

# The Non-governmental UNESCO Movement

in Japan



National Federation of  
UNESCO Associations in JAPAN

UNESCO and Japan

The non-governmental UNESCO Movement was born in Sendai, Japan on 19 July 1947. The first objective of this movement was to promote Japan’s affiliation with UNESCO. Subsequent to the establishment of the Sendai UNESCO Cooperative Association, the peace movement spread rapidly across Japan on account of people's passion and dedication to peace in the aftermath of World War II.

As a result of this successful movement, Japan was admitted to UNESCO in 1951, five years before it became a member of the United Nations. At the 6th UNESCO General Conference, which admitted Japan, Japan's chief representative, Mr. Tamon Maeda, stated, “The spirit of UNESCO is the guiding principle for Japan, which is on the path of rebuilding itself as a peace-loving and democratic state.”

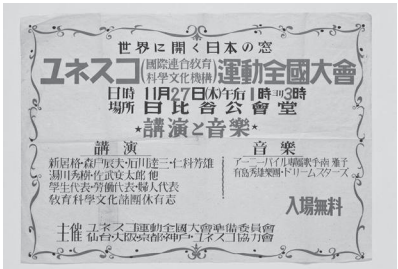
Following Japan’s admission to UNESCO, the Japanese National Commission for UNESCO was established in 1952, and local UNESCO Associations launched a variety of volunteer activities to realizing UNESCO's ideals in the fields of Education, Science, and Culture. Since this time, UNESCO Associations have been focal points for peace in local communities.

Currently, there are 285 UNESCO Associations throughout the country with more than 16,000 members in order to promote world peace.

The non-governmental UNESCO Movement has spread not only throughout Japan, but across the world. In 1974, the Asian Pacific Federation of UNESCO Clubs and Associations (AFUCA) was formed in Japan. Further, in 1981, the World Federation of UNESCO Clubs, Centers, and Associations (WFUCA) was formed in Paris. Today, more than 3500 UNESCO Associations, Clubs, and Centers exist in nearly 100 countries.

