

2025/06/21

21 June, 2025

6月21日に北海道大学で開催された日本国際開発学会第26回春季大会において、研究成果を発表しました。

We presented our research findings at the 26th Spring Conference of the Japan Society for International Development, held at Hokkaido University on June 21.



口頭発表 1 件

谷口京子

マラウイにおける幼児教育研修の保育者および小学校教師の知識と技術習得への効果

本研究の目的は、マラウイにおける幼児教育研修が保育者および小学校教師の知識と技能の習得に及ぼす効果を検証し、幼児教育の質向上に寄与することである。

2024年9月2日から4日にかけて、マラウイのンカタベイ県で研修を実施した。対象はコミュニティベース・チャイルドケア・センター (CBCC) の保育者15名、地域子ども保護員 (CPW) 3名、小学校教師14名、県社会福祉事務所職員4名、県教育事務所職員2名であった。研修では「子どもの発達を理解」「保健・栄養の理解」「活動計画の作成」の3つを主題とし、研修前後に質問紙調査を行

い、半年後には実践状況を調査した。

結果として、研修後はすべての分野で理解度が向上した。特に「活動計画の作成」は、事前の 22.9%から事後の 57.1%へと 34.3 ポイント増加し、「保健・栄養」は 37.1%から 62.9%へ 26.4 ポイント、「子どもの発達の理解」は同じく 25.7 ポイント向上した。これらの変化は統計的に有意であり、効果量は 0.687 と大きな値を示した。一方で、研修参加者が学んだことを現場で実践する自信には大きな変化が見られなかった。3 日間という短期間では、実践力の向上に十分な時間を確保することが難しかったと考えられる。

研修から半年後の調査では、多くの施設で研修の学びが実践されていたが、成果には差があった。例えば、E 施設では研修で作成した活動計画や食育ボードを活用し、保育者やコミュニティメンバーが継続的に確認・実践していた。D 施設では施設内に畑を作り、サツマイモやメイズを栽培し、子どもたちの栄養補給に役立てる取り組みが見られた。一方で、A 施設と C 施設では活動計画の作成が進められていたが、実践の程度には違いがあった。

以上の結果から、幼児教育の質を向上させるためには、短期間の研修のみならず、継続的な支援と実践の機会を確保することが重要であることが示唆された。

Kyoko Taniguchi

The Effect of Early Childhood Education Training on Caregivers' and Primary School Teachers' Knowledge and Skill Acquisition in Malawi

The purpose of this study is to examine the effects of early childhood education (ECE) training in Malawi on the acquisition of knowledge and skills by caregivers and primary school teachers, and to contribute to improving the quality of early childhood education.

The training was conducted in Nkhata Bay District, Malawi, from September 2 to 4, 2024. The participants included 15 caregivers from Community-Based Childcare Centres (CBCCs), 3 Community Child Protection Workers (CPWs), 14 primary school teachers, four staff members from the District Social Welfare Office, and two staff members from the District Education Office. The training focused on three main themes: understanding child development, understanding health and nutrition, and developing activity plans. Questionnaires were administered before and after the training, and the implementation of practices was examined six months later.

The results showed improvements in understanding across all areas after the training. In particular, the understanding of “developing activity plans” increased by 34.3 percentage points, from 22.9% before the training to 57.1% after the training. Understanding of “health and nutrition” increased by 26.4 percentage points, from 37.1% to 62.9%, while understanding of “child development” improved by 25.7 percentage points. These changes were statistically significant, with a large effect size (0.687). However, there was no substantial change in participants' confidence in applying what they had learned in practice. It is likely that the short duration of the training—only three days—was insufficient to provide sufficient time to improve practical implementation

skills.

The follow-up survey conducted six months after the training revealed that the training's learning had been put into practice across many facilities, although outcomes varied. For example, at Facility E, the activity plans and nutrition education boards developed during the training were used regularly, and caregivers and community members continued to review and implement them. At Facility D, a garden was established to cultivate sweet potatoes and maize, thereby contributing to children's nutritional intake. In contrast, although Facilities A and C had begun developing activity plans, the extent to which these plans were implemented in practice differed.

These findings suggest that improving the quality of early childhood education requires not only short-term training but also continuous support and opportunities for ongoing practice.

ポスター発表 3 件

Exploring the Status and Challenges of Classroom Climate in Pre-Primary Education in Bangladesh

Families Moving from Urban Japan to a Remote Island: Drawn to Nature and the Benefits of Community

KELROY BROWN
Hiroshima University
Graduate School of Humanities and Social Sciences
International Education Development Program



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BACKGROUND

Japan faces rural depopulation and declining birthrates (Statistics Bureau of Japan, 2001). This disproportionately affects rural and remote island communities due to internal migration favouring urban centres (Kakinuma & Abel, 2022). In response, Ama Town has enacted many initiatives to revitalize the local community, combat and slow down population decline while seeking to position the island to be a model of self-sufficiency (Kita and Nanpei, 2020; Quarshie and Nanka, 2015). The Town's "Oyako Shima Ryugaku" program is one such initiative. It invites urban families to live temporarily in a remote island community. This research explores families' lived experiences in the family island exchange program in Ama Town.

