
| RESEARCH ARTICLE

Exploring the Path of Social Welfare Organizations' Participation in Community Children's Education --Taking Baoji's "Star Wish" Program as an Example

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| ABSTRACT

For a long time, children's education has been mainly focused on school education and family education, while the community, as an important place for children to live and grow up, is often neglected, resulting in the lack of community education function. Take the "Star Wish" program implemented by Baoji Sanlian Social Work Service Center (hereafter: Sanlian Social Work) as an example. We analyze and consider the effect of public welfare organizations' participation in community children's education from the implementation of the program. We need to improve the related facilities further, increase publicity, improve the relevant policy system to make it more reasonable, and increase cooperation among schools, families, and communities to form a joint effort in education.

| KEYWORDS

Public welfare organizations; community activities; children's education.

| ARTICLE INFORMATION

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1. Introduction

Social welfare organizations often work on the ground, providing immediate support and resources to communities in need, thereby addressing immediate needs and working towards long-term solutions. (Ijon, 2024) Children are the future of the motherland, and children's education is related to the realization of the Chinese dream and the hope for the development of the country and the nation. In recent years, the community has become the main place for children's activities in addition to school and family, and the educational function of the community, as one of the functions of the community, is of great value to the improvement of the comprehensive quality of the residents in the community. Therefore, community education is of great significance to the healthy growth and development of children in the community. From the perspective of social public welfare organizations' participation in community children's education, taking Baoji Sanlian Social Worker as an example, we aim to explore a path of community children's education and call for more people to pay attention to the educational role of the community for children, which is closely related to children's growth, and to pay attention to the community's educational function so that we can enrich the research perspectives of community children's education and the form of service, which has an important significance for the promotion of localization of social public welfare organizations. This is of great significance in promoting the localization of social welfare organizations.

2. Significance of the study and research methodology

2.1 Significance of the study

2.1.1 Theoretical Significance

Through reviewing relevant information, we found that compared with foreign research on community education, China began relatively late, and the content of research related to it is also very little. Most of the research on the community from the community itself and did not pay attention to this aspect of community children's education, so this paper is from the perspective

of the participation of social public welfare organizations in the community of children's education, as an example of the Baoji Triple Social Worker, aims to explore a path of community children's education, and calls on more people to pay attention to the community closely related to children's growth for children's education, attention to the role of community education. Therefore, this paper starts from the perspective of social welfare organizations' participation in community children's education, taking Baoji Sanlian Social Worker as an example, and aims to explore the path of community children's education and call for more people to pay attention to the educational role of the community for children which is closely related to children's growth, and to pay attention to the educational function of the community, so as to enrich the research perspectives on community children's education and the form of service, which is of great significance for promoting the localization of social welfare organizations.

2.1.2 Practical significance

According to the author's social practice in Baoji Longshan Yaju internship, the study of community children's education, firstly, can enrich and improve the form and connotation of community education, make up for the shortcomings of school and family education, help parents to reduce the burden, provide professional community education services for children in the community, and alleviate the trouble of children's vacation time arrangement; secondly, social public welfare organizations are involved in children's community education, and through professional education, it is important to promote the localization of social public welfare organizations. Secondly, the participation of social welfare organizations in children's community education is conducive to comprehensively meeting the educational and growth needs of children in the community in a professional way, making up for the shortcomings of traditional education methods. Thirdly, the study of children's education in the community is conducive to calling on the whole society to pay extensive attention to children's healthy growth and education and to promote children's learning and growth. Through research and analysis of the roles and shortcomings of public welfare organizations in participating in community public affairs and handling related work, we will promote the development of community public welfare organizations themselves.

2.2 Research Methods

2.2.1 Literature Research Method

Through searching and drawing on relevant literature on community children's education at home and abroad, as well as searching for relevant journals and articles through Knowledge.com and collecting, organizing, and statistically analyzing them, we can provide information guarantee for the research of this thesis as well as provide ideas and directions for the writing of this thesis.

