

短 報

## タンザニアにおける JICA 連携コースと 国際協働論演習の相互学習効果

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### Reciprocal Learning Effects between the JICA Collaborative Course and the International Cooperation Seminar in Tanzania

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#### [Abstract]

With the conclusion of the Memorandum of Understanding with Muhimbili University of Health and Allied Sciences, the short-term dispatch program to learn maternal child health and nursing/midwifery care in Tanzania started in 2013. Also, a contract with Japan International Cooperation Agency (JICA) was made to dispatch master's students as JICA volunteers to Tanzania, and the long-term dispatch program began contributing to maternal child health in Tanzania in 2015. In 2016, a student of the long-term program received 13 students of the short-term program in the field. According to the local needs, the student of the long-term program provided topics for the student presentations in the short-term program given to Tanzanian nurses/midwives, and as a result, it contributed to improvement of Tanzanian nursing care. This report describes such observed reciprocal leaning effects between the two programs.

[Key words] international cooperation, maternal child health, Tanzania

#### [要 旨]

タンザニア、ムヒンビリ健康科学大学との学術協定締結後、現地の母子保健と看護／助産ケアを学ぶ短期派遣プログラムを2013年に開始した。また、国際協力機構（JICA）との契約で、修士課程の大学院生を青年海外協力隊（JOCV）として、タンザニアの母子保健に貢献するために派遣する長期派遣プログラムを2015年に開始した。2016年、長期派遣の大学院生1名が、短期派遣の大学院生13名をフィールドで受け入れた。タンザニアの看護師／助産師に対して短期派遣の大学院生が行うプレゼンテーションのトピックを、長期派遣の大学院生が現地のニーズに沿って提供することで、結果として現地の看護の改善に貢献することができた。このような両プログラムを併せ持つことで観察された相互学習効果を報告する。

[キーワード] 国際協働, 母子保健, タンザニア

#### I. Introduction

Between July 3rd and 10th, 2016, 13 graduate students

of St. Luke's International University (St. Luke's) visited Tanzania for the International Cooperation Seminar. They visited hospitals, a health center, and nursing

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schools to observe conditions of maternal child health and nursing/midwifery care. Students gave presentations to Tanzanian nurses/midwives as well as graduate/undergraduate students. It was their first time to visit Tanzania, and for some of them, it was their first time to come to a developing country. For most of them, the major reason they wanted to visit Tanzania was to meet a student in the long-term dispatch program. It was obvious that her existence affected their decision to attend the seminar in Tanzania. As the benefits of having both short-term and long-term programs were observed, this report describes the reciprocal learning effects in Tanzania.

## II. Contents of the program

### 1. JICA health volunteer meeting

On the first day, students joined the JICA health volunteer group meeting. Kyoko Tada, the first student in the long-term dispatch program from St. Luke's-JICA collaboration, is experiencing as a JICA volunteer (Japan Overseas Cooperation Volunteer : JOCV) and learning at a Master's student in St. Luke's at the same time. She presented her experience in Tanzania from January, 2016. She disclosed her shocking feelings when she first encountered deaths of children in hospitals and explained the difficult working conditions of nurses. She decided to start small study hours for nurses to update their knowledge and to assimilate the concepts of 5-S *KAIZEN* to make their environment more efficient to work.

After the presentation, students of the short-term program asked questions about Tanzania. As they learned about the many difficulties and weaknesses of Tanzanian nurses, one of them asked, "Are there any strengths of nurses here?" It reminded Kyoko that there were strengths in Tanzanian nurses. She explained that Tanzanian nurses kept positive attitudes despite their hard conditions in clinical areas. The Q & A session led the discussion of nurses' working environment and work ethics. They concluded that the difficult working conditions hindered their motivation.

The JICA health volunteers were so cooperative that they shared their information and promised to accumulate knowledge every year even after the current members left Tanzania, and new members displaced their positions. It is important for all overseas workers to work together and continue to collaborate



Figure 1. With JICA Tanzania staff and volunteers



Figure 2. Student presenting CPR for baby

to achieve improvement in the field (Figure 1).

### 2. Presentations in Muhimbili National Hospital

Given advice from Kyoko, Daichi Suzuki, Momo Horii, Mami Yamamoto, Rika Fukutomi, Yumiko Abe and Noyuri Toyama chose the topics of "The role of nurse at the time of a sudden change of patient's condition" and "Nutrition for mothers and babies/Japanese complementary food" to give presentations to nurses and midwives in the Muhimbili National Hospital. The emergency team (Daichi & Momo) explained the principles of emergency care and provided a case to think about how nurses should act when an emergent situation happens (Figure 2).

The nutrition team (Mami, Rika, Yumiko, and Noyuri) explained anemia during pregnancy, breastfeeding, complementary foods, and nutritious foods for mothers and babies. They brought some Japanese dried foods that were considered to be nutritious for pregnant women, such as prunes, seaweed, and dried sweet potatoes. Tanzanian nurses and midwives tried the food and liked especially dried sweet potatoes. The matron expressed appreciation to the students for providing up-to-date information and Japanese cultures.

### 3. Exchange program with MUHAS SON

The next day, we observed the maternity ward of the Muhimbili National Hospital. Students learned there were many mothers who had complications that were not common in Japan, such as malaria, eclampsia, etc.

