

論 文 要 旨

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学位論文題目 (英訳又は和訳 : Enhancing School, Family, and Community Partnerships for Improved Learning Outcomes in Primary Schools: Implementing the Japanese School-Community-Based Approach to Optimize Effective Partnerships in Conakry, Guinea (英訳又は和訳 : 小学校における学習成果の向上のための学校、家族、地域との連携の強化 : コナクリ、ギニアでの日本の学校・地域ベースのアプローチの実施による効果的なパートナーシップの最適化 This dissertation investigated the nature of school-family relationships, the level of parental involvement in their children's learning process and the impact of volunteering services designed to support elementary school teachers in classroom settings in Conakry. The main goal was to implement a collaboration model called the Soil Seed Network of partnerships (inspired by Japan's School Support Regional Headquarters), to foster collaboration and support between schools and their communities. Decades of research on parental involvement strongly suggests that students of all ages and from all backgrounds are most successful when they have supportive and actively engaged families. However, school leaders and teachers, who are supposedly responsible for developing and sustaining partnership programs, lack the ability to effectively involve parents, other community members, businesses, and organizations in the school community. This phenomenon leads to limited parental engagement, increased communication gaps, reduced trust and satisfaction, and diminished positive outcomes for students. In our previous study in Japan, we conducted a comprehensive case study that specifically examined the dynamics of family and community collaboration within an elementary school in Japan. Seeking to draw on the Japanese school-community collaboration method, we focused on investigating the role of the School Support Regional Headquarters (SSRH) in bridging gaps and fostering collaboration and networking among various educational stakeholders, including schools, families, and community individuals and organizations. The study aimed at understanding the Japanese school, family, and community partnership methods (how schools and communities collaborate with the SSRHs to cultivate stakeholders (educators and families, etc.) and improve schools and students' learning outcomes. Through an extensive examination of the strategies, initiatives, and practices employed by the School-Community Relations Hub, we have developed the Soil-Seed Network of partnerships to emulate the SSRH's approach in facilitating collaboration and networking among educational stakeholders in Conakry.			

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Since there is no unified approach by the government (even when so much has been written about the benefits of school-family and community partnership), this study draws on the Japanese method of school-community partnership to address the issues and challenges, foster a cohesive educational community and create positive changes that can lead to meaningful and sustainable improvements in the education system. The study was shaped by the theoretical lens of the Dual-Capacity Building Framework for Family-School Partnerships and the Six Types of Parental Involvement Framework (since the Japanese models of school-community partnership are yet embedded into the Japanese school cultures and have not been studied empirically). A quantitative research method was employed for the survey, which included interviews and a questionnaire to collect data from 215 individuals. The group of participants consisted of 190 parents/caregivers and 25 teachers from five primary schools in Conakry. The findings revealed gaps in family-school collaboration methods, with 68% of teachers and 64.5% of parents expressing dissatisfaction with the school-family relationship. Data collected from the participants indicated that parents and teachers faced similar challenges in developing and sustaining stronger relationships between home and school. In addition, 67.8% of parents expressed dissatisfaction with the rate of their involvement in their children's learning process. The perspectives and experiences of the participants highlighted the importance of effective school-community partnership programs, which can empower both parents and teachers and enhance their ability to influence their children's chances of success. Furthermore, their perspectives indicated that the Soil-Seed Network of Partnership model (which emulates the SSRH in Japan) has important implications for creating a unified approach to effective school, family, and community partnerships linked to capacity building in Conakry.