

# CAMPUS



# ASIA+

## Annual Symposium

**“Asian Cooperation in Risk Management  
in a Changing Era”**

Handbook



**Nov.24, 2023**

**School of International Relations & Public Affairs,  
Fudan University**



## SCHEDULE

### 2023 CAMPUS Asia Plus Symposium in Shanghai

#### “Asian Cooperation in Risk Management in a Changing Era”

Nov 24 (Fri), 2023

at Room 826, SIRPA, Wenke Building, Fudan University

Time: 9:00-18:00 (Beijing Time)

<b>8:45-9:00</b>	<b>Pick up at Crowne Plaza Shanghai Fudan</b>
<b>9:00-9:45</b>	<b>Opening Ceremony</b>
	<b>Chair. Prof. ZHANG Ping, Assistant Dean, SIRPA, Fudan University</b> <b>Welcome Speech (5 mins for each)</b> <b>-Prof. SU Changhe, Dean, SIRPA, Fudan University</b> <b>-Prof. NAKAMURA Tamotsu, Executive Vice President, Kobe University</b> <b>-Prof. HAN Jung-Sun, Dean, GSIS and CIS, Korea University</b> <b>-Prof. KYOPHILAVONG Phouphet, Dean, FEB, National University of Laos</b> <b>Exchange Souvenir (5 mins)</b>
<b>9:45-10:00</b>	<b>Group Photo</b>
<b>10:00-10:30</b>	<b><i>PART1: Theme speech: Asian Cooperation in a Changing Era</i></b>
	<b>Chair. Prof. LI Yin, SIRPA, Fudan University</b> <b>Theme Speech (5 mins for each)</b> <b>- Prof. HAN Jung-Sun, Dean, GSIS and CIS, Korea University</b> <b>- Prof. KIM Najung, GSIS, Korea University</b>

	<ul style="list-style-type: none"> <li>- Prof. <b>KIMURA Kan</b>, Dean, Professor, GSICS, Kobe University</li> <li>- Prof. <b>OGAWA Keiichi</b>, Professor, GSICS, Kobe University</li> <li>- Prof. <b>KYOPHILAVONG Phouphet</b>, Dean, FEB, National University of Laos</li> <li>- Prof. <b>ZHANG Ping</b>, Assistant Dean, SIRPA, Fudan University</li> </ul>
<b>10:30-10:45</b>	<b>Coffee and tea break</b>
<b>10:45-12:15</b>	<b><i>PART 2: Student Session 1</i></b>
	<p><b>Chair. Prof. KIM Eungi</b>, GSIS, Korea University</p> <p><b>Presentation by 4 Students (60 mins: 15 mins for each)</b></p> <ul style="list-style-type: none"> <li>- <b>Melnichuk Mariia</b>, Fudan University</li> </ul> <p>The role of economic interest in Sino-South Korean relations</p> <ul style="list-style-type: none"> <li>- <b>Noa Yokogawa</b>, Kobe University</li> </ul> <p>The Analysis of the Influence of Senior High Vocational School Expansion on Enrollment Decisions and Labor Market Outcomes in Indonesia</p> <ul style="list-style-type: none"> <li>- <b>Yoojung Kwon</b>, Korea University</li> </ul> <p>Climate-Smart Agriculture: Building livelihood resilience for smallholder farmers</p> <ul style="list-style-type: none"> <li>- <b>Jiang Shaocheng</b>, Fudan University</li> </ul> <p>China-Japan-South Korea AI Policy on Competition and Cooperation in a Changing World: A Comparative Perspective</p> <p><b>Commentary (12 mins)</b></p> <ul style="list-style-type: none"> <li>-Prof. <b>ZHENG Bingdao</b>, SIRPA, Fudan University</li> <li>-Prof. <b>OGAWA Keiichi</b>, GSICS, Kobe University</li> </ul> <p><b>Q&amp;A (8 mins)</b></p>
<b>12:15-13:45</b>	<b>Lunch at Nanyuan Cafeteria, 3rd floor</b>
	<b>Practitioners' Meeting</b>

