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RESEARCH ARTICLE

ACCESS TO CHILDREN EDUCATION IN MIGRANT WORKERS IN INDUSTRIAL ZONES, EXPORT PROCESSING ZONES IN HO CHI MINH CITY

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Abstract

Children in families migrate more barriers to access to education services. The study showed access to information, access to support, and factors affecting children's access to migrant workers in industrial parks, export processing zones in Ho Chi Minh city.

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Introduction:-

Over 20 years of building and developing industrial zones, the export processing zone in our country has achieved important, positive contributions to industrialization, modernization in Vietnam. These models receive many migrant workers from other provinces, including female workers. One of them took her with her. One of the needs of children is access to education. As migrant workers, access to education is different from children in indigenous families.

According to the in-depth study of the population and housing census of the General Statistics Office in 2019, there are 6.4 million people aged 5 years and older who are migrants, accounting for 7.3% of the total population. lower than in 2009 (6.7 million migrants, accounting for 8.5% of the population). Women still account for a higher proportion of the total migrant population than men, but this difference is gradually shifting towards an equilibrium. The majority of migrants are in the young age group of 20-39 years old (accounting for 61.8% of the total number of migrants). The Red River Delta and the Southeast are the two largest immigration regions in the country. In particular, the Southeast, a developed economic region with large industrial zones, continues to be the most attractive destination for migrants with 1.3 million immigrants. Binh Duong province has the highest positive net migration rate (200.4‰) among 12 provinces and centrally-run cities with positive net migration rate; Soc Trang province has the highest negative net migration rate (75.0‰). Migrant children are more disadvantaged than non-migrant children in accessing lower and upper secondary education; in particular, children in the out-of-province migrant group are more disadvantaged than children in other migrant groups in accessing education at all levels. In 2019, 83.9% of non-migrant children aged 11-18 were attending school, but only 55.7% of out-of-province migrant children in this age group were attending school.

Le Hoang Ninh, Phung Duc Nhat, and Ha Thi Ninh (2009) have shown that migrant workers still face many difficulties, their income is still quite modest (and they have to share it with their families where they emigrate). Migrant workers in industrial zones are struggling to live, work and accumulate for themselves. For migrant workers with families and babies, there are many other costs associated with it such as diaper milk, medical examination, vaccination, babysitting, etc. Dang Nguyen Anh (2009), through his many studies, recognized that migrant workers,

including female migrant workers, increasingly have better access to basic social services. However, the level of access is still limited compared to the needs of migrant workers. Migrant workers often have to pay for basic social services with relatively high costs: electricity, medical services, education, environmental sanitation, etc. Health programs, care services Health care is rarely available to immigrants because there is no household registration in the destination. In general, the above studies have approached and focused on solving a number of issues related to the rights and policies of migrant workers (Le Van Toan (2010)).

According to the results of the 2015 National Internal Migration Survey conducted by the UN, up to 13.4% of migrants had children of school age (5-18 years old) but did not attend school. This rate among non-migrants is 5.5%. Economic hardship is the main reason why children of migrants do not go to school.

In 2020 UN Migration also has an in-depth study, showing the lack of access to resources of migrants. Accordingly, because domestic migrants are not registered to reside in their localities, they may be excluded from national surveys, which leads to a lack of urgent information about their needs, and access to educational services for children.

In another approach, Prof. Dr. Huynh Van Son, who has conducted studies on education in industrial zones, said the lack of facilities, the rapid increase of the school-age population in some urban areas. There are migrants. "Initially, when the project to build an industrial park was submitted for approval, there was always land for education, land for building a kindergarten, but during the development process and especially during the construction process, If the industrial park is built, the kindergarten or the educational land located in the planning area has been converted to function.

Oxfam (2015) through the actual survey showed: Only 21.2% of the 52 surveyed children aged 6-14 years old, according to their parents who are migrant workers living in the destination, did not go. learn. Only 7.7% of migrant children go to public kindergartens, and 12% of migrant children go to public kindergartens. Most of the children going to kindergartens and kindergartens are in private kindergartens, kindergartens, or home-based child care groups. There are many reasons that lead to many migrant children not going to school, but the main reason is "do not have adequate documents so they can't apply to school", children "do not study so they do not want to study, voluntarily leave school". Children "follow friends to work and earn money"; some public kindergartens do not accept children under 8 months old, do not have a household registration, so they cannot apply or parents do not know the application procedure, etc.

