

Part III

Typical Cases

Chapter Eleven

Building a Regional Community of Lifelong Learning and Development:

Thoughts on and Practice of “Jin Jia Wu Xuan”
Lifelong Education Alliance

Shanghai Jinshan Community College

Abstract: With the development of community education, building a regional coalition of lifelong learning and development becomes a practical and feasible option to better allocate resources and achieve the objectives of communication, sharing, cooperation and development. In order to improve the quality of resources and develop content-driven education, “Jin Jia Wu Xuan” Lifelong Education Alliance was established in 2019. Based on the discussions of the practice of “Jin Jia Wu Xuan” Lifelong Education Alliance, this chapter analyzed the development constraints of the Alliance and put forward some thoughts on the further development of the alliance.

Key words: community education; lifelong education alliance; rural revitalization; regional community of lifelong learning and development

With the concepts of lifelong education, lifelong learning and learning societies further developed, the Education Bureau of Jinshan District of Shanghai initiated the collaboration forum on community education between Jinshan District in Shanghai and Jiashan County in Zhejiang in December 2010 to launch a cooperation project of lifelong education in response to the calls of CPC Central Committee, the State Council and Party committees and governments at all levels. In 2013, Wujiang District of Suzhou in Jiangsu Province joined the project and the “Jin Jia Wu” Regional Alliance of Lifelong Learning was set up, which represented a new model of lifelong education cooperation at the level of province, district and county. In 2019, with Xuanzhou City in Anhui Province becoming a member of the alliance, a seminar on lifelong learning and common growth of the four places was held and “Jin Jia Wu Xuan” Lifelong Education Alliance was finally established.

“Jin Jia Wu Xuan” Lifelong Education Alliance has received considerable attention from government leaders and the development of the alliance has been promoted and guided by leaders of various government organizations including Shanghai Municipal Education Commission, the Shanghai Learning Society Development Guidance and Service Centre as well as the publicity departments of CPC district (county) committees, commissions for guiding cultural and ethical progress and education bureaus of the four places. Over the past 10 years, the alliance has kept innovating its model by expanding and deepening cooperation and solved the difficulty of unbalanced development of lifelong education between different regions and groups, laying a solid foundation for building a learning society.

1. Practice of “Jin Jia Wu Xuan” Lifelong Education Alliance

In today’s world, remarkable technology advances and its wide application in society have rapidly changed the way people live and work. “The need to meet the demand of survival, development and learning in modern society calls for breaking institutional, procedural and methodological constraints on education and retaining its intactness and

continuity which are the essence of education.”¹ The establishment of “Jin Jia Wu Xuan” Lifelong Education Alliance, which aims at sharing and collaborating, focuses on lifelong learning through communication and adopts a method of practice-based reflection, is a good demonstration of the efforts to keep education intact and continuous. The cooperation of the alliance covers multiple forms from learning through mutual visits, discussions of problems faced by community education to joint efforts of developing courses and sharing quality teachers. By expanding and deepening cooperation through practice, the alliance has achieved sustainable development.

1.1 Setting up a cooperation mechanism

As an important part of lifelong education, the community education has grown rapidly in many places. At the same time, it has also encountered many problems, with the problem related to the community resource as the most prominent one. “The community resource allocation is unreasonable. In particular, lacking quality resource becomes a key factor inhibiting the development of community education. Therefore, to develop a lifelong education alliance is an urgent need both in theory and in practice of optimizing community education resources.”²

“Jin Jia Wu Xuan” Lifelong Education Alliance adopted the working mechanism of rotating presidency. The member holding the rotating presidency formulated annual working plan based on the local practice and the requirement of government authorities. The alliance has already established the consultation system of working groups, the cooperation system of education, research and experimental projects, the communication system of course development, and the sharing system of community education resources. These four places put the cooperation mechanism into practice by signing a framework agreement. The Framework Agreement of Lifelong Education Alliance of Jinshan, Jiashan, Wujiang and Xuanzhou gives a clear account of the basis, principles, content and mechanism of the cooperation and communication. There are many such agreements signed in the process of cooperation within the alliance, urging

¹ Ye, Z.H. & Zhang, D.M.. Research Papers on Community Education (2002 – 2007) [M]. Shanghai: Shanghai Audio-Visual Press; 2008, 259 – 260.

² Chen, Y. The Features and Constructing Principles of Education Community — from the Perspective of Community Education [J]. Newsletter of Vocational Education, 2015(34): 43 – 45

all parties concerned to engage in practical work and bring tangible results.

1.2 Holding forums and establishing a platform for communication

1.2.1 The theme of “Jin Jia Wu Xuan” Lifelong Education Alliance Forum

“Jin Jia Wu Xuan” Lifelong Education Alliance has held an annual forum since 2011. The forum, which focuses on the common situation and problems in the development of community education and encourages reflection on practice, has provided institutions of community education and community workers with space for dialogues and a platform for developing community education and demonstrating fruitful results.

The following table shows the themes and organizers of 10 Lifelong Education Alliance Forums held in the past ten years in the four places.

Table 11 – 1 Themes of “Jin Jia Wu Xuan” Lifelong Education Alliance Forum

Year	Session	Theme	Organizer
2011	1st	The Community Education in the New Context	the Community College of Jiashan County
2012	2nd	Sharing, Cooperation and Development; Cooperation and Development of New Rural Community Education in the New Context	the Community College of Jinshan District
2013	3rd	Learning Makes Life Better; Cultivation and Development of Learning Teams and Primary-level Learning Organizations	the Community College of Jinshan District
2014	4th	Learning Improves Life; Building a Platform of Educational Service for Citizens	the Community and Training College of Wujiang District
2015	5th	New Normal and New Development; Transformation of Lifelong Learning in the Era of Information Technology	the Community College of Jiashan County
2016	6th	Optimizing Educational Resource Allocation for Better Service of Lifelong Education	the Community College of Jinshan District
2017	7th	Lifelong Learning for the All-Around Development of People; Building a City with High Cultural and Ethical Standards	the Community College of Jiashan County
2018	8th	Forty Years of Reform of Community Education; Looking Back and Forward	the Community and Training College of Wujiang District

Continued

Year	Session	Theme	Organizer
2019	9th	Building Lifelong Learning Alliance and Serving Rural Development	the Community College of Jinshan District
2020	10th	10-Year Glory of Alliance Development and Constant Efforts in Lifelong Learning	the Community College of Jiashan County

1.2.2 Discussions and Expert Comments

Each session of the forum has provided a platform for lifelong education workers from the four places to discuss and communicate. For example, the theme of the 6th “Jin Jia Wu” Forum is “Optimizing Educational Resource Allocation for Better Service of Lifelong Education”. At this forum, representatives of lifelong education from the four places exchanged ideas and experience about how to allocate resources to improve the service capability in offering lifelong education. On the 7th Forum, Huai Xuejun from the Department of Vocational and Adult Education of the Education Bureau of Jinshan District made a speech entitled “Thoughts on and Practices of the Development of Lifelong Learning Bases of Jinshan District” and Gao Fan from the Commission for Guiding Cultural and Ethical Progress of Jinshan District gave a talk entitled “A City valuing Morality, Goodness and Courtesy”. Representatives from Jiashan of Zhejiang and Wujiang of Jiangsu also expressed their opinions on building a brand of “goodness culture” and research of community education from the perspective of public service.

Each forum invites experts to give comments and suggestions. On the 6th Forum, Yao Aifang, Deputy Director of the Office of Shanghai Learning Society Development Guidance and Service Centre, pointed out that this forum has been valued by leaders and was well prepared with rich content and a wide coverage. Community education workers from the three places offered their insights in how to better allocate and integrate educational resources, and proposed suggestions and measures in improving the service capability of lifelong education. Zhuang Jian, Deputy Director of the Office of Shanghai Municipal Commission for Learning Society Development and Lifelong Education Promotion and Director of Lifelong Education Department of Shanghai Municipal Education Commission highlighted three points in his summary speech: First, persistence. He looks forward to witnessing the development of the forum in the next 6 years, 12 years and even more years to come. Second, focus. Each year’s forum

is expected to focus on one or two key issues. Third, Innovation. This forum could explore new ways of resource integration based on in-depth communication.

1.2.3 “Jin Jia Wu Xuan” Alliance Forum: Calls for papers

Practical research is a key part of community education. Therefore, calling for papers, awarding researchers and compiling papers related to themes of the forum is an important link as they demonstrate research achievements in community education of the four places. For each year’s forum, there is a call for papers which specifies the requirement of content, format, and submission guidelines of the paper. Community education workers are encouraged to contribute their papers based on practice. Table 11 – 2 shows papers of the past ten forums. The soliciting, awarding and compiling work was actively participated by many community education practitioners who have had in-depth thoughts about their work and written many papers related to the theme of each forum. In the statement related to community education in Guidelines on Professional Competences of Community Education Teachers in Shanghai, it is highlighted that “teachers should be able to join the research community in the development of community education of regions or schools and produce research findings¹. By contributing papers to the Alliance Forum, teaching staff from the four places have injected new blood to the community education and also improved their research ability, thus making contributions to the development of community education of the Alliance.

Table 11 – 2 Papers of “Jin Jia Wu Xuan” Alliance Forum

Sessions	Number of Papers	Awards	First-Award Paper/Top Three Papers in the compilation
1st	27	No awards or compilations	The guiding role of community colleges in the development of suburban community education An analysis of constraints and strategies of community education development in Jiashan County Research on professional qualities of community education administrators on the township (district) level in the Yangzi River Delta in the new century

1 Shanghai Municipal Education Commission. Guidelines on Professional Competences of Community Education Teachers in Shanghai (No.14 [2020]) [EB/OL]. (2020 – 8 – 31) [2020 – 9 – 7]. https://yj.j.hzxc.gov.cn/xxw/sqxw/zxxw/202009/t20200907_28887.shtml.

Continued

Sessions	Number of Papers	Awards	First-Award Paper/Top Three Papers in the compilation
2nd	13	The number of papers that get the first prize; 3 The number of papers that get the second prize; 6 The number of papers that get the third prize; 9	
3rd	21	No awards or compilations	The role of learning teams in the development of a learning society Thoughts and explorations on developing community education in rural areas The cultivation and development of primary-level learning organizations and learning teams
4th	27	No awards or compilations	A summary report on the practices of the community education in new rural areas Building home-based learning sites and a 15-minute learning session Explorations on the development of a new education platform for citizens in small cities; right guidance, resource integration and model innovation
5th	9	The number of papers that get the first prize; 3 The number of papers that get the second prize; 6 The number of papers that get the third prize; 9	
6th	32	The number of papers that get the first prize; 3 The number of papers that get the second prize; 6 The number of papers that get the third prize; 9	Research on the optimal allocation of urban and rural community education resources; Take Jinshan District in Shanghai as an example An analysis of course development and resource building for primary-level community education Research on the resources and strategies of community education in Xitang Town
7th	14	The number of papers that get the first prize; 3 The number of papers that get the second prize; 6 The number of papers that get the third prize; 9	

Continued

Sessions	Number of Papers	Awards	First-Award Paper/Top Three Papers in the compilation
8th	18	No awards or compilations	Thoughts on the practice of social education for regional development A survey report on the IT training in rural community education An analysis of the evolution and development outlook of functional orientation of community education
9th	37	The number of papers that get the first prize: 3 The number of papers that get the second prize: 6 The number of papers that get the third prize: 9	Thoughts on the practice of building learning sites based on the concept of lifelong learning The integrated and quality development of community education for the strategy of rural revitalization: Take Jiashan as an example The development of learning countryside: A spotlight in global cities
10th	31	The number of papers that get the first prize: 7 The number of papers that get the second prize: 10 The number of papers that get the third prize: 18	The integrated development of lifelong learning in Yangze River Delta based on the concept of inclusiveness Explorations on an integrated development mode of vocational education, community education and senior education by Fenu Vocational School Explorations on education for the elderly in the context of rural revitalization strategy

1.3 Building practice bases for lifelong learning

In order to implement the strategy of integrated development in the Yangze River Delta and expand ways of cooperation, “Jin Jia Wu Xuan” Lifelong Education Alliance launched the practice base construction for lifelong learning experience by building a platform of sharing, a mechanism which allows effective use of shared resources and cross-province learning.

Jinshan District began to build the base for lifelong learning in 2017. On August 20th, 2018, Shanghai Jinshan Lifelong Learning Base held the plaque unveiling ceremony in Zhenze Town in Wujiang District in Suzhou. Zhenze Town in Wujiang District in Suzhou and Jinshanwei County in Jinshan District are collaborative partners

of education development and have had intensive exchanges and mutual visits since 2014. Jinshan District establishing a base for lifelong learning in Wujiang District is an innovative practice of community education which goes in line with the philosophy of green, creative, coordinated, open and sharing development. It also marks an important breakthrough in community education cooperation which goes beyond districts and towns.

The Plan of Building Bases for Lifelong Learning of “Jin Jia Wu Xuan” Lifelong Education Alliance has a clear statement about the objectives, conditions, tasks, and working mechanism of the lifelong learning bases. At the opening ceremony of “Lifelong-Learning-for-All Week”, the Alliance unveiled 8 plaques of lifelong learning bases for citizens in its four regions plus Haining in Zhejiang and Jiangning in Nanjing. Until 2021, the alliance has set up a total number of 20 lifelong learning bases.

1.4 Conducting joint training of teachers and improving professional skills

The continuous development of community education in the four regions and the education role played by communities cannot be achieved without a team of professional teachers keeping improving competence. From the perspective of lifelong education and current knowledge of human beings, the duty of community education teachers becomes “less of imparting knowledge but more of encouraging new thinking. Apart from being an educator, the teacher becomes a consultant, a participant exchanging ideas and an assistant to help students find contradiction rather than truth. Teachers need to concentrate more time and energy on those effective and innovative activities featuring mutual influence, discussions, stimulation, understanding, and encouragement¹.” Therefore, teachers of community education need to update their teaching concept and perform new duties by attending training sessions. The training sessions are held twice a year by the community college of Jinshan District on the teacher training platform of the professional committee of China Adult Education Association.

In May 2019, “Jin Jia Wu Xuan” Lifelong Education Alliance entrusted the Community Education Management College of Jiangsu Open University to hold the training workshop on “rural revitalization and community education.” This workshop

¹ Shanghai Adult Education Association. *New Perspectives of Education* [M]. Shanghai: Shanghai University Press, 2008: 9.

was designed for those in charge of community (training) colleges of the alliance, community education centres (schools) in towns and villagers' schools (learning centres) and roughly 25 to 30 people from each region attended the workshop. This workshop included diverse activities including lecturers, seminars, and study tours. The content of the training covers community education theories, course designs and brand building. Please refer to Table 11 – 3 for more details.

Table 11 – 3 Timetable of training on “Rural Revitalization and Community Education”

Time	Content	Experts
Afternoon, May 20th	Register at Yangzhou Jiangdu Pearl International Hotel	/
Morning, May 21st	Opening ceremony and group photos taking Improving the service of community education for the strategy of rural revitalization Design of training sessions of villagers for rural revitalization	/ Tan Yongxiang, Vice President of Yangzhou Open University Jiang Mingfang, Secretary General of Rural Committee of China Adult Education Association
Afternoon, May 21st	A study tour of visiting Shaobo Canal	
Morning, May 22nd	Brand building in community education Group discussion	Wu Jin, Vice President of the Professional Committee of Community Education of China Adult Education Association
Afternoon, May 22nd	A study tour in the “Role Models of Yangzhou” Square	
Morning, May 23rd	Introduction to the pilot program of “Learning Villages” launched by Shanghai Exchanges of ideas and discussions	Peng Haihong, Director of the Office of Shanghai Learning Society Development Guidance and Service Centre
	Return	

Due to the Covid-19 pandemic, the training session in 2020 held by the alliance adopted a hybrid model — online live broadcasting and offline lectures — in a main venue and sub venues. The main venue offline was in the Community College of Jinshan District

and workers of lifelong education from Jinshan, Jiashan, Wujiang and Xuanzhou attended the training through the online platform. On the morning of June 9th 2020, Wang Bojun, the Vice President of Shanghai Open University and an expert in teaching the history of the Communist Party of China (CPC), gave a speech titled “Faithfulness, Striving and Sacrifice: Case Analysis on the Qualities of Leaders”. In the afternoon, Yao Aifang, the Deputy Director of None-degree Education Department of Shanghai Open University and Director of Family Education Professional Committee of Shanghai Lifelong Education Research Association, delivered a talk on “Our action on developing family education”. On the afternoon of August 27th, the alliance invited Zheng Huanxin, the director of Lifelong Education Department of Shanghai Educational Software Development Co., Ltd., to give a lecture titled “Explorations and Research on Live Courses of Lifelong Education.”

1.5 Developing pair activities and cooperation projects

In order to promote the development of “Jin Jia Wu Xuan” Lifelong Education Cooperation Alliance and explore new models of community education, pairing activities have been organized between community schools within the alliance which extends the forms of schools and helps develop courses with unique characteristics, leading to a sound, orderly and sustainable development of lifelong education in this region. Those paired schools could conduct discussions on shared problems and achieve common progress. The focus of their cooperation, first and foremost, is the development trend of community education, their similarities, and their own advantages. Second, paired schools are expected to draw on each other to develop courses which are tailored to meet the needs of citizens and facilitate the growth of the schools. Third, based on co-building and sharing, paired schools could jointly hold teachers’ training sessions and exchange activities according to the need and feasibility to improve the quality of education. The major forms of activities for paired schools are: conducting idea exchanges from time to time; organizing demonstration of education achievements, writing papers and experience on community education, and compiling these papers and experience. The paired schools of “Jin Jia Wu Xuan” Lifelong Education Alliance over the past 10 years are as follows:

Table 11 – 4 List of paired schools of “Jin Jia Wu Xuan”
Lifelong Education Alliance

Year	Session	Paired Schools	Number of Pairs
2011	1st session	The Community School of Langxia Town of Jinshan District and the Adult Culture and Technology School of Tianning Town of Jiashan County The Community School of FengJin County of Jinshan District and the Adult Culture and Technology School of Yaozhuang Town of Jiashan County	2 pairs
2013	3rd session	The Community School of Jinshan Industrial Zone and the Community Education Center of Huiming Subdistrict of Jiashan County The Community School of Tingling Town of Jinshan District and the Adult School (Community Education Center) of Taihu New Town (Songling Town) of Wujiang District The Community School of Caojin Town of Jinshan District and the Adult School (Community Education Center) of Qidu Town of Wujiang District The Adult Culture and Technology School of Taozhuang Town of Jiashan County and Adult School and Community Education Center of Fenhu High-Tech Zone of Wujiang District	4 pairs
2014	4th session	The Community Education Center of Wujiang Economic and Technology Development Zone (Tongli Town) and the Community Education Center of Xitang County of Jiashan County The Community Education Center of Wujiang High-Tech Zone (Shengze Town) and the Community School of Shihua Subdistrict The Community Education Center of Pingwang Town of Wujiang District and the Community Education Center of Ganyao Town of Jiashan District The Community Education Center of Zhenze Town of Wujiang District and the Education Center of Jinshanwei Town of Jinshan District The Community Education Center of Taoyuan Town of Wujiang District and the Education Center of Shanyang Town of Jinshan District The Hengshan Community Education Centre of Taihu New Town (Songling Town) of Wujiang District and the Community School of Zhujin County	6 pairs

Continued

Year	Session	Paired Schools	Number of Pairs
2020	10th session	The Community School of Shanyang County of Jinshan District, the Community Education Center of Taoyuan Town of Wujiang District and the Community College of Xuanzhou City The Community School of Zhujin County of Jinshan District and the Community School of Hanting County of Xuanzhou City The Community School of Jinshan Industrial Zone, the Community Education Center of Huiming Subdistrict of Jiashan County, and the Community Education Center of Shuidong County of Xuanzhou City The Community School of Zhangyan County, the community education centers of Huiming Subdistrict, the Weitang Subdistrict of Shanxian County of Jinshan District, and the Community Education School of Xikou Town of Xuanzhou City The Community School of Lingting County of Jinshan District, the Education Center of Taihu New Town of Wujiang District, and the Community School of Zhouwang County of Xuanzhou City	5 pairs

The paired community schools have formulated the mechanism of paying mutual visits to learn from each other every year. With the development of “Jin Jia Wu Xuan” Lifelong Education Alliance, regional cooperation extends from the top level to the primary level and people-to-people exchanges have become more and more frequent. The education for the elderly in the four regions and the community education of Langxia County of Jinshan District and Tianning County of Jiashan County approached community governance. Xitang Town in Jiashan County and Lili Town in Wujiang District have had exchanges in cultural studies of ancient towns through cooperation. These projects have not only broadened visions but also incubated individualistic brands in community education of each place.

1.6 Establishing a platform for participation and regional communication

With the development of “Jin Jia Wu Xuan” Lifelong Education Alliance, community colleges in the four places developed the participation mechanism of major

events and this form of interaction has been applied to primary-level organizations. Major events held by community colleges of the four places like the Opening Ceremony of Learning-Weeks-for-All and the Learning Festival for All have invited heads of other departments within the alliance to attend. On the afternoon of October 22nd, the 2020 Learning Festival for All in Jinshan District and the Conference on the Summary of the Development of Lifelong Learning Base was held in Caojin County in Jinshan District. This event invited leaders of the Community College of Jiashan County which is a member of the alliance and leaders of the Community College of Wujiang District. In 2020, Shanghai Family Education Development Forum and the Conference on Promoting Family Education were held in the University for the Elderly in Jinshan District. During the session of micro-forum, Wu Shuqiang who is the vice dean of the Community College, was invited to discuss the experience and the work in family education.

“Jin Jia Wu Xuan” Lifelong Education Alliance has obtained four nation-funded projects and three province-funded projects. Its 12 papers won national awards and 23 papers won provincial awards. The development of learning districts in Jinshan District, the family education in Jiashan County and the education for the elderly in Wujiang District all have become distinctive brands and the four places have become national experimental zones for community education. In November 2014, in the event of selecting “lifelong learning brands” held by the working group of National Lifelong Learning Week and China Adult Education Association, “Jin Jia Wu” Lifelong Learning Education Cooperation Forum was awarded the “Brand of Lifelong Learning Campaign” and “Jin Jia Wu Xuan” Lifelong Education Alliance was granted the “Brand of Lifelong Learning Campaign” of Zhejiang Province.

