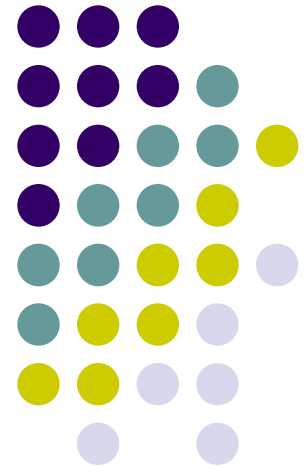
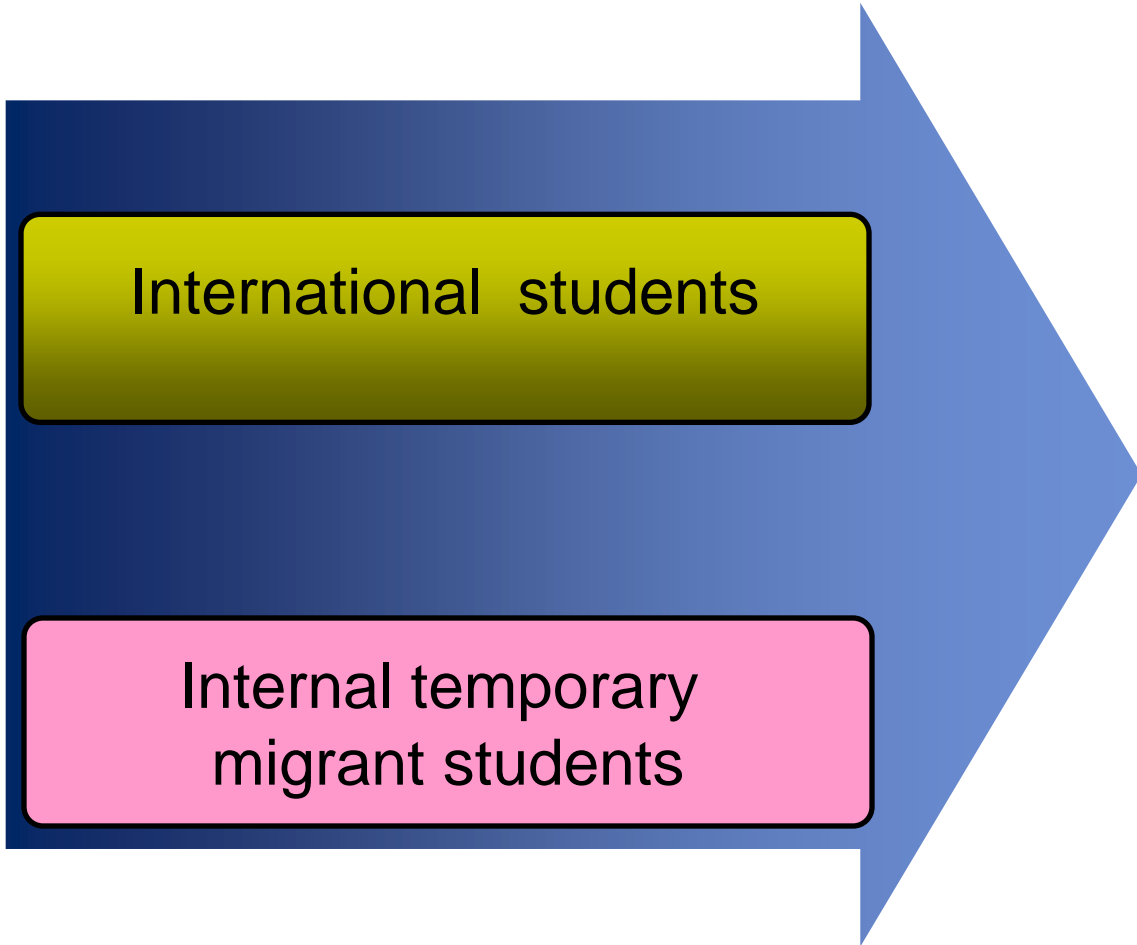


