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Education for Migration: schooling, development policy and the Filipino aspiration to emigrate

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論　文　内　容　の　要　旨

This thesis combines study of the history of education as a tool of political socialisation in the Philippines with research into the linkages between education and the phenomenon of labour migration. It begins by analysing the Philippines' broader record as an 'anti-developmental state' and the relationships among politics, educational development and economic dysfunction. It then attempts to explain the relatively weakness or ineffectiveness of schooling in inculcating a cohesive sense of Filipino nationhood, and discusses its implications for the Filipino propensity to migrate. The Filipino 'culture of migration' is a topic that has attracted significant interest across the social sciences. However, to date, research into the relationship between education and this phenomenon has largely been confined to technical studies of skills development and processes of certification for overseas work. By contrast, this thesis argues that socialization towards labour migration begins in school. By historicizing the relationship between the pattern of Filipino state formation developmental policy and education, it traces the inception of Filipinos' emigrant dreams.

The enduring backdrop to this migration narrative, especially in the period since the 1970s, is the phenomenon of Filipino underdevelopment, an indictment of the failure of education to spur economic and social development. The research for this thesis goes back to the colonial era, showing how the origins of a fragmented and weak approach to promoting shared consciousness of nationhood, along with an internationalist orientation (especially focused on America) can be traced back to that period. From that time also, a highly stratified education system has entrenched profound social inequality, with state weakness and elite rent seeking contributing to prolonged economic stagnation. In this context, it has suited powerful vested interests to direct popular aspirations outwards, towards the international labour market, using migration as a 'safety valve' to minimize domestic political discontent.

The thesis further shows how, from the 1970s, state sponsorship of labour migration accelerated the exodus of professionals and highly skilled workers, using the education system and systems for the certification of 'skills' to facilitate this process. Today, Overseas Filipino Workers (OFWs) are hailed in school texts as 'modern day heroes', and celebrities who have

‘made it’ in America or elsewhere are feted as models of Filipino success, reinforcing the message that patriots seek fame and fortune abroad. The status of English as the main medium of instruction has meanwhile been maintained, ostensibly to ensure the employability of Filipinos overseas.

This thesis makes a highly significant and original contribution to our understanding of the roots of labour migration in the contemporary Philippines, focusing on the role of the school curriculum in contributing both to a relatively weak or loose sense of ‘Filipino’ identity, and to fuelling popular aspirations to live and work abroad. Using archival and published sources, it investigates changes to key curricular areas – History, Civics and Language – as well as the factors influencing them. This study thus illuminates both the causes of labour migration, and its implications for state formation and development in the contemporary Philippines. It also discusses the wider significance of the Filipino case in comparative perspective.