

2018

Overseas Training Program Myanmar



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Women Leaders Program to Promote

Well-Being in Asia

Nagoya University

04/2019

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Women Leaders Program to Promote Well-Being in Asia

Nagoya University

Overseas Training Program 1 in Myanmar

Schedule: January 21st–27th, 2018

Date	Time	Activities	City	Remarks
Jan 21st, 2018 (Sun)	18:45	1. Arrival at Yangon	Yangon	By TG
Jan 22nd (Mon)	9:00 10:30 14:00	1. WHO Myanmar office visit 2. Yangon General Hospital 3. Yangon Medical University 1 (Start-up session)	Yangon	Car
Jan 23rd (Tue)	9:00 10:30	1. JICA Myanmar office visit 2. Visit to Margadi-Thazi Monastic School (1) - courtesy call	Yangon	Car Train & Car
Jan 24th (Wed)	9:00 13:00	1. Visit to Margadi-Thazi Monastic School (2) - activity with children 2. Cultural excursion (1) - Shwe Pyae Sone Market	Yangon	Car
Jan 25th (Thu)	9:00 13:00	1. Visit to Hlegu Township (farm & livestock) 2. Visit to Hlegu Township Hospital	Yangon	Car
Jan 26th (Fri)	9:00 13:00	1. Yangon Medical University 1 (wrap-up session) 2. Free Funeral Service Society visit	Yangon	Car
Jan 27th (Sat)	11:00 19:45	1. Cultural excursion (2) 1.1 Shwedagon Pagoda 1.2 Bogyoke Aung San Market 2. Departure to Japan	Yangon	Car TG

Women Leaders Program to Promote Well-Being in Asia office

URL: <http://www.well-being.leading.nagoya-u.ac.jp/eng/>



Member List of Overseas Training Program 1 in Myanmar

Name	Position	Affiliation
Hisataka Sakakibara	Professor	School of Health Sciences
Keisuke Nakanishi	Designated Assistant Professor	Well-Being Program (Health Sciences)
Mami Wakabayashi	Designated Assistant Professor	Well-Being Program (Health Sciences)
Student's Name	Nationality	Graduate school
Yumika Waktanabe	Japan	Bioagricultural Science
Zhang Xiaoyu	China	Medicine
Naomichi Matsunaga	Japan	Health Sciences
Mami Fukaya	Japan	Education and Human Development
Emina Komada	Japan	International Development
Savira Anastasia	Indonesia	International Development

Overseas Training Program 1 in Myanmar

Group report

Date January 22, 2018

Visited site World Health Organization (WHO)

Visiting time 9:00 - 10:30

People at the site Dr. Fujita Masami

Main activities Listening to a lecture and participating in a question and answer session



Dr. Fujita explain about general role of World Health Organization (WHO) and the function of WHO Myanmar. The six core functions of the WHO in Myanmar are as follows:

- Assuming leadership
- Setting norms and standards
- Collecting ethnical and evidence to suggest on their health policy
- Providing technical support
- Monitoring health situations
- Sharing the research agenda

WHO maintains a close relationship with the each government in terms of managing public health-related issues. If the government has a low health expenditure, it has limited health investment; hence, it could say suggestions from WHO could have large impact on health sector in the country level. Therefore large responsibility should be required their operation.

WHO is attempting to reform itself in terms of its priorities, finances, accountability, and emergency response capabilities. When Ebola in an African country became a serious problem, criticism arose regarding the leadership role of the WHO, because it could not respond to the emergency in a timely manner. Therefore, other sectors and people opined that the WHO was not capable of managing emergency situations; hence, currently,

WHO Myanmar are a lack of financial and human resources. It is difficult to retain domestic human resources within the country since many people who obtain high academic degrees find employment outside Myanmar. In Myanmar, RMNCAH is a serious problem; however, the majority of the money is spent on small categories of diseases, such as HIV, TB, and malaria, as well as vaccination, which are easy to treat and provide quick results. Compared to before, more international organizations focus on health issues today, and the landscape has changed dramatically and become more complex and competitive. Further, each sector has a different agenda and, sometimes, too many training programs are available for recipients, as well as too much information and too many requirements. We could know the positive and negative sides of WHO which we cannot understand from the limited information on the Internet. In addition, we could hear that Dr.Fujita faced what kinds of challenges during his career.

Writer Emina Komada

Photographer Naomichi , Xiaoyu

Overseas Training Program 1 in Myanmar Group report

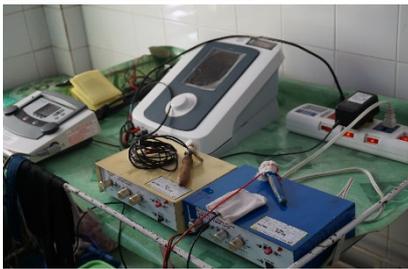
Date 01/22/2018
Visited site Yangon General Hospital
Visiting time 11:00 - 12 :00
People at the site Dr. Myint Myint Aye (medical superintendent), Dr. Khin Khin Htwe

Main activities Visiting the rehabilitation and emergency units



Basic information on Yangon General Hospital

Doctors	300
Nurses	More than 400
Departments	28
Beds	2000



Rehabilitation Unit

Physical therapists and occupational therapists work in the rehabilitation unit. However, they are not required to have a license to work; they work as civil servants in this hospital. The major target diseases are orthopedic diseases, such as back pain, hernia, and stroke. They treat not only inpatients but also outpatients. Outpatients are required to pay 500 MMK/day. Their physical therapy almost always requires the use of medical equipment, which produce microwaves, infrared waves, and interference waves. The most of these machines are donated by and made in Japan.



