

An Analysis of The Educational Policies Related to Chinese Migrant Children

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Abstract. This article mainly analyses a series of problems in the education of migrant children in the context of China's existing educational development, especially the shortcomings exposed by the government when making politic decisions. These include that local government policies do not well meet the educational needs of migrant children and hidden danger in implementation. In addition, the policies issued by the central government have not been learned and borrowed by local governments in various regions, thus exacerbating the education problem of migrant children. At the school level, infrastructure needs to be improved, and migrant children cannot equally enjoy the same teaching resources as other students in the school. Moreover, they will also be treated unequally by teachers. The impact of the family is also crucial, and the negative emotions of parents are likely to affect the educational environment of migrant children. All these problems will greatly test the physical and mental health development of migrant children. This paper puts forward corresponding solutions to these problems and hidden dangers, and puts forward countermeasures one by one from the four levels which are the government policy, family environment, school and teacher responsibilities, and migrant children themselves to ensure that the education problems of migrant children can be gradually solved in Chinese society.

Keywords: Chinese migrant children; Policy; Educational environment.

1. Introduction

In the late 1970s, China carried out a vigorous reform and opening up. In an article, it has already mentioned that "Since the reform and opening up, the sustained and rapid development of country's economy and society has had a significant impact on the development of education, which is embodied in four aspects, which is called the profound economic system. The reform has promoted the reform of the educational system; the profound change of the social structure had promoted the optimization of the educational structure; the profound adjustment of the interest pattern has promoted the balanced development of education and the profound change of the ideological concept has led to the change of the educational concept [1]." The migrant children in China are constantly reforming their education. Some scholars have paid attention to this phenomenon, whether in poor or developed areas, this issue exists in various regions of China.

Migrant children refer to the group of children aged 0-17 who have to leave their original household registration place to study and receive education in other cities due to their parents' work or some family factors. In order to better ensure the relevant education quality of their children, more and more migrant parents choose to take their children to go out to work, which also makes the education of migrant children a vital issue affecting people's livelihood in our country and society [2].

In this sort of researches, western countries have made a lot of efforts. Foreign research has already showed that migrant children's bodies have already become the latest political battlefield, and these children have been caught in the crossfire sharply [3]. Other scholars have also found that many factors have been identified to explain the differences in mental health problems between migrant and native children: Their feelings are unstable, and their health conditions have always been threatened all the time [4]. Scholars from Swiss mentioned that migrant children have higher rates of hospitalization and intensive care, higher rates of tooth decay, twice as likely to be obese, and migrant teens appear to be more susceptible to psychological problems and request abortions twice as often [5]. A good understanding of the impacts and experiences of migrant children in UK schools is critical because schools have an important role in forming community cohesion and make the society keep

steady [6]. Furthermore, in several European countries pointed out some several major influence factors in migrant children's mental health. Examples include low socioeconomic status, non-European ancestry, uncertain parental cultural identity, harsh parenting from the mother or under-professional parenting, ethnic minority status, younger age, gender influences, or specific cultural claims in disease. Research, policy and advocacy work on behalf of migrant children often focuses on those living in dangerous, abusive or exploitative environments, whether by nature or because of the young age of children [7]. Generally speaking, foreign countries have been putting so much effort on this topic for a long time, and they have been received a lot from large number of researches and experiments.

In a brief summary conclusion, in the field of research on migrant children, the results of research in Western countries are the mainstay. Although China has also made certain contributions in this regard, it seems that they have not fundamentally solved the problem. Therefore, in this paper, there will be more focus points to show the problems which are related to Chinese educational policies and how migrant children suffer from this phenomenon. This article will firstly show the current problems with Chinese migrant children and talk about the hidden dangers in depth. On the second part, the article will analyze related problems which remain in the education policy. Finally, the paper will conclude certain problems and provide some suggestions due to these hidden dangers.

