

氏名	Mamadou Saliou DIALLO		
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主査	筑波大学 教授	博士（国際関係学）	ダダバエフ ティムール
副査	筑波大学 准教授	博士（国際政治経済学）	タック川崎 レスリー
副査	筑波大学 助教	博士（文学）	塩谷 哲史
副査	筑波大学 教授	Ph.D.	箕輪 真理

論文の要旨

This thesis has focused on the policy implementation process of the educational reforms in Guinea. It aimed to empirically determine the changes that international development assistance brought to education reform using capacity development (CD) to achieve EFA in the developing countries. As a case study of this global trend in education reform process, this thesis proceeds with an in-depth analysis of CD in Guinea's education system. As such, the study's main purposes are to review Guinea's education reform processes and their relative outcomes; trace the pattern of sustainability of the reform framework put in place during EFA reform; and provide a better understanding and perhaps lessons from Guinea for reform perspectives in comparable countries and regions.

Moreover, the study used the theory of political economy to depict the reform's gradual unfolding through the overall structures of the education system. More specifically, it analyzed the content, context, and actions of the actors involved in the education reform process. Thus, the study argued that although external interventions play an important role in the developing countries' educational reforms, intended reform strategies often lack proper fit, if they are not undertaken with relevant account of local actors. As a result, they fail to adequately address local education needs in many of these countries and presumably in Guinea.

After laying out the rationale for the study in the Introductory chapter and theoretical framework in Chapter 1, Chapter 2 reviewed the existing scholarly work on education development and reform at the global level. Major themes derived from the previously published literature indicate that, globally planned policies noticeably fail to consider a priori local context. Moreover, critical studies investigating the setbacks of such policies on local basis are lacking. Mostly, studies on education development

assistance survey the policy dialogue, adoption and planning but not the implementation process. Furthermore, many of these studies fail in accounting for the innate nature of change policies resistance within a particular system. Hence, Guinea's context illustrates this and serves as a case to fill this gap.

Chapter 3 describes the research design and methodology whereby a case study based on a mixed method of inquiry has been employed to inform this study.

Chapter 4 provides a background of Guinea's education reform. Major achievements under the Education Sector Adjustment Program (PASE I: 1990-1994 & II: 1996-2002) showed some gains in terms of access to the education both by male and female students. However, this study found that little progress made with regard to education quality. The sector continues to face serious structural problems as explained in the following chapters.

Chapter 5 then explores the recent educational reform—EFA program—introduced in Guinea. According to this chapter, despite various government undertakings, intended policy failed to take into account some of the recent developments in the sector, such as the importance of MDGs as well as equity issues. Therefore, for Guinea, quality, equity, and management remain persistent challenges with sectoral institutional arrangement as a central issue.

Chapter 6 then addresses decentralization of CD in education management at the institutional level. According to this chapter, the major patterns from the data reveal that Guinea's historical legacy shaped its institutional dynamics, which resulted in weakening and fragmenting the educational legal framework.

Subsequently, Chapter 7 further analyses decentralized CD in education management at the organizational and individual levels. General observations present a lack of coherence between levels of the education system; lack of integration or low use of ICT in the sector; insufficient resources; scattering of qualified staff; inadequate, heavy, and inefficient structural arrangement.

At last, from the vantage point of these findings, the study concludes that reform interventions in Guinea's education system are apparently ambiguous in their nature, fragmented in their conception, lacking coherence and means to implement planned educational policy. Problems of readability, sustainability, and harmonization of the sector's gains and actions intricately impede the system from thriving.

Moreover, implications from these findings suggest that reform addressing critical sectoral issues such as education management in developing countries, including Guinea should derive from grassroots level and ensure full adherence/empowerment of local constituencies. Also, given the elasticity of the CD concept, further research should explore its implication on access and quality aspects to education.

審査の要旨

1 批評

Recent international development assistance to education development and reform process has emphasized improved governance for better aid and public service delivery and effectiveness in the developing countries. In this respect, capacity development has been considered as a widely approved mechanism of implementation. As such, and from an insider perspective, this thesis contributes to the ongoing discussion on capacity development and its relevance as a new approach in international

development assistance to education in developing countries.

There is a growing criticism surrounding the relevance of this intervention approach on intended settings. Part of these dissident views denounces the global nature of reform initiatives and their lack of sufficient internalization into given realities. Yet, voices from end-users remain inaudible in effectively exposing country-case experiences with global education policies, their merits and demerits, and possible ways of improving their relevance. In this sense, this study fills in the gaps in existing literature by focusing on the structural problems related to the international development assistance to education in the developing countries.

Moreover, addressing today's educational challenges faced by developing countries, involves surmounting some controversial positions. As within the existing discourse, it is not rare to come across studies that tell us recent education reform has been pressured from outside and that is why it did not work. This study also emphasizes that the colonial structure is, actually, responsible for the failures of the educational reforms which further exacerbates underperformance and eventually lead to corruption. This thesis acknowledges these issues and further states that not only external parties are to blame for the failures of educational reforms in Guinea. One of the most important and critical findings of this thesis claims that that external, central and local actor all play equally important role and have equal responsibility for the failure of reform interventions.

Furthermore, in many African studies, it is always claimed that colonial past is responsible for the current educational status in many developing countries. And that the African elites and its composite have nothing to do with such situation rather it is the colonial powers and their inherited structures. Indeed, the colonial inheritance can be partly invoked in this regard. But, as this thesis have argued, the full responsibility rests upon national governments, since higher government officials entrusted with reform programs often are the ones that complicate the process.

Given the volume of the material, the presentation of the arguments in this thesis has sometimes been complicated and not explicit. However, this minor deficiency does not negate the valuable contribution of this study to the field of international education development and its findings can relate to Guinea, other African states and to the large majority of developing countries.

2 最終試験

The final examination committee conducted a final examination on January 27, 2020. The applicant provided an overview of the dissertation, and addressed questions and comments raised during the Question-and-Answer session. All committee members reached a final decision that the applicant passed the final examination.

3 結論

Therefore, the final examination committee approved that the applicant is qualified to be awarded a Doctor of Philosophy in Social Sciences.