

Cette présentation a été effectuée le 29 novembre 2011, au cours de la Rencontre internationale *La prochaine décennie pour les écoles favorisant la santé, le bien-être et la réussite éducative* dans le cadre des 15<sup>es</sup> Journées annuelles de santé publique (JASP 2011). L'ensemble des présentations est disponible sur le site Web des JASP à la section *Archives* au : <http://jasp.inspq.qc.ca>.

# School Health Promotion through Centers for International Parasite Control (CIPAC)

Takeshi Akiyama & Jun Kobayashi

JC-GSHR: Japanese Consortium for Global School  
Health Research

<http://www.schoolhealth.jp>

## Establishment Management mechanism and Formulation the Policy through HRD

- ACIPAC(2000-2005)
- WACIPAC (2003-2008)

### Promotion school based intervention through HRD

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graph TD; ME[Monitoring & Evaluation] --> ITC[International Training Course  
(Practitioners in Health and Education Sectors & Researchers)]; PP[Pilot Project] --> ITC;
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(Kobayashi et al 2007, 2008)

## Pilot project

Development of different approaches on the basis of local contexts in each country



**Lao PDR**  
Promote community participation



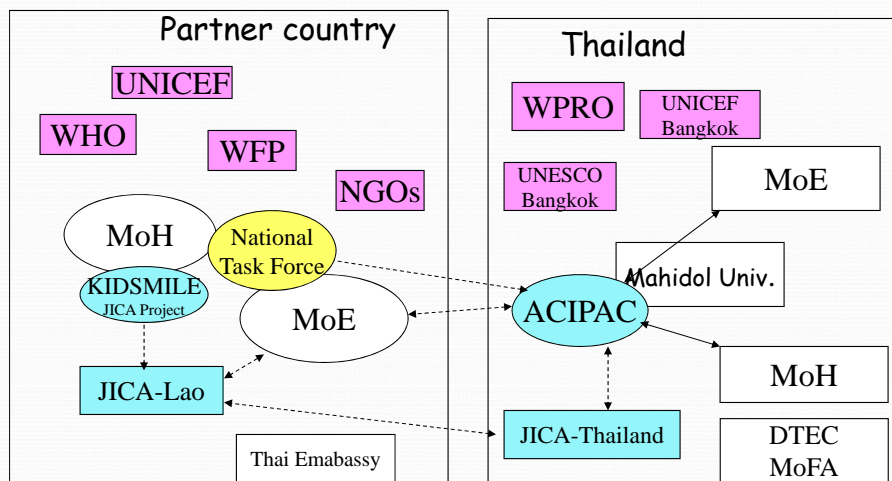
**Cambodia**  
Scaling up by using school cluster