2. Problems of the development of “Jin Jia Wu Xuan” Lifelong Education Alliance

The 10-year development of “Jin Jia Wu Xuan” Lifelong Education Alliance has achieved fruitful results and advanced lifelong education in the regions. The core concept of lifelong education is to reveal the essence of education and the learning society advocated by the alliance focuses on the overall progress of the whole society.

Therefore, it is a must to call for breaking the compartmentalization of different departments and enhancing exchanges and resources to enable both individuals and society to reach a level of supreme freedom.”¹ In reaching this objective, the alliance has been faced with social and practical constraints which have inhibited its development and requires urgent solutions.

2.1 The current educational institution is not good for regional cooperation

The paper “Learning to become with the world: education for future survival” points out that “Future education must be a coordinated unity in which all departments in society are unified in structure.”² Due to different administrative divisions, personnel systems, institutions and mechanisms, education management and evaluation systems as well as lifelong education development models, the real coordinated development of education in the Yangze River Delta is faced with institutional constraints.

The development of the alliance cannot be achieved without the opening and the integration of community education in the four places. The opening refers to exchanges between the four places in communication including mutual visits, communication, and mutual learning; the integration means coherence of practical work between departments, systems and fields in community education which leads to a system with clear duty division and smooth communication and forms the best synergy for the development of community education. In order to achieve effective and sustainable long-term growth, it is necessary to build a sound management, monitoring and service system by fully mobilizing and utilizing resources. At present, however, the community education system of every region is separate from each other and the advantage of this region as a whole cannot play its role. Consequently, coordinated development of the community education to a higher and more efficient level in the Yangtze River Delta has been limited to a certain extent.

¹ Zhang, L.. The Urban Lifelong Education Model: An Expoloration of Lifelong Education Community in Yangpu District[J]. Shanghai Education and Research. 2015 (4): 54 – 55.

² UNESCO. Learning to become with the world: education for future survival[M]. Beijing: Education and Science Press, 2006: 203.

2.2 The backward educational cooperation is not good for the development of the alliance

Currently, the educational cooperation projects in Shanghai, Jiangsu and Zhejiang are still spontaneous and scattered. The concept that education is only the duty of government and education institutions has not changed. Therefore, the alliance is urged to update the concept if it wants further development. Compared to the requirement of regional integration of the Yangze River Delta and the achievement made in the integration of transportation, science and technology, environment protection and finance, the cooperation and coordinated development in education has obviously lagged behind. The cooperation hasn't reaped remarkable results and significant influence in facilitating regional economic development and the improvement of citizens' moral and cultural standards.

According to *The Modernization of Chinese Education 2035*, "it is necessary to build a lifelong educational system for all citizens, a lifelong education institutional environment for all citizens, a cross-department and cross-industry working mechanism and a profession system.¹" It requires to change the current education system, institutional environment, and supportive system to promote the development of educational cooperation and to achieve education modernization. Therefore, the development of "Jin Jia Wu Xuan" Lifelong Education Alliance calls for a cooperative institutional environment and "the improvement of education awareness of communities that take the development of education, in particular, the community education as common responsibility, right as well as obligation."² In a word, the development of "Jin Jia Wu Xuan" Lifelong Education Alliance relies on joint efforts of departments in the four places.

2.3 The less integrated resources cannot support effective regional cooperation

The integration of resources and the social environment of sharing are key to the

¹ Xinhua News Agency, the State Council of CPC Central Committee and the State Council. *The Modernization of Chinese Education, 2035*[EB/OL]. (2019-02-23) [2020-03-01]. <http://www.gov.cn/xinwen/2019-02/23/content+5367987.htm>.

² Huang, Y.L.. *Essays on Community Education: My Perspective on Community Education* [M]. Shanghai: Today Press, 2006: 12.

development of the alliance. It is necessary to provide citizens in the four places with more resources and opportunities of lifelong learning, to improve their capabilities and to raise the quality and efficiency of lifelong learning services through full integration of resources, booming investment, and joint actions. Effective, efficient, and fair lifelong learning service with diversity and flexibility serves as a driving force of the development of the alliance. In the context of promoting cooperation in lifelong learning, there hasn't been a mechanism of long-term tracking studies, argument, and assessment. In addition, those high-quality education resources cannot be utilized in a wider area. These deficiencies are not beneficial to regional cooperation.

In terms of the external environment of the alliance, organizations, departments, and institutions in different regions are separated from each other, which to some extent undermines the stretch of lifelong learning resources of the alliance and limits the integration of resources to community education. Most organizations sharing and building resources with the alliance are administrative departments or social organizations affiliated to administrative organizations. "Therefore, special attention needs to be paid to involve other nongovernmental organizations to develop community education. Nongovernmental organizations attach importance to both service and benevolence. At the same time, these organizations usually boast plenty of social resources and flexible forms.¹" Therefore, it is necessary to make use of the resources and increase the connectedness between community education and society. In this way, we can build a regional community education alliance which puts people first and features harmony and sustainable development.

2.4 The less qualified teachers of community education are not good for the sustainable development of the alliance

Professional teaching staff of community education are indispensable for holding activities of the alliance. "Ideally speaking, teachers of adult education should have higher education academic credentials and a complete framework of career development. These conditions are necessary in preventing frequent staff turnover and guaranteeing

¹ Zhong, H. L.. An analysis of building lifelong education community from the perspective of community education: Take Changzhou as an example [J]. Journal of Contributing Higher Continuing Education, 2016(4): 23 - 27.

an efficient incentive mechanism.”

The quality of teachers has a direct impact on the development of community education and “Jin Jia Wu Xuan” Lifelong Education Alliance. At present, the team of community education teachers needs to be upgraded as most of them are less professional. In addition, the number of working staff in this three-level network system of community education in the four places is not enough and most of them are administrative staff from subdistricts, townships and communities or teachers from elementary and secondary schools. Among those new teachers, only a small proportion of them major in adult education or sociology. This leads to less substance and potential of community education development. It also results in no guarantee for course development, theoretical research, and teaching quality, bringing a negative impact on the sharing and communication of lifelong education and obstructing the improvement of lifelong education quality in the four places.

3. Thoughts on the further development of “Jin Jia Wu Xuan” Lifelong Education Alliance

Over the past 10 years of development, “Jin Jia Wu Xuan” Lifelong Education Alliance has made explorations, accumulated experience and achieved improvement. Through the work of the alliance, the four places have made continuous efforts in achieving high-quality and sustainable development in community education.

In January 2009, in order to reach the goal of “accelerating the pace of learning society development by providing quality continuing education” set by the 19th National Congress of the Communist Party of China, improve the ethical and cultural standard of citizens and act in line with the national education working conference, Jinshan District, Jiashan County and Wujiaochang District jointly held the seminar named “New Development of Lifelong Education in the New Era Through Common Efforts”. This seminar is aimed at helping the three places to participate in the high quality regional integrational development of the Yangze River Delta and build their own brand. During the seminar, leaders, experts, and community education workers discussed a series of issues including how to deepen cooperation in the three places, how to give vitality to the brand and how to facilitate coordinated development in

lifelong education of the three places. Attendants also discussed the Scheme of Compiling a Three-Year Action Plan of “Jin Jia Wu” Lifelong Education Alliance. This three-year plan has provided guidance for advancing further growth of the alliance.

From December 26th to 27th, 2019, “Jin Jia Wu Xuan” Lifelong Education Alliance Seminar was held in Shuidong County of Xuanzhou District of Anhui Province. This seminar, with its focus on the alliance work, explored new models for the reform and the development of regional education to form a new landscape of regional education development. In September 2020, the Working Conference of Regional Lifelong Learning Development Community Project was convened in Ningbo. Organized and coordinated by China Adult Education Association, community colleges of the four places collaborated with the Community College of Jiangning District in Nanjing, Jiangsu and the Community College of Haining Community of Haining District in Jiaxing, Zhejiang formed a regional lifelong learning and development coalition aimed at “revitalizing rural areas through community education”. Bearing in mind the overall requirement of invigorating the growth of rural areas which includes “industry development, agreeable environment, ethical and cultural progress, effective governance and affluent life”, this coalition focuses on lifelong learning of rural residents and building a learning countryside to boost the industrial, human, cultural, ecological, and organizational development and provides expansive space for further development of the alliance.

3.1 Contributing to the national rural revitalization strategy

In October 2017, Chinese President Xi Jinping pointed out in the report of the 19th National Congress of the Communist Party of China that “... to implement the strategy of rural revitalization. Agriculture, rural areas, and farmers are fundamental issues related to people’s wellbeing. It is a must to make addressing the problems that agriculture, rural areas and farmers face as the priority of the whole Party’s work. We need to promote the development of agriculture and countryside first by improving the institution, mechanism and policy system of the rural and urban integration and speeding up the modernization of agriculture and rural areas according to the overall requirement for booming businesses, agreeable living environment, cultural and ethical

progress, effective governance and affluent life.¹” This is the first time when the rural revitalization strategy was proposed. In February 2018, the Opinions of the State Council and the Central Committee of Communist Party of China on the Implementation of the Rural Revitalization Strategy was released and stated that “By 2035, the rural revitalization will make decisive progress and the modernization of rural areas and agriculture will be basically achieved. By 2050, the rural areas will be fully revitalized with strong agriculture, a beautiful countryside and rich farmers.”² A modern country calls on all of its citizens to keep up with and participate in national affairs and political activities. In one word, an advanced modern system cannot be successful and achieve expected results if those who operate the system do not use their modern thoughts and demonstrate their modern qualities. “For any country which wants to achieve real modernization, it is a must for its people to keep their mind, behaviour, and attitude abreast with the economic development.”³ Therefore, the key to rural revitalization is people and the key to the modernization of agriculture and rural areas lies in the improvement of people’s competences which rely on education, in particular the community education.

In 2016, the Opinions of the Ministry of Education and Eight Other Departments on the Further Development of Community Education states clearly that “promoting the community education development in rural areas requires urban areas to take the lead and reach a coordinated growth between urban areas and rural areas and make efforts to address the deficiencies of community education in rural areas.”⁴ At present, rural areas are faced with the problems of low awareness, weak foundation, and unqualified teachers in developing community education. In the context of the rural revitalization

1 People’s Daily Online. The Report to the 19th National Congress of the Communist Party of China [EB/OL]. (2017-10-18) [2018-03-13]. <http://sh.people.com.cn/n2/2018/0313/c134768-31338145.html>.

2 Xinhua net. Opinions of the State Council of the CPC Central Committee on the Implementation of the Rural Revitalization Strategy [EB/OL]. (2018-01-02) [2018-02-04]. http://www.xinhuanet.com/politics/201802/04/c_1122366449.htm.

3 Yin, L. J.. *Becoming Modern: Individual Change in Six Developing Countries* [M]. Chengdu: Sichuan Peoples’ Press, 1985: 5.

4 Ministry of Education and Eight Other Departments. the Opinions of the Ministry of Education and Eight Other Departments on the Further Development of Community Education (Department of Vocational and Education [2016]4) [EB/OL]. (2016-06-28) [2016-06-29]. http://www.moe.gov.cn/jyb_xwfb/xw_fbh/moe_2069/xwfbh_2016n/xwfb_160729/160729_sfcl/201607/t20160729_273303.html.

strategy, “the community education in rural areas needs to put humans first and focus on people’s cultural, intellectual, and professional ability. By providing students with as many choices as possible, the community education in rural areas is aimed at cultivating qualified talents who can make contributions to the rural revitalization.¹” Therefore, it requires the regional alliance of lifelong learning to make breakthroughs in opening resources and building platforms to promote the rural community education development, modernization of farmers and to achieve the objective of rural revitalization.

3.2 Promoting the development of regional community of lifelong learning

In order to put into practice the instructions of Chinese President Xi Jinping on regional integrated development of the Yangtze River Delta, it is necessary to plan and carry out regional lifelong learning projects in a unified way. The four places of the alliance collaborated with the Community College of Jiangning District of Nanjing in Jiangsu Province and the Community College of Haining District of Jiaxing in Zhejiang Province and formed a coalition of regional lifelong learning development to achieve “rural revitalization through community education”. The core concept of regional lifelong learning coalition is sharing. The coalition is an open, interactive, and dynamic system advocating dialogue and cooperation. In this system, every member shares their own cultural characteristics, cares about each other, and safeguards the common interest through joint efforts. It is also a system of mutual influence and exchanges. Based on common values, communication and dialogues are the necessary conditions of the development of education coalition, and the sharing and cooperation based on the conditions become major activities of the coalition.

On October 28, 2020, the seminar on the “community education for rural revitalization” and building a lifelong learning and development coalition was held in Wujiang District of Suzhou in Jiangsu Province. Representatives from the four places came to Qidu Town in Wujiang, explaining and discussing the working plan of how to build a lifelong learning and development coalition. This working plan stated clearly

¹ Shen, H.. Research on the Development Strategy of Quality Development of Community Education in the Context of Rural Revitalization Strategy: Take the rural community education in Yixing in Jiangsu as an example[J]. Journal of Nanjing Radio & TV University, 2020 (1): 39 – 40.

the name, organization, objective, content, and working mechanism of the coalition. Among them, the objectives include meeting the requirement of the national strategy, setting up an integrated working mechanism, exploring the model of rural education practice and building brand projects. Major content of the plan includes: an integrated exploration of effective ways and methods to promote community education in rural areas and thus facilitate rural revitalization through community education; an integrated scheme of making a working plan, setting clear working objectives, working mechanisms and main tasks; an integrated implementation of practical research, learning projects development, results demonstration, lifelong learning brand cultivation and coordinated efforts in pushing forward projects; an integrated and targeted training for project working staff, teachers and managerial staff; an integrated sharing of quality and characteristic education resources of information, projects, courses, teachers and places on a cooperative platform. This regional lifelong learning coalition determined on two projects: “research on the model of developing community education to promote rural revitalization” and “research on the model of developing cross-region coalition of community education”. Member organizations could find a subtopic of research each year to discuss the law of community education development and explore new ways of innovating community education reform.

With the aim of developing community education to promote rural revitalization, the coalition of regional lifelong learning has tried to make common progress through regional coordinated actions, resource sharing and interaction on the platforms. This is an innovative model of putting the concept of lifelong learning into practice and represents a new force of building learning cities. Lifelong learning as a concept has drawn enormous attention from people and the lifelong learning coalition could gather social strength of education and provide continuous care and service for citizens in their path of lifelong learning.

In the final analysis, “Jin Jia Wu Xuan” Lifelong Education Alliance is built in line with the philosophy of lifelong learning and has grown from strength to strength in exploring how to share regional resources and seek common development through deepened cooperation. The alliance helps to promote the national rural revitalization strategy and Yangtze River regional development strategy. From an alliance of four places to a coalition of six places, it is confident to say that this regional lifelong learning and development community will live out its value. “The real value of lifelong learning and comprehensive learning lies in its influence on individuals and societies,

enabling them to reflect on and respond to social, political, and technological challenges¹.” We are convinced that with the development of a regional lifelong learning coalition, the concept of lifelong learning and education raised by six places of this alliance will surely be ingrained in people’s mind, which will be a positive force in promoting the development of a learning society and helping achieve the objectives of building rural areas that have strong agriculture, a beautiful countryside, and rich farmers.

(Written by Bi Yulong)

¹ UNESCO Institute for Lifelong Learning. Global report on adult learning and education[M]. Beijing: Education and Science Press, 2012: 13.

Chapter Twelve

The Promotion of a Coordinated and Balanced Development of Regional Senior Citizen Education Through Cooperation by Association

Education Bureau of Xuhui District, Shanghai

Abstract: In response to a rapidly growing senior population, Xuhui District of Shanghai has exerted its best efforts to build up a lifelong education system available for choice and accessible at all times to satisfy learning needs of all senior citizens in the region. In 2018, Education Bureau of Xuhui District reached a decision to achieve a coordinated development of senior education with all resources available shared by all. The main approach to this objective is to experiment on a new mode of cooperation by an association of senior education agencies and institutions, among which, four were municipal level universities for the elderly with national recognition as model units, an advantage Xuhui District enjoys. With continued practice, Xuhui has built up a mode of senior education an association characterised by “sharing resources, complementing each other’s advantages, gaining mutual benefits by a win-win strategy and synergetic development”. This approach has in effect encouraged senior education practitioners and institutions to work together with shared educational strengths and positive effects at all levels on a much larger scale within Xuhui District. This has been seen as a major contribution to easing growing dissatisfaction resulting from lack of learning opportunities and resources along with increasing learning needs of all kinds by an ever-growing aging population. In effect, a more balanced progress of senior education in the region has come into shape with high quality promised and ensured.

Key words: education for the elderly; association; mode of cooperation; educational resources; quality development

As one of the urban districts in the centre of Shanghai, Xuhui is among the first to enter the stage of an aging society facing a challenging picture. By the end of 2017, the population of the 60-year-olds reached 293,620, almost 33.7% of the registered total.

Xuhui has carried out education activities for the elderly for over 30 years, catering for the spiritual and cultural needs of local citizens. But deficiency of learning resources and opportunities together with dissatisfaction grow faster than supply of educational resources for individual needs for a happier life. The new age has witnessed a rapid growing thirst for individualised and diversified exposure to high quality education and learning experiences. The bottleneck problem has been obvious without a sign of easing or going away. This is where the idea of a coalition and cooperation model comes in to work out new approaches and strategies so that sufficient learning opportunities and resources can be made available and accessible to the fullest extent in a fast developing aging society. The ultimate goal is to provide local citizens, especially senior ones, with fully shared education possibilities made possible by a association of regional senior and community education institutions.

1. The initiation of the idea

1.1 To improve the accessibility of education for the elderly by innovation

Shanghai's senior citizen education initiatives have always followed the principle of making learning opportunities easy to reach, easy to access and sure to enjoy, and continued efforts have been made "to provide a senior citizen education that satisfies". Here are two points worth noting: a) making it possible for all seniors to access opportunities of education and learning; b) making sure that all seniors' learning needs are satisfied and their objectives reached. The key is to build up a system of senior citizen education resources, easy to access and use for the benefit of senior individuals. Full consideration should be given to the mental and physical status quo and the unique ways of learning on the part of the aged. Therefore, such a system should be made

learner-friendly to the extent that the learning space is available next door and contents are appropriate to their heart's content. This is what we mean by friendly and easy access to senior citizen education. As an integral part of our initiatives to support the elderly, senior citizen education is considered part of social welfare, funded by the government and supported by the social sector on an average basis. Thus, it is hardly possible to make each senior citizen education venue an institution with high quality learning resources. The key to such a problem lies in upgrading the quality of learning resources and providing a wide coverage of senior citizen education service. The promotion of third-age education by means of association and cooperation is seen as a positive strategy to deal with the issue in terms of senior citizen education policy-making, experimentation and practice.

“Association and cooperation” is defined here as an educational idea for encouraging cooperation and partnership in favour of sustainable development of senior citizen education. All senior citizen education institutions are invited and all parties are expected to take an active part in the regional life-long learning initiatives for senior citizens, encouraging unity of educational partners.

By “mode of cooperation”, we mean the building up of a framework of and ways of cooperation among and between various kinds of senior citizen education institutions. This can be exemplified by a quotation of the articles of cooperation as follows.

Column 12 – 1

The 13th Five-Year Plan for the Development of Education for the Elderly in Shanghai Stressed the Importance of Accessibility of Senior Citizen Education and Experiment in Cooperative Development of Senior Citizen Education by a Coalition of Partners

The second part of the plan sets out the guidelines, principles and objectives which clearly point out that the core targets of senior citizen education in Shanghai are: to increase opportunities of participation in education for senior citizens and to satisfy learning needs of the elderly, in other words, to improve accessibility of senior citizen education in Shanghai.

- The guidelines (selected)

Advocate the idea of “enjoying old age through learning”, upgrade the quality of learning in senior citizen education, further improve quality of life and happiness index of the elderly, and help promote social harmony, civilisation and progress.

- Basic principles (selected)

1. Adhere to the people-oriented principle. Ensure senior citizens’ right and opportunity for education, respect the fundamental interests of the elderly as well as the law of education while taking into consideration their different age groups, levels of literacy and income, and their health status.

2. Adhere to the principle of teaching in response to needs. Lay emphasis on research and experiment on theories of teaching so that the educational efforts echo the real needs of learning with more efficiency and appeal for the aged. All is intended for high quality education for the elderly in response to a diversity of their learning needs at different levels.

The third part of the plan sets out the tasks for future development of senior citizen education. First and foremost is to improve the senior citizen education system so that distribution of educational resources can be balanced and shared far and wide. Possible ways of achieving this goal is by experimenting on approaches such as promoting coalition and cooperation among institutions with resources to support senior citizen education.

- Structural improvement of the senior citizen education system (selected)

Push forward a balanced development of senior citizen education in both urban and rural areas by encouraging cooperation and sharing between senior citizen education schools and agencies, strengthening educational alliance of senior citizen education institutions and schools in Shanghai, scaling up sharing of resources and promotion of useful experience in the field as well as trying out for a cooperative mode of senior citizen education progress.

1.2 To activate the potential of senior citizen education in Xuhui District

In over 30 years’ senior citizen education development in Xuhui District, a

network of senior education schools and learning sites have been established and they serve as major providers of learning opportunities within easy reach of local elderly people. However, due to limitation in terms of supportive resources, the scale and quality of learning were still not fully ensured. One possibility to overcome this shortcoming lies in the fact that there exist several senior citizen education universities at municipal and district level, funded or run by municipal and district governments and local universities, offering larger scale of learning opportunities with more and better learning resources of high quality.

