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谷口 京子

開発途上国における継続的な学力測定のためのテスト開発
—マラウイ・ガーナ・ウガンダの事例—

要旨

多くの開発途上国において、基礎学力の習得は以前大きな課題である。学力は、多くの場合、テストを用いて測定されているが、既存するテストは必ずしも国家カリキュラムの到達度を測定することが目的ではなく、問題項目は一部のみ公開されている。本研究では、マラウイ、ガーナ、ウガンダを対象とし、3カ国で比較可能な継続的にカリキュラム到達度を測定するためのテストを開発し、学力を分析することを目的とした。テスト開発において、まず、各国の英語と算数のカリキュラムを比較分析し、3カ国の共通カリキュラムを作成した。次に、共通カリキュラムに基づき、教科書や各国のテストを基に、問題項目を作成した。作成した項目から、問題を選択し、テストを作成した。3カ国で学力が異なるため、テストは2種類（テストAとテストB）を作成した。テストAはマラウイとウガンダ、テストBはガーナに実施した。対象者は、マラウイのリロングウェ東地区とンカタベイ県における公立小学校12校の5年生900名、6年生636名、ガーナのイースタン州ロー・マニャ・クロボ県における公立小学校23校の

5年生 919名、6年生 981名、ウガンダのムピジ県における公立小学校 18校の5年生 1049名、6年生 966名であった。データの収集は、2021年10月～11月にマラウイ、2022年1～2月にガーナ、2022年5～6月にウガンダで実施した。分析には、古典的テスト理論と項目反応理論を用いた。全問題項目において、開発されたテストの困難度や識別力は問題がないことが分析された。英語の学力において、5年生と6年生の平均値の差は、マラウイでは0.476、ガーナでは0.373、ウガンダでは0.768であり、ウガンダで大きな差が見られた。算数の学力において、5年生と6年生の平均値の差は、マラウイでは1.092、ガーナでは0.534、ウガンダでは1.066であり、マラウイとウガンダで大きな差が見られた。結果は、カリキュラム到達度を測定するためのテスト開発に貢献できる。

