

IEDF 2014

International Education Development Forum 2014

October 31st. (Fri.)

- November 1st. (Sat)

Kobe University, Japan

Graduate School of International Cooperation Studies

Contents

1. FOREWORD	3
2. NOTIFICATIONS	4
3. PROGRAM	5
3.1 SYMPOSIUM - OCT. 31ST (1ST DAY).....	5
3.2 STUDENTS' PRESENTATIONS – NOV. 1ST (2ND DAY).....	6
4. LIST OF PARTICIPANTS	8
5. STUDENTS' PRESENTATIONS.....	11
5.1 ABSTRACTS – NOV. 1ST (2ND DAY).....	11
5.1.1 Group 1- (Room 202).....	11
5.1.2 Group 2- (Room 206).....	16
5.1.3 Group 3- (Room 207).....	22
5.1.4 Group 4- (Room 208).....	28
5.1.5 Group 5- (Room 408).....	34
5.1.6 Group 6- (Presentation Room).....	40
6. ACCESS TO KOBE UNIVERSITY	46
6.1 HOW TO GET TO KOBE UNIVERSITY BY TRAIN AND BUS.....	47
7. MAP OF KOBE UNIVERSITY (ROKKO-DAI CAMPUS)	49
7.1 LOCATION OF ROOMS FOR IEDF IN GSICS BUILDING.....	50
8. LIST OF IEDF2014 COORDINATORS	53

1. Foreword

Welcome to Kobe University's Graduate School of International Cooperation Studies (GSICS). The entire Kobe University fraternity is thrilled to host this year's International Education Development Forum (IEDF). The IEDF2014 has attracted a total of four international universities, seven national universities and the World Bank. The four international universities are Ewha Womans University (South Korea), University of Hong Kong (Hong Kong), Makerere University (Uganda) and Seoul National University (South Korea). The seven national universities are Hiroshima University, Kobe University, Nagoya University, Osaka University, Sophia University, Waseda University and The University of Tokyo.

We appreciate very much the presence of representatives from all the above mentioned institutions, especially those from outside of Japan. In this global village, it is imperative that we keep and strengthen our unity, as well as continue cooperating to make the world a better place and to overcome education development challenges.

This forum offers us (students) the opportunity to enhance each other's knowledge by sharing our academic knowledge/skills and learning from distinguished professors present, while at the same time strengthening our networks in the field of international education development. In particular, each professor has a different career with a lot of professional experience. Thus, through presentation and discussion sessions during the Forum, we will have a chance to interact and learn more from all the professors present, as we build our future path.

We hope that all participants will benefit intellectually from the presentations and discussions in this Forum. We are sure that we can put our knowledge and experiences into immediate action. Finally, we would like to express our special gratitude to all professors for constructive comments they have given and will continue giving to enrich our papers. We wish to sincerely thank all the IEDF2014 coordinators from all the participating universities for their warm, active and tireless support. Without them, we would not be able to hold this two-day forum.

Mr. Jeje Moses Okurut
Lead Coordinator, IEDF 2014
Doctoral Student, GSICS, Kobe University

2. Notifications

(i) Registration

The International Education Development Forum 2014 will be held in the Graduate School of International Cooperation Studies (GSICS), Kobe University from October 31st to November 1st. Registration will start from 11:00am to 12:20pm at the Main Conference Room on 1st floor of GSICS building. You can see where the Main Conference Room is at the end of this program.

(ii) Reception/ Dinner

The reception/ dinner will be held on Friday 31st October 2014, at Restaurant “SAKURA”, starting from 6:30pm. The fee will be 3,000 yen/person for Professors and 2,000 yen/person for Students.

(iii) Presentation Time

Full research paper presentation will be 20 minutes, followed by 10 minutes of questions and answers.

Research proposal presentation will be 15 minutes, followed by 10 minutes of questions and answers.

(iv) Handout (Students Only)

Please prepare 25 Copies of your handouts/ presentations before your arrival at Kobe University. There will be no printing and photocopying services for students.

We shall be providing printing and photocopying services for only Professors.

(v) Lunch during 1st Day (Friday 31st Oct.) and 2nd day (Saturday 1st Nov.)

Please feel free to make your own lunch arrangements. However, Kobe University’s cafeteria on Rokkodai-Campus will be open lunch hours during the two days, so you can buy lunch there.

3. Program

3.1 Symposium - Oct. 31st (1st Day)

Day 1 Oct. 31 (Fri.)					
Time	Venue				
11:00-12:20	Main Conference Room (1st Floor)	Registration			
12:30-13:00		Opening Ceremony			
JSPS Core-to-Core Program (Asia-Africa Science Platforms) Seminar					
<i>"International Education Development and Cooperation in the Post 2015"</i>					
PART 1: "Recent International Initiatives in the Post 2015 Education Agenda"					
Time	Venue	Speakers	Presentation Titles	Chair	
13:00-14:30	Main Conference Room (1st Floor)	Dr. Kazuhiro Yoshida (Professor)	Hiroshima	Muscat Agreement and the Post 2015 Education Agenda	Dr. Keiichi Ogawa (Professor, Kobe University)
		Dr. Bong Gun Chung (Professor)	Seoul National	Post-2015 Agenda on Education Development	
		Dr. Sung Sang Yoo (Associate Professor)			
		Dr. Kazuo Kuroda (Professor)	Waseda	Equity, Quality and Inclusive Education: How to Monitor the Policy Process in the Post 2015 Framework?	
		Dr. Yuto Kitamura (Associate Professor)	Tokyo	Cross Sectoral Approaches to Explore the Vision for Post-2015: Linking Education and Water in the Sustainable Development Goals	
14:30-14:45	Break (Photo Session)				
PART 2: "International Education Development in ASEAN"					
Time	Venue	Speakers	Presentation Titles	Chair	
14:45-16:00	Main Conference Room (1st Floor)	Dr. Yasushi Hirosato (Professor)	Sophia	ASEAN Integration and Implications for the Future of Job Market and Human Resources in Southeast Asia: Focusing on Post 2015 TVET and Higher Education	Dr. Kazuo Kuroda (Professor, Waseda University)
		Dr. Jinhwan Oh (Professor)	Ewha Womans	Fragmentation and Collaboration: The Case of Korean Education ODA in Cambodia	
		Dr. Yonghwan Bang (Professor)			
		Ms. Ji-Hyun Shin (Master's Student)			
		Dr. Keiichi Ogawa (Professor)	Kobe	An Analysis on Teacher Education in Myanmar: Using System Assessment and Benchmarking for Education Results (SABER) Framework	
Dr. James Wokadala (Lecturer)	Makerere				
PART 3: "Higher Education and Innovative Education Cooperation"					
Time	Venue	Speakers	Presentation Titles	Chair	
16:15-18:00	Main Conference Room (1st Floor)	Dr. Akiyoshi Yonezawa (Associate Professor)	Nagoya	International Cooperation in Higher Education: Historical and Future Perspective	Dr. Kazuhiro Yoshida (Professor, Hiroshima University)
		Dr. Mari Shoji (Education Specialist)	World Bank	The Post-2015 Education Agenda and the World Bank Education Strategy	
		Dr. Nicholas Burnett (Visiting Professor)	Hiroshima	The Importance of Innovation in Education	
18:30-20:30	Sakura	Reception/Dinner			

3.2 Students' Presentations – Nov. 1st (2nd Day)

Day 2 Nov. 1 (Sat.)							
Time	Venue						
8:00-8:50	Main Conference Room (1st Floor)	Registration & Refreshment					
Students' Presentations							
GROUP 1: "Teaching Methods"							
Time	Venue	Presenters		Presentation Titles	Type	Chair	
9:00-9:25	202 (2nd Floor)	Ms. Momoko Kishi	Kobe	Assessing the Impact of ICT as Pedagogical Tool for Improve Learning of Science in Secondary Schools in Uganda	Research Proposal	Dr. Akiyoshi Yonezawa (Associate Professor, Nagoya University)	
9:25-9:50		Mr. Bernard Yungu	Kobe	The Effect of Child-to-Child Approach on Children School Readiness: Case of Preschool-Aged Children in the Democratic Republic of Congo	Research Proposal		
9:50-10:20		Ms. Wiji Astuti	Hiroshima	A Study on Qur'anic Schools in Banjarnegara Central Java: Focusing on the Curriculum Analysis	Full Paper		
10:20-10:30		Break					
10:30-11:00		Mr. Adrian Yei Mian Yap	Waseda	Classrooms Without Walls: A Comparative Study of Hearing-Impaired Students' Experiences and Outcomes at Mainstream and Special Schools in Japan and Singapore	Full Paper		
11:00-11:30		Dr. Tuswadi	Hiroshima	Community and Students' Learning in Volcanic Disaster Prevention: A Case of Merapi Volcano in Java Island	Full Paper		
11:30-12:00		Mr. Paisley Cheung Tsz Mei	Hong Kong	Analysis of P6 Student Writing in TSA through Functional Grammar	Full Paper		
GROUP 2: "Education Finance and Public Private Partnership"							
Time	Venue	Presenters		Presentation Titles	Type	Chair	
9:00-9:25	206 (2nd Floor)	Ms. Tomoko Matsumoto	Nagoya	Perceptions of Parents and Students on Senegalese French-Arabic Schools	Research Proposal	Dr. Yasushi Hirozato (Professor, Sophia University)	
9:25-9:50		Mr. Serge Kyelem	Seoul National	Financing Non-Formal Education in Burkina Faso	Research Proposal		
9:50-10:20		Mr. Katsuki Sakaue	Kobe	Determinants of School Choice between Public and Private Schools under the Universal Primary Education Policy in Uganda	Full Paper		
10:20-10:30		Break					
10:30-10:55		Ms. Chan Mi Kim	Seoul National	Public-Private Partnership Strategies in Education ODA	Research Proposal		
10:55-11:20		Ms. Wang Yaqiong	Kobe	Examining School Factors Influencing Secondary Education Enrollment in Lao PDR	Research Proposal		
11:20-11:45		Ms. Su Bin Yeo	Seoul National	Role of Private Schools in Development	Research Proposal		
11:45-12:15	Dr. James Wokadala	Kobe	How Pro-Poor is Public Private Partnership Schooling under Universal Secondary Education Policy in Uganda?	Full Paper			
GROUP 3: "Education Development and Assessment"							
Time	Venue	Presenters		Presentation Titles	Type	Chair	
9:00-9:25	207 (2nd Floor)	Ms. Jeong Hye Lee	Seoul National	Comparison of Faith Based Organizations between Korea and Japan	Research Proposal	Dr. Kazuhiro Yoshida (Professor, Hiroshima University)	
9:25-9:50		Ms. Shoko Yoshii	Kobe	Effect of Muslim Culture on Junior High School Education in Indonesia: Focusing on Non-Muslim Students	Research Proposal		
9:50-10:20		Ms. Fu Qianqian	Hiroshima	Students' Attainment of Affective Objectives in Rural China: A Preliminary Study	Full Paper		
10:20-10:30		Break					
10:30-10:55		Ms. Su Yeon Park	Seoul National	Comparison of Development Education in Korea and Europe	Research Proposal		
10:55-11:20		Ms. Maho Shinoda	Waseda	"Post-DESD" Observing from a Comparison Practice Cases of RCE to SDGs	Research Proposal		
11:20-11:45		Mr. Byoung Gyu Gong	Seoul National	External Influence on the Development of TVET System in Botswana	Research Proposal		
11:45-12:15	Mr. Viriyasack Sisouphanthong	Kobe	Benefit Incidence Comparison for Public Education of Cambodia, Laos, and Vietnam	Full Paper			

GROUP 4: "Education Access"							
Time	Venue	Presenters		Presentation Titles	Type	Chair	
9:00-9:25	208 (2nd Floor)	Ms. Bolortuul Tsoodol	Waseda	Education Issues of Children with Disability in Mongolia	Research Proposal	Dr. Kazuo Kuroda (Professor, Waseda University)	
9:25-9:50		Ms. Meng Xiandong	Kobe	A Study on Access to Early Childhood Education in Vietnam	Research Proposal		
9:50-10:20		Ms. Takako Tasaka	Hiroshima	Who are the Transferred Students in Secondary Schools in Kenya? The Case of Meru and Kisii	Full Paper		
10:20-10:30		Break					
10:30-11:00		Ms. Mayouly Keophatsada	Hiroshima	Primary School Dropout in Rural Laos: The Influence of Late Enrollment	Full Paper		
11:00-11:30		Mr. Phal Chea	Kobe	Child Work and School Outcomes in Cambodia	Full Paper		
11:30-12:00		Ms. Junko Kabashima	Hiroshima	Identifying Factors of Low Re-Admission of Pregnant Girls under Re-entry Policy in Zambia: Through Four Aspects of Teachers, Pupils, Parents and Pregnant Girls	Full Paper		
GROUP 5: "Education Equity and Efficiency"							
Time	Venue	Presenters		Presentation Titles	Type	Chair	
9:00-9:25	408 (4th Floor)	Mr. Takeru Numasawa	Kobe	The Determinant Factors of Teacher Absenteeism in Primary Schools of Uganda	Research Proposal	Dr. Bong Gun Chung (Professor, Seoul National University)	
9:25-9:50		Ms. Alice Satoh	Nagoya	Low Motivation to Continue Studying in Secondary School in Urban Slum	Research Proposal		
9:50-10:20		Mr. Masahito Motokawa	Kobe	An Analysis of Internal Efficiency of Primary Education in Lao PDR	Full Paper		
10:20-10:30		Break					
10:30-10:55		Mr. Kentaro Shimada	Kobe	Meritocracy or Parentocracy?: The Impact of Educational Expansion on Social Mobility in Kenya	Research Proposal		
10:55-11:20		Mr. Zahar Angga Setiawan	Kobe	Factors Influencing Student's Enrollment in Secondary School: A Case of Indonesia	Research Proposal		
11:20-11:45		Ms. Hee Jung Sim	Seoul National	Refinement of Contextual Framework of GCE: Case of Integrating GCE in South Korea	Research Proposal		
11:45-12:15	Mr. Jeje Moses Okurut	Kobe	Examining Gender and Equity Issues in Primary Education in the Pastoral Regions of Uganda - Case of Karamoja Region	Full Paper			
GROUP 6: "Learning Outcomes"							
Time	Venue	Presenters		Presentation Titles	Type	Chair	
9:00-9:25	Presentation Room (4th Floor)	Ms. Asuka Onji	Kobe	An Analysis of the Impact of School Feeding Program on Student Performance: The Case of Uganda	Research Proposal	Dr. Sung Sang Yoo (Associate Professor, Seoul National University)	
9:25-9:50		Ms. Arisa Oishi	Waseda	Evidence of Literacy Education Program in Cambodia	Research Proposal		
9:50-10:20		Ms. Sayako Ishino	Kobe	Impact of School Facility on Learning Achievement of Primary Education in Togo	Full Paper		
10:20-10:30		Break					
10:30-10:55		Mr. Ma Jingyuan	Kobe	Examining the Effect of School Resources on Pupil Achievement in Namibia Primary Schools	Research Proposal		
10:55-11:20		Ms. Kan Huayu	Kobe	An Analysis of the Impact of Physical School Facilities on Pupil Learning Achievement in Ugandan Primary Schools	Research Proposal		
11:20-11:50		Ms. Sugata Sumida	Hiroshima	A study of Aid and Student Achievement in Sub-Saharan Africa	Full Paper		
11:50-12:15	Mr. Ryosuke Matsuura	Kobe	Effect of Teacher Characteristics on Pupils Reading Competency in Mother Tongue at Early Primary in Uganda	Research Proposal			
12:30-13:00	Main Conference Room (1st Floor)	Closing Ceremony					

