

Study on the Path of Social Work Intervention in Rule of Law Safety Education for Migrant Children

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Abstract: With the acceleration of urbanization in China, the scale of migrant children continues to expand. Due to the changes in their living environment, this group of children is exposed to various safety risks, such as traffic, network, food, etc., and they generally have insufficient self-protection ability and other problems. However, the current rule of law safety education for migrant children is constrained by multiple factors, such as family, school and society, and there are dilemmas such as uneven distribution of educational resources, single content, and insufficient attention from family and society, which urgently require professional social work intervention to improve the status quo. This study explores the paths and methods of social work intervention in the rule of law safety education for migrant children. In terms of the intervention path, a three-tier working model is constructed: casework addresses individual needs, solves psychological problems through one-on-one counselling, and develops a family rule of law education plan; group work is divided into groups based on age and gender, and carries out interactive activities such as lectures on legal knowledge, case discussions, and role-playing, to cultivate teamwork and awareness of the rule of law; and community work integrates resources to create a community rule of law safety education system through rule of law publicity, establishment of a multi-party platform for cooperation, and formation of a volunteer team. Community work integrates resources to create a community environment for rule of law education through rule of law publicity, building a platform for multi-party cooperation, and forming volunteer teams. Specific intervention strategies focus on stratification and innovation: for children of different ages, differentiated methods are used, such as game teaching, case analysis, and moot court; online education resources

are expanded with the help of technological means such as online platforms and WeChat; practical activities such as lectures on the rule of law and visits to the courts are carried out in conjunction with schools, the judiciary, and the community, so as to build a "family-school-community-society" programmed. School-community-society" three-dimensional education network. At the same time, it integrates mental health education and cultural adaptation services, pays attention to the special needs of migrant children, and fosters the rule of law thinking and problem solving ability. The study concludes that social work has effectively improved the rule of law literacy and self-protection ability of migrant children through multiple modes and comprehensive strategies, and improved the rule of law environment for their growth. However, there are limitations in the scope of the sample and the tracking period of the study, so it is necessary to expand the sample and carry out long-term tracking in the future, as well as to further improve the policy support and the coordination mechanism of multiple actors. Looking ahead, we expect more social forces to pay attention to the rule of law and safety education for migrant children, and to build the foundation of the rule of law for the healthy growth of migrant children through technological empowerment and professional service innovation, so as to help build a harmonious society.

Keywords: Mobile Children; Legal Safety Education; Social Work

1. Introduction

With the rapid progress of urbanization in China, the number of migrant children has shown a remarkable growth trend. According to an authoritative report released by the All-China Women's Federation, the size of China's migrant children has now reached a staggering 35.81

million. By 2020, the number of children of China's migrant population will be about 130 million, of which the number of migrant children will be even as high as 71.09 million[1]. This means that almost one out of every four children in our country is a migrant child. As a special social group, the growth of migrant children not only has a far-reaching impact on their personal future development, but also plays an indispensable role in the stability and harmonious development of society as a whole.

For children, security education in the rule of law is an indispensable part of their path to growth, especially for those on the move, who, because of the special nature of their living environment, are often exposed to more risks and challenges. Strengthening rule of law security education is therefore particularly important for children on the move. Through such education, it can help them to better understand and safeguard their legitimate rights and interests and to raise their awareness of self-protection, thereby ensuring their safety and promoting their healthy and all-round growth.

However, current support for rule of law security education for migrant children is not as good as it could be. Owing to a variety of factors, including family, school and social factors, many migrant children face many difficulties and challenges in receiving security education in the rule of law. This not only affects their personal growth and development, but also poses potential risks to social stability and harmony. Therefore, it is particularly urgent and important to explore effective social work intervention paths to improve the situation of rule of law safety education for migrant children. This study aims to propose practical social work intervention strategies and methods through in-depth analysis of the current situation and needs of rule of law safety education for migrant children, with a view to providing useful references and lessons for improving migrant children's awareness of rule of law safety and self-protection ability..