	<ul style="list-style-type: none"> <li>- Prof. ZHANG Ping, SIRPA, Fudan University</li> <li>- Prof. LI Yin, SIRPA, Fudan University</li> <li>- Ms. LIU Qianjie, SIRPA, Fudan University</li> <li>- Prof. HAN Jung-Sun, GSIS, Korea University</li> <li>- Prof. KIM Najung, GSIS, Korea University</li> <li>- Ms. HA Ji Soo, GSIS, Korea University</li> <li>- Prof. NAKAHARA Masato, GSICS, Kobe University</li> <li>- Ms. BOTHRA OSAKA Mikiko, GSICS, Kobe University</li> </ul>
13:45-14:00	Walk back to conference venue
14:00-15:30	<i>PART 3: Risk-Management seminar/ Student Session 2</i>
	<p><b>Chairs. Prof. LI Yin, SIRPA, Fudan University (offline) / Prof. Cuz POTTER, GSIS, Korea University (online)</b></p> <p><b>Presentation by 4 Students (60 mins: 15 mins for each)</b></p> <ul style="list-style-type: none"> <li>- <b>Li Tianqin, Fudan University</b></li> <li>Constructing a Resilient Energy Framework in Megacities: A Case Study of Berlin and Tokyo</li> <li>- <b>Ryosuke Sueda, Kobe University</b></li> <li>An analysis of Quality of Teachers on Children’s Motivation in Primary Education in Lao PDR</li> <li>- <b>Isabelle Pia Sison, Korea University</b></li> <li>The Digital Divide in Asia: Technology, Access, and the Future of Learning</li> <li>- <b>Hoeun Sreymech, Kobe University</b></li> <li>An Analysis of Teacher Quality and Primary School Student Learning Achievement in Cambodia</li> </ul> <p><b>Commentary (12 mins)</b></p>

	<p>- Prof. NISHITANI Makiko, GSICS, Kobe University</p> <p>- Prof. LIM Si-Jeong, GSIS, Korea University</p> <p>Q&amp;A (8 mins)</p>
15:30-15:45	Coffee and tea break
15:45-17:15	<i>PART 4: Student Session 3</i>
	<p><b>Chair. Prof. NAKAHARA Masato, GSICS, Kobe University</b></p> <p><b>Presentation by 4 Students (60 mins: 15 mins for each)</b></p> <p>- <b>Takumi Koike, Kobe University</b></p> <p>An Analysis of Primary School Learning Poverty in Sub-Saharan Africa: Focusing on the Efficiency of Educational Resources</p> <p>- <b>Zhao Chenxi, Fudan University</b></p> <p>Allocation of bilateral climate adaptation aid: Can inequalities in climate risks be reduced</p> <p>- <b>Yuan Changrui, Korea University</b></p> <p>Navigating the Rohingya Crisis: Assessing the Roles of ASEAN and China in Conflict Management and Regional Cooperation</p> <p>- <b>Jacob Davis, Korea University</b></p> <p>Mitigating Economic Disruptions in Northeast Asia: Preparing for the Next Global Recession through Increased Interstate Cooperation</p> <p><b>Commentary (12 mins)</b></p> <p>-Prof. KIM Najung, GSIS, Korea University</p> <p>-Prof. ZHOU Lingyi, SIRPA, Fudan University</p> <p>Q&amp;A (8 mins)</p>
17:15-17:45	Closing Ceremony

	<p><b>Closing Remarks (10 mins each)</b></p> <ul style="list-style-type: none"><li>- Prof. ZHANG Ping, Assistant Dean, SIRPA, Fudan University</li><li>- Prof. KIMURA Kan, Dean, GSICS, Kobe University</li><li>- Prof. LIM Si-Jeong, GSIS, Korea University</li></ul>
<b>18:00-</b>	<b>Dinner at Nanyuan Cafeteria, 3rd floor</b>

## STUDENT PANEL ONE

**Melnichuk Mariia**

### **The role of economic interest in Sino-South Korean relations**

This research explores the influence of trade and economic interests on China-South Korea bilateral relations from 2016 to 2023. This period is significant due to the THAAD missile defense system deployment crisis in 2016, disrupting the previously positive trajectory of Sino-South Korean relations. Analyzing these relations in the 21st century, the article highlights the importance of economic ties and mutual interdependence between these two major players in the global market. Amid occasional tension caused by the US presence in the Asia-Pacific region, economic interests have been serving as a moderator of the bonding effect between China and South Korea, consistently contributing to cooperation and avoidance of aggressive behavior or open criticism. Recently, however, the increase in China's high-tech exports raised potential challenges and intensified competition between the two countries. This also pushes forward concerns about South Korea's economic dependence on China. The research underscores the pivotal role of mutual trade and economic interests in fostering closer relations between China and South Korea.