4. List of Participants

S/N	Names	Institution
A. Professors		
1	Prof. Sung Sang Yoo	Seoul National University
2	Prof. Bong Gun Chung	Seoul National University
3	Prof. Ji Soon Chang	Seoul National University
4	Prof. Jinhwan Oh	Ewha Womans University
5	Prof. Yonghwan Bang	Ewha Womans University
6	Prof. Kazuo Kuroda	Waseda University
7	Prof. Yasushi Hirosato	Sophia University
8	Prof. Yuto Kitamura	University of Tokyo
9	Prof. Akiyoshi Yonezawa	Nagoya University
10	Prof. Yoshida Kazuhiro	Hiroshima University
11	Prof. Nicholas Burnett	Hiroshima University
12	Dr. Mari Shojo	World Bank Headquarters
13	Prof. Jun Kawaguchi	Osaka University
14	Dr. James Wokadala	Kobe University/ Makerere University
15	Prof. Keiichi Ogawa	Kobe University
B. Student Presenters		
16	Ms. Hee Jung Sim	Seoul National University
17	Ms. Jeong Hye Lee	Seoul National University
18	Ms. Chan Mi Kim	Seoul National University
19	Ms. Su Yeon Park	Seoul National University
20	Mr. Serge Kyelem	Seoul National University
21	Ms. Su Bin Yeo	Seoul National University
22	Mr. Byoung Gyu Gong	Seoul National University
23	Ms. Ji-Hyun Shin	Ewha Womans University
24	Mr. Paisley Cheung Tsz Mei	University of Hong Kong
25	Mr. Adrian Yei Mian Yap	Waseda University
26	Ms. Maho Shinoda	Waseda University
27	Ms. Arisa Oishi	Waseda University
28	Ms. Bolortuul Tsoodol	Waseda University
29	Ms. Tomoko Matsumoto	Nagoya University
30	Ms. Alice Satoh	Nagoya University

31	Ms. Wiji Astuti	Hiroshima University
32	Ms. Takako Tasaka	Hiroshima University
33	Ms. Sugata Sumida	Hiroshima University
34	Ms. Mayouly Keophatsada	Hiroshima University
35	Dr. Tuswadi	Hiroshima University
36	Ms. Junko Kabashima	Hiroshima University
37	Ms. Fu Qianqian	Hiroshima University
38	Mr. Kentaro Shimada	Kobe University
39	Mr. Katsuki Sakaue	Kobe University
40	Mr. Jeje Moses Okurut	Kobe University
41	Ms. Shoko Yoshii	Kobe University
42	Ms. Asuka Onji	Kobe University
43	Ms. Momoko Kishi	Kobe University
44	Mr. Masahito Motokawa	Kobe University
45	Mr. Takeru Numasawa	Kobe University
46	Mr. Bernard Yungu	Kobe University
47	Ms. Wang Yaqiong	Kobe University
48	Mr. Phal Chea	Kobe University
49	Ms. Kan Huayu	Kobe University
50	Mr. Viriyasack Sisouphanthong	Kobe University
51	Ms. Sayako Ishino	Kobe University
52	Mr. Ma Jingyuan	Kobe University
53	Mr. Zahar Angga Setiawan	Kobe University
54	Ms. Meng Xiandong	Kobe University
55	Mr. Ryosuke Matsuura	Kobe University
C. Student Observers		
56	Ms. Bitna Becca Jeong	Seoul National University
57	Ms. Megumi Ebisuya	Sophia University
58	Ms. Machiko Takahashi	Sophia University
59	Ms. Haruna Ishimaru	Sophia University
60	Ms. Qian Liu	Waseda University
61	Mr. Xi Gao	Waseda University
62	Ms. Thi Minh Chau Cao	Waseda University
63	Ms. Leyla Radjai	Waseda University
64	Mr. Xiaoxiao Jiang	Waseda University

65	Ms. Wan Tao Zhao	Waseda University
66	Mr. Lin Yan Zhou	Waseda University
67	Ms. Youngh-Hee Han	Waseda University
68	Mr. Masato Kawabata	Waseda University
69	Ms. Kyoko Furuzoro	Nagoya University
70	Ms. Megumi Fujimoto	Nagoya University
71	Ms. Chihiro Kobayashi	Nagoya University
72	Mr. Morihiro Okada	Nagoya University
73	Ms. Pham Dinh Khang	Nagoya University
74	Ms. Seiko Kaneko	Osaka University
75	Ms. Mayu Kubota	Hiroshima University
76	Ms. Genki Kei	Hiroshima University
77	Ms. Mari Takeshita	Kobe University
78	Mr. Al-Yousefi Mazen	Kobe University

5. Students' Presentations

5.1 Abstracts – Nov. 1st (2nd Day)

5.1.1 Group 1- (Room 202)

Assessing the Impact of ICT as a Pedagogical Tool for Improve Learning of Science in Secondary School in Uganda

(Research Proposal)

Momoko Kishi

Kobe University

In 2007, the Government of Uganda introduced the Universal Secondary Education Program (USE) specifically to provide for gender sensitive free access to secondary education. Since then, the government has encountered a number of challenges in implementing the program and these are not limited to the following; low interest of students in studying science (majority believe that they are so difficult to pass), lack of science teachers, inadequate science laboratories, insufficient funding, lack of textbooks and limited libraries.

Information and Communication Technologies (ICT) provide a unique opportunity for addressing these and other challenges facing the USE program by learning more enriched and enterprising. In 2003, initial ICT national policies were established in Uganda. There are eight policies of ICT education. There are two objects of national policies. First is literacy improvement. Second is human resource capacity-building. In 2006, The Ministry of Education and Sports rolled out the e-Learning project for secondary schools. The project promotes the use of digital e-Learning software in learning of Science. It is against that background that the government is promoting the use of ICT as a pedagogical tool to enhance students' performance in Science.

The research question is that does the use of e-Learning digital content improve students' learning of Science? The object of study is that my study can help identify problems most likely to affect the use of e-Learning digital content in the learning of science. The research methodology of the study is that the views of students were collected through a structured questionnaire that was administrated successfully. The finding of the study is that e-Learning software can improve student's motivations. However, some students cannot follow class by teacher using e-Learning.

**Effects of Child-to-Child Approach on Children School Readiness: Case of Preschool-Aged
Children in the Democratic Republic of Congo**

(Research Proposal)

Bernard Loleka Yungu

Kobe University

During the past decade the whole range of sciences connected with education have recognized the importance of education in the first six years of life. Early schooling starting has been demonstrated by many studies to have a considerable impact on a child further life and educational achievement. The democratic Republic of Congo, second largest country in Africa is being considered as one of the most populous and poorest country in the world with more than 60 million of population, in which 80% living with less than one US dollar per person per day, a country characterized by many years of civil wars and where education indexes reveal the persistence of important deficits in the basic schooling of the population. Those situations have caused serious social and intellectual development of children to be jeopardized. The UNICEF together with the government of the DR-Congo pursuing the MDG2 target and ensuring a reduction of the gap in access, equity and quality in basic education, have launched in 2008 an approach of education called “child-to-child approach” aimed at seeking preschool-aged children from disadvantaged communities to learn for school readiness by interacting with older children from primary school creating a mutual learning situation. My research will be, to find out whether this approach uses up to reinforce alternative early learning opportunities builds on the natural phenomenon of younger children learning from and interacting with older children has some impact on reducing failure in children first experience at school and promoting children learning achievement in primary school. Based on reviews and empirical literature on the impact that the child-to-child approach and relying on the availability of data from Child-to-child Trust London and UNICEF office in the DRC. A quantitative analysis will be used to measure the outcome of the participants when, assigned randomly to a treatment. I expect my results to show a strong effect of this innovative approach uses in the early childhood education on getting children ready for school. Another important result I expect to see from my research is a positive impact the use of the child-to-child approach might have on improving children learning achievement. I do hope this study would provide information about the benefits of child-to-child approach in the early basic education.

**A Study on Qur'anic Schools in Banjarnegara Central Java:
Focusing on the Curriculum Analysis**

(Full Research Paper)

Wiji Astuti

Hiroshima University

This paper is based on findings from a study conducted to analyze the intended and implemented curricula of Qur'anic schools in some selected villages in three districts which belong to Banjarnegara regency, Central Java, in Indonesia. The study sample included 10 purposely selected Qur'anic schools in 3 villages which are located in Wanadadi, Rakit, and Sigaluh districts. The data were collected from the Qur'anic school teachers in total of 32 persons by using the questionnaire instrument in Yes/No and five-point Likert-type scale responded statements. The result showed that in relation to the intended curricula aspect, from 29 statements, the following things were thought by the teachers not to be included in the Quranic school curricula: learning traditional dance (93,75%), learning Mathematics (78,12%), joining cultural performance and social activities (65,62%), learning drawing art (46,87%), learning music (46,87%), taking care of self-belongings (28,15 %), table-manner (18,75), learning Arabic language (15,62%), and respecting older persons' opinion (12.50%). In relation to the implemented curricula aspect, from the 9 statements above which were regarded as not included in the Quranic school curricula based on the teachers' opinion, 87.50% of the teachers stated that they often educate the children to respect older persons' opinion, 78.12% of the teachers often educate the children to taking care of their own belongings, 71.87% of the teachers often educate the children about the table-manner, 37.50% of the teachers often teach Arabic language, 28.12% of teachers sometimes teach Mathematics, 43.75% of the teachers sometimes teach drawing-art, 21.87% of the teachers sometimes invite the children to join cultural performance and social activities, and 15.62% of teachers often teach drawing and music arts. In other words, traditional dance is neither included nor implemented in the Quranic school curricula; while for other items, although a number of teachers believe that those items were not included in the Quranic school curricula, they often and sometimes implemented those items in the teaching and learning processes.

Classrooms without Walls: A Comparative Study of Hearing-Impaired Students' Experiences and Outcomes at Mainstream and Special Schools in Japan and Singapore

(Full Research Paper)

Adrian Yei Mian Yap

Waseda University

School is a microcosm of society. How we idealize our society to be inclusive as much as possible hinges on what the education policy-makers chart the direction for the schools and how the parents and schools worked together to realize inclusivity in the classroom. Inclusive Education has been becoming a hallmark of international academic research. In the recent years, inclusion of students with special needs in the mainstream classrooms heralds a volatile tectonic shift in national education policies with advocates for *inclusion/integration* and segregation locking horns with each other. While advocates for inclusive education hotly contended that the disabled students should be empowered to partake in their equal learning opportunities with their peers in regular classrooms, the critics countered that the special education should be the mainstay of education where general education failed to meet their needs. This proposal studies the hearing impaired (HI) students' experiences and outcomes at the mainstream and special schools in Japan and Singapore by scrutinizing how their experiences and outcomes differed from each other, how the HI students perceived themselves at their schools, what kind of relationships the HI students forged with their classmates and teachers at schools and how these experiences and outcomes related to the socio-cultural milieus in Japan and Singapore. The 184 HI students participants and 15 teachers participants from mainstream and special schools in Japan and Singapore participated in this one-year research. Quantitative and qualitative researches were carried out separately to assess the experiences and outcomes of HI students in different school settings. The research makes a two-fold contribution to the comparative discourse on HI students in Japan and Singapore. First, this research aims to find out more about educational outcomes and experiences of deaf students from different educational settings based on types of teaching pedagogies, types of supports, and government and school policy directives. Second, the research contributes to better understanding that inclusive education can be achieved without cannibalizing the existence of special education. Furthermore, special education should remain a bulwark of the education landscape but rather redefine its role to provide complementary support to the mainstream schools.

