

Shanghai Migrant School Survey 2008

Table of Contents

Introduction	4
Loving Heart Association Migrant School Survey Summary	5
Survey Background.....	5
Attendees:.....	5
Research methods	5
Migrant School Overview	5
School demographics.....	6
Class curriculum.....	6
Family	6
School.....	7
School teachers.....	8
School facilities.....	9
Comments from other Participants	9
Report on Migrant Schools in Songjiang District	10
Jiufeng Experimental School Research Group	10
Songjiang No.2 High School Research Group.....	19
Report on Migrant Schools in Baoshan District.....	21
Xing Zhi Secondary School Research Group.....	21
Research Report on Migrant Schools in Baoshan District	27
Research Group of Wusong High School	27
Report on Migrant Schools in Pudong District	30
No.2 Middle School of East China Normal University Research Group.....	30
Report on Migrant Schools in Pudong District	36
Jincai Middle School Research Group	36
Report on Migrant Schools in Nanhui District.....	44
Nanhui High School Research Group.....	44
Report on Ying Cai School.....	48
Report on Migrant Schools in Yangpu District.....	51
Kong Jian Junior High School Research Group	51
Report on Chongming Migrant Schools.....	55
Chongming Middle School Research Group.....	55
Report on Migrant Schools in Minhang District.....	60
Minhang Middle School Research Group	60
Report on Migrant Schools in Fengxian District.....	62
Shuguang Middle School Research Group.....	62
A Survey of Migrant Children's Schools in Malu, Jiading District.....	64
Yucai Middle School Research Group	64

Jinshan District Workers Children’s Schools Survey report	67
Shanghai Normal University Second Middle School Survey Group	67
Report on Schools for Migrant Children in Qingpu District	72
Qingpu Senior Middle School Research Group.....	72
Migrant Schools Survey – Glossary of Terms.....	76

Introduction

For several years now, the Loving Heart Association (www.lovesino.cn) has been involved in various charitable projects in Shanghai's schools for migrants, including volunteering projects, organizing children's events, donations of books and clothing, corporate donations of equipment and infrastructure, etc. With increasing involvement came more and more questions, from potential donors and other NGOs alike: how many schools like this are there? Where are they all? Which are the really needy ones, and what are their needs?

So in Spring 2007, LHA mobilized its one greatest resource – the middle school students of Shanghai – to help try to find out the answers to these questions. After several months of hard work, the result was this survey, which was published in Chinese in Spring 2008.

The survey has proved extremely useful to the large and growing number of people and organizations working in and with the schools for migrants in Shanghai. Since some of these organizations are run by expatriates who do not read Chinese, once the Chinese survey was published, efforts began to translate it into English. I'd like to thank the very large number of people who worked on this project, translating, editing, polishing and formatting the report, to finally bring it together into this final product.

Although much of the content of the report is still valid, it's worth bearing in mind that the situation in the migrant schools is as fluid as the families who pass through their doors, and there have been many changes in the year or so since the survey was carried out. In the main, the change has been positive. The schools receive increasing amounts of support from the government and society, with many companies, organisations and individuals doing their bit to help where they can. The legislative environment is improving, and it's easier now for migrants to obtain the necessary permits to stay legally in Shanghai. Schools for migrants are being gradually registered as Shanghai schools, and the costs of education in those schools increasingly being borne by the local authorities.

The Shanghai government has announced that by 2010, migrant children will all enjoy free education in Shanghai and all the schools for migrants will be registered under the Shanghai authorities. While this is undoubtedly progress, we believe there will continue to be a gap between the welfare and education of migrant children in Shanghai compared with local children, and there will continue to be plenty more to do to help close the gap between the migrant community and the local Shanghai community for some time to come.

I hope you will find this report useful and interesting.

Corinne Hua

Fundraising Director, Loving Heart Association (www.lovesino.com), 2005-7
Consultant, CSR&Company (www.csrresolution.com), 2007-present

With thanks to the following people who all contributed in many different ways to the translation, editing and formatting of this report.

They are (in alphabetical order):

Alex Davenport, Andrew Grieve, Carol Wu, Chen Ming, Cheryl Tevis, Claire Lü Yingying, Elisha Lan, Evelyn Zhang, Frank Yih, Gail Li, Grace Li Jingjing, Grace Nieh, Hedy Hua Sewen, James Gu Nianchu, Kat Longhui Wong, Levana Huang, Lily Gong, Lily Han MuHuimei, Maggie Chu, Michael Zhang, Ray Liu, Rich Brubaker, Scarly Shi Jiali, Yu Ting.

Loving Heart Association Migrant School Survey Summary

Survey Background

The seminar was hosted by Loving Heart Association at Jincai Middle School on 21 January 2008.

Loving Heart Association mobilized senior high school students from 14 key middle schools in Shanghai to survey at least five schools in each of 14 different districts of Shanghai (total 78 schools were surveyed). The schools were referred by the district education authority. Loving Heart Association combined the resulting research reports from each of the schools in a report book which was issued to all the attendees at the seminar.

Attendees:

Mr Dong Xingmao and Ms Ni Meiqi of Loving Heart Association (plus other LHA staff)
Representative teachers and students from all 14 participating middle schools
Principals from several schools for migrants
Mr Wang Yixin of Minhang Education Bureau (who has responsibility for the migrant schools in Minhang District)
David Pang of Flextronics, which sponsored the seminar
Corinne Hua of Stepping Stones
Leo Jia of CSR&Company
Frank Yih of Huaqiao Foundation
Monique Kuo of Save the Children
Kerstin Kaehler and Li Yandi of Integration
Susan Chiow, of the Arts programme at Limin Primary School for Migrants in Pudong
Grace Nieh, of the Stepping Stones group at Jinhu School in Minhang
Lily Lü and Shirley Xing of Shanghai Sunrise
Coco Wang of Sunrise Libraries
Joanne Price of The Giving Tree (Shanghai Community Centre)
Gong Binglin, Jiaotong University economics professor

Research methods

1. Paper surveys
2. Group interviews with students, teachers, and principals
3. Private interview with students, teachers, and principals
4. Visit student families
5. Seminars

Migrant School Overview

1. Current number of migrant schools in Shanghai: >250
2. Number of migrant schools surveyed: 78
3. 1990 – Minhang district started with the earliest migrant schools
4. 80% migrant schools are registered with the local education authority in Shanghai, 20 are registered in other provinces, e.g. Anhui
5. Most migrant children living in central districts (e.g. Huangpu, Jing'an, Luwan, Xuhui, Hongkou) have been absorbed into local schools, due to falling school populations and the fact that the migrant population in central districts is relatively small.
6. Four schools for migrants (all in Pudong) have been registered as regular private Shanghai schools by the local education authority, and more will become regular Shanghai schools in the future (though they will continue to serve the migrant population).
7. Some schools have been specifically set up as state schools for migrants by the local education authorities, e.g. Yucai School in Huangpu District and Huayuan School in Minhang.

8. Many migrant schools use school premises vacated by local state schools whom have moved into better premises (for example, 38 out of 47 schools in Songjiang district)
9. Other schools have been converted from old factories and warehouse.
10. A few schools have been established by companies in Shanghai which employ migrant workers

If there was one word to categorize the general environment of a migrant school it would be *instability*.

1. In some district, 80% of migrant schools have been moved because of development. The school may be located in one spot, but because of development of the area (i.e. tearing down old buildings, widening the roads), they are required to move.

2. One school in Baoshan has moved 7 times in its history

School demographics

1. school size: range: 200-3500 students

The biggest school is in Songjiang. It has 56 classes, 3500 students, of which 24 are junior middle school classes with 1500 students.

The smallest school consists of 7 classes with about 200 students in Chongming district.

2. boy and girl ratio: there are more boys than girls (50-60% males vs. 30-40% females)

This is accounted for by the relative importance of educating boy children compared with girl children in traditional rural households. (Comment made by LHA staff based on discussions with migrant school principals.)

3. grade levels: most schools are 1st - 6th grade.

Some schools have junior middle schools grade and some have kindergartens and preschools.

4. average class size: 40-60 students per class

The migrant students are mostly from the following provinces (in a descending order according to number):

Anhui, Sichuan, Jiangxi, Jiangsu, Henan, Hunan, Shangdong, Hubei

There are students from every province in China, except Tibet (However, Corinne knows of some Tibetan students in Jinshan, but that is quite unusual).

Class curriculum

1. Most of the schools focus on teaching Chinese, Math and English.
2. Other subjects such as science, computers, music/art/craft, foreign language, literature and sports classes receive insufficient attention, because the lack of teachers and facilities
3. Some schools offer a few of these classes, but none offer all the classes
4. Only limited number of schools offer continued education or special workshop to teachers

Family

Vocation

1. Most are low-income construction workers
2. 60-80% are labor workers (e.g. on building sites or other low level manual work)
3. 20% operate little makeshift shops (tanzhi)

Demographics

1. Most migrant families have more than one child
2. Only 20% of students are from single-child families
3. Over 60% of families have 2 children
4. About 20% have 3 or 4 children
5. **Average family size:** 5 (Of course, this increases the financial burden for children education. Comment made by LHA staff.)

Salary and Living Conditions

1. **Average salary:** ~¥1000/month (50-60% of families)
2. 30% of families make ¥1500/month
3. Very few families make over ¥2000/month or lower than ¥1000/month
4. An individual case A: a family of 4 lives in a 10 m² room that serves as a “house” with average rent of about ¥200/month. Student eats lunch (1-2 vegetables) in school, takes care own dinner (rice+vegie) at home because parents and older brother work in the field. She is happy with her life, study hard.
5. Case B: Families operate a small shop, making ¥1000-2000/month, Walk 40 minutes to school everyday. Cheerful.

School

Tuition

1. Range: ¥520– 1000/semester
2. 90% of the students pay ¥600/semester, plus the cost of lunch, school bus and other fees, the total comes out to be ¥1,000/semester.
3. Middle school fees are ~¥1,000/semester
4. In Chongming and Jinshan, basic school fees are cheaper (~¥350)

Comparative data gathered outside of survey:

Schooling is free for children with a Shanghai hukou in a Shanghai primary or junior middle school. If neither parent is from Shanghai, school fees are set at ¥500 per term. Parents from other cities in China can apply for free schooling in Shanghai based on their academic level and contribution to Shanghai society. Children with a rural hukou (i.e. migrant children from the countryside) can obtain free tuition in a Shanghai school if their can produce 7 different certificates. These include proof of formal employment at a registered work unit and proof that the child was born within the family planning policy.)

Attendance

Students move around and turnover rate is high. Some leave to go back to their home province, some to other parts of the same town or move to other towns. The family goes wherever it can earn money.

1. In Baoshan, student turnover was as high as 47%.
2. In Songjiang, student turnover was 50%.
3. 60-70% students go back to their hometown for junior middle school
4. 16% migrant primary school graduates go to work in Shanghai. For middle school graduates the percentage is higher, for example, 50% in Songjiang district.
5. 15-20% of students will continue education in Shanghai, mostly in vocational school.

Migrant Student Comments

1. When students were asked their aspirations, they said they wanted
 - tuition is too high
 - school facilities need to improve, including sports, library and computer facilities
 - to enhance secondary subjects, such as computers, science, art, craft, music, sports, English conversation, morality and culture

- school meals to be improved.
- 2. Over 80% of the interviewed students said that they are satisfied with their schools.

School teachers

Source

1. Teachers are either 外地人 (other provinces) or from 上海 (Shanghai).
2. 20-30% of the teachers are either retired teachers or newly graduated teachers from Shanghai.
3. 40-80% of the teachers are from other provinces. For example, in Nanhui, 30% from Shanghai and 69% outside; in Jiading: 80% from outside; in Yangpu, 62.5% from outside

Qualifications & training

4. 60% have primary or middle school teaching qualifications. 30-40% had no teaching qualifications at all.
5. 90% of teachers are teaching their own specialized subject – Chinese, Math or English.
6. Many schools do not have enough teachers, some have to teach more than one subject. In a school in Baoshan, one teacher has to teach 5 courses. A school in Pudong, there are 13 classes, but has only 19 teachers.
7. Basically, there is little or no teacher development training. No workshops to exchange teaching experiences either.

Teachers Education Level

8. 60% have a college diploma (大专 dazhuan) or higher. 10-15% (of the 60%) are university graduates, the rest are occupational or vocational college graduates.
9. The other 40% only graduated from vocational teaching school or senior high school – i.e. have only secondary, not tertiary education (in Pudong it is 65%).

Work Load

1. The work load for each teacher is generally high.
2. Those teaching Chinese, Math and English teach an average of 20 classes per week.
 - In Baoshan, the average was 31 classes per week. Those teaching secondary subjects (computers, science, sports, music, art, etc.) teach an average of 25 classes per week (5/day).
 - One school in Pudong with 13 classes has only 19 teachers. So inevitably the teachers have to teach classes other than their specialism.
3. The average for a public school teacher is 12 classes/week.

Salary

4. Range: ¥850-2000/month. In a special case, it is ¥500/month.
5. Average: ¥950-1000/month
 - Teachers are often paid only during term time. In Baoshan, since an academic year is 8 months, the “annual” salary is ¥8184.

(Comparative data gathered outside of the survey):

Teachers in local schools earn an average of ¥5,000 per month for 12 months in the year, plus medical insurance, pension contributions and other social welfare benefits which are not available to migrant teachers)

Turnover rate

1. Teacher turnover is high: ½ year – 2 years
 - In Jiading 60% of their teaching staff would change job within 6-12 months.
 - In Chongming and Baoshan, 40% of teachers surveyed said that they didn't want to continue to teach;
 - In Songjiang, 50% teachers moved within 3 years.
2. However, 80% of the teachers interviewed say that they are satisfied with the schools

Teachers' wishes

1. raise salaries, reduce workload
2. more sponsorship from government and local businesses
3. need teaching development program,
4. receive certification and qualification as teachers in regular schools
5. have more volunteers.

School facilities

1. All schools use blackboards made of cement and wood, very few have whiteboards.
50% classroom has proper lighting
2. 60% of the schools have libraries.
 - Most of the books are donated.
 - Some libraries are just a bookshelf with some books on it.
 - Average of 500 books/school
3. Most schools have no computers or other multimedia equipment. If there are computers, most are old, donated computers which no longer work.
4. Most schools have no school clinic, not even any basic first aid supplies.
5. There is hardly any sports equipment.
 - Most students amuse themselves with Chinese jump ropes at recess. They may have had sports balls, but mostly are retired from public schools. Once the balls have worn out they tend not to be replaced.
 - A few schools have table tennis tables and basketball hoops.
6. Bathrooms
 - On average have 3-7 stalls, 10 is the maximum. Are small and cramped.
 - Thus, it often has a long line after each class.
7. Drinking fountain: most schools don't have. Wooden containers are mainly used.
8. 50% of schools have old-fashion printing machines. Modern Xerox copy machine is rare.

School Needs

1. to increase the sports facilities
2. to provide more facilities, such as blackboards and lights and sports equipment
3. to add more toilets
4. drinking fountains (there are no drinking fountains at some schools)

Helps from society

1. Material resources:
There is lack of public awareness. People don't know where they are and what they need. Very limited donations obtained from local community and most of donations received "by chance".
2. Volunteer:
Some schools have volunteer teachers, e.g. from local universities. These volunteers, sometimes, come "accidentally"; volunteers found migrant schools not vice versa. Also, volunteer helps are sporadic not systematic.
3. Foreign volunteers:
Foreign volunteers care for migrant children, but they don't know where to find them. Few schools receive extracurricular English classes from foreign volunteers during weekends, for example, Jinhu school in Minghang and Yuxin school in Huangpu. These classes are well-received by the schools and parents.
4. Government involvement:
Currently, city government is interested in improving facilities in migrant schools. Expectation is to bring migrant schools to the same level as the public schools within the next few years.

Comments from other Participants

1. The Principal of a school for migrants in Songjiang: their school received a donation of 1000 books. They would like help to improve their educational standards and also to improve attitudes from society. They feel discriminated against.
2. Principal Shi from a school in Chongming (from Chongming herself, used to teach in a local school). About 450 students, mostly from Anhui, teachers also mostly from Anhui, plus some retired local teachers. Salaries around ¥500-800 per month. Teaching standards are low. Receives no help from Chongming education authority.
3. Her initial impression of the students compared with local students – “dirty, unruly, under-achievers” (脏, 乱, 差). But they are good students if given a chance. Told a touching story about a 12-yr old girl who used to take her 7-yr old brother to the school bus stop by bike. She had never had any schooling herself – she let her brother go instead of her, as she was needed at home to look after her father, who was disabled (lost his foot) in a work accident. Mother collects shellfish and rubbish on the beach. They took the girl into the school and made sure she got some education. Quite a lot of other kids in the school have similar tough stories. Some have nothing but sweet potato to eat in the winter. (Note: the education costs for both these children were sponsored by Huaqiao Foundation after the seminar.)
4. One participant (a teacher from a local senior high school who led the students doing the survey) asked why migrant children are not allowed to attend senior high school in Shanghai. Mr Dong said he had asked this question of a senior contact in Shanghai’s Education Commission. The answer is that if it were allowed, more and more migrant children would attend senior high school in Shanghai, significantly increasing the size of the senior high school population and putting additional pressure on university places in Shanghai.
5. A principal from Qingpu said that the schools (29 migrant children schools) in Qingpu have received help from the local government to repaint the walls in the school, replace chairs and tables at schools and add more facilities to schools.

Report on Migrant Schools in Songjiang District

Jiufeng Experimental School Research Group

Members of the survey team: Zhang Bingyang, Wang Dayi, Yang Dongqing, Wang Xiaoyue, Jia Chujia, Shi Wei, Li Jialu, Yao Zhongbao, Zhang Meigeng, Chen Ying, Yang Wangwei, Pei Jia, Gu Shiyi, Hu Lanqing, Li Fan

Writers: Jia Chujia, Wang Xiaoyue

Preface

With the rapid development of Shanghai’s economy, scores of migrant workers from other provinces and regions are pouring into Shanghai and becoming an important part of the city’s population. Songjiang is without exception, where the proportion of migrant workers to local residents is as high as 7:5, which brings a serious problem: How to satisfy the educational needs of children from migrant workers’ families? Generally speaking, it is difficult for children from migrant workers’ families to enter local public schools, for many well-known objective reasons, such as residence restriction, family economic status and the difficulty of adjusting to a new school. Against this backdrop, migrant schools were set up to meet migrant workers’ and their children’s needs and to mitigate this critical issue. We conducted a survey to inquire into the actual situation of these schools.

The investigation started in earnest on April 3, 2007, and underwent several stages as follows:

1. Enquiry into general conditions of migrant schools in Songjiang District with Chen Lei, Head of the Vocational and Adult Education Section, which is responsible for the migrant schools of the whole district. At the same time, 5 schools were identified as the key objects of this investigation.
2. Enquiry into the general condition and location of the five schools with the relevant counties (Jiuting County and Chedun County) and the Education Committee of Zhongshan District.
3. Special visits to 4 migrant schools in Jiuting County and Chedun County. Questionnaires were filled in by students, teachers and principals, and discussion meetings were held with some of the students and teachers.
4. Investigation into Huoqiu Weimin Primary School in Zhongshan District. The same 3 types of questionnaires were filled in. Discussion meetings were held with some students in classrooms, with some teachers and with the principal and the founder of the school.
5. During the summer vacation, home visits were paid to more than ten Huoqiu Weimin Primary School students' families in order make closer contacts.
6. Analyzing investigation and summing up investigation reports.

1. Overview of Migrant Schools

There are a total of 47 registered migrant schools in Songjiang District, in which national standardized teaching materials are adopted. A total number of 29,404 students (12,876 boys and 12,528 girls) are studying in 591 classes spread across 9 grades and a pre-school grade.

The migrant workers' children mainly come from Anhui and Sichuan, 11,562 and 6,774 respectively, followed by Jiangxi, Jiangsu and Fujian, 2,581, 2,040 and 1,363 respectively. These five provinces account for 83% of migrant workers' children in the district. Apart from Tibet, nearly all provinces are represented. Most of the parents are manual labourers, and the next biggest group run their own businesses. Others are temporary employees working in private enterprises or joint ventures, some work for contractors or farm leased land. Only a few work in SOEs.

There is a big difference between the conditions in all the schools. 38 out of 47 schools are set up in the original public schools, which have satisfactory conditions. For other schools, which borrow military quarters, rent storehouses or factory floors, conditions are quite poor: dim light in classrooms, old and broken desks with uneven surfaces. Nearly all the schools have school libraries, but books are not well-provided. For example, in Rongshan School, the library is in the attic of the teaching building and only has a few books donated by public schools.

Only migrant schools set up by a School for Adults have access to a science laboratories at a public school. Most classrooms do not have electricity, and only one school has multi-media classrooms. All schools have computers, but only school leaders have access. All schools have broadcasting equipment, which are used for morning exercises and the flag hoisting ceremony.

Only one school has a track playground, which is a dilapidated uneven cinder track. 50% of schools have basketball courts and outdoor table-tennis tables, which are made of cement. Athletic equipment is inadequate and in poor condition. Out of 47 schools, 43 have canteens, which were renovated by the Education bureau with an appropriation of ¥2.5 million in 2005. All have hygienic licenses. The schools have no medical supplies. All school toilets were renovated by the government during the 2007 summer vacation. School fees are lower than that in public schools. Lunch costs about ¥250 a semester. The average tuition fee is ¥600-¥850 for junior middle school and ¥300-¥450 for primary School [note: tuition is free for students attending Shaghai primary schools.]

Under normal circumstances, the number of students gradually decreases, dwindling from 4,000 students in first grade to 900 in third grade of junior middle school. Among the 900 students, half will start to find jobs in Shanghai after graduation from junior middle school. The other half will go on to vocational schools in Songjiang. Most of these will also go out to work on graduation, but their opportunities will be greatly improved by the extra education.

The other students who drop out of or graduate from primary or junior middle schools return back to schools in their home towns.

Schools

Jiuting Shanrong School

Founder: Wang Youjun

Principal: Shi Yinggui (Primary School), Shen Chuanwen (Junior Middle School)

Jiuting Shanrong School is the only migrant school in Songjiang which provides for nine whole years of compulsory education, with separate school yards for primary school and junior middle school. During its 7-year history, the school has increased from the original 620 students in 15 classes to 3,500 students in 56 classes and 110 teachers to date. The primary school has 2,000 students in 32 classes and the junior middle school has 1,500 students in 24 classes.

Each school has 5 school-level leaders, responsible for discipline, security, logistics and general affairs respectively. 3,500 students come from 10 different villages in Jiuting District.

114 students graduated in 2007, among which 57 students applied for vocational schools in Songjiang District. The top students typically return to their home towns for further study when they reach second grade of junior middle school.

Thanks to economies of scale, this school earns good profits, so teachers enjoy a relatively high salary of ¥1,600 per month. The minimum teachers' salary is ¥1,200 in the primary school, and 1,400 in the junior middle school. This helps the school keep a stable teaching staff.

This school is equipped with the best teaching facilities among all the migrant schools, but it is still inadequate. After site observation, we found that the library and computer room have not been used for a long time. Classrooms are crowded with too many students. Lights are dim in classrooms. There are fluorescent lamps and electric fans, but these are seldom used. There is no sports ground and sports equipment is in poor condition. There are just a few table tennis tables, basketball hoops, single bars and sand pits.

Liu'an Changfu School

Founder: Weng Chuanqing [a businessman from Anhui Province]

Principal: Jiang Jisheng [a local retired school teacher]

This is a six-year primary school. It rents school premises which were originally used by Huayangqiao Primary School, occupying an area of 10 mu and an architectural area of 1,360 M². At present the teacher:student ratio is 1:35. Tuition and incidentals are ¥500 per student per semester.

This is the only school that is equipped with a sports ground, but it is covered with grass and weeds and the cinder track is uneven. Students just use it for play-fighting and turning somersaults. Once they had basketballs, footballs and volleyballs, which were donated by the public schools. The students really enjoyed playing with the balls, but the balls could not survive for long.

Some of the teachers are local retired teachers, others are from other parts of the country. Occasionally, some college graduates would serve as interns.

Principal Jiang says, “There is no difference in salary related to professional titles. The fixed salary is ¥750 per month. Because there is no personnel performance appraisal, teachers show low enthusiasm for their work.”