This study focuses on women with children under 6 years old in industrial zones and export processing zones in Ho Chi Minh City.

Methodology:-

Document analysis

Research and analyze reports of the Government, Ministries, central agencies, and mass organizations and the study area (Ho Chi Minh City, Hiep Phuoc Industrial Park, Tan Thuan Export Processing Zone); paper, report, and evaluation works of international organizations (UNICEF, Oxfam) and domestic scientific organizations; assessments from experts and scientists in related fields.

In-depth interview

The study conducted 14 in-depth interviews. In-depth interviews are representatives of parties involved in the process of helping workers in general and female migrant workers with children under 6 years of age in general access education and health services directly or indirectly. locality. The structure of the in-depth interview sample includes 02 representatives of health service providers; 01 representative of an educational service provider; 02 full-time staff in supporting children; 02 representatives of units with programs/projects to support children of migrant workers; 03 representatives of Youth Union, Women's Union; 01 trade union officer; 01 business owner employing migrant workers and 02 female migrant workers.

Group discussion

The study conducted 02 focus group discussions, the first focused to discuss migrant workers and another focus group discussion with representatives of stakeholders involved in helping female migrant workers with children under 6 years of age access services. education, medical. Each group discusses from 12 to 15 participants.

Survey

The study conducted surveys in areas including District 7, District 12, Thu Duc District, and Nha Be District, Ho Chi Minh City in association with 02 industrial parks (Hiep Phuoc Industrial Park, Tan Binh Industrial Park) and 02 export processing zones. (Tan Thuan EPZ and Linh Trung I EPZ). The number of questionnaires is 350. The sample structure includes the following criteria: age, gender, area of origin, area of residence, specifically as follows:

Table 2.1:- Characteristics of the questionnaire survey sample.

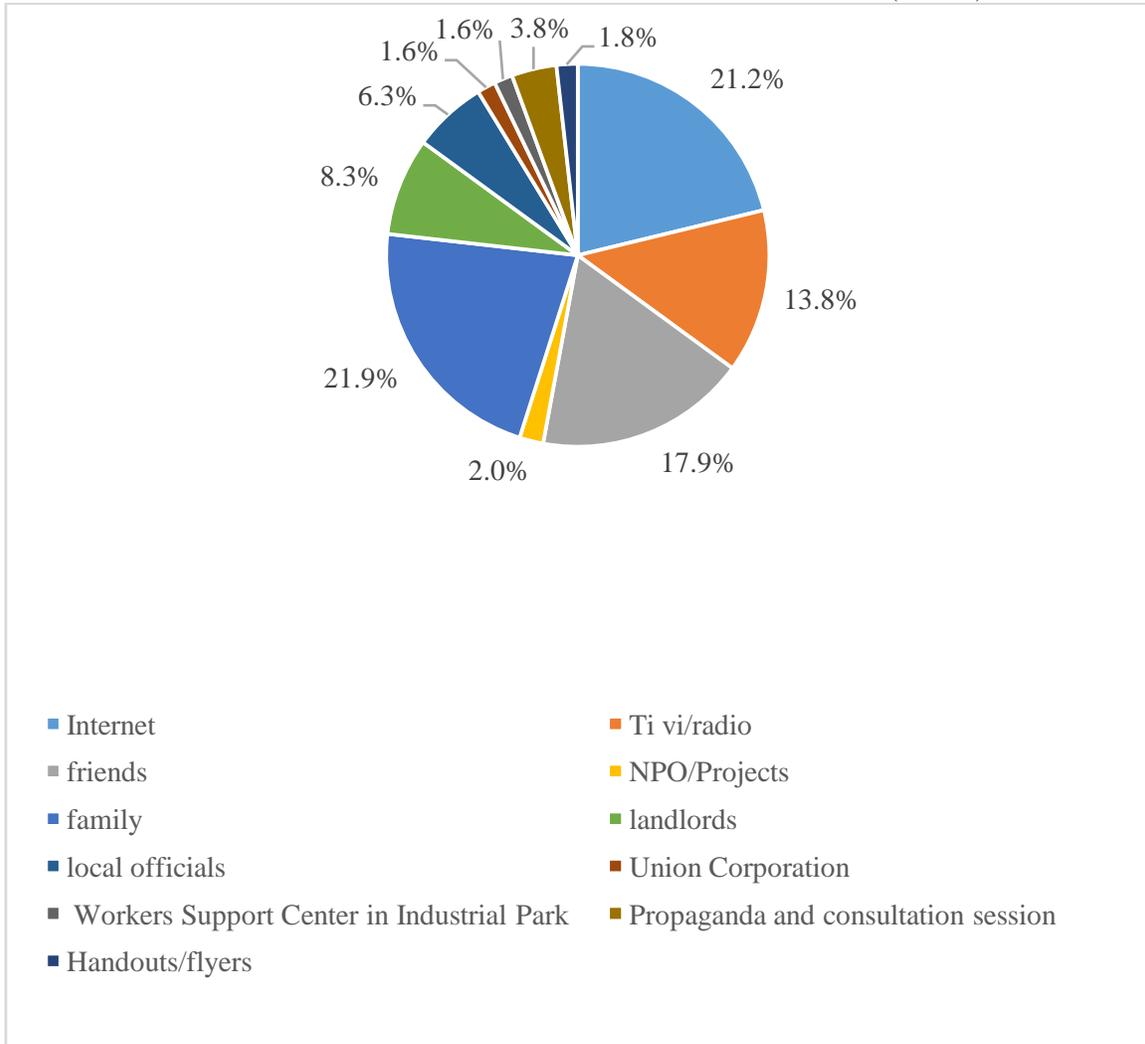
		Number of subjects	Percentage (%)
Age	Under 30	114	32.6
	30 - 40	129	36.9
	40 - 50	61	17.4
	50 - 60	35	10.0
	60	11	3.1
	Total	350	100.0
Gender	Male	154	44.0
	Female	196	56.0
	Total	350	100.0
Area	North	71	20.3
	Central	75	21.4
	Southern	204	58.3
	Total	350	100.0
Field	Thu Duc district	100	28.6
	District 7	100	28.6
	Nha Be district	100	28.6
	District 12	50	14.3
	Total	350	100.0

