



Part II

Field Innovation

Chapter Four

New Progress Report on Elderly Education in Shanghai

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Abstract : The elderly education in Shanghai develops rapidly along with the process of economic and social development and population aging with a expanding scale of elderly learners, further optimized education system, improved education service capacity, better learning environment relying on information technologies, enhanced coordination in promotion, and more contributions to education demonstration and publicity. Shanghai has promoted the development of education for the elderly through six major projects, such as doubling the number of learning places for the elderly and stratified training of teachers. In recent years, rich experience has been accumulated in terms of Shanghai's elderly education development, including systematically promoting elderly education through strengthening top-level design and improving network construction, standardizing the promotion of elderly education via paying attention to institutional construction and standard-setting, improving coordinative promotion of elderly education by exerting the strength of all parties and integrating high-quality resources, integrating the supportive framework by establishing and adhering to learner-oriented service systems. Looking to the future, elderly education which is high in quality, information-facilitated and diversified is in demand resulting from the change of literacy of the elderly population, the modern technological development and the arrival of the aging society.

Key words : elderly education; development; Shanghai; learning society; aging population

In May 1985, Shanghai University for the Elderly was established, marking a historical first step in Shanghai's elderly education. For more than 30 years, with the joint efforts of all sectors of society, Shanghai's elderly education has experienced three stages, namely establishment, exploration and development, and has achieved remarkable outcomes. In recent years, various types of education institutions for the elderly at all levels in Shanghai have carried out the spirit of the National Development Plan for Education for the Elderly (2016 – 2020) and the 13th Five-Year Plan for the Development of Education for the Elderly in Shanghai, basically forming a new pattern of modern education system for the elderly that has significance in coverage, social participation, resource integration, flexibility, diversity, quality, equity and vitality. It makes positive contributions to the development of elderly education by promoting its overall transformation and development.

1. Background of Shanghai's elderly education development

The development of elderly education in China is restricted by objective factors such as the level of regional economic development, the level of disposable income per capita and the aging of the population. Elderly education is a heart-winning project which concerns people's livelihood. Therefore, to explore the development of elderly education in Shanghai in recent years, we must consider it within the context of Shanghai's economic and social development and the process of aging population.

1.1 Population aging in Shanghai is deepening

Shanghai is the first city to enter the aging population (1979) and the most aging city in China. With the continuous improvement of social economy and medical technology, people's quality of life is improving day by day, and life expectancy is increasing. The average life expectancy of the city's household registration population reached 83.67 years (81.27 years for male and 86.14 years for female) in 2020, 0.56 years more than that of the average in 2016.



Figure 4 - 1 Number of registered population over 80 years old in Shanghai

(Source: Shanghai Civil Affairs Bureau)

According to statistics, by the end of 2019, the total resident population of Shanghai was 24.2814 million, and the household registration population was 14.7116 million. Among the proportion of the city's household registration population, 5.1812 million (35.2%) were over 60 years of age, 3.6166 million (24.6%) were aged over 65 years, and 2.271 million (15%) were aged over 70 years. There were 819,800 people aged over 80, accounting for 15.8% and 5.6% of the elderly population over 60 years and the total population respectively. Among the 2,729 elderly people aged 100 and over, 678 were men and 2,051 were women.



Figure 4 - 2 Number of registered elderly population of varied range of ages in Shanghai (2019)

(Source: Shanghai Civil Affairs Bureau)

In terms of life expectancy, the life expectancy of Shanghai's household registration population reached 83.66 years in 2019 (81.67 years for men and 86.14 years for women). Shanghai had the highest life expectancy among mainland provinces and cities, making it the longest-lived city in the mainland. According to the representative indicator of longevity in a region which has more than 7 aged 100 and over per 100,000 people, Shanghai reached the target for the first time in as early as 2010 and the number reached 18.1 in 2019.

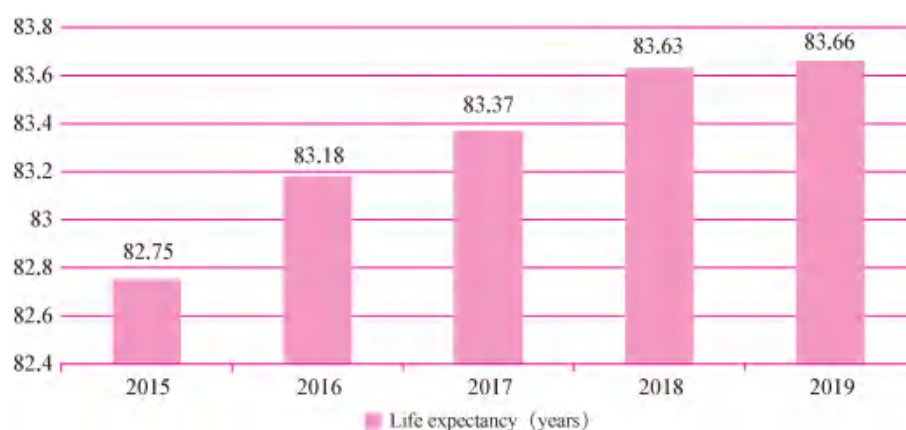


Figure 4-3 Life expectancy of Shanghai's household registration population (years)