RESEARCH AIM

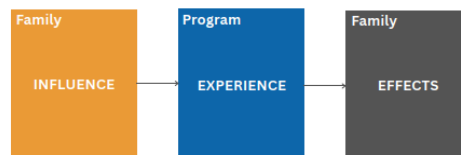
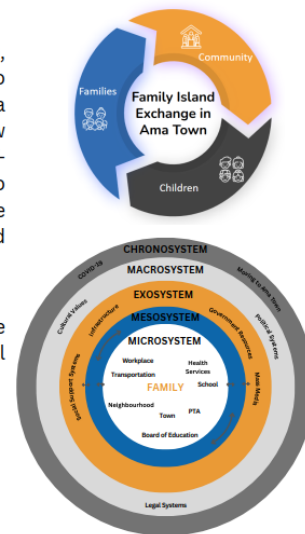
To understand and learn from the lived experiences of families participating in the Family Island Exchange Program through the lens of Bronfenbrenner's Ecological Systems Theory (Bronfenbrenner, 1979) and Phenomenology.

RESEARCH Questions

1. What influenced families to join the Family Island Exchange Program in Ama Town?
2. What were the experiences of the families while participating in the Program?
3. What kind of effects has participating on the program had on the families?

RESEARCH METHODS

- Approach: Qualitative, Phenomenological
- Data: Semi-structured interviews with families
- When: September 15th to 28th 2024
- Sample: 5 urban families participating in the program
- Analysis: Inductive Thematic Analysis
- Theoretical Lens: Bronfenbrenner's Ecological Systems Theory



FINDINGS

The analysis was conducted using inductive thematic analysis, and six major themes emerged from the participants' lived experiences:

Theme 1: Searching for a Hometown and Alternative Lifestyle
Families expressed a strong desire to escape the pressures of city life and to provide their children with a simpler, community-oriented upbringing in a rural "hometown".

Theme 2: Child-Centered Motivation and Growth
Many families joined the program to support their children's well-being. The rural setting offered space for children to thrive emotionally, socially, and academically.

Theme 3: Community Integration and Informal Support
Ama's strong sense of community allowed families to integrate quickly. Informal support from neighbors and local residents helped children and parents alike feel included.

Theme 4: Challenges and Limitations of Island Life
Families faced various obstacles related to healthcare access, limited services, and physical isolation. Despite these, most found creative ways to adapt.

Theme 5: Educational Reframing and Self-Motivation
Families reported that their children experienced more authentic and self-directed learning in Ama, compared to the rigid, exam-focused education in urban areas.

Theme 6: Parent Transformation and Role Adjustment
Parents experienced personal growth and reconsidered their roles. Some changed careers, others developed new skills, and many reported deeper family cohesion.

The findings reveal a multidimensional impact of the Family Island Exchange Program. Families were drawn to Ama Town for its natural environment and the benefits that a small connected community provides. These benefits served their cultural, educational, and emotional needs. Children gained confidence and adaptability, while parents redefined their roles and values. Community engagement, informal support, and nature-based living were all key features of the experience. These shifts were made possible through the interplay of Bronfenbrenner's ecological systems—especially the microsystem, mesosystem, and chronosystem—and the strength of proximal processes, which Bronfenbrenner identifies as fundamental to development.

CONCLUSION AND FUTURE RESEARCH

The Family Island Exchange program provides not just relocation, but reflection and renewal. Insights from participants show how rural immersion can foster lasting change across ecological systems. Future studies should follow families over multiple years to assess lasting impacts on educational outcomes, family dynamics, and sense of belonging.

Factors Influencing Trainee Competence in Competency-Based Training in TVET in Phnom Penh, Cambodia

Authors: DAV Chanly

Affiliations: Hiroshima University

Introduction

TVET is an important part of the education system that aims to develop skilled workers for a country and contribute to economic and social development (UNESCO, 2021; World Bank, 2023).

Cambodia is a developing country that has experienced rapid economic growth and poverty reduction in the past two decades, but still faces significant development gaps and challenges, such as low human capital, low productivity, high informality, and high vulnerability (UNESCO; ILO, 2020).

In 2017, only 1.5% of Cambodia's labor force held a formal TVET qualification (National Institute of Statistics, 2018).

The unemployment rate of the working population (age 15-64) is very low, with 2% for women and 3% for men. These low unemployment rates do not illustrate an accurate picture of quality of employment, as over 85% of the working population is engaged in low-skilled and labor-intensive work and over 51% of jobs are vulnerable jobs without regular salaries (ILO, 2019).

