

Policies, Resources and Emotions: The Construction of a Social Service System for left-behind Children in Distress

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Abstract. The problems of children in distress and left-behind children are the main issues in the current research on domestic social services, which have profound structural roots. From the perspective of the actual problems of left-behind children in distress, there are problems in psychology, education, moral shaping and anti-socialization, and to solve these problems, it is necessary to start from the aspects of policy guidance, resource supply and emotional support, and make efforts in many ways to build an effective social service system for left-behind children in difficulty, and to resolve deep contradictions by improving the social protection service transmission mechanism for left-behind children in distress with the participation of multiple subjects.

Keywords: left-behind children in distress; Social services; Healthy development.

1. Question

left-behind children in distress are a general term for rural children in distress and left-behind children, which will emerge during the period of social transformation, because the phenomenon of parents of rural families going out to work is common, and the survival and development of left-behind children in distress are facing a more difficult situation, so they are one of the groups of children who urgently need the attention of the state^[1]. Children are the future of the country. The hope of the family, and the protection of children is the common responsibility of the government and society. 《The Opinions of the State Council on Strengthening the Care and Protection of Rural left-behind Children》 defines rural left-behind children as "rural registered minors under the age of 16 whose parents go out to work or one of whom goes out to work and the other party has no guardianship ability and cannot live with their parents normally". According to relevant surveys, the number of existing floating population in China has exceeded 100 million, among which the children raised by grandparents and relatives because of the two parents or one of them going out to work are not less than 10 million in rural areas alone throughout the country, among which the problem of rural children in distress and left-behind children has aroused long-term concern from all walks of life^[2]. Starting from the current situation of left-behind children in rural distress in China, this paper analyzes the causes of the problems currently faced by left-behind children in distress, and then puts forward the path and goal for the construction of the social assistance system for left-behind children in distress.

2. The current situation of the survival of left-behind children in our country

Statistics show that at present, the total number of left-behind children in China alone has reached 61.0255 million, accounting for 21.88% of the total number of children in the country, which means that one in every 18 children in China cannot live with their parents. 《2018 White Paper on the Spiritual Condition of left-behind Children in China》 announced that nearly half of left-behind children meet with their parents no more than three times a year, and nearly one-fifth of left-behind children contact their parents less than five times a year. Data from the 《Chinese Child Welfare and

Protection Policy Report 2019》 shows, there are 6.97 million rural left-behind children across the country, and 96% of rural left-behind children are raised by grandparents or maternal grandparents from generation to generation^[3]. Long-term parent-child separation, lack of parent-child care of one or both parents of the parenting relationship is relatively distant, there have been a series of psychological problems, most of them are introverted, sensitive and suspicious, easy to impulsive, poor self-discipline ability, rebellious psychology, etc., has an impact on healthy growth. Mental health problems such as depression and anxiety among children left-behind in distress are more prominent^[4]. According to the 《Report on the Development of China's National Mental Health (2019-2020)》, the detection rate of depression among adolescents in China in 2020 was 24.6%, of which severe depression accounted for 7.4%. According to the WHO literature, the incidence of psychosocial disorders in children and adolescents worldwide amounts to 12%-28% and is increasing year by year. Depression has been one of the most common psychological problems in left-behind children. Due to the lack of corresponding care and education delete left-behind children, their mental health development has been assigned to a certain extent, and the probability of behavioral problems among left-behind children is significantly higher than that of ordinary children.

In the face of practical problems, under the guidance of the top-level design, the provinces and municipalities have likewise issued corresponding documents, and initially constructed a vertical policy system from the central to the local level. From the content point of view, most of these policies explain the deviant behavior of left-behind children from the perspective of social adaptation, advocate guiding the guardians of left-behind children to strengthen their guardianship duties through social efforts, and promoting the improvement of left-behind children's self-protection awareness and self-protection ability. 《Together: China's left-behind Children Report》 pointed out that the public opinion circles generally believe that rural left-behind children face five major problems: nutrition and health problems, learning and cognitive problems, psychological and personality problems, behavioral problems, and safety issues, but through the study of problems conducted by relevant scholars on children in distress and left-behind children as the object of help and service, it is concluded that the problems of left-behind children in distress are concentrated in three aspects, namely psychology, education, moral shaping and anti-socialization, and the following analysis is based on this.

