

# ***Rooted Construction of an Educational System for New Generation Migrant Workers Returning to Rural Areas for Entrepreneurial Integration***

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**Abstract:** In China, the rural population constitutes a significant proportion, with nearly 200 million new-generation migrant workers predominantly concentrated in urban areas. Against the backdrop of imbalanced urban-rural development, both these migrant workers and cities face substantial pressures. The Rural Revitalization Strategy aims to accelerate rural industrial integration and optimize the allocation of migrant labor; however, practical challenges persist. To effectively resettle rural labor forces and alleviate urban population pressure, this paper employs grounded theory to analyze 33 articles and constructs an educational system for new-generation migrant workers returning home to start businesses. This system is structured around four dimensions: goal orientation, environmental support, curriculum content, and assessment evaluation. It not only provides essential services and motivation for entrepreneurial endeavors but also serves as a crucial requirement for promoting industrial integration, rural revitalization, and modernization.

## **1. Introduction**

Rural industrial integration, as a means to enhance farmers' income, agricultural efficiency, and rural prosperity, has given rise to numerous new business models. These models provide ample opportunities for the new generation of migrant workers to return and engage in entrepreneurship in rural areas, thereby creating a demand for returnee entrepreneurship education. Implementing such education aligns with the national "Widespread Entrepreneurship and Innovation" strategy (WEI), which relies heavily on entrepreneurial education. Focusing on this specific demographic enriches and advances the WEI strategy. This initiative facilitates high-quality employment in the new development phase and addresses the livelihood and development issues faced by migrant workers. By aligning returnee entrepreneurship education with rural industrial integration needs, it accelerates this process, enhances entrepreneurial enthusiasm, speeds up industrial integration, injects new momentum into the rural economy, and provides fresh impetus for the implementation of WEI strategy.

## 2. Issues

### 2.1. Inadequate Promotion and Insufficient Effort by Management Authorities

In recent years, the government has introduced policies across various domains such as finance, management, industry, training, and services to support migrant workers returning home to start businesses. These initiatives are closely integrated with rural revitalization efforts. Local governments at all levels have actively responded by formulating corresponding measures. The aim of these policies is to stimulate employment through entrepreneurship, promote rural industrial integration, and assist migrant workers in achieving rural revitalization—demonstrating the government's strong commitment to this cause. However, due to insufficient publicity and limited coverage, some high-quality policies have not been effectively implemented in a timely manner.

### 2.2. Mismatch Between Rural Entrepreneurship Education Supply and Entrepreneurs' Intrinsic Needs

Current rural entrepreneurship education primarily focuses on promoting government support policies and providing information related to entrepreneurial projects, which has somewhat encouraged migrant workers to return home for entrepreneurship. However, there is a lack of training in legal knowledge, business management, and technical skills necessary for the new generation of migrant workers during their entrepreneurial endeavors. Most courses and theoretical explanations are of low quality and have limited social recognition; the support for technical guidance needs enhancement, and the participation level of returning migrant workers requires improvement. Additionally, current educational formats mainly consist of experience-sharing sessions from successful entrepreneurs, while formal and systematic entrepreneurship skill lectures are scarce.

## 3. Data Analysis

### 3.1. Open Coding

Based on the Grounded Theory, a search was conducted in the China National Knowledge Infrastructure (CNKI) database using keywords such as "new generation migrant workers," "entrepreneurship education system," and "rural industry integration" for relevant literature from 2014 to 2023. A total of 65 academic papers were identified. After screening abstracts, 33 papers were selected as samples for this study. Through comprehensive reading and in-depth analysis of these final 33 articles, we extracted 19 related concepts and performed open coding on them. These concepts include moral ideology, situational policy, entrepreneurial spirit, entrepreneurial quality, financing amount, financing channels, infrastructure, feasibility analysis, risk control, accounting basics, marketing skills, human resource management, entrepreneurship competitions, enterprise visits, virtual companies, course examinations, entrepreneurial performance, social benefits and student satisfaction feedback. Next, these 19 basic concepts were categorized and summarized, resulting in seven categories, including entrepreneurial quality education, entrepreneurship education, entrepreneurial environment design, entrepreneurial skills education, entrepreneurship practice courses and entrepreneurship education student exams.

