

Part 3

Typical Cases

Chapter Thirteen

Empowering Education for the Elderly to Bridge their Digital Divide:

Case Study of “Smart Education for Seniors” of
Shanghai University for the Elderly (SHUE)

Shanghai University for the Elderly

Abstract: Digital transformation does bring convenience to people’s life, but creates “digital divide” for many elderly people. Shanghai University for the Elderly focuses on the “five difficulties” of the elderly and creates smart learning scenarios, develops courses of smart education for seniors and carries out special training. From the perspective of empowering elderly education, Shanghai University for the Elderly (SHUE) helps the elderly bridge the “digital divide” through multi-channels and radiates the experience and achievements to the city, the country, and even the world. It has received extensive attention from governments at all levels, various schools and all walks of life, forming a vivid case of “Smart Education for Seniors”.

Keywords: education for the elderly; smart education for seniors; digital divide; learning scenarios

I. The Background of “Smart Education for Seniors”

I) Social background: the elderly face the “digital divide” difficulties

Digital development has influenced people's lives a lot. Rapid technological development has brought convenience to people, but creates a digital gap for the elderly. China's National Bureau of Statistics released the seventh national census, which showed that people over 60 accounted for 18.70% (264 million) of the population. That means China has developed into a society with serious aging. In the next five years, the larger population formed by the second birth peak in the 1960s will enter old age, making China's population aging level continue to rise. The 48th statistical report of the China Internet Network Information Center (CNNIC) shows that by June 2021, the number of Internet users in China will reach 1.011 billion, and the Internet penetration rate will reach 71.6%. Among them, 12.2%, or about 123 million people, are aged 60 and above. According to this calculation, more than 50% of China's population, about 141 million people over the age of 60, do not have online activities. A significant number of older people do not have the relevant smart technology skills and are faced with “five difficulties”, including difficulty in going out, difficulty in receiving medical treatment, difficulty in getting things done, difficulty in enjoying life, and difficulty in online payment. This is especially true in cities with a high degree of digitalization.

II) Policy background: the government issued “Smart Education for Seniors” policy documents

To help the elderly better adapt to the digital transformation, governments at all levels have introduced a number of policies and measures.

In October 2016, the General Office of the State Council (GOSC) issued the “Elderly Education Development Plan 2016—2020”, which clearly pointed out that it is necessary to “use information technology to serve education for the elderly. Strengthen the cross-regional and cross-departmental co-construction and sharing of digital learning resources, carry out the digital transformation of existing elderly

education courses, and develop digital resources suitable for distance learning for the elderly. Through the Internet, digital television, and other channels, strengthening the radiation of high-quality learning resources for the elderly in rural, remote, poor, and ethnic minority areas. Promote the integration of information technology into the whole process of education and teaching for the elderly, including online and offline teaching, and supporting online learning for the elderly. Use information technology to provide learning guidance services, personalized learning recommendations, and other learning support for the elderly”. This plan is the first national development plan for education for the elderly, indicating that the country attaches great importance to education for the elderly, requires information technology to serve education for the elderly, and promotes the integration of information technology into the entire process of education and teaching for the elderly.

The pandemic once made digital technology widely used in daily life, but it also created a digital divide among the elderly. In November 2020, The General Office of the State Council issued the “Notice on the Implementation Plan to Effectively Solve the Difficulties of the Elderly in Using Smart Technology”, requiring all regions and departments to implement the main responsibility, strengthen work coordination, establish a working ledger, clarify the timetable and road map, and focus on high-frequency matters and service scenarios involving the elderly. Adhere to the parallel innovation of traditional service methods and intelligent services, effectively solve the outstanding difficulties encountered by the elderly in using intelligent technology, ensure that all work is detailed and implemented, and provide more comprehensive, more intimate, and more direct facilitation services for the elderly.

In April, 2021, the Shanghai Municipal Education Commission (SMEC) issued the “Opinions on Promoting the Digital Development of Elderly Education in the City”, which requires the creation of an age-friendly learning environment, various types of smart learning scenarios, the development of new space for learning, the expansion of the supply of high-quality digital learning resources, and the enhancement of the informatization application ability of elderly education teachers. Improve the digital governance of education for the elderly, and build a new pattern of smart learning for the elderly.

In July, 2021, the General Office of the Ministry of Education focused on carrying out relevant training for the elderly as an effective way to solve digital difficulties for the elderly, and issued the “Notice on Widely Carrying Out Education and Training for

the Use of Smart Technology for the Elderly”, requiring that education and training play a full role in helping the elderly use smart technology. Through training, promote the elderly to update their concepts, improve their ability to use smart technology, and help them solve the practical difficulties encountered in daily life, such as travel, medical treatment, and consumption, so that they are willing to and able to use smart technology. They are Providing educational support services for the elderly to cross the “digital divide”, helping them experience the convenience and intelligence brought by the smart society, enhancing the sense of gain, happiness, and security of the elderly.

The above policies show that in the context of digital transformation, solving the difficulties of the elderly using smart technology has become a national important work, which is closely related to the happy life of hundreds of millions of elderly people. All parties should take a positive initiative, fulfill the main responsibilities, and carry out the relevant work of “Smart Education for Seniors”. Education for the elderly should focus on the popularization of intelligent technology, integrate scene design, expand resource supply, promote the ability of the elderly to use intelligent technology more flexibly, and ultimately achieve the purpose of helping the elderly to cross the “digital divide”.

III) Practical background: the practical conditions of SHUE to carry out “Smart Education for Seniors”

Founded in May 1985, SHUE is a public institution directly under the SMEC. It is the first vice chairman unit of the International Association of Elderly Universities, the vice president unit of the China Association of Elderly Universities, the director unit of the Distance Education Working Committee of the China Association of Elderly Universities, and the deputy director unit of the Teaching Committee and Academic Committee of the China Association of Elderly Universities.

SHUE adheres to the people-oriented principle and aims to comprehensively improve the quality of life and the quality of life of the elderly, taking the road of coordinated development of “three classes”, and becoming a “learning garden, a healthy paradise, a warm home, a beautiful garden” and a “spiritual home for the elderly”.

The school carries out education reform for the elderly, expands the way of running schools, and advocates the deep integration of information technology and education for the elderly. Taking the lead in carrying out distance education for the elderly, combining school performance recording and broadcasting with resource

production and distribution center system, actively developing and producing digital learning resources suitable for the elderly, and sharing high-quality course resources in multiple ways. Promote the integration of information technology into the whole process of education and teaching for the elderly, form integrated online and offline teaching, and meet the diversified learning needs of the elderly in the information age.

According to the functional positioning of “building a new type of university for the elderly and building an intelligent and information-based education highland for the elderly” proposed by the SMEC, SHUE has launched the construction of a smart campus, integrating the concepts of smart management, smart life and smart education into the construction of the entire smart campus. In 2018, the school completed the basic network upgrade, wired network gigabit access to the campus, wireless network and 5G signal coverage to the entire campus. The campus of Qinzhou Academy has 5G classrooms on the first, fifth and sixth floors to ensure the high-speed and smooth teaching network and support all kinds of teaching scenarios. In 2019, SHUE focused on creating a “Smart Life Experience Classroom”, which provides an immersive experiential learning scene for elderly students through the establishment of facilities, equipment and courses. Meanwhile, the school uses the Internet, big data, cloud computing, artificial intelligence and other modern information technology to assist elderly students in carrying out intelligent learning, in accordance with the demand-oriented experiential learning, student-centered teaching concept, to create a relaxed and real learning environment, laying a practical foundation for the “Smart Education for Seniors” work.

II. Exploration and Practice of “Smart Education for Seniors” in SHUE

To implement the relevant policies of “Smart Education for Seniors”, meet the diversified learning needs of the elderly, and improve the ability of the elderly to use smart technology, SHUE carried out exploration and practice in the construction of smart learning scenarios, as well as the design of experiential courses, the development and compilation of textbooks, and the training of smart help for the elderly. Through “Smart Education for Seniors” to bridge the “digital divide”, as to empower the education of the elderly.

I) Develop course materials and popularize basic knowledge

As early as 2009, SHUE was keenly concerned about the difficulties of the elderly in the application of intelligent technology, set up a computer department, and successively developed courses such as “Computer Operation”, “Smartphone Application”, and “iPad Use”. In 2019, the Modern Intelligence Department was established, and courses such as “Intelligent Home Life”, “Online Life” and “Mobile Phone Photography” were developed, which were widely welcomed by elderly students. By the autumn of 2022, SHUE has set up 713 intelligent technology application classes with 25,323 participants.

SHUE has also led the establishment of the Yangtze River Delta Cooperation Committee for the compilation of educational materials for the elderly, and has successively published several sets of textbooks, such as the Basic Course of Smartphones and the Practical Course of Smartphones for the teaching of universities for the elderly in the Yangtze River Delta Region.

II) Create a smart scene, experience innovative teaching

In recent years, SHUE has focused on creating a “Smart Life Experience Classroom”. Creating various digital application scenarios, combining immersive learning experiences, building intelligent learning experience space, and forming a new elderly education scene group.

The main area of the “Smart Life Experience Classroom” is divided into “five islands and one room”, including the “Happy Island” with a virtual studio; the “Modern Life Island” built around smart home products; the “Finance and Transportation Island” of intelligent payment, financial fraud prevention and simulated driving; a “Health-care Island” that tries unmanned physical examination and machine diagnosis and treatment; the “High-tech Island” of the virtual reality system and the “Central Control Room” based on the big data management platform and the intelligent management platform of the Internet of Things.

Different from traditional classroom teaching, “Smart Life Experience Classroom” transforms smart facilities and equipment in daily life into teaching aids, simulates online shopping, online payment, booking appointments, taking taxis and other near-real scenes, integrates life and teaching, allows the elderly to experience and learn the



Fig. 13 – 1 Smart Life Experience Classroom

devices with confidence. Helping them learn interactively through experience and share happiness in learning.

SHUE invited education experts and front-line teachers to design courses for Smart Life Experience Classroom. The courses focus on the “five difficulties” of the elderly, from the three processes of cognition — experience — harvest, and has developed more than 60 scene experience courses such as “Palm Life: Government Online-Offline Shanghai” and “Smart Life Experience”. In addition, it also opened VR Experience and Creation, Driving Simulation Course, TCM Constitution Identification, Smart Home Application and other characteristic experiential courses. Through immersive teaching and training, the elderly can master modern intelligent technology and equipment through practical operation and help them build confidence in “knowing how to use” and better enjoy a smart life.

1. High-tech Island (Intelligent Technology Scene)

The “High-tech Island” is docking with the existing platform system, introducing the basic knowledge of “Government Online-Offline Shanghai” for the elderly, learning the relevant application, and solving the social status quo of “difficulty getting things done”. Meanwhile, with the help of distance learning resources and VR equipment, it provides virtual interactive experiences such as popular science knowledge, venue

visits, and first aid drills for the elderly. The “High-tech Island” helps the elderly learn by doing and have a more intuitive understanding of the great role of science and technology in daily life.

Table 13 – 1 The Main Function of the “High-tech Island”

Experiences	Retrieving information and downloading online data by self-service
	Scanning the code to achieve self-learning content
	Application leaning — Government Online-Offline Shanghai
	Learning and experiencing VR device

Table 13 – 2 Related Courses and Specific Content on the “High-tech Island”

Courses or activities	Introductions
Application leaning — Government Online-Offline Shanghai	By simulating the operation of the relevant application, the course provides a virtual experience for the elderly to apply for the Old Esteem Card and helps them handle various affairs online.
VR Experience	Use AR technology to create life scenes and simulate and experience all kinds of skills in life through virtual platforms, such as emergency escape and home care, to improve the life skills of elderly groups.
VR Creation	By creating virtual exhibition halls and connecting scenes and resources

2. Health-care Island (Medical and Health Scenarios)

The “Health-care Island” provides online medical courses for the elderly to help the elderly understand the Health Cloud and community health medical system, and further learn the operation and usage of home intelligent health treatment equipment, experience the self-service medical examination equipment of traditional Chinese and Western medicine, and enhance the medical knowledge and health care ability of the elderly.

Table 13 – 3 The Main Function of the “Health-care Island”

Experiences	Physical examination of traditional Chinese and Western medicine
	Health Cloud System
	First aid drill

Table 13 – 4 Related Courses and Specific Content on Health-care Island

Courses or Activities	Introductions
Intelligent Physical Examination and Health Management	Various intelligent physical examinations including uric acid blood oxygen, blood oxygen saturation examination, etc.
Health Monitoring	Measuring and assessing vital indices (T.P.R.B.) to detect early signs of disease for early prevention
Cardiopulmonary Resuscitation (CPR)	Performing cardiopulmonary resuscitation (CPR) on simulated patients to learn life-saving skills to help oneself and aid others
Traditional Chinese Medicine (TCM) Examination	With the aid of four TCM diagnostic instruments for physical examinations, syndrome analysis, to guide the elderly with healthy diets, daily life exercises and healthcare methods

3. Finance and Transportation Island

In the “Transportation Island” driving experience class, the elderly can simulate driving a car, learn self-service intelligent devices, etc., and master the ways and methods of convenient travel and consumption.

Table 13 – 5 The Main Function of the “Finance and Transportation Island”

Experiences	Telecom fraud prevention
	Digital RMB payment props
	Self-service cash register
	Bicycle sharing; driving simulation

The “Finance Island” teaches the elderly how to use online payment safely and introduces some financial applications such as Alipay and China UnionPay Quick Pass. One of the main tasks of this island is to help the elderly avoid the risk of telecom fraud.

The “Finance Island” introduces self-service cash registers, Alipay anti-fraud challenge desk, “Beware of Frauds”, and the Bank of China’s “Digital RMB Twister” to teach basic financial knowledge through interactive games and other ways to help the elderly identify financial fraud tricks, effectively protect their legitimate

interests, and learn to master self-service payment operations and other skills based on security.

