

Part I

Strategic Development

Chapter One

Building an Inclusive and Sustainable Learning City

Shanghai Municipal Education Commission

Abstract: Shanghai is a modern cosmopolis and the love of learning is in its genes. With emphasis on inclusiveness and fairness, Shanghai has developed the concept and mode of building a learning city with its own characteristics. The measures include providing more opportunities and resources for citizens to engage in lifelong learning, meeting more lifelong learning needs, holding more activities of lifelong learning, and establishing institutions and systems to guarantee citizens' learning. In order to promote sustainable development of the learning city, Shanghai launched pilot projects of monitoring work at municipal, district, and subdistrict and township levels.

Key words: learning city; inclusiveness; sustainable development; Shanghai

1. City and development: A modern cosmopolis with learning in its genes

Shanghai is the largest economic hub in China which boasts profound history and culture. As the core city in the city clusters of the Yangtze River Delta, Shanghai has become a more resilient, dynamic, and inclusive city with an increasing momentum of high-quality development. By the end of 2018, GDP per capita in Shanghai had exceeded 20,000 US dollars¹, reaching the standard of developed economies and jumping to the front rank of the world. By pressing ahead with the reform in experimental Free Trade Zones and holding the China International Import Expo, Shanghai has been a pioneer in implementing the Belt and Road Initiative and the reform and opening-up policy and strengthened its function as an international hub. As the origin of haipai culture (Shanghai style culture), Shanghai pursues excellent city culture and is on its way to becoming a modern metropolitan city with international influence.

The development of Shanghai shows that learning is in the genes of Shanghai. Learning citizens are the driving force and source of sustainable and rapid growth of Shanghai. Shanghai, nicknamed the “Magic City” in China, is trying to provide every citizen with a platform with equal opportunities for success and offer basic guarantee for a happy and harmonious life.

In developing an inclusive and sustainable learning city, Shanghai gives priority to the elderly, the disabled and migrant workers. By the end of 2018, the population of Shanghai had reached 24.24 million and 9.76 million residents were migrants, accounting for 40.3% of the total. Most migrants who came here to work and live were from rural areas and they were faced with huge challenges in employability skills and adaptation to local life and culture. Shanghai is also a city featuring longevity. The elderly population above 60 years old is 5.03 million and the life expectancy has reached 83.63. Senior citizens are eager to learn and they have diverse learning needs. In addition, there are over 500,000 disable people in Shanghai and their learning and

¹ GDP per capita in Shanghai exceeded over 23,000 US dollars. Source: Government Work Report Delivered by Mayor Gong Zheng at the 5th Session of the 15th Shanghai People's Congress (2021), <https://www.shanghai.gov.cn/nw12336/20210201/ca9e963912cc4c30be7b63799374cd86.html>.

development also require special attention. As Shanghai has upgraded its service in lifelong learning, continuous progress has been made in expanding coverage, creating equal opportunities, and improving quality of lifelong learning.

2. Inclusiveness and fairness: The concept and measures of learning city development in Shanghai

Since 1999 when first proposing the objective of learning city development, Shanghai has made comprehensive and remarkable achievements in building the concept, innovating the mode, establishing the institution and the system, thus exerting a significant influence both in China and abroad. In specific terms, Shanghai attaches great importance to the value of inclusiveness and fairness and integrates resources from sectors such as education, culture, technology, medical care, civil administration and labor union to provide more learning opportunities and support for those with disadvantages in learning and those whose learning needs cannot be satisfied by formal education. Over the past 20 years, learning opportunities in Shanghai have been increasing and attracted more citizens with different backgrounds. There are more diverse learning activities and the relevant laws, regulations and systems of lifelong learning are becoming more and more complete. The monitoring and evaluation work will also be carried out in a systematic way.

2.1 Building the concept and mode with Shanghai characteristics

The slogan of building the learning city of Shanghai is “A learning city, a splendid future”. Our concept is to promote the individualistic and comprehensive growth of every citizen and the sustainable development of the city through learning. After many years of exploration, Shanghai has explored its unique mode of developing learning cities which is not only secured by strong support from the government but also enhanced by close cooperation between different agencies and multiple social resources and citizens’ active engagement. Therefore, “Shanghai mode” has been established with the government in the leading place and social forces coordinating to push forward the development of a learning city.

2.2 Creating more lifelong learning opportunities and resources for citizens

Supported by the collective efforts of the government at municipal, district and subdistrict and township level, Shanghai has set up a four-layer community education institution network and built beautiful, comfortable, and open community schools across the city and within walking distance of the residents. With over 50,000 teachers and administrators, these schools offer various courses for 3.5 million citizens every year. These schools with learning facilities and environment better than some universities become very popular among citizens. At the same time, many citizens have made use of public spaces in buildings and even their living rooms or homestead to learn, creating tens of thousands of learning centers and ensuring wide coverage of learning resources across communities.

Table 1 – 1 Service network of Shanghai community education

Level	Number	Education institution
municipal	7	Shanghai Open University, Shanghai University for the Elderly
district	81	community institutions, universities for the aged
subdistrict/township	212	community schools
household/village	5,800+	learning points; neighborhood centers
building/homestead/living room	10,000+	block-based groups, neighborhood centers, central household, homestead class

Higher education institutions in Shanghai are an important force in providing lifelong learning service for citizens. A total number of 61 universities and colleges provide both degree and non-degree continuing higher education; 19 universities have national self-study exam programs; 9 universities offer various learning courses for the elderly. The website for Shanghai lifelong learning (www.shlll.net), which is set up by Shanghai Open University commissioned by Shanghai Municipal Education Commission, is a free digital learning website open to citizens. This website offers services including online learning, activity sharing, exchange between learners, learning maps, lifelong learning record and credit recognition. Citizens have access to the learning resources and information on the website through the Internet, mobile devices, and digital TV.

By 2018, there had been 30,000 online courses, 70,000 e-books and 6,000 audio books on the website. Over five million people have registered on the website and there are more than 3,700 learning teams. Therefore, the website for Shanghai lifelong learning (www.shlll.net) is an important vehicle to meet the ubiquitous learning needs of citizens.

Shanghai Municipal Education Commission, along with organizations and institutions engaged in culture, technology, communication, and civil affairs, has built 10 Shanghai Lifelong Learning Experience Bases for Citizens including 130 experience points and over 1,000 learning experience projects. By converting social resources into learning resources for citizens, these learning experience bases have expanded the opportunities of learning and broadened citizens' horizons¹. In order to enable citizens to better understand and carry forward the cultural heritage and ethos of Shanghai, Shanghai launched "The Cultural Walk" program which includes 30 local walking itineraries and a complete learning support system with 270 learning points. In 2018 alone over 500,000 citizens participated in the program.

In addition, Shanghai has initiated a mechanism in which the government pays the bill to meet the lifelong learning needs of senior citizens and those prestigious social training agencies are encouraged to provide lifelong learning services for the elderly. In 2018, The Map of Three Types of the Elderly Education Points was released and there had been 406 learning points for the aged group. This map clearly shows the location of each learning point and makes it convenient for citizens to search and select.

2.3 Meeting more lifelong learning needs

The lifelong learning service in Shanghai should not only cover all the citizens but also cater to diverse and individualistic needs of different groups. As mentioned earlier, based on local situation, Shanghai takes the elderly, the disabled and migrant workers as three key demographic groups in its inclusive and sustainable learning city development.

¹ By the end of 2020, the number of municipal experience bases had increased to 12 with 145 experience points and 271 experience projects. Among all the experience projects, there are 411 online projects. The number of experience courses is 1,579, among which 264 are online courses. There had been 5,000 sessions of activities. Source: The Meeting on the Summary of Shanghai Citizens' Lifelong Learning Experience Bases Successfully Held, <https://www.sou.edu.cn/2021/0126/c3946a78655/page.htm>.

The increasing trend of aging population brings a huge challenge for the city growth and people's wellbeing. Over five million aged people have various needs of learning and they are eager to learn new knowledge and skills to enrich their retired life, improve their life quality, contribute to their family and society, and seek fulfillment. Calling on senior citizens to enjoy retirement in learning, Shanghai provides free learning support for them by developing community education and delivering learning resources. As a result, the elderly group in Shanghai could take part in all kinds of learning activities covering knowledge of health, culture, art, science and technology, craft skills, life education and civic participation in community schools, universities for the elderly, experience bases, social learning centers and senior care facilities and at home. Senior citizens can also join the learning teams they are interested in to learn skills together, provide services for other seniors, and engage in community affairs like sorting garbage or settling neighborhood disputes. In this way, senior citizens could enrich their mind, improve their life quality, and pursue self-fulfillment by making contributions to family and society.

Column 1 – 1

“Happy Senior Lecture Halls” in Jing'an District

The community institutions in Jing'an District began to hold “Happy Senior Lecture Halls” in September 2007 for the elderly and the lectures cover what the elderly are most interested in and their life is directly related to. “Happy Senior Lecture Halls” contains the following five topics: 1) Monday: health; 2) Tuesday: art and culture; 3) Wednesday: current affairs and politics; 4) Thursday: life and science; 5) Friday: life education. Until June 2019, there had been 1,369 lectures held and 150,065 times of attendance over 12 years since the inception.

“Happy Senior Lecture Halls” emphasizes sharing and participation in the process of learning. For example, in the module of “life education”, the elderly learners are asked to share their stories of life education. The community institution of Jing'an District is responsible for designing content, inviting speakers, arranging places, conducting learner satisfaction survey, and improving



lecture quality and is aimed at developing “Happy Senior Lecture Halls” to a lifelong learning brand of national influence.

Migrant workers and frontline workers are also the priority in providing lifelong education service in Shanghai. Therefore, “Program Intended for the Enhancement of Millions of Employees’ Learning Ability” is launched and many grassroots workers have benefited from the “Skills + Diploma” education service. Many of them have not only changed their own fate but also become major force in leading business innovation as model learners, workers and craftsmen.

The disabled community also draws considerable attention in the process of building an inclusive learning city of Shanghai. In 2011, Shanghai Open University and Shanghai Disabled Persons Association jointly established an education college for people with disability and since then 17 learning centers across the city have been set up (most centers are affiliated to local community institutions) providing courses at the secondary vocational, junior college and undergraduate level. By 2018, there had been a total number of 1,319 disabled people receiving education in these schools.

Column 1 – 2

Education Service for Hearing-Impaired Citizens in the Community Institution in Xuhui District

The community school in Xuhui District established in 1987 is the first to provide higher education for hearing-impaired citizens in Shanghai. This school has a student body of around 100 at the undergraduate and secondary vocational level every year. Students from Shanghai and other places in China are assigned to 10 classes including full-time classes (accommodation provided) and weekend classes. These students cannot go to university through college entrance examination because of insufficient reading ability and communication difficulties. Therefore, the community school has provided them with opportunities to receive higher education. The school also exempts students who can successfully finish study from most tuition.



At present, the school offers animation, photography, visual communication, and art design majors. Given a big variance in students' academic competence, the school also provides professional teaching teams, tailored course design and diverse practical training opportunities. In recent years, the employment



rate of the school graduates has been kept at 85% to 90% and that of graduates with a bachelor's degree stands at 100%.

With continuous improvement in lifelong education service, learning institutions began to cast their eyes to individual learning needs of white-collar workers. For example, Hongkou District in Shanghai set up a “White Collar Community School Up in the Air”. Located on the top floor of Shanghai Magnolia Plaza Building which is the tallest building in Puxi area, this school offers fitness, art, children education courses which are not available in companies and become very popular among white-collar workers. Other examples include Hongmei Road Subdistrict in Xuhui District offering “one-hour course at noon” to office workers and Jing'an District establishing a Youth White Collar Learning Alliance to share resources and meet the learning needs of young workers in their spare time.