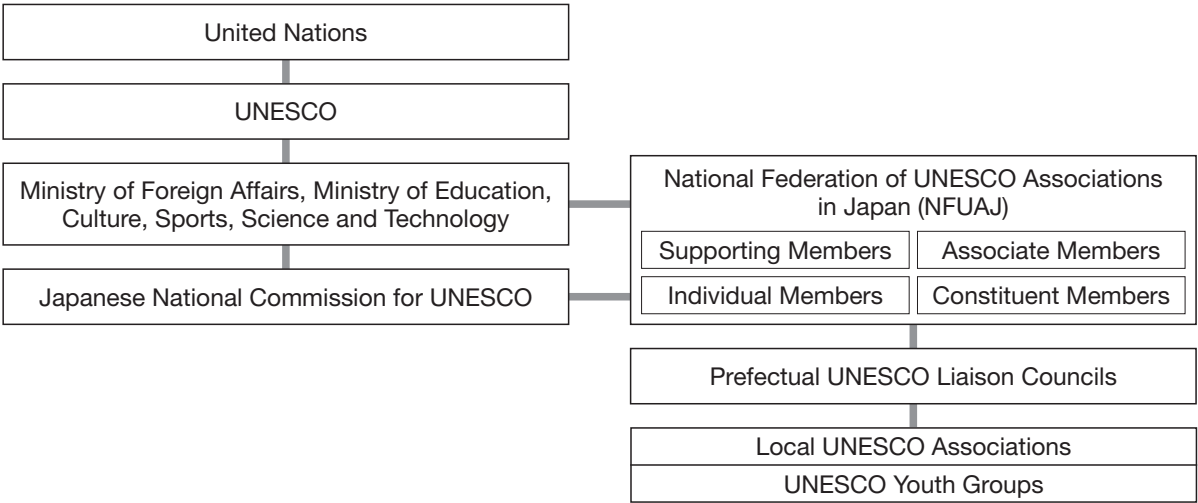
Date of Foundation

1945. 11. 16	Adoption of the UNESCO Constitution
1946. 11. 4	Enactment of the UNESCO Constitution
1947. 7. 19	Birth of the Sendai UNESCO Association, the first UNESCO Association in the world
1947.11.27	First National Convention of the UNESCO Movement in Japan held in Tokyo
1948. 5. 1	Foundation of the National Federation of UNESCO Co-operative Associations in Japan
1951. 7. 2	Japan admitted to UNESCO
1951. 8. 14	Name changed to the National Federation of UNESCO Associations in Japan
1952. 6.21	Proclamation of a Japanese law concerning UNESCO activities
1956.12. 18	Japan admitted to the United Nations
1983. 3.25	Certified as a “Juridical Person for Experimental and Research Activities” by the Ministries of Education and Foreign Affairs
1989	Commencement of the World TERAKOYA Movement (WTM)
2011. 4. 1	Certified as a “Public Interest Incorporated Association” under the Cabinet Office
2015	70 <sup>th</sup> anniversary of the foundation of the UNESCO



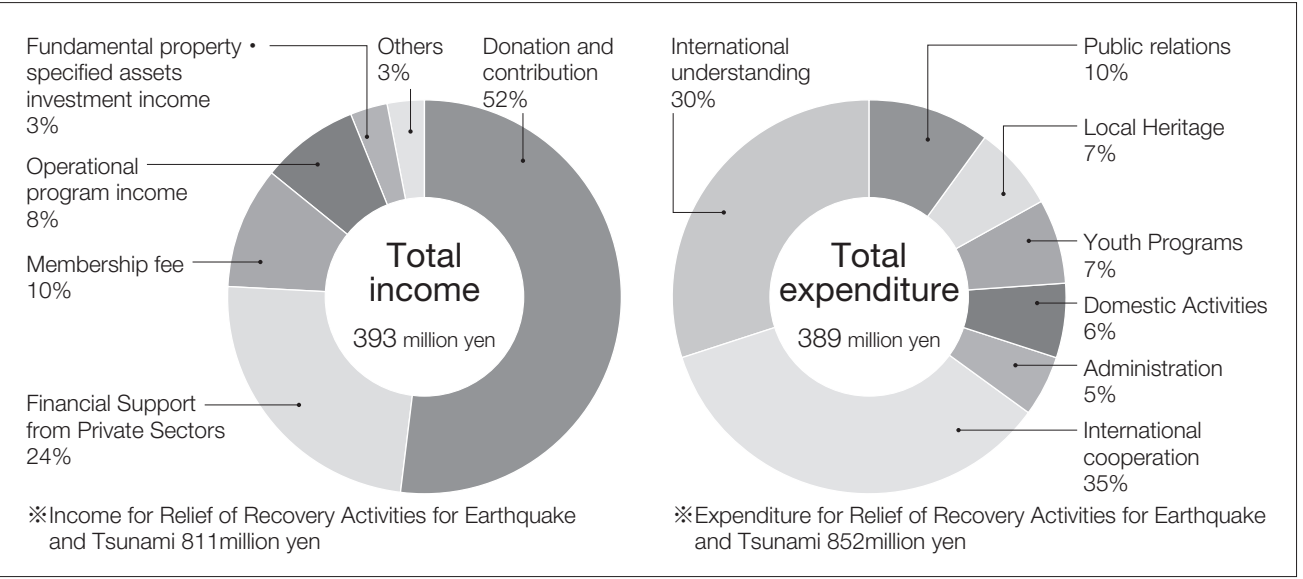
Poster regarding the First National Convention of UNESCO Movement in Japan in 1947

Organizational Chart of UNESCO Activities



Finances

In addition to membership fees and contributions, NFUAJ activities are financed by various sources of income, including financial support from private sectors and income gained through fund-raising activities (P8).



The figures above indicate the 2013 settlement of accounts

President, Vice-Presidents, and Director-General



**President**  
MATSUDA Masatake



**Vice-President**  
KATO Reiko



**Director-General**  
NOGUCHI Noboru



# World TERA KOYA<sup>\*1</sup> Movement: Community Learning Center Programs

## Leading International Literacy Education Program

The first international conference on education titled the “World Conference on Education for All” was convened in Jomtien, Thailand in 1990. One of the topics highlighted was the vast number of illiterate people around the world. In 1990, it was estimated that 1 billion people could not read or write.