(Source: Shanghai Civil Affairs Bureau)

To sum up, Shanghai has entered a deep aging society. The aging of the population is a serious challenge in the process of social development in Shanghai, and it is also a social responsibility that must be undertaken. Shanghai has made great commitments to improve the happiness index of the elderly through a series of initiatives, and the development of elderly education is one of them. In 2016, the Shanghai Municipal Education Commission and the Office of Shanghai Municipal Commission for the Aged jointly issued the “13th Five-Year Plan for the Development of Education for the Elderly in Shanghai” (Shanghai Municipal Education Commission Final No.16 of 2016), focusing on leadership in planning, strengthening the foundation of school running, establishing and improving the service support system for the elderly education, and striving to provide satisfying elderly education to actively respond to the deep aging of the population in Shanghai.

1.2 The living standard of Shanghai residents is constantly improving

According to the 2019 performance of the Shanghai economy released by the Press Office of the Shanghai Municipal People's Government, the total GDP (gross domestic product) of Shanghai in 2019 reached 381.5532 billion yuan, an increase of 6.0% over the previous year. Among them, the value added of the tertiary industry amounted to 277.5228 billion yuan, achieving 8.2% of increase over 2018. The value added of the tertiary industry accounted for 72.7% of the city's GDP, an increase of 1.8 % over the previous year.

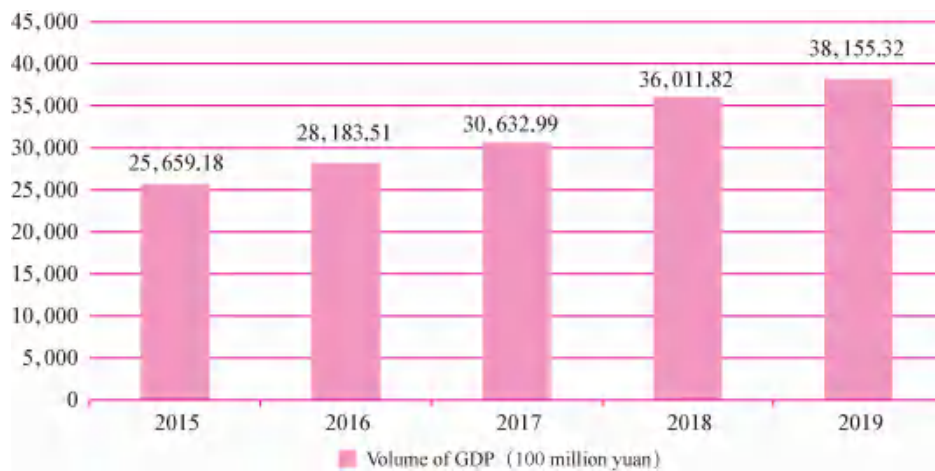


Figure 4-4 GDP of Shanghai in 2015-2019 (unit: 100 million yuan)

(Source: Shanghai Municipal People's Government)

According to the 2019 national disposable income data released by the National Bureau of Statistics, Shanghai residents' per capita disposable income ranks first in the country, reaching 69,442 yuan and an increase of 8.2% over 2018, leading the way in all provinces and cities. Among them, the per capita disposable income of urban permanent residents is 73,615 yuan, and that of the rural permanent residents is 33,195 yuan.

In terms of per capita consumption expenditure, Shanghai tops the list in the country in 2019, with per capita consumption expenditure being 45,605.14 yuan. The per capita consumption expenditure of urban residents and rural residents is 48,271.57 yuan and 22,448.89 yuan respectively.