Community-based education institutions have also provided off-campus learning platforms for youngsters in the community. During summer and winter vacations, community schools organize fun holiday classes, day-care centers and summer camps

which have not only been welcomed by children but also freed parents from worrying about their children left home alone.

2.4 Holding more lifelong learning events

Every year, Shanghai holds various learning events. Among all the events, Shanghai Week of Lifelong Learning for All covers the widest area and has the longest duration. This event, which has been held throughout the year and across all the districts of Shanghai, attracts more than four million citizens every year and has begun to involve universities and other organizations. The opening ceremony of Shanghai Week of Lifelong Learning for All shifts its focus from communities to higher education institutions. Furthermore, a series of other festive events including “Shanghai Bookfair”, “Shanghai Reading Festival”, “Shanghai Citizens Poetry Festival” and “Shanghai Art Festival for the Elderly” have also been staged. With great value and significance in developing learning culture and promoting lifelong learning, these events have enhanced the support from government departments, enterprises and public institutions, and civil society organizations for lifelong learning and played an active role in increasing the awareness and encouraging the behaviour of lifelong learning.

2.5 Providing more institutional guarantee for citizens to learn

Shanghai boasts the tradition of valuing the rule of law and the spirit of contract. The leading role played by Shanghai Municipal Government is reflected from its practical measures including making legislation, guidelines, and standards, which has provided strong institutional support for the learning city development and the citizens’ right of lifelong learning. Opinions on Promoting Learning City Development in Shanghai and Opinions on Promoting Learning City Development issued in 2006 and 2016 respectively showed the top-level design of the learning city development and raised a series of targets. In 2011, Shanghai Municipal People’s Congress ratified and implemented Regulations of Shanghai Municipality on Promoting Lifelong Education, providing a legal guarantee for building the learning city. In 2011 and 2016, Shanghai issued the 12th and 13th Five-Year Plan for the Development of Education for the Elderly in Shanghai. In addition, Shanghai also formulated a series of professional standards including the Standard of Community School Development and the Standard of

Community Learning Points and the Professional Standard of Community School Teachers to continuously improve the service competence in lifelong learning. In the future, Shanghai will further implement the system of lifelong learning qualification framework and set up mechanism of credit recognition and transfer.

3. Monitoring and safeguarding: Sustainable learning city development

The monitoring and evaluation of the learning city development is an important mechanism for Shanghai to track citizens' differentiated learning needs, provide more tailor-made learning resources and adjust lifelong education policies. Shanghai has allocated special fund and carried out researches to set up initial system and conduct pilot project of monitoring at municipal, district, and subdistrict level¹. The aim is to get a comprehensive understanding of the learning needs, learning situation and learning effect of citizens and help governments at different levels to promote the development of learning cities.

Therefore, based on the “Key Features of Learning Cities” proposed during the first International Conference on Learning Cities, Shanghai began to conduct research in the indicator system. Over the past years, monitoring and evaluation work has been focusing on the following three areas:

From 2014 to 2016, by drawing on the Programme for the International Assessment of Adult Competencies (PIAAC) launched by OECD, Shanghai started its first round of “Monitoring of Lifelong Learning Needs and Competence of People aged 15 to 60”, aiming to evaluate the lifelong learning needs and competence of citizens at individual level and analyse the relationship between lifelong learning and social as well as personal development.

From 2017 to 2018, Shanghai took part in the “Pilot Monitoring Project of Learning Cities Development” organized by the Ministry of Education and China Adult Education Association and joined by eight major cities. Shanghai took the opportunity

¹ Shanghai started its formal survey for the monitoring of learning district development in 2020. For more details, please refer to Chapter Eight of this book.

to improve its policies and systems of the learning city development through comparison with other learning cities in terms of the development level and drawing on their best practices.

From 2015 to 2017, Shanghai Pudong New Area made explorations in conducting “Research on Development Index of Learning Communities” which reflects the characteristics of local community education. This research adopted quantitative measures to monitor the overall level of lifelong learning and the imbalance within this area and aimed at guiding all the communities to achieve balanced, characteristic, and professional development in lifelong education.

The monitoring work is expected to play its role in three areas: First, it will play a positive role in promoting self-learning of citizens; second, it will provide bases for the government to formulate better policies to facilitate the development of learning cities; third, it will better guide the whole society to pay more attention to the improvement of learning strengths of cities.

Recent monitoring work of Shanghai in the learning city development shows that the more you are engaged in lifelong learning, the much happier you become. Although there are differences in development environment, foundation and conditions between different countries, regions and cities and each area has its own uniqueness and stories, learning is the source of happiness for everyone no matter where they are. In line with the “Global goals, local actions” initiative of International Conference on Learning Cities in Cork, Ireland, Shanghai will follow Goal 4 in 2030 Agenda for Sustainable Development to learn from members of UNESCO Global Network of Learning Cities (GNLC) and continuously explore a path to sustainable learning city development with local characteristics, making lifelong learning better serve the wellbeing of citizens and the sustainable growth of the city.

(The writer of this article is Ni Mining, Deputy Director of Shanghai Municipal Education Commission. Mr. Ni was invited to the fourth International Conference on Learning Cities and delivered a speech during the conference. The conference was held by UNESCO Institute for Lifelong Learning (UIL) in Medellin, the capital of Columbia and its theme is “Inclusion — a Principle for Lifelong Learning and Sustainable Cities”.)

Chapter Two

Learning During the Crisis, Learning to Defeat the Crisis :

Practice and Exploration of Shanghai as a Learning City During the Fight Against COVID-19

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Abstract: In 2020, the outbreak of the new crown epidemic triggered a global public health crisis. In this crisis, the destinies of all countries are closely related, and no country can be left alone. As the first city in China to propose the vision of a learning city, Shanghai has taken the COVID-19 crisis as an opportunity for lifelong education, always upholding the concept of a learning city, and guiding citizens to actively learn during the crisis and learn to defeat the crisis. Specific practical measures include: first, absorb the inner power of urban culture and promote the lifelong learning of all citizens; second, develop high-quality educational resources to protect every student's learning opportunities; third, pay attention to the most vulnerable elderly groups and provide all-round education support; fourth, connect the most basic urban communities to ensure the comprehensive and individualized learning of citizens. In the crisis of the new crown epidemic, Shanghai's positive actions fully demonstrated the extraordinary resilience and spiritual outlook of a learning city. Guided by the concept of sustainable development and lifelong learning, mankind will eventually defeat the virus, and the world will surely usher in a new life.

Key words: COVID-19; public crisis; learning city; lifelong learning

The year 2020 saw an unprecedented epidemic spread across the world and evolve into a pandemic. This unexpected global public health crisis has made it clear that no country can detach itself from this interconnected world. The spread of the virus triggered a domino effect as a result of globalization. It has become increasingly evident that the entire humanity is a community of shared future, and that only through solidarity and mutual assistance can countries across the world defeat the disease in this era full of uncertainties. It is also true for a country where mutual support between cities is needed. The country can be back on track only if its cities are all healthy.

In this special moment, we need more than ever to use the learning city concept to guide city development. By providing ubiquitous optional learning support and education service, we can guide citizens to acquire “learning to be” in response to the public health crisis.

As the first city in China to propose the vision of building a learning city, Shanghai has always adhered to the action principle of inclusion and fairness. The city has gradually built a learning city model characterized by “government support, cross-department collaboration, contribution from multiple social organizations and active participation of citizens”. As China’s largest economic center with a long history and profound culture, Shanghai has maintained a high-quality development pattern for years and rose to be the world’s fifth largest financial center in 2018. Since China’s reform and opening up, Shanghai has played a leading role in various aspects among Chinese cities and served pivotal functions as a global city. It is the trailblazer of the Pilot Free Trade Zone reform and the host of the China International Import Expo. Shanghai is a mega city home to 24 million people. The elderly, migrant workers, the disabled, teenagers, farmers, women, front-line workers are the key beneficiaries of building an inclusive and sustainable learning city in Shanghai. The objective of the learning city initiative is to ensure that every citizen enjoys comprehensive and individualized learning.

Shanghai’s development path reveals that learning is not only the DNA of the city culture and the lifeblood of its sustainable development, but also the source of strength to overcome the crisis.

Shanghai launched the first-level response mechanism for major public health emergencies on January 24, 2020, and has taken comprehensive measures of epidemic prevention and control since then. In February, Shanghai announced the decision to delay back-to-work and back-to-school time and stay-at-home isolation became

the citizens' main way of life. In order to improve the quality of life of the citizens, Shanghai began to promote distance education in March to ensure “non-stop off-campus learning” covering students of universities, secondary and primary schools. With lifelong learning as the guideline and the action framework of “non-stop and ubiquitous learning for everyone”, Shanghai has mobilized and consolidated resources across such departments as education, culture, science and technology, civil affairs and community work to provide fair and quality learning opportunities for every citizen.

Lifelong education features particularity and complexity. As a learning city, Shanghai's practice in promoting lifelong education during the epidemic mainly covers four areas, i.e. cultural guidance for all citizens, education guarantee for students of universities, secondary and primary schools, education support for the elderly and education services for community residents.

1. Leverage the power of urban culture to motivate universal learning

“People build cities, while cities develop their people. With the two combined grows the urban culture.”¹ The unique Shanghai-style culture budded from the fusion of the traditional culture in the regions south of the Yangtze River with the Western culture introduced after the opening of the trading ports to the world, which has shaped the lives and mindset of the citizens in Shanghai.

While coping with the impact of the epidemic, the Shanghai-style culture has renewed its dynamism, gained greater vitality, and boosted its learning capacity through its persistent endeavor in promoting lifelong learning. Letting its culture play a leading role, Shanghai has carried out evidence-based epidemic containment and targeted policy implementation, and has demonstrated the people-centered mindset and extraordinary resilience of a learning city.

¹ Yang, Dongping. *The Urban Monsoon*[M]. Shanghai: Oriental Press, 1994: 2.

1.1 Tackling the epidemic challenges and forster citizens' appreciation of fine culture

As a learning city guided by the value of lifelong learning, Shanghai has transformed the crisis into an opportunity for citizen education to enhance their understanding of crisis, establish their awareness of lifelong learning, and encourage proper management of their life during stay-at-home isolation. The city has adopted various means to diversify the resource pools and lead the learning activities of the citizens. Public education on evidence-based disease prevention practices is one of the examples. A wide range of topics have been covered, including the correct use of face masks and handwashing methods, the use of serving chopsticks, the promotion of healthy lifestyle, the trend of the epidemic, the value of science and technology development in epidemic containment, the care for life and health, and the attention towards economic development and social inclusiveness. Since Shanghai initiated its municipal response to the epidemic, various media platforms — television, broadcast, newspapers and magazines, WeChat, and Weibo — have been mobilized to realize full coverage of the public health education in all 16 districts, 215 neighborhood towns, and 6,077 urban villages¹. The focus of such actions is to enhance the learning capabilities of its citizens and help improve citizens' awareness of and capacity for pandemic prevention through constant learning. It has helped citizens to protect themselves and their families, which has also reinforced the overall response on the municipal level. The civism advocating “all for one, and one for all” has also been fully reflected.