Emergency Unit

They triage patients being carried by ambulance to other places. In general, the emergency unit is completely occupied by patients. It does not have curtains or switches to call nurses. I believe this unit should have more number of nurses, since the patients' conditions are not stable.

Writer Name: Naomichi Matsunaga

Photographer Mami Fukaya, Yumika Watanabe

Overseas Training Program 1 in Myanmar Group report

Date	January 22, 2018
Visited site	Margadi-Thazi Monastic School
Visiting time	14:30 - 16:30
People at the site	Unay Ma Inda (Buddhist monk), A Shin Nay Main Da
Main activities	Observation within the classroom and interviewing the monk and teachers

The Monastic School is an informal school that was founded from donations; it is reserved for children from poor families. Although the school is not under the control of the Ministry of Education or Ministry of Religious Affairs, its activities are controlled by the government.

This school had 20 female and 3 male teachers. The principal is a monk named A Shin Nay Main Da, who is commonly called Sa Yar Daw. The state of the school is quite unstable due to a lack of facilities. The teachers are paid only low wages. However, there have been attempts to ensure that the school's curriculum is in line with the curricula of public and private schools.

Sometimes, the government provides assistance in the form of textbooks. However, other facilities are mostly satisfied using donations and the monk's personal savings. This school has 833 students, ranging from grades 1 to 6. However, they do not acquire sufficient knowledge on sanitation and health. Currently, the school does not even have a standby doctor to assist in case of an emergency.

However, the children attending the school are quite intelligent. However, they do not get the opportunity or often find it difficult to continue their education to the next higher level. The teachers are not certified, professional teachers, unlike public school teachers. They only have a bachelor's degree and are willing to teach in schools from various backgrounds.



Writer Anastasia Savira

Photographer Xiaoyu

Overseas Training Program 1 in Myanmar Group report

Date January 23, 2018
Visited site Japan International Cooperation Agency (JICA)
Visiting time 9:00 - 10:30
People's name at the site Mr. Atsushi Tada, Mr. Naoaki Inayoshi, Ms. K Thwe Aung

Main activities Listening to presentation and participating in a question & answer session



The following figures reflect the current situation in Myanmar:

- 1.9 in 10 people cannot access drinking water
- 1.4 in 10 people cannot access adequate food
- 15 in 100 children do not go to primary schools; 53 in 100 children do not go to secondary schools
- 5.2 in 100 children cannot survive to celebrate their 5-year birthday; 2 in 1000 mothers die from childbirth
- 6.8 in 10 houses do not have electricity
- 9.4 in 10 people cannot use the Internet

The aforementioned list clarifies that Myanmar faces issues in various areas, such as health, education, and infrastructure.

JICA staffs explained the following to us: ① JICA and ODA, ② role of JICA in Myanmar, ③ JICA's projects in Myanmar, ④ the cooperation program, ⑤ achievements and contributions, and ⑥ cooperation beyond 2018. The ODA provides bilateral and multilateral aid, and JICA accepts bilateral aid to support technical cooperation and grand aids; further, the ODA directly grants loans to countries. Due to the shortage of human resources, capacity building through technical cooperation is necessary in Myanmar. To overcome this limitation, JICA sends medical students to Japan to strengthen their research skills and educational capabilities. In return, these students have to work in Myanmar after they come back from Japan. This program helps to retain human resources domestically in Myanmar. In addition, the government is attempting to achieve Universal Health Coverage by 2030, and JICA is contributing to this initiative.

Writer Emina Komada

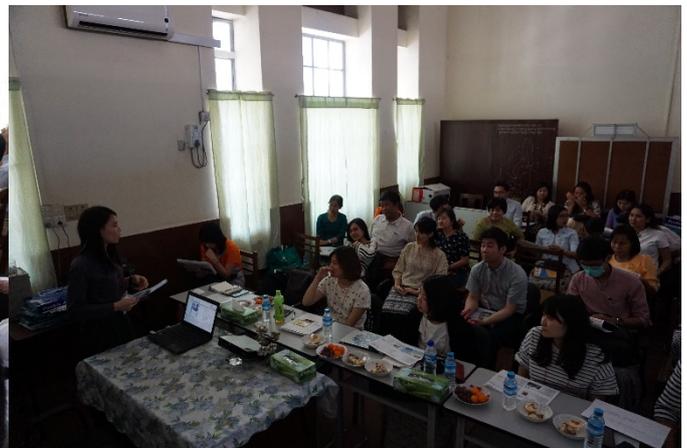
Photographer Yumika, Anastasia

Overseas Training Program 1 in Myanmar Group report

Date January 23, 2018
Visited site University of Medicine 1, Yangon (UoM1Y)
Visiting time 14:00 - 17:00
People's name at the site Dr. Hla Hla Win, Ya Mohn Myat Mon, Aung Thu Phyo

Main activities Presentation, Discussion, Visiting the campus

At UoM1Y, teachers and students warmly welcomed us. They placed snacks and water on our desks. Initially, Prof. Nakanishi briefly introduced our entire program and students' backgrounds, following which we introduced ourselves one by one.



