
Research on the Value, Dilemmas, and Pathways of Home-School-Community Collaboration in Promoting High-Quality Development of Youth Sports

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Abstract: The high-quality development of youth sports is an important cornerstone of the construction of a healthy China, and it is also one of the core connotations of the high-quality development of education in the new era. As an important model for integrating educational resources and uniting people to educate people, the cooperation between home, school and society provides an effective way to solve problems such as school barriers, resource dispersion and lack of main body in the development of youth sports. This article uses documentary method, logical analysis method and other research methods to systematically analyze the value of the times of home, school and community cooperation to promote the high-quality development of youth sports, and deeply sorts out the practical dilemmas such as imperfect coordination mechanism, lack of value consensus, imbalance in resource supply, and weak professional guidance in the current practice, and from the policy guarantee, goal consensus, mechanism innovation, resource integration, digital empowerment and other dimensions put forward targeted development strategies, aiming to build a youth sports education community with deep integration of home, school and society, and promote the high-quality development of youth sports.

Keywords: home-school social cooperation; youth sports; high-quality development; education community; physical education

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1. Introduction

Adolescence is a golden period for physical and mental development, as well as a critical stage for the cultivation of sports habits, acquisition of athletic skills, and development of health literacy. In recent years, the state has attached great importance to the development of youth sports, successively issuing a series of policy documents such as the Opinions on Deepening the Integration of Sports and Education to Promote the Healthy Development of Adolescents and the Work Plan for the “Education Consortium” of Home-School-Community Collaborative Education, explicitly proposing to establish a collaborative education mechanism involving families, schools, and society to promote the coordinated development of adolescents’ cultural learning and physical exercise^[1-2]. The implementation of the “double reduction” policy has further freed up time and space for adolescents to participate in sports activities, creating favorable conditions for home-school-community collaboration in sports education. However, the current development of youth sports in China still faces

numerous challenges: persistent declines in adolescent physical health indicators, low participation rates in extracurricular physical exercise, a pronounced tendency towards utilitarianism in sports education, the absence of family sports, and insufficient supply of community sports resources remain prominent issues. The root cause lies in the lack of effective collaboration and linkage among families, schools, and society in adolescent sports education, with problems such as inconsistent goals, unclear rights and responsibilities, lack of resource sharing, and poor communication, failing to form a joint force to promote the development of youth sports. Home-school-community collaboration is not a simple addition of entities but rather aims to promote the all-round development of adolescents by integrating resources, complementing advantages, and sharing responsibilities among the three parties to construct a comprehensive, multi-level, and three-dimensional sports education system. A thorough study of the value, challenges, and strategies of home-school-community collaboration in promoting high-quality development of youth sports holds significant theoretical and practical importance for addressing the challenges in youth sports development, improving the sports education system, and implementing the Healthy China strategy.

2. The Contemporary Value of Home-School-Community Collaboration in Promoting High-Quality Development of Youth Sports

2.1. Laying a Solid Foundation for Adolescent Physical Health and Contributing to the Construction of a Healthy China

Health is the foundation of life, and the physical health status of adolescents directly relates to the future of the nation and its rejuvenation. Home-school-community collaboration can provide continuous, systematic, and scientific support for adolescents' physical exercise, ensuring the effective implementation of sports activities in terms of time, space, and content. As the main venue for sports education, schools impart athletic skills and health knowledge through standardized physical education curricula and rich extracurricular sports activities^[3]. Families, as the basic units of sports education, cultivate sports habits in adolescents through parent-child sports activities and daily exercise supervision. Communities, as extended fields for sports education, expand the space for adolescents' physical exercise through well-equipped sports facilities and diverse community sports activities. The collaborative efforts of the three parties can effectively address the issues of "fragmentation" and "formalization" in adolescents' physical exercise, promote the all-round development of adolescents' physical functions, and enhance their physical health levels, laying a solid foundation of adolescent physical health for the construction of a Healthy China.