After the government published the standard for minimum salary, from September 2007, the teachers’ base salary was raised to ¥840 per month. Teachers could earn another ¥50 each month for full attendance and an annual bonus of ¥10 for each year of teaching. This helped to stabilize the teaching staff. Heads of subject and of years were given an extra ¥15 per month, and a ¥200 per semester “Safety Prize” was introduced.

Standardized teaching materials are used in this school, but there has been no standard curriculum during the past 4 years.

Students are highly mobile, so the turnover rate of primary students is higher than 50%.

The biggest problem is still the low enthusiasm of the teaching staff, which is the result of low salary and poor welfare; lack of training, teaching materials and teaching facilities; the negative influence of the social environment---parents attaching inadequate importance to their children’s education, which indirectly affects teachers’ mood.

The three main aspirations of principal Jiang are: 1. Increase the teaching staff’s salaries. Under current circumstances, the founder of the school has no way to resolve this problem, so the government should provide more financial support to migrant schools; 2. The authorities should establish a standard for the recruitment of teaching staff; 3. Principals should have vision and knowledge.

Huoqiu Weimin School

Founder: Wang Qinyong

Principal: Zhao Yishan

Before our investigation, we were informed that this school is in a rather poor condition. When we were exposed to the reality, we still felt greatly shocked. A simple green steel door separates the school from the outside world. Weimin Primary School only has one two-storey building, a rented dilapidated military quarter, which contrasts sharply with the new retail buildings next door. An empty, open space in front the building is the students’ playground. The only sports facility is several coarse and simple cement-made table tennis tables.

More than 800 students study in 14 classes. Classrooms are dark, damp and poorly-ventilated; the chalks is all broken pieces; rags serve as blackboard wipers, exercise-books written in both front and back pages are heaped up in corners, the water fountain is dirty and only the brooms are new.....

Because Weimin Primary School is in such bad condition, society has come to their help.

The Communist Youth League Committee of the Law School of Shanghai Foreign Trade Institute has built up a relationship with this school and carries out teaching activities regularly. Students from this college are full of passion and activeness. They tell inspiring stories to encourage pupils who do not study well to build up their confidence to study harder. Those volunteers also donated books and money, and bought book shelves. Through their strenuous effort, a new library with a stock of more than a thousand books was built up in the School.

“A thousand wishes, a thousand gifts”, was an activity organized regularly by Youth Volunteers Association of Shanghai International Studies University (SISU) and SISU Branch of Chinese Love Foundation. Volunteers collected the wishes of a thousand migrant worker’s children and approached people from many different walks of life to respect these wishes and bring a special Children’s Day to those poor kids. Volunteers’ efforts were rewarded by help from many warm hearts who came to donate stationery. Even so, the school is still in bad need of help.

2. Teaching Conditions

Songjiang has a total of 956 teachers in 47 migrant schools, including 160 Shanghai residents, 796 from other provinces and cities. A number of them are retired teachers from public schools. Some teachers work in public schools and migrant schools at the same time. The teacher: student ratio is 1:31.

Among 956 teachers, 91 have a university or higher qualification, 415 are vocational college graduates, 444 were educated only to senior high school or vocational school level, and 6 are junior middle school graduates; 232 have intermediate teaching titles, 361 have junior titles, 363 no titles; 922 hold teaching qualifications. About 90% teachers are teaching their specialism, while minorities of teachers teach outside of their specialism. It is said that the diplomas held by teachers in migrant schools are exaggerated, but there is no evidence to prove this point.

Teachers work five days a week, and teach at least 20 classes, at most 27-28 classes a week. They have to take care of all the duties on the campus and be responsible for the management and security of students during class intervals. When school is over, they have to stand outside the school gate in two rows to escort students. The teachers in migrant schools have a heavy workload.

There are no teaching standards, so teachers adopt different teaching methods and it's difficult to guarantee teaching quality.

Teachers' incomes vary with the profitability of the school. For example, a teacher's monthly income in Rongshan School is ¥1,300-1,500, whereas it's only ¥750-800 in Changfu School and Lianzhuang School. In any one migrant school, teachers get the same pay regardless of the work done. Because of poor compensation and other reasons, the staffing of migrant schools is extremely unstable. In order to guarantee normal teaching, some schools introduced a Full-attendance Award, but because the amount is limited, the effect is not obvious. The greatest desire of teachers is for higher wages that are in direct proportion to their hard work. They also want to be provided with opportunities to gain formal teacher training. They are employed by business people, and are expected only to get through the classes, but have no opportunities and channels to improve themselves.

Some of the teachers are very dedicated to their work. Young and middle-aged teachers, who are satisfied with their current situation, are the backbone of migrant schools.

Mr. Zhang of Xinxing Primary

We met Mr Zhang Kuo twice. He gives the impression of full of passion and enthusiasm for everything in life. He is 40 and comes from Anhui. He once taught in a migrant school in Pudong and just came to Xinxing Primary School for a semester. He has been studying how to help migrant students to learn better. He has experimented with many ways to improve teaching methods and make learning more fun for the children. Such a kind of teacher is rare in migrant schools. In addition to teaching Chinese language, he also organizes a Mathematics Olympiad classes. In his spare time, he tries to solve math problems. He lives in the school, and at weekends, he prepares his lessons or corrects students' homework. He said that his work in the migrant schools is for the sake of his fellow townsmen, because he doesn't want the younger generation to follow their parents' way. We were very moved by the following words: "We migrants sweep streets, clean toilets, and more often than not we are at the end of factory recruitment row. Whenever I see this, I ask myself why we migrants cannot find office jobs!" He said this with emotion and tears ran down his face...

Xinxing has the widest range of wages among all the surveyed schools, ranging from ¥900-1600/month. But Zhang said the lowest wage at the school last year was only ¥400 / month.

Some teachers chose to teach out of their enthusiasm for education. Many schools employ retired teachers from public schools. Their hair is grey, but they still serve society in their

retirement. They have taught for a lifetime for the gratification of seeing the development of their students, not for a few hundred yuan in wages.

Ms Wang of Rongshan Middle School

Ms Wang is a young middle school English teacher. Rongshan Middle School is the second migrant school she has taught in. The school doesn't provide housing, so she rents a house next to the school. The school provides three meals a day and a monthly salary of ¥1,000. She is devoted to education, full of enthusiasm and doesn't think that the teaching load is heavy. She loves her students and always talks with her pupils. In fact, she is a close friend to her loving students.

Mr. Wang of Liu'an Changfu Primary School

Mr Wang is a self-taught teacher from Jiangsu. He has been the head teacher for one year. At first, he taught music, and later changed to teach Chinese language. He frankly pointed out that students in this school don't have a good foundation, which presents difficulties in teaching. To make things worse, students come from all over China with different accents, so even communication is difficult.

Mr. Wang said that many teachers regard teaching in migrant schools as a temporary foothold. Slowly they will complain about low wages and poor conditions and ask for an increase in wages. However, the people who run the schools can't meet their demands. For this reason, migrant workers are of high mobility, and teaching quality cannot be guaranteed. Some of the young teachers become more and more disheartened. But the greatest victims are the kids who want to learn.

3. Students Situation

Overview: In Songjiang District, there are 29,404 migrant students. 9,839 (33.5%) are single-child families, 19,565 (66.5%) have siblings. The students' families differ greatly in their economic situation; some parents are wealthy business people and drive their children to school by car. But the majority are poor, living hand-to-mouth, and have to pay tuition in installments.

School fees are approximately ¥750 per semester, including tuition, books and lunches, which is a strain for many families. When we met the children, we observed that they are overjoyed with just small gifts (such as stationery). We were touched by their eagerness to have their photos taken. These things are so common to us, but migrant kids regard this as a treasure.

When we arrived at Lianzhuang School, the students were eating lunch. We saw the students wait in line to get their meal in the open air and eat while walking. It is hard to imagine how they eat in adverse weather conditions. Although there was only a soy sauce egg and spoonful of tomato soup in their bowls, they ate with relish. We felt distressed: the students are still growing; how can such a meal supply them with adequate nutrition?

"I want to be a teacher, so I can teach more kids.", "I want to be a police officer to arrest bad eggs.", "I want to be scientist to invent a lot of things." These were some of the aspirations of the migrant children. They are lovely kids living with us under the same blue sky and harboring beautiful dreams for future lives. But because of family economic difficulties, it is difficult for them to enjoy the same education as urban children.

Some students in the investigation team said: "We went from Jinzhai, Anhui to Tongling, Jiangxi to hold "hand in hand, heart to heart, mutual help" activities. At that time we were deeply shocked by the poverty and austerity they lived in and we were moved by the kids' love for study and their strength to face hardships in life. But, we never expected that there are kids living in similarly adverse conditions around us. They need us to extend our hands of fraternity, and to communicate with them with a loving heart."

Liu Chunlan in Huoqiu Weimin Primary School

Liu Chunlan's family live in a house less than 10 square meters with a monthly rental of ¥200. The house is shabby and crowded with two dilapidated bunk beds, several wooden chests in the corner with a television set on top, and a table in the middle, on which stands an electric fan.

We arrived at her house at noon. Chunlan and her mother were eating vegetable porridge. There are four people in her family: her father, her mother, her elder brother and her. Her father and elder brother are working on construction sites and seldom stay at home. Her mother is working in a small factory and comes back very late, and thus Chunlan has to prepare supper by herself. She lives far from her school, so she goes to school by bike. She told us that school provided a lunch with one or two vegetable dishes and she was quite satisfied with that. She is fond of reading, but because of limited school recourses, she is not able to read the books that she loves the most. The school has no playground, and offers just one PE lesson each week, in which students just do some exercises and then play. Her school does not organize many outings, so each outing will excite her classmates and herself for a long time. While her academic performance is not very good, she still works very hard.

Tai Shixiong in Huoqiu Weimin Primary School

In Chedun Lane, we found "Shixiong" jewelry shop, which is the only source of income for Tai Shixiong's family. It provides the family with a monthly income of ¥1,000~2,000. Shixiong came to Songjiang in the second semester of third grade primary and just finished his fourth grade with an excellent academic performance. He plans to go back to his hometown for fifth grade, mainly because he is dissatisfied with the young teachers' perfunctory attitude.

His parents have high expectations of him and expect him to go to school on foot. He has to walk more than 40 minutes every day, but he says it is "not tiring at all". He is a very shy boy, and likes painting as well as calligraphy. He said that the school pays no home visits and never holds parents' meetings, which shows a lack of communication between school and the students' parents. After thinking it over, his parents have decided that it is better for him to continue his studies in his hometown. "They believe that continuing his studies in Songjiang will affect his future chances. Tai Shixiong was hospitalized for nearly two weeks and just returned home. 20% of the medical insurance is not easy to get from the school.

Fang Ying in Xinxing Primary School

Fang Ying is the leader of the Young Pioneers in her school, and also is the class monitor. The first time we met her, her face was shining with excitement after being the MC for the school's Children's Day festival. She is the only daughter in a wealthy family and has the air of a public school student. Her mother asked for special leave from her work and came to watch her being MC. Her father works in Pudong and comes home once a week. Both of her parents love her and attach great importance to her study. Parents who pay such attention to their kids' study are rare. In order to prepare her for middle school and for her future college entrance examination, her parents have decided to send her back to their hometown, where living conditions will be tougher than in Songjiang. Fang Ying hasn't quite decided what she thinks about her parents' decision.

4. Recommendations

Songjiang District has set up a special "Management Leadership Working Group," and has established a two-tier management network. The District Education Bureau has set up a "temporary office for migrant school management,". Town and Neighbourhood Education Boards are responsible for the actual management work and regulation of school standards. The main measures which have been implemented to improve the provision of schools which can receive children from migrant workers' families and to improve teaching quality are as follows:

1. Holding training courses for school principals (and founders). Last year's first training course attracted 64 principals and founders of migrant schools. Since then, a system has been established whereby principals meet regularly.
2. Strengthening inspection and guidance. Arranging full-time staff to be responsible for the daily management of migrant schools and organizing an education inspection team formed of serving and retired officers of education, to focus on inspecting and guiding teaching, health and security in the schools and play an intermediate role.
3. Setting up a reasonable overall arrangement. Songjiang Education Evaluation Centre was commissioned to carry out a special assessment of school quality. Provisional credentials were announced on the basis of the assessment results. At the same time, the schools were cleaned up and illegal practices prevented at the source.
4. Imposing diverse models for running of schools. Four models identified: allowing migrant children to sit in on public primary and middle school classes, public schools holding classes for migrant children, using social resources to set up migrant schools, taking advantage of other public education resources to establish migrant schools. In particular the use of the existing educational resources of adult and vocational schools in towns and neighborhoods offers a better solution than the existing poor quality migrant schools.
5. Key changes. Taking advantage of limited special funds to focus on the regeneration of schools' health and safety facilities. Increasing publicity to help the migrant schools through various forms of social donation.
6. Promotion of long-term management and integrated management. Listing migrant children's compulsory education under Development of Education in Songjiang's 10th Five-Year plan. Collaborating with public security, public health, fire safety, security, social security, and other departments to carry out effective integrated management.

These measures have improved the adverse conditions of migrant children to a certain extent improved their teaching conditions and raised the initiatives of various sides. However, there is still much room for further implementation and improvement. There is a phenomenon worth noting: If migrant schools are run well, in return, government and society will provide more support, thus bringing about a virtuous circle. Rongshan Primary School is a good example. Its principal told us: "Last year we received strong support from higher bodies and were interviewed by five units. Songjiang TV station came three times and the head of Songjiang District came to guide the work in person." So from the schools' leadership teams to teachers at the grassroots level, every side attaches great importance to both education and management. For example, the strict students' security system guarantees that no small accident has ever happened. Another example is adherence to the system of home visits. Each semester, teachers must visit students' homes, and during the term, teachers must call parents by phone two or three times. As a result, this school enjoys a higher social reputation, and parents are willing to send their children to such a school.

The emergence of more and more well-run schools will be the greatest evidence of success for officials in charge.

5. Survey Summary

We believe that the smooth operation of migrant schools is an indicator of equality of education. Education equality is the ultimate equality in society: unequal education will lead to an unequal society. To some extent, the existence of migrant schools can bridge a gap for out-of-school migrant children and can exert some positive effect on urban education construction. The local government is supposed to give vigorous support to migrant schools. In this context, Songjiang government has done a lot of effective work.

Our conclusion is: the "main channel" to ease the difficulty of migrant children's compulsory education is the public schools. In this stage, establishment of migrant schools

which carry the quality of public school is the “secondary channel” to solve the problem of migrant children’s education. Along with the constant social development and progress, the education of migrant children will gradually integrate into the urban education system, and “migrant school” will eventually become a “historical term.” Therefore, in a sense, the ultimate aim is to “abolish migrant schools”. This is the inevitable trend of social development, and also the historical mission of the Government and the relevant departments.

However, to go from the status quo to the realization of this vision will require step-by-step and painstaking efforts, especially at this stage, when the existence of migrant schools is a necessity. At least, the teaching quality urgently needs to be improved from two levels.

1. Principals. There are many principals who have management experience and are enthusiastic about education, but lack teaching facilities and funding. One can not make bricks without straw. While it is important to improve the training, assistance is equally important.
2. Teachers. There are many teachers who work very hard, and are devoted to improving teaching methods. But low wages will make it hard to keep them. High turnover of teachers will undoubtedly impair teaching quality and the quality of students’ education. Teachers have no opportunity to participate in city and district teacher training. They have not had access to the systematic research and analysis of the teaching materials they are using. Their knowledge is steadily going out of date, and in addition there is no effective supervision mechanism, so it is tremendously difficult to guarantee teaching quality.
The pressing task is to resolve the internal and external problems of teachers.
3. Students. There is nothing wrong with the ability of the students in migrant schools, but their all-round development is restricted by poor teaching quality. In a considerable number of migrant schools, teachers teach main courses, such as Chinese language and mathematics half-heartedly. Lessons like music, PE, art and crafts are just taught by going through the motions or simply cancelled, because of restricted or lacking teaching resources, space or equipment. The teaching of moral education, such as patriotism, education in revolutionary traditions, codes of conduct, team activities and extra-curricular activities is pathetic. This is a far cry from the national policy of comprehensive cultivation of successors, which is why some people sarcastically call migrant schools “literacy schools”. Living under the same blue sky, “floating flowers also need watering.” More importantly, with the current huge numbers of migrants in Shanghai, migrant schools alleviate the heavy burden of migrant children’s education. What kind of water is needed? The practice adopted by Hangzhou is worth learning. Migrant schools in Hangzhou took a practical approach to the matter and formed a new management style:
4. Dynamic school management. Schools have changed the existing enrollment and transfer regulations [into the public schools] with a “three as long as” policy, that is, “As long as there are places in the class”, “As long as they meet the entry requirements,” “As long as there are reasonable grounds”, students will be allowed to transfer at any time. And students’ registration is under dynamic management in accordance with this policy.
5. Flexible charging. Schools allow tuition to be paid by monthly installments or to be paid in arrears, etc. For students with particularly difficulties, schools will cut part of or waiver the whole charges. For transfers half-way through the term, partial tuition will be charged according to their actual time studying in the school.
6. Enterprise management of teaching funds. Migrant schools introduce enterprise management of the personnel system to tackle the wage and insurance problems and implement standard management according to the requirement of Hangzhou government for teacher accreditation, training, establishment of files. They have set up internal incentive mechanisms - more work, more gain and better work, better pay.

7. Consistent appeal to public schools and different social dimensions: to provide material assistance, a sharing of resources and the establishment of mutual aid mechanisms. As a participant in the survey, we will join with other schools to help migrant children.
8. If we really recognize that migration into cities is an inevitable social development and necessary for urban development, we should recognize the reasonableness of migrant children migrating to cities to go to school. If it is acknowledged that the state's compulsory education is open to all primary and secondary students, then regardless of wherever the floating population “floats” to, their children have every right to be bathed in the warm sunlight of compulsory education.

Songjiang No.2 High School Research Group

Shanghai Songjiang No.2 High School, Fei Fan

1. Preface

With the rapid development of Chinese society, industrialization and urbanization is increasing at an unprecedented pace. With the increase in demand for labor in cities this has resulted in large-scale migration, Songjiang District is no different. With a rise in the number of migrant families, education for migrant children has become one of the most prominent social problems. Shanghai public schools are unable to accommodate the increasing number of migrant children. Adding to the problem is the inability of such families to pay for the public school education fees. Since the 1990's, migrant parents have tried their very best to collect money, and set up migrant workers' children schools (abbreviated as “migrant schools”). Recently, in response to the education problem, migrant schools have developed in towns across Songjiang including: Jiuting, Xinqiao, Siting, Chedun. The development of schools has led to the establishment of management offices by the Education Bureau. The objective is to oversee the management of schools and ensure the standards of education.

2. Schools Overview

Of the five schools surveyed of which 4 were primary schools and 1 middle school the conditions varied. The two schools in Jiuting were good, Yongfeng and Guangsheng acceptable and the others poor. The survey assessed the following areas: basic condition, students, teachers, school building, and school management. The survey indicated the following:

Most schools were established between 1996 and 2001. Schools are registered with the foreign or local Bureau of Education. Schools are self-funded. The number of students enrolled ranges from 500 to 1000.

3. Teaching Conditions

Schools normally have only few management positions. A very small percentage of teachers have higher level education. Only 33.87% of the teachers have teaching certificate. The caliber of teachers is far from promising. 3/4 of the schools see a 10% student turnover every semester. There is also a high turnover of teachers with a 25% change every six months and 75% teachers within 3 years. Such changes greatly affect the curriculum, teaching quality and the ability to build a structured school system. In comparison with local schools, migrant schools have poorer teaching quality. Around half of the schools do not undertake teacher training. 2/3 schools have no volunteer teaching. Extra-curricular activity is poor.

4. Student Conditions

The majority of students are from Anhui, Sichuan, Hubei, etc. 33.98% of the students are from single child families, others have 2~3 children. 71.29% of the parents are manual

laborers with low income. 41.58% of the families earn ¥2000 income per month, 21.78% of the families monthly income are below ¥1500. Only 5% of the families have medical insurance. Following graduation, 69.9% of the students return to school in their own town. 22.33% remain in schools in the city. The remaining students enter the job market.

5. School Facilities

School building: 50% of the classrooms have good lighting. The desk/chairs are mostly old. 57.14% use blackboard made of concrete. Libraries have only very few books. 75% schools do not have a lab. None of the schools have a multimedia classroom. Half of the schools have a computer room, but with only a few computers. PE equipment is poor. Dining room is small. The students bring their own drinking water to class and there is no medical clinic. School management: The schools are unstable with 50% of the schools moving more than twice. Jiuting Shou County Xiangyang Primary School has moved 5 times. To relocate schools frequently is extremely disruptive. Schools seek to improve their facilities, including classroom, bathroom, dining room, computer room, library, multimedia, PE facility, lab, clinic, but are constrained due to the lack of funding.

6. Summary

The growth of migrant schools brings with it a number of problems. Migrant schools are essential to cater for the increasing number of migrant children. As such it is necessary to address the issues and problems with an aim to improve the facilities and teaching at the migrant schools. According to the survey, the major issues are:

1. Students with no medical insurance. This presents a burden for low income families.
2. Poor teaching quality.
3. Lack of basic teaching facilities, including lab, computer room, library, etc.
4. No medical clinic. The health & safety students can not be assured while at school. Should an accident occur, there is no way of providing medical assistance to students.
5. Instability of schools. The frequent change in school locations with a high turnover of teachers and students has an adverse affect on the long-term development of schools.
6. Lack of extra-curricular facilities and activities. This hinders the ability for students to develop both physically and mentally.
7. Due to the lack of organized events and activities there is limited development opportunity for students.

The survey clearly indicates the need for Government intervention to provide and care for, support and manage the migrant schools. The support at these schools is severely imbalanced compared with public schools.

Every child should be entitled to free basic education in a happy studying environment. The education system should address and formalize the management of migrant schools. This should include a specification of quality standards, ongoing monitoring and evaluation of standards, teacher training and financial support. Society should also address development of migrant schools, this may be undertaken by promoting partnership between non migrant school and migrant school, e.g. sending volunteers to sister migrant school, sharing of facilities and teaching experience, teachers helping teaching and research in migrant school, and enabling students from migrant schools to actively participate in various activities organized by city and district education bureau. Migrant schools should be standardized, and those not meeting the requirements should be closed.

All children have equal rights to education. The intention is for these schools to become

part of the overall development of Shanghai. If migrant workers don't need to worry about their children's education then they can contribute to the economic development of Shanghai. Let's work together to build a harmonious society.

Report on Migrant Schools in Baoshan District

Xing Zhi Secondary School Research Group

The following students participated in this study:

2nd Year, Class 2: Ding Xiaowei, Guo Yidong, Hu Yaoying, Gu Yuming

2nd Year, Class 3: Qiu Xiaochu, Shi Wen, Yan Xuwen, Wang Qian

2nd Year, Class 8: Su Weidong, Zhao Bei, Ge Jiamei, Zhang Xiameng

Shanghai Xing Zhi Secondary School Research Group

1. Preface

With the rapid development of China's economy, migrant workers are flooding into Shanghai, becoming an undeniable force in reshaping the city. Today as millions of migrant workers settle into Shanghai, migrant schools have emerged along with the number of children in need of education. Currently there are many schools for children of migrant workers scattered throughout Shanghai's districts, but the conditions of the schools vary greatly, those with the biggest problems need to be identified and offered help. Studies show most of these schools have rundown premises, inadequate facilities, a shortage of teachers, and there is a huge disparity in the education level between migrant schools and Shanghai's public schools.

In 2001, there were 500 schools for migrant children, with more than 100 thousand students. Data shows that there were a total of 357 schools in 2004, with 210.9 thousand children. In addition, there were 153.5 thousand non-resident students, most of which were migrant children, who attended classes all day in schools in Shanghai. A "China Education News" June 2004 report shows that the number of migrant children (including those of pre-school ages) was already over 300 thousand. On January 28, 2005, the China Education and Research Institute featured an online article from the Ministry of Education that there were currently less than 400 thousand migrant students taking Shanghai's compulsory education courses. At the end of 2004 just as plans for stepping up the management of migrant students were being released, the Shanghai Education Commission issued a document proposing solutions for allowing migrant students to attend compulsory education schools. Included was a proposal to treat migrant children from families with residence permits the same as Shanghai students, allowing them to enroll in public schools.