Table 13 – 6 Courses of the “Finance and Transportation Island”

Courses	Introductions
Smart Financial Applications	To learn the installation and registration of financial applications such as Alipay and WeChat Wallet
Online Shopping	To learn online shopping, purchasing tickets, and booking hotels via applications
Mobile Banking	To master mobile banking operations such as balance inquiry and transfer
Wealth Management	To learn how to purchase and transfer online financial products through Alipay, WeChat and other applications
Financial Fraud Prevention	To recognize common online scams and to strategically avoid them
Driving Simulation	To learn traffic laws and driving rules to experience different driving simulation scenes

4. Modern Life Island

The “Modern Life Island” takes the home living environment as the core, introduces enterprise resources (such as Skyworth Group), builds smart living experience areas in the living room and kitchen, combines teaching and experience, explains and practices basic IoT and smart home functions, and enables elderly students to use home smart devices through what they have learned.

Table 13 – 7 The Main Function of the “Modern Life Island”

Experience	Voice control system
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Table 13 – 8 Courses for the “Modern Life Island”

Courses	Introductions
Advanced Applications for Smartphones	To master advanced functions of the smartphone app WeChat
Overview of the Internet of Things	To understand what the Internet of Things is, including its classification, features, and applications

Continued

Courses	Introductions
The Application of the Internet of Things in Intelligent Home	To understand the concept of smart automation; master the control methods of smart home devices
The Combination Application of Intelligent home	To understand various combinations of smart home control panels and scene modes

5. Joy Sharing Island

With the help of digital intelligent facilities and equipment, the “Joy Sharing Island” changes the conventional teaching and learning methods to help the elderly “realize their dreams”. Some traditional courses, such as Peking Opera, dance and other humanities and art courses, can be combined with intelligent technology. For example, students of Peking Opera classes can record dramatic performances on Joy Sharing Island and synthesize them on a large virtual stage with the help of a green-screen synthesis system. Through 5G transmission, scanning the two-dimensional code on the teaching screen can quickly obtain the video just recorded, and share it with others.

Table 13 – 9 The Main Function of the “Joy Sharing Island”

Experiences	Photoshop
	Photography
	Production sharing

Table 13 – 10 Courses in the “Joy Sharing Island”

Courses	Introductions
Virtual Studio System	Understand the principle, technology and process of the virtual studio system; master the operation and use of equipment.
Video Program Production	Learn about pre-preparation, recording and post-editing, experience and learn about video creation, and be able to share videos.
Diploma Class Graduation Work Design	According to the graduation requirements of the diploma class, the majors of photography and video recording, vocal music and health care respectively experience different roles as photographers and performers, and cooperate to complete the graduation project.

III) Value teaching evaluation, make sure learning is productive

SHUE attaches great importance to students' learning feedback and gradually establishes an evaluation system throughout the whole teaching process. The school not only uses the traditional questionnaire survey but also increases the exchange of learning experiences after each class to obtain timely feedback from the elderly students.



Fig. 13 – 2 Learners Are Learning in the Smart Life Experience Classroom

SHUE gives full play to the advantages of “Smart Life Experience Classroom”, builds real scenes in life into teaching, and allows elderly students to try various intelligent scenes in a safe environment, to realize the leap of digital technology from “be willing to use” to “be able to use”.

Besides, SHUE grasped the spiritual needs of the elderly group to “realize their self-worth”, encouraged the students to change their identity and become “teaching assistants” in the experience classroom so that the students could learn something, greatly improved the students’ sense of gain, happiness, and security, and also narrowed the distance between “teachers” and “learners”.

III) Build smart campus and create active space

To help the elderly enjoy the convenience and happiness brought by smart technology to life, SHUE has been expanding the smart life experience and learning space.

SHUE has set up a “VR experience” column in the school’s WeChat public account to break the barriers of time and space and provide cloud experience services of “Smart Life Experience Classroom” for elderly friends. In addition, various areas of the campus are also built information release guide screens, electronic book lending machines, vending machines, smart self-service coffee machines, intelligent robots, smartphones and smart home appliance classroom and other experience scenes. Seniors can touch, learn and use to enhance their digital experience anytime, anywhere.

SHUE also built a school intelligent management system in the smart campus to help teaching and management, including unified identity authentication and data management, teaching resource database management, course evaluation, wisdom micro-lessons and other functions, to achieve “precision teaching” and “wisdom learning”. According to the requirements of the normal management of the epidemic, combined with the construction of the virtual campus card, the intelligent management of the campus has been realized through campus access control management, class check-in, face recognition, temperature measurement and other functions, and the smart learning environment for elderly education has been created.

IV) Introduce social forces and expand resource channels

The school has introduced social forces to participate in the construction of intelligent education scenes. For example, while developing the courses for the elderly, SHUE cooperates with Shanghai Normal University, with the help of CidLab Education Innovation Laboratory of Education Technology Department, to create teaching scenes based on the “Smart Life Experience Classroom”. At the same time, SHUE, as the deputy director unit of Shanghai Distance University for the Elderly, jointly developed the “Silver Age Class 2022” TV course with Shanghai Open University and Shanghai Education TV Station. With the theme of “Smart Education for Seniors”, the course provides conceptual and technical guidance in combination with

the immediate needs of the elderly, such as clothing, food, housing and transportation, entertainment and leisure, medical treatment and learning. Moreover, SHUE also organized experts in the field of education for the elderly and famous teachers with rich teaching experience to jointly design and compile the learning material, *Learn Intelligent Application to Be Smart Elderly*, which, together with online video courses and offline educational activities, formed a comprehensive resource system for the elderly.

V) Demonstration leads radiation and promotes joint development

As a leader in the education industry for the elderly, SHUE actively implements the spirit of the national and Shanghai documents and shares high-quality education resources. Since the opening of the “Smart Life Experience Classroom”, the school has received more than 8,000 visitors, experience and training.

Focusing on “Smartphone Skills Learning and Teaching”, through group learning and discussion, visiting and experiencing, simulation trials and other methods, SHUE has conducted training for more than 300 senior volunteers for the Shanghai “Elder Shanghai · G Life” volunteer service project jointly carried out by five ministries and commissions, including the Bureau of Veteran Cadres of the Shanghai Municipal Party Committee, the Municipal Economic and Information Commission, the Municipal Civilization Office, and the Model Workers Association. As “information facilitators”, these volunteers walk into Shanghai’s district, street and village committees, helping more seniors bridge the “digital divide”.

SHUE also drives the city’s districts to increase the number of elderly smart learning scenes continuously; organizes professional teachers to carry out 13 training sessions of nearly 500 people for Shanghai Digital Partnership Program “Information Facilitator”, Shanghai Municipal Commission of Economy and Informatization and Health Commission. Besides, SHUE also cooperates with the Bank of China, and conducts a digital RMB experience course, with a total of 380 people in 20 sessions.



Fig. 13 – 3 All Kinds of Volunteer Training Activities

III. Practical Results

I) Visits and inspections by leaders at all levels throughout the country

UNESCO, the Ministry of Education of the People's Republic of China, the SMEC, the China Association of Universities for the Elderly, and other provincial and municipal units have visited Shanghai University for the Elderly many times and spoke highly of the "Smart Life Experience Classroom".

In December 2020, Weng Tiehui, member of the Party Group and vice minister of the Ministry of Education, pointed out in the investigation and experience of the "Smart Life Experience Classroom" that SHUE promotes the innovation and development of education for the elderly with intelligence and information technology, which is a positive exploration and bold attempt, and has a good demonstration role in promoting the better development of national education for the elderly.

II) Honors

In recent years, SHUE has been rated as an excellent unit in the informatization construction of national universities for the elderly and an advanced unit in the digital transformation of senior education in Shanghai. At the 2021 World Artificial Intelligence Conference, SHUE was awarded the first batch of “Shanghai Digital as Old Training Base” jointly by Shanghai Economic and Information Commission, Shanghai Civil Affairs Bureau and SMEC. In August 2022, at the Shanghai Urban Digital Transformation Experience Week themed with the theme of “Building and Sharing Digital City”, Shanghai University for the Elderly, as one of the first six strategic partners of the “Digital Partnership Program”, was awarded by the Shanghai Urban Digital Transformation Work Leading Group.

SHUE’s “Smart Education for Seniors” case practice was listed by the National Development and Reform Commission as the first batch of demonstration cases using smart technology to serve the elderly, won the Ministry of Education’s first batch of “Smart Helping the Elderly” typical work case award, and was selected as a global typical case in 2021, praised by the UNESCO Institute for Lifelong Learning. The Smart Life Experience Classroom program won the “Innovative Design Program” of the smart learning scene of Shanghai Education for the Elderly.

III) Widely reported by authoritative media

The website of the Central People’s Government of the People’s Republic of China, the National Development and Reform Commission, Chinanews.com, Xuexi Qiangguo, People’s Daily, Xinhua News Agency, CCTV, Liberation Daily, Wen Wei Po, Xinmin Evening News, Shangkan News, Shanghai TV, and other major media directly or indirectly carried out more than 40 reports on the “wisdom to help the elderly” case of Shanghai University for the Elderly.

SHUE has also been invited to participate in the “Big Brain” column of Shanghai TV First Finance and Economics, attended the “Open Education and Lifelong Learning Forum” of the 2022 World Artificial Intelligence Conference, etc., introduced the successful cases of Shanghai University for the Elderly’s “Smart Education for Seniors” to all sectors of society, and showed the practice and results of Shanghai University for the Elderly’s exploration of digital transformation.



Fig. 13 – 4 Related News Reports

IV. Experience and Inspiration

To help the elderly master and use modern intelligent technology and equipment and enjoy a better life in the intelligent information age, SHUE has continuously explored and practiced in its work, formed a vivid case of “Smart Education for Seniors”, and accumulated several experiences and inspirations.

I) People-oriented, respect the law of education

SHUE adheres to the law of education, takes the elderly as the foundation, empowers the elderly education with intelligent technology, and highlights the function of the elderly education to promote the digital literacy of the elderly. The course design and teaching process faces the real difficulties in the use of intelligent technology for the elderly, analyzes and studies the learning characteristics of the elderly, and focuses on comprehensive exploration of the reform of education and teaching for the elderly through scene design, curriculum development, teaching reform and assessment.

II) Enrich resources and broaden cooperation channels

In constructing the smart learning scene, SHUE cooperates with Skyworth Group, Alipay, Shenlan Technology, China Telecom, Bank of China, the cloud platform of

the Health Commission and other high-tech organizations. SHUE not only creates near-real simulation systems and application scenarios on campus but also continuously introduces and updates intelligent facilities, creates a front-desk teaching environment, integrates back-office technology channels, and develops teaching courseware. The school has also collaborated with the Shanghai Municipal Institute for Lifelong Education of East China Normal University and other scientific research forces to research the topic of “Digital Literacy of the Elderly” and build a more open and inclusive elderly education support system.

III) Based on the transformation, back to the city development

Based on the background of urban digital transformation, SHUE has done a good job in the digital transformation of school education for the elderly, and feed the development of the city. SHUE actively connects with the results of urban digital transformation, introduces the relevant application scenarios promoted by the state into the campus in a timely and effective manner, and drives the construction of smart learning scenarios in the city and even the national elderly education institutions through demonstrations, effectively plays the role of digital as an old benchmark, and strives to help more elderly people adapt to digital life.

IV) A new journey to create brilliant education

The development of education for the elderly has so far formed a certain scale, but there are still many shortcomings in the digital transformation of education for the elderly, especially in the aspect of “wisdom to help the elderly”. In the future, Shanghai University for the Elderly will continue to join forces from all sectors of society to explore and study the development law of education for the elderly, expand education methods for the elderly, innovate education and teaching models for the elderly, help the elderly become active learners and healthy life in the smart era, build a benchmark for the digital transformation of education in Shanghai, and strive to contribute to the “Shanghai Plan” of education for the elderly.

Old trees and fruits are few, but old hearts are not old.

(Written by Wang Min, Zhang Dongmei, and Xu Jun)

Chapter Fourteen

The Practice and Reflection of Community Education Supporting the Implementation of “Double Reduction” Policy

Shanghai Service and Supervision Center for Learning Society Construction

Abstract: Since introducing the “Double Reduction” policy, the Shanghai community education system has actively engaged in related initiatives. This includes organizing interpretations of the policy, assisting in identifying off-campus training institutions, leveraging the community education curriculum system to provide high-quality and distinctive after-school resources, utilizing diverse community learning platforms to create new spaces for extracurricular education for young people, promoting family education within the community to update parental educational concepts, and focusing on students’ core competencies to establish a comprehensive framework for collaborative education involving schools, families, and communities. By integrating various social resources and expanding the role of community institutions in school-based after-school services, the educational capacity of community education has been enhanced. This, in turn, has elevated the overall competency of young individuals and created a “third learning space” beyond school and home. Considering the demands and challenges in supporting the “Double Reduction” policy, the Shanghai community education system will further refine its operational mechanisms to facilitate efficient collaborative education, align precisely with learning needs, enhance the quality of after-school services, enrich community learning activities, extend diverse learning scenarios, and effectively summarize and promote its work, thus serving as a model and guiding force.

Keywords: Double Reduction; community education; initiatives; outcomes; reflection

I. Background

I) The “Double Reduction” policy aims to promote comprehensive student development

In July 2021, the Communist Party of China Central Office and the State Council Office issued the “Opinions on Further Reducing the Academic Burden and Extracurricular Training Burden of Students in Compulsory Education Stage” (the “Double Reduction” policy), emphasizing the enhancement of school after-school services to meet diverse student needs, elevate the quality of after-school services, and expand the channels for such services. To fully implement the central directive on “Double Reduction”, Shanghai released the “Implementation Opinions on Further Reducing the Academic Burden and Extracurricular Training Burden of Students in Compulsory Education” on August 24, specifically stating that various districts and communities should provide students with free access to community education resources, facilitating convenient learning activities for students in nearby areas. The introduction of the “Double Reduction” policy aims to enhance the overall quality of education and teaching in schools, standardize extracurricular training institutions, build a favorable educational ecosystem, and promote students’ comprehensive development and healthy growth. Community education plays a crucial role in advancing a learning-oriented society and serving as a significant platform to fulfill students’ after-school service needs. It should be a key force in supporting the implementation of the “Double Reduction” policy, refining the collaborative educational framework within and outside schools, and facilitating students’ comprehensive development and healthy growth.