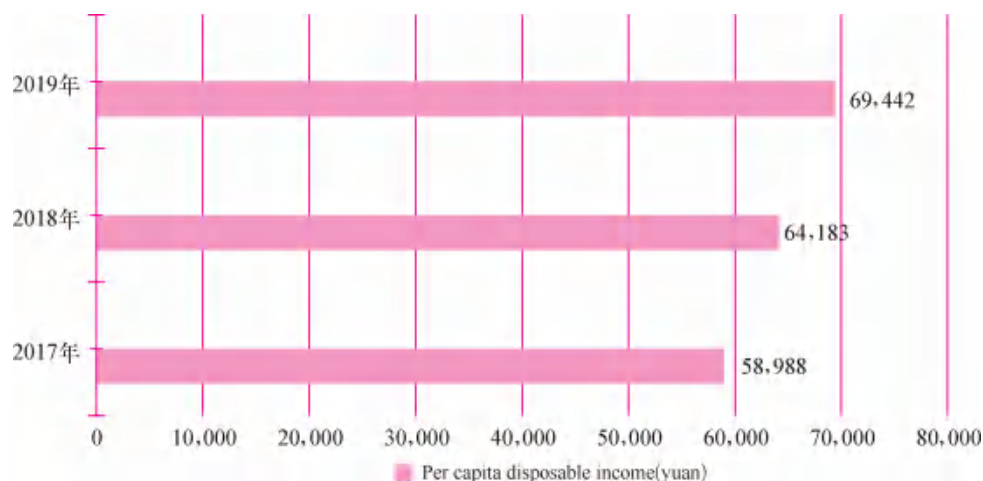


Figure 4 – 5 Per capita disposable income of Shanghai

(Source: Shanghai Civil Affairs Bureau)

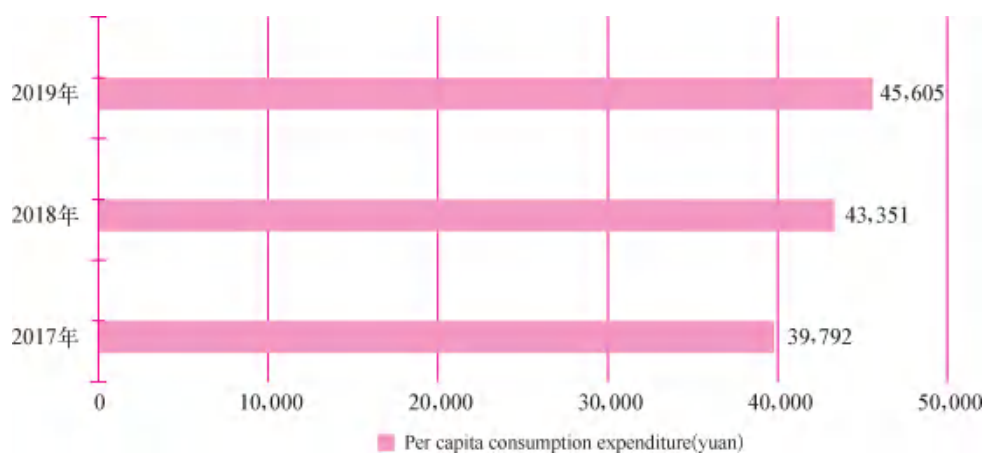


Figure 4 – 6 Per capita consumption expenditure of Shanghai

(Source: Shanghai Civil Affairs Bureau)

From the above data, it can be seen that in recent years, both per capita disposable income and consumption expenditure in Shanghai are steadily increasing. In family consumption items, the consumption demand of culture and education has become an important one.

These circumstances pose a new challenge to the lifelong learning service capacity of the whole city, which makes the education of the elderly become the inevitable requirement of Shanghai's economic and social development.

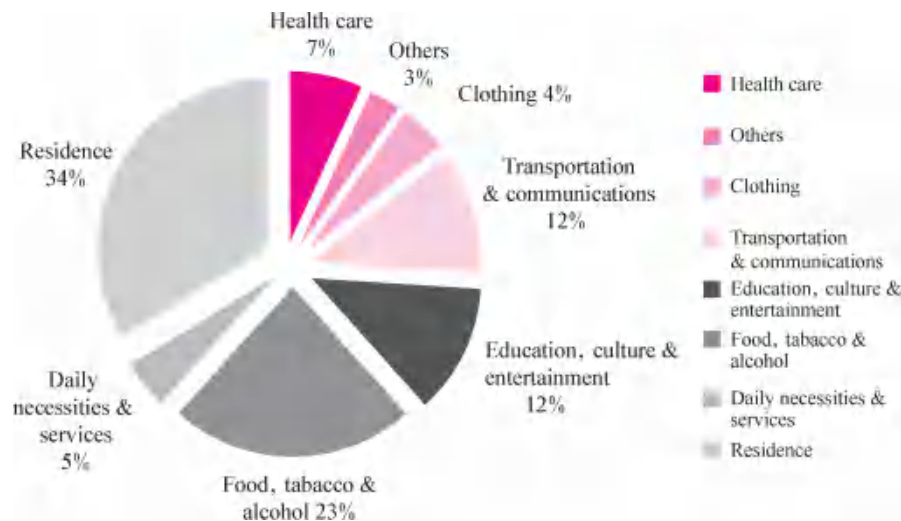


Figure 4 – 7 Per capita consumption expenditure items and amounts of Shanghai

(Source: Shanghai Civil Affairs Bureau)

1.3 New progress has been made in the construction of a learning society

In recent years, Shanghai has embarked on a new journey to build a modern socialist metropolis with world influence. Oriented to the world and future, Shanghai strives to implement major national strategies, accelerate the construction of the “five centers”, and launch the “four major brands”, enhancing the city’s urban function and core competitiveness. Lifelong learning for citizens has become an inexhaustible driving force for the sustainable development of Shanghai.