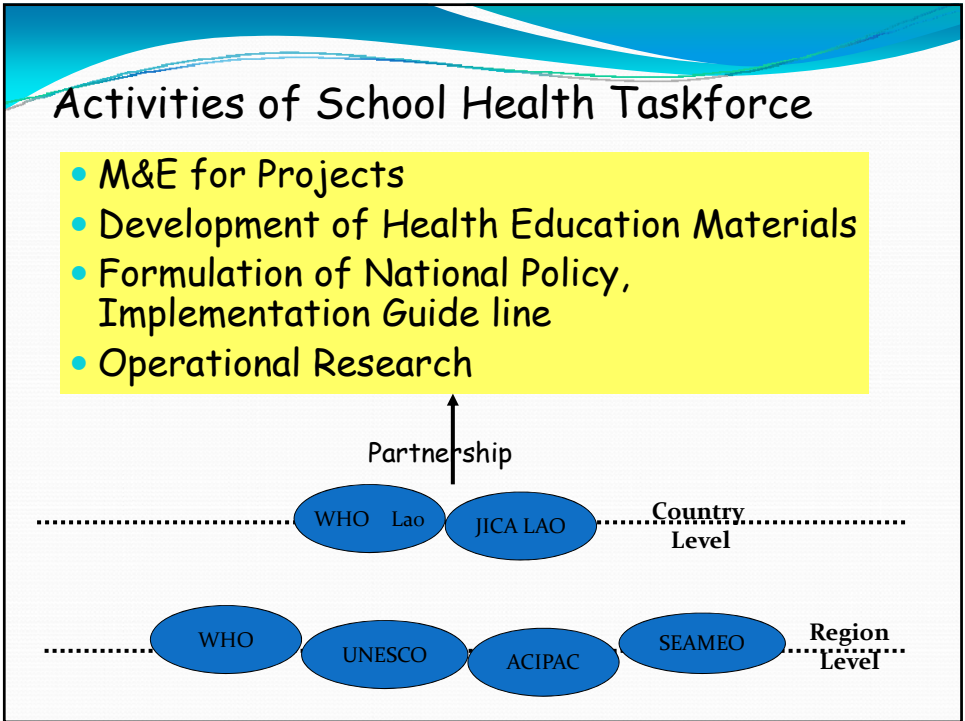
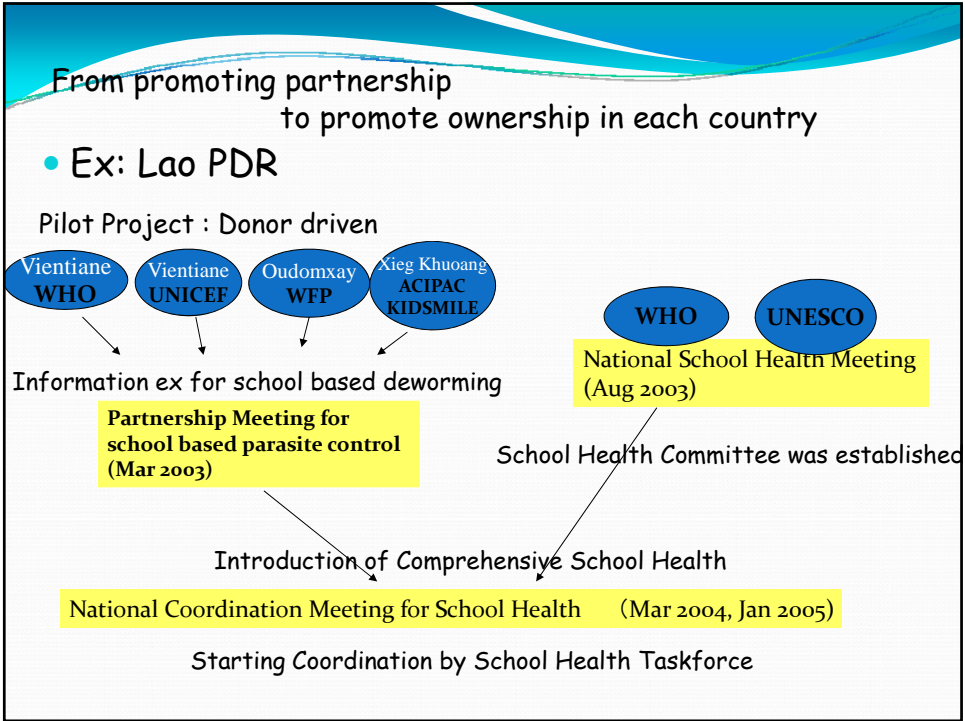


**Vietnam**  
Health Promotion by using mass media: radio etc

## Conducting the regional workshop & training course

↓  
**Partnership**



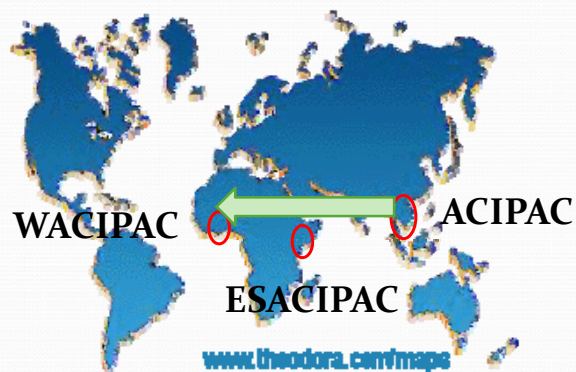


## Introduction of the new policy

	STH	Comprehensive school health
Thailand	Existed	Existed
Cambodia	Introduction by WHO	Introduction with the cooperation among partners
Lao PDR	Introduction with the cooperation among partners	Introduction with the cooperation among partners
Myanmar		Existed
Vietnam		Existed