II) Implementing the “Double Reduction” policy is the mission of community education

Shanghai is one of the nine pilot regions nationwide implementing the education “Double Reduction” policy, steadily carrying out a series of pilot tasks. As an integral part of the lifelong education system serving the entire population, community education has an irreplaceable role in shaping a positive educational ecosystem for

young individuals. As early as June, 2016, the Ministry of Education and other eight departments issued the “Opinions on Further Promoting the Development of Community Education”, actively promoting extracurricular education for young people and encouraging the effective connection and interaction between community and school education. This includes conducting extracurricular education and social practice activities to provide a conducive community education environment for the healthy growth of young individuals. In January, 2022, the Shanghai Municipal Education Commission (SMEC) and the Office for the Promotion of Learning Society Construction and Lifelong Education in Shanghai issued the “14th Five-Year Plan for Lifelong Education Development in Shanghai”, which emphasizes the extensive provision of various community education services to create a positive community learning environment for young people.

Therefore, the Shanghai community education system bears the responsibility of integrating and utilizing social resources, leveraging the role of community institutions in school-based after-school services, providing extracurricular spaces for the healthy growth of young individuals, participating in the construction of a collaborative educational community within and outside schools, and jointly creating a favorable educational ecosystem for community youth, enabling students to enjoy learning and find joy in it.

III) The advantages of Shanghai community education in supporting the “Double Reduction” work

Shanghai’s community education is dedicated to promoting lifelong learning and development for citizens, contributing indispensable value and significance to sustainable urban development. Shanghai’s community education has established a multi-level educational network covering community colleges at the district level, community schools in towns and neighborhoods, and teaching points within village committees. This network facilitates learning for various community groups in proximity. Shanghai has launched the Shanghai Learning Network and 16 district-level learning platforms to support remote online learning for citizens. Community institutions collaborate with universities, enterprises, and institutions to share over 7,000 community learning resources, including published textbooks, micro-courses, high-definition videos, and online courseware. Guided by the principle of “those capable become teachers”, as of

the end of 2021, Shanghai has brought together 1,781 full-time community education teachers, 5,239 part-time teachers, and 45,000 study-support volunteers, offering learning guidance services to community residents. Innovative community learning approaches include classroom learning, online learning, experiential learning, group learning, cultural exploration, and study tours.

It is evident that Shanghai's community education has established a comprehensive educational system in terms of educational institutions, online platforms, teaching staff, learning resources, and learning formats. This foundation grants it the inherent advantages to participate in implementing the “Double Reduction” policy. It can provide planned, organized, and quality community learning services to community youth, fostering their physical and mental health and growth.

II. Initiatives

Community education institutions at all levels throughout the city have elevated their political awareness and actively supported the “Double Reduction” initiative, providing high-quality and diverse community learning services for the healthy growth of community youth.

I) Organizing interpretation of the “Double Reduction” policy and assisting in identifying off-campus training institutions

1. Strengthening comprehension on the interpretation of the “Double Reduction” policy

The “Double Reduction” policy is a significant decision and deployment made by the Central Committee of the Communist Party of China and the State Council from the strategic perspective of achieving the great rejuvenation of the Chinese nation. It concerns the healthy growth of students in the stage of compulsory education, the high-quality development of education, and the nurturing of comprehensive socialist builders and successors with moral, intellectual, physical, aesthetic, and labor competencies. Therefore, it requires a political perspective for understanding and handling. To better implement the “Double Reduction” policy, community institutions have employed

methods such as theme-based party events, work meetings, and specialized lectures to interpret the policy. They actively organize community education teachers and parents of community students to study related documents, continuously enhance their ideological awareness, update educational concepts, and ensure solid progress in comprehending the “Double Reduction” work. For instance, Yangpu District Community College utilizes the “Teaching Children with Virtue” platform to conduct a series of lectures aimed at parents of students in the district’s compulsory education stage, helping parents fully understand the purpose and significance of the national policy and proactively cooperate with schools to take specific measures under the “Double Reduction” policy.

2. Conducting lectures on the “Family Education Promotion Law”

As the “Double Reduction” initiative deepened, the “Family Education Promotion Law” also came into effect on January 1, 2022. The “Double Reduction” policy places higher demands on parents’ family education: What is the “Double Reduction” policy? What impact will the “Double Reduction” policy have on family education? How should parents respond to these new changes? With the comprehensive implementation of the “Double Reduction” work, exploring effective approaches to family education becomes particularly important. Community institutions organize policy interpretation and consultation activities around the theme of family education under the “Double Reduction” policy. This enhances the awareness and cooperation of students and their parents regarding the “Double Reduction” policy, improves parents’ ability to adapt to the changes in family education brought about by the “Double Reduction”, and promotes the healthy development of family education within the community.

3. Assisting in identifying off-campus training institutions

Certain community schools are also collaborating with local security offices, business offices, and relevant schools to actively identify off-campus training institutions for the “Double Reduction” initiative. They comprehensively assess various online and offline training institutions within their jurisdiction, conduct visits to these institutions, hold discussions with their responsible personnel and provide official notifications. They actively communicate relevant information and establish joint prevention mechanisms with building property management offices to comprehensively and effectively implement the “Double Reduction” measures for training institutions. This process aims to prevent

unauthorized and non-compliant underground training, ensuring a conducive extracurricular learning environment for minors in the community.

II) Leveraging the community education curriculum system to provide high-quality and distinctive after-school services

1. Proactively identifying after-school service needs

Community education plays a crucial role in establishing a support system for after-school services for young individuals. Many community schools actively reach out to primary and secondary schools within their communities. They visit school leaders and teachers, dispatch volunteers to provide supervision and activity courses after school, and assist in implementing after-school services effectively in the compulsory education stage. For example, the Jing'an District Jiangning Road Subdistrict actively utilizes the functions of the "Jiangning Community Education Alliance". They have organized multiple meetings with school principals to understand the after-school course needs of schools. The Wujiaochang Sub-district Community School in Yangpu District has signed a cooperative agreement with Wujiaochang Elementary School, establishing a mechanism for mutual participation and interactive development, creating a "school for the community and a community for the school". Through collaborative efforts, they ensure effective community education work under the background of the "Double Reduction" policy.

2. Integrating resources to meet the learning needs of students

Community education is important in meeting the diversified after-school service needs of schools, students, and parents in the region, achieving win-win outcomes for all parties. The city's community education curriculum currently covers six categories: social sciences, health education, cultural literacy, artistic cultivation, practical skills, and physical fitness, comprising 405 courses across 45 categories. Community education effectively leverages its broad curriculum offerings and flexible teaching methods to address the shortcomings in school curriculum structure and learning resources. By offering high-quality learning content and activities, community education actively connects with primary and secondary schools, enriching the time that students have gained through the "reductions" and supporting their comprehensive growth. For instance, Changning District integrates high-quality resources from family education

and labor education, developing micro-course resources such as Worry-Free Entry to Kindergarten, Playing with Focus, Small Science Experiments, and Little Artists. These resources are then incorporated into a course menu, helping primary and secondary school students enhance their scientific concepts, labor awareness, and aesthetic literacy. This approach ensures that students have a wonderful, enriching extracurricular experience.

3. Developing a list of school learning resources

Providing children with safe, enriching, and joyful after-school time is a shared aspiration of schools, parents, and society. Building upon the exploration of high-quality educational resources across various aspects of the community, many community institutions have gathered a collection of high-quality course resources. They have compiled a list of “Double Reduction” courses and provide menu-style or customized services. These services are offered through recommendations from street offices and selections by local schools. They provide teachers, courses, and accompanying material packages free of charge, enhancing students’ after-school learning experience. For example, the Hongkou District Community College offers selected courses such as Rubik’s Cube, Programming, Intangible Cultural Heritage, and Refined Culture, delivering nearly 300 course hours to primary and secondary schools, benefiting around 4,200 students. The Xinqiao Town Community School in Songjiang District offers hands-on experience courses like Intangible Cultural Heritage Indigo Dyeing, Embryonic Painting, Porcelain Plate Painting, and Traditional Handicraft Sculpting to primary and secondary schools, allowing children to appreciate the charm of traditional culture through practical experiences.

III) Utilizing diverse community learning platforms to create new spaces for youth extracurricular education

1. Enriching online learning resources

Community institutions are embracing the trend of educational digitization by utilizing online platforms to provide community education learning resources. They actively promote a combination of online and offline after-school service channels, supporting schools with abundant after-school service resources and expanding online learning channels for students and parents. For instance, Changning District Community

College leverages the digital advantages of “Learning in Digital Changing” to develop an H5-based online platform for cultural exploration and community practice. They construct digital resources on themes such as red education, family education, and students’ extracurricular expansion. This platform offers menu-style online and physical off-campus learning resources, open to primary and secondary schools across the district and student community practice guidance centers.

2. Organizing experiential learning activities

The community serves as a significant space for children’s growth and is an expansive “classroom” for students to broaden their horizons, engage in practical exercises, and achieve comprehensive development. Shanghai has integrated social resources in culture, technology, education, and more to establish a lifelong learning experience base for Shanghai residents. It includes 168 experiential sites and over 1,800 projects. Shanghai has also launched a citizen’s lifelong learning cultural exploration project, creating over 50 themed routes and more than 300 “Humanistic Walk” learning points, injecting vitality into extracurricular learning for youth. Community institutions integrate local resources to provide diverse volunteer service positions for young individuals, encouraging them to step beyond their “own world” and join the larger community, thereby fostering a sense of social responsibility among youth. Within community learning spaces, young individuals experience ongoing diversification of extracurricular activities, facilitating multidimensional growth in social enlightenment education, scientific literacy cultivation, and volunteer service practice.

Column 14 – 1 Experiencing Red Culture and Inheriting Revolutionary Heritage

The Huangpu District Community College takes “Celebrating the 100th Anniversary of the Founding of the Communist Party of China” as its theme. They unearth regional red cultural resources and connect 30 red education bases through six routes. This effort results in thematic red cultural exploration

routes like “Red Original Aspirations”, “Red Glory”, and “Red Rise”. The Huangpu District Learning Promotion Office collaborates with child protection initiatives to cultivate and establish a volunteer guide team for humanistic exploration, engaging youth extensively. They have also launched a student version of the humanistic exploration guidebook and an online humanistic exploration mini-program. These tools allow students to learn the stories behind various red education bases, engage in interactive activities such as quizzes and check-ins, and experience red culture during exploration. Through inquiry, they embody the revolutionary spirit and pass down the legacy of revolutionary heritage.

IV) Advancing community parental education efforts and updating parenting perspectives

1. Organizing parental education training activities

The implementation of the “Family Education Promotion Law” has elevated family education from a private matter to a national concern. To promote modern and scientific family education and transform parental attitudes, community institutions centering around the principle of “parents learning well, children progressing daily” have organized live Parental Education sessions, specialized lectures for parents, psychological counseling courses, and family-parent activities. These efforts aim to disseminate new concepts of family education, foster healthy youth development, and facilitate harmonious family dynamics. By addressing parental concerns, these initiatives practically alleviate education-related anxieties under the “Double Reduction” policy. For instance, the Jinshan District Community College offers an online “Parenting Classroom” series with 150 micro-courses. The Gumei Road Community School in Minhang District establishes the “365 Online Classroom” for Parental Education, conducting live lectures for smart parenting and inviting seasoned parenting experts to share knowledge about parent-child relationships and family dynamics.

2. Hosting community parental education seminar series

Community institutions actively create platforms for communication and exchange, fostering collaborative discussions and in-depth research on Parental Education. This enriches parents' understanding through case studies, practical advice, and solid theories, helping them grasp the core of Parental Education, adopt scientific parenting perspectives, and better contribute to the field's impact and influence. For instance, the Yangpu District Community College organized the "Family Education" academic seminar for the Yangtze River Delta Region, facilitating discussions on contemporary family education theories and practices. The Jing'an Community College led the organization of a "Parental Education Special Symposium", inviting representatives from the district's education bureau, street offices, district family education guidance centers, education institutes, exemplary schools, and parents. Together, they discussed the collaborative development path for schools, families, and communities after the "Double Reduction".

3. Nurturing distinctive community parental education projects

Considering the challenges and needs of students and parents under the backdrop of "Double Reduction", community institutions actively plan and nurture captivating Parental Education projects suitable for children of various ages and their parents. Through these projects, not only do parents receive guidance on scientific parenting, strengthening parent-child bonds through interactions, but the initiatives also effectively fill students' free time during weekends, significantly alleviating the discomfort caused by the "Double Reduction" policy. For example, the Jing'an Community College leverages the role of the Jing'an branch of the Shanghai Parental School, meticulously crafting the "Jing'an Parental Class". They invite experts to conduct online live broadcasts and offline lectures in communities and schools, vigorously promoting the "community education resources delivered to homes" initiative. Originating from families and focusing on parenting, the Xuhui District Huajing Town Community Parent School, known as the "Family Fuel Station", serves as a guiding principle, providing spiritual support and methodological guidance to parents on their parenting journey through parent communication platforms.

V) Focusing on core competencies for student development and establishing a collaborative educational framework among families, schools and communities

1. Creating a collaborative educational framework among families, schools and communities

Community education's role in supporting the "Double Reduction" policy is initially evident in its ease of mobilizing community resources and broad reach. As a systematic and ongoing effort, the "Double Reduction" policy necessitates the collaboration of families, schools, and society to educate and alleviate academic burdens collectively. This cooperative educational framework provides mutual support, allowing children to access quality resources in their neighborhoods. This, in turn, fosters an environment conducive to holistic youth development and healthy growth. For instance, the Huangpu District Community College leverages local cultural experience sites like Tianbao Longfeng, Xuyou Tea House, Hongfangzi West Restaurant, and Xingguang Photography Equipment Mall to design tailored "Youth Special Experience Projects". The Xujiahui Street Community School integrates abundant intangible cultural heritage resources from the Shanghai Arts and Crafts Vocational College, distributing them to five local primary and secondary schools and guiding students in hands-on "Intangible Heritage Arts and Crafts" activities.