This is how the idea of the association and cooperation mode gradually came into being, aiming at encouraging cooperation among educational institutions of higher learning, integrating their quality resources, encouraging larger scale of better educational services offered by such institutions. Thus, it became possible to upgrade the capability and efficiency of senior education at local schools and learning sites. Experimental efforts had been tried early on: The local government gave municipal senior citizen education institutions financial support; these institutions, in turn, helped local schools by setting up part-time teacher research and training bases within Xuhui, hosting regular training events, seminars and discussions on better teaching, sharing ideas and information as well progress made in teaching and learning. Xuhui University of Senior Education, funded by the government of Xuhui District, which is also Xuhui Branch of Shanghai University for the Elderly, has made a unique contribution by helping community (and senior) schools within the district with professional guidance. Such support has been ensured by setting up district-level curriculum incubation and development studios, editing senior citizen education coursebook series distributed to local community (and senior citizen) schools, organising and leading senior citizen education research projects. Cooperation in this fashion has been on for more than ten years and has laid a solid foundation for further regional cooperation among high level and quality institutions of senior citizen education within Xuhui District.

Column 12 – 2

Variety and Diversity of Senior Education in Xuhui District

Xuhui District enjoys the privilege of its rich senior citizen education

resources. Within an area of 54.8 square kilometres under Xuhui's administration, there are three types of senior citizen education entities, featuring variety and diversity.

Senior citizen education institutions at municipal level: This refers to those run and/or funded by the municipal government and universities, located in Xuhui. There are two senior education universities at city level, namely Shanghai University for the Elderly and Shanghai Retired Cadres University. There are also three run by Shanghai Normal University, Jiaotong University and East China University of Science and Technology. Among the above universities for the elderly, four are awarded at national level model schools for senior citizen education.

Three-level senior citizen education providers' network: This network consists of senior citizen education institutions and schools under direct administration of Xuhui Education Bureau, namely Xuhui University of Senior Education at district level, 13 community (and senior citizen) schools at sub-district level and 306 learning sites at neighbourhood committee level covering all residential areas. A professional team of 90 community education teachers with qualification and competence ensures quality teaching, standardised management and service. Two of our community (and senior citizen) schools at Huajing Town and Xujiahui Community received the honour as national continuing education institutions of excellence. The whole district has a team of 901 registered part-time teachers.

Institutions of senior citizen education sponsored/run by the social sector: This refers to community learning sites sponsored/run by businesses and enterprises, and non-profit or charity organisations. Since 2017, Xuhui District has invested in nurturing learning sites in local communities. In 2019, building up learning sites was put into the list of annual practical projects of the government of Xuhui District. At the same time, nursing institutions managed by civil affairs departments began to serve as learning sites with provision of education and nursing benefiting the aged.

The experiment on the senior citizen education mode of coalition and cooperation formally started in 2018 when the initiative was specially launched

as a pilot project. A mode of senior citizen education characterised by coalition and cooperation began to take shape by shared educational beliefs sharing teacher and educational resources, showcasing successful practice and coordination of experiment efforts which proved to be successful.

2. Building consensus: To have a clear objective with shared orientation

Xuhui Education Bureau set up a project team which did a wide range of surveys and investigations covering all sorts of senior citizen education institutions within Xuhui, organised face-to-face talk and discussion, sorted out the strengths and weaknesses of each institution, and identified basic problems that could hopefully be dealt with by means of cooperation and association. The objectives and tasks of regional senior citizen education was finalised through seminars and discussions among leaders of the institutions.

The major tasks for senior citizen education institutions at municipal (university) level were to give good examples to lead and tackle problems of inadequacy of learning space against growing demands for learning. Investigations showed that institutions of this nature were largely welcome and had many senior learners who stayed as “permanent members” of a class. For example, in each semester, admissions into the University for the Elderly of Shanghai Normal University had reached 8,000 and that of Jiaotong University over 6,000, already close or to the limit of their capacity. Therefore, by means of coalition and cooperation, the focus of further development was on connotation instead of quantity. While upgrading their own quality of school-running, their experience from successful teaching and management was fully utilised as a good example for showcasing and following.

Xuhui’s three-level senior citizen education providers’ network was intended to break through the bottleneck characterised by insufficiency of school-running resources. Take teachers for example. The main body was made up of part-time teachers who were mainly retired teachers and other professionals. They had their own speciality in certain fields but most of them were too old and lacked teacher qualifications. Courses

presented by them were likely to be out of date, insufficient in expertise, and thus, lacked the potential for further curriculum cultivation and development in response to growing individual and diverse learning demands from senior learners. By coalition and cooperation in senior citizen education, institutions within the network were expected to learn and take food for thought from the strengths of municipal (university) level institutions, sharing resources, and speed up cultivation of better quality courses and teachers to cater for senior learners' diversified demands.

The major expectation on institutions run by the social sector was that they made full use of resources to their advantage to make up for their weaknesses in professional school-running. Investigations indicated that such institutions of senior citizen education were in most cases newly established and lacked experience in educational service. They faced problems due to lack of popularity and confidence in the general public. How to invite more learners into their schools remained a major task of further efforts. This was where successful educational experience and expertise were in immediate need. Their major orientation for further development was to learn from their peers to expand and better their own teaching and learning resources so that they could possibly provide a variety of learning activities to satisfy diversified needs of learning and earn their reputation.

With continued efforts to tackle problems and clarify further development objectives, senior citizen education institutions in the region have found common ground for coalition and cooperation with shared efforts and resources. All good will resulted in the articles of coalition and agreement of cooperation, based on shared values and confidence in each other as educational partners. With regard to organisation and management, the coalition agreed to follow the "government guided" principle, that is, the coalition was under direct management of the district senior citizen education workgroup guided by Xuhui Education Bureau. The workgroup was responsible for coordination and daily management of the coalition.

Column 12 – 3

The Articles of Cooperation for Xuhui Senior Citizen Education Association

The articles of cooperation were formulated as an agreement of association

of all institutions concerned. This was carried out as an effort to exercise requirements from The Senior citizen Education Development Plan (2016 – 2020) issued by the State Council Office of P. R. China, on the Further Development of Community Education jointly issued by nine ministries of the central government including Ministry of Education, and the Shanghai 13th Five-Year Plan for Senior Citizen Education Development. The association was formed and intended to integrate all categories of senior citizen education resources within Xuhui, build a public service platform of Xuhui senior citizen education, engage senior citizen education institutions covering universities at national, municipal and district levels, local community (and senior citizen) schools, senior citizen education learning sites run by the social sector and neighbourhood committees, as well as nursing and education sites. The mission was quality cooperation by association.

Chapter One The General Principle

Article 1 The Nature of Association

Cooperation by coalition is initiated by the Education Bureau of Xuhui District and all senior education institutions within Xuhui volunteer to join the mission, without changing their original organisational membership and subordination. The association works as a major senior education force under the guidance of Xuhui Education Bureau, providing lifelong learning services.

Article 2 The Mission of Association

The cooperation by coalition approach is designed to satisfy growing and varying needs of lifelong learning within Xuhui, ensuring full use of quality learning and education resources available, and encourage mutual support and resource sharing among institutions. The ultimate goal is for a quality and balanced development of senior citizen education.

Article 3 The Objectives of Association

The association is to integrate regional senior resources, build up a senior citizen education public service platform, coordinate and promote an overall, balanced and healthy senior citizen education development, advocate mutual benefit, support and progress and upgrade quality of regional senior citizen education.

Chapter Two Member Units of Association

Article 4 Units to Be Members

All categories of senior citizen education institutions are eligible to apply for membership. All member units enjoy equal rights and are expected to take responsibility as a member of the association.

Article 5 The Members' Rights

i. All members have the right to discuss, give comments and suggestions about revision of the Articles, development plan of the coalition, policy of cooperation, targets and tasks. They equally have the right to supervise cooperation within the association.

ii. All members enjoy the right to take part in activities organised by the coalition and have access to the resources provided.

iii. All members are given privileged access to support services such as information exchange, policy consultation, education research, professional training, publicity and promotion.

Article 6 The Members' Obligations

i. Abide by rules and regulations authorised by the Articles.

ii. Share with other members quality senior citizen education resources in their own institutions and support activities organised by the association.

iii. Report to all member units the progress of the work done, situations other members are entitled to learn. Complete work and tasks assigned.

Chapter Three Working Assignments

Article 7 Provide member units with valid public information and learning resources service. Build and share senior citizen education resource platforms and learning resources.

Article 8 Work with other members on development plans, course design and development. Provide seniors with learning resources and service, promote ideas of lifelong learning and help building up favourable learning environment.

Article 9 Make use of ICT, promote e-learning, provide online training and try out new approaches and strategies for senior citizen education.

Article 10 Organise academic discussions, innovate senior citizen education research, and enhance empirical study and innovative practice.

Article 11 Push forward development and training of full-time and part-time teachers and build up teams of core teachers to ensure specialist support and service.

Chapter Four Organisation and Management

The coalition adheres to the “government guidance” principle and is under direct management of the district senior citizen education workgroup led by Xuhui Education Bureau. The workgroup is responsible for coordination and daily management of the association. All members of the coalition agree to work together on shared values with confidence in each other as educational partners.

Chapter Five Expenditure

Article 12 The coalition as a regional team is given financial funding as a specialised project from Xuhui Education Bureau. All member units are self-financing for their own senior citizen education obligation. No membership fee is required for the association.

Chapter Six Supplementary Articles

Article 13 The Articles take effect after winning approval by all members of the conference.

Article 14 For issues not mentioned, Xuhui Senior Citizen Education Workgroup takes the responsibility for decision-making.

Article 15 Xuhui Senior Citizen Education Workgroup exercises the power of interpretation of the Articles.

3. Sharing teacher resources: To upgrade professional capability and promote teacher development

Senior citizen education practice proves that teachers are a major professional guarantee for curriculum development, team building and improving management. A team of qualified teachers is the key to satisfactory learning activities. Therefore, cooperation in teacher resource sharing has been a major strategy for the association

project.

Xuhui Senior Citizen Education Workgroup coordinated and invited 72 core teachers selected from member units to form a “Xuhui senior citizen education teacher repository” which became a backbone team ready to help and share among member units for better teaching and showcasing of outstanding practice. So far, the universities for the elderly at municipal and district level have dispatched over 40 specialist teachers to community (and senior citizen) schools and learning sites for improved teaching and learning. As a recognition of their contribution, Xuhui Senior Citizen Education Contribution’s Award began to include universities and institutions for the elderly which were not under the administration of Xuhui Education Bureau but had made a remarkable contribution to lifelong learning in Xuhui District. And their performance as a member of the association was a major indicator of recognition. This helped to raise the local residents’ awareness of belonging and contribution to senior education in Xuhui.

Meanwhile, teacher development was improved through training of part-time teachers. Members of the coalition made use of their own strengths to help with teacher training, such as team leader training by Shanghai Retired Cadres University to improve their capacity and skills in coordination and self-management. Besides, Xuhui made full use of experience and resources accumulated from the municipal senior learning teams for in-depth sharing of sensible ideas and discussion to build quality team of senior learning. Such contributions made by senior education institutions benefited learning activities at neighbourhood learning sites and nursing homes for seniors.

Column 12 – 4

The Little White Dove Dancing Troupe Hosting Dancing Teachers Training

During an investigation of learning sites, on 24th July, 2019, Ms. Xia Ying, Deputy Chief of Lifelong Education Division, Shanghai Municipal Education Commission advised that the expertise of specialists such as the Little White Dove should be made full use of. In November, the Little White Dove launched a training course authorised by the Municipal Senior Education Teacher Training Centre. Such training was marked by its long-term, systematic,

practical training following standardisation of the coursebook authorised. The training received favourable feedback after training 68 teachers of dancing. It was the first teacher training of its kind in 30 years of senior education practice.

4. Resource sharing: To promote cultivation of quality educational resources in the district

Adequacy of education resources is the foundation for satisfying senior people's learning needs. Accordingly, the association has served as an important platform for quality senior education universities, community (and senior) schools and learning sites to make major contributions by helping each other with a variety of resources at hand, in terms of learning, teaching and teacher training.

Senior education universities at municipal (university) level serve as a main strength of quality resources for further development of regional senior education and important members of the coalition. Xuhui Senior Education Workgroup contributed to building up a platform of exchanging experience and ideas by organising association meetings, work report sessions, end-of-year conferences and training opportunities for sharing of school management experience among principals. Such activities proved effective and rewarding for member units of the coalition.

Column 12 – 5 Sharing of Expertise at Municipal Level

September, 2019, Shanghai Municipal Senior Education Workgroup Office, together with Senior Education for All-Round Development Centre organised an event celebrating the 70th anniversary of the founding of the People's Republic of China, featuring story-telling eulogising "The Most

Beautiful Senior Learning in My Eyes”. Specialists from Shanghai Retired Cadres University came to Xuhui and helped learners participating in the story-telling contest with their preparation. Such on-the-spot guidance proved effective and helpful. The final results were not only winning of first and second prizes and excellence for organisation but also what had been learned along the way.

The three-level senior education network served as schools and classrooms within easy-reach of local residents. They have been expected to play a part in enriching community culture and civilisation and help community (and senior) schools to raise their capability to guide learning sites for better performance, give advice and support, integrate educational resources available at learning sites run by the social sector, help management staff update their educational ideas and skills, help learning sites with institutional build-up and improvement, and help them overcome difficulties they run into, deliver learning resources, offer teacher and skills training, and organise teacher research activities. Taking the physical and psychological conditions of the elderly into consideration, the network formulated a mode of service provision featuring delivery of textbooks, teachers, lectures and seminars, professional guidance and learning activities. Recently, new fashion of learning kept booming, such as experiential learning, humanity learning tours and e-learning. All of this has enhanced the development of learning sites. Community (and senior) schools join hands with nursing institutions and helped to put forth appropriate content of teaching and strategies of learning.

Column 12 – 6 Education Service Delivered at Door-step

Huajing Town Community (and Senior) School has for years developed a specialist course entitled “Mental Abacus Calculation for the Elderly” and delivered this quality course to nursing homes. In February 2019, a teacher training session was organised so that more teachers for mental abacus calculation

were available. In October, Huajing School organised teaching tours to nursing homes in Xuhui District, offering free sessions and activities. This was intended for helping the elderly to get healthier by exercising the ability of using hands and brain.

The state-of-the-art facilities offered by learning sites run by the social sectors provided learners with better environment, teachers and novel courses and helped reduce the pressure due to lack of space, up-to-date courses and younger teachers. The learning sites signed agreement with community (and senior) schools with learning sites offering their space and facilities while community (and senior) schools contributed by offering quality courses and qualified teachers. Some learning sites from the social sector also helped by sending specialist teachers to community schools and raising the proficiency level. Specialist courses such as musical instrument playing contributed by the learning sites were also more than welcome on the part of both learners and teachers at community schools.

Column 12 – 7

Social Learning Sites Helped with Online Learning

Ever since the outbreak of the COVID-19 pandemic, online teaching has become a must so that education and learning did not come to a full stop. However, senior people obviously had their unique disadvantages and difficulties with online learning at home characterised by lack of digital facilities and skills. Learning sites were well equipped and they took the initiative to help and support by opening the door to seniors in the community and by joining Xuhui's Guangqi E-Learning School Project. This made it possible for local senior learners to continue learning online. A number of learning sites put the elderly into 100 learning groups for cooperative learning.

5. The sharing and showcasing platform: To provide opportunities of exchange and demonstration for senior citizen education institutions

Xuhui made full use of events such as its annual Learning Festival, Senior Education Art Festival and Day for Respect of the Old as opportunities showcasing and exchanging successful senior education practices. Social learning sites such as the Little White Dove took part in the 2019 Learning Festival and represented Xuhui District to perform at the opening ceremony of Shanghai 15th Lifelong Learning Week. Jiao Tong University for the Elderly held annual events respecting the old by showcasing and sharing their quality learning resources. During the grand celebration of the 70th anniversary of the founding of the People's Republic of China, other learning sites and community schools jointly hosted art performances eulogising the birthday of our beloved motherland.

Column 12 – 8 Xuhui's Little Theatre of Joy Adding Vitality to Nursing Homes

The coalition has taken an active role in building platforms of social services involving a variety of organisations and institutions. Xuhui designed and launched a project entitled “Xuhui's Little Theatre of Joy”, a platform which catered for spiritual and cultural needs of the oldest elderly people at nursing homes. All senior education universities, community (and senior) schools and learning sites cooperated with each other and delivered a great variety of performing arts, such as singing, dancing, musical instrument playing and poetry recitation selected from specialist classes. This in turn was also a valuable opportunity to showcase achievements of senior education carried out by members of the association.

6. Gains and accomplishments

6.1 Consensus of shared educational values reached

All senior education institutions in the association stood on common ground that cooperation by association proved to be practical and rewarding in terms of orientation for development, ideological understanding, core senior education concept and values. An in-depth integration of educational resources and efforts was reached and quality education resources were contributed and shared by all members of the association. Thus, the association enjoyed sufficient support from within.

6.2 Content and quality of senior education upgraded

Under the framework of the Articles of the Association, all member units worked together in a friendly and efficient manner which enhanced successful senior education practices and resulted in greater progress in their own right. The positive effect of this educational clustering was obvious with high quality education resources widely shared and utilised. Learning sites and nursing homes in need of help were readily supported with their service largely improved. All such efforts resulted in remarkable development of senior education characterised by quality instead of quantity only.

6.3 A variety of senior education resources shared

With benefits from the practice of the association mode, a mechanism of resource sharing took shape, proved effective and ensured mutual support and respective achievements. Senior education institutions with better resources contributed their experience in sound management and excellent teaching. Together with their teachers of high proficiency, they made a valuable contribution to making all institutions and learning sites welcome and full of vitality.

6.4 A wide coverage achieved and satisfaction rate raised

The approach of cooperation by association has virtually invited more senior members of the society, with a wide range of age groups. This led to an atmosphere of “enjoying old age through learning”. By the end of 2019, the total number of senior learners within Xuhui District had reached 132,416, a significant rise by 16,424 in comparison with that by the end of 2017.

(Written by Lin Chen, Du Jian & Ma Danyu)

Chapter Thirteen

Promoting the Development of Learning Enterprises and Empowering Learning Urban Districts to Achieve Innovative Growth

Office of Yangpu District Commission for Learning Society Development
and Lifelong Education Promotion of Shanghai

Abstract: Building learning enterprises is a key part of building learning urban districts and it is also an important driver of innovative growth of urban districts. Taking local situations into consideration, Yangpu District in Shanghai established multiple working platforms including “Joint Conference of Trade Unions of Yangpu District”, “Research Coalition of Yangpu Learning Society Project” and “Alliance of Learning Enterprises of Yangpu District” by setting up a coalition leadership mechanism and determining on the roadmap. It has also built learning sites like “1+5” cultural service circle for employees, district-level public training bases, staff training schools and electronic bookstores for workers of Yangpu District. It has also held a great many theme-based activities, pressed ahead with the subsidy policy for on-the-job training of enterprise employees and conducted innovative practices in building learning enterprises. The development of learning enterprises has boosted endogenous growth of businesses, promoted the innovative growth of Yangpu District, and pushed forward the building of learning districts in Yangpu. In the future, Yangpu District will focus on the demand to enhance working foundation, strengthen the “service +” concept and stress the leading role of learning enterprises in society. In addition, it also needs to build “Yangpu Enterprise College” based on the integration of industry and education and use additional education fund to empower talents in enterprises to achieve sustainable growth.

Key Words: learning enterprises; innovative growth; urban district

Located in the northeast of central Shanghai, Yangpu District covers an area of 60.61 km² and is the largest and most populous central district in Shanghai. It boasts profound and unique culture with a more than 100 year heritage of higher education, industry development and city governance.

The building of learning urban districts in Yangpu, which aims at enhancing innovation through learning and increasing competitiveness through innovation, has provided strong support for the innovative growth of Yangpu District. Adhering to the concept of “coordinated actions of three districts” and “integration of three cities”, Yangpu District has made full use of profound cultural heritage and abundant education resources in the region and promoted the development through resource integration. It has also kept making innovations in the working mechanism by setting up platforms for various types of learning services and organizing multiple learning activities, thus helping to build a favourable corporate culture, improve the employee competencies and company competitiveness and achieve sustainable growth in the fierce competition of the market. Since 2009, the fiscal revenue of Yangpu District has grown by 12.5% on average and two priority industries kept their growth rate at two digits. In Hurun Global Unicorn List 2019, seven out of 47 Shanghai enterprises were from Yangpu, which ranked 2nd in Shanghai. All the evidence proves that the development of learning enterprises has made remarkable contributions to the industry upgradation and fiscal revenue increase in Yangpu District. Building learning enterprises has already become an important way for Yangpu District to improve regional development, accelerate district transformation and enhance the strength of key industries.

1. Background

Yangpu District is one of the birthplaces of modern industry in China and it epitomizes Chinese modern industry development. The first modern water plant, first machinery cotton mill, first coal gas heating plant, the first foreign spinning mill and the largest coal-fired power plant in the Far East at that time were all born in Yangpu District, which is a miniature of the progress of Chinese modern industry. Till 1937, there had been 57 foreign-funded enterprises, and 301 domestic industrial plants. The light industry like textile industry in Yangpu District was very strong, whose spindles

accounted for 45.4% of the total in Shanghai. In 1949, there had been near 1,000 enterprises with almost 100,000 workers and the industrial output reached 720 million yuan which constituted 5% of the total of China and 20% of the total of Shanghai, making Yangpu District the largest industrial zone in Shanghai and even in the whole country. In 1965, the industrial output in Yangpu District took up to 26.52% of Shanghai. However, since 1990s, with the opening of Pudong New Area District and the industry restructuring of Shanghai, the advantage of Yangpu as an old industrial base has been diminishing and its traditional industries gradually withdrew from the market. The number of state-owned enterprises has been reduced from over 1,200 to over 200 and the number of industrial workers has decreased from 600,000 to roughly 60,000. A large number of workers were laid off and the industries began to hollow out. In face of daunting challenges, the district government, officials, and citizens in Yangpu District have made strenuous efforts to explore how to get rid of difficulty and seek a new path of growth.

