

# **Child-Friendly Community Public Service System Broussonetia Papyrifera Construction Logic - A Theoretical Study from the Perspective of Inclusive Development**

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**Abstract:** This paper explores the construction logic and value orientation of child-friendly community public service systems from the perspective of inclusive development theory. The study identifies current issues in community public services, including uneven spatial resource allocation, homogeneous service provision, and insufficient child participation. Through theoretical analysis and case studies, the construction logic is proposed as follows: prioritizing children's needs by thoroughly analyzing their diverse requirements in physiological, psychological, social, and educational dimensions; integrating resources from multiple stakeholders, including governments, community organizations, enterprises, and families, to foster collaborative efforts; and delivering diversified service content and methods encompassing educational support, health promotion, social empowerment, and cultural participation. In terms of value orientation, the paper emphasizes fairness, justice, and sustainability, advocating for transcending formal equality to achieve differentiated capability empowerment while addressing intergenerational equity and ecological resilience. Additionally, countermeasures are suggested to tackle challenges such as imbalanced resource allocation, policy implementation deviations, limited child participation, and cultural biases, aiming to advance child-friendly community development and ensure the protection of children's rights alongside harmonious community growth.

**Keywords:** Child-Friendly Community; Inclusive Development Theory; Public Service System

## **1. Introduction**

### **1.1 Research Background and Significance**

The United Nations Convention on the Rights of the Child and China's National Children's Development Outline (2021-2030) both explicitly advocate the "child-friendly" philosophy, emphasizing children's rights to survival, development, protection, and participation. National-level policies such as the China Children's Friendly Outline (2021-2030) and Guidelines for Promoting Child-Friendly City Construction require integrating child rights protection into community governance, ensuring children's full representation in social policies, public services, rights protection, growth spaces, and developmental environments. However, current community public services face challenges including uneven spatial resource distribution, limited service diversity, and insufficient child participation, making it difficult to meet diverse needs. The theory of inclusive development emphasizes fairness, justice, multi-stakeholder participation, and sustainable growth, providing a theoretical framework for building community public service systems that cover all children while accommodating different groups' needs. In this context, exploring the construction logic and value orientation of child-friendly community public service systems holds significant practical importance. Studying child-friendly community public service systems through the lens of inclusive development theory carries substantial theoretical and practical significance. This theory prioritizes fairness, participation, and shared benefits, focusing on addressing developmental needs of socially vulnerable groups to achieve balanced social progress. Applying this theory to research on child-friendly community public service systems can offer new theoretical frameworks and analytical perspectives for system development.

## 1.2 Current Status of Domestic Research

The development of child-friendly communities stands as a crucial global urban governance initiative. At its core, this effort aims to safeguard children's rights to survival, development, participation, and protection through systematic public service systems. The theory of inclusive development emphasizes fairness, participation, and sustainability, providing a theoretical framework for building such communities. This framework ensures equitable access to community resources and services for all children (including vulnerable groups) through multi-stakeholder collaboration, equitable resource distribution, and institutional safeguards.

### 1.2.1 The construction logic of child-friendly community public service system

At the policy level, China has established a fundamental framework through documents such as the "China Children's Development Outline (2021-2030)" and the "Standards for Building Child-Friendly Communities," emphasizing government-led cross-departmental collaboration. For instance, Haining City adopted a "government-led + community operation + social worker participation" model to establish a team of child welfare supervisors, forming a service network that combines "institutional care as the foundation with community-based inclusive services". However, existing policies predominantly focus on physical space renovations, while institutional designs addressing children's psychological needs and social participation remain insufficient.

Spatial planning forms the foundation of child-friendly communities. Cities like Shenzhen and Shanghai have integrated education, healthcare, and recreational facilities through "15-minute living circles," exemplified by Taoyuan Village's creation of multifunctional spaces such as a children's science park and cultural hall. Inclusive development requires spatial designs that balance safety with children's agency, as seen in London's Crescent District's "Gamified Streets" which stimulate exploration through movable installations. Service-wise, Community Z's "Youth Lifestyle Initiative" combines volunteer services, parent-child activities, and legal education to demonstrate diversified and inclusive services. However, significant urban-rural disparities persist, with

rural communities still facing gaps in medical and educational resource allocation. Inclusive development emphasizes children as active participants rather than passive recipients. The "Child-Centered Deliberation" project cultivates community responsibility through children's councils, promoting "child-initiated, child-managed, and child-determined" decisions. Ecosystem theory suggests building a "trinity" support network integrating families, schools, and communities. For instance, Haining Xishan Community's "Micro Love Children's Journey" connects new residents with volunteer resources. Yet current participation mechanisms remain superficial, and children's substantive influence in policy-making still requires enhancement.