2. Developing diverse core competencies in youth

The "Double Reduction" policy redirects education to its fundamental purpose, relieving students from heavy academic pressures and external training, affording them more time and opportunities to engage with nature, art, and personal development. How to provide students with enriching and meaningful after-school experiences is an undeniable responsibility of community education. The Chongming District Chengqiao Town Community School collaborates with the Qianfan Tang Art Center to initiate activities such as "Youth Artistic Enhancement", "Parental Artistic Cultivation", and "Beautiful Family Parent-Child Experiences". These endeavors contribute to enhancing both family-oriented artistic education and the artistic competency of young individuals. The Baoshan District Songnan Town Community School includes public welfare projects like sports and health and picture book reading in its after-school extended service menu, enriching the extracurricular lives of young students. The Jing'an

District Tianmu West Road Sub-district Community School, under the theme “Stay True to the Original Aspiration, Pass Down the Classics”, guides minors to cultivate patriotic sentiments and contribute to the mission of national rejuvenation, aiming to become contemporary role models ready to shoulder responsibilities.

3. Establishing distinctive youth education brand projects

With the “Double Reduction” policy, young individuals have more leisure time. Community institutions tailor extracurricular activities to the local context, creating distinctive youth education brand projects. Through positive and uplifting activities, they fill this time with health-oriented pursuits, meeting the diverse needs of students and safeguarding their healthy and joyful growth. For instance, the Yangpu District Jiangpu Road Sub-district Community School collaborates with the district’s Communist Youth League Committee and library to create a “15-Minute Happiness Circle” with Jiangpu characteristics. College student volunteers guide after-school extended services for students from Anshan Junior Middle School and Kunming School. The Lingyun Sub-district Community School in Xuhui District optimally employs resources from universities, social organizations, and resident units to nurture “Art Family Day” brand event. This initiative encourages parents and children to step beyond their households and integrate into a larger community, becoming a “third developmental space” beyond school and home.

III. Key Achievements

The Shanghai community education system has actively explored new avenues to support the implementation of the “Double Reduction” policy, making significant contributions to its practical execution.

I) Enhancing educational capabilities and expanding after-school services for the youth

Against the backdrop of the “Double Reduction” policy, the Shanghai community education system has focused on nurturing students’ comprehensive competencies. It

responds proactively to the demands of parents and children, engaging in after-school service efforts and utilizing community education resources to meet the post-school needs of young individuals. On the one hand, resources like study materials and digital learning materials tailored for youth have been developed, along with family education-related community education courses, facilitating joint progress and enrichment for students and parents. For example, Jing'an Community College has compiled 13 reading books covering areas like handicrafts, puzzle games, science and environmental protection, red culture, and humanities literacy. Additionally, it has created 119 micro-courses in fields such as psychological counseling, artificial intelligence, calligraphy, painting, and art appreciation. On the other hand, diverse extracurricular activities are offered, expanding avenues for students' out-of-school practical education. The system actively serves minors in the region, enabling them to step beyond the school campus and enjoy a relaxed, joyful, free, and colorful after-school life.

Column 14 – 2

Xuhui Community Education “Learning Journals”

The Xuhui District Community College delves into the community's rich historical and cultural resources. Through “learning journals”, it tailors the “Learning Walk” program for youth community practices. Open spaces such as parks, museums, and memorials serve as learning resources, transformed into learning spaces within the community through the setup of learning stations, study materials, learning challenges, extensions, recommendations, accelerations, and career exploration components. Learners can write, draw, and document their experiences and insights during these learning journeys, engaging in immersive and experiential learning. Currently, seven student community practice “learning journals” have been successfully developed, and thematic online “learning walk” resources are recommended to local primary and secondary students.

II) Elevating youth's comprehensive competencies and fostering a sense of social responsibility

Implementing the “Double Reduction” policy has freed up more extracurricular time for students, enabling them to cultivate their interests, engage in physical exercises, and broaden their cultural horizons. The Shanghai community education system fully exploits its unique resources, offering distinctive learning projects suited to youth and enhancing their comprehensive qualities. Regarding cultural heritage, courses on intangible cultural heritage like paper-cutting, straw weaving, egg carving, and soft fist martial arts have been introduced to promote excellent traditional Chinese culture and cultivate noble moral qualities through classics, bolstering students' cultural confidence. In terms of science education, activities centered on 3D printing and other hands-on experiments target local youth, introducing them to fascinating scientific phenomena and igniting their creativity. In life safety education, knowledge lectures and themed training activities raise minors' awareness of preventing infectious diseases, natural disasters, accidents, and more, cultivating a healthy lifestyle and enhancing their understanding of the law and self-protection abilities. For moral development, activities organized around socialist core values are designed to unearth ethical elements, empowering students with positive energy during their participation.

Column 14 – 3 Participating in Community Practice to Enhance Social Responsibility

The Gumei Road Sub-district Community School in Minhang District collaborates with the Shanghai Experimental School West Campus to utilize the community's “One Hour on the Weekend” initiative. Students are engaged in communal activities, contributing to community building and participating in labor education activities such as cleaning responsibilities, creating informative blackboards for community affairs, supervising community manners, and visiting elderly residents and volunteer activities. Throughout a semester of

community practice, students assume the role of “young masters” in the community, fostering a sense of labor appreciation and respect and developing a willingness to contribute to community affairs and society at large actively.

III) Cultivating a positive education ecosystem and garnering consensus on collaborative education

Implementing the “Double Reduction” policy, a crucial transformation in the education field, requires concerted efforts from society to drive policy execution and achieve the goal of promoting healthy growth in children. Community colleges have mobilized various stakeholders, consolidated diverse educational resources, and created an open educational environment. This approach ensures high-quality educational services for primary and secondary schools and reinforces the essence and original intent of education through the practical implementation of the “Double Reduction” policy. By constructing a collaborative mechanism between “home, school, and society”, parents and students are guided to correctly interpret and actively cooperate with the implementation of the “Double Reduction” policy. More parents gradually focus on their children’s comprehensive competencies, psychological qualities, and quality of life, alleviating conflicts between families and schools and nurturing a sense of social responsibility. A growing number of societal forces are contributing to and participating in community education, establishing a new cooperative and shared landscape for community education, infusing new vitality into extracurricular education for youth, providing new horizons for extracurricular practices, and presenting new choices for their after-school lives.

IV. Reflections and Prospects

The Shanghai community education system has achieved certain successful experiences in supporting the implementation of the “Double Reduction” policy, addressing the

after-school service needs of primary and secondary schools, and establishing extracurricular learning spaces for youth. However, new demands and challenges have emerged as the exploration and promotion continue. In the future, there are plans to deepen this work in the following areas:

I) Further enhancing operational mechanisms for effective collaborative education

Currently, various community colleges are in the pilot and exploration stages of supporting the implementation of the “Double Reduction” policy, and a stable operational mechanism has yet to be established. Community education combines educational and community aspects. In the future, the platform advantages of community colleges will be fully leveraged:

Firstly, the development of a collaborative mechanism involving home, school, and society will be advanced. Community colleges will strengthen cooperation with students’ parents, primary and secondary schools, student community practice guidance stations, enterprises, institutions, social organizations, etc. This will uncover high-quality public resources within the region, providing students with higher-quality after-school services.

Secondly, a continuous and stable learning resource supply mechanism will be established. Community colleges will enhance communication and connections with the education bureau and primary and secondary schools, continuously expanding space, deepening content, optimizing projects, and providing high-quality learning services to students under the “Double Reduction” policy.

Thirdly, the exploration of a monitoring mechanism for after-school services in community education will be pursued. Third-party professional organizations will be engaged to evaluate and provide feedback on the content, forms, and effects of community education’s after-school services for the youth. This will ensure timely identification and resolution of issues or deficiencies, ensuring the effective implementation of the national “Double Reduction” policy.

II) Precisely tailoring learning needs to enhance the quality of after-school services

Post-implementation of the “Double Reduction” policy, community colleges have

actively sent teachers, courses, and resources into schools. However, due to the lack of a stable volunteer teacher workforce and standardized criteria for course selection, the effectiveness of providing after-school services for youth within community education is constrained. To elevate the quality of after-school services for the youth, community colleges need to put effort into the following aspects:

Conduct dynamic surveys of learning needs. For concentrated common needs, public courses for all teachers, students, and parents will be provided. For personalized needs, diverse specialized courses will be developed, ensuring course resource guarantees for community colleges to fulfill their learning service functions.

Formulate learning resource distribution lists. Existing course resources in community colleges will be reviewed, and distinctive course resources will be developed. Based on learning needs, resource distribution lists will be created, forming a “large course schedule” for after-school services, with dynamic adjustments to the course catalog to ensure precise supply of learning resources.

Strengthen the cultivation of volunteer teachers. To address the lack of teacher resources for after-school services, retired teachers, inheritors of intangible cultural heritage, and accomplished artists will be broadly recruited. Certification and training will be provided for volunteer teachers to leverage their professional expertise, better serving the learning needs of students, teachers, and parents within the context of the “Double Reduction”.

III) Enriching community learning activities and extending diverse learning settings

Currently, community colleges primarily offer weekend parent-child activities for after-school services, often lacking systemic educational elements. This leads to insufficient social impact and relatively limited coverage of learning activities. Community colleges need to take further steps:

Organize diverse and colorful learning activities. Through multi-party coordination, solidify service locations, fully utilize regional resources, facilities, and venues, and create experiential learning courses in career experience, research-based learning trips, and cultural experiences. This will establish a high-quality community learning circle for the youth, allowing students to turn “experiences” into “experiential knowledge” in immersive learning courses.

Expand community learning participation. Parent-child activities will be conducted for preschool and elementary school students, volunteer service positions will be opened for middle and high school students, and Parental Education seminars will be held for parents. This will provide students and parents with rich and colorful parent-child activities and quality public welfare courses at their doorstep.

Optimize community education learning services. Collaborate with student community practice guidance stations and community parent schools, actively explore the content and forms of public welfare after-school services provided by community education, enhance the educational aspect of community practice activities, and stimulate students' potential in the community's "big classroom", jointly uncovering the infinite possibilities of community classes since the "Double Reduction" started.

IV) Summarizing the existing work and publicizing the experience

Throughout the implementation of the "Double Reduction" policy, community colleges have accumulated certain achievements and experiences. However, effective summarization and promotion are still lacking, and the advancement of various initiatives lacks theoretical guidance, with the nurturing of related brand projects remaining to be cultivated. Community colleges need to strengthen the following aspects actively:

Enhance the summarization and promotion of achievements and experiences. Each community college should periodically summarize their efforts in supporting the "Double Reduction" policy and refine work models that align with regional realities. Municipal and district-level community education guidance organizations should organize workshops and discussions to generate successful cases and distill valuable experiences. Utilizing new media platforms, excellent experiential cases should be promoted to create a positive societal atmosphere of concern, support, and participation in community education.

Prioritize scientific research on practice models. Emphasize the role of research-driven guidance, collaborating with universities, educational research institutions, and educational associations to conduct theoretical research and model exploration on topics related to community education's involvement in "Double Reduction" efforts, providing after-school services for the youth, and establishing a home-school-community collaborative education system.

Foster brands in community education. Focusing on key aspects and important components of community education's involvement in the "Double Reduction" policy, encourage community colleges to take the lead, cultivate distinctive highlights, and establish brand projects. Constantly enhance the internal development strength, comprehensive service capacity, and social influence of community education.

(Written by Peng Haihong and Jia Hongbin)

Chapter Fifteen

The Development of Regional Learning Organization Alliance

Office of the Learning Society Construction and Lifelong Education
Promotion Committee in Yangpu District, Shanghai

Abstract: The construction of learning organizations is an important part of building a learning city, and it is also an important promoter of innovation and development in the city. Based on the practice of establishing a learning organization alliance in Shanghai Yangpu District, this chapter introduces how Yangpu District relied on the region's profound humanistic heritage and abundant educational resources to explore practical, scientific and effective methods and paths with resource integration as the promotion strategy, innovated work mechanisms, built learning service platforms, and carried out various learning exchange activities in order to advance the construction of learning organizations.

Keywords: learning organization alliance; resource integration; innovative development

I. The Development Background of the Learning Organization Alliance

I) Implementing the national requirements for continuing education

The 19th National Congress of the CPC opened a new era, set new goals, and started a new journey for community education. The report clearly stated in the education section that “doing a good job in continuing education, accelerating the construction of a learning society, and greatly improving the quality of the nation”, which shows that education should be given “priority” and building a learning society should be “accelerated”. The report of the 20th National Congress of the CPC clearly requires “coordinating vocational education, higher education, continuing education, and collaborative innovation, promoting vocational-general integration, integration of industry and education, and integration of science and education”, and “promoting the digitalization of education and building a learning society for lifelong learning for all people”.

II) Learning and interpreting the 14th Five-Year Plan

The “Implementation Plan of the Shanghai Municipal Government for Accelerating the Modernization of Education Facing 2020” has made clear Shanghai’s strategic layout and implementation path for accelerating the modernization of education. As one of the 2021 UNESCO Learning City Award-winning cities, Shanghai adheres to the concept of inclusive and sustainable development, focuses on learners, increases attention to various groups, and focuses on meeting the diverse, individual learning needs of different groups. Relying on the implementation of the regional learning organization alliance pilot project, lifelong educators can learn and implement the 14th Five-Year Plan for the Development of Lifelong Education in Shanghai better and transform it into Yangpu’s characteristic experience.

III) Yangpu's practical foundation in cultivating learning organizations

Creating learning organizations is an important way to promote constructing a learning city in Yangpu District. In recent years, with the concept of lifelong education for all as a guide, the Yangpu District Learning Office has taken the establishment of a learning organization alliance as an extension to actively explore and carry out beneficial practices, making the creation of learning organizations an important measure. Enable the construction of learning organizations to become an important engine leading the development of enterprises and economy in Yangpu District, thus boosting the construction of a learning city in Yangpu District and contributing to building a learning society in Shanghai.