Baoshan District has 32 such schools, among which, Xing Zhi Secondary School was chosen by the Loving Heart Association to participate in the study. First, a team of 12 student volunteers was selected to make up a 2nd year student core investigation team. Then, in cooperation with Baoshan District education bureau, five representative schools were selected for study. The original survey was re-designed and tasks were allocated. A strict, comprehensive survey was implemented from mid-May to early June to collect data on the following:

1. Number and distribution of migrant children.
2. School make-up: teacher to student ratio, boy to girl ratio, number of grades, number of years in operation.
3. Students' home provinces and what types of work their parents do.
4. School facilities and funding: classrooms, desks and chairs, lighting, libraries, number of books, laboratories, multi-media classrooms, playgrounds, sports equipment, medical clinic,

toilets, canteens, student fees.

5. Teachers: original province or city, setup, level, workload, treatment, aspirations and demands.

6. Students: family, school spending, health, student characteristics, post-graduation plans.

7. Teaching Quality: grade promotion rate, graduation rate, comprehensive examination results, etc.

The survey was conducted by asking questions, taking notes and interviewing both students and teachers. Cameras were used to record actual scenes to capture the student's situation. Finally, during summer vacation, the study data was compiled, processed, analyzed and integrated to create this report.

2. School Overview

In recent years, the standard of living of migrant workers has continually improved due to efforts at all levels of government. But one social problem has become more and more evident: migrant children's lack of education. Statistically with 110 million migrant workers this equates to approximately 500 thousand migrant children (the actual figure may be much higher). At such a young age these migrant children have already been exposed to some of life's pressures. Children migrate from one city to the next with their parents, or stay alone in the countryside with no family support. Discrimination in education, lack of quality teaching, emotional and physical challenges is issues faced by these children.

2. School Overview

This investigation covered five schools: Huo Yuan, Gong Kang, Yu Xing, Hui Min and Yang Dong, all of which have been opened for at least three years. Among these, Huo Yuan has been open for 12, Gong Kang for seven and Yu Xing for nine. All five have registered with the local department of education, and are self-funded.

The number of grades 6-8 vary: Yang Dong has 10, based on the number of classrooms and size of the school; Yu Xing has seven, Huo Yuan has eight, Hui Min has 16, Yang Dong has 29 and Gong Kang has 20. All the schools have three or more administrators, except for Yu Xing, which has two.

There are more female than male teachers. The teacher to student ratio is 1:26.6. Most migrant students come from the following provinces: Anhui, Sichuan, Henan, Jiangsu, Hubei, Shandong, and Jiangxi. Most parents of migrant children are farmers, street sweepers, construction or sanitation workers, drivers, temporary workers, or small business owners. Families spend about ¥700 every year on school fees, including health insurance (with the exception of those with students at Gong Kang and Huo Yuan, which cost ¥330 and ¥1000, respectively).

3. Student Conditions

Standard Shanghai public school fees are as follows: primary school admission fee is ¥150 with ¥210 for two semesters of textbooks; junior middle school admission fee is ¥240 with ¥280 for two semesters of textbooks. Students from provinces and municipalities outside of Shanghai must pay an additional fee of ¥500 for primary school and ¥800 a junior middle school. The cost of the fees for migrants living away from their home provinces pose a problem for migrant families.

Migrant children who are attending schools are the most important consideration in this study, and in society. Their lives, studies, thoughts and reflections are the heart and mind of this study. During this investigation, the team had close contact with the children and

gained a wide range of information such as number of siblings, amount of monthly allowance, amount of pressure in school and types of school activities. An analysis of these is given in the following section, in the hope of presenting an accurate and reliable report.

To reflect what migrant children's school life is like, the survey has been divided into three major segments: life outside school, school life and personal information. First, the condition of migrant children outside of school is shown by their relationships with their parents and friends, and by the mapping out of their family situation. Next, the details of the children's lives inside school make up the whole of their in-school experience and are the most important details of this study to the extent that they may reveal the problems and solutions for improving their school lives. Finally, the children's personal information and personal ideology reveals their dreams and life direction, as well as any psychological problems they may have. From the outward to the inward, from teachers to parents, from the physical to the mental, from their present lives to their futures, this study reveals a different perspective with which to see migrant children. It also serves to find practical ways to care for them, which is the purpose of this study.

Among several schools investigated there are far more male than female students. The most extreme disparity is one school with 57% boys. This maintains the tradition of families to allow only boys be educated. However, the desire to let their children be educated is already a significant step in a direction of the modern times.

All schools studied provide a before and after school service. This helps the children and parents immensely. The cost of the school bus is included in the overall school fees. Students surveyed found most of them feel the school bus is a convenient service whilst 30% felt it inadequate. The average school bus journey is 45 minutes, the duration of the journey may be a problem and impact the welfare of the children having to ensure long rides to school can impact their mood and concentration in the classroom. Surprisingly junior schools run a motorcycle service to school. This poses an extreme danger with busy traffic in the cities.

When children were asked whether they were happy about their school lives, an overwhelming majority said they were happy, as they play with other students, learn and are treated well by teachers. The children identified as unhappy indicated their main reason for lack of satisfaction was due to insufficient sports & equipment, a disorganized school environment and bullying. Some unhappy students added that teachers treated students unfairly.

Bullying at school has manifested into a greater problem than realized and impacts not only the psychology of the student but also their future when they interact with society.

Bullying by teachers appeared to occur across all schools and in particular in the lower grades of the schools. The poor quality, low education and lack of experienced teachers have proved a huge problem for most schools. In addition, parents do not express their concern for their children's education and welfare at school. Only about 13% of the schools are using mandarin with the proportion of mandarin speaking higher in the upper grades. This poses a great concern for students in the lower grades. English teaching starts at the higher grades, however the level of English proficiency is very low. The teachers are under qualified and have poor pronunciation.

With regards to school catering, more than 80% of the students are having school meals. The opinion on the food varies with some students expressing their satisfaction whilst others complained of insufficient portion sizes, undercooked food and the cost. The main cause of complaint was the different catering between teachers and students.

Following a visit to the school canteens, it was found a meal consisted of soup with a few pieces of vegetables which appeared insubstantial. However few complaints were made, perhaps reflecting that the children normally eat this way at home. The study indicated there

is a correlation between family income and the comments on the quality of school food.

Students were asked to express their overall level of satisfaction with their school. The results of the questionnaire indicated, the lower the grade students were far more satisfied than the higher grade students. Despite lower grade students being bullied this did not prevent them from expressing their love for their school. This may be partly due to the lack of expectation when they first enroll at school. After a few years at school they find that school is boring and their interest level dampens. One of the greatest challenges for teachers is to maintain student's interests and keep them keen to learn and be educated.

The family life of children is one of great concern. Most families identified had more than one child, unlike the single child policy adopted in the city. More children present an additional burden to parents. The ability to provide a balanced and equal lifestyle to each child is also a problem that results in some children having all the emotional and material rewards.

In terms of the parents work, this is varied, with some parents being highly competent and working in the Baoshan Steel Corporation whilst others are unemployed. It is apparent that the parent's professional standing has an impact on the child's development, mindset and financial security.

In terms of spending money, the lower grade students received ¥ 5 – 10 per week and the upper grade students between ¥ 10 – 15 per week. It was found that these amounts are more than sufficient given they have little access for frivolous expenditure. The children have clear objective as to how they spend their money with the majority keen to spend on stationary and snacks.

Time allocation by students appears to be well thought out. The study demonstrates most children spend their free time doing their homework, then helping their parents with domestic chores and finally playing. The lower grade students spend more time on their homework and studying. The study indicates children take their own initiative in supporting the family and understand that their contribution helps to lighten the load for the parents, they are also more diligent and conscientious in their approach to work; both of these factors is in stark contrast to children who grow up in the city.

Part of the study included asking students about their aspirations. With regards to their education, students provided different answers. 70% of the students indicated their hope to go to college and have a wonderful future whilst other just indicated their desire to graduate from junior school. The manual labourers' children indicated the most ambition with the desire to go to University, secure a higher level of education that will give them better opportunities. They clearly expressed they would not want to endure the same as their parents and have to raise their siblings. However, these children also recognized the difficulty in reaching this dream given a number of obstructing factors. These children also expressed their need for a mentor to support their studies. Whilst they are very determined and conscientious in their studies they do not have someone they can turn to guide them in their studies. Parents of children from cities are able to appoint a personal tutor to provide additional support to their children's studies.

Whilst the majority of students hope for an improvement in their lives from a material perspective, some children desire an opportunity to fulfill their dreams. Students with ambitions to acquire additional skills such as learning a musical instrument are dampened by their economic environment. Some children reach out for emotional satisfaction from their families, however, busy parents concentrating on providing for the family are limited as to the amount of time they can nurture a family relationship.

The above clearly demonstrates the problems faced by students in migrant schools. The reassuring aspect and that is, the students are well cared for in a secure environment.

4. Teaching Conditions

The teacher's are core to the success of the school operation. The following research reflects the situation in migrant schools.

Migrant school teachers are in general less qualified than those in public schools. 52.6% come from outside the city; 18.4% of teachers are over 70 years old; 55.3% hold a technical college certificate; 2 teachers hold a bachelor degree; 32.4% do not have a technical post title; 26.3% are teaching a subject they have not majored in. All schools provide teacher training, however the qualifications of teachers need to be improved greatly with an emphasis on systematic and theoretical training. The appointment of young and qualified staff is with the intention of injecting new and fresh ideas into the faculty.

According to the results of the survey, teacher salaries and work load are out of proportion. The average teacher works 19.3 hours per week. Yang Dong School is exceptional with average teaching ours 21.2 hours and sometimes up to 31 hours per week. It is not uncommon for a teacher to be teaching more than one subject, 57.9% of teachers appeared to be in this position of which 10.5% of teachers were teaching more than 5 subjects. With a monthly salary of just over ¥1,000 per month, this clearly reflects the salary is not reflective of the workload. This disparity has resulted in dissatisfaction, when questioned what their expectation for wages is the response is just less than ¥2,000 per month. The low pay is attracting only very lowly qualified teachers.

Teachers face a number of difficulties in migrant schools including:

1. Number of students
2. Lack of teaching aids
3. Difference in ability of students
4. Poor teaching environment
5. Communication problems due to different dialects of children

5. School Conditions

Of the five schools surveyed, with the exception of Yangdong School, none of the schools had a library, science or computer laboratory. Many schools teach theoretically and do not have the equipment to demonstrate experiments. Again, with the exception of Yangdong School no other schools surveyed have a library. Without such facilities, students are limited in terms of the extent of their learning.

1. Medical Clinic – In most schools this just consists of a closet with very basic medical supplies. Quite often this closet is actually used to store teaching materials.
2. Washrooms – Schools have very poor infrastructure in place resulting in poor sanitation and unhygienic and unhealthy environment for students to be studying in.
3. Drinking water – Most schools provided water machines in the dining room however, the number provided is insufficient relative to the number of students.
4. Playground – This is typically a concrete outdoor area with little equipment. Despite Yangdong School having better facilities than the other schools, its playground was covered in sand and stone, posing a health risk to children playing in this type of environment.
5. Sports Equipment – All schools have limited equipment for students to participate in any sporting activities. The limited infrastructure and equipment suppresses students in their education process. Students keen to learn, participate in more activities and nurture their inquisitive nature is restricted without computers, books & sport equipment. The poor school conditions are not conducive to learning.

6. Conclusion

1. Enrollment restrictions: Given the irregular movement of migrant workers this influences the student numbers and results in unstable enrollment.

2. Population fluctuations: Given the low income of migrant workers, they are only able to afford to enroll their children in migrant schools. The majority of workers come from poor rural areas and many have more than one child. The average household income is ¥7,000 - 8,000 per annum, the possibility of enrolling their children into a public or primary school is remote. In comparison, the cost of migrant school fees is ¥300 per semester and includes textbooks, lunch and transportation. In addition, many migrant parents prefer for their children to attend schools with other migrant children to protect them from discrimination. The low fees and sense of belonging make migrant schools attractive.

3. Lack of basic education resources: The size of the migrant population is expected to continue to grow for some time. As it grows, enrolment of school-age children will increase exponentially, and the basic existing state-owned and private educational resources will not be able to meet the demand.

4. Class structure, curriculum, materials, etc: Consistency of these must be considered, as the current system requires that junior high school graduates return to their place of residence to take exams. After completing their compulsory education, whether migrant children are able to stay in Shanghai and enroll into colleges and universities remains uncertain as these institutions are facing a decline in enrollment numbers. If so, migrant students could become Shanghai's new generation.

5. School permit regulations: Legal issues arise from migrant children school permits, which are issued from various places outside of Shanghai.

6. School environment: poor infrastructure, inadequate teaching facilities, lack of quality teachers, information and security have become the main issues of migrant schools. Shanghai primary and secondary school canteen health and safety is generally good, but those of migrant schools are poor. During Shanghai's "Food Inspection II," a total of 2,225 various types of school canteens and lunch service companies were inspected, along with 2041 kindergartens, primary and secondary school canteens. The results showed that the state of health and safety in the majority of these canteens is relatively good, but that of the 103 migrant schools investigated, simple facilities and management are not in place.

7. Insufficient government management: Due to district education constraints, management at migrant schools is sometimes insufficient.

8. Indifference to school policy system: Migrants schools are seen as profit making opportunities. Many schools are opened without having been through the proper process of obtaining licences and permits. Once the relevant departments are informed that a new school has been opened the situation becomes difficult to manage. If a school is shut down for breach of regulations the owner will establish another school in another district, disregarding any policy in place.

9. Rural unattended children: Migrant parents aware of the education constraints in the cities they move to are faced with decision to leave their Children at home. This option allows children to remain in a familiar environment and not be exposed to the discrimination in the city. The study however shows that those that are left in their rural home face psychological and behavioral problems as a consequence.

7. Recommendations

There are more than 600 thousand non-Shanghai resident students studying in Shanghai. 60% of these are migrant children. To tackle this situation and help improve the education system for this pool of students will help them to integrate into society and improve the overall economic and social well being of society.

The key to a conducive teaching environment is the teachers. Despite teachers feeling wanting to provide the best for their students, they are limited by their ability. Some teachers

transfer to other schools that provide better opportunities, thereby leaving a shortage in the migrant schools. There are two ways to alleviate the problem. Few teachers express a preference or desire to work in migrant schools. A recommended approach would be for teachers in public schools to work with migrant schools and offer transfer or secondment positions.

Any change in city planning results in the redevelopment of schools for alternative developments. In some cases schools may have to move a number of times in a year. The constant relocation of schools results in disruption to the academic year, teachers and students.

The Government should recognize and take responsibility for the education system when undertaking their development planning.

To discriminate against migrant children is to limit the development of towns where these children are citizens.

To solve the problem there are three principles to address:

1. For migrant workers with only temporary residence registration, jobs and homes, the government should provide compulsory education opportunity for their children. Migrant workers have contributed to economic construction in Shanghai and their children should have an equal right to compulsory education.
2. Improve the quality of education during the formative years of education.
3. Public and private schools. Over time migrant school children should be reassigned from their private school to the public schools and enjoy the same quality of education as locals. This is a long term goal and will require extensive forward planning. Evidence has proved that some children who have had the opportunity to enroll in a public school have been discriminated against, by both teachers and students resulting in the student returning to a private school. This discrimination has been seen to impact students' psychological behavior and affect their integration into society.

The introduction of a few policies to help eliminate discrimination could be undertaken as follows:

1. Migrant children should not need to pay additional education fees.
2. The development of private schools should be regulated by the government.
3. City planning could help stabilize the school environment.
4. Facilities are limited in migrant schools. The Government should look to allocate more funds to schools to ensure the conditions of schools are improved, in particular the safety within schools. Funding for schools needs to extend beyond the Government and reach out to all levels of society for support and assistance.

Research Report on Migrant Schools in Baoshan District

Research Group of Wusong High School

Members of the research group: Jiang Fanyi, Li Ying, Yuan Ye, Lu Jin

1. Preface

During August and September, a research group from Wusong High School in conjunction with Shanghai's "Loving Heart Association", conducted a research of fourteen migrant schools in the district. The research proceeded using a variety of methods such as face-to-face discussion, question surveys, and interviews, in order to come up with a general idea of situation of the migrant schools in the district. This search report reflects the problems the migrant schools in Baoshan district face as a result of school and class size, in addition to pressures placed upon teachers and students.

With the improvement of the city construction and the expansion of the city, more and more migrant workers are having to adapt themselves to Shanghai city life. They have been a particular group that cannot be ignored and needs care. This is increasing the focus on migrant schools, which mainly aim to serve children of this group, especially in outer suburban areas as a result of the booming migrant population there.

There are 32 migrant schools in Baoshan district. Under the cooperative guidance of Shanghai's "Loving Heart Association", at the end of September, Wusong Middle School organized more than ten research groups to make field visits and investigations in 14 migrant schools and found that although the quality and environment for running schools has improved to some extent, some common problems remain. Specifically, obstacles persist in providing the majority of the migrant children their compulsory education. These obstacles need societies attention and efforts in order to solve them. The research group made a summary on the investigation during the National Holiday.

2. School Overview

Among the 14 migrant schools which have been researched, the earliest founded one was opened in 1996 and the latest one in 2006. All of them have been registered with the local education bureau but have raised funds independently.

In each of the 14 schools more than 600 students to attend school and in two of the schools there are more than 1000 pupils. Among the students, there are approximately 3 males for every 2 females in the class in all of the schools surveyed except one. This reflects that, from one aspect, most of the migrant children are male. Compared with this rate, however, there are far more female teachers than male ones in the migrant schools. Take Huosheng school as an example: among all the 23 teachers, only one of them is male (less than 5% of the teachers). Additionally, because the total number of teachers generally only numbers around 20 to 30, a few major course teachers have to teach some minor ones.

Because most of the school funds are raised independently and teachers are limited, the 14 schools only have offer classes through sixth grade of primary school, and only a small number of schools are able to provide pre-school and junior high school courses. Due to the poor conditions of the schools, the number of classrooms is quite limited: the smallest school only has 8 classrooms; the biggest one just has no more than 23 classrooms, which is far less than that of the public schools.

In short, the scale of the migrant schools in Baoshan district is small with insufficient teachers and facilities; most courses are mainly aimed at providing only the most basic schooling levels for migrant children.

3. Teaching Conditions and Student Conditions

Migrant schools serve children who originate from nearby provinces. The investigation revealed that most of the children came from Anhui Province, a major exporter of labor in China. The average income of the students' families is about ¥1000, and almost half of them do not have medical insurance. The life is fairly tough in fast-paced economic city such as Shanghai.

After they finish school in the migrant schools, these migrant children tend to continue their studies at local schools or at their hometowns, and from this we can find that although they live a difficult life, they have great eagerness and passion for knowledge. Besides, over 30% of the students chose “satisfied” when being asked whether they are satisfied with the school where they attend, more than 40% chose “almost satisfied”: they hope their environment of study can be improved to make them learn more, better and more useful knowledge.

Same as the students, the teachers in the migrant schools are satisfied or almost satisfied with their schools. Most of the teachers at these schools retired from local public schools and hope to continue their career in a new place and to make contributions to education. In addition to these teachers, the remainder of the teachers are required in and out of city, as well as a few part-time teachers who also teach in local public schools. Most have attended junior college majoring in education. Most of the teachers have junior vocational degrees, some others have senior degrees while some still have none.

In the migrant schools, generally, junior teachers have much more class hours (20-22 hours per week) than more senior teachers (approx 18 hours per week). Furthermore, a few senior teachers teach only 18 class hours. It was said by students and teachers that due to some objective factors and limitation the standard of the class hours in a few schools couldn't reach the national standards. What's more, teachers' income is also comparatively limited: it averages about ¥1000 monthly, while the highest is ¥1500 while the lowest numbers around ¥780.

Though the teachers of the migrant schools suffer many hardships, they are still willing to devote themselves to a teaching career. They generally hope that they will have the opportunity to receive higher teaching training and at the same time, they can help improve the education for the children.

4. School Conditions

The research groups found that the migrant schools generally had poor school facilities. A very simple and visible form of teaching and lack of printing equipment can easily be seen. Nearly all of the schools have no laboratories or multi-media classrooms. Despite these factors, over half of the migrant schools have a plan or are planning to build a library. They hope to have around 500 books donated by nearby high schools and businesses. This shows that although the schools are facing great limitations, they are trying to meet the students' appetite for knowledge. With the development of the modernization, more than half of the schools are equipped with computer rooms, generally between 10 to 30, a small number compared to the number of students in the schools. The schools hope to receive donations of computers from nearby businesses to improve this situation.

Because children love to play, sports activities should have been a necessary part of a school's course, but because of school's limitations, almost all the migrant schools lack sports equipment. Also, health rooms are essential in dealing with the accidental injuries and other student's ailments. Half of the health rooms in the migrant schools have full medicine while others do not. Very few have made preparations to address the possibility of emergency situations.

In this region, more than 70% of the schools have their own canteens, but most of them are small. So some schools require teachers to eat in the canteen and students in the classroom. The vast majority of the schools have their own playground, but basketball hoops, soccer nets and other facilities are generally incomplete. Moreover, more than 30% of the school playground have no facilities. The students' needs of physical sports and extracurricular activities are unable to be met.

More than 70% of the schools are equipped with drinking fountains for students. Huosheng school, for example has 17 drinking fountains, while other schools only have

between 5 to 10.

Moreover, the toilets are about a point of concern. Because of limited space and funds, the toilets of migrant schools only have 5-10 for the students. In this respect, there is still a clear gap between migrant schools and public ones.

The research group found the migrant schools' address are relatively fixed: nearly 70% have never moved with the exception of Jiangyang school which moved twice. While the schools may not move, the students certainly do: often about 30%. The reason for this is related to two factors: one is that migrant workers have no fixed addresses, and the other is that parents always hope their kids receive better education in better schools.

Despite the hard conditions, migrant schools have a high rate of graduation (80%~90%); among them, Langtian School and Huiming School have 100%, which contributes to the idea that most of the migrant schools value teacher training. The schools train their teachers at least once a term, and some schools with better conditions provide teachers with training four times a year. Meanwhile, these migrant schools also expect that public schools can help them to train the teachers so that they are able to serve for the students better. Besides the teachers, many volunteers are helping teach classes in more than 30% of the migrant schools. For example, over 4 volunteers go to Shenhau School to teach classes every term, which is a great contribution to both the school and the students. All of the migrant schools expect more volunteers to serve for students in future, and the majority express that they are very welcome to see foreign volunteers.

The migrant children have a strong desire to be offered more extracurricular activities programs. What's more, they hope the conditions of libraries, multimedia, and sports facilities that almost all the migrant schools mentioned can be further improved, which reflects the importance of these three respects for students. Meanwhile, the migrant schools expect society to pay more attention and offer help in bettering the schools buildings, facilities, teacher resources, and training bettering order to improve the children's prospects.

4. Conclusion

Through this research, the group found that on the way to improving the situation of the migrant schools, we have done quite a lot but far from enough. The whole society should focus on migrant children; because they also have the same desire for learning and to be cared for as do the local children; because they are the future of our country as well. Allowing migrant children to have the same chance to enjoy the happiness of study as local children is our responsibility and final goal.

Report on Migrant Schools in Pudong District

No.2 Middle School of East China Normal University Research Group

1. Preface

Recently, people from all walks of life in Shanghai have shown great attention to the life and study of migrant workers' children. Students in migrant schools are not only part of this city but also the future of the city. As a high school student who has benefited from the excellent educational resources in Shanghai, we have the responsibility to help them as much as we can and contribute more to our society. We have learned a lot during this research process and saw another world in this society. During this period, we learned how to love and how to dedicate ourselves.

Take Pudong district as an example; currently there are 51,000 migrant workers' children who are at the right age for compulsory education in Pudong district. 60% of them attend

public schools and the other 20,000 are in private schools and migrant schools. In Pudong, there are 23 special primary schools which recruit migrant workers' children. The government has provided great help to those schools. Pudong Social Development Bureau has equipped those primary schools with stainless steel kitchens and provided 1000 desks and chairs. Besides, the Bureau has installed sets of alarm systems in schools. Shanghai is trying its best to promote more favorable policies to let more migrant workers' children have the same access to compulsory education as local Shanghai children. Just as Fu Lujian (Shanghai Academy of Educational Sciences) mentioned in his article: education of the migrant workers' children will affect the population structure and the overall citizen quality in Shanghai, so we should take this issue into consideration in Shanghai's human resources development. (From: <http://news.sohu.com/20070126/n247856806.shtml> New Policy for migrant schools' management in Pudong district, Shanghai)

Though Pudong district has done a great job in migrant schools, there are still some problems. So we take initiative on this research to help us learn more about migrant children's life and give them more help.