1.2 Activating urban cultural resources to enrich the cultural life of citizens

Culture is the very soul of a city. A city's historical and cultural heritage is the wisdom and legacy of its previous generations. It is also an essential embodiment of the intangible quality and features of a city. Though the epidemic outbreak has interrupted the regular operation of the urban systems in Shanghai, its culture remains vibrant. During this period, “The Cultural Walk” program, previously offline, launched its

¹ China News. Shanghai: Build the Fortress Against the Epidemic Through Public Health Education [EB/OL]. [2020 - 2 - 19]. <http://www.sh.chinanews.com.cn/yljk/2020 - 02 - 19/71480.shtml>.

online version. A large variety of urban cultural resources were made accessible to feed the ubiquitous options for citizens' lifelong learning experience. The program organizer of "The Cultural Walk" took the initiative to develop the "Online Cultural Walk — a Stay-at-Home VR Version" (see Figure 2 - 1), which transformed the physical tour routes into an online cultural experience. Citizens can "walk through" all the cultural sites in Shanghai on their smartphone app and learn about the history and backgrounds of the Shanghai-style culture for free. In Huangpu District, the authority worked with the Citizen Experience Base for Shanghai-Style Culture to open the experience sites in the district to the citizens and share learning resources. For example, Shanghai History Museum, one of the experience sites, launched the "Open Solicitation of Objects Witnessing the Anti-epidemic Efforts" and online exhibitions. Moreover, the Shanghai Association of Collectors uploaded its online micro-course, The Voice of National Treasures, to share with the citizens all the online exhibition resources of Chinese museums under the program initiated by the National Cultural Heritage Administration.



Figure 2 - 1 The Cultural Walk Program in Yangpu District

1.3 Promoting online cultural courses to enhance citizens' cultural identity

Based on the open urban cultural resources, the municipality also designed a

series of online courses for the general public free of charge for all citizens on class in the Air of the Shanghai Lifelong Learning Cloud. It offers a firsthand learning experience to citizens and helps to strengthen the cultural identity. In Huangpu District, “Learning in Huangpu”, the official WeChat account, was utilized to deliver the online learning program, Learning in Huangpu · Stay-at-Home Education. A series of micro-courses have been launched, including Into the Red Mansion and the Stories Behind — Western Cuisine and Table Etiquette, and Shanghai-style Culture — A History of Shanghainese People. The authority of Songjiang District integrated the municipal education resources (Cloud Classroom, Starry Sky of the Elderly, and The Online Cultural Walk) and developed 400 art courses, including the Songjiang Silk Screen Print, on the MOOC platform together with the Songjiang Culture Center and the printmaking artists. Jiyun Taiji and Martial Art, a cultural experience site in Hongkou District, developed the stay-at-home Taiji and provided free Taiji courses for the healthcare workers fighting the epidemic to lead the stay-at-home practice of the martial art lovers. Shanghai Yueyin Art Education and Training Center launched its online live magic course and uploaded its recorded Shanghai-style magic courses to promote the culture of Shanghai-style magic.

1.4 Forging solidarity for the fight against COVID-19 to elevate the spirit of the city

During the epidemic, Shanghai has been publicizing heart-touching stories on different platforms, celebrating the organizations and individuals who have made an outstanding contribution to the effort. As citizens are encouraged to participate in the epidemic control and prevention, the city culture of kindness and engagement has been greatly promoted. Living in such a cultural atmosphere, citizens in Shanghai have consciously included epidemic prevention and control into their daily learning behavior and assisted the containment efforts with the knowledge acquired. In Yangpu District, the Community School of Wujiaochang Neighborhood Town organized the stay-at-home painting event with a theme of The Fight Against COVID-19 for the students enrolled in the painting courses. Their works were then exhibited online to tell the touching stories and introduce common knowledge about the epidemic response. The event has also enabled the students to link their lifelong learning experience with the current efforts in fighting the epidemic. In Changning District, teachers of the community

schools, including Zhang Shujia (Tianshan Community School), Hua Xingfu (a volunteer faculty member of the Community School of Xinjing Town), and Li Yafei (a volunteer faculty member of the Community School of North Xinjing Neighborhood), organized themselves in the teaching force to create intangible cultural heritage handicrafts celebrating the endeavor in combating the epidemic, and to provide free online courses for the community students to engage the residents in the supporting efforts to the fight through making handicrafts. In Minhang District, the Community School of Xinzhuang Industrial Zone and the Community School of Qibao Town also organized the cultural events, Creative Writing: Fight COVID-19 and Poem Recitation, respectively, to pay their tribute to the frontline healthcare workers. Before this year's Women's Day, the community building classrooms in Pudong New Area worked with the co-developer organizations in the district and paid courtesy visits to the women traffic police officers who had been busy with the epidemic control. The high spirits and positive attitude of the citizens during the epidemic outbreak have demonstrated the spirit of Shanghai through people's tangible actions and further expanded the cultural connotation of the city.



Figure 2-2 Artistic works created by citizens in support of the epidemic prevention and control efforts

2. Develop education resources of high quality to guarantee learning opportunities for every student

182 countries around the world have closed their schools to contain the spread of COVID-19, affecting nearly 1.3 billion students. Cities play a crucial role in ensuring all students undisrupted and full access to education as they are inhabited by over half of the global population. Students in universities, secondary and primary schools from millions of families represent a country's future and the lifeblood of city innovation and development. As a learning city, Shanghai has offered undisrupted learning experience to every student and intensified inputs in lifelong learning, building a solid foundation for a more inclusive and equitable education model after the crisis.

2.1 Supporting distance education to transform the way of learning

Throughout the epidemic, Shanghai has focused on autonomous learning and improvement of students guided by teachers and implemented grade-specific distance education programs. Such efforts have been made with the mission of sustainable development and human development as the top priority.

Shanghai Municipal Education Commission has coordinated city-wide network resources to ensure security in platform operation environment, cloud service and network information, and launched a unique Shanghai model of online education featuring full-time study, full coverage, all-media distribution and free service. The Commission has mobilized over 1,000 high-quality teachers of different grades and subjects to produce pre-recorded video courses that can meet the basic learning needs of students. 12 live channels of cable TV, 8 online live broadcast platforms and 44 online interactive platforms have been operated to offer all-media distribution available to all secondary and primary school students in Shanghai free of charge. After students have watched video lectures, their original course teachers can use interactive tools to facilitate Q&As and provide more targeted guidance on homework. Such “Dual-mode teaching” model combines unified teaching through pre-recorded videos and tailored online tutoring from students' original course teachers. Education authorities at district level and schools are also encouraged to develop individualized web courses that are fit

for their students' characteristics and education experience, and launch these interactive online courses at appropriate time. For example, Shanghai Huaping Primary School has launched a skill building menu called "Little Expert of Housework" designed to improve students' self-care ability while staying at home. Shanghai Tianlin Middle School has launched a daily news broadcast program called "Qingyun TV" to encourage students to pay more attention to the epidemic situation and reinforce their patriotism and the sense of community.

Shanghai has also showed greater support for the training of primary and secondary school teachers, such as the training on teaching skills of distance education. The teachers' education colleges and schools in different districts have organized various teaching and research activities on a regular basis to identify teaching requirements for online education and ensure the teaching quality. They have also made full use of the resources on city-level platforms and organized teachers to utilize these resources through observation and discussion. For example, the Fushan Experimental School in Minhang District established a "mutual assistance training group" led by core teachers of each subject to analyze typical online teaching cases and discuss the problems and experience encountered in online teaching.



Figure 2 – 3 Students in Shanghai interact with their teachers and classmates during online learning

Fifty-six universities and 11 research institutes in Shanghai have formulated working plans of education and teaching during the epidemic based on their specific situations under the overall deployment of Shanghai Municipal Education Commission. Their distance education work during the epidemic is divided into three stages. In the preparation stage, universities developed their own online courses or searched for resources elsewhere subject to their review. Meanwhile, they chose the suitable online teaching

platforms, expanded network bandwidth, and conducted tests before launching online teaching. In the implementation stage, universities established teaching support teams to provide timely solutions to the problems encountered by teachers and students. They also set up teaching supervision teams participating in online courses to identify problems. In the improvement stage, universities investigated the teaching and learning experience, listened to the opinions of teaching supervisors, and put forward suggestions and guidelines for improvement. Nearly 90,000 courses were opened in the first week, with the student and teacher attendance of nearly 3.75 million and 50,000 respectively. The feedback from both students and teachers has been positive. They have both got used to online teaching and can skillfully use information technology to conduct teaching, discussion and test online.

Shanghai has made huge efforts to leave no student or family behind. Based on the nature of education and respecting the characteristics of different stages of schooling, Shanghai education authority has provided individualized education support for teachers and students. Such efforts have greatly improved distance education quality and achieved a successful transformation of teaching and learning modes during the crisis.

2.2 Conducting prudent decision-making to improve education quality

Decision-making on education during the epidemic should be accurate, timely, evidence-based and well-targeted. To achieve this at this special moment, Shanghai Municipal Education Commission has prioritized education for people and adopted such scientific methods and tools as field research, questionnaires and big data to identify and diagnose problems in a timely manner.

In order to achieve fair distance education during the epidemic, the key is to provide families in need with learning devices and data traffic. The education authority has managed to know the circumstances of every needy family based on thorough investigations empowered by big data platform and provided tailored solution for each family so that every student has an equal opportunity to learn. As the epidemic outbreak took place during the winter vacation, nearly 200,000 primary and secondary school students in Shanghai travelled to their hometown for the Spring Festival and many stayed there because of the virus. Some of them did not have learning devices, and some had no access to the Internet. Schools in Shanghai mailed learning materials and devices to each student that couldn't come back and offered over-the-telephone tutorship. They

also donated learning equipment or provided subsidies for students in Shanghai with financial difficulties and mobile operators offered free mobile data package. Shanghai also organized “hand-in-hand volunteer program” that recruited college students as volunteers to provide online school work tutoring for the kids whose parents were on medical assistance trips to Hubei Province, the epicenter of the epidemic in China. According to statistics, 629 college students have reached out to 473 families of medical professionals and provided volunteer service after receiving proper training.

Shanghai has attached great importance to the psychological health of students since the outbreak of the disease. The municipal and district level education authorities have set up 24/7 psychological counselling hotlines for students and their parents. Classes on moral educations have been offered to give students guidance on how to cope with the epidemic. At school level, online parent-teacher meetings and schools for parents have been organized to ensure psychological health of students in a collaborative way. At class level, the teacher in charge would provide targeted guidance for students by understanding their mental status through online class meetings and virtual home visits. For example, Xidu Primary School identified 27 students whose hometown is Hubei and set up a WeChat group joined by their parents called “We Are Together” to provide psychological support for these affected families.



Figure 2 – 4 Teachers paying virtual home visits

Shanghai Municipal Education Commission released Guideline for School Reopening to ensure full preparation for school reopening. Districts and schools are fully mobilized and have formulated emergency plans to ensure students' psychological health. Recommendations for psychological counseling was also released to provide effective guidance for schools, teachers, students and parents. As the first batch of back-to-school students, the ninth and twelfth graders will soon take senior high school and university entrance examinations respectively. Schools are required by municipal education authority to adjust their teaching schedules and course arrangement properly to ensure students a relatively short but smooth transition period before the exams. Schools have also created an atmosphere that supports mood adjustment, stress relief and effective learning. Special attention and individual counseling will be given to students who are particularly vulnerable on a case-by-case basis.

2.3 Deploying school reopening work in an orderly manner to ensure smooth on-line and off-line transition

Thanks to the achievements made in disease control and prevention, many parts of China have begun to reopen schools, factories and businesses. Students in the final year of senior and junior middle schools have returned to campus since April 27 and the eighth and eleventh graders since May 6. Students from other grades of senior and junior middle schools as well as from the fourth and fifth grades in primary schools will resume on-campus learning on May 18. Reopening plans for Grade 1, Grade 2 and Grade 3 in primary schools as well as kindergartens are to be determined. Colleges and secondary vocational schools have prepared for the return of their final year students starting from April 27. They have also formulated plans for students of other grades to return in different batches after May 6 based on their specific situations.