Since the inception of the new century, the local government proposed the strategy of two “relying on” (relying on the advantage of concentrated higher education institutions and research institutes and relying on the advantage of state large and medium-sized enterprises in the reform and adjustment to accelerate the development of Yangpu District). Since the implementation of the strategy, Yangpu District has undergone transformative development from “industrial Yangpu” to “knowledge-based Yangpu” and finally to “innovative Yangpu”. According to the statistics, there are nearly 8,000 technological enterprises of small and medium size, 742 high-tech technological enterprises, and 143 city-level “professional and innovative” enterprises. In addition, there are over 20 technology zones and nearly 70 mass entrepreneurship labs. Among them, there are seven national university tech zones, three national high-tech start-up centres and one national software park. The number of national science and technology parks in Yangpu ranks 1st among cities and urban districts in China.

In 2004, Yangpu District compiled the Outline of Planning the Development of Knowledge and Innovation Zones in Yangpu and clarified the objectives and positioning of Yangpu District. First, Yangpu would implement the strategy of “developing the city through science” by building a knowledge and innovation zone with Fudan University at its centre to improve the social and economic development in northeast of the district so as to increase the competitiveness and improve the innovative capability of the city. Second, Yangpu District would extend the influence of education to develop a

knowledge-intensive economy by pooling and sharing abundant technological, educational, humanistic, and ecological resources and drawing on education development and technology innovation. In keeping with the outline, Shanghai Yangpu Trade Union Council for the first time launched the “Building Learning Organization, Becoming a Knowledgeable Employee” Campaign, signifying its explorations in the practice of building learning enterprises to implement the development strategy of Yangpu District.

In 2006, the 9th Plenary Session of the 7th CPC Yangpu District Committee approved the Opinion on Promoting the Learning Urban District Development of Yangpu and made the learning urban district building as a part of the development strategy of Yangpu District. The Opinion highlights the significance of developing learning urban district and identifies the guidelines, fundamental principles, overall objectives, major tasks, and measures. From then on, developing learning enterprises became an important part of learning urban district development and began to be promoted across the city.

2. Major practices

2.1 Setting up coalition leadership

Yangpu District set up a leadership group consisting of a head who is a leader of the CPC Yangpu District Committee and members from the other eight departments including the Shanghai Yangpu Trade Union Council, the Office of Yangpu District Commission for Learning Society Development and Lifelong Education Promotion, the Commission for Guiding Cultural and Ethical Progress of Yangpu District, the Bureau of Human Resources and Social Security of Yangpu District, the Association of Industry and Commerce of Yangpu District, the Alliance of Enterprises of Yangpu District, the Association of Entrepreneurs of Yangpu District and the Association of Private Enterprises of Yangpu District. This leadership group oversees the organization, planning, guiding, monitoring, selecting, and awarding of the learning enterprise development and helps trade unions at primary level to set up their leadership groups to improve employee competencies. Currently, a three-level development level has been established consisting of the district, the industry (area) and enterprises, and mechanisms and a series of formalized indicator systems have been formulated

including the Plan on the Evaluation of Learning Enterprise Development Work of the Shanghai Yangpu District Trade Union Council, Indicators of Evaluating Learning Enterprises and Institutions in Yangpu District, Indicators of Evaluating the Learning Teams in Yangpu District and Indicators of Knowledge Workers Appraisal.

2.2 Determining on the roadmap

The concentration of higher education institutions and research institutes and the concentration of talents and knowledge are the biggest advantages of Yangpu District. In the process of building learning enterprises, Yangpu District finalized the roadmap of “building learning enterprises through coordinated efforts of three zones by integrating local university resources and forming mutual interdependence and hopes to achieve shared prosperity. The following are specific steps:

First, to enhance cooperation between universities and industry zones to seek common progress. The universities are responsible for knowledge innovation and talent cultivation, providing knowledge, intellectual and human talent support for the development of enterprises. The industry zones are responsible for technology incubation, technology innovation and fostering new industries and are expected to become major venues for the cooperation among industry, learning and research, the bases for college start-ups and the growth point for regional urban economic development. Through technology innovation, value creation and industrial development, it is necessary to combine the knowledge-based innovation in colleges and technology-based innovation in enterprises. Therefore, a series of measures need to be taken including establishing a communication platform which serves as a hub of science and technology, setting up an “employees’ school” which organizes job training, professional contests, and learning activities, holding various conferences and meetings for the communication of talents, information, and research findings, building large-scale job training bases for university students, and organizing in-depth communication activities.

Second, to promote cooperation between industry zones and public communities to achieve mutual help through innovation. Public communities could provide policy support, public service, and space for industry zones to expand their own growth and collaborate with related industries for further development. Therefore, they facilitate innovation and businesses. In turn, industrial zones provide technological support for the development of public communities as well as spaces and conditions for citizens to

make innovations. Activities include organizing activities of learning enterprises, learning institutions, and learning groups and providing guidance or consultancy for start-up businesses.

2.3 Establishing platforms

In order to better facilitate the development of learning enterprises, government departments of Yangpu Districts have established platforms based on their duties and the practical situation. Important platforms include:

2.3.1 “Joint Conference of Trade Unions of Yangpu District”

As early as 2002, Shanghai Yangpu District Trade Union Council launched the platform of “Joint Conference of Trade Unions of Yangpu District” in order to draw upon the strength of universities and large state-owned enterprises to improve the competencies of workers. Until now, the members of the joint conference have included 10 universities including Fudan University and Tongji University and over 20 large and medium-sized enterprises and institutions including tobacco companies and Shanghai Diesel Engine Co., Ltd. After years of hard work, a good communication and coordination mechanism has been established to share resources and build projects together.

2.3.2 Research Coalition of Yangpu Learning Society Project

In order to better integrate education resources and deepen education cooperation among universities, enterprises and communities, the Office of Yangpu District Commission for Learning Society Development and Lifelong Education Promotion set up the “Research Coalition of Yangpu Learning Society Project”, which is responsible for the promotion and implementation of education cooperation projects. This coalition serves as a platform for resource integration relying on the “University-driven Community Education Centres of Yangpu District”. These resources include university courses, lectures and academic reports and journals, which have played a vital role in organizing learning activities, improving employee competencies, and building corporate culture.

2.3.3 Alliance of Learning Enterprises of Yangpu District

In order to facilitate the mutual learning, communication, and cooperation between learning enterprises, guided by the CPC Yangpu Central Committee and

Yangpu District People's Government, the Office of Yangpu District Commission for Learning Society Development and Lifelong Education Promotion launched the "Alliance of Learning Enterprises of Yangpu District". At the same time, "Joint Conference of Alliance of Learning Enterprises of Yangpu District" was also initiated, whose members are representatives from the Office of Yangpu District Commission for Learning Society Development and Lifelong Education Promotion, the Financial Bureau of Yangpu District, the Bureau of Human Resources and Social Security of Yangpu District, the Education Bureau of Yangpu District, Shanghai Yangpu Trade Union Council, State-owned Assets Supervision and Administration Commission of Yangpu District, Science and Technology Committee of Yangpu District, the Investment Promotion Office of Yangpu District and Shanghai Mingde Research Institute of Learning Organizations. The members of the Alliance of Learning Enterprises of Yangpu District are learning enterprises with a relatively large scale and tremendous influence. The alliance agenda clearly states that its major duties are to actively conduct training sessions for enterprises to improve employee competencies in a comprehensive way, helping build learning enterprises and facilitate company development in the new era. Adhering to the philosophy of "learning drives innovation and innovation enhances competitiveness", the alliance has made constant efforts in improving learning enterprises, contributing to social and economic development of Yangpu District, and helping develop "three parties and one base". At the same time, the alliance is ready to shoulder corporate social responsibility with the concept of "jointly building platforms, discussing projects and sharing resources for common development and win-win outcome" and promote the learning society development in Yangpu District.

2.4 Building learning bases for employees

2.4.1 "1+5" employee cultural service circle

With Hudong Workers' Cultural Palace at the centre, Shanghai Yangpu Trade Union Council has built five employee cultural service circles in the east, south, west, north, and middle part of Shanghai, 30 employee sport and cultural activity bases and 100 employee sport and cultural demonstration sites, forming a three-level cultural service network for employees. This network channels resources to science and technology parks, innovation and start-up zones, business buildings and public communities, meeting the cultural demand of employees and warming employees'

heart by offering popular and high-quality services.

In order to build a complete working system for employees' cultural services, Shanghai Yangpu Trade Union Council has further improved the Joint Conference System of Employee Cultural Service Circle of Yangpu District and the Subsidy System of Employee Cultural Activities of Yangpu District, aimed at enabling member organizations to share resources, complement each other and coordinate with each other and allocating more fund to primary-level organizations.

In 2018, Cultural Services List of Shanghai Yangpu Trade Unions issued by Shanghai Yangpu Trade Union Council covered 27 cultural activities for employees, 58 courses for employee training in six categories and nearly 1,000 free-admission activities in cultural and sports venues, leading to an ever-increasing influence of cultural activities and competitions. On this basis, Shanghai Yangpu Trade Union Council has also improved the consultation mechanism with the Commission for Guiding Cultural and Ethical Progress of Yangpu District, the Bureau of Human Resources and Social Security of Yangpu District, the Sports Bureau of Yangpu Districts, the Cultural Bureau of Yangpu District and the Education Bureau of Yangpu District, trying to build a working model of setting exemplary models, organizing activities and contests, conducting educational training and building cultural teams through collaborative efforts.

2.4.2 Public training bases of Yangpu District

In 2016, in order to achieve the “three zones and one base” objective (three zones refer to the national innovative zone, Shanghai science and cultural centre zone, and high-quality metropolitan zone; one base refers to the national demonstration base of mass entrepreneurship and innovation), the Bureau of Human Resources and Social Security of Yangpu District rolled out the district training subsidy policy, encouraging industry zones, research institutes and industry associations to share their resources, build district-level public training bases and provide service and support for start-up growth, talent cultivation and entrepreneurship culture dissemination. Currently, there have been 11 accredited district public training bases, covering the field of 3D printing, smart manufacturing, cloud computing, electricity, multimedia, chemistry, and environment simulation. According to the statistics, in only two years from 2017 to 2018, the district public training bases on average provided service for 75 small and micro enterprises and entrepreneurs, provided technological support 358 times, held 89 communication activities, and offered subsidy worth 12.91 million yuan. The building

of district public training bases has not only provided professional and tailored training services for entrepreneurs, small and micro businesses and innovation projects of university students but also reduced R&D cost and the cost of pilot projects for start-ups and small and micro enterprises, enabling them to obtain better innovative technologies and increasing their rate of success.

2.4.3 Shanghai employee schools

Catering to the training demand of enterprise employees, Yangpu District set up six “Shanghai Employee Schools” with the support of specialized majors of universities, vocational schools, and continuous education schools. These six “Shanghai Employee Schools” have introduced high-quality university courses, developed practical training sessions for professional skills improvement, created and enriched a training resource pool, formulated course syllabus for employees and built a platform for employee training. By establishing a long-term and stabilized mechanism, they have developed close cooperation between universities and enterprises with Yangpu characteristics and built a new model of employee training through a deep integration of industry and education.

2.4.4 Electronic book stores for employees in Yangpu District

By virtue of the technology support and resources of Shanghai Yuancheng Education Group, Ltd, Shanghai Yangpu Trade Union Council made investment to build an electronic book store for all the employees in Yangpu District. It is an online book-sharing platform with a total number of 100,000 books in policy theory, laws and regulations, technology and skills, literature and art, health, family education and recreation. Shanghai Yangpu Trade Union Council updates the books regularly every year and keeps improving the system function in order to meet the diverse learning demands of employees. In addition, together with the Office of Yangpu District Commission for Learning Society Development and Lifelong Education Promotion, the Commission for Guiding Cultural and Ethical Progress of Yangpu District, the Bureau of Culture and Tourism of Yangpu District, Shanghai Yangpu Trade Union Council organized various theme-based reading activities including “Reading by All” and “Voice of Reading”, which have fully aroused the interest of employees in reading and learning.

2.4.5 Theme-based learning activities

In the process of building learning enterprises, Yangpu District has cooperated

with various parties to organize theme-based activities for employees with a focus on the employees' competencies including learning competence, practical competence, and innovation competence. The goal is to facilitate innovative growth of enterprises through these activities. For example, the Publicity Department of CPC Yangpu District and Shanghai Yangpu Trade Union Council jointly launched the campaign of "Best Worker Selection" to encourage employees to make contributions to Yangpu District by setting good examples. Also, Shanghai Yangpu Trade Union Council worked with Shanghai Open University to initiate the "Academic Degree Improvement Campaign for Hundred Million Employees". By increasing publicity, deepening project collaboration, and perfecting the mechanism, this campaign was expected to improve the level of academic degree and skills. In addition, the Bureau of Human Resources and Social Security of Yangpu District collaborated with member organizations of the organizing committee of professional competences as well as training institutions on the district and subdistrict level to hold the "Professional Competence Campaign", providing a platform for employees to show their talents and practice their skills.

2.4.6 Implementation of subsidy policy for employee training

2.4.6.1 Establishing a district coordination group

In recent years, focusing on the improvement of comprehensive competences and skills of employees, Shanghai has formulated a series of guiding documents including the Notice on Improving the Allocation of Additional Special Fund for Local Education to Enhance Employee Training (2014 No.70), the Opinions on Using Additional Special Fund for Local Education Enhance Employee Training by Counties and Districts (2015 No.78), and the Opinions on Improving the Allocation of Additional Special Fund for Regional Education to Enhance Employee Training (2020 No.7). In terms of the allocation of additional special fund for local education, Yangpu District established a district coordination group consisting of members from departments of Yangpu District People's Government in finance, human resources, education, and Shanghai Yangpu Trade Union Council to hold joint meetings on the review work. The functional departments of the coordination group have clear duty and labour vision: The Bureau of Human Resources and Social Security of Yangpu District is responsible for the organization and the management of professional skills training and technical training; the Bureau of Education and Shanghai Yangpu Trade Union Council are responsible for the organization and the management of competences for specific posts

and comprehensive abilities; the Bureau of Finance of Yangpu District is responsible for the distribution as well as examination and allocation of fund, the management of special fund in collaboration with other departments and the spending of the fund.

2.4.6.2 Enhancing overall planning, publicity and guidance on the district level

In order to meet the demand of small and medium-sized enterprises for training, the demand of large enterprises for training of skills in urgent need and the demand of employees for academic degrees, the Bureau of Finance, the Bureau of Human Resources and Social Security, the Bureau of Education and Shanghai Yangpu Trade Union Council have made joint efforts in enhancing the overall planning of the district, strengthening the guidance, training and management of small and medium-sized enterprises and building a security system for lifelong education service for employees. Constant efforts need to be made in promotion, application, approval, check and allocation of subsidy for employee training and encouraging enterprises to hold training sessions for trainees to improve their skills and achieve comprehensive development. In 2019, a total number of 168 enterprises in the field of culture, science and technology, finance, basic industries, retailing and the Internet industry were approved for their training sessions in professional skills, professional techniques, competencies for job posts, comprehensive competencies, leadership training and skills rehearsal contests and they were granted subsidies worth 19,354,719 yuan. As much as over 4.37 million yuan has been allocated as awarding fund. It is necessary to speed up the pace to cultivate a team of talents with knowledge, technology and creation ability to meet the requirement of building an innovative Yangpu District.

2.4.6.3 Conducting pilot projects of district-level training in the education system

To act according to the Opinion on Improving the Allocation of Additional Special Fund for Regional Education to Enhance Employee Training (2020 No.7), Yangpu District which is the leader of conducting pilot projects of district-level training in the education system collaborated with Songjiang District, Minhang District and Changning District and launched a joint meeting on employee training in order to better implement the new overall plan of Shanghai, improve the city competitiveness and strength and provide talent support for Shanghai to build “five centres” and “four brands”. During the joint meeting, districts exchanged their practices and experience in employee training work and learned from each other. At the same time, Yangpu District has also taken an active part in the seminar on additional special fund allocated by local government to subsidize enterprise employee training. This seminar invited

leaders from Shanghai Adult Education Association and schools of continuing Education of universities and mobilized the whole society to participate in the employee training and education work. In August 2020, the Office of Yangpu District Commission for Learning Society Development and Lifelong Education Promotion drafted a report on the application and approval of planned district-level training programs in the education system based on a survey of pilot projects and interview of multiple enterprises. The report is expected to show a picture of the current situation, problems, and difficulties in overall planning of district-level training in the education system and provide suggestions for improvement of the future work.

3. Results of the work

3.1 Promoting the endogenous development of enterprises

Through the development of over a decade, “learning to work and working to learn” has become a widely accepted concept of enterprises in Yangpu District. After years of hard work to become learning enterprises, many enterprises have grown from strength to strength and undergone remarkable changes in employee competences, corporate culture, technology innovation and management innovation. For example, Shanghai Found Group Co., Ltd, which is headquartered in Chuangzhi KIC (Knowledge Innovation Community), is a private company founded in 2012. Adhering to the concept of learning organization management and striving to become a learning organization, Shanghai Found Group Co., Ltd has been transformed from a company with only over 20 employees to a rising star with more than 3,500 employees and eight science and technology parks. The development of learning enterprises has not only promoted the endogenous development of enterprises in Yangpu District and built a favourable ecological environment for enterprises but also driven the development of surrounding areas and reaped cluster effect and coupling effect. According to the statistics, Yangpu District has been home to headquarters and R&D centres of 31 transnational companies and 104 listed companies in various types of capital markets. The development of learning enterprises has become a major way for businesses in Yangpu to achieve high-quality growth.

3.2 Promoting the innovative development of enterprises

Innovation is the driving force of a city's growth and fundamental to the city's high-quality development. The only way to make continuous innovation is to keep learning. For more than a decade, Yangpu District seized the opportunity brought by the strategies of "city development through science and technology" and "mass entrepreneurship and innovation" and made full use of the advantage of high concentration of universities. Focused on building learning enterprises, it has kept improving the learning competence, competitiveness, and innovation ability of various kinds of enterprises and effectively promoted the upgradation of companies in the region. From an industrial district to a knowledge-driven district and finally to an innovation-driven district, Yangpu District has been listed as the important carrier of Shanghai Technology and Innovation Centre, National Demonstration Site of Mass Entrepreneurship and Innovation, and National Innovation District. In 2019, the number of patents owned by every 10,000 people in Yangpu was 86 and there were 743 high-tech enterprises in Yangpu, which was in the top rank among central districts in Shanghai. In May, Yangpu District was again cited by the General Office of the State Council of the People's Republic of China and became the only National Demonstration Site of Mass Entrepreneurship and Innovation which has been cited for four consecutive years. Therefore, it is confident to say that Yangpu has become the innovation flagship and innovation hub of Shanghai.

3.3 Promoting the development of learning urban districts in Yangpu

The learning urban district development is a strategy of Yangpu District. Developing all types of learning organizations and invigorating social organizations is one of the major tasks of learning urban district development. Building learning enterprises has improved the types and structures of learning organizations which have evolved into four major types including learning enterprises, learning governments, learning communities, and learning families, leading to a multi-model and wide-coverage layout. Furthermore, in the context of district development, these learning organizations are ready to undertake social responsibilities and take an active part in community education projects, becoming an important social force of driving the development of Yangpu to be a learning urban district. For example, in constructing the "Lifelong Learning Base for Citizens in Yangpu", many enterprises in the district have

volunteered to open their production venues and innovation labs to citizens for learning. Up to 2019, Yangu District had signed a cooperation agreement with Shanghai Electric Cable Research Institute and other five enterprises, and set up 10 “Lifelong Learning Bases for Citizens in Yangpu” receiving nearly 10,000 visits for learning and experiencing every year.

4. An outlook on the future

4.1 To consolidate foundation based on demand

The future work includes: to carry out more in-depth surveys on enterprises in the district, collect all kinds of demands raised by enterprises and build corporate culture so as to improve the learning ability, innovation ability and competitiveness of enterprises and enhance the brand influence of enterprises; to further understand policies of running business and to allow enterprises and employees to have easier and more convenient access to public services; to enhance the solidarity of talents through the work of party building and league building; to motivate employees to act their initiative, improve employees' competences, train various types of craftsmen to make greater contributions to the development of enterprises; to further get involved in and provide service for regional development and better integrate resources of industries for regional growth.

4.1.1 Cultivating effective leadership

It is important to discover leaders in the member organizations of “Learning Enterprises Development Alliance” and establish a leading group expected to deepen the work of the alliance in a comprehensive way. The organization of the leading group should be regarded as the prerequisite for the development of companies and the progress of social affairs. Leaders of enterprises should serve as role models who have not only advanced learning consciousness but also aroused employees' interest in learning, build a good learning environment and provide favourable learning conditions.

4.1.2 Highlighting one focus

The development of learning enterprises should highlight the focus on the

development of primary-level party organizations. Through various activities, primary-level party schools are expected to play their role in enriching learning content and exploring new ways of learning. It is important to integrate learning into the improvement of corporate ideology, organization, working style and institution and keep party organizations of various levels full of vitality. The learning activities and systematic training are aimed at enabling leaders of party organizations of all levels to gain new experience and skills.

4.1.3 Improving one system

In order to develop learning organizations, enterprises are expected to set up a practical and effective educational training system and manage the whole process including “training, examination, assessment and use”. A coordinated, flexible, and efficient working mechanism needs to be established to improve employees’ thinking and working style. The healthy development of enterprises and employees’ sense of gain, honour and wellbeing needs to be taken as the starting point as well as the goal of work. The resources of universities, campuses and communities should be fully utilized to facilitate the development. Services and activities focused on improving competences, nurturing interest and honing skills should be provided for enterprises, motivating employees to learn and injecting vitality to businesses. As a result, the core competitiveness of districts and businesses is expected to grow, leading to a more sophisticated development of learning urban districts.

