



Greeting from School Health Department of MoEYS

I would like to thank professors of Tokyo Gakugei University (TGU), lecturers of Teacher Education College (TEC) and SHCC team for organizing this training. I am also very grateful for your support in preparing the health subject syllabus and textbooks for TEC.

Since 2018, the Ministry of Education, Youth and Sport (MoEYS) has been working on textbooks for teachers and students for primary to upper secondary school curriculum in School Health subjects. We are currently reviewing the second draft version.

We are now taking health education in MoEYS more seriously. In particular, with the current state of the new coronavirus infections. In addition, the goal of the School Health Department is about health. Therefore, it is very good to know the importance of health as well as to be able to practice it in our daily lives. I think this is a good way to prepare future school health teachers and students.

In short, it is very important for both TECs to be involved in this project, as the TEC lecturers are apparently like parents to the student teachers. They also play the role in promoting what the student teachers has learnt in school after graduation.

I would like to express my acknowledgement to The Nippon Foundation for their support throughout the years. This project has only just begun, so we would like to ask for your support in providing the necessary hardware and software for the school, as well as other materials that will make the health lessons more effective. Of course, learning is a good thing, but without practice, it is not as effective as it could be. Especially, I would like to encourage the TEC lecturers to promote School Health classes as a healthy model for lifestyle and hygiene management.



*Dr. SO Chhavyroth
Vice Director, School Health
Department*

School Health 6th Training Report

MASUKO Yuuka

School Health 6th Training was held from 7th to 9th February 2022. This was our first face-to-face training in two years since the first training on March 2020. Among all the participants from Cambodia side, 18 were lecturers and management team from Teacher Education College (TEC) in Phnom Penh and Battambang. The training was conducted face-to-face and online simultaneously while the Japanese were attending via zoom.

The two main topics focused on “Drug use and the impact of health” and “Mental Health”. The training was carried on for three days: two-days lectures and group discussion at HIMAWARI Hotel, plus one-day field study at new economic SOSORO museum of Cambodia. After a long period of online training due to the COVID-19 pandemic, participants were very excited and active in learning and discussion. Finally, the first School Health lecture will start at the end of April 2022 for student teachers at TEC. All lecturers are willing to learn and teach the School Health subject.



The scene of 1st day group work:
creating poster about drug abuse



The scene of 2nd day training at HIMAWARI Hotel



The scene of field study at SOSORO museum

From fieldtrip report

-We are happy and surprised to learn that there is this type of good museum like this in Cambodia. We will remember and recommend this place to others.

-We can also arrange a short paragraph to explain the background and history of TEC since the beginning until now.

-Through to this field trip, we find that it is important for all trainers because it allows us to get to know and learn about history, development of Khmer currency Since Funan period. In addition, through this field, the trainers have an opportunity to strengthen their friendships, doing group work, and sharing experience to each other. Finally, all of us as trainers would like to thank Nippon Foundation through Tokyo Gakugei University in organizing this meaningful field trip.



New uniform of the project

SHCC project's new uniform has come! We started to wear the new two colors' uniform from the last training. We think uniform is very important for unite our minds for success to achieve the goal of the project. Both of dark and sky blues means nature in our earth, so as sea, river and sky, because SHCC project has eco-health concept that human health is closely related to the natural environment.





Contributor of SHCC project



Social Compass is a designer and artist organization that seeks to solve social issues through the power of art. They created all of illustration of the School Health textbook for TEC including cover page's design and SHCC project's logo. Social Compass is not so big, yet consisting of exquisite team who has produced a number of highly quality works. Mr. Nakamura, the director, has recently published a children's picture book on the theme of the SDGs in Cambodia.

◀ Cover page of textbook for primary education course



ប៉ុន្តែពេលនេះប្រទេសមានសន្តិភាពវិញហើយ ខ្ញុំចង់និយាយថា "អរគុណណាស់" ។

But peace returned to the country, and now I am saying, "Orkun!"