2.2. Improving the Sports Education System and Implementing the Education Policy of Five-Pronged Development

Sports is an important component of the five-pronged development approach in education, possessing multiple functions such as fitness, moral cultivation, intellectual enhancement, and aesthetic appreciation. Home-school-community collaboration extends sports education from a single school setting to diverse family and community settings, breaking down the spatial and temporal barriers of sports education and achieving full-coverage and lifelong sports education. During the collaborative education process, schools focus on the systematic teaching of sports knowledge and skills to cultivate adolescents' athletic abilities. Families emphasize the cultivation of sports ethics and behavioral habits, guiding adolescents to establish correct sports values. Communities focus on the integration of sports practice and social interaction, enhancing adolescents' sports social skills and social adaptability. With each party fulfilling its respective roles and collaborating effectively, a sports education system is constructed where "schools teach skills, families cultivate habits, and communities provide platforms," fully leveraging the educational value of sports and facilitating the implementation of the five-pronged development approach in education.

2.3. Integrating Sports Education Resources and Enhancing the Quality of Youth Sports Development

High-quality development of youth sports requires adequate resource support, and families, schools, and society each possess unique sports education resources. Schools, with their professional sports faculty, standardized sports facilities, and systematic sports curricula, serve as the core carriers of sports education resources. Families possess emotional, time, and personalized educational resources, enabling them to provide targeted sports guidance based on adolescents' interests and characteristics. Society boasts a wealth of sports social organizations, professional sports training institutions, and diverse sports event resources, capable of offering specialized and varied sports services for adolescents. Home-school-community collaboration can break down resource barriers, promote the flow and sharing of sports faculty, facilities, curricular resources, and event resources among the three parties, achieve optimal resource allocation, and enhance resource utilization efficiency, providing sufficient resource support for high-quality development of youth sports^[4].

2.4. Cultivating Lifelong Sports Awareness in Adolescents and Promoting All-Round Human Development

Lifelong sports is the core concept of modern sports education, aiming to cultivate individuals' awareness, habits, and abilities to participate in physical exercise throughout their lives. Adolescence is a critical period for cultivating lifelong sports awareness, and home-school-community collaboration provides sustained environmental support and atmospheric influence for its cultivation. Through sports education, schools enable adolescents to experience the joy of sports and master athletic skills, laying the foundation of ability for lifelong sports. Families create a positive family sports atmosphere, enabling adolescents to internalize physical exercise as a daily lifestyle, laying the foundation of habit for lifelong sports. Communities foster a national fitness sports environment, enhancing adolescents' sense of sports participation in a social atmosphere, laying the foundation of atmosphere for lifelong sports. The collaborative cultivation by the three parties helps adolescents establish the concept of "health first," develop lifelong exercise habits, promote their all-round physical and mental development, and lay a healthy foundation for their lifelong development.

2.5. Fostering a Joint Force for Sports Education and Constructing a Harmonious Education Ecosystem

Education is a systematic project that requires the joint participation of families, schools, and society. Home-school-community collaboration in promoting youth sports development is not only an innovation in the field of sports education but also an important manifestation of education ecosystem optimization. During the collaboration process, the three parties enhance mutual understanding and trust through regular communication and diverse cooperative activities, breaking down barriers among educational entities and establishing an educational partnership characterized by mutual support and cooperation. This collaborative model not only improves the effectiveness of sports education but also radiates and drives the coordinated development of moral, intellectual, aesthetic, and labor education, promoting the formation of a harmonious education ecosystem with deep integration of home, school, and community, creating a favorable educational environment for the healthy growth of adolescents^[5].

