

A Study on the Social Entrepreneurship in Universities and Colleges and the Supply of Family Education Guidance Services

Yang Li*

China Women's University, Beijing 100101, China

*Corresponding author: Yang Li, liyang@cwu.edu.cn

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Abstract: Social entrepreneurship in universities is a new way of starting a business. It can not only solve social problems but also broaden the employment channels of college students. Under the background of the implementation of the “Family Education Promotion Law of the People’s Republic of China,” this paper is based on the practice of providing family education guidance services to families of migrant children and left-behind children through the national level innovation and entrepreneurship project “Hui’ai” charity, explores the path of providing family education guidance services to families of migrant children and left-behind children through the model of university social entrepreneurship. To improve the family education guidance service system covering urban and rural areas, colleges and universities promote the employment and entrepreneurship of college students, and realize the training goals of moral cultivation, public welfare education and practical education.

Keywords: Charity entrepreneurship in colleges and universities; Family education guidance services; “Hui’ai” charity

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1. Introduction

In 2022, the Family Education Promotion Law of the People’s Republic of China was officially implemented, with special emphasis on “providing family education support to the families of left-behind and needy minors.” According to the Five-Year Plan on Guiding and Promoting Family Education (2021–2025), it is necessary to “expand the channels of guidance services, strengthen classified and personalized guidance,” and “widely attract teachers and college students who are enthusiastic about family education public welfare undertakings to provide public family education guidance services for families.” Colleges and universities have unparalleled talent and professional advantages, and the survey shows that today’s college students strongly believe in social entrepreneurship^[1]. Therefore, exploring the public welfare entrepreneurship model of family education guidance service supply can not only play a role in the family education guidance service system covering urban and rural areas but also realize the cultivation goal of moral education and practical education.

2. Social entrepreneurship in universities

Social entrepreneurship in universities in China started from the “Dishuien” Social Entrepreneurship Association^[2], which was founded by Hunan University in 2006. In 2016, the second China “Internet” College Students Innovation and Entrepreneurship Competition began to add “Internet” public entrepreneurship, advocating non-profit entrepreneurship oriented by social value, which has significantly promoted public entrepreneurship education in colleges and universities. The “SEEYOUNG” program of Beijing University of Posts and Telecommunications has set up 80 volunteer service teams in 60 colleges and universities in 16 cities across the country, with nearly 3,800 active volunteers, serving a total of 200 communities, directly serving more than 150,000 elderly people in the community, and indirectly serving more than 250,000 elderly people^[3]. It has played an important role in promoting the development of social entrepreneurship in colleges and universities and has achieved a very wide range of social influence.

Based on the entrepreneurial concept of pursuing economic and social values, social entrepreneurship focuses on social pain points and aims to alleviate and solve social problems^[4]. It is a pursuit of innovation, efficiency and social effects, and a kind of entrepreneurial activity that meets social needs and provides products and services to the public^[5]. Generally speaking, social entrepreneurship is “commercially doing public welfare”^[6]. Through social entrepreneurship, college students bear their due social responsibilities and broaden employment channels, which is a two-way process of going to and achieving each other.

3. The practice of “Huiai” project

“Huiai Public Welfare - Family Education Service for Disadvantaged Children” is a national entrepreneurship training program for college students at China Women’s University. It links university teachers and students’ volunteers, public welfare organizations, excellent enterprises and other social resources to provide family education guidance and public welfare services for parents of migrant and left-behind children.

3.1. Professional training for volunteers

There is a lot of coupling between university social entrepreneurship and college students’ volunteer service activities in the aspects of action subject, concept method and management mode^[7]. The volunteer team of Huai Project consists of teachers and students from different disciplines such as social work, accounting and human resource management. They have complementary professional knowledge and skills, good communication skills, affinity and sense of responsibility, and rich volunteer service experience in related projects. After completing the “New Era Family Construction Guidance Training Course” for 6 months and 98 class hours and obtaining the “Family Construction Professional Guidance Training Certificate” jointly issued by the Family Construction Research Institute of China Women’s University and Beijing Women’s Theoretical Research Association, the volunteers can carry out the family education guidance volunteer service activities.

3.2. Needs survey

Different families have different needs for family education guidance services at different stages of their children’s growth. “Huiai” project is “demand-oriented,” visited more than 50 families of mobile left-behind children in Beijing, Sichuan, Guangxi, Hebei and other places, collected more than 200 questionnaires, and formed a detailed demand survey report, fully understand the characteristics of such families’ demand for family education guidance services, and provide a basis for the design of “one-to-one” service programs.