In 1999, Shanghai took the lead in the country in putting forth the goal of building a learning city, and proposed that by 2020, it should take the initiative in realizing the goal of modernizing education and basic completion of a learning society. In the past 20 years, the “Shanghai model” featuring “party committee leadership, government-led, social participation and national action” has been formed in the aspects of popularization of concept, model innovation and institution-building of learning society construction, making an important impact domestically and internationally. Relying on the joint efforts of the municipal, district and township governments, Shanghai has built a network consisting of four levels of community education

institutions equipped with more than 50,000 teachers and administration personnel, in which 3.5 million citizens participate in all kinds of courses each year. Tens of thousands of “learning classrooms” are distributed throughout the buildings, neighborhood centers, central households and homesteads of the community. With the upgrading of lifelong education service level, Shanghai has made continuous progress in the expansion of coverage, equity in opportunities and quality improvement of lifelong learning by integrating multi-sectoral resources to create more learning opportunities and support for the elderly, migrant workers, white-collar workers, disabled people and other groups.

2. The status of development of elderly education in Shanghai

In recent years, Shanghai’s elderly education has achieved remarkable outcomes and has laid a solid foundation for learning society construction and harmonious and stable urban development of Shanghai. The social consensus on lifelong learning has basically been formed and the education system for the elderly has been further improved. The basic capacity of education for the elderly and the service ability of all kinds of educational institutions for the elderly have been greatly enhanced. The educational content is constantly enriched and more diverse in form. The need of the elderly for lifelong learning has been increasingly met, and the scale of education for the elderly has been further expanded. The enthusiasm of the whole society to support and participate in organizing elderly education has significantly increased, and a new pattern of education for the elderly with wide coverage, flexible forms, distinctive features and orderly norms has basically been constructed.

The 2019 Shanghai Education Conference has defined the strategic layout and implementation path for accelerating the modernization of education in Shanghai, and put forward the goal of “achieving the modernization of education in general by 2020 and the modernization of education of a higher level and quality by 2035”. To make sure that “lifelong education is ubiquitous so that every learner can achieve a comprehensive and personalized development and enjoy the opportunity to lead a good life” is the core requirements of lifelong education modernization. It was

stated in the National Development Plan for Education for the Elderly (2016 – 2020) that, the education for the elderly is the “last kilometer” of lifelong education, “development of elderly education is an important measure to actively deal with the aging of the population, realize the modernization of education, and build a learning society”, and “the level of modernization in elderly education should be achieved by integrating social resources and stimulating social vitality”. The development of education for the elderly must carry out the modern concept of lifelong-ness in education. Actively carrying out community education and optimizing the school system for the elderly, and constructing the curriculum system for the elderly education answers to the need for Shanghai lifelong education to serve the aging society and get through the “last kilometer” of Shanghai’s lifelong education modernization.

2.1 The scale of elderly education students has been further expanded

The basic capacity of education for the elderly and the service ability of all kinds of educational institutions for the elderly have been greatly enhanced. The scale of learners has been strengthened, and the number of students participating in school education, social education and distance education is on the rise.

2.1.1 Student participation in all types of elderly education at all levels

In 2019, a total of 711,783 senior learners participated in various educational institutions (school education) for the elderly in Shanghai. In total, 632,231 people, among whom 582,700 were elderly, participated in learning virtually at the Shanghai Distance Education University for the Elderly. 261,099 learners viewed courses in a centralized manner, 323,773 in decentralized but organized ways and other 47,359 learners viewed in other forms. In 2019, a total of 25,830 classes were set up in social education, with 504,917 senior students participating. Throughout the year, various institutions held a total of 125,871 public education lectures, reports and other activities, attracting 722,868 participants. In the 268 nursing homes for the elderly in the city, there are 29,341 residents, of whom 17,783 can self-care or partly self-care, accounting for 61% of the total residents in the nursing homes. In 2019, 936 classes were opened for educational activities of 12,855 learners.

Table 4 – 1 Statistics on the number of students participating in the education for the elderly in Shanghai in 2017 – 2019 (person/incidence)

All forms of education for the elderly at all levels	2017	2018	2019
University for the elderly at the municipal level (unit: person)	23,535	26,051	32,815
Branch schools and system schools of university for the elderly at the municipal level, district-level universities for the elderly (unit: person)	77,926	94,362	146,630
Township learning centers, learning centers at industrial parks, elderly learning gardens and schools (at village committees) (unit: person)	487,060	484,374	532,338
Distance education universities for the elderly (unit: person)	539,961	578,200	582,700
Social education (unit: incidence)	502,110	504,917	555,458
Public education (unit: incidence)	4,884,190	5,450,378	57,523,458
Schooling site at nursing homes (unit: incidence)	16,380	19,177	12,855

Source: Compilation of Shanghai Elderly Education Statistics (2017, 2018) by Working Group Office of the Shanghai Education for the Elderly and Shanghai Information Center of Education for the Elderly

2.1.2 Overview of the school education participants in educational institutions for the elderly

In 2019, the total number of elderly students participating in various educational institutions (school education) for the elderly in Shanghai was 711,783. In terms of the proportion of elderly students participating in school education in the total elderly population in each district, Songjiang District took the lead with a proportion of 19.42 percent, followed by Minhang District, which accounted for 19.29 percent. Yangpu District was the lowest, accounting for 6.71%.