After students return to campus, each school will evaluate the result of online teaching, based on which plans for transitional period will be drafted. Common problems will be fixed through review and practice during class hours while individual problems can be tackled through online Q&As or after-school tutoring. Teaching activities that cannot be organized through online learning such as making experiments will also be arranged. For example, the ninth and twelfth graders, as the earliest group of back-to-school students will take advantage of the time before the exams by attending well-designed revision lessons at school. Video classes will also be broadcast

on city level platforms from which students can choose to watch.

COVID-19 outbreak has not interrupted the study of students of primary and secondary schools and universities. Shanghai has accumulated its experience through learning throughout the crisis and achieved an effective transition. Such experience will be further enriched and developed in future practice and exploration.

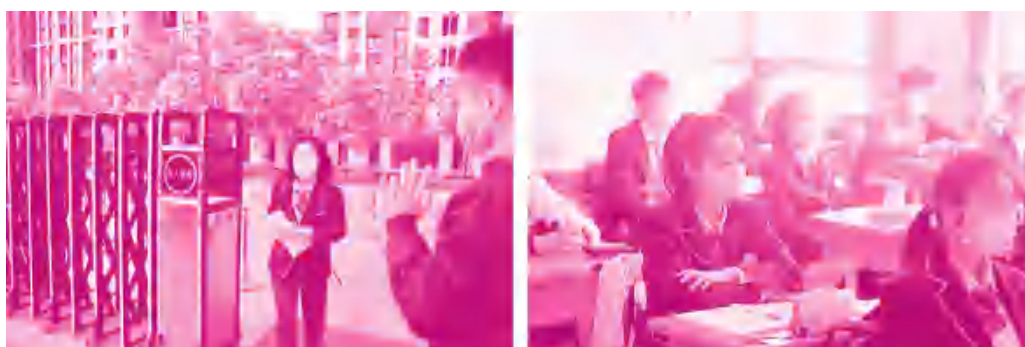


Figure 2 – 5 School reopening of No.1 High School of East China Normal University covered by “Shanghai Education” (the web portal of Shanghai Education Commission)

3. Focus on the vulnerable elderly to provide all-round education support

As a city experiencing an advanced stage of aging, Shanghai has been attaching great importance to the education for the elderly. During the battle against COVID-19, Shanghai has followed the spirit of the International Conference on Learning Cities (ICLC) held in Medellin and the principle of inclusion for lifelong learning and sustainable cities, and provided targeted community support for the vulnerable groups including families and senior citizens with special needs, children, as well as the individuals in compulsory quarantine and those returning to their workplaces. In particular, to support the education for senior citizens — the most vulnerable population among all, the city has provided uninterrupted, all-round resources through such channels as websites, live stream platforms, and WeChat official accounts so as to satisfy their needs of lifelong learning provided that their physical health is ensured.

3.1 Closely following up on each elderly student to ensure their physical and mental health

With the unique features of the elderly population taken into consideration, Shanghai University for the Elderly and the System of Schools for the Elderly also make sure that each student can be reached and followed up on their most current health conditions, an extra effort in addition to the enhanced attention paid by the community authorities.

Taking Changning District as an example, the lifelong education institutions including community colleges, community universities for the elderly, and the neighborhood (township) schools have done thorough surveys on the health conditions of all 16,000 elderly students and 500 teaching staff through WeChat groups and phone calls. The information has been updated by the Lifelong Education Service Center in the district on a daily basis. The University for the Elderly of Jing'an District keeps the students updated with the latest news and activities of the school through group text messaging, class-level WeChat groups, WeChat official account of the spare-time university and phone calls. It also provides the elderly, through phone calls and WeChat groups, with mental support and Q&A services on epidemic containment. The person in charge said, “We have 2,099 students enrolled for this semester, and 2,081 have joined their respective class-level WeChat groups. The rest 18 students have been in contact with their teachers in charge. We want to make sure that all of our students are taken good care of.”



Figure 2-6 Health condition surveys conducted by the Community School for the Elderly

3.2 Providing diverse learning resources to meet the needs of the elderly

In order to meet the learning needs of the elderly, Shanghai has designed “Class in the Air” on Lifelong Learning Cloud for Shanghai Citizens including such resources as 6,375 micro-lectures, 1,942 video courses, 30 poem-reading videos, and 10 stay-at-home fitness programs. Other events like “Combat COVID-19: Public Education and Quiz Contest”, and “200 Q&As on COVID-19” were also organized by municipal and district-level universities for the elderly and the community colleges which have been very popular among the aged people. “The public education event is exactly what we need. It is very informative and practical,” said one participant of the quiz contest. “The quiz questions help to clarify our previous confusion and misunderstanding. I have learned what I should do during the epidemic. I can also pass the information to my family members so that we can check on each other and make sure we are doing the right things.” The fun quiz contest is an effective way to deliver messages on self-protection and disease control to the elderly students and enhance their awareness of health and safety.

Shanghai University for the Elderly is another example. The university now has 15,000 students enrolled, all of whom are the elderly. The university encourages all students to choose their preferred online lectures and courses from a pool of various resources fed by different organizations and platforms, including the “Classroom for the Aged” by SETV, “Starry Sky for the Elderly” by IPTV (China Telecom), Tele-education Online by the China Association of the Universities for the Aged, Shanghai Online Learning Platform for the Elderly, and the WeChat official account of “Elderly Education at Fingertips”.

Many neighborhood and community schools (for the aged) have started their trials on live-streamed lectures. For example, the teachers of Nanxi Community School in Jing'an District opened several online courses such as calligraphy, photography, and watercolor painting, having attracted more than 4,000 participants in just one week. The University for the Elderly of Minhang District initiated the teaching model of “online independent learning+online tutorial instructions” and converted several courses onto the WeChat account platform for the elderly for free, such as The First Day at University for the Elderly of Minhang District, Fixed-step Taiji, Eight Trigrams Boxing, Flower Arrangements, Go and Chinese Gourd Flute.



Figure 2 – 7 Courses of “Class in the Air” on the Shanghai Citizen Lifelong Learning Cloud

3.3 The influence of the elderly on building learning-oriented families

Shanghai has been advocating for and guiding the development of family-based learning to encourage family reading, inter-generational learning, and direct the attention of families to the development of the country and the city. With the development of theoretical framework and practice of lifelong learning, the social value of the elderly and their influence on the entire family would be better recognized. Utilizing the role of the elderly in arousing the learning motivation of their families would be an effective way to tackle the challenges of the aging population as well as a successful experience of Shanghai in building the learning city.

For example, Xu Xiaoping, a Taiji tutor at the University for the Elderly of Minhang District, learned how to give online live lectures from her daughter and became the “Women Taiji Livestreamer” on DingTalk Live (a Chinese online

communication software). After Ms. Xu released her tutorial lecture schedule in her class WeChat group, the students followed her instructions to install and use the software. Every morning from 10:00 to 10:30 a.m., hundreds of students from different parts of Shanghai (Minhang, Qingpu, Songjiang, Xuhui, and Putuo) and other places in China (Sichuan Province, Zhejiang Province and Fujian Province) would watch the live lecture and interact in class through their cellphones. The students could post their questions during the lecture, and Ms. Xu would answer them after the lecture or before the next session. Replays are available for students who have missed the live instruction for independent learning. The elderly citizens, as individual learners, can guide their families' learning initiatives. These families then serve as the building blocks of the community learning networks, which constitute the essential elements of a learning city. A learning city, in return, could better support the cultural and educational pursuit of every elderly individual. Such mutual learning and shared learning practices contribute to the mutually beneficial symbiosis between people and the city.

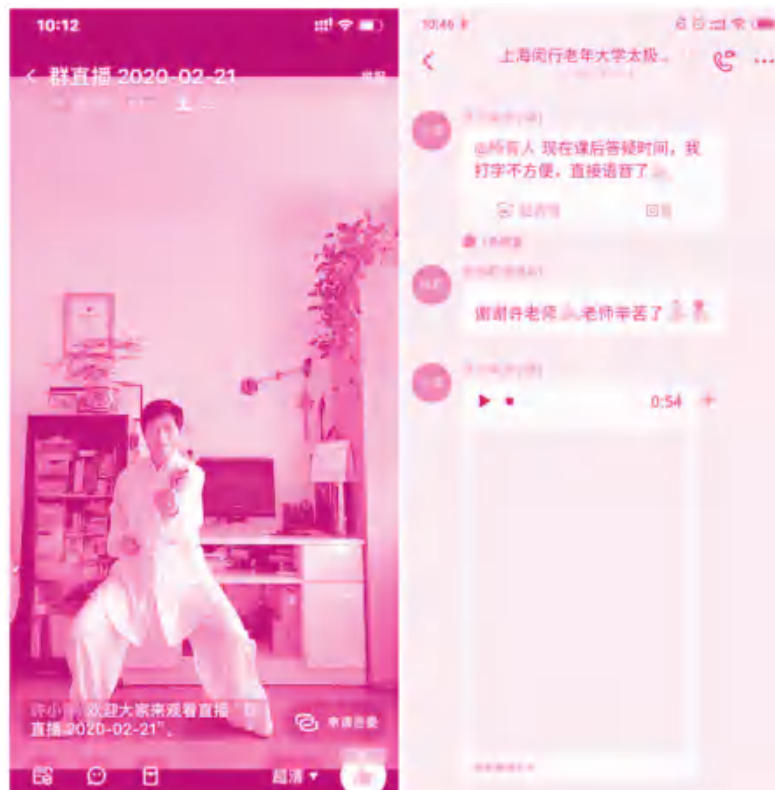


Figure 2 – 8 Ms. Xu on her live lecture

4. Network the communities for a broadly-covered and individualized learning experience

As the cells of a city, communities are no doubt the indispensable components of a learning society. Individuals, as well as their families, are the members of communities. In Shanghai, there are in total 16 district-level community colleges, 212 neighborhood (township) schools, more than 5,800 learning sites at the neighborhood (village) committees, and tens of thousands of educational activity sites (including building clusters, Happy Neighbor Activity Centers, Model Families, and Rural Household Classrooms), and over 50,000 community educators with various backgrounds. They constitute the backbone in building a learning city of Shanghai. While fighting COVID-19, all districts and community schools in Shanghai have unleashed their creativity to support diversified learning experiences of the residents and mutual learning between communities. Education practices of individual communities have forged into a cohesive force to jointly serve the mission of Shanghai, ensure people's safety and health, promote the overall quality of the citizens and contribute to the epidemic prevention and control in Shanghai and China as a whole.

4.1 Organizing epidemic-related education to guide evidence-based disease prevention and control practice of community residents

Education is the key to epidemic prevention and control. In this particular time, all citizens need to learn how to prevent and control the disease, how to stay healthy both physically and mentally, how to properly do physical exercises, how to distinguish misleading information, and how to show more care and tolerance to others. Therefore, all communities organized epidemic response teams soon after the outbreak to formulate dynamic epidemic response plans.

Lifelong education institutions such as the community colleges, community universities for the elderly, and the neighborhood (township) schools conducted health screenings on all students. The data was then aggregated and analyzed by the Lifelong Education Service Centers. Online education courses and lectures focusing on the epidemic prevention and control have been uploaded to the cloud-based classrooms, class-level

WeChat groups, and WeChat official accounts. For example, the Center for Community Education Guidance, Community College of Changning District, has been pushing daily updates on epidemic situation through its WeChat official account. The center has also launched information release and micro-lectures on health protection, back-to-workplace guidance, and tips on epidemic control. In Fengxian District, the adult education schools delivered the latest information on the epidemic published by official media through class-level chat groups and school WeChat accounts. Evidence-based disease prevention and control knowledge on how to control the source of infection, cut off the transmission paths, and protect populations susceptible to the infection is widely spread among the students. In Pudong New Area, community education programs and brand recognition are associated and the contents and forms of education in building-based classrooms are further explored. Also, psychologists from Shanghai East Hospital have been invited to give live lectures on mental health for the community residents.