We did a group presentation on this overseas training program, as prepared beforehand. Interestingly, during the presentation, electricity broke down twice.

After our presentation, two Burmese students provided us with a detailed introduction to UoM1Y. They mentioned that the motto of UoM1Y is "Service, Sympathy, Humanity." I found, to my surprise, that their undergraduate course is very long, lasting approximately 7.5 years. Compared with Nagoya University, UoM1Y has much fewer graduate students. Apparently, all the students have to serve the government. Further, Dr. Hla Hla Win did a presentation on her field.



Overseas Training Program 1 in Myanmar Group report



In the discussion session, I first asked Dr. Hla Hla Win several questions on UoMIY's students, including the proportions of male and female students (there is no major difference; girls form the majority; in Dr. Hla Hla Win's department, the proportion is 1:3) and proportion of students from rural areas (which was very low, less than 5%, although they are planning to change this). Subsequently, I asked questions on tuition fees and scholarships, and the professor answered with a smile that, perhaps, UoMIY is one of the cheapest universities in the world, since the tuition fee is less than 1 dollar per month. However, the campus does not include a dormitory or dining

room.

Interestingly, Burmese students showed interest in our research fields.

When I asked Ya Mohn Myat Mon regarding her plans after graduation, she expressed her intention to pass the examinations and become a university teacher.



While communicating with Burmese students and teachers, we walked around the beautiful campus and spent some time in the library, which contained several good books and journals.



I could feel Burmese students' curiosity regarding us. Further, they were very willing to communicate with us. All the students and professors whom I met in UoMIY were very intelligent people, as well as having a good sense of humor.

At a group meeting, some members pointed out that we did not get sufficient feedback on our program. They did not pay much attention to our detailed presentations, either. I believe it is because we come from different fields compared to them, and the purposes of our visit were not clearly specified.

Writer Zhang Xiaoyu

Photographer Naomichi Matsunaga, Yumika Watanabe, Mami Fukaya

Overseas Training Program 1 in Myanmar Group report

Date	January 24, 2018
Visited site	Monastic School (Day 2)
Visiting time	9:00 - 13:00
People's name at the site	The teachers of Monastic School who assisted us in our activities: Kay Thi Soe, Kyi Aung, Daw Aye Aung, Khaing Sui Yin, Ei Sandar Aung Postgraduate students from UoM1Y who helped our activities as interpreters: Kyaw Soe Luin, Chit Ka Hon, Htet Lynn Htun, Su Su Hlaing Interpreters who helped our activities: HanLin Aung, Than Aung Zan, Phyu Phyu Shew
Main activities	Creative activities (mainly origami activity, sharing dreams) Main theme: dreams about the future

We visited the Margadi-Thazi monastic education school, Yangon. In this monastic school, we conducted one creative activity using origami, which is associated with the Japanese culture. In this activity, we asked students to write their dream for the future on the origami that they had folded by themselves. Further, we made one big art work and shared the dreams of some students to others.

Before performing the activity, we divided the students into five small groups based on the information collected using the survey that we had conducted before going to Myanmar. Each group had a motif (e.g., house, sakura, star, and car). Further, we provided a short introduction on Japan before starting the activity. The students enjoyed folding the origami and interacting with us.

Their eyes shone as they talked to us of their future dreams (e.g., becoming the president of the school, a sports player, and a doctor). For children, having a dream fills their life with hope, and it could change their life different ways. Although they have dreams and the motivation for learning, they apparently do not get sufficient opportunities to acquire the education that is necessary to realize their future dreams.

By visiting the monastic school and interacting with the students and teachers, I learned the following four aspects in terms of achieving the students' future dreams and maintaining their health:

- 1) Health care and health education: This monastic school does not offer health-related education and does not employ a health professional. I think these are the biggest challenges currently facing the school.
- 2) Sanitation and hygiene facilities: (Not for the monastic school alone.) I realized that sanitation and hygiene facilities should be improved to prevent gastrointestinal diseases. Further, students of the monastic school do not follow hygiene-related practices, for example, washing their hand before having lunch.
- 3) Governmental support (international cooperation): The monastic school obtains only limited funding/support from the government. They mostly receive only textbooks from the government. I believe that although the monastic school should follow the government-approved curriculum, the government does not understand the school's situation, and they do not perform any interventions.

JICA has an educational program, which includes making new curricula and improving teachers' quality, to enhance the education provided by schools in Myanmar and cooperate with the Burmese government. However, JICA does not support the monastic school since the latter is not under the Ministry of Education. I believe that the government should not control the monastic school; rather, they should provide more support for the students.

- 4) Role of religious education: The presidents of the monastic school are monks, and the school is operated by these monks. Therefore, in the monastic school, students learn moral lessons based on Buddhism, which guide them and their behaviors throughout their lives.

