日本熱帯医学会 Japanese Society of Tropical Medicine

一般社団法人 日本国際保健医療学会 Japan Association for Global Health

台灣全球衛生推動協會 Taiwan Association for Global Health Initiative



Joint Congress on Global Health 2024

65th Annual Meeting of JSTM, 39th Annual Meeting of JAGH
& 1st Annual Meeting of TAGHI

Program & Abstracts

November 16-17, 2024

Proposals from Asia and Pacific Islands

Chairs: Prof. Dr. Jun Kobayashi & Prof. Dr. Hung-Yi Chiou

Venue: KUKURU ITOMAN, OKINAWA

JICA ジャイカ

沖縄県 OKINAWA PREFECTURE

糸満市 Itoman City

Japan Association for Mae Tao Clinic メータオ・クリニック支援の会

国際学校保健コンソーシアム JC-GSHR Japanese Consortium for Global School Health Research

University of the Ryukyus

OCVB

UNESCO CHAIR Global Health & Education

EARTH Act For Life

TA Networking Corp.

Barefoot Doctors Group Star Anise Peace Project

ICNJ International Child Nutrition Japan

ワークショップ11　Workshop 11　＜English＞

WS11　How well are we developing human resources to support and promote child and adolescent health in school settings rooted in diversity and inclusion principles?

Organizer：**Rie OGASAWARA** (Osaka University UNESCO Chair in Global Health and Education)
Chair：**Beverley YAMAMOTO** (Osaka University UNESCO Chair in Global Health and Education)

Outline

There is a high level of global commitment to promoting diversity and inclusion. In school settings, different actors are working to realize the goals of 'leave no child behind' and 'all children should learn together'. We are seeing more children with diverse needs and backgrounds in mainstream schools, including those with complex health needs and disabilities. This is good news, but also challenging.

At the same time, guided by the Ottawa Charter for Health Promotion and subsequent declarations, WHO's Health Promoting Schools framework has placed schools centre-stage for health promotion aimed at the school population. Schools have emerged as sites for supporting and promoting health, as well as preventing disease in the context of an increasingly diverse student body.

This symposium identifies issues around human resource development for supporting and promoting health in school settings and in the context of an increasingly diverse student. Organized by the Osaka University UNESCO Chair in Global Health and Education, it focuses on nurses allocated to schools to support children with complex medical care needs, nutrition teachers offering food education, and teachers in charge of sexuality education. The presentations are based on data collected between 2020 and 2024, including literary and documentary reviews, a survey and interviews. The first paper is an international study focusing on the role of school nurses looking after children with complex medical care needs, while the second paper is based on those nurses working in Japanese schools. The third paper focuses on nutrition teachers in Japan and the fourth on the training of sexuality education teachers in Japan and the UK.

WS11-1　Scoping Review of the Role of School Nurses in Supporting Children with Complex Medical Care Needs in the Context of Inclusive Education

Nicolas Martinez, Ikuko Tomomatsu, Beverley Yamamoto
Osaka University

Background
With advances in medical technology, an increasing number of children with complex medical care needs survive outside hospitals and are able to attend school. This shift along with a global commitment to inclusive education means more of these children are in mainstream rather than special needs schools. This trend presents new challenges for schools to ensure that children with complex medical care needs can safely participate in academic and social activities. In this context school nurses are likely to play a significant role.

Aims
This scoping review sought to better understand the roles and activities of nurses allocated to schools to support children with complex medical care needs in the context of inclusive education.

Methods
We conducted a keyword search in seven electronic databases, including PubMed and Web of Science, to identify academic literature concerned with school nurses supporting children with complex medical care needs focusing on articles written in English since the year 2000. We identified 28 articles meeting the inclusion criteria from 6 countries.

Results
Many of the included articles were from the USA (21), indicating a gap in international perspectives. Eight papers covered the issue of allocation, with a single nurse often having to cover several schools. Eleven papers raised the issue of insufficient training for working in schools and with this group of children. Nine papers identified advocacy as an important role for the nurses, both advocating for the child or helping the child advocate for her or himself.

Conclusion
These and other findings highlight the important role played by nurses allocated to schools, not only delivering medical care but also their involvement in education planning and teamwork to promote inclusion. Key areas where these nurses require further support are in training to work in schools and appropriate human resource allocation.

WS11-2 The Professional Expertise of School Nurses in Japan: Insights Based on School Nurses' Experiences

Ikuko Tomomatsu, Beverley Yamamoto

Osaka University

Background

There has been an increase in students in Japanese elementary and middle schools requiring complex medical care, such as ventilator support or tube feeding management. These children, referred to as Children with Complex Medical Care Needs (CCMCN), present unique challenges within the school environment. While Japanese schools have nursing teachers (Yogo teachers) responsible for the health management of the whole student population, they cannot provide dedicated care for CCMCN. Until recently, often a parent had to attend school with their child to offer care. Since the law to support CCMCN and their families was passed in June 2021, nurses are being allocated to schools to support these children.