2.2.2 Practical Observation Method

Through practical observation in Baoji Sanlian, I directly participate in the activities, record the daily learning, recreation, and interpersonal interaction of the community children in various situations, and at the same time, study and analyze the growth and changes of the children involved.

2.2.3 Questionnaire Survey Method

In the course of the internship, in order to analyze the needs of community children's education, the author designed relevant questionnaires together with social work professionals and analyzed the questionnaires statistically so that the results obtained could be applied to the subject research.

3. Implementation of the "Star Wish" Program

3.1 Introduction of Baoji Sanlian Social Workers

Founded in 2015, Baoji Sanlian Social Work Service Center is the first professional social work service organization in Baoji City, Shaanxi Province. Led by scholars engaged in research, social work supervisors, and senior public welfare people, the team is composed of social workers as the core, psychological counselors, physicians, nurses, professional managers, and other caring members of society. Since the establishment of the Baoji Sanlian Social Work Organization, based in the city, rooted in the community and children's welfare institutions in the city, county (district), the implementation of professional social work projects for more than 30, mainly in children and youth social work and social work for the elderly, the cumulative implementation of various types of activities for hundreds of times, the participation of more than 10,000 people, the "Star Wish" program is one of the public welfare activities organized by Baoji Sanlian, which is the most effective way to help the children and youth in need. The "Star Wish" program is one of the public welfare activities organized by Baoji Sanlian, which is of great significance in the public welfare activities of Baoji City.

3.2 Overview of the "Star Wish" Program

3.2.1 Background of program implementation

In 2017, Sanlian social workers carried out the "Star Wish" program - the social work service project of community children's enlightenment in Chinese studies and comprehensive interest guidance in the newly built housing project communities in Baoji

City, actively guiding the community and families in the methods and concepts of children's education, so as to form a benign community education. The 2018 Longshan Yaju "Star Wish" program is a social work service project carried out by Baoji Sanlian Social Workers on the basis of the successful implementation of the "Star Wish" program in 2017, drawing on past experience and applying professional social work methodology to carry out social work services for children's education in the community. Based on the successful implementation of the "Star Wish" program in 2017, Baoji Sanlian Social Worker utilizes professional social work methodology and carries out professional social work services for community children's education. The "Star Wish" project is a brand project of the youth and children's social work of the Sanlian Center. Continuing to promote the project can further consolidate the effectiveness of the service, meet the needs of community families for children's education, and promote community harmony.

3.2.2 Project Objectives

Overall goal: Through the development of the youth "Star Wish" growth challenge training camp and the "Star Wish" classroom, firstly, children are guided to learn problem-solving methods and ideas, and their needs for leisure and entertainment, interpersonal communication, and learning are met. Secondly, it creates communication opportunities and an atmosphere for the community, encourages community residents to actively participate in community children's education activities, strengthens parent-child interaction, and creates a harmonious family atmosphere.

Specific process goals: first, plan to recruit 40 children to participate in the activities and successively carry out three thematic activities in the community; second, through the form of lively and interesting games, further complete the education of life consciousness, the education of the value of life, and the education of interpersonal communication; third, offer seven courses to consolidate the cultural knowledge of the community's children, and cultivate children's interest in learning.

3.3 Overall Organization of Activities

The "Star's Wish" program lasted three months and consisted of two parts: first, the "Star's Wish" children's life growth education activities, and second, the "Star's Wish" classes. Courses are offered in English, Go, painting, dance, Chinese studies, the origin of life, and parent-child time for children.

3.3.1 "Star's Wish" children's life growth education activities

There are three phases of the "Star's Wish" Life Growth Challenge Camp, the first of which is designed to allow children in the community to come into contact with each other, to get to know each other, and to have a preliminary understanding of each other's members, to establish safe and trusting team relationships, and to build team cohesion and a sense of belonging. The purpose of the second phase is to enable students to communicate and unite in a lively atmosphere and to harmonize the relationship between teammates; the purpose of the third phase is to help assist the partners in carrying out deeper exchanges, and each phase guides children to participate in the interaction through small games to achieve the goal.

