

Issued date: October 24, 2022



Japan Training



Message from Tokyo Gakugei University

Dr. KOKUBUN Mitsuru (Director of Tokyo Gakugei University)

To introduce school health as a new subject throughout Cambodia, it is an extremely important process to train teachers as well as to create curricula and textbooks. And you, the participants here today, will be responsible for this process.

Our university is a key university for teacher training in Japan, with the mission of fostering highly knowledgeable, well-educated, imaginative, and practical educators, and has actively contributed to the development of international society and the realization of world peace.

In this project, we will develop school health curricula, syllabus, and textbooks for primary and secondary school teacher training programs, and continue to conduct training programs at teacher education colleges in Phnom Penh and Battambang, which represent Cambodia, to foster teachers who will be responsible for school health in the future.

We hope that you will further deepen your knowledge of school health by visiting our affiliated schools and various other school sites during this training in Japan. In addition to that, we expect you to become leaders in school health education in Cambodia.

Dr. KAWATE Keiichi (Vice Director of Tokyo Gakugei University)

I believe that organizing your program “the school health education”, and developing this system of education in Cambodia, is a very important, as well as very timely project. Of course, it is due to the current pandemic of Covid 19. In view of our hard experience, we can fully recognize how important it is for students to learn health education, and to get a better understanding of health and illness at school.

You have already published a school health textbook, “School Health for All – A Step to a Better World”. It states that “Health is a human right”. I believe that this is a very important point. If you complete this project successfully, it will lead to the health of the entire nation of Cambodia. And it brings about not only the prosperity of Cambodia but also the development of all Asian areas.

Now, I would like to introduce a bit of the role of our university in Japan. Next year, our university, Tokyo Gakugei University, will celebrate the 150th Anniversary of its foundation in 1873. Till now, we have developed the Japanese teacher education system and turned out a lot of highly qualified teachers in all of Japan. Given the advantage of this experience, we would love to promote further the internationalization of our university. Dear Guests from Cambodia! On this occasion, if we could deepen our academic exchanges, not only through this project but also through other new projects, it would be very wonderful for both universities.

I believe that you will get new information and make an experience during your trip. I hope that your visit will be a meaningful trip for all of you.



International Division staff

From left to right, sitting, forth person: Dr.Kokubun (Director of Tokyo Gakugei University)
From left to right, sitting, fifth person: Dr.Kawate (Vice Director of Tokyo Gakugei University)

Presentation on the purpose of training and health issues in Japan

Dr. Asakura explained “The purpose of training in Japan” as below in the opening ceremony on 26th Aug.

- ① Observe the actual situation of schools in Japan (e.g., facilities and equipment, classes, school health and safety initiatives, special needs education, infirmary(Hokenshitsu), duties of Yogo Teachers (school nurse teachers), and children's health and welfare issues).
- ② Understand not only the good points of schools in Japan but also the challenges they face. Furthermore, you will discover what you would like to implement in Cambodia.
- ③ After completing the school health class of the elementary school course, the PTEC and BTEC lecturers will share what they have learned from the experience of conducting the class.
- ④ Learn about dental health and first aid at school.
- ⑤ To understand the threat of nuclear war in Hiroshima and to consider the importance of peace education based on past experiences in Japan and Cambodia.
- ⑥ Read through the draft of the Teacher's Guide as much as possible.
- ⑦ To share the experience of the Japan training program with your students and other TEC teachers, and to use this experience in your teaching activities at TEC.



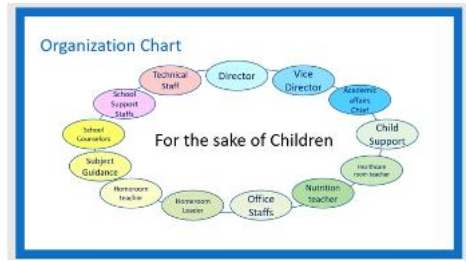
Lectures from YOGO teachers

UENO Marie



On 27th August, the school health workshop was held in Tokyo Gakugei University. 4 Yogo teachers delivered a presentation about the school health activities in primary school, lower secondary school, and secondary school. They also explained the role of teachers in order to support students' development.
 ※Yogo teachers are special licensed educators who support children's growth and development through health education and health services in Japan.