2. School Overview

We have three research surveys from Dabieshan Migrant school in Sanlin Town, Changlin migrant school in Linjiang Village, Sanlin Town, and Wanliao migrant school. We have visited the first two schools and have some communication with the children there. Supporting activities in Wanliao have been arranged by the Youth league of our school. This research report is focused on Dabieshan Migrant School. The other two schools will appear occasionally for comparison.

Dabieshan Migrant School is located in Sanlin Town in Pudong district. We have established a long-term relationship with the school. This school has been established since 1996. The conditions, student and teacher resources are comparatively good. This school has completed its registration procedure and has registered in Shanghai Education Bureau. It is a relatively formal school. School establishment expenses are funded by themselves. Funds and sponsorship from government, enterprises are almost zero. The funding situation is most Shanghai migrant schools is similar. [Note from editor: Dabieshan School is one of the four first migrant schools in Pudong to register as a Private School for Migrant Children in 2007. From September 2007, Pudong education authority paid tuition fees to the school for all children enrolled in the school, and this became the main source of funding for the school.]

There are 608 students in Dabieshan Migrant School. 63.5% of them are boys and 36.5% girls. There are 5 administrative workers, 24 teachers and 6 clerks. 33% of the teachers are male and 67% are female. There are 18 classrooms. (Changlin Migrant School was established in February 2002 and they also raised the funds by themselves. Changlin Migrant School has more students than Dabieshan Migrant School. There are 1068 students in this school. 58.7% of them are boys and 41.3% are girls. There are 6 administrative workers, 30 teachers. 33% of the teachers are male and 67% female. There are 6 grades in school and 21 classrooms.)

3. Student Conditions

Students in Dabieshan Migrant School are mostly from Anhui and Sichuan. Most of their parents are vendors and work for others. Their families mostly consist of 4 people and about half of the families have an income of ¥1000 around. 35% of the families have an income under ¥1000 due to the instability of their work (10% of the families in Changlin Migrant School are engaged in agriculture). Tuition fee is about ¥380 and school lunch costs ¥60/Month. 85% of the students are satisfied with the school. Most of the families do not have medical insurance. 13% of the students go on to junior middle school in Shanghai, 35% go back to their hometown for further study and 45% choose to work in Shanghai.

Many students come from migrant workers' families, so the family economic situation is a very serious problem. Many students have to help their parents and must stay at home during holidays. They have few chances to go out for social activities and little time to learn other things. This makes them lose many opportunities in their studies and life.

According to the teachers in the school, parents' education is very limited, so these children are left behind in ideological and moral education comparing to students in Shanghai.

Students in this school have two different points of view about their study. Some think that they can just learn some basic knowledge and work with their parents in the future. So they do not care about their study environment and other things. Others cherish the opportunity to study and hope to change their fortune by studying hard.

Among the 4 problems we mentioned above, lack of funding and social attention are the focal ones. However, more and more people begin to pay more attention to these children's life. We know that a clothing factory has provided school uniforms. Some staff from a bank have helped them, and one Taiwanese enterprise has contacted the school. We think donating money and equipment will not solve the problem essentially. Only education and good training can help them to get a better life and let them improve their life quality by themselves. Currently, creating a better studying environment and opportunities is the most important task.

The school we visited is a relatively better school. There are many other schools which have problems in every aspect. For instance, Jianying School in Putuo district, which has been shut down, had no government approval to operate, had no safe classrooms, charged unreasonable fees and enrolled more students than its capacity. 32% of its teachers did not have teaching qualifications. The school we visited does not have non-compliance issues, however, its classrooms are very simple and crude and the playground is very narrow and small with few appliances. It lacks teachers and funds. To solve these issues, we need to pay more attention and give more help.

4. Teaching Conditions

70% of the teachers are normal school graduate recruited from job-hunting agencies and internet. 25% are retired teachers and some of them are recruited from other provinces. 55% of them have Middle High School diploma, 10% undergraduate diploma and 35% Junior College diploma. As for teaching qualifications, 42% of them do not have any professional qualifications, 32% junior level and 26% middle level. 70% of the teachers majored in education in school. Teachers who teach the core subjects have 20 lectures in a week on average, while teachers who teach secondary subjects have 22 lectures in a week on average. Their salary is not very good. The head teacher has the highest salary, which is ¥1100. And the average salary is ¥950. 85% of the teachers are satisfied with the school.

25% of the teachers are retired teachers. This age group is not the best for teaching. The headmaster of Changlin School is also a retired teacher. He has operated the school for 5 years. Many retired teachers are willing to devote their time to help those children and they know the situation of shortage of teaching resources. Many young teachers and experienced teachers are not willing to teach in this kind of school. 55% of the teachers have middle high school diploma. This level is far behind other schools. Shanghai is leading in education and was the first place to raise teaching standard in China. Primary teachers must have a Vocational College diploma at least. Some keys schools only recruit university graduates. However, teachers' level of education does not meet the requirements in the migrant schools. 42% of teachers do not have professional qualifications and 30% did not major in education.

In Dabieshan Migrant School, teachers are very reliable and enthusiastic. They gave us a warm welcome and showed great gratitude to us. (We have called many schools and most of them gave us a cold answer, which makes us very confused.) The principal there warmly

hosted us. She showed great affection for those children and made every effort to help those children. We communicated with some of the teachers there. One teacher is a head-teacher and school counselor. She works very hard and sometimes loses her voice. The other teacher is appointed by National Education Department and she wept while she was talking about the children. It is obvious that the teachers and staff there love their students and they felt much sympathy for those children. Though their qualification is not very high, they are reliable teachers. We should pay more attention to the teachers' training.

The Workload for the teachers there is very heavy. Many teachers teach more than one course due to the lack of teachers. They have 20 classes every week on average. This affects the teaching quality. Many teachers lose their voices and the teachers are exhausted after so much work.

The salary is comparatively low. The highest salary per month is ¥1100. And the average level is below ¥1000. It leads to the fact that many teachers do not want to work in migrant schools. Big workload and low salary prevent excellent teachers from teaching in migrant school.

Teachers in Dabieshan School want to raise salary and lessen workload. We hope the National Education Department can arrange free training programs to help improve the quality of teachers and improve the teaching quality. Most teachers have a salary of ¥1000 and a big workload. This is a big issue among teachers and many teachers hope this situation can be improved. Teachers from Changlin School also hope they can have some insurance system.

No training plan for migrant school teachers is a main factor that affects the teaching quality.

5. School Conditions

90% of the schools' desks and chairs are old. Classrooms have enough light and the blackboard in the front of the classroom is green. There is a cement board at the back of the classroom. The school has a library with more than 500 books. The school also has a computer room equipped with 2-5 computers. However, no labs or multi-media rooms are in this school. There is also a clinic in the school, but there are not enough common medicines. And the school lacks sports equipment. They have a playground with few sports equipment. There is a dining room there, which can seat 100-200 students. There is some copy equipment. The school lavatory has 3-5 places for boys and 7-10 places for girls. Students drink from a hot water urn.

For the school teaching quality, 100% of the students at this school graduate each year and 100% of graduate go on to another school. Teachers have had more than 4 training courses. Quite a lot of volunteers have taught classes to the students and among them, there are some foreign volunteers. 4 foreign volunteers have been here to teach English and the total class amount is 18. Students' extra-curricular life is relatively colorful.

Key problems we identified are:

1. Students' families relatively lack financial resources. Students in this school are mostly from low income families. The survey has shown that their monthly income is under ¥1000. It is estimated that tuition fees cost 10% of the family's monthly income. This is a large proportion, so it is harder for them to provide other extra education to their children. Though they live in this city, they can not share the city's resources, such as Science & Technology Museum, Museum, Insect Museum, and Shanghai Ocean Aquarium etc. It might not be very expensive for us to go to those places, however, for those migrant families, it is a large amount and they can not afford it. So the children lose a vivid way to learn things.

2. Lack of Government Investment. Though the government and people from all walks of

life have paid more attention to the migrant school in recent years, the fund invested in this area is still very limited. Migrant schools need more help compared with our schools, but there isn't enough investment, which leads to the lack of hard and soft ware.

3. Lack of Social Investment. Though many volunteers have taken actions to help in migrant schools, there is no social permitted, commonly practiced actions, nor long-term plans. Only a few people participate in this activity and the social influence is not large enough.

4. Hardware in the School. 90% of the school's desks and chairs are very old, 10% semi-new. They are all comparatively old wooden desks and chairs. The space in the classroom is also very limited. Students who sit in the last row are sitting too close to the back wall and the classroom is very crowded. This problem is caused by the lack of fund. Though the desks and chairs are old, they still can be used. Currently, it is more reasonable and urgent to establish and improve the facility of library, labs, computer room, clinic, sports equipment and lavatory.

5. The library in this school is relatively good. (Better than the one in Changlin School. The library in Changlin School is very small and books are not organised. Some books are not what the children need and are not readable for them. Books in Changlin School are mostly donated by others and not proper for children.) Books in Dabieshan school library are in order. There are more than 500 books in this library. However, those books are not up-to-date and some are not proper for children. Most books are donated and some are out of date. For example, the library lacks science & technology books, or interesting books about science games, which will attract children's interest; the library lacks complementary books such as writing books and some extra reading books; the library also lacks psychology education, moral education books. We found that the seats in the school are very few and due to the limited space, the library is used for other purposes.

6. Labs. There are no labs in this school. Junior high school students need to do laboratory work, but the school does not have one. Actually, only some basic equipment will meet the needs.

7. Computer room: Though the school has a computer room, however, there are only 2-5 computers in it and they are not often used. Computer skill is essential in this society. Obviously, the school lacks the education in this area.

8. Clinic. The school clinic is a very important part of the school and is the first aid place for the injured children. However, the medicine in this school is not enough. This area needs to be improved.

9. Playground and sports equipment. The school has one playground, however there are not enough basketball stands, football goals, tennis nets etc, nor much sports equipment. This playground is the center of the school and the low buildings around the school are the classrooms and offices. The area of the playground is quite large but is made of black coal. When it rains, the place will get into a mess.

10. Lavatory. The lavatory has few squatting pans and is far away from the classrooms. And no cleaning workers clean the lavatory.

6. Conclusion

Recommendations Include:

Invest more education funds. According to the "*Chinese Communist Party Central Committee's decision on focal issues about establishing a harmonious society*" distributed in October, 2006, China has set a goal to invest 4% of GDP in education. Though it is hard for a developing country like us to eliminate unfair education and gaps between city and countryside, we need to emphasize education and try every effort to invest more in it and try our best to

balance the national citizen quality and economic development. Education is the basis of a harmonious society. Migrant schools deserve fair treatment and it will help to create a harmonious society. And the most important issue is still investment from government and society. Government's funding is limited, but it should still invest some in the development of migrant schools. Encourage the society to invest more construction fund

Establish a Foundation. If possible, we can establish a foundation and gather funds and distribute money centrally. It is known that Shanghai Charity Foundation has established a special fund for migrant schools. However, currently there is no mature foundation to help migrant schools. If a foundation can be established, it will encourage more people to donate money and help the migrant schools. The raised funds can be used in the purchase of the essential equipment and in increasing the teachers' salary level.

More help from large enterprises. Shanghai is a financial center with many large-scaled companies. We hope they can have a positive attitude towards these issues and organize more activities, such as assisting teaching, donating gifts and spending some days off with those children. Those activities are very common abroad. Some companies in China has already started this kind of activity, but it is not very common in society. It needs more media to publicize those activities and promote the companies which take part in it

Popularize Cultural Knowledge. We hope Museums, Science & Technology museums and the Ocean Aquarium can have links with migrant schools and give those children more chances to contact with society. Pudong district has adopted an "All-in-one-card" policy, i.e. pay a certain amount and get a pass to visit every exhibition. We hope the museums can provide professional guidance for those children if their school has organized them to come together. And we also hope the museums can invite the children to some special exhibitions. And they can go to the migrant schools to give the children some lectures.

Organizing volunteers to develop some interesting activities. On this year's Children's Day, staff from General Electronics brought those children a big gift. They prepared some photos and let the children describe the things in the photos and let other children guess what it is in the photos. This kind of activity will help children to develop their oral communication ability and give them more courage. And the photos gave the children a whole picture of the outside world. Children learned a lot from this activity. So we hope more volunteers will participate in these activities and help to create a relaxing learning environment for the children.

We hope that hospitals can help the migrant school to solve the problem of lack of basic medicine and equipment. It is within the hospitals' limit to provide those appliances.

We hope that libraries, publishers can provide more books for the children. To solve the problem of lack of books, we hope migrant schools can ask district libraries, publishers to help them. On the one hand, in schools, students like us have many books that we might no longer use. We can donate those books to migrant schools (Our school has launched many books donation activities and we got many useful books). On the other hand, publishers have many books in storage. If they donate some of them, that would be of a great help to the migrant school children. We have contacted with publishers in East China Normal University Publishing House, and they are very supportive and donated several hundred new books and some of those books are very good writing books, autobiographies. Besides donating books, we think libraries can set a linkage with the schools and lend the books to the children periodically.

It will be of great help if key school teachers in Shanghai could give some sample classes in the migrant schools. By doing this, on the one hand, the children will get better education and opportunities to see this world. On the other hand, this would be a great training opportunity for migrant school teachers.

If all the students in Shanghai can help one student in migrant schools and communicate

with them periodically, it would be a great way to help each other. Children of the same age can play together, and it is easier for them to communicate. Elder children can help and listen to what the younger children is thinking and be their friends. Besides, they can help younger students in their study.

What the children really need is the guidance in their growing period. Most children's parents do not have very high level education and they are busy with their work. So they do not have time to take care of the children's mind development. Besides, the bad living environment has a great negative influence on those children. We heard from the teachers and admin staff that many children do not care their actions and sometimes theft among the children is very common. For this issue, staff from legal organizations can give some lectures to migrant school students and tell them some basic knowledge about laws. We noticed that migrant school students study mostly just the standard classes, and there are few classes on ideology and morality. The society and teachers should pay more attention to moral education.

1. We hope more media will report on the situation in migrant schools and let more people notice this issue in the city.
2. Organize more charity work
3. Establish a volunteers' team and recruit people from all walks of life to help those children.
4. Educate migrant school students' parents and let them pay more attention to their children's life and stop asking their children to do something that they can not do.

Report on Migrant Schools in Pudong District

Jincai Middle School Research Group

1. Preface

In recent years, with an increase in the number of migrant people in Shanghai, the education problem of their children arises. According to statistics, the number of migrant children who study in Shanghai middle schools and primary schools has reached 320,000. 123,000 of them are in public schools and the rest are in migrant schools mainly absorbing migrant children. On the other hand, lives of the migrant people are so transient that the transfer of their children is more likely to be restricted by the permanent residence policy. Based on these, our school has organized our students to make an investigation of 2,500 students in five migrant schools including Pudong Primary school, Donggu Primary school, Zhulin Primary school, Tangsi Primary school and Yingcai School in Shanghai Pudong New Area.

On studying the investigating result, we find that the material conditions of these schools are far from satisfactory. For example, the desks and chairs are relatively old and the schools don't have such facilities as labs. In some schools students don't have much opportunity to exercises because there isn't enough sports equipment. The medical rooms don't have enough medicine and some school libraries can't meet the demands of their students with so few books. What's more, it's rare for these schools to have with modern educational facilities such as multi-media classrooms and computer rooms. The existing computers are all donated by the society and as a result they are not in working condition.

In addition, there are been some safety problems in these migrant schools. In some school corridors, there are no fire hydrants or extinguishers. The electric switches are exposed in the corridors near the ceilings. If students touched the wires and the switches, they may cause a fire. As mentioned above, it is very urgent for these schools to carry out some regulations on the safety.

In terms of education, the students' educations are affected by the backward educational

facilities. The majority of students can't enjoy the convenience brought by the information technology of today's society, neither can they study knowledge of theory in the lab and apply what they have learned into practice. In the long-term, the children in these schools will significantly lag behind those in local schools. At the same time, material insufficiency also affects the safety of school life. In the investigation, we also found that most of the teachers in most of the schools are not qualified. Generally, the teachers engaged are from other provinces with a lower qualification. As can be seen from the chart, in some schools among the teachers graduated from senior schools, more than 5% have no qualifications, 33% have junior qualifications, 29% have intermediate ones and less than 30% have senior qualifications. By analyzing the statistics, the conclusion is that the low qualification of teachers affects the teaching quality in some degree. On the other hand, the teachers in these migrant schools have relatively low payment of average ¥1,000. The low welfare treatment and unfavorable working environment also account for the reasons why schools couldn't attract excellent teachers. What's more, there is a defect in the teaching levels of the teachers concerned. Meanwhile, the high turnover and lack of teachers force the teachers to overload. For instance, it's common for a main subject teacher to teach several secondary courses, which influences the teaching quality of these schools. Besides, the transferring of several teachers each term also challenges the students' abilities to adapt. The migrant schools are facing a formidable task because of the lack of teachers.

An equal environment is the precondition of successful education. So we call for the improvement by the administrations concerned in the defects of the present educational system in migrant schools to deal as soon as possible with the problems above. The government should also lower the limitations for migrant children to enroll in local primary schools, make full use of the existing educational resources to balance the whole situation and enhance the management and allowances of these schools in order to provide a wider platform for the majority of students and better embody the social spirit of "Giving priority to people" and the idea of student-centered education as well.

We propose the government strengthens of the management of the migrant schools by turning these simple-constructed schools into private ones, optimizing software and hardware environment, reinforcing teacher training, encouraging and attracting graduates from normal universities to teach in these schools by improving their welfare. The educational administrations are supposed to offer help and concern during the school's reforming period and support and instructions in terms of school's locality, fees, teacher training, teaching and education. Special attention should be paid on social resources such as free visits to science and technology museum, Shanghai Museum. What's more, these children also need more access to the libraries, computer rooms and playground provided by central elementary and junior middle schools as a sharing of the facilities. The migrant schools are encouraged to cooperate with local schools to carry out various kinds of quality-oriented education in order to improve students' comprehensive qualities through enriching their after-class activities.

We sincerely wish that through our concerted efforts, the problems in these migrant schools can be effectively solved so as to improve the present situations on a large scale.

3. School Overview

Report on Puguang Primary school

Investigators: Huyueshen, Shangsang, Xiayuquan

Investigation Time: May 9th, 2007

In Shanghai, migrant workers have contributed a lot to social prosperity. However, their children have to face the situation of not being able to go to school and no being able to afford the fees because they are restricted by all kinds of policies and regulations while paying more than the local children in official local schools. Nowadays, there are still children who are not able to receive good education even under the prevalent policy of "compulsory education". When can we treat them equally?

In this survey, we hold a meeting with some of the students for about an hour, starting from inquiring into their family basic conditions. We learned that most of them have one or two brothers or sisters and they live in harmony with each other. In their spare time, they are found of reading about super stars and reading and watching cartoons. When it comes to their dreams in the future, most of them say they would like to be teachers, artists, soldiers, singers and so on. It can be seen that in their minds, they are similar to the children in local primary schools, and although they live in a poorer material environment, they have a strong desire to live just the same way as the local pupils do.

Built in 1998, Puguang Primary school of Cailu town in Chuansha County belongs to one of twenty-three migrant primary schools subordinated to the social development administration. It is entirely privately funded. Among 607 students, 327 are boys and 280 are girls, ranging from Grade One to Grade Six. The school has a principal, a vice-principal, 23 teachers of whom 11 are male and 12 are female. It has experienced five relocations. At present the facilities include twelve classrooms, a playground, a canteen and a library all in a simple single-storey building.

According to the investigation, the material conditions in this school are below standard, because the building is too old and the canteen is so small that it can only hold students of two classes at the same time. In medical room, there are only plasters, liquid medicine and gauze for emergency. On the playground, there are two basketball hoops, of which one has no net and the other has no frame. Other sports facilities are in similar condition. The school doesn't have a computer room, because ten old computers donated by the society are out of use and only the one in principal's office is in operation. Luckily, the library has a collection of 10,000 books, which largely enriches the spare time of the students.

The following chart shows us the result according to the answers to the questionnaire. First, what facilities do you expect the schools to add or to improve? Three-fifths give the answer of computer room, one-fifth of library and the other one-fifth of multi-media equipment. Second, what kind of help should the school to be offered? Nearly half of the people give priority to the improvement of school buildings and related equipment. More than one-fourth choose the training of teachers and the rest think of the students' after-class activities. Third, what's your expectation of the school? Nearly half give the answer of opening computer rooms. More than one-fourth think of supplementary of sports facilities and the rest give other requirements.

We find the teachers in this school are not qualified, either. According to the survey, all of the teachers are recruited from other parts of the nation with a relatively low qualification. For instance, only nine among the twenty-three teachers graduated from vocational colleges while the other fourteen have only a senior high school qualification. There are two teachers with intermediate qualifications and the rest have no qualifications. The teachers' qualifications also affect the educational quality. Teachers' monthly salary at this migrant school is comparatively low at an average of about ¥1,000 and some even have only ¥900. The unfavorable welfare systems and the working conditions lead to the fact that this school can't afford top teachers. Meanwhile, the high turnover of the teaching faculty cause a crisis, as described above.

The headmaster also provides us with a piece of information related to the graduation of migrant school students before we leave. According to him, Shanghai municipal government has offered a favorable policy for these students to allow them to attend vocational schools in Shanghai after graduating from junior middle schools, and after that they can work immediately. Yet, as for the question of "What do you want to do after graduation", half of them say they will return to their hometowns to study, one-fourth say they will study in Shanghai, and the rest say they will go to work in Shanghai or in their hometowns.

We can see that the reality does not match their aspirations. Based on the materials and

graphs, our panel believes that the poor material environment of the migrant schools, especially the lack of computers, directly leads to the decrease in overall educational levels and the derailment of progressive modern society. What's more, material conditions play a basic role in society and equal education is a prerequisite condition of a successful education. Therefore, we urge the administration to improve the defects in the education of these migrant schools as soon as possible and lower the threshold of migrant children's entry into local primary schools.

Report on Dong Gu Primary School

Investigators: Mao Shengjie, Du Sijie, Cai Zi

Investigation Time: April 18th, 2007

Through our talks with the school leaders and teachers, communication with the student and our personal experience, we learnt a lot about the present condition of Dong Gu Primary School.

Dong Gu Primary School, which is located in Jie Fang Village, Gaohang Town, was established in 1997. It now has a number of 666 students in school and 6 grades as well as 13 classes—379 boys and 287 girls. Most of the students are from Anhui and Jiangsu provinces and their parents are migrant workers. There are 19 teachers in the school, plus four auxiliary staff. From the moment we went into the school, we realized the school is seriously short of sports equipment and the principal admitted this problem in the interview later. There are only two Ping Pong tables and an iron frame for football goalposts beside the large cement playground. In the playground, there are two basketball rings which have no baskets. "Children here have such a hard life." Principal Gu told us truly. "Because of the poor sports equipments, students can't have enough sports activities in and off classes." We saw the condition of the students' P.E. lessons in our own eyes: a sports teacher with dozens of students practiced forward rolls on a pad. "Since there're not rich sports equipments so students can't have enough sports activities, so in spare time students can't reach the goal of practicing themselves as well as cultivate their bodies and mind." As for the ministry of education now stipulating that junior middle school students should exercise 1 hour at least, Principal Gu shook his head: "There's no way to do this. The only thing our school can provide with students is a sand pit. So after classes, a group of students play with sand in the sand pit. Sometimes when they are tired with it and have nothing to do indeed, they may fight." Later when we were having the interview with a Chinese teacher, a grade three-student came to tell the teacher that someone was fighting.

We choose 20 students each from grade four, five and six to do an investigation. In the column of "hopes and wishes for the school", a minority of students fill "satisfied", but most students hope for more extracurricular activities and what's more, a few filled "hoping for no more fighting". It seems that adequate sports equipments are needed, so that the students can have richer activities after class.

Every student's family income is about ¥1000. And a grade one student's fee (including miscellaneous fees, miscellaneous fees etc.) of the first semester of the first term is ¥450. The fee is ¥480 for grade two to six, lunch fee is ¥65. The graduation rate of the school is 100%. Because of residence status and other reasons, after their graduation, most of them will have to return to their hometown for further study.