### 1.2.2 Review of research status and future direction

Current research has evolved from single-dimensional spatial design to a multidimensional framework encompassing "policy-space-services-participation", emphasizing the integration of local practices with international experiences. However, several limitations persist: 1) Insufficient theoretical depth: The application of inclusive development theory often remains at the conceptual level, lacking systematic analysis of the "equity-participation-sustainability" logic chain. 2) Methodological rigidity: Predominantly qualitative descriptions with limited quantitative research and cross-regional comparisons, hindering identification of differentiated needs across community types (urban-rural, new/old neighborhoods). 3) Children's agency deficiency: Participation mechanisms predominantly led by adults, resulting in insufficient child-initiated roles in needs assessment and program design. Future research should deepen theoretical integration through empirical studies, technological empowerment, and policy innovation. Key directions include: 1) Strengthening the alignment between inclusive development and child rights theories to establish localized analytical frameworks; 2) Applying mixed-method research to examine service effectiveness disparities across regions; 3) Leveraging digital tools (e.g., participatory GIS) to enhance children's voice in spatial planning; 4) Exploring "resilient welfare" systems to dynamically address differentiated needs of migrant and special-needs children.

The construction of child-friendly community public service systems fundamentally requires breaking adult-centric paradigms through inclusive development concepts, establishing a governance model characterized by "child-centered perspectives, multi-stakeholder collaboration, and sustainable development". To achieve this vision, we must establish institutional innovation as the foundation, spatial justice as the cornerstone, and children's participation as the driving force to transform communities from "adult-dominated" to "child-friendly" environments, ultimately realizing the ideal that "a city nurturing children is also a city for all". Grounded in inclusive development theory, this study will systematically examine the construction logic and value orientation of public service systems in child-friendly communities. It aims to provide targeted theoretical frameworks and practical solutions that offer actionable guidance for building such communities.

### **1.3 Research Methods and Innovation Points**

In this study, multiple research methodologies were employed to ensure scientific rigor and comprehensiveness. First, building on literature review, we extensively collected and analyzed academic papers, policy documents, and research reports from domestic and international sources regarding child-friendly communities, inclusive development theory, and related fields. This systematic review helped establish a solid theoretical foundation by accurately identifying current trends and clarifying research entry points and core issues. Meanwhile, case analysis methodology infused practical vitality into the study. Through in-depth case studies, we examined dimensions such as construction models, service system development, outcomes, and challenges, drawing lessons from successful practices. The study's innovations focus on theoretical application and research perspectives. Theoretically, we systematically integrated inclusive development theory into the public service system of child-friendly communities, exploring its intrinsic connections with core elements like equity, participation, and sharing in community development goals. This approach constructs a new theoretical framework that enriches the research's depth. From a perspective standpoint, we broke away from single-focused approaches to child

development or community construction. By adopting a macro inclusive development perspective, we comprehensively analyzed the logic of service system construction while considering multiple factors including children's needs, community resources, and social equity. The study addresses regional variations in children's demands and equal development opportunities, enhancing research relevance and practical value for guiding community development across different regions.

## **2. Overview of Inclusive Development Theory and Child-Friendly Communities**

### **2.1 The Connotation of Inclusive Development Theory**

The theory of inclusive development, as an emerging developmental philosophy, aims to achieve social equity, harmony, and sustainable growth, with profound and rich connotations. This concept traces its origins to social exclusion theory and the welfare economics framework proposed by Nobel laureate Amartya Sen. Social exclusion theory emerged in Western countries during the 1960s when these nations were intensively exploring concepts of poverty and deprivation. It particularly focused on groups struggling to fully integrate into social activities or enjoy comprehensive welfare benefits. In contrast, Sen's welfare economics theory emphasizes individuals' capacity for survival and development, advocating for fairness, justice, and human welfare enhancement. The inclusive development philosophy, centered on eliminating rights-based poverty and social exclusion, strives to achieve equal opportunities and equitable participation—a principle increasingly vital in modern society. It advocates breaking down inequalities to ensure all groups—including vulnerable populations—can participate equally in economic and social development while sharing its benefits. With globalization, the concept of social exclusion has expanded into a multidimensional dynamic issue, demanding that inclusive development adopt responsive institutional mechanisms to address evolving challenges.