3.3.2 "Star Wish" classroom

The "Star's Wish" course is the focus of this program, which is designed to promote the cultivation of community children's interest in the course, reduce the learning pressure on community children, strengthen parent-child interaction, and create a good community atmosphere through the provision of appropriate courses. The program is scheduled to be completed in two months. There are seven courses, including English for children, Go, painting, dance, Chinese studies, the origin of life, and parent-child time. Through the reality show, the World Cup, and other interesting topics, to increase the fun and practicality of the course, improve children's ability to speak English, and exercise the children's active thinking; at the same time, the national enlightenment education into the community building, and actively guide the community families to form a positive community atmosphere. Again, understand the preciousness of life and cherish life; invite children's parents to actively participate; set up parent-child games for children and parents to complete together; and promote emotional communication between children and parents.

3.4 Effectiveness of social welfare organizations' participation in community children's education

Since the launch of the program, the influence of the social workers of Sanlian in the community has been expanding. In the beginning, the community residents had little knowledge of the program, but now, the various activities held by Sanlian have become an important part of the lives of the residents. Through rich content and forms, the program has met the children's needs in various aspects and has also given good play to the educational function of the community. It is mainly manifested in:

3.4.1 Satisfying the multifaceted needs of children

Since the participation of social welfare organizations in community children's education, the various activities carried out in the community have been of great help in cultivating children's interest in learning, enriching children's after-school lives, perfecting the children's educational knowledge system, and establishing parent-child relationships. At the same time, the activities also provide a good platform for the development of community children, helping them to develop good habits of living and learning,

correcting their ideological and behavioral deviations in the process of growing up, and helping them to establish a correct worldview, outlook on life and values.

3.4.2 Opening the door to children's socialization

Mr. Tao Xingzhi said, "Life is education, society is school." Real education is to face society and socialize with people. "Star's Wish" attaches great importance to this and arranges a large number of interactive and expressive sessions in the curriculum of the program, in which children learn to express their own ideas, learn the skills of communicating with others, and the basic etiquette of social interaction, and are taught to know how to be humble, share and cooperate, thus opening the door to social interaction for children in the community.

3.4.3 Making up for the shortcomings of school and family education

Interest is the best teacher. SFU organizes various forms of activities so that children can discover their own interest in learning and take the initiative to master knowledge. No longer sticking to the traditional forms and ways of teaching, teaching is fun so that children can learn the knowledge and skills they are interested in through entertainment.

4. The Realistic Dilemma of Social Public Welfare Organizations' Participation in Community Children's Education

Good children's education is to fully activate the children's body towards the surrounding world's sensibility and let them fully stretch themselves without realizing it. The "Star Wish" project organized by Baoji Sanlian Social Workers is successful on the whole, which meets the needs of children in the community for learning, recreation, parenting, and friendship to a certain extent, improves children's participation, attracts children with diverse contents, and inadvertently improves the community's educational function for children. However, in the process of participation, some drawbacks are still exposed, which need to be reflected upon.

4.1 Incomplete reserve of educational supporting facilities

First of all, there is a lack of hardware facilities needed to carry out educational activities. Most of the venues for social welfare organizations to carry out community education activities are chosen to be carried out within the community, making use of the existing venues and resources in the community to carry out the activities. The community does not have a special place for children's education and learning as well as related hardware facilities, the indoor activities provided by the community site is temporary, such as other activities need to be replaced if the need for the site; second, the lack of investment in education funds, social welfare organizations have a certain degree of public welfare, so there is a shortage of funds, and its investment in education materials also has a certain limit, according to the author's observations during the volunteer service period. According to the author's observation during the period of voluntary service, among the seven courses offered, only the Weiqi course provides Weiqi for all the children, and the other courses do not provide textbooks, and the knowledge taught is copied by the children or memorized in the classroom, which does not satisfy the children's needs for learning materials; again, the lack of input from professional staff, due to the limited staff strength of the social welfare organizations, and the insufficient number of teachers hired and the lack of professionalism, the project service activities are often different from the expected results. The results are often different from those expected.