After that, we went to the office and interviewed several teachers. Except for the music teacher and the arts teacher who only teach their specialism, others all teach various core and secondary subjects. According to the statistics, not including monitoring morning reading and lunch break self-study, every teacher teaches more than 20 classes weekly. With such huge amount of work, the average salary of the teachers is only ¥950; most won't earn more than ¥1200 (the dean). During our talk with the teachers, they all mentioned that the salary is too low; what's more, the work pressure is too heavy.

The school buildings are mostly one-storey, apart from an old four-storey building. There's a computer room with more than 40 computers. There's also a school clinic, but not much medicine. The library is very simple, just a one-storey house with piles of books on the desk, more than 500 in all. The school has no dining room, neither labs nor multimedia room.

Dong Gu Primary School, which is located in Jie Fang Village, Gaohang Town, was established in 1997, and has a history of 10 years. The school is registered with the Social Development Bureau of Pudong New District. It is the earliest non-governmental primary school children for migrant workers. They are mostly self-funded.

There are 666 students in school in all, with 379 boys and 287 girls. The following picture is the sketch and charts of where students come from. Student's family income is ¥1000 per month. A grade one student's fee (including miscellaneous fees, miscellaneous fees, computer fees etc.) is ¥450 per term. The fee is ¥480 for grade two to six each term, lunch fee is ¥65 each term. The school has no medical insurance for students. So students pay themselves. Because of the policy, the registered permanent residence and other reasons, most of the students return to their hometown after graduation for further study.

There are 19 teachers in the school (including the principal). 8 are local retired teachers and 11 are from other provinces. 5 graduated from vocational college and 14 from senior high school (including normal school). There are 8 teachers with senior qualifications, 3 with intermediate. Teachers have no part-time classes outside of school. Teachers have a heavy workload; each teacher has at least 20 lessons on average weekly. ¥1200 is the highest salary (for the dean - he has 20 lessons per month, the lowest is ¥900 per month and ¥950 is the average.

Since the school has been built for 10 years and are entirely self-funded, the school overall is a bit run down. The chairs and desks are a bit dilapidated. The lighting in classrooms is average. The blackboard is green plate (quite new). The school has a library with over 500 books, but it has no lab. In the computer room, there are more than 40 computers for using and students' study. What's more, the school has computer classes. There is not a full stock of medicines in the school clinic, or sports equipment. There's also no canteen. The kitchen makes the meals and students have lunch in the classroom. Printing and copying equipment and drinking equipment are complete.

Teachers receive training in school once a term. Every week some volunteers come to the school (from the Maritime University and Industrial University) to give lessons.

Solutions

Major Problems:

1. The students can't have normal sports and extra-curricular activities. Many students mentioned that "I'd like more comprehensive sports equipment" "School should carry out some more sports activities" etc. And students fill jumping over a rubber band and short skipping rope as their favorite sports activities. The school sports teacher also told us the situation. In physical education class, students in a class can only use a mat for training forward rolls.

Thinking: That the students should have physical exercise at least one hour every day requested by the three national ministries is in order to promote the comprehensive development of students and comprehensive quality education. But in Dong Gu Primary School, it's apparently impossible to reach the goal of enough training according to the hardware facilities they have now. This is undoubtedly a great regret to Dong Gu Primary School students. Therefore, the hardware facility is a priority to solve now.

Solutions: Our group thinks that the government, educational institutions, charity fund-raising organizations and including other public schools should donate to Dong Gu Primary School. Provide the school with sport equipments for students through society to have

interests and extra-curricular activities to help the school to address the lack of sports facilities and other activities projects.

2. There are only a small number of teachers but onerous teaching tasks. There're 19 teachers in all with 13 classes in school. Every teacher has at least 20 lessons on average weekly. According to our survey, there's a teacher who teaches 3 grades' Chinese. When it came to the treatment, the majority of teachers were in the same answer:" We hope that the school can raise our wages."

Thinking: The school faculty is not satisfactory, with such a heavy teaching load; it's doubtful whether the teaching quality can be assured. And it's also difficult to imagine students studying in the school can be able to get guaranteed teaching quality.

Solutions: Every week volunteers come to school to teach lessons and mitigate the problem of faculty in a certain extent. While volunteers present one way, high turnover still has a big impact on teaching. We hope public schools can send fixed volunteer teachers to teach here. We also hope that the educational institutions can allocate special funds for the schools to introduce new teachers and solve the problem from the root.

Through the field survey, we find that Shanghai, as a leading economy, also has some shortages like the settlement of migrant workers. Migrant workers act as an indispensable part of Shanghai. They are everywhere in the city and are making an inestimable contribution to urban construction. But their children can't get the same preferential education due to policy, registration, economic and other issues. We appeal to the government and society to pay enough concern and attention to them and afford help according to the problems our report reflects. Society should try their best to provide the same part of the society of migrant workers and their children with a care, help and love.

Report on Zhu Lin Primary school

Surveyors: Ju Huijun and Zhang Yijia

Time: May 10th, 2007

Zhu Lin primary school is located at Xin Yi Village, Ling Bridge, Gaoqiao Town, and set up now for 10 years in 1997. It is an unregistered primary school for migrant children built with private funds, which is located at Xin Yi Village Ling Bridge Gao Qiao Town. Pudong District. There are totally 430 pupils in six grades, roughly half boys, half girls. In the faculty, there are 5 executive leaders, 17 teachers and 6 staffs, among whom are 11 male teachers and 6 female teachers.

As far as the areas are concerned, 21% pupils come from Sichuan, 48% come from Anhui, 14% come from Henan, 11% come from Jiangsu, and the rest of the pupils come from other provinces. As for the parents' careers, they vary a lot from small retailers (7.40%), part-time workers (61%), to bosses (4%) and so on. The monthly pay of each family is divided into six levels from below ¥1000 to above ¥3000.

The pupils mainly come from Anhui. Family size is normally 4 persons, household incomes about ¥2000. Although they are not very well-off, they do have the economic capability to send their children into higher education. Society should provide them chances to go to good schools as well. The parents are mostly working outside the home, and have little energy put into their children's education, therefore they receive little education at home. In order to understand more about their studying life and mental state, we carried out a questionnaire survey among the 5th and 6th grade pupils.

The investigation showed that most pupils think the daily homework requirement is OK, while a few pupils consider it too low. This shows that the school has insufficient resources and the teaching is inadequate, and it also showed that the school doesn't attach importance to teaching quality like state schools. Regarding the school clinic, 57% pupils say they are very satisfied, 40% say it's OK, only 3% are unsatisfied. The universal pupils hope that

clinic's environment, doctors and devices could be improved. As for the pupils' health, what is encouraging is that 96% pupils insist on doing the morning exercises, 93% pupils insist on doing eye exercises, 64% interviewed sleep more than 8 hours a day, and 36% between 6 to 8 hours. So it seems that they have sufficient sleep and relaxation.

The following is a matter for concern. The pupils have only three lessons in the morning. Some go with their tableware to the cafeteria at lunch time. We followed them to the pupils' dining room which is in the corner of the school. The pupils' dining room is small and dim, and the capacity is about 50 persons. All the dinner tables are pupils' desks. Pupils are standing and eating, except the teachers have chairs. On the tables and floors there is much rubbish and sundry goods. There is only one window for distributing rice and only one kind of dish, which mostly is bean sprouts, cabbage and other vegetables, rarely meats or other kinds of dishes. While these students are having dinner, we found that as many students again were eating instant noodles and other snacks instead outside. So the nutrition of these children, who are in the growing development period, is of concern too. Some students told us that if it is discovered that they go out of the school to eat at noon, they will be fined by the school. This phenomenon is beyond comprehension. Out of consideration for the pupils' personal safety, the school forbids the students to leave the school gate at noon, so that accidents can be avoided. This is understandable. But the school's dinner environment and qualities really questionable, and this is why students wish to go out for dinner. The school should try to improve the environment of the school cafeteria. It is obviously illegal for the school to fine the pupils like that. Although the amount is small, each time ¥5, this behavior has no legal basis, and has a bad influence on the pupils. After lunch, students start to eat ice cream and some other snacks. Most of these snacks are not regular brands, are crudely packaged with poor health-related information. The students eat while they play, which is also not healthy. Some eat three snacks a day, which is harmful for their bodies.

Zhu Lin Primary school has about 100 books, many of them donated. Compared to the public primary school, the collection is far from sufficient. Moreover, the so-called library is only a small room with some books in disorder, and there are no more than 10 seats. A retired teacher working at the school who was interviewed indicated that the pupils would like to read more extracurricular books, but this point should be improved. Most of the donated books (e.g. cartoons, Pinyin reading materials) are not able to inspire children or improve their reading abilities and there are few famous classics to promote pupils' accomplishment.

When we were inquired about the question of "Do you think you are happy now?", 69% pupils expressed that they are very happy at present, 5% showed unhappiness, other 26% expressed feelings of just so-so. This is possibly because they don't know about the conditions of the superior schools so are unable to make a reasonable comparison, also because they are used to a thrifty life and are content with the status quo.

35% of the pupils interviewed would like very much to transfer to a public school. 43% said they wanted to a bit and the other 22% didn't want to. 86% pupils like their teachers very much, 8% said they just like some of their teachers, and 6% thought they had not any feelings. Teacher's teaching ability is an important factor in educational quality. So while a teacher cares about their pupils, his or her teaching ability should also be emphasized. 73% of pupils said that they have no chance to participate in district level or the municipal competitions, 26.3% thought there have very few chances and 6.3% said that they had taken part in such competitions. Local students, who attend the public schools, can obviously feel some pressure from social competitions, and most have participated in some. For the students interviewed, lack of chances to contact the world outside will negatively influence their future development.

The investigation showed that after the Zhu Lin primary school's pupils' graduation, most (51%) intend to go back to their home town to study, 31% plan to stay in Shanghai to study; and 15% plan to learn some skills after graduation so that they can work for others to make money in Shanghai. And 3% of pupils choose to return to their hometown to work..

Obviously, the policy forces the majority of the students to return to their hometown to study after their graduation. This situation means that they will have to live separately from their parents. 31% pupils can still live with their parents only by engaging in part time or temporary study, because they are not registered in Shanghai.

In addition, through the communication with the pupils, we found that although the lower grade children were quite open and bright, they were very shy and not good at talking with others. They only dared to observe us in the distance. And this kind of phenomenon was more obvious in the higher grades. In the questionnaire survey of 5th and 6th grades, pupils were mostly short of confidence. When addressed individually, they often didn't make eye-contact with us and just lowered their heads. They lack vivid openness and brightness which should belong to this period of children. Regarding this, we thought that even more attention should be paid to children's psychological conditions, for instance, carrying on psychological counseling concerned

The teachers are mainly local retired teachers, employed teachers and retired teachers from other areas. 17.6% graduated from university, 53% from technical college, and 29.4% from senior high school. Two have no teaching qualification, while 29.4% have senior, intermediate and junior level respectively. Teachers mostly teach their specialization. The teachers of core courses have 16 classes per week and secondary course teachers 18 classes each week. The teachers do not hold concurrent jobs. The salary situation of teachers: Principal has 18 class hours every week, monthly salary is ¥1,500. The average class hours of the teachers are 17, and monthly salary is ¥1100. The principal represented the teachers' hope that Zhu Lin primary school becomes a private primary school.

The desks and tables in the classroom are half new and the classroom's natural lighting is sufficient. In the front of the classroom is the glass blackboard; in the back is the wooden blackboard. Each classroom can hold about 50 pupils and doesn't appear crowded. The school has a big enough playground for the pupils to do sports. But there are not so many sports facilities, so it is necessary to add some more.

The location of the school building is stable and never moves. The turnover of the pupils is 10% each term, while teachers on average last half a year. 100% of the pupils in the final year graduate. And there are more than four training sessions for teachers in each semester. There are three volunteers attending classes, mainly Chinese class. No foreign volunteers, but the school is willing to accept foreign volunteers. The items which need to be improved include toilets, cafeteria, library, multimedia, sports facilities and so on. The most hoped-for help is to improve the school buildings and equipment, the training of trainers and the pupils' extracurricular activities.

2. Summary

For the reasons above, we proposed the following solutions:

1. The main reason that the school cannot improve the environment of the cafeteria, dining room and the lunch quality, is shortage of financial source and support. The relevant department could provide a subsidy to allow the school to hire an external contractor to improve the school canteen.
2. The school should not suppress the behavior that the pupils go out to have dinner. To those who have relatives living near the school, the school should allow them to go to their relatives' home in the lunch time. However, to those who live far from the school, the school should organize them to have lunch inside. They should stop fining the pupils.
3. Living in isolation from the city of Shanghai is depressing to the students. We think they should be suitably organized to take part in activities inside Shanghai and to feel the liveliness of Shanghai. So that they will have sense of belonging, and their optimistic, self-confident characters will be raised.
4. As a result of the deficiency of teachers, teachers of high quality are in shortage. When scolded by a teacher, a pupil may develop a rebellious attitude. The teachers also state that some pupils are "hard to deal with". However, in fact, the main reason that they act against

the teacher is that each time they have made mistakes, the teacher always lectures them in a kind of high pressure way to correct them. Actually by doing this, the teacher is running counter to his or her original intention. Therefore, society should encourage university students to engage in “support-teaching” in these schools after graduation. University students usually have higher quality and they are much closer to the children. The time for “support-teaching” could be one to two years, and enterprises and employer companies may consider to give priority to university graduates with such experience. So that the passion of university students can be better improved, and in the process of training their social responsibilities, there will be a sustainable source of qualified teachers for future generations of migrant children.

Through this investigation, we saw the present situation in the primary schools for children of migrant laborers as well as many existing problems. The teachers' serious insufficiency, the aging and deficient facilities, the pupils' health and the study conditions, these questions are worth the related departments' attention. Solving these problems also needs the joint effort of the community. Migrants have contributed greatly to urban construction's many arduous duties. Skyscrapers and clean streets and many public constructions couldn't happen without their sweat. Therefore, as for the question of their children's going to school in the city, it must be solved with careful and skilful handling. Only then can the other related problem be resolved of children getting left behind in the provinces. Improving schooling of the migrant children can promote the unified development of city and countryside, guarantee social stability and realize a harmonious society.

This social investigation has also exercised our abilities. We have been improved to some extent in how to communicate with others, how to understand questions overall by various aspects and how to deal with and organize information. At the same time, the more understanding for the society phenomenon has also trained our senses of social responsibility. In a word, we think this investigation is relatively successful.

Report on Migrant Schools in Nanhui District

Nanhui High School Research Group

Members of this subject :Pan Yufei, Min Fangfei, Ni Shiqi, Zhang Kangkang, Ruan Shijun, Shen Yichao, Hu Yuang ,Ma Zelian
Supervisory Teachers: Li Hui, Zhang Xueyun

1. Preface

Since the opening up and reform in 1979, Chinese peasants were freed from the shackles of land, they began to migrate into the cities, which initiated an unprecedented rapid urbanization process in Chinese's history. During this process, China has been confronted with many problems regarding education, the most important being that the migrant children who are living in the city cannot receive education like their city peers. According to statistics, in the year of 2004 there were 100 million migrants pouring into cities, among which there were more than 10 million migrant children at school age. This number keeps growing. Thus how to solve their education problem has strategic meaning in the process of urbanization and is an important part of building a fair and harmonious society.

“Migrant children” refers to those children whose parents come to and live in Shanghai to seek a job but don't have Shanghai residence rights. They are also called “peasant worker children” or “children of peasants who seek a job in the city.” Migrant schools are schools for migrant children, most of which are private, profit-making enterprises. The management of migrant schools and their education quality have attracted the public attention.

In August 1998, the Shanghai Education Committee and Police Department announced “Methods On Education of Migrant Children”, urging government of all levels and

education departments to strengthen their efforts in the management of migrant children's education problems. In 2001, the Education Committee, Shanghai Youth Protection Committee, Shanghai Fire Department along with Education Departments at all levels conducted investigations into the fire control, hygienic and vaccination situation, transport and school buildings of migrant schools. In the meantime they offered some suggestions for improvement. In 2003, Shanghai drafted "Several Suggestions on Compulsory Education for Migrant Children" which pointed out that the local government's responsibility for the management and the fulltime public schools should be conducted according the following principles: education as the priority, management in local area and shared responsibility, encouragement and support, same opportunity. All the departments of government have carefully carried out "The Decision on Basic Education Reform and Development of the State Council" and "Notice on the Suggestions on Compulsory Education for Migrant Children." In addition, all the departments have allocated money and equipment for migrant schools. Hence, research on migrant schools has become the hottest topic these years. As students, we show our concern about these children of the same age from our perspective, getting to know their education and living condition, looking into the social meaning and realistic meaning.

2. School Overview

These interviews provided the following general data on the migrant school situation:

There are 18 migrant schools approved and recorded by the local government. There are 15 towns in Nanhui, among which 11 have migrant schools.

Staff numbers: about 516 staff, of which 397 are teachers and 119 support personnel.

Chart 2

		Amount of People	Ratio
Shanghai Teachers	Yes (Retired)	122	30.73%
	No	257	69.27%
Teaching Scope	Primary	296	74.56%
	Junior Middle	101	25.44%
With Teaching Qualifications	Yes	307	77.33%
	No	90	22.67%
Educational Level	Vocational College or above (incl. University)	231	58.19%
	Below Vocational College	166	41.81%

The investigation shows: 76.14% of students are contented with their teachers, 21% think their teachers are just fair, and 2.86% are discontented with the teachers. About 55.08% are contented with the schools, 38.06% think they are just acceptable. 6.86% are not satisfied with the schools, as shown in Chart 3:

Chart 3

Item	Amount	ratio	content
Improvements on facilities required	73	100%	e.g. building lawns, remodelling classrooms, reading rooms, computer rooms, labs, basketball stands, expanding school, renovating road
Physical Exercises	54	73.97%	e.g. morning exercises, more time on physical exercises, conducting various sports games and professional training.

Improvement on Hygiene	32	43.84%	e.g. repair toilet, improve the hygienic situation
Improvement on Management	35	47.95%	e.g. establishing a student body, increasing headmaster's responsibility, raising the national flag.
Improvement on Staff	16	21.92%	e.g. Speaking Putonghua, more extracurricular knowledge.
Reduction on Tuition	7	9.59%	

Investigation into teachers showed: most of them do not have teaching qualifications and few of them have received higher education.

Our social research showed that only 45.75% of the public knew about the migrant schools, 97.5% of the public showed contempt for the schools and students, even less are willing to teach in migrant schools. This indicates the misunderstanding and discrimination of the public.

3. Conclusions

In essence, migrant schools are, like public schools or other private schools, educational institutions which aim at imparting knowledge and educating children. However, the current situation is that the education quality and condition of migrant schools lag far behind that of public schools and private schools. Compared with that of other children, the living quality and family conditions of migrant children is poorer.

Based on a few investigative data and further studies on migrant schools, we would like to present its main problems as follows:

1. Poor school condition. Most of the schools cannot afford computer classrooms, music classrooms, laboratories and multimedia classrooms. What's more, hygienic and safety measures are worrying. 100% percent of students long for the improvement of school facilities.
2. Poor teaching quality. 59% of the teachers have no qualification and 41.8% have received no tertiary education.
3. High turnover of students. Students' turnover on average every two years, and the reason why they drop out of school is that they have to go back to their hometown or out to work.
4. Lack of graduation guarantee. Among graduates (of junior middle school), about 76% go out to work, 23% go to vocational schools, and only 1% take the senior high school entrance examination.
5. Lack of government educational funds and poor administration. Government subsidy is insufficient and the administration level is low. According to the investigation, 47.95% of the students investigated said that government administration of the school should be improved.
6. Lack of social concern. 54.25% of people in society have no idea about the migrant schools, about 44% are not willing to teach in those schools and 97.5% have to some extent and at some time looked down upon migrant children.

After repeated discussion, the group members think that causes of these problems lie in the following aspects.

1. Administration. First of all, the concept of education administration does not keep up

with the times. The administration of education is like that of other public affairs, dividing school district and fixing enrollment qualifications in accordance with the place of residence registration. The education allocation from the government, teaching resources and facilities are under the government's control, failing to meet the new education demand caused by the development of the city and the migrating population and to mobilize the society to get involved in the education cause. It is hard to find a balance between the use of popular force and that of policy tools.

Second, the lack of system guarantees. Till now, the education administration structure has not been adapted to the development of the market economy and the changes in society. The existing law and policy fail to provide the new demand for education among the migrant communities with an effective legal framework, putting running migrant schools in an awkward legal position. Although China has an Education Law, Compulsory Education Law, and Regulations on the running of private educational institutions, what is needed are details about how such schools should be run and how to initiate compulsory education in other places. The related local legislature, aiming at protecting local public interests, takes little consideration in terms of the coordination with the national law.

Last, the shortage of financial support. We have not responded enough to the increasing demand for education and the estimates are inaccurate. For example, the public finance budget for education expenses, the teaching resources, the equipment, the construction of dormitories and the arrangements for the schools are decided according to the school-age population living permanently in the cities, neglecting the education demand from migrant children. The plans for education development and resource allocation are delayed and incomplete.

2. School. With the absence of support and supervision from the education administration department, the school owners, incapable of correctly managing a school, puts too much emphasis on cost control and the pursuit of economic benefits. For instance, with the increasingly expanding enrollment, the education resources are so insufficient that dormitories, playgrounds, teachers and facilities fail to reach the standard set up by the nation and school buildings are in dangerous condition. With teaching activities failing to merge into the local educational environment, teachers and students are enclosed in "administrative enclave", and are deprived of the chance of communicating with the outside world.

3. Society. First, the imbalance from region to region, especially the barrier between city and town contributes to the marginalization of migrating children's elementary education and the loss of their equal education rights. Current education and society system make the migrant people into a cheap labor force. Consequently, their social needs are neglected and ignored. The frequent change of jobs and homes of migrant workers prevent schools from keeping track of their children. The gap between city and countryside means that migrant schools are a necessary supplement to the basic local education system in reality.

Second, the concern from the society is insufficient. Migrant workers suffer prejudice and unequal treatment. Studying in the public schools, migrant children, from families with financial difficulties, are looked down upon by children who have grown up in the big cities. Without status in the school, their marks are excluded from the education evaluation. They feel inferior to the urban-born children. Meanwhile, few people know how tough their situation is, and most of those who do are reluctant to stretch out a helping hand to subsidize them.

In the course of urbanization, education of the migrant population is a common social problem internationally, especially in developing countries. In the process of Shanghai developing into a modern society, the solution of the education problems of the offspring of the peasant laborers, the majority of migrating population, has deep and far-reaching significance in the implementation of the Central Government's strategy of building a harmonious society, the maintenance and realization of the equal rights to education, the improvement of the scientific and cultural knowledge of the whole nation, the solution of

agricultural problems, and the reconciliation of the polarized urban and rural systems. A comprehensive scheme is, therefore, required.

Based on the present situation of migrant schools and the analysis of their problems, the members of our group would like to make the following suggestions:

1. To ban the illegal schools and improve the existing ones.
2. The government departments should improve the relevant laws, modify the Compulsory Education Law to break down the division between urban and rural compulsory education and provide all children of school age in the country with compulsory education.
3. The government should enhance administration and afford effective resources.
4. Make migrant schools, upon their long-term all-round development, part of the public schooling system.
5. The founders of migrant schools should first pay more attention to social benefits, then economic ones, and spare no efforts to look for those who can optimize the learning conditions of the offspring of the peasant laborer.
6. Propaganda should be enhanced to raise people's awareness of migrant schools and encourage people from all walks of life to give a hand to the education of migrant children.

Appendix:

1. August, 1998, Shanghai Education Committee and Shanghai Police Station issued Temporary Methods about the education of Migrant teenagers at the proper age, and asked governments and education administration departments to enhance the management of migrant schools and education of migrant teenagers who are at school age, and to handle and solve their education problems properly.

Many thanks to:

“Lu Binhua” Hope Project School, Nanhui District

“Ziluolan” Hope Project School, Nanhui District

“Hangtou” Hope Project School, Nanhui District

“Yonghui” Hope Project School, Nanhui District

“Huai’an” Hope School, Nanhui District

Education Administration

References:

(1)<Opinions about Making Further Progress in the Safe Management to Migrant Schools by Shanghai Educational Administration and Other Four Organizations>2006

(2)<The Investigation about the Situation of the Free Education for Education for migrants' offspring> (printed on <the Subject of History Teaching>originally, the 6th periodical,2004

(3)<Standardization of migrant schools in Shanghai> by Miu Yirong, Dong Ning. printed on China Educational Pioneer Net.