## **The Analysis of the Influence of Senior High Vocational School Expansion on Enrollment Decisions and Labor Market Outcomes in Indonesia**

Vocational education helps participants to be ready to work and encourages smooth transitions from school to work. Accordingly, vocational education is expected to contribute to economic growth and reduce unemployment. The Indonesian government has recently implemented several policies to promote vocational education. The number of senior high vocational schools, Sekolah Menengah Kejuruan (SMK), has increased rapidly since 2008 in Indonesia. Nowadays, they outnumber senior high general schools. However, graduates from SMK have recorded a higher unemployment rate than those from other schools.

Previous studies pointed out several kinds of factors affecting enrollment decisions. Many studies showed that demand-side factors such as individual, family, and regional characteristics greatly influence school decisions. In contrast, some studies found that students are considerably affected by supply-side factors, for instance, the accessibility of institutions, when they make school choices. In addition, some studies pointed out that expanding a certain level of education negatively influences the labor market outcomes of participants at the education level. However, several studies did not find such influences. Therefore, the study formulated the following research questions (RQ): (1) How did demand-side factors influence the likelihood of enrollment in SMK in Indonesia before and after the SMK expansion? (2) To what extent did the SMK expansion influence the labor market outcomes of SMK graduates? The study's objective is to clarify the different influences of each demand-side factor on enrollment decisions of senior high vocational schools before and after the increase of those schools in Indonesia. Furthermore, the study aims to investigate the influence of senior high vocational school expansion on labor market outcomes such as wages and job formality. The study represents a comprehensive understanding of the influence of senior high vocational school expansion on students by focusing on enrollment decisions and labor market outcomes.

The study utilized the Indonesia Family Life Survey (IFLS) 4 in 2007 and IFLS 5 in 2014. Considering a binary outcome variable, a probit analysis is performed to examine the demand-side factors affecting school enrollment for RQ1 and the influence of school expansion on job formality for RQ2. In addition, the study applied a regression analysis to estimate the influence of school expansion on wages for RQ2.

The result for RQ1 showed the significantly different influence of the demand-side factors affecting the enrollment of senior high vocational schools in 2007 and 2014. It implies that students whose household heads graduated from university and have higher incomes are likelier to choose a senior high vocational school in 2014 than in 2007. Moreover, the results for RQ2 did not show any significant influence of senior high vocational school expansion on wages while revealing the significant positive influence on job formality. The study's findings provided policy implications about the advantages and disadvantages of encouraging vocational education in Indonesia.

**Climate-Smart Agriculture: Building livelihood resilience for smallholder farmers**

The global climate crisis increases vulnerability in Southeast Asia, impacting food security, poverty reduction and building resilient livelihoods. Nature resource-based sectors, particularly agriculture, are at the forefront of this challenge. Southeast Asia accounts for approximately 100 million smallholder farmers who are the leading producers of the regional's agricultural production. 1 Over the last 60 years or so, the Green Revolution modernized Asia's agriculture industry, leading to intensified use of high external inputs for export-oriented crop yields. Moreover, climate change exacerbates the issues such as soil salinity 2 and delayed crop harvesting<sup>3</sup>, posing additional risks to low-income livelihoods to sustain yield productivity and agricultural income. Given these challenges, it is imperative to ensure that the future of agriculture incorporates sustainable practices tailored to the specific needs of smallholder farmers, aiming to sustain agricultural income and adopt climate-resilient farming practices.