4.2 Highlighting the leading role of learning enterprises with concepts of “Service +”

4.2.1 The measure of “service + consultancy” to meet the demand of enterprise transformation

Expert consultancy and communication activities need to be provided for enterprises seeking upgradation and transformation. Inviting experts and professors from industrial parks and universities to offer consultancy could help discuss and solve practical problems.

4.2.2 The measure of “service + training” to meet the demand of start-ups

It is necessary to hold lectures, roadshows, and practical activities to provide

guidance, organize training sessions on equity, investment, tax avoidance and tax rebate and provide technical support and service in smart manufacturing.

4.2.3 The measure of “service + culture” to build corporate culture and improve professional level of enterprises

It is necessary to construct a modern management theory system with Chinese characteristics through cooperative research and book writing and demonstrate the successful experience of Chinese entrepreneurs to the world through international seminars on the platform of Asian Learning Organization Alliance.

4.2.4 The measure of “service + communication” to improve the influence and realize the value of enterprises

Enterprises should be given opportunities to visit and communicate with successful companies like Huawei, Alibaba and those from Silicon Valley and Israel. Efforts should be made to help enterprises expand international business in the context of the Belt and Road Initiative and provide service for enterprises to build a community of shared future in face of the external environment of “ABCD + 5G” and domestic economic pressure.

4.3 Building “Yangpu Corporate College” based on the integration of education and industry

The “Research Coalition of Yangpu Learning Society Project” and the “Alliance of Learning Enterprises of Yangpu District” should give full play to their synergy and better make use of university resources to meet the corporate demand and deepen the integration of industries and education. Efforts need to be made to set up “Yangpu Corporate College” which follows the strategy of “innovation-driven growth and economic transformation” and focuses on the improvement of comprehensive capabilities and professional skills. The college aims at building learning enterprises, exploiting employees’ potential, and promoting the healthy development of labour training market by using special fund to provide guidance, setting exemplary models and nurturing. A professional employee training system needs to be improved and supported by the government, driven by the market, and participated in by multiple parties. The system should meet the practical demand of employees and the training process needs to be

monitored to improve the quality.

4.3.1 Operation centres on corporate culture and corporate strategy

The corporate college is beneficial to spread corporate culture and corporate strategy to employees during learning and form synergy and unity among employees. Like common colleges, the corporate college has a complete structure including learning content, learning teachers, learning methods and a teaching mechanism. With ever-increasing development of modern technology, the corporate college is more of a measure or a process to the strategic development of enterprises. Therefore, corporate academy is in a virtual form.

4.3.2 Training sessions focus on employees' demand

The corporate college will guide enterprises to formulate training plans for employees and improve training systems according to the demand for quality improvement, technological advances, and independent innovation. Through the implementation of special policies like the employee training subsidy, the college is expected to motivate enterprises to organize training sessions for employees. It adopts a hybrid training model with e-learning as the major form and face-to-face communication as a supplementary form through modern education technologies. The corporate college will make efforts in helping large corporate training institutions to apply for the municipal special fund to provide cross-region training and coupling these corporate training institutions with small and medium-sized enterprises in cross-regional training.

4.3.3 The professional training system is set up based on universities and other resources

Taking into consideration the training demand of enterprises and employees, the corporate college will concentrate high-quality resources on providing companies with technical support and public service. By giving full play to the role of enterprises and industries in employee training, the college will make great efforts to guide universities and various training institutions to hold training sessions, encourage the involvement of social organizations and gradually form a professional training system with broad participation.

4.4 Achieving sustainable development of corporate talents with education fund

4.4.1 To standardize special fund management and improve procedures and training catalogue

The Bureau of Education of Yangpu District, along with the Bureau of Human Resources and Social Security, the Bureau of Finance and Shanghai Yangpu Trade Union Council will continue to do a good job in professional training for employees and standardize the management of additional education special fund. The working group of Yangpu District needs to improve the examination work of the fund for employee training and streamline the application process to increase efficiency. The working group should also update the content of training sessions and build the pool of training institutions. Exchange meetings need to be held by inviting representatives from training institutions with credentials to understand what types of programs and services could be offered and complete an operable education training catalogue. New content including the advances in biological medicine, artificial intelligence and integrated circuit could be added to the training to adapt to the development of enterprises and meeting the demand of employees in the city.

4.4.2 To increase the publicity of policies and expand the coverage of the special fund

Efforts need to be made to increase the publicity of policies and provide more explanation of related policies. It is necessary to understand the training demand of small and medium-sized enterprises, the demand of large enterprises for training of skills in urgent need and the demand of employees for academic degrees through surveys, interviews, and meetings with corporate representatives. It is also necessary to hear the voices of enterprises on training content, forms, procedures and their innovative ideas, encourage enterprises to conduct training sessions for employees to improve the professional skills of employees and promote their comprehensive development. Building a team of talents who can adapt to economic transformation and industrial restructuring is especially necessary to small and medium-sized enterprises and technology enterprises. It is expected to improve the competitiveness of key sectors of the district.

4.4.3 To develop training courses attracting an increasing number of employees and enterprises based on cooperation between universities and enterprises

Special attention should be paid to the demand of small and medium-sized enterprises. Therefore, it is necessary to deepen the cooperation between universities and enterprises and provide guidance, examination of the fund, platforms for projects and courses for the training of employees in the field of corporate management, professional skills, and comprehensive competencies. An operation model needs be set up with enterprises raising demand, departments undertaking organization work, the corporate college conducting training and government providing fund. The training sessions are expected to cover basic knowledge and competencies, professional skills, employability, housekeeping and recreation with abundant, diverse, and superior resources, aimed at improving employees' abilities for their posts and their comprehensive competencies, improving the competitiveness of enterprises and the attractiveness of Yangpu District to businesses, and achieving sustainable development of corporate talents. Efforts should be made to obtain remarkable growth in the number of courses, the number of trainees and the number of benefited enterprises.

4.4.4 To establish a platform for corporate employee training by supporting district training institutions

In order to meet the learning and training demand of enterprises, there is need to support legal training institutions which provide training in particular for employees from medium-sized, small and micro enterprises in order to improve employees' abilities for their posts and their comprehensive competencies. It is necessary to give the role of the education institutions approved by educational departments full play and encourage them to provide training for medium-sized, small, and micro enterprises which are not able to conduct training sessions on their own. Efforts should be made to survey and support qualified training institutions, create procedures of examining the qualification of training institutions and signing contract, set access standard, steps and principles, standardize the management of projects and the implementation of fund which could make the additional education fund better serve the development and transformation of enterprises, upgrade the employee training and promote the development of learning enterprises.

(Written by Wang Jianping)

Chapter Fourteen

“Bank of China Evergreen Project” : Brand Practice of BOC Shanghai Branch in Elderly Education

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Abstract: As a representative of large financial institutions in China, BOC actively practices social responsibility, invests in elderly education, serves elderly groups and ensures their financial safety. BOC Shanghai Branch has launched many brand projects with Shanghai Municipal Education Commission, such as “BOC Evergreen Project” and “Art Exhibition for the Aged”, and they jointly established the Shanghai Elderly Education Information Management Platform. Since 2020, with the increasing acceptance and greater demand of the aged for online banking, BOC Shanghai Branch has launched new services such as “BOC Online University for the Aged” and “BOC Livestream Class for the Aged”, providing abundant and diversified education products for the aged.

Key words: social responsibility; elderly education; empowerment

With the trend of rapid population aging, informatization and digitization, BOC Shanghai Branch has been actively practicing its social responsibility, serving national economic and social development, responding to population aging and participating in elderly education. BOC Shanghai Branch has been popularizing financial knowledge for the aged to improve their financial literacy and prevent them from falling into financial scams. BOC has made contributions to the development of elderly education and built a strong shield for the safety of life and property of the aged.

1. Motivations of BOC Shanghai Branch participating in elderly education

1.1 The need to popularize financial knowledge

After retirement, the aged often feel marginalized in society and become unfamiliar with all kinds of new knowledge, concepts and tools. According to a survey, most elderly people with poor financial knowledge still have no idea of using simple financial tools, such as debit card and e-token. For example, some of them believe that they can only take their card to the bank counter to withdraw money. Among the many unmet learning needs of the aged, the need to obtain financial knowledge is a prominent one. At present, financial fraud is rampant in society and many wealth management institutions are not well-managed. It is difficult for the public, especially the aged, to distinguish between true and false, therefore they may easily become the victims of financial fraud. In addition, according to a survey, public financial literacy is still relatively low, which can be manifested in their poor financial understanding, lack of confidence in financial decision-making, weak wealth management ability and inability to deal with the risks of various emergencies.

1.2 The need to actively practice social responsibility

The value of a company is not only reflected in creating profits, but also in assuming social responsibility. If an enterprise wants to maintain vitality for a century, it needs to fulfill its social responsibility and regard it as an important part of its corporate values.

As the only commercial bank in China that has been operating continuously for over a century, BOC has always pursued development through technological innovation, transformation and reform. BOC is striving to make itself a world-class bank in the new era. For a long time, BOC has adhered to the historical mission of “creating benefits for society and prosperity for the country”, and has established a good brand image of boosting inclusive finance, building a harmonious society and actively assuming social responsibility. On March 27, 2019, BOC released the 2019 Annual Social Responsibility Report, which has been issued for 13 consecutive years. The report comprehensively benchmarks itself against the sustainable development goals of the United Nations and the ESG Guide released by the Stock Exchange of Hong Kong, showing that BOC actively performs its responsibilities to the state, customers, shareholders, employees, community and the environment. The report also demonstrates BOC’s great contribution to national construction and social development as a large state-owned bank.

2. Forms and ways of BOC Shanghai Branch participating in elderly education

2.1 Popularizing financial knowledge to communities

Since 2015, BOC Shanghai Branch has given full play to its financial advantages and cooperated with Shanghai Municipal Education Commission to carry out the “BOC Evergreen Project” to popularize financial knowledge to communities (see Figure 14 – 1). Joining hands with educational institutions for the aged, BOC Shanghai Branch also carried out curriculum construction, evaluation and resource development. Micro courses, teaching materials and related resources are also developed as needed, which have been incorporated into the citizens’ lifelong learning resource system. BOC Shanghai Branch has developed four themes including anti-counterfeiting and fraud prevention, convenient tools, money-making and financial management, overseas finance and more than ten micro-courses for the aged based on their real life. 686 financial practitioners have been appointed for four consecutive years to provide training services for more than 100,000 elderly students. BOC has also compiled “BOC Evergreen Project: 300 Financial Questions” to popularize financial knowledge for the elderly in communities.



Figure 14 – 1 BOC Shanghai Branch staff publicize financial knowledge for the aged in communities

During “BOC Evergreen Project” in 2016, BOC proposed to form a financial learning team and start a training program for financial knowledge promoters. The initiative is planned to be carried out for three years since 2016. After taking courses in universities for the aged, some excellent senior students will be selected every year as financial knowledge promoters. They will, after further study, set up their own learning teams to organize financial literacy activities in their respective communities and schools for the aged. A learning model of “spontaneous learning by the aged, active popularization by promoters and achievements in community schools” is therefore formed. More elderly people could benefit from it. Those promoters have developed distinctive financial courses through training, special lectures and many other ways, and have delivered the courses to four municipal universities for the aged and 16 district universities and schools for the aged.

In 2016, 112 financial knowledge promoters stood out through bottom-up training selection based on the selection criteria of “BOC Evergreen Project”.

In 2017, another 100 financial knowledge promoters were selected out and guided to form more than 200 learning teams involving nearly 10,000 elderly students to carry out financial literacy activities. Based on that, 35 “Gold-Medal Messengers” and 10

“Chief Ambassadors” were selected out. A lifelong education honor system from “Financial Knowledge Messengers” to “Gold-Medal Messengers” to “Chief Ambassadors” was established. This will not only enable the aged who are keen to popularize financial knowledge to gain self-confidence and honor, but also set a good example in the whole society, planting an evergreen tree of lifelong education in the hearts of Shanghai citizens.

In 2018, “BOC Evergreen Project” entrusted the School of Continuing Education of Shanghai Lixin University of Accounting and Finance to edit and publish the first elementary financial knowledge book for the aged named *Financial Knowledge in Life*. This book enriched the characteristic courses and resources of elderly education in Shanghai.

2.2 Excellent program performance at the Elderly Education Art Festival

Elderly Education Art Festival has been held since 2006, which is an exciting annual event for the aged in Shanghai. With this platform, BOC Shanghai Branch joined hands with Shanghai Municipal Education Commission to create a higher-level brand project for elderly education. Every year, the grand event will be held in high-standard venues according to art categories. This public welfare activity is fully sponsored by BOC Shanghai Branch with an aim to show the achievements of elderly education in Shanghai. BOC Shanghai Branch has carried out all-round cooperation with Shanghai Municipal Education Commission, giving full play to their respective advantages in expanding publicity and organizing activities, and enhancing brand image of “BOC Evergreen”.

In order to hold a high-quality and high-level art event, display the positive energy and enterprising spirit of the elderly in Shanghai, and promote the vigorous development of elderly opera and dance education, BOC Shanghai Branch and Shanghai Elderly Education Art Guidance Center held a training-rehearsal meeting in April of that year. Famous opera artists, dancers and backbone teachers of opera and dancing at all levels from various institutions and universities for the aged were invited to attend this meeting.

From 2016 to 2019, BOC Shanghai Branch, as a non-government sponsor, provided financial support for the 11th, 12th, 13th and 14th (see Figure 14 – 2) “BOC Evergreen: Elderly Education Art Festival” in Shanghai with an earmarked fund. With

opera and dance as the main themes, the aged were encouraged to attend contests and perform on the stage, showing fruitful results of elderly education and promoting the concept of lifelong learning. The art festival provides a platform for the exchange and display of opera and dance teaching for the aged in Shanghai, improving the level of art education for the aged. The education featured the core values of Chinese socialism and quality improvement of the aged is also integrated into festival activities.



Figure 14-2 Excellent program performance of “BOC Evergreen: Elderly Education Art Festival” in Jing'an District in 2019

2.3 Jointly establishing the Shanghai Elderly Education Information Management Platform

During the 13th Five-Year Plan period, Shanghai took the modernization of elderly education as one of its key tasks. The Shanghai Elderly Education Information Management Platform was therefore established and gradually promoted in Shanghai. On March 22, 2017, working with the Shanghai Municipal Education Commission,

BOC Shanghai Branch carried out the pilot work of educational administration informatization relying on the Shanghai Elderly Education Information Center, and identified five district-level elderly education management institutions, eight district-level branch schools and 66 community schools for the aged in the five districts of Huangpu, Jing'an, Putuo, Minhang and Baoshan, as well as municipal-level Fudan College for the Aged as pilot units of educational administration. By means of holding meetings and operational training, educational administrators and information managers of pilot units could basically be able to use the information management platform. Hardware resources such as BOC Evergreen cards (student cards) and fixed (mobile) card readers were also provided. Shanghai Elderly Education Information Center provides technical support and resource sharing to carry out data collection. BOC Shanghai Branch provides bank card terminals, and a technology company is responsible for developing system functions. The data of students and teachers can be obtained easily and efficiently by reading ID card chips, which lays a solid foundation for the use of the system. With fixed and mobile terminals, elderly students can swipe their ID cards to sign up and apply for different courses. The administration process of elderly education institutions was redesigned in an information-based way, improving their management informatization.

The work level has been improved by technical means, and the practical difficulties faced by education institutions have been taken into account. The advantages of large financial institutions in network distribution, personnel and hardware allocation, together with the information system of pilot education institutions for the aged were fully utilized, so as to collect the basic data of courses, students, teachers and classes.

To facilitate the use of the platform by the aged, "BOC Evergreen: Elderly Education Card" (see Figure 14-3) was created. Aged students can get a free card by registering at elderly schools or applying at Shanghai BOC outlets. The card can be used in elderly education institutions at all levels. The aged students can, through the official website or WeChat account of Shanghai Elderly Education Information Management Platform, sign up, pay tuition, register attendance, record their learning process and check their learning credits, with no need to wait in lines. At the same time, the platform stores a large amount of graphic and text data of teaching, activities and venues of elderly education institutions, providing better services for elderly students.

The aged can apply for courses with their ID cards and their student status files can also be generated directly. After registering with administration systems, students



Figure 14 - 3 BOC Evergreen: Elderly Education Card (front side)

only need to swipe their ID cards on the terminal equipment, and the staff would tick the courses they want to learn in the system. While the registration is completed, the class roster and student status files would be generated at the same time.

The course reporting is standardized and convenient. The function of batch copy for courses is specially designed in the system. It means that the working staff can copy all course information of the previous quarter, including course classification, class name, teaching time and places, teachers, class teachers, monitors, enrollment and tuition for the next quarter, and the staff only need to slightly adjust the information. This function greatly reduces the workload of quarterly course reporting. In addition, class name in the system adopts the “3+1” mode. That is, based on the unified three-level curriculum directory of community education in Shanghai, class names in the fourth-level can be determined by institutions. This not only avoids randomness in class names and difficulties in classified statistical analysis, but also makes class names easy to understand, recognize and remember for the aged.

In 2019, Shanghai Elderly Education Information Management Platform was further upgraded. The platform was connected with Shanghai Lifelong Education Credit

Bank, and Shanghai Elderly Education Data Visualization System was also launched. By the end of November 2020, BOC Shanghai Branch cooperated with 220 universities for the aged in Shanghai, handled elderly education cards for 102,000 students (see Figure 14-4), and nearly 20,000 elderly students have already experienced online payment services.



Figure 14-4 Handling Shanghai elderly education cards for students on site

2.4 Building “BOC Online University for the Aged”

Since the outbreak of COVID-19, the acceptance and demand of senior citizens for online banking services have increased. In mid-June 2020, BOC officially launched the “Silver-Hair Zone” on the mobile banking platform which contains three functional areas: Wealth Management, Quality Life and University for the Aged. This is to meet the financial needs of the aged and provide non-financial services such as learning support.

BOC University for the Aged has set up six colleges, namely “Health, Art, Language, Finance, Humanities and Family Life”, which not only provide popular courses for the elderly, but also offer them financial courses with BOC’s characteristics.

In October 2020, BOC Shanghai Branch joined hands with Shanghai Senior Learning Team Guidance Center to launch the “BOC Evergreen: Live Online Class for Elderly Education” and a series of financial literacy activities. From October 23 to November 29, a total of 12 online courses and two livestream courses were offered every week. Topics include the popularization of elderly education and financial knowledge, the prevention of telecom fraud and counterfeit money, financial products, cross-border financial services and so on.

3. Effects and experience

3.1 Cultivating the brand of “BOC Evergreen”

“BOC Evergreen Project” in Shanghai was rated as “Lifelong Learning Brand Project Favored by the Public” in 2017. As the only commercial bank in China that has been operating continuously for a hundred years, BOC adheres to the development strategy of “taking social responsibility and becoming the best bank”, and fully performs its social responsibility as a large state-owned bank and enterprise on the basis of providing professional financial services. With Shanghai having rapidly become an aged society, BOC Shanghai Branch supports the development of elderly education as the best arena for practicing its development strategy. This is also a good opportunity to give full play to its enterprise strength and create business value and social value. BOC Shanghai Branch and Shanghai Municipal Education Commission actively carried out “BOC Evergreen Project”, becoming a good model of social forces participating in lifelong education. “BOC Evergreen Project” was awarded as “the Demonstration Project” of the 19th Shanghai Book Festival under the theme of “Pleasant Reading and Self-Cultivation” in 2017, and won the “Best Innovation Award” of the 12th Shanghai National Lifelong Education Activity Week in 2017. This brand project was included into the 2015 Shanghai Cultural Yearbook and Shanghai Education Yearbook and 2016 White Paper on Building a Learning Society in Shanghai as a classic case of elderly

education, making it a familiar and affectionate brand for the aged.

3.2 Guaranteeing professional talent support

BOC has been deeply involved in elderly education with banking practitioners providing thematic education services for elderly groups. Through “BOC Evergreen” projects, the role of banking practitioners has also been broadened to curriculum developers, textbook writers, knowledge spreaders and learning promoters, making them a professional team to popularize financial knowledge to the elderly.

With BOC’s professional guidance, the elderly students actively set up a learning team to spread financial knowledge, so as to improve people’s awareness in preventing financial risks and to improve integrity awareness and participation awareness of more elderly residents. Financial knowledge promoters are divided into three levels: “Financial Knowledge Messenger”, “Gold-Medal Messenger” and “Chief Ambassador”. In class, elderly students can acquire knowledge; on a broad stage, the elderly can demonstrate themselves happily; in team training, they can also create their own value. The “BOC Evergreen Project” not only meets the learning needs of the elderly, but also builds a platform for them to realize their own life value.

3.3 Further developing the characteristic curriculum of elderly education

BOC and community schools have developed a series of financial knowledge courses to popularize financial knowledge, enable the elderly to know scientific financial management, enhance their financial management awareness, and further stimulate their learning enthusiasm and interest. Based on the needs of the elderly for financial knowledge and their current understanding, courses are divided into “basic courses” and “advanced courses” with course content at different levels. The curriculum contains several modules, such as “self-protection and fraud prevention”, “convenient tools”, “money-making and wealth management” and “financial tips for going abroad”. Combining theories with practice, the courses meet the needs of elderly students. In this way, the elderly get to know basic financial knowledge and terminologies as well as learn how to use convenient tools such as online banking and ATM.

Keeping up with the times, BOC actively developed courses for elderly education and compiled financial knowledge books suitable for the elderly. Based on the

curriculum outline, BOC conducted research on the learning needs of the elderly and the problems encountered by them in reality. Supported by relevant financial theories, BOC designed and compiled *Finance in Life*, and constantly revised and improved it, making it a simple, close-to-life, easy-to-understand book for the elderly. At the same time, BOC published *BOC Evergreen Project: 300 Financial Questions* with a QR code on it. Those books are handed to community residents, sharing with them the financial knowledge accumulated by BOC over the years.

3.4 Improving the management level of elderly education

BOC established the Educational Administration Management Platform for Shanghai elderly education, carried out information-based management of elderly education institutions, classrooms, courses, teachers and students. This has effectively improved the utilization rate of resources such as venues, teachers and courses, and promoted the management level of Shanghai elderly education to a higher level.