Writer Mami Fukaya

Photographer Xiaoyu Zhang



Overseas Training Program 1 in Myanmar Group report

Date January 25, 2018
 Visited site Local hospital in Hlegu
 Visiting time 9:00 - 10:30
 People's name at the site Dr. Yan Naing Swe (doctor) and sister (nurse)

Main activities Discussion with the doctor, Tour of the ward, and Visiting the new Public Health Center

Basic information

Doctor	1
Midwives and nurses	66
Beds	50
Outpatients	70-80/day
Surgeries	20-30/day
Types of surgeries	Caesarean section, hemorrhoid, hernia
Medical Date	Monday-Friday, Saturday mornings for older people



Dr. Yan Naing Swe plans to make this hospital a 500-bed hospital. He understands the inequality that exists in accessibility to medical facilities and health care between rural and local areas. Hence, he intends to make this hospital a regional hospital and contribute to reduce the inequality.



Tour

We visited the operation room, CT room, women's ward, normal ward, and the new Public Health Center (PHC). The women's ward houses many newborns and their mothers. They receive free hospitalization for three days and a newborn set, including clothes and medicine.

The new PHC was donated by the Korean Foundation. This building is quite beautiful and employs several midwives.



Writer Naomichi Matsunaga

Photographer Xiaoyu Zhang

Overseas Training Program 1 in Myanmar Group report

Date	January 25, 2018
Visited site	Local organic farm in Hlegu
Visiting time	11:00 - 13:00
People's name at the site	Mr. Khin Mg Tint (owner of a vegetable and flower farm) Mr. Maung Win (owner of a poultry and fish farm)
Main activities	Observation and interview

The farmer performs organic farming and cultivates many types of vegetables and chrysanthemum flowers with his family. Moreover, he runs poultry and fish farms at separate places. The workers in the farm mainly include the owner's family, and the total number of workers is approximately 180. The farmer is particularly interested in organic farming due to his strong belief that producing organic product is safety food and could be higher price. An agent collects the products and transports them to the organic market once a day. A part of the organic products is exported to Singapore, as well. Apparently, the farmer is successful in his business and is attempting to extend it in the future. More details are discussed below.

Vegetables and flowers

<Input supply>

In general, no chemical fertilizers or pesticides are used in farming. Instead, cow dung and poultry manure are used as organic fertilizers. The farmer obtains vegetable seeds from a Chinese company and buys flower seeds from a cold area in Myanmar.

<Production>

There are no large cultivation lands. Therefore, the workers take care of the plants by themselves using small tools, rather than big machines. They water the plants once a day using pipes. Following harvest, female workers prepare the products for distribution (as shown in the Fig2).

<Retail>

The initial cost of a batch of chrysanthemum flowers is approximately 200 mmk (\approx 20 yen).

In the market, the same batch of flowers is sold for 300–500 mmk (\approx 30–50 yen).



Fig1.Chrysanthemum flowers



Fig2.Female workers



Fig3.Organic

Poultry and fish

It is noted that we could not enter the poultry coops due to hygiene issues.

<Input supply>

A mixed feed called MRC is used to feed the poultry. The MRC includes 12 components, including corn, rice, groundnut, and several vitamins. Often, a veterinarian stays in the farm and checks the poultry's condition. To prevent infectious diseases among poultry, farmers provide preventive medicine in three ways (internal medicine, tablet, and powder mixed in feed).

Overseas Training Program 1 in Myanmar Group report

<Production>

They have three large poultry coops and 10,000 poultry, in total (as shown in the picture). The farmer said that he gets 5000–6000 eggs daily.

Further, four types of fish (catfish, carp, tilapia, and butterfly) are cultured in the lake situated just below the poultry coops. Therefore, fowl droppings directly become a fish food. Sometimes, farmers collect fish and sell them in the market.

<Retail>

The price of an egg in the local market is approximately 100 mmk (\approx 10 yen). In the city market, a pack containing 10 eggs is sold for 2500–3000 mmk (\approx 250–300 yen).



↑ Poultry coop



↑Eggs for sale at the local market



↑Poultry coop and pool



↑Caught fish

Writer

Yumika Watanabe

Photographer

Naomichi Matunaga, Anastasia Savvira

Overseas Training Program 1 in Myanmar Group report

Date	January 26, 2018
Visited site	Free Funeral Service Society (FFSS)
Visiting time	09:30 - 12:00
People's name at the site	Ms. Saw Thin Zar Soe, Ms. Shein Win Yee (supervisor nurse at clinic), Ms. Myat Phyto Phyto Kyaw (staff of the Information Department), Mr Zaw Tun Myat (supervisor of the Information Department), Zwe Mahain Kha (volunteer for FFSS)
Main activities	Listening to a lesson from the staff, Observation of the clinic and school

The FFSS is one of the largest NGOs in Myanmar. The organization provides free funeral services to Burmese societies who cannot afford to pay for the funerals of family members. Establishing such an organization was the idea of a man named U Thu Kha, who died in 2005. He founded this organization in 2001 with eight others, including Mr. Kyaw Thu, who has been serving as the chairman since 2008. This NGO was established on private funds, rather than donations from the government or other organizations.