3. The Practical Dilemmas in the Collaborative Promotion of High-Quality Development of Youth Sports by Families, Schools, and Communities

3.1. Inadequate Collaborative Education Mechanisms and Blurred Boundaries of Rights and Responsibilities

A sound collaborative mechanism is a crucial guarantee for families, schools, and communities to jointly promote the development of youth sports. However, China has not yet established a systematic and institutionalized collaborative education mechanism for youth sports. On one hand, the policy system is incomplete. Existing policies mostly provide macro guidance, lacking specific implementation rules and operational norms for families, schools, and communities

to collaboratively carry out youth sports work. The delineation of rights and responsibilities, cooperation methods, and safeguard measures among the three parties are not clearly defined, resulting in a lack of unified standards to follow in practice. On the other hand, the communication and coordination mechanism is lacking. There is a shortage of regular communication platforms and channels among families, schools, and communities, leading to poor information transmission and low communication efficiency. This often results in a situation where “schools act alone, families have insufficient participation, and communities passively cooperate.” The supervision and evaluation mechanism is also absent, with no scientific evaluation system established for the collaborative sports work of families, schools, and communities. The effectiveness of their collaborative efforts lacks effective supervision, assessment, and incentives, causing collaborative work to become a mere formality and difficult to sustain.

3.2. Lack of Consensus on Core Values and Alienation of Educational Goals

Consensus on values is the ideological foundation for collaboration among families, schools, and communities. However, there are significant deviations in the value perceptions and educational goals of youth sports education among the three parties, failing to form a unified consensus on values. At the school level, influenced by the inertia of exam-oriented education, some schools still tend to prioritize intellectual education over physical education. The phenomenon of sports classes being squeezed out and extracurricular sports activities becoming formalistic occurs frequently. The goals of physical education are more focused on sports exam scores and competition medals, neglecting the cultivation of youth sports habits and lifelong sports awareness. At the family level, some parents hold the view that “sports are useless” and prioritize academic performance over health, regarding physical exercise as a byproduct of cultural studies. They worry that physical exercise will affect their children’s academic performance, lacking support and guidance for their children’s sports participation, and even restricting it. Some parents go to the other extreme, commercializing physical exercise and blindly enrolling their children in various sports training programs, ignoring their children’s interests and physical and mental development patterns^[6]. At the community level, some communities focus their sports work on adult groups, paying insufficient attention to youth sports work. They lack sports services and activity designs tailored for youth, failing to fully leverage the extension and supplementary role of community sports.

3.3. Imbalanced Supply of Sports Resources and Prominent Barriers to Resource Sharing

The balanced supply and efficient sharing of sports resources are the material foundation for families, schools, and communities to jointly promote the high-quality development of youth sports. However, there are significant issues of imbalanced supply and sharing barriers in China’s youth sports resources. From the perspective of resource supply, although school sports resources are relatively concentrated, some rural areas and underprivileged schools still face problems such as a shortage of sports teachers, outdated facilities, and a lack of diverse curriculum resources. Family sports resources exhibit polarization. Some families can provide sufficient sports equipment, training fees, and other resources for their children, while some families, especially rural families and low-income families, suffer from a severe shortage of sports resources. Community sports resources are generally scarce, with problems such as insufficient quantity, uneven distribution, and low utilization of sports facilities, as well as a shortage of professional community sports instructors, making it difficult to meet the diverse sports needs of youth. From the perspective of resource sharing, due to differences in management systems and interests, it is difficult for sports resources from schools, families, and communities to flow and be shared effectively^[7]. School sports facilities are mostly used within the school, with a low degree of openness to families and communities. Community sports resources lack systematic integration, making it difficult to effectively connect with school sports curricula and family sports activities. Family sports resources are highly personalized, making it difficult to achieve socialized sharing.

3.4. Inadequate Professional Sports Guidance and Varying Levels of Guidance Ability

Professional sports guidance is key to ensuring the scientific and effective nature of youth physical exercise. However, the

sports guidance capabilities of families, schools, and communities are all significantly inadequate, failing to meet the needs of high-quality youth sports development. At the school level, some physical education teachers have varying levels of professional competence, with monotonous teaching methods and a lack of ability to provide personalized sports guidance for youth. Due to heavy workloads, they find it difficult to both attend to extracurricular sports guidance and family sports guidance. At the family level, most parents lack systematic sports knowledge and athletic skills, and their own physical exercise habits also need to be cultivated, making it difficult for them to provide scientific sports guidance for their children. Even if some parents want to participate in their children's physical exercise, they do not know where to start due to a lack of professional knowledge. At the community level, the construction of the community sports instructor team lags behind, with problems such as insufficient quantity, low professional levels, and an unreasonable age structure. Moreover, the team is mostly composed of retired personnel and part-time staff, lacking systematic training and management, making it difficult to provide professional and continuous sports guidance services for youth.