II. Practical Progress of Learning Organization Alliance

I) Establishing a joint leadership mechanism for the creation of learning organizations

Yangpu District has established the Yangpu District Working Group for the Construction of Employees' Quality Projects led by district committee leaders. It is composed of eight departments, including the District Federation of Trade Unions, the District Learning Office, the District Civilization Office, the District Human Resources and Social Security Bureau, the District Federation of Industry and Commerce, the District Enterprise Federation, the District Entrepreneurs Association, and the District Private Enterprise Association. It is responsible for the overall planning, guidance, supervision, and appraisal of the creation of learning organizations throughout the district, and actively promotes the establishment of leading groups for the construction of employees' quality projects in various grassroots trade unions in the region. At present, a three-level platform of district, industry (region) and enterprise (institution) has been basically formed throughout the district. The Evaluation Scheme of "Striving for Excellence" Activities in Yangpu District Federation of Trade Unions, Evaluation Indicators of Learning Organizations (Enterprises) in Yangpu District, Evaluation

Indicators of Learning Groups (Teams) in Yangpu District, and Evaluation Indicators of Knowledge-based Employees in Yangpu District and a series of standardized indicator systems have been formulated.

II) Establishing the “Alliance for Learning Organization Development in Yangpu District”

In order to comprehensively promote the construction of learning organizations and promote mutual learning, exchange, and cooperation among enterprises, with the guidance of the district party committee and district government, and the active cooperation and recommendation of the sub-districts, in 2020, led by the Yangpu District Learning Office, 68 enterprises in the region that attach importance to enterprise cultural construction, pay attention to the improvement of employees' learning and have a foundation for the creation and are developing steadily formed the “Alliance for Learning Organization Development in Yangpu District”. Among them, 17 outstanding enterprises were elected as members of the Council of Alliance for Learning Organization Development in Yangpu District. At the same time, the “Yangpu District Alliance for Learning Organization Development Joint Conference” consisting of representatives from units such as the District Learning Office, the District Finance Bureau, the District Human Resources and Social Security Bureau, the District Education Bureau, the District Federation of Trade Unions, the District State-owned Assets Supervision and Administration Commission, the District Science and Technology Commission, and the District Investment Promotion Office formulated the “Charter of the Yangpu District Alliance for Learning Organization Development”, the “Implementation Plan for Learning Organization Development in Yangpu District”, and the “Yangpu-Enterprise Academy Construction Plan”. The establishment of the enterprise alliance has further promoted the construction of learning cities in our district.

The alliance, through formulating scientific, standardized and systematic alliance constitutions, has formed the concept of “platform co-construction, resource sharing, project consultation, and win-win development”. The alliance charter clearly states that vigorously carrying out enterprise education and training, improving the overall quality of enterprise employees, building learning organizations, and promoting the development of enterprises in the new era are the main tasks of the alliance. Alliance

enterprises adhere to the concept of “using learning power to enhance innovation power and using innovation power to increase competitiveness”, and continuously improve the level of learning organization creation to serve the economic and social development of Yangpu and boost the construction of “Three Districts and One Base” in Yangpu District and promote the construction of a learning society in Yangpu District.



Fig. 15 – 1 Preparatory Meeting of the Alliance for Learning Organization Development in Yangpu District

III. Major Projects and Measures of Learning Organization Alliance

I) Taking “Party-building” as the core to promote the learning atmosphere of corporate Red Culture

Many large enterprises in Yangpu District not only absorb a large number of front-line staff but also gather a large number of senior intellectuals engaged in high-end emerging industries, including management and technical personnel employed by

enterprises. Building these enterprises into learning organizations is an important part of building a learning society. Building learning, service-oriented, and innovative party organizations is also an important and effective channel to lead the construction of learning organizations in enterprises. Party-building work is an important factor in promoting the development of productivity, promoting corporate cultural construction, and building harmonious labor relations. This is determined by China's national conditions and has the characteristics of socialism with Chinese characteristics.

1. Building a Party-building system and giving full play to the political leading role of Party building work

Focusing on the political leading role of enterprise Party-building work, comprehensively carry out in-depth Party-building work of the learning organization alliance, help enterprises establish correct corporate values and development concepts, clarify correct development guidelines and policies, and form a good momentum of healthy and sustainable development, strengthen corporate social responsibility, and jointly build a harmonious society.

2. Strengthening consensus of corporate culture and enhancing corporate competitiveness

With the Yangpu District Learning Organization Alliance as the foundation, strengthen the construction of grassroots enterprises, build a harmonious and enterprising, healthy and upward organizational culture, form employees' consensus on corporate culture, lead the healthy development of all work, and continuously enhance the core competitiveness of enterprises.

3. Strengthening the construction of Party members and setting examples to lead the study of corporate red culture

In combination with the "double lead" action carried out by the District Education Work Party Committee, they did a good job in the construction of Party members and gave full play to the exemplary and pioneering role of Party members. They built a platform for learning typical deeds and sharing practical experience within the alliance, discovered highlights and hot spots, and actively created Party-building benchmarks with industry characteristics. The "Month of Joy · Learning" series of exhibitions and learning festivals are used to publicize advanced typical Party-building work in

enterprises. Carry forward the deeds of advanced figures in enterprises and demonstrate the achievements of creating learning organizations to promote the integration of enterprise Party-building work with corporate cultural construction, industrial development, and public welfare undertakings. Carry out the solicitation of articles on the construction of learning party organizations to encourage enterprises to think more about and study the construction of grassroots party organizations, continuously improve the overall quality of employees and the competitiveness of enterprises, and boost the steady development of Yangpu's economy and society.



Fig. 15-2 Achievement Collection of Soliciting Papers on the Construction of Learning Party Organizations by “Alliance for Learning Organization Development in Yangpu District”

Column 15 – 1

Research and Application of Building Learning, Service-oriented and Innovative Party Organizations in Private Enterprises

In April 2021, Yangpu District adopted the method of combining research projects with pilot projects and carried out pilot projects on building three-type

party organizations at Shanghai Oujian Network Development Group Co., Ltd., with the help of Party-building experts from the Shanghai Mingde Learning Organization Research Institute. Help enterprises focus on implementing the “3553” working method (“3” means: the starting point and foothold of Party organizations’ learning, service, and innovation should focus on serving enterprise production and operation, cultural construction, and labor relations; “5” means: to give full play to the five major functions of Party organizations, i.e., ideological work, direction setting, morality building, talent cultivation, and development promotion; “5” means: to use the ability of practical learning to enhance enterprises’ learning power, execution power, cohesion power, innovation power, and brand power; “3” means: to promote the healthy, harmonious and sustainable development of enterprises). At present, the preliminary research has been completed, and the pilot plan has been worked out. The experimental research was fully launched in 2022.

II) Relying on the “dual-element +1” as the driver to optimize enterprise professional quality learning resources

1. Giving full play to the advantages of regional universities and strengthening cooperation between enterprise parks and university campuses

Relying on the advantages of the concentration of scientific research institutes in colleges and universities and the accumulation of talents and knowledge in Yangpu District, a work idea of “three-district linkage” has been gradually formed in the process of creating learning organizations — with the integration of university resources as the main line, expanding and developing locally, shaping a form and pattern that is interdependent, integrated, symbiotic and prosperous, and ultimately achieving the joint development of universities, enterprises, and communities.

Relying on the “Yangpu · Community Education Supermarket for Colleges and Universities”, it serves as a platform for integrating and operating educational resources among colleges and universities, enterprises and communities. The resources in the

education supermarket include college curriculum resources, college lecture report resources, college journal resources, etc. Organizing learning improves the quality of employees and builds corporate culture to provide intellectual and talent support and guarantee for innovation and development in enterprise parks.

Column 15 – 2

Consolidating the Construction of Consortium to Boost the Development of a Learning City

The member units of the Yangpu District Learning Society Construction Research Consortium reflect the integration of three cities: colleges and universities, enterprises and institutions, and community towns. Strengthening the consortium's construction aims to promote open sharing, enhance social service functions, and enable educational resources such as teachers, courses, and practical training bases to enter the community so that more citizens can enter open universities, stadiums, and experience bases. The consortium is the foundation and carrier for the district learning office to carry out work. Among them, colleges and universities are the main force of the consortium.

The consortium implements three-level networked management. The liaison network includes the dean of the university publicity department, the leaders of the secondary colleges, the Communist Youth League committee, the graduate department and the person in charge of the experience venue. Through hierarchical management, the functions are combed, and the division of labor and responsibilities are clarified.

In addition, the consortium also relies on the virtual network platform — “Yangpu · Community Education Supermarket for Colleges and Universities” to issue the “Yangpu · Community Education Supermarket Resource Allocation List” every year, with a total of 12 types of learning resources, including neighborhood school, wisdom school, one club one course, masters' lecture hall, experience base, community courses, micro-learning sessions, etc.



Fig. 15-3 Yangpu · Community Education Supermarket for Colleges and Universities

2. Tapping enterprise's own potential and promote the integration of industry, academia and research

Enterprise parks mainly undertake the functions of technological incubation, technological innovation, and industrial cultivation, and have become important places for integrating industry, academia, and research. Through scientific and technological innovation, value innovation, and industrial innovation, establish the linkage of knowledge innovation and enterprise technology innovation. The main content includes building a public communication platform that highlights the pivot function of science and education; establishing a “floating workers school” with on-the-job training, skills competitions, learning salons as the main learning forms; organizing various talent, information and scientific research cooperation meetings; forming large-scale internship bases; organizing in-depth seminars, etc., creating new growth points for innovation and entrepreneurship, and cultivating emerging industrial clusters in the region.

3. Launching a mutual assistance and sharing model to promote cooperation between enterprise parks and public communities

Public communities provide policy support for the development of enterprise

parks, provide public services and growth space for the extension and related industrial development of enterprise parks, which is conducive to innovation and entrepreneurship; enterprise parks provide technical support for the development of public communities and create conditions for citizens' innovation. The main content of mutual assistance and sharing includes carrying out the construction of learning enterprises, learning groups, and organizing entrepreneurship guidance and consulting activities, etc.

4. Improving learning quality and building a “domestic and foreign expert think tank”

In response to the need to shape corporate culture and improve the professional level and cultural vision of enterprises, the “service + culture” measures are implemented. Relying on the platform of the Asian Learning Organization Alliance, they cooperate in research projects, publications, organizing international seminars, build a brain trust of domestic and foreign experts, carry out high-level special exchanges and special training, research projects, advanced evaluations and other activities, conduct expert consultation on the creation of learning organizations in enterprises, further identify problems and overcome difficulties, and improve learning quality.

III) Building a working and learning platform for the learning organization alliance

In order to better promote the development of the Learning Organization Alliance, relevant departments of Yangpu District have actively built platforms for enterprises in the region to create learning organizations according to their responsibilities and actual work.

1. Yangpu-Enterprise Academy

In October 2021, in order to continuously improve the learning power, innovation power, and competitiveness of member enterprises of the Yangpu District Learning Organization Alliance and promote the faster and better development of enterprises, relying on the region's profound humanistic heritage and abundant educational resources, the Yangpu District Learning Office sorted out corporate training needs. It innovatively established the Yangpu-Enterprise Academy, with its base located in Shanghai Dongya Continuing Education College. The Yangpu-Enterprise Academy

attempts to strengthen the comprehensive competitiveness and business attractiveness of enterprises in Yangpu through the operation model of “enterprise ordering, department running classes, academy cooking, and government paying”, and achieve the normalized operation and sustainable development of enterprise employee training.

The first training class consisted of the backbone forces of 17 council member enterprises of the alliance. The opening ceremony was held in Yangpu Bay Valley Science and Technology Park. The training classes of Yangpu-Enterprise Academy are demand-oriented, with curriculum research as the link and peer mutual assistance as the main form. Focusing on promoting enterprise development and improving enterprise’s independent innovation capabilities and the comprehensive quality of employees, it actively carries out technical training, optimizes training programs, and guides various types of enterprises to extensively carry out learning exchanges, labor competitions, job practice, cultural entertainment, and other learning activities. It promotes the harmonious cultural construction of enterprises, motivates employees to take the initiative to learn, build achievements in their posts, and further enhance the competitiveness and development capabilities of enterprises.



Fig. 15 – 4 Opening Ceremony of the First Training Class of “Yangpu District Learning Organization Alliance Enterprise Academy”

Column 15 – 3

Logo Design Concept of Yangpu-Enterprise Academy

The “YP” in the middle implies Yangpu District.

The book implies learning.

The whole picture flipped upside down forms the Chinese character for enterprise.

The YP in the middle takes the architectural shape as the original shape, implying construction.

The outer circle implies alliance.

The background and white font are the standard colors of the Learning Office.



2. Yangpu · White Collar Academy

Through research and visits to enterprises, according to the needs of building office workers and the general public employees in Yangpu District for further education and training, Yangpu District Learning Office selected units that have the conditions, willingness, and ability among the Alliance for Learning Organization Development in Yangpu District, and carried out relevant pilot work to set up “Yangpu · White Collar Academy” service sites. In January, 2021, the first “White Collar Academy” service site was established at the Laimeng International Center.

Relying on Laimeng International Center’s professional capabilities in urban industrial community construction, it has attracted the gathering of many high-end talents, giving birth to the diverse economic, cultural, and living needs of the white-collar groups. Through innovative school-running models, diversified learning content, characteristic curriculum settings, and comprehensive learning services, “Yangpu · White Collar Academy” has provided a new learning site for white-collar workers living and working in Yangpu to acquire skills, broaden their horizons, cultivate their temperament, and expand their social circle.

Since the establishment of the first “White Collar Academy” service site, it has

closely revolved around the work requirements of building a learning city, followed the “one dot, three district linkage, five major series” as the main “135” development strategy, through flexible course forms, practical learning content, relatively comprehensive learning services and made “Yangpu · White Collar Academy” a frontier position where white-collar workers can still have learning opportunities during home isolation.



Fig. 15 – 5 Laimeng International Center Held the Grand Unveiling Ceremony of “Yangpu White Collar School”

Column 15 – 4

The “Yangpu · White Collar Academy” Forms the Work Characteristics of “135”

“One Dot”

As a central urban district, Yangpu District has a high concentration of white-collar groups and a rapid development of building economy. Most white-collar workers spend more time working and living in buildings than at home. Therefore, “Yangpu White Collar Academy” takes each building as a “dot” to radiate white-collar groups with similar interests inside and outside the building, forming a learning circle centered on the “dot”, striving to achieve resource sharing and information interoperability.