In 1989, the National Federation of UNESCO Association in Japan (NFUAJ), an entity which promotes the importance of literacy for human development, decided to take part in international efforts to eradicate illiteracy across the world.

The Community Learning Centers, which NFUAJ helped to establish as core places for learning, offer the following programs:

- Literacy
- Income generation
- Life skills

## Uniqueness of the World TERA KOYA Movement – “Constructing the defenses of peace” in the minds of people

The World Terakoya Movement is unique on account of its dual objectives: (a) promote international cooperation in support of literacy promotion in developing countries and (b) “construction of the defenses of peace” in the minds of people around the world. This makes the World Terakoya Movement different from other development assistance and technical cooperation agencies and organizations.



Literacy



Income generation



Life skills

### \*1 What is Terakoya?

TERAKOYAs refer to private literacy classes that were available during the Edo period (17<sup>th</sup> to 19<sup>th</sup> centuries) in Japan. The classes were open to all, irrespective of their social status. The nationwide expansion of TERA KOYA contributed to a high literacy rate in Japan even before the introduction of the modern educational system. Wishing to share the message that the foundation for national development lies in ensuring Education For All at the grassroots level, NFUAJ named this program the “World TERA KOYA Movement.”



KUMON INSTITUTE OF  
EDUCATION

Number of people assisted  
by the World Terakoya Movement over the past 25 years

# 1.3 Million Learners

Adult Women and Children – The main target are people who have been deprived of the right to learn. You may wonder why adults have been targeted as part of these efforts. It is because literate mothers and fathers will encourage their children to attend school.

# 43 countries and 1 region

Afghanistan, India, Indonesia, Cambodia, Sri Lanka, Thailand, China, Nepal, Pakistan, Papua New Guinea, Bangladesh, Philippines, Viet Nam, Malaysia, Mongol, Laos, the Gaza Strip, Syria, Algeria, Uganda, Guinea, Kenya, D.R. Congo, D. Congo, Sierra Leone, Zimbabwe, Senegal, Chad, Togo, Burkina Faso, Benin, Mali, Morocco, Mauritania, Rwanda, Ecuador, Guiana, Costa Rica, Dominica, Haiti, Brazil, Peru, Bolivia, and St. Vincent & Grenadines. (The World Terakoya Movement projects are currently implemented in countries underlined.)

## Healthcare support

### One Spoonful and Emergency Support Activities

“One Spoonful” (of help) was established in 1974 in order to assist those suffering from hunger or disease. This program currently offers free medical care and food to marginalized people in Afghanistan and Nepal. Over the past 40 years, we have been able to save countless lives due to the generosity of many donors. More recently, we have begun to focus on providing safe and clean water to communities in Cambodia and Nepal. In cooperation with private sectors, we have been providing bottled water to the most disadvantaged people in Cambodia since 2013. At the same time, we have installed UV water filters at referral hospitals and at our Community Learning Center in order to ensure the availability of clean drinking water.





## The World TERA KOYA Movement in AFGHANISTAN



Due to the past three decades of wars and instability, Afghanistan's social infrastructure and education system have been devastated. NFUAJ established program offices in Kabul in 2002 and in Bamiyan 2005 to implement literacy and non-formal education programs. Since this time, over 13,000 people have learned how to read and write.



### Where are we in Afghanistan?

The program focuses on central Afghanistan, as most of the country's population is situated in this area. We have 14 project sites in Kabul City, Kabul Province, Parwan Province, and Bamiyan Province. As of March 2015, NFUAJ has established a total of 14 Community Learning Centers (CLCs). In spite of the political and economic turmoil, people attend classes in order to change their lives.



### Who do we target?

Almost 90% of learners in Afghanistan are women of different ethnicity, as the literacy rate in the country is 31% and that of women is as low as 17%. While some may assume that Islamic society is not positive about education for women, our experiences have been different; many members of the community, including religious leaders, have been supportive of our projects.



### What do we do?

Literacy is our main project in Afghanistan. Since the inception of the program, NFUAJ has assisted around 13,000 people to learn how to read and write Dari and Pashto, the official languages in Afghanistan. The Ministry of Education in Afghanistan aims to increase the literacy rate to 60% by 2020. NFUAJ's activities contribute to assisting the Ministry of Education to reach its set target. Another major program is our income generation training initiative, which teaches skills in leather crafts, carpet weaving, and tailoring.