When it was first established, the FFSS was based in Thinggan Gyun Monastery. The Government of Myanmar does not support the establishment of the FFSS because it is considered that the Burmese are too dependent on this organization. Moreover, the FFSS has assisted monks by providing them food and drink in all their protests against the government. Therefore, in 2007, the Myanmar government closed down all FFSS activities, including its facilities and training activities, and forced it to move to Yayway Cemetery.

However, the occurrence of a catastrophic natural disaster significantly changed the organization's situation. In May 2008, Cyclone Nargyud killed approximately 50,000 Burmese citizens and devastated various facilities in Yangon and surrounding areas. At the time, the FFSS was instrumental in providing assistance; hence, the organization became a well-known organization due to which the government was unable to prevent their activities again. Finally, the government provided land in North Dagon Township and asked the FFSS to move its activities to that area in July 2009, which continue to this day.

Currently, this organization has 100 staff members and 500 volunteers and provides 24-hour service. To date, it has conducted approximately 60,000 free funeral services in total. In addition, the FFSS established a clinic to serve free of charge those people who cannot afford regular medical care and, currently, it also trains staff members and volunteers. Further, it always keeps 12 ambulances and 1 fire truck on standby in case of emergencies. Finally, the concept of *Parahita*, which means always trying one's best to help others, is followed while running this organization.



Writer Anastasia Savvira

Photographer Naomichi

Overseas Training Program 1 in Myanmar Group report

Date	January 26, 2018
Visited site	Yangon Medical University 1
Visiting time	13:00 - 16:00
People's name at the site	Dr. Hla Hla Win, Dr. Thein Thein Htay, Dr. Zaw Wai Soe
Main activities	Greeting everyone, Providing wrap-up presentation, Discussion

In the auditorium of Yangon Medical University 1 (YMU1), Dr. Hla Hla Win, Dr. Thein Thein Htay, and Dr. Zaw Wai Soe warmly greeted us one by one.



While sitting together, professors talked about Nagoya University's unique well-being program. They consider us future leaders. Regarding YMU1's future, Dr. Zaw Wai Soe said that they are developing a new integrated curriculum.

Further, we exchanged presents.



In the wrap-up presentation, we focused on introducing the activities that we performed at the monastic school and, then, concluded by expressing our thoughts on how to improve the well-being of Myanmar in various aspects.

After the presentation, we actively asked questions on aspects of Myanmar (religion, gender issue, health care, etc.), and the professors patiently answered our questions.

Dr. Thein Thein Htay highly commented our activities. We all have the same wish that the friendship



between our universities will last forever. I hope to maintain contact with people in Myanmar.

Writer ZHANG Xiaoyu

Photographers Naomichi Matsunaga, Yumika Watanabe, Mami Fukaya

Comprehensive Description (Emina Komada)

One of objectives of visiting Myanmar was to understand the health management and well-being of people across communities by understanding the roles of both non-health and health professionals in improving or achieving wellness and well-being in their daily life, within the family setting, and in their community. Health issues can be interpreted from various perspectives. In Myanmar, we had an opportunity to communicate with both medical professionals and non-health professionals. Further, we understood that being healthy is the most important factor in ensuring that people live their daily life without any difficulties and children realize their dreams. Our fieldwork revealed that the school did not offer any class on health-related aspects. If children learn about maintaining their health and preventing infection, this knowledge may expand to the entire community; therefore, the school should offer classes that teach students about health. Further, the government is sufficiently powerful to change the country; therefore, it should concern itself more with people's health and find solutions to health-care issues using limited resources. This program helped me expand my perspective since my group has students from different backgrounds and each of them had questions on different aspects. This process helped students understand issues in greater depth. For overseas training program 2, we have not yet decided where to go; however, from this experience, each student obtained sufficient resources to enable comparisons with any other country.

Comprehensive Description (Naomichi Matunaga)

Objectives

- 1) To learn about real-life situations on the medical provisions in Myanmar
- 2) To identify issues pertaining to health facilities in Myanmar
- 3) To plan some solutions for these issues.
- 4) Though these processes, to understand the health and well-being of people

Outcomes

- 1) In Myanmar, the quality and quantity of medical facilities are not good, and human resources are lacking. Particularly in physical therapy, the number of target diseases is low, and they prefer physical therapy over exercise therapy.
- 2) Several medical facilities are donated by other countries or NGOs, which is a major problem. Further, highly educated medical workers tend to migrate to other countries; hence, human resources are limited, as well.
- 3) I think one solution is to attract foreign health specialists from developed countries.
- 4) I think well-being implies how people could overcome challenges and lead enjoyable lives.

Visions regarding Overseas Training Program 2

In overseas training program 2, we are asked about field research. We should learn how to perform field research and develop abilities to overcome even very serious problems. Through OPT1, I learnt to cooperate with students of other graduate courses and realized that I should study about Asia, with particular emphasis on health science.

