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Abstract of Thesis

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Title	School education and family involvement in children's preparedness for school to work transition in rural Madagascar (マダガスカル農村部の子どもの学校から仕事への移行準備における学校教育と家族の関与)
Abstract of Thesis The objective of this study is to understand the dynamics that shape young people's preparation of school to work transition (SWT) in the rural area of Madagascar focusing on school, family, and parents in particular. Different theories try to understand how to make a smooth SWT for youth who have difficulties integrating the labor market compared to their adult counterparts. Generally, the study of SWT is divided into two stages, the preparation of the children and young people, a period where they are given the skills they need for their future occupation, and the part where they use the skills they acquired to actually access employment. This study focuses on the first stage when young people are preparing for their transition. In this study, readiness is defined as young people's adaptivity in making the transition from school to work. It is characterized by generalizable work skills, a clear and realistic plan for the transition, optimism about their plan, and resilience in face of obstacles. Such characteristics are investigated by looking at the aspirations of young people, considered life plans, from different angles under the constraints of school and family. While the study of SWT predominantly uses quantitative analysis based on extensive data collected by international organizations such as the International Labour Organization (ILO), aiming for comparison across countries, it is proven that SWT is much context-dependent even within seemingly homogenous regions. Moreover, the majority of programs meant to increase employment and earning are known to be ineffective unless they are particularly tailored to target multiple constraints, specific needs, and particular contexts of the beneficiaries. Among these contexts, parents and families are known to have a strong influence on SWT, and recent studies showed that Madagascar is one of the developing countries where such claims hold the most. As such, it is crucial to shift the focus from the usual broader perspective and try to understand young people's SWT from their microenvironment. This study focuses on school and family where students spend a significant part of their time for their preparation. While many studies look at SWT from human capital approach, this study introduces human capability approach to highlight the effect of structural realities such as schools on the individual experience. It also posits that education is not always about immediate employability and production but about life and what it means to be a human being. It presupposes that decent employment should maximize wider human needs such as individual values and motives, and aspirations are not poor people's deficit that needs to be fixed but life projects that the individual nurtures in response to their structural obstacles and the resources available to them. Three case studies were used to answer three research questions. All the studies were conducted in the Itasy region, one of the 23 regions of Madagascar. First, a questionnaire survey was conducted with 199 upper secondary school students from the only two public schools in the selected area to explore the influence of school in students' preparation for school to work transition. A second case study was conducted using semi-structured interviews with 37 students from the previous two schools and three other private upper secondary schools to understand students' aspiration patterns and how they were influenced by their background characteristics. The last case study was conducted using semi-structured interviews with 21 participants, parents and children, from 7 households in a rural village in the same area as the schools. The first case showed that at the primary school level, the underlying motivations of the students were directly observable through the jobs they wanted to do; many want to help their country, communities, and families. At the upper secondary level, however, this motivation was hidden under the categories of jobs they chose. Their motives seemed to fade with time but a deeper analysis showed that they were the main reasons that eventually prompted them to choose occupations that are more appropriate for helping their communities. The	

students' choice did not only depend on perceived self-efficacy, outcome expectations, or personal goals but shared values among them, 'helping society'.

The second case revealed that students in this *commune* in the Itasy region can be divided into four types according to the evolution of their aspirations. The first type includes students who have their aspirations unchanged; in some instances, this was due to the lack of a better alternative, mostly linked to being the eldest children in their families, which probably meant they were burdened with duties or obligations. The others do not change their plans because they have full confidence in their choice and are supported by their parents and role models, added to their high performance at school. The second type of students includes those who lower their aspirations to meet their experiences and observations. Entrepreneurship is a salient feature of the last two types of students. Some would become entrepreneurs only if they were free to choose. They often have very clear projects and ways to help their communities in mind. Technical education and even only practice-related subjects could enhance the likelihood of choosing entrepreneurship, particularly when students are aware of the resources available to them and how their education can help achieve their goals. Other students have entrepreneurship in mind as an alternative plan, which could be understood as being survival entrepreneurship. Some also seem to use it as a way out of the pressure from their parents and peers. However, the details, precision of their projects, and passion with which they tell their plans show that they have well-thought-out entrepreneurship ideas. The study showed young people's aspiration reassessment and adjustments according to different factors. Those who choose to be entrepreneurs, be it a dream job or an adjusted choice, want to use innovation and development to achieve a better future. They will certainly face challenges that will make them continue to reassess and readjust the process, and one may suggest that the government should step in to help. However, individual initiatives might stem from the lack of cohesion between government institutions, which compels the individual or the family to bear the burden of SWT. The question is whether such efforts from the individual and the desire to help society would remain if the government strengthened the institutions to facilitate a smoother transition to work.

The last case about parents' involvement found that parents have determining role in shaping young people's school to work transition aspirations. There are differences between rich and poor parents, and also between flexible and authoritarian parents but commonly, they have a limiting effect on children's education, to what they judge as enough education or satisfactory employment. They think of means to give them the right set of skills they need to survive in the rural area. For the parents, the greater good for family instead of the individual is at the center of their decisions and their children are not necessarily against such decisions.