Besides literacy and income generation, NFUAJ has been assisting the Ministry of Education's efforts to strengthen its staff's capability of CLC management, teacher training, and material development.



## The World TERA KOYA Movement in CAMBODIA



In 1992, when the UN Transitional Authority in Cambodia (UNTAC) was established, NFUAJ sent a mission team to Cambodia. In 1994, NFUAJ, in conjunction with the UNESCO Phnom Penh Office and United Nations Volunteers (UNV) program, started the "Community Temple Learning Center Program," as Phase I of the Non-Formal Education Program in Cambodia. In 2006, we established our own office in Siem Reap to implement Phase II of the program called the "Angkor CLC Project."



### Where are we in Cambodia?

Phase I was carried out in two provinces: Siem Reap and Battambang. Phase II was implemented by NFUAJ in cooperation with the Cambodian Ministry of Education, Youth, and Sports in Siem Reap.

Over 10 years in Phase I and 9 years in Phase II by 2014, the program has assisted a total of 54,000 people to learn. As of March 2015, 13 Community Learning Centers (CLC) were established in 11 districts; by the year 2016, at least one model CLC in each district will be attained in Siem Reap Province.



### Who do we target?

Although our main concern is illiteracy among rural women, we also pay attention to children with an interrupted education.



### What do we do?

Prior to establishing a CLC, we spend time preparing the community. Members of the CLC Management Committee (MC) are selected by community election. CLC MC members are responsible for CLCs. As for adults, besides literacy classes, we provide various types of income generation programs based on the requests of CLC MC members. Trainees are required to donate 20% of the income they earn from our programs to the CLC so that it may become self-sustaining in the future. We also carry out the Equivalency Program for students who have dropped out of school, which offers them the necessary support to resume school; this program is implemented under the supervision of the Ministry of Education. We hold regular meetings among all CLC MC members; we also organize an annual congress in order to share information and collectively solve problems. NFUAJ also provides support to the Ministry of Education to publish related manuals and documents.





# The World TERA KOYA Movement in NEPAL



Since 2002, NFUAJ and the National Resource Center for Non-Formal Education (NRC-NFE) have been working with communities in Lumbini, and Kathmandu valley. The program targets people who have not had the opportunity to access education due to the caste system, gender, or poverty. Community Learning Centers (CLCs) assist learners to fight against their hardships.



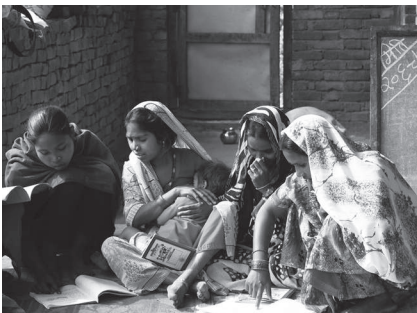
## Where are we in Nepal?

One of our project sites is situated in the vicinity of the World Heritage site: “Lumbini, the Birthplace of the Lord Buddha.” Located on the Indian border, the area has been left behind by the development process in spite of its fertile soil. There are 12 CLCs run by community members in this area. The other project sites are located in Lalitpur and Bhaktapur in the Kathmandu Valley, which is also a World Heritage site. There are 4 CLCs actively managed by community members in these areas.



## Who do we target?

Most of the learners are women, including “Dalits” (those from the lowest castes) and Muslims. The Nepali government is trying to eradicate discrimination based on caste or religion. The World Terakoya Movement is contributing to the government's efforts in this regards though educational assistance. So far 39,000 persons have become literates in this project.



## What do we do?

In line with the country's “Literate Nepal Mission” policy, NFUAJ and NRC-NFE have been implementing literacy and post literacy education projects as part of a 3 year Flexible School Program for those with an interrupted education. Ensuring the sustainability of CLCs is another goal of NFUAJ and NRC-NFE. As a result, we have prioritized building the capacity of community members by delivering management and accounting trainings.



# The World TERA KOYA Movement in Japan



The activities of the World Terakoya Movement are made possible with the support of individuals, local UNESCO Associations, schools, companies, labor unions, and various social organizations. The amount raised per year is approximately US\$800,000 dollars. However, this movement is not only limited to fundraising for literacy and non-formal education projects in developing countries. It also promotes the spirit of UNESCO's Constitution through international understanding.