2. Analysis of the Current Status of Rule of Law Security Education for Migrant Children

2.1 Legal Security Needs of Migrant Children's Groups

Migrant children show greater needs in terms of safety awareness due to the fact that the urban

environment is significantly different from the rural environment they are familiar with, thus exposing them to more safety risks. The heavy traffic in cities and the complexity of signals and traffic signs often make it difficult for migrant children to quickly adapt to these traffic rules, which can easily lead to them becoming victims of traffic accidents. In addition, migrant children generally lack the necessary awareness of internet safety and food safety. Due to the lack of proper guidance and education, they are easily deceived by cyber frauds, as well as encountering problems in food safety, such as accidentally consuming unhygienic or expired food, which may have serious impacts on their health. Therefore, in order to protect these migrant children, it is necessary for all sectors of the community to make concerted efforts to provide more safety education and guidance, so as to help them better adapt to urban life and enhance their safety precautions.

In addition, migrant children have obvious deficiencies in their ability to protect themselves[2]. As they usually come from poorer families, their parents are too busy making a living to care about their children's safety education, which leads to a lack of the necessary self-rescue skills when they are in danger. For example, they may not be able to accurately judge the intentions of strangers when they are accosted or lured by them, and thus may easily fall into dangerous situations. At the same time, when facing natural disasters or emergencies, they often lack effective countermeasures, which puts their lives at serious risk. Therefore, strengthening education on the self-protection ability of migrant children and improving their self-rescue skills is also one of the problems that need to be solved urgently.

2.2 Existing Problems in Rule of Law Security Education

One of the most notable challenges to rule of law security education for migrant children is the uneven distribution of educational resources[3]. In cities, resources in public schools are often stretched, making it difficult for migrant children to attend school. At the same time, while private schools or schools specifically set up for children of migrant workers provide learning opportunities for these children, these schools are generally in poor condition and lack the necessary materials for rule of law education[4], as well as deficiencies in teacher qualifications

and a lack of professional teachers specializing in rule of law education. In addition, the content of the education is often too homogeneous, focusing mainly on explanations of legal texts, while neglecting to integrate legal knowledge with the practicalities of students' daily lives, resulting in a disconnect between the content of the teaching and the actual needs of the students. In terms of teaching methods, there is also a lack of sufficient interactivity and practicality, which makes it difficult for rule of law education to penetrate deeply into people's hearts.

In addition to the problem of the distribution of educational resources, families and society do not attach sufficient importance to security education on the rule of law. Parents of migrant children often find it difficult to find time to pay attention to their children's rule of law education because of their busy work schedules; at the same time, their knowledge of the law is relatively limited because of the limitations of their own cultural level. At the social level, rule of law education activities often lack continuity and systematicity, making it difficult to form an effective educational atmosphere. The role of the community in rule of law education, as an important link between the family and society, has not yet been fully exploited and utilized, which to a certain extent limits the popularity and depth of rule of law security education.

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3. Paths and Methods of Social Work Intervention

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The casework model for individual migrant children aims to provide them with customized services. The model focuses on dealing with psychological problems that migrant children may face, such as fear or misunderstanding of the law that arises when they are bullied at school or when their families experience major changes. Through one-on-one interviews, professionals help these children to eliminate unnecessary fears while developing a proper legal mindset. In addition, the casework model also seeks to address issues related to family education on the rule of law by communicating with parents, providing guidance on family education, and developing a rule of law education programmed tailored to each child.

The group work model focuses on facilitating interactive learning among migrant children through the organization of various group activities. The children are divided into groups according to their age, gender and learning ability, and a series of activities are designed, such as lectures on legal knowledge, case analyses and discussions, and role-playing. These activities are designed to foster teamwork and an awareness of the rule of law among migrant children, so that they can learn about the law and enhance their understanding of and respect for the law through group interaction.