Main results

Status of accessing education

About information channels to search for education, research shows that family is the main information channel to learn about educational services in the locality, accounting for the highest rate (21.9%); next is the internet (21.2%) and friends (17.9%). The access channels with the lowest rate are company unions and industrial park worker support centers (the same rate is 1.6%). This result shows that the relationship and information exchange between migrant workers and agencies, organizations that directly support workers such as trade unions and support centers for industrial park workers have not yet created a strong connection and necessary.

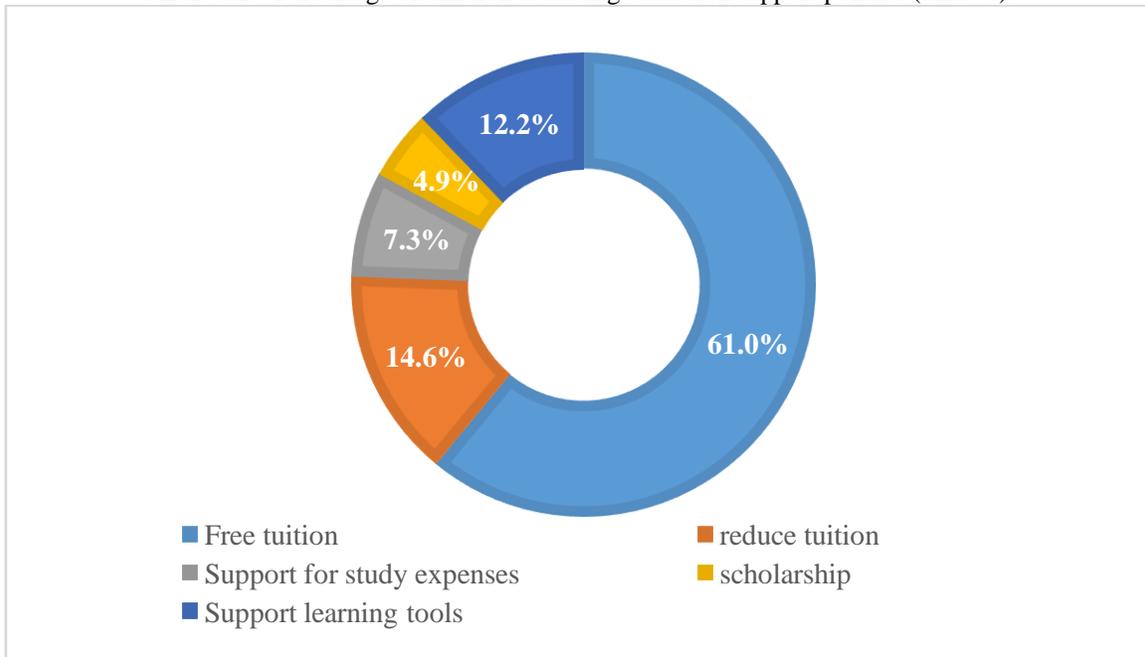
Chart 3.1:- Information channel to learn about educational services (unit: %).