Report on Ying Cai School

Surveyors: Zhang Ni, Ji Weifan, Mao Liqin and Shi Jun

Time: May9th, 2007

1. Preface

Opened in 2000; registered with Bureau of Education in other province. Self-funded. 649 pupils: males (59.3%) and females (40.7%). 7 grades, 15 classes. 6 executive leaders, 22

teachers: males (31.8%) and females (68.2%). 3 auxiliary staff and 18 classrooms.

2. School Overview

Tangsi Primary School

Tangsi Primary School is in Tangsi village of Tangsi town. The school is constituted of grade one to grade six and consists of two campuses.

Four three-storey buildings constitute the teaching area of grade one to grade three on one side of the road. But there are many hidden dangers. First, there is a health hazard. There is a canteen on the ground floor. But the canteen is too small for students to dine in, so the students eat in their classrooms. According to the investigation, the cooker and dishware in the canteen are only covered with a big cloth where flies are buzzing about, which threatens students' dietary safety. Second, there is a safety hazard in the classroom. The windows of classroom are made of steel and are difficult to use because they have seriously rusted. The desk and chairs, passed on from other schools, are very old. Some of them are even rough, which might cut students' hands. Third, there is the hidden danger of students' extracurricular activity. The place where students can play after class is only a 250sqm cement playground surrounded by wooden boards nailed together with broomsticks on the top. When 600 students are playing on the ground at the same time, the hard cement ground and the wooden boards around it constitute a danger to the students.

In addition to the hidden dangers which directly threaten the students' safety, the clinic of Tangsi Primary School can not be overlooked. The location of the infirmary is so secluded that it is not easy to be found without a guide. The room is gloomy and closed, and no sick-bed or medical facilities can be found, there is not even enough medicine. The existence of cookers, clothes and TV in this space showed that the medical teacher is living in here, and to prove this, we saw his relative there. There was also a liquefied gas cylinder, causing danger not only to the student but also to the medical teacher and his relatives! We appeal to the government to pay attention to the problem and take measures to improve the clinics in the migrant schools. From what we saw, many other teachers were also living in the school.

Then, there is the fire prevention issue. According to on-site inspection, there are no fire hydrants or devices for extinguishing a fire in the corridors. If a fire broke out, the consequence would be too ghastly to contemplate. Besides, there are exposed high-voltage electric switches near the ceiling of the corridor, the danger of which is aggravated by the aging and overloading of electrical equipment. Elementary students are still curious about everything. If they touched the electric lines or flipped the switch, they could easily cause a fire. A fire on campus would cause great damage and loss of life.

So implementation of school security is absolutely imperative. The relevant educational departments and schools both paying attention to fire control safety is fundamental in solving the problem. We should increase the input into fire control safety projects, provide equipment for extinguishing a fire, and establish and improve safety management system on fire control safety. But the security of hardware is not enough; we should increase teachers and students' awareness of fire prevention. We should offer students courses in fire control knowledge and put fire control knowledge into teaching and training. Daily fire prevention education can make teachers and students enhance their alertness to prevent heartbreak happening on campus. These works should be brought into association with fire control propaganda and education.

The fire prevention manoeuvre once a year not only increases teachers and students' awareness of fire prevention but also tells students the importance of living life in a practical way. Young people are the future of our mother land. But they are growing up. So a great deal of students hasn't the necessary safety awareness or ability of defending themselves. They need the care and protection of schools, government and total society. Education is the important part of totally social development. Sound and stable

development of schools has a great impact on development of economy and society. Under a new stage of building a well-off society in an all-round way, the safety of schools is especially important. Doing the work of fire prevention in school and preventing the school from the fire are the obligations of the educational administrative departments at all levels to nation, to society and to all people.

On the other side of the road, there is the teaching area of grade four to grade six, whose teaching area is newly built. The problems of the classrooms mentioned above have been greatly improved. But when our investigation was underway, the area was being built up more. So the construction waste and building materials were left lying all around. Students' curiosity was easy to be caught, creating another hazard.

Before we came here, we were told Tangsi Primary School is applying to become a private school. But the problems mentioned make us confused. The headmaster says this is due to a lack of funds. But our investigation shows it's due to neglect in management and lack of safety awareness.

So Tangsi Primary School should develop and improve itself when they are applying for becoming a private school and appeal for the support and encouragement of the society, which would resolve actual difficulties for the masses of migrant workers and allow students to live and study in safe and good conditions.

3. School Facilities

Age of classroom furniture: Furniture for the higher grades is very worn-out and not uniform; the lower grades all have the same new furniture. Classroom natural lighting is sufficient (many big windows). There is a standard blackboard at the front of the classroom and below standard at the rear. The small library has a little collection of books. The students would like to borrow more books, but at the moment can borrow only one each week (and for one week only). No Book corners in the classroom. No labs. There is a computer room with 30-40 computers. The clinic - commonly used drugs are sufficient; the sports equipment - not universal and insufficient. Cafeteria - capacity 100-200 people. Playground: small, and cement floor is dangerous; Playground equipment: basketball stands only. There is photocopying equipment.

4. Student Conditions

The students mainly come from Anhui, Sichuan, Jiangxi and so on. These provinces are not very remote and not very far from Shanghai. Family members are usually about 4-5, minority of only children, just a few above six persons. Parents are labourers. Gross income monthly ¥1000-2000. School fees are ¥600 per semester. Lunches ¥60 per semester. After graduation, majority will return to hometown, minority will stay in Shanghai to continue to study or to work. Students request: 1) the meals are not good, and urgently needed improvement (22.66%) 2) hope the school can open junior middle then senior high school classes, by additionally building on the classes and grades (18.75%) 3) the hardware facility to enhance like the library, the playground, the vehicle shed and so on (17.19%) 4) add some equipment (including sports, teaching) (11.72%) 5) teachers too strict (7.03%) 6) the school expense is too high (6.25%) 7) more = extracurricular activities (3.91%) 8) teacher to care about pupils (3.91%) 9) opens some more subjects (3.13%) 10) need more communication with the students (3.13%) 11) the pressure is too high, the result is not very good (2.32%)

5. Teaching Conditions

The situation of the teachers: Source of the teachers: advertising in other provinces. Mostly graduated from vocational colleges. Primary level teaching qualifications or no qualifications at all. Teachers do not necessarily teach their specialism. Work load of teachers: 17 classes per week. Mostly full-time employed – no part time. Highest monthly salary ¥1,500 (principal) and lowest ¥800 (auxiliary service); average is ¥900. The teachers' wishes and

requests are higher salaries and improved hardware facilities.

6. Conclusions

Hardware equipment is insufficient. Multimedia, sports and experimental facilities are all insufficient; the books are in poor condition, sanitary standards are low and so on. All these deficiencies can influence students' study. The teachers are under-qualified. Because of lack of funds, there is no means to attract high level teachers, and no training available. The school teachers are also under-paid, and this is the teachers' main request to the school.

The main reason for these problems is lack of funds. This school is entirely self-funded. Charitable donations for student's daily life and study materials cannot fundamentally solve the problem. Teachers wages are paid for out of students' school fees. However there are not so many students, and their family income is low, so how can the school raise more money to pay their teachers better? It seems that the nine-year free schooling system has still not been popularized; school fees for migrant children are still relatively high. Why can't they attend the public schools? Because they are not registered as permanent residents here, they have to pay high fees to study at public schools. And the threshold for public schools is too high. They can only choose the migrant schools, and are therefore unable to enjoy the same quality of education as we are.

Before this investigation, we made the full preparation. We hoped the children would be willing to become friends with us. Our 50 schoolmates wrote letters for us to exchange with them, this was also another motive of our trip, not only to investigate. We discovered that the children appeared to welcome our arrival very much. We let them write several words first to bring back to our schoolmates, and later asked several schoolmates to exchange letters with them directly. We have chatted much, they have also written much, we understood their inner world as a whole. A summary of topics includes: they worry that we won't reply, they hope we go to Ying Cai, they don't want to leave the school, they do not want to return to their hometown and they hope to have our picture and want to come to visit our school.

We discovered that they are different from ordinary [i.e. Shanghai -ed] children, for them, school results are not the most important thing. They have been in Shanghai for several years, but actually still do not fully understand Shanghai. They hope that the school can have more social activities, and would like to make friends with other Shanghai school children. This kind of sentiment is very clear. They are migrants, and feel that there is a big gap between their lives and the rest of Shanghai, this will influence their psychologically healthy development, they will feel inferior to Shanghai students, and will not understand Shanghai people or Shanghai. Regarding this students' question, we have a tentative plan: Let the ordinary schools and the migrant schools get to know each other by holding interesting activities and exchanges. Also let the migrant children have a richer life.

Report on Migrant Schools in Yangpu District

Kong Jian Junior High School Research Group

Team supervisor: Professor Zhu

Coordinators: Ding Lu Cheng, Deng Tian

Survey Compiler: Ding Lu Cheng Contact: Den Tian Journalist: Lee Si Wei

Student survey: Ding Lu Cheng, Deng Tian, Ma Qui Yan, Cheng Dong Hua

1. Preface

In recent years, with the drastic economic development in Shanghai, thousands of migrant workers pour into the city of Shanghai. While the parents work in Shanghai, what happens

to the education of these children? Consequently, schools for children of migrant workers commenced operations under request in provinces such as Anhui, Jiangsu, and Jiangxi. The schools first opened in rural areas, and gradually moved to the suburbs of Shanghai. In recent years, migrant schools have successfully developed into central downtown. Currently, there are approximately three hundred migrant primary schools in Shanghai, of which five are located in Yang Pu District.

However, migrant primary schools face two critical "barriers":

1. **Poor Academic Quality.** Only a certain number of these migrant schools hold credentials from the Shanghai education department and employ teachers with qualifications. In contrast, there are quite a few administrators, lacking authorization granted by the local education department, targeting only to profit from running migrant schools. They often employ teachers from poor sources, of which none have teaching qualifications. These kind of school systems are bound to mislead students' academic learning, for even in the qualified schools, students fail to receive a satisfactory education for the following reasons. First, the teachers do not have opportunities to participate in city or district level teacher training programs. Without a systematic approach to teaching materials, knowledge sedates and fails to update accordingly. Additionally, schools do not have a supervising committee. Hence, no one is in charge of evaluation of teachers. Second, students are unable to receive comprehensive development within the schools. Day to day lessons only cover language and mathematics. As for music, physical education, art and craft curriculums, schools either sloppily organize some classes or choose to abandon these subjects due to dearth resources in teachers, classrooms, and equipment. The education of students' morality and ethics, such as patriotic education, traditional revolutionary education, conventional behavioral and teamwork exercises, and extra-curricular activities are rarely available. Measuring at a borderline satisfaction quality of the country's prospective education, cultivating well-rounded leaders of the next generation, migrant schools have earned a notorious name of "literacy-only" school.

2. **Equipment and Accommodation.** According to the survey, most of these schools are housed in rented vacant factories, which are adapted for students after minimal reconstruction. Schools lacking science laboratories and libraries are too common to bring up for discussion, but even playgrounds cannot be guaranteed. A migrant school, located in the northwest area of Shanghai, uses a vacant bypass, measuring less than a hundred square meters, as a playing field. After class, children are confined to classrooms where lighting is often a problem. Some are dim from missing lights, while other have four lights with only one working. The problems often relate to missing bulbs, malfunctioning switches, or disconnected wires. Obviously, poor lighting is the result of school administrators' budgeting policy. Some administrators even refuse to limit the number of students per classroom. Thus, a classroom is often occupied by eighty people at most, with the first row of students at a 0.5 meter-distance from the blackboard. Eventually, students will suffer from physical and emotional distress.

These are individual cases. According to statistics of surveyed schools, each class averages about forty to fifty students. Also, the schools are mostly equipped with libraries and science labs, and some schools even have computer rooms.

Moreover, Shanghai has passed a policy which allows migrant children to enroll in local public school. Ways of admission vary from enrolling as a temporary student or a sit-in student, setting up separate migrant student classes with government aid to placing these students in random classes, charging the same tuition.

2. School Overview

These migrant students are mainly from areas such as Anhui, Shandong, Jiangsu, Zhejiang, Fujian. Most students accompany their parents to Shanghai and are prepared for long-term residence. Their parents are either casual labourers or self-employed merchants such as

meat or vegetable vendors.

Migrant families are comparatively destitute. Because their social life surrounds other migrant workers, there are no means to find out if they get along with local Shanghaiese students. The curriculum is not as demanding as that of the local schools. But migrant students complain that school is tough, homework is heavy, and they lack free time for play. Their biggest wish is for the school to have a bigger and better equipped playground. As for future goals, most say they have no specific plans, but a lot of students have high hopes and dreams. For example, some hope to become dancers, scientists, and painters. After close contact, migrant children present the same outgoing, friendly disposition as local Shanghaiese children. Some are even more approachable, with a touch of humbleness and purity.

3. Teaching Conditions

As a teacher, he or she must set a good example of behavior for students. During the survey, we have discovered a wide gap between the teachers of local public school and those of migrant schools, due to low salary and poor teaching environment. Many teachers were complaining and had abusive attitudes toward students, who may grow to resent the society; hence, the purpose of education is obliterated. For this reason, according to surveyed statistics, we believe the best way to encourage teachers to actively participate in their educational careers is to provide them with appropriate guidelines in an attempt to equip students with a better perspective on life. We were able to access Fuxing Primary School and Yu Ying Primary School as our main partners for the study of the situations of teachers in migrant primary schools.

Most faculty members are retired teachers from areas outside of Shanghai. According to statistics drawn from surveys, 62 percent of migrant primary school teachers are retired teachers from areas outside of Shanghai. They have been forced back to the educational field for economic reasons. 18.75 percent of the teachers are from other sources. 12.5 percent are hired locally. 6.25 percent are retired teachers from local schools. Two statistics prove that the main source of migrant school teachers are from areas outside Shanghai and that few locals are willing to teach at migrant schools.

Most teachers hold bachelor's degree credential. Numbers reflect the educational background of teachers at migrant primary schools are not low. Even though they do not have bachelor degrees, 87.5 percent of the teachers hold vocational college diplomas. Only a mere 6.25 percent have only senior high school diplomas. Another 6.25 percent have not graduated from senior high school education. Of the teachers, 31.25 percent carry a senior level teaching qualification while 43.75 percent have a medium level. 12.5 percent have a junior level and 12.5 percent have no teaching qualifications. Specialist subject teachers are 93.75 percent, contrasting to a low 6.25 homeroom teachers who cover all subjects. Above statistics show high educational backgrounds of teachers in migrant primary schools, contrasting to teachers in China's other provinces and cities, towns and villages. Conclusively, they present efficient ability to educate students of migrant schools.

Over-working Hours. By looking at statistics, we discover that migrant primary school teachers commonly work under a low pay, yet high-demanding condition. Migrant primary school teachers are all subject teachers, 31.25 percent teaching an average of 18 classes per week. Another 18.7 percent teach an average of 20 classes a week. Calculating by a five-day work week, each teacher attends 4 classes a day. Another 6.25 percent teaches an average of 16 classes a week, and the rest 18.75 percent teaches an average of 26 classes or more a week. The highest number of teaching classes in a week is 29, and 87.5 percent of the teachers do not have other part-time jobs. Relative data shows that a local Shanghai primary school teacher have an average of 15.31 classes a week, of which 46 percent exceed 18 classes a week. On one hand, local teachers already carry a heavy work load; on the other hand, migrant school teachers are constantly over-working due to insufficient faculty

members in the private school system and comparatively low salary. It is a wide-known fact that a person's mood and work accomplishments go hand-in-hand. If a person over-works long-term, his or her mood is bound to plummet and grow easily irritated. In this case, the educational quality of students is affected.

The average pay of migrant primary school teachers is ¥1000 or above per month, not including some teachers who receive an additional national welfare of a couple of hundred yuan per month. A 93.73 percent of teachers receive pay of ¥700 to 1000, and 6.25 percent of teachers receive an income of ¥700 or below. As for public Shanghai primary schools, teachers receive on average of about ¥2200, including additional income of subsidies and bonuses. Consequently, low income and high-demanding work has led to copious complaints and obstacles in setting a standard of quality education ideology.

4. Student Conditions

Through close observation, we have discovered that migrant primary school teachers all long for improvement in the campus environment, including classrooms, restrooms, cafeterias, computer labs, libraries, media rooms, physical education facilities, science labs, and clinics. In our surveys, we have learned that most migrant schools do not have clinics or professional sports facilities, which is contradictory to the quality education our country pursues.

In all, we found due to discipline problems, teachers choose to treat students and stress school rules with a more acrimonious attitude, sometimes physically punishing students, which is supported by many parents. Parents and school rarely communicate, and many parents do not value their children's academic grades. This is because they often take on jobs such as small vendors or construction workers. They consider themselves uneducated, yet they are able to make a living in the Shanghai metropolitan area. Thus, convinced that education makes no difference, and earning money is first priority, most parents couldn't care less about the education condition of their children. Only a small fraction of parents actively respond to the schools. Miscommunication creates an ineffective cycle, which inflicts hardships concerning the education of migrant students.

Some parents are indifferent to the academics, yet they respond vigorously to any "unfair" treatment to their children. For example, at one school, we encountered a parent who came to bicker with the teacher because the son had got into a fight and came out with a bloody nose. The parent showed up at school, creating much chaos and clamour, and the teacher handled the intrusion with minimal patience, saying these kinds of things are nothing to do with the school.

5. Conclusions

The students in migrant primary schools belong to a special sector, characterised by poverty and unfortunate environment. Many parents lack civilized educational backgrounds and fail to communicate with their children. Therefore, it is especially vital for children to receive a high standard of education from school. Now that the migrant children are more or less in school, the next problem is to teach them how to be "a good scholar and a great person". Teaching methods and attitudes influence these students' mental growth. Not only should students learn to read, do maths, and other academic skills, but they should also appreciate their strengths of being hardworking, genuine, and persistent. Students should not pick up urban traits of materialism, vanity, and indulgence. With an accurate definition and understanding of both the city and the countryside, they will not feel like borderline citizens and truly blend in with society.

Attachment One: Tuition fee of migrant primary school students

Standard Tuition fee of Shanghai Fu Xing School

Grade	Tuition	Other fees
First	430	90
Second	430	170
Third	450	200
Fourth	450	200
Fifth	450	200
Sixth	600	200
Seventh	750	200
Eighth	750	200
Ninth	800	200

Report on Chongming Migrant Schools

Chongming Middle School Research Group

Group Members: Shen Yingjiao, Wang Yanzhen, Zou Dan, Gu Jiajia, Shen Dandan, Chen Chun, Chen Yufan, Wu Jiajun, Chen Yini, Shi Dongbo, Huang Jiaqi

Advising Teacher: Huang Zonkui

1. Preface

Basic Situation: This report covers a survey of 6 migrant children's schools, 5 of whom returned the questionnaire (one school was unable to respond due to the holiday schedule). 315 questionnaires were sent out, 312 were returned, covering 312 students and interviews with 2 principals, 2 teachers and the education supervision department. The following report is compiled from the information obtained.

2. School Overview

Among the schools surveyed, the oldest, Weiye School, was founded 8 years ago, while the newest, Jimin School has only been around for four years. In the space of 8 short years, 12 schools have developed in Chongming. The schools range in size from over 500 pupils to just over 200. The number of grades in a single school range from 11 to 7. These numbers indicate the rapid development of Migrant Schools in Chongming. There is close relationship between the development of the schools and the needs of society; according to the statistics, the arrival of migrant workers to Chongming has increased rapidly in the past few years, from 820,000 people in 2005 to 103,000 and 130,000 in 2006 and 2007 (estimate) respectively, most of whom bring their family with them. By 2006 7707 school age worker's children were in Chongming, 3905 of which were in Chongming public schools, a small number have discontinued their studies, while the rest are in migrant schools. Along with the opening up of Chongming and the increasing flow of migrant workers, the education of the children of these workers is the responsibility of the public and Migrant Schools. The Migrant Schools create the conditions for the development of these children and solve the domestic issues of these families. These schools also share the responsibility

of the public schools, actively contributing to a peaceful and stable society. These schools require a proper level of attention and planning.

Of the 6 schools surveyed, one school had not yet been registered, while only two had been registered locally, indicating that there is a trend towards legal status.

The six schools rely on the fundraising abilities of their leaders, and for this reason they are generally in poor condition, no equipment for experiments or sports, and one of the schools was in dangerous condition.

The inadequate school equipment extends to school desks, a mix of new and old, and bad lighting in the classrooms. The blackboards are made from wood or concrete. Of the five schools we surveyed, only two had libraries, and even these were limited at best. Experiment equipment, multimedia labs and computers are rare objects. Of the five schools, only one had a computer room, with only 10 or so computers. Equipment for outdoor activities was also incomplete. Under these restricted conditions, it is surprising that the students are able to study – something that not many would be able to do. We have a duty to create a better study and living environment for these students.

In addition, the sanitation equipment at the schools needs to be improved; only one school has a sick room, with very simple equipment. If a student falls sick they are often unable to provide emergency medical treatment and are only able to use generic medication in the teachers' lounge. The teachers have not received any professional medical training, and can only make use of experience to assist the students with their medical problems, which is not a sustainable or safe solution.

Due to the special circumstances of the schools, students usually take their meals at the school, and therefore the importance of the canteen cannot be understated. The canteen not only has to be big enough, sanitation and safety are also priority concerns. Two of the schools have canteens; one that can hold 50 people, the other can hold 200. The sanitary conditions are poor and do not meet requirements. A portion of the students bring meals from home, however for those schools without canteens students must look after themselves.

Every school has a playground, however there is insufficient or no equipment, especially for exercise, which hinders the extra-curricular activities of the students. In order to develop well-rounded students, this equipment is vital.

As the survey was conducted in summer, drinking water was an issue of concern; however several of the schools did not have equipment for the provision of drinking water, and those that did was insufficient to meet the needs of the students. The use of thermos flasks is widespread; however this is not safe or sanitary, especially in summer, as water can very easily be contaminated.

There is an insufficient number of toilets: 60% of the schools had less than 5 male/female facilities, and no school had more than 10 toilets in total. There is a serious disparity in number of students and number of toilet facilities.

Generally speaking, the school location is relatively stable and they do not have to move often. Only one school has moved, and during the process ensured that the students were still able to receive an education.

From the above description it is obvious that the schools are simple and crude, in stark comparison to the public schools. Under these conditions it is difficult for the schools to provide an education to the students, and it is recommended that government at all levels and social groups provide a greater level of support.

3. Student Conditions

The number of students at the schools varies, from 520 to around 200, which is directly related to the locality and construction of the school. The male/female ratio in students is relatively equal, only a few schools suffer from a drastically uneven number of boys and girls.

Most of the students in Chongming's workers children schools come from Anhui, although a small number come from provinces such as Shandong, Jiangsu etc. Student fluidity is at 30% with new students enrolling at the schools every year. The composition of students in the past couple of years has been relatively stable, helping the schools to create favorable study conditions.

The enrollment rate in further education from primary school is very high, between 80-100%, while course completion is also between 100-80%. The education received at the schools is good, and protects the rights of these children to a good education. After graduating from primary school, a number of students will continue in their education in the same place, while a smaller number will choose to return to their home counties to complete middle school, while the remainder will discontinue studies. The number of graduates from middle school choosing to continue studies remains small, as most students choose to return home or discontinue their studies. One of the main reasons for this is their inability to pay the associated high school fees. If the local education department adjusts their policies, a larger number of students might choose to continue their education in Chongming.

4. Teaching Conditions

A further area of worry is the common problem that all of the schools face – lack of teaching resources. This is primarily an issue of teacher number and quality. Basically none of the teachers had received professional training, usually younger teachers do not choose to work in a Migrant School, and a large percentage of teachers are those who have returned from retirement and thus the average age is pretty high. Due to this scarcity many of the teachers have to work multiple shifts and take on multiple duties, with high course load per teachers averaging between 25 and 19 classes per week. Assistant teachers have between 20 and 25 classes per week, exceeding by far the number of classes required of teachers at public schools. One teacher taking responsibility for a number of different subjects is also common, and even the practice of one teacher responsible for all classes.

The quality of the teachers is also a problem, as the number of university graduates is exceptionally small; most teachers are either high school or technical school graduates, without teacher competence certificates. In some cases relatives or family members of the school leadership take on the teaching or management roles in the school, leading to the appearance of nepotism. Even more worrying is the fact that these teachers do not participate in local government organized teacher training. Without additional external support for the teachers, who have to rely on their strength of character, and the lack of small business and practical training, most teachers have a trial and error approach to teaching.