The community work model focuses on integrating various resources within the

community in order to create an environment conducive to rule of law education. Through a variety of rule of law publicity activities, community residents are made more aware of the rule of law, thereby providing a safer and friendlier environment for migrant children to grow up in. In addition, the community work model cooperates with schools, enterprises and social organizations to jointly carry out rule of law education activities, in order to ensure that rule of law education is comprehensive and effective. At the same time, community rule of law education volunteers have been established to provide legal advice and counselling to migrant children, ensuring that they can receive timely help and support when they encounter legal problems.

3.2 Specific Intervention Strategies and Methods

Social workers use a variety of methods to implement safety education programmers on the rule of law, with the main aim of providing a platform for migrant children to learn about the law. Understanding the different ages and cognitive levels of the children, the social workers divide the children into different groups so that they can be taught about the law in a more targeted manner. For example, for children in the lower primary grades, social workers will use games and story-telling to impart general legal knowledge to them in a lively and interesting way, so as to stimulate their interest in legal knowledge. For upper primary school students and junior secondary school students, social workers will adopt more in-depth teaching methods such as case studies and moot courts to help them understand and grasp the relevant laws and regulations in a more comprehensive manner. In addition, case counselling is also a way for social workers to pay attention to the individual needs of migrant children, and through one-on-one counselling and support, they help these children to solve the problems they encounter in their studies and lives. In terms of community activities, through the Rule of Law Cultural Festival and the formation of volunteer teams, social workers endeavor to raise residents' awareness of the rule of law, and to create a good rule of law environment that is more conducive to the healthy growth of migrant children.

In addition to the methods described above, social workers actively use modern

technological means, such as web-based platforms and social media, to provide online rule of law safety education resources for migrant children. Special websites and WeChat public numbers have been created, and legal knowledge and case interpretations are regularly posted so that children can learn anytime, anywhere. At the same time, these platforms have served as a bridge for parents and children to exchange legal issues, enhancing the atmosphere of the rule of law within the family.

In addition, social workers work with schools, communities, the judiciary and other parties to build a three-dimensional network of rule of law safety education for migrant children. Judges, lawyers and other professionals are invited into schools to conduct rule of law lectures and counselling activities for children, providing authoritative legal guidance. At the same time, social workers also encourage migrant children to participate in social practices, such as visits to courts, procuratorates and other institutions, so that they can experience first-hand the rigor and fairness of legal work, and thus have a greater respect for and compliance with the law.

Through the implementation of these specific intervention strategies and methods, social workers have provided migrant children with an all-round, multi-level safety education system on the rule of law, which not only improves their legal awareness and self-protection ability, but also makes a positive contribution to social harmony and stability.

In this system, social workers also pay special attention to the fun and interactive nature of rule of law education, designing a variety of interactive games and role-playing activities to enable children to learn about the law through participation, thus fostering respect for and interest in the law in a relaxed and pleasant atmosphere. They also organize legal knowledge competitions and debates on a regular basis to stimulate children's thinking and expression skills while deepening their understanding of the law. In addition, social workers strengthen communication with parents through home visits and parents' meetings, helping them understand how to guide their children to learn about the law in their daily lives, so that they can work together to create a favorable environment for their children's education in the rule of law.

In the implementation of rule of law safety education, social workers have also paid particular attention to the special problems that

migrant children may face, such as language barriers and cultural differences, and have helped these children to better integrate into the community and reduce problems arising from their lack of adaptation to the environment through the provision of interpreter services and culturally adapted education. At the same time, a series of mental health education activities have been carried out to help migrant children build up their self-confidence and overcome their sense of inferiority, so as to promote their mental health and emotional development.

Social workers also realize that rule of law safety education is not just about imparting legal knowledge, but more importantly about developing children's rule of law thinking and problem-solving skills. Therefore, critical thinking training and decision-making skills development are integrated into educational activities, so that children are able to analyse problems rationally and make reasonable judgements and choices when faced with them. Through these comprehensive educational methods, social workers help migrant children to grow up healthily within the framework of the rule of law and to become law-abiding and responsible citizens.

Through these efforts, social workers have not only provided migrant children with an all-encompassing, multi-level education system on the rule of law and safety, but have also made an important contribution to the harmony and stability of the community as a whole. Their work not only raises the legal awareness and self-protection abilities of migrant children, but also lays a solid foundation for the long-term development of the community.

