

# *Analysis of the status and countermeasures of Chengdu community custody agencies*

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**Abstract:** "The child is nurtured" is an important part of the well-being of people's livelihood and an important aspect of the worries of people's livelihood. Community custody is an important way to solve the "child is nurtured". There are some problems in the development of community trusteeship in Chengdu, such as the lack of professional teachers in the community trusteeship institutions, the solidified service content of the community trusteeship institutions, the problems in the safety management mechanism of the community trusteeship institutions, and the unitary time of the district trusteeship institutions. Solving these problems is conducive to the development of community-based care institutions, which can better meet the needs of parents for care institutions and conducive to promoting community building and social harmony

## **1. Introduction**

According to the report of the 19th National Congress of the Communist of China: "Improving people's well-being is the fundamental purpose of development. We must do more to improve the well-being of the people and address their concerns, and continue to make new progress in providing children with access to education, education, employment, medical care for the sick, housing for the elderly, and support for the weak." [1] "The child is nurtured" is an important content of people's livelihood and an important aspect of people's livelihood.

## **2. Analysis on the commonness of community trusteeship institutions in Chengdu**

First, the hosting time: the duration is long, there is continuity. In the few excellent cases we investigated, there were almost no time periods for full-time care, temporary care, afternoon care and evening care. For example, Longquanyi District Shangxue Longquan caring care class and Qingyang District Gulou Primary School care service class and Shahe community care service class are opened in summer. Overall, the time selection for hosting services mostly focuses on categories with longer duration and continuous winter and summer vacations.

Second, Hosting costs: mostly public welfare or semi-public welfare. On the fees of community care agencies, different regions adopt different charging rules. However, the nature of the excellent community care institutions we investigated are mostly public welfare or semi-public welfare, providing free or cost cost services, low fees, and corresponding relief policies for poor families. For example, the summer care service class of Gulou Primary School in Qingyang District charges a

certain fee, but follows the principle of public welfare and benefits, charging 36 yuan per student per day, and all the fees collected (excluding meals) are used as overtime subsidies for teachers; The community trusteeship institutions of Shahe community also follow the principle of universal benefit and raise funds by means of financial subsidies, charging service fees or collecting fees on behalf of parents. The cost of trusteeship service is reasonably borne by parents. The organization unit implements service fees or collecting fees on behalf of students from poor families according to relevant policies on after-school services.

Thirdly, service content: The course content is rich, taking into account the child's academic performance and comprehensive quality. For example, Chengdu Jade City community winter vacation trusteeship provides traditional cultural experience projects such as rock sugar gourd, making collages, throwing POTS, guessing lantern riddles, and professional experience projects such as small bankers, small dentists and small firefighters. Longquanyi District Longquan Love Summer School provides tutoring and crafts, dance, calligraphy and other interest courses; It can be seen that excellent community trusteeship institutions provide services in both academic counseling and quality development courses, and strive to improve children's academic performance and comprehensive quality.

Fourth, staff composition: mainly rely on professional teachers and university student volunteers. For example Social Professionals, university student volunteers and parents of school students are invited to participate in the summer care service class of Gulou Primary School in Qing yang district. Priority will be given to teachers who are keen on volunteer services. Among the excellent community trusteeship institutions investigated, the staff mainly consists of professional teachers and college student volunteers, who are taught by professional teachers, and volunteers assist teachers in completing relevant courses.

Fifth, satisfaction level: highly recognized by the vast majority of parents. The vast majority of parents are very satisfied with the services provided by community childcare institutions, especially for dual working families, believing that the existence of community childcare institutions greatly reduces the burden of caring for children. At the same time, children can interact with more friends in institutions, which is more rewarding than staying at home. They can also improve their various abilities and achieve comprehensive development.

### **3. The main problems of community custody institutions in Chengdu**

Firstly, the understanding of community subject idea is not in place. At present, the main reason why the stakeholders have different degrees and different levels of doubt about the community trusteeship service is that the main body's ideological understanding of the community trusteeship service is not in place, the lack of subject consciousness, responsibility consciousness and cooperation consciousness. For the main body of the community, the current management of the community is often only the management of the community material or system level, and it is easy to ignore the impact of the value and concept level under the surface of the material and system. The establishment and development of community trusteeship institutions can have an important impact on the growth of children and young people, and play an important role in guiding teenagers to establish correct values and supplement the shortcomings of school education. However, many communities do not consider the needs of some families in the community, which leads to the lack of such public service projects in many communities. As for the main body of community trusteeship institutions, community trusteeship institutions do not understand the function and value of trusteeship in place, and pay low attention to it. On the one hand, the management and teachers of community care institutions do not deeply realize that after-school care service is a social project that requires the participation and support of all forces. School system, family system, social system

and government system are all organic parts of the educational environment. In order to achieve the maximum effect of managed education, each system must participate in it. On the other hand, there is no awareness of the unique role played by the community in the care service, and it is easier for the community to play a leading role than the private sector or schools.