### 3.2. Axial Coding

The categories derived from open coding possess inherent logical relationships, making the

primary task of axial coding to identify these connections. We organized, classified, refined, and simplified the seven categories extracted in the first phase to establish four main categories for the entrepreneurial education system for returning migrant workers: target positioning system, environmental support system, curriculum content system, and assessment evaluation system.

### **3.3. Selective Coding**

The objective of selective coding is to integrate, refine, and organize the categories generated during open and axial coding stages to construct core categories and form a final theoretical model. Based on the previous stage's axial coding results, we ultimately identified that the core components of the entrepreneurial education system consist of four aspects: target positioning system, environmental support system, curriculum content system, and assessment evaluation system.

## **4. Establishment of an Educational System for Returning New-Generation Migrant Workers**

### **4.1. Construction of the Target Positioning System**

The government should establish a scientific concept of entrepreneurial education to cultivate talents with innovative spirit and practical abilities. In addition to imparting entrepreneurial knowledge and skills, it is essential to enhance the moral standards, personal qualities, social responsibility, and comprehensive capabilities of the new generation of migrant workers to promote development in rural economic, cultural, social, and ecological fields.[1] Local rural government departments should tailor policies based on regional specifics to improve support systems for returning migrant workers' innovation and entrepreneurship. Greater support and subsidies should be provided for high-end service industries, e-commerce enterprises, and green industries. Additionally, guiding the new generation of migrant workers in understanding and utilizing these policies will help them independently enhance their entrepreneurial qualities.

By fostering their entrepreneurial spirit and qualities while disseminating relevant knowledge, we can encourage them to venture boldly into new areas—achieving industrial integration and rural revitalization. They should actively practice core socialist values from innovative thinking to honest business practices; from teamwork to risk management; every step is crucial. This approach enables the new generation of migrant workers to become key drivers of rural economic growth while collectively advancing beautiful countryside construction.[2]

### **4.2. Construction of Environmental Support System**

In the context of industrial integration, the entrepreneurship of new-generation rural workers returning to their hometowns is a complex systematic project, which requires a loose and strong policy environment and effective government support and supporting services, otherwise first-time entrepreneurs will face a high failure rate. Rural governments at all levels should establish an organizational structure to support new-generation rural workers returning to their hometowns to start their own businesses, including financial, fiscal, tax, industry and land support. For example, encouraging business start-ups in the hometowns through cash incentives and providing policy concessions according to the size of the projects; and we provide more substantial policy support and subsidies to enterprises with special characteristics, such as those in the medium-to-high end service industries, e-commerce enterprises and the green industry. In response to the problem of financing difficulties, it is recommended that channels be broadened, the amount of financing be increased, and the scope of financing guarantees be expanded through credit guarantee instruments, such as rural collective land contracting rights and the right to use homesteads, in order to enhance

credit support. At the same time, the establishment of a special fund for returning to the hometown to start a business guaranteed by the government, and the establishment of corresponding funds according to the characteristics of different projects, to reduce the risk and attract the attention of social capital. The construction of a multi-level financial service system, in which rural credit unions serve as the leading force, commercial banks provide comprehensive financial products and services, and microfinance institutions fill in the gaps in formal financial channels, has jointly improved the coverage and accessibility of financial services, thereby promoting rural economic prosperity and social stability.

### 4.3. Construction of Course Content System

The content system of the curriculum for the education of new generation of migrant workers returning to their hometowns for entrepreneurship consists of two parts: entrepreneurial skills education and entrepreneurial practice courses.