3.5. Low Level of Digital Empowerment and Need for Improvement in Collaborative Efficiency

The digital age provides convenient technological means and platform support for collaborative education among families, schools, and communities. However, the current level of digital empowerment in the collaborative promotion of youth sports development by families, schools, and communities is low, failing to fully leverage the advantages of digital technology in resource integration, communication, and precise guidance. On one hand, the construction of digital collaboration platforms lags behind, lacking a unified, nationwide, and functionally complete digital platform for collaborative youth sports among families, schools, and communities. Existing platforms are mostly independently developed by schools or third-party commercial platforms, with single functions and poor compatibility, making it difficult to achieve information exchange, resource sharing, and collaborative management among the three parties. On the other hand, the application of digital technology is insufficient. Schools, families, and communities have a low degree of application of digital technologies such as big data, artificial intelligence, and the Internet of Things in their sports work. They fail to achieve precise collection, analysis, and application of youth sports data through digital technology, making it difficult to provide personalized sports guidance and precise sports services^[8]. In addition, the digital literacy of some parents and community staff is low, making it difficult for them to skillfully use digital collaboration platforms, which also restricts the application effectiveness of digital technology in collaborative education.

4. Solutions for Home-School-Community Collaboration to Promote High-Quality Development of Youth Sports

4.1. Improving the Policy and Regulatory Framework to Establish an Institutionalized Collaborative Support Mechanism

Policy support is the fundamental prerequisite for home-school-community collaboration to promote high-quality development of youth sports. It requires starting with top-level design to refine relevant policies and regulations and establish a systematic and institutionalized collaborative support mechanism^[9]. To improve the policy framework, the national government should introduce the Implementation Measures for Home-School-Community Collaboration to Promote Youth Sports Development, clarifying the overall objectives, basic principles, division of rights and responsibilities, and modes of cooperation for home-school-community collaboration in youth sports. Local governments should develop supporting implementation details based on local conditions, specifying the detailed responsibilities and work requirements of the three parties to ensure that collaborative efforts are guided by clear rules and evidence. Establishing a communication and coordination mechanism involves creating a regular communication platform led by education and sports departments, with participation from schools, families, and communities. Regular collaborative work meetings should be held to exchange progress and address practical issues. New media tools such as WeChat, QQ, and DingTalk can be utilized to establish instant communication groups among the three parties, enabling real-time information

transmission and efficient communication. Improving the supervision and evaluation mechanism involves constructing an evaluation system for home-school-community collaborative sports work, with core indicators including youth physical health levels, sports habit formation, and sports participation rates, covering the effectiveness of work by schools, families, and communities. Third-party evaluation agencies should be introduced to provide objective and fair assessments of collaborative efforts, with evaluation results linked to school performance evaluations, community work assessments, and parental recognition, establishing a sound incentive and restraint mechanism to ensure effective implementation of collaborative work^[10].

4.2. Fostering Consensus on Core Values and Establishing Scientific Collaborative Education Goals

Value consensus is the ideological foundation for home-school-community collaboration. It requires fostering consensus on values in youth sports education among the three parties through publicity, guidance, and education and training to establish scientific collaborative education goals. Strengthening publicity and guidance involves utilizing various channels such as television, radio, the internet, and community bulletin boards to widely promote the “health first” educational philosophy and lifelong sports ideology, interpreting national policy documents on youth sports development, and transforming the sports education concepts of schools, families, and communities. This enables the three parties to fully recognize the importance of youth sports and the necessity of home-school-community collaboration^[11]. Conducting education and training involves strengthening training in sports education philosophy and collaborative education capabilities for school teachers, guiding them to establish a comprehensive sports education perspective and enhancing their ability to carry out home-school-community collaborative sports work. For parents, parent schools and sports education lectures can be established to popularize sports knowledge and health literacy, guiding parents to establish correct sports education concepts and enhancing their ability to guide family sports. For community workers, training in youth sports work concepts and methods should be strengthened to enhance the community’s ability to provide youth sports services^[12]. Establishing unified education goals involves setting the promotion of comprehensive youth development as the core and establishing the overall goal of home-school-community collaborative sports education as “cultivating sports habits, improving athletic abilities, fostering health literacy, and establishing lifelong sports awareness.” Specific education goals should be formulated according to the physical and mental development characteristics of youth at different academic levels, enabling the sports education efforts of the three parties to revolve around unified goals and form a collaborative educational force.