◀ Thanks picture book



Mr. NAKAMURA Hidetaka with Social Compass colleagues

Thank you, Picture Book. "Watty" of Angkor Wat and the World Heritage Site characters will teach us how to say "thank you" around the world in line with the SDGs goals. It is available free of charge to anyone who is interested.

(NAKAMURA Hidetaka, Founder of Social Compass)



Project's student supporter



HARA Ayuri

1st Year Student

I join this project to learn about cultures, various ways of thinking, and school health. I look forward to seeing you in person and working together!



TANAKA Miu

1st Year Student

I have never been abroad, and I really want to. I joined the project because I want to see and know the world that is not Japan. I hope the day will come when I can visit Cambodia!



TADA Kaoru

3rd Year Student

I practice Kyudo at university. Kyudo is a traditional Japanese sport in which bows and arrows are used. I'm participating in this project because I'm interested in culture and education outside of Japan. I'd like to know more about Cambodia, and I really want to go to Cambodia someday!



School health class will begin at TECs in April

School health lessons will finally start in April at PTEC and BTEC for Year 4 teacher students of the primary teacher training course. The challenge of mandating school health education for all students, who will be primary school teachers, is an unprecedented new initiative in the world. It has not been realized in Japan either. Cambodia will become the first country in the world to guarantee health and education for all children.



Dr. ASAKURA Takashi
Project Manager,
Professor,
Tokyo Gakugei University

Health education at school is not limited to sex education, drug education, health examinations and first aid. Health education is education for exploring a healthy way of living and creating a safe and peaceful society. It is an education to bring up children with humanness (empathy, caring, and dignity) to realize it. There is not always one correct answer, and there can be various correct answers. Therefore, it is health education at school that teachers and students learn together through dialogue rather than one-way teaching. Let's tell this to PTEC and BTEC students.

I've trained you chapters about half of the textbook so far, but that's still not enough. The ability of the lecturers in charge still needs to be developed. The success of the challenge in Cambodia will be a model for ASEAN countries. To that end, let's continue to work together and to create better lessons. Let's keep learning.



Mental health of young people

SUZUKI Haruka

One of topics for 6th training was “Mental health” and we discussed about when Cambodian college students feel stress. I found an interesting survey on stress of young Japanese (age 17-19) during the pandemic that was conducted by The Nippon Foundation in 2021. According to results, 50.4% of answerers said they were feeling cooped-up during the pandemic and they experienced following things: “They can’t spend free time as they like”, “Their school life became different from normal” and “It became difficult to see family, boyfriend/girlfriend, and friends who live faraway”. Most of answerers who experienced these things felt stress (Table.1).

Table.1 Things they experienced during the pandemic

	Experienced	Felt stress
They can't spend free time as they like.	48.3%	91.9%
Their school life became different from normal because of remote learning.	42.8%	71.3%
It became difficult to see family, boyfriend/girlfriend and friends who live faraway.	32.6%	88.7%

Their lifestyle had changed a lot because of the pandemic. For example, 71.8% of answerers said the time using smartphone was increasing. This survey shows that about one in three of answerers continued sense of uneasiness and irritation, fatigue, difficulty thinking and concentrating.

Source: Awareness Survey of 18 year-olds -Coronavirus and Stress
<https://www.nippon-foundation.or.jp/en/news/articles/2021/20210325-55959.html>



SUZUKI Haruka
Project Coordinator,
SHCC Office, Japan

I would like to inform you that I'm leaving Tokyo Gakugei University. I have not had enough opportunities to visit Cambodia because of the pandemic since the last visit in March 2020. Honestly I wanted to talk to Cambodian teachers in person and learn more about Cambodia from you. However I could see you and communicate with you through online meetings and trainings. These two years is my special memory. It was a pleasure working with you all. Finally, I respect your sincere attitude and passion towards leaning new things. I hope this project and School Health in Cambodia go well! Thank you so much.