“BOC Evergreen: Shanghai Elderly Education Card” is a bank card with learning-support functions. It has greatly facilitated the entry and update of learners’ registration information, and improved the management efficiency of elderly education institutions. Students can sign up through the bank information system, which can increase readiness and feasibility of information, and reduce the communication cost between learners and educational institutions. This can also reduce the loss of human and material resources, and save the cost for big data analysis from third-party institutions for decision-making consultation.

The education card also greatly facilitates learning progress record, relevant data precipitation and information retrieval, and promotes the management standardization of elderly education institutions. A learning account based on the bank information system provides the elderly a lifelong learning account covering the learning records in multiple institutions, which also makes it possible to accumulate learning results and ensure the integrity of the learning records, laying a solid foundation for learning choices and incentives. Meanwhile, timely accumulation and updating of big data of elderly education through information technique is of great benefit to class management, curriculum planning and team construction, providing a basis for the further development of elderly education.

3.5 Fulfilling social responsibility in an all-round way

BOC's practice of social responsibility has diversified from funding alone to providing professional education services for groups with special needs. At first, BOC took "Respecting and Loving the Elderly" as the guiding principle, focusing on simple ways such as fund support, activity sponsoring and knowledge popularization, which have yielded positive results. However, with the deepening of cooperation, more ideas have been generated. A consensus was reached on the development of financial knowledge courses for the elderly, with BOC providing professional talent support. Improving financial quality and security awareness is the internal requirement to maintain the effectiveness and stability of the financial market, an important condition for the healthy and orderly development of the banking industry, and an indispensable part of BOC's social responsibility practice. The community financial knowledge courses have not only enriched the curriculum system of elderly education in Shanghai, but also provided successful cases for financial enterprises to fulfill their social responsibilities, as well as replicable experience on how to make full use of professional advantages to provide public services.

3.6 Presenting diversified social effects

"BOC Evergreen card" is a saving deposit card specially designed by BOC for the elderly. The card provides learning-support functions, which is of great help to realize information management of elderly education in Shanghai. The card supports a wide range of learning functions such as registration, attendance and credit record. With the promotion of the "BOC Evergreen" elderly education activities in Shanghai, the reputation, acceptance and the brand influence of "BOC Evergreen" among the elderly are constantly improving. BOC will work harder to assume its social responsibility, and cultivate the brand and improve the brand popularity. This kind of investment aimed at providing social benefits is bound to further stimulate the cohesion and the sense of responsibility of BOC employees. It also serves as an important soft competitiveness and the driving force for creating, expanding and cultivating excellent employees and high-quality customers. The inspiration we get from this is that whether BOC can make a breakthrough in fulfilling its social responsibility depends on making full use of the advantages to create a new business model with innovative mindset, and

create value for society that can be shared by all.

3.7 Empowering the elderly education in Shanghai

In the promotion of a series of activities, the interaction and integration of industry forces and educational forces has not only widened the breadth of lifelong education, but also triggered people's thinking on the depth of lifelong education. Integrating financial enterprises into community education and customizing learning contents for the elderly are not only to popularize financial knowledge and improve the elderly's awareness of self-protection, but also to meet the most basic needs of elderly education. The study and application of financial courses can further tap learners' potential and improve the scope and coverage of learning. The elderly, due to their limitation of thinking and knowledge, are generally regarded as the "vulnerable group" of wealth management and financial investment. Learning gives the elderly the right to know about wealth management, enhances their ability to recognize and apply financial practices, increases their self-confidence and promotes their status in family. Becoming knowledge promoters is also an opportunity for them to realize their value. From knowledge popularization to empowerment, active guidance and dedicated planning run through the whole process, which is worthy of reflection for the sustainable development of elderly education.

4. Future outlook

In Shanghai, according to statistics, the registered population aged 60 and above had reached 5,181,200 by the end of 2019, an increase of 148,400 over 2018, accounting for 35.2% of the total registered population. The aging rate of the population increased year by year in Shanghai. The elderly population aged 70 and above increased by 124,600, taking up 15% of the total population.

As the population is getting increasingly older in Shanghai, elderly education presents a trend of diversification. The learning needs of the elderly at different educational levels and age levels are significantly different posing a major challenge to the resource supply capacity of elderly education.

Although Shanghai's elderly education has basically covered the whole city and dealt with multiple levels, the participation of non-government sectors is still insufficient, and the supply capacity of elderly education still needs to be strengthened. Therefore, in addition to the government's efforts, it is still necessary to attract more social forces like BOC Shanghai Branch to actively participate in elderly education, make full use of their advantages, and provide richer learning resources and more convenient learning methods for the elderly, which is a great help to meet the diversified and multi-levelled learning needs of the elderly. This is also the trend and inevitable choice of the future development of elderly education in Shanghai.

(Written by Li Jun)

Chapter Fifteen

Transforming the Continuing Education of Shanghai University of Electric Power: Practices and Explorations

School of Continuing Education of Shanghai University of Electric Power

Abstract: Continuing education (CE) constitutes an essential part of the lifelong education system. In providing continuing education, Shanghai University of Electric Power (SUEP) starts from correspondence degree programs and, after transformation, introduces both degree and non-degree continuing education programs. With a clear overall design, Shanghai University of Electric Power transforms its continuing education and thus gains experience in serving needs at home and abroad, and develops the brand of “CE of SUEP” known for fulfilling both domestic and international needs, and helping the university perform its functions more comprehensively.

Key words: continuing education; degree continuing education; non-degree continuing education; transformation

Featuring distinctive subject strengths, close business relations, favorable educational conditions, strict management regulations, high social reputation, and especially extensive client base and accurately-positioned education solutions (degree and non-degree continuing education programs), continuing education of higher-education institutions comprises an important part of the lifelong education system. With a mature positioning, a unique location, and an international vision, institutions of higher education in Shanghai can satisfy not only domestic needs for continuing education but also international ones, especially in terms of international training.

1. Foundations for transforming the Continuing Education of Shanghai University of Electric Power

To meet the needs of electric power companies' employees for higher degree education, Shanghai University of Electric Power (SUEP) started providing correspondence education — “degree continuing education” — for adults to improve educational background in 1956; the training for managers and technicians to improve professional skills — “non-degree continuing education” — began in 1995. As early as more than a decade ago, the scale of and demand for non-degree continuing education have rapidly surpassed degree continuing education; meanwhile, the continuing education was transformed to be connected with SUEP full-time education and international electrical training.

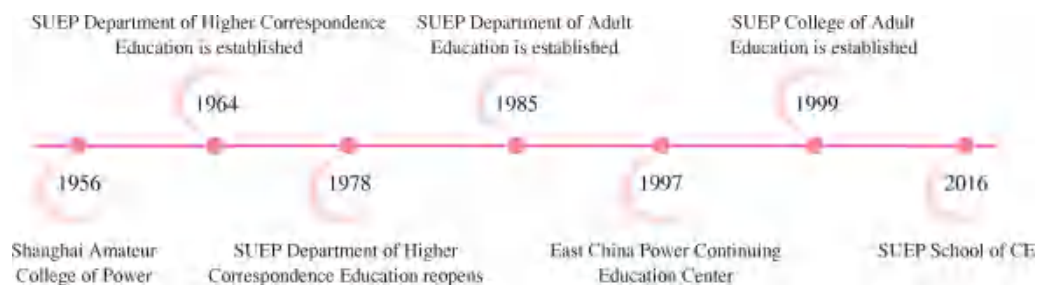


Figure 15 – 1 History of SUEP continuing education

1.1 Connecting industry-oriented training with full-time education

As Shanghai University of Electric Power is a practice-oriented university that features marked strength in energy and electric power, SUEP School of Continuing Education serves as a bridge between the university and the energy industry and as a medium for the university to serve electric companies. Adhering to the principle of training both professionals for energy and electric power companies and full-time practice-oriented students for the university, the School of CE is always striving to meet the needs of both companies and universities for personnel. By integrating diverse education providers, the school breaks down the barriers between continuing education and full-time education. Guided by the demand of electric power companies, the school makes full use of existing resources to continuously improve the efficiency and vibrancy of university education. These efforts have generated replicable and generalizable experience for “Building High-Level Local Practice-Oriented Universities” in Shanghai.

Upholding diversification of education providers, SUEP School of Continuing Education has long cooperated closely with energy and electric power companies to conduct cooperative education programs. The school is a close member of China Electricity Council, China New Energy International Alliance, China Association of Electric Power Education, Global Energy Interconnection Development and Cooperation Organization, Shanghai Electric Power Trade Association, and Shanghai Electric Power Engineering Association. Project-based and order-based cooperative education programs are conducted in partnership with State Grid Corporation of China, China Southern Power Grid, China Energy, China Huadian, State Power Investment Corporation Limited, China Huaneng Group, China Datang Corporation, Zhejiang Energy Group, Anhui Province Energy Group, Guangdong Energy Group, and GCL Group.

1.2 Developing both non-degree and degree education

The school started providing continuing degree programs in 1956 and non-degree programs in the mid-1990s. Over the past decade, the scale of non-degree continuing education has far outstripped degree continuing education. During this decade, SUEP undertakes the task of training professionals for “Asia Cooperation Fund” (Ministry of Education), “Knowledge Updating Project of Professional and Technical Talents”

(Ministry of Human Resources and Social Security), projects related to new energy (National Energy Administration), and non-governmental organizations including Asian Development Bank. By establishing Training Base of Knowledge Updating Project of Professional and Technical Talents (approved by Ministry of Human Resources and Social Security), Shanghai Education and Communication Centre of Green Energy (approved by National Energy Administration), and Simulation Training Base of Thermal Power (approved by China Electricity Council), SUEP builds a training system for the entire industry chain of electric power, which provides the industry with thousands of professionals from continuing education degree and non-degree programs.

In recent years, continuing education degree programs are still in high demand, as they can upgrade academic background and serve remote areas and new forms of business. On November 26, 2018, the opening ceremony of degree continuing education and employee skill training programs provided by SUEP School of Continuing Education for six prefectures in southern Xinjiang, including Kashgar and Kizilsu Kirgiz, was held at the State Grid Xinjiang Kashgar Electric Power Corporation Limited, marking the start of over 100 students' degree education. Director of the Human Resources Department of the State Grid Xinjiang Kashgar Electric Power Corporation Limited expected SUEP School of Continuing Education to continuously deliver continuing education (bachelor degree programs of Electric Power Systems and master degree programs of Engineering Management) for electric power workers in southern Xinjiang.

1.3 Building international electrical training centers early

In May 2017, SUEP School of Continuing Education, China Datang Overseas Investment Corporation Limited, Power China Gansu Energy Investment Corporation Limited, JA Solar, and Professional College of State Power Investment Corporation Limited forged an alliance and jointly established the "Belt and Road" International Energy and Electricity Talents Training Center. To help our country's electric power enterprises "go global", this center trains professionals with expertise both in international regulations and electric power systems for domestic energy and electric power companies.

For the same goal, the Philippines Overseas Internship Program for the Belt and

Road Alliance for Education, Science and Technology was established in May, 2019.

This internship program was established by Shanghai University of Electric Power, University of Batangas, and Shanghai Electric Power Construction Co., Ltd. as part of a project at GNPowder Dingin Ltd. Co. (GNPD), Philippines. The lecturers from SUEP and trainees from training units at home and abroad went to the Philippines and participated in the overseas internship program to have systematic training. The training began with two weeks at University of Batangas and then two months at GNPD, forming a training mode of “SUEP + domestic companies + overseas universities”.

2. Overall design for transforming the Continuing Education of Shanghai University of Electric Power

Transforming continuing education is a systematic effort that requires preliminary thinking and design of mechanisms and systems and, more importantly, analysis of driving factors, development goals and even cultural elements.

2.1 Drivers of transformation

Demand is the driving force behind the transformation of continuing education. In other words, continuing education should proactively meet the need of national policies, industrial, regional, and university development, learning society construction, and coordinated development.

1. Driven by national policies: the policies that call for “improving continuing education, stepping up efforts to build a learning society, and promoting the well-rounded development of all our people” and “giving full play to the advantages of online education, improving the lifelong learning system, and building a learning society” and the national energy policy of “Four Reforms and One Cooperation: carrying out the reform to improve the energy consumption structure; carrying out the reform to build a more diversified energy supply structure; carrying out the reform to improve energy technologies; carrying out the reform to optimize the energy system; carrying out cooperation with other countries”.

2. Driven by industrial development: the transformative, incremental, and

high-quality development of the electric power industry, electrification of energy consumption and cleaner electricity generation, a significantly increased share of green, renewable and new energy in energy consumption, and China's goal to reduce its contribution to global carbon emissions (to reach peak carbon dioxide emissions before 2030 and achieve carbon neutrality before 2060).

3. Driven by regional development: the Yangtze Delta's goal to accelerate the integrative development of regional education, Shanghai's goal to take the lead in modernizing education, rapid post-epidemic development of educational technologies, and the flourishing "online + in-person" education mode.

4. Driven by a learning society: the principles of "Lifelong Learning", "Learning of All", and "Smart Learning" advocated in Shanghai for lifelong education.

5. Driven by university development: the university's goal of turning itself into a "High-Level Local Practice-Oriented University" in Shanghai, running two campuses, and promoting the characteristic development of the university with strength in energy and electric power.

6. Driven by coordinated development: the operation of Shanghai Education and Communication Centre of Green Energy (Approved by National Energy Administration) at SUEP, the building of Shanghai Energy and Power Science and Technology Innovation Sub-center, and the responsibility of SUEP to build the National Organization of Integration Between Electric Power Industry and Vocational Education.

2.2 Positioning of the school of continuing education

Continuing education is part of university education, and the school of continuing education is among the secondary colleges of the university. With close ties to the industry and active service to society, the school of continuing education features unique positioning for the development of a university, and this positioning makes the school not only irreplaceable by other secondary colleges, but also supportive for their development.

1) Dual responsibilities: the main provider of SUEP continuing education and the overall organizer of SUEP continuing education

2) Dual functions: the representative of the university's function to serve society and the supporter of the university function

3) Dual roles: the best domestic provider of electric power training and the

practitioner of innovation in international electric power training

2.3 Objectives and steps of transformation

General goal: to be “domestically well-known, irreplaceable” and “internationally renowned, indispensable” by 2035 through transformation

Three steps: to be “well-known in energy and electric power among domestic universities” and “renowned in the field of electricity generation among countries along the Belt and Road” by 2025; to be “domestically well-known and internationally renowned” by 2030; to be “domestically well-known, irreplaceable” and “internationally renowned, indispensable” by 2035

Specific goals and key measures are as follows:

1. Service capacity

Goals: to constantly improve the training capacity for the electric power industry, to be a leading provider of non-degree education in the fields of new technologies such as integrated, clean, and new energy with a complete training system, a proper scale of training, and an extraordinary set of equipment, to keep improving the scale of training services related to power supply, and to ensure stable expansion of scale in the training services related to power generation.

Measures: to uphold the National Energy Administration’s promotion of “Four Reforms and One Cooperation”, focus on launching technological exchanges and training for the “School Microgrid Integrated Energy System at New Lingang Campus, Shanghai University of Electric Power” (listed as a demonstration project by National Energy Administration), and thus promote the popularization and application of new and green energy in university campuses, science and technology parks and industrial parks with new business forms.

2. Innovation development

Goals: to innovate the mechanism and system by which continuing education supports full-time practice-oriented undergraduate education, to utilize and integrate non-degree continuing education resources, to establish a certification system of “Shanghai New Energy Center” for vocational skill training, which includes certification for “energy manager” and “energy planner”, to ensure that the certification training of this system covers both full-time undergraduates and graduates.

Measures: to focus on the innovative use of continuing education resources in

full-time practice-oriented undergraduate education, take the lead in removing the requirement that the awardee of National Electric Power Industry Job Certificate on Thermal Power Plant Simulation must be in-service workers, use the Shanghai Education and Communication Centre of Green Energy (supported by National Energy Administration) as the platform to enrich the “1+X” certification system for full-time undergraduate vocational training.

3. Classified assessment

Goals: to be among the top 20% in the classified evaluation of the city’s continuing non-degree education, to carry out research on the mechanisms of training for small and medium-sized enterprises (SMEs) in the city and build a comprehensive training system for employees in SMEs with the municipal government’s “additional funds for local education”, and to continue to play a role in the structural design of the classification index system.

Measures: to start from improving the government procurement of education services, focus on using the “additional funds for local education” to build a platform for managing the training that improves the comprehensive, life, and humanistic quality of the employees in Shanghai, strengthen research on the mechanisms of institutional access and evaluation, support the consultation on and formulation of the relevant policies to be introduced by the municipal departments of education management, and serve the municipal social and economic growth.

4. International cooperation

Goals: to be at the forefront of domestic power universities trying to develop an international training system in collaboration with power companies, to be capable enough in service and consultation to meet the domestic private power sector’s need to “go global”, to play an important role in undertaking the projects supported by “Asian Cooperation Fund” of the Ministry of Education among local universities in Shanghai.

Measures: to focus on conducting energy and power training in countries along the “Belt and Road” and building international electrical training centers in West Asia and North Africa to fulfill the demand of domestic power companies to “go global”.

5. Transformation

Goals: to basically connect continuing education with all colleges around the university and to, based on continuing education, build channels to transfer and utilize the university’s outcomes in developing disciplines and its inventions, to significantly increase the “training hours” of all SUEP secondary colleges, and to ensure that SUEP

School of Continuing Education continues to establish channels of employment and internship for students.

Measures: to proactively assume the responsibility to train personnel for the university, exploit the strengths of continuing education, and focus on helping departments and colleges to accomplish the task of developing 30 undergraduate internship training bases, 20 postgraduate work stations, and 10 industry-university-research alliances.

6. Culture building

Goals: to form more distinctive cultural characteristics of the School of Continuing Education and to feature most salient cultural elements among continuing education organizations in the city.

2.4 Key measures of transformation

First, adhere to developing high-quality continuing education programs. To meet the needs of emerging business modes, industrial parks, and remote provinces, the school uses customized schooling, delivered-to-the-door tutoring, online education, and remote education to offer high-quality degree continuing education.

Second, vigorously develop characteristic energy and electric power training. To satisfy the needs for training that arise from the transformation of energy and electric power, the school forms the feature of spontaneously serving the country's major strategic demand and uses the "credit bank" system to increase the marginal utility of education.

Third, jointly develop innovative programs to train personnel with international expertise in electric power. To fulfill the requirements of the Belt and Road Initiative, domestic electric power companies should be united to "go overseas together" and train international personnel in electric power by building overseas training bases in partnership.

Fourth, ensure sustained increase in the influence of Shanghai Education and Communication Centre of Green Energy. To meet the country's needs to develop new energy, the school takes China National Renewable Energy Centre as the benchmark and improves the Shanghai center's functions by organizing academic and technological exchanges.

2.5 Strategies of transformation

Positioned as a service provider on the supply side, SUEP School of Continuing Education should provide degree and non-degree programs in the attitude of service, with the concept of brand identity and the drive to take action, and through market mechanisms to attain development goals.

Mainly serving the energy and electric power industry, SUEP continuing education should keep closely connected with, attached to, and dependent on the industry. As the industry is the driver for the development of CE of SUEP, the school should vigorously study, proactively accommodate, and promptly respond to the industry.

SUEP continuing education should be developed on the basis of the university's characteristic subjects, featured majors, and education strengths. In a word, for CE of SUEP, SUEP is the parent and the harbor.

To develop CE, the school should cooperate with the organizations that study energy policies, the administrative entities that formulate industrial standards, and the trade associations. Also, it should emphasize partnerships with entities with flexible market-oriented mechanisms and mature social functioning and value collaboration with leading providers of non-degree continuing education.

3. Continuing education of Shanghai University of Electric Power: Experience in fulfilling domestic needs

In providing continuing education, Shanghai University of Electric Power always adheres to serving the strategic needs of the country, the industrial needs of the energy and electric power sector, and the local needs to develop Shanghai's economy. In this process, the characteristics of and the brand of "CE of SUEP" are gradually formed, and the CE of SUEP supports the university to fully perform its functions.

3.1 Taking the lead and acting boldly in serving the national strategy to improve the capacity to serve society

To help promote national major strategies of energy reform, alleviate poverty,

and serve the Belt and Road Initiative, the school has been continuously launching exploratory and pioneering training programs in the country.

The school undertakes part of the social responsibility of SUEP. Since 2017, the school has begun training new energy and microgrid personnel for the military forces. The school has undertaken the “post-demobilization and pre-transition (from military to civilian employment)” training for demobilized soldiers since 2019 and was shortlisted as an “entity for procuring training” of Shanghai Ministry of Veterans Affairs. Also, the school organized SUEP experts to publish textbooks on new energy and microgrid for military use.

The school provided training for a thousand poverty-relief officials at villages in Yunnan, Guizhou, Tibet, and other remote provinces and regions, offered delivered-to-the-door education in Xinjiang, built correspondence education stations, educated several hundred students in degree continuing education programs for six prefectures in southern Xinjiang, and provided 10,000 training hours per year of non-degree continuing education.

Column 15 – 1

Strongly Support a Key Project Funded by the Plan for Revitalizing and Developing the Former Central Revolutionary Bases

Located in Ganzhou City, Jiangxi Province, a well-known old revolutionary base in China, the Huanan Ruijin Power Plant is an important revolutionary project of China Huaneng Group and a key project to revitalize the former central revolutionary bases. From September 2019 to March 2020, SUEP continuing education programs, featuring hybrid training that integrated online and in-person training, trained over 250 employees responsible for preparing production for the Huaneng Ruijin Power Plant Phase II project (2×1,000 MW double-reheat ultra-supercritical units), with specialized training materials developed in school-company cooperation. These actions practically responded to the country’s call to revitalize and develop former central revolutionary bases such as southern Jiangxi Province.