3.3. Create a profile for the family who received the guidance services

Through visiting and investigating, determine the family and establish the family file.

- (1) Record the composition of each family member, native place, parents' education status, work status, income status, personality characteristics, interests, etc.; as well as the child's psychological, physiological, education, character characteristics, interests and other information.
- (2) Record the problems that the volunteers need to pay special attention to during the service process.
- (3) Record the dynamic situation and growth track of parents and children during the project implementation period.

3.4. Design personalized guidance programs

According to the individual needs of different families, personalized family education guidance programs were developed. The "Hui'ai" team takes into account various factors such as the economic status of different families, the educational level of parents, and the cognitive and emotional characteristics of children, and develops a "one-to-one" personalized family education guidance service plan according to the different needs of families. For example, some families are more concerned about how to establish a good parent-child relationship, some families are more concerned about how to carry out sex education for adolescent children, and some families are more concerned about how to cultivate children's network literacy.

3.5. Different theme activities of different scenes

Most of the parents of mobile left-behind families have a low cultural level, lack self-confidence, and unconsciously use social public resources to carry out family education for their children. Through different scenes of family education theme activities, "Hui'ai" guides parents to actively use the "children-friendly city" public resources, such as museums, science and technology museums, libraries, cultural theme parks, universities, etc., to stimulate parents' interest in learning, improve parents' self-confidence and learning ability, and grow together with children in the implementation of family education process ^[8].

3.5.1. Explore the path of providing family education guidance services through the model of public entrepreneurship in colleges and universities

"Hui'ai" project combined with university volunteer service, gives full play to the professional advantages of universities, and leverages government and social resources, to explore the path of providing family education guidance services through the university public entrepreneurship model in university innovation and entrepreneurship platform (**Figure 1**).

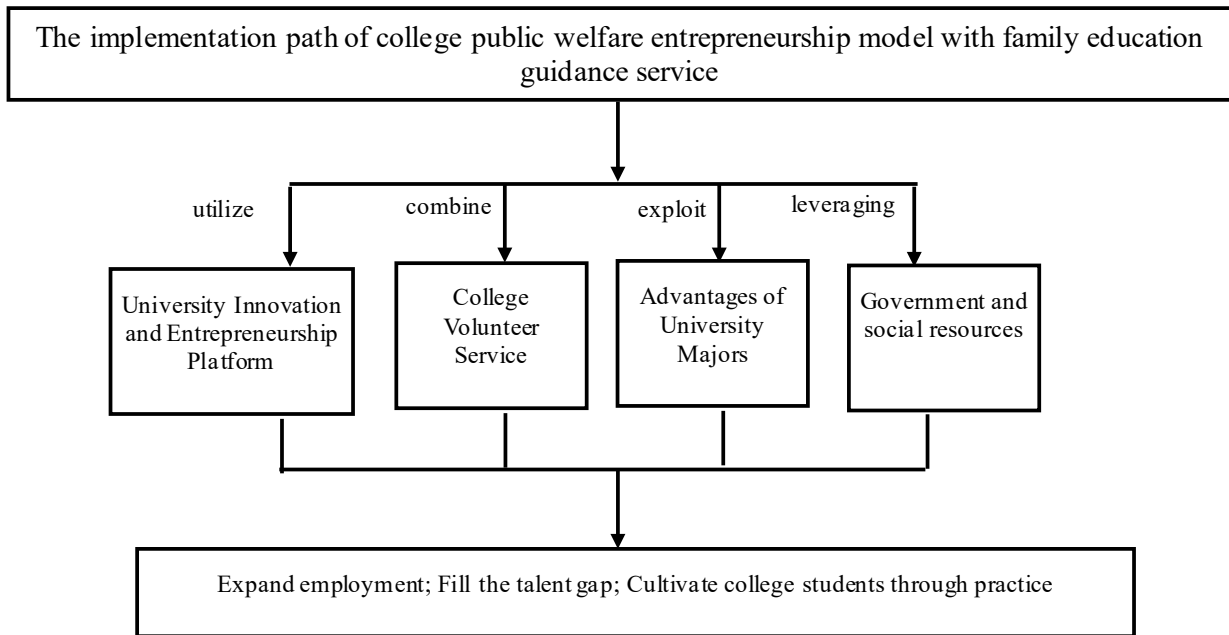


Figure 1. The implementation path of college public welfare entrepreneurship model with family education guidance service.

