

Issues, Challenges and Improvements in the Education and Welfare of Left-behind Children in Rural Areas: A Case Study of Rural Areas in a Western Province

Ruiwen Li

School of Management, Gansu Agricultural University, Lanzhou 730000, China.

Abstract

In rural areas, many farmers choose to work in cities, due to the limitations of practical conditions, the vast majority of migrant workers can not follow the same period, become left-behind children. This study takes the rural areas of a western province as an example, through literature research and case analysis, studies the educational welfare policies and current situation of rural left-behind children. The study found that due to the inadequate formulation and implementation of policies and regulations and the lack of educational conditions to a certain extent, the educational welfare of left-behind children cannot be effectively guaranteed. This paper proposes that the improvement of the education welfare of rural left-behind children needs the cooperation and participation of the government, schools and all sectors of society. The research of this paper provides a useful reference for the research and practice of children's welfare, rural development and other related fields.

Keywords

Rural Left-behind Children, Educational Welfare, Educational Resources, Social Support.

1. Introduction

Left-behind children in rural areas refer to the minor children left behind at home in rural areas by both parents or one of both parents who go out for work for a long time. In China, there are a large number of left-behind children in rural areas, who are usually taken care of by grandparents or other relatives, and there are certain deficiencies in family education and living environment [1]. The education of left-behind children is often concerned. Problems that rural left-behind children may encounter: difficult family conditions, adverse learning environment, mental health problems, etc. For example, due to long-term separation from their parents, left-behind children are also more likely to feel lonely and low self-esteem, and mental health problems are relatively prominent. The problem of left-behind children needs the attention and support of all sectors of society, and effective measures should be taken to provide comprehensive care and support in order to improve their growth environment and development. The following is a discussion of multiple aspects of the education welfare of left-behind children, supplemented by an example of the education welfare of left-behind children in rural areas of a western province. Finally, we will make suggestions for improvement.

1.1 Analysis of policies and regulations for rural left-behind children.

2. Analysis of policies and regulations for rural left-behind children

2.1. Overview of policies related to education and welfare for rural left-behind children

The relevant policies on the education welfare of rural left-behind children are aimed at protecting the educational rights and interests of rural left-behind children and improving their

learning and living environment. China has always attached great importance to the education of left-behind children in rural areas, and has given a series of policy supports for left-behind children. From the "Compulsory Education Law" to the "Opinions on doing a good job of schooling for children of Floating population", relevant policy documents aim to strengthen the education guarantee of rural left-behind children and promote their all-round development. At the same time, in terms of education and welfare policies for left-behind children in rural areas, governments at all levels have also introduced a series of specific measures, such as providing subsidies, improving school conditions, and establishing care centers for left-behind children, in order to improve the education and living conditions of left-behind children.

2.2. Problems and challenges of current policy implementation

However, the current education welfare policy for left-behind children in rural areas also faces some problems and challenges in its implementation. First of all, the implementation of policies is not in place, some policies still stay on paper, failed to effectively transform into practical actions, resulting in rural left-behind children can not be effectively protected. Secondly, the policy implementation mechanism is not perfect enough, and there are shortcomings in policy implementation, supervision and evaluation for the education of left-behind children in rural areas, resulting in poor policy implementation. At the same time, the pertinence and flexibility of the policy also need to be improved, according to local conditions and causes the principle of human policy has not been fully implemented. In addition, issues such as capital investment and allocation of educational resources in policy measures also need to be paid attention to and solved.

2.3. The influence of policy on the educational welfare of rural left-behind children in a county of a western province

The number of left-behind children in rural areas of a western province is relatively large, and the problem of left-behind children in rural areas is particularly prominent. It was learned from the press conference held by the Gansu Provincial government on January 5 that 77,900 rural left-behind children in the province have been cared for and protected by guiding the signing of the "Entrusted Care Agreement for rural left-behind Children" and establishing and improving the system of communication and regular visits [2]. Under the influence of policies and regulations, a county in a western province has also made positive efforts to the education and welfare of rural left-behind children. However, there are still many problems in reality. Most guardians are intergenerational guardians, and the comprehensiveness and diversity of extracurricular activities and teaching contents in rural schools are relatively lacking. The problem of insufficient funds for standardized running of rural compulsory education schools, the low salary of teachers and the loss of excellent teachers have been fully exposed. However, the implementation of the policy has not completely solved the education problem of left-behind children in rural areas [3]. In this context, in-depth analysis and reflection on education and welfare policies for rural left-behind children become necessary to provide useful references for better formulation and implementation of policies in the future.