Aim

This study aimed to understand how this new type of school nurse perceives their professional role and expertise in the school setting.

Methods

Semi-structured interviews were conducted with 17 nurses working in mainstream schools across Japan.

Results

Interviews were thematically analyzed, and five key aspects of their perceived professional role were identified:

1. To have the expertise to provide suitable care for CCMCN, but the presence to provide psychological reassurance for both teachers and students.
2. Ability to adapt nursing practices to fit within the unique environment of a school, which differs significantly from that of a medical institution.
3. Ability to collaborate and build effective team dynamics with teachers and other professionals, without overemphasizing their medical expertise.
4. Understanding how to engage and interact with CCMCN, taking into account the child's future independence from medical care supported by school nurses and respecting his/her individual choices.
5. Developing communication skills essential for effectively interacting with CCMCN.

Conclusion

The findings suggest that school nurses tend to view their professional expertise from two main perspectives: their relationships with other professionals and their suitability as nurses within the school environment.

WS11-3 Nutrition Teachers' In-Service Training in Japan: A Continuous, Instructive, and Practical Approach to Professional Development

Wafaa Abdo

Osaka University

Background

In 2016, the "Egypt Japan Education Partnership (EJEP)" was launched as part of Egypt's comprehensive educational reform efforts. In this agreement, Egypt sought Japan's assistance in implementing the Japanese holistic approach to child development in Egyptian schools, alongside supporting the professional development of schoolteachers and staff. The health development of Egyptian schoolchildren and the performance of nutrition and health professionals was an emphasized goal on the cooperation list.

Aim

This study aims to investigate Japanese nutrition teachers' experiences with in-service professional development and their perceptions of the significance and efficacy of these programs. Ultimately, to gain insight into the impact of nutrition teachers' in-service professional development on promoting food literacy and healthy eating habits among students.

Methods

The study adopted the qualitative approach for data gathering. Thirteen face-to-face interviews were conducted with expert nutrition teachers in (4) different cities within Osaka prefecture in 2021, each lasting approximately (45) minutes.

Results

The study found that nutrition teachers engage in regular training programs that are 1) formally regulated, 2) encompassing all aspects of their daily responsibilities related to ensuring and promoting students' health, and 3) flexible, allowing teachers select courses based on their individual needs and preferences. Moreover, nutrition teachers had positive views toward professional training courses as 1) it was effective and supportive in terms of training modalities, and 2) the content was substantially relevant and up-to-date, enabling them to perform their educational and nutritional roles in promoting school students' health development.

Conclusion

The study concluded that professional development for Japanese nutrition teachers is a multifaceted process that is ongoing, comprehensive, and applicable, providing the teachers with a positive learning experience, and effective practical skills. This integrated approach empowers nutrition teachers to effectively perform their roles of promoting students' health development, including fostering healthy eating habits and food choices.

WS11-4 The potential of in-service training to enhance teacher readiness to implement quality comprehensive sexuality education: An analysis of two programs in two countries

Miyu Matsumoto, Beverley Yamamoto
Osaka University

Background
Successful implementation of sexuality education programs in schools requires a high level of teacher readiness. One aspect of this is confidence around the subject matter. There is little research on what kind of training for sex education instills teacher confidence.

Aims
This study aimed to understand the role of in-service training in enhancing subject knowledge for teachers of sex education.

Methods
We present two case studies from a larger study on human resource development for school-based sexuality education. These case studies are based on documentary review and semi-structured interviews. We draw on a model of teacher readiness to assess the likely efficacy of these programs. This model shows that teachers' knowledge influences their self-confidence (self-efficacy) and attitudes towards CSE, which are key factors in promoting CSE in schools.

Results
The program in Japan had been organized by a member of the Board of Education (BoE) who recognized a need to introduce Comprehensive Sexuality Education (CSE) as outlined by UNESCO. Training materials and teacher resources were created by the BoE and a training session organized for health and nursing teachers. The training itself was outsourced and was a one-off session.
The UK program was implemented city-wide to train teachers in Relationship and Sexuality Education (RSE) that created a single 'RSE lead' dedicated to training lead RSE teachers in each school and provides resources and follow up. The school leads then train other teachers in their schools. Oral catch-up sessions were created to ensure lead teachers were confident about teaching.

Conclusion
Both programs provide curriculum materials and mentor support for personal development that can potentially enhance not only subject knowledge but also teacher confidence. In both cases, the programs are being promoted with limited resources, but the dedication of the trainers who create and implement them.