

Message from The Nippon Foundation

Greetings from The Nippon Foundation! We are very pleased to be able to see you all in person and join the 7th School Health Teacher Development Training in Siem Reap on 27-29 April, 2022. As in previous trainings, participating via ZOOM from Tokyo, seeing the carefully-prepared presentations by the master trainers and the passionate discussions by the other trainers, we certainly confirmed the SHCC project has been making great progress. We also observed a school health class at the Battambang Teacher Education College. The class was student-centered, as the students were provided with a lot of opportunities to share their ideas. Above all, it was clear that the trained teacher greatly contributed to creating such an atmosphere in the class.

As mentioned in our Executive Director Mr. Mori's speech, the school health classes offered within the framework of the SHCC project are the first comprehensive curriculum in Cambodia, incorporating a variety of school health knowledge necessary for Cambodian children. In addition, this model can be expanded to neighboring Southeast Asian countries that have yet to be install school health classes. We expect that you will exercise your leadership to the fullest.



We hope to pay a visit to Cambodia again in a few months, and therefore, we all look forward to discussing a variety of topics related to the newly launched school health class as well as your concerns in your teaching life. See you very soon!

Mr. MORI Yuji
Executive Director, The Nippon Foundation

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Mr. MATSUSHIMA Junnosuke (Program Director)
Humanitarian support program for the conflict-affected communities in Myanmar

The school health project has a positive impact on the quality of education and healthy child development in Cambodia. I believe it will lead to the development of human resources that will be the foundation of the country.

School Health 7th Training Report

MASUKO Yuuka

School Health 7th Training was held on 27th to 29th April, 2022 in Siem Reap province. Our project invited our donor The Nippon Foundation for the first time in two years since the 1st training on March, 2020. What is more, Dr. Asakura (project leader) and Ms. Ueno (project coordinator) also came from Tokyo Gakugei University in Japan to join the training physically this time. Participants from Cambodia were 18 lecturers including management team from Teacher Education College (TEC) in Phnom Penh and Battambang.



The training was conducted through both offline and online as Japanese lecturers joined with zoom. The topics are “Physical and psychological changes in adolescence”, “Theory and practice of Health check-up” and “Theory and practice of First Aid”. After a long period of online training due to the COVID-19 pandemic, participants were quite active for learning and discussion, in particular, they were very interested in the actual physical measurements.

Due to the first lecture of School Health for Year 4 student teachers at TEC started since at the end of April 2022, lecturers shared their teaching experience each other to promote quality of School Health Class in TEC.



Report on fieldtrip to Angkor wat

MASUKO Yuuka

The training was held for by 3 days, all participants of the training went to Angkor Wat temples as a field trip in the 3rd day. We visited a great honorable place for Cambodian Angkor Wat first, then moved to Bayon and Ta Prohm. The ruins, which had been closed to tourists because of COVID-19 pandemic, were not crowded, so we could sightsee at leisure and enjoy taking photos as our wished. There was no tour guide, but some of our School Health lecturers who had detailed knowledge of the site gave everyone an explanation, allowing them to enjoy the tour in depth. Now that Cambodia is more open to tourists, it is expected that more people will come to visit Angkor Wat temples and other sites in the future. It was good that we were able to visit the temples before they became too crowded.





Lecturer PALL Chamroen

Lecturer of Department of Social Sciences (Health Education) in PTEC



I am currently teaching the health education at PTEC for fourth-year student teacher. I am delighted to be a Master trainer and get trained with Japanese Professor of several experience and professional knowledge in health education. Most of lesson that I have learned from professors are meaningful to apply in school health education a line with the Cambodian context. Furthermore, I have absorbed more additional knowledge and experience on this subject learning and I have chance to share knowledge through learning and teaching to my student teacher at PTEC. I think it was an important opportunity that I have attended in master training and to promote health education in school to improve well-being of Cambodian Children with healthy.

Lecturer SAN Sreyry

Lecturer of Department of Social Sciences (Health Education) in PTEC



I am Excited to be a Health Education's teacher at PTEC. I was finish general doctor degree on March-2019 and I have the goal to shearing my knowledge to the next generation. As we know already that Disease's treatment is important but educate people to prevent disease is very important too, this is a reason why I want to be a health educator. I must pay my thank The Government of Cambodia and Our sponsor that make the school health project's happened in Cambodia. I will shear my best to educate the student's teacher for them to shear their knowledge to their student too. I Hope our next generation have the good health, because good health makes good human resource.

Lecturer MAO Veasna

School Health lecturer in BTEC



My name is Mao Veasna as Psychology lecturer at BTEC. I am satisfied that I is chosen as the Master trainer of the school health educational Project. Providing opportunities for Japanese professors and planners, making me contribute to the development of knowledge and practice in health education for student teachers, including teachers in some schools who do not know this knowledge in the future. In particular, giving me the opportunity to participate in learning more about health in school and new teaching methods that are suitable for teaching health lessons, which is my desire.



We really appreciate all the master trainers who cooperated in the interview!



Is Health "Science" or "Culture"?