**Community and Students' Learning in Volcanic Disaster Prevention:
A Case of Merapi Volcano in Java Island**

(Full Research Paper)

**Tuswadi and Hayashi Takehiro
Hiroshima University**

This article describes the grade six of primary school students' learning about Merapi volcanic eruption disaster prevention involving the students' activity of interviewing the local community living surrounding their school area. The learning process which was conducted in 22nd September 2014 contains a set of activities namely pre-test, lecture, field-survey, discussion, and post-test. The pre-test was used to know the students' prior knowledge, attitude and behavior related to Merapi volcanic eruption disaster; the lecture was given to make the students understand the mechanism of the volcanic eruption and its hazards; field survey was done in order to give the students chance to collect information among the families regarding their experience in the event of 2010 Merapi volcanic eruption; and discussion was the moment for students to report what they have gotten from the interview with the community members as well as to share their own opinion and ideas about the actions they should do to anticipate the Merapi volcanic disaster. From the result of the interview by each student's group, it was reported that when Merapi volcano erupted in October 2010, many people were staying at home and getting panic while some other had already moved to evacuate. Five families reported that no one in their village was killed by the disaster although some houses were found to be damaged. The students also reported that if Merapi volcano erupts again, the families they interviewed stated that they would quickly follow the government instruction to go for evacuation by preparing in advance the transportation, masks, and bringing their own precious goods and important documents. The result of the students' group discussion showed that, when there are some signs that Merapi volcano will erupt, the students and their family members would prepare the important goods and documents, determine the safer places to evacuate, not getting panic, and wearing maskers. After the eruption and the condition are safe, the students stated they would make sure that the situation is really safe to return to their homes and clean the houses from the volcanic ashes. When being asked about their impressions of the 3-hour-disaster prevention learning of the day, among 19 students in the class, 100% of them were very excited to enjoy the learning and all of them confessed that the learning was very useful for their own and families life lesson in order to have more effective behavior during the event of Merapi volcanic eruption.

5.1.2 Group 2- (Room 206)

The Value of the French-Arabic School in Senegal : The Expectations of Students, Parents and Education Providers, and their Realization inside and outside the School

(Research Proposal)

Tomoko Matsumoto

Nagoya University

There are several options as educational institutions for Senegalese children. How to choose a school depends on the parents' way of thinking, the environment of the community, etc. The target of this research is the French-Arabic School in Senegal, which is often chosen according to the religious or economical reason. I try to argue the current situation and the future image of Islam education in the Senegalese Society by comparing and differentiating the educational sense of value of people concerned (Students, Parents, Teachers at the public and the private French-Arabic schools, the government and the Islam institution) and the actual elements observed inside and outside the school. After its dependence, Senegal has been officially administering the secular policy and the ministry of Education has been deploying the French educational system. On the other hand, the majority of the Senegalese population is Muslim and many people tend to learn Islam in Daara" (Islam institution or Koranic School in Senegal). For this reason, some parents do not send their children to the French school because who are not interested in the school that does not give Islam education or they do not agree with a French education. Since 2002, the government has been introducing some polices to introduce the religious subject and the Arabic into the formal curriculum, to approve the Daara as an official educational institution, and to construct the "French-Arabic School" in order to increase the number of children involved in primary education. The French-Arabic School is now very popular but its system has not been well prepared yet. For example, the diploma is not equivalent to the one issued by the French school and the bilingual education with Arabic and French seems to be ambitious to have certain outcomes with the current official curriculum. I like to carry this research with the research questions as follows: (1) what expectations they have when parents and students choose the French-Arabic School, and what makes their expectations, (2) how their expectations correspond with the ones of education providers, and (3) how these expectations are realized inside and outside of the school.

Financing Non-Formal Education in Burkina Faso

(Research Proposal)

Serge Kyelem

Seoul National University

Non-formal education is of central concern for the Government of Burkina Faso and a key element in the Constitution (1991) of Burkina Faso regarding the fundamental right to education. In Burkina Faso, adult literacy rate is estimated at 28.7% in 2007 with 36.7% for male and 21.6% for female (PDSEB 2012-2021). However, non-formal education seems receiving less financial support from the Government of Burkina Faso which was estimated at 4% the budget of Basic education. Regarding the importance and role of non-formal education, one can wonder why this programme is poorly financed or why should it not receive proportionately as much attention and support as any of the others, or even more? The purpose of this study is to explore and understand the mechanism and the problems of financing non-formal education in Burkina Faso. The method adopted for this study is qualitative research method, using a multi-faceted approach involving case study and descriptive survey research designs. The case study approach was adopted in order to have an in-depth examination of a specific country educational programme. The study also aims at providing policy and decision makers with tangible evidence that adequate financial resources are necessary for the full development of non-formal education. Moreover, our study will attempt to track down unofficial funding sources of non-formal education with a view to capitalize their contributions in the global budget of non-formal education.

Determinants of School Choice between Public and Private Schools under the Universal Primary Education Policy in Uganda

(Full Research Paper)

Katsuki Sakaue

Kobe University

Uganda, a landlocked country in East Africa, has dramatically increased the government commitment on education sector and given more explicit priority on primary education sub-sector development, since the introduction of Universal Primary Education (UPE) policy in 1997. Consequently, Uganda has made notable achievement in expanding access to primary education. It is

the heart of UPE policy to abolish tuition fees and Parents and Teachers Association (PTA) charges, aiming at the removal of the impedance to accessing education for poor households. However, frequently delayed and inadequate amounts of grants caused the lack of spending on learning activities other than teachers' salaries. In reality, it is essential for the government schools to collect various voluntary fees from households and even the government policy clearly mentions the importance of parents' contribution in some areas including school feeding (Byamugisha & Nishimura, 2008; Najjumba, Bunjo, Kyaddondo & Misinde, 2013). Moreover, there has been a significant increase in the number of low-fee non-government schools which cater to children from poor households in Uganda (Heyneman & Stern, 2013; Kisira, 2008). However, little is known about the determinants of their school choice and especially to what extent the price of schooling effects on this school choice. Against this background, this study intends to answer the following research questions: (1) What are the determinants of school choice between public and private primary school? (2) To what extent does the household education spending affect school choice between public and private primary school? (3) How are these factors affect differently by SES? The originality of this study lies in empirically analyzing the role of household education spending in government-aided primary schools on school choice in a country where the government is implementing UPE policy in the form of school fee abolition (Kattan & Burnett, 2004; Nordstrum, 2012). Analytical framework of this study is set based on human capital theory. Multinomial probit model is used to answer the research questions. I use the Uganda National Panel Survey (UNPS) data collected in 2011/12. Preliminary findings show that virtual cost sharing in public schools does not seem to hinder access to the schools. Instead, the existence of cost-sharing seems to show the high education consciousness of the community. It is obvious that a child in a community where public schools collect more money is more likely to go to private schools even among the lowest quintile living in rural area.

**Rationales for Public-Private Partnerships (PPP) implementation in Education Sector:
A Multiple-Case Study of Public-Private Partnership in Education**

(Research Proposal)

Chanmi Kim

Seoul National University

A number of projects have been implemented by Public-Private-Partnerships (PPPs) in many sectors in particular infrastructure. However, the number of PPP project in education and its volume is limited and there has been little subsequent research on the PPP in the sector. Based on data from

OECD/DAC, it is found that while some European countries have committed much foreign aid for total sectors by PPP channel (code 30000), Canada, Korea, and some small European donors have the most share of education aid by PPP channel. This study will therefore analyze the stylized facts regarding the characteristics of PPPs in education sector in the context of Official Development Assistance and investigate the reasons of donors for implementing PPPs projects in education.

Examining the School Factors Influencing Secondary Education Enrolment Rate in Lao PDR

(Research Proposal)

Wang Yaqiong

Kobe University

Low secondary enrolment rate has long been a major concern in developing countries. Primary enrollment in developing countries has increased rapidly in recent years, but the secondary enrollment rate is still a very big challenge. Nevertheless, little is known about the factors which impact secondary enrolment rate. In Lao PDR, the issue of low secondary enrollment rate deserves attention. Although the primary enrollment in Lao PDR has increased, secondary enrollment rate is still low. 70% of the population in Lao PDR is non-Lao or ethnic minority, and girls are considerably disadvantaged educationally. There are early studies showing that in Lao PDR rural areas lack access to secondary schooling and lack of qualified teachers is preventing children from receiving formal education. Moreover, Lao is a mountainous country, meaning that access to secondary schooling could be a big problem for children. Against this background, this study is carried out to explore the factors that impact secondary enrollment rate in Lao PDR. The overall question guiding this study is which school factors influence enrollment into secondary schooling in Lao PDR. The study will use Linear Multiple regression analysis to examine which school factors impact secondary enrollment.

**Is the Rise of Private Schools an Effective Remedy for Education in Developing Countries? A
Critical Analysis of the Role and Impact of Private Schools in Achieving Education for All**

(Research Proposal)

**Su Bin Yeo and Sung-Sang Yoo
Seoul National University**

Since Universal Primary Education (UPE) was emphasized at the World Conference on Education for All (EFA) in 1990 and adopted as a Millennium Development Goal (MDG) from 2000, developing countries have been experiencing incongruity between the state provision of education and the demand of educational improvement in terms of its access and quality. In consequence, a vast amount of research demonstrates the potential role of private provision of education in slums and villages around the world to fill the access and quality gaps that may not be narrowed by public education alone. However, this study employs a critical analysis on the success and potentialities of private schooling in developing countries. As a rapidly growing educational provision from private-sector currently is demand-driven and heavily influenced by market forces rather than EFA principles, it is worthwhile questioning whether the increase in private schools effectively and impartially expands educational opportunities, strengthen equity, and increase education quality for various groups of learners including the marginalized and excluded. The purpose of this study is to take a critical approach to challenge the debates put forward by those who consider private schooling as a remedy for the education of school-aged children in developing countries. The study uses a qualitative method in its analysis of various case studies, to examine the status and significance of private-sector schooling, as well as its association with public schooling. The study attempts to ascertain the influences and limitations of private schooling in developing countries through a broadened view, focusing on the social and contextual factors including gender, income and geographical disparities, which have strong impacts on affordability and accessibility to private schooling. The study addresses a concern that goal of educational expansion can be achieved through private schooling in some contexts, whereas inequalities may not necessarily be reduced, it may, in fact, be widened.

How Pro-poor is Public Private Partnership Schooling under Universal Secondary Education Policy in Uganda?

(Full Research Paper)

James Wokadala
Kobe University

The provision of education services through public-private partnerships (PPPs) is becoming very common in several developing economies (World Bank, 2009). There is an argument that public funding of private schools is justified by poor students benefiting from the opportunity to enroll in private schools of high quality than the public schools, which would otherwise be their only option. In Uganda, the private sector owns most (61 %) of the secondary schools. The private sector in this case is broadly used to refer to Entrepreneurs, Community and Faith based organizations (i.e. the Catholic Church, Church of Uganda, Islamic and Seventh Day Adventist). Based on these categories, majority (35.3 %) of the private secondary schools are owned by Entrepreneurs, followed by the Catholic Church (18.5 %) and Church of Uganda (17.7 %). As a result of Government's continued partnership with the private sector, the number of schools receiving Government funding increased to 56.2 percent in 2011. By 2011, the adoption of USE policy had enabled 689,541 students to attain secondary education (MoES, 2011). Government of Uganda started implementing the Universal Secondary Education (USE) policy in 2007, in partnership with private schools. The overarching objective of the policy was to increase access to secondary education, especially of children from poor households. To date, PPP under USE policy has been implemented for six complete years and no rigorous impact evaluation has been done on its effect on the poor. This study therefore, set out to: to assess the performance of the public-private partnership in implementing USE programme, and establish its effect on the poor. The study employs Benefit Incidence Analysis (BIA) approach to assess whether the PPP schooling under USE programme is pro-poor. The unit of analysis is the household and households were grouped into 10 wealth categories deciles or percentiles, created based on expenditure on food and non-food items. The BIA was conducted using 2009/10 UNPS data to show the change in distribution of secondary ('O' level) school enrolment by wealth category and by sex. The disaggregation was meant to show whether Government spending on the PPP schools is addressing gender disparities in access to secondary schooling. Concentration curves are used to assess the distribution of benefits of programs. Thus, they were generated by plotting cumulative distribution of secondary school enrolment against cumulative distribution of households by wealth category. A reflection on the concentration curves by gender will therefore reveal benefits across the wealth percentiles followed similar patterns as the national average.

5.1.3 Group 3- (Room 207)

Comparative Study of Education Projects between Korean and Japanese FBOs: Focusing on Catholic FBOs

(Research Proposal)

**Lee Jeong Hye
Seoul National University**

The Faith-Based Organization (FBO) has been recognized as one of the key actors in the field of international development cooperation. This paper examines the education projects carried out by FBOs. Specific attention is given to the catholic FBOs in Korea and Japan. The study uses a comparative case study approach focusing on the most representative Korean and Japanese catholic FBOs: OBOS (One Body One Soul) and JLMM (Japan Lay Missionary Movement). The case study method will enable the researchers to develop a full understanding of the education projects of OBOS and JLMM especially in Cambodia and Mongolia, the countries in which both organizations have been deeply involved. Not only the differences and similarities, but also the issues of problems they may confront will be addressed in this study. By comparing the characteristics of the Korean and Japanese catholic FBOs, this study will also enable to identify the co-relationship between the Catholicism and the international education development.

