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Promotion Strategies of Family Education Guidance Service in Chinese Community

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Abstract: To carry out family education is related to the vital interests of thousands of families, and it is the top priority of the national livelihood work. It has become an international consensus to provide family education guidance services based on communities to improve the level and quality of family education. However, at present, there are still serious problems in the work of family education guidance service in Chinese communities, such as the absence of normalized policy guarantee system, the weakening of value consensus by the game of stakeholders, and the prominent contradiction between supply and demand of high-quality resources. To this end, the following promotion strategies are proposed: improving relevant policies and regulations and ensuring the working operation mechanism; guiding residents to participate deeply and balancing the demands of stakeholders; deepening the supply-side reform of resources and promoting the quality development of education.

Keywords: family education, community services, Chinese community, promotion strategy

1. Introduction

Family education is related to social harmony and national development, and has a strong attribute of public affairs [1]. At present, China's family education is facing many new challenges in the transition period of social modernization. The problems such as peer competition anxiety and parent-child psychological conflict are prominent. How to seek professional and systematic family education guidance services is worthy of further discussion. As a regional social community, the community has a certain administrative nature, in the development of family education guidance services, closer to the family, has a unique organizational advantage [2]. Against the background of "double reduction", our country puts forward higher requirements for family education, and the function and value of community in family education guidance service are further highlighted. Community family education takes the community as the position, gives full play to the function of community education and focuses on the parents. It is the embodiment of the function convergence and function superposition of community education and family education, and the greatest common covenant sought by families and communities to develop in the same direction [3].

The position of family education guidance service based on community has formed international consensus on providing family education guidance service and improving the quality of family education. Many countries have formed a more mature model in the development of community family education guidance service system. For example, the "Ensure Start" project in the UK relies on the community to provide one-stop and convenient services such as early education services and parents' training for preschool children and parents, and promote parents' scientific parenting in the UK, so as to truly achieve co-education among kindergartens, families and communities [4]. Singapore relies on the community-based family service center to provide social support and services for all family-related affairs for residents in the community, including continuous and systematic family education guidance services [5]. In contrast, China's family education has long been mainly undertaken by the family itself. The formation of citizen's family education concept is restricted by many factors such as cultural level, life experience and family environment. In the past, many families believed that family education was limited to families. The lack of social awareness of parents' growth and re-education made many parents in the new era feel confused about family education. The different individual and the family to the family education instruction service main body, the content, the instruction object, the instruction way and so on understanding needs a process, can accept slowly. In addition, with the increasing mobility of China's social population, it is more common for people from different regions to form families. Affected by regional traditional cultural differences, family members continue to integrate and conflict in mutual communication and contact. Behind the family education problem, there is a huge risk of family internal relationship game or conflict [6].

2. Current Situation of Family Education Guidance Service in Chinese Community

In order to promote the family education guidance service in Chinese community, the Ministry of Education and other seven departments jointly issued the "National Family Education Guidance Program" in 2010, making clear provisions from the aspects of educational knowledge popularization,

volunteer team construction and resource management. In 2015, the Ministry of Education issued “Guidance on Strengthening Family Education Work”, which calls for promoting the construction of street and community family education guidance institutions, using holidays and business hours to carry out work, and organizing at least two-family education guidance and two-family education practice activities per year. In 2016, Chongqing promulgated the “Family Education Promotion Regulations of Chongqing”, the first local law in the country with the theme of Family Education, which explained in detail the participation power, incentive guarantee and legal responsibility of the community, and asked the residents committee to assist the township people’s government and street offices to promote family education and deal with family education help-seeking applications. Later, Zhejiang, Jiangsu, Anhui, Shanghai and other ten provinces successively promulgated local family education legislation. At its thirty-first meeting, in 2021, the Standing Committee of the Thirteenth National People’s Congress adopted the Family Education Promotion Law of the People’s Republic of China, requiring the residents’ committee and the villagers’ committee to establish family education guidance service stations for parents and schools in the community, relying on public service facilities in urban and rural communities, to organize family education knowledge propaganda activities for residents and villagers, and to provide family education guidance services for parents or other guardians of minors.

The promulgation of a series of policies of family education guidance service provides the direction of deepening reform to ensure the people’s demand for balanced and high-quality multi-form education, promote education equity and benefit people’s livelihood. However, at present, the implementation of family education guidance services in the community is still insufficient, and many families have ignored and distrusted educational guidance from the community. Overall, the following issues need to be addressed: First, the absence of normalized policy security system. For example, the access conditions of family education guidance institutions in the community are not clear, the management, reward and punishment, supervision and other mechanisms of the work team are not perfect, and the financial funds are short and the growth rate is slow. Second, the stakeholder game weakens the value consensus. Most community residents are in a passive position in family education guidance, and the participation rate is generally low. Whether they can enter the member group of family education guidance institutions in the community, and whether they can directly participate in decision-making planning, curriculum setting, assessment and evaluation in related work are questionable. Third, the contradiction between supply and demand of high-quality resources is prominent. The educational resources in the community generally present large-scale supply, and extensive educational guidance services are difficult to meet the individual needs of relatively weak (dominant) families. In addition, there is a large gap in the proportion of high-quality educational resources among different communities. How to improve the sharing of educational resources between the main urban area and the surrounding counties is the focus of future work.

