

# A Summary of the Research on Compulsory Education for Migrant Children<sup>1</sup>

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**Abstract:** With the rapid development of urbanization in China, large-scale population flow has become an objective reality. As a “by-product” of urbanization, the problem of migrant children’s education arises. Promoting educational equity is not only the primary task of building a strong socialist educational country, but also an important practical principle of running people’s satisfactory education. The problem of “being able to go to school” and “going to school well” for migrant children has always been the focus of attention in the academic circles. This paper sorts out the research on the education of migrant children.

**Keywords:** Migrant children; Compulsory education; Integration of education

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## Introduction

Since the reform and opening up, the acceleration of industrialization and urbanization has brought a large number of floating population to the economically developed urban areas, and the education of floating children is a very complex problem accompanied by the population flow between urban and rural areas in China. In different periods, the compulsory education of migrant children faces different problems and has different characteristics. The compulsory education of migrant children has always been the concern of the academic circle, and the existing studies have involved the status, influencing factors and countermeasures of migrant children's education problems, which also have certain research value.

## 1. Main Problems in the Education of Migrant Children

Although it is gradually liberalized at the national policy level, it is due to the binding effect of the household registration system and the public service of education.

However, there is still educational inequality between migrant children and local children. The main problems are as follows: first, the system problem, most researchers point out that the household registration barrier is the key factor that the children of migrant workers can not enjoy the same right to education; second, the financial level, the study found that there are negative attitudes towards government funding, inadequate funding, institutional barriers and other issues; Thirdly, the government's responsibilities are not clear, its functions are absent, and it is not active in implementing compulsory education for the children of migrant workers.

In the early years, the educational problems of migrant children mainly focused on the "difficulty of enrollment". Yang Shuihong (2013) and others analyzed the phenomenon that migrant children's compulsory education can not enter school at the right age, the enrollment rate is low, they are out of school, and they need a certain amount of "borrowing fees", and found that public schools often refuse to accept migrant workers'children for reasons such as insufficient points, insufficient funds and poor learning foundation. In recent years, with the continuous improvement of the "two-oriented" education policy, the problem of migrant children studying in the cities where they flow into has been temporarily alleviated. Lei Wanpeng (2022) and others pointed out that the development of migrant workers'children's education in China has achieved remarkable results,

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and the main problems of migrant workers' children's education have gradually changed from "learning" to "learning well", but from the perspective of educational equity, the education of migrant workers' children is still fair in terms of starting point, process and result. Policies aimed at promoting the educational development of migrant workers' children need to keep pace with the times.

Other researchers have also examined the education of migrant children from the perspective of equity. Zhou Liping et al. (2019), based on China's education tracking survey data and field research results, found that, on the whole, compulsory education resources are fairly allocated between the children of the new generation of migrant workers and the children of the local household registration population, but there are some problems of financial inequity and financial neutrality in compulsory education, especially in the eastern region. Zhang Dan (2018) Taking the education equity policy of migrant children in a city as an example, this paper explores the practice and dilemma of the implementation of the education policy of migrant children from the national, regional and school vertical policy implementation level. It is found that national policy formulation and local implementation are not a linear process directed at policy objectives, and the implementation results are biased or even distorted due to the game of policy interests and the logical differences and contradictions between policy makers and departments. For example, in the implementation of the "two-oriented" policy, there are deviations in the results due to policy deficiencies, which directly lead to the emergence of "invisible classes" and "street children".

## **2. Research on the Current Situation of Migrant Children's Educational Integration**

Some domestic scholars' research on migrant children's educational integration is mainly carried out along the idea of social integration. Yang Maoqing et al. (2021) conducted a study on migrant children in Guizhou Province from the five dimensions of cultural rules integration, social interaction integration, educational integration, family support and psychological integration. The results showed that the overall degree of urban social integration of migrant children was significantly lower than that of other children, especially in the dimensions of educational integration and family support, which were influenced by individuals, original families and schools. From the perspective of personal factors, migrant children's social integration in urban areas is related to their gender, age and identity; from the perspective of family factors, it is related to their parents' educational level, public affirmation and schoolwork attention; from the perspective of school factors, it is related to migrant children's love for teachers, teachers' attention and peer interaction. Zhuang Xizhen et al. (2015) conducted a survey on the educational integration of migrant children in southern Jiangsu from three aspects of learning achievement, interpersonal integration and psychological integration. The survey results show that the learning integration of migrant children is generally good, but migrant children in public schools are unwilling to seek help from teachers when they encounter learning problems. The peer interaction of interpersonal integration has strong initiative; The problem of psychological integration in schools for migrant children is serious.

There are also some scholars who get inspiration by studying the current situation of migrant children's educational integration in other countries in the world. Yu Haibo et al. (2019) studied the practice of the U. S. government, promulgated a series of targeted bills, continuously improved the relevant regulatory system, increased funding, optimized the way and content of home-school cooperation, and helped migrant children receive school education smoothly. Deng Chaoxiang et al. (2018) found that the Australian government promoted the successful integration of migrant children into Australian society by building a child integration system based on government guarantees, implementing school values education activities based on the concept of equity, promoting bilingual education based on a multicultural perspective and providing early childhood education based on comprehensive guarantees.

## **3. Research on the Influencing Factors of Migrant Children's Education**

The reasons that affect the education of migrant children are mainly reflected in various exclusion factors: First, institutional exclusion, reflected in the household registration system and education management system. Second, cultural exclusion, the cultural discrimination faced by migrant children in the city is universal, mainly reflected in the identity problem. Thirdly, economic exclusion, the gap between the prosperous life of the city and the poor economic conditions of the floating population, leads to the children of migrant workers unable to integrate into urban life. Fourth, resource exclusion is mainly reflected in the uneven distribution of high-quality educational resources. Fifth, individual exclusion, the family background, gender and other characteristics of migrant children themselves affect the process of their educational integration.

Zhu Haitao (2022) found that the restriction of urbanization policy on education policy and the negative impact of fiscal policy on education policy have alleviated the problem of compulsory education enrollment for migrant children, but they have not been fundamentally solved. Through top-level design, the relationship between education policy and urbanization policy is straightened out, and the fiscal policy is adjusted to make the responsibilities and powers of the local government more reasonable. By studying migrant children in Guangxi Zhuang Autonomous Region, Ou Xiancai et al. (2022) found that the sense of social exclusion had a significant negative predictive effect on both urban integration and citizen identity of migrant children of Zhuang nationality, and that urban integration played a full mediating role between the sense of social exclusion and citizen identity. There is a time effect in both urban integration and citizen identity of migrant children of Zhuang nationality, and the curve is inverted U, but the development of citizen identity is slower than that of urban integration. Ban Tao (2020) found that the level of educational resources obtained by the children of the new generation of migrant workers is closely related to the economic income and occupational status of their parents, thus forming an elite capture mechanism. In addition, as an important way of social integration, the children of the elite class of the new generation of migrant workers integrate into the inflow area by obtaining similar educational resources with the local people, while the children of the disadvantaged class are excluded by the society.

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