Compared to previous studies that focus on the effectiveness of the education system or the SWT institutions in given countries, this study tried to understand SWT from the point of view of the participants and how they live their preparation. It looked at the views of the young people under the constraints of school and family. The results showed both school and family play significant roles in children's SWT. However, school does not necessarily mean academic achievement, but instead, hold symbolic values. The expected education outcome is defined by the local context and by the individuals. In this particular rural area of Madagascar, people do not necessarily think of immediate employment and production even if they get to a high level of education. Education can help inculcate values or give status and that is valued by parents. However, the lack of continuity between education and work in practice pushes people to find alternatives to teach skills needed for life. For them, working skills are best either taught by parents themselves through work or having recourse to non-formal training. In the same way, success in SWT may need new definitions depending on the context it is used.

Parents are considered part of unchangeable "circumstances", especially in the equality of opportunity principle applied to SWT. In rural Madagascar, they seem to be part of the dynamic process itself. As the individual is intimately linked to his/her family, it was more appropriate to study SWT taking the household instead of the individual as a unit. Guaranteeing the freedom (capability) of the individual might hinder the freedom of the family which is not well perceived in rural Madagascar in particular. The part on family in this study only focused on immediate family, however, it would be of interest to see how extended family or the community such as villages or churches at large play their roles where family has such strong influence. Further studies would also be needed to confirm their involvement when the children actually transition from education to work, with the tensions between labor market state, children's aspiration, and parents' expectations.

論文審査の結果の要旨及び担当者

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論文審査の結果の要旨

本論文は、マダガスカル農村部の子どもの学校から仕事への移行のダイナミクスについて、学校と家庭、とくに親の関わりに焦点を当て、検討したものである。学校から仕事への移行（school to work transition: SWT）は、重要な研究領域であり、先行研究は大きく2つに分けることができる。一つは、子どもの仕事への移行準備のために必要となるスキルのあり方を議論するものであり、もう一つは、実際に雇用されるために必要となるスキルの活用についてのものである。本論文は、前者であり、子ども（若者）の SWT準備を多面的に分析している。

第1章では、導入部分として、SWTをめぐる用語の定義をはじめ、研究の背景と研究遂行のための根源的な理由を明示し、研究目的の設定へと繋げている。リサーチクエスションは、学校はいかにマダガスカル農村部の若者の職業志望に影響を与えているのか、個人背景は若者のSWTのパターンにどのような影響があるのか、そして若者のSWTを規定する親の役割はどのようなものなのかである。

第2章は、SWTに関わる文献レビュー、とくに学校、家族、個人との関係で行い、本研究の位置づけと研究の重要性、理論的な枠組み、学術的価値を提示している。SWT研究では、労働市場理論、人的資本理論、シグナリング理論などが利用されるが、近年、仕事に対する満足度や働きがいのある人間らしい仕事という考え方が導入され、個人やその周辺に焦点を当てる重要性が認識されている。そのような背景から、本論文においては、アマルティア・センに起源をもつクリティカル・ケイパビリティ・アプローチを援用している。第3章は、対象国、地域であるマダガスカルおよびイタシ地域の初等・中等教育や社会環境について、必要な情報を提供し、第4章は、方法論として、研究対象地区の概要と3次にわたるフィールドワークの概要、調査の方法を提示している。第5章から第7章は、3つのリサーチクエスションに対応し、段階的に行われたケーススタディで構成されている。

第5章は、SWT準備における親と教師の役割を質問紙調査結果から論じている。若者の職業選択においては、親の影響が大きく、教師の役割はわずかであることが明らかになった。また、仕事の選択として、社会やコミュニティに対する貢献を意識する者が多いことが特徴的である。第6章は、子どもの個人背景とSWTの関係について検討するため、37人を対象として、半構造化インタビューを行っている。その結果、4つのパターンに分類し、親の教育歴、職業選択の幅、職業志望の変容などから検討し、SWTには家族要因が強く働き、起業することに肯定的な考えを有していることが示唆された。第7章は、SWTにおける親の関与について検討し、親の意向が子どものSWTに決定的な影響を与えていることを明らかにした。とくに興味深い点は、教育歴の高い親にとっても、過剰に普通教育を受けることに否定的であること、および家族がSWTを考える基盤になっていることである。

本論文で明らかになったことは、次のとおりである。学校と家族は一定程度、子どものSWTに影響を与えているが、学校のそれは認知的な能力の向上では必ずしもない。高い教育を受けたとしても、それによるSWTへの影響はさほど大きくない。SWTにおいて学校教育の役割は相対的に小さく、親の影響が大きいことは、家族農業の中で必要なスキルの修得が行われることを想定している。従来の研究がSWTに対する教育システムの効率性が議論の中心であるのに対して、若者の職業に対する考え方を検討し、彼らが仕事への移行において、身近な環境である学校や家庭をどのように活用あるいはそこから影響を受けているか、当事者の視点から理解しようとする点で独創的である。このような結論は、従来のSWT研究の分析を個人から家族単位で行う重要性を示唆するものでもある。

以上より、本論文は博士（人間科学）の学位を授与するのにふさわしいものと判定した。