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

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https://hdl.handle.net/2324/2556276

出版情報：Kyushu University, 2019, 博士（教育学）, 論文博士
バージョン：
権利関係：

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論　文　名	Education for Migration: Schooling, development policy and the Filipino aspiration to emigrate（フィリピンの労働移民現状と教育の関係：学校教育、開発政策と移民への熱意）
論文調査委員	主査　九州大学　教授　Edward VICKERS 副査　九州大学　教授　竹熊　尚夫 副査　九州大学　教授　野々村　淑子 副査　九州大学　准教授　飯嶋　秀治 副査　九州大学　准教授　SEVILLA ANTON 副査　Hong Kong University of Education　教授　Bob ADAMSON

論 文 審 査 の 結 果 の 要 旨

The committee members agreed that Mr. Maca's thesis constitutes an ambitious and illuminating investigation of the historical origins of the phenomenon of Filipino labour migration, specifically as it relates to education. As such, it makes a highly significant contribution not only to our understanding of the Filipino propensity to emigrate in search of employment overseas, but also to the broader field of Education Studies in the Philippines.

The thesis comprises a portfolio of published papers, addressing issues ranging from the relationship between education policy and the 'underdevelopment' of the Philippines (by comparison with the 'East Asian Tigers'; the role of education policy in promoting labour migration during the Marcos dictatorship (from the 1970s-1980s); the origins of education's role in promoting labour migration and the related aspiration for an American lifestyle during the early 20th century colonial period; two papers addressing the role of the school curriculum in political socialization (one a more general historical overview, another focusing specifically on the portrayal of the Philippines' relationship with Japan as a national 'other'); and a study of the role of official systems for accrediting technical qualifications in facilitating the migration of female 'entertainers' (often destined for work in the illicit sex industry) to Japan from the 1980s to early 2000s. The papers are collated in a coherent manner, and accompanied by an introduction that provides a thorough overview, providing an overarching context and rationale for the separate studies that follow.

As Maca himself points out, scholarship on Education in the Philippines is overwhelmingly dominated by technical studies aimed at 'improvement' of the existing system. Very little scholarly attention has been devoted to the critical analysis of the political, social and cultural forces that have shaped the development of that system. In this respect, Maca's thesis represents a landmark – both in terms of its own findings, and in framing an agenda for future scholarship. More specifically, Maca shows how key features of the education system in general,

and the school curriculum in particular, have both reflected and been designed to reinforce the Filipino propensity to migrate overseas in search of work. He further relates this phenomenon to key social, political and cultural features of Filipino society, notably the legacy of American colonialism and the enduring power of the 'cacique' landowning class.

During the oral examination, a number of questions were put to Mr. Maca regarding his research, all of which he answered satisfactorily. The issues raised related to: the genesis and coherence of his study; his verdict regarding what constituted the key historical 'turning point' in terms of the relationship between education and migration; whether this relationship should be understood more as a (top-down) 'strategy' or a (bottom-up) social movement; the relevance of the case of the 'Japayuki'; the representation of 'model citizens' in the school curriculum; the role of 'theory' in his analysis; and his analysis of agency. In each case, Mr. Maca offered cogent and thoughtful answers. For example, he explained that while the origins of the labour migration phenomenon are conventionally traced to the Marcos era, there are good historical grounds for identifying the seeds of this much further back, in the American colonial period. He also stressed how, from the perspective of political elites, a key motive for promoting labour migration has been to direct the energies and aspirations of educated youth outwards, thus diverting (or releasing) forces that might otherwise have built up into pressure for political reform, or revolution.

The committee was therefore unanimous in agreeing that, in academic terms, Mr. Maca's thesis meets the standards required for the degree of Doctor of Philosophy.

{よって，本論文は博士（教育学）の学位に値するものと認める。}