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7月22-23日に香港教育大学で開催された2023年Comparative Education Society of Hong Kong (CESHK) Summer Conferenceにおいて、研究成果を発表しました。

Kyoko Taniguchi

Methodology of Determinant School Dropout Studies in Low- and Middle-income Countries

Abstract

This study proposes a methodology that investigates school dropout factors in low- and middle-income countries such as Cambodia, Malawi, Burkina Faso, and Senegal. This study uses Survival Analysis, one of the best and widely used methods in the social sciences to collect data and predict events. First, data is collected before dropout occurs. Then, it identifies who tended to dropout. Next, it follows the same cohort of students for several years, that is, it collects longitudinal data. Unlike other methods, the approach allows a data collection in which independent variables affect dependent variables with a predetermined property expressed at a specific time. This study used advanced statistical techniques in the analysis, such as Multi-level Logistic Regression or Multi-level Cox Regression. The methodology could be extended to other low- and middle-income countries to investigate factors influencing school dropout.



Say Sokunpharoth

Community Involvement in School Functioning Enhancing Student Learning in Cambodia

Abstract

After the 2018 introduction of School-Based Management (SBM) in Cambodia, the role of the community in school management has been emphasized. However, the percentages of schools obtaining funds and other activities from the community are uneven among schools. This study aimed to explore the effects of community participation in school management that contribute to student promotion rates. SMCs actively participated in developing school improvement and annual budget plans, strongly helped collect school-aged children, educated the local people to send them to school and closely monitored the school. However, they had difficulties strengthening financial management skills, raising funds from the local community to build more facilities, and holding regular meetings. Some activities, such as supporting children to send to schools and better learning environments, directly influenced promotion rates. In contrast, some activities, such as school planning and budget management, indirectly affected promotion rates.