4.2 Incomplete and ineffective education follow-up service system

In the activities carried out by social welfare organizations, the education of children in the community has a certain period of time, which is relatively short, and after the completion of the project, the social welfare organizations will move to the next activity site or plan to carry out another project, and they do not have a complete system of reviewing the knowledge of the community children's education projects carried out, and there is a lack of follow-up services. On the one hand, children forget what they have learned, and if they do not consolidate their memories in a timely manner, it is difficult to satisfy their long-term needs; on the other hand, the children involved are generally younger, and they are interested in the amusement of the game itself but do not think about the educational nature of the game, and they do not maintain some of the good qualities and social skills learned during the game, so it is difficult to form long-term relationships with the children in the community through the education activities organized by public welfare organizations. Therefore, the educational activities organized by social welfare organizations are difficult to form a long-term benign influence on children in the community, and their effectiveness is insufficient.

4.3 Inadequate publicity

Taking Baoji Sanlian Social Work Service Center as an example, firstly, it has not set up a special official website and URL, which makes it difficult to form a self-branding effect, resulting in less influence; secondly, the publicity channels are narrow and weak, and the main means of publicity at present are only WeChat public platform, microblogging platform, etc., which is low in publicity and promotion; thirdly, the media publicity is insufficient, and taking the social workers of Baoji Sanlian as an example, checking the relevant information. The media that have reported on Sanlian's work are fewer, and most of the media are within Baoji City, the scope and breadth of publicity is not enough.

4.4 School, family, and community education cannot effectively cooperate with each other. Education is an eternal topic for all mankind. China has emphasized family education since ancient times, and family education occupies a very important position in the cultivation of talents and guiding the life path of domestic talents.^[2] In the “Program for the Development of Chinese Children (2001-2010)” issued by the Chinese government, it is clearly stated that it is required to give full play to the respective educational advantages of schools, families, and communities to form a synergy of education and promote children's development. In practice, however, schools, families, and communities operate independently. Schools do not publicize and guide the educational functions of the community, and schools have more class hours more homework; children go home with heavy homework tasks, children lack time to participate in community education activities and do not have an awareness of participation; most parents focus on their children's test scores, and everything is done with the purpose of improving academic performance, and there is a lack of understanding of the activities; at the same time, there is insufficient publicity on the activities held in the community, and there is no agreement with schools and families on the time schedule, leading to a lack of understanding. At the same time, the publicity of the activities organized by the community was insufficient, and the time schedule was not agreed upon with schools and families, resulting in low participation in the program activities.

5. Paths for social welfare organizations to participate in community children's education

5.1 Improve relevant supporting facilities

Infrastructure affects the implementation of educational administration and planning programs in educational institutions and affects the academic performance of educational administration and regulation students.^[3] Consequently, social public welfare organizations need to communicate effectively with community staff before carrying out activities, actively seek community cooperation, and strive for the support of community staff to provide a fixed place for education; secondly, to improve the number of professionals, the government should vigorously support the development of social public welfare organizations, establish a staff career development mechanism, a resource support system, and implement a staff treatment guarantee mechanism, by obtaining the relevant vocational level. Secondly, the government should vigorously support the development of social welfare organizations, establish staff career development mechanisms and resource support systems, and implement staff treatment guarantee mechanisms. Social welfare organizations can set up positions with government subsidies to recruit on their own, attracting young people to join them, again, broaden the source of funding channels; in addition to increasing government funding, social welfare organizations can also use their own public interest advantages to attract social investment, make full use of modern network technology to promote the work of community-based children's education, for example, through the radio, television, newspapers and magazines, the Internet and other media to publish fund-raising information, can also organize charity events for the public, and can also be held for the public. They can also organize charity performances, charity competitions, charity sales, charity exhibitions, charity auctions, and charity evenings for the public to raise funds. Of course, it is also necessary to strengthen the control of the funds raised and promote transparency in the flow of funds. Special organizations can be set up to manage the funds, specify the source, flow, and use of the funds, and make them public on a regular basis.