# Migrant Education in China

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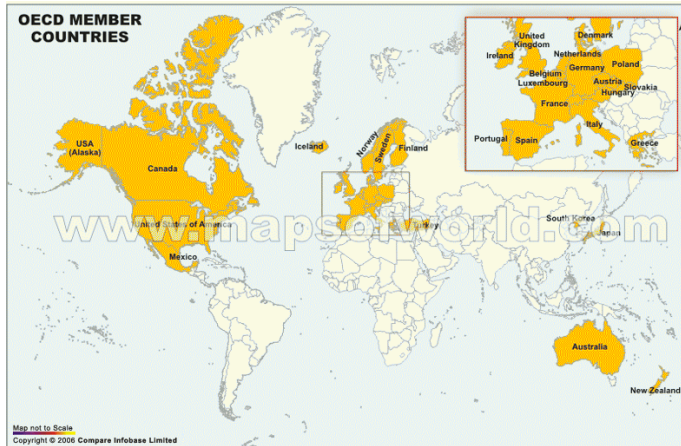


International students

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

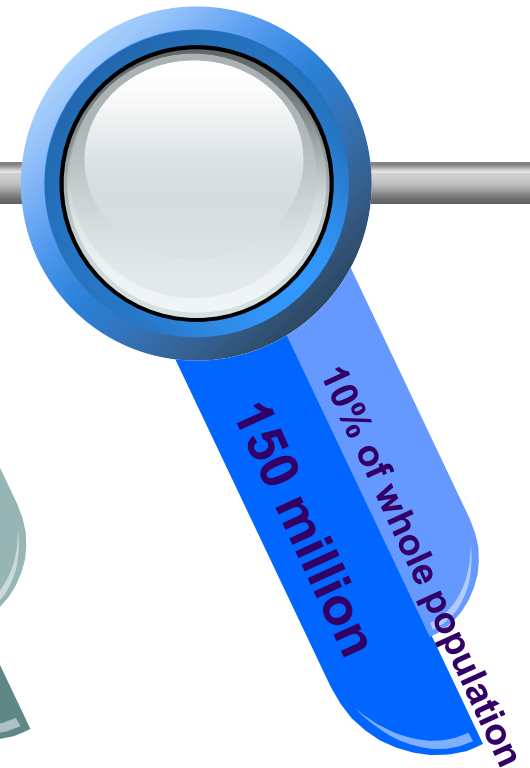


- Before 1980, 2 million
- 1984 A Notice on Issues Concerning Farmer's Registration for Residence after They Have Entered the Market Towns promulgated by the State Council

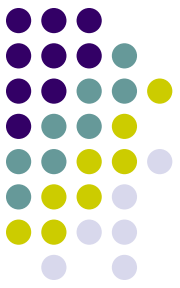
# Migrant population



1984 → 1993 → 2000 → **2005**



# 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

2000

2006

160,000  
7.05%

201,500  
9.54%

500,000  
14.1%

# Problems and challenges



1

Access

2

Integration

Linguistic  
Teaching material  
Cultural

# Access

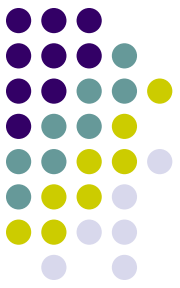


What percentage		
Age	Are going to	Are not going to
7	98.4	1.6
8	99.2	0.8
9	98.7	1.3
10	98.4	1.6
11	97.9	2.1
12	96.4	3.6
13	93.0	7.0
14	84.6	15.4

# Access



<b>Where</b>					
Areas	Key public schools	Public schools	Private schools	Non-formal private schools	Schools for temporary migrant children
East	6.3	70.3	9.2	4.7	9.6
Middle	6.9	63.6	14.6	8.0	6.9
West	12.9	84.5	1.5	0.2	0.9