4.3. Integrating Sports Education Resources and Establishing an Integrated Resource Supply System

Resource integration is the material foundation for home-school-community collaboration to promote high-quality development of youth sports. It requires breaking down resource barriers, promoting the optimal allocation and efficient sharing of sports resources among the three parties, and establishing an integrated sports resource supply system^[13]. Coordinating resource planning involves education and sports departments taking the lead in conducting a comprehensive survey and systematic planning of sports resources in schools, families, and communities within the region. Based on the development needs of youth sports, a plan for integrating and sharing sports resources should be formulated to promote the balanced allocation of sports teachers, facilities, and curriculum resources within the region. Promoting resource sharing involves schools gradually opening their sports facilities to families and communities, formulating reasonable opening hours and management methods to improve facility utilization rates. Communities should integrate sports resources within their jurisdiction and establish community sports resource-sharing platforms to provide resource support such as sports venues and events for schools and families. Families should actively participate in sports resource sharing, encouraging parents to leverage their expertise to provide voluntary services for sports activities in schools and communities. Enriching resource supply involves increasing financial investment to focus on supporting the construction of sports facilities in rural areas and under-resourced schools and equipping them with adequate sports teachers. Social forces should be encouraged to participate in youth sports, guiding sports enterprises and social organizations to develop diversified youth sports courses and event resources, providing professional sports training and services for youth. Communities should build

small-scale and diversified sports facilities based on their actual conditions and equip them with professional community sports instructors to meet the sports needs of youth.

4.4. Strengthening Professional Team Building and Enhancing Comprehensive Sports Guidance Capabilities

A professional sports guidance team is the core support for home-school-community collaboration to promote high-quality development of youth sports. It requires strengthening the construction of three teams—school sports teachers, family sports instructors, and community sports instructors—to enhance the sports guidance capabilities of the three parties. Strengthening the construction of the school sports teacher team involves strictly implementing sports teacher staffing standards and equipping schools with adequate sports teachers. Professional training for sports teachers should be strengthened to improve their athletic skills, teaching levels, and personalized guidance capabilities. Sports teachers should be encouraged to participate in family sports guidance and community sports services. The evaluation mechanism for sports teachers should be improved, incorporating the effectiveness of their home-school-community collaborative sports work into the evaluation system to enhance their work enthusiasm^[14]. Cultivating a team of family sports instructors involves providing parents with sports knowledge and athletic skills training through various forms such as parent schools, online courses, and sports experience activities to enhance their ability to guide family sports. Sports teachers and community sports instructors should be encouraged to provide personalized family sports guidance suggestions to parents, guiding them to scientifically conduct parent-child sports activities. Building a strong team of community sports instructors involves formulating selection and training standards for community sports instructors and publicly selecting individuals passionate about youth sports and possessing certain sports professional knowledge and skills from society to serve as community sports instructors. Systematic training for community sports instructors should be strengthened to improve their professional levels and youth sports guidance capabilities. An incentive mechanism for community sports instructors should be established, recognizing and rewarding outstanding instructors to stabilize the instructor team.

