

Network for Research into Chinese Education Mobilities

中国教育流动研究网络

Newsletter

Issue 5 October 2018

<https://chineseedmobilities.wordpress.com/>

Dear NRCEM colleagues,

We hope you are well. We have brought you some intriguing [research highlights](#), a [survey](#) invitation and a call for papers.

Research Highlights

1. [Dr Hui YU](#) (South China Normal University) interrogates the access and quality debates around experiences of [rural-to-urban migrant children in Chinese urban state schools](#).
2. [Professor Yukari Matsuzuka](#) (Hototsubshi University) and [Dr Yuriko Sato](#) (Tokyo Institute of Technology) reveal details of their funded project on [mobility of Asian students and changes in the funding structure of higher education](#).

Survey Invitation

Want to win a £50 Amazon voucher? Complete this [survey](#) now, if you are from China and have studied in the UK. For more details, refer to [here](#).

Calls for Papers

One day [conference](#) on Transnational Higher Education and the China Belt and Road Initiative (BRI) DL: 8 Oct 2018

For updates on our events, please click [here](#).

Follow us on our [Twitter](#) and [Facebook](#).

Yours sincerely,

Network for Research into Chinese Education Mobilities (NRCEM)

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Research Highlights

Rural-to-urban migrant children in Chinese urban state schools: from access to quality?



[Dr Hui Yu](#)

[School of Education, South China Normal University, Guangzhou, China](#)

Abstract: This paper examines the quality of education that the Chinese rural-to-urban migrant children enjoy after they got enrolled in urban state (and quasi-state) schools. It focuses on ‘migrant majority’ state schools and two typical types of quasi-state schools, namely, government-purchased private school and government-controlled private school. Semi-structured interviews were conducted in Beijing and Shanghai with 95 government officers, school leaders (headteachers and department heads), teachers, migrant parents, migrant children, local parents and local children. The findings show that the quality of education of migrant majority state schools can hardly be considered as being equal to that of traditional local state schools. As for the quasi-state school system, while realizing the migrant children’s right to education, it does not guarantee them a ‘good’ education. These situations have produced further obstacles to the migrant children’s attempts to access quality education.

公办学校中的农民工随迁子女：从“有学上”到“上好学”？

摘要：本文聚焦于入读城市公办学校（和准公办学校）中的农民工随迁子女，考察了其所受教育的质量。文章重点考察了“随迁化”的公办校以及两类准公办学校，即政府购买的民办校、政府直管的民办校。通过半结构化访谈，对北京和上海的 95 位教育行政人员、学校领导（校长和中层领导）、教师、外来务工家长、随迁子女、本地家长和本地子女进行了访谈。研究发现：“随迁化”公办校的教育质量与常规公办校存在差距；准公办学校尽管能够保障随迁子女的受教育权，却很难保障教育的质量。上述状况对随迁子女享受有质量的教育造成了阻碍。

Migrant children in urban state and quasi-state schools

In China, millions of rural labourers have left their hometowns to work in urban areas during the past three decades. In 2016, there were 135.85 million migrant labourers nationally (National Bureau of Statistics, 2017) with 13.95 million migrant children of compulsory education age (Ministry of Education, 2017). These children have difficulties enrolling in urban state schools because of not holding local household registration (hukou) in urban areas. Since 2001, the local governments nationwide have tried hard to make sure the majority of migrant children could enrol in local state schools. Over the past decade, the state school sector has recruited around 77%-80% migrant children nationwide (Yu, 2018).

In recent years, a group of traditionally non-elitist and ordinary state schools in Beijing and Shanghai have recruited more migrant than local students as a result of losing local children because of their school choice. As a result, these schools become 'migrant majority' state schools. In Beijing, in 2013 there were 562 schools (out of the total number of 1,440 schools for compulsory education age pupils) in which the percentage of migrant children is greater than 50%, and the highest percentage was 98%.[\[i\]](#) In the meantime, most of the unlicensed informal private schools have been turned into licensed schools. In Shanghai, the city municipality had a three-year plan (2008-2011) which aimed to support the unlicensed informal private schools to register. The main form of support is that the local government purchases or controls the school with a huge amount of investment, making it a quasi-state school. As a result, by 2011 162 registered migrant children schools had emerged with 132,000 migrant children, which accounts for 28% of the total number of migrant children.[\[ii\]](#)

Research question

Does enrolling in state or quasi-state schools mean that the migrant children can now enjoy equal educational resources and expect to have outcomes equal to the local children?