Secondly, Community Trust lack professional teachers. Community care institutions mostly establish targeted connections with local universities and recruit college student volunteers. Although college students have unique youth and vitality, this group lacks professional teaching skills and cannot compare with the teaching effectiveness of professional teachers. In addition, the number of fixed teachers in community custody institutions is relatively small, and the teaching burden of teachers is heavy. It is common for the same teacher to be responsible for teaching at multiple time periods. Community trusteeship institutions cannot recruit enough teachers with professional expertise or teacher qualification certificates at the same time. In some cases, the trusteeship classes can only be managed by volunteers recruited on the platform. However, community trusteeship institutions do not have a mature mechanism for screening volunteers, so they cannot effectively screen registered volunteers, resulting in insufficient capacity of some staff members. It is not conducive to the long-term development of students.

Thirdly, the community custodian service content solidification. Innovation is the first power to lead the development, but the community custodian limited its service content and service model in the tradition, lack of innovation, and the richness of service content is insufficient. Some of the services provided by the community-based trust agencies mainly focus on homework guidance and involve little in sports, literature and arts, etc. , which can not meet the diverse needs of parents, the improvement of children's thinking, logic, cognitive and other abilities can not play a significant role. It only provides services to look after students, and lacks courses and activities designed by careful science, which do not have a great impact on students' learning and ability improvement, so it is difficult to generate lasting attraction.

Fourth, there are problems in the security management mechanism of community trusteeship institutions. "Safety issues are of paramount importance in the work of community care institutions,"<sup>[2]</sup>but due to insufficient personnel and the inability to effectively screen volunteers, it is not possible to cover all aspects of managing and educating children, especially when the number of children exceeds the limit, the safety of children cannot be guaranteed accurately. Moreover, the handling mechanism of institutions in the event of safety accidents is relatively lacking, and the children of community custody institutions are not fixed, so they cannot conduct safety drills for each child. As a new field, community trusteeship is still in its initial stage, and its system construction is also in its embryonic state. Some community care organizations only pay attention to the safety of children in the course, ignoring the safety issues before and after the class. In addition, for volunteers recruited through online platforms and other ways, community care agencies lack systematic and professional training, and usually simply repeat the work that needs to be done before starting work, which leads to the failure of volunteers or temporary staff to make the best response when emergencies occur, and the safety of children cannot be fully guaranteed.

Fifth, community hosting agencies have a single hosting time. China is a populous country with flexible and diverse demands, but community care institutions do not provide services at different time periods based on this characteristic. Instead, they concentrate their care time on weekends and winter and summer vacations. Community care institutions that can provide scattered care services such as afternoon and evening care are relatively scarce. There is basically no linkage and cooperation among the main bodies of community, school and market custody services. In a sense, community trusteeship is a supplement and extension of school education, and there should be contact and interaction between the two, but from the current observation, they are completely separated. Schools establish closed management models for security reasons, and the community

lacks the resources to link this area. Community and commercial custody services are also separated, compared with the emerging public welfare community child care services, the old custody institutions in the market have a longer service time, and have rich management systems and service experience. However, as far as we know, community trusteeship institutions are less active in learning management and business experience from private trusteeship institutions.

#### **4. Discussion on the development path of community trusteeship institution in Chengdu**

Firstly, to solve the contradiction between single supply and diverse demand. Firstly, “community custodial institutions should strengthen curriculum design and promote innovative development of curriculum form and content.”<sup>[3]</sup> Community custody institutions should innovate service content, enrich course activities, open up resources and facilities such as classrooms, libraries, and sports venues, and reasonably organize and provide services such as collective game activities, cultural and sports activities, reading guidance, comprehensive practice, interest expansion, and homework guidance. If conditions permit, we can actively expand resource channels, make full use of local red education bases and other social education resources, and actively attract college student volunteers, social professionals, and others to participate in community custody services. Community custody institutions should expand the connotation of community custody education, formulate specific education plans in conjunction with schools, and carry out various quality training and scientific popularization education. Secondly, enrich the forms of community custody services and break away from inherent patterns. Community custody institutions should adhere to the combination of meeting the needs of parents and student development, and promote the implementation of the principle of "combining childcare and education" in custody services. The opportunity for the emergence of custodial institutions comes from parents being unable to pick up and accompany their children due to work pressure. In the early stages of development, the functions of these services are more focused on "care" and "supervision", with a focus on solving the difficulties of parents in taking care of their children. The function of "education" is not prominent, which contradicts the principle of "combining childcare and education" in the current field of preschool education in China. Community custodial institutions should be positioned as educational entities, but not as "family life nannies". In addition to providing daily care, lunch and other public services, they should mainly use extracurricular activities for education.

