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 研究課題名(和文) A Comparative Study of Donor Influence on Cambodia's Educational Development: Competition between Japan, China, and Western Donors for Influence on Global Models for Educational Development
 研究課題名(英文) A Comparative Study of Donor Influence on Cambodia's Educational Development: Competition between Japan, China, and Western Donors for Influence on Global Models for Educational Development
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研究成果の概要(和文)：COVID-19の影響によって、特に研究方法の重要な要素であるカンボジアでのフィールドワークを実施するという点において、研究計画の実施が非常に困難であり、4年間にわたるフィールドワークを進めることはできませんでした。しかし、IT技術を活用して、パンデミックの中の教育問題や政策について研究し、その研究成果を学術誌に発表することができました。さらに、これらの研究成果を国際機関や国家公務員と共有することに努めました。今後は、パンデミックという障害にとらわれず、これらのテーマをさらに探求したいと考えています。

研究成果の学術的意義や社会的意義

私の研究は、カンボジアや他のアジア諸国における教育の脆弱性とその提供の問題点を明らかにしました。これらの国々は義務教育を提供することに苦勞しています。パンデミックのような緊急事態においても、関係者はトレーニング、ツール、そして社会的支援を提供することで、教育を受ける権利を確保しなければなりません。

研究成果の概要(英文)：The COVID-19 Pandemic made it very difficult to follow this research plan, especially in the sense of carrying out fieldwork in Cambodia which is an essential element of the research methodology. It was not possible to pursue this field research for a period of four years. Nevertheless, I made use of IT technology to do research on education problems and policies during the pandemic and publish the findings of that research in academic journals. Furthermore, I made every effort to share those research findings with individuals in both international organizations and national civil servants. In the future I hope to explore these themes further without the impediments constructed by the pandemic.

研究分野：Sociology of Education

キーワード：Cambodia education development emergency education policy studies Asia Japan Southeast Asia

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1 . 研究開始当初の背景

Within the academic discourse on globalization of education, Neo-institutional theory of sociology claims that national education models will converge, or become more similar, over time. However, the competition between donor countries such as Japan, China, and the Western donors necessitates that they create unique education development models in order to gain competitive advantage in their efforts to win influence over developing nations such as Cambodia. There is a need to analyze how both Asian and Western donors attempt to export education models to a developing country like Cambodia in order to theoretically understand these phenomena as examples of globalization of education and the effect which such processes have on international relations. Only thus can sufficient attention be given to the examination of this topic of theoretical and practical importance.

2 . 研究の目的

(1) Re-examine both Neo-Institutionalist and Systems Theory by comparing divergent models

It is important that this study has a firm grounding in the current sociological theory debate in the fields of educational sociology and comparative education. Not enough comparative education research uses theory from sociology in order to explain phenomena related to globalization of education such as export of education models and the implications for international relations.

(2) Research Asian Models for Development and International Relations

The study will be of great importance to researchers, policy-makers, and citizens who all have a stake in, not only education but, the greater effort toward development and progress in society. In the 21st Century it appears inevitable that Japan and other Asian nations will represent important models for the development of less-developed nations. With the economic position of China it becomes imperative that the Japanese government seek to promote “soft power” projects which focus on Japan’s strength in math and science education. With the rise of these Asian nations it will be vital to understand their role in promoting Asian models for national development and expanding their influence in the Southeast Asian region. It will also be important to re-examine the role of Western donors as well as international organizations (e.g., UN and World Bank) to understand the changing global power structure.

(3) Research Question:

Do donors in Asia and “The West” seek to export their own unique education models to developing nations to improve relations and what is the perception of donor influence on the part of recipient countries like Cambodia?

Research Sub-questions:

- Do Asian and Western donors deliberately create unique (i.e., divergent) education models to export to developing countries as projects?
- What factors influence developing nations to accept or reject these models?
- What are the recipient countries' perceptions of different Asian and Western donors' influence?
- How do these perceptions affect international relations and shape the global economic and political power structure?

3 . 研究の方法

This study will be divided into five stages: donor policy comparison, policy implementation, the role of the Cambodian government, project evaluation and donor influence, and publication. During Stage I (2018-2019), the researcher will examine the donors (Asian vs. Western) and their policies for education development. During Stage II (2019-2020), the researcher will examine the degree to which donor policy is accurately translated into project planning and implementation in Cambodia. Stage III (2020-2021) will investigate the role of the Cambodian government and its own education policies. Stage IV (2021-2022) will consist of project evaluation studies of different donor projects in Cambodia with a special focus on perception of donor influence. Stage V (2022-2023) will be devoted to publication and dissemination of findings.

STAGE I (2018-2019) COMPARISON OF DONOR POLICIES

Sampling of Donors:

Western: AFD (France), GIZ (Germany), SIDA (Sweden), and AUSAID (Australia).

Asian: JICA (Japan), KOICA (South Korea), Chinese Ministry of Commerce.

(A) STEP 1—Donor Policies: Analysis of policies for educational development (2018)

The researcher will collect documents and interview officials in the donor agencies most active in Cambodia which are listed above. The documents will be subjected to a document analysis to determine donor' policy priorities for education development in Cambodia, the Southeast Asian region, and globally.

(B) STEP 2—Donor Influence: Comparison of recipients' perception of donor influence (2019)

The researcher will interview Cambodian government officials and staff of donors from other nations to assess their perception of the influence of different donor countries. The researcher will subject the policy documents to further analysis to discuss the policies as they exhibit convergence or divergence of policy priorities.

STAGE II (2019-2020) COMPARISON OF DONOR POLICY IMPLEMENTATION

Interviews will be conducted with bilateral agency experts in their field offices in Cambodia. Experts will be interviewed to ascertain their knowledge of policy priorities for their governments and the relationship between those policy priorities

and the planning and implementation of projects.