Methodology

This paper presents findings from my PhD thesis (Yu, 2018), which examines the enactment of school enrolment policy for internal migrant children in urban China. This study chooses Beijing and Shanghai as fieldwork sites with three months of fieldwork carried out in 2014 and 2015. I followed the purposive sampling and snowball sampling strategies to get in touch with 95 participants, including: government officers, school leaders (headteachers and department heads), teachers, migrant parents, migrant children, local parents and local children. Semi-structured interviews were used to collect data about the participants' experiences, interpretations and attitudes about migrant children's schooling and related policies.

From access to quality?

As for the migrant majority state schools, which are traditionally non-elitist and ordinary schools, they are now facing the problem of 'declining education quality' in terms of their declining exam results and school reputation. Many of them have recruited a disproportionate number of students as a result of receiving migrant children. Taking school X (in Fengtai District, Beijing) in my sample as an example: the maximum annual recruitment quota of this school was 60. However, in 2012, nearly 400 students (mostly migrant children) applied to this school. Finally, under pressure from the district municipal department of education, the school enlarged its recruitment number to 96. Recruiting a disproportionate number of students, more than half of my respondent teachers report a shortage of teaching and learning resources in their schools. In addition, their schools have to turn specialist music and arts classrooms into regular classrooms at the expense of losing these specialist spaces. Furthermore, the small class teaching reform in their schools, which aims to improve educational quality through the reduction of class sizes, has had to be stopped.

As for the former unlicensed informal private schools, they now receive full government funding as their sole financial resource and have been partially included into the state sector. These government-purchased/controlled schools offer quasi-state education for migrant children, but generally under worse conditions compared to state schools. The weak foundation of the schools in their unlicensed informal private school period is a common reason for the current disadvantages. Yet the main difficulty they face is the local government's willingness to allow a low cost and inferior form of education provision in these schools. To be more specific, the funding that the schools can receive, which is calculated by the student number, is inadequate. As reported by the respondent headteachers, there is a lack of teaching resources and hardware facilities owing to the schools' financial deficit. The funding the school receive can merely support the basic teaching activities without providing extra resources for the students to do extra-curricular activities and for the teachers to undertake professional development training. The schools have tried to enlarge class sizes in order to obtain more funding, yet this endeavour has caused a new problem – oversized classes. For example, in school Y (in Minhang District, Shanghai) in my sample, the student number is 60 per class, while in regular state schools the number should be less than 45 per class. Such overcrowding incurs complaints from my respondent migrant parents. Furthermore, the situation of low salary has also caused the instability of teacher supply, which in turn has negatively influenced teaching quality and children's social emotional development.

Towards a 'low cost and inferior schooling approach'

What can be identified from the above analysis is a 'low cost and inferior schooling approach' for migrant children conducted by the local government. In response to the conflict of limited government funding and high demand for school enrolment from migrant children, the local government chose to establish a large number of 'schools with basic study resources' with relatively low costs, instead of creating a number of 'schools offering good education' with massive investment. In other words, the realisation of access to schools for migrant children is at the expense of reducing the standard of education they receive. While some of the interviewed migrant parents express some dissatisfaction with

these schools, most of them still deemed the school to be acceptable – at least it provides their children with a place to study. Yet this situation has produced further obstacles to their children's attempts to access quality education.

Reference

Ministry of Education (2017). *National education development statistical bulletin (2016)*. Beijing: Ministry of Education Website. Retrieved from: http://www.moe.gov.cn/jyb_sjzl/sjzl_fztjgb/201707/t20170710_309042.html

National Bureau of Statistics (2017). *National migrant rural labourer monitoring investigation report (2016)*. Beijing: National Bureau of Statistics Website. Retrieved from: http://www.stats.gov.cn/tjsj/zxfb/201704/t20170428_1489334.html

Yu, H. (2018). *From access to quality? The enactment of school enrolment policy for internal migrant children in urban China* (Doctoral dissertation). University College London, London. Retrieved from: <http://discovery.ucl.ac.uk/10038374/>

Author Bio

Hui Yu (PhD, IOE) is a senior research fellow in School of Education, South China Normal University (SCNU). His research focuses on the Chinese rural-to-urban migrant children's education and social mobility, adopting the works of critical social theorists such as Bourdieu and Foucault. His ongoing project is about the schooling policy of children involved in cross-border migration in Guangdong-Hong Kong-Macao Greater Bay Area. His works have been published in international peer-reviewed journals, including *Journal of Education Policy*.

