual	Learn about usage, rules and regulations, and

		necessary documents according to the Mobile Book Box Manual distributed.
2	Library collections	Introduce the library's collection (including reference books) and get feedback
3	How to manage books (1)	Learn how to manage books (book registration, classification, repair, etc.)
4	How to manage books (2)	Practice book registration and classification.
5	Future Mobile Book Box Service	Review the use of the mobile book box service and discuss improvements to the service, etc. Discuss collaboration between school and library

Appendix 5. Records of library construction and renovation (2001-2014)

Area	Camp	Library	Year														
			2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	
Mae Sariang	Mae La Oon	1	N			R			R*				F			c, w	
		2	N			F						R*F					
		3	N			F							R*F				
		4				N							R*F				
	Mae Ra Ma Luang	1	N					R			R*		F			c	
		2	N					R*					F			c	
		3	N										R*F				
		4			N								R*F				
Maesot	Nupo	1		N					R*		F		E*			r, w	
		1		N					R*		F					c	
	Umpiem	2		N					R*		F				BR	c	
		3				N							R*F				
		1		N									R*F				
	Mae La	2		N					R*		F					c	
		3		N					R*		F					c	
		4		N								R*F					
		5		N								R*F					
		6					N		R*		F					c	
Kanchanaburi	Ban Don	1			N							R*F					
	Tham Hin	1			N						R*	F					
		2				N					R*	F					
Total No of library building		21															

【Note】

N=Newly established , R=Fully Renovated R*=Renovated to permanent, E=Enlarge adult room F=Permanent fence, BR=big repair, c=ceiling, w=wall, r=roof

Appendix 6. BRC Office publications list (2001- 2021)

Serial number	Published Year	Title	Published Copy	Language	Remarks
1	2001	Henry and special friend (HIV/AIDS awareness book)	1,000	Karen	
			1,000	Burmese	
2	2001	Paper Folding Manual 1	1,000	Karen	Manual
3	2002	Folktales from Asia	1,000	Karen	Folktale
			1,000	Burmese	
4	2002	I wonder why tummy rumbles and other questions about my body	1,000	Karen	
			1,000	Burmese	
5	2002	I wonder why the wind blows and other questions about the earth	1,000	Karen	
			1,000	Burmese	
6	2002	Child Right	1,000	Karen	
			1,000	Burmese	
7	2002	Paper Folding Manual 2	1,000	Karen	Manual Book
			1,000	Burmese	
8	2002	Game Manual	1,000	Karen	Manual Book
			1,000	Burmese	
9	2002	Karen Folktales 1	1,000	Karen	Folktale
			1,000	Burmese	
10	2002	What Do You Like To Eat?	500	Karen	
			500	Burmese	
11	2003	Ethnic Folktale of Myanmar (Drum Publication)		Karen	Folktale
				Burmese	
12	2003	Paper Folding Manual 3	1,000	Karen	Manual Book
			1,000	Burmese	
13	2003	How to tell stories	200	Karen	Manual Book
			200	Burmese	
14	2003	Karen Folktales 2	1,000	Karen	Folktale
			1,000	Burmese	
15	2003	Paper Folding Manual 1 (Reprint)	1,000	Karen	Manual
16	2004	The Orphan and his Grandmother	500	Karen	Folktale
			500	Burmese	
17	2004	The Heron and Tortoise	500	Karen	Folktale
			500	Burmese	
18	2004	Everyone can help in their own way	500	Karen	Folktale
			500	Burmese	
19	2004	The Rabbit and Crocodile	500	Karen	Folktale
			500	Burmese	
20	2004	Karen Folktales 3	500	Karen	Folktale
			500	Burmese	
21	2005	The elephant and the tiger	500	Karen	1st Pictuer Book Contest in 2005
			500	Burmese	
22	2005	Karen Folktale 4	780	Karen	Folktale
			720	Burmese	
23	2005	Paper Folding Manual 4	750	Karen	Manual Book
			775	Burmese	
24	2005	Game Manual 2	760	Karen	Manual Book
			760	Burmese	
25	2005	Tar (Karen Poem)	570	Karen	From Elderly Activity
26	2006	The Rabbit King	1,000	Karen	Kamishibai contest in Japan (1st prize)
			1,000	Burmese	
27	2006	An orphan and his clever wife	1,000	Karen	Folktale (Elderly Activity)
			1,000	Burmese	
28	2006	Tar (Karen Poem) 2	613	Karen	From Elderly Activity
29	2006	Conflict between Saw Tu Tu and Master Sun	1,000	Karen	Folktale (Elderly Activity)
			1,000	Burmese	
30	2006	Gwar La Field	1,000	Karen	Folktale (Elderly Activity)
			1,000	Burmese	
31	2006	A Crane and a Cat	1,000	Karen	2nd Pictuer Book Contest in 2006
			1,000	Burmese	
32	2006	The four brothers	1,000	Karen	Kamishibai contest in Japan (2nd prize)
			1,000	Burmese	