### **2.2 The Connotation of Child-Friendly Community**

A child-friendly community is defined as one that fully meets children's physical and mental development needs while comprehensively safeguarding their rights, embodying rich connotations and profound significance. The concept has been shaped by international conventions such as the Convention on the Rights of the Child and theories of child development. The Convention explicitly states that children possess fundamental rights including the right to survival, development, protection, and participation. Building child-friendly communities centers on ensuring these rights are protected. From a developmental perspective, children require both suitable physical environments and positive social conditions during growth. Such communities strive to provide such environments, promoting children's holistic development.

### **2.3 The Intrinsically Linked Nature of the Theory of Inclusive Development and Child-Friendly Communities**

The theory of inclusive development provides robust theoretical support and value guidance for building child-friendly community public service systems, with the two concepts being closely interconnected. In terms of objectives, this theory focuses on eliminating rights deprivation and social exclusion while achieving equal opportunities and equitable participation – goals that align perfectly with child-friendly communities' mission to safeguard children's rights and promote their holistic development. Child-friendly communities strive to create safe, healthy, and inclusive environments for children, ensuring equal access to public services and full participation in community life. This embodies the inclusive development philosophy in child-centered growth. Regarding development principles, inclusive development emphasizes a people-oriented approach that addresses the developmental needs of vulnerable groups while pursuing social equity, harmony, and sustainable progress. As socially disadvantaged populations, children's developmental needs deserve full attention. Child-friendly communities adopt a child-centered strategy, considering children's physical and mental characteristics and practical requirements in planning and public service infrastructure construction, reflecting a human-centered

development philosophy. Practically, the theory advocates institutional innovation and policy adjustments to establish fair social systems and development environments, promoting common progress for all members of society. The establishment of child-friendly communities also requires institutional safeguards and policy support. By developing relevant systems and policies, we can guide and regulate community development and public service provision, creating better developmental conditions for children.

### **3. The Construction Logic of Child-Friendly Community Public Service System**

#### **3.1 Demand Orientation: Analysis of Children's Growth Needs**

A thorough analysis of children's multifaceted needs in community life forms the essential foundation for building child-friendly public service systems, encompassing physiological, psychological, social, and educational dimensions. Children's physical safety constitutes the fundamental principle of community development. Guided by spatial justice theory, communities must ensure equitable access to safe and healthy environments for children. Research indicates a significant correlation between accessibility of public spaces and childhood obesity rates, sensory integration dysfunction, and other health indicators, demanding that spatial planning transcend adult-centric approaches to establish child-sized spatial adaptations. As the "third space" for children's psychological development, community environments should reinforce belonging through symbolic construction. Social identity theory suggests that children develop place identity through community participation (e.g., participatory landscape design) and engagement with local cultural symbols (e.g., community historical murals). Experimental studies demonstrate that communities featuring child-friendly visual elements (with 32% increased color saturation) reduce children's anxiety levels by 18%. Concurrently, mental health support networks should be established through resident social workers and peer support groups to prevent spatialized psychological issues. The cultivation of children's social skills relies on accumulated community social capital. According to Coleman's social capital theory,



communities should create intergenerational interaction scenarios. Special attention must be paid to spatial segregation caused by disparities, with inclusive designs promoting social integration for children with special needs. Bronfenbrenner's ecological theory emphasizes that community education functions should achieve synergy among micro-systems (family), meso-systems (school), and macro-systems (community). Empirical studies demonstrate that community informal learning spaces can enhance children's inquiry-based learning capabilities by 27%. Special attention should be paid to spatial equity in educational resources, with the "15-minute education circle" initiative designed to bridge educational gaps between communities. The essence of child-friendly community development lies in reconstructing power dynamics between children and their environment. This requires adopting a participatory methodology through institutional frameworks (such as children's councils), spatial innovations (like legally recognized play zones), and cultural reshaping (by implementing child-centered governance). This approach represents not merely a spatial renovation project, but a social transformation process that shifts children from "community outsiders" to "rights-bearing subjects".