Sustainable agriculture is a multifaceted and dynamic concept, encompassing a wide range of ecologically based practices. The lack of research and channeling local knowledge among farmers regarding sustainable agriculture practices has hindered awareness, acceptance, and adoption particularly by smallholder farmers (Jastrzębska et al., 2023). To address this issue, this proposal aims to focus on Climate-Smart Agriculture (CSA) with a community-based approach. CSA has been recommended by the Food and Agriculture Organization, designed to build climate change resilience, improve food security, and enhance agricultural income. Studies have shown the effectiveness of CSA for smallholder farmers (Belay et al., 2023, Mugambiwa, 2023, Vatsa et al., 2023). Nonetheless, CSA has faced criticism due to its lack of clear principles and engagement for smallholder farmers (Chandra et al., 2018).

The primary objective of this proposal is to provide a clear and comprehensive definition and objective of CSA at both the local and global level. However, CSA should not be misused as a 'one size fits all' practice for all smallholder farmers; rather, it should be tailored to fit into the local context. Hence, I aim to outline the key characteristics and elements to strengthen 'awareness' through an inclusive engagement for smallholder farmers with expert decision makers. Furthermore, to ensure the 'acceptance' of CSA practice, it is crucial to improve access to integrated food market. Lastly, in order to promote CSA 'adoption', it is essential to strengthen institutional support by enhancing technology and knowledge sharing at the local, regional and global level. The central focus will be to facilitate cooperation and collaboration across borders among smallholder farmers.

The main research method will involve a rigorous analysis of case studies based on CSA practices for smallholder farmers. This analysis will identify both the limitations and opportunities found in these studies. Overall, my research will offer invaluable insights into the practical application of CSA, facilitating its effective adoption by smallholder farmers. This will help envision a reality of scaling up livelihood resilience with CSA practices throughout Southeast Asia.

**Jiang Shaocheng**

## **China-Japan-South Korea AI Policy on Competition and Cooperation in a Changing World: A Comparative Perspective**

This study looks forward to answering the question: in the Asian region, can China, Japan and South Korea benefit from each other's cooperation in AI and better manage their differences in competition? The preliminary view of this study is that in the current era of AI development, China, Japan and South Korea are all in the accelerated development stage of AI. Competition and cooperation go hand in hand at the current stage. However, if the three countries can manage competition well and beyond risks, this will contribute to their respective development and regional stability.

The study will focus on the current AI policy documents of China, Japan, and South Korea, the policy assessment frameworks of relevant international organizations, and the development of the AI industry in each country to form a “policy-assessment factors-impact” analysis framework. By analyzing and comparing the content and impact of each country's policies in AI, the study will provide a larger picture of AI cooperation and competition among China, Japan and South Korea. China introduced the *New Generation Artificial Intelligence Development Plan* in July 2017 and has been refining and updating it. South Korea's *National Strategy for Artificial Intelligence*, released on December 17, 2019, clearly sets out the country's three major areas, nine strategies and 100 major strategic tasks for the development of AI. Japan also put forward *AI Strategy 2022*, covering various aspects such as education reform, R&D system, social transformation of results, and data infrastructure. With the help of the AI risk assessment framework developed by OECD, it is conducive for the study to further examine the risk level of the three countries in competition and cooperation. Afterwards, the study will also try to sort out the respective roles of China, Japan, and South Korea in the field of AI industry and provide exploratory suggestions on how to compete and cooperate.

The rapid development of AI technology has attracted much attention from various countries and strategic communities. China, Japan, and South Korea are the leaders in this field in Asia. A specific analysis of the policies and practices of these three countries helps us understand the development of AI in Asia; it also offers the possibility of placing representative AI developments in Asia in the world picture.

## STUDENT PANEL TWO

**Li Tianqin**

### **Constructing a Resilient Energy Framework in Megacities: A Case Study of Berlin and Tokyo**

The recent years have witnessed the escalating occurrence of energy shortage incidents in urban areas, especially in megacities, hence highlighting the importance of constructing a green city framework which is resistant to energy supply fluctuations and other emergencies. In terms of pushing forward green city strategies and leading low-carbon lifestyles, Berlin and Tokyo are undoubtedly at the forefront of the world. It is therefore highly desirable to, through case studies, investigate how the two cities overcome the dilemma between short-term energy supply and long-term energy transformation. This research intends to focus on the following question: What kind of policies are more suitable for megacities to control risks of energy shortage? Furthermore, this research plans to establish a policy framework which could be promoted to other megacities including Shanghai.

