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【概要】

この報告書は EDU-Port ニッポンについて包括的な学術的検証を試みている。当事業が政策として浮上する歴史的、政治経済的、政策的背景の分析に始まり（第1章）、関連する先行研究論文の批判的検討を通じた分析概念の整理（第2章）、当事業の政策的枠組みを検証した後（第3章）、2020年6月時点で終了していた EDU-Port の支援を受けた 52 のパイロット事業の分析に移る。具体的には、全事業の傾向分析をするなかで、事業を 5 つの類型に分けている（第4章）。その後、類型ごとの傾向を事業者を対象に行ったアンケート調査の結果から（第5章）、そして、ケーススタディーの事例として選んだ 8 事業の担当者からの聞き取り調査から浮かび上がらせる（第6章）。第7章と第8章においては、フィンランドとシンガポールにおける教育の海外展開事業を分析することで、国際比較の視点から EDU-Port の特徴を検討する。終章では、これらの分析結果を総括して、今後あるべき EDU-Port の方向性を示唆している。

【Abstract】

This report provides a comprehensive analysis of the so-called EDU-Port, the MEXT-led private-public consortium, which was established in 2016 to facilitate international export/collaboration around 'Japanese style education.' The report begins with a historical analysis of the policy context out of which the EDU-Port emerged, tracing the last 50 years of MEXT's involvement in international collaboration in education (Chapter 1). Against this historical backdrop, the report critically reviews some of the recent scholarship directly relevant to the EDU-Port, and, in so doing, establishes a normative standpoint from which to assess its efficacies (Chapter 2). Then, the report proceeds to the actual assessments of the EDU-Port, first investigating its policy framework (Chapter 3) and identifying the overall trends as observed from the project reports submitted by the 52 EDU-Port-sponsored programs (Chapter 4). Building on these preliminary assessments, the subsequent two chapters provide quantitative (Chapter 5) and qualitative studies (Chapter 6) of the experiences of Japanese grantees who were involved in the export/collaboration of 'Japanese style education' overseas. These two chapters reveal both the highly problematic nature of the EDU-Port, a lack of awareness around 'collaboration' and 'mutual learning' among the grantees, the two key central concepts required for EDU-Port to address the inherently hierarchical relationship between Japanese and overseas partners. These chapters reveal that they did not practice a more ethically sound approach to international collaboration in education, proposed by some of the Ministry officials and EDU-Port Steering Committee members. The chapters also suggest, however, that some grantees were successfully practicing two-way learning and authentic collaboration, hence suggesting EDU-Port's potentials as a normatively sound, new educational development project. Chapters 7 and 8 focus on the comparable

private-public consortiums around educational collaboration/export in other nations, with Finland and Singapore as two exemplary cases. These chapters serve to identify the particular features of the EDU-Port when examined through international comparisons. The final chapter brings all the analyses together and offers a set of recommendations towards the notion of EDU-Port 2.0 as a learning project, which is arguably more normatively sound and justifiable.

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