## *S-S Cooperation*

### *Introduction to West African Center*





## Impact among West African Countries

	School Health Policy	Inter-Ministrial task force	De-worming as national program
Ghana	○	○	○
Nigeria	○	○	○
Senegal	○	○	○
Benin	○	○	○
Niger	○	○	○
Togo		○	○
Burkina Faso			○
Cote d'Ivoire			○
Mali			○
Cameroon			○

## Development new approach Integration between HPS and Infectious Disease Control

Ex: School based malaria control

- Policy
- Environment
- Community activities
- Personal skill
- Health services
- **Ex: Malaria free in school**
- **Cleaning up Malaria bleeding site**
- **School to community**
- **Health education**
- **Treatment in school**

*(Okabayashi et al 2007, Nonaka et al 2008, Ayi et al 2010)*

## SCHOOL TO COMMUNITY

PLA; Participatory Learning Action



Children go to community



Showing a drama

Developing IEC materials & IEC activities in communities



Checking a bleeding site  
Clean up the margin of stream

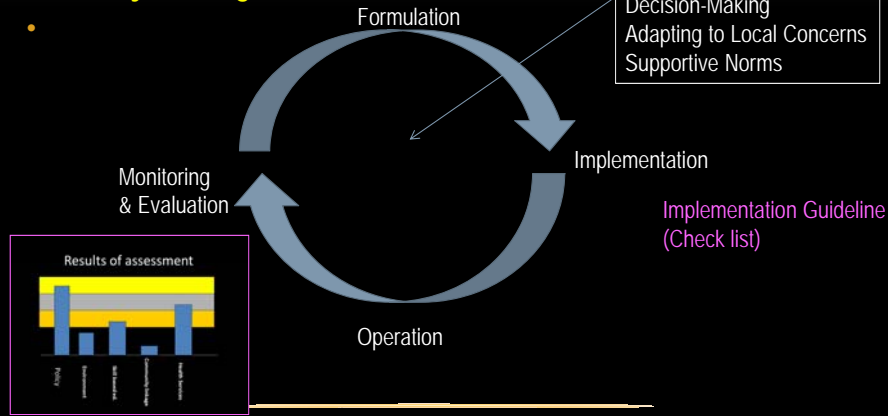


## Introduction of new approach to each country

	STH control	Comprehensive school health	School health based malaria control
Global St.	Existed	Existed	Making concept in the project
Thailand	Existed	Existed	Introduced by project
Cambodia	Introduced by project	Introduced by project	Introduced by project
Lao PDR	Introduced by project	Introduced by project	Introduced by project
Myanmar	Introduced by project	Existed	Introduced by project
Vietnam	Introduced by project	Existed	

# [1] POLICY AND PRACTICE

- Policy Management



Yoshimura et al 2008  
Akiyama et al 2011

# TO DEVELOP FUTURE POLICY

- Holding regional training course (Feb 2012, Bangkok)
- (Lao PDR, Myanmar, Vietnam, Philippine, Nepal, Thailand)
  - Leadership Management
  - Policy Implementation
  - Other topics ( Nutrition 2011)



Based on the Experience in CIPAC:  
the implementation of school health  
self-evaluation system into the  
schools in difficult situations.

- 1. **Thailand:** Burmese migrant schools: schools out of policy of the government
- 2. Schools in **Niger:** problems in the governance, such as weak official supports.
  - Takeshi Akiyama

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Based on the Experience in CIPAC: the  
implementation of school health evaluation  
system into the schools in difficult situations.