Existing studies have proposed several suggestions regarding megacities' energy governance, represented by providing policy incentives for major industries to combat pollution (Zheng & Kahn, 2017; CURIEN & Thornely, 2014), improving the infrastructure level (Arogyaswamy, 2017), and emphasizing the cluster of middle-size cities so as to diffuse energy pressure (Qian et al, 2007; BROMBAL & MORIGGI, 2018). Yet the autonomy of citizens and the introduction of Public-private Partnership have not been given enough consideration. Also, the effect of pilot zones in megacities remains to be discussed.

The qualitative research plans to establish an analytical model, explaining factors influencing the effect of constructing crisis-resilient megacities. The article plans to conduct two case studies focusing on Berlin and Tokyo's energy policies. The researcher will organize interviews with industry experts and government officials and pay special attention to two pilot zones: the EUREF Smart Zone in Berlin and the Kashiwa-no-ha Smart City in Tokyo.

The research proposes three policy advice for megacities to cope with energy crises:

Firstly, megacities could optimize green planning through small-scale innovation pilot projects, promote coordination among various energy supply entities, and furthermore coordinate the application of renewable energy. Secondly, megacities could construct a benign public-private partnership model and incorporate multiple entities into the public policy framework. Thirdly, megacities could create a desirable environment suitable for business and living so as to attract talents. The policy designs are most effective when they are people-oriented instead of issue-oriented.

**Ryosuke Sueda**

## **An analysis of Quality of Teachers on Children's Motivation in Primary Education in Lao PDR**

Children's motivation is important for learning. High learning motivation is concerned with promoting in students an interest in learning, a valuing of education, and confidence in their own capacities and attributes, learning achievement. Lao PDR has faced low-learning motivation problems due to lack of materials, quality of teachers and so on. Also, Lao PDR is facing an education quality crisis. According to UNICEF (2019), significant numbers of students are not achieving even the most basic level of literacy and numeracy. For example, reading proficiency is only 2% and minimum level mathematic proficiency is only 8%. According to previous research, quality of teacher is the key to enhance children's motivation. Children's high learning motivation contributes to high learning achievement.

This study aims to identify two things. Firstly, to what extent is teacher quality related to children's learning motivation based on Self-Determination theory (SDT) in primary school. Secondly, how are children's characteristics based on SDT related to children's motivation. More specifically, Children motivation is divided into four types based on SDT. This study investigates the types and details of children's motivation and analyses how self-determination theory relates to them through a case study of Grade 5 students in primary schools, Lao PDR. Using statistical and qualitative analyses.

This study expects bring two perspectives. Firstly, high teacher quality contributes to high learning motivation. Secondly, children's characteristic is related to children's learning motivation.

## **The Digital Divide in Asia: Technology, Access, and the Future of Learning**

The educational landscape in Asia is rapidly moving towards digitalization, but the clear division in access to technology and skills is putting individuals and communities at a disadvantage. The already existing educational inequality is further being amplified by socioeconomic disparities and gender gaps in digitalization. Although the global pandemic has highlighted the advantages of digital technologies, according to the OECD, there is still a significant lack of digitalization in education (McCarthy et al., 2023).<sup>1</sup> This study aims to bring the discussion of the digital divide in Asia to the forefront — navigating how Asia’s transition to digital inclusivity has visible gaps and regional risks in the scope of education.

Inclusive Education aims to provide resources and support to every student, ensuring equal learning opportunities for every child, as highlighted by Pingle and Garg (2015).<sup>2</sup> However, in Asia, there exists a significant digital technology usage gap, with nearly 40% of the population still unconnected as of 2021, as reported by the International Telecommunications Union.<sup>3</sup> This digital disparity has far-reaching implications that may lead to individuals’ exclusion from quality and rightful education. The absence of affordable and reliable internet access hampers students’ educational progress, perpetuating a cycle that restricts their access to information and skills, ultimately hindering social and economic mobility. To provide a closer look at the existing risks of educational exclusion in the digital era, this research presents a case study on the Philippines.