4.5. Enhancing Digital Technology Empowerment and Creating an Intelligent Collaborative Education Platform

Digital technology is an important means to improve the efficiency of home-school-community collaboration. It requires strengthening the application of digital technology in collaborative youth sports education and creating an intelligent home-school-community collaborative education platform. Building an integrated digital collaboration platform involves education and sports departments taking the lead in integrating existing educational and sports digital resources to construct a unified national digital platform for home-school-community collaborative youth sports. The platform should cover functions such as information dissemination, resource sharing, communication, sports guidance, data monitoring, and evaluation and assessment, enabling information exchange, resource sharing, and collaborative management among schools, families, and communities^[15]. Deepening the application of digital technology involves fully utilizing digital technologies such as big data, artificial intelligence, and the Internet of Things to collect data on youth physical exercise, physical health, and sports interests, establishing digital archives for youth sports. Through big data analysis, personalized physical exercise plans can be formulated for youth, providing a scientific basis for schools, families, and communities to carry out targeted sports guidance. Online sports guidance courses can be developed using artificial intelligence technology to provide convenient professional sports guidance for youth and parents. Improving digital literacy involves conducting digital literacy training for school teachers, parents, and community workers, focusing on the operation of digital collaboration platforms and the application of digital technologies, to enhance their digital literacy and digital application capabilities, ensuring the effective utilization of digital collaboration platforms.

4.6. Innovating Collaborative Activity Forms and Creating a Diversified Sports Education Atmosphere

Rich and diverse collaborative activities are important carriers for home-school-community collaboration to promote high-quality development of youth sports. It requires innovating activity forms, carrying out diversified home-school-community collaborative sports activities, and creating a strong sports education atmosphere. Conducting campus sports open activities involves schools regularly organizing sports festivals, parent-child sports meets, and campus sports competitions, inviting parents and community residents to participate, enhancing interaction and communication among home, school, and community. Schools should be encouraged to cooperate with communities to introduce community sports activities into the campus, enriching students' extracurricular sports life. Creating community sports characteristic brands involves communities organizing youth sports summer camps, winter camps, and community sports leagues based on their cultural characteristics and resource advantages, attracting youth to actively participate^[16]. Community youth sports clubs should be established to provide a regular sports activity platform for youth. Promoting parent-child sports activities involves schools and communities jointly designing parent-child sports activity plans suitable for youth of different ages, guiding parents to engage in physical exercise with their children during weekends and holidays, enhancing parent-child relationships, and cultivating children's sports habits. Integrating social sports event resources involves encouraging schools and communities to cooperate with sports enterprises and social organizations to hold various youth sports events, providing a platform for youth to showcase themselves and stimulating their enthusiasm for sports participation.

5. Conclusion

Home-school-community collaboration to promote high-quality development of youth sports is an inevitable requirement for implementing the Healthy China strategy and advancing high-quality educational development. It is also an effective path to address the current challenges in youth sports development. As the three core entities in youth sports education, families, schools, and society each possess unique educational advantages and resource endowments. Only by breaking down entity barriers, fostering consensus on values, integrating educational resources, and improving collaborative mechanisms can a powerful collaborative force be formed to promote youth sports development. Currently, home-school-community collaboration to promote high-quality development of youth sports still faces practical challenges such as inadequate collaborative mechanisms, lack of value consensus, imbalanced resource supply, insufficient professional guidance, and low levels of digital empowerment. Addressing these challenges requires the government to improve policies and regulations and establish institutionalized support mechanisms. It requires schools, families, and communities to foster consensus on values and establish scientific educational goals. It requires integrating various sports resources and establishing an integrated supply system. It requires strengthening professional team building and enhancing comprehensive sports guidance capabilities. It requires enhancing digital technology empowerment and creating an intelligent collaboration platform. It requires innovating collaborative activity forms and creating a diversified sports education atmosphere. Home-school-community collaboration to promote high-quality development of youth sports is a systematic project that requires the joint participation and sustained efforts of the government, schools, families, and society. All parties should uphold the "health first" philosophy, with the promotion of comprehensive youth development as the core, each performing their duties and collaborating effectively to construct a deeply integrated and highly coordinated youth sports education community. This will enable youth to enjoy the fun of physical exercise, enhance their physical fitness, develop a sound personality, and forge their will, propelling youth sports towards a new stage of high-quality development and laying a solid foundation for cultivating socialist builders and successors with all-round moral, intellectual, physical, aesthetic, and labor education.

Disclosure statement

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