

Understanding children in need of additional education interventions in Taiwanese
non-government child welfare services: From NGO's perspectives

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This study seeks an understanding of children in need of additional education interventions constructed in non-government child welfare services (NGCWS) in Taiwan. Following globalization and modernisation over past few decades, Taiwan has become an “M” distributed society. Numbers of new poor families suffering from economic disadvantage have increased dramatically. Children in these families are vulnerable living without sufficient resources, in particular the education allowance. In Taiwan, emerging additional education interventions are delivered from NGCWS to these vulnerable children, but, little is known about how these children are constructed in NGCWS in Taiwan. This study intends to fill the gap. It uses the viewpoint of NGCWS to conceptualise these children in Taiwan. Two research questions are addressed:

- (1) What are the characteristics of children in need of additional education interventions constructed in NGCWS in Taiwan?*
- (2) What sort of additional education interventions do NGCWS in Taiwan identify as appropriate to these children and their family?*

Documents were collected and in-depth, semi-structured interviews with senior executive and practical staff from NGCWS in Taiwan were conducted. A social constructionist perspective incorporated with an ecological approach was adopted to guide the analysis and to explore the meaning of children in need of additional education interventions. The initial results show that: 1) All children are recognised as vulnerable, but children from economically disadvantaged families receive the most concern in NGCWS. 2) Children from economically disadvantaged families are in need of tuition fees and school lunch support. However, children from urban area are more in need of informal education intervention, such as after school care; while children from rural area are more in need of interventions for maintaining formal education, such as textbooks and stationery. 3) Families still bear the first responsibility in providing necessities to children, but their function has regressed to provide basic needs of education for their children.