

The Education of Migrant Children

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Abstract—Migration and education play an integral role in development. Children are being migrated with their parent, or independently, others left behind at home. The proportion of these children constitute a growing number that need to be given attention on education. Migrant children are disadvantaged in terms of enrolment in types of school and duration of attending. The future of these children has a relationship with the social, economic, and political development of society of tomorrow. If education of migrant children is compromised not only may they fail to reach their potentials, but may emerge to be economic and social nuisance to the society, as such their educational well-being is paramount to development. These children in many cases are deprived of their right to full access on educational services. This problem may not allow them to reach their potentials. Thus, may become an economic and social threat to society. These paper examined the case of migrant children on access to education.

Key words: *Migration, Education, Children, migrant. Development.*

I. INTRODUCTION

Education is seen to have a positive impact on development of children and society as a whole. Historically, human were organized in groups of hunters and gatherers, moving from one place to another in accordance with the available food for survival. Thus, constant migration was the normality. Today migration takes place because of natural disaster or man-made circumstances. Migration occur at a variety of scales; intercontinental, intracontinental and interregional. One of the significant pattern of migration has been rural to urban. Usually, involve movement of people from countryside to cities.

The number of international migrants in industrialized countries more than double between 1985 and 2005 affecting both sending and receiving nations around the world. Cities with more million foreign-born residents include Sydney, Moscow, London, Hong Kong, Dubai, and Chicago [1]. Migration is a long term process with many immigrants bringing in their children with them and others left at home under the custody of a family member.

Migrant children are often not registered in their new urban home and can't access the educational and social benefit. The left behind children sometimes suffer a burden of separation and living without full care for education. 10% of these children live on their own without family member [2]. Migrant children are disadvantaged in terms of enrolment in types of school and duration of attending. The future of these children has a relationship with the social, economic, and political development of society of tomorrow. If education of migrant children is compromised not only may they fail to reach their potentials, but may emerge to be economic and social nuisance to the society, as such their educational well-being is paramount to development.

Effort are being made by some governments and non-government organization to provide protection and guidance on education of these children as stipulated by UN convention on child right. On one part remittance, also play an important role on child education. This paper intends to review and understand cases of these children on access to education.

II. EDUCATION OF MIGRANT CHILDREN.

There is an ongoing debate on positive impact of migration on education. Evidences on remittance indicate relaxing household's liquidity constraint and allow investment in education. [3], look at household's schooling decision in El Salvador and conclude that receiving remittances reduces the likelihood of quitting school among individual aged 6 to 24 years old. [4], considers money sent by Filipino workers and finds that a rise in remittances of 10% of initial income increases the fraction of 17 to 21 year old children attending school by more than 10% points; he also finds that children labor hours decline by almost 3 hours a week. [3], used Mexico's 2000 census data and conclude that children in migration sending households complete significantly more years of schooling.

[5], observed that in Bihar, India the terms and condition under which migrant children of age 6 to 16 are employed are very poor and dangerous and in most cases such migration will be more appropriately called trafficking.

But, for their family this is clearly an important source of income, for the children the job may bring food security and in some cases, prospect for better work after a few years. Usually, at the expense of education. Migrant are not able to send their children to state schools, despite legal right. It's difficult for them to send them to school in the middle of the term. Also they lack the necessary network. Language is another obstacle. Education is critical to issue of migration because the window of opportunity that children of migrant have is very small. Usually, poor families without additional support in their villages have little recourse but to take their children along on migration. At work place little hands and feet of these children are invariably drawn into the labor process by the employer, contractors and parents. The vulnerability of children is aggravated because they do not have access the kind of support which non-migrant children automatically have. In India these migrant children begin working by the age of 6 to 7 years old and subjected to hazardous travel between villages and work sites. These children find acceptance neither in school nor in the large community [7].

[8], in China migrant children in 2000 census were 14million below 14years of age and 8780 belong to compulsory education period of 6 to 14years. The government in China stipulates a regulation that necessitated a child to reside within local school district and be registered in the school district to enable a child benefit from the educational budget for elementary school and high school. However, this type of hukou system created an obstacle for migrant children to get education. Consequently, September 2003 the state council promulgated a document to improve basic education services for the children of migrant in cities, which was jointly drafted by six related ministries. The document specified that urban government and their public schools must be responsible for the education of migrant children. Though, some schools in the cities actually allow temporary migrant children to attend school but, their parent must pay education endorsement fees, which are as high as 2000yuan for elementary school. Paying is not impossible for urbanites. But, it is a burden for parent of migrant children. Beside, institutional barriers the family education may be a problem. Usually, many parent are busy for living and can't put more attention on children education. More so, they lack the knowledge of family education in urban context. On another part, some migrant parent leave their children at home to stay with a family member, whose educational level is not high enough to take care of the children. Possibly, he can only, may be take care of their personal safety and daily living. Thus, may be unable to care for their educational and spiritual need. In china these left behind children were estimated in 2005 to be 22.9 million.

[9], reported that in South Africa, Children are often left behind when care givers migrate and face a range of vulnerability. Where, children migrate alone, they are particularly vulnerable to exploitative working conditions, violence, and denial of basic right.

Similarly, [10], reported that in Ghana, families inability and sometimes unwillingness to cover education costs and vocational costs, particularly for girls, and this coinciding with the time when there was an expectation on children to be more self-reliant, was a significant factor in the movement of boys and girls in their mid-teens. However, linkages between formal and vocational education and migration appeared to have both positive and negative effect. On the one hand, poor state of schooling and difficulties parent and children experienced in covering the costs of schooling was encouraging children to migrate or encouraging relatives in far distance to request a child household labor. On the other hand migration afforded children the possibility of either acquiring education or training.

[2], Observed that in Europe, enrolment in pre-school has improved in many countries, but migrant children in Germany still enroll at a later age, overall at a lower ratio compare to their native peer. There appear to be no evidence that enrolment of migrant children in primary education schools is lower than their native age. Enrolment in secondary schools of migrant children is often in schools that are academically less demanding and of shorter duration. Another important aspect of school enrolment is the over representation of migrant children in schools for special education. This appear to be a common phenomenon in many countries of the European Union.

III. CONCLUSION

Migration is important for improvement of people's livelihood. Especially the rural life. There is a need for more ethnographic, multi-sited, multiple perspectives and longitudinal study on independent child migration and education on left behind migrant children. The number of migrant children constitutes a growing proportion of young children. This call for policies that will recognizes the right to an education for all children.

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