3.2 Achieving outstanding outcomes in the service of the power industry and fostering in-depth university-company cooperation to encourage the integration between industry and education

SUEP School of Continuing Education features the closest connection with companies, most frequent visits to the industry, greatest familiarity with the industrial market, and highest sensitivity about energy policies. Always attaching emphasis to university-company cooperation, the school is a medium for the university to serve and connect with the industry, and that continuously promotes the integration between industry and education.

The school was in close contact with state power generation and supply groups and their affiliated enterprises, state energy administrative organs, local government departments, local power generation groups, trade associations, manufacturing companies, brother universities, training institutions and other entities, totaling nearly 300, and welcomed and visited no fewer than 300 enterprises. The school held many national conferences for enterprises or public institutions; for example, it has hosted the conferences on distributed wind power, national conferences on integrated energy innovation, and the 13th and 14th International Photovoltaic Power Generation and Smart Energy Conferences & Exhibitions. The school leads in signing more than 30 agreements on the strategic framework of cooperation with Power Construction Corporation of China, Datang International Power Generation, JA Group, SUS Group, CPI Xinjiang Energy Chemical Group, Guangxi Electrical Polytechnic Institute, and other organizations.

Column 15 – 2 SUEP Continuing Education Experts Discuss How to Promote and Utilize New Energy

“Smart City”, “Internet of Energy (IoE)”, “Integrated Energy”, and “Lingang New Sub-zone” were frequently mentioned during the four days of SNEC 14th (2020) International Photovoltaic Power Generation and Smart Energy Conference & Exhibition. These terms were also the focus of discussion

among international and domestic experts. During the conference, continuing education experts of SUEP delivered reports on building and developing integrated energy systems at key regions of Lingang New Sub-zone, Shanghai, receiving a positive response from the specialists at the conference.

Experts believed that the SUEP demonstration project of integrated energy had made solid progress in actual implementation, as the coverage extended from 960 mu (about 3.9 km²) of Lingang campus to 119.5 km² of Lingang Pilot Zone and further from 386 km² of key regions to 873 km² of Lingang New Sub-zone. This project created a well-known brand of SUEP in a series of summits themed with IoE technologies and applications and even in the field of service applications of integrated energy.

SNEC 14th (2020) International Photovoltaic Power Generation and Smart Energy Conference & Exhibition was held at Kerry Hotel Pudong, Shanghai from August 7 to 10, 2020. Building on the sound foundations that the first successful cooperation in 2019 created, the school co-organized the Fourth Energy Interconnection Technologies and Application Summit on August 9, 2020. The summit was attended by Councilors Shi Dinghuan and Xu Dingming of the State Council, and specialists and scholars from corporations, universities and industrial organizations at home and abroad, including China Electricity Technology Market Association, State Grid Corporation of China, China Electricity Council, Tsinghua University, and University of New South Wales (UNSW).

The Fourth Energy Interconnection Technologies and Application Summit was themed with “New Infrastructure Promotes Internet of Energy and Internet of Energy Drives New Infrastructure” and focused on the release of Report on Serving the Development of New Energy (2020) and the building of State Grid New Energy Cloud Ecosystem by State Grid Corporation of China. In-depth discussion was concentrated on “IoE technology and development, deep integration between energy and information technology, and innovation upgrading of the integrated energy service and industry”.

The summit covers the following topics: the development of policies, projects for demonstration, and the technology and standard system of IoE;

the structure and key technologies of IoE, of complementary use of various forms of energy, and of integrated energy; the generation-grid-load-storage and cloud-connection-edge-terminal platform and energy trade; and the energy technologies' integration with and optimization through coordination with big data, cloud platform, Internet of Things, mobile computing, artificial intelligence, block chain, and 5G.

During the summit, SUEP School of Continuing Education and Shanghai Education and Communication Centre of Green Energy discussed international cooperation and personnel training on new energy and integrated energy with Investment Association of China, China New Energy International Alliance, BJX Power, Trina Solar, TBEA, Smart China Energy Research (SCER) Institute, Beijing National Research Center for Information Science and Technology, Sunther, Electric Power Research Institute of State Grid Jiangsu Electric Power. Discussions were also held with Standardization Center, CEC and Planning Department, State Grid Corporation of China on building a local high-level university and the concept of "SUEP simulation".

On January, 2019, SUEP was awarded "China's New Energy Pioneer for International Development" and was the only university to win the award.

3.3 Making rapid breakthroughs in capacity building and significant improvement in school conditions

As SUEP sought to build itself as a high-level university, the school took the university's effort as an opportunity and improved educational infrastructure for continuing education. With scientific reasoning and consideration for the university's need to train students into professionals, the school formulated the "Social Service" Plan of the High-Level Local Practice-Oriented University (2019 – 2023). The core of the plan is to start from meeting the need for energy transformation, aim at "electrification of energy consumption and cleaner electricity generation", and build a series of simulation platforms for electric power companies to use and for SUEP to train practice-oriented undergraduate students. The brand of "SUEP simulation", the

sense of “green simulation”, and the objective of “smart simulation” are forming, and the characteristic of “international simulation” is growing distinctive.

Creating a culture of continuing education increases the soft power, clarifies the mission of continuing education — “To charge your life and power your future”, and elucidates the goal of continuing education — “To be domestically well-known, irreplaceable and internationally renowned, indispensable”.

In 2018, one of the school’s projects was selected among the ten best projects by China Association of Electric Power Education under China Electricity Council. In 2020, a case of the school was awarded one of the ten best cases showcasing “integration between industry and education for China’s electricity power education”.

4. Continuing education of Shanghai University of Electric Power: Experience in fulfilling international needs

SUEP School of Continuing Education readily responded to the Belt and Road Initiative and spontaneously sought to satisfy the needs of domestic energy and power companies to “go global” and for power professional training in the countries where projects are located, extending non-degree continuing education programs beyond the border. At the end of 2019, the first overseas training center founded by a China’s energy and power university was established in Indonesia, where the “Maritime Silk Road” initiative was first proposed.

4.1 Forging ahead in international electric power training

In response to the Belt and Road Initiative, SUEP School of Continuing Education vigorously carried out international training, brought into play the strength in training, closely collaborated with relevant organizations, and trained international professionals with expertise in energy and power technologies.

Since 2016, SUEP School of Continuing Education has carried out cross-border interconnectivity cooperation by linking with the government, serving the enterprises, and collaborating with universities in other countries, which greatly boosts the

university's contribution to promoting the Belt and Road Initiative.

The school has undertaken several international training projects and organized dozens of such projects, including training of new energy capacity building for the Nepal government and technical personnel training for the Vietnam Yongxin Power Plant of China Power International Development Limited. Altogether, the school trained nearly 10,000 government officials and international power professionals in more than 10 countries (including Russia, Indonesia, Vietnam, Pakistan, Thailand, and Malaysia).

Column 15 – 3 Launch Electric Power Training in Multiple Countries

The school provided tailored pre-job training for 103 employees at the Port Qasim Coal-Fired Power Plant (Pakistan) of Power Construction Corporation of China; the training included two-month specialized courses on the control of the thermal power machine and furnace and an internship program of power plant simulation in plants of the same type as the Qasim plant. Port Qasim Coal-Fired Power Plant is a major project after the implementation of the Belt and Road Initiative and among the first energy projects to be launched for the China-Pakistan Economic Corridor. SUEP School of Continuing Education trained a strong technical and management team for the power plant.

For the Yongxin Power Plant in Vietnam, a pre-post training was completed for 50 new technicians, with the curriculum covering language learning, professional courses on electricity power, and production personnel internship programs at the power plant.

For the Java Power Plant in Indonesia, a three-month training was completed for more than 100 employees.

With this training, SUEP School of Continuing Education once again demonstrated to society that it was responsive to the Belt and Road Initiative and had considerable professional strength in promoting the initiative.

4.2 Innovating mechanisms for international communication and building the first overseas base

In 2019 in Indonesia, SUEP School of Continuing Education became China's first energy and electric power university to establish an overseas international training center. By training students to complete orders placed by real-world companies and to be the talent urgently needed by the industry, the school completed operational & maintenance training for technicians in many regions of Manado in Indonesia during the COVID-19 epidemic. According to research, the SUEP Power Plant Operational & Maintenance Training Center in Indonesia was the first of its kind among the country's energy and electric power universities and colleges.

Column 15 – 4

SUEP Power Plant Operational & Maintenance Training Center Inaugurated at Universitas Singaperbangsa Karawang

On December 10, 2020, SUEP Power Plant Operational & Maintenance Training Center was formally inaugurated at Universitas Singaperbangsa Karawang in Indonesia.

Representatives from three cooperative organizations and the Lintas Sertifikasi Kompetensi Nasional were present.

Wu Runbao (Manager of Shandong Lineng Electric Technology), Huang Zeyun (Deputy Manager of Shandong Lineng Electric Technology), Dr. H. Moh. Wahyudin Zarkasyi (Chancellor of Universitas Singaperbangsa Karawang), Weng Peifen (Vice President of SUEP), and Mr. Mulianto Gultom (Director of Lintas Sertifikasi Kompetensi Nasional) were present at the inauguration ceremony. Employees of Shandong Lineng Electric Technology and directors of CE School of SUEP joined the ceremony. The ceremony was chaired by Director for International Cooperation, Faculty of Engineering, Universitas Singaperbangsa Karawang.

Dr. H. Moh. Wahyudin Zarkasyi extended warm welcome and gratitude

to the representatives. In his welcome address, he applauded China's effective and prompt globalization, from which he suggested there was much for Indonesia to learn, especially in terms of developing electric power technology and training electric power professionals. He also voiced hope for co-writing the "past, present, and future" in partnership between two countries and between two universities.

Vice President Weng Peifen presented an overview of SUEP from multiple perspectives and encouraged the three sides to communicate and cooperate more with each other to train more professionals for the companies. He looked forward to starting more new chapters of university-university and university-company cooperation.

Huang Zeyun reviewed the trilateral cooperation and exchanges at the inauguration ceremony and introduced and promoted the plan for and the mode of training cooperation on the International Electric Power (Indonesia) Training Base.

Then, Weng Peifen, Wu Runbao, Dr. H. Moh. Wahyudin Zarkasyi, and Mr. Mulianto Gultom jointly inaugurated the training base.

The training center will cooperate with enterprises to provide international operational & maintenance training on thermal power, in which trainees will learn in practical work to fulfill orders from companies, and various types of training on urgently needed electric power technologies and skills. The training for the first batch of international power students will start in April, 2020. The training center will provide solid support for SUEP to serve the countries along the Belt and Road, adding a bright spot to the university's internationalization and advancing a way to achieve long-term international cooperation.

After the inauguration ceremony, SUEP experts delivered a lecture on innovative energy and electric power technologies in English for over 300 teachers and students at the studio in Universitas Singaperbangsa Karawang, showing positive teacher-student interactions and receiving enthusiastic response from the audience. This lecture displayed the considerable professional expertise and knowledge of SUEP professors.

For years, in active response to national strategies and the Belt and Road Initiative, SUEP School of Continuing Education has always been at the forefront of domestic energy and electric power universities to provide international electric power training services. Now, the school is taking the lead on behalf of Shanghai to apply to the Ministry of Education for the project of “International New Energy Training and Cultural Communication on Electric Power for ASEAN”.

4.3 Adhering to the principle of cooperative development

SUEP School of Continuing Education has worked closely with nearly twenty organizations, including Asian Development Bank and China Power International Development Limited, and received support and guidance from Business Department of National Energy Administration and Shanghai Municipal Development & Reform Commission.

Column 15 – 5 Hold Several Advanced Training Programs for Countries Along the Belt and Road

The participants of international training programs — power experts and university teachers — were from more than 10 countries, including Thailand, Bangladesh, Kyrgyzstan, Indonesia, Iran, Pakistan, the United Kingdom, Portugal, Sri Lanka, São Tomé and Príncipe. For the participants, SUEP School of Continuing Education conducted 3-week training courses, mainly covering China’s advanced power generation technologies, new energy and environmental protection, smart grid, energy economic development, prospects for international cooperation, and cultural experience. Many forms of electricity generation were discussed, including thermal, wind, solar, and nuclear power. Sessions of the training included expert lectures, field visits, seminars and exchanges.

The training programs enhanced the confidence of the Belt and Road countries in China’s power investment corporations and power equipment made

in China. Meanwhile, the training promoted international communication and cooperation on the technology and management of electric power and energy among countries along the Belt and Road.

5. Outlook on transforming the Continuing Education of Shanghai University of Electric Power

5.1 To establish a joint training center for coordinated regional development

Nowadays, if the continuing education mode is still restricted to one university or one college, it obviously cannot satisfy the demand that arises from the “coordinated development” of the Yangtze River Delta. Therefore, it is suggested to build a regional center of cooperative technological training on new energy and electric power for the Yangtze River Delta. The Yangtze Delta is densely packed with colleges and universities, rich in human resources, and has buoyant demand for new energy. However, the resources are scattered, and cooperation is insufficient.

Establishing a Yangtze River Delta regional center of cooperative technological training on new energy and electric power creates a base in the Yangtze River Delta that can serve the nationwide industrial chains of new energy and electric power, help further develop and utilize new energy in China, and contribute to developing a green economy of the country and especially of the Yangtze River Delta region.

At the operational level, the center should integrate quality educational resources from relevant universities, colleges, electric power vocational schools, and corporate training bases in the Yangtze River Delta and even the Yangtze River Economic Belt. With the purpose of “fostering complementarity, mutual benefit, synergistic innovation, and joint development”, the center should build close long-term university-university and university-company cooperation, deepen cooperation in various areas (including the training of personnel, faculty and staff, the research on education and sciences, the

supply of technical services, and the building of training bases), and construct platforms for sharing intellectual capital. At the same time, the training center should serve multiple functions, such as training management cadre, researching talent development, holding professional and technical exchanges, teaching production skills, giving skill appraisal training, training reserve talent, and building online sharing learning platforms.

5.2 To exploit the strengths of online education for international training cooperation

The pandemic creates severe restrictions on conventional international communication and personnel exchanges. Under new circumstances, these problems become issues of concern; how to satisfy the international community's demand for professional training, how to continuously advance the building of the first international training center of SUEP, and how to rapidly achieve the goals of training personnel with international expertise in energy and electric power. To transform its continuing education programs, the university should explore new mechanisms and methods of international cooperation. The rapid development of information technology is giving rise to online education, making it a new form of education that boosts international cooperation on training under new circumstances.

Shanghai University of Electric Power has advanced partnership with and is now in cooperation with Shandong Lineng Electric Technology and Universitas Sam Ratulangi in Indonesia, sharing international academic activities and outcomes via online conferences.

In the future, SUEP will further explore online education to utilize its advantages, promote the education of international students, strengthen international communication, and boost cooperation on international training. There's still a long way for continuing educators to go before they can fully achieve the goal of "giving full play to the advantages of online education, improving the lifelong learning system, and building a learning society".

(Written by Su Shaohua)

Chapter Sixteen

The Practical Exploration of Shanghai Parent School Serving Family Education

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Abstract: Family education is an important part of the whole life-cycle of practical education at Shanghai Open University. Under the guidance of the Shanghai Municipal Party Committee of Education and Health Work and the Municipal Education Commission, Shanghai Open University has established Shanghai Parent School with a three-level family education guidance network and a two-level parent school accountability mechanism in place. In response to the practical needs of family education and the confusion that parents are experiencing, Shanghai Parent School has taken the following positive actions: firstly, creating “Class in the Air” to empower family education over the Internet; secondly, launching a series of offline training in response to the confusion and problems the parents are facing; thirdly, developing talent pool and professional expertise for family education; fourthly, building adaptive and enabling educational resources for parent learning. Based on the existing experience, Shanghai Parent School will implement the following measures: promoting the lifelong development of family education guided by the people-oriented education philosophy; optimizing the family education service system based on school-family coordination; carrying out scientific research as the source of vitality for family education.

Key words: Shanghai Parent School; family education; lifelong learning

As the building block of society, family is the first school one enters in life. Family education is the starting point and foundation for the healthy development of children and adolescents, and a pivotal part of national education. The role and status of family education have been constantly changing throughout the history. In the agrarian society, education primarily took place at home, so family education was the dominated form of education. Since the industrial revolution, with the improvement of productivity and the evolution of social system, school has replaced home as the main venue for education, diminishing the importance of family education. Entering into the 21st century, the value of family education has been re-recognized, gradually forming an educational ecosystem characterized by the joint development and collaboration of family education, school education and social education.

An important feature of education in the new era is the increasingly fundamental role and growing strategic significance of family education. The absence of high-quality family education has become a bottleneck to the balanced and adequate development of education. At present, China once again finds itself in the preliminary stage of exploration into family education, which presents a great development potential. As a matter of fact, many parents are confused about what to learn, how to learn, and where to learn. While online platforms are flooded with learning resources on family education, they are not all systematic, scientific or trustworthy, and some may even be misleading. The market of family education and training also sees signs of disorderly practices, with patchy and uneven quality of family education tutorial and consulting programs. In modern society, family education is relevant not only to the growth of children, but also to the lifelong learning and continuous progress of the parents. Therefore, it is necessary to build an enabling environment for family education, improve parents' capability and the quality of family education, and promote the integration of family education with school education and social education.

President Xi Jinping pointed out on the celebration ceremony of the 30th anniversary of the development and opening up of Pudong New Area that “it is essential to put the concept of full life-cycle management throughout the entire process of urban planning, construction, and management”. In the context of Shanghai's urban construction, full life-cycle management means grasping the vital signs of the city for its people, and taking a new path of modern governance in line with the characteristics and trends of a megacity. In order to improve people's livelihood and well-being related to education, full life-cycle management means identifying and satisfying the

citizens' multi-level and personalized learning needs for high quality education at different stages of their lives. Shanghai Open University remains a resolute pioneer and practitioner in the application of whole life-cycle theory in education, with family education as a key part. On January 21, 2020, under the leadership of the Shanghai Municipal Party Committee and Municipal Government, and with the guidance from Shanghai Municipal Party Committee of Education and Health Work and the Municipal Education Commission, Shanghai Open University established Shanghai Parent School (see Figure 16-1).



Figure 16-1 The launching ceremony of Shanghai Parent School

1. The background of establishing Shanghai Parent School

1.1 Great importance attached to family education by the government

At the New Year Gathering Party in February 2015, President Xi Jinping stated

that “the family values, family education and family building must be stressed”, so as to meet the target that “millions of families become the solid foundation for national development, ethnical progress, and social harmony.” In October that year, the Ministry of Education issued the “Guiding Opinions of the Ministry of Education on Strengthening Family Education”, stating that “China is at a critical moment of building a moderately prosperous society in an all-round manner. Family education plays an essential role in improving parents’ competence and nurturing the young”, which puts family education in the key position of implementing the central government’s strategic layout of the “Four Comprehensives” — comprehensively establishing a moderately prosperous society, deepening reform, advancing the rule of law and strictly governing the Communist Party of China. In September 2018, President Xi Jinping stressed the importance of family education once again at the National Education Conference: “Family is the first school in one’s lifetime. Parents are their children’s first teachers. They should teach their children the first lesson well and help them button the first button in their lifetime.”

At the 2019 National Education Work Conference, the Minister of Education Chen Baosheng put forward the requirements for family education: “Family education shall be incorporated into the basic public service system, with designated funding support. A family education working system based on the interaction and collaboration among government, family, school and society shall be built through such forms as family committee, parent school, parent classroom and the purchase of services.¹” In May 2019, nine departments including the All-China Women’s Federation and the Ministry of Education jointly promulgated the National Family Education Guidelines (Revised), a revised and updated edition of National Family Education Guidelines released in 2010 in response to the changing environment and practical needs.

At the Fourth Plenary Session of the 19th Central Committee of the CPC, it was pointed out that an education system serving lifelong learning for all people and a family education guidance and service system covering both urban and rural areas should be built, and that family building, family education and family values should play important roles in basic-level social governance. At the Fifth Plenary Session of

¹ Chen, Baosheng. Implementation, Again & Again-Speech at the 2019 National Education Work Conference [EB/OL]. (2020-11-25). http://www.moe.gov.cn/jyb_xwfb/moe_176/201901/t20190129_368518.html.

the 19th Central Committee of the CPC, it was pointed out that efforts should be made on the development of family building, family education and family values continuously, with improved collaboration mechanism between school, family and society and special attention paid to the physical fitness and mental health of young people.

As can be seen from the government work conferences and policies issued in recent years, family education has become an important part of China's education undertaking. The building of a family education guidance and service system covering both urban and rural areas has also been put on the government's work agenda. The status of family education in social governance and urban construction has become increasingly prominent.

1.2 Parent schools as an important vehicle for developing family education

In the late 20th century, the relevant departments of the Chinese government clearly stated in the official documents that it is necessary to promote family education and develop parent schools. On the practical level, some schools have established "parent schools" as they began to notice the importance of family education. Unlike schools in the traditional sense, the parent school is a form of non-formal educational organization that carries out education and training activities for the parents and guardians of students.

In the Guiding Opinions on Further Strengthening the Work of Parent Schools (Fuzi [2011] No. 22) issued by the All-China Women's Federation, the Ministry of Education, and the Central Office for Guiding Cultural and Ethical Progress, the position and tasks of parent schools were clearly defined: The parent school is an important place to spread and promote family education knowledge and the main venue and channel for family education advancement. Its main tasks include communicating the CPC's education guidelines, relevant laws, regulations and policies to parents, educating the public about the concept, knowledge and methods of family education, and guiding parents to establish proper views on children and education; organizing various activities of family education practices to improve communication and understanding between parents and children so that together, they can grow and make progress through these activities; providing parents and children with guidance and services to solve the problems in family education, so as to improve parents' capability in nurturing their children; making communication between family and school more

effective, building a three-in-one network covering schools, families, and communities for juvenile education, and creating an environment supporting the healthy growth of children. Therefore, parent schools are not only expected to improve the quality of parent education and promote the growing together of parents and children, but also have the purpose to connect the education at home, at school and in society.