Latest article:

Yu, H. (2018). "[Shaping the Educational Policy Field: 'Cross-field Effects' in the Chinese Context](#)." *Journal of Education Policy*, 33 (1): 43-61. DOI: 10.1080/02680939.2017.1310931

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[i] Data source: Beijing Municipality of Education officers

[\[ii\]](#) Data resource: from the policy text Shanghai Municipality of Education's Regulation on Improving the Hygiene Condition in the Private Primary School Run for Migrant Children in 2011.

Theoretical and Empirical Inquiry into the Mobility of Asian students and highly skilled workers and Changes in the Funding Structure in Higher Education

*This study is supported by the Japan Ministry of Education, Culture, Sports, Science and Technology, through Kaken (17H02678)

Principal Investigator:

[Yukari Matsuzuka \(Hitotsubashi University\)](#)



Co-Investigator:

[Yuriko Sato \(Tokyo Institute of Technology\)](#)



Objective

This research project examines changes in global mobility of Asian students and highly skilled workers. Our project features an intensive investigation into the recent students'

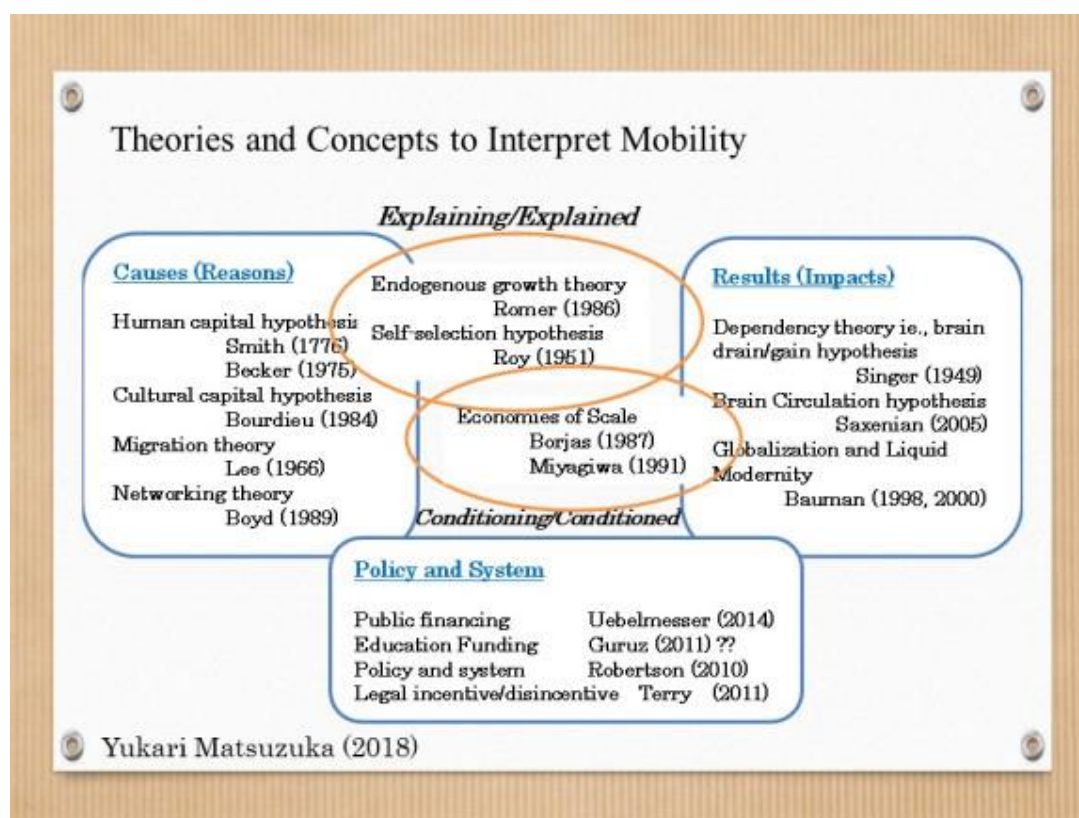
mobility to, and from, China. The study attempts to explore changes in funding structures of postsecondary education when transnational mobility is increasing under globalization. Specifically the project consists of the following four investigations:

- To analyze the increase in the transnational movement of students and highly-skilled workers in Asia, and the conditions under which they move,
- To clarify how costs are shared regionally and between the public and private sectors in higher education,
- Theoretical and empirical inquiry into the relation between the cost sharing and conditions resulting in migration,
- To present policy and system for higher education funding that would offer educational opportunities in response to mobility.

