



The Analysis of the Inequality for the Rural Being Educated in City Ares Under the Background of Population Migration

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Abstract. Since the 1980s, with the acceleration of urbanization in China, an increasing number of surplus rural laborers have migrated to cities. This has led to the unique social issue of the education equity of the children of migrant workers, attracting widespread attention in Chinese society. In reality, children from rural migrant families may face varying degrees of educational inequality. With economic development, to provide more equitable education for children from different regions, this study conducts research and analysis from the perspective of education equity. Through discussions on education opportunities, educational resources, and population development, several characteristics of rural population mobility are discovered, leading to issues concerning the education of children of migrant workers. These include the impact of gender on children's right to education, traditional family values, and the unequal distribution of educational resources due to regional economic disparities. As a result, the study recommends promoting education equity through the perspectives of regional economic development, corresponding policy support, and the establishment of scientific concepts while abandoning traditional views to safeguard and promote education equity.

Keywords: Population Migration, Education Inequality, Rural Being Educated

1 Introduction

After the reform and opening up policy, a new labor force poured into urban areas from the rural areas in China. The new laborers left their hometowns for higher income, better education and medical resources, more stable job opportunities, and a better living environment, and came to the developed cities in coastal areas. The arrival of these migrant workers not only contributed to the economic construction of the cities but also promoted the development of the market economy. The mobility of labor provided a foundation for the stable development of the regions [1]. However, it's a double-edged sword. While bringing visible benefits, it also has certain impacts on the migrant workers, such as the education of their children [2]. Education is one

of the important issues in people's livelihood, an essential factor in sustainable population development, and an important source for comprehensive national strength enhancement. Resolving educational injustice is one of the important ways to cultivate the pillars of the country's next generation, and it must be taken seriously. This article will discuss and study the unfair phenomenon of the education of the children of migrant workers from rural to urban areas, to continuously promote urban economic development and better resource allocation, while also ensuring a better sense of security for these migrant workers. To give maximum attention to the unfairness in education, this article will analyze from the perspective of population mobility, education resources, educational opportunities, and population development, hoping to attract social attention.

2 Connotation Interpretation and Analysis

Western scholars refer to the cross-regional movement of labor as population migration. However, in the unique context of China's household registration system, according to the Chinese Floating Population Dynamic Monitoring Survey conducted by the National Health Commission, the floating population is defined as those who have resided in the inflow area for more than one month and are 15 years old and above but do not have local household registration (*hukou*) [3]. The data referred to in this article is from the personal questionnaire section of the China Floating Population Dynamic Monitoring Survey (CMDS) conducted by the former National Health and Family Planning Commission in 2017. This survey has been continuously conducted for 10 years since 2009, demonstrating the development and changes of the floating population as well as their employment, medical, and fertility situations. The 2017 Floating Population Dynamic Monitoring Survey covered 31 provinces (autonomous regions, municipalities) and the Xinjiang Production and Construction Corps (excluding Hong Kong, Macao, and Taiwan). Samples were selected from the inflow areas with a relatively high concentration of floating population based on random principles for sampling surveys. The sample data of the survey includes personal conditions, family conditions, employment conditions, health conditions, and so on for the floating population.

2.1 The Current Situation of Population Migration

In this set of representative data, this paper focuses on income level, working hours, employment stability, social security, employment quality, educational attainment, gender, age, party membership, health status, marital status, solo migration, migration scope, migration time, and work tenure of the research subjects. It was found in the study that the vast majority of migrant workers are married individuals; close to half of the migrant population migrates alone. In terms of migration scope, nearly 15% of the migrant population migrates across counties within the city, while close to half of the migrant population chooses to migrate across provinces. Therefore, it can be seen that the majority of married migrant workers choose to migrate across provinces.

Additionally, the average migration time for the research subjects in this study is 6 years. Lastly, the average tenure of current work for migrant workers is 4 years [4]. The data shows that for the sake of family stability, migrant workers have chosen relatively stable occupations, and their job stability is relatively good. However, despite being a new type of labor force that contributes to the stable development of the city's economy, the arrival has promoted urban development and driven economic progress, but the issue of their children's education has not received attention. Regional migration was initially for a better life and higher quality of life, but this aspiration has encountered varying degrees of resistance or obstacles when it comes to the issue of children's school selection. Some even face being assigned to special classes during school placement. These classes are not assigned for rational reasons but solely based on being from rural areas or having parents who are migrant workers, leading to differential treatment. Such practices seem to contradict the initial intention of comprehensive and healthy urban development. The issue of unfair education in the current population migration should also receive sufficient attention. Education is an important factor in urban development and the prosperity of the nation, representing the cultivation of talents in the coming decades and the strengthening of comprehensive national strength. This issue cannot be ignored.

