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研究課題名（和文）Global Organizations and International Large-Scale Assessments in Developing Countries
研究課題名（英文）Global Organizations and International Large-Scale Assessments in Developing Countries
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研究成果の概要（和文）：私が資金提供を受けたプロジェクトは、さまざまな研究成果をもたらしました。成果には、会議でのプレゼンテーション、雑誌記事、書籍、書籍の編集版の章、ブログ投稿、ゲスト講演などが含まれます。各ケーススタディについて1冊の短い本が書かれました。3冊目の本は、プロジェクトの重点分野のケーススタディを編集したものです。

研究成果の学術的意義や社会的意義

This project has revealed the ways that international organizations can influence education policymaking in poor countries. This is important because these organizations can have agendas, priorities, and worldviews that may not align with what poor countries want for themselves.

研究成果の概要（英文）：The project for which I received funding has led to multiple kinds of research outcomes. Outcomes include: conference presentations, journal articles, books, book chapters in an edited volume, blog posts, and guest lectures, among other things. One short book was written about each case study. The third book is an edited volume of case studies from the region of focus in the project.

研究分野：Global governance

キーワード：education policy global governance

1 . 研究開始当初の背景 (Background at the beginning of the research)

International large-scale assessments (ILSAs) are at the heart of education reform politics globally, and recent decades have witnessed a precipitous increase in such country-level assessments (Lockheed, 2015). The spearhead of this trend is represented by the Organization for Economic Cooperation and Development (OECD) and its well-known Program for International Student Assessment (PISA), which, since 2000, has tested 15-year-olds in science, math, and reading skills in over 90 countries (Lingard & Sellar, 2016). PISA data are not only used for country rankings but are used to identify “what works” in education and to guide education policy globally (Breakspear, 2014; Grek, 2009). Studies have documented how the increased use of PISA in these ways has led to more testing, to the narrowing of curricula (i.e., removal or reduction of subjects unrelated to testing), to the diversion of time and resources into test preparation, to an obsession with international rankings, and to the increasing acceptance of the OECD’s vision of education, which prioritizes its contribution to the capitalist economic development, at the expense of education’s other purposes, related, for example, to critical thinking, citizenship, social-emotional learning, the transmission of cultural norms and worldviews, etc. (Lewis & Lingard, 2015; Waldow & Steiner-Khamsi, 2019).

In the past 10 years, the OECD, as part of efforts to ensure its global relevance, is expanding PISA’s reach by adapting it for “developing” (i.e., middle- and low-income) countries (Addey, 2017). This new initiative, known as PISA for Development (or PISA-D), allowed education reform in poor and rich countries alike to be compared and driven by a single exam. However, given that low-income countries typically perform worse than high-income countries on such assessments, they can be used as justification for education reforms that align with the priorities of international organizations and other private actors. This situation led to questions such as: How does PISA-D affect national testing and curricular policy? One also wonders about the kinds of policy reforms that are justified by referring to the typically poor performance of low-income countries on international assessments.

2 . 研究の目的 (purpose of the research)

Following from the above, the purpose of this research has been to understand how the ways participation in ILSAs affects education reform in low-income countries.

3 . 研究の方法 (research method)

The research conducted focused, first, on a systematic review of the literature to understand the experiences and dynamics across countries. The second strategy employed was the conduct of case studies in two countries (Colombia and Paraguay), to understand the dynamics more closely.

4 . 研究成果 (research results)

Across countries, the results of the literature review indicate that international organizations are affecting education reform in the following ways:

1. Through the privatization of policymaking: This refers to how the policymaking process is increasingly being controlled and driven by non-state actors, that is, by international organizations and by private organizations who seek to increase their influence and who seek to take advantage of education reform processes to create opportunities for profit.
2. The introduction of public-private partnerships: The test results in low-income countries show that these countries perform poorly in academic terms. These results are used to argue that traditional public schools are low-quality. International organizations then argue that public-private partnerships should be introduced. These kinds of partnerships, known as PPPs, combine public funding with private management of schools. It is believed that this type of management arrangement will produce better academic results, though the available literature on PPPs suggests that these schools do not produce better results when controlling for student background factors (like family income, parental levels of education, etc.)
3. School autonomy and accountability: Another type of education reform that has been promoted by international organizations in response to low test scores is focused on school autonomy and accountability. The idea behind school autonomy is that schools and sub-national levels of government should be given more control over their curriculum and management. This idea is justified by the belief that the central government is inefficient and does not know very well what schools at the local level need most. The type of reform promoted does not only focus on autonomy, however. Autonomy is combined with accountability, where accountability is measured based on how well schools perform on standardized tests. School leaders and administrators working at sub-national levels should, thus, use their increased autonomy to make decisions and to pursue strategies that will increase education quality. While this model is conceptually attractive, there are concerns that it disadvantages schools with fewer resources, that is, schools that are located in marginalized areas and which have been historically disadvantaged.

The individual country case studies confirm these general trends while also showing that there is contextual variability. For example, the case of Paraguay shows that trend #1 from above (privatization through policymaking) was most common in that country. Due to the particularly political context of Paraguay, trends #2 and #3 have not materialized as in other countries. In contrast, the second country case study (Colombia) shows the opposite. Here, trends #1 has not been prominent. Instead, it is trends #2 and #3 that have emerged in practice. The differences across the two countries can be explained by the different evolution of the central state in each case. Although both countries have historically been highly centralized, Colombia, since the 1990s has engaged in a strategy of decentralization in order satisfy regional constituencies who were unhappy with a lack of agency and control in relation to their education systems. Paraguay, on the other hand, is a much smaller country, and one where the central government has always been able to control education politics, including at the local level. Thus, international organizations

and other private organizations have focused their attention at the national level. Here, they have been able to use their financial resources and organizational skills (e.g., related to knowledge production) to introduce decision-making processes where private actors have more say in which educational projects should receive funding.

5. 主な発表論文等

〔雑誌論文〕 計3件（うち査読付論文 2件/うち国際共著 2件/うちオープンアクセス 0件）

1. 著者名 Okitsu, T., Edwards Jr., D.B., Mwanza, P., & Miller, S.	4. 巻 97
2. 論文標題 Low-fee private preschools as the symbol of imagined 'modernity'? Parental perspectives of ECCE in an urban informal settlement in Zambia	5. 発行年 2023年
3. 雑誌名 International Journal of Educational Development	6. 最初と最後の頁 1-18
掲載論文のDOI（デジタルオブジェクト識別子） 10.1016/j.ijedudev.2022.102723	査読の有無 有
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1. 著者名 Edwards Jr., D.B., Okitsu, T., & Mwanza, P.	4. 巻 68
2. 論文標題 Low-fee private schools for early childhood care and education? Insights from Zambia in the context of economic globalization	5. 発行年 2023年
3. 雑誌名 International Review of Education	6. 最初と最後の頁 1-14
掲載論文のDOI（デジタルオブジェクト識別子） 10.1007/s11159-023-09985-x	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 Caravaca, A., Edwards Jr., D.B., Rappeport, A., & Sperduti, V.	4. 巻 15
2. 論文標題 Singapore's educational export strategies: 'Branding' and 'selling' education in a favorable global policy marketplace	5. 発行年 2022年
3. 雑誌名 Comparative Education	6. 最初と最後の頁 33-47
掲載論文のDOI（デジタルオブジェクト識別子） 10.15366/jospoe2022.15.002	査読の有無 無
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 -

〔学会発表〕 計1件（うち招待講演 0件/うち国際学会 1件）

1. 発表者名 Quilabert, E, Moschetti, M., Edwards, D., Caravaca, A., & Grillet, P.
2. 発表標題 Education policy and reform in Paraguay: Privatization of the State and neoliberal bureaucracy
3. 学会等名 Conference of the Comparative and International Education Society (国際学会)
4. 発表年 2022年

〔図書〕 計1件

1. 著者名 Edwards, Moschetti & Caravaca	4. 発行年 2023年
2. 出版社 Routledge	5. 総ページ数 217
3. 書名 Globalization, privatization, and the State: Contemporary education reform in post-colonial contexts	

〔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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