

## Children's voices



### Children who go to a school in Myanmar (Shan State)

“Before, it took me hours to cross the river and get to school. Thanks to the new school built nearby, I no longer have to worry about this. I'm really happy.”

“The school has toilets, and we don't have to wait in a long queue anymore. We try to keep the toilets clean by taking turns to clean them.”

## Voices of Nippon Foundation staff



One of the features of The Nippon Foundation's projects is that they extend beyond supporting school building—they are carefully tailored to meet local needs and characteristics. We have adopted a community-driven approach in our project in Myanmar. The residents provide part of the building costs and labor, which creates a sense of ownership of the school among them. In this way, we are developing a system that will enable the community to sustainably manage and operate the school for generations to come through self-help efforts. Spreading this project model to other parts of the world will help us to improve the educational and economic environment in regions that were previously beyond our reach.

International Projects Division  
International Program Team  
Senior Project Coordinator

## New initiatives (as of February 2024)

### Viet Nam



We are carrying out our first ever joint project with Global Partnership for Education, in the mountainous regions of northwest Vietnam. In cooperation with the Vietnam Ministry of Education and Training and Save the Children\*, we provide support for creating an education environment that allows children from ethnic minorities or with disabilities, who are vulnerable to challenges, to receive high quality education.



\*This pamphlet expresses the opinions of The Nippon Foundation. It does not reflect the opinions of our partner groups.

### Peru



We provided support to build a total of 45 elementary and junior high schools in the 1990s. We plan to conduct surveys on these schools in collaboration with the Pontifical Catholic University of Peru. The surveys will reveal how the schools are utilized and what impacts they have had on students and local communities, among other aspects, and will help us to identify the outcomes as well as new needs.



### Sri Lanka



In FY2010 and FY2011, through the Sevalanka Foundation, we repaired 110 elementary and junior high schools in five northern provinces that had suffered greatly due to civil conflict. More than a decade has passed since the project ended, and we have confirmed through periodic visits that some schools are severely damaged. Therefore, since December 2023, we have been conducting surveys on the situation of schools that received our support in the past.



# Sustainable Learning Environments: Empowering Schools and their Communities



## The Nippon Foundation

The Nippon Zaidan Building 1-2-2 Akasaka, Minato-ku Tokyo 107-8404, Japan  
Tel: +81-36229-5111  
Fax: +81-36229-5110  
E-mail: cc@ps.nippon-foundation.or.jp  
<https://www.nippon-foundation.or.jp/en>



# We foster local engagement in the construction and maintenance of schools, engendering community development and sustainable management

## Aims

### Providing children with safe and secure learning opportunities

Our support is directed to providing children—even under unstable social conditions such as civil war—with safe and secure learning opportunities, as well as to develop an education environment that allows them to enhance their growth and potential.



### Supporting community development

Some developing countries have difficulty stabilizing school management due to financial challenges. We help local communities develop independently so that PTAs and local residents can support the education environment for children.



## Support project examples



Myanmar

### Encouraging self-help efforts among villagers and ending the cycle of poverty

We have been implementing a school building/repair project in Shan State, Kayah State, Rakhine State, and the Ayeyarwady Region since 2002. Children's parents and local residents collect part of the expenses, and the money collected is secured as a "development fund." The fund is directed to rice paddy development and water treatment projects, which are necessary for local communities to develop independently, as well as to cover the operational costs of dormitories for students living far away from school.



Some villages utilize the development fund to cultivate rice paddies.



Sri Lanka

### Leveraging our network with local groups

In cooperation with the Sevalanka Foundation, an NPO that engages in rural development in the region, we implemented a school repair project in FY2010 and FY2011. In FY2021, through the Sevalanka Foundation, the Nippon Foundation conducted a survey on the support needs of local communities that had suffered from flooding during the COVID pandemic, which allowed us to provide residents with emergency support effectively. Thanks to this support, families could stabilize their livelihood and send their children to school with peace of mind.



The Nippon Foundation's support helped families stabilize their livelihood, enabling them to send their children to school with peace of mind.



Cambodia

### Combining school building with teacher training to build a future for children

In the late 1990s, we built 100 schools in a region formerly controlled by the Khmer Rouge and which was greatly impacted by the Cambodian genocide. Since then, we have provided support with a focus on intangible areas, such as training teachers who are responsible for teaching children. In 2023, we launched a new school building project in Tboung Khmum province in east Cambodia, based on a project implemented in Myanmar.



Students are now able to focus on their studies in the new school building.



Viet Nam

### Encouraging educational support from the government

From 2004 through 2013, we built a total of 88 schools in Con Tum, Daklak, and Quang Nam, provinces that were devastated during the Vietnam War, with the aim of creating an education environment for ethnic minorities. The project led to provision of additional support from the local government, as well as mitigating issues such as the chronic shortage of teachers. The Nippon Foundation's project thus contributed to improving the education environment in these regions.



Local residents develop a sense of ownership of their schools through helping transport building materials, etc.

## Features of our support

### Community development and sustainable school management

The Nippon Foundation's support is by no means limited to building and repairing schools. Our work begins before launching support projects—how to design a system that enables sustainable school management as well as social and economic development of local communities.

### Collaboration with local groups and specialized agencies

We maintain close communication with local groups, not only to implement projects based on a better understanding of local needs, but also to follow up after building and repair. We hold regular online meetings, as well as periodically visiting projects sites with partner groups and experts.

### Expansion of project models to other regions

In order to provide support more effectively and efficiently, we leverage the know-how and network we have fostered since the 1990s to expand projects based on a model for independent community development to new countries and regions. There have been cases where governmental support was newly established following support by the Nippon Foundation.

## Our achievements

### Number of schools supported and financial support amount by country

\* Total from FY1993 to FY2022  
 \* The number of schools supported includes those supported in donation projects.  
 \* The financial support amount includes indirect costs other than building and/or repair costs. The amount has been converted at a rate of 150 yen per dollar, and 100 dollars has been rounded to the nearest whole number.