3. Analysis of family situation and social support

3.1. Family situation of left-behind children and its influence on education

The family conditions of left-behind children have a profound impact on their education. First of all, economically, the family income of many left-behind children is low, and their parents have been working outside the home for a long time, which lacks effective economic support. Secondly, left-behind children lack the companionship and educational guidance of their parents, and the children lack a good family environment and educational atmosphere. Third, parents go out to work for a long time, children lack family education, mental health and

emotional needs can not be effectively met, easy to lead to psychological problems and lack of self-esteem. We conducted field research and interviews with left-behind children in rural areas of a certain province in the west, and we found that the family situation of left-behind children is complicated. On the one hand, some families with left-behind children have relatively good economic conditions, they may have better material conditions and family education resources, but because their parents are not around for a long time, the children still face a shortage of mental health and emotional needs. On the other hand, the economic situation of some left-behind children's families is very difficult, and it is difficult to ensure the normal learning and living needs of children. This makes the imbalance of educational resources become a serious social problem, which needs the attention and support of the government and society, and vigorously promotes the improvement of the educational welfare of left-behind children.

3.2. The influence of social support on the educational welfare of left-behind children

Social support plays an important role in the educational welfare of left-behind children. Firstly, based on the establishment of healthy interpersonal relationships, good social support can promote the mental health and emotional development of left-behind children. Secondly, in terms of family education resources, active social support can help left-behind children alleviate the impact of insufficient resources. At the same time, in terms of learning environment and motivation, social support can also provide more educational resources and teachers, thereby improving their academic performance and development potential. Therefore, social support plays an irreplaceable role in improving the educational welfare of left-behind children. [4] Through field investigation and interview of rural left-behind children in a western province, we find that the impact of social support on the educational welfare of left-behind children presents diversity and complexity. On the one hand, some left-behind children have received active care and support from schools, communities, relatives and friends, and have achieved positive development in their studies and mental health. On the other hand, some left-behind children due to lack of society.

Secondly, if the urban-rural dual structure system is changed and the realistic conditions allow, then the "return of parents" will have a profound impact on the education of left-behind children. At the level of emotional relationship, parents' return home work can alleviate the Support, growth faced many difficulties, low levels of academic ability and mental health. Therefore, strengthening the construction of social support system and improving the care and support for left-behind children is a problem worthy of attention and urgent solution. Secondly, the return of parents has a profound impact on the education of left-behind children. At the level of emotional relationship, parents' return home work can alleviate the inner loneliness and anxiety of left-behind children, enhance parent-child emotion, and benefit their mental health and emotional development. Secondly, at the level of family education and educational guidance, the return of parents can also promote the academic growth and all-round development of left-behind children in more aspects. When the overall economic level of the family improves, the life of left-behind children will have better material security, so at the family level, the education welfare of left-behind children has been sold into a great step.

4. Analysis of allocation and utilization of educational resources

4.1. Current situation of educational resource allocation for left-behind children in rural areas

The allocation of educational resources for left-behind children in rural areas is a key link in the rural education system, which directly affects the learning and growth of left-behind children.

In the rural areas of a western province, the allocation of educational resources is not optimistic. We observe the following problems: First, the number of schools is relatively insufficient, resulting in fierce competition among students and uneven distribution of resources among schools. Secondly, there is a shortage of teachers, and the level of education among the teachers is uneven. Moreover, school facilities lag behind and teaching conditions are not complete, which affects the learning experience and growth environment of left-behind children. However, the unbalanced allocation of educational resources makes the left-behind children in rural areas face great challenges in receiving education.

4.2. Problems and challenges in the utilization of educational resources

The problem and challenge of the utilization of educational resources is one of the core of the educational welfare of rural left-behind children. In the case of limited resources, the optimal allocation and effective utilization of educational resources have become an urgent problem to be solved. First of all, the utilization efficiency of educational resources is low, and there is a waste of teachers and idle school facilities. Secondly, educational resources are not balanced, and the resource gap between different schools is large, which leads to the inequality of educational opportunities for left-behind children. In addition, the use of educational resources is also faced with the lack of social support and the restriction of family conditions, which limits the possibility of left-behind children to obtain high-quality educational resources. Among them are the following problems: 1. The school is small in scale and the hardware facilities are backward; 2. Teachers have low professional level and heavy work burden; 3. Students have serious ideological problems; 4. The family is poor, and is bound by the "useless theory of reading" and so on.

4.3. Improvement of effective use of educational resources for left-behind children

First of all, improving the effective use of left-behind children's educational resources requires the establishment of a sound resource management system. This includes improving the collection, integration and distribution mechanism of resources to ensure that educational resources can be reasonably allocated to the areas and schools where left-behind children are located. Establish a dynamic updating mechanism for the educational resources of left-behind children, adjust and update the resources in time to meet the changes in the educational needs of left-behind children.