Table 4 – 2 Students receiving school education at educational institutions in all districts of Shanghai (including district-level universities for the elderly) in 2019

District	Population of the elderly (unit: 10,000 persons)	Learners over 60 years of age (unit: person)	Proportion
Pudong New Area	95.49	129,026	13.51%
Huangpu	32.60	39,377	12.08%

Continued

District	Population of the elderly (unit: 10,000 persons)	Learners over 60 years of age (unit: person)	Proportion
Jing'an	35.09	37,615	10.72%
Xuhui	32.01	52,564	16.42%
Changning	21.37	33,655	15.75%
Putuo	34.59	39,000	11.27%
Hongkou	29.06	20,831	7.17%
Yangpu	39.23	26,329	6.71%
Baoshan	34.56	41,959	12.14%
Minhang	34.87	67,260	19.29%
Jiading	21.48	32,365	15.07%
Jinshan	16.92	17,339	10.25%
Songjiang	18.60	36,121	19.42%
Qingpu	15.39	12,178	7.91%
Fengxian	17.34	23,799	13.72%
Chongming	24.68	29,929	12.13%
In total	503.28	639,347	12.70%

Source: Compilation of Shanghai Elderly Education Statistics (2019) by Working Group Office of the Shanghai Education for the Elderly and Shanghai Information Center of Education for the Elderly

2.1.3 Overview of social education participants in educational institutions for the elderly

In 2019, a total of 555,458 elderly students participated in social education at all levels of educational institutions for the elderly in Shanghai. Pudong New Area had the largest number of elderly participants at 41,522, followed by 28,966 in Yangpu District and the lowest number in Qingpu District at 5,293. From the proportion of elderly students participating in social education in each district, Jiading District has the highest proportion of 10.38%, followed by Chongming District at 9.84% and the lowest proportion at 2.04% in Xuhui District.



Figure 4-8 Students (over 60 years of age) receiving school education at educational institutions in all districts of Shanghai in 2019

Source: Compilation of Shanghai Elderly Education Statistics (2019) by Working Group Office of the Shanghai Education for the Elderly and Shanghai Information Center of Education for the Elderly

Table 4-3 Students receiving social education at educational institutions in all districts of Shanghai (including district-level universities for the elderly)

District	Population of the elderly (unit: 10000 persons)	Learners over 60 years of age (unit: person)	Proportion
Pudong New Area	95.49	41,522	4.35%
Huangpu	32.60	16,483	5.06%
Jing'an	35.09	12,840	3.66%
Xuhui	32.01	6,538	2.04%
Changning	21.37	16,617	7.78%
Putuo	34.59	14,844	4.29%
Hongkou	29.06	8,423	2.90%
Yangpu	39.23	28,966	7.38%
Baoshan	34.56	19,570	5.66%
Minhang	34.87	13,770	3.95%

Continued

District	Population of the elderly (unit: 10000 persons)	Learners over 60 years of age (unit: person)	Proportion
Jiading	21.48	22,286	10.38%
Jinshan	16.92	12,758	7.54%
Songjiang	18.60	17,459	9.39%
Qingpu	15.39	5,293	3.44%
Fengxian	17.34	8,522	4.91%
Chongming	24.68	24,276	9.84%
In total	503.28	270,167	5.37%

Source: Compilation of Shanghai Elderly Education Statistics (2019) by Working Group Office of the Shanghai Education for the Elderly and Shanghai Information Center of Education for the Elderly

