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Diminishing Perception of Disability by University Students Who Volunteer as Personal Assistants

Ryohei MIYAMAE

Abstract

This study deals with disability issues for a *kyosei* society. The disabled are recently being encouraged to live an independent life in the local community with care workers being indispensable in enabling them to live independently.

The aim of this study is to reveal how personal assistants perceive disabilities and change their attitudes about disabilities after their experience of providing assistance. The participants were 5 university students who volunteered as helpers. Semi-structured interviews of approximately 60 minutes were conducted with each student, and the collected data was analyzed using the Grounded Theory Approach (GTA). As a result of the analysis, it was discovered that they strongly believe the thesis that “care workers must work as the hands and feet of disabled persons.” Three stages of assistance were categorized: the “struggling assistance stage,” the “smooth assistance stage” and the “automatic assistance stage.” Furthermore, in the “automatic assistance stage,” they experienced a “diminishing perception of disability,” which meant that they felt a lowering of barriers as if there were no difference between them and the disabled. Finally, I propose that this “diminishing perception of disability” is an important key for building a *kyosei* society in a different way from the acceptance of disability.

Keywords : disability studies, personal assistant, acceptance of disability, transparency of disability

Challenges for Peaceful Co-existence between Refugees and the Host Population: The Case of Conflicts over Relocation of South Sudanese Refugees in Uganda

Isao MURAHASHI

Abstract

South Sudan fell into civil war after December 2013, though it gained independence in July 2011. Armed conflicts between the forces loyal to the president and the rebels of the former vice president lasted for around 20 months. The peace agreement signed in August 2015 reduced battles temporarily. Peace was, however, not fully realized and fighting resumed in July 2016. The new civil war has created more than a million refugees up to the present date. Uganda ‘reopened’ a refugee settlement in Yumbe district to respond to the mass influx situation in August 2016.

Uganda had been hosting refugees since the 1960s. The Ugandan government and UNHCR set a goal of establishing the self-reliance of refugees and the integration of refugees within the host population. They embarked upon the development-oriented assistance of refugees (developmental refugee assistance) in the 2000s. The Refugee and Host Population Empowerment (ReHoPE) strategy began in 2016 and has attracted much attention from the international community as a progressive solution for refugee issues.

In August, I conducted fieldwork in several refugee settlements in Uganda. The conflicts between newly arrived refugees and the authorities could be observed during my research. Refugees refused to be relocated in the new settlement, while the government and UNHCR urged them to transfer. Conflicts between refugees and the host population in Yumbe were repeated after the 1980s. This article aims to reveal why refugees mistrust the authorities and fear the host population and to discuss the contradictions in Ugandan refugee policy and the possibility of peaceful co-existence between refugees and the host population on the basis of this case.

Keywords : South Sudanese refugees, civil war, Uganda, developmental refugee assistance, relocation of refugees

Considering Multicultural Coexistence from the Perspective of African Literature

Maiko KANDA

Abstract

As a result of colonization, the structural multilingual situation in which a colonial language was superior to local African languages was established in Africa. Under this situation, African novelists wrote their literary works in English so as to regain self-respect among African people. Despite the top priority of writing in English being for their own people, African novels written in English tended to be accepted in developed countries more as non-fiction writings that were exposing the severe circumstances rising out of mismanagement by African politicians after their independence. This perspective of interpreting the literature was a variation of the colonial gaze at Africa which pitted it on the opposite side to the West, viewing it as “abhorrent.” However, the situation has changed. With the development of the concept of post-colonialism since the 1990’s, literary creations and literary critiques have interacted and increased their power resulting in fierce objections to that Western eye.

African literature in English is one of the examples of multicultural coexistence at work. It is important that African literature in English emerged in the political, historical and cultural space between the West and Africa. Additionally, that intervening space couldn’t have been there without the vulnerable side walking toward the stronger side. Since the world was divided into two sides, such as the colonizer/ the colonized, the developed/the developing and the haves/ the have nots, the former has been required to reach out and touch the hither side of the latter, which is abundant with diversity and contemporaneity beyond the intervening space.

Keywords : African literature, anglophone Africa, postcolonialism, English, multilingual situation, multicultural coexistence (*tabunka kyosei*)

The Educational Gaps in Primary Schools in Post-Apartheid South Africa: Decentralization of School Management

Kazuyoshi INOKUCHI

Abstract

South Africa, which overcame Apartheid in 1994 after suffering a long period of segregation is facing racial gaps in education. Though the democratic government has been putting efforts into creating structural reform in the education sector and has achieved some improvement for former black schools, the education for white pupils is still much more advanced and new gaps among black pupils has emerged. It is not a factor that the current educational gap can be attributed to the apartheid legacy. Rather, it can be observed that the new education system, which is characterized by a decentralized system, creates the current gap in education. This paper first carefully reviews the new education system, which was introduced in 1996. Then, it looks at those racial gaps (mainly focusing on three aspects: school budget, educational environment, and the capacity of the school governing body) through interviews with three different schools in Pretoria and explores the reasons for and the background to the gaps.

Keywords : South Africa, primary education, decentralization

Action Research for Narrowing the Gap of Academic Achievement: Focusing on Language, Academic Achievement and Classroom.

Shun ITO, Kosuke KAZUMI, Manami YAMAGUCHI, Takuro OKADA

Abstract

In this research note, we report on the progress and results of our research, which aims to narrow the gap of academic achievement in elementary schools. We obtained our data from elementary school surveys and analyzed it from an educational, sociological perspective. We have been conducting action research to improve children's writing skills as a possible way of closing the gap in academic achievement in Elementary School "B" located in western Japan. This research note is an interim progress report of our findings. We analyzed students' essays using both quantitative and qualitative methods such as KH coder, regression analysis and participant observation. As a result, we uncovered a language gap between different social classes, similar to that described by Basil Bernstein in his English case studies. There is a significant difference between students' academic achievement and their use of Chinese characters acquired in or out of school. Another finding was that teachers did not put much emphasis on the quantitative aspects of writing such as the number of words and sentences. In addition, we observed a tendency on the part of teachers to over evaluate essays, which diverts from their general impression of the author's behavior in the classroom and school. We are going to continue to collect data to improve the appropriateness and credibility of our quantitative research and analysis of children's essays. We also plan to continue our participant observation to evaluate the change in children's attitude towards writing, as well as teachers' methods of teaching essay writing.

Keywords : the gap in academic achievement, clinical sociology of education, linguistic code.