“Three District Linkage”

Relying on Yangpu District's unique cultural heritage, abundant continuing education resources, and the advantages of “Three Districts and One Base”, explore and establish a “park, community, school district” cooperation and co-construction mechanism under the background of building a learning society and the continuing education system, share educational resources, carry out project cooperation, and promote the coordinated and innovative development of various educational undertakings and the creation of learning organizations.

“Five Major Series”

“Yangpu · White Collar Academy” offers five major learning series: “Party History Learning Education” “Chinese Studies Trends” “Sports Health” “Warm Public Welfare” and “Cutting-edge Technology” that are popular among white-collar workers. Combine online and offline learning methods to regularly carry out related series of learning activities, explore learning event forms and content that meet the needs of white-collar workers and are deeply welcomed by white-collar workers in practice so as to meet the spiritual and cultural needs of white-collar groups in Yangpu District and enrich their cultural life.

From January 2022 to June 2022, the “Yangpu · White Collar Academy” at Laimeng International Center organized a total of 62 activities of all kinds, including 4 in the Party History Learning Class (publicity on party joining knowledge, special study on the “two sessions”, anti-epidemic stories of grassroots Party members, patriotic movie viewing of *The Sniper*), 1 in “Chinese Studies Trends” (DIY lantern making for the Lantern Festival), 53 in “Sports Health” (how to make nutritious food with staple food materials, check-in challenge of shuttlecock exercises, home cloud fitness, etc.), 2 in “Warm Public Welfare” (DIY reuse on Earth Day, financial technology afternoon tea to help enterprises), 2 in “Cutting-edge Technology” (predictions on economic performance after unsealing and stock investment suggestions, Q&A meeting on artificial intelligence and big data policies in Yangpu District).

3. “1 + 5” staff cultural service circles

With the Shanghai Workers’ Cultural Palace as the core, the Yangpu District Federation of Trade Unions has been actively building the “east, south, west, north and centre” staff cultural service circles, 30 staff sports and cultural activity bases, and 100 demonstration points for staff sports and cultural activities to form a “three-level network” of staff cultural services covering the district. Bring resources into science and technology parks, innovation and entrepreneurship streets, commercial buildings, and public communities, meet the needs of staff culture, and strive to make activities popular and services warm people’s hearts.

In order to improve the staff cultural work system, the Yangpu District Federation of Trade Unions has improved the “Regulations on Joint Conference of Staff Cultural Service Circles in Yangpu District” and “Measures for Financial Subsidies for Staff Cultural Work in Yangpu District” on the basis of the “one nuclear and five circles” staff cultural service framework, promoted advantages complementarity, resource sharing, coordination and cooperation among member units within each cultural circle, and inclined work funds further to the grassroots level. The “Staff Cultural Service Menu” released includes 27 events in the staff cultural service circle competition, 58 training courses in 6 categories, and nearly 1,000 free public welfare sessions in cultural and sports venues. The radiation scope of staff cultural activities and competitions continues to expand. At present, a working consultation mechanism has been initially formed among units such as the Yangpu District Federation of Trade Unions, the District Civilization Office, the District Human Resources and Social Security Bureau, the District Sports Bureau, the District Culture Bureau, the District Education Bureau, and other units, in an effort to form advanced models, competitions and events, education and training, and cultural teams. The “four co-construction and co-education” work patterns.

4. District public practical training bases

In 2016, focusing on the construction goals of “Three Districts and One Base (National Innovative City, Important Carrier of Shanghai Science and Technology Center, Higher-quality International Metropolis City Center, National Innovation and Entrepreneurship Demonstration Base)” in Yangpu District, the Yangpu District Human Resources and Social Security Bureau issued district public practical training subsidy policies to encourage social entities such as industrial parks, scientific

research institutes, enterprises, and industry associations in the region to open up their resources and build district public practical training bases, and actively provide services to support innovation, entrepreneurship and talent cultivation, and spread entrepreneurial culture. At present, 11 district public training bases have been identified in Yangpu, covering 3D printing, intelligent manufacturing, cloud computing, electric power, multimedia, chemical industry, environmental simulation, and many other fields. According to statistics, in just two years, from 2017 to 2018, the average monthly service provided by the district public practical training bases to small, micro enterprises/startups was 75, with 358 technical services provided, 89 exchange activities held in total, and cumulative subsidies of 12.91 million yuan in two years. The construction of district public practical training bases has not only provided personalized and professional public practical training services for startups, small and micro enterprises as well as innovation and entrepreneurship projects of university students but also greatly reduced the R&D and trial production costs of startups and small micro enterprises, improved innovation and technology capabilities of startups and small micro enterprises, and increased the success rate of innovation and entrepreneurship projects in our district.

5. Shanghai Workers' Academy

According to the training needs of enterprise employees, relying on the professional training expertise of colleges, vocational schools, continuing education schools, and other units in the region, Yangpu District has set up 6 “Shanghai Workers’ Academies” to enrich the platform for enterprise employees to further their studies. In operation, these 6 “Shanghai Workers’ Academies”, through actively introducing high-quality curriculum resources of colleges and universities, jointly build vocational skills practical training courses, continuously build an employee training resource library, formulate schedules for employee education, and build platforms for enterprise employee training, initially shaping a new employee training model featuring close school-enterprise cooperation and in-depth integration of industry and education with Yangpu characteristics.

6. Yangpu staff E-book houses

Yangpu District Federation of Trade Unions, relying on the technical resource advantages of the Shanghai Distance Education Group, invested in building Yangpu

staff ebook houses, which has become an online reading platform shared by staff across the district. At present, the ebook houses have 100,000 ebooks, covering policy theory, laws and regulations, technology and skills, literature and art, health care, family education, recreational skills, and other aspects. The district federation of trade unions regularly organizes updates to book lists every year to continuously improve system functions and meet the diverse and personalized learning needs of employees. In addition, the Yangpu District Federation of Trade Unions also actively organizes a variety of colorful reading-themed activities such as “Popular Reading” “Reading Aloud” and “Classic Poetry Recitation Contest” together with units such as the District Learning Office, District Civilization Office, District Culture and Tourism Bureau, which fully mobilizes the enthusiasm and initiative of corporate employees to read and learn.

IV) Activating special funds to serve employee training

In 2020, Yangpu District adhered to giving full play to the advantages of scientific and educational resources, and in implementing corporate employee training fee subsidy policies, firmly grasped the policy opportunities for local education surcharges to stimulate the vitality of learning organization alliance work. From the organization and management of comprehensive quality and academic training projects, subsidy review, policy publicity, supervision, and management to budget management and performance management of special funds, strengthen guidance, supervision and coordination of corporate training.

1. Strengthening publicity of policy documents to expand coverage

Through holding symposiums for representatives of small- and medium-sized enterprises in the Yangpu District Learning Organization Alliance, corporate QQ groups, online and offline publicity activities for relevant documents and policies were carried out to encourage enterprises to organize employee occupational training. Provide declaration services for corporate training, and assist enterprises that have difficulties in the declaration process online and offline. The allocated subsidy funds increased from over 4.37 million yuan in 2019 to over 10 million yuan in 2020, benefiting 113 enterprises and 35,577 employee-times.

2. Finding learning organization benchmarks to stimulate training motivation

From the major recipients of the education surcharge funds, the Yangpu District Learning Office selected enterprises with rich training project content, diverse forms, and remarkable results to join the Yangpu District Learning Organization Alliance. From November 2021 to March 2022, through online communication to understand intentions, field visits to introduce the continuing education resources of the District Learning Office and the specific work of Yangpu-Enterprise Academy and “Yangpu · White Collar Academy”, it actively strived for 5 enterprises to join the alliance, namely Anlifang (Shanghai) Co., Ltd., Auchan (China) Investment Co., Ltd. and Shanghai Xindong Automobile Technology Co., Ltd., Shanghai International Fashion Center Park Management Co., Ltd., and Shanghai Municipal Engineering Design Institute (Group) Co., Ltd. During the visits, excellent training features and successful experiences of different enterprises were carefully discovered to set examples, guide enterprises to learn from each other, and stimulate enterprises’ enthusiasm for employee training.

3. Link supply and demand to build a learning society

In implementing the corporate employee training fee subsidy policy, they integrate corporate employee training needs, gather high-quality training resources in the region such as colleges and universities, with improving the overall quality and skills of corporate employees as the focus, and provide support and services for corporate employee training. It strives to cultivate a high-quality talent team that can meet the requirements of Yangpu District’s accelerated transformation of economic development mode and industrial structure adjustment through the subsidy policy implementation, effectively enhance the talent competitive advantage in key industrial fields, and serve the enterprise talent strategy project in Yangpu District.

Column 15 – 5 Enterprise Employee Training Fee Subsidy Policy

In order to implement the “Notice on Further Improving the Distribution and Use of Local Education Surcharge Funds to Strengthen the Implementation

of Corporate Employee Training” issued by four municipal departments including the General Office of Shanghai Municipal Government and Shanghai Municipal Finance Bureau, serve the implementation of a new round of Shanghai’s overall urban planning, greatly enhance the city’s capability level and core competitiveness, according to the needs of training for SMEs, urgent training for large enterprises, and degree education and training for incumbent workers, four departments in Yangpu District (Finance, Human Resources and Social Security, Federation of Trade Unions, and Education) worked together to strengthen the management of corporate training in Yangpu District, focused on carrying out pilot work on the construction of learning organization alliances, constructed a security system for providing continuing education services for employees, committed itself to the development of learning organization alliances in Shanghai, and provided sustainable talent supply for the city’s efforts to build a modern industrial system.

In addition, Yangpu District collaborated with Songjiang, Minhang, and Changning districts to set up a joint meeting on corporate employee training. The joint meeting exchanged practices and experiences in carrying out corporate education and training among districts for mutual learning. In December, 2021, jointly initiated by Shanghai Open University, Shanghai University of Electric Power, Shanghai Jiao Tong University Medical School, Shanghai Business School, Municipal Association for Continuing Education, and other institutions, Yangpu District and the other three districts reported to the Shanghai Municipal Education Commission (SMEC) on the research project “Carrying Out Pilot Work on Learning Organization Alliance Construction” with the local education surcharge funds for corporate employee training.

IV. Results and Experience of Learning Organization Alliance Development

Yangpu District Learning Organization Alliance has gone through the process of

innovation concepts, piloting, initial establishment, and gradual improvement, and has made attempts and explorations in areas such as integrating social high-quality public cultural and educational resources, innovating enterprise academies and white-collar academy learning methods and channels, and enriching learning content for enterprise employees, and has achieved phased results.

I) The learning organization alliance promoting the connotative development of enterprises

The creation of learning organizations has become an important way to lead the high-quality development of Yangpu District's enterprises. Through more than ten years of creation work, they take the campus as the source to promote the integration of knowledge and innovation, take the park as the carrier to promote the integration of knowledge and entrepreneurship, take the community as the platform to promote the integration of knowledge and life, and vigorously improve the community education network. The concept of "learning workization, working learningization" has become a concept generally accepted by enterprises across the district. Many enterprises have undergone significant changes in employees' professional qualities, corporate cultural construction, corporate technological innovation, and management innovation through carrying out the work of creating learning organizations and continuing to develop and grow. Shanghai Fude Technology Industries Group, headquartered in Yangpu Zhihui Tianchi, started as a private enterprise with only more than 20 people in 2012. But adhering to the concept of learning organization management, it has developed to now, with more than 3,500 employees and 8 science and technology parks.

At present, Yangpu has gathered 31 regional headquarters of multinational companies and R&D centers, 104 listed companies in various capital markets. There are more than 20 science and technology parks, nearly 70 innovation and entrepreneurship spaces, including 7 state-level university science and technology parks, 3 state-level high-tech entrepreneurship centers, 1 national software park, ranking first among prefecture-level cities and districts nationwide in terms of the number of state-level science and technology parks. The creation of learning organization alliances has not only promoted the connotative development of enterprises within the district but also driven surrounding development and formed a gathering and linkage effect through the growth of these enterprises, creating a good business ecosystem.

II) The learning organization alliance promotes innovation in Yangpu District

Innovation is the driving force for urban economic development and the fundamentals of achieving high-quality development. And in order to open up the road to innovation, continuous learning is essential. Over the past decade, Yangpu District has seized the strategic opportunities of “revitalizing the city through science and education” and “mass entrepreneurship and innovation”, relying on the advantages of concentrated colleges and universities, taking the creation of a learning organization alliance as the starting point, and successfully embarked on a path of innovation development from “Industrial Yangpu” to “Knowledge Yangpu”, and then to “Innovative Yangpu”. Yangpu District has also been identified as the important district boasting the Shanghai Science and Technology Center, the national innovation and entrepreneurship demonstration base, and the national innovative city. In 2019, Yangpu District had 86 invention patents per 10,000 people, and 742 national high-tech enterprises, ranking among the top central urban districts. In May 2020, Yangpu was notified again by the General Office of the State Council and commended for being the only national “double innovation” demonstration base that has been continuously documented and commended for four consecutive years. It can be said that Yangpu has now become the “high ground” and “benchmark” for innovation in the city.

III) The learning Organization Alliance promoting construction of a learning Yangpu District

The establishment of Yangpu Learning Organization Alliance has improved the types and structure of learning organizations in Yangpu District, forming four major types of learning organizations covering learning enterprises, learning institutions, learning communities, and learning families. Under the background of building a learning Yangpu, a pattern featuring multiple models and wide coverage of learning organization creation has been built throughout the district. These learning enterprises, in the context of building a learning city in Yangpu District, are actively undertaking the responsibility of serving community education, and have become an important social force in the construction of a learning city in Yangpu District. For example, in the construction of “Yangpu Citizens’ Lifelong Learning Experience Base”, many enterprises there voluntarily open their product showrooms, innovation laboratories,

and other venues to the public for experiential learning. By 2021, Yangpu had signed cooperation agreements with 7 enterprises, including Shanghai Cable Research Institute, and established 10 “Yangpu Citizens’ Lifelong Learning Experience Bases”, with nearly 10,000 citizens participating in experiential learning each year.