Research Method

We are in the second year of our research project. In the fiscal year 2017, we first studied theories and hypotheses that explain recent mobility in the higher education community. We examined theories that would explain the “causes” of mobility as well as the “results” of mobility in different fields of academic discipline, which were enabled by a collaborative work by researchers from different academic areas yet adhering to a common interest in higher education mobility

The following figure shows the summary of the theories and concepts that we examined.

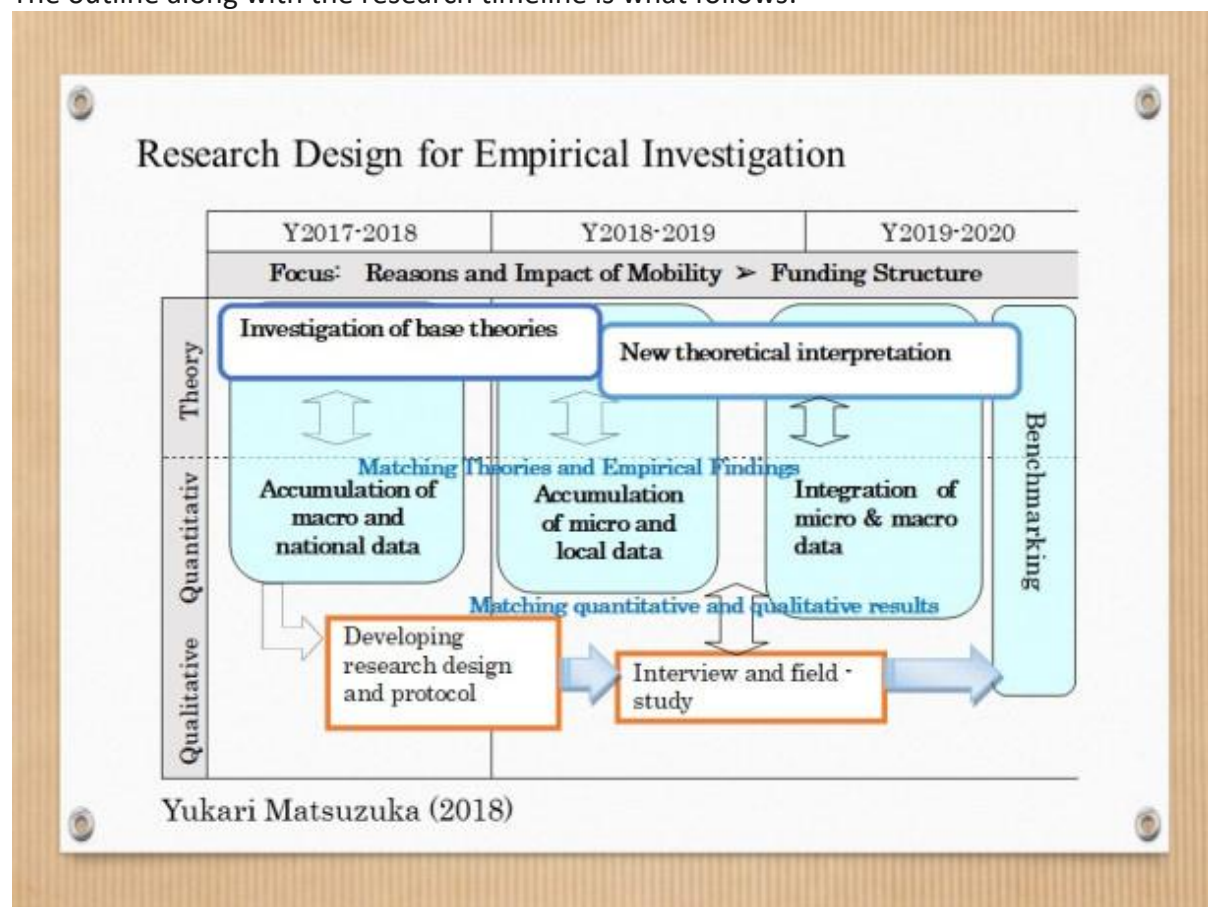


In the first year, we also developed a mobility database mainly using macro data. The macro data was constructed for this specific project to analyze higher education mobility by integrating various datasets provided by UNESCO, OECD, and the World Bank, which we have named “Database for Higher Education Mobility Study (DHEMS).” By using the database, we conducted statistical analyses to investigate the recent trend of mobility of post-secondary students and the reasons for and impact of such mobility with special focus on Asian and Pacific students flows. The results were presented in the annual conference of Comparative and International Education Society (CIES), which was held in Mexico in March 2018.

From the second year on, we have been and will be developing micro-level data to investigate the cost structure of the highly skilled who move. The aims of the rest of the project are as follows:

- To construct and analyze micro-level data on researchers’ backgrounds that clarifies the cost structure of the highly skilled who move,
- To clarify the relationship between mobility and costs through a) a pooled analysis of macro- and micro-level data, and b) a survey of government and universities, and
- To combine and create a database from the above three results to develop a four-stage benchmark for finances based on a comprehensive analysis.

The outline along with the research timeline is what follows:



This research combines theory and quantitative and qualitative research to illuminate the issue and conduct collaborative research with overseas researchers who have previously engaged in this research by allotting each of them a country to be analyzed. The results will be discussed in and with the academic group and network that specialize research in mobility and Asian education such as NRCEM, and will be publicized at symposiums at international conferences, and through submissions to journals and books.