ASAKURA Takashi

Health



My answer is both. Health as science is universal knowledge and can be shared between Japan and Cambodia. Culture, on the other hand, is a tangible and intangible asset that determines an individual's way of life, lifestyle, and society. Therefore, health as a culture should have different knowledge systems in Japan and Cambodia. Therefore, the School Health Project is a project to not only share health as a science but also to learn from each other about health as a culture and build school health in both countries to improve the well-being of the people. This is not simply a project to transplant the Japanese school health system to Cambodia. More than that! Mutual trust and engagement are critical to the success of this project.

According to the statistics, the rate of LGBTQ people among the Japanese population is about 8.9% and it is estimated that there are two or three children who could be LGBTQ in each class[1]. How about in Cambodia? Those children often struggle to understand their own identity, which might cause mental health problems. Therefore, it's important for teachers to gain knowledge about LGBTQ and teach children about the diversity of sexuality. Explanations of each concept of LGBTQ are below[2].

 Lesbian	A woman whose enduring physical, romantic, and/or emotional attraction is to other women.
 Gay	The adjective used to describe people whose enduring physical, romantic, and/or emotional attractions are to people of the same sex.
 Bisexual	A person who has the capacity to form enduring physical, romantic, and/or emotional attractions to those of the same gender or to those of another gender.
 Transgender	An umbrella term for people whose gender identity and/or gender expression differs from what is typically associated with the sex they were assigned at birth. 
 Queer Questioning	An adjective used by some people whose sexual orientation is not exclusively heterosexual. This term describes someone who is questioning their sexual orientation or gender identity.



Source

[1]Dentsu Marketing Reports. <https://www.dentsu.co.jp/en/news/release/2021/0408-010371.html> Access: June 27, 2022.
 [2]The Lesbian, Gay, Bisexual & Transgender Community Center. <https://gaycenter.org/about/lgbtq/> Access: June 27, 2022.

Project's staff from Tokyo Gakugei University



NAKASHIMA Rui (from International Division)

It is my pleasure that I support the school health project in Cambodia. I will strive for smooth operation.

SHCC Office in TGU



UENO Marie

I have been working in an elementary school as a school health teacher. Also, I worked in Ghana in the field of school health education. It's my pleasure to join this project and I'd like to learn a lot from all of you.

Project's student supporters (1st year student)



SHIINA Ayaka

I participated in this project because I wanted to deepen my understanding of health education in other countries. I'm happy to be able to connect with Cambodians through our activities. I'll do my best to help someone! If I go to Cambodia, I would like to have a lot of conversations with Cambodians and experience the culture of Cambodia and feel the difference from Japan.



SAKAMOTO Chihiro

I belong to a sweets club and an international exchange club at university, and I am a bassist for a cover band. I participated in the project because I am interested in Cambodia's current environmental hygiene and children's health issues. If I can go to Cambodia, I would like to observe the situation of the city and schools, listen to local children and students, and learn something that I can't get without visiting them. I like to eat, so I want to try a lot of Cambodian food and sweets.



MORITA Nanako

I participated in this project because, although I knew the importance of supporting developing countries, I had never worked to solve such problems before. Through this project, I hope to take positive action and be able to help health education in Cambodia. I am also interested in the unique culture and traditions of each country, so when I visit Cambodia, I would like to learn about traditional culture, customs, and ethnic costumes. I would also like to enjoy good food. I am looking forward to learning much from this project.

School Health 8th Training was held on 6th to 8th July, 2022 in Battambang. This is the last training about the contents of School Health textbook for primary course in Teacher Education College (TEC). Project leader Dr. ASAKURA (Tokyo Gakugei University), professor Dr. AOYAGI (Ibaraki University) and project coordinator Ms. UENO (Tokyo Gakugei University) joined the training coming from Japan. Participants from Cambodia are 18 lecturers and management team from TEC in Phnom Penh and Battambang. The topics are “Environmental health and Eco Health”, “Inclusive education” and “School safety and management”. In the training, there are not only lectures but also many group discussions and activities, and some group work were planned and facilitated by Master Trainers, not by project team. The first lecture of School Health for Year 4 student teachers at TEC started in this semester, lecturers shared their teaching experience and had active discussions about their class. The first cohort will be graduated from TEC soon and will teach School Health for primary students in Cambodia. Project team will follow-up their teaching activities as well to promote School Health subject for all Cambodian Children in future.



Field trip in Battambang

LY Kalyan

“Have you ever met a person with disability? How do you feel for that person? How does Cambodian society view disability?” These are the questions asked to the participants in lecture of “Disability and special education needs” in our 8th training. To experience the reality, SHCC project has strived to find the opportunity by visiting “The Rehabilitation Center for Persons with Spinal Cord Injury” in Battambang, located about 7 Km from the city center.



Dated back in 1993, the center was established at a refugee camp between Thailand and Cambodia. Specializing in spinal cord injury, the center focuses on physiotherapy for the rehabilitation. There are 11 front-line medical persons to nurse maximum 16 patients who may stay there between 6 to 12 months.

This fruitful visit allows us to understand the structure of the facility and services, especially the physiotherapy unit. The loveliest moment was the meeting and warm dialogue we had with the patients and staffs over there as well as the sharing activities with them.



Through this experience, we have learnt that spinal cord injury may lead to disability, which requires physiotherapy. Plus, this type of exercises are also important even for healthy people. We feel sorry for what happened to them.

However, we deeply admire and are inspired by the effort and motivations of both patients and staffs to make their situation better. There was also personal contribution from each lecturer to the patients reflecting the hope and solidarity to support each other in our society.