33	2006	Karen Folktale 5	1,000	Karen	Folktale (Elderly Activity)
			1,000	Burmese	
34	2007	Child Rights For Primary School	800	Karen	
			800	Burmese	
35	2007	Child Rights For Middle School	800	Karen	
			800	Burmese	
36	2007	Child Rights For High School	800	Karen	
			800	Burmese	
37	2007	An Orphan and his Wizard Friend	1,000	Karen	Folktale (Elderly Activity : TH)
			1,000	Burmese	
38	2007	A Poor Orphan	1,000	Karen	Folktale (Elderly Activity : TH)
			1,000	Burmese	
39	2008	Wah Wah Poh wants to learn	1,000	Karen	Picture Book Contest in 2007 (UMP)
			1,000	Burmese	
40	2008	A group of fishes	1,000	Karen	Picture Book Contest (MRML)
			1,000	Burmese	
41	2008	Snail prience	1,000	Karen	Folktale (Elderly Activity : MRML)
			1,000	Burmese	
42	2008	Fox Family	1,000	Karen	Folktale (Elderly Activity : TH)
			1,000	Burmese	
43	2008	Gift of father	1,575	Karen	Folktale (Elderly Activity : MRML)
			1,000	Burmese	
44	2009	Four friends	1,000	Karen	Picture Book Contest (TH)
			1,000	Burmese	
45	2009	White Dove	1,000	Karen	Picture Book Contest (MRML)
			1,000	Burmese	
46	2009	The bird toward peace	1,000	Karen	Picture Book Contest (MRML)
			1,000	Burmese	
47	2009	An orphan and his grandma	1,000	Karen	Folktale
			1,000	Burmese	
48	2009	Two princesses	1,000	Karen	Folktale
			1,000	Burmese	
49	2010	A thief who told the truth	1,000	Karen	Folktale (Elderly Activity : MRML)
			1,000	Burmese	
50	2010	The greatest cheat	1,000	Karen	Folktale (Elderly Activity : MRML)
			1,000	Burmese	
51	2010	Karen folktale 6	1,000	Karen	Folktale (Elderly Activity)
			1,000	Burmese	
52	2010	Karen folktale 7	1,000	Karen	Folktale (Elderly Activity)
			1,000	Burmese	
53	2010	Unity makes forest safe	1,000	Karen	Picture Book Contest (Story:NP, Illustration:UMP)
			1,000	Burmese	
54	2011	Big Eyes	1,000	Karen	Folktale
			1,000	Burmese	
55	2011	The moon the witness	1,000	Karen	Folktale
			1,000	Burmese	
56	2011	Karen folktale 8	1,000	Karen	Folktale
			1,000	Burmese	
57	2011	Ethnic groups in Burma	1,000	Karen	Ethnic Folktale
			1,000	Burmese	
58	2011	Together for better world	1,000	Karen	Picture Book Contest (Story:NP, Illustration:UMP)
			1,000	Burmese	
59	2011	Seven sister stars	200	B, K, and E	<i>Kamishibai</i> based on folktale
60	2012	Miss Big Buttock	1,000	Karen	
			1,000	Burmese	
61	2012	The Greatest Love	1,000	Karen	Folktale
			1,000	Burmese	
62	2012	The Happy Valley	1,000	Karen	Picture Book Contest (Story:BDY, Illu
			1,000	Burmese	
63	2012	Humorous Stories	1,000	Karen	Creative stories
			1,000	Burmese	
64	2012	Karen Folktale(Vol.9)	1,000	Karen	Folktale
			1,000	Burmese	

