Taking Paediatrics Abroad Ltd

Taking Paediatrics Abroad Ltd (TPA) was established in 2019 to facilitate the sharing of paediatric expertise in Australia and the Indo-Pacific in low- and middle-income countries. Scheduled telehealth sessions enable Australian paediatric experts to provide education and guidance to help

diagnose and manage complex ~ cases presented by international colleagues or address their priority topics. Countries include the Solomon Islands, Vanuatu, Tonga, Kiribati, the Federated States of Micronesia, Samoa, Cambodia, Vietnam, Bangladesh, and Mongolia.

Indonesia-Australia Developmental Paediatric Partnership

Since 2019, the University of New South Wales and the University of Gagjah Mada in Yogyakarta Indonesia have had a partnership where



case based discussions are conducted monthly via Zoom to share learnings between Indonesia and Australia around challenging diagnostic and management decisions for children with NDD. In addition, in 2021, a **3-part lecture series** was conducted via Zoom on NDDs and equitable integrated models of care.

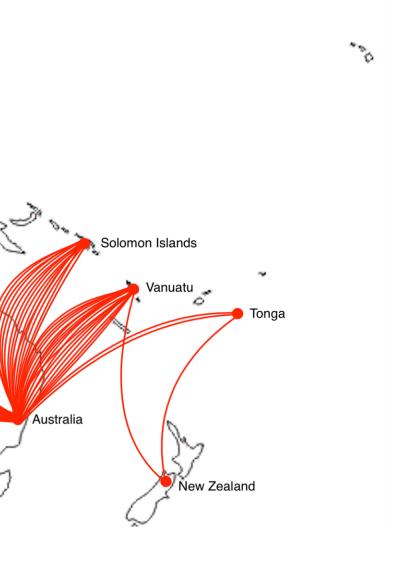
Colonial War Memorial Hospital, Fiji

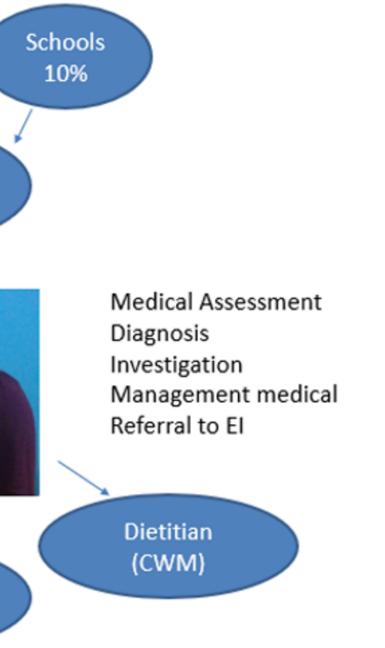
Paediatric staff at Colonial War Memorial Hospital in Suva and two of its divisional hospitals (Lautoka and Labasa Hospital) have worked in partnership with Australian paediatricians to develop the model of care. Since 2010, there have been **15 local and regional paediatric trainees trained**. Since 2015, our two local lead paediatric trainees have run a weekly local

developmental clinic. The platform of continuing health centres medical education during CWM biannual 3-4 days of clinicpaediatric Frank Hilton trainees based teaching with Organisation 40% visiting developmental paediatricians has been replaced with **monthly** telehealth conferences Preschool between the teams. supported by a multidisciplinary team. Physiotherapy mainstream (CWM) school

1. De1. Olusanya, B.O.; Davis, A.C.; Wertlieb, D.; Boo, N.-Y.; Nair, M.; Halpern, R.; Kuper, H.; Breinbauer, C.; de Vries, P.J.; Gladstone, M. Developmental disabilities among children younger than 5 years in 195 countries, 1990–2016: A systematic analysis for the global burden of disease study 2016. Lancet Glob. Health 2018, 6, e1100-e1121.

2. Graham, N.; Schultz, L.; Mitra, S.; Mont, D.; Bundy, D. Disability in Middle Childhood and Adolescence. In Disease Control Priorities; World Bank: Washington, DC, USA, 2017; Volume 8. 3. Fernald, L.C.; Prado, E.; Kariger, P.; Raikes, A. A Toolkit for Measuring Early Childhood Development in Low and Middle-Income Countries; World Bank Group, Washington DC, USA, 2017. Icons made by Freepik, www.flaticon.com.





Using telemedicine to support developmental paediatrics in low- and middle-income countries.

Sue Woolfenden; Anneka Parker; Titus Nasi; Thyna Orelly; George Aho; Braghmandita widya Indraswari; Sally Whitaker; James Weaver; Sue Phin; Ruth Baker; Kathryn Currow; Kate Milner; ilsapeci Tuibeqa; Kelara Naulumatua; Mei Neni Sitaresmi.

There are approximately 53 million children with neurodevelopmental disorders (NDDs) in the world, with **95%** living in low- and middle-income countries (LMICs)^{1,2}.

Many collaborations have

been developed between highincome and LMICs to support strengthening of health systems. However, the COVID-19 pandemic created a significant barrier.

Conclusion

In line with the Sustainable Development Goals to move children from surviving to thriving, telemedicine offers an opportunity to **support health** workforce training in developmental paediatrics in LMICs.

Children with NDDs are more likely to go on to have higher levels of **morbidity** and mortality, complete lower levels of education, be unemployed, and be socially isolated². These adverse outcomes increase health and welfare expenditure costs².

Health systems need to be able to support early identification and comprehensive diagnostic assessment, in order to promote optimal physical health, socio-emotional and learning outcomes³.

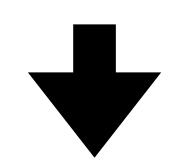




Results

Approximately **30 developmental** paediatric sessions have occurred since the start of the pandemic with over 150 participants in 8 countries - these are Vanuatu, the Solomon Islands, Fiji, Tonga, Samoa, Indonesia, Cambodia, and Kiribati.

We describe **3** collaborative telemedicine models that arose in the global pandemic to support continuing education in developmental paediatrics with LMICs, their implementation and challenges, and opportunities for the future.



The three models support reciprocal learning and mutually beneficial relationships between Australian paediatric healthcare professionals and paediatric healthcare professionals in the Asia-Pacific region through regular hourlong telemedicine case discussion.