3. Analysis of the real problems and causes faced by children left-behind in distress

Unlike children in distress, most of the left-behind children do not have extreme economic problems, which is the trade-off of parents who go out to work in the care and care of their parents and children and the resources for survival, and it is precisely because of the high income from part-time work that farmers will go to the city; Conversely, those rural migrant workers are also a group of rural earners [5]. Therefore, although sacrificing time with their children. These migrant parents provide more financial security for their children. But this "absence of companionship" exposes problems for children left-behind in distress.

3.1 Mental health problems are caused by the living environment

Family relationships are critical to the healthy growth of children, and children's dependence on their parents is directly related to psychological development. The family structure of children left-behind in distress is derived from the problem of "hollowing out" due to the situation of parents, parents can not achieve the comfort function of family emotions in the form of effective companionship, so the temporary guardian is responsible for completing this task, and the child's inner distress is usually not effectively alleviated, and it is easy to have the problem of inferiority and sensitivity and lack of security. The reasons for its depth are:

- (1) Lack of good family education

Survey statistics for a poor area show that 7.9% of left-behind children cannot contact their parents once a week or more on average, 51.9% of junior high school left-behind children say that they also want to live in the same city as their parents who go out to work, and 44.1% of left-behind children in junior high schools clearly say that they do not want their parents to go out to work, and 22.1% of left-behind children usually have little contact with others or even cannot speak. The data show that left-behind children are prone to form a relatively isolated and rebellious personality due to the lack of good family education, which may induce relatively many bad habits that are difficult to restrain, which is seriously detrimental to their healthy growth, if they are not well-tempted, they may also lose confidence in life, which will breed more inferiority, aggravate their loneliness, and even appear depressed tendencies[6-7].

(2) The management supervision of temporary guardians is not in place

The temporary guardians of children left-behind in difficult circumstances, regardless of their status, will take "food and clothing" as the first priority and ignore the education of children's mental health. In fact, because young and middle-aged people go to the city to work, the temporary guardians of left-behind children are old and weak for many years, most of them still have the phenomenon of coddling, the management and supervision of children is not in place, and they lack enough energy to detect the gradual changes in children's psychology, emotions and emotions in time, naturally because of the existence of the generation gap, there is a lack of exchange and communication of ideas, which promotes their rebellious and indulgent personality, and it is easier to produce a rebellious psychology towards classmates and teachers in school learning and life.

3.2 The quality of education caused by the lack of resources

It is an undeniable fact that the lack of family education has led to a lack of supervised tutoring delete left-behind children in their studies. If there is a problem with the quality of education in the school, the effect can be imagined[8]. In the previous academic discussions, most of the research on rural primary and secondary schools pointed to the lack of education problems, the overall level difference due to insufficient resource allocation and the weak teaching effect owing to lax education management. The reasons for its depth are:

(1) Shortage of educational resources and low risk carrying capacity

Regardless of the fact that some schools are aware of the education of children left-behind in testing situations, they are unable to take effective measures to help children due to tight funding and shortage of teachers. Surveys show that many rural primary and secondary schools are currently unable to ensure that ends meet, and the loss of teachers is serious. In addition, the backwardness of rural basic education facilities is also a thorny problem. A research group learned in W Town, L County, that the infrastructure configuration of the two villages primary schools has universal characteristics: The school building is outdated and the digital education resources are scarce. The school does not have computers and multimedia equipment, no playground, no cultural and sport facilities, and no necessary book equipment. As an important carrier for realizing the fairness of urban and rural education, the shortage of educational resources will inevitably lead to low risk carrying capacity, and then the quality of teaching is generally not high, and there is still no time to "open the whole class", let alone have time to take care of "good class". This dose not make it possible to guarantee the fair right to education for children left-behind in distress.