Figure 2-9 Epidemic prevention and control courses of Fengxian District

4.2 Tailoring services to meet the learning needs of different populations

To meet different learning needs of the citizens, the Digital Learning Cooperation Group of Shanghai Lifelong Education Program reviewed the existing resources of the Cloud Vision Classroom and selected 11 courses to put on the platform of “Class in the Air” of Shanghai Citizen Lifelong Learning Cloud to expand the menu of online learning for the citizens during the epidemic outbreak. After “Class in the Air” was launched, the city authority analyzed the citizens’ learning needs based on the platform

data and users' feedback to select and upload more learning resources onto the platform, including the MOOCs for the elderly such as Fashion Lifestyle and Art, Healthy Diet, The 24 Solar Terms and Folk Customs, Citizenship, and Eight Trigrams Boxing, as well as the community micro-courses designed for all age groups like Painting Shanghai with a Pen, Calligraphy — Regular Script, Healthy Life — Diet Safety, Intelligent Parenting, and Shanghai Dim Sum. The community colleges also have utilized technology enabled by Cloud Vision to deliver learning resources, including live courses, recorded video courses, and high-quality micro-courses. The menu is open to all community learners to support individualized lifelong learning. In Yangpu District, in order to support the young parents who were delayed on their return-to-work schedule, the Changbai Neighborhood started to provide parenting instructions and guidance through Changbai Neighborhood Online, its WeChat account, such as Stay-at-Home with Children 24/7. For students whose schools have not reopened, Changhai Neighborhood designed activities such as the “Stay-at-Home A-list” to fill the days at home with fun activities.



Figure 2 – 10 “Class in the Air” on the Shanghai Citizen Lifelong Learning Cloud

4.3 Participating in volunteer activities to empower the community schools

In response to the epidemic, a vast number of community educators and students have joined the volunteer forces in service learning, problem-solving learning and project learning. Their responsibilities include contacting community residents through phone calls and WeChat, aggregating and analyzing data, measuring body temperature of those entering the communities, reminding residents of wearing masks, receiving the residents traveling back from the airports and railway stations, and explaining relevant policies to the residents.

The staff of the community school of Xinzhuang Industrial Zone, Minhang District, participated in the volunteer services of epidemic response in the local community, working almost 10 hours per day to make sure that every household could purchase masks via appointment. The community schools in Pudong New Area have provided trainings on online information system to help the neighborhood management committees with their epidemic response volunteer program. Bi Yulong, Dean of the Community College of Jinshan District, and his colleagues joined the volunteer team to check the body temperature and verify the identities of those entering the local community at the entrances of Minzhu Village, Wulong Village, and Nanxu New Village. Community educators also served as translators to facilitate the communication with foreign residents. For example, the foreign language teachers of the Gubei Citizen Center organized themselves into a volunteer task force to provide translation services for foreign residents and explain to them the registration process of returning to Shanghai and the requirements on home-based observation. Meanwhile, for the migrant individuals



Figure 2 – 11 Teachers and students of the community schools participating in epidemic prevention and control

who were under the 14-day self-isolation, the students of the community school would deliver rice, food, and daily necessities to their doors. These are some exemplary practices of the leading roles played by community schools in the epidemic response.

4.4 Enriching community learning resources through extensive collaboration

During the epidemic outbreak, higher education institutions and enterprises have also played their part in community education through collaboration with the community schools, enriching community learning resources. In early February, BestTV, SiTV, and OCN of the Oriental Pearl Group designed and launched online education products in quick response to the requirements of the Chinese Ministry of Education for “non-stop off-campus learning”. “Online Education for Stay-at-Home Learning” is available for all communities free-of-charge, including over 30,000 lectures of selected courses covering all age groups. The Office of Learning Society Development and Lifelong Education Promotion Committee of Yangpu District and the Taiji School, Shanghai University of Sport, developed and uploaded the 8-Form Taiji and Eight Trigrams Boxing courses onto the Lifelong Learning Platform of Yangpu District, which was an example of converting the physical teaching activity into the online teaching courses. Shanghai University of Sport also worked with Shanghai Women’s Federation and the Women Workers Committee of Shanghai Municipal Labor Union through the university’s psychology faculty to develop the online psychology course, The 15 Mirrors for Women, to provide mental care and support to women during the epidemic outbreak. In Gaoqiao Town, Pudong New Area, an online program called “Gaoqiao Community Online” was launched through a three-party collaboration including the local Cultural Service Center, community schools and Gaoqiao Library. The program offers three types of featured resources, namely the introduction of the intangible cultural heritage in Gaoqiao, community education, and book reading for children. With its unique combination of online content and offline activities, the program has succeeded in “non-stop off-campus learning and stay-at-home cultural education”.

As the pandemic continues to spread across the world, Shanghai, like many other cities affected by the crisis, has been doing all it can to tackle the challenge. When lifelong learning becomes an integral part of crisis response, challenges may be transformed into opportunities. Educators, therefore, must help learners understand the implications of the crisis and empower them to rise to challenge through learning. In

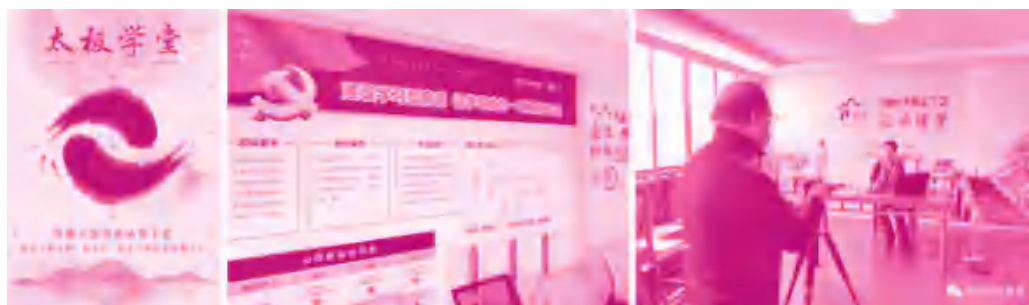


Figure 2 – 12 Community courses through cross-department collaboration

this way, we can build our strength and enhance our capability so as to be well-positioned for the next crisis. Given the complexity and uncertainty posed by the global pandemic, we should continue our efforts in absorbing Edgar Morin's thought on complexity and adhere to the UN Sustainable Development Goals. The fight against the COVID-19 pandemic is the one that the entire humanity should fight together in solidarity.

Virus respects no borders. Only through multinational collaboration and efforts can we defeat this disease. Shanghai will join other cities in the world in combating the pandemic and share its experience in developing a learning city during this special time. We have no doubt that man will conquer the virus, and that the world will embrace a brighter future.

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Chapter Three

Report on the Implementation of the 13th Five-Year Plan for the Development of Lifelong Education in Shanghai

Shanghai Education Evaluation Association

Abstract: During the 13th Five-Year Plan period, guided by the seven major tasks stipulated in the 13th Five-Year Plan for the Development of Lifelong Education in Shanghai, relevant government agencies and institutes in Shanghai committed themselves to providing educational services for a wider population and building a better-connected and integrated education system. Work related to lifelong education has been advanced in a comprehensive and orderly manner with positive achievements.

Key words: lifelong education; the 13th Five-Year Plan; learning society; Shanghai; achievements

As is stipulated in the 13th Five-Year Plan for the Development of Lifelong Education in Shanghai, Shanghai will take the lead in China in basically building itself into a learning society by 2020, characterized by a positive and healthy learning culture, an open and integrated educational system for lifelong learning, an inclusive and friendly lifelong learning environment and fruitful lifelong learning outcomes aiming for excellence.

Since the 13th Five-Year Plan period started, the reform and development of lifelong education in Shanghai have been advanced in an innovative way with remarkable achievements: Guided by the core socialist values, the lifelong educational system and infrastructure have been improved; learning quality and education development have been enhanced; citizens' growing demands for diversified and multi-leveled educational services have been satisfied. These achievements demonstrate better and faster lifelong education development in Shanghai and contribute to the all-round development of the citizens and sustainable development of the city.

1. Development background

1.1 New progress in the learning city initiative

In 1999, as the first city in China with a learning city vision, Shanghai proposed the target of realizing education modernization and basically building itself into a learning society by 2020. Over the past 20 years, Shanghai has committed itself to concept promotion, model innovation, institutional building and policy improvement for learning society development, forming a Shanghai model characterized by CPC leadership, government coordination, social mobilization and citizen engagement. Shanghai's experience of building an inclusive and sustainable learning city has created impacts both home and abroad.

With enhanced lifelong education services, Shanghai has integrated resources from such agencies as education, culture, science and technology, healthcare, civil affairs and labor union so as to support the elderly, the youth, migrant workers, white-collar workers, new farmers, new citizens and the disabled with more opportunities for lifelong learning. Lifelong education is accessible to a wider population, with more

equal opportunities and higher quality. Presented with increasing learning opportunities and more enabling policies and rules, Shanghai citizens are taking a more active part in lifelong learning activities of greater diversity. The learning city initiative has been implemented in a systematic and comprehensive way, featuring municipality promotion, cross-departmental coordination, pooled resources and efforts from society and active participation by citizens.

1.2 The strategic development goal of building a modern socialist international metropolis

Over the recent years, Shanghai has embarked on the journey of building a modern socialist international metropolis with a global influence. With a global and future-oriented vision, Shanghai is poised to implement key national strategies. The city has been committed to playing a central role in five areas and developing four distinguished city hallmarks so as to improve its capacity and core competitiveness. The plan of Shanghai 2035 describes the beautiful vision of this city of humanity: This is the place where you can read buildings like books, take a stroll in the streets or have a rest in the parks; this is the place where you can meet honest, elegant and law-abiding citizens and always feel the warmth of the city.

Shanghai's strategic development goal of building a modern socialist international metropolis brings higher expectations of lifelong education, as well as opportunities and challenges. Shanghai is improving its comprehensive soft power, and is in urgent need for education, knowledge and talents more than ever before. The citizens' pursuit for lifelong learning has become the inexhaustible lifeblood for the sustainable development of the city.

1.3 Demographic changes

Demographic and social changes are key factors affecting city development planning. As Shanghai is on the journey towards a global metropolis, its population and demand for land use are continuously growing as well, coupled with huge demographic changes: Citizens are getting older, family size smaller and demographic structure more diversified.

Over the recent years, the surge of immigrants has complicated the social structure of Shanghai, resulting in the coexistence of “dualistic society” and “dualistic space”.

With the continuously evolving globalization, Shanghai is seeing more frequent international exchanges and a growing number of foreign residents, leading to the city space featuring “big divergence and small convergence” and an increasing demand for internationalization. With an accelerated shift of economic structure towards service orientation, the dualistic structure of labor market is increasingly obvious, which leads to a dumbbell-shaped social class structure with a growing well-educated elite on the top and a large number of low-tier service workers on the bottom. The central and new urban areas of Shanghai may become a society dominated by the middle class.

2. The overall fulfillment of the plan

2.1 The overall implementation of the plan

A positive and healthy learning culture has been nurtured. The core socialist values have been deeply rooted in people’s minds and the concept of lifelong learning has been widely and effectively accepted in school education and social life. Learning has become the intellectual and cultural pursuit and a lifestyle of citizens. Learning takes place in workplace, within the community and at home. Learning organizations and citizens’ learning teams have gone from strength to strength.