Effect of Muslim Culture on Junior High School Education in Indonesia: Focusing on Non-Muslim Students

(Research Proposal)

**Shoko Yoshii
Kobe University**

In Indonesia, there are six official religions which are Islam, Protestantism, Catholicism, Hinduism, Buddhism and Confucianism. The main religion is Islam, which accounts for 88% of the total population. After getting independence from Holland in 1945, Soekarno, Indonesia's first president went on to build a national philosophy called "Pancasila". The philosophy expresses that all people are equal and as such most people expect the philosophy to have good effects on Indonesian society. However, Muslim culture have an influence to effect on non-Muslims' life. Muslim culture has great

influence on education sector, especially areas such as subjects, curricula, and students' ideology. This study is therefore motivated by the continued existence of inequality in the education sector, especially in the junior high school sub-sector. The overall research question guiding this study is; What Kind of the impact of religion from Muslim culture in Indonesia on non-Muslim students. The study has two objectives. First, the study investigates the impact of Islamic religion and culture on public school students from non-Muslim communities in Indonesia. Second, the study analyzes non-Muslim cultural minorities' lack of identity and feelings of inferiority due to the teaching of Muslim culture in public schools. The study will adopt a quantitative methodology to analyze the effect of religion on basic education focusing on children from non-Muslim communities in Indonesia. The study will use basic education data from junior high schools survey, collected using semi-structured questionnaire. The questionnaire will include a four-point scale that will help measure effect of Muslim culture on non-Muslims. There is little research about Islamic teaching in the public schools and also there is little research focusing on non-Muslims in Indonesia. This study will be able to provide deeper empirical examination of the current situation in Indonesia where Islam is still being taught in public schools, a situation that is not accepted by non-Muslim students.

Students' Attainment of Affective Objectives in Rural China: A Preliminary Study

(Full Research Paper)

Fu Qianqian

Hiroshima University

The New Curriculum Reform in China was implemented in 2001 within a broad context of socioeconomic changes. The new emphasis on affective objectives aroused great attention as it highlighted new trends not mentioned in previous reforms, and it was considered audacious and challenging. Method: This study investigated 1,563 volunteers from three lower secondary school students in Gansu Province, China, to explore an adequate assessment tool of affective objectives under the New Curriculum Reform implemented in China since 2001. 16 Key elements of affective objectives were summarized from subject-specific curriculum standards using the VIA Classification of character strengths as a reference. They are creativity, open-mindedness, love of learning, bravery, integrity, kindness, forgiveness, citizenship, fairness, social intelligence, self-esteem, self-confidence, independent, aesthetic, gratitude and hope. The assessment tool utilized a self-report method based on the Values in Action Inventory of Strengths containing 64 items of 16 important affective characteristics. Three questionnaire sources were utilized. The first were revised questions from the original VIA-IS questionnaire. The second were related test questions from a Chinese virtue

questionnaire (Duan, et al., 2012) and a positive psychological quality questionnaire of Chinese primary and middle school students (Guan, Meng, & Keller, 2009). And the third were self-designed questions based on subject-specific curriculum standards. Results: The final affective objectives questionnaire containing 30 items was adopted after exploratory factor analysis (EFA) and confirmatory factor analysis (CFA). EFA aimed to set and revise the model of affective objectives by using principal component analysis method. CFA was used to examine structural validity and model fitting of the factors extracted by EFA. Nine key affective characteristics were fairness, integrity, forgiveness, self-confidence, independent, bravery, gratitude, aesthetic and love of learning. EFA and CFA test results suggest that the self-designed affective objectives assessment tool is a promising measurement that captures students' affective level in school and can be used to implement school assessment and intervention.

Comparison of Development Education in Korea and Europe

(Research Proposal)

Su Yeon Park

Seoul National University

The importance of Global Citizenship Education (GCE) has increased in and out of countries especially after the UN Secretary General (UNSG), Ki-Moon, Ban initiated Global Education First Initiative (GEFI) in 2013 emphasizing 'global citizenship' along with other two issues of 'access' and 'quality of learning'. While 'access' and 'quality of learning' has been continuously emphasized in the field of education including Education for All (EFA) and Millennium Development Goals (MDGs), the concept of 'global citizenship' is a new agenda for UN level including EFA and MDGs. However, in fact, the advent of GCE in the development field is not new or sudden. It is true that up until now GCE was not considered properly in developing countries but it has been very popular in developed countries especially in Europe for the last twenty years with the movement of increasing ODA (Official Development Assistance). To get support from citizens, OECD countries had enlarged budget for development awareness raising, and development education was one of the strong tool for this. With the full-fledged globalization in 1990s after the collapse of the Soviet Union, the world represented by the UN has tried to build global governance system. In this regard, the importance of global citizenship for global governance system has increased within the UN. On the other hands, European development NGOs represented by Oxfam have realized that without global governance system, it is impossible to handle the inequality and poverty issues in developing countries. Therefore they put global citizenship at the core of development education. In this regard, it is

impossible to understand GCE without knowing development education in Europe, so the paper will examine the history of development education in Europe. In Korea, discourse on GCE has been held by two different fields, development and education. In the field of development, Non-Governmental Development Organizations (NGDOs) including World Vision, Save the Children and Good Neighbors have used GCE as a tool for advocating development issues and PR of their activities to the school children. On the other hand, discourse on GCE also has been held among teachers, especially focusing on the multi-cultural education or Education for International Understanding. The main problem of this phenomenon in Korea is that GCE cannot be achieved properly without understanding both of the fields, development and education. With the remark by Korean president Park Geun-Hye at GEFI high level meeting in September, Korea seems to take an important part in GCE. Therefore, this is very important time for Korea and also for world whether we finally achieve the long-standing desire of the world starting from Immanuel Kant to build the World Federation of Nations consisting of global citizens. To get the right approach, it is pivotal to examine the history and movement of GCE especially in the context of development education in Europe and Korea. This paper will examine historical movement, current situation of development education in Korea and Europe while trying to get the implication of European Experience of DE in Korean DE policies and implementation for the successful achievement of global citizenship education in Korea and the world.

“Post-DESD” Observing from a Comparison Practice Cases of RCE to SDGs

(Research Proposal)

Maho Shinoda

Waseda University

Decade of Education for Sustainable Development (DESD) will finish in this year, 2014. In November, international conference of Education for Sustainable Development (ESD) will be held in Nagoya, and it will be implemented to looking back and commitment of post-DESD. ESD was advocated in Johannesburg Summit in 2002. After that, ESD has become as a strengthen year, which is called DESD, in 2005 to 2014. ESD is defined by UN, UNESCO and many organizations. In UNESCO Bangkok, definition of ESD is “ESD is a learning process (or approach to teaching) based on the ideals and principles that underlie sustainability and is concerned with all levels and types of learning to provide quality education and foster sustainable human development – learning to know, learning to be, learning to live together, learning to do and learning to transform oneself and society.[UNESCO Bangkok, 2014]”Moreover, ESD has been thought that it is not “Reform from

Top” like promoting Education for All (EFA), and it is “Reform from Under” which is promoted improvement of education by individual and communities in local level[北村, 2009]. Thus, promoting process of ESD has been implemented in local level until now. It can be seen this situations in many practice cases in formal and non-formal education. However, a concept of sustainable development has been still vague in macro level. In 2015, Sustainable Development Goals (SDGs) will be begun with post-MDGs. Therefore I would like to redefine as “ESD is to construct a society towards achieving SDGs”. SDGs are not only goals for developing countries but also for developed countries. To make the best use of the characteristics, I treat “ region” identified Regional Centres of Expertise on ESD (RCE) including Asia-Pacific, Europe, Middle East and Africa, and Americas. And I will use practice cases of them in both primary and secondary schools. Therefore, purpose of this study is (1) to analyze and compare practice cases in RCE for DESD to SDGs. (2) to make a point of these difference and gap clear. (3) to make it clear to relate environmental quality and economic growth to educational process in ESD. I will compare practice cases of RCE to 10 goals of SDGs, and will classify par “keyword” of them into 10 goals of SDGs, which are poverty, environment and gender and so on. And I will analyze whether it is deviation. (...Method of (1) and (2)) And because I will make Environmental Kuznets Curve, I will measure relation between environment quality and economic growth. By making it, I compare educational process in ESD to Environmental Kuznets Curve. (...Method of (3))

External Influence on Botswana TVET System Formation

(Research Proposal)

Byoung-gyu Gong

Seoul National University

Educational policy borrowing and transfer has been conceptualized by comparative education studies, explaining the phenomenon of worldwide spread of educational ideas and policies. With the policy borrowing and transfer perspective, this study investigates the external influence on TVET system formation in Botswana. Specifically, it connects sophisticated policy borrowing analytical frameworks suggested by Phillips and Ochs (2004) with the findings from Botswana TVET development case under the influence of Scottish Qualification Authority. In combination with the specific Botswana case, the policy borrowing analytical frameworks shed new light on the ‘process’ and ‘major influencing factors’ of policy borrowing phenomenon, while testing its applicability to the new context.

Benefit Incidence Comparison for Public Education of Cambodia, Laos, and Vietnam

(Full Research Paper)

Keiichi Ogawa, Viriyasack Sisouphanthong and Chanthachone Seansouphap

Kobe University

The new three ASEAN countries, or former French-Indochina countries, Cambodia, Laos, and Vietnam are now in the process of development and, recently their economy is booming in the region. The highly growth of national income allows the government to collect more revenue and expand their public spending. One of the most important sectors which usually have a high share in government's budget is an education sector. Investing in education helps to develop human capital which improves productivity and growth of the country. The efficiency and equity of the public spending are a prior issue for the government to be concerned (Mainardi, 2007 and Manasan et al. 2008). Recently, the governments and many international organizations have set a policy to provide education to all population equally, or even more for poor (Education for All); however, it is necessary to assess whether the poor are actually receiving the public service. Thus an aim of this study is to analyze how the government of Cambodia, Laos, and Vietnam spend on public education toward the poor and disadvantage group. A useful method for such purpose is the benefit incidence analyze (BIA) (Demery, 2003). We use an enrollment in public school as the benefit from the government. There are four levels of education which are primary, lower secondary, upper secondary, and college and University. Data for this paper comes from the household survey of the three countries. There are the Cambodia Socio-Economic Survey (CSES), Lao Expenditure and Consumption Survey (LECS), and Vietnam Household Living Standard Survey (VHLSS) for Cambodia, Laos, and Vietnam, respectively. Individuals are ranked and grouped into five quintiles (poorest to richest). All the household data were conducted in 2012. A result from this study shows a different spending approach of each country. It identifies a possible improvement for educational finance in these countries.

5.1.4 Group 4- (Room 208)

Education Issues of Children with Disabilities in Mongolia

(Research Proposal)

Tsoodol Bolortuul

Waseda University

Main discussion of this Research Proposal is “Should children with special needs stay in the special school? Or they should attend in regular school? What is the most effective way to have the best qualified outcomes and how to sustain children with special needs in education? Through all time, children with disabilities were the big part of the drop out and non-enrollment. Education issues of children with special needs is challenging and paying greater attention in this part will lead full course of primary completion.(William 2007). In Mongolia, more than 60% of children with disabilities are out-of-school. Only 41% of primary aged children with disabilities enroll in school, but 14% complete the primary education (DPO document 2008).The absence of access ramps and facilities, and the lack of trained teachers and textbooks for special needs, unfavorable school environment are becoming the reason for non-enrollment and drop out. In the US, American Association of Mental Retardation (AAMR) defined what the Learning Difficulties (LDs) is. Regarding with above AAMR`s definition, and depending on students` disabilities, Hayashi put children with disabilities in 2 categories as, 1.children who need long term support 2. children who need short term(limited) support. According to the Hayashi`s research in Malawi, children need short term support shows great result either of test scores, solving problems, self-independence and appropriate action by attending in both of special school and regular school. On the other side, children who need long term support showed very interesting result. Children who enrolled **only** in special schools were good at test score and appropriate action and in contrast that enrolled in both were good at solving problems and self-independence. Putting children in double shift as attending in special schools (special)in the morning and attending in regular school(inclusive) in the afternoon would have many merits as higher test scores. But on the other hand this would have demerits as mental and physical stress of students with disabilities.

A Study on Access to Early Childhood Education in Vietnam

(Research Proposal)

Meng Xiaodong

Kobe University

Nowadays, it is a commonly thought that the early childhood is a period of immense brain development and is a crucial stage of life in terms of a child's physical, intellectual, emotional and social development. In September of 2010, The World Conference on Early Childhood Care and Education (ECCE) was first held in Moscow with the purpose of heightening global awareness of ECCE as the right of all children. As one of the 101 participating states, Vietnam was the first nation in Asia to ratify the UN Convention on the Rights of the Child in 1990 by enacting the Law on Protection, Care and Education of Children. However, because early childhood education is not compulsory nor a prerequisite for entry into primary school, the ECCE enrollment ratios for children, especially younger than three is still low in Vietnam. The main objective of this study was to identify and establish the factors that influence household decisions on access to ECCE programs in Vietnam. Data separately come from the Early Childhood Education Department School Year Report (2004), National Estimates (General Statistics Office of Vietnam) and Education profile; meanwhile, questionnaires are used to collect data as well. The data obtained was analyzed using descriptive statistics and presented using percentages so as to enable the researcher to interpret the findings.

The study is expected to establish that household related factors can deter many households not to have their children in ECCE and ECCE related factors can encourage positively households to send their children and have them continuously in school. In addition, the study recommends that the government should develop policies to enable households to be economically empowered and be able to have children in ECCE programs. Moreover, the study recommends the improvement of quality in ECCE programs to make households make decisions of having their children in ECCE institution especially within the context of free ECCE program.

Who are the Transferred Students in Secondary Schools in Kenya?