2.2 The Importance of Educational Equity

Fairness in the legal sense means everyone has equal rights and obligations. Only by achieving social fairness to the greatest extent possible can people have an inner drive to progress and strive in life. One of the most important parts of achieving social fairness is fairness in education. Fair education means not only that a child has the opportunity and right to receive education, but also relates to the cultivation and selection of talents for society and the country [5]. The realization of fair education can to the greatest extent ignore factors such as family background, religious beliefs, racial and gender discrimination, and give a child the opportunity to change their destiny. Fair education is the result of social progress, reflecting the basic values of "freedom," "equality," and "human rights" in modern civilization, gradually realizing the requirements of modernizing education. This can then cultivate individuals with modern awareness, modern qualities, and the ability to engage in modern social production and life. From this perspective, the realization of fair education is closely related to human development and is of great significance. Furthermore, fair education is not only influenced by various factors in society but also affects the realization of other types of social fairness; the two interact and influence each other. From the perspective of education, it can improve the cultural quality of the entire nation, enhance comprehensive national strength, and transform population pressure into a human resource advantage. Education can also spread cultural diversity and promote the idea of fairness, helping young people establish the correct outlook on life and values, and cultivate good moral qualities [6]. Therefore, the realization of fair education is not only related to individual development but also to the future of the nation and country. Achieving fair education is an important link in realizing the modernization of the motherland.

3 Analysis of the Education Status and Problems of Rural Population in Cities

With the rapid development of the Chinese economy and the advancement of urbanization, an increasing number of migrant workers have come to work and settle in cities. At the same time, China is undergoing a period of special transformation and development, giving rise to particularly prominent issues of educational equity. For rural migrant workers, traditional influences, gender discrimination, regional cultural conflicts, and adaptation to a new environment are important challenges they must face when moving to cities, not to mention the difficulties their children encounter in the process of receiving education.

3.1 The Access to Education

A survey conducted by the office of the Women and Children's Work Committee and the China Children's Center in nine cities, including Beijing, revealed that a total of 2.8 million children of migrant workers are in compulsory education, close to 90% [7]. However, as growing older, the dropout rate gradually increases. Among migrant children aged 8 to 14, the proportion of those not attending school has risen from 0.8% to 15%. The dropout rate for girls is close to 4%, significantly higher than the 2.6% for boys [7]. Furthermore, nearly 46% of school-age children did not receive a school education. The phenomenon of overage enrollment is also very serious, with some children aged 13 or 14 still in primary school. These data not only indicate that the children of migrant workers do not have the same educational opportunities as urban residents' children but also the possibility of gender discrimination. As early as the 1980s, the State Council of China had clearly emphasized the compulsory importance of school enrollment for school-age children. For these children of migrant workers, pursuing education might truly be a luxury.

3.2 Allocation of Educational Resources

The allocation of educational resources still faces serious inequities. With the development of the economy and the progress of society, the diverse needs for children's education are gradually increasing. However, the issue of the distribution of social educational resources, including the supply and allocation of educational resources, as well as the proportion of financial investment in education, still urgently needs improvement. Currently, due to the imbalance of urban and rural regional development, significant urban-rural wealth gaps, and large cultural differences between the eastern and western regions, more and more migrant workers are making every effort to plan for the next generation to establish a stable footing in the city. The so-called phenomena of "school district housing," "elite classes and regular classes," and "extracurricular expansion tutoring" are superficially facilitating progress, but fundamentally represent an imbalance in education. The arrival of rural migrant workers contributes to the economic development of the city and their efforts are crucial for the long-term

stability and construction of the city. They should enjoy equal treatment and educational opportunities and resources for their children as urban residents. Some schools even specially established borrowed classes to differentiate the children of migrant workers, causing double discrimination, and adding to the geographical challenges faced by rural children. Additionally, the imbalance and varying levels of the teaching staff also contribute to the unfair distribution of educational resources. Finally, the imbalance in the financial investment in education in some regions, due to the inability to achieve balanced economic development at the regional level, also leads to discrepancies in the regional government's budgetary allocation for education [8]. All these points highlight the current issue of uneven distribution of educational resources in the country.