Entrepreneurial skills education covers legal and managerial training contents such as entrepreneurial project selection, feasibility analysis, risk control, basic accounting, marketing skills and human resource management. As the entrepreneurial process is full of creativity and innovation, the training content should be designed to build a dynamic learning system based on the above elements, or to establish a case teaching-centered model through a guided learning style. Specific problems are analyzed through typical cases to improve technical guidance. In the context of industrial integration, “Internet+” technology is widely used in all kinds of entrepreneurial programs. However, according to a survey by Lin Yongmin (2020), less than 10% of rural migrant workers in Hebei Province can operate through the e-commerce platform, and most of them still rely on the traditional sales model, and the lack of professional technology limits their innovative ability and development potential.[3] In order to solve this problem, it is necessary to optimize the links, improve the level of training and explanation and enhance the participation of returning migrant workers. First, research should be conducted on the new generation of migrant workers, focusing on those with specialties, and detailed files should be set up to categorize and record their needs, while encouraging them to participate in learning and training. Second, according to the results of the survey, targeted training programs should be formulated, and the content should be carefully arranged, based on the principle of “making up for what is lacking and teaching what is needed”. In addition, in order to adapt to the irregular working hours of the new generation of migrant workers, teaching methods can be flexibly designed, such as the production of video links for cyclic playback, so that they can learn independently. Finally, in order to facilitate the participation of returning rural migrant workers in entrepreneurship training, learning can be centralized in vocational schools in counties (cities and districts), and educational activities can also be carried out in rural adult technical schools and secondary schools that are in a position to do so. At the same time, a number of education and training bases are being constructed in phases through public bidding, and the cultivation and support of teachers is being strengthened in order to realize the demonstration role and mainstay effect.[4]

Entrepreneurial skills education lays the foundation for the entrepreneurship practice course. The course consists of three modules, namely, entrepreneurship competition, enterprise visits and virtual company, and aims to cultivate the entrepreneurial concepts and practical experience of new-generation rural migrant workers, and to improve their ability to cope with and control risks. Their education is enriched through participation in various types of entrepreneurship competitions, study visits to selected county and township enterprises, and the use of Internet technology to promote live exercises in virtual companies. In addition, the course focuses on the application of “Internet+” in primary industries such as agriculture, expanding the industrial chain and extending

the value chain through Internet thinking to promote the integrated development of rural industries. At the same time, through simulation training targeting weak areas, agricultural skills and Internet technology are combined to comprehensively improve the quality and ability of the new generation of migrant workers to return to their hometowns to start their own businesses. These measures have effectively met their multi-level needs and further improved the education system for returning home to start businesses.[5]

#### 4.4. Construction of Assessment and Evaluation System

Construct the assessment and evaluation mechanism of entrepreneurial quality to improve the quality of training. The assessment and training aims to connect lectures and practical applications, promote communication and feedback between teachers and new generation of migrant workers, effectively transfer entrepreneurship course information and skills, and improve their entrepreneurial ability. Ma Shiliang (2020) pointed out that the current lack of evaluation mechanism for rural youth entrepreneurship quality cultivation affects the guidance, supervision and standardization of universities, and fails to provide direction for the “government-industry-academia-research” cooperation model. Therefore, the construction of assessment and evaluation system should be emphasized. A set of scientific and reasonable course evaluation system should follow the law of curriculum, match with the teaching method, and cover the three links before, during and after the course.[6]

On the one hand, referring to and drawing on the practices of western countries in cultivating and assessing the entrepreneurial qualities of young students, we should optimize the current evaluation principles, methods as well as evaluation index system. This process involves two parts: entrepreneurship education student examination and entrepreneurship education organization assessment. The examination of entrepreneurship education students needs to comprehensively assess the curriculum knowledge, entrepreneurial performance and social benefits; while the assessment of educational institutions focuses on student satisfaction feedback, aiming to standardize the behavior of educational institutions, so as to create a favorable social atmosphere conducive to the entrepreneurship of the new generation of rural migrant workers returning to their hometowns.

On the other hand, it is to build a diversified team of evaluation subjects. Multi-subject evaluation can scrutinize the problem from multiple angles and aspects, and promote the improvement of entrepreneurial quality of the new generation of migrant workers more efficiently. Specifically, all parties can be invited to participate in providing feasible suggestions for new-generation rural migrant workers returning to their hometowns to start their own businesses, so as to promote the role of rural entrepreneurship education in maximizing the spillover effect of human capital.

#### 5. Conclusion

This paper designs an education system for the new generation of migrant workers returning home to start their own businesses based on the rooting theory. Through an in-depth study of 33 literatures on entrepreneurship education and the use of three-stage coding technique, 19 subcategories were refined, including moral ideology, situation policy, entrepreneurship and so on. These subcategories cover the key issues and important activities of returning entrepreneurship education. Subsequently, these 19 subcategories are summarized into four main categories: goal orientation system, environmental support system, curriculum content system and assessment and evaluation system, so as to construct a complete framework of entrepreneurship education for the new generation of migrant workers returning to their hometowns.

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