The Case of Meru and Kisii

(Full Research Paper)

Takako Tasaka

Hiroshima University

The eliminating school fees is considered to be one of the key issues to expand the Education for All. In Kenya, the free secondary education (FSE) was introduced in 2008, following the free primary education in 2003. In 2003, only 47 percent of pupils completed primary level were selected to secondary schools (Achoka, 2007), then after FSE, the transition rate from primary school to secondary school went up to 72.0 percent in 2009 (UNESCO, 2011). The main objective of FSE policy was to ensure that children from poor households acquire a quality education that enables them to access for self-advancement and become productive members of society (Kibaki, 2008).

Some scholars found unequal distributions of student enrolment even after FSE, not favouring the students from poor family (Ohba, 2009). However, not many studies on students in secondary schools found. So, once students manage to enrol secondary schools, are they staying in schools and having quality education without any disruptions? In primary schools, parents are transferring their children from a poor quality public schools to a better private school in Kenya (Nishimura & Yamano, 2008). Then, how about in secondary schools? The goal of this study was to reveal that if secondary school students are ensured equity in a quality education under FSE Policy by examining transferred-students. This study was a case study of two counties in Kenya, Meru and Kisii, Selected public secondary schools were visited in September, 2013. Questionnaires from students are analyzed quantitatively using T-test and logistic regression analysis. The additional text information from students, teachers, and principals are used for qualitative analysis to support the result from quantitative analysis. The study finds that transferring schools is not unusual phenomena. Around 20 percent of students have transferred from other schools in researched schools. Students are also commonly sent home and forced to be absent from schools due to their schools fee debt by schools. School fees and academic achievement problems are the main reasons for the transfer as cited by students. Students are tend to transfer into the schools with lower fees and poor facilities. Schools also have a problem of funding. Government subsidies are not enough to keep school running then schools need to collect levy from the students. So additional financial support to secondary schools students might be need to ensure them to have a good quality education, as well as support to poor facilitated public schools.

**Primary School Dropout in Rural Laos: The Influence of Late Enrolment:
A Case Study of Samouay District, Saravan Province**

(Full Research Paper)

**Mayouly Keophatsada
Hiroshima University**

Education is a fundamental human right, everyone has the right to education and education shall be free, at least in the elementary and fundamental stages (The Universal Declaration of Human Right, 1948). In 1996, the government of Laos implemented the Universal Primary Education (UPE) in which primary education is free and compulsory. Recently, primary school enrollment in Laos is dramatically increased from 94.1 per cent in 2010-2011 to 95.2 per cent in 2011-2012. During the same period the net intake rate increased from 84 to 90 per cent. However, the incidences of pupils' repetition and dropout rates continue to be substantial (UNICEF, 2012). Despite the enrollment is highly gained, many children are not in school or do not complete the basic primary cycle. To date, there have been very limited empirical studies on primary school dropout in Laos. This research investigates why primary school children in rural area Laos dropout school before they complete the primary cycle. We can explore several explanations for the child dropout primary school, but focus on the hypothesis that late primary enrollment responds to the early school dropout. We tested this hypothesis using the current data collected from both 101 dropout students and 304 non-dropout students in Samouay District, Saravan Province (Laos). The results indicate that late primary school enrolment had significant influences on primary school dropout because it makes students overage for grade. We found that the impact of being overage for grade may explain a large proportion of the higher dropout rates among children. Despite of that, other factors relevant to primary school children dropout which including grade retention, the characteristics of their family background, large numbers of younger siblings, individual engagement, and language constraint were associated with the risk of primary school dropout.

Child Work and School Outcomes in Cambodia

(Full Research Paper)

Phal Chea

Kobe University

Cambodia Labor Force and Child Labor Survey 2012 estimates about 20% of four million children in Cambodia are involving in economic activities. Dropout rates at primary school and secondary school still remain as high as 8.7% and 21.6% respectively (MoEYS, 2012). In particular dropout rate amongst working children aged 5 and 17 years old is extremely high at 43.83% in 2012 (ILO, 2013), even though some working children are able to combine school and working due to short official learning hours. In addition, comparing to countries in the same region, Cambodian working child spends relatively great amount of times, on average of 35.4 percent of her/his total working hours, on domestic chores (Ray and Lancaster, 2004). Studies on the impact of child labor on learning achievement have produced mixed results. Some recent empirical literatures (Fan, 2004; Han, 2008; Ray and Lancaster, 2005) argue that child labor has positive impact on school outcomes, contradicting the accepted wisdom of adverse effects of child labor on children's learning. To understand more about this complicated relationship, the study intends to explore the relationships of child labor on school outcomes by further categorizing their works by types, locations and working shifts. The objective of this study is twofold. First, it intends to investigate how child works and household chores influence the probability that children may dropout from school system by job types and its location. Secondly, the study further examines impact of child works and household chores on children's learning attainment by using School for Age (SAGE) as the proxy (Patrinos and Psacharopoulos, 1992; Psacharopoulos and Yang, 1991). To answer these questions, logistic regressions with odds ratios and multiple regressions are applied using dataset from Cambodia Labor Force and Child Labor Survey 2012 jointly conducted by International Labor Organization (ILO) and National Institute of Statistics. The analysis results suggest that only increment on working hour not household chore hour has significant adverse impact on the probability of dropout of children aged between 6 and 17 years old. Children working at construction site, followed by working far away from home are found to face the much higher probability of dropout, comparing to their counterparts working around home and farmlands. The study also shows that working, in particular paid job and working at construction sites and farmlands, has substantial negative effect on learning performance (SAGE). However, household chores' working hour and working around home are positively associated with learning performance. The results confirm the accepted wisdom of effect of working on schooling. However, it also indicates that not all kinds of working necessarily be

negatively linked to learning performance. Income from child labor is vital for family survival of poor households. Therefore, the findings of significant positive relationship between working of some particular types of job and learning performance suggest further researches to verify causality of those types of working on learning outcomes. Studies with randomized controlled trial methods can help confirm the causal relationships that this study failed to do due to the limitation of cross-sectional dataset.

**Identifying Factors of Low Re-admission of Pregnant Girls under Re-entry Policy in Zambia:
Through Four Aspects of Teachers, Pupils, Parents, and Pregnant Girls**

(Full Research Paper)

**Junko Kabashima
Hiroshima University**

Female's enrollment ratio showed large increase in primary and secondary schools in Zambia, but there was high dropout rate of females than males. Pregnancy was the highest dropout reason and urgent action had to be taken in the area of adolescent fertility rate as Zambia was ranked as the fifth highest in Sub-Saharan Africa. To reduce the dropout rate due to pregnancy for girls and to allow the pregnant girls to go back to school after they delivered their baby, Zambian government made the Re-entry policy. There was the opportunity for pregnant girls to return back to school, but less than 50% of the girls went back to school. The overall purpose of this study is to identify factors of low-admission of pregnant girls under re-entry policy in Zambia from the several aspects. Head Teachers & Teachers and Pupils were examined to find out what kind of provision or support does both of them did. This study was carried out with both qualitative and quantitative methods. Six schools were selected in Kabwe. The total sample size was 423 and the outlines were as follows: 16 Head Teachers & Teachers, 370 pupils, 3 from Ministry of Education, 12 parents and 22 pregnant girls. The target grades were G7 to G9, because of their high pregnancy rate in every year.

From the preliminary findings, there were gaps between pregnant girls' aspect and teacher's aspect on what they said. Teachers were saying positive things that they were making good environment for pregnant girls. For instance, they did approach to talk to pupils not to tease, laugh or say bad things about pregnant girls and to make comfortable environment for pregnant girls to come back to the school from the coding. However, from the interview with pregnant girls, pregnant girls strongly stated that they were treated badly from pupils and teachers and they felt that the environment was not good in the school. The voices from the pregnant girls were inconsistent with the voices from teachers.

5.1.5 Group 5- (Room 408)

The Determinant Factors of Teacher Absenteeism in Primary Schools of Uganda

(Research Proposal)

Takeru Numasawa

Kobe University

Considering quality of education in post-2015, quality teaching is one of the key issues. There are various ways to improve the quality of teaching, and one of them is teacher absenteeism. Miller (2007) indicates that teacher absenteeism is defined as teachers not available in school before the arrival of the inspection team. In particular, UNESCO (2007) demonstrates that one of the Eastern African countries, Uganda, shows high rate of teacher absenteeism. Okurut (2012) say that teacher absenteeism in Uganda can attribute to transportation conditions; the lack of houses; the low level of salary; poor supervision; the lack of motivation; and weak competency of teachers. Some researchers already identified factors causing teacher absenteeism. First, they say factors of accountability of teachers can have influence on teacher absenteeism: such as community ties and participation in schools (Rogers and Vegas, 2009); inspection on teachers (Rogers and Vegas, 2009). Second is working environment: such as social protection for teachers (Keuren, 2009); low payment, other activities than teaching of teachers (Keuren, 2009). This study will employ factors shown above and classify them into two parts: pecuniary ones and non-pecuniary ones. Research questions are set as below: 1. what pecuniary factors of schools and teachers can have relationships with teacher absenteeism in primary schools of Uganda? ; 2. what non-pecuniary factors of schools and teachers can have relationships with teacher absenteeism in primary schools of Uganda? This study will also focus on some of these factors above, considering the consistency with the situation of primary schools in Uganda. Furthermore, since very few studies on teacher absenteeism have ever been done through quantitative methodology, this study employs it, especially multi-regression analysis. Hypotheses are set as below: 1. among pecuniary factors, issues of salary can have relationships with teacher absenteeism in primary schools of Uganda; 2. among non-pecuniary factors, issues of workload and working environment; infrastructure; career opportunity can have relationships with teacher absenteeism in primary schools of Uganda.

Education for Problem Management in Japan

(Research Proposal)

Alice Satoh

Nagoya University

It is difficult for students from poor family to get high academic achievement, get high income job and emerge from poverty because they have more challenges to manage. However, education for developing problem management skill is not function well in Japan. In this presentation, I will focus on Japanese case for the next step to look similar situation in other country to see this problem in a big picture. According to the report, students from low income family have high possibility to become poor in the future. Most of them are not in a good environment for studying, and they have more obstacle to tackle with, such as family issue, low living condition, discrimination and so on. It is difficult for many students to continue studying and they stop go to school if they face those problems. The government in Japan proves career education from elementary school. One of the goals of career education is for students to learn how to solve the issue they have and develop their skill to make a plan and achieve their objective. However, their main focus of career education is trying to adapt young people to current market system and problem management skill is less prioritized. Research Question can be: what problem management skill is needed for students to get out from poverty? Plan for the next step is that even though my original interest comes from the situation in Japan, I want to see this problem in wider picture. First, I will continue literature review. Next, I will visit children shelter in Osaka for the deeper understanding of children who are in poverty, and find the field in other country to research problem management education.

An Analysis on Internal Efficiency of Primary Education in Lao PDR

(Full Research Paper)

Masahito Motokawa

Kobe University

The Political report of Lao People's Revolutionary Party 9th Annual Conference of Representatives and the Seventh Economic and Social Development Five-Year Plan were announced in March 2011. One of the whole goals is to harmonize these three points: development of economy and society and sustainable protection for nature environment. The party has put education in the most priority to

develop human capitals that are needed for socialist nation building since civil war era. The second from the beginning of the Seventh Plan mentioned about achieving MDGs goals and modernization and industrialization to departure from LDC by 2020, which is an essential foundation to achieve national goals. However it is almost impossible to achieve them by 2015. Enrollment ratio (NER) in primary surprisingly improved 59% to 94.1% for 10 years but repetition rate, dropout rate and completion rate are still not enough in 2011 data. Specifically repetition rate is 25.7%, dropout rate is 12.1% and completion rate is 64%. For these reasons, the government effectively has to invest in primary education to improve the quality in primary schools among the limited resources. The government suffers from the points of human capital development and limited budgets. The government relies on foreign investment, approximately 60% to 70% of the education budget that is totally combined investment budget and current account budget. However there is no precedent focus on statically estimating the efficiency of investment in Laos. My research questions are which school input is the most effective to improve completion rate. Therefore, the objectives of this study are that estimate which input effectively improves the survival rate of education. In this research teacher variables are significant comparing to other variables. However the result shows that it is not enough to put just teachers in primary school but also teachers who have qualification, pedagogical skills, and management abilities.

Meritocracy or Parentocracy?

The Impact of Educational Expansion on Social Mobility in Kenya

(Research Proposal)

Kentaro Shimada

Kobe University

This study aims at investigating the influence of education on social mobility (both occupational and income mobility). According to Industrialization Hypothesis, modernization enables us to enjoy equal opportunities (or promises high social fluidity). However, empirical findings have not yet proven the validity of the thesis. In fact, it has been one of the key themes to study what factor influence social fluidity in the study of social mobility and stratification. Among the research areas, the study on education and social fluidity has been investigated from various points of view and accumulated many empirical findings. Nevertheless, the accumulated results are mainly on developed countries and few studies have examined the effect of education on social fluidity in developing countries due to the scarcity of sound, large-scale data which are internationally comparable. Therefore, the significance of this study is to offer new insight into research on the

inequality of opportunity and education, examining a case of Kenya which has experienced the introduction of modern schooling system before the industrialization. This study also makes a clear departure from other related previous studies on estimating the causal effect of education on social fluidity with a combination of rich data sets. In order to investigate how social fluidity has changed due to the educational expansion in Kenya last decades, this study analyzes following three points: (1) the first analysis examines the flux of occupational mobility from 1960s to present based on five series of census data collected every ten years from 1969 to 2009; (2) the second analysis investigates origin-education-destination (OED) relationship based on Rational Choice Model(RCM) at individual level data with multiple years of Kenya Demographic Health Survey (KDHS) past 20 years; and (3) the final analysis examines the effect of education on income mobility using a panel survey by Research on Poverty, Environment, Agriculture, and Technology.