5.2 Increase the publicity of social welfare organizations' participation in community children's education.

First, in the means and forms of publicity, community residents should be used in a pleasant way, develop their own official website, improve the organization's information, cross-regional publicity, use a variety of emerging media to preach exhibitions, distribution of printed pamphlets, the production of posters, and carry out regular hands-on publicity activities, etc., to enrich the means of publicity, channels, to attract the broad participation of community residents, understanding, and to achieve the optimal use of publicity resources and the best results. Optimize the use of publicity resources and achieve the best results. Second, in terms of publicity content, increase the push of articles, take into full consideration the cultural level of community residents when preparing the content, focus on the publicity of knowledge related to social work, innovate the content, differentiate from the previous terminology, and use in-depth and easy-to-understand language to publicize the work in a lively form, so as to stimulate the community's interest in the work of social welfare. Thirdly, drawing on other successful cases and using facts to prove competence, we actively publicize to community residents the nature of the work of social welfare organizations, their working philosophy and methods, and vigorously publicize the public welfare nature of their work in an effort to leave a good reputation in the hearts and minds of community residents, and to increase community residents' knowledge of and acceptance of social welfare organizations.

5.3 Improve the construction of the relevant policy system and make it more rationalized

The legalization and rationalization of the participation of social welfare organizations in community children's education is an important part of guaranteeing the smooth running of the work and seeking external support. Establish laws and regulations regarding the participation of social welfare organizations in community children's education. First of all, we should formulate laws and regulations specifically for children's community education from the actual situation; that is, community education for children is obligatory and needs the support and participation of the whole society, and its laws and regulations should cover the rights and obligations of children in the process of participating in the activities in the community in an all-round way, as well as personal safety issues and many other aspects. Secondly, we also need a special social welfare organization involved in community children's

education code of conduct or regulations in order to regulate the specific form of social welfare organizations in the activities of the behavior and daily work so that we can better contribute to the public welfare of China's own strength. Improve the follow-up service system of social welfare organizations involved in community children's education. In view of the short duration and insufficient effectiveness of the activities carried out by the social welfare organizations, relevant laws, and regulations can be formulated to require public welfare organizations to maintain the effectiveness of their activities on a regular basis, such as organizing regular return visits to deepen the children's memories of what they have learned.

5.4 Increase the cooperation among schools, families, and communities to form a synergy of education.

Community education and governance are natural extensions of education in community governance, which is an important public management service. For children, learning is an important part of growth, and community education also plays an important role. The establishment of an "integrated model of school, family, and community education" builds a trinity of educational platforms, allowing students to participate in all aspects and practice multiple roles. Teachers, parents, and the community need to change the traditional concepts of the past, unify the understanding of the work of parenting as a common responsibility, and cooperate with each other. At the same time, society and the state should also pay attention to the importance of co-management, the establishment of relevant organizations and systems so as to form an atmosphere of mutual participation and mutual management, and ultimately, through the organic combination of school education, family education, and community education, so as to achieve complementary functions, the formation of an overall synergy, and give play to a strong function of human education.

6. Conclusion

By studying and exploring the mode of Baoji Sanlian social welfare organization's participation in community children's education, analyzing the background, objectives, implementation process, and actual effects of its activities, and then putting forward specific constructive solutions to the problems and deficiencies in the process of implementation, we aim to create a reasonable and complete path for the participation of public welfare organizations in the community children's education to meet the healthy growth and development of children. In conclusion, for the participation of social welfare organizations in community children's education In conclusion, there is still much room for exploration and development in the research and practice of public welfare organizations' participation in children's education in the community, which requires the joint efforts of society, the state, relevant researchers, and the public, so as to enable public welfare organizations to participate in children's education in the community and to maximize the functions of the community, thus forming a tripartite synergy among schools, families and the community, and facilitating the children's learning and growth.

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