3.5.2. Make use of college innovation and entrepreneurship platforms to make college public entrepreneurship a new way to solve social problems

Social entrepreneurship will become a new way for college students to start their businesses, which cannot be separated from college students, and college students also need social entrepreneurship. Through the innovation and entrepreneurship platform of colleges and universities, actively cultivating public entrepreneurship projects can not only meet the diversified needs of modern society but also realize the combination of students' innovation and entrepreneurship ability and professional ability, theoretical knowledge and activity practice, which is closer to students, lower threshold and higher success rate. In addition, students can participate in college students' public entrepreneurship competitions and apply to join college students' public entrepreneurship organizations to incubate college students' public entrepreneurship enterprises, laying a good foundation for the public entrepreneurship that will soon enter society^[9]. The "Hui'ai" public welfare project carries out "one-to-one" family education public guidance services for families of mobile left-behind children, filling the gap of family education guidance talents to a certain extent, and helping rural talents revitalize.

3.5.2. The organic combination of university public welfare entrepreneurship and university voluntary service to achieve the sustainability of family education guidance public services

Having a stable volunteer team of a certain scale is a key factor for the sustainable development of social entrepreneurship. Social entrepreneurship in colleges and universities and volunteer service have the same starting point and purpose and can play the same important social role. Some value concepts and methods in volunteer service activities are also the learning transformation goals of social entrepreneurship^[10].

China Women's University has its professional advantages, such as family education, social work, preschool education, etc., which provides rich professional volunteer resources in family education guidance

services for the “Huiiai” entrepreneurship project. Combining social entrepreneurship with volunteer service organically, through the practice of the “Huiiai” social entrepreneurship project, guide some college volunteers with the innovative and entrepreneurial spirit to become social entrepreneurs in a targeted way, so as to realize the public education function of social entrepreneurship and practice the education function.

3.5.3. Make full use of the professional and talent advantages of colleges and universities to realize the professional family education guiding services

Colleges and universities have rich professional and human resources, which is a strong guarantee for realizing the professionalism of public welfare entrepreneurship in colleges and universities.

- (1) Curriculum learning. Universities generally offer courses on entrepreneurship, and some universities also offer courses on Social Entrepreneurship and Social Welfare to enrich students’ theoretical knowledge of entrepreneurship.
- (2) Universities generally set up entrepreneurship guidance centers to provide students’ entrepreneurial teams with consulting services such as irregular entrepreneurial training exchanges and institutional registration to incubate formal companies or social organizations.
- (3) The professional guidance of teachers. College teachers have professional advantages and social resource networks, which can provide professional guidance and resource docking for social entrepreneurship projects.
- (4) Colleges and universities can rely on their family education majors to offer advanced training programs on family education guidance ability, build family education brands, incorporate them into key university topics, and apply for special funds to carry out research guidance, special training, and subject research ^[11].

3.5.4. Make use of the advantages of governmental resources to achieve the accuracy of family education guidance services

As the main provider of social public goods or services, the government objectively cannot meet the differentiated needs and full coverage of the target population. Social entrepreneurship in colleges and universities can make use of the original management channels of left-behind children, migrant children and other parent groups of relevant government agencies, innovate the content, form and guarantee family education guidance services, and provide personalized family education guidance services for different types of parents ^[12]. The grassroots organizations of the All-China Women’s Federation grasp the basic situation of the families of left-behind and migrant children. The “Huiiai” public welfare project, with the strong help of the grassroots women’s Federation, accurately targets the service objects, smoothly establishes a relationship of trust with the families of migrant and left-behind children in difficulties, and completely opens up “the last meter” of family education guidance and public welfare services.

4. Conclusion

With the help of the university’s public entrepreneurship support system, through the “Huiiai” project, students transform theoretical knowledge into practical actions, improve the awareness of public welfare and innovation, cultivate the student’s sense of social mission and the awareness of hard work, exercise the students’ communication skills and leadership skills, and make students have stronger competitiveness in the

future employment ^[13,14]. Of course, in the process of social entrepreneurship, there are still some problems that need to be further discussed, such as unscientific financial management ^[13], professional services to be improved ^[15], and insufficient team stability.

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