This presentation further examines the future of the digital gap with the rise of Artificial Intelligence (AI). AI stands poised to revolutionize the future of education. However, it also introduces risks of deepening the digital divide as students from affluent backgrounds access advanced AI-driven resources while others are left behind.

Cooperation among Asian countries can be pivotal in managing these risks during this period of digital transformation. The importance of engaging in dialogues with key partners is emphasized in the ASEAN Digital Masterplan 2025. The ASEAN+3, made up of ASEAN and technologically advanced countries, including China, Japan, and Korea, presents a promising platform for East Asian cooperation in pursuing regionally aligned objectives. This could lead to a closer convergence of individual initiatives towards more targeted digital literacy reforms and programs. The study aims to explore the effectiveness of official development assistance (ODA) projects, such as technological capacity-building programs, vs. public diplomacy (PD) platforms, particularly alternative open educational resources, as development cooperation initiatives to alleviate the education gap in the region.

**An Analysis of Teacher Quality and Primary School Student Learning Achievement in Cambodia**

The association between the quality of the teacher-student relationship and student learning achievement was somehow complex; the results were positive in most studies while negative in others (Roorda et al., 2011). Additionally, teacher quality variables are difficult to quantify, but some can be measured by test scores, years of teaching and years of college education. Likewise, Yang & Kaiser (2022) showed that teaching quality was significantly positive, non-significant, or even significantly negative relations with student learning achievements. Also, one study conducted in Cambodia by Chhin and Tabata (2003) on the relationship between teacher quality and student learning achievement showed that three variables such as teacher economic status, job satisfaction and teaching experience affected student learning achievement, but as the limitation of the study, these variables explained only 20 percent of the variance of the children learning achievement. Therefore, it is very important to identify the reasons behind these different results, which requires an improved understanding of the relationship between teaching quality and student learning outcomes.

Thus, the study aims to examine teacher quality and students' test score on reading, writing and math, specifically in primary schools in Cambodia. There are 2 variables to be studied such as teacher experience and teacher pre-service training. In the empirical model, education production function model is applied in this study in order to analyze the effect of teacher experience and teacher pre-service training on students' learning achievements. Also, this research is conducted quantitatively using dataset from the Southeast Asia Primary Learning Metrics (SEA-PLM) conducted in 2019 examined math, reading and writing test scores specifically for primary school grade 5 students.

The study found that teacher education background, student's repetition, and socio-economic status have a strong correlation with student test scores in math, reading and writing, which has the significance at 1 percent level. More importantly, for pre-service-training, the result shows that, compared to teachers who do not have any pre-service training, teachers with normal length of training have strong correlation with their student's performance with the significance at 1 percent level for mathematics, reading and writing. This implies that the more teachers get trainings, the higher students' test scores in math, reading and writing. However, teacher experience shows only partial effects. The result indicates that a teacher can have an influence on a student's performance only when he/she has from 1 to 5 years of teaching experiences, but teachers with more than 6-to-31-year teaching experience has no correlation with student learning achievement at all. As the limitation of this study, previous studies suggested using a fixed effect due to the limitations of the variables related to school environment and household environment in the dataset. Also, further research is necessary using adequate data, allowing the use of the fixed effect method for more reliable results.

## STUDENT PANEL THREE

**Takumi Koike**

### **An Analysis of Primary School Learning Poverty in Sub-Saharan Africa: Focusing on the Efficiency of Educational Resources**

In the 21st century, access to primary education has remarkably improved in many countries and regions. As evidence, enrollment and completion rate in primary education has dramatically increased. However, prior research shows the fact that many children enrolled in primary schools, particularly in developing countries, do not acquire minimum skills and knowledge, even though they have spent sufficient time in school. To address and measure this issue globally, the World Bank has developed an internationally comparable indicator named Learning Poverty with the UNESCO Institute for Statistics (UIS). World Bank's reports show that Sub-Saharan Africa faces the most severe Learning Poverty across the world.