An open and integrated lifelong education system has been forged. We have explored qualification framework systems for various types of learning outcomes, established the credit verification, accumulation and transfer mechanism and set up personal accounts of lifelong learning for our citizens. We have basically built an integrated and multi-tiered lifelong learning system that incorporates various types of education at all levels so as to realize mutual recognition and connection of learning outcomes among different types of schools, between academic education and vocational training, and between school education and autonomous learning of the citizens.

An inclusive and friendly lifelong learning environment has been built. Through improving software and hardware infrastructures for lifelong education and providing innovative services, we have established a lifelong learning service system jointly promoted by multiple entities as to provide learners with high-quality, balanced, enriched and convenient learning support.

Fruitful lifelong learning outcomes aiming for excellence have been achieved. We have built an institutional guarantee system for lifelong education and carried out monitoring and assessment for citizens' lifelong learning capability so as to generate high-quality learning effects. We have set up comprehensive resource distribution systems and promoted international cooperation and the sharing of best practices. We have encouraged citizens to cultivate their morality, pursue intellectual development and practice entrepreneurship through learning.

2.2 The fulfillment of the targets

2.2.1 Percentage of employees participating in training

729,200 employees have participated in the survey, and 589,800 have participated in different types of training, accounting for 80.88% of the total respondents.

2.2.2 Number of residents participating in community learning

66,146 classes have been organized by district community colleges, township community (adult) schools and learning centers at village committees with 3.392 million participants. The attendance to community learning activities reached 6.273 million.

2.2.3 Number of students at schools for the aged

The enrollment in 2019 reached 952,890, among which 711,783 were above 60, accounting for 75% of the total enrollment.

2.2.4 Average number of on-the-job staff receiving academic education per year

Among the 729,200 survey respondents, 16,700 participated in academic education, accounting for 2.3% of the total respondents. With the advancement of "Program Intended for the Enhancement of Millions of Employees' Learning Ability in Shanghai", Shanghai Open University has further expanded the enrollment of adult higher academic education. As universities and colleges are carrying out the reform and development of continuing education, the number of on-the-job staff receiving academic education will continue to grow.

2.2.5 Coverage of distance open education

There are 5,945 learning centers of remote universities for the elderly, participated

by 632,000 elderly students.

2.2.6 Number of citizens' learning teams

There are 9,575 sub-district and township level learning teams and 22,807 village committee learning teams in Shanghai, altogether 32,382 learning teams of basic level governments; according to the online platforms for elderly learning, there are 16,544 elderly learning teams; according to the website for Shanghai lifelong learning, there are 8,103 registered online learning teams. Putting together, there are 57,029 learning teams in Shanghai.

2.2.7 Number of books read by each citizen on average each year

According to the Report on the Reading Habits of Shanghai Citizens 2019 released by Shanghai Press and Publication Bureau, each Shanghai citizen reads 6.1 books per year on average. Shanghai Community Online Reading is a popular annual lifelong education activity in Shanghai. In 2019 alone, the activity attracted 55,000 citizens, received 324,000 learning outcomes, and generated over 2 million visits online.

2.2.8 Number of activities at citizens' experience bases for lifelong learning

In the beginning of 2020, there were 134 citizens' experience bases for lifelong learning, offering 900 experience programs and 34,291 thematic activities, and attracting 6.34 million visits. By the end of 2020, the number of experience bases and experience programs had risen to 145 and 1,271 respectively.

2.2.9 Number of citizens with lifelong learning accounts

According to the website for Shanghai lifelong learning, the number of registered users reached 5.13 million.

2.3 Summary and reflection

The improved lifelong education system has facilitated the inclusion and integration of education of different types and levels, and cultivated the lifelong learning attitude and capability of students at various levels; the building of learning platforms and learning venues has provided citizens with convenient learning conditions and rich learning resources, driving up the participation rate of continuing education. Citizens

have realized greater development at different stages of their lives and enjoyed higher quality of life. Diversified learning forms and innovative learning tools have transformed the traditional concept and ways of learning, making learning an enjoyable and personalized experience. Continuing education for professional talents, highly skilled talents and social service talents has enhanced their innovation capability and contributed to the sustainable development and transformation of the city's economy and society. Special attention has been paid to the learning and development needs of various groups, especially the vulnerable and people with special needs, who are provided with lots of lifelong education opportunities. This highlights education equity and the fact that education is for the public benefits. Various cultural learning activities have been organized to promote Shanghai-style culture and the soft power of the city. Shanghai, a dynamic learning city and a booming international metropolis, is forging ahead with pride and determination.

3. Evaluation of the work achievements

3.1 Service for a wider population and learning with broader channels

3.1.1 Vigorously promoting continuing education at colleges and universities and reforming the talent cultivation model

Universities and colleges in Shanghai have provided rich learning programs and resources for all kinds of learners; A total of 61 colleges and universities provide higher continuing academic or non-academic education for citizens; 19 offer self-taught programs; 9 have affiliated colleges for the aged.

Shanghai has attached great importance to capacity building of educators. Many rounds of training have been organized for the heads, middle-level managers and key technical staff of the member organizations in such areas of continuing education as teaching improvement, market development, operation excellence, IT system building and internationalization.

Talent training models have been innovated. Universities and colleges are encouraged to carry out school-enterprise partnership and create innovative teaching modes covering curriculum building, ways of teaching, and learning support services, which

has yielded positive effects.

More diversified international training programs have been offered. Some universities continue to carry out high-level training for the Belt and Road Initiative assigned by Ministry of Commerce. Each year, Shanghai provides training for a large number of high-level commercial officers from developing countries, especially from countries along the “Belt and Road”. This has not only contributed to the Belt and Road Initiative and China’s opening up strategy, but also enhanced Shanghai’s international influence as a city of excellence and the openness of its higher education.

3.1.2 Actively developing learning at workplace and high quality human resources

Employee education has been actively carried out with a view to strengthening capacity building of the workforce. For example, Shanghai Craftsman Training Program has been held for three consecutive years to develop highly skilled workforce and leverage the role of craftsmen in the enhancement of Shanghai’s industrial workforce in the new era. Civil servants in Shanghai have also played an exemplary and leading role in lifelong learning, with 64,300 times of online learning participation each year and 450,000 times of total participation.

As enterprises with requisite conditions are encouraged to set up corporate universities, developing learning enterprises and learning employees has become a common practice. Intensified employee education and training are adapted to the needs of business transformation and learning needs of employees. By the end of 2019, the annual employee training capacity had reached 320,000.

The substance of learning at workplace has been actively improved. For example, guided by the principle of solid foundation, wide application, open mindset, strong capability and high quality, Shanghai Shentong Group has offered practical and targeted training to its staff with standardized curricula, systematic teaching materials and effective teaching methods.

With the continuous development of learning organizations, employee learning teams such as staff’s innovation studio and highly-skilled master’s studio are booming. For example, Baowu Group has over 230 innovation studios of the staff, including five national master’s studios and eight Shanghai master’s studios.

The role models of learning employees have been commended to develop high quality human capital. With the support of the Lifelong Education Division of the Municipal Education Commission, the Enterprise Education Committee of Shanghai

Adult Education Association and the Party School of Shanghai Electric Group Education Center commended 50 outstanding learning employees and role models.

3.1.3 Promoting education for the elderly and improving supporting capability

In response to the trend of Shanghai entering an aged society, the city has pursued the principle of people-centered education and education for the elderly as an integral part of social governance. With the improvement of service capability, social dynamism and learning quality of elderly education, the idea of “learning after retirement” is widely accepted among the elderly population. Shanghai has worked hard to make sure that senior citizens can enjoy the opportunity and right of education regardless of age, educational background, income level and health condition.

The work on education for the elderly has become more coordinated and effective. The education for the elderly is supported by three forces: administrative force from the municipal and district offices of the Working Group of Education for the Elderly, the professional force from the service system supporting elderly education and the teaching force from municipal, district and sub-district universities (schools) for the aged and learning centers.

The development of “three types of learning centers for the elderly” has been actively promoted. Shanghai has developed 586 demonstrative learning centers at neighborhood and village committees, 326 non-government learning centers, and newly built 192 learning centers that provide both nursing care and education (including 93 day-care learning centers), and 118 standard learning centers for nursing care and education, attracting 145954 participants for learning activities in the whole year.

The information service system for elderly education has been greatly improved. The information management platform for elderly education in Shanghai has been built with seven subsystems: academic affairs management, statistical management, visual management, learning team management, faculty management, archives management and public database. Already covering all elderly education institutions in 16 districts and 221 sub-districts/townships, the academic affairs management system is now put into use in colleges for the aged affiliated to Shanghai University for the Aged, Shanghai University for the Retirees, Donghua University, East China Normal University, Shanghai Jiaotong University and Shanghai Normal University. The system supports the information management of course reporting, teacher registration, classroom scheduling, student sign-up and attendance checking.

3.1.4 Sustainable development of community education for lifelong learning with greater scale

Shanghai has built a community education network consisting of 4.5 levels, i.e. city, district, sub-district, neighborhood and village committees, and social learning centers. With a multi-dimensional, multi-levelled community education system accessible through various channels, community residents can receive training and enjoy various social, cultural, and educational services, and therefore have a stronger sense of belonging and identity.

The scale and coverage of community education resources is getting larger. There are 229 community education institutes in total, including 16 district community colleges and 213 sub-district community (adult) schools, plus 5,605 neighborhood and village committees with learning centers. These community colleges and schools have provided 66,146 classes and attracted 3.39 million times of class attendance. The community education coverage is getting bigger, and school operation more effective.

The teaching force has been developed steadily with stronger service capability. The city has a teaching force of 52,572, which has developed steadily. With 26,069 teaching facilities newly built, community education has become a magnet for educational resources. Community colleges and schools have won 331 research awards and made a growing number of scientific achievements, leading to further development of community education.

Training of vocational skills has been provided for various population groups so as to improve their academic and professional competence. Community colleges and schools have worked together with government agencies, industry associations and enterprises to organize craftsman training workshops and provide training for various population groups, such as catering service workers, traffic safety managers, production safety managers, accountants, off-campus educators for the youth, migrant workers, prisoners, and the disabled.

Off-campus education for the young has been promoted actively. Based on community education network, one hundred city-level stations that offer guidance to student community practice have been built over the years to form a network of off-campus education for the young. Primary and secondary school students can participate in social practice activities, summer schooling programs and extracurricular programs in the community. Serving as an extension of the moral education at schools, community practice serves as an excellent platform and environment for the healthy growth of the youngsters.

Skill-based training has been offered to migrant workers and farmers. The Municipal Education Commission has worked together with Shanghai Women's Federation and Shanghai Federation of Trade Unions to organize skill-based academic training for rural workers seeking urban employment. With pooled efforts of the government, enterprises, communities, and schools, high-quality educational resources suitable for migrant workers have been developed. In addition, training of practical skills in rural areas and related to modern life has been extensively and effectively provided for new types of skilled farmers, with active support from 125 sub-district and township level cultural and technical schools for adults.

3.2 Innovative operation model for improved lifelong education governance system

3.2.1 Optimizing operation mechanism featuring multi-party participation and coordinated governance

During the 13th Five-Year Plan period, the management mechanism of learning society development has been improved, creating a synergy among universities and colleges, enterprises, public institutions, primary and secondary schools and all walks of life for the cause of lifelong education. The connotation and implication of lifelong education has been enriched and extended, serving as an important force for social governance.

Through coordination and collaboration, pooled efforts have been made to support lifelong education development. Shanghai has set up a three-tiered (the city, district and sub-district/township) governance system for lifelong education, and clarified the roles and responsibilities taken by different government agencies in implementing the 13th Five-Year Plan for the Development of Lifelong Education in Shanghai and learning society initiative. With the platform and mechanism in place supporting cross-departmental coordination and collaboration, the division of roles and responsibilities is getting clearer and inter-departmental interaction strengthened. Work on all fronts has been carried forward smoothly thanks to the pooled efforts for the cause of lifelong education.