65	2013	The White Chicky	1,000	Karen	Folktale
			1,000	Burmese	
66	2013	Do you want to eat furits?	1,000	Karen	Photo Book
			1,000	Burmese	
67	2013	New life from father	1,000	Karen	Picture Book Contest (Story:NP, Illustration:NP)
			1,000	Burmese	
68	2013	Student Book (Burmese subject Grade 3)	3,000	Burmese	KRCEE text book
69	2013	Teacher Guide Book (Burmese subject Grade 3)	400	Burmese	KRCEE text book
70	2013	Student Book (Burmese subject Grade 4)	3,000	Burmese	KRCEE text book
71	2013	Teacher Guide Book (Burmese subject Grade 4)	400	Burmese	KRCEE text book
72	2013	Student Book (Burmese subject Grade 5)	3,000	Burmese	KRCEE text book
73	2013	Teacher Guide Book (Buurmese subject Grade 5)	400	Burmese	KRCEE text book
74	2014	None of our Business	1,000	Karen	Folktale
			1,000	Burmese	
75	2014	The King Eats Husks	1,000	Karen	Folktale
			1,000	Burmese	
76	2014	A Small village become to town (picture context)	1,000	Karen	Picture Book Contest (Story:BDY, Illu
			1,000	Burmese	
77	2014	Student Book (Karen subject Grade 1)	5,000	Karen	KRCEE text book
78	2014	Teacher Guide Book (Karen subject Grade 1)	400	Karen	KRCEE text book
79	2014	Student Book (Karen subject Grade 2)	5,000	Karen	KRCEE text book
80	2014	Teacher Guide Book (Karen subject Grade 2)	400	Karen	KRCEE text book
81	2015	Wishdom Gives Freedom	1,000	Karen	Folktale
			1,000	Burmese	
82	2015	The Duty of Clock's Hands	1,000	Karen	Creative stories
			1,000	Burmese	
83	2015	A Bear With His Friends	1,000	Karen	Picture Book Contest (Story:TH, Illustration:ML)
			1,000	Burmese	
84	2015	Student Book (Karen subject Grade 3)	5,000	Karen	KRCEE text book
85	2015	Teacher Guide Book (Karen subject Grade 3)	500	Karen	KRCEE text book
86	2016	Karen Months, I love	1,000	Karen	Creative stories
			1,000	Burmese	
87	2016	Libraries to Know Life	1,000	K/B	Photo Book
88	2017	Student Book (Karen subject Grade 3)	5,000	Karen	KRCEE text book
89	2017	Teacher Guide Book (Karen subject Grade 3)	500	Karen	KRCEE teacher guide
90	2017	Take Care of Our Earth	1,000	Karen	Creative stories
			1,000	Burmese	
91	2017	The Little Girl, Paw Mu Khah	1,000	Karen	Folktale
			1,000	Burmese	
92	2018	Sutudent Book (Karen subject Grade 5)	5,000	Karen	KRCEE text book
93	2018	Teacher Guide Book (Karen subject Grade 5)	400	Karen	KRCEE text book
94	2018	Sutudent Book (Karen subject Grade 6)	5,000	Karen	KRCEE text book
95	2018	Teacher Guide Book (Karen subject Grade 6)	400	Karen	KRCEE text book
96	2018	What Can You Do?	1,000	Karen	Creative stories
			1,000	Burmese	
97	2019	Don't Go That Way!	1,000	Karen	Creative stories
			1,000	Burmese	
98	2020	I Won't Act Like That Again	1,000	Karen	DRR stories
			1,000	Burmese	
99	2021	I Am In Trouble	1,000	Karen	Creative stories based on a real story
			1,000	Burmese	

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