- History
- With the cooperation of CIPAC, HPS and School health self-evaluation system were successfully implemented first in Thailand in the 2000s.
- Then expansion in Lao PDR and Cambodia.
- Challenged in the implementation of school health self-evaluation system into the schools in difficult situations.

16



## Example 1. Implementation of school health self-evaluation system in Burmese migrant schools in Thailand

- Background
  - Many Burmese migrants live in Thailand and the population estimated over one million (?).
  - In Tak province, 52 migrant schools. Total 7,670 students
  - Due to language, curriculum, cost, etc., many Burmese migrant children go to migrant schools.
  - Those schools were managed by migrant community.

17

## Method: Implementation of school health self-evaluation system

- Identification of decision maker/stakeholders: Community Based Organizations, including MTC, BMWEC, BTA...
- Aimed at introducing Thai-model self-check system.
- Using awarding of gold, silver, and bronze level. Effective in motivating and improvement among schools.
- Modified a school-health checklist of Lao PDR.
- To influence the actions and the adoption: Got agreement of community.
- All activities: Cooperation with local CBOs

18

## Timeline

2007 Preparations (e.g, explanation)

2008 Feb- Mar : First assessment 44 schools (CBO staff's external check )

2008 July: Teacher Workshop on the results (Feed Back)

2009 Feb-Mar: Second assessment 47school

2009 July: Teacher workshop and Awarding to high-scored schools

### Changes in score of school health evaluation survey 2008 and 2009 (n=43 schools)

	2008 Mean, Median, (Inter-quintile range)	2009 Mean, median, (Inter-quintile range)
1. Health Skill	2.0, 2.0 (1.5-1.8)	2.2, 2.3 (1.9-2.5)
2. School Environment	1.3, 1.3 (1.0-1.6)	1.9, 2.1 (1.6-2.2 )
3. Health service*	2.0, 2.1 (1.6-2.5)	2.6,2.6 (2.3=3.0)
4. Disease control	2.3, 2.1 (2.1-2.6)	2.6, 2.6 (2.1-3.0)
5. Community partnership	1.0,1.0 (0.5-1.5)	2.4, 2.5 (2.0-3.0)
Total	1.7, 1.7 (1.5-1.8)	2.2, 2.4 (1.9-2.5)

•Excluded 5 schools which do not have school lunch.

20



At last, Implementation of self-evaluation system in 2010

- From 2010, self evaluation by teachers started. ( and CBO school health team visited the schools with high scores, for the external confirmation to give awards.)
- The number of given awards to schools from 2009 (7schools) : steadily increasing in 2010 (9schools), and 2011(21schools).
- Taking root? We still see further sustainability of program.

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## Example 2. The implementation of self – evaluation of school health in Niger

- Background
- Niger
  - Governance rank: 39th in 53 African countries from: 2011 Ibrahim Index of African Governance Summary  
[http://www.meibrahimfoundation.org/en/media/get/20111008\\_Niger.pdf](http://www.meibrahimfoundation.org/en/media/get/20111008_Niger.pdf)

However, school management committees of each school were acting positively.

22

## 2. The implementation of self – evaluation of school health in Niger

Target: all primary schools in Tahoua state (n=1999 in 2008-9 academic year ).