## Study Tours

Every year, many groups of people visit project sites. People have the chance to meet with literacy learners, engage in cultural exchanges, play with children, and work together to assist communities. Participants have the chance to see the realities of the places they support and understand what it means to learn how to read and write. Through interactions, both learners and supporters experience a sense of solidarity.



## Terakoya Leaflet Making Project

Every year, over 2000 schoolchildren take part in this project. Children are given the chance to learn about the World Terakoya Movement through educational materials produced by NFUAJ. Participants create leaflets that promote the World Terakoya Movement based on their studies. A competition is held to select the best design among the leaflets; the winning leaflet is used as part of the movement's annual campaign.



## Fundraising: Miswritten Postcards

NFUAJ collects miswritten, postage-prepaid postcards issued by Japan Post Co. Ltd. in order to raise money to support the movement. After volunteers count and sort donated postcards, they are exchanged for new postal stamps, which NFUAJ sells to companies for cash. The funds raised through this initiative accounts for about a half of the annual funds donated to the movement.





# World Heritage Activities

NFUAJ's World Heritage activities aim to raise awareness to preserve our irreplaceable cultural and natural heritage so that they may be passed on to future generations. Other objectives are to preserve both tangible and intangible cultural and natural properties, and to promote a spirit of respect towards different cultures and nature.



## World Heritage Activities in Cambodia

### Restoration Project: NAGA and SINGHA Images of BAYON

“Angkor” was inscribed on the World Heritage List in 1995. At the same time, it was inscribed on the World Heritage List in Danger due to a lack of technical experts to preserve “Angkor” heritage damaged during the civil war.

The Japan-APSARA Safeguarding Angkor (JASA) (previously The Japanese Government Team for Safeguarding Angkor :JSA) has been conducting restoration work, surveys, and observations in Bayon since 1994.

In 2012, NFUAJ launched a project to cooperate with a Cambodian NGO (Joint Support Team for Angkor Preservation and Community Development :JST) under the technical advice of JASA .

Due to the civil war, the causeway and the outer gallery of Bayon Temple and most of the NAGA (snake) and SINGHA (lion) stone statues were severely damaged and scattered around the ruins. Thus, the project focuses on the restoration of stone statues; it also aims to develop the capacity of relevant stakeholders, especially Cambodian experts, so they may hand down their technological skills and the value of Bayon Temple to young Cambodian staff.



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### Angkor Coloring Book Project - Development of Teaching Materials for Raising Awareness of Angkor

Many Cambodian people do not have a chance to study their culture or visit Angkor although it is inscribed on the World Heritage List. In 2009, NFUAJ published educational materials for primary school children named “Angkor coloring books” in order to promote respect for their own tangible and intangible heritage. The project also trained local primary school teachers on how to use the coloring books in their classrooms and during field visits to Angkor.

In 2012, the coloring books were introduced as part of the curriculum in 8 schools in Siem Reap, Cambodia.



## World Heritage Activities

### Philippines: Nurturing Indigenous Knowledge Among the Younger Generation of Ifugao.

“Rice Terraces of the Philippine Cordilleras” was inscribed on the World Heritage List in 1995. This property is an outstanding example of cultural landscape that expresses the harmony between humankind and the environment traced over a 2000-year period. In 2001, the property was added to the World Heritage in Danger List on account of being so difficult to preserve.

In 2006, NFUAJ launched educational programs for younger generations to inherit the indigenous knowledge (IK) necessary to maintain the rice terraces and pass on this unique cultural artifact to future generations. In 2010, the IK database was introduced as part of the formal education system.



### Afghanistan: Bamiyan Training Center for Cultural Heritage Conservation

“Cultural Landscape and Archaeological Remains of the Bamiyan Valley” was inscribed on the World Heritage List and on the Danger List in 2003.

In 2004, in response to a request from the government of Afghanistan, NFUAJ decided to build the Bamiyan Training Center in order to contribute to the conservation of the sites as a whole especially in the field of capacity building. In 2005, the center was handed over to the Afghanistan Government. Many Afghans received skills training in the field of preservation and conservation. The center also plays an important role as a storage space for excavated cultural artifacts.



