

Study on the Current Situation Existing Problems and Countermeasures of Floating Children Under the New Type Urbanization Construction - Take Dongguan as a Problem

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Abstract: In the context of today's new urbanization, Dongguan, as a labor input place and the center of Guangdong Bay Area, has a large number of migrant children living and studying here. This article will focus on how to ensure the enrollment, equal rights, and social integration and development of migrant children in Dongguan. The study provides reference for researchers and theoretical support for government decision-making.

Keywords: Floating Children; Present Situation; Existing Problems; Countermeasure Research

1. The Definition of Floating Children and its Present Situation

1.1 The Definition of Floating Children

"Floating children" are those who have moved around in cities. "Floating population" usually refers to those who have settled in cities or other places but have been away for six months or more in other places, and it is not included in the population statistics of urban planning. There are obvious differences between the place of residence and the place of household registration of migrant children, which bring many challenges to the children who drift with their parents in cities. In cities, many migrant children do not have the same access to education, Social Security and basic public services as local residents. In the process of growing up, many migrant children have to leave their hometown, looking for new life and learning opportunities in the field, and eventually become lonely left-behind children. With the development of modern China's economy, the economic system has been improved and strengthened under the promotion of the market economic system. These factors contributed to the Chinese

transition from a traditional, closed agricultural society to a modern, open Industrial society. Under the background of constant social change and rapid development, the scale of social mobility in our country also shows the trend of rapid development. China is a typical country developed from an agricultural society, so the main forms of social mobility in our country are from rural to urban areas, from poor and backward areas to economically prosperous areas, these migrants are flocking to the cities in search of work. As a result, the majority of the floating population are young people aged between 18 and 45 whose children are at a critical stage of growth and development. That is, the main body of this article-floating children.

1.2 The Current Situation of Floating Children

1.2.1 Limited by the right to education

A town school or boarding school. The educational level of these schools is also more uneven than that of public schools and big city schools.

1.2.2 Restrictions on floating children's degrees
According to the latest statistics, there are more than 1,085,300 non-resident students in Dongguan, accounting for the vast majority of the total number of students in the city. These students face enormous challenges in their local learning and living environments. As the city with the highest proportion of permanent migrants, Dongguan's migrant children have to leave the big cities to live and study in their hometowns because of restrictions such as the city's education policy, points policy and household registration system, become left-behind children^[1]. The risks and surprises of leaving your parents at an age when you need them are unknown. The situation of these left-behind children returning home to study is not optimistic. The re-relocated children realize

their right to education by leaving the city and not returning to their hometown. They choose to be educated in small and medium-sized cities outside the city, or in urban areas around their hometown, where 81 out of every 100 students are migrant children^[2]. The proportion of school-age floating children in Dongguan is still rising. A large number of migrant children have to return to their hometown to study in order to realize their right to education under the circumstances of an abnormally high proportion of migrant children and fixed or even reduced degrees. Equal and fair right to education has become the dream of migrant parents and their children^[3]. All they need now is a degree.

1.2.3 Social integration of differential growth path

Because of the “Identity” restriction of the floating children, their growth path is different from that of the urban children. Although we must keep up with the times, advance the reform of compulsory education policies, break down the urban-rural gap, and gradually remove the barriers to migrant children's access to public school education, at the same time, their social integration remains crucial and will have a huge impact on the inclusiveness of society as a whole. It is understood that the current living standards of the floating labor population in Dongguan are low, and the meager wages are only enough to maintain basic living conditions, zero per cent of them also live in places such as Urban village, Corporate Campus dormitories and the fringe. And their children, who have moved with them, have left their hometown to grow up. They live in a fixed school and live in a two-point and one-line family.^[4] Their living and learning environment is also quite different from that of urban children, these floating children have formed their own unique differential growth path.

1.2.4 The lack of parental happiness

Many migrant workers in Dongguan want their children to be better taken care of and educated around them. However, this does not mean quality companionship. The well-being of the left-behind children transformed into the floating children in big cities is still an urgent situation to be solved. In the rapid expansion of urbanization in the background, in Shenzhen Niushi Po, such as urban villages brought up floating children are not a small number. From

a policy perspective, they are the generation who can not stay in big cities like Dongguan and move back and forth between the countryside and the city. They also have fewer teachers at school who take care of every child, and parents who are busy making ends meet are often absent.

2. Analysis of the Reasons for the Problems of Floating Children

The problems of floating children will change with the development of society. Take Dongguan as an example:

2.1 A Large Influx of Workers

Dongguan, as the main labor importing place in China and the center of Guangdong-Hong Kong-Macao Bay Area, has a large number of labor force and talent demand. In spite of force majeure factors such as outbreaks, there is still a large inflow of workers each year, followed by a large number of migrant children^[5]. These migrant children were born and brought up in a city where “It is difficult to move without a hukou”. At an educated age, these migrant children find themselves without a “Future” in the cities where they were born and raised. If they want to study, they must return home to realize their right to education. This reflects, is tens of thousands of floating families in urban and rural crevices struggling to find a way out of the predicament. Clearly, the dividends of urbanisation have not spread to Dongguan's migrant children.

