

Research on the Impact of Rural Economic Development on Welfare Policies for Poor Children

Yifu Ding

Sendelta International Academy, Shenzhen 518000, China

3480045647@qq.com

Abstract. Children are the future of our country and the hope of our nation. It is the common aspiration of the entire society to ensure that every child can thrive. With the advancement of urbanization and the continuous increase in the scale of rural young and middle-aged labor entering cities for work, the issue of left-behind children in rural areas has attracted widespread attention from all sectors of society. Due to working outside for a long time, there is less time for communication and communication with children, insufficient care and assistance for children, and omissions in their daily life and psychology, resulting in an increase in welfare issues for left-behind children in rural areas. These left-behind children lack the care and care of their families, which makes their daily life, health, education, safety and other functions unable to be guaranteed, and children's welfare resources cannot be shared. The welfare problems of children are gradually worsening. How to properly take care of this group is a necessary question for achieving rural revitalization and development. In response to the actual situation in poverty-stricken rural areas, child protection should adhere to the principles of seeking truth from facts, long-term effectiveness, systematic organization, multi-party assistance, and carrying out measures according to one's abilities and promoting progress layer by layer. This article takes left-behind children in rural areas as the research object and analyzes the impact of rural economic development on welfare policies for left-behind children.

Keywords: Rural Economic Development; Impoverished Children; Welfare Policies.

1. Introduction

Anti-poverty is a global topic. For example, the United States has gone through a transformation from emphasizing material supply in the 1950s to focusing mainly on human capital investment in the 1970s, and then to a comprehensive anti-poverty strategy. China's poverty alleviation philosophy and methods have also undergone a transformation from moral poverty alleviation to institutional poverty alleviation, and from relief poverty alleviation to development poverty alleviation [1]. The rapid industrialization and urbanization, as well as the massive migration of population from rural areas to cities, have led to the emergence of migrant workers. More and more young and middle-aged rural laborers are choosing to leave their hometowns and move to cities, filled with a longing for a better future through hard work in front of them, while behind them are a group of left-behind children who hope to return home early [2]. Left-behind children are an important component of the future labor force, and the issue of left-behind children is related to the stability and healthy development of future society. It is a necessary concern in China's process of building a moderately prosperous society in all respects. It is crucial to improve the welfare of left-behind children in rural areas and promote their healthy development [3]. Supporting the well-being and development of children and their families is a priority of national welfare policies, and establishing a sound multi-level social security system for children is also an important symbol of national economic development and social progress. After the reform and opening up, with the acceleration of urbanization, a large number of young rural laborers have flooded into cities. Behind these migrant workers, there have been a large number of left-behind children, most of whom are left at home or entrusted to relatives and friends to take care of [4]. For individual children, economic adversity can have significant, lasting, and negative impacts on their physical and mental health development. Poverty can reduce parents' ability to raise children economically and emotionally, leading to neglect of their basic needs. Childhood is a critical and sensitive period for life development. As future builders and successors, whether they

can receive proper care and training directly affects whether impoverished areas can achieve long-term revitalization and development, and fundamentally remove the stigma of poverty [5]. The target of child protection is minors under the age of 18, who cannot independently obtain the necessary conditions for personal development and cannot protect their legitimate rights and interests from external infringement, thus requiring the protection of others. The content of child protection not only refers to protecting children from external harm, but also includes providing them with the basic material and spiritual resources necessary for their individual survival and development [6]. The existence of this special vulnerable group has become an explicit problem that restricts social development. In the context of the normalization of urban-rural population mobility and the declining provision of family welfare, vulnerable families often face a severe contradiction between the lack of family welfare supply and the demand for child welfare. Preventing intergenerational transmission of poverty and achieving higher quality development for children in terms of safety, environment, and other aspects on the basis of effectively meeting the needs of children's livelihood security, education, medical health, and rights protection has become the key to building a inclusive child welfare policy system in China in the future and the goal of welfare development in the new era.