Secondly, to solve the problem of the butt-joint between supply and demand. One is to build a cooperative bridge between community custody institutions and families, schools, and society. In terms of family, community care institutions should emphasize the importance of family education to parents, change the current situation of parents completely letting go of education, and allow parents to participate in community care education. Community care institutions and family education should work together and work together. In terms of schools, community trusteeship institutions should form a positive interaction with school education. Community trusteeship institutions should lead students to review and review the content learned in school, and on this basis, expand and extend knowledge to further enhance students' comprehensive nutrition. At the social level, support the development of public welfare social custody organizations and guide social forces to participate in the activities of community custody institutions. Introduce high-quality market custodial institutions to compensate for the shortage of teaching staff in community custodial institutions, provide diverse selection of custodial courses, and meet the diverse and personalized custodial needs of parents. The second is to strengthen the subject consciousness of custody institutions and expand the coverage of custody services. Under the guidance of modern quality education concepts, various educational forces and resources from society, families, and schools need to actively cooperate, coordinate proactively, and form a joint

force. Community trusteeship institutions are one of the important forces in promoting the development of education at the entire social level. It is necessary to strengthen the main role of community trusteeship institutions themselves and promote their active participation in educational practice activities. Thirdly, innovative management is needed to address security vulnerabilities. Security is a top priority issue in custody. In the current era with a good material foundation, compared to hardware conditions, negligence in management is the main cause of safety hazards. Therefore, it is necessary to innovate on the existing management system. The community should regularly conduct safety risk assessments, refine safety responsibilities, and encourage parental supervision.

Thirdly, to solve the issue of imbalanced institutional supply. Firstly, community custody institutions adhere to the principles of friendly consultation, complementary advantages, and common development. The various supply entities should cooperate, compete, and rely on each other, exchange supply resources, achieve coordinated development, and promote a multi subject collaborative supply mechanism centered on family needs. The collaborative supply mechanism for after-school care services should be improved to provide menu style services to meet the diverse needs of parents and improve the overall development level of community care institutions. Secondly, relevant departments should eliminate conceptual barriers, coordinate together, and promote the diversification of participating entities. The difficulty of taking care of and taking care of children is not only an educational issue, but also a social livelihood issue. Each department should adhere to the principle of "people-oriented" and attach importance to the demand of society for custody services. Departments should eliminate conceptual barriers, coordinate together, clarify the nature and role positioning of community custody institutions, cultivate collaborative and diverse entities, and promote participation in custody service work.

Fourth, to solve the problem of insufficient institutional supply resources. "One is to establish a professional teacher sharing platform between communities."<sup>[4]</sup> Realize mutual resource linkage between communities, jointly establish a talent pool, encourage excellent teachers in the jurisdiction to participate, build a multi form and multi-level trusteeship teacher training system, cultivate a group of long-term stable high-quality and high-level professional teachers, and ensure the stability of the teaching staff. Not only that, communities should work together to carry out periodic mutual aid talks based on their own strengths and weaknesses, exchange teaching theories, teaching methods, professional skills, and update the current concept and form of educational trusteeship, achieve resource co construction and sharing, scientific research co management, and teacher common development. Second, community trusteeship institutions should jointly discuss and build a resource, information and culture sharing resource library. It is necessary to build a smooth information exchange platform and information sharing mechanism between community trusteeship institutions, connect community subjects with community subjects, and achieve resource sharing in high-quality curriculum resources, various information related to community trusteeship, diverse cultural activities, etc. It can not only break the information resource barriers between community trusteeship institutions through traditional cooperation and exchange methods, but also combine with the form of the Internet to create a site that can share all kinds of resources, information, and culture, actively communicate, negotiate and cooperate, so as to achieve overall benefits greater than the sum of parts, and build a more high-quality education platform for the comprehensive development of children.

## 5. Conclusions

The issue of children's education is the most concerning concern for parents, and it is also a social issue that we must pay attention to."We always adhere to ensuring and improving people's

livelihoods in development, comprehensively promoting early childhood education, education, labor, medical care, elderly care, housing, and assistance for the weak, continuously improving people's lives and enhancing their well-being." [1] With the relaxation of the three child policy, in order to better meet the needs of the people for a better life and assist in the realization of childcare, it is of great significance to play the role of community custody institutions.

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