2.2 The Household Registration System is Backward

A large number of floating population flow into the input, accompanied by the backward household registration system can not bear the consequences of the load, which is not only reflected in the welfare, preferential policies, but also reflected in their children's right to education. In many cases, migrant children can not enjoy the same educational opportunities as their urban counterparts, for example, they can not attend public schools in cities and they can not receive good education, the reason is that it is difficult or impossible for them to obtain urban hukou. Due to the lack of social and educational resources caused by the Hukou system, non-local children's path to university is extremely difficult. Their barriers to further education begin at the primary level and extend

throughout the education stage. Although born and raised in Dongguan, these migrant children do not have the same access to the city's high-quality public primary and secondary education as those with a city hukou. The dual urban-rural household registration system divides the population at birth into farmers and urban residents. Even if they live and work in cities, rural hukou holders, whether working or migrant children, can not enjoy the same urban benefits and public resources as urban hukou holders. As far as the cities in which migrant children enter the country are concerned, the need for free public schools for all migrant children can not be met on the premise that priority will be given to compulsory education children with urban household registration.

2.3 Public Education Resources are Insufficient

For a long time, the planning of public education resources in Dongguan has seldom taken into account the needs of the resident population, and the shortage of public school places has been an inevitable outcome. The number of public high school degrees in Dongguan increased from 2018 to 2021, but between 2018 and 2020, there were only 3,850 degrees for migrant children, the number of degrees in public high schools for migrant children increased to 4,200, up 150 from the previous three years. In the past four years, migrant children accounted for 22.44 percent of all public high school enrolments in 2018, 2019, 2020 and 2021. 20.88% , 19.35% , 17.80% . And the Public School Admission Score Line, the non-dongguan census register examinee's score line than the Dongguan Census register examinee's score line is much higher. For ordinary public high schools, non-dongguan and Dongguan Hukou candidates from the admission line gap from 30 to 50 points.

2.4 Lack of Policy and Regulatory Flexibility

At present, in the national policy aspect, our country aims at the floating children's education policy the statute existence flexibility insufficient situation^[6]. Under the guidance of national policies and regulations, migrant children's right to education has been clearly guaranteed. However, the various regions have also formulated different policies according to the local actual situation, and these policies

have distinct local characteristics. With the implementation of the differential settlement policy, many localities have started to formulate policies based on the residence permit, and these policies are moving forward. However, with the continuous advancement of urbanization in our country, the policy on the admission of migrant children can not adapt to the influx of urban floating population in time and flexibly, and the threshold for admission and further education is still high, the public services provided by the local governments to the floating population still need to be strengthened.

2.5 The Community Public Service System is Relatively Weak

“Community service should become a normal part of society so as to promote learning and be child-friendly,” says Yang Dongping, dean of 21st Century University of London, community will also become the focus of after-school services. From the current point of view, although the policy-oriented, but community services for floating children is still a problem. The migrant children live in Urban village, dormitories in business parks and on the outskirts of the city, where the community public service system is relatively weak. In Urban village, or in areas like corporate parks and suburban fringe areas, the number of migrant children is very high. The field of out-of-school education for floating children includes families and communities, but most of them mainly take place in families. And the reason that causes the content of out-of-school education of floating children is relatively monotonous and mainly occurs in the family: for the floating parents, the safety of the children is the primary problem, most floating families have parents can not pick up the situation, the children can not go back and forth safely alone. Secondly, there is a general lack of public space and services in the communities where migrant children live. There is a limited number of places in the communities where children can be served and there are no facilities and spaces for migrant children to learn, play and interact Finally, the economic conditions of most migrant families are limited, most of the out-of-school education services are fee-based “Trusteeship”, which is beyond the ability of migrant families to pay.

3. Solutions to the Problems of Migrant Children

3.1 Reform Education Policy

Our country current solution floating child education question policy 1998 promulgates "The floating child juvenile attends school temporary method" is our important reference basis. According to Article 3 of the measures, the outflow of children and juveniles of Government of the People's Republic of China age at the compulsory education stage should be strictly controlled in the places where their permanent household registration is held. When receiving education, migrant children and adolescents should observe the compulsory education years stipulated by local Government of the People's Republic of China to ensure that they can receive a good education. If conditions permit, it may comply with the relevant provisions of the inflow Government of the People's Republic of China. The goal of the education policy for migrant children is to "Go to school" and "Go to school, go to school", to enable more migrant children to receive education, we will expand the size of schools so that they can be educated in any urban family, regardless of their household registration, age, education level. Go to school to enable migrant children to have the same access to education as urban children, and to ensure that migrant children have access to a good education, they should choose a school that matches their family's circumstances, social ties and the cultural background of their parents.^[3] Through the "Go to school" education goal, we hope to help migrant children better adapt to the school environment and reduce their discrimination in school. In this way, we can fundamentally solve the migrant children's mental health problems.