Source: Author's survey, N = 350.

Regarding specific policies such as tuition fee-free or reduction, scholarships, support for study expenses, school supplies, etc., the study shows that the tuition-free policy has the highest number of children accessible (61.0%), followed by the policy of reducing tuition fees (14.6%), supporting school supplies (12.2%), supporting study costs (7.3%) and the lowest is scholarships (4.9%).

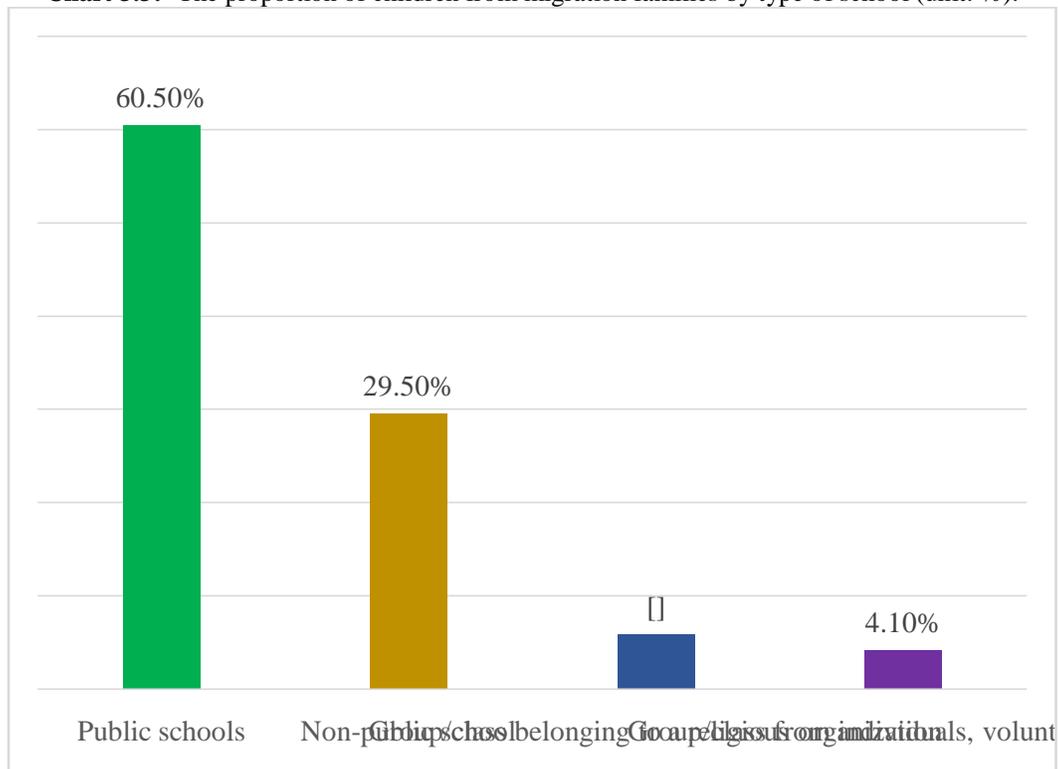
Chart 3.2:- Percentage of children accessing education support policies (unit: %).



Source: Author's survey, N = 350.

Regarding the type of school, besides two types of public and non-public schools, in the study area, there is also a model of a CO SO GD TINH THUONG organized and operated by religious organizations or individuals, groups of volunteers. The survey results are as below:

Chart 3.3:- The proportion of children from migration families by type of school (unit: %).