3.3 Evaluation of the Effectiveness of the Intervention

In order to comprehensively assess the effectiveness of the project in enhancing migrant children's awareness of the rule of law and safety as well as their self-protection capacity, a variety of research methods such as questionnaires, interviews and observations were used. These methods provided insight into the impact of the project from different perspectives.

The questionnaire survey was specifically designed to cover a number of dimensions, including knowledge of the rule of law, safety awareness and self-protection skills, to ensure a comprehensive assessment. The results of the survey show that there has been a significant

increase in the level of knowledge and awareness of migrant children in these areas. Specifically, the knowledge of the rule of law has grown from 40 per cent to 75 per cent, indicating that the children have a deeper understanding of the law. In terms of awareness of adherence to traffic safety rules, it has increased from 60% to 85%, indicating that children are more safety-conscious in their daily travels. Awareness of internet safety also increased from 30% to 60%, with children being more cautious when using the internet and able to identify and avoid potential risks. Self-protection skills have even increased from 45 per cent to 70 per cent, with children being able to protect themselves more effectively in the face of dangers and challenges.

Interviews provided insights into the learning process of migrant children and their personal feelings. Feedback from parents and teachers shows that the children have made significant improvements in their awareness of the rule of law and their daily behavior. They not only learnt about the law in the classroom, but were also able to apply what they learnt in their daily lives. In addition, through the observation method, it has been noted that migrant children have become more observant of various rules in their daily lives, and that they have actively participated in rule of law publicity activities, demonstrating a good sense of civic awareness and social responsibility. These activities not only enhance their concept of the rule of law, but also make them aware of their responsibilities and duties as members of society.

4. Conclusions and Outlook

4.1 Summary of Findings

Social work has achieved remarkable results in rule of law safety education for migrant children. Guided by the theory of ecosystems and employing a variety of working models and methods, the project has not only enhanced the rule of law literacy of migrant children, but also significantly improved the rule of law atmosphere in their living environment.

4.2 Limitations of the Study and Directions for Future Research

The sample of this study was limited to migrant children in a specific region and the time of the study was limited, so it was not possible to track the long-term effects. Future research could

expand the sample and conduct long-term tracking studies to further deepen the understanding of social work intervention in rule of law safety education for migrant children.

4.3 Prospects for the Future Development of Rule of Law Security Education for Migrant Children

It is expected that in the future, more social forces will pay attention to the rule of law and safety education for migrant children, improve the policy support system, and enrich the means of social work intervention, so as to build a firm foundation of the rule of law for the healthy growth of migrant children.

The role of social work in rule of law safety education for migrant children will become increasingly prominent. Social workers will make use of their professional knowledge and skills to provide more comprehensive and in-depth services to mobile children. In the future, social workers will not only focus on learning about the rule of law for migrant children, but will also pay more attention to their mental health and social integration. Through psychological counselling and group activities, they will help migrant children solve the psychological problems brought about by changes in their living environment and their low awareness of the rule of law, and enhance their self-confidence and social adaptability. Cooperation with families, schools and communities has been strengthened to form a closer educational network, working together to create a favorable environment for the growth of migrant children. They communicate closely with parents, provide guidance on family education, help parents to establish a correct concept of rule of law education, and increase parental participation in their children's rule of law education; they cooperate with schools to carry out rule of law education programmes and

activities, and to enrich the form and content of rule of law education in schools; and they cooperate with the community, integrating community resources, and carrying out community rule of law awareness-raising activities, so as to create a favorable rule of law atmosphere.

Rule of law safety education for children on the move requires the joint efforts of all sectors of society. It is believed that, with the joint promotion of technological empowerment, policy synergy and professional social work services, mobile children will be able to receive more high-quality and efficient rule of law and safety education, and their awareness of the rule of law and self-protection capabilities will continue to improve, laying a solid foundation for their healthy growth and future development, and contributing positively to the building of a more harmonious society governed by the rule of law.

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