2. Analysis of the Current Welfare Situation of Left-Behind Children

2.1 Living Conditions of Left-Behind Children

The connotation and extension of child welfare are related to the social orientation of children's values, as well as the positioning of the state's responsibility to protect children. The definition of the concept of child welfare directly affects the framework design of the child welfare system and the content of welfare projects. China's relevant policies clearly state that it is necessary to effectively safeguard the educational resources of left-behind children in rural areas, promote the infrastructure construction of left-behind children's education, improve the educational level of left-behind children, and improve their nutritional status [7]. The frequency of parents returning home for left-behind children in rural areas is generally low, with 93.46% of children reuniting with their parents at least six months apart. According to the survey, 70% of rural left-behind children communicate with their parents once a day or 2-3 days; 21% communicate with their parents once a week; Another 9% only contact their parents after more than two weeks, as shown in Table 1.

Table 1. Telephone calls between left-behind children and their parents in a certain rural area

Call frequency	Number	Proportion
Everyday	57	19%
Once every two to three days	153	51%
Once a week	63	21%
Biweekly	15	5%
Once a month or more	12	4%

However, parents rarely mention whether their children are happy or their inner needs, pressures, and troubles in phone conversations. Over 80% of left-behind children are silent and introverted, which leads to conflicts and barriers in handling interpersonal relationships.

In addition, when left-behind children return home from school, they also need to complete household chores and farm work while completing tasks assigned by the school. More than 40% of left-behind children need to do household chores, including helping to clean the floor, clean the house, and tidy up the room. These heavy household chores will inevitably affect children's learning and daily rest, which is not conducive to their effective learning and life.

2.2 Education Status of Left-Behind Children

According to statistics, the most left-behind children are primary and secondary school students. In the visited rural primary and secondary schools, the classrooms in the schools still adopt a

conservative teaching mode, without multimedia classrooms in urban schools, and without libraries or computer classrooms that children need to access information, enrich their knowledge reserves, and broaden their horizons. For children in remote rural villages, the only way to understand the outside world is through the introduction of teachers. School is the key to cultivating talents, and through its education and careful cultivation of children, it helps them establish a correct outlook on life and values. As the main place for left-behind children in rural areas to receive education, schools bear the social function of teaching and educating people. According to the survey, about 63% of left-behind children have average interest in learning new knowledge in school, 22% of left-behind children like or prefer learning, and the other 15% of left-behind children develop a aversion to learning, as shown in Figure 1.

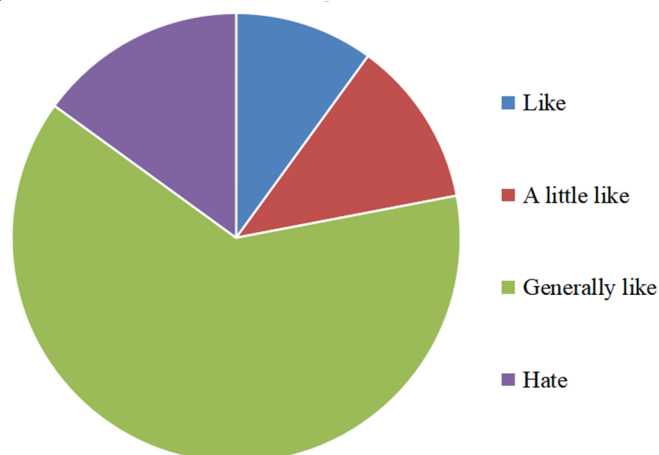


Fig 1. Learning attitude of left-behind children in a rural area

Due to the long-term absence of parents, it is easy for left-behind children to have no guidance or supervision, and problems such as insufficient learning motivation and improper learning attitudes are becoming increasingly prominent. Schools are the main battlefield for left-behind children to receive education, and due to the lack of family education, schools bear greater responsibility in the education of left-behind children. Due to the lack of companionship and communication, as well as the limitations of living space, many left-behind children lack objects to confide in and effective guidance, which can lead to errors in external cognition. This may lead to incomplete personality development, psychological development defects, and easily lead to loss of judgment in growth value goals [8].