Source: Interview Result, N = 350

The above results show that public schools have the highest attendance rate among all types of schools, making up 60.5%. Thus, up to 39.5% of children from migrant families in the statistics have access to other types of education such as non-public education (29.5%), religious groups/classes (5.9%), groups/ classes from individuals, and groups of volunteers (3.6%). The education of children of migrant families outside the public education system will create considerable financial pressure on the majority of migrant workers with low and middle incomes.

Cases of ineligibility to access educational services in public schools are due to lack of permanent residence, or insufficient residency-related documents, accounting for 24.1%. However, the local government said that paperwork such as household registration or long-term temporary residence registration is not a reason to prevent children of migrant workers from accessing education.

“I have worked for more than ten years as an officer in the district. There are no cases where KT3 is required, but the registration of temporary residence is required to make records for children to go to school. Sometimes, families who cannot register for temporary residence have to try to make temporary residence registrations for their children to go to school and then add documents later. It is a mandatory condition, but not a distinction between indigenous peoples and migrants” (Reporter No. 1, female, district child protection officer).

Note: KT3 is one of four different categories of registration based on The 2006 Law on Residence. KT3 is for long-term temporary residents.

Next, the payment of study costs also greatly affects the decision of where to study. According to 19.3% of migrant workers, sending their children to love groups/classes (operated by religious organizations and individuals, and voluntary groups) will reduce the economic burden on families. Although love groups/classes contribute to helping migrant children access education, studying at these institutions also has obstacles in supporting children to study at higher levels (from lower secondary school to higher education), especially for spontaneous love groups/classes, which have not been sponsored by public primary schools in the area.

In addition, 9.6% of migrants cited the distance from their place of residence to school as an influencing reason for their decision not to attend public school. Typically, at the preschool and kindergarten levels, schools are usually concentrated in densely populated areas. Besides, the number of public schools is very small in industrial zones and export processing zones. This contributes to the fact that migrant workers have to send their children to non-public schools if they do not want to go far.

According to a report by the Department for Economic Zones Management (Ministry of Planning and Investment), by the end of June 2020, there were 336 industrial zones established in the whole country. Among them, 261 industrial zones have been put into operation with a total of 3.7 million employees. Although the Government has **the** policy to develop schools in areas with a large number of migrant workers, the process of building schools is still very limited. Take the preschool level as an example. There are only 16 schools in 12 industrial zones and export processing zones out of a total of 18 industrial zones and export processing zones in the city. These schools can only accept nearly 6000 children of workers. As such, migrant workers are forced to look to non-public educational institutions to send their children.

Moreover, the workers working in these industrial zones and export processing zones are mainly migrant workers from other provinces and cities. Most households have the need to take care of their children from 6 months old during and outside of office hours. 45% of children (about 2,335 children) at preschools in the 2017-2018 school year are the children of workers working in industrial zones and export processing zones, but only 7 out of 1,326 preschools can take care of children outside of office hours (from 16h30 to 18h00 and every Saturday) corresponding to 500 children. Most of these public preschools do not accept children under 12 months of age. These classes for children under 36 months old in public preschools are also very few, and mainly give priority to children who have permanent residence in the locality. This has resulted in migrant workers being forced to send their children to non-public establishments with high costs but not yet strictly managed and controlled in terms of quality.

Another challenging issue is the instability of employment leading to the change of place of residence, which greatly affects the education of children of migrant families: “The number of migrant workers to the cities is very large and they often think they have an unstable job that needs to be moved a lot. If they can't do it here, they move to another

place. That means they bring their children along, so learning is not stable. It is also a difficulty for the management of the government” (Reporter No. 2, female, district child protection office)

Conclusion and Recommendation:-

Thus, it can be seen that many factors affect the educational access process of migrant workers and their children such as temporary residence registration, distance, and convenience of transporting children to work, ability responsiveness of public educational institutions, the volatility of employment, accommodation, and especially the awareness and interest of migrant workers in accessing education. It can be seen that many factors affect the educational access process of migrant workers and their children such as temporary residence registration, distance, and convenience of transporting children to work, ability to meet the response of public educational institutions, the volatility of employment, accommodation and especially the awareness and interest of migrant workers in accessing education. It is necessary to have policies to support children in accessing education and to support the operation of non-public schools to meet the needs of children in migrant working families.

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