V. Future Development of Learning Organization Alliance

With the development requirements of the city and the growing learning needs of learning organization employees, the future development of the alliance also faces more challenges and room for growth.

I) Taking “learning needs” as the goal to build an enterprise-featured shared learning system

1. Paying attention to cultivating learning concepts of enterprise leaders and building platforms for enterprises to share cultural experiences

For the formation of learning organizations, building a characteristic, high-quality and robust corporate learning culture is the most important foundation and fundamentals. Therefore, we will strengthen in-depth research on enterprises within the district, summarize the various needs of enterprises, and rely on “forums” “salons” and other experiential learning methods to focus on enterprise leaders. Share and discuss experience in corporate culture, learning concepts, and best practices, discover common topics of concern, overcome difficulties, cultivate characteristic corporate cultures, expand leaders’ thinking on enhancing corporate learning power, innovation power, and competitiveness, further strengthen Party building and league building, and enhance team cohesion. And continue to improve the brand influence of corporate culture.

2. Focusing on the training of enterprise backbone teams to improve the core team growth training model of the alliance

Through training alliance member backbones, strengthen the construction of regional backbone teams, take professional standards as the basis, and help the backbones of

learning organization alliance member enterprises gradually master advanced management concepts, improve their own quality structure, and stimulate enthusiasm for progress. Take “learning for morality, learning for wisdom, learning for application” as the goal, through organizing the staff, whole-process continuous learning, and continuous training, focus on promoting enterprise development, improving enterprise’s independent innovation capabilities and the comprehensive quality of employees, actively carry out technical training, improve training programs, guide various types of enterprises to extensively carry out learning exchanges, labor competitions, job training, and cultural and recreational learning activities. Promote the harmonious cultural construction of enterprises, motivate employees to take the initiative to learn, build achievements in their positions, and further enhance the competitiveness and development capabilities of enterprises.

II) Relying on “industry-education integration” as support to give full play to joint efforts and improve learning quality

In order to better give full play to the joint efforts of the Yangpu District Learning Society Construction Research Consortium and the Yangpu District Learning Organization Alliance, Yangpu-Enterprise Academy will continue to adhere to the development strategy of “innovation-driven development and economic transformation and upgrading” with corporate culture and corporate strategy as the core. Adopt a hybrid training model that mainly adopts e-learning methods and supplements with traditional face-to-face training. Focus on solving some issues faced by large corporate training institutions in applying for municipal special funds and carrying out cross-regional training, and take initiative in recommending large corporate training institutions to connect with medium, small and micro enterprises in the region for cross-regional training.

III) Taking “scientific standards” as the handle to cultivate high-quality learning organizations

Building a learning organization alliance requires building an effective and practical education and training system, managing the whole process of “training — assessment — evaluation — application” with standardized management, establishing

coordinated, flexible, and efficient operation mechanisms, and using learning to promote the ideological and work style transformation of enterprise employees. It is necessary to take the healthy development of enterprises and the sense of obtainment, honor, and happiness of employees as the starting point and foothold, and provide suggestions and plans for the creation work relying on the resources of colleges and universities, parks, and communities. Regularly or irregularly send the three major categories of creation services and activities of quality cultivation, interest cultivation, and skill cultivation to enterprises, inject learning motivation for enterprises and employees to grow, and effectively improve the level and vitality of enterprises. Among the member enterprises of the Yangpu District Learning Organization Alliance, we will actively discover and tap excellent learning organization employees, set examples and benchmarks through examples, lead the first batch of enterprises that meet the standards, and drive the comprehensive deepening and joint development of learning organization development in the region.

IV) Taking “mechanism guarantee” as the cornerstone to form a standardized and effective talent development environment

In constructing the Learning Organization Alliance, Yangpu District has always adhered to the concept of “linkage and integration” organized and guided relevant functional departments to incorporate it into the work system, and improved the organizational guarantee mechanism. Give full play to the Yangpu District Working Group for Employees’ Quality Project Construction, and continue to actively promote the participation of grassroots trade unions at all levels in the region to establish leadership groups at municipal and district levels, respectively, so as to ensure a good environment for the cultivation of learning organizations. At the same time, the District Learning Office will continue to work with the District Human Resources and Social Security Bureau, the District Finance Bureau, and the District Federation of Trade Unions to standardize the management and use guarantee mechanism of the education surcharge special funds, optimize the approval process, expand the coverage of funds, integrate social high-quality resources, and provide greater support to enterprises to enhance their market competitiveness and soft power.

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(Written by Wang Jianping)

Chapter Sixteen

Inheritance and Development of Farming Culture in the Perspective of Community Education

Lüxiang Township Community School, Jinshan District

Abstract: Lüxiang Town, Jinshan District, due to its unique geographic location and climatic factors, agricultural production has always dominated farming life. Relying on the local farming culture and tradition, Lüxiang Town built Shanghai Farming Construction Base in the core area of Wanmu Fruit Park so that the public can learn all kinds of knowledge and skills of farming culture through visiting, planting, lectures, team activities, etc., and experience the farming life in all kinds of activities, and have a deeper understanding of all kinds of cultural knowledge contained in the farming life in different types of lectures on farming culture and experience of plowing and laboring, In the lectures on different types of farming culture and the experience of farming work, they have a deeper understanding of the various cultural knowledge, characteristics of solar terms, filial piety and civilization, customs and habits, etc., and embed the knowledge and inheritance of traditional culture in their learning and practice. Based on the perspective of community education, this project integrates farming culture in Lüxiang Township, excavates resources, plans and develops farming culture, and explores multiple channels. In addition to the inheritance and development of farming culture, this community school is committed to making community education better assist the rural revitalization planning of each village in the town, improve the quality of village residents, and train the professionalism of community education teachers and the organization and planning ability of school officials.

Keywords: rural revitalization; farming culture; community education; villagers' literacy

I. Case Context

The strategy of rural revitalization is a major national strategy for China in the new era, a new requirement and deployment of the CPC Central Committee on the work of the “three issues of agriculture, the countryside, and farmers” (also known as the “Three Rural Issues”), and an outline for the work of the “Three Rural Issues” in the coming period. The implementation of the strategy of rural revitalization is a major decision made by the CPC Central Committee with Comrade Xi Jinping at its core, focusing on the overall situation of the Party and the country, profoundly grasping the laws of modernization and changes in urban-rural relations, and responding to the expectations of hundreds of millions of peasants for a better life, and it is a major historical task to build a moderately prosperous society in all respects and a modernized socialist country in all respects. The implementation of the strategy of rural revitalization is of epoch-making significance in the development process of China’s “Three Rural Issues”.

On November 29, 2018, the Shanghai Municipal Government Information Office held a press conference, Mr. Zhang Guokun, director of the Shanghai Municipal Agriculture and Rural Affairs Commission, introduced the newly released “Shanghai Municipal Rural Revitalization Strategic Plan (2018—2022)” and the “Shanghai Municipal Rural Revitalization Strategy Implementation Plan (2018—2022)”, pointing out the need to deeply study and implement the spirit of General Secretary Xi Jinping’s important speech during his visit to Shanghai. The focus is on building strong villages, enriching the people and beautifying the environment, doing a good job in rural revitalization, and accelerating the creation of a new style of Shanghai’s agricultural and rural areas with the characteristics of the Jiangnan water town and the suburbs of the metropolis. According to the CPC Central Committee and the State Council, on the implementation of the overall deployment of the strategy of rural revitalization, Shanghai aims to strengthen the specific coordination, good implementation, and implementation. One of the key tasks is to increase the top-level design of agricultural and rural land use policies, responding to the expectations of grassroots cadres. It is clear that by strengthening the comprehensive improvement of rural land, the revitalization of construction land indicators to the townships, mainly for the construction of agricultural

facilities and leisure agriculture, rural tourism, and other development. We are planning a major strategy for the revitalization of Shanghai's countryside so that it fully reflects that Shanghai's countryside is not only of an international metropolis but also reflects the connotations of rural revitalization, covering landscape, industry, ecology, life, culture, governance, and enrichment of the people.

Lifelong education in Shanghai attaches great importance to cultural inheritance. Community education, as an essential part of the lifelong education system, plays a vital role in the transmission of culture. Community schools, as critical sites for cultural heritage, play a significant role in promoting the preservation and development of culture.

Historically, Lüxiang was once known as Lügang and Huangxi, and was named as Lüxiang in the Yuan Dynasty, which was named after a talented man called Lü Liangzuo.

The total area of Lüxiang is 59.47 square kilometers; as of October 2022, Lüxiang Town had 2 neighborhood committees and 10 administrative villages.

Lüxiang Town is abundant in rainfall and rich in resources, with agricultural production dominating the farming life. Today, Lüxiang Town has flourishing rural tourism, a strong lifelong education and learning atmosphere, and the Lüxiang Fruit Park, the first idyllic complex themed on fruit elements in China, has become a “gold standard” for leisure and trekking in the outskirts of Shanghai. Since 2012, the core area of Lüxiang Fruit Park has been constructed as the Shanghai Farming Fitness Base, allowing the public to experience farming life in the context of trekking and wind-picking. At the same time, Lüxiang Township has the well-preserved Shoudai Bridge and Yuxiu Bridge, which were built in the Song Dynasty. In recent years, “Little White Loong”, “Cloth Hand Weaving Craft”, and “White Loong Cake” have been listed on the Shanghai Intangible Cultural Heritage Protection List. With the continuous improvement of tourism facilities such as special catering and lodging, the enrichment of cultural and recreational activities, and the integration of cultural and popular science elements, the rural scenery of Lüxiang is becoming more and more beautiful. Therefore, Lüxiang community school and Lüxiang Tourism Company, cultural activity center, and other departments, worked together to embed excellent farming culture into the rural community governance through different ways or means, such as visits, field teaching, live teaching, integrated teaching, team activities and experiential interaction, immersive learning, and farming games. At the same time, based on the perspective of community education, our school has effectively sorted out and integrated

the farming culture of the town, fully explored the resources, effectively planned the development, and actively explored the channels, explored the paths for the inheritance and development of the farming culture as well as the road to the prosperity of the village culture, continuously promoted the revitalization of the village culture, and enhanced the professionalism of the teachers of the community education, the organizational and planning capacity of the school management, and the literacy of the village residents.

II. Main Measures

I) Sorting out local agrarian culture in the town

Based on the understanding of “agrarian culture”, the staff and faculty of our school and the administrators of our village committees, collaborated with externally hired agricultural experts and experienced retired teachers. Through field research, historical data studies, interviews, and other methods, we organized and integrated materials related to the town’s agrarian culture. By recognizing both the shortcomings and strengths of the town’s agrarian culture, they were able to pinpoint and innovate specific areas within community education that could inherit, develop, and teach related activities or content. The specific approaches adopted are as follows:

1. Agrarian culture in the 24 solar terms

The 24 solar terms were established by ancient Chinese as a comprehensive system that integrates astronomical phenomena, seasonal changes, and natural cycles, serving as a “timetable” for ancient agricultural and daily activities. It is hailed as “China’s fifth great invention”. It embodies a lot of farming cultures and also contains a wealth of wisdom and cultural insights from our ancestors. In modern society, while we seem to be drifting away from traditional customs, we are still occasionally amazed by the names of the solar terms like Qingming and Guyu, surprised by the inherent growth patterns of crops and the legends or stories of traditional snacks associated with them.

Our community school, in collaboration with the Yaojia Village committee, has aptly constructed a “24 Solar Terms Cultural Corridor” within the village. We’ve also

developed related PPTs as course materials, which are delivered to village learning centers and village household sites. By leveraging physical facilities and utilizing a variety of methods, such as lectures, indoor classrooms, and outdoor activities, we have expanded the teaching methods and scope of our town's community education. This promotes the transmission and development of agricultural knowledge and dietary culture embodied in the 24 solar terms.

For example, during the Spring Equinox, the community school organizes school officials from various villages and community education volunteers to learn about the origins and characteristics of the Spring Equinox and other solar terms in the "24 Solar Terms Cultural Corridor" through walks and tours. Subsequently, the school officials are guided to better organize the villagers in their jurisdiction to learn about the 24 solar terms and the corresponding dishes, local snacks, and how to make them through live streaming, WeChat group interactions, and on-site visits.

Another example is that the community school has set up a group of lecturers on the 24 solar terms, who travel around the learning points of the village committees and the neighborhoods, sharing with village residents the farming knowledge and food culture contained in the 24 solar terms, mainly through lectures and the distribution of publicity pamphlets. Through the interviews with some famous elders or scholars in the villages, we can timely revise and add unique farming knowledge or special snack information about the 24 solar terms in the local area, or even some folk stories. Subsequently, by reviewing and cross-referencing local records such as village, town, and county chronicles, they retain the essence of this information, which serves to enrich resources for future school compilations related to "agrarian culture".

Additionally, the community school launched a live broadcast event featuring local snacks related to the 24 solar terms. Through these live broadcasts and recommendations of snack-making experts from village learning centers, they visit the learning points in batches, holding on-site snack preparation and competitions based on solar terms. They invite relatively younger villagers and primary and secondary school students to watch, enhancing their understanding of the solar terms and related snacks. Within the food preparation and competition, educational elements are seamlessly integrated, embodying the teaching philosophy of "earning by doing". In this subtle manner, they disseminate the farming culture, crop growth patterns, and other knowledge embedded within the 24 solar terms.



Fig. 16 – 1 The Cultural Corridor of the 24 Solar Terms

2. Exploration of the spiritual essence of agricultural culture

Our school is dedicated to exploring the spiritual essence embedded in our town's agricultural culture, such as natural ways, harmonious coexistence, filial piety, diligence in learning, and the tradition of thriftiness passed down from generation to generation. For instance, the rural library of Dangtian Village, the rural school built on the homestead of Qiangwei Village, and the "Yi Nong Fang" constructed in Taiping Village all integrate these local traditions and customs into the modern living circumstances and cultural environment. These practices evoke a sense of nostalgia and strengthen feelings of belonging and love for one's hometown, ensuring the continuous inheritance of these traditional values.