Resources and strength of the universities and colleges have been utilized to make more progress in learning city development. The Educational Institution Committee of Shanghai Adult Education Association has worked together with dozens of universities and colleges in Shanghai to pool the teaching and research resources and achievements,

and developed 25 demonstrative community courses, all of which are open to the citizens. Sixteen continuing education colleges affiliated to universities such as Shanghai Jiaotong University, Fudan University and Tongji University jointly established Community Service Alliance of Shanghai Institutes of Higher Learning. Educational resources are pooled and introduced into community in a more in-depth, frequent and intensive manner, promoting the deep integration between universities and community.

The educational and training institutions affiliated to enterprises and public institutions, party schools, and administrative colleges have opened their educational resources to the employees and community residents. Thirteen member organizations of the Enterprise Education Committee of Shanghai Adult Education Association have actively provided their employees with training programs, with a total of 6,078,450 times of participation. The Enterprise Education Committee and the Educational Institution Committee of Shanghai Adult Education Association have pooled educational resources to be shared with community residents, supporting 16,841 online courses and 23,086,227 times of online learning. The educational resources have covered 128,008 community residents, 66,425 students and teachers in vocational schools and higher learning institutes and 104,691 employees in other sectors and enterprises.

Various channels have been explored to serve citizens' lifelong learning. For example, teachers from primary and secondary schools are invited as part-time teachers for community education; schools and educational institutes are encouraged to participate in community education; community education resource alliance is established to realize resource sharing. All of these efforts have been made to meet the citizens' lifelong learning needs.

Experimental projects of community education have been implemented to enrich and extend the content and coverage of community education. During the 13th Five-Year Plan period, the Municipal Education Commission has approved 738 experimental projects of community education, covering various topics such as community education mechanism, education and teaching, team building, learning organization development and resource platform building. At present, among these experimental projects, there are 22 demonstrative projects and 106 outstanding projects.

3.2.2 Establishing a monitoring mechanism to precisely adapt to citizens' learning needs

The research center to monitor citizens' lifelong learning needs and competence

was established in Shanghai, which combines multiple functions including theoretical research, the development of question bank, the release and application of monitoring data, and international exchanges and cooperation. The monitoring system of citizens' lifelong learning has been formed, with preliminary results achieved and the learning city monitoring system gradually built.

The monitoring research center for citizens' lifelong learning needs and competence was established so as to carry out monitoring projects and meet their learning needs. The research center has completed the basic theoretical research on citizens' lifelong learning needs and competence and the development of monitoring indicators and question bank. The monitoring question bank for Shanghai citizens' lifelong learning needs and competence has been developed to provide the authority with accurate navigation in policy making and resource allocation.

The research project on citizens' lifelong learning needs and competence has produced deliverables and the educational comprehensive reform project has evolved into a regular, long-term and institutional mechanism. After years of exploration, a monitoring system for citizens' lifelong learning has been built, composed of the monitoring research center (Shanghai Open University), implementation organ (Huangpu Community College) and think tank platforms. The monitoring system contributes to the development and enhancement of human resources in Shanghai, as well as the effective provision of lifelong education resources.

The monitoring program of building learning urban districts has been carried out to develop a regular monitoring system for learning city development. The Municipal Education Commission has entrusted Shanghai Municipal Institute for Lifelong Education and the website for Shanghai lifelong learning to implement the monitoring program and carry out the pilot research in the districts of Yangpu, Huangpu, Baoshan and Chongming. The program has laid a solid foundation for building a regular learning city monitoring mechanism and a system comprised of different types and levels.

3.2.3 Exploration into new forms of online education for lifelong learning empowered by the Internet

A learning system featuring lifelong learning empowered by the Internet has been built based on the website for Shanghai lifelong learning (www.shlll.net). New forms of online education have been explored through vigorously pushing forward Internet-based lifelong learning featuring online and offline interaction and initiating massive

online thematic learning activities.

A smart learning interactive platform has been built on the website for Shanghai lifelong learning to achieve resource sharing and service upgrading. The website for Shanghai lifelong learning provides various services for citizens such as online learning, activity sharing, communication among fellow learners, learning map, lifelong learning archives and credit verification. The platform has generated 240 million page views, provided over 30,000 online courses, 70,000 e-books and 6,000 audio books, and received 5.1 million registered learners and 8,103 online learning teams, satisfying the ubiquitous learning needs of the citizens.

The functions of the Shanghai Learning Map have been improved and an Internet-based lifelong learning service system for citizens has been basically built. Shanghai Learning Map supports real-time update of learning content offered by education institutions, and recommends personalized learning information, learning resources and learning venues to the users through statistical analysis of their offline learning habits and preference. The information is also a reference for education providers to allocate learning resources and facilities.

The content of online courses has been enriched with improved public accessibility. The website for Shanghai lifelong learning is now home to a seven-membered alliance offering 150 demonstrative online open courses for elderly education. Through establishing application zones on the website, the MOOCs for elderly education have been promoted to more citizens. A total of 10 MOOCs application zones for elderly education have been established in the city, which recruited 100 counselors, provided 1,400 online classes and attracted nearly 300,000 participants.

Digital education resources have been built and shared with partners. For example, the website for Shanghai lifelong learning and Oriental Cable Network worked together to build Shanghai lifelong learning network digital TV, which integrates multiple learning channels such as fixed Internet, mobile Internet, digital TV and multi-terminal devices. The resources on learning networks of 16 districts have been interconnected, promoting the integration and opening of digital learning resources. We worked together with educational institutions such as New Oriental, Hujiang.com, COL, and Baidu Library to jointly develop digital education resources in response to market needs.

Training on utilizing information platforms is provided to practitioners every year. For example, training on the application of various digital learning technologies has been organized, including training on tutor development of MOOCs for the elderly,

team leader development for elderly learning, statistics platform for elderly learning, as well as teachers' database platform and learning map platform for community learning. Such training has improved the ability and competence of lifelong education administrators, enabling them to have a full and accurate understanding of the status of lifelong education in the jurisdiction.

3.2.4 A sound management system to ensure a well-regulated operation mechanism of lifelong education

The Shanghai Municipal Education Commission has issued ten guiding standards and basically established a qualification standard system for lifelong education practitioners so as to improve and regulate the operation mechanism of lifelong education.

The standards of the establishment of lifelong education institutions and the quality evaluation have been improved, so as to support and strengthen the institutional building and management. The Shanghai Municipal Education Commission has set up a standardized and normalized management mechanism covering different aspects of lifelong learning: It has issued ten establishment standards and guiding standards for community schools, schools for the aged, three types of learning centers, experience bases, service teams, and learning teams, formulated the qualification requirements and competence standards for teachers and administrators engaged in lifelong learning services, and developed curriculum standards and learning outcome evaluation standards for various lifelong education projects. Five universities for the elderly in Shanghai have been built according to the establishment standards, resulting in significantly improved school running conditions and the doubling of enrollment. Community schools and schools for the elderly have seen their service capabilities greatly improved after standardization building and quality-oriented development.

The qualification standard system for lifelong education practitioners has been basically set up. The system is composed of eight documents, such as the Qualification Standards and Development Requirements for Enterprise Education and Training Institutions in Shanghai and Evaluation Manual for Learning Employees in Enterprises. The Municipal Education Commission entrusted the Office of Shanghai Service and Guidance Center for Learning Society Development to establish institutional frameworks, covering the building of the talent pool of community education teachers, offline resource distribution, the development of online course resource distribution platform and the improvement of evaluation and feedback functions of learning resources.

3.3 A learning platform to continuously improve lifelong education service capabilities

3.3.1 Successful operation of Shanghai Open University as a new path for talent cultivation

During the 13th Five-Year Plan period, Shanghai Open University has basically completed the critical task of “successful operation of Shanghai Open University”, laying a solid foundation for the vision of building a first-class open university.

The application-oriented talent training has been explored in an innovative manner. Shanghai Open University has adopted a close-to-industry operation mode and built partnerships with various organizations, including government agencies, other universities and as many as 101 enterprises. More than 3,000 courses are opened on its online teaching platform, providing tailored teaching and service support for more than 3,000 teachers and over 70,000 learners through in-depth application of information technology in education and teaching. Continuing education for practitioners in different fields has been offered through diversified brand projects that are beneficial to people’s livelihood.

The quality monitoring and guarantee system for open education has been improved. The open university has formulated curriculum quality standards and supervision guidelines, and established a whole-process teaching management evaluation system featuring “flexible admission and rigorous diploma granting”. The university is exploring the annual report system of teaching quality, which aims to publish the quality evaluation results to society. Dynamic quality monitoring of the entire teaching process and learning effects is realized through information technology. The open university has set up a long-term mechanism of quality evaluation by a third party and developed a “1 + 3” evaluation index system covering the main campus and its branches, effectively improving the teaching and learning quality.

Substantive international cooperation in open education has been conducted. Shanghai Open University has carried out in-depth international cooperation with the UNESCO Institute for Lifelong Learning and FernUniversität in Hagen. As the host organization of UNITWIN Network of Distance and Open Learning of UNESCO, Shanghai Open University has organized several international conferences and seminars, and become the center of modern distance education in East Asia with international influence. The Overseas Chinese Teaching Center was also established at the university,

providing a platform for learning Chinese as a foreign language and curriculum resources accessible to Chinese language educators in foreign countries.

3.3.2 Integration of high-quality social resources for more learning options

Shanghai has further integrated and utilized high-quality social resources in the fields of science and technology, culture, education and market. Talents from universities have been engaged in various lifelong education projects for citizens to choose from, many of which have explored the historical and cultural richness of the city.

The lifelong learning experience base for citizens has become a brand project for lifelong learning in Shanghai, with a continuously improved and innovated operating mechanism and ways of experience. The 13th Five-Year Plan period saw a rapid growth of citizens' lifelong learning experience bases and richer experiential learning resources. After four consecutive years of brand cultivation, 125 brand experience projects and 118 experience activities with special characteristics have been accredited, all of which have enriched the types and content of experiential learning resources.

Online and offline resources have been effectively integrated at the online experience bases. The online experience project "Experience Cloud" offers a combination of one-stop experience learning services for the public, such as online experience learning, event sign-up, project booking, experience base display and intelligent search, which are well-targeted and highly efficient. At present, "Experience Cloud" provides 60 online experience projects and over 200 experiential learning activities and courses for stay-at-home citizens during the epidemic.

The joint project of "Bank of China Evergreen" has been carried out to meet the learning needs of the elderly. The Shanghai Municipal Education Commission and Bank of China Shanghai Branch jointly launched "Bank of China Evergreen" elderly education project, and issued the "Elderly Learning Card" tailored to their learning needs. Based on the project, the training course of "Promoting Financial Knowledge in the Community" has been carried out since 2015, which has involved 686 financial trainers, developed 112 elderly financial knowledge promoters and attracted over 100,000 elderly trainees in the span of four years.

Innovation and entrepreneurship courses have been jointly organized to incubate high-quality community courses. East China Normal University has worked together with Minhang District Education Bureau, Minhang District community education institutions, Minhang District Social Construction Office in the course organization.

The Youth Leagues of East China Normal University, Shanghai Jiaotong University, Fudan University, Shanghai Normal University have jointly mobilized over 690 students, 120 community education teachers and 58 neighborhood centers in Minhang District to join the competition for the outstanding innovation and entrepreneurship courses. Thirty-six courses selected as courses with high incubation value are improved and offered at community colleges and schools, providing a new path for university teachers and students to participate in community education.