### **3.2 Resource Integration: Multi-Subject Collaboration**

The development of a child-friendly community public service system constitutes a complex systemic project that requires collaborative efforts from multiple stakeholders including governments, community organizations, businesses, and families. By integrating resources and fostering collective momentum, these four key entities—policy guidance, resource complementarity, service coordination, and emotional connections—jointly establish a comprehensive public service ecosystem spanning children's entire developmental journey. This approach achieves both universal provision of infrastructure and precise matching of soft services, ultimately forming a sustainable development framework characterized by government leadership, social collaboration, and family participation.

### **3.3 Service Supply: Diversified Service**

### **Content and Methods**

The development of child-friendly communities should be grounded in diversified public services, creating an integrated service system that encompasses educational support, health promotion, social empowerment, and cultural participation through systematic resource integration and institutional innovation. Public service provision must address children's multi-level developmental needs while redefining communities as the core socialization domains for children. Inclusive development theory emphasizes "equitable distribution of developmental opportunities" and "substantive responses to diverse needs," requiring communities to transcend superficial "universal coverage" goals in service delivery. This involves addressing age-based, ability-based, and cultural background differences within child populations, fostering a culturally sensitive and socially equitable service ecosystem. Inclusive education services should move beyond physical indicators like school building coverage to focus on the actual accessibility of educational resources. For example, Rotterdam's "Community Learning Centers" integrate libraries, after-school care, and multilingual tutoring to provide culturally adaptive educational support for immigrant children, achieving an 18% reduction in dropout rates. This validates Bronfenbrenner's ecological system theory regarding "intermediate-level system synergy" —, where coordinated efforts among families, schools, and communities can compensate for cultural capital deficiencies in vulnerable children.

### **3.4 Construct the Value Orientation of Logic**

Guided by the theory of inclusive development, the provision of child-friendly community public services should prioritize fairness, justice, and sustainability as core values. Existing research constructs practical frameworks through multidimensional approaches. From the perspective of fairness and justice, scholars emphasize transcending formal equality to shift toward "differentiated capacity empowerment". The UNICEF's "Three-Dimensional Inclusion Model" requires public services to meet physical accessibility, economic affordability, and cultural adaptability. Nancy Fraser's participatory justice theory promotes institutionalized

participation mechanisms such as children's councils and community planning workshops. The sustainability principle focuses on dual logics of intergenerational equity and ecological resilience. The EU's "Child-Friendly City Assessment System" incorporates green transportation and carbon-neutral recreational facilities as mandatory indicators. Malmö, Sweden, connects community resources through "play corridors," enabling 90% of children to reach nature education spaces via walking routes. Regarding social sustainability, scholars propose the "Intergenerational Social Contract" theory advocating age-inclusive design of public facilities. The application of digital governance tools further strengthens systemic resilience. The above research and practical cases show that the construction of community public service system based on the perspective of inclusive theory research can be guided by the principles of fairness, justice and sustainability.

#### **4. Challenges**

**Structural Imbalance in Resource Allocation:** Urban public service resources are predominantly concentrated in central districts, while children's facilities in urban-rural fringe areas and rural regions remain underdeveloped. This disparity makes it difficult for migrant children and rural children to access equal services. Additionally, specialized services for special-needs children (such as rehabilitation training and psychological counseling) face challenges of insufficient supply and a shortage of qualified professionals. **Symbolic Inclusion in Policy Implementation:** While some communities incorporate "child-friendly" planning, their actual services still operate under standardized models. For instance, community activity centers lack accessibility features for disabled children, and migrant children cannot participate in local education programs due to household registration restrictions, highlighting the disconnect between policy goals and implementation outcomes. **Generational Power Disparities in Community Participation:** As direct beneficiaries of community services, children's voices are often overlooked in adult-dominated decision-making processes. Surveys reveal that only 12% of communities have established channels for child participation in planning, weakening the alignment between public

services and real needs. Cultural Prejudice and Stereotyping Exclusion: Implicit discrimination persists against groups like single-parent families and autistic children, causing psychological stress when accessing public facilities. A city survey found that 47% of parents of special-needs children perceive exclusionary atmospheres in communities.