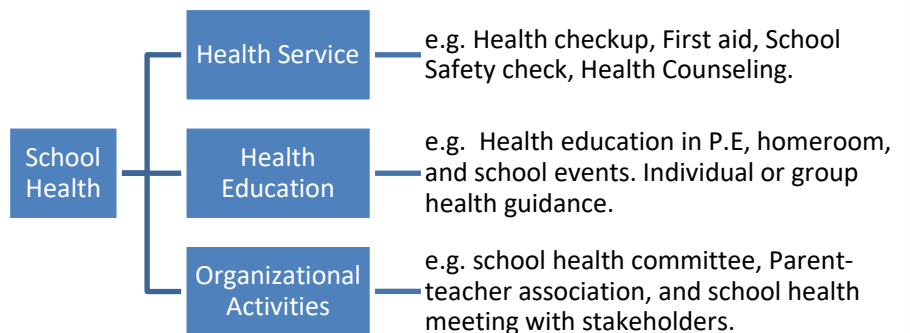
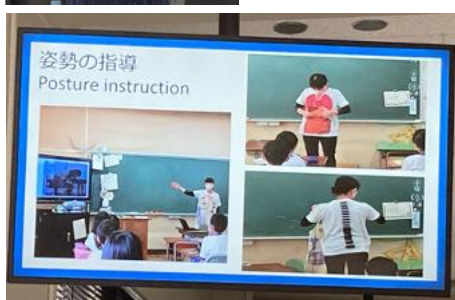
Some slides in the presentation ▶▶▶



Handmade Teaching Materials



School Health structure in Japan



Presentation from TGU Students

The 2nd year students from Tokyo Gakugei University(TGU) delivered a presentation on their school life at TGU.

There are some TGU students who support the SHCC project and are interested in Cambodia. In this SHCC project, TGU wishes to bring them to Cambodia and have a culture exchange between TGU students and students in PTEC and BTEC.

Here is the message from 2 students who delivered the presentation.



KAZIWARA Ai (on the right side of the picture)

At first, I was nervous because it was first time that I met Cambodian people face to face. But, when I said “អរគុណច្រើន - Orkun Jrern (thank you)”, they answered with a smile. I was very happy.



TANAKA Miu (on the left side of the picture)

I talked about my college school life and my major.

I was so nervous because it was my first time speaking in front of people from Cambodia.

Thank you for coming to Japan and listening to my speech.



Special Needs Education in Japan

UENO Marie

We visited several schools and observed how Japanese teachers educate students with disability in the school.

At Mihara primary school in Hiroshima prefecture, there are some classes for children with intellectual disabilities, and lectures visited each classroom and heard about how teachers handle the classes.



There is a playing room for students to do various activities such as trampoline, ball toss game, and exercise ball.

This room allowed students to release stress or pressure or any mental issues through playing. After they refresh themselves they can concentrate on the class again.



In the classroom for special needs education, there is a partition for students who are easily distracted by others such as noise.

This partition helps student concentrate on their learning. Teachers prepare the appropriate environment that allows them to learn comfortably.

In the special needs education school which is affiliated to the Tokyo Gakugei University, students have a class where they can learn pottery. Besides, they made some earning from the pottery they made. Lectures received the pottery that students made as a souvenir.



▼ School for Children with Intellectual Disabilities



● Okumusashi Primary School and Lower Secondary School

Location: Nagasawa, Hanno-shi, Saitama 357-0203, Japan

Number of students: 74 from grade 1 to 6 in primary school (1 class in each grade)
49 from grade 1 to 3 in lower secondary school (1 class in each grade)

**Grade 1-3 in lower secondary school in Japan equals to grade 7-9 in Cambodian study curriculum*

The amount of student is small but all of students looks so happy to learn in that school. The school environment with nature is wonderful and the children are growing up in a relaxed nature-friendly environment. The small size of the school was also excellent in that it was less affected by Covid-19 infections. In addition, the school try to apply student-center approach because of the size make it possible.



Group photo with teachers



Physical Education class (Primary School)



Poster about AED (Lower Secondary School)



Walk to the school

● Oizumi Primary School (Attachment school of TGU)

Location: Higashioizumi, Nerima-ku, Tokyo 178-0063, Japan

Number of students: 577 from grade 1 to 6 (3 classes in each grade and 4 classes for students with disability)

The school is located in a middle of Tokyo, this is an attachment school of Tokyo Gakugei University. The school has tradition and history, and the children were proactive in learning and participating in school events. A large number of trainee educators from Tokyo Gakugei University were there for practice teaching, and we were surprised at the number of them. This is indeed an attached primary school.



Class observation



First Aid by Yogo teacher

● Mihara Primary School

Location: In Hiroshima prefecture

Number of students: 484 from grade 1 to 6 (2 classes in each grade and 5 class for students with disability)

The school is located in Mihara city, Hiroshima, and size of the school is the biggest in the city. Unfortunately the day was no children because of warning of heavy rain in Mihara city so they had to return home early, but we can have plenty of time to discuss with teachers and learnt many things from them. Local TV came to shoot our visit and on the TV program in later. That was a great experience for us.



Asking the way to teach



Teaching materials

● School for Children with Intellectual Disabilities (Attachment school of TGU)

Location: In Tokyo

Number of students: 5 in kindergarten, 19 from grade 1 to 6 in primary school, 19 from grade 1 to 3 in lower secondary school, 28 from grade 1 to 3 in secondary school (1 class in each grade)

The school is also an attachment school of Tokyo Gakugei University for children with intellectual disabilities from kindergarten to high school. When we leave, high school student presented us cups which they cleated by themselves, it was so lovely moment.