In the past three years, community school teachers and education administrators have delved into the village annals to discover inspiring figures and scholars. By visiting villagers over 80 or 90 years old, they've gathered real-life examples and stories that embody the virtues of thriftiness and filial piety. Every month, at educational venues like the Qiangwei Village's rural school and Dangtian Village's rural library, lectures or related activities are organized for villagers, especially for primary and secondary students during school holidays. Through these lectures, the younger generation can genuinely and intimately experience the agricultural culture and its intrinsic values of hard work, thrift, unity, and love. It encourages them to look back at the past, be present in the current, and envision the future, nurturing in them a love

for their hometown and traditional values as modern young people.

Apart from Dangtian and Qiangwei villages, other villages like Taiping Village and Maxin Village have also achieved commendable results in exploring and promoting the spiritual essence of agricultural culture.

For example, Taiping Village has established the “Yi Nong Fang”, a place showcasing numerous local farming tools, symbolic folk objects, and recreated old-time farming scenes for villagers to appreciate and reminisce about. Additionally, there’s a small experiential zone for villagers to try using farming tools and understand the textile process. Through hands-on exploration, villagers can learn about the uses, values, and historical anecdotes of these tools and experience the allure of agricultural culture. They can also appreciate the challenges of farming and textile work, embodying the resilience and tenacity of our ancestors. Compared to PPT presentations and classroom teachings, this approach is far more impactful and persuasive, arousing more interest in learning and fostering a deeper affection for their hometown.



Fig. 16 – 2 Organizing Village Residents' Visit to the Agriculture Memory Workshop in Taiping Village

For another example, the township government has mobilized various cultural, educational, and publicity units to host the Village Arts Festival “Fragrance of the Soil”, which features village cultural activities and agricultural games. Through large-scale events under the theme of “Inheriting Rural Culture and Preserving the Memory

of the Peach Township”, the township government has organized three major sections of the event “Exhibiting Rural Heritage”, “Memorizing Rural Taste” and “Seeking Rural Joys” as well as the “Rural Art Festival”, focusing on “traditional culture, farming culture, and Jiangnan culture”, various competitions, displays, exhibitions, and other cultural activities are held to allow more people to experience the characteristics of farming culture.

3. Focusing on modern agricultural culture and local crops

Tightly integrated with the previously launched “Liaoyuan Plan”, our school continues to collaborate with top fruit brand planting bases within the town, such as “Shi Quan Grape Professional Cooperative” “Lao Ma Garden” and “Empress Peach Agricultural Planting Cooperative”. By sorting out and researching the recent planting experiences and technical summaries of the town’s signature fruits like “Empress Peach”, “Shi Quan Grapes”, and “Loong Fruit”, we organize and plan events. We invite their professionals to share planting methods and techniques for crops and economic plants with small-scale growers, individual farmers, and villagers. Moreover, we also arrange for villagers to have hands-on experiences, with professional growers demonstrating and explaining on-site. These educational activities are tightly integrated with the agricultural culture, aiming to popularize scientific planting knowledge and related skills.

For instance, the community school organizes villagers to visit the Shi Quan Grape



Fig. 16 – 3 President of Shiquan Grape Cooperative Introducing Grapes and Planting Techniques to Students

Professional Cooperative for on-site learning. In collaboration with travel agencies, parent-child farming activities are organized. Combined with the planting and picking seasons in the fruit park, they plan and organize activities like planting observation, production sharing, planting skills, and picking experiences. Through these practical activities, they convey and enrich the villagers' and primary and secondary school students' knowledge and skills related to farming and planting. While continuing the techniques of planting crops and fruits and vegetables, they incorporate modern cultivation methods, playing a leading role in preserving and developing traditions.

4. Farming culture in the town's non-heritage culture

1) The origin and development of the Ganxiang Xiao Bai Long Dance have been organized and integrated.

It is said that the Ganxiang White Loong Dance began in the Qing Dynasty. In the third year of Xuantong in the Qing Dynasty (1911), Yu Cailin and Yu Mingxiang, villagers of Nanshundai (Heping Village, Lüxiang Town) organized a loong dance team and made their own little white loongs. Whenever there is a god competition,



Fig. 16 – 4 Shanghai Foreign Language Channel ICS Interviews and Experiences Lüxiang Little White Loongs

there will always be a light dance; during major festivals or large temple fairs, loongs from all over the region will gather; the little white loong in Ganxiang is recognized as the “head of the loong” because of its beautiful decorations and superb dancing skills. After 1979, the little white loong dance was active again, and the relevant departments and groups took the initiative to organize teams to make little white loongs and perform for the masses on the Spring Festival.

The school collects and compiles historical materials related to the Little White Loong Dance and cooperates with the town’s Culture and Sports Center to create an exclusive loong dance team in each village and neighborhood committee. While continuously developing and expanding the Little White Loong Dance team, we also jointly choreograph a variety of Little White Loong Dances, revise and write school-based simple teaching materials related to the “Little White Loong”, and carry out the inheritance and teaching of non-heritage culture through classroom and loong dance experience. At the same time, in combination with the national intangible cultural heritage “March 3rd Little White Loong Religion”, which is unique to Lüxiang Town, we plan and organize loong dance activities and handicrafts that are rich in the characteristics of the town.

2) Inheritance and innovation of local cakes

Combined with the town’s intangible heritage culture of little white loong, the “white loong cake production” led by Master Lu Jianqiang has become another business



Fig. 16 – 5 Teachers and Students of Dry Lane Kindergarten Experience a Baicha Cake-making Activity

card of Lüxiang's farming culture. Meanwhile, the town's fruit park is gradually developing and producing peach blossom-related spring pastries, such as peach blossom green dumplings and peach blossom cakes, on the basis of the original traditional pastries. During various traditional festivals, a series of food promotional and production activities are held at each of the Neighborhood Learning Centers and Good Neighborhood Centers. Through “learning by doing” and “learning by having fun”, the town's agricultural crops and the culture they contain are effectively passed on to the younger generation.

3) Development and innovation of native local cloth (tubu) culture

In search of the “weaving history” footprints of the town's ancestors and in conjunction with the community education development plan, the full-time teachers of the school, under the guidance and leadership of Mr. Jiang Yongxun, a craftsman master in Jinshan District, continually develop teaching content such as “Lüxiang Tubu Culture” “Passing Down Tubu Weaving Handicraft”, and “Tubu Derivative Product Production”. In addition to classroom teaching, they also provide education in learning spots and homesteads. They introduced products and teaching courses imbued with native cloth culture and craftsmanship elements like “tubu patchwork” “tubu bags” “tubu sachets” “tubu qipaos” and tubu parent-child matching outfits, achieving the



Fig. 16 – 6 Jiang Yongxun's Tubu Work: *Childhood Memory — Marketplace* Won the First Prize in the 2020 Shanghai Community Education “Learning Lights Up the Countryside” Handicraft Competition.

dissemination of this knowledge to the villagers in the most remote areas. By delivering agricultural culture and tubu culture in a contemporary manner to the villagers, they expand the audience for preserving and developing this culture. In November 2020, at the municipal handicraft competition themed “Shanghai Community Education Boosts Rural Revitalization—Learning brightens Life”, several of the town’s entries closely related to agricultural cultures, such as “tubu patchwork” and “silk flower making”, achieved outstanding results, winning first and second prizes at the municipal level.

II) Creative development of agricultural and cultural activities

Community school organize intangible heritage inheritors and teachers to carry out classroom teaching and a series of activities related to farming culture in a variety of forms and channels, such as lectures, publicity and activities in schools, extracurricular schools, and home-based learning sites.

Community school carries out farming activities for groups of people of different ages and with different needs, activities with farming culture-related content in batches and at different levels, as well as farming culture demonstration games. For example, the school carried out the activity “Farming Culture and Traditional Culture in School”, giving lectures at special farming culture education bases or small experience zones set up in schools; at the same time, they incorporate textile skills and experience in the production of earthenware cloth stickers, etc., so as to enable students to learn about the knowledge of farming culture contained therein, such as knowledge of textile technology, the characteristics of textile skills, the cotton cultivation and the characteristics of textiles contained therein, the importance of cotton cultivation, and the importance of cotton cultivation. The students will then follow the teacher to make the textile fabric derivative works — the cloth stickers, to understand the types of weaving, styles, scope of use, and techniques, and to add elements of aesthetic design and peasant painting in the process of composing the drawings. They not only learned about farming knowledge but also learned part of the art of making cloth stickers, and felt the importance and necessity of passing on and developing farming culture. At the end of the series of educational activities, a contest on farming culture was organized to give students a better understanding of agricultural technology, farming knowledge, and the identification of various types of farming tools.

In October, 2020, the “Thousand-Year Farming, Taoxiang Baiyang, Enjoying Health” Farming Cultural Games will be held; in December 2020, the “Thousand-Year Farming, Taoxiang Yaojia, Enjoying Health” Farming Cultural Games will be held. These activities include rice planting, dragon boat races, tug-of-war, and other farming sports. Through practical farming experiences, village residents can experience the use of various farming tools and master farming skills such as seedling pulling and rice-planting, as well as competitions such as rice-rope rubbing and bamboo basket weaving, which allow village residents to experience the use and value of agricultural crops. When bamboo baskets are combined with other handicrafts (silk-screen flowers, paintings, etc.), the result is a work of art.



Fig. 16 - 7 A Snapshot of the 2020 Lully Lane Farming Games Entry and Rice Planting Competition

Yaojia Village has built a small village-level “Farming Museum”, collecting all kinds of old farming books and farming tools. Within the museum, they have built traditional cooking stoves, painted decorative patterns known as “Zaohua” on them, and recreated an ancient well. In addition, they’ve used folk art, wall paintings, and other forms to annotate the laws of crop production, knowledge related to traditional solar terms, and stories of customs. Stepping into the “Agricultural Museum” is like boarding a time machine, transporting visitors back to the era when agricultural culture thrived. With every step, one can feel the diverse agricultural knowledge intertwined with the culture of seasons, dietary customs, and the unique “Zaohua” culture. Through the display of artifacts, dynamic presentations, and firsthand experiences, the village promotes its agricultural culture, enabling more people to learn and benefit from it.

III) Compiling books on farming culture

In the field of culture, the community school collected stories and histories of farming culture by reading ancient books, local histories and visiting cultural artisans, etc., and recreated the traditions and scenes related to farming culture by using the technique of “tubu stickers”, which is a specialty of Lüxiang. Then, the teachers wrote a short story about the knowledge of farming culture shown in the scene, and briefly explained the creation of their cloth stickers. Finally, the story and the cloth stickers were organically integrated into the book *Fragrance of the Countryside — Lüxiang Farming Culture Reader*, which vividly reproduces the “spinning” “handmade cloth shoes” “handmade shoes” and “handmade cloth” with more than 50 cloth stickers. “handmade cloth shoes” “Zaohua culture” “market catching” “distribution of summer ripening rations” and other scenes are vividly reproduced with more than 50 cloth stickers for perusal, publicity and teaching.

For example, the picture below shows a fading farming scene in the form of



Fig. 16 – 8 Illustration of a Tubu Patch from the Book *Fragrance of the Countryside*

earthen cloth stickers. In preparing the culture and stories of rice planting, retired teachers were asked to read local ancient books, and a popular nursery rhyme, “Facing the yellow soil, facing the sky, with hands planting seedlings and feet shifting backward, they say that it’s not a good idea to go backward, but at this time, going backward is going forward”, was publicized on the WeChat public website.

III. Project Highlights and Effectiveness

The agrarian culture teaching contents and experiential activities launched by our school are deeply rooted in the local characteristics of Lüxiang. Whether it’s the “March 3rd Little White Loong Belief” and “White Loong Cake Making”, both of which have been recognized as national intangible cultural heritage, or the cultivation techniques of the “Shiquan Grape”, they all carry a strong imprint of Lüxiang. At the same time, our school also emphasizes integrating various aspects into the teaching activities, such as the cultivation of tubu, the culture of decorative stove patterns (Zaohua), the culture of filial piety and virtue (Xiaoxian), as well as other intangible cultural heritage projects of the town. This is done with the intention of subtly enlightening the younger generations of Lüxiang about the various traditional knowledge and symbolic meanings embodied in agricultural activities through their personal experiences.

From classroom teaching in community schools to the production of experience sites, supplemented by a series of activities such as display and exhibition activities in cultural centers, communities and other venues, lectures on agrarian culture, experiential education outreach to households, and the “15-minute learning circle” initiative and so on, from point to point, the school has adopted a comprehensive approach. This holistic method gradually broadens the audience for the transmission and development of agrarian culture, ensuring wide coverage in terms of teaching methods and channels.

During the implementation of the program, the school has fostered a local farming culture heritage team, consisting of teachers, outstanding students, and volunteers, which takes into account the necessity and importance of teaching in both Mandarin and local languages during the teaching and activities, ensuring that the people who are sent to teach can understand and learn. In the process, the team’s organizational and

pedagogical skills have been continuously improved.

The school has also invited Gu Linhua, an inheritor of intangible heritage in the town, and Jiang Yongxun, a Jinshan craftsman, as the leaders of the inheritance and development of the local cloth culture, and Jiang Yongxun has created a series of more than 50 works of “agricultural culture” cloth for exhibition, teaching, and publicity, which are used for teaching and exhibition. This series of works has been invited to be displayed in many places and venues, spreading the town’s farming scenes and culture created with the cloth to a wider audience.

Relying on organizing activities, our school has also accelerated cooperation with various departments or village committees for joint construction. As a result, we have established places that showcase the legacy of agricultural culture and facilitate learning for villagers. These include “Yaojia Village’s 24 Solar Terms Cultural Route” “Yaojia Village Shayu School” “Heping Village Wangchuan Learning Garden” “Huangxi School” and “Jialou Village Elderly Service Center”, which make it easy for the residents to learn.

Through the research and exploration of this project, we have found some ways and means in the field of community education that are suitable for the development of farming culture in our town. For example, in order to promote farming culture in Zhujitou, the project utilized hardware equipment and teaching software to accelerate the involvement of village residents in learning; effectively utilized the Multiplication Academy as an off-campus venue to hold experiential learning on a regular basis; and served more people and broadened the audience through online teaching and sharing.

(Written by Pan Weidong and Zhou Liyan)