Factors Influencing Student's Enrollment in Secondary School:

A Case of Indonesia

(Research Proposal)

Zahar Angga Setiawan

Kobe University

Realizing the importance of education to generate economic and non-economic benefits for the nation, Government of the Republic of Indonesia has been continuously promoting educational expansion to increase the access to education for all children. After nearly every primary school age children were enrolled in schools, government has extended the six years compulsory education to nine years compulsory education policy in 1994. Although significant progress has been made, large amount of children are still out of school. In 2011, the net enrollment rate was only approximately 77.7% at the junior secondary and 57.74% at the senior secondary level of education. Previous studies suggest that both the household demand for education and the supply of education may influence educational participation. In the case of Indonesia, the government's effort to achieve the universal basic education is believed to be constrained by both the demand and supply side factors. However, most of previous empirical studies on the determinants of child schooling are mainly focusing on the effects of individual and households characteristics, while the number of studies incorporating the supply of school resources as one of the factors is limited. This study aims to investigate factors influencing student's enrollment at junior and senior secondary school in Indonesia by employing individual, household, school and regional characteristics of survey samples. The main data used for this study is the Indonesian Social and Economic Survey (Susenas) collected

by the Central Bureau of Statistics of Indonesia. Additional data on the supply of schools and educational expenditures are obtained from the Ministry of Education and Culture and the Ministry of Finance of the Republic of Indonesia. Preliminary findings of this study suggest that children from better socio-economic background have better opportunity to attend junior and senior secondary schooling. Moreover, school availability and regional characteristics are also significant predictors of child's enrollment in the secondary education Indonesia.

Refinement of Contextual Framework of GCE: Case of Integrating GCE in South Korea

(Research Proposal)

Hee Jung Raina Sim

Seoul National University

The concept and discourse of global citizenship can be traced back to ancient Greece. However, this concept seems to evolve to a new currency in modern society due to shifts in education discourse as the world greatly advances in interdependence and interconnectedness of people and places. During the past decades, GCE movement was mainly led and supported by developed nations in the West hemisphere where its central theme of GCE had been dispersed worldwide through non-government organizations. However, availability of the documentation on practices and implementing GCE into existing education system at local levels has been challenged at many levels due to severely limited resources. With limited guidance from, if not all, much of instructional plan, pedagogy methods and evaluating the effectiveness of GCE were largely left for the locals to “figure out.” As GCE still being regarded at its infancy, a growing number of GCE programs mushroomed without explicit guiding theories and principles. Such absences of a theoretically grounded basis for interventions may take toll on the success of the program. This is of particular relevance for GCE programs targeting regions outside of Western hemisphere such as in South Korea where GCE has been recently introduced and being practiced based on its “own” assumptions by independently operated organizations. Given such situations, this presentation focuses on three distinct areas but interrelated: (1) re-conceptualizing the theoretical framework of GCE based on the cluster concept, (2) refinement of contextual issues and challenges in implementing GCE at local levels and (3) anticipated challenges of integrating of GCE in South Korea. This presentation is a part of the presenter's forthcoming dissertation on Global Citizenship Education in South Korea: the Impact of a GCE Pilot Program for Upper Secondary Level.

Examining Gender and Other Equity Issues in Primary Education in the Pastoral Regions of Uganda: Case of Karamoja Pastoral Region

(Full Research Paper)

Jeje Moses Okurut

Kobe University

Despite the over whelming expansion of equitable access to primary education in Uganda under the Universal Primary Education (UPE), not all school age going children have benefited, especially those from minority groups like the Karamojong. The failure to reach all children is primarily due to social exclusion as a result of disability, geographical location, culture, ethnicity, language, internal conflict and political affiliation. Karamoja pastoral region in particular is characterized by a ragged terrain which, coupled with the cultural and traditional norms have greatly impaired the delivery of and accessibility to education services as well as the requisite facilities.. Karamoja's limited accessibility to education in general and primary education in particular is highlighted by the less than desired socio-economic development. Therefore there is justification to continuously spotlight equity issues in the provision and development of primary education in Karamoja Region. The equity issues are structured along national, regional, cultural and gender dimensions. The key research question guiding the process of highlighting challenges around equity in primary education development in the pastoral region of Karamoja is; what are the gender and equity challenges hampering the provision and development of primary education in Karamoja region? The overall objective of this research work is to examine equity challenges facing the government of Uganda and education development partners (national and international) in their efforts at providing quality primary education in an equitable manner to all Ugandans, including the Karamojong. This objective lends its credibility to the fact that it fits within the broad frameworks of Education for All (EFA) goals and Millennium Development Goals (MDGs). In particulars Millennium Development Goals (MDGs) and Education For All (EFA) goals targeted at the provision of primary education in an equitable manner, to all school age going children. A mixed method approach will be used during the cause of collecting and analyzing the data. In particular, descriptive and qualitative research methods will be used. Descriptive research method will be applied to secondary data (EMIS data) got from the Ministry of Education and Sports (MoES) and qualitative research method will be used to collect primary data from two randomly selected districts in Karamoja Region. In each district 5 primary schools will be randomly selected and the respondents will be 2 District Education Officers, 10 Headteachers, 20 Teachers and 10 members of School Management Committees (SMCs).

5.1.6 Group 6- (Presentation Room)

An Analysis of the Impact of School Feeding Program on Pupils' Attendance in Uganda

(Research Proposal)

Asuka Onji

Kobe University

The government of Uganda launched the Universal Primary Education (UPE) policy for promoting basic education in 1997. In terms of improving access to primary schooling, the UPE made an immediate success. Learner absenteeism in Uganda is, however, significantly high. Low attendance of pupils has a negative impact on learning, and can hinder effective use of educational inputs. In Uganda, Karamoja region shows remarkably low attendance of pupils, and it can be attributed to the low availability of food. Therefore, World Food Program (WFP) has been providing school feeding in Karamoja since 2005 for assistance to improve such situations. The objective of the study is to investigate the relationship between school feeding programs and pupils' school attendance. Moreover, this study aims to explore the extent to which school feeding program contributes to the achievement of gender parity. Since this study shows the relationship between School Feeding Program and pupils' attendance, it will use the data of Education Management Information System (EMIS), Uganda National Household Survey, and Uganda Demographic and Health Survey. The study is expected to find that pupil's attendance is determined by providing not only breakfast but also lunch meals. In addition, it can demonstrate that no provision of take-home ration for both boys and girls produces a positive impact on gender parity.

Evidence of Literacy Education Program in Cambodia

(Research proposal)

Arisa Oishi

Waseda University

This research aims to analyze one of the literacy education approach "The Supporting Maternal and Child Health Improvement and Building Literate Environments" (SMILE). The main purpose is to reveal the evidence of SMILE, succeeded literacy approach. After more than a half century, importance of literacy and its education are recognized around the world and numbers of projects related literacy have been done. However, 774million adult people are still left behind with illiterate.

The rate of decrease of illiterate people is 12% from 1990 to 2014 but it is only 1% from 2000. (UN, 2013 / UNESCO, 2014) Although the situation of literacy is extremely serious and the importance and necessity of literacy education have been recognized for a long time, literacy education keeps away from central discussion of educational development since it has some difficulties for implement. One of the reasons is that the efficacy/efficiency or a method of evaluation are not established sufficiently to invest funds in literacy education. Another reason is concerning about continuity of literacy skills and choice of language in literacy education (Aoki, 2008). SMILE is a literacy approach for women who have small children (aged under 5) and who are pregnant getting over the difficulty of continuity in literacy education. This approach has succeeded for few years in Cambodia (UNESCO, 2012) with combining literacy skills and health care knowledge. In Cambodia, many people are not able to write or read and numbers of children aged under five are dying until today since many people were killed by Khmer Rouge especially intellectuals such as teachers and doctors. The Cambodian adult literacy rate is 37% (only female: 29%) on the basis of a direct evaluation by UNSCO (UNESCO, 2000). The number of adult illiterate people is approximately 4 million. Maternal mortality rate is 250/10000 in 2010 and forty percent of children aged under 5 are in insufficient nutritional condition (Koarai, 2014). Through analyzing SMILE, this research will make evidence of a succeeded literacy approach clear and it will contribute for not only expansion of SMILE itself but also future literacy educational development.

Impact of School Facility on Learning Achievement of Primary Education in Togo

(Full Research Paper)

Sayako Ishino

Kobe University

This study focuses on a level of primary education and a West African country, the republic of Togo. Although it is recognized that education is not only a fundamental human right itself but a passport to human development, the countries in this area still have challenges for education. Since Togo introduced the free primary education policy in 2008, the access to the primary education has expanded to achieve the universal primary education until today. While the large part of pupils still cannot achieve the completion, the Government of Togo has optimistic prospect to achieve the second goal of the Millennium Development Goals and declared in their education sector plan that all pupils are expected to complete whole curriculum in primary education by 2020. However, despite of these positive aspects and their significant investments, in fact, the Togolese educational systems still provide the low quality education and pupils' learning performance is kept in low level.

According to the result of PASEC (le Programme d'analyse des systems éducatifs de la CONFEMEN, a benchmark program in terms of evaluation of learning achievements in French speaking countries) test, the performance of Togo was below average among 10 countries. This study attempts to examine to what extent the school characteristics influence on the pupils' learning achievement in primary education in Togo. This study contributes to find an effective approach to improve the pupil performance. The study uses a quantitative approach which consists of OLS (Ordinary Least Squares) regression for examining impacts of school facility on pupils' learning achievements. It is analyzed based on the data given by the Ministry of Primary, Secondary and Literacy Education of Togo. The PASEC data collected in 2010 is also utilized in this study.

Examining the Effect of School Resources on Pupil Achievement in Namibia Primary Schools

(Research Proposal)

Jingyuan Ma

Kobe University

As a common sense, if the school provides adequate resources, students are more likely to attend school and spend longer time on study, which would gradually bring out better achievement. However, there is a large controversial literature analyzing the relationship between school resourcing levels and pupil achievement. Much of the US evidence suggests a weak and somewhat inconsistent relationship between school resources and pupil achievement (Burtless, 1996). In the case of Namibia, Namibia has made great strides in expanding the total number of students enrolled in primary education after independence in 1990. Some of the indicators associated with education development are among the highest in Sub-Saharan Africa. For example, 82% of adults (15-49) are literate. Primary and secondary school net enrollment ratio are 89.1% and 48.3%, respectively. Currently, Namibia allocates more than 20% of its national budget to education. This represents six to seven percent of Namibia's total GDP in 2007. (Human Development Report 2014, United Nations Development Programme) Although Namibia government spent a large sum of expenditure on education, and enrollment and completion rates are relatively high, most children leave school without the foundation skills and competencies they ought to have acquired. The over objective of this study is to examine the causes of poor learning performance among Namibia's primary school children. The objectives of the study are two focuses. First of all, the study examines the effect of allocation of school resources from education sectors on efficiency of education in primary schools in Namibia. Secondly, the study examines the effect of school resources on pupil achievement in Namibia. This study adopts the multilevel simultaneous equation, and applies quantitative analysis

using secondary data obtained from SACMEQ III (Southern and Eastern African Consortium for Monitoring Educational Quality). This study's expected outcomes cover two aspects, one is allocation of school resources from education sectors is expected to have negative impact on efficiency of education in primary schools in Namibia, and another one is school resources are expected to have positive impact on pupil achievement in Namibia.

An Analysis on Impact of Physical School Facilities on Pupil Learning Achievement in Ugandan Primary Schools

(Research Proposal)

Huayu Kan
Kobe University

History and rationale of UPE -- Universal Primary Education, commonly referred to as U.P.E, was introduced in Uganda in 1990. This was in response to the international commitment on Education, the Millennium Development Goals, to achieve Universal Primary Education as well as promote gender equality and women empowerment. At the advent of UPE, the education system assets and infrastructure especially in rural areas were at best dilapidated either through periods of wear and tear or political instability. Having had sustain periods of political stability set the stage to start a process reconstruction and improvement of education facilities. The drive to enhance equitable access to quality education and in line with commitments by the government of Uganda towards achieving education for all citizens gas seen Uganda make great progress in the enrollment. Uganda has achieved near-universal enrollment in primary schools, 96 percent of 6-14-years old have attended school by 2006, compared to less than 20 percent before UPE in 1992. The government came up with School Facilities Grant (SFG) to assist needy schools in construction of classrooms and finishing those that were built as result of UPE replacing the centralized system that was undertaken by the World Bank involving different mediators and mechanisms (Ward et al.2006). In this study, quantitative method will be adopted to investigate the relationship between physical school facilities and pupil's learning achievements.

A Study of Aid and Student Achievement in Sub-Saharan Africa

(Full Research Paper)

Sugata Sumida

Hiroshima University

Since the declaration of Education for All (EFA) in 2000, achievement of Universal Primary Education (UPE) goal has been a big challenge among international community. There are still 57.8 million children out of school in primary level, and for those in Sub Saharan Africa are 29.6 million. While primary education are still in priority area in EFA, the aid amount to basic education has been decreasing since 2010. There have been very limited empirical evidence on effectiveness of aid on primary education, and the lack of empirical robust results have prevented to form the consensus on this issue. So far researchers have found positive impacts of aid to educational outcomes, but because they used the worldwide data it is likely that the impact of aid on educational outcome are overestimated for the UPE lagged countries. In this context, concerns are being raised about; (1) What is the relationship between aid to primary education and education outcome of primary level in the UPE lagged countries? (2) What is the relationship between aid to other educational purposes and educational outcome of primary level? and (3) Does the effect of aid to primary education vary between countries? To address these questions, this study focus on the Sub Saharan African countries, which is the most UPE lagged regions, and examined the relationship between aid and educational outcomes, while controlling for country-level unobserved heterogeneity using fixed effects analysis. The panel data of disaggregated aid of 48 Sub-Saharan African countries and years between 1998 and 2012 are used, taken from the Organization for Economic Co-operation and Development (OECD) Creditor reporting system (CRS). The educational outcomes are classified net enrollment, completion rate, repetition rate, and dropout rate, and they are taken from the World Development Indicators (WDI) of World Bank. The results indicates that aid to primary education have a strong impact on some of the educational outcomes. Different levels of impact of aid to other educational purposes are also found, and one of the most robust effect is obtained by aid to education policy and administration management.