### Nepal: Restoration Project of Traditional Houses in Kathmandu Valley

In 1997, we worked with UNESCO to launch a restoration project of traditional houses in Kathmandu Valley, an area inscribed on the World Heritage List in 1979. This project was supported by funds raised through a TV program named “World Heritage” which was broadcast on the Tokyo Broadcasting System Inc. The project aimed to secure the sustainability of future restoration work; once completed, the traditional houses were used as guest houses for tourists.



### Others:

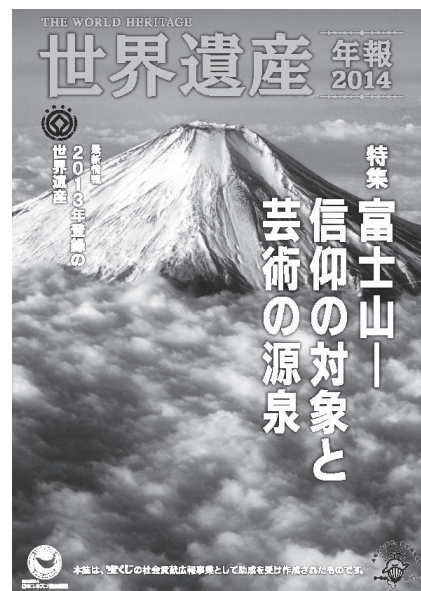
We not only provide assistance to countries like Cambodia, Nepal, Vietnam, Afghanistan, Pakistan, and the Philippines but also hold symposiums in Japan concerning World Heritage. In addition, we create educational materials.



## World Heritage Activities in Japan

### Publishing “The World Heritage Yearbook”

NFUAJ has been publishing “The World Heritage Yearbook” since 1995 with financial support from a foundation. The annual publication introduces the latest information and World Heritage activities including a map which shows all the sites inscribed on the World Heritage List. Approximately 11,000 copies are published and donated to public libraries, universities, museums, and local educational authorities in Japan.



### Forestation Programs of the World Heritage Sites in Japan

Since 2008, we have conducted conservation activities around Shirakami-Sanchi, which is situated in the mountains in northern Japan. The areas of trackless beech forests were evaluated and inscribed on the Natural World Heritage List in 1993. Since this time, we have launched several forestation programs together with local autonomies and Non Profit Organizations with the support of the private sector.

## Heritage of Japan Activities

### Save Japanese Cultural and Natural Heritage to the Future Generations

In 2009, NFUAJ launched the “Heritage for the Future Project” in order to preserve our cultural and natural heritage. Through this program, NFUAJ supports community activities to preserve cultural and natural heritage, and inscribe outstanding community activities to the “Heritage for the Future Project List.”

More than 50 projects have been registered to date. Recently, the private sector has expressed interest in supporting this program; they offer their employees the chance to work with communities in order to learn more about environmental issues and protecting nature. We believe that the sustainability of the program will be attained through community involvement.



## Relief and Recovery Activities in Education: Great East Japan Earthquake and Tsunami

As these disasters have damaged numerous schools, students seeking to continue their education face a critical situation. In response to this crisis, NFUAJ has decided to do everything possible to support education in the disaster-affected areas.



### Support for the affected schools

Due to the catastrophic damage caused by the disaster, schools in the disaster areas were suffering not only from a shortage of necessary educational materials and school equipment, but also from a lack of funds for school activities, such as field trips. We made effort to meet the requirements of every school in need. We remain flexible in order to respond to the needs of each school.



### Recovery activities for the restoration of communities

In matching the needs of the board of education with assistance from companies, organizations, and individuals, we have come to realize that support for social education is essential to a community's recovery. We tried as much as possible to provide support for things like books, mobile libraries, school buses, and day care centers. Also, the disaster has put performing arts in a dangerous situation; consequently, we did try our best to support the restoration of this field.



### Scholarships in the disaster area

We launched two kinds of scholarship programs in order to support affected communities in the long-term. First, we started a scholarship program for children who have lost one or both parents, with full financial support from a major Japanese bank. While working with teachers and members of the board of education, we have come to learn that many families are facing financial difficulties in sending their children to school. In response to this crisis, we have established the “UNESCO Association Scholarship for 3/11 Disaster-Stricken Children and Students.” The students will receive scholarships of about US\$170 per month for three years.





