

早稲田大学 グローバルCOE 「アジア地域統合のための世界的人材育成拠点」  
調査研究支援スキーム 成果報告

所属 アジア太平洋研究科・博士後期課程 学年 1年 氏名 林真樹子  
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渡航地（国・都市名）

Phnom Penh, Cambodia

リサーチ目的

The primary objective of this research to be conducted in Phnom Penh, Cambodia is to pursue an internship at UNESCO Office in Phnom Penh to take part in various projects and workshops related to my central research theme on the promotion of inclusive education in Cambodia as well as in the Asia-Pacific region. As the hosting country of *The EFA Regional Flagship Workshop in Asia on the Right to Education for Persons with Disabilities towards Inclusion: Assessing Achievements on the Implementation of Inclusive Policies towards EFA*, this internship will encourage me to promote the networking and collaboration among various stakeholders involved in this particular field of research ranging from academic scholars, donor agencies, non-governmental organizations and diverse technical departments within Cambodia which will enable me to facilitate my own qualitative field research in the near future. The second objective of this research is to conduct respectively a qualitative field research involving qualitative semi-structured interviews (open-ended questions) with all the actors involved in the supply side and the demand side of special needs education and inclusive education in Cambodia, in particular within public schools promoting inclusive educational settings and special schools run by NGOs.

研究課題

**Comparative Policy Analysis of Special Education Needs towards Inclusion in the Asia-Pacific Region ~ Qualitative Research of Effective SEN Implementation in Cambodia~**

The central theme of this research on special education needs towards inclusion in the Asia-Pacific region concerns an in-depth situational analysis of SEN and IE policies in National Education Strategic Plans (2003-2010) and available Policies for Inclusive Education from 15 developing countries in the Asia-Pacific region. Analysis of current educational strategies for groups with SEN will reveal the impact of the Salamanca Statement on national governments since 1994 at the policy level. Furthermore, in order to search for the most effective ways of SEN/IE implementation in the context of developing countries in the Asia-Pacific region, I aim to elaborate investigation on the existing constraints and challenges identified within three main levels; firstly policy, secondly the supply side and thirdly the demand side of SEN/IE. One of the goals of IE as set forth in the Salamanca Statement is to remove discriminatory attitudes towards those with special education needs and to provide high quality education for all children and youth. Despite such justification, I take in view that the feasibility of its principles encounters numerous constraints and problems in terms of effectiveness. Hence, research into the underlying constraints, problems as well as effective ways of IE implementation is the second central focus of this particular research.

## 成 果

### Internship at UNESCO Office in Phnom Penh, Cambodia

Having been appointed as the focal person of the Regional Workshop as mentioned above (EFA Regional Flagship Workshop on Inclusive Education), I have had various opportunities to establish my network and develop concepts and ideas on inclusive policies and practical implementation strategies in Cambodia as well as in other parts of the Asia-Pacific Region. In terms of networking, I have had series of communication with UNESCO staff working in Paris, Headquarters and the Regional Bureau in Bangkok besides UNESCO Phnom Penh Office. This has elaborated within the UNESCO expertise, those working in this area of inclusive education which will help me to facilitate interviews in the future. Not solely limited to UNESCO staff involved in the development of concepts and implementation activities, but the communication that I have had with different scholars and experts has certainly helped me to understand the current ongoing discussions and the existing conflicts within this area of inclusive education. The problematic aspects of putting forward inclusive education in many of the countries including Cambodia, Thailand, Laos PDR and Vietnam are that these countries are already faced with constraints in terms of access and quality education in public schools which makes the implementation of innovative approaches such as inclusive education and schools difficult to put forth. There is much advocacy about inclusion in place now, but I have observed and clearly understood that ideas, guidelines and concepts about inclusive education is preceding over practical implementation strategies, and that discussions not on advocacy but practical solutions on how to go about implementing inclusive policies should be the priority issue at present.

### Qualitative Field Research in Cambodia from 1<sup>st</sup> October to 21<sup>st</sup> December, 2007

Field visits to public primary schools run by a local Cambodian NGO in Phnom Penh have revealed several crucial aspects about inclusive education. First, semi-structured interviews consisting of open-ended questions with teachers as well as students with disabilities has revealed that inclusive educational settings in public schools have positive impact on the students with and without disabilities. That is, teachers have noticed that students without disabilities tend to show respect to their peers with disabilities and are willing to help and cooperate with them during classes. Moreover, students with disabilities have answered that an inclusive educational setting empowers them to compete with other students without disabilities to show them that every student can perform just the same whether they have a disability or not. On the other hand, however, teachers have strongly expressed concern of their capability to meet the needs of students with disabilities in terms of sign language and Braille as they have not received enough and sufficient training. Through observation of classroom settings, I have recognized a sense of isolation with students with disabilities sitting in one part of the classroom and other students dominating the classroom space. In addition, at certain moments, it was obvious that some students with disabilities were or could not follow the class.

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