Secondly, improving the effective use of educational resources for left-behind children requires improving the quality and accessibility of educational resources. This can be done by strengthening the construction of teachers, providing professional training and support, and improving the educational level and professional quality of teachers.

At the same time, increase the investment in educational facilities and teaching equipment, improve the hardware conditions of schools, and provide a good learning environment and resource support. In addition, improving the effective use of educational resources for left-behind children also requires the participation of families and communities. Families and communities are important environments for the growth of left-behind children, and their support and participation play a crucial role in the education of left-behind children. Therefore, family education guidance and community education activities can be carried out to strengthen the attention and support of families and communities to the education of left-behind children, and provide more educational resources and services.

Finally, to improve the effective use of educational resources for left-behind children, it is necessary to strengthen the support of policies and institutions. Government departments should formulate relevant policies, increase investment and support for the education of left-behind children, and provide more policy inclinations and supportive measures. At the same

time, a sound supervision and evaluation mechanism should be established to ensure the effective use of educational resources and the improvement of educational quality.

The effective use of educational resources for left-behind children is an important way to promote the balanced development of regional education, and the effective use of educational resources is also of great significance to left-behind children. The optimal allocation of resources should be realized. Sharing educational resources can optimize the allocation of educational resources, thereby improving the utilization efficiency of educational resources. When educational resources are effectively utilized, left-behind children can obtain better educational services and learning opportunities. The improvement of the effective use of educational resources for left-behind children means to optimize and enhance the use of educational resources for left-behind children, so that they can better meet the educational needs of left-behind children, promote their all-round development and obtain good educational results.

5. Education Improvement and innovation

5.1. Improving strategies for the educational welfare of left-behind children

The improvement of the educational welfare of left-behind children needs the joint participation and cooperation of the whole society. In this context, the improvement strategy for the educational welfare of left-behind children is particularly important. First of all, the government needs to strengthen the formulation and implementation of policies and regulations to ensure that the educational welfare of left-behind children is effectively guaranteed. Secondly, schools should strengthen the allocation of educational resources, improve teachers and improve school facilities so that they can better meet the educational needs of left-behind children. At the same time, the society needs to actively participate in strengthening the attention and support for families with left-behind children. The specific measures include: 1. Continuous improvement of pre-school education conditions 2. sustainable and balanced development of compulsory education 3. Establish a care home for left-behind children 4. Carry out "education + Internet" network classroom teaching mode 5. Make full use of the existing resources in rural areas and improve the level of localized teaching 6. Implement the policy of "control dropout" to eliminate the dynamic situation of children who drop out of school. [5].

5.2. Education and teaching model innovation and reform

The education and teaching model for left-behind children needs to be innovated and reformed to adapt to their special conditions and needs. By introducing diversified teaching methods and providing targeted personalized education, left-behind children can be encouraged to develop diversified interests and hobbies. At the same time, combined with modern scientific and technological means, distance education and online learning are carried out to break geographical restrictions and provide a broader learning space and opportunities for left-behind children. In addition, school education should also focus on cultivating the comprehensive literacy and innovative ability of left-behind children, so that they can better integrate into society in the future development.

5.3. Social support and volunteer participation

Left-behind children need to be cared for and supported by the society, and social support and volunteer participation are of great significance to their educational welfare. The society can pay more attention to and help the families of left-behind children, such as providing poverty alleviation policies and carrying out community services to improve their living conditions. At the same time, volunteers are encouraged to actively participate in the education of left-behind children, providing emotional and learning support to help them build self-confidence and

establish a correct outlook on life and values. The participation of volunteers can expand the social resources and learning environment of left-behind children, providing more possibilities for their development.

6. Policy suggestions on improving the construction of care and service system for left-behind children

The education of left-behind children needs great attention from the whole society. To improve the policies and practices of the education welfare system for left-behind children and increase the support for the education welfare of left-behind children, we need to make joint efforts from the aspects of organizational leadership, implementation plans, system construction, inspector accountability, and social atmosphere to ensure good results. At present, in the process of transition from targeted poverty alleviation through education to rural revitalization, we propose to do the following work.

6.1. Strengthen policy publicity and guidance, and further increase the educational welfare of left-behind children

First of all, the whole society, governments at all levels and schools should rationally understand the long-term and complex nature of this work. Secondly, it is necessary to enrich the publicity methods of policies, improve the awareness of policies, actively adopt the form of "policy propaganda into the grassroots", and enter the school and family to publicize and guide the relevant policies in an all-round way through the model of "county (city) focusing on township propaganda and training, and township leading community and village groups to learn and practice". Especially in school and family preaching, it is necessary to guide children's parents or other guardians to strengthen the awareness of the responsibility of guardianship subjects, fulfill their duties according to law, and strengthen the effective guardianship of children. Finally, it should be raised from consciousness enhancement and experience summing up to the level of education welfare theory refining to avoid low level and ineffective repetition.