(2) Relaxation and weakening of school education management

First, for non-boarders, laxity and weakening of school education management caused by child foster care in the temporary guardian's home is a type of management out-of-control area formed between the school and the temporary guardian of the child in distress. In this runaway zone, children are naturally susceptible to bad habits in society; Second, due to the difference in the teaching time and extracurricular time setting arrangements between township areas and urban areas, children in township schools have more spare time, and in these times, not only lack collective cultural and sports activities, but also rarely have curriculum counseling, and will not be interested in the development of clubs and other content, so most of the children are in a state of "scattered disorder", vulnerable to

the impact of the off-campus environment and make the already loose and weakened school education management effect more disintegrated.

3.3 Moral shaping and antisocial issues

Survey data found that more than 80% of temporary guardians do not talk about the truth of human behavior; Nearly 90% will not educate them not to engage in bad behaviors such as smoking, drinking, and truancy; More than eighty percent of them won't dissuade them from playing online games. In addition, self-care education is seriously deficient in the family education of left-behind children. These have been led to ethical shaping and antisocial problems. In addition to the serious problem of bullying in schools, there has been an increase in crime committed by left-behind juveniles and children in recent years. Most of the left-behind children who commit crime and crime are primary schools and junior Chinese, have a poor sense of law and discipline, and are mostly "legally illiterate." Some left-behind children between the ages of 10 and 12 began to truancy, fighting, petty theft and other behaviors, gradually contaminated with a collective bad atmosphere. The reasons for its depth are:

(1) The exemplary demonstration and correction functions of family education are insufficient

Parents are the best teachers for children, and family education of rural left-behind children shows two extremes of too strict and too laissez-faire owing to the special way of life. In terms of harshness, the temporary guardian entrusted by the parents and the remote strict control of the parents, because of the fear that the children will be affected by the dilemma left-behind, so the concept of education tends to be conservative, requiring the children to follow the rules, obey the orders, and discipline the children too strictly. Of the remaining child offenders surveyed, 16 per cent had been beaten and abused by their families to the extent of bleeding, fractures or even minor concussions; In terms of laissez-faire, the survey found that 59.4 per cent of left-behind children felt neglected before committing a crime. Surveys of temporary guardians show that more than 80% of children know how children perform in school, and most do not pay attention to what children do in school and what kind of friends they make. More than 30% of left-behind juvenile offenders said that if their parents had treated themselves better before committing the crime, they would not have committed an offence. It can be observed that the lack of exemplary demonstration and correction functions of family education is an important reason for the crime of left-behind children in pastoral difficulties.

(2) Improper prevention and handling of illegal and criminal incidents

The lack of care and education is the main cause of the main problem of violations and crimes among the children left-behind in distress, and the difficulty in handling them lies in the fact that the person being disposed of has a complicated family situation, a small age, etc., and due to the lack of corresponding appropriate and effective disciplinary measures after the case occurs, the person who is disposed of often does not get the treatment they deserve. The handling of school security incidents represented by bullying is mainly based on teacher management, that is, by punishing bullies to make them realize that they have to pay for bullying, avoid repeat offenders, and at the same time play a warning and deterrent effect on other students. However, the illegal and criminal incidents that mainly occur outside the school are prone to occur because of the various temptations of left-behind children, especially in many townships and towns have opened Internet cafes, game halls and other places where peers gather, and the children's groups have not been fully cared for by the family for a long time, and peer group exchanges have become an important channel for the emotional output of the children left-behind in difficult situations. Minors' physical and mental development is not yet matured. Their ability to distinguish between right and wrong is weak, and they are vulnerable to corrosion of bad groups of their peers. This state of "poor law management and parental control" makes their crime have an element of subjective malice.

4. Policies, Resources and Emotions: A Three-Dimensional Path to Solving the Problems of left-behind Children in Distress

left-behind children in rural distress are the "blind spots" of urbanization and modernization, and "the problems that arise in development must be solved through further progress". With the deepening of the problem of modern social transformation, the problem of left-behind children in distress is ultimately the problem of "people", and it is necessary to work together from the policy dimension at the top design level, the resource dimension at the social service level and the emotional dimension at the family education level to build an effective social service system for left-behind children in distress, and to resolve deep contradictions by improving the social protection service transmission mechanism for left-behind children in distress with the participation of multiple subjects.