Effect of Teacher Characteristics on Pupils Reading Competency in Mother Tongue at Early Primary in Uganda

(Research Proposal)

Ryosuke Matsuura

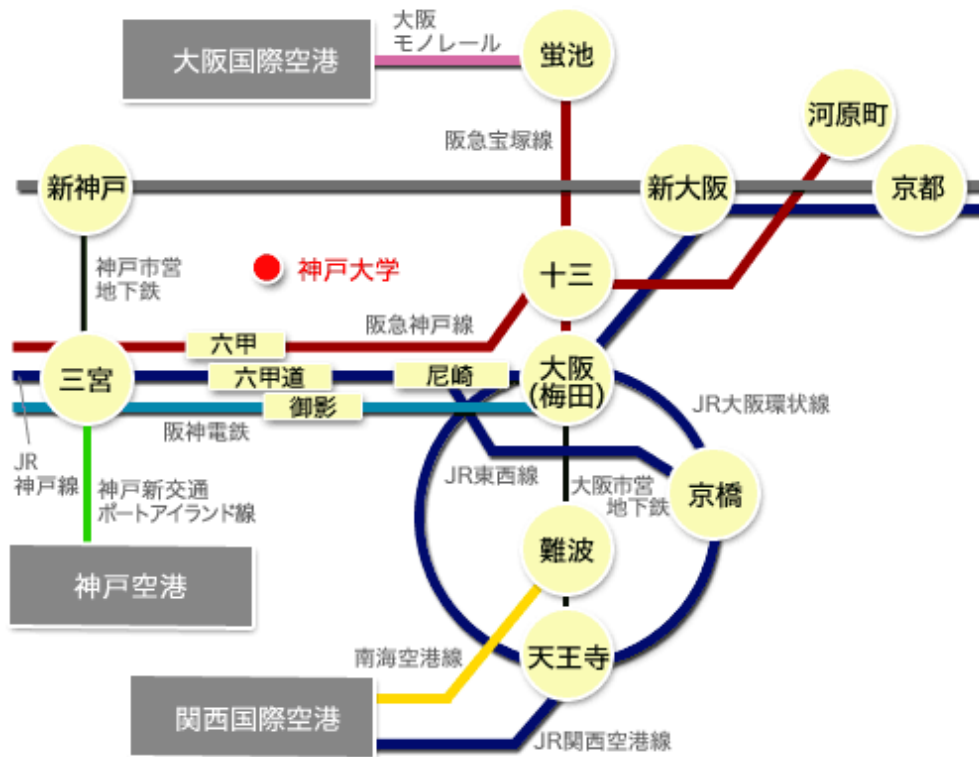
Kobe University

From the inception of Universal Primary Education (UPE) in 1997, the government of Uganda has made significant strides in enhancing access to basic education with enrollment growing from 6.5 million pupils in 2000, to 8.3 million pupils in 2012. However, interventions and efforts to enhance quality of education especially in learning outcomes have not been matched by equal improvements in results. NAPE (National Assessment of Progress in Education) results show that there has been a decline in the percentage of primary three pupils rated proficient in literacy from 57.6 percent in 2010 to 47.9 percent in 2011. Overall, less than half of the pupils enrolled in P.3 in Uganda can read and write simple sentences as per their curriculum and the literacy rate declined in recent years (from 58% in 2010 to 54% in 2012). Therefore, the country's policy priorities are increasingly expanding from enhancement of access to improvement of the quality of education, in particular, learning outcomes of learners. Previous studies reveal that the enhancement of reading competency of learner is a key to cultivate more advanced cognitive skills that rely on reading. In addition, learning to read at early grade promotes fundamental cognitive skills development, which helps to learn reading and writing more easily and rapidly. Moreover, according to abundant evidences in any other third world countries, learning mother tongue at early grade level promotes to learn second language and even the other subjects. Therefore, in Ugandan primary education system, learners enrolled in from grade 1 to 3 are supposed to learn mother tongue as a language of instruction in school. Therefore, in Uganda, mother tongue of learner is supposed to be applied to measure the reading competency of learners at early grade level because they learn mother tongue as a language of instruction in school. However, learners' reading competency tends to be measured by English reading assessment. In addition, teachers are not necessarily able to teach mother tongue of learners. This study, therefore, attempts to investigate the effect of teacher characteristics on reading competency of learners in mother tongue at early primary level in Uganda.

6. Access to Kobe University



神戸大学六甲台キャンパスへのアクセス



JR 六甲道駅・阪急六甲駅まで

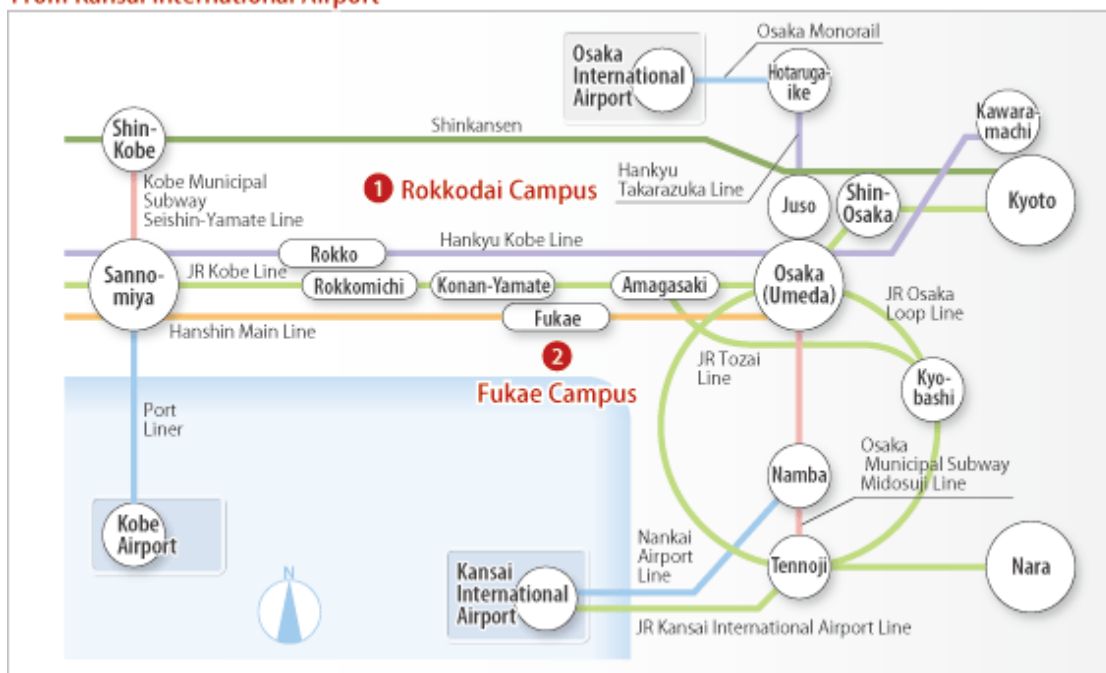
- ・新幹線「新神戸」駅からタクシーで約 15 分(約 2,000 円)
- ・神戸市バス 2 系統に「新神戸駅」から乗り「阪急六甲」駅で下車。
- ・神戸市営地下鉄「新神戸駅」から「三宮」駅まで移動し、その後阪急電鉄「三宮」駅から「阪急六甲」駅、もしくは JR 線「三ノ宮」駅から「六甲道」駅で下車。

JR 六甲道駅・阪急六甲駅～神戸大学

- ・「阪急六甲」もしくは「六甲道」駅で、神戸市バス 36 系統「鶴甲団地」行きに乗車、「神大正門前」駅にて下車(200 円)
(「阪急六甲」駅から約 6 分、JR 線「六甲道」駅から約 8 分)

6.1 How to Get to Kobe University by Train and Bus

From Kansai International Airport



(i) By railway from Kansai International Airport:

- Take JR (Japan Railways) Kansai Airport Line from "Kansai Airport" station and get off at "Osaka" station (time required: 1 hour). Change to JR Kobe Line and get off at "Rokkomichi" station (5th station by express train, time required: 25 min. / fare: 1,660 yen).
- From JR Rokkomichi Station, please board bus No. 36 bound for 鶴甲団地方面行き (Tsurukabuto-Danchi) and get off when you reach bus stop 神大正門前 (Shindai-Seimonmae). GSICS is 2 minutes' walk from the bus stop. There will be students waiting to guide you from the bus stop to the Forum Venue. The fare for the bus is 210 Japanese Yen, and it takes about 20 minutes to reach 神大正門前 (Shindai-Seimonmae) bus stop
- When taking a train from "Kansai Airport," go up to the second floor of the passenger terminal building and go through the passage to the concourse.
- Train Route Finder: <http://www.jorudan.co.jp/english/>

(ii) By bus from from Kansai International Airport:

- Take the Limousine Bus bound for "Kobe Sannomiya" from Kansai International Airport (time required: 65min./fare: 1,900 yen). At "Sannomiya," go to Hankyu Railways and get onto the Kobe Line concourse bound for "Umeda." Take the local train to "Rokko" station (3rd stop, time required: 6 min./fare: 190 yen).
- How to use the limousine bus: go out of the passenger terminal building and buy a ticket for "Kobe Sannomiya" at the ticket counter; board the bus at No. 6 bus stop.
- KATE Airport Limousine web site: <http://www.kate.co.jp/pc/index.html>

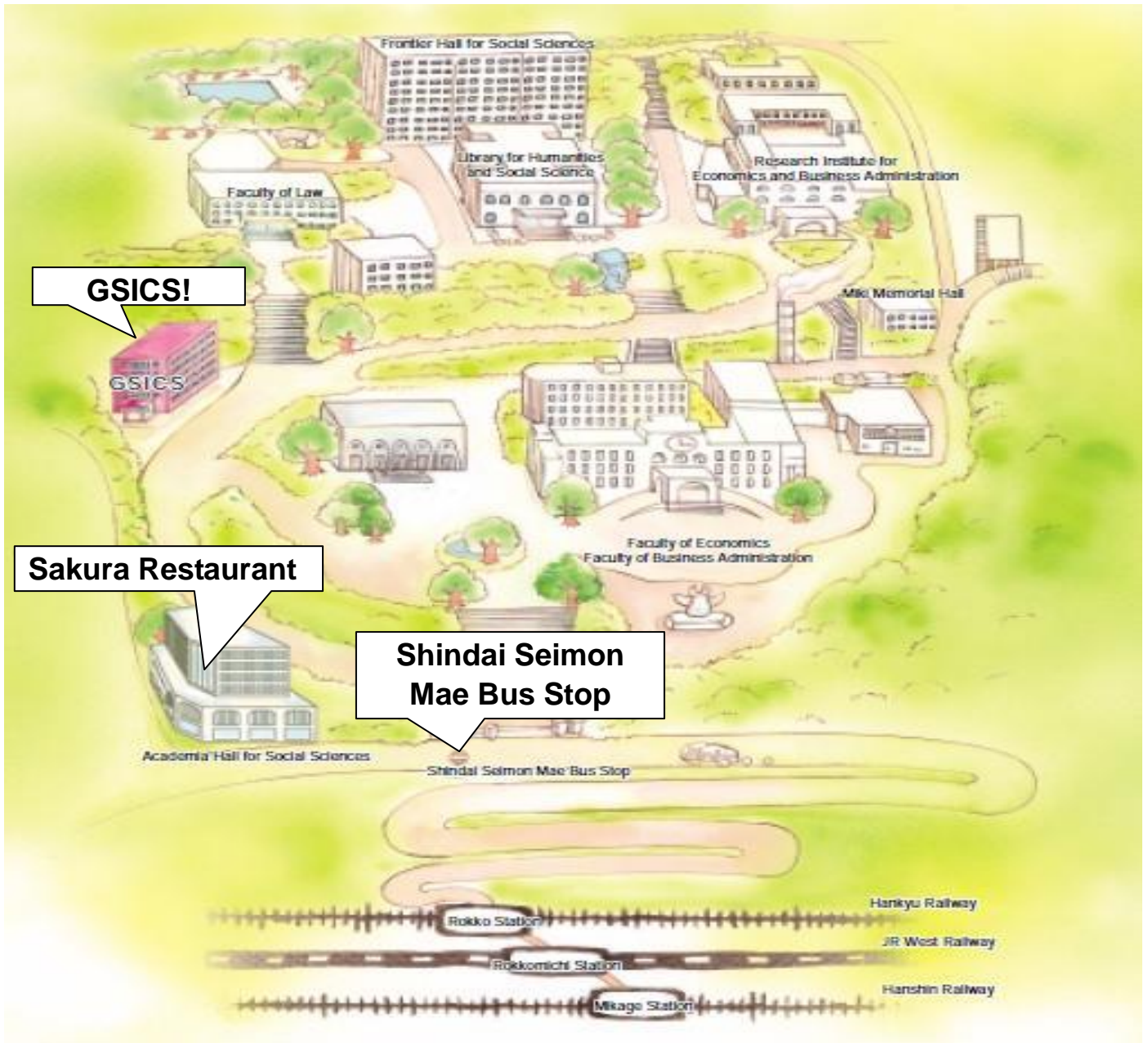
(iii) By MK "Skygateshuttle Omnibus" from Kansai International Airport:

- Take MK "Skygateshuttle" to your destination in Chuo-ku, Higashinada-ku, Nada-ku, Hyogo-ku in Kobe city from Kansai International Airport (fare: 2,300 yen, one-way/per person).
- Reservation by phone or by web is required up to 2 days prior to the date of use.
- When using the MK "Skygateshuttle" omnibus, go to the MK counter on the first floor of the passenger terminal.
- MK "Skygateshuttle" web site: <http://www.mk-group.co.jp/english/shuttle/index.html>

(iv) By Bus No. 36 from Hankyu Rokko to Kobe University

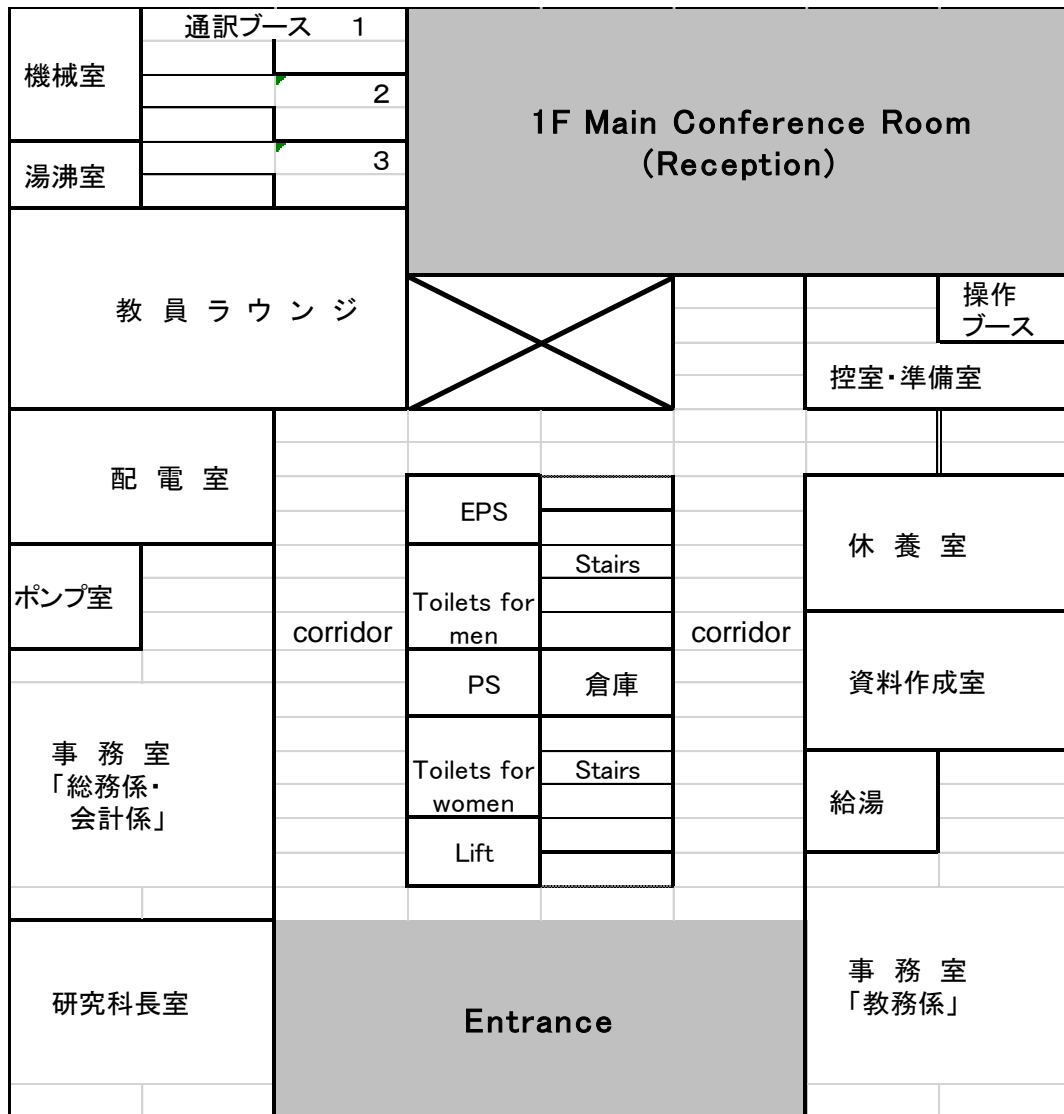
- Please take Bus No. 36 from Hankyu Rokko bound for 鶴甲団地方面行き (Tsurukabuto-Danchi) and get off when you reach bus stop 神大正門前 (Shindai-Seimonmae). GSICS is 2 minutes' walk from the bus stop. There will be students waiting to guide you from the bus stop to the Forum Venue.
- How to access Bus No. 36; while at Hankyu Rokko Train Station, please exit using the escalator and walk towards SMBC Bank. Bus Stop for Bus No. 36 is opposite SMBC Bank. The fare for the bus is 210 Japanese Yen, and it takes about 10 minutes to reach 神大正門前 (Shindai-Seimonmae) bus stop.

7. Map of Kobe University (Rokko-dai Campus)

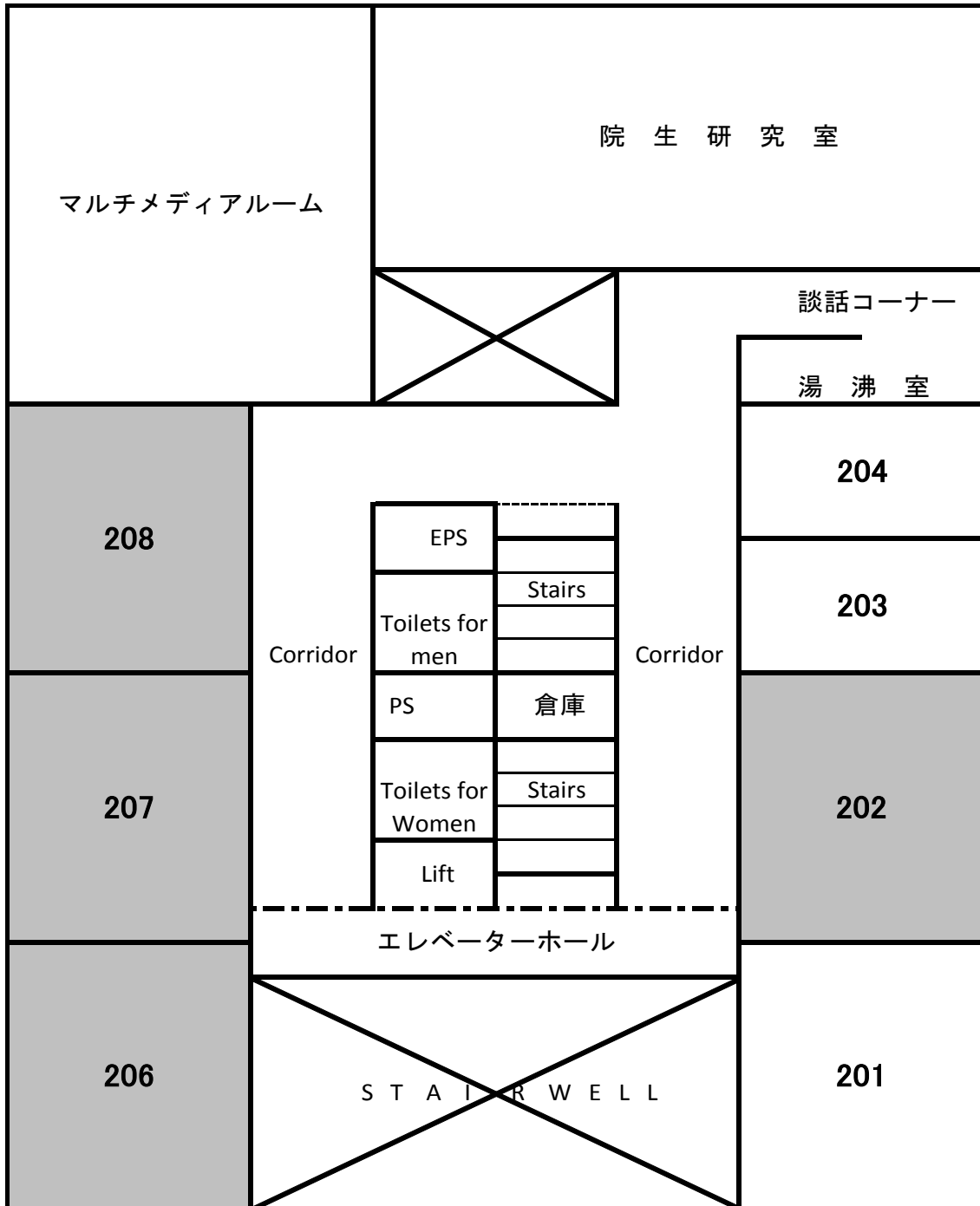


7.1 Location of Rooms for IEDF in GSICS Building

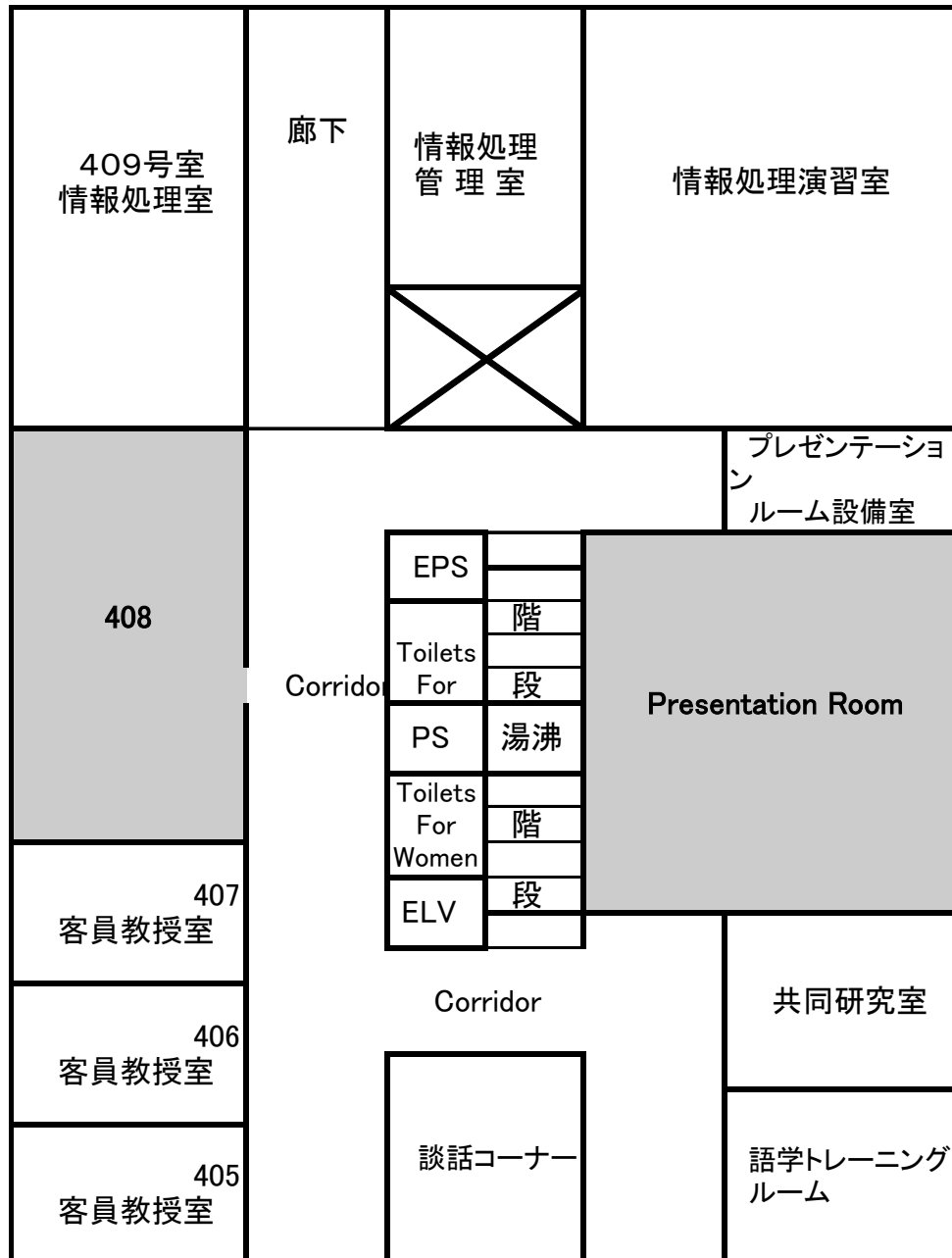
1st Floor – Main Conference Room



2nd Floor – Rooms 202, 206, 207, 208 and 408 (GSICS)



4th Floor – Room 408 and Presentation Room - (GSICS)



8. List of IEDF2014 Coordinators

S/N	Names	University	Grade
1	Jeje Moses Okurut	Kobe University	D3
2	Katsuki Sakaue	Kobe University	D2
3	Takeru Numasawa	Kobe University	M1
4	Jeong Hye Lee	Seoul National University	M2
5	Alice Satoh	Nagoya University	M1
6	Chihiro Kobayashi	Nagoya University	M1
7	Morihiro Okada	Nagoya University	M1
8	Ji Hyun Shin	Ewha Womans University	M2
9	Arisa Oishi	Waseda University	M1
10	Maho Shinoda	Waseda University	M1
11	Fu Qianqian	Hiroshima University	D3
12	Takako Tasaka	Hiroshima University	D1