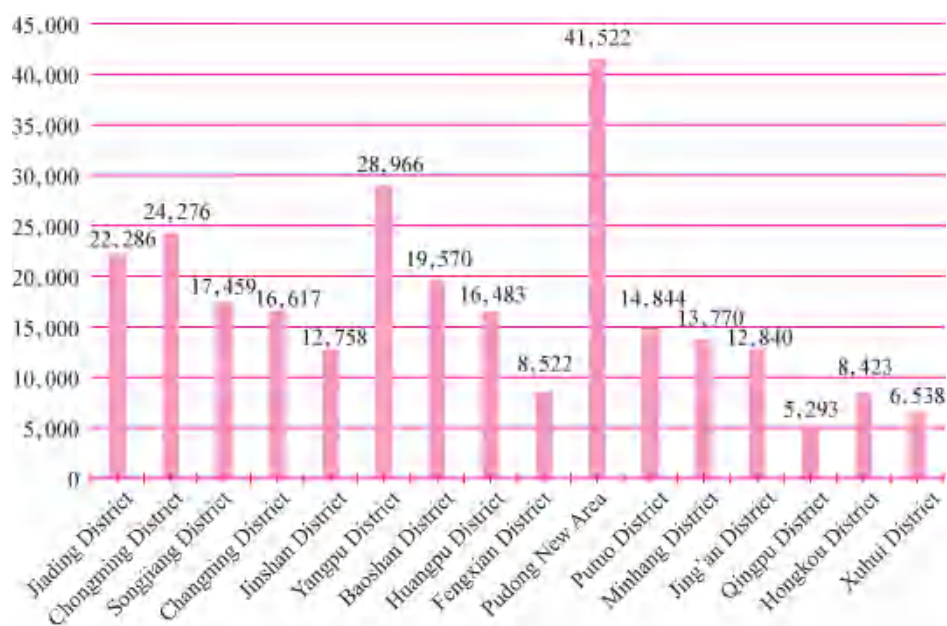


Figure 4-9 Students (over 60 years of age) receiving social education at educational institutions in all districts of Shanghai in 2019

Source: Compilation of Shanghai Elderly Education Statistics (2019) by Working Group Office of the Shanghai Education for the Elderly and Shanghai Information Center for Education for the Elderly

2.1.4 Overview of participants in distance education for the elderly

In Shanghai, there are 5,843 viewing sites to receive long-distance education for

the elderly, of which 5,635 are at village neighborhood committees, with a coverage rate of 96%. The total number of senior students was 582.7 million, accounting for 92% of the total number of students participating in distance education. To receive distance education for the elderly, 261,099 learners viewed courses in a centralized manner, 323,773 in decentralized but organized ways and other 47,359 learners viewed in other forms, amounting to 632,231 persons in total and accounting for 92% in the total learners of distance education.

2.2 The system of the elderly education has been further optimized

Shanghai's education system for the elderly has been further optimized and the functional orientation of all kinds of elderly educational institutions at all levels has been improved. We can see more close cooperation and exchanges between the elderly educational institutions, forming an all-round, multi-level and multi-channel pattern of schooling.

2.2.1 An all-round, multi-level and multi-channel pattern of schooling has been formed

In recent years, Shanghai has continuously strengthened the construction and improvement of the city's software and hardware environment of education for the elderly, leading to the continuous growth of educational institutions for the elderly of all kinds at all levels. A four-level schooling network consisting of city, district, township and village levels has been established, gradually forming an all-round, multi-level and multi-channel pattern of schooling. The schooling network has been promoted to extend to the grass-roots level of society. By the end of 2019, in Shanghai, there were 287 universities (schools) for the elderly, including four at the municipal level, 42 branches of universities for the elderly at municipal level, 20 at the district level, and 221 township schools (including elderly learning gardens at industrial parks and towns, learning sites at 5,589 village committees and those in the 268 nursing homes). The learning sites at village committees have covered 96% of all villages, and are the main places for the elderly to participate in the education of the elderly in Shanghai. In order to ensure the development of elderly education in the grass-roots community, the Lifelong Education Department of the Shanghai Municipal Education Commission actively promotes the development of social learning sites,

model learning sites at the village committees, and learning sites combining education and nursing for the elderly (referred to as three types of learning sites), and integrates the advantageous resources of community, village committee, school for the elderly, community cultural activity center, enterprises and institutions, and the social forces to provide services for the elderly education in urban and rural communities.

2.2.2 The functional orientation of all types of educational institutions for the elderly at all levels has been improved

The Lifelong Education Department of the Shanghai Municipal Education Commission has further improved the functional orientation of all kinds of elderly educational institutions at all levels, clearly and continuously improved the exemplary leading role of municipal universities for the elderly, strengthened the service guidance function of district-level universities for the elderly, expanded the function of township schools for the elderly in promoting community cultural prosperity and civilization, and consolidated the grass-roots resource pooling and service capacity of the learning sites at the village committees. Four municipal universities for the elderly, from the systems of education, Department of Retirement Affairs, municipal authorities and the General Workers' Union in Shanghai, as the first batch of model universities in the country, have played a leading role in regulating management, curriculum and teaching, and scientific research. At the same time, Shanghai actively promotes the quality construction of universities and community educational institutions for the elderly and educational institutions for retired workers. The Lifelong Education Department of the Shanghai Municipal Education Commission has formulated a "three-step" development strategy for the standardization, quality construction and characteristic formation of community (elderly) education in the towns and streets, and has carried out the validation of the quality construction for three consecutive years from 2017 to 2019 for community (elderly) schools that have passed the standardized construction qualification or have implemented the elderly school capacity enhancement project.