### **5. Conclusions and Prospects**

#### **5.1 Research Conclusion**

This study systematically elucidates the construction logic and value orientation of child-friendly community public service systems within the framework of inclusive development theory. With accelerating demographic shifts and urbanization, communities as core physical and social spaces for children's growth have made the adaptive restructuring of their public service systems a crucial issue in social governance. Current community public service systems generally face structural challenges such as imbalanced spatial resource allocation, homogenized service provision, and marginalized child agency, making it difficult to meet the diverse developmental needs of children. The inclusive development theory, with its core principles of fairness, justice, multi-stakeholder governance, and sustainable development, provides a theoretical paradigm to address these dilemmas.

In terms of system construction, the study proposes a multi-dimensional integration approach: The policy dimension requires strengthening systematic institutional design to establish a vertically integrated and horizontally coordinated governance framework, bridging the tension between top-level planning and grassroots practices; The spatial dimension should adhere to child-centered principles, optimizing the synergistic effects of physical environments and social services to ensure dual realization of spatial accessibility and cultural inclusivity; The service supply dimension needs to break through standardized paradigms by establishing differentiated response mechanisms that encompass multiple functions such as educational support, health promotion, social integration, and cultural empowerment. The research also emphasizes institutional safeguards for children's participation rights,

advocating restructuring the interaction between children and community governance through structured participation mechanisms, while cautioning against symbolic tendencies in participatory practices.

In terms of value orientation, the research identifies three dimensions of inclusive development: First, the equity and justice dimension requires dismantling institutional exclusion through resource redistribution mechanisms to bridge service gaps between urban and rural areas, different social classes, and marginalized groups. Second, the multi-stakeholder governance dimension advocates building a collaborative governance network led by the government, involving social partners, and engaging families to enhance resource allocation efficiency and public service resilience. Third, the sustainable development dimension focuses on intergenerational equity and ecological adaptation, integrating children's welfare into long-term urban renewal and low-carbon transition plans. The study further reveals practical barriers in system construction, including policy implementation deviations, uneven accumulation of social capital, structural lack of children's voice, and implicit exclusion due to cultural biases. It proposes intervention strategies such as establishing dynamic monitoring systems, strengthening participatory governance, and promoting anti-bias education.

## **5.2 Research Prospect**

There is an urgent need to integrate multidisciplinary perspectives such as child rights theory, social space theory, and development ethics to construct a locally adaptive analytical framework. The focus should be on exploring the interactive mechanism of "rights protection—space production—service provision" and the application pathways of the Inclusive Development Index in evaluating community governance effectiveness. Breaking away from traditional qualitative research paradigms, we should adopt mixed-method research methodologies and utilize technical tools like spatial econometric models and social network analysis to quantitatively assess spatial equity and social impacts of service provision. Strengthen cross-national and cross-regional comparative studies to reveal differentiated

logics in building child-friendly communities under different socioeconomic contexts. Explore the potential of digital governance tools in child participation, develop GIS-based platforms for children's needs expression, and construct an intelligent decision support system featuring "perception-response-feedback" to facilitate children's transition from information receivers to data producers. Addressing the dynamic characteristics of population mobility and demand, research should examine the construction logic of flexible welfare systems and design scalable policy toolkits. Prioritize exploring integration pathways between child-friendly standards and existing urban planning frameworks, along with child-adaptive spatial transformation strategies under carbon neutrality goals. Deepen research on community cultural capital reproduction mechanisms to analyze how spatial symbols shape children's identity. Establish anti-exclusion educational intervention models, deconstruct implicit biases through cultural practices like narrative medicine and community theater, and cultivate inclusive community cultural ecosystems. The essence of building child-friendly communities lies in realizing localized practices of children's rights through paradigm shifts in governance. Its ultimate value resides in constructing an inclusive society guided by intergenerational justice. Subsequent research should drive sustainable development models featuring "rights embedding, multi-stakeholder collaboration, and ecological adaptation" by leveraging institutional innovation as the engine, spatial justice as the foundation, and child empowerment as the driving force. This approach will provide theoretical references and practical blueprints for new urbanization under the vision of a community with a shared future for mankind.

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