2. Migrant children's current problems and hidden dangers

The main problem of migrant children is the barriers of hukou. Hukou refers to a legal document produced by the administrative organ in charge of household administration of the state to record and retain the basic information of the household population. Due to the huge hurdles of the hukou system, until the 1980s, there was little inward immigration (within China), and most students stayed in their place for education [8]. The transfer of household registration to large cities requires that each migrant worker meet tough entry requirements such as possessing a college degree or owning either a lucrative business or property. The larger the city is the more demanding are the financial requirements. Therefore, these hukou transfers from rural areas to big cities and most small cities are still difficult to obtain for most migrant workers [9]. However, when China's economy began to develop rapidly, the education system and educational environment began to change. The strong demand for cheap labor in some developed cities, such as Shanghai and Beijing, makes some parents choose to go out to work in order to provide more adequate financial security for their children. Usually, they move to another city with their children. Children can only be forced to accept local education. Due to this phenomenon, it caused many problems. First, in the local teaching environment, migrant children are at the bottom of the teaching system. They rarely get the teachers' care and policies help, even though each region will introduce corresponding policies and measures for migrant children. Without the help of local governments and social institutions, migrant children are facing an unprecedented crisis. Because they are in a new educational environment, it is hard for them to quickly adapt to the local teaching model. Not only that, migrant children have difficulty connecting with people and things around them in the beginning or even all the time. As a result, their physical and mental health will be seriously threatened. While some schools provide not only physical education, physical fitness activities for children, but also mandatory health screenings, mental health and psychological counseling, vaccination programs, exercise and other related practices. [10], other districts of China still have a long way to go.

Second, migrant children are obviously treated unequally. Teachers do not spend a lot of time and energy on migrant children in the teaching process. Many teachers even believe that local children are more agile and do better than migrant children in the process of accepting new knowledge. This kind of "superiority" from teachers will greatly affect the ability and mentality of migrant children to adapt the new environment.

Third, parents of migrant children also have a great influence on them. When a family moves from a native area to a relatively unfamiliar working and living environment, the psychological and

spiritual pressure he bears is twice or more than that of native people. In this case, parents of migrant children are very likely to bring some of their negative emotions to their children. Migrant children have extremely sensitive senses in unfamiliar environments, and external influences, especially those from their own family environment, are critical to their development and education. However, the vast majority of parents fail to set an example for their children in this regard. It is even more difficult for migrant children who are in dire straits to obtain high-quality education, which may destroy their physical and mental health.

These problems are unavoidable and urgently need to be solved. The situation of migrant children in China has not gradually improved with the development of the economy and society, but has worsened due to many factors. And these factors are constantly destroying the situation of migrant children, making them unable to receive local education well.

3. Certain problems inside Chinese migrant children's policies

Since 1980s, the government has allowed a small group of rural labors to move into cities in order to find employment and transfer their household registration to their new working and living place [10], and most of them usually took their children to come with them and get education under the local government. Therefore, the problems started to show the appearances and have been existing for a long time. Firstly, although the local government has certain relevant policies for the migrants to employ, there still have lots of limitation. Most of the time, there will be lots of constraints when they dealing with certain information. Due to this phenomenon, they need to spend more time and energy to get local government's approbation, especially for the household registration. Secondly, the government cannot provide migrant children with good educational conditions and opportunities. The relevant policies do not put its contents into place, resulting in migrant children do not have the same right to education. In fact, inequality in education is widespread among migrant children. Because of their special identities compared with local children, they are often excluded from local policies. Although parents have taken many legal and effective decisions to help their children get fair access to education, these are all in vain. Third, policies promulgated and implemented by local governments cannot meet the educational needs of migrant children. The level of education varies from region to region of China, especially between developed and backward regions. For example, Beijing and Shanghai are twice or more educated than Qinghai, Gansu. Obviously, most of the migrant children come from economically backward areas with inadequate infrastructure. And the places they go to are urban areas with high levels of economic background and well-developed infrastructure. Their education was relatively backward before they move to another places, therefore, there is a gap between the content of education and the education system in the two regions. It is difficult for migrant children to face it alone without the help of the local government. In this case, the local government has not paid attention to this in the implementation of policies, which has led to the increasing prominence of the education of migrant children.

In addition, the policies and measures introduced by the government also have a certain impact on migrant children. The urban local governments do not see it as their responsibility to provide funding to educate them, and migrant children are perceived as imposing an extra burden on the local urban educational system [9]. And policy underscored the notion that migrant children have equal rights as urban children and that local government has the obligation to educate all children residing in urban areas regardless of where their family's household is registered. For many reasons the urban local governments have not implemented these provisions to the full extent and because the central government has had little enforcement power, their policies have been implemented only at will by the local government [9]. As a result, the policies issued by the central government will be improved to a certain extent by local governments in combination with their own actual educational systems and educational environment, and some even go beyond the scope of central policies. The arbitrary implementation of education policies for migrant children will not only threaten the educational environment of these children, but also exacerbate social instability.