Objective

This study is to investigate trainer and institutional factors influencing trainee competence of CBT in TVET institutions in Phnom Penh, Cambodia.

Research Questions

1. To what extent do trainees acquire competency in CBT?
2. What are trainers and institutional factors influencing the competency of CBT?

Methodology

The convergent mixed research design was conducted in this research.



The data was collected from 4 TVET institutions (A, B, C, and D) in Phnom Penh, Cambodia from middle August to early October 2024.

- Participants:
- 267 trainees (28 female)
 - 107 trainers (19 female)
 - 7 institutes' leaders and managers

- Tools:
- Collecting the final evaluation score of trainees
 - Questionnaires
 - Semi-structured interviews



Results

RQ1. To what extent do trainees acquire competency in CBT?

According to the TVET standard (2019) rating scale, scores between 35 to 49 indicate "not yet competent", and scores between 80 to 100 represent "mastery". However, the mean scores were difference between institutions (A=90.65<B=90.44<C=85.70<D=72.65).

Table 1: Trainees acquired

Variable(s)	Obs	Mean	SD	Min	Max
Score(s)	267	81.94	10.50	45	97.75

Results-cont.

RQ2. What are trainers and institutional factors influencing the competency of CBT?

Table 2: Descriptive statistics of factors

Variable	Obs	Mean	SD	Min	Max
Trainee factors (control factors)					
Gender	267	148	.38	1	2
Birthplace	267	148	.47	1	2
Education level	267	3.07	1.13	1	5
Trainees' expectation	267	4.01	.45	2	5
Sibling family size	267	3.43	1.18	1	5
Parents' education	267	1.23	.83	0	2
Financial status	267	2.43	.89	1	4
The involvement of trainee activities during classroom instruction: theory and practical	267	.88	.89	-1.58	2.25
Self-employment through skill development	267	.80	1.00	-1.18	2.78
Perception & Limitation	267	.80	1.00	-1.40	2.80
Institutional factors					
Comprehensive training in design, implementation and evaluation	267	-0.85	.38	-1.15	-.33
Successful implementation and recognition of CBT in institutions	267	.88	.27	-.38	.25
Stability and impact of teaching personnel and facilities on trainee success	267	-.85	.22	-.74	-.38

Table 3: factors influence CBT

Variable	β	SE
Trainee (control factors)		
Gender	-2.24	1.57
Birthplace	-.06	1.02
Education level	-.40	.38
Trainees' expectation	.61	1.07
Sibling (family size)	.05	.44
Parents' Education	-.33	.63
Financial status	-.14	.81
The involvement of trainee activities during classroom instruction: theory and practical	.24	.52
Self-employment through skill development	-1.04	.53
Perception & Limitation	.34	.48
Institutional factors		
Comprehensive training in design, implementation and evaluation	69.38	5.64***
Successful implementation and recognition of CBT in institutions	8.74	2.40***
Stability and impact of teaching personnel and facilities on trainee success	3.88	1.88**
constant	85.10	5.97
R-squared	.52	

*p<0.05, **p<0.01, ***p<0.001

Table 4: Mean score of trainer factors effect trainee competence

Score	Institution			
	A	B	C	D
Trainer accountability and resource adequacy in TVET program	41	36	-18	-25
Self-employment through skill development	32	29	27	-25

Trainer factors are contributing success of trainee competences clearly tied to trainer resource quality and skill development.

Semi-structured interviews:

Trainer factor:

"I am actively working to strengthen public-private partnerships to enhance the effectiveness of Competency-Based Training (CBT). By aligning our efforts with the Cambodian Qualifications Framework (CQF), we aim to regularly update and improve our curriculum, ensuring it remains responsive to industry needs and labor market demands."

"The trainers in the Institute participated in producing the curriculum...we participated in writing. In addition, we also strengthened the capacity of trainers through various partner organizations, including ILO, ADB, and many private sector partnerships."

- Demographic and socioeconomic factors, such as age, gender, education level, and financial status, were not statistically significant ($p>0.05$), suggesting they may not directly influence competency in this context.

Significance

- Successful implementation and recognition of CBT in institutions.
- Stability and impact of teaching personnel and facilities on trainee success.
- Comprehensive training in design, implementation and evaluation.

Semi-structured Interviews:

Institution factors:

"Our government provides continuous support through training, conferences, and the provision of training materials, infrastructure, and technical assistance."

"...requires a lot of investment to ensure the implementation of this curriculum is good, especially in the first place, strengthening the capacity of trainers, and the second place, investing in technical equipment."

Conclusion

The findings reveal that most of trainees acquired the competency of CBT masterly. However, it was difference between institutions. The trainer and institutional factors play a critical role, particularly, comprehensive training design, effective implementation and recognition of CBT, and the stability of teaching personnel and facilities are key drivers of trainee competence. These results highlight the essential role of institutional quality and support systems in ensuring the success of CBT programs.

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