The teachers' salaries are sadly also low, with average monthly incomes at about ¥850, with the lowest monthly income at less than ¥500— less than the minimum legal wage for Shanghai. This income does not include any benefits and teachers do not have medical insurance or pensions. Teachers are often treated as no more than simple manual laborers. Gratifyingly, over 94% of the teachers are happy with the situation at their schools, while only 46% of teachers are happy with their living quality, something that is directly connected to their low incomes.

Teachers do not often move: over 70% of teachers have been in the same school for at least 3 years, lending an element of stability to the quality of education. Although all the schools are willing to accept volunteers, most of the current pool of volunteers are high school or

university students and are unable to provide stable teaching support. None of these schools have had foreign volunteers.

The survey also revealed the relatively common problem of scarcity of staff at every level. Most schools only have 3 administrative staff, around 10 teachers and even fewer supporting employees. Some of the schools only have around 12 employees in total. Due to the onerous workload of running a school, these employees naturally are faced with even more pressure which negatively influences the quality of education provided.

In this regard, it is hoped that the government will produce policies directed at assisting with the sustainability of the schools and improving the situation of the teachers. From the survey it was also easy to see that many people did not understand, and did not actively seek to help, the study and lives of these children from afar.

5. Conclusions

As the market economy develops, the movement of people across the country is becoming more common and the problem of providing an education to the children of these migrants is a problem that will exist for a substantial period of time. With the changes in the registration system and educational system, migrant workers will begin to be treated as citizens of the cities in which they live and the right to receive an education will be granted to their children.

The Migrant Schools will also start to retreat from the stage of history as China's economy develops, but it will be a very long and arduous journey and will require the attention of both government and society. The principals that we interviewed expressed a desire for these schools to fall within the scope of the government's education system and receive the support that they need. They also hoped that they would receive support for their academic staff, teaching equipment and infrastructure as well as join in government training programs. In the end, although the schools are struggling, they are full of life, spirit and the tenacity to succeed.

Through this survey the inadequacies and opportunities in these schools have become apparent and it is hoped that the schools will receive the help they need through this report.

6. Appendix

1. Family structure

268 of the 312 students (85.9%) came from healthy, complete homes, while 14 came from single parent homes (4.5%), and another 6 had left home (2%).

(From this it is apparent that most of the children come from good homes)

2. Number of people per family

50 students came from a three member family (16%), 140 from a four member family (45%), 63 from a five member family (20%), 20 from a six member family (6.4%) and 8 from families with more than six members (2.6%)

(These families are different from the usual three member families)

3. Parents' professions

36 students had parents who were small retailers, peddlers or individual work (11.5%), 160 whose parents did manual work (51.2%), 54 who worked on a farm (17.3%) and 11 other fields of work (3.5%)

(This reflects the fact that most parents are engaged in hard, manual labor)

4. Monthly income (¥/month)

120 families had an income of 1000 or less (38.5%), 42 with around 1500 (13.5%), 90 with around 2000 (29%), 16 with around 2500 (5%), 20 with around 3000 (6%) and only 4 with above 3500 (2%)

(The majority of families have a relatively low monthly income)

5. Expense for last semester (Average/Semester) 156 Respondents

A: Incidental Study Expenses + Incidental Expenses + Agent fees: 4 students 100-290 (2.5%), 55 students 300-390 (35%), 31 students 400-490 (20%), 8 students 500-590 (5%), 3 students 220-590 (2%) and 6 students who spent more than 1000 (4%)

B: Lunch + Transport fees: 86 students 100-290 (55%), 41 students 300-390 (26%), 4 students 400-490 (2.5%) and 12 students who spent more than 500 (7.7%)

(It is apparent that the average expenses are low for these students)

6. Health of family members

Of the 312 respondents, 132 students rarely had family members falling ill (42%), 126 students had average health with occasional sickness (40%), 17 families often had family members falling sick, while a further 15 had terminal or long term illness in the family (5%)

(This shows that the health level of the families is average, not the best)

7. Medical care

Of the 312 respondents, 252 students had to pay for their medical care entirely by themselves (81%), 34 had basic medical insurance (11%) while 12 had parents who received partial medical care (4%)

(These families do not receive good medical care and do not receive any support)

8. Plans after graduation

Of the 312 respondents, 146 students wished to continue studies in Chongming (47%), 136 wished to go home to continue their studies (44%), while 8 wished to discontinue studies and work to earn money.

(It can be seen that the students enjoy their studies, whether it is in Chongming or in their home counties. For those students who are too poor to continue their studies it is hoped that they will receive support from local society)

9. Willingness to study at local public schools

Of the 312 respondents, 99 students were willing (32%), while 213 were not (68%).

(The large number of students unwilling to study in public schools indicates that they would not feel welcome, and government and society should take steps to change this)

9—1 Reason for answer to previous question

Of the 213 students who answered no to question 9, 37 were worried about being the victims of discrimination (21%), 108 were concerned that they would not be able to enroll on high school (51%), and 23 had other reasons (11%).

(It is obvious that the major problem is concerns over the likelihood of being able to move on to high school, which needs to be addressed by clear policy statements from local government)

10. Satisfaction with current school

Of the 312 respondents, 156 were satisfied (50%), 122 were ambivalent (39%) while 24 were unsatisfied (11%).

(The high approval rating indicates that the schools are doing a good job)

11. Satisfaction with current lifestyle

Of the 294 respondents, 160 students were satisfied with their current lifestyle (55%), 106 were ambivalent (36%), while 28 were unsatisfied with their current lifestyle (9%).

(Most of the students were satisfied with their lifestyles, indicating that the work done by local government and their neighbors is good, but the remaining dissatisfaction indicates that more work needs to be done)

12. Level of Happiness

Of the 294 respondents, 134 students were happy (46%), 130 were ambivalent (44%) and 30 were unhappy (10%)

(In general the students were quite happy)

13. Requests for the school or local education department
 - (1) Don't look down on them, take care of them
 - (2) The fees are too high, they need to be lowered
 - (3) Most believe that the teachers are too strict, there are hopes that they will be more caring and improve the quality of education
 - (4) The school should solve education environment problems
 - (5) The schools should add more sporting equipment and hold more activities
 - (6) Increase the number of school buses
 - (7) Increase the number of outstanding teachers and competitions
 - (8) Establish libraries and multimedia equipment

Report on Migrant Schools in Minhang District

Minhang Middle School Research Group

1. Preface

To better understand the studying condition and lifestyle of migrant workers' children in Shanghai and hoping that the survey report will garner more support and concern for the migrants. This is necessary to build a cohesive and accepting metropolis.

Migrant workers, together with their children, the principal and teachers of Li An Primary School. As both parents are working usually, the teachers will provide more in-depth information as they have more contact with the children.

2. School Overviews

Min Feng Primary School

Established in 1999, registered under the Minhang education bureau. Totally self-funded. Total of 16 classes for students ranging from primary 1 to 6. Students are from migrant families coming from other provinces in China. Family incomes are usually unstable, ranging from ¥1000 to ¥2000. Charges of the school (per semester) are school fees ¥500, administration fee ¥80 and lunch ¥280. No medical provision and only a small number of students have any medical insurance. Total of 24 teachers, 18 who can teach core subjects and 18 who can teach supplementary subjects. Teachers' monthly salary ranges from ¥750 to ¥1400. Furniture, such as students' tables and chairs, are old and worn out. They do have a computer lab with 20 computers but do not have a library, laboratory and multimedia classroom. They lack proper medical supplies in the mini infirmary. Small canteen space leads to over-crowdedness during mealtime. Teachers undergo upgrading course twice per semester. Total of 4 volunteers teaching foreign language, music and art. The principal hopes to expand and upgrade the school compound, improve the quality of the teachers and to enhance the teaching of mandarin to allow better communication between the students. The writer hopes that more care and concern can be shown to the school through donations and volunteers.

Aixin Primary School at Minhang

Established in 1999, registered under other states' education bureau. Partly funded by the government and receives some donations from companies. Total of 15 classes for students ranging from primary 1 to 6. Total number of students: 750 Total number of administrators: 6. Total number of teachers: 25

Three hundred and fifty students are from migrant families that will move to other states, often causing disruption to the classes. Average family income is approximately ¥1500. Low

income leads to poor living condition as the family size is big, usually 5 members.

Students usually return to their hometown to further studies. For students that further their studies in Shanghai, they will return to their hometown prior to the senior high school examination. Parents are satisfied with the current situation of the school and the future prospect of their children that the school can provide.

Teachers have studied up to vocational college education level only. All teachers are from other provinces and not from Shanghai due to the low salary.

The school is properly furnished but not equipped with a multimedia room or proper room ventilation. High rate of turnover of students and teachers lead to poor results and difficulty in managing the administration. The volunteers play a major role in bringing new outlooks to the students. The principal hopes that the school's multimedia and quality of the teachers can be improved, together with more help garnered from the public.

Tang Wan Zhong Xin Primary School

Registered as migrant school in February 2005 in the local education bureau. Partly funded by the government and receives donations from companies. Total of 33 classes for students ranging from primary 1 to 6. Total number of students: 1250. Total number of administrators: 5. Total number of teachers: 39. Total number of staff: 58. Better equipped with multimedia equipments as compared to other migrant schools.

50% of the students are from migrant families that will move to other provinces. Average family income is approximately ¥1500. Low income leads to poor living condition as the family size is big, usually 5 members. 50% of the students will continue to pursue senior high school education back at their hometown.

The school is equipped with a laboratory, multimedia room and computer room. Only the running track requires construction.

Nan Tang Primary School

Established in 1990, registered under other states' education bureau. Partly funded by the government and receives donations from companies. Total of 15 classes for students ranging from primary 1 to 6 and 3 classes for nursery. Total number of students: 800 (60% boys) Total number of administrators: 6 Total number of teachers: 27 (2/3 female)

400 students are from migrant families that will move to other provinces, often causing disruption to the classes. Average family income is approximately ¥1500. Low income leads to poor living condition as the family size is big, usually 4 members. 2/3 of the students return to their hometown to further studies. Remaining students further their studies in Shanghai and return to their hometown prior to the senior high school examination. Parents are satisfied with the current situation of the school and the future prospect of their children that the school can provide.

Teachers have studied up to vocational college education level only. All teachers are employed from other provinces and not from Shanghai due to the low salary.

The principal feels that the parents from these migrant families sent their children to school because they are unable to teach their children due to the fast advancement of the society. In addition, these children will be part of the working society in the future; therefore the government should pay more attention in helping these migrant schools. The low family income of these migrant families makes it impossible for them to pay any additional price increase for their children's education. The school is thus under pressure to absorb any price increment themselves. The school is determined to bring quality education to the students, just as determined as the parents are in forking money out for their children to undergo

education.

Report on Migrant Schools in Fengxian District

Shuguang Middle School Research Group

1. Preface

In order to know the working conditions of migrant workers in Shanghai and the schooling of their children, we surveyed five migrant schools in Fengxian District to conduct some random investigations. The selected five schools include: Shanghai Fengxian Wusi Fuxing School, Shanghai Fengxian Situan Yuanhang Middle School, Shanghai Fengxian Hongmiao Migrant School, the Shanghai Fengxian campus of Yucai School, Shou Xian, Anhui, and Shanghai Fengxian Nanqiao Fengwai School.

The investigations were conducted in the form of questionnaires, which were designed according to five major aspects: the general conditions of migrant schools, the conditions of migrant students, teachers and school facilities, and school affairs. We also spent two afternoons to go to the selected schools to conduct investigations. Liuzhen, Wangjia, He Jiawei and Chenjun went to Wusi Fuxing School, Situan Yuanhang School and Hongmiao Migrant School; Chenyun, Zhangyan, Jiang Weiping and Hu Feifei visited Yucai School and Fengwai School.

2. School Overview

The earliest migrant school in Fengxian was Yucai School of Shou Xian, Anhui, established in 1996, while the latest one is Hongmiao Migrant School, built in 2002. Both still exist to date. All of the five migrant schools were registered, among which Yucai School of Shouxian, Anhui, Situan Yuanhang School and Fengwai School were registered by the local Education Authority, Hongmiao Migrant School by a non-local Education Authority and Wusi Fuxing School was formerly under the control of the place where it moved from, and later was locally registered. All of the five migrant schools were funded by the principals themselves. The average number of students is 540, ranging from 900 in Wusi Fuxing School to 320 in Yucai School of Shou Xian, Anhui. On average, boy students account for 54%, while girl students account for 46% in the five migrant schools.

Situan Yuanhang School, Wuxi Fuxing School, Yucai of Shou Xian, Anhui and Hongmiao Migrant School have 10 grades (Pre-school—Third Grade in junior middle school). Fengwai School has four grades (Sixth Grade in Primary school—Third Grade in junior middle school)

Yucai School of Shou Xian, Anhui, Situan Yuanhang School and Wusi Fuxing School have 4, 5 and 6 administrative leaders respectively Fengwai School and Hongmiao Migrant School have 2 each. The number of teachers varies from 14 to 22 in four of the schools. Wusi Fuxing School has the largest number of teachers at 34.

There are more male teachers than female teachers in Wusi Fuxing School, Yucai School of Shou Xian, Anhui and Situan Yuanhang School, while there are fewer male teachers than female teachers in Fengwai School and Hongmiao Migrant School.

Number of classrooms ranges from 32 in Wusi Fuxing School to 12 in both Fengwai School and Yucai School of Shou Xian, Anhui.

3. Student Conditions

Students in Wusi Fuxing School, Situan Yuanhang School and Yucai School of Shou Xian, Anhui mainly come from two provinces: Anhui and Sichuan. Students in Hongmiao Migrant School Fengwai School hail from all parts of China.

Three-children family, four-children family, five-children family and six-children family account for 19.26%, 59.6%, 13.28% and 5.88% respectively. No families with more than 6 children were recorded. 12.8% of the parents are small retailers, 66.1% are casual labourers and 21.1% do other jobs. 16.2% families earn ¥1,000 per month, 27.5% earn ¥1,500, 23.1% earn ¥2,000, 3.3% earn

¥2,500, 3.9% earn ¥3,000 and 24.9% families have no stable income. Tuition accounts for the lion's share of school fees. Situan Yuanhang School, Fengwai School and Yucai School of Shou Xian, Anhui charge incidentals. Fengwai School and Yucai School of Shou Xian, Anhui charge after-school fees, Situan Yuanhang School, Fengwai School and Yucai School of Shou Xian, Anhui charge lunch fee. Wusi Fuxing School charges a transportation fee (30% students hire their own transport at ¥160/semester). On average, 86.4% of families are healthy in the five schools, and Yucai School of Shou Xian, Anhui claims 100% are in good health. Overall, 11.6% suffer chronic diseases, this is as high as 25.5% at Fengwei schools. 1% will go back to their hometown to do casual labor, and 24.24% will stay in Shanghai to find casual labor. 5.78% have other plans. On average, 57.12% students in the five schools feel very satisfied (the rate was 100% at Fengwai School); 29.8% students feel satisfied; 1.56% feel tolerable; 11.36% feel dissatisfied (the rate of dissatisfaction at Yucai School of Shou Xian, Anhui was 42.9%). The turnover rate of students ranges from 40% to 10%. The former is Situan Yuanhang School, while the latter is Hongmiao Migrant School. The percentage of students going up to the next grade each year is highest at Fengwai School—100%, while in Wusi Fuxing School and Situan Yuanhang School the rate is as low as 60%. 60%--100% of students graduate or leave from the top grade each year.

4. Teachers' Conditions:

Most of the teachers in the five schools are retired local teachers. Yucai School of Shou Xian, Anhui has employed some Shanghai natives; Hongmiao Migrant School, Wusi Fuxing School and Situan Yuanhang School have employed teachers from other provinces; Wusi Fuxing School and Yucai School of Shou Xian, Anhui have employed retired teachers from other provinces. 35% teachers in Wusi Fuxing School come in other ways. 15% and 4.2% of teachers are university graduates in Wusi Fuxing School and Fengwai School. In other schools, vocational college graduates make up the majority. The highest percentage is in Yucai School of Shou Xian, Anhui, where 80% of its teachers are college graduates. Senior high school graduates account for 10%--20%, with the highest ratio—87.5% in Fengwai School. In each school, teachers have different level of professional titles - none, low, intermediate and high. 85% teachers in Fengwai School have high level of professional title, which is the highest one among the five schools. Some teachers have to teach 20 classes per week where teachers are few. On average, teachers who teach core subjects (Chinese, maths, English) give 18-20 lessons each week and teachers teaching secondary subjects give 20-22 lessons each week. Some teachers also take other jobs on the side. The average income is ¥850, ranging from ¥800 to ¥2,000. The majority of teachers feel satisfied while the minority feels just acceptable. On average, teachers stay in a school for around one year, and the longest turnover period is more than three years in Wusi Fuxing School.

5. School Conditions

Classrooms: The majority of the desks are half-new. **Lighting in the classrooms:** classrooms in Hongmiao Migrant School and Wusi Fuxing School have enough light, while lighting in the classrooms in Situan Yuanhang School, Fengwai School and Yucai School of Shou Xian, Anhui is just acceptable; **Blackboards:** the front and back blackboards in the five school are all made of cement; **School library:** Fengwai School and Hongmiao Migrant School have no library at all. The other three schools have libraries and the largest one is in Wusi Fuxing School which stores more than 500 books; **Laboratory:** only Situan Yuanhang School has a laboratory; Situan Yuanhang School's classrooms have electronic equipment; Wusi Fuxing School, Situan Yuanhang School, Hongmiao Migrant School and Yucai School of Shou Xian, Anhui all have computer rooms. The largest number of computers is 20—30 in Wusi Fuxing School, while other schools only have less than 10 computers; **School clinics:** Hongmiao Migrant School, Wusi Fuxing School and Situan Yuanhang School have school clinics; **Sports equipment:** all the five schools lack sports equipment; **Toilets:** in Situan Yuanhang School, boy and girl's toilets only have 3—5 stalls, the largest number is 7—10 in Yucai School of Shou Xian, Anhui; **Canteens:** Situan Yuanhang School, Fengwai School and Yucai School of Shou Xian, Anhui have school canteens. Situan Yuanhang School's canteen is the biggest one with a capacity of more than 300 people; **School playground:** all of the five schools have playgrounds. Situan Yuanhang School's playground is fully equipped while equipment in Wusi Fuxing School, Hongmiao Migrant School and Fengwai School is inadequate and Yucai School of Shou Xian, Anhui has no equipment. **Typing equipment:** Wusi Fuxing School and Fengwai School have no typing equipment; **Water fountain:**

Hongmiao Migrant School and Yucai School of Shou Xian, Anhui have water fountains, but Situan Yuanhang School, Fengwai School and Wusi Fuxing School get their drinking water from a tea urn. Situan Yuanhang School has moved more than twice, and only Hongmiao Migrant School has never moved.

6. Conclusions

Though this investigation, we have found out that there is still much to be desired in each school. Due to their small premises, some schools have few classrooms with insufficient light and poor construction; in the meantime, because some schools move from one place to another, their teaching environment is comparatively simple and poor, and those schools lack long-term planning. What's worse, the instability of school location also impairs the support from the public, which in turn increases difficulties in running school.

Although teachers teach their specialism, many of them are re-employed retired teachers, who are experienced but lack energy. This disadvantage is even more obvious in these migrant schools, where the teaching load is much heavier than in state schools. Other young teachers have enthusiasm but their academic credentials are poor. Therefore, generally speaking, the teaching faculty is very weak.

Schools' teaching facilities are comparatively inadequate, including sports equipment, clinic equipment, and multi-media equipment. In some school the auxiliary facilities are also poorly equipped.

We should mobilize the public and social power to help to run migrant schools, and give more support to those that are better run.

We can mobilize more volunteers to offer more volunteering services and form regular volunteer teams, which can help guarantee volunteers' long-time commitment as well as mitigating the lack of teachers.

Schools should take into more consideration the peculiarities of migrant communities (high mobility, difficult economic conditions, many siblings in one family) and explore way to run schools in order to better meet the students' needs.

Migrant schools should set up parents' schools and parents' committees as a platform of communication between schools and teachers to help parents pay full attention to their kids' education and create a desirable learning environment, encourage their kids to enter into further education to have a better future.

A Survey of Migrant Children's Schools in Malu, Jiading District

By Student Research Team in Yucai Middle School

1. Preface

With the rapid development of Shanghai's economy, scores of migrant workers from other provinces are pouring into Shanghai and becoming an important part of the city's population. An influx of migrant labourers has resulted in an increasing disparity between the rich and poor and other social issues such as crime and lack of education for migrant worker's children. Addressing these problems will contribute to Shanghai's economic development.

As outsiders to the City, the personal development of migrant children is hindered whilst they struggle at the bottom of society. Migrant schools provide an opportunity for children to develop and contribute to society. Educating this group of children and providing more social exposure will benefit not only the current but also the next generation. With increasing philanthropic efforts focusing on China, this has helped to raise awareness of causes in the country.

The first migrant children school was established in 1990. In over a decade, schools have struggled to develop further. With the objective of identifying the education system this survey was carried out to investigate the current status of the schools in the hope of identifying ways to contribute to the schools.

2. School Overview

Since its industrialisation in 1996, Malu developed in all sectors such as agriculture, medicine, trade & commerce. In response to this development, migrant schools were established to address the educational needs of migrant children. The schools opened without financial support from the local government and vary in terms of the number of students.

The distinct difference between migrant schools and Government schools being:

1. Ratio of Male and Female Students

The ratio of male and female students is unbalanced with migrant schools typically having a higher number of male students. This inequality may be contributed by the traditional value of families preferring to educate sons rather than daughters.

2. Improved Family Condition

The migrant workers mainly come from Anhui province followed by Henan, Jiangxi and Sichuan. The survey indicated within two years more than 60% of families monthly income reached ¥2,000 with 7% exceeding ¥3,000.

3. School Fees

According to the survey, 90% of the schools charged a fee of ¥600 per semester, 10% of schools charging up to ¥1,000, which is twice the cost of a migrant child attending a city primary schools.

The soaring operational costs of running a school and lack of Government funding is offset by higher school fees that many families struggle to meet.

3. Student Conditions

The majority of migrant schools have only limited facilities and insufficient teaching aids with only basic resources.

56% of classrooms are without a drinking water machine

Only 89% of schools have a library of which only 80% have more than 500 books.

Only 89% of schools have computer teaching rooms

89% have their own canteen, of which 78% can accommodate more than 200 people.

It is apparent from such statistics that the basic needs of students are not being met.

80% of schools do not sufficient IT equipment.

50% of schools only have 10-20 computers

10% have 6-10 computers

10% have 2-5 computers

As a consequence the lack of facilities, migrant schools are unable to teach and train the students to use modern day technology. Without these basic skills, the future of children and their ability to adapt into modern society is limited.

The most popular activities are those that require few or little equipment such as table tennis, skipping and badminton. Given the limitations of sports equipment, schools are only able to offer the simplest of activities. This results in a serious lack of cultural diversity and artistic expression in children.

4. Teaching Conditions

There is little interest by local teachers to teach at migrant schools, 80% of the teachers are from outside Shanghai, of which only 40% have a college education and 40% graduated

from senior high school only. There is a grave shortage of teachers with a college degree and the lack of teacher assessment further illustrates the low level of teaching standard.

The survey demonstrates that 60% of the teachers change jobs between 6 months to 2 years. This high turnover means schools are constantly facing the challenge of recruiting new teachers.

There is a lack of teacher training and improvement to the standard of teaching

5. Conclusions

In summary, there are three major problems faced by migrant schools

1. Lack of Social Support. Funds are allocated to providing housing for migrant workers, children's education is neglected.
2. Lack of Funding. The lack of funding has resulted in poor facilities at schools. The low teacher salaries results in difficulty in recruiting and retaining quality teaching staff.
3. Lack of Standard Management. Migrant schools are not part of the nine year compulsory education system, as a result graduates are unable to progress to secondary schools. The absence of professional titles and teaching facilities hinders any progress for students and teachers alike.

It is apparent that the common thread of such issues is the lack of government and social support. The injection of some structure would be highly beneficial to groom talent for the future.

The survey clearly indicates the demand for Government support for teaching professionals. The need for support to improve teaching quality, training and school facilities will be beneficial to all in the long term.