Comprehensive Description (Yumika Watanabe)

During OTP1, we could conduct some good interviews and observations. In particular, we found that donation is a very important practice for Burmese people. Almost all the materials and buildings in the hospital and school that we visited were obtained through donations. We became interested in how we can develop a sustainable system and economy by creating a donation culture. Although, for the Burmese, donation is a precious activity enshrined by their religious teachings, it sometimes creates too much dependence on others or inequality. For example, encouraging people to do charitable actions is easier in cities than remote areas and is susceptible to changes, such as the period's economic situation. Furthermore, a donation budget makes it difficult to design long-term development plans. Therefore, we should both achieve sustainable development and protect a region's traditional customs. In OTP1, we did not discuss such questions and solutions; hence, I would like to consider more details of well-being and the means to realize well-being in Asia in OTP2. Moreover, if I get the opportunity, I intend to visit a farm or research institution (students from the agricultural field are interested in not only farms but also biotechnology, food, food security issues, forests, etc.) as part of OTP2, study their systems, and clarify ideas for rural development and well-being.

Comprehensive Description (Zhang Xiaoyu)

Objectives and Outcomes

Based on my professional background and interests (medical science, gender equality, animal welfare, and personal health), my personal objectives for OTP1 in Myanmar are to learn the challenges facing and potential of Myanmar,

efficiently participate in a global team, and broaden my perspective. I am confident that through face-to-face interactions with the Burmese people, as well as interdisciplinary teamwork, I have achieved all my objectives for OTP1. My observations of OTP1 are as follows:

1. What I have seen from a veterinarian's perspective

Today, the WHO recognizes health as “a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity.” A human being living in society is not an isolated individual; hence, human, animal, and environmental health overlap. Nowadays, in the veterinary field, one very important concept is followed, that is, One Health, which means “to improve health and well-being through the prevention of risks and the mitigation of effects of crises that originate at the interface between humans, animals and their various environments.”

As a veterinarian, I paid extra attention to the animals in Myanmar during OTP1, for instance, the management of vagrant animals, breeding conditions for livestock and poultry, and inspection and quarantine of meat and fish. We observed that several wild dogs and cats wandered on the streets of Yangon, even around hospitals and schools. Although these wandering animals look gentle and live in harmony with human beings, I observed that they have skin diseases and parasite infections. Infectious diseases, particularly zoonosis, such as rabies and bird flu, may have serious consequences if people do not focus on their prevention and control. Some disinfectant measures were followed in the poultry farm that we visited, and I was happy that the farm has a veterinarian to do the prevention work. However, in the markets that we visited, I saw butchers and fishmongers were unconcerned with the hygiene condition of their products. I am not certain of the safety of the meat sold by them because of the surrounding inadequate hygiene conditions, and I did not identify any marks signifying adequate inspection and quarantining. I think it is time to foster collaborative relationships between veterinarians and health professionals, improve interprofessional communication, and develop uniform public messaging. Veterinary and medical communities should not only strive to obtain official governmental support but also strengthen collaborations with organizations such as the WHO, JICA, and KOFIH. They should work locally, nationally, and globally, especially during epidemic outbreaks.

2. Poverty and the future

Some real figures associated with Myanmar are as follows:

In this country, 1.9 in 10 people cannot access drinking water, 1.4 in 10 people cannot access sufficient food, 6.8 in 10 houses do not have electricity, 9.4 in 10 people cannot use the Internet. 5.2 in 100 children do not survive their 5-year birthday, 2 in 1000 mothers die from childbirth. 15 in 100 children do not go to primary schools, and 53 in 100 children do not go to secondary schools. Further, approximately 70% of the population live in rural areas.

I observed a huge gap between urban and rural areas in Myanmar. For instance, in Yangon Medical University 1, which is one of the best universities in Yangon, the proportion of students from rural areas is lower than 5%. In Yangon, outside the car window, I also saw young mothers begging; many teenagers serving as waiters in restaurants; and high school students fluent in English appealing for the protection of elephants in a deluxe mall.

In both the public hospitals and the monastic school that we visited, a common problem is the lack of basic facilities.

George Orwell once wrote, “Poverty annihilates the future.” We met some intelligent children in the monastic school. Most of them were thin and small, and studies have shown that malnutrition can affect intellectual development. When I learned that only approximately half of these children could continue on to secondary schools, I felt sad and thought that, perhaps, it is cruel to encourage their dreams. I attempted to obtain more information on the children's families; however, I did not get adequate answers. We simply vaguely know that they come from poor families. I believe in the power of economic development, in how the economic basis determines superstructures. Compared to the individual struggles of poor children in Myanmar, I believe they will have better futures if their parents can get jobs and earn stable incomes.

From the information offered by JICA, I also understood Myanmar's potential. For instance, in recent years, the number of foreign companies participating in the chamber of commerce has been increasing rapidly; similarly, investments and tourists to Myanmar have been increasing. Myanmar's location is important in terms of geography (between India and China, both of which have huge markets). Further, the country generates cheap and efficient labor and has abundant natural resources, particularly natural gas and mineral resources. It has a high agricultural potential (possible improvements in land use and agricultural techniques, processing, and distribution), as well. Accordingly, I have much confidence in the future of this country.

3. Religious beliefs and people's mental health

As an atheist, I once believed that religion is only a tool for a small number of people to control most people.

However, in Myanmar, I observed the positive influence of religion on people.

In the country, 90% of the people believe in Buddhism, which probably explains why many Burmese people are gentle and kind. Before visiting Myanmar, I learnt some interesting aspects of the country through the Internet. Apparently, the Burmese government expanded the contradiction with China to attract people's attention, thereby reducing their attention on domestic contradictions. The Chinese government itself has used its unpleasant history with Japan to achieve a similar purpose. Initially, I was slightly worried about this; however, all the people I met in Myanmar were very kind to me.