2.2.3 Exchanges, cooperation and resource sharing among institutions of education for the elderly have been promoted

In order to promote the balanced development of urban and rural education for the elderly, Shanghai encourages the exchange and cooperation between urban and suburban education institutions for the elderly, expands resource and experience sharing among

alliances, and explores the cooperative model to collectivize education for the elderly. In 2016, under the guidance of the Municipal Education Commission, Shanghai University for the Elderly, on the basis of continuously improving its capacity in education delivering, established branches of Shanghai University for the Elderly through “three extensions” to the region, universities, enterprises and institutions, gradually forming the “1+20” Education Alliance for Shanghai University for the Elderly. In October 2019, Shanghai University for the Elderly took the initiative, uniting 8 universities for the elderly affiliated to regular universities, and signed jointly the Agreement on the Co-construction and Sharing of High-quality Education Resources among Shanghai universities for the elderly affiliated to regular universities.

2.3 The capacity of education services for the elderly has been further enhanced

In recent years, the basic education capacity for the elderly in Shanghai has been greatly improved with enlarging teaching staff, enriched content of education and more diverse forms. The capacity of education services at educational institutions of all kinds for the elderly has been further enhanced.

2.3.1 The capacity of social resource supply for the elderly is constantly improving

By the end of 2019, the elderly population of Shanghai household registration has reached 5.1812 million, accounting for more than one-third of the total Shanghai population. The elderly population which is “retired but not old” and “energetic” has become the main body of the elderly in Shanghai, therefore, the demand for elderly education is particularly large, and vigorously developing education for the elderly is the main measure to solve this contradiction between supply and demand. During the 13th Five-Year Plan period, Shanghai focused on promoting the basic capacity-building of education institutions for the elderly, greatly improving the supply capacity of resource for elderly education. By the end of 2019, there were 5,876 educational institutions for the elderly (excluding those founded by enterprises and institutions) in Shanghai, with about 952,890 elderly students, accounting for 18.4% of the elderly population. Compared with 2015 (the end year of the 12th Five-Year Plan), there were 446 more institutions for the elderly, an increase of nearly 24.4% for the elderly students. For distance education, there were 632,000 elderly students, an increase of

more than 70,000 over 2015. The supply of resources has basically met needs of the elderly for culture and learning.

2.3.2 The scale of teaching staff for the elderly education is even larger

By the end of 2019, there were 10,331 administration personnel in the sector of education for the elderly in Shanghai (of whom 7,889 were from learning sites founded by village committees), and 458 principals and 1,973 senior administrative personnel at all levels of educational institutions of the city (except for learning sites founded by the village committees), of whom 2,152 were under the age of 60, accounting for 21% of the total number of administration personnel. There were 19,387 teaching staff, of whom 648 were full-time teachers, accounting for 3.34% of the total number of teachers and 18,739 were part-time teachers, accounting for 97% of the total number. Part-time teachers constitute the main body in the elderly education. The number of volunteers in the education institutions for the elderly at all levels was 421,076 of whom 264,074 were registered, accounting for 63%. In total they have initiated voluntary services for 1,518,482 times and have engaged in voluntary activities by 2,126,501 incidences. In recent years, Shanghai has continuously promoted the registration system for part-time teachers in four municipal universities for the elderly and 16 district-level universities and their affiliated schools and township schools for the elderly, improving the management system of registration, introductory training and cross-regional teaching for teachers of elderly education to expand the scale of part-time teachers' pool.

2.3.3 The learning content of the elderly group is more abundant

According to the changes brought about by social development, in line with the needs of the elderly learners, Shanghai University for the Elderly adheres to the dynamic integration of courses that aims to meet the learning needs, implementing curriculum construction in a systematic way. At present, a curriculum system in which two dimensions and 15 categories of interdisciplinary courses are developing in parallel has been preliminarily established, and the learning content has been further expanded, providing more quality learning courses. In 2019, 10,761 classes were offered in spring and 11,545 courses in the fall by educational institutions at township and above levels in Shanghai. A total of 14,723 classes were set up at the learning sites founded by village committees throughout the year. Municipal universities for the elderly, their

branch schools and township schools all follow the Shanghai Classification System for Community Curriculum (2016 edition) promulgated by the Shanghai Service Center for Learning Society Development, which divides courses into 45 categories in 6 series.

Table 4 – 4 List of courses offered by schools at township or above levels for the elderly in Shanghai in 2019

Series of courses	Number of classes in spring	Number of classes in fall	Number of students (persons)	Proportion (%)
Citizenship education	211	209	96,048	10
Health education	409	443	98,801	10
Artistic cultivation	7,728	8,312	475,825	50
Cultural cultivation	195	206	61,344	6
Practical skills	1,225	1,270	93,074	9
Physical fitness	993	1,105	133,452	14

As can be seen from the table above, more than 60% of the elderly education students are taking the courses for artistic cultivation and physical fitness.