These inside problems of Chinese policies which related to the migrant children are constantly pushing this group of children in the crossfire. If the government and society still hold fire and sit on their hands with no action, the situation of migrant children will be tougher and unable to control.

4. Solutions of the current problems

In view of the current serious problems in China's education of migrant children, certain lasting policies are needed to regulate and guide them.

(1) Parents should appropriately reduce the pressure on migrant children, give more guidance in life, and encourage more in learning, so that migrant children can combine work with rest and develop in a healthy and all-round way. Pay more attention to the physical and mental development of migrant children, and lead them to relax and exercise in their spare time, such as jogging and ball games. If it is found that the child has a psychological safety hazard or disease, it should be treated in time, and the best treatment time should not be delayed. In the spare time, communicate with the children more, find out the problems and correct them in time. Try not to let your negative emotions affect your children, so that they are always in a safe and stable educational environment.

(2) Schools should conduct professional training for teachers, select high-quality teachers to guide migrant children, so that they will not feel that they are not valued by teachers. When necessary, schools can carry out some extracurricular activities to allow migrant children to quickly adapt to the new environment and reduce their physical and mental pressure. Teachers should not ignore the migrant children, and all students should be valued and paid attention to by teachers. Only in this way can we truly eliminate the barriers between local children and migrant children, so that migrant children have better development and a bright future.

(3) The government should fully consider the current situation of local migrant children before issuing policies, and they should not be excluded from the education system, but should be encouraged and valued. When implementing the policies issued by the central government, priority should be given to the current educational situation of migrant children, and then combined with the local education system to achieve overall planning. In the process of policy implementation, we should always pay attention to the implementation progress and make appropriate adjustments to the problems that have occurred. We cannot only focus on the results and ignore the personal feelings of migrant children during the implementation process. When necessary, regular surveys and tests on migrant children can be conducted to consolidate the results of policy implementation.

(4) Migrant children should face the new environment positively and not show any resistance. When there is a problem that cannot be solved by themselves, they should communicate with teachers and parents in time to solve the corresponding problem in time. Always maintain a good physical and psychological condition, do more exercise, actively participate in various spare-time activities organized by the school so that can fully integrate into and adapt to the new environment and educational model.

Although these measures cannot fundamentally eliminate the hidden dangers of migrant children, they can greatly improve the educational and living environment of this group of children in today's Chinese society. Government policies are very important for migrant children, so the scope of error should be minimized in the implementation process to ensure that every migrant child has a fair education and equal educational qualifications. Policies have never been a dead letter. Local governments should actively respond to the calls made by the central government and formulate appropriate education policies in combination with the local education system to provide adequate guarantees and safety for the education of migrant children. It is urgent to solve the educational problem of migrant children. The government and social agencies should take it seriously to create a good educational environment for migrant children.

5. Conclusion

The situation of the education of migrant children worldwide is very worrying, especially in China. They do not have access to the same educational environment as local children. They also can't adapt to the education system of the new city and complete the corresponding teaching content to the maximum extent. Their physical and mental health is greatly threatened and challenged, which are often ignored by the government and schools. China's household registration policy is the primary factor affecting the education of migrant children. Although China optimized relevant policies to some extent for several decades, it still lacks substantive results, and the situation of migrant children has not improved as a result of policy adjustment and upgrading. The unequal treatment of migrant children by teachers has also exacerbated this situation in China. In addition, the parents of migrant children also play an important role in this issue, and their every move will directly affect the physical and mental development of migrant children. The family environment is the basis for solving the education problems of all migrant children, and a good and harmonious family environment will greatly improve the current situation of the education of migrant children. This paper mainly focusses on these problems and systematically analyses the impact of China's current education policy on migrant children, including the imperfection and non-implementation of the policy in the implementation process. Migrant children are at the bottom of the new teaching environment. They do not have the same quality teaching content and teaching environment as local students, so migrant children will have serious problems when receiving teaching content. Although the government's policies ensure that migrant children have access to education to a certain extent, they cannot meet the educational needs of every migrant child. The policies issued by the central government have some deviations in the implementation of local governments, resulting in the failure to fully implement the policies in various places. These are the problems and drawbacks existing in today's Chinese society in solving the education of migrant children. Necessary measures should be put in place as soon as possible to ensure that children have equal access to educational qualifications and better educational conditions.

Generally speaking, the educational situation of migrant children in China is very serious. The government and all sectors of society must take certain measures to solve this problem in a timely manner and strive for a better educational environment for migrant children to the great extent as possible as they could.

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