Presentation by Yoko teacher



Cups handmade by students

Visit to Atomic-bomb dome and Hiroshima Peace Memorial Museum

What is Hiroshima Peace Memorial Museum?

Hiroshima Peace Memorial Museum was opened in 1955 with the aim of conveying the reality of the damage caused by the atomic bomb to people around the world and contributing to the abolition of nuclear weapons and the realization of lasting world peace, which is the spirit of Hiroshima. At 8:15 am on 6 August 1945, Hiroshima was hit by the world's first atomic bomb. The city was almost completely destroyed and many lives were lost. Even those who barely survived suffered great mental and physical trauma, and many "Hibakusha" are still suffering. The museum collects and exhibits items left behind by "Hibakusha" and photos and documents showing the devastation of the atomic bombing, and introduces the history of Hiroshima before and after the bombing and the situation in the nuclear era. It also holds lectures by "Hibakusha" on their experiences of the A-bombing, and lent materials for peace education.

(citation : <https://dive-hiroshima.com/explore/2675/>)

Reflections by lecturers

In short, we learned that because of human war many people was died in Hiroshima. Having a long term affected on physical health and mental health.

(Ms. Hour Khim and Mr. Pall Chamroen
School Health lecturers in PTEC)



The most popular souvenir in our group was "Medals" with engraved names and dates.



Visit to The Nippon Foundation

Supported by  THE NIPPON FOUNDATION



We visit The Nippon Foundation on 2nd September.

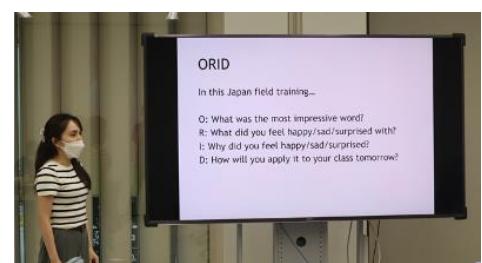
Ms.Nomiyama held the workshop on the reflection of SHCC Japan training by using the tool called "ORID".

O.R.I.D	Questions in the workshop
Objective question	What was the most impressive word ?"
Reflective question	What did you feel happy/sad/surprised with ?"
Interpretive question	Why did you feel happy/sad/surprised ?
Decisional question	How will you apply it to your class tomorrow ?

Lectures got reflections on their training in Japan based on the questions from Ms.Nomiyama.



◀We were pleased to have a greeting from the Executive Director of The Nippon Foundation, Mr. Mori.



ORID

In this Japan field training...

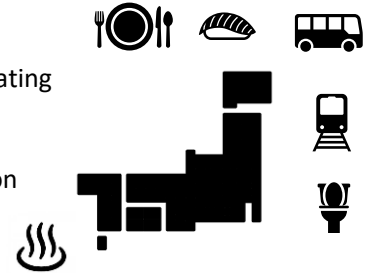
- Q: What was the most impressive word?
- R: What did you feel happy/sad/surprised with?
- I: Why did you feel happy/sad/surprised?
- D: How will you apply it to your class tomorrow?



Ms. MASUKO Yuuka, Local Project Coordinator

In the first day of the Japan Training, I introduced some Japanese cultures and customs which I thought important to stay in Japan for 12 days. Because I thought that understanding Japanese culture and customs makes their Japan life more fun and more comfortable. The main things introduced were as follows:

- Manner of eating
 - Say "Itadakimasu" when you start eating
 - Holding a bowl in your hand is OK
- Manner in a public transportation
- How to use toilet with wash function
- What is SHINKANSEN?
- ONSEN challenge!!!



Experience in Japan



National Museum of Nature and Science

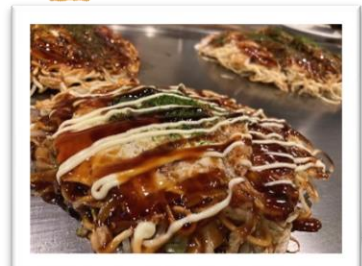


SHINKANSEN
Tokyo ⇄ Hiroshima

Miyajima Island is a world heritage



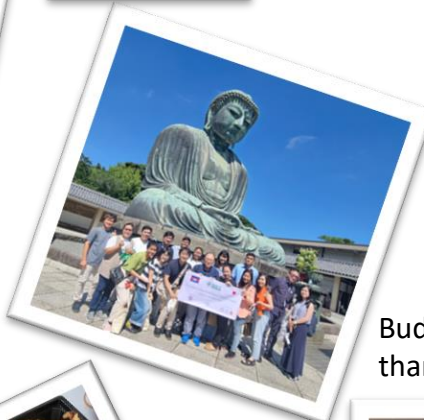
We enjoyed Japanese foods!!!



On local TV



Rainy day in Tokyo



Buddha in Kamakura was bigger than we expected



See you again, Japan!