In the social environment, migrant children are still at the bottom of the threshold of the school stage of competition. However, for most migrant parents, they can only wait and see the direction of the policy, not to tilt resources, but to give their children a fair future. Education Gap, limited family conditions and other practical conditions, these floating families can provide children with very limited learning conditions. At present, no matter in Dongguan or other cities, education resources always tend to household registration and real estate, family conditions and class status become the key

ladder of People's development. It is hard to imagine that education does not promote the free movement of classes, but becomes a tool of social stratification. In the future, the issue of migrant children attending school will require a comprehensive reform of the institution and education system. Dongguan should continue to increase investment in education, increase the supply of school places and improve the quality of education, mobilize social resources to support the education of children of migrant families.

3.2 Increase Community Public Space for Migrant Children

At present, our country has opened different departments for floating children or children's services, social Work stations, communities, protection centres for minors, Youth League committees and women's federations all have support spaces for migrant children or services for children. We find that there are some problems in the current welfare policy of floating children in our country. First, the lack of unified planning, resulting in the development of migrant children are hindered. Second, policies are often ad hoc and can not respond effectively to emergencies. Finally, the lack of long-term stable policy planning can not guarantee that migrant children receive adequate support. This is also reflected in the huge demand for community services for migrant children and the current community services between the inadequate supply of contradictions. How to provide quality and sustainable community services for migrant children, and how to provide services to migrant children on a sustainable or larger scale, this is the primary consideration of relevant departments.

3.2.1 The floating children community service is carried out under the safe custody mode Safe Care in the community for the families of floating children is just needed, but also for the community organizations can provide floating children with community services as soon as possible zero-threshold way. On this basis, community-based organizations can provide additional educational resources for migrant children, such as library, free tutorial classes, extra-curricular activities, summer camp, interactive dating, reading, psychological counseling and other service activities, to compensate for the lack of out-of-school

educational opportunities for migrant children and the development gap with urban children. In schools and child discipline. These investments not only bring support and comfort to the migrant families, but also bring the possibility of community participation to promote the change of the current situation of migrant children. Community service organizations shall provide services according to the out-of-school educational hours of migrant children, such as after school, on weekends, during holidays and during summer and winter vacations.

3.2.2 To promote migrant children to explore outside the campus

The floating children's living space is often fixed in the "Two points and one line" of the family and the school, showing a "Closed" phenomenon, which has also led to many problems of the floating children. Therefore, in the development of floating children services, floating children community and social space expansion is particularly important. Out-of-school exploration-enhancing children's awareness of the community in which they live-is an important way to integrate migrant children into the city and society. In this sense, let the floating children as the leaders of the activities, with the adults involved in the activities into their daily life, not only can stimulate the potential of the children's practice, it can also reshape the relationship between migrant children and cities. Here, they are not exam, integral tie, doing what they want to do, be seen by everyone, be recognized by everyone. Growing up in places like urban villages gave them an understanding of policies like urban hukou and resource allocation. More importantly, in an environment like a community center, they have a chance to breathe and think about their situation. At the community service centers, the migrant children also gradually learned the right way to spend time with their peers and what healthy friendships are like, compared to their less-than-productive peers at school.

3.2.3 Return to the life experience of migrant children

The floating children and their families are all independent individuals, which means that the future development of the floating children can not be fully based on the urban children's life picture. Therefore, the service of the community organization needs to return to the

life experience of the floating children themselves, and understand the situation of the floating children and their families in the process of service, it also allows migrant children and their families to experience differences in their participation in services and creates incentives for change. In social service organizations, these migrant children can experience the complexities of growing up together. The community service center is like a psychological home for these floating children, giving them a place to lean on during their childhood. No matter how difficult life is, they can still feel secure and hopeful.

3.3 Optimize the Household Registration Policy

As educational inequality among migrant children has become a serious challenge, governments have developed a series of measures to address the problem. The Hukou system dates back to 1958, when the Standing Committee of the National People's Congress passed regulations on household registration. With China's rapid economic growth, the traditional household registration system has begun to lose its role. This system impedes the free movement of people, leads to a widening gap between urban and rural areas, and creates huge social injustices. In order to solve this problem, we must take more effective measures to improve the household registration system in order to promote sustainable economic development. Migrant children enter the city with their parents and, since they do not have a legal residence permit, they receive education with equal opportunities. According to the compulsory education law of the People's Republic of China, school-age children and young people registered in other places are entitled to a preferential policy of free admission to schools. Local Governments should make efforts to ensure that school-age children and adolescents can obtain a good education in their home schools. Local governments should provide equal educational opportunities to all school-age children and adolescents, regardless of whether they work or live locally. In this way, they can be educated locally. The parents or other legal guardians of these children and adolescents should be responsible for monitoring their work and residence and ensuring their equal access to education. Specific implementation plans will

vary according to the regulations of provinces, autonomous regions and municipalities directly under the central government.

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