STAGE III (2020-2021) ROLE OF CAMBODIAN GOVERNMENT POLICY

Cambodian policy for educational development will be examined extensively. Cambodian policy documents will be subject to document analysis. Interviews will be conducted with Cambodian government officials to ascertain the needs for education development in Cambodia as well as their perception of different donors.

STAGE IV (2021-2022)—PROJECT EVALUATION AND DONOR INFLUENCE

(A) STEP 1— Project Evaluations

The researcher will conduct interviews with teachers, principals, and parents in schools where donor projects are being implemented. Respondents will be asked about their perceptions of project effectiveness and donor influence.

(B) STEP 2—Survey of Stakeholders

Cambodian government officials, project staff, school staff and parents will be surveyed about their attitudes toward the projects. Respondents will be asked about ways that the project meets Cambodia's educational needs as well as their attitudes, whether positive or negative, toward donor countries and donor influence.

STAGE V (2022-2023)—CONFERENCE PRESENTATIONS AND PUBLICATION

The researcher will prepare the data and findings for publication in both domestic and international journals related to international relations, development studies, Asian studies, and comparative education. Once published the researcher will distribute these publications to any government or NGO actors who might be interested or benefit from the content contained therein.

4 . 研究成果

Throughout the duration of the research period I published peer-reviewed academic journal articles in open access journals in the field of education research to accomplish two tasks. One the one hand, my intention was to further the theoretical discussion about the effect of aid from bilateral aid agencies on education and civil society in Cambodia. On the other hand, I hoped to shed light on how these aid mechanisms worked in providing basic needs for education in Cambodia in open access articles which could be useful to both domestic and international stakeholders such as the Cambodian Government and particularly the Ministry of Education, Youth, and Sport as well as international actors such as the World Bank, UN agencies, and the wider NGO community. There were admittedly challenges to doing this international fieldwork during a global pandemic. There was a four-year period during which I was unable to travel to Cambodia to do fieldwork and an essential part of my research is not only to analyze government policies and documents but also to observe projects. In addition to this while it is possible to conduct interviews over the internet, there is no substitute for visiting the field to interact and build up relationships with development practitioners based on trust and mutual values.

Resources:

Bardach, E. (2008). *A Practical Guide for Policy Analysis: The Eightfold Path to More Effective Problem Solving*. New York: CQ Press.

LeCompte, M. D. & Preissle, J. (1993). *Ethnography and Qualitative Design in Educational Research*. New York: Academic Press, Inc.

Marshall, C. & Rossman, G. B. (1989). *Designing qualitative research*. Newbury Park, CA: Sage Publications.

Miles, M. B. & Huberman, A. M. (1994). *Qualitative data analysis: an expanded sourcebook*. Thousand Oaks, CA: Sage Publications.

5. 主な発表論文等

〔雑誌論文〕 計4件（うち査読付論文 4件/うち国際共著 4件/うちオープンアクセス 3件）

1. 著者名 Duggan, J.M.; Dawson, W.D. et al.	4. 巻 15
2. 論文標題 K-12 Education Responses to COVID-19: A Comparison of Five Countries	5. 発行年 2021年
3. 雑誌名 International Journal of Educational Media and Technology	6. 最初と最後の頁 67-78
掲載論文のDOI（デジタルオブジェクト識別子） なし	査読の有無 有
オープンアクセス オープンアクセスではない、又はオープンアクセスが困難	国際共著 該当する

1. 著者名 DAWSON, Walter P.	4. 巻 Vol. 6, No. 12
2. 論文標題 Globalization and Education Aid Policy Discourse: An Analysis of Asian Donors' Policy Discourse for Cambodian Assistance	5. 発行年 2020年
3. 雑誌名 International Education and Research Journal	6. 最初と最後の頁 52-53
掲載論文のDOI（デジタルオブジェクト識別子） なし	査読の有無 有
オープンアクセス オープンアクセスとしている（また、その予定である）	国際共著 該当する

1. 著者名 DAWSON, Walter P.	4. 巻 Vol. 5, No. 12
2. 論文標題 Aid Conditionalities and Political Transitions: A Comparison of Asian and Western Bilateral Aid Agencies' Responses to Political Change in Cambodia	5. 発行年 2019年
3. 雑誌名 International Education and Research Journal	6. 最初と最後の頁 34-36
掲載論文のDOI（デジタルオブジェクト識別子） なし	査読の有無 有
オープンアクセス オープンアクセスとしている（また、その予定である）	国際共著 該当する

1. 著者名 DAWSON, Walter P.	4. 巻 4
2. 論文標題 Competition, Divergence, and Influence: A Comparison of East Asian Bilateral Institutions and Practices for Educational Development in Cambodia	5. 発行年 2018年
3. 雑誌名 Research Journal of Educational Studies and Review	6. 最初と最後の頁 82-86
掲載論文のDOI（デジタルオブジェクト識別子） なし	査読の有無 有
オープンアクセス オープンアクセスとしている（また、その予定である）	国際共著 該当する

〔学会発表〕 計1件（うち招待講演 1件 / うち国際学会 0件）

1. 発表者名 DAWSON, Walter P.
2. 発表標題 Competition and Divergence in Education ODA for Asian vs. European Donors
3. 学会等名 Roskilde Lecture Series, Denmark (招待講演)
4. 発表年 2019年

〔図書〕 計0件

〔産業財産権〕

〔その他〕

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6. 研究組織

氏名 (ローマ字氏名) (研究者番号)	所属研究機関・部局・職 (機関番号)	備考
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7. 科研費を使用して開催した国際研究集会

〔国際研究集会〕 計0件

8. 本研究に関連して実施した国際共同研究の実施状況

共同研究相手国	相手方研究機関
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