6.2. A number of measures should be taken to strengthen the construction of education teams for left-behind children

The government, society and schools should continuously optimize the allocation of various resources and provide targeted assistance to left-behind children in need of psychological counseling, living difficulties and poor academic performance. To be specific, the first is to increase the construction of "children's director" posts through government support and social forces, so that left-behind children can feel the warmth of "home" outside school; Second, we should strengthen the connotation construction of rural boarding system and central schools, maximize the lack of family education for left-behind children, and give full play to the basic role of schools in caring for left-behind children; The third is to raise and improve the living allowance and treatment of rural teachers, provide adequate material security for rural teachers, and increase relevant policies and professional training; The fourth is to pay attention to the training of local talents and include them in the scope of social work to serve left-behind children, build a long-term social worker team that cares for left-behind children, and promote the continuous and in-depth development of services for left-behind children.

6.3. Improve the care and service grid with the participation of the whole society

Should be based on the preliminary construction of "government-school-family-village committee-society" multi-party platform, in-depth promotion of government-led, school as the focus, family as the core, village committee as the support, the whole society to participate in the care and service system for left-behind children, and based on big data and other

information technology means to achieve further accurate optimization. The main positions such as care service places for left-behind children and school communities that have been built by relevant departments are explored and visited, and opinions from various parties are extensively solicited, the relevant management system is constantly improved, and the management personnel of each link are implemented on the basis of clear service function positioning of the organization. In addition, the role of relevant functional departments should be given full play to achieve mutual cooperation, mutual support, and joint efforts, so that the policies of left-behind children are not repeated, the work measures are not identical, and the position functions are not superimposed, and the implementation effect of policies should be enhanced through precise policies.

6.4. We will improve the service system for left-behind children and establish an assessment and incentive mechanism

First, by improving the tracking mechanism for the work of child supervisors and children's directors, relying on the national rural "left-behind" personnel information management system, the implementation of real-name management of child supervisors and children's directors, rewarding the good and punishing the bad, and creating a professional, responsible and dynamic children's service team; The second is to regularly evaluate and reward school administrators and teachers, and strengthen the management of the activities of left-behind children; The third is to promote the school to improve the assessment program for left-behind children, establish an assessment incentive system, and improve the enthusiasm of the team.

6.5. Stimulate the internal power of education, build and consolidate the care pattern of multi-party coordination

The effectiveness of the construction of the service system for left-behind children is related to whether it can promote the successful transformation of "blood transfusion" poverty alleviation to "blood transfusion" poverty alleviation, and ultimately help rural revitalization. Therefore, in improving the construction of the care service system, it is necessary to implement the government's leading step by step and stimulate the internal force of education. At the same time, civil affairs, finance and other government departments and mass organizations should cooperate with the educational administrative departments to play a synergistic role. Finally, the service and social system construction will be combined to implement rural revitalization.

7. Conclusion and prospect

The problem of education welfare of rural left-behind children is complicated. First of all, economic development causes a large number of migrant workers to go out for work, which leads to the aggravation of the problem of left-behind children in rural areas. Secondly, the lag of traditional family concepts and education concepts makes left-behind children lack care and support in family and school, which affects their physical and mental health and learning growth. Moreover, the uneven distribution of educational resources in rural areas, the shortage of teachers and backward school facilities have also brought many obstacles to the growth and education of left-behind children. Finally, the guardianship of left-behind children in rural areas has attracted much attention, and the lack of effective guardianship mechanism easily leads to physical and mental health problems of left-behind children. In this paper, through the study of the education welfare of rural left-behind children, we put forward the corresponding improvement strategies.

References

- [1] Survey report on left-behind children. Source: Baidu Library.E. (2022).
- [2] DiaoShuo development-oriented social policy perspective, master degree theses of master of the study of rural left-behind children's rights and interests of northeast university of finance and economics). [https://link.cnki.net/doi/10.27006/d.cnki.gdbcu.2022.001879doi:10.27006/, dc nki.Gdbcu.2022.001879](https://link.cnki.net/doi/10.27006/d.cnki.gdbcu.2022.001879doi:10.27006/,dc nki.Gdbcu.2022.001879).
- [3] Zhou Haijie & Zhao Yanhong (2009). Investigation on the education status and countermeasures of left-behind children in rural areas: A case study of Wushan County, Gansu Province.Examination Weekly (31),216-218.
- [4] To help the high-quality development of children's welfare work in the new era. Source: Ministry of Civil Affairs, PRC (mca.gov.cn).
- [5] Gao Yongchao & Wang Liangliang (2020). Education informatization to alleviate the problem of intergenerational digital divide for left-behind children. Information Technology in Education (05),65-67.