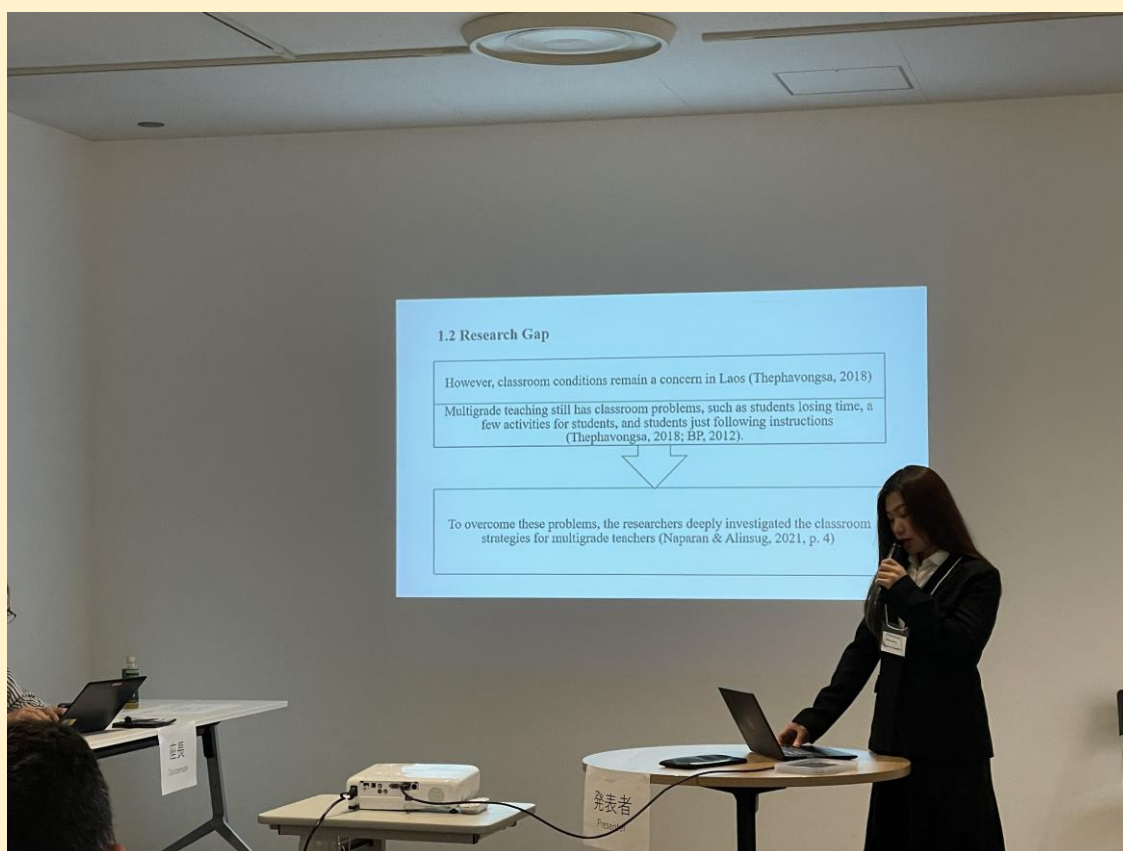
Souksamay Inthavongsa

Classroom Strategies of Multigrade Teachers in Primary Schools in Lao PDR

Abstract

Multigrade teaching is commonly employed in areas with low population density or limited resources. In Laos, multigrade classes increased yearly to 30.5% in 2021. This study examined multigrade teachers' classroom strategies to overcome the difficulty of multigrade teaching in Laos. The research was conducted in 63 primary schools in Samneua district, Houaphanh province, Laos PDR, using mixed methods such as a questionnaire for 100 multigrade teachers, semi-structured interviews with eight teachers, and classroom observation in five classes. The results showed that the classroom strategies of multigrade teachers were identified into five categories: classroom management, differentiated instruction, collaborative learning, teacher flexibility, and peer studying. In classroom management, teachers frequently assess and support students while teaching. In differentiated instruction, teachers successfully supported individual students with slower abilities. In collaborative learning, teachers encouraged students to engage in self-directed learning. Teacher flexibility was demonstrated through the encouragement of social interaction among students. Lastly, in peer studying, teachers grouped students with higher grades together with those with lower grades to support peer learning. However, teachers had difficulties with a lack of multigrade teaching training and communicating with students who were ethnic minorities. Teachers tried to overcome these difficulties by exchanging knowledge with peers from other schools and providing activities tailored to students' abilities through diverse teaching materials. The findings of this study offer insights into the effective classroom strategies utilized by multigrade teachers in primary schools in Laos, contributing to the improvement of multigrade

teaching practices.



Say Sokunpharoth

Community Participation in School Management Contributing to Promotion Rate: A Case of Kampong Thom Province in Cambodia

Abstract

After the introduction of School-Based Management in Cambodia in 2018, the role of the community in school management has been more emphasized than before. However, the percentages of schools obtaining funds and other activities from the community are largely different among schools. The study aimed to explore the effects of community participation in school management that contribute to student promotion rates. Field research was conducted in 22 public primary schools in three districts: Kampong Svay, Santouk, and Stung Sen of Kampong Thom province, Cambodia, from January to February 2023. Mixed methods were used to collect data: questionnaires to 103 members of School Management Committees (SMCs) and semi-structured interviews

with eight chief and vice-chief of the members. The activities from SMC were classified into five categories: school planning and budget management, students and school assessment, community role and school governance, staff management, and school accountability. SMCs actively participated in developing school improvement and annual budget plans, but they had difficulties strengthening financial management skills, and developing and maintaining a clear financial management system. On the other hand, SMCs strongly helped collect school-aged children and educate the local people to send them to school on time. In addition, SMCs closely monitored whether the school reorients actions based on their suggestion. Still, they had challenges in raising funds from the local community to build more rooms to facilitate the learning of the students and school building or maintenance work. Nonetheless, SMCs did not manage to hold regular meetings to discuss the issues of teachers. Some activities, such as supporting children to send to schools and better learning environment, directly influenced promotion rates, while some activities, such as school planning and budget management, indirectly affected promotion rates. The findings discuss community participation in school management to support student learning in Cambodia.