2.3.4 The forms of education for the elderly have been diversified

The form and content of education for the elderly cannot be limited to school classroom books, but should adopt a variety of learning forms, integrating self-learning and mutual learning, online and offline, on-campus and off-campus. The various schools for the elderly of all types in Shanghai have been continuously enriching and improving their curricula, with only Shanghai University for the Elderly completing 1,088 classes, benefitting 26,719 students for 41,146 times in 2019. Shanghai continues to integrate high-quality resources from society such as museums, libraries and science and technology museums to provide a higher quality learning experience for the elderly. Relying on all kinds of high-quality cultural and scientific and technological resources of colleges, enterprises and institutions and others, Shanghai has established Shanghai Citizens' Lifelong Learning Experience Bases as platforms for learning through practice for the elderly which are rich in content and diverse in forms. Relying on the rich modern urban culture, the accumulation of modern history and patriotic culture, Shanghai put forward the "Cultural Walk" program. Through careful design, nearly one hundred learning sites rich in culture have been established which are connected to

form series of walking tour routes and are very popular among the elderly citizens. Through the integration of home-based resources for elderly nursing in the community, integration of education and elderly care is promoted through various forms of elderly education implemented in the day care centers and nursing homes in the community.

2.4 The information-based learning environment of education for the elderly is further improved

In recent years, under the leadership of the Lifelong Education Department of the Shanghai Municipal Education Commission and the Municipal Office of Education for the Elderly, Shanghai has been continuously improving the level of information-based management of elderly education. Relying on Xuhui University of Continuing Education, Shanghai Information Center of Education for the Elderly was established to promote the construction of the information-based management system of the city's elderly education administration and teaching institutions. Shanghai has initially realized the digital management of the city-wide elderly education and teaching resources after going through the three stages of "pilot, promotion, and full-coverage", which has sped up the informationization process of elderly education and initiated the accurate and efficient information-based management and service era in Shanghai's elderly education. We will continue to promote the construction of the learning platform for the elderly, which has already established a digital resource base for education for the elderly. We will further rely on community learning maps, expand the information service function for elderly education, and build online display platforms for the achievements generated from elderly education. Based on the "website for Shanghai lifelong learning", Shanghai has built online platforms for large-scale open curriculum for the elderly, formed elderly education MOOC alliance and built special MOOC platform for elderly education in Shanghai, carrying out the application and promotion of MOOC in elderly education. In order to accurately meet the needs of elderly students, Shanghai has also carried out a survey on the learning needs of citizens. It constantly expands the channels of learning resources for citizens, annually prepares the "lifelong learning resources distribution manual" and improves the construction of online distribution service platform. The Shanghai lifelong education resource distribution platform helps to integrate all kinds of high-quality resources in the city.

2.5 The coordinative promotion of elderly education is further enhanced

In recent years, Shanghai has actively promoted various types of public educational institutions at all levels to serve elderly education, and encouraged enterprises, institutions, social organizations and individuals to participate in elderly education. The enthusiasm of the whole society to pay attention to and support elderly education and participate in the organization of elderly education has increased significantly. On the one hand, Shanghai University for the Elderly proactively served municipal agencies by sending teachers to the door, and successively opened courses for the municipal agencies such as the Municipal People's Insurance Bureau and the Municipal Public Security Bureau. On the other hand, various social forces, such as large enterprises, have also joined to serve elderly education. At the beginning of the 13th Five-Year Plan period, seven universities for the elderly founded by the industry were established, including Shanghai Electric Power Company, China Mobile, China Telecom, Industrial and Commercial Bank, and Construction Bank, which provided more learning opportunities for senior citizens to participate in learning. In addition, universities in Shanghai have also taken the lead in innovating the concept of elderly education. At present, 9 universities in Shanghai have established universities for the elderly with characteristics and standards relying on their own high-quality resources. Such universities for the elderly have become important sites for the elderly to keep themselves feeling happy, improve themselves, and continue to play a part in society.

2.6 The demonstration and publicity of elderly education is further expanded

Shanghai continues to promote the construction of an education and publicity platform for the elderly and establish a cooperative display platform for various types of elderly education institutions at all levels. Large-scale activities such as Shanghai Week of Lifelong Learning for All, Shanghai Art Festival of Education for the Elderly, Shanghai Poetry Festival, Shanghai Folk Reading Festival, and Shanghai Reading Festival are held and organized annually. In addition to organizing various activities at all levels, Shanghai also encourages various districts to cultivate special brands of education for the elderly, and has formed a group of grassroots learning organizations such as "Master Workshops", "Happy Senior Lecture Halls", and "Neighborhood Learning Centers".

The government continues to expand the promotion of elderly education in various news media such as TV, newspapers, and the Internet, and create a strong atmