Towards Solving School Enrollment of Migrant Workers' Children: Inspiration and promotion on the education model of World Association of United World Colleges

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Abstract. With the development of China's economy, the number of migrant workers is increasing. Due to the urban-rural dual economic structure and the differences in education level between urban and rural areas, the problem of compulsory education in the accompanying children of a new generation of migrant workers has come to the forefront. It is especially manifested in the difficulties for children of migrant workers integrating into urban schools, such as failure in language communication, lack of adaptability to the school atmosphere, lagging behind in school performance, and even falling into psychological problems. Therefore, it is urgent to help children of migrant workers to integrate into their schools. In fact, the education model of World Association of United World Colleges (UWC) is considered as a potentially promising solution with focusing on cultivating global citizenship and social responsibility. It improves students' comprehensive quality and ability through cross-cultural exchanges and practical activities, which helps migrant workers' children to better adapt to the social environment, and enhances their competitiveness and development prospects. Hence, such an education model could also provide us with a new idea and methodology. We could draw lessons from the model and promote its excellent philosophy to help children of migrant workers to integrate into their schools.

Keywords: World Association of United World Colleges; UWC; children of migrant workers.

1. Introduction

With the development of China's economy, the number of migrant workers is increasing. However, due to the household registration system and the lack of educational resources in rural areas, children of migrant workers face the educational problem [1]. Therefore, it is an important topic to be urgently solved to solve the problem of school enrollment of migrant workers' children. The UWC education model is considered as a promising solution. It emphasizes the cultivation of global citizenship and social responsibility, and improves students' comprehensive quality and ability through cross-cultural communication and practical activities, aiming to help migrant children to better adapt to the social environment and enhance their competitiveness and development prospects [2]. At present, there are some private primary and secondary schools based on the UWC education model in China. From the perspective of educational philosophy, those schools focus on the comprehensive development of students and the cultivation of their ability to think creatively and innovate. They also encourage students to actively participate in community service and volunteer work, etc. The effectiveness of practices in those schools demonstrates that that it is likely to apply the UWC education model in China with success. However, there are still many difficulties to be overcome in promoting the UWC education model to be piloted in schools for migrant workers' children.

2. Problem Outline and Reason Analysis on School Enrollment of Migrant Workers' Children

2.1. Problem Description

Against the backdrop of the current society, children of migrant workers are facing a wide variety of difficulties. They usually live in poor areas, and lack a favorable family environment and social resources to support them. Meanwhile, their school marks are generally low, making it difficult for them to enter high-quality high schools or universities. [3] At the same time, their parents' work

requires them to go out to work frequently, resulting in a lack of parental companionship for the children. Therefore, their physical and mental health are affected and their future career development faces a great obstacle. In addition, the traditional education system ignores human individuality and human differences. Under the traditional school education model, both the teaching content and courses as well as the teaching equipment and teaching management are unified. However, migrant workers' children differ significantly in the growing environment, personality and culture, learning style and learning foundation. Thus, the traditional teaching model would restrict the development of human creativity and individuality.

2.2. Reason Analysis

First of all, the poor teaching conditions of running schools for migrant workers' children are one of the main reasons restricting students' learning. Many schools for migrant workers' children lack the necessary teaching facilities and equipment, such as laboratories, libraries, stadiums, etc., making it difficult for students to get a remarkable learning environment.

Secondly, the uneven quality of teaching force is another important reason. Faculties in some schools for migrant workers' children are fairly weak and their professional level is not high, so the quality of teaching could not be guaranteed.

In addition, there are various drawbacks in some schools for migrant workers' children, such as chaotic management, lax discipline, etc. These are the main factors affecting the schools for migrant workers' children.

Summarily, the problems faced by the school enrollment of migrant workers' children are a long-term social problem, the root cause of which lies in the relatively low level of economic development in rural areas. In rural areas, farmers' incomes are usually low and families have heavy financial burdens, resulting in many children being unable to receive favorable educational resources. In addition, due to the relatively backward infrastructure development in rural areas, primary and secondary school students in some poor areas are faced with problems such as inconvenient transportation and insufficient faculties, constraining children's study and development. Apart from economic factors, cultural attitudes are also one of the major reasons affecting the school enrollment of migrant workers' children. Some parents believe that wealth and social status could only be acquired through manual labor, and thus are reluctant to allow their children to receive higher education. Meanwhile, in order to earn money to support themselves and their families, migrant workers' children often need to leave home for a long time to work. Such livelihood makes migrant workers' children lack the support and companionship of their parents, and also makes it difficult for them to maintain a steady state in their studies. To summarize, the problems of school enrollment for migrant workers' children mainly stem from the uneven economic development in rural areas, the lack of infrastructure and the influence of cultural attitudes.

3. UWC Education Model

3.1. Overview of UWC

Founded in 1962, The World Association of United World Colleges (UWC) is a global non-profit organization, currently comprising over 100 schools in more than 40 countries and regions, UWC's goal is to cultivate students in a diversified cultural context and enable them to understand and respect cultural differences. At the same time, UWC is committed to promoting international cooperation and exchanges. The educational philosophy of UWC is centered on putting people first, advocating human virtue, and encouraging human endeavor. [4]

3.2. Characteristics of UWC Model

Firstly, the UWC education model emphasizes global cooperation and exchanges. In the era of globalization, international ties are becoming increasingly close and cultural differences between

countries are shrinking. Therefore, by establishing a global education platform, we could promote mutual understanding and mutual learning among teachers and students from different countries.

Secondly, the UWC education model focuses on cultivating the comprehensive quality of students. In traditional education, the enhancement of students' comprehensive ability is ignored with a tight focus on study scores. However, the UWC education model focuses on the development of students' comprehensive qualities, including language skills, leadership, and innovative thinking.

Finally, the UWC education model encourages students to actively participate in community service activities. Through community service activities, students can better integrate into the atmosphere of the local society, and improve their sense of responsibility and social awareness at the same time.

3.3. Daffodil Course Structure Model

The IB courses conducted by UWC are famous for their characteristic curriculum system, which is mainly manifested in their comprehension and inclusiveness of world cultures. It covers various fields of human cultural knowledge in a flexible way. All courses in the IB education are derived from 6 basic subject groups. Since its structural model resembles a 6-petaled daffodil flower, it is also named as daffodil course. As shown in Fig. 1, the petals of the daffodil represent the 6 modules of the IB course while the heart of the flower represents the methodology.

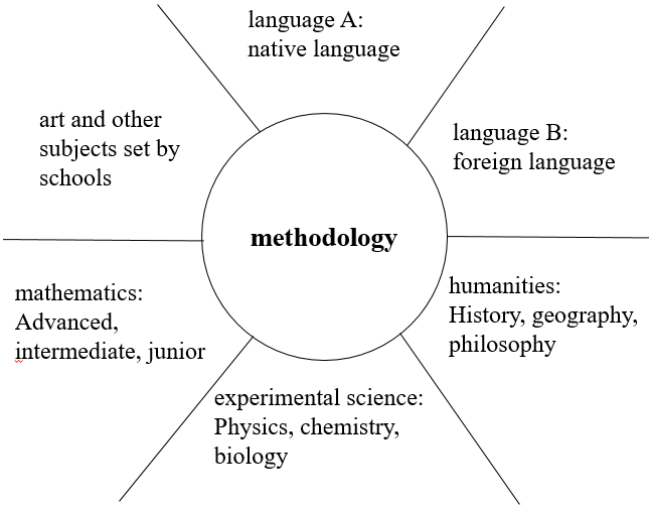


Figure 1. Daffodil Course Structure Model [5].

Each student must take at least one course from each of the fields shown in Fig. 1, which on the one hand could satisfy the student's own learning interests and on the other hand could ensure a broad and balanced education at this stage. The center part, methodology, is compulsory for students and must be chosen by each student. The methodology in the central area coalesces the subjects of the surrounding 6 modules into a perfect whole, forming a balanced and harmonious system. Such a setting could successfully solve the problem of multiple subjects of curriculum structure and fragmented knowledge in traditional teaching. The seven course modules, including methodology, are all organized into two levels, namely standard level and high level. Students are required to take at least three advanced courses from the whole curriculum.

The UWC model focuses on students' personal interests and preferences, and emphasizes the cultivation of students' independent learning ability in teaching practice. In terms of curriculum arrangement, instead of the conventional, homogenous, and unitary curriculum system in traditional education, the UWC model pays more attention to the psychological and intellectual characteristics of students, increases the proportion of elective courses and practical courses, and focuses on cultivating students' independent scientific research ability and team spirit. In terms of teaching organization, small class teaching has been carried out and emphasis has been placed on creating a relaxed classroom environment. These improvements have played a decisive role in achieving the aims of education and cultivating diversified talents.

3.4. Advantages of UWC Education Model

First, the UWC education model could make students' personalities more complete. By positive personality integration and personality optimization of students' temperament and emotion, cognition and interest, ability and character, values and other aspects, it could effectively prevent students' psychological disorders, reduce their personality defects, and make their personalities completer and more attractive.

Secondly, UWC education model could make students learn knowledge more comprehensively. Through the development of students' potential and by the communication and guidance of students' thinking, ability, behavior, knowledge, character and other aspects, it could correct, cultivate and realize knowledge teaching, ability transfer, thinking training, potential development, and spiritual enhancement for students. In this way, students could successfully realize self-transcendence, promote the comprehensive development of students, and effectively prevent students from being severely bound and alienated by the pursuit of pure subject knowledge scores, further education and diplomas.

Thirdly, the UWC education model could make students have more prominent abilities. According to students' personality traits, interests and hobbies, it could analyze and diagnose students' character, psychology and learning behaviors so as to make their individual expertise and abilities more prominent. It would be helpful for students to take advantage of and succeed in the social competition in the future.

Fourthly, the UWC education model could enable students to own richer experiences. What kind of books students have read, what experiences they have had, and what kind of people they have interacted with would all have a far-reaching impact on their characteristics, psychology, concepts, beliefs, knowledge, ability, and attitude. Personalized education could enable students to learn content from "knowing" to "learning", from "understanding" to "doing" and "getting". In this way, students could gradually deepen their understanding of knowledge, society and life, and comprehensively improve their emotional quotient and adversity quotient.

4. Promotion of UWC Education Model in Schools for Migrant Workers' Children

4.1. Promotion Target

In view of the special situation of schools for migrant workers' children, it is necessary to formulate corresponding promotion targets. Specifically, the promotion targets of this paper are two-fold. First, we aim to introduce the UWC education model into schools for migrant workers' children by establishing a cooperative relationship. Second, we aim to carry out education reforms by utilizing the existing resources so that the goal of educational equity could be better realized in schools for migrant workers' children.

First, we should focus on the development of students' comprehensive quality. A school under UWC model has a rich curriculum system covering humanities and social sciences, natural sciences, physical education and sports. In addition, the school's faculty force is also very strong, and the teachers are all professional talents who have undergone strict selection and training, so the quality of teaching could be guaranteed. All these could provide a favorable study environment and conditions for migrant workers' children.

Secondly, we aim to emphasize that students should accumulate social practice experiences. The school encourages students to actively participate in social welfare activities and social practice programs so as to enhance their sense of social responsibility and civic awareness. At the same time, the school also provides exchanges and cooperation opportunities in various forms, so that students could have chances to encounter students with different cultural backgrounds as well as entrepreneurs and experts from all over the world. These are important factors that are very beneficial to the growth and development of migrant workers' children.

Finally, we aim to implement flexible and various admission policies. Instead of adhering to the traditional admission ways, the school adopts a multi-dimensional evaluation approach to assess the ability and potential of candidates. This approach can better explore the potential of each child and provide him or her with room for personalized development.

4.2. Promotion Principle

In order to promote the UWC education model in schools for migrant workers' children, we should thoroughly consider the actual local situation and formulate a promotion program that meets local needs. In this paper, we summarize the following promotion principles.

Table 1. Promotion principles.

Promotion principles	Specific content
Focusing on student	We should contact students and systematically assess their individual cultures, language characteristics, learning patterns, interests, and study foundations. Besides, we should also aim to cultivate a young generation of migrant workers' children who are able to adapt to new environments, are willing to help, and are capable of lifelong learning to quickly integrate into urban environments.
Focusing on faculty	We should research and explore teachers' cultural preferences, personalized teaching styles, and psychological expectations of students.
Focusing on course	We should ensure that the curriculum is appropriate, accessible and applicable to all students. The adaptability and competitiveness of migrant workers' children after school enrollment should be emphasized. Instead of the conventional, homogenous, and unitary curriculum system in traditional education, we should pay more attention to the psychological and intellectual characteristics of students, increase the proportion of elective courses and practical courses, and focus on cultivating students' independent exploratory ability and team spirit [6]
Focusing on evaluation	We should ensure cultural sensitivity and improve the quality of assessment data.
Focusing on partnership	We should effectively obtain help from fellow educators from different backgrounds with a variety of educational and teaching skills and perspectives. We should also focus on cooperation with local governments and social organizations, and establish good communication channels and trusting relationships.

4.3. Promotion Solution

The following solutions could be adopted to achieve the targets.

(1) We should actively seek support from cooperative partners and invite relevant organizations or foundations to participate in the program.

(2) We should strengthen contact with local government departments to seek policy support and financial aid.

(3) We should organize a team of experts to carry out investigations and research work to understand the problems faced by migrant workers' children and propose corresponding solutions.

(4) We should carry out faculty training programs to improve professional qualifications and teaching capabilities of teachers.

(5) We should adopt diversified teaching methods, such as online learning and remote learning to meet the needs of students at different levels.

(6) We should encourage students to participate in public welfare programs and social practice activities to enhance their sense of responsibility and civic awareness.

(7) We should establish an evaluation mechanism to regularly assess the effectiveness of the promotion and improve the program. The above measures aim to make migrant workers' children better integrate into urban school life and provide them with better educational opportunities.

5. Conclusion

In this paper, we discuss how the UWC education model could provide better educational opportunities for migrant workers' children. By analyzing the characteristics of the UWC education model and its advantages over traditional schools, such an education model could be an effective way to solve the problem of school enrollment for migrant workers' children. First of all, the UWC education model focuses on students' social practical experience and social responsibility cultivation. This approach could help students better understand social realities and enhance their sense of social participation. At the same time, the UWC education model also emphasizes multicultural exchanges and interdisciplinary learning, which help to improve students' comprehensive quality and innovation ability. Secondly, the UWC education model boasts flexibility and adaptability. It could be applied in different geographical and cultural contexts. Therefore, it could be introduced into rural areas of China to solve the problem of school enrollment of migrant workers' children, which could enlighten the problem of school enrollment of migrant workers' children.

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