Authors' Bio

Yukari Matsuzuka

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Yukari Matsuzuka is Professor in Economics of Education at Hitotsubashi University. She received her Ph.D. in Economics and Education from Columbia University, New York. Her work experiences include Research Associate at Institute of Economics of Education at Columbia University, Professor at the Research and Development Center for Higher Education in Hitotsubashi University, and Visiting Professor at Shanghai University of Finance and Economics. Her recent research focuses on internationalization and global student mobility in higher education, changing in postsecondary funding structure, and tertiary education reform in Asia, which activities are conducted at the following institute established primarily for the study of mobility: <http://arinori.hit-u.ac.jp/>

Yuriko Sato

I am studying on the cause and effect of Asian student mobility, such as policy, economic and cultural impact.

Currently, I am the representative of research project on “Empirical Study on Brain Circulation of International Students with Science and Engineering Majors” supported by Grant-in-Aid for Research of Japanese government (2015-2019)

Paper related to Chinese student mobility

Dou, Shuohua & Yuriko Sato (2017) Study on the Factors Which Influence the Stay/Return of Chinese Graduates of Japanese Universities and Their Working and Living Environment: Comparison by Their Majors and Type of Workplaces, Migration Policy Review, 9: 89-105

Survey Invitation

Survey Invitation: British-educated Chinese students' work aspirations and experiences

British-educated Chinese students' work aspirations and experiences

Are you from China? Have you studied in the UK? If yes, please take part in this survey (<https://www.surveymonkey.co.uk/r/6756M5Q>) and get a chance to win a £50 Amazon voucher. If you are interested or have any questions, please contact Dr Xu at l.xu@keele.ac.uk, for more details. Looking forward to your participation!

有奖问卷-留英中国学生求职经历与期盼

如果您是一位来自中国，在英国高校留过学，那么欢迎您参加这个研究项目-留英中国学生求职经历。本研究由在英国基尔大学任教的 Cora 许玲玲博士主持。您将需要花大概十分钟填写一个问卷（有机会参与抽奖获得五十英镑的亚马逊现金券）。链接如下：[hps://www.surveymonkey.co.uk/r/6756M5Q](https://www.surveymonkey.co.uk/r/6756M5Q)

我们保证所有的数据资料都会严格的保密，且所有的参与者都是匿名。所有的数据收集和数据分析都将严格按照英国教育研究委员会的道德准则执行。同时，这个研究已经获得英国基尔大学的伦理评审的伦理批准。

如果您有任何的疑虑或问题，请参看我们的[研究信息介绍](#)，或者您也可以联系 Cora 许玲玲博士(l.xu@keele.ac.uk)，或者您还可以联系基尔大学研究发展经理 Mr Mike Hession (j.m.j.hession@keele.ac.uk) 或致电 44(0)1782 734580.