I believe that the monks and the poor children are in a type of symbiotic relationship. The monks provide education for the children, and the children attract donations and good reputation for the monks.

While eating with the local guides, I found that they do not eat pork, because they somehow believe that eating pork will bring them bad luck. If people firmly believe this, on the contrary not eating pork will bring good spiritual power to them, so that they will do things smoothly.

As I expected, Myanmar's mental health system is still in its initial development stage. Countless people live in environments from which they cannot escape and that cannot be changed. Under the severe pressures of survival, faith may not be a pursuit, but an evasion; although this evasion may be disgraceful, it is definitely useful.

4. Gender issues

According to "The Global Gender Gap Report 2017," Myanmar ranks 83 among 144 countries. Expectations regarding women in Myanmar society is obvious; they are supposed to take care of other people. All the physical therapists in Yangon General Hospital are women; similarly, all the teachers in the monastic school are women. This reminded me of the situation in India, where low caste people are engaged in special occupations, people in this situation are not the mainstream of the society.

I also heard that girls who major in engineering find it difficult to obtain jobs in Myanmar, since their parents do not want them to work far away from home. Further, boys are more easily enrolled in colleges.

I think Myanmar has a long way to go in terms of realizing gender equality, similar to most other Asian countries.

Visions regarding Overseas Training Program 2

To briefly comment on OTP1 in Myanmar, I believe that this is a very good program with very good ideas. Pre-departure seminars helped me learn much basic information on Myanmar; the language course taught us essential Burmese, which turned out to be very useful. The hospital and farm tours in Japan sharply contrasted with those in Myanmar, and group work and discussion helped us build a team, exchange our ideas, and prepare for the trip. Further, the safety and risk management lecture taught us to be cautious; accordingly, I did not lose anything in this trip; at the rehearsal of my pre-presentation, I got feedback from teachers and students, which made me think deeper about this visit and helped me revise my presentation. While in Myanmar, I unfortunately caught a cold and, one morning, I woke up with severe body pain. I appreciate the fact that, once I told the professors about my situation, they offered medicines and took care of me.

However, in case we want to make some changes in Myanmar, I personally think that continued follow-up is necessary. My visions regarding OTP2 are simple; I want it to be as successful as OTP1 in terms of being well prepared and well organized and facilitating good communication and teamwork.

Comprehensive Description (Mami Fukaya)

<Objectives>

My objectives regarding OTP1 Myanmar were 1) to see the role of the monastic school in and how monastic education influences people's life and society and 2) to understand the mental health-care system in Myanmar by visiting hospitals or medical universities.

<Outcome & Understanding>

On visiting the monastic school and interacting with students, I was genuinely impressed by how they described their dreams with shining eyes, worked hard on everything, and maintained their high motivation for learning. However, I believe that it is difficult for them to get adequate education to realize their dreams, although they have bright dreams for the future and high motivation for learning. By conducting the activity at the monastic school, I realized three major problems, as I mentioned in the daily reports for "Day 3."

First, the school does not provide health care and health-related education. In the monastic school, since no health-related education is provided, the students do not follow hygienic practices, such as washing hands before having lunch. According to one study conducted by an Australian researcher, more than 10% of the school's students reported at least one episode of both vomiting and diarrhea over the previous week. In addition, this monastic school does not have a school nurse; hence, teachers usually take care of sick or injured children.

Therefore, one of the biggest urgent challenges faced by the monastic school is that it does not provide health-related education and does not employ health professionals, such as a school nurse. By disseminating health-related knowledge and practice in this school, the health of poor people and people living in rural/remote areas can be improved.

Second, the school lacks sanitation and hygiene facilities. Although this problem is not confined to the monastic school, the school persistently follow poor hygienic conditions. As I mentioned, many children in the monastic school suffer from gastrointestinal disease caused by the poor hygienic environment. Thus, it is important to improve sanitation and hygiene facilities, as well as providing health-related education.

The third issue is a lack of governmental support and international cooperation. The monastic school is managed by monks and operated through donations alone. Although it follows the governmental curriculum and attempts to provide education in line with other public or private schools, the monastic school receives little governmental funding and support (except textbooks). Thus, it is difficult for the school's students to get sufficient education to realize their future dreams like students in private or public schools. Currently, governments do not understand the situation of the monastic school and, hence, they do not conduct any interventions.

The JICA has an educational program in Myanmar, which involves making new curricula and improving the teachers' quality, for improving education. However, the JICA does not support the monastic school since the latter is not under the Ministry of Education. I believe the government should not control the monastic school; however, it should provide more support for the students.

Regarding the significance of monastic education, I understand that students learn moral lessons on Buddhism in the monastic school, which guide them in leading their lives and determine their behavior.

Myanmar is known as one among the "least developed countries" as of 2014. However, its literacy rate is relatively high (adults: 93%, youth: 96%) compared to other least developed countries, such as Bangladesh or Laos. One reason for this high literacy rate in Myanmar is that children from poor families or remote/rural areas can learn language at the monastic school. Thus, the monastic school plays an important role in assisting children from poor families or remote/rural areas in learning important aspects of life.