Learning Poverty also matters from the risk management perspective. Prior studies measuring the economic value of learning and schooling show that student test scores are positively correlated with economic growth in the countries. However, assuming that test scores remain constant, the schooling year does not correlate with economic growth. This result possibly shows that just schooling without learning has less economic value, and the current situation of Learning Poverty represents a waste of public spending of each country's government in terms of economic growth. Considering the risk of this situation continuing, each government needs to address the issue immediately. While utilizing educational resources efficiently is one of the roles of governments, there has been a long debate regarding the effect of educational resources on learning achievement since the 1960s in both developed and developing countries. Some studies state that increased educational resources are significant in improving learning achievement, while others state little or no effect. Although some literature argues the importance of school human resources rather than school physical resources, the results are still inconsistent.

The study aims to achieve two objectives: (1) to analyze the current situation of Learning Poverty in Sub-Saharan African countries, where it is the most severe, and (2) to assess the efficiency of educational resources on learning achievement in the countries. For the first objective, the data from the Global Learning Assessment Database (GLAD) are used to classify the current status of Learning Poverty using descriptive statistics. As for the second objective, the relationship between educational resources and learning achievement is analyzed by using the educational production function approach with the data from the CONFEMEN Programme for the Analysis of Education Systems (PASEC) 2019. As the estimation model for the second objective, the two-level Hierarchical Linear Modeling (HLM) is applied because the students are nested in each school in the given dataset. The study contributes to the existing research by exploring the effect of educational resources on student learning achievement in the context of Learning Poverty. Furthermore, the study expects a negative correlation between the severity of Learning Poverty and the efficiency of educational resources on learning achievement among the countries.

**Allocation of bilateral climate adaptation aid: Can inequalities in climate risks be reduced?**

Climate change have emerged as one of the most significant medium and long-term risks globally. The adaptation to climate change can be seen as a process of climate risk management. Compared to developed countries, many developing countries face unequal climate risks, with less historical responsibility but greater governance pressure, often being exposed to climate risks. Now developing countries are committed to and are actually receiving progressively more climate adaptation aid. But what factors determine how much aid a country receives? Do vulnerable countries actually receive more aid? This paper explores the allocation criteria for bilateral adaptation aid in order to optimize the allocation principles and enhance global climate justice.

Currently, researchers believe that climate adaptation aid faces a trade-off between prioritizing the most vulnerable countries with highest climate risks and the effectiveness of aid. From equity perspective, vulnerable countries, such as small island developing states, which emit the least greenhouse gases but suffer the highest risks due to geographical situation and the lack of financial support, should be prioritized for assistance. From effectiveness perspective, vulnerable countries with their low governance capacities would result in large waste of funds. In addition, it is natural that donor's own national interest is also taken into account during this process. So in terms of methodology, this study uses multiple linear regression to clearly demonstrate true connections. The dependent variable is total amount of bilateral adaptation aid received by recipients from 2010 to 2021 according to OECD data. The independent variables are factors considered by donor countries in the allocation of aid, especially the three mentioned above.

The findings show that adaptation aid really reduce the inequalities in climate risks but at the same time there are still inequalities. Firstly, a country's level of vulnerability does affect the amount of aid received. Countries that are more vulnerable to the impacts of climate change tend to be more likely to receive more adaptation aid, especially for small island states. At the same time, donors also take into account own political interests and use aid as a foreign tool to promote own goals, preferring to countries with good diplomatic quality and historical colonial ties. More importantly, a country's readiness, the ability to leverage investments and convert them to adaptation actions, which represents the governance ability in this paper, is positively correlated with the amount of aid, implying that many developing countries can develop by improving own governance capacity in order to receive more adaptation aid to proactively reduce inequality of climate risks.

## **Navigating the Rohingya Crisis: Assessing the Roles of ASEAN and China in Conflict Management and Regional Cooperation**

This research paper aims to provide an in-depth analysis of the Association of Southeast Asian Nations (ASEAN) and China's roles and attitudes concerning the Rohingya conflict in Myanmar. It explores the challenges both entities face due to this ongoing crisis and identifies potential avenues for cooperation to mitigate the conflict's impact on Myanmar, ASEAN, and China. By delving into the challenges they face and the prospects for collaboration, the study seeks to offer valuable insights for policy-makers, researchers, and practitioners, with the ultimate goal of contributing to regional peace, security, and prosperity.