4.1 Policy Dimension: Improve the overall attention of children left-behind in difficult situations, and solidify the guarantee conditions for macro allocation

First, strengthen publicity and guidance. Carry out various forms of publicity and education activities, promote policies into the community, schools, and families, strengthen the awareness of the whole society to protect the rights of the child, strengthen the legal awareness of the family to perform its responsibilities and the responsibility of the government to lead and care for the whole people, create a strong atmosphere in which the whole society cares about the healthy growth of children, and increase the overall attention of left-behind children in distress; The second is to strengthen organizational leadership. Governments at all levels have established working mechanisms for government leadership, led by civil affairs departments and the Office of the Children's Work Committee, and departments such as education, public security, justice, human resources and social security, and health and family planning, as well as groups such as the Communist Youth League, the Women's Federation, and the Disabled Persons' Federation, to solidify the guarantee conditions for macroscopic allocation, and to jointly do a good job of safeguarding and caring for children left-behind in difficult circumstances. In particular, special attention should be given to legally protecting the educational rights, personal rights and property rights of rural left-behind children. Effectively take into account the principles of equality between men and women and children first into the formulation of laws, regulations, and policies, and enhance the timeliness and operability of laws and policies.

4.2 Resource Dimension: Improve the survival standard level of children left-behind in distress, and optimize the equal supply of social resources

Raise funds through multiple channels, establish a stable funding guarantee mechanism, and are compatible with the protection and care of left-behind children in distress. Fully mobilize social forces and charitable resources to actively participate, guide social capital investment, and provide more robust support for the protection of left-behind children in distress. In particular, children under the age of 16 who are unable to work, have no source of livelihood, and are incapable of supporting legal dependents should be included in the scope of assistance and support for the special hardship cases, and for children from families that suffer from sudden, urgent, or temporary basic living difficulties, temporary assistance means should also be implemented to raise the survival standard level of children left-behind in difficult situations. At the same time, for children in distress who meet the scope of medical assistance, children in distress and left-behind children in the preschool education stage and basic education stage should be targeted in the form of distance education and free education, and on the basis of optimizing the equal supply of social resources, they should achieve "reasonable tilt" to close the gap.

4.3 Emotional Dimension: Improve the sense of family belonging to children left-behind in difficult situations, and strengthen the practical impact of family education

left-behind children in rural distress are critical moments that are transforming their emotions and personalities and need spiritual nourishment. Only proper emotional guidance can ensure that the child thrives. In order to improve the effectiveness of children's expressive education, school education and family education are more disapproving. Therefore, in the process of emotional education for left-behind children, schools should pay special attention to the importance of family education, improve the sense of family belonging of left-behind children in difficult situations, strengthen the practical impact of family education, and let parents actively participate in the emotional education of left-behind children. On the basis of establishing a dedicated communication mechanism, parents and schools can detect the relevant dynamics of children. Only in this way can we understand the basic need of children's hearts in a timely manner, participate in the activities of educating the inner world of children left-behind in awkward situations, and achieve the improvement of educational effects.

5. Epilogue

Children are the hope of the family and the future of the country and the nation. Under the serious attention of the party and the government, the survival and development environment of the left-behind children in Rural China has been further optimized, and they have grown up healthily under the care of the family, the government and society. At the same time, some children are facing survival, development and safety problems due to family economic poverty, their own disabilities, lack of effective guardianship and other reasons, and some extreme incidents that impact the bottom line of social morality occur from time to time, which not only infringe on children's rights and interests, but also affect social harmony and stability, and are prominent problems that need to be properly solved in order to build a well-off society in an all-round way. Therefore, it is necessary to accelerate the formation of a pattern of guaranteeing left-behind children in difficult circumstances with family responsibilities, government leadership, and social participation, improve the classified child protection system that is compatible with the level of Economic and social development in our country, and build an effective social service system for left-behind children in difficult circumstances.

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