3. Propose Solutions to the Welfare Issues of Left-Behind Children in Rural Areas

3.1 Establish Specialized Laws and Regulations on Child Welfare

At present, China has not yet formed a systematic child welfare law, and the legal construction of children is not yet perfect. The government should start from aspects such as the concept of child welfare, the construction of child welfare laws, and the construction of security systems. The policies and institutional system for child welfare and security in China are not perfect, resulting in resource waste and low implementation efficiency. Therefore, China urgently needs to establish a complete and systematic legal system for children, including the most basic laws, regulations and policies. In the planning of child welfare, actively strive to build a child welfare system, including medical treatment for serious illnesses, education, and welfare allowances for children, to promote the development of child welfare. The service resources for left-behind children are dispersed in different departments, including civil affairs, youth league committees, women's federations, and other departments. At the same time, there are also some social organizations involved. How to integrate these resources is currently a relatively important issue. In the past, the way of resource integration

was usually led by government departments, with division of labor and allocation of resources to different dispersed departments, which were closed to each other, resulting in intermittent services, Lack of a unified and coherent overall service [9].

3.2 Ensure the Basic Livelihood of Left-Behind Children

After parents go out to work, their children do not receive their parents' care and care for a long time, and left-behind children are at a disadvantage compared to all children. They often face many difficulties and challenges, such as health and safety hazards, dropout and truancy situations, and illness without care. Children are the hope of our country, and we must effectively protect the basic rights and interests of children, especially those left-behind children who are themselves vulnerable. Family assistance is the earliest and most basic part of China's welfare policies for children from impoverished families, playing a crucial role in ensuring the basic survival of children from impoverished families [10].

Rural and urban areas should complement each other, and promoting urban-rural integration is the core issue that needs to be addressed first in economic construction. The solution to the problem of left-behind children ultimately depends on the balanced allocation of urban and rural public services. In order to better solve the education problems of left-behind children, the community should actively cooperate, establish educational organizations, actively participate in, and create mutual help community education cultural organization activities. Organize informal organizations, charitable organizations, volunteers, etc. to join the large family of left-behind children, establish loving families, beautiful schools, loving volunteer organizations, and loving clubs to meet the welfare needs of left-behind children. Each township and village committee can cooperate with each other and carry out educational and cultural activities in different forms to improve the cultural literacy of left-behind children. Not only cultural and educational activities, but also mental health education activities, moral education activities, etc., to care for every left-behind child in need in a comprehensive and comprehensive manner. Emphasizing the construction and improvement of rural education system, cherishing the advantages of rural education resources, starting from the perspective of children's development, and focusing on community building and environmentally friendly children's community construction to enhance the social welfare of rural children.

4. Conclusion

At present, there is a problem of mixed business among relevant functional departments in China, leading to a blurry boundary between social welfare and social assistance systems. The welfare of children, especially those from impoverished families, is more qualified based on their family's status as subsistence allowances, and still shows a characteristic of prioritizing assistance over welfare. As a welfare system based on population qualifications, child welfare should have a universal nature. Ensuring the welfare of left-behind children is an important component of building a harmonious countryside and city. Effective governance is the key to solving the welfare problem of left-behind children. How to leverage the different functions of the government, society, and families in child welfare issues, and fully utilize external and internal forces to solve the problem of left-behind children to a certain extent, requires continuous exploration and research. Charity organizations participate in the education, poverty alleviation, and social care system construction for left-behind children, with compensation education as the focus, cultivating the innovative spirit of villagers' society and the socialized governance mechanism of poverty, promoting the organic combination of national child welfare policies and local social welfare supply, to ensure the development of left-behind children. At the same time, there is an urgent need to introduce a specialized child welfare law to integrate the differences in child welfare between urban and rural areas and regions, strengthen cross departmental collaboration mechanisms with the goal of maximizing the protection of children's interests, and lay the legal and institutional foundation for the development of fully inclusive child welfare policies in China in the future.

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