The arrival of rural migrant workers has contributed to the economic development of the city and made efforts for its long-term stability and construction, who should enjoy equal treatment and educational opportunities and resources for the children as urban residents. Some schools have even specially opened transfer classes to distinguish the children of migrant workers. Rural children already have regional differences that need to be overcome.

In addition, the uneven distribution and varying levels of the teaching staff also contribute to the unfair resource allocation in education. Finally, the imbalanced investment in education finance in some regions, where regional economic development cannot achieve balanced development, also leads to differences in the financial budgets for education by local governments. All these factors have led to the unequal distribution of educational resources in China.

4 Suggestions to Promote Educational Equity

To address the issue of educational inequality, and for the sustainable development of the country, the cultivation and nurturing of talent for social development, as well as for the inheritance and dissemination of economic, political, and cultural diversity, this article will provide several recommendations.

4.1 Economic and Political Equity Promote Educational Equity

First, the economic base determines the superstructure. The economy is fundamental, and the development of the urban economy and the improvement of the regional economy can better promote the rational distribution of educational resources and to a greater extent, reduce the unfair distribution of educational disparities [2]. Although the gap between the rich and the poor in urban and rural areas is increasingly evident, it still needs to strive to create a principle of comprehensive development, where some areas become prosperous first, driving other areas, and some areas maximize education fairness, setting an example for other areas. Therefore, sustainable economic development and balanced regional economic development are conducive to promoting educational equity. This allows educational resources, such as the distribution of teaching staff and educational financial input, to be reasonably allocated to differ-

ent regions to the greatest extent. Secondly, it is important to pay attention to educational equity in policies and to suppress the pursuit of "idealized optimization" of educational resources [9]. Many parents in China do not choose well-established public schools, but blindly pursue private schools, and high-end schools, and even engage in some extreme behaviors, such as giving gifts to leaders, buying residential units for school enrollment, arranging special classes for the children, and so on, which exacerbates educational inequality. To fundamentally alleviate or even solve the problem of educational inequality, it is necessary to provide policy support and make schools and society realize that educational equity requires everyone's contribution. Opposition to school enrollment housing, opposition to extracurricular tutoring, opposition to grouping by academic performance alone, opposition to discrimination against children of migrant workers, etc., are specific phenomena that need to be addressed.

4.2 Oppose Various Forms of Education Equity

In addition to economic and policy support, this article also suggests maintaining educational equity from several perspectives. Firstly, the elimination of gender discrimination. In many rural areas and even in developed regions, there is still a serious preference for boys over girls. It is believed that girls are meant to be married off and don't need to be nurtured or receive much financial investment, even depriving girls of their right to education [10]. Secondly, the emphasis on weakening regional exclusivity. In many developed areas like cities or coastal eastern cities, there is a strong sense of exclusion towards migrant children from the western or central rural areas, considering them as outsiders who do not belong "here". Eliminating unfair treatment from a conceptual standpoint is the first important milestone in addressing educational inequality [11]. Educational equity is the effort of all social strata, not solely relying on the state, government, or schools; everyone should adopt an objective and fair attitude.

5 Conclusion

In conclusion, this paper has conducted research and discussion on the situation of migrant workers' mobility and their children's education in urban areas. The trend of migrant workers flowing into relatively developed economic areas is increasingly apparent, yet children's education presents an unfair phenomenon. This phenomenon is not only manifested in traditional concepts, but also influenced by regional exclusion, and exacerbated by certain unwritten rules in schools and society. According to statistical data, the phenomenon of unfair education still exists and there is a possibility of worsening. Education is the foundation of the country, the source of national prosperity, and an important pathway for individual social mobility, which must be considered seriously. Therefore, this paper proposes several suggestions, emphasizing the need to not only focus on economic development support and policy improvement but also to innovate traditional concepts in line with the times. Education is the future of the motherland and the ladder for personal advancement. It is hoped that all sectors

of society can fulfill their responsibilities, allowing education to return to its essence, and maximizing the realization of the intrinsic value of education in the future.

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