The Rohingya crisis in Myanmar has emerged as a pressing concern in the Southeast Asian region. The escalating conflict between Rohingya Muslims and Rakhine Buddhists has led to violence, mass displacement, discrimination, and the exodus of Rohingya refugees to neighboring countries such as Bangladesh, Indonesia, Thailand, Malaysia, among others. This crisis has engendered a myriad of humanitarian issues, including human trafficking, terrorism, and transnational crimes, with far-reaching implications for regional and global security. Notably, ASEAN, a prominent regional organization, has adopted a distinctive stance by refraining from officially acknowledging allegations of genocide against Myanmar's Junta forces. This approach poses a significant challenge to ASEAN's overarching objectives of "integrated Southeast Asia" and "peace, stability, and security in Southeast Asia," thereby impeding its development and regional stability. Hence, understanding ASEAN's response to the Rohingya crisis is of paramount importance. Conflict management strategies, such as mediation, negotiation, and resource provision, play a pivotal role in fostering dialogue and cooperation among conflicting parties to achieve long-term peace and stability in the region. Analyzing ASEAN's stance requires an examination of the organization as a whole, rather than focusing on individual member states. In addition to ASEAN, China also demonstrates similar attitudes towards the Rohingya crisis. Given China's status as a dominant power in Southeast Asia and its role as the largest trading partner of ASEAN, delving into the underlying reasons for China's stance is crucial to assess the potential for cooperation between ASEAN and China. Such cooperation could serve to alleviate the crisis and contribute to regional peace and economic stability.

This paper employs a qualitative research methodology that involves a comprehensive review of relevant literature and documents. The research is structured into five distinct chapters, each addressing critical aspects of the Rohingya conflict, conflict management within ASEAN, the pivotal role of ASEAN in conflict resolution, China's response to the crisis, and the prospects for collaboration between ASEAN and China to address the crisis and enhance regional stability.

**Jacob Davis**

## **Mitigating Economic Disruptions in Northeast Asia: Preparing for the Next Global Recession through Increased Interstate Cooperation**

The COVID-19 pandemic and recent global and regional conflicts have highlighted flaws in the global economic system and exposed vulnerabilities in international supply chains. South Korea, China, and Japan, economic powerhouses of Northeast Asia, all faced trade disruptions during the pandemic. As they emerge from the grip of the economic global recession due to the pandemic, it is essential to analyze the successes and failures of the economic policies implemented during the COVID-19 era. These insights can help prepare for future pandemics or other severe global challenges, given that much of the world relies on these three economies for crucial trade goods and services.

The major economies of Northeast Asia—South Korea, China, and Japan—faced significant challenges during the COVID-19 pandemic, particularly in trilateral trade disruptions. These experiences during the global crisis offer vital lessons for shaping responses to future pandemics or global and regional adversities. The Russian invasion of Ukraine in 2022 highlighted the adverse effects regional conflicts can have on essential trade goods. The risk of regional conflict in East Asia presents a significant threat to interstate cooperation, particularly in the realm of trade. East Asia is home to some of the world's most economically dynamic nations, and their interdependence in trade is critical for the stability and prosperity of the region. Regional conflicts, such as territorial disputes or historical animosities, can disrupt the flow of goods and services, disrupt supply chains, and deter foreign investments. These tensions can hinder the growth of economic partnerships, making it difficult for nations to work together effectively. Thus, the need for peace and conflict resolution mechanisms is paramount to ensure continued cooperation and economic growth in East Asia.

Preliminary reports and studies indicate that during COVID-19 and in the aftermath of the Russian invasion of Ukraine, there was a significant decline in trade, particularly affecting industries like electronics, automotive, and textiles. The consequences of failed economic policies include reduced trade volumes, slower GDP growth, financial market instability, and domestic employment challenges. Analyzing the impact of policies on these economies during the crisis, while considering regional conflicts and global pandemics, is crucial for developing effective mitigation strategies in future pandemics.

Effective economic risk management is critical to mitigate the impact of inevitable global or regional crises. Addressing key vulnerabilities, such as single-source dependencies, lack of diversification, and insufficient inventory management, is vital. Strategies include diversifying supply sources, optimizing inventory management, and fostering closer regional cooperation through digitization and automation of supply chain processes. These measures will enhance economic resilience and readiness for future crises.

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