After the observation, we visited the Muhimbili University of Health and Allied Sciences (MUHAS) School of Nursing (SON). The Midwifery Master's program, which was collaboratively developed with St. Luke's, is ongoing, and 19 first-year students met students from St. Luke's.

Reona Iso, Chiemi Nagayoshi, and Yurie Kashiwabara provided a presentation on "Moxibustion (kyu) and care to increase patient satisfaction." Tanzanian students experienced moxibustion and learned warmth of the care (Figure 3).

Akiko Kono, Natsuka Suzuki, and Mayo Ogawa presented "Birth plan and birth review." They wanted to share the notion of women-centered care by showing Japanese midwives' care for pregnant women. A young nurse tutor told her interest in non-pharmacological care to soothe labor pain and promote contractions for natural births as it was the role of midwives.

After presentations from Japan, one of the students of MUHAS, Samwel Mwangoka, raised his hand and said, "I appreciated for your presentations as I learned a lot. We also want to present our student project." He showed his PPT slides and explained their plan to start health promotion program for improving adolescent and women's health in their own country. Students from St. Luke's were impressed that Tanzanian nurses/midwives showed their leadership and were trying to initiate their own activities. It is the mission of this Master's program in MUHAS to produce midwifery leaders in Tanzania, and this mission is actually moving forward (Figure 4).

### 4. JICA volunteer presentations

As the 6<sup>th</sup> of July became a public holiday in Tanzania for Eid (Celebration of completion of Ramadan), the national institutions had a day off. Students joined the JICA volunteer presentations. The volunteers included math teachers, a science teacher, a primary school teacher, car engineers, a beautician, and an environmental engineer. They presented how they had assimilated with Tanzanian culture, cooperating with Tanzanian counterparts, and their plans until completion of their volunteer term. Although their specialties were



Figure 3. Providing moxibustion to Tanzanian students



Figure 4. With MUHAS students

different from nursing/midwifery, it was common to have difficulties in working with others from different cultures. They talked that it was not sustainable if their volunteer activities were not in accordance with Tanzanian culture; hence, they conducted "trial and error" to learn what works and what does not work. Their experiences gave us good clues to work with nurses and midwives in Tanzania.

### 5. Bagamoyo District Nursing School

We visited Bagamoyo District Nursing School to meet students there. The school offers a 2-year certificate program, which provides students the license of Enrolled Nurse (EN). Although EN is the beginning stage of nursing career, students had concrete knowledge on maternal child health. They were passionate and motivated to help mothers and babies. They asked Japanese students many questions on knowledge and work of nurses/midwives in Japan (Figure 5).

### 6. Bagamoyo District Hospital

The next day, students visited the Reproductive and



Figure 5. Discussion with students in Bagamoyo



Figure 6. Observed nurse's work at MCH Clinic



Figure 7. Presentation at clinical area



Figure 8. Kyoko with a doctoral student, Kana Shimoda

Child Health (RCH) Clinic, the labor ward, and the pediatric ward of the Bagamoyo District Hospital (Figure 6).

At the RCH Clinic, they measured babies' weight, height, and arm circumference to assess physical development. Babies receive immunization, and if there is any concern, mothers can consult with nurses or doctors.

If there was a serious health issue, babies would be admitted to the pediatric ward. A nurse-in-charge told students their high-prevalent health issues included malaria, pneumonia, diarrhea, malnutrition, burns, urinary tract infection, etc. She showed them diarrhea medicine with zinc. In the labor ward, they put curtains between delivery beds, which we did not see when we visited there two years ago.

Satomi Ishikawa had a presentation on newborn care for students in the clinical areas. Students in Bagamoyo also volunteered to present what they had learned and compared the knowledge between Japan and Tanzania (Figure 7).

## 7. St. Elizabeth Health Center

After the hospital, we visited a small health center in Bagamoyo. For minor sickness and injury, people come to the local health center to seek general medical care. There is a laboratory to diagnose diseases. Kyoko worked as a translator between English and Swahili and explained to students of the short-term program.

The health center is located near the church and the history museum. Students learned the sad history of slavery and colonization. After the famous Dr. Livingstone, who had contributed to emancipation of slaves, passed away, his body was brought to this church and stayed there for one night. The place is the remembrance of pre-independence era.

During our stay in Bagamoyo, Kana Shimoda, a PhD student of St. Luke's, joined our trip while she was waiting for her ethical clearance of her research. She acted as a teaching assistant that explained students the situations of Tanzania.

### 8. Visit of NGO DAIL

On the last day, arranged by Kyoko, students visited the NGO DAIL from Korea, which works to serve nutritious foods for children in Kunduchi village areas. Every Saturday 800 children come to eat there. We volunteered to help children wash their hands and to serve food and water. They sang and danced together before eating. Some children worked as volunteers, and they quickly served and cleaned dishes and cups.

It was a great opportunity for children to work for others and take responsibilities of the group work. Their smiles warmed students' hearts and gave them a great time to contribute to children in Tanzania.

### III. Summary

The student of the long-term dispatch program increased others' interest in Tanzania and lowered the barrier to come to the field. With the advice from the student who stayed in Tanzania for a long time and the strengths of students of the short-term dispatch program, student presentations became meaningful learning opportunities for local nurses and nursing students. It is important to intentionally use the reciprocal learning effects for the benefits of all students and Tanzanian nurses/midwives.

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Figure 9. After volunteering with children