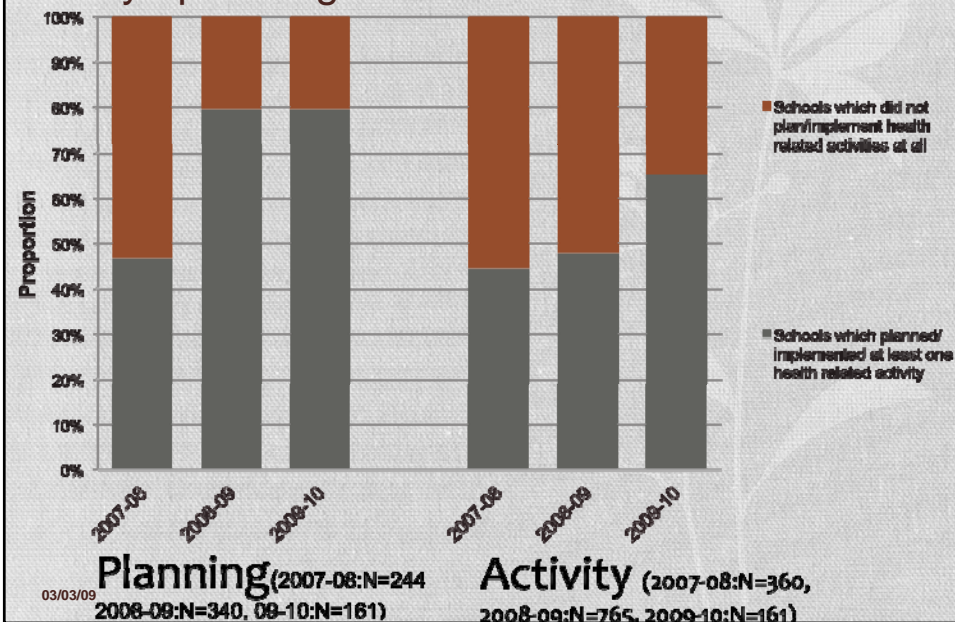
- In 2008, distribute school health activity guidebook, for self checking.
- Investigated activities in the report of each school management committee.

✓ Health-related activity and planning were increased ?

✓ Budget to health related activities?

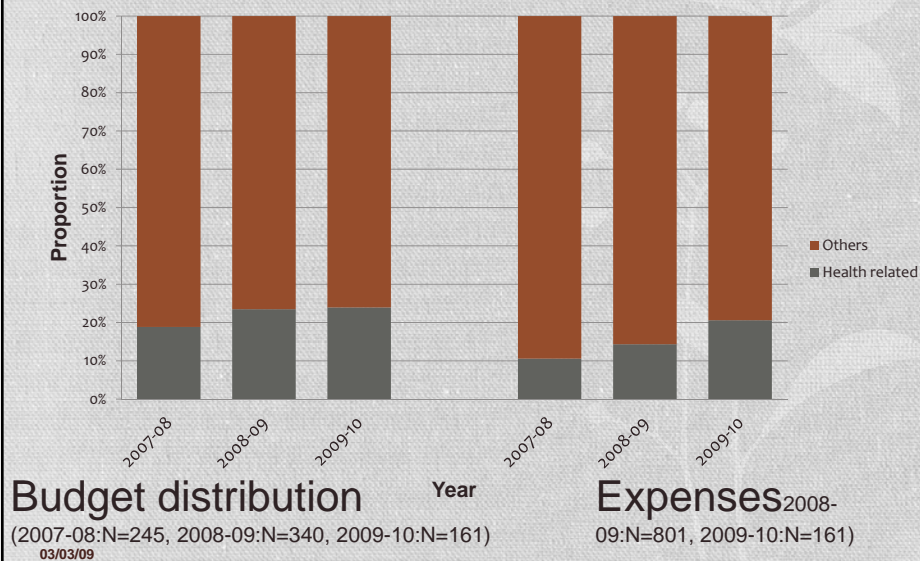
23

Number of the schools conducted at least one activity / planning





## Increase in Budget and expenses



## Summary : learning from the experiences in Thai and Niger.

### ● Thai: Burmese Migrant Schools

Challenged in introducing evaluation system into schools, which had been out of focus and attention from policy makers.

CBOs played important role to access the Burmese migrant schools in Thailand.

### ● Constrains in the migrant community

- Lack of human resources and budget.
- Involve many decision makers to get whole community involvement.
- Took time to make consensus, and unstable structure of CBO (Infighting).

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## learning from the experiences in Niger.

- Niger experiences suggests:
  - Only distributing self-checking guide book might be effective.
  - Constrains
    - Methodological issue : Low collecting rate of information  
Difficulty in collecting report from schools through the ME administration line.
    - Remarks from focus group discussion of school principals included:
      - Insufficient budget and other resources.
      - Need more cooperation from the officials of MH.
  - Next step? **But Coup in Feb 2010.**

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Thank you very much

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