An alternative way of approaching the issue of migrant education is to appoint an organisation to take up the role of the Government in providing educational support. The key issue migrant schools face is the lack of understanding between migrant school needs and the Governments system. The opportunity to bridge the gap in a market type structure may help to alleviate the problem. The mediating institution will be responsible for communicating the needs of the migrant schools to the Government effectively.

As the number of student enrolments in Shanghai schools decreases, this results in an excess supply of teachers. It would be beneficial for these professionals to contribute their skills at weekends to migrant schools. In particular extra curricular activities such as art, music and English will help to distract students from adopting negative social habits.

The district education departments should introduce a syllabus on moral and social education so that migrant students may better understand society and how to integrate. They should also be allowed to attend community activities so there is awareness at an early age.

Identify private funding under a public education scheme. This allocation of resources would allow the Government to give direction to schools whilst being privately sponsored. This could mean the Government relaxes the school regulations and students may benefit from lower fees.

In 2004, the Shanghai Pudong Social Development Bureau introduced a new way of managing schools. It appointed the services of an education specialist Xinchang to manage the migrant schools. Schools were given three years to attain the formal education status with Government support. This is an example of a solution to address the education

problem.

Migrant school children are in need of social interaction and extra curricular activities such as art, drama and sport. The talented pool of teaching resources should provide support to schools. It is recommended a non-Government organisation be established to bridge the gap and provide a partnership between public and private institutions. Shanghai Xin Longhua Primary School invited ten students to Guangfeng School to participate in an event “We share the same sky” on June 1st, the event celebrated the different backgrounds of children all coming together.

Hangzhou as a coastal city also has a transient population. With this brings the issue of educating the migrant children. To address this problem, the Xiacheng Government established “Mingzhou” migrant school. Following the success of the school, a further two have been established in the city including Trancheng Primary School and Lantian Primary School. Within the next two years Hangzhou will have not only an primary but also a junior school and kindergarten. With an increase in student enrolment, schools have made an effort to increase teaching standards and facilities that include computers, canteens and school buses. The schools have adopted a motto “Respect and Serve”. The school aims to help students adapt to their new environment as early as possible and reinforces this with lessons in life style, media, culture, independence and building of self confidence, all skills for survival in their new homes.

Jinshan District Workers Children’s Schools Survey report

Shanghai Normal University Second Middle School Survey Group

1. Preface

In order to improve the educational infrastructure for the children of farmers and migrant workers and to better understand the reality of the situation, our university in cooperation with Shanghai Loving Heart Association and Jinshan district conducted an investigation of the development of the workers children’s schools in this district.

During this survey 20 students from different classes and of different ages undertook a detailed study of one of the five schools outlined below, and also sent out 82 questionnaires to teachers, and a further 323 to students. Of these, 323 valid replies were received, giving an effective return rate of 97.2%

School name	Address
Jinshan District Jinshan Wei Town Limin School	Jinshan Wei Town Changchun Village (originally Chashan Primary School)
Wanshou Yucai Experimental School	436 Zhushan Rd Jinshan District Shanyang Town
Liu An City Yu An District Dongsheng Workers Children’s School in Shanghai	4001 Sizu Xinhua Village Fengjing town Jinshan District
Anhui Province Yingshang County Hope School	1286 Caolang Gong Rd Caojing Town Jinshan District
Wanshou County Jin An School in Shanghai	Luli Zhangyan Town Jinshan District (originally Luli Middle School)

During the preparation for this study, the 20 students undertook research and conducted interviews with the principal and teachers at each school. It came as quite a shock to them when encountering the dire straits faced by these schools that they had previously only seen on television.

2. School Overview

School Name	Launch date	Registration	Source of funds
Jinshan District Jinshan Wei Town Limin School	1998	Local	Self-funded
Wanshou Yucai Experimental School	2001	Non-local	Self-funded
Liu An City Yu An district Dongsheng Workers Children's School in Shanghai	2000	Local	Self-funded
Anhui Province Yingshang County Hope School	1996	Local	Self-funded
Wanshou County Jin An School in Shanghai	2000	Local	Self-funded

School Name	Administrators	Teachers	Other	Male teachers (%)	Female teachers (%)	Students	Male students (%)	Female students (%)	No. grades	No. classrooms
Jinshan district Jinshan Wei town Limin School				0	0	50	5	5		8
Wanshou Yucai Experimental School		5		6.6	3.4	50	2	8		
Liu An City Yu An district Dongsheng Workers Children's School in Shanghai		9		5	5	00	0	0		2
Anhui province Yingshang county Hope School		1	4	6.4	3.6	10	0	0		
Wanshou county Jin An School in Shanghai		6		3.7	6.3	00	0	0		5

1. Student Conditions

Most of the students from each school are not from the surrounding area and are of varying ages, covering nine grades from the first grade of primary school to the last grade of middle school, however each grade only has one or two classes.

Most of the surveyed students had families with 4-5 members, a quarter only had 3 members and the remainder had more than 6. The proportion of female students with brothers or sisters was higher than the proportion of male students with brothers and sisters.

Most parents are migrant laborers, while the rest manage small stores. A portion of students were unable to confirm their parents' profession, while another portion do not have work.

Most families have relatively low income, with 32.2% making around ¥1000 per month, 41.3% between 1500 and 2000 and a minority earning less than 1000 or more than 3000.

Students fees include: tuition, materials, lunch, and transport. The combined tuition and materials cost represents about 2/3 of total expenses. Jinshan district students spend comparatively higher amounts on transport. Most families are able to afford the cost of education.

71.8% of students were satisfied with their school, with less than 5% dissatisfied. These students are fervent in their studies, lively, intelligent and obedient for their ages, however while some children are considerate, others are quite selfish and unruly. During the investigation, although the students were very eager to participate, (the younger students were quite frightened), however they did not really understand their parents' circumstances and were unable to confirm anything apart from general statements or guesses. There is no standard uniform, and so students wear their own clothes, which are mostly old and worn out. Because of the limited number of teachers, the students are unable to receive personal attention. Despite this, and perhaps because of the restricted nature of their situation, these students are delighted to be at school. All of the students happily nodded their heads when asked if they enjoyed studying. Most of the students wish to see improvements in the quality of the food they receive (more meat), more extracurricular activities and the elimination of unnecessary fees.

2. Teaching Conditions

The teachers at these schools can be divided according to their origin in the following categories:

1. Local primary and middle schools teachers who have been reassigned
2. Retired local primary and middle school teachers
3. Recent graduates from non-local universities
4. General retirees without teaching competence certificates

Among these, local teachers make up 22.2%, non-local teachers 77.8%. Teachers change very often.

In terms of educational experience, the majority of teachers are vocational college or high school graduates (70%), only 12% have undergraduate or higher education. More than half have no academic qualifications (44.5%) or basic (12.5%) qualifications, while those with higher qualifications make up less than 20%. Occasionally, volunteers will join the teaching staff.

Generally, the teachers do not receive any teacher training, which impacts the quality of the education provided.

Class hours: On average a core teacher is responsible for 18-23 hours of classes, while secondary subject teachers have 22-27 hours. A small proportion of teachers have additional jobs outside of the school.

Over half of the teachers (51.2%) are satisfied with the conditions at their schools, 39% believed that the conditions were average while a minority had very strong feelings against the school (4.9%). At all of the schools, the teachers treat their students fairly, but perhaps with a bit more love, patience and responsibility than the average primary or middle school teacher.

For example, in Jinshan district's first and only public school (without a name) for migrant workers children, there is a teacher named Cao Baoping, who after retiring from Jinshan District's Mengshan Middle School returned to the classroom. She worries about her students, most of whom are so poor that they have to bring their own lunch to school and since they don't have a place to reheat the food they have to eat it cold. For this reason, she brought her own microwave from home so that the students could reheat their lunches.

Mrs. Cao believes that although these students belong to the poorer parts of society, they still have a right to an education, and we cannot give up on them. Not only Mrs. Cao, but the current principal of the workers children's school, the previous principal at Mengshan Middle School, Zhou Jiping also works tirelessly to improve the conditions for his students. When he first came to the school, there was very little in the way of equipment, and through his own personal connections he was able to acquire some old equipment (telephone, photocopier, microwave etc) from friends. The other teachers at this school also treat their students as they would their own children.

At the same time the teachers have discovered that the students at these schools develop feelings of resentment and inferiority towards society. The teachers have to use their own true feelings and thoughts to help these students overcome their difficulties. These students all wish to be treated in the same way as local students are.

3. School Facilities

There is a huge difference in infrastructure across the 5 schools surveyed. Most of the schools receive assistance from the public schools: there is a high percentage of new or mostly new desks and chairs. Schools that were originally Jinshan district primary schools have relatively good basic infrastructure. For example, Jinshan Wei Town Limin School has relatively new school grounds, brightly lit classrooms and 70% or more mostly new desks and chairs, with glass blackboards (front and back); the school also has a multimedia and computer room (30-40 computers) and a sick room (although there are not enough commonly used medicines); the school canteen can cater to 100-200 people; the school has its own printing equipment and every class has a drinking water dispenser.

Despite this, most of the schools are in relatively poor condition, lacking maintenance personnel and funds, which means that once something is broken it is difficult to repair, leading to a lot of waste as good equipment is thrown away.

The main equipment and infrastructure difficulties that require assistance are as follows:

Laboratories. None of the schools surveyed had laboratories. This is inconvenient for middle school students, especially during science and biology classes. Being able to conduct an experiment is important in the learning and understanding process and gives the students an opportunity to improve their practical abilities. The lack of laboratories directly influences the students' ability to study.

Inadequate Libraries. Very few of the schools surveyed had libraries, and those that had libraries had very few books. The Anhui Yingshang County School had only 100 books and the library was often closed. The lack of libraries restricts the students' access to knowledge and stifles their desire to learn. They are therefore unable to receive the same standard of education.

None of the schools had a music room, and there were almost no musical instruments. This is disadvantageous to the students development, as music has an important emotional and psychological impact.

Only a couple of schools have computer rooms, and there are even fewer multimedia labs. Even those schools with computers were not able to provide regular computer classes, and the quality of the computers was insufficient to teach the students. If the students are not

able to learn about new technologies, they will not be able to develop. There should be more opportunities to use technology and to understand the important tools of modern society.

According to the survey, the students enjoy a large number of athletic activities, including soccer, basketball, ping-pong, badminton, jump rope and jump elastic. Apart from activities such as jump rope and ping pong which can be accommodated in limited space, the lack of space, equipment and facilities restricted the students ability to participate in most sports. These schools are relatively small, and the buildings occupy over a half of the grounds, so the area for sporting activities is often insufficient.

A graduating student should have an all-round education, and the body is an important part of this, so it is important to provide a place for these students to exercise.

Of the surveyed schools, the condition of the canteen is often a cause for concern. There are schools without canteen, and those that do have canteens have serious hygiene issues. In most cases the students will take their meals to the classrooms to eat after being served, while the birds flock around the overturned rice containers. Occasionally students will drop food in the hallways.

Most schools had one male and one female toilets. The sanitary conditions are not good and there is a pervasive odor.

Most schools don't have even a basic sick room, with insufficient equipment and medical supplies.

The above eight points are just a rough indicator of the work that needs to be done. If possible it would be good to improve the study environment of these students.

6. Conclusions

It is hoped that the relevant departments will focus their attention on the workers children's schools and ensure that the students have the right to an education. If the department of education sees fit to provide financial aid to these schools, the study environment will improve dramatically.

In the information age the need for computers and other multimedia tools is great, so it is recommended that 10-20 computers and small televisions etc are donated to the schools; another recommendation is to collect books (especially famous novels and supplementary texts) for donation, including unused material from public schools; in addition equipment for sports and musical instruments should also be donated.

The all round development of students, in morals, knowledge, body and spirit is important. It is hoped that the courses can be improved to further incorporate extracurricular activities to provide for a full educational experience for these children.

This district should establish smaller schools to split middle and primary school students and establish a third year for junior middle schools. If possible, it is recommended that forward thinking, outstanding teachers from the district and city volunteer to support these schools and improve the quality of education.

"Man is iron, rice is steel". Nourishment is an important part of development, and it is important that these children get a good meal at lunch time, which in turn will improve the effectiveness of their studies.

During the investigation, it was discovered that one teacher teaching several subjects was commonplace. Although this is due to the lack of staff at the schools, most teachers have a single subject that they are good at and being forced to teach multiple subjects should be an issue of concern. By alleviating this problem the children will receive a better quality

education, and the teachers' workload will be lightened.

Outside of classes the teachers and students should have more opportunities for interaction and communication, improving the teacher-student relationship and allowing them to create a harmonious society together.

Schools in the same district should have more opportunities to work together and help each other, including interaction between primary and junior middle school students and high school students should be encouraged to volunteer in leadership or mentoring activities. We can't change facts, but we can present them. The above are the results of the survey obtained through the hard work of the survey group.

Indeed, these schools are in greater disrepair than the Xujing school interviewed in the last report, and there are other schools in other districts that are even worse. For this reason, changing the conditions in these schools should be more than just empty words, and we should work to turn it into a reality. We should give these children more care, and the right to an education.

Report on Schools for Migrant Children in Qingpu District

By students from Qingpu Senior Middle School

Translated by Michael Zhang

1. Preface

With the large-scale movement of migrant workers, migrant children's education has become a issue which is worthy of our attention. This survey was led by Mr Sheng 盛科长 who is Chief of Qingpu Local Education Bureau, Mr Wang 王桂明, who is Dean of Qingpu Senior High School and Mr LiJing 李敬, a teacher at the same school. The survey was carried out by a group of six students from the Students Union of Qingpu Senior Middle School in two migrant schools. Our methods included surveys by questionnaires, personal interviews and group interviews 108 students, 9 teachers and 3 principals from Xing Zhi Migrant School 行知小学 and Shuang Jia Migrant School 双佳小学.

2. School Overview

The results of the survey showed that under local government leadership, the migrant children's schools have improved a lot, but there are still many remaining issues, such as protecting the migrant children's right to Compulsory Education, improving teaching quality, increasing the teachers' salaries and ensuring the safety of the Campus.

Since the reform and opening up, and in the transition from the planned economy to the market economy, a large number of migrant workers have flown from rural, economically backward to urban, economically developed areas, from central and western inland cities to eastern and southern coastal cities. According to the statistical data given by the Labor and Social Security Department in 2002, the number of migrant workers in China reached 940 million and the annual increment was 5 million. The statistics of the 5th National Census in 2000 showed that there were then 3.8 million migrant workers who had lived in Shanghai for more than 6 months. 85% of them (3.2 million) were peasants. (<Survey about the Education of the Migrant Children in Shanghai>, <The Issues about Education> the 6th issue, 2004). Along with large-scale population movements, migrant children's education has become a prominent social problem. To address this, the Shanghai Government has been highly concerned about the issue of migrant children's education. But what is the situation now in migrant children's education? What are the difficulties?

3. School Overviews

Most migrant children are from Anhui followed by Sichuan. Family **Size** (not including

grandparents), 46% of students interviewed were from 4 member families (50/108), 25% from 3 member families (27/108), 19% from 5 member families (21/108), 5% from 6 member families (5/108), 5% from families with more than 6 members (5/108).

Compared with before moving, the income of the floating population has obviously increased. But their income is still lower than urban residents. Many families are still living below the poverty line. The proportion of families earning a monthly family income of about ¥1,000: 53% (57/108); ¥1,500: 17% (18/108), ¥2,000: 12%, (13/108); ¥2,500: 9% (9 / 108); ¥3,000: 5% (5 / 108), others: 1% (2 / 108). It is worth note that some families have to pay rent. Once you have taken monthly living expenses and day-to-day expenses from the income, there is almost nothing left. 63% manual labourers (68 / 108), 24% small stall holders (26 / 108), 11% other (12/108).

The average is ¥500 per semester for tuition, ¥70 for the cost of living. Migrant Schools are private schools, and operating costs have to be met through the tuition fees. The primary school fees are charged at standard rates. Most of the migrant workers are in good physical condition (89%, 96/108). 9% had chronic disease (10/108). However, most of the migrant workers are engaged in manual work. It is easy for them to get sick.

Migrant workers children have to attend schools in whatever place their parents migrate to for work. Migrant workers' families are fairly poor, they are mostly construction workers and small traders. The low family income affects the quality of their kids' education. The majority of families have more than one child, which increases the burden on the family. Because of too much financial pressure, parents often pay too little attention to the children's education. The child's quality of learning is bound to be affected.

23% of migrant children go to junior high school in Shanghai (25/108), 55% return to their home town for junior high school (59/108), 6% go to work in their home town (7/108), 9% go to work in Shanghai (10/108). In our survey, we find that there are no senior high schools established for migrant children, and junior high schools have a higher threshold for migrant children. The quality of teaching in migrant junior middle schools is poor. Many parents and their children want to remain in Shanghai. When children of migrant workers finish primary school or at most junior high school, because they do not have Shanghai residence permits, they have to return to their hometown to continue to study, or settle for studying in a technical school or adult high schools in Shanghai, or go into the community to look for a job. It should be noted that 15% choose to work rather than continue their studies. Students just graduated from primary school have not yet reached working age. Whether they are able to work or not, there is no question that residence restrictions and geographical differences make these children feel uncertain about their own future.

In the investigation, 69% of students said that they were very satisfied with the schools (75/108), followed by 26% satisfied (28/108), 3% average (3/108), 1% unsatisfied (1/108). However, in the column of 'The students requirements to the school', the majority of students wanted the schools to meet the following requirements, (1) beautify the school environment, such as "planting more trees, repairing flower beds." (2) Improve the school facilities, such as "increase basketball courts and football pitches." (3) Improve the canteen food (4) improve management of school and quality of teaching.

4. Teaching Conditions

Based on the survey of the two schools as well as an exclusive interview with the two principals of the two migrant children schools, there are two major sources of primary school teachers, 44% are local retired teachers (4/9), 44% are recruited from other provinces (4/9), only 1% was recruited locally (1 / 9). The teachers are from all parts of the country.

Teachers with bachelor degrees are rare, most are tertiary college or technical school graduates. In the survey of the two schools, none had Bachelor degrees, 67% were tertiary college graduates (6 / 9), 1 out of nine was a high school graduate (1%), and one was a

teaching college graduate (1%). 56% of teachers surveyed in these two schools have intermediate titles (5 / 9), 33% senior titles (3 / 9), and one has a junior Title (1%). Half of the Migrant school teachers are retired teachers, so the majority is generally intermediate or above intermediate level.

The survey showed that teachers were employed according to their specialism and generally taught their specialist subject. This is not only good for the quality of teaching, but also reflects well on the management of the school.

The survey revealed that 44% of main subject teachers taught six classes a week (4/9). 33% taught 18 classes per week (3 / 9), 22% taught 20 classes per week (2/9). 44% of teachers of other subjects taught 16 lessons a week (4/9), 55% taught 20 classes per week (5/9). Based on the above data, we can know that the migrant primary school teachers are overloaded with work and the migrant primary schools lack qualified teachers. According to the survey, average wages are ¥1,000 / month, and the wage varies according to workload.

Survey showed that 78% of teachers expressed satisfaction with the schools (7/9), one said just average (1%). Teachers hope that Qingpu Education Bureau can increase their capital investment in migrant schools and regulate the management, (2) Strengthen professional training for migrant school teachers, 3) Improve teachers' salaries.

For the survey, we had exclusive interviews with the Principal of Xing Zhi Migrant School and Dean Xu of Shuang Jia Migrant School. In the interview, we asked the history of migrant schools and the status quo. From the interview, we knew that the migrant schools eagerly hoped for the Government to increase investment in the migrant schools. Dean Xu made two proposals, 1, Hope that the country will further improve policies to address the deficiency in the teaching system. One particular problem is whether migrant students can join the Shanghai college entrance exam after they graduate from junior middle school. 2, Current primary school revenue can cover expenditure, but this is not the case for junior middle schools. The laboratories and computer rooms need to be further improved.

5. Conclusions

From the survey, we can see that the migrant schools in Qingpu District have made certain achievements. Migrant children can receive Compulsory Education. The education environment and quality have improved steadily. However, there are many other things that still need the efforts of schools, government and the local community, in particular the following:

China's constitution stipulates that citizens all have an equal right and obligation to receive education. The Education Law also stipulates that citizens have equal rights to education in schools, employment and other aspects of the law. However, as the farmers income is lower, they cannot afford the cost of public schools, so most of the migrant children choose migrant schools. Of course text books and teaching methods are other constraints which restrict migrant children from going to public schools. Coupled with the parents' neglect about the importance of education, especially for girls, many children will be deprived of the right of Compulsory Education.

In the survey we can see that the migrant schools' condition has gradually improved, but there is still a large gap compared to the regular local public schools. The knowledge and quality of the migrant school teachers still need further improvement, campus environment needs to be improved and the school's hardware facilities, such as laboratories, computer rooms, air-conditions, still need investment. We discovered that some students wanted to use computers, but because of insufficient computers, "several students often crowd together around one computer, and the students on the outside cannot even have a chance to touch the mouse."

Raising the income of migrant workers will improve the educational opportunities for their

children. Improving teachers' salaries will make the teachers more stable and improve the quality of teaching.

Now Qingpu Education Bureau has sent a supervisor to every migrant school to solve such problems.

This social practice has given every participating student a deep perception about this issue. We want to express heartfelt gratitude to the Department of Education and principals, teachers and students of the migrant school. Thank for their warm welcome. We six students were also affected by the rustic warmth of the migrant children's smiling faces. We appreciated our own good fortune, and are ashamed of our own slacking off. In a word, this event has given our students a meaningful lesson.

Education is important to every household. Education is important to the next generations. Education can improve national quality. Education can improve people's livelihood. Education can carry on the history and make it linked with the future! As educators, we are pleased to see certain achievements made by migrant schools and at the same time we also hope that the education of migrant children will be much better. This is a huge and difficult project. It needs multiple efforts from the Government, Society and also the migrant schools themselves. We hope that the children of migrant workers can finally get rid of the title of "migrant workers". The title will leave the children in a shadow of inferiority, thinking that "rural children are not as good as city kids". We are deeply concern about the high degree of recognition of "migrant" schools. From childhood they have grown up in a vulnerable environment, how will they understand and integrate into the local community? This is not only an economic problem about whether this group can become high-quality workers in the future, but also this is a social problem that this group may have suspicion and distrust about social justice, which may even lead to unbalance the society. Therefore, in the future, we will dedicate our efforts to help the migrant schools. Let more students in our school give their love. Let more students in our school to be more inclusive. Let more students in my school take more social responsibility!

Migrant Schools Survey – Glossary of Terms

Chinese term	English term	Definition
(农)民工	Migrant worker	Person moved to city from rural China for work, often not registered as city resident.
(农)民工子弟, (农)民工子女	Migrant child(ren)	Child(ren) of migrant worker
(农)民工子弟小学	Schools for children of migrant workers (= Migrant Schools)	Schools established, mostly by migrants, to provide education for migrant children, who are generally not registered in Shanghai and cannot enter local schools.
小学	Primary (=Elementary) School	In Shanghai, children go to primary school in September of the academic year in which they will turn seven years old, and go onto middle school at the beginning of their 6 th year. So primary school generally refers to a school covering grades 1-5, from ages 6-11. However, most of the primary schools for migrants run from years 1-6, as is consistent with some other parts of the country, and also because of the difficulty for migrant children of entering middle school in Shanghai.
初中	Junior Middle School	School covering four years, grades 6-9, ages 11-15, completes 9 years of compulsory education in China
高中	Senior High School	For higher performing junior middle school graduates, three years studies ages 15-18 to prepare for university entrance exam
中专	Vocational School	For less high performing junior middle school graduates, ages 15+, to prepare for a vocation, including teaching
大专	Vocational College	An alternative tertiary education to university for senior high school graduates to prepare for a vocation, including teaching
技校	Technical School	For less high performing junior middle school graduates, ages 15+, to prepare for a technical worker.
代办费	After school fees	Extra fees charged to parents for looking after children after school is finished
主科	Core subjects	At primary school, these are the three core subjects: Chinese, maths and English. Primary school students are examined only on these 3 core subjects, and the majority of school time is spent on these subjects.
副科	Secondary subjects	Subjects other than the core ones: art, music, sports, computers, science, morality.
教师资格证	Teaching Qualification Certificate	Comes in junior, intermediate and senior level.
学期	Semester or term	Two per year, first from September to Chinese New Year (usually in late January or early February) and the second after the Chinese New Year holiday (2-3 weeks) until end of June.
课	Class	40 minute teaching period