“The Cultural Walk” program has been created as a new form of lifelong learning, which helps to nurture a healthy learning culture in Shanghai. Led by Shanghai Municipal Education Commission and Shanghai Commission for Guiding Cultural and Ethical Progress, various organizations, such as the Municipal Education Newspaper Agency and Yangpu District Office of Learning Society Development and Lifelong Education Promotion, have jointly launched “The Cultural Walk” program, which offers a learning support service system consisting of 30 distinctive walking routes and 270 learning points. With such themes as “the Red Culture”, “Jiangnan Culture” and “Shanghai-style Culture”, the program has attracted about 600,000 citizens to actively participate in it, creating a lifelong learning atmosphere of “learning by walking and walking while learning”.

3.3.3 Exchanges and cooperation at home and abroad facilitated by platforms of joint contribution and for shared benefits

In response to the national development strategy, Shanghai continues to promote the exchanges and cooperation in lifelong education at home and abroad, and integrate the development of lifelong education into the national strategy of Yangtze River Delta Integration and the Belt and Road Initiative. In promoting and sharing Shanghai’s practices and achievements, the city has played a constructive role in the building of a global learning city.

Shanghai has actively participated in the regional co-development of learning cities, promoting a well-coordinated mechanism of lifelong education and regional development. The city’s lifelong education system offers more than 6,000 courses each year covering native education, folk culture, Chinese studies, and literary appreciation, nearly 1/3 of which are linked to Chinese traditional fine culture and core socialist values. The educational campaign “Spreading the Key Message of the 19th CPC Congress to the Community” has been organized, where over 40 talks were delivered and more than

2,600 citizens participated.

Coordinated development of lifelong education is pursued in response to the national strategy of Yangtze River Delta Integration. Undertaking the work of National Digital Resource and Platform Cooperation Alliance for Community Education, Shanghai has organized various events such as Lifelong Education Alliance Cooperation Forum of Jinshan, Jiashan and Wujiaogang, which deepens the sharing of community education and learning resources in the Yangtze River Delta.

In promoting and sharing its practices and achievements, Shanghai has enhanced its international influence in lifelong learning. The city has provided convenient and high-quality lifelong learning services for foreigners in Shanghai, and built demonstrative international communities. Teachers from various lifelong education institutions are encouraged to go abroad as visiting teachers and researchers, which has greatly improved their foreign language and cross-cultural communication competence.

Shanghai has been committed to deepening cooperation and exchanges at home and abroad. The city has actively participated in events organized by major international organizations such as inter-regional and international Learning City Alliances, so as to publicize Shanghai's practices, and promote international cooperation and sharing of results. Shanghai Municipal Institute for Lifelong Education, Shanghai Institute of Elderly Education, Yangpu District Office of Learning Society Development and Lifelong Education Promotion have focused on major issues in the field of learning society building and lifelong education. A number of themed forums and seminars have been organized as a stable results-sharing mechanism, such as Lifelong Education Shanghai Forum, the International Education for the Elderly Forum, China-Japan-Korea Lifelong Education Exchange Network, and International Symposium on the Ethical and Moral Development of Minors. Shanghai has carried out joint research with UNESCO on international adult education development, professional development mechanism and policy design for lifelong educators, and the monitoring and evaluation of learning city development results. The two sides have also worked together to organize major international conferences and release professional publications.

3.3.4 Developing various vehicles to disseminate lifelong education results

The development of various vehicles has been intensified to create an enabling cultural atmosphere where lifelong learning is widely participated and appreciated. Shanghai has opened more cultural facilities, held various lifelong learning activities

for all citizens, commended role-models and best practices, strengthened education and promotion, and created brand learning events for the public.

Abundant brand lifelong learning activities that are very popular among the public have been organized. For example, the Shanghai Book Fair has been held for 16 years, with a total of 7,650 concurrent cultural activities, becoming a well-known cultural brand and a platform for national reading activities; more than 500 poetry activities have been held at the Citizen Poetry Festival, participated by more than 1 million citizens and over 200 poetry clubs and teams and a large number of poets from home and abroad who have produced many outstanding poems for the festival. Other public activities are also extremely popular among the public, such as the Lifelong Learning Week of municipal and district levels, and Shanghai Citizens Reading Festival. Participated by over one million citizens, these events have won the title of “National Lifelong Learning Brand Programs”.

Online reading is developed as a new channel for reading and learning. Based on the website for Shanghai lifelong learning and the district level lifelong learning websites, Shanghai has held 9 sessions of community online reading events, with a total of nearly 2.4 million participants, and over 350,000 publications by citizens. The program has won a number of awards including the “Excellent Project of Shanghai Reading Activities for the National Rejuvenation”, the “Heritage Project of Shanghai Reading Festival” and the national “Lifelong Learning Brand Project”.

Resources from various cultural organizations, enterprises and public institutions have been mobilized and integrated to provide open lifelong education classrooms for the public. Over 6,900 cultural institutions and venues, representing 90% of the total, are open to community education, such as libraries, science and technology museums, and community cultural activity centers in districts and townships, which include 1,800 different kinds of open educational resources.

An incentive system for lifelong learning has been established for citizens, including such awards as Citizen Learning Stars, Outstanding Learning Teams and Learning Organizations. During the 13th Five-Year Plan period, 224 organizations won the award of “Lifelong Learning Brand Project”, and 153 individuals were awarded the title of “Citizen Learning Stars”. Through awarding such titles to organizations and individuals, citizens have a greater passion for lifelong learning and increasing awareness of outstanding lifelong learning brands. Lifelong education becomes even more popular among the general public.

The official Weibo, WeChat accounts of different media and other information platforms have been utilized to exchange learning information and experience, and publicize the results of lifelong education. Lifelong learning brand programs and columns have been set up in major media, such as Shanghai TV's "the Life of the Retirees" program, the "Golden Pond" column of Xinmin Evening News, "Tips for Home-based Elderly Care" and "Encyclopedia for the Silver-haired" at Shanghai Education TV. Learning information is also disseminated through the special edition, WeChat official account, the website for Shanghai lifelong learning and lifelong education network and in other forms of new media. Shanghai's latest theoretical research results and practices of learning city development and lifelong education system improvement have been publicized nation-wide. The WeChat official accounts of Shanghai lifelong learning and lifelong education network, Shanghai lifelong education network and Oriental Education Times have set up a special column of "Shanghai Folk Poetry Festival" to provide citizens with a variety of resources for poetry learning.

4. Suggestions for future development

At present, the development of Shanghai's lifelong education is not yet well-matched with the requirements of urban development on human resources; There is still a gap between the supply capacity of lifelong education services and the diversified learning needs of citizens; the IT infrastructure and application still have room to improve; measures should be taken to optimize the funding guarantee mechanism for the development of lifelong education; lifelong education across regions and institutions of different types and at different levels is not developed in a balanced and coordinated way; team-building and talent development of practitioners remain to be the bottleneck of lifelong education. The following suggestions are given with regard to the future development of lifelong education.

4.1 The innovation of the lifelong education system and mechanism

The policy and regulatory system of lifelong education should be further improved.

The work related to lifelong education should be well-planned, and the institutional setting, staffing scheme, and origins of resources clearly defined; the top-level design and planning for the coordinated development of lifelong education should be carried out at the regional level, with clarified functional positioning of different levels of government agencies, including the municipality, district, sub-district, township, and neighbourhood committees.

The lifelong education system and mechanism should be updated. Individuals and social organizations can be allowed to establish lifelong education institutions in various ways such as sole proprietorship, joint ventures, and cooperation; cooperation between lifelong education institutions and elderly-care providers and cultural enterprises should be encouraged to build more learning centres that combine nursing care and education, and learning experience spots with industry-specific characteristics; in-depth cooperation between lifelong education institutions at all levels and art galleries, museums, libraries and other public cultural venues should be explored; more education and training institutions can be guided, encouraged and supported to be engaged in lifelong education through providing venues, developing curricula, and sharing teaching resources.

Policy design should be enhanced to motivate various government agencies, enterprises, social organizations, and individuals to provide lifelong education services. Efforts should be made to encourage primary and secondary schools, vocational schools, colleges and universities to open their doors to society, and offer lifelong education and training services in different fields; education resources like venues and courses can be provided through social education channels, such as factories, social groups, private non-enterprise organizations and enterprises. Social entities (third-party organizations) can be encouraged to make a contribution to or run community (elderly) universities.

4.2 The development of substance in lifelong education institutions

The building of three types of learning centres should be stepped up. There can be pilot projects on the cooperation between education institutions for the elderly and nursing homes and welfare homes; policy-design should be improved to encourage and motivate more social institutions to join the building of social learning centres.

Lifelong education in rural areas and outer suburbs should be strengthened. There needs to be a sound mechanism to support the transfer of teachers across regions and

institutions and the sharing of educational resources and equipment.

Close attention should be paid to the low-income, low-educated citizens in the region. The group deserves guidance and help to participate in lifelong education, change the mindset about learning, and enhance the awareness and ability of lifelong learning.

4.3 Robust IT infrastructure for lifelong education

A fully functional digital lifelong learning service system for citizens should be in place. Such system will eliminate the data barriers between the existing platforms and realize the functional connectivity and information exchange between the municipal and district-level platforms.

A lifelong education information service platform should be in place. More columns should be added to the platform, such as teacher recruitment and volunteer recruitment.

A resource bank for lifelong education should be in place. Digital learning resources suitable for citizens' online learning needs can be developed by Internet companies and acquired through purchase of services. Lifelong learning websites and new media should be encouraged to carry out online themed learning activities for citizens of different age groups, and establish online learning circles.

4.4 Multi-channel guarantee for lifelong education funding

It is recommended that lifelong education expense be included in the government fiscal budget. Laws and policies should be in place to ensure yearly increment in the lifelong education budget.

The cooperation mechanism between lifelong education institutions, enterprises, public institutions, and social organizations can be explored. Enterprises, public institutions, social organizations, and domestic and foreign charitable organizations can be guided and encouraged to fund and donate to education for the elderly.

There can be new and pilot ways of charging tuition. A cost-bearing mechanism that combines government subsidies and out-of-pocket payment can be explored. Tuition can be collected from individuals for some customized and premium programs of elderly education and community education.

4.5 Talent development and team building for lifelong education practitioners

Data centres of lifelong education teaching staff should be in place. Information of the teaching staff at municipal and district levels should be connected and shared, supporting a market-oriented operation mechanism for the transfer of teachers.

A lifelong education volunteer program should be implemented. Well-educated elderly and those with specialties and professional background can fully utilize their talent and serve as part-time teachers. Those quasi-elderly group (50 – 60 years old), the relatively young among the elderly population, and the healthy elderly can be encouraged to join the volunteer team for elderly education. Graduates from universities and vocational colleges as well as professional talents should also be encouraged to work in lifelong education institutions in such forms as internships, and on-the-job training. A sound development and training system should be built to support the career development of the teachers, staff, and management team engaged in lifelong education.

4.6 Enhanced learner-centred service capability of lifelong education

A better-performing channel system for learning information transmission should be established. Appropriate channels should be selected to push learning information to learners of different age groups.

The monitoring system of citizens' lifelong learning needs and capability should be continuously improved. There needs to be a positive interaction and synergy between citizens' learning needs and capability monitoring, accurate distribution of lifelong learning resources, and adjustment of lifelong education policies.

A number of lifelong learning activities and projects with distinctive characteristics should be developed. It is necessary to promote the standardized establishment of lifelong education institutions, improve the distribution system of lifelong learning resources, and develop a lifelong education quality assurance system.

(Led by Shanghai Education Evaluation Association, this chapter is written by Pei Lei, et al. The data and materials in the chapter are provided by relevant institutions of lifelong education in Shanghai.)