2. Systematic advancement

With the mission of “motivating and enabling parents to keep learning and children to make progress every day”, Shanghai Parent School is dedicated to facilitating education both at home and school, encouraging lifelong learning, relieving parents’ anxiety, and improving parenting skills. The vision of the school is to foster a supportive social atmosphere and environment for family education through resource integration, interaction reinforcement and synergy creation, and to build a harmonious and happier family education ecosystem. Shanghai Parent School is committed to building a family education guidance and service system that is initiated by the government, supported by the entire society, coordinated across the system, and actively participated in by the parents, boosting the lifelong learning of parents.

2.1 A three-tiered family education guidance network

As an important platform for building a lifelong education system and a learning society, Shanghai Open University has established 40 branch schools and teaching sites across the city. A three-tiered network of community education composed of district community colleges, sub-district/township community schools and neighborhood teaching sites has been established. The high-quality open educational resources and superior distance education channels have paved the way for providing guidance for family education.

Shanghai Parent School has given full play to the advantages of the operation system of Shanghai Open University, with the headquarters at the city level, 21 branch campuses at the district level, and dozens of family education guidance and service stations at subdistrict/township level and village/neighborhood committees. The

“1+21+X” city-wide alliance of the parent school constitutes a three-tiered coordinated system for family education (see Figure 16 – 2), providing parents with accessible, convenient, and adaptive support and services that reach out to family education in each household.

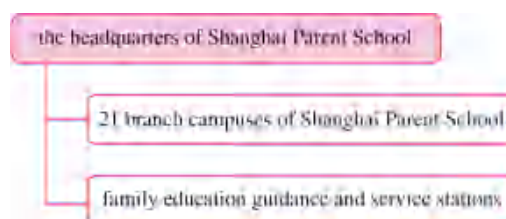


Figure 16 – 2 A three-tiered network of the parent school

2.2 A two-tiered accountability mechanism for the parent school

In accordance with government requirements and practical needs, Shanghai Parent School has adopted a two-tiered accountability mechanism composed of city and district levels. At the municipal level, Parent School Alliance is established at the headquarters of the school, with Shanghai Open University responsible for planning, coordinating and undertaking the relevant work of the parent school across the city, such as expert recruitment, curriculum building, resource development, team building, and event planning. At the district level, the school branches are in charge of the daily operation of the school and family education work in the district. Each district branch has a specific focus on family education work. For example, the branch in Minhang District established a special family education working group and working mechanism, and set up a psychological consultation workstation and experience center of community family education. Focusing on education, training, and service, the branch in Putuo District has built a platform for home-school collaboration that provides family building and family values education, tiered and classified training and guidance service. The branch in Yangpu District set up a practical training classroom at the community college as the real setting of family education where parents and children can learn how to get along through practical activities.

The parent school management across the city is carried out as an organic whole with systematic planning, interaction across the two levels and unified operation pattern

of “one district, one school, one theme”. This way of management contributes to the standardized development of the parent school system covering different levels and districts, as well as to the individualized development which incorporates local reality and characteristics.

3. Measures taken

Since its establishment, Shanghai Parent School has carried out exploratory work and taken a number of measures to enrich the connotation of family education, assist parents in lifelong learning and ensure healthy growth of children.

3.1 Well-designed “Class in the Air” to empower family education online

Shanghai Parent School and Shanghai Education TV have launched a special program called “Becoming Smart Parents”, focusing on the physical and mental development of preschool children. The TV program promotes the right way of parenting through spreading scientific knowledge and concept of family education on a regular basis. One parenting-related topic that is interesting and resonating with parents is chosen for each episode. Teaching researchers from the Shanghai Municipal Education Commission, and experts of child psychology and early education are invited as guests to the studio to discuss the implications of education policies, scientific ways of parenting and dos and don'ts for family education, which offers a practical guidance for being smart parents.

After the outbreak of COVID-19, Shanghai Parent School launched a number of courses through online class. The topics chosen for the courses are highly relevant and heatedly discussed, such as effective companionship, psychological adjustment, challenges for online classes and academic tutoring. The courses offered real cases from the perspectives of both parents and children so as to resolve parents' confusion and help them understand the children's learning and growth patterns at different stages. In terms of the course format, the platform of Shanghai Parent School Online Class has been built in cooperation with several live streaming platforms to broadcast courses in the form of lectures and interviews to audience citywide or even nationwide. The online

class has been widely promoted at schools and in communities by district education bureaus, family education guidance centers, district branches of Shanghai Open University, primary and secondary schools and other relevant organizations to encourage parents' watching and learning. With increasingly smooth channels and effective communication results, the online class presents an excellent opportunity to strengthen the link, coordination and synergy among communities, schools, and families.

Shanghai Parent School has gradually built a multi-channel, multi-dimensional, and ready-to-transmit Class in the Air through various media channels such as TV programs, live streaming platforms, and radio programs. Broadcast on a regular basis, Class in the Air has diversified guidance and service channels to online approaches, increasing the coverage and influence of Shanghai Parent School.

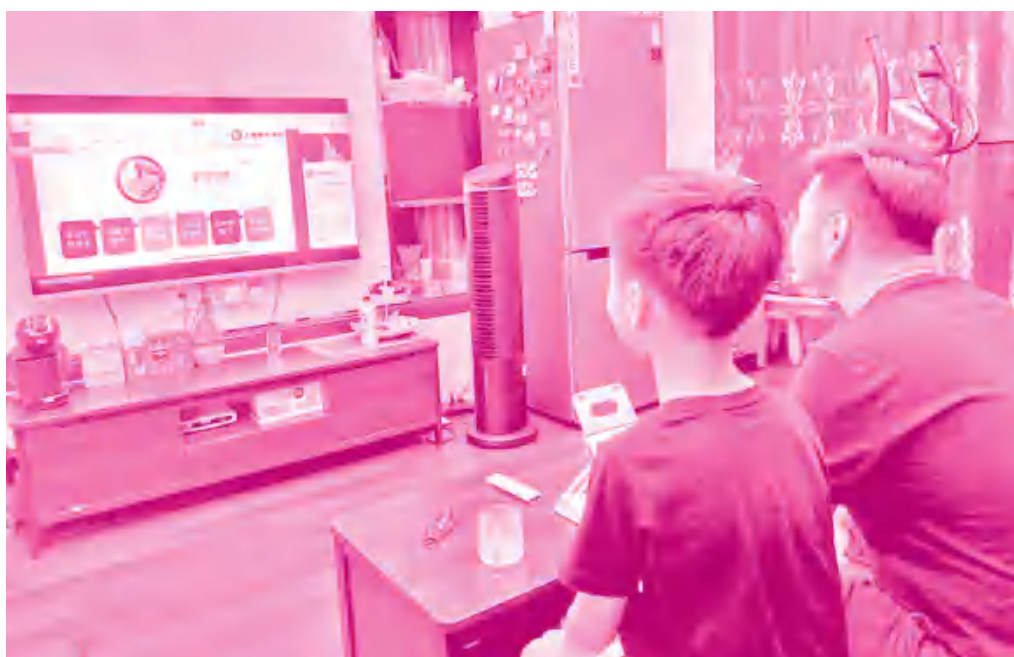


Figure 16 – 3 Parent and child watching “Class in the Air” together

Table 16 – 1 List of courses of “Class in the Air” in 2020

Number	Date	Topic
Unit 1	March 2, 2020	Life education in response to the pandemic
Unit 2	March 15, 2020	Wisdom from heart for family education

Continued

Number	Date	Topic
Unit 3	March 22, 2020	How can parents help to improve their child's learning efficiency — from the perspective of brain science and psychology
Unit 4	March 29, 2020	How to accompany your child when classes are moved online?
Unit 5	April 12, 2020	The right way to talk — effective communication between parents and child
Unit 6	April 19, 2020	Reading • Family • Growth
Unit 7	April 26, 2020	Back-to-school time now, are you in anxiety?
Unit 8	May 1, 2020	Learn through working, start from family!
Unit 9	May 9, 2020	Maternal love is like water, soft and persistent
Unit 10	May 17, 2020	A smooth transition to back-to-school time
Unit 11	May 24, 2020	How to guide your child to properly use electronic devices after school reopens?
Unit 12	May 31, 2020	Respect, understanding, and acceptance make your child happier!
Unit 13	June 7, 2020	How to help your child to sit for an exam?
Unit 14	June 14, 2020	How to stimulate child's motivation for learning?
Unit 15	June 17, 2020	Your child, your homework for the lifetime
Unit 16	June 21, 2020	Paternal love is like a mountain, strong and warm
Unit 17	June 28, 2020	Great love comes from small families with cherished values
Unit 18	July 5, 2020	Good habits make a good life
Unit 19	July 22, 2020	Good habits for a new starting point
Unit 20	August 2, 2020	Hello, summer holiday! — life in summer holiday and the new semester
Unit 21	August 29, 2020	The first step in primary school
Unit 22	August 29, 2020	Start a new journey in junior high school
Unit 23	August 29, 2020	Get onboard senior high school
Unit 24	October 12, 2020	Build your child's stress resistance
Unit 25	November 20, 2020	From character-building to habits forming — a closed loop of family education

3.2 Offline training series to solve parents' confusion

In response to the different needs of different groups, Shanghai Parent School has promoted family education and training on different topics and at different levels. Leveraging the non-academic education network system of the branch campuses of Shanghai Open University, a “Five-outreach” strategy is adopted, i.e. outreach to school, community, enterprise, building and family (see Figure 16 – 4). The work has covered 16 districts in Shanghai, with an extensive influence and positive results.

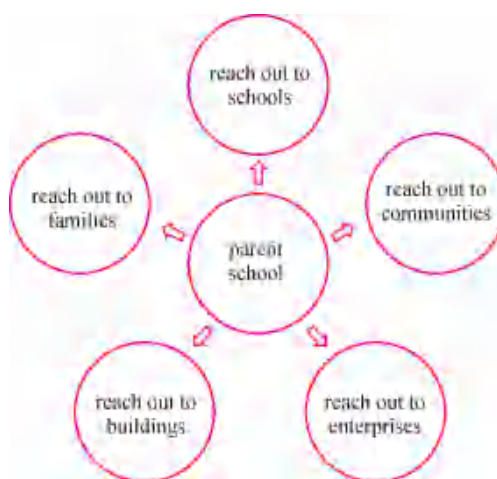


Figure 16 – 4 “Five-outreach” strategy of the parent school

At present, three training programs have been provided. The first program is the Parent Classroom of Shanghai Parent School. The training is targeted at the parents of 6- to 18-year-old students in Shanghai. The aim of the program is to arouse parents' awareness of the importance of family education, and build the right understanding of the concepts and proper methods of family education. Through collaborative efforts on family education among home, school, and society, the social governance efficiency can be improved. The second program is Parenting Training Class for the Growth of Smart Parents. Targeted at the parents of 0- to 6-year-old children, the program aims to guide parents to develop right views on life and success, understand new concepts of family education, acquire scientific parenting methods, improve the literacy of scientific parenting and build healthy parent-child relationships and harmonious family relationships. The third program is offered to grandparents and migrant workers free of charge, aiming to promote scientific family education concepts and practical methods

among those who have difficulty in getting family education resources elsewhere.

3.3 Building professional expertise and talent pool for family education

In order to meet the public demand for advisers who can provide guidance for family education, Shanghai Parent School has been actively exploring and implementing the project aiming to train 200 senior advisers of family education and 2,000 junior advisers, and to recruit 20,000 family education volunteers during the 14th Five-Year Plan period.



Figure 16 – 5 The launching ceremony of Shanghai Family Education Adviser Training

Shanghai Parent School established the Shanghai Family Education Adviser Management Committee to lead and coordinate the work of training, certification and continuing education of the advisers. The members of the management committee are mainly the leaders and staff of Shanghai Open University (Shanghai Parent School) and the branch schools in the system. The general office of the committee is responsible for the committee's daily operation. The Expert Committee for the Training and Certification of Shanghai Family Education Advisers was established to provide

professional guidance and advice for the training, certification and management of Shanghai family education advisers. The members of the expert committee are family education experts, pediatricians, and mental health professionals.

Four sessions of Training for Shanghai Family Education Advisers were held in 2020, with over 400 trainees from schools of different types and levels, Shanghai Parent School branch campuses, social organizations such as the Women's Federation and other social institutions. The trainees would be awarded the certification issued by Shanghai Open University (Shanghai Parent School) upon passing the test. Leveraging the faculty talent pool for family education advisers, Shanghai Parent School has built and continuously strengthened its teams of researchers, faculty members and designing/planning staff. As more talents in the family education field have been recruited and involved, the development of family education in Shanghai has become more scientific, standardized and sustainable thanks to the stronger professional expertise and social support.

Table 16 – 2 Course list of the Training for Shanghai Family Education Advisers in 2020

Topic	Lecturer
Family Education Adviser's Self-Growth and Family Empowerment	Chen Junjun, Founder of "Five-Dimensional Family Growth"
How to Become a Good Father/Mother?	Professor Chen Mo, East China Normal University
What Makes a Qualified Family Education Adviser?	
Collaboration Among Home, School and Society, Synergy for Family Education	Chen Xiaowen, Director of Jing'an District Family Education Guidance Center
Methods and Strategies for the Development of Family Education in Community	
Characteristics and Development Laws of the Growth of Adolescents	Ding Jingyun, Deputy Director of the Psychological Center of Fudan University
The Misunderstanding of Family Education Guidance	Professor He Lingfeng, Shanghai Sport University
The Self-Growth and Community Empowerment of Family Education Advisers	
The Current Situation and Trends of Family Education Development	Jiang Weiming, Researcher, Moral Education Division, Shanghai Municipal Education Commission

Continued

Topic	Lecturer
Collaboration Among Home, School and Society for the Healthy Growth of Children	Professor Li Jiacheng, East China Normal University
Characteristics and Development Laws of the Growth of Children	Professor Li Yan, Shanghai Normal University
Emotion Management and Parent-Child Relationship	Liu Yeping, Associate Professor, Shanghai Jiao Tong University
Family Relationships and Family Growth	
The Current Situation and Trends of Family Education Development	Sun Hong, Deputy Director of Shanghai Student Moral Education Development Center
Psychological Attainment and Stress Management of Family Education Advisors	Professor Sun Shijin, Fudan University
How to Carry out Family Education Guidance Work	Wang Feng, Deputy Director, Student Development Research Center, Institute of General Education, Shanghai Academy of Educational Sciences
Stronger Legal Awareness for Healthy Growth of Children	
Thinking on the Trend of Family Education Development and Case Studies	
The Melody of Life — Life Education for Children and Adolescents	Wang Hongli, Senior Teacher, Hongkou District Education College
Crisis Prevention and Intervention for Adolescents	Wu Zengqiang, Researcher, Shanghai Academy of Educational Sciences
Light up Your Child's Heart: Counselling for the Mental Growth of Adolescents	
Practical Exploration and Cases of Family Education Promotion	Professor Xiang Xudong, Xuri Psychological Counseling Center
The Crisis Intervention and Prevention for Adolescents	Yan Hong, Researcher, Pudong Education Development Research Institute
Collaboration Among Home, School and Society for the Healthy Growth of Children	Yang Xiong, Researcher, Institute of Sociology, Shanghai Academy of Social Sciences
Guidance on Family Mental Health Education	Dr. Yang Yanping, Shanghai Student Mental Health Education Development Center
Parent-Child Relationship and Emotion Management	Yao Yuhong, Associate Professor of Tongji University
Methods and Strategies of Guidance on Family Education in Community	Yin Fei, Associate Professor, Nanjing Normal University
Identification and Intervention of Common Psychological Problems in the Community	Zhan Guilai, Secretary of the Party Committee of Mental Health Center in Xuhui District, Member of the medical assistance team to Hubei Province

Continued

Topic	Lecturer
Project Planning and Activity Organization for Family Education in the Community	Zhang Boyan, former Deputy Director of Shanghai Education TV Station, Party Secretary of Shanghai Education Newspaper Agency
The Competence of Family Education Advisers	Zhang Zhulin, Deputy Dean of Education College of Fengxian District
Typical Cases and Brand Building of Family Education	Dr. Zhu Li, Shanghai Education Evaluation Institute

3.4 Adaptive educational resources to enable parents learning

Shanghai Parent School has been leading extensive integration, joint contribution, and shared benefit of educational resources. It has compiled and published Guide to the Growth of Smart Parents and created a series of micro-videos for the growth of smart parents.

Guide to the Growth of Smart Parents includes five books in the series of Smart Parents Growth (see Figure 16 – 6) and five books in the series of The Wisdom of Grand-Parenting (see Figure 16 – 7). The former focuses on arousing the awareness and developing the capability of love, emotion, wisdom, nurture and rights in family education and guidance. It inspires parents to grow and become wiser in the process of nurturing their children from five perspectives, i. e. the love of family, emotion management, learning capability, over-nurturing and the boundary of rights. The series of The Wisdom of Grand-Parenting centers around five areas, namely the concept and method of grand-parenting, the role of grandparents in the process of grand-parenting, the mental health of grandparents, the relationship between grandparents and grandchild and the fun of grand-parenting. The books explain the unique value of grand-parenting, analyze the problems in the process, and provide suggestions and references for grandparents to handle the challenges and pressure. In addition, considering that the elderly may have difficulty in reading, the audio version is also available online, which is accessible through scanning the QR code.

The smart parents micro-video series has 50 episodes, providing answers to common parenting problems and confusion that parents often encounter in parenting children of



Figure 16-6 The series of Smart Parents Growth



Figure 16-7 The series of The Wisdom of Grand-Parenting

0 – 3 years old with a rich combination of professional medical, educational and nurturing resources. The problems are analyzed from a theoretical perspective, after which practical advice is offered. Parents can utilize their fragmented time to watch the videos and be better prepared for parenting.

4. Experience accumulated and future prospect

Family education is a continuous work based on the present and facing the future. Against the current backdrop, it takes a long time and great efforts to explore effective ways and scientific methods for morality building and family education. Since its establishment, Shanghai Parent School has always been responsive to the demand, focus and concerns of society and parents and provided adaptive training; aiming to be more professional, it has worked hard to improve the professionalism and scientific rigor of the talent team and educational resources; in order to be practically relevant, it strives to improve the effectiveness of family education guidance through reinforced combination of practice teaching, theoretical learning and application. In practice, the school has helped parents develop a comprehensive and balanced view on the meaning of the life of success and fulfillment, guided parents to emphasize life education for

their children and learn how to communicate effectively with them.

In the future work, Shanghai Parent School will take on a more important role and more comprehensive functions through learning from experience and precise and forward-looking positioning, so as to promote family education in a more successful and effective way.

4.1 Lifelong development of family education guided by people-oriented education philosophy

Family education, in the narrow sense, focuses on “parents educating their child”. However, in the context of the new era, modern family education is far beyond this narrow connotation, and stresses the interactive relationship and two-way communication between family members, calling for continuous growth of parents’ awareness and understanding of education and learning.

The practice of family education should put family first, center around parents and children, and truly recognize the different needs of parents and children at different stages and in different families. Shanghai Parent School regards parents as the learning subjects in family education, and takes the promotion of lifelong learning among parents as its responsibility and mission. Family education and open education are integrated with each other via all kinds of education, training, and guidance activities. Flexible approaches are adopted to provide systematic, customized and personalized services for parents so as to satisfy their needs and demands, improve their education attainment and support their lifelong learning. As young parents are guided to become learning parents, and grandparents are advised to teach by example, the growth of children and the rest of the family can become an interactive and interconnected process in a harmonious learning family environment.

The concepts of lifelong education and lifelong learning reveal that education and learning is a lifelong process. By the same token, family education is the first lesson in one’s life, the first form of education in lifelong education and an experience throughout one’s entire life. As family education is lifelong in nature, Shanghai Parent School is determined to integrate the concept of lifelong learning into the practice of family education, provide parents with uninterrupted support and services suitable to their specific conditions, develop their awareness and capability of active learning and inquiry and unleash their potential for continuous growth.

4.2 Optimization of family education service system based on school-family coordination

Shanghai Parent School has basically established a service system that connects home, school, and society, and deployed a “1+21+X” Parent School Alliance in Shanghai, with the full coverage of family education guidance services across the city. In the next step, efforts will be made to improve the efficiency and effectiveness of the three-level coordinated management and operation mechanism, continuously optimize the family education service system, and build Shanghai Open University’s image of “serving lifelong learning for all” and the brand of Shanghai family education.

Shanghai Parent School takes the nurturing of the “seed schools” for family education in Shanghai as a key direction of work. It is committed to providing online and offline guidance and services to support the development of the “seed schools”, reinforcing the family-school collaborative education mechanism with schools playing a leading role, promoting the training of the principals of parent schools that covers the kindergartens, elementary schools, junior and senior high schools in 16 districts of Shanghai, and deepening the interaction with the districts’ education authorities and parent schools so as to build and improve the family education service system and create an enabling environment where the entire society cares about, supports and participates in family education.

4.3 Scientific research as the source of vitality for family education

The development of family education needs a strong theoretical foundation. In the absence of a proper research paradigm, research on family education at present mainly involves experience summarizing rather than empirical studies. As the research has very limited contribution to the practice of family education at the moment, it is urgent to explore and build a research system of family education in Shanghai adapted to the changing situation and new demands. The Family Education Research Institute of Shanghai Open University was inaugurated on September 15, 2020. It carries out research and practices on family education focusing on three core functions, i.e., theoretical research, resource building and practicing pilot programs.

At present, the institute is exploring its work in many areas. It is designed to be a center of research, curriculum building and standard setting for family education in the

future. It will build itself into an important think tank for family education in Shanghai, recruiting a number of experts, scholars and experienced practitioners in family education as special experts, guest professors and expert consultants. The institute will take a project-based approach to carry out its work and generate research results that are profound, insightful, practical and effective for the informed decision-making and scientific development of family education.

In summary, with more attention to family education from the entire society as well as the growing content and diversity of parents' demand for learning, parent schools must fulfill their basic functions and play a guiding role with a forward-looking perspective in promoting family education and serving parents.

(Written by Wang Songhua, Yao Aifang and Liu Qian)