3. Optimization Suggestions of Family Education Guidance Service in Chinese Community

Overall, the family education guidance service in Chinese communities is still in the preliminary exploration stage, and it still needs efforts to deepen the work.

3.1 Improving relevant policies and regulations and ensuring the working operation mechanism

According to the existing community service centers, children ’ s homes and other community institutions, integrating professional resources and strength, further promoting the basic construction of community family education guidance service positions, and equipping them with a certain number of professional, full-time social workers and family education instructors, so as to ensure the universality

of family education guidance, and truly establish the family education guidance service system covering urban and rural areas [7].

First, we should establish a working team access mechanism. The establishment conditions, approval procedures and operation mode of family education guidance institutions in the community are clarified from the legal level, and the community-family education work team management system with unified registration, hierarchical responsibility and consultation and co-governance is formed. Second, establish and improve the supervision and evaluation mechanism. Establish an example model of family education, focus on encouraging high-quality families in the community to participate in the monitoring and statistics of the effectiveness of work, through household follow-up, online review, accountability list and other forms to understand the residents' education demands, make up for the defects of work. Third, establish special financial allocation mechanism. Local governments should provide certain financial support for the community family education guidance service positions, such as certain financial allocation, the inclusion of relevant funds in the financial budget, and the increase in the purchase of third-party family education guidance services, and optimize the management rules for the use of funds to improve the efficiency of the use of funds, so as to provide effective support for the community family education guidance service positions [8].

The municipal government should classify and confirm the financial compensation gradient according to the proportion of permanent population in the main city zone and its surrounding districts and counties, to effectively guarantee the source of funds for family education guidance services.

3.2 Guiding residents to participate deeply and balancing the demands of stakeholders

Introducing Professional Strength into Community Family Education Instructors by 'Professional Subject Workers + Social Workers ' Precision Intervention ' Model [9]. First, community residents are allowed to join the family education guidance service committee. It is necessary to absorb residents with a certain prestige in the community, who have received higher education and can represent the educational wishes and interests of other residents. For example, professional forces are introduced into the community family education instructor team through the mode of “professional subject workers + precise intervention of social workers” [9]. Second, to allow residents to intervene in the specific development of community family education guidance work plan. When the family education guidance service committee makes a major resolution, community residents must listen and ask them for advice. Third, allow community residents to participate in the supervision and evaluation of family education guidance services. The right to evaluate the effectiveness of work should be handed over to each family in the community and a third-party evaluation institution should be established to ensure the objectivity of the evaluation results.

3.3 Deepening the supply-side reform of resources and promoting the quality development of education

First, strengthen the main city zone and surrounding districts and counties within the community education resources. It is necessary to establish a special integration department of regional education resources, clarify its tasks in the process of community resources development and coordination, and scientifically allocate all kinds of entity, network, explicit and implicit community resources serving for family education. Specifically, the guidance of community family education can be combined with the construction of community culture to construct the overall cultural environment. By setting up the corresponding sections in the community bulletin board, providing family education knowledge and skills, and posting information on family education guidance service activities, the family education

awareness of parents in the community can be improved ; through the activities of ' civilized family ' and ' smart parents ', the evaluation and selection of excellent family education cases in the community are carried out, and the linkages between families in the community are enhanced by examples in the community ; it is also possible to organize relevant family cultural activities, enhance family values and promote the inheritance of excellent family traditions through traditional festivals[10]. Second, improve the educational resources structure of the main city zone and surrounding counties. Optimizing the type, quantity, quality, and subject of educational resources in the community, for example, according to the age characteristics of adolescents and children, focusing on adolescent psychology, game addiction and other prominent problems, developing multi-type quality courses according to age and academic stage for each family to choose independently, and arranging online and offline teaching answering work by the community. Third, the establishment of the main city zone and surrounding districts and counties within the community education resource sharing alliance and collaboration platform. In accordance with the principle of regional education equalization, the central households in the community that need to be provided with family education guidance services are targeted to help promote complementary and orderly flow of educational resources.

4.Conclusion

Improving family education guidance services in the community and doing a good job of “the last kilometer” construction benefiting millions of families are the inevitable requirements for promoting the high-quality development of family education in China and helping the healthy growth of children and adolescents [11]. In the future, efforts should be made to ensure that the contents of the Family Education Promotion Law are connected with the actual work, and the family education guidance services in urban and rural areas should be constructed to meet the practical needs.

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