# Moving towards a sustainable future

One of NFUAJ's major activities is Education for Sustainable Development (ESD). The characteristics of our ESD activities are as follows:

## 1. Providing ESD support for schools

We provide schools with teaching materials, visit schools to deliver lessons, organize contests and study tours.

### • ESD learning materials

We distribute ESD learning materials to schools in Japan; in particular, we disseminate the “Save Our Common Treasures of the Earth” resource, which we developed in cooperation with a major Financial Group to promote the objective of World Heritage and an understanding of global and environmental issues among children. The ESD learning materials consist of two volumes: “Our Precious Nature” and “Our Precious World Heritage.” These materials enable children to learn about the importance of peace and building a sustainable future by studying a wide range of environmental issues and World Heritage activities

### • Mitsubishi Asian Children’s Enikki Festa

Since 1990, NFUAJ, the Mitsubishi Public Affairs Committee, and the Asian Pacific Federation of UNESCO Clubs and Associations (AFUCA) have been working together to organize the “Mitsubishi Asian Children’s Enikki Festa” under the theme of “My Daily Life.” This Festa aims to promote mutual understandings through Enikki (“picture diary”) artworks among Asian children. Over the past 25 years, children aged between 6 and 12 in 24 countries and regions across Asia have sent 635,511 Enikki artworks to this program. Every other year, the Grand Prix winning children from each participating country are invited to an award ceremony.

### • Special classes

We organize special classes for primary schools led by instructors from private companies, with the aim to cultivate greater interest in science among children, and to convey the preciousness of life.



## 2. Educating students as global thinkers

### NFUAJ ESD Passport

With the aim to provide young people with a global perspective, we issue “NFUAJ ESD Passports” to students, and encourage them to participate in practical volunteer activities with a commitment to solving the problems facing their communities.

Through this program, young people can learn about various aspects of the ESD through hands-on experience. Building ties among local governments, companies, universities, and NGOs (Non-Governmental Organizations), the ESD passport program also enhances local ESD capabilities.

# Activities to promote peace and build a sustainable society

In Japan, over 280 UNESCO Associations are taking steps to promote peace and build a sustainable global society through various volunteer activities implemented at the local level.

## The major activities of the local UNESCO Associations are as follows:

### • Let’s ring the bell of peace

Every summer, the UNESCO Associations organize an event titled “Let’s ring the bell of peace” in order to promote peace. Students and elders in their 70s and 80s who are survivors of war, participated in the event and ring the bells of local churches, temples and other facilities to pray for peace. The elders convey to the young generation the cruelty of the war and the importance of the peace. Also, during the event, they recite the preamble of the UNESCO Constitution and “the Manifesto 2000”, which is a commitment to take action on a personal level in promoting peace, drafted by Nobel Peace Prize Laureates in the International Year of the Culture of Peace in 2000. The event is an occasion to share and appreciate the preciousness of peace and to reconfirm the importance of peace.

### • Non-Governmental UNESCO Movement Day

We designated July 19 as the “Non-Governmental UNESCO Movement Day” to commemorate the first UNESCO Association founded in Sendai, Japan. On and around this day, the UNESCO Associations organize various activities, such as charity concert and fundraising campaign for the World Terakoya Movement, etc..

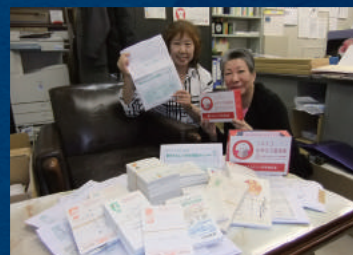
### • Let’s Draw Treasures of My town

A drawing exhibition called “Let’s Draw Treasures of My Town” has been organized by local UNESCO Associations in Japan since 1998. This program encourages children to look at cultural and natural properties around them and think about their importance. Both tangible and intangible assets around us should be preserved for all of humanity in accordance with the spirit of the World Heritage Convention. Drawings on the topic of “Treasures of My Town” are collected from elementary and junior high school students in Japan and exhibited often at regional city halls.





# UNESCO ASSOCIATIONS IN JAPAN



**National Federation of  
UNESCO Associations in JAPAN**

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