By visiting University of Medicine 1, Yangon, and communicating with medical students, I realized that the country does not have a clinical psychologist/therapist and the ideas of "psychotherapy" or "counseling" have not yet become well-known, although the country has some psychiatrists. Many people suffer from mental disorders, such as schizophrenia, emotional diseases, and PTSD. Further, one of the biggest issues in Myanmar is drug addiction. I believe that psychological care should be developed to benefit the people suffering from these problems; further, relevant medical technology and facilities should be developed, as well. Through OTP1, I believe that the teachings of Buddhism support people's lives and are strongly related to psychological (subjective) well-being.

<Visions regarding Overseas Training Program 2>

I am interested in maternal and child care; hence, I would like to visit Malaysia, where maternal and child care currently receives much attention and the relevant system is well developed. In particular, I would like to know how society supports the mother and child in both rural and urban areas.

In addition, through overseas training program 2, I would like to learn

- 1) Mental health care systems in other Asian countries.
- 2) The role of religion in diverse societies (e.g., among Malaysians, Malays, Chinese, Indians, and other diverse ethnic groups have lived together).
- 3) Education for handicapped children.

Comprehensive Description (Anastatia Savira)

Community empowerment is one effort to improve people's welfare. The community empowerment approach is helpful in solving the issues of poverty, which are always root of all social problems. Myanmar is one of the developing countries in Southeast Asia that is attempting to overcome the problem of poverty and other complex social problems to ensure people's well-being justly and equally for all Burmese people. Through the overseas training program 1 in Myanmar, we would like to understand the type of Burmese community empowerment that is prevalent in urban and rural areas. The fundamental problem that we encountered during our OTP1 is that poor people find it very difficult to continue their education to the highest level in the country. Therefore, there are many employment areas that suffer from a shortage of human resources. This constraint will inhibit the development of a country, since a nation's development requires maximum social empowerment and both the people in cities and those in rural areas should work optimally to satisfy development targets. The method used in OTP1 is a qualitative method following a phenomenology approach, which specializes in phenomena and the visible reality to examine the explanation. Phenomenology itself has two meanings; it is both a philosophy of science and a research method,

and it aims to find meaning or the meaning of existing experience in life. Phenomenology involves collecting relevant data to discover the meaning of the essential things of phenomena, the reality, or an experience by the object of the study. In conclusion, from the results of OTP1 in Myanmar, we conclude that much human resources are required in various fields, such as health, farming, and education. Therefore, Burmese people should improve the qualification and number of human resources by enhancing the country's education system, particularly emphasizing the continuity of education for poor people to the highest level in the monastic school.

<Supplementary>

Event plan at Monastic school

We are planning to perform a creative activity using origami, which is associated with the Japanese culture. Through this activity, students might enjoy understanding the Japanese culture. In addition, we ask students to write down their dream for the future on the origami and share their dreams with others.

Target Grade: oldest grade (13 years old)

• Before departure (preparation)

1. Make a questionnaire, and conduct a survey in school.

*Make a questionnaire to create a small group; questions include basic information such as name and gender.

2. Collect information about students (including their favorite subject and future dream).

3. Divide a class into small groups (with 5 or 6 members) based on the survey.

*The group will have local students having similar future dreams, such as becoming a monk, farmer, or teacher.

4. Decide on each group leader/facilitator and each group's motif such as sakura, stars, or house (students will create a big artwork using each origami work).

5. Practice folding an origami and rehearse.

• On site

6. Conduct opening address, including self-introduction (give some information on Japan)

7. Give students a list of group members (including leader/facilitator).

8. Explain the activity, and introduce the major future dreams of Japanese children/students in advance.

9. Start the activity (activity contents) *Group work

- Fold an origami (two per person).

- Write one's own name on one origami work, and write down his or her future dream on the other.

- Put all the origami works on one big paper, and make the artwork.

- Share the members' future dreams, and provide comments as a summary.

10. Conduct closing address.

Objectives (Background)

☆ The reason we decided on "future" as a subject.

-We would like to know how their living environment influences children's dreams.

-We are interested in children dreaming in Myanmar, as well as in Japan.

-We would like to know how children in Myanmar create plans for the future.

☆ The reason why we decided to use origami (a traditional Japanese recreation)

-We would like them to enjoy one recreation that Japanese children are familiar with.

-We would like to give an opportunity for them to learn about Japan/Japanese culture.

Goal

☆ Children in the monastic school

- Learn different cultures.

- Start considering future dreams/planning their life (especially for students who have not decided on a future dream).

- Consider how they can realize their future dreams (especially for students who have already decided on a future dream).

- Present their own ideas/thoughts in front of people, listen to other students' ideas/thoughts, and increase their assertiveness.

☆ Well-being of students

-Learn the education system operated by Buddhist monasteries and the role of the monastic school by visiting the local monastic school in Myanmar.

<Supplementary>

Event plan at Monastic school

- Communicate with children having a different culture and backgrounds, and learn their perspectives and ideas.
- Know the differences and similarities between dreams among children in Myanmar and Japanese children, and think about the causes of such differences.
- Know the factors that influence students' future plans and how cultural and social factors influence students' dreams in Myanmar.