十分感谢您的参与!

许玲玲博士

Call for Papers

Call for Papers: One day conference on Transnational Higher Education and the China Belt and Road Initiative (BRI)

Where: University of Manchester, Manchester, UK (Ellen Wilkinson Building)

When: 8 November 2018, 11.00 am – 5.00 pm

Submissions

1. Abstracts of 300 words and full author details (name, position, institutional affiliation(s), email address and telephone number) should be submitted by 1 October 2018.
2. Submissions should be sent via email to conference organisers at: tne.manchester@gmail.com
3. Contributors will be notified about the outcome of their submission by 8th October 2018.

Support

The conference is free to attend and there will be lunch and refreshments.

There are also limited travel bursaries (of up to £ 100) available for presenters (PhD students and early career researchers). If you are interested in applying, please indicate this in your submission.

To register to attend, please go to

Eventbrite: <https://www.eventbrite.co.uk/e/transnational-higher-education-and-the-china-belt-and-road-initiative-tickets-49421289407>

For questions, please contact the conference organising team:

Miguel Lim (miguelantonio.lim@manchester.ac.uk),

Heather Cockayne (heather.cockayne@manchester.ac.uk) and

Helen Chan (choenyin.chan@manchester.ac.uk).

Call for Papers: One day conference on Transnational Higher Education and the China Belt and Road Initiative (BRI)

Where: University of Manchester, Manchester, UK (Ellen Wilkinson Building)

When: 8 November 2018, 11.00 am – 5.00 pm

We are inviting paper proposals for a one-day conference on: Transnational Higher Education and the China Belt and Road Initiative (BRI)

The Higher Education Research Network at the University of Manchester (HERE@Manchester) is hosting a one-day conference on China, international higher education, and transnational partnerships. Funded by the University of Manchester and the Confucius Institute, the conference will explore emerging research themes around the higher education in the context of the Chinese Belt and Road Initiative (BRI). This scheme, involving over \$5 trillion in investments in some 65 countries, is an important strategic initiative of the Chinese government. Although better known for large physical infrastructure projects, the BRI also includes 'people-to-people' and educational initiatives. These latter issues are relatively understudied and provide an opportunity to study important trends in international higher education.

This small-scale conference is meant to provide a space for an active discussion of issues. It welcomes a variety of perspectives on transnational higher education, mobility of students and researchers, and new directions of global higher education and related themes. The central aim of the conference is to study the BRI Initiative as a potential factor in the development of global higher education. It will explore both opportunities and tensions around the emergence of China as a major player in this field and the responses of various stakeholders to these trends. Given the relatively recent nature of the BRI, we welcome academic works in various degrees of progress. We also encourage contributions from early career researchers.

Suggested Themes

Contributions will explore (but are not limited to) the following themes related to the BRI:

- a) New conceptions of transnational higher education with respect to regionalisation and globalisation
- b) Local and regional development and higher education
- c) The role of higher education institutions in diplomacy and geopolitics
- d) Research and higher education partnerships along the Belt and Road
- e) Potential effects on higher education teaching and learning

Invited Speakers

The Conference will include keynotes and contributions from:

- Professor Yang Rui (University of Hong Kong), Associate Dean for Cross-border / International Engagement
- Dr. Cora Lingling Xu (Keele University), Founder of the Network for Research into Chinese Education Mobilities (NRCEM)
- Professor Peter Hays Gries (University of Manchester), Director of the Manchester China Institute

The conference organisers will propose a special issue in a relevant academic journal based on the insights from the papers presented at the conference.

Submissions

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For questions, please contact the conference organising team:

Miguel Lim (miguelantonio.lim@manchester.ac.uk),

Heather Cockayne (heather.cockayne@manchester.ac.uk) and

Helen Chan (choenyin.chan@manchester.ac.uk).

About the University of Manchester

The University of Manchester is host to range of research and teaching initiatives related to China. It has recently established a major centre for China studies and a new Chinese culture gallery at the Manchester Museum, the largest University museum in the UK, displaying artefacts such as ancient bronze sculptures, carved jade and textiles.

About the City of Manchester

Manchester hosts a vibrant Chinatown at the heart of the city, the renowned Centre for Chinese Contemporary Art, and an annual large-scale Chinese New Year celebration among other Chinese cultural events. Its universities host a large population of overseas Chinese students.