



ALBERTA
FILIPINO
LEADERS
CONFERENCE

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HERITAGE & EDUCATION

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CURRENT SITUATION

An article in the Los Angeles Times (Schoenberger 1994) described overseas Filipinos, as follows:

“Distinctive among the huddled masses of global economic migrants, overseas Filipino represent the elite, high end of the labor market. They are generally well-educated and usually accomplished speakers of English. But like other itinerant workers, they lack opportunities in the dysfunctional Philippine economy, so women with college degrees serve as MMD’s in Tokyo and Hongkong. Filipino business graduates dominate the mid-level

Filipinos believed that there is goal in education that it acts as an equalizer among those of different social classes and status. Parents invest in their children’s education and it is a common practice in many households to prominently display any evidence of their accomplishments. Professional titles usually become the colloquial names and identities for sons and daughters in the community. Attachment of an educational degree accords respect and dignity not only to the individual but also to the whole family.

Despite the Philippines being a predominantly agricultural country, it’s ironic that professionals nerve towards the industrial and information sectors for higher prestige; i.e. medical doctors, engineers, lawyers, being gentleman farmers is an occasional choice.

However, baby boomers in their retirement take farming, tending orchards, gardens and “hacienda” as hobbies. A small dent in developing the country’s agricultural wealth. A rice producer before it’s now a rice importer and at times hoarders.

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Migrants to North America, second generation Filipinos gear more toward marketable and practical trade jobs that pay well than university degrees. Journeyman, piping technicians, plumbers, electricians attract the young generation due to high pays. Hopefully, this fills the gap for skills and expertise in an industrialized developed country.

Coming to Canada is certainly not smooth sailing for all Filipino women. Pre-migration selection criteria highlight education, language and work experience as the three most desirable characteristics in the labor market. Immigration policy aims to “match the human capital of immigrants with labor market conditions”(Haddow and Klassen, 2006)

The point system measures skilled immigrants but it is by no means a guarantee of eligibility for employment in a desired occupation. To Canada are often not adequately advised that their education and professional qualifications could have little bearing on their actual employability.

Women who migrated before they reached 17 years of age tend to have comparable labor market participation to the native-born (Huang 1997. In terms of educational attainment and therefore, earning potential (Schaafsma and Sweetman 2001) argue that “age of immigration matters” in Canada. Young, unmarried Filipino women tend to upgrade their education to reach parity with Canadian standards. More of them are able to juggle work and school than their older, married Filipino women.

Filipino youth need only look to the struggles of their parents (or even themselves) to begin to piece together solution to problems not only in schools, but in the greater Filipino community. The aspect of parental memory and experience influencing students, perspective is unique to this research by relating their academic performance to a sense of obligation in return for their parent’s sacrifice, post memorized serve as homage’s to the youth’s desire to fulfill their legacies of their parents intended upon migration.

THE FUTURE

OF THE FILIPINO CANADIAN IN HIGHER EDUCATION

These findings indicate that in the home, high schools, colleges, and universities, Filipino students have support system that have allowed them to excel in their education. Parents, teachers and personal motivation all contributed to successful High School completion and facilitated entry into Post- Secondary institutions, in fact that respondents credited to their success.

The risks of poor educational attainment are still understated within the community. Minority representation and poor role model support still greatly carry on into higher education. Support system in the form of positive systems such as peer groups, familial financial contributions and physical presence, monitoring and guidance through high school may not always be experienced by all students. As such, not all are equipped with resources for post- secondary attendance. Being minorities, remains central to the success of their educational experience.

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