Migrant Education in China

Ms LI Renzhu
Division Director
National Center for Education Development Research
China
International students

Internal temporary migrant students

Migrant Education
Why internal

- Large area with different sub-areas
- Diversified economic development
- Shared cultural background with regional differentiation
- Similar challenges and problems
Internal Temporary Migrant Education

1. Background
2. Current Situations
3. Challenges
4. Policies and Strategies
Background

- Household register system (residence registration, HUKOU)
  - Educational fund allocation system
  - Administration system
  - Welfare system

- Dualistic structure
  - Transform from planned economy to market economy
  - Population shift from rural areas to urban areas
Migrant population

- Before 1980, 2 million
- 1984 A Notice on Issues Concerning Farmer’s Registration for Residence after They Have Entered the Market Towns promulgated by the State Council
Migrant population

- 1984: 20 million
- 1993: 60 million (15% of rural labor)
- 2000: 100 million (5th census)
- 2005: 150 million (10% of whole population)
Flow of internal migrant children

- Sending provinces
  - Sichuan, Anhui, Hunan, Henan, Jiangxi, and Hubei (54.04%): 

- Receiving provinces
  - Guangdong, Shanghai, Jiangsu, Beijing, Zhejiang and Xinjiang (62.9%):
Temporary migrant children in Beijing

- 1997: 160,000 (7.05%)
- 2000: 201,500 (9.54%)
- 2006: 500,000 (14.1%)
Problems and challenges

1. Access
2. Integration

   - Linguistic
   - Teaching material
   - Cultural
## Access

<table>
<thead>
<tr>
<th>Age</th>
<th>Are going to</th>
<th>Are not going to</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>98.4</td>
<td>1.6</td>
</tr>
<tr>
<td>8</td>
<td>99.2</td>
<td>0.8</td>
</tr>
<tr>
<td>9</td>
<td>98.7</td>
<td>1.3</td>
</tr>
<tr>
<td>10</td>
<td>98.4</td>
<td>1.6</td>
</tr>
<tr>
<td>11</td>
<td>97.9</td>
<td>2.1</td>
</tr>
<tr>
<td>12</td>
<td>96.4</td>
<td>3.6</td>
</tr>
<tr>
<td>13</td>
<td>93.0</td>
<td>7.0</td>
</tr>
<tr>
<td>14</td>
<td>84.6</td>
<td>15.4</td>
</tr>
</tbody>
</table>
## Access

<table>
<thead>
<tr>
<th>Areas</th>
<th>Key public schools</th>
<th>Public schools</th>
<th>Private schools</th>
<th>Non-formal private schools</th>
<th>Schools for temporary migrant children</th>
</tr>
</thead>
<tbody>
<tr>
<td>East</td>
<td>6.3</td>
<td>70.3</td>
<td>9.2</td>
<td>4.7</td>
<td>9.6</td>
</tr>
<tr>
<td>Middle</td>
<td>6.9</td>
<td>63.6</td>
<td>14.6</td>
<td>8.0</td>
<td>6.9</td>
</tr>
<tr>
<td>West</td>
<td>12.9</td>
<td>84.5</td>
<td>1.5</td>
<td>0.2</td>
<td>0.9</td>
</tr>
</tbody>
</table>
What’s found and why

- The enrollment rate of temporary migrant children is almost the same as that of national level in primary schools, but in junior high school, the rate is lower.
- Migrant children’s schooling condition are simpler.

The educational funds are allocated according to the residence registration, not by residential population, Extra money for education.
Challenges

Integration

Studies
Curriculum
Teaching materials

Culture
Linguistic
Economic
Cases of solutions

1. From regulation, Wuhan
2. From both sides, Shanghai
3. From receiving city, Beijing
4. From sending province, Anhui
Experiences from Huoqiu, Anhui province

- In 1980’s, Ms Zeng Fanying (teacher from Xiadian Town, Huoqiu) established the 1st school specially for temporary migrant children from Huoqiu county in Shanghai. Now, the amount of these schools have been reached 13, which include both primary schools and junior high schools.

- An administrative office is set up in Shanghai by Huoqiu County Education Bureau to support these schools.

- There are nearly 300 schools established now for temporary migrant children from Huoqiu outside Anhui province, mainly located in Shanghai, Guangdong, Zhejiang and Jiangsu.

- There are 20,000 migrant children from Huoqiu studying in Shanghai now.
Policy thinking

- Threshold
  - reducing disparity
  - normal running of receiving cities
- The responsibility of both sending and receiving provinces/countries
  - Coordinating between two sides
  - “Schooling records” of students issued by sending provinces/countries carried by migrant children
  - Supplementary courses based on actual curricular needs of migrant students by receiving provinces/countries
Brief overview

- 820000 students and scholars to 108 countries or regions since 1978
- Majority of students are self-supported
- Both sending and receiving country
### International Students from Both Sides in 2005

<table>
<thead>
<tr>
<th>Type</th>
<th>Government Scholarships</th>
<th>Self-supporting</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>To China</td>
<td>7,218</td>
<td>133,869</td>
<td>141,087</td>
</tr>
<tr>
<td>From China</td>
<td>11,057</td>
<td>106,500</td>
<td>117,557</td>
</tr>
</tbody>
</table>
Policy of Chinese government

- To support students and scholars studying abroad
- To encourage them to return to China after their completion of studies and
- To guarantee them the freedom of coming and going
Student’s preparation

- Language training

- Orientation on cultural backgrounds of target country
Government’s role

- Ensuring the benefit and safety of Chinese students (new branch was established in MOE; evaluation and accreditation of intermediary agencies)

- Attractive policies (Government scholarship for self-supported students, “favorable policy package” for returnees)
谢谢！
Thank you!
Merci!

lirenzhu@moe.edu.cn