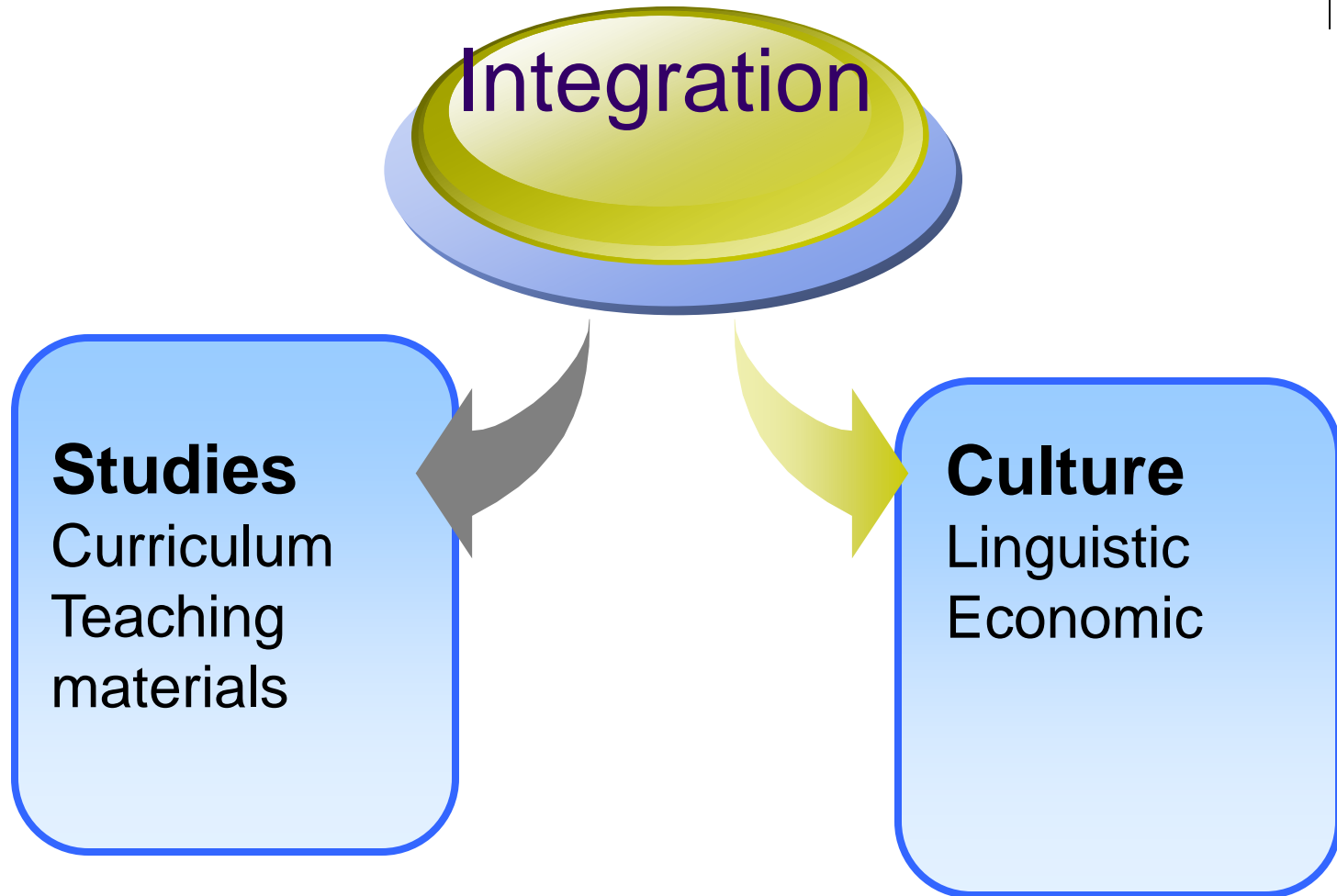


# What's found and why

- 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





# 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.



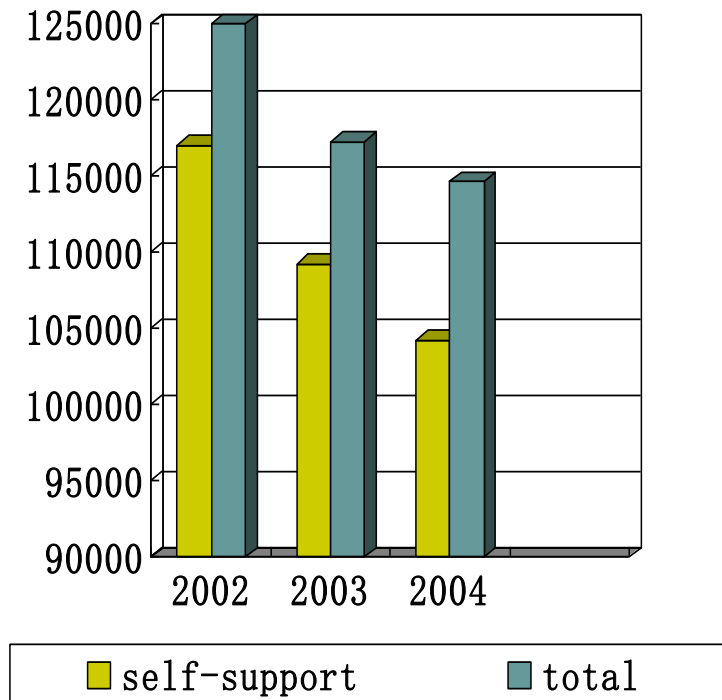


# Policy thinking

- 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



Type	Government Scholarships	Self-supporting	Total
To China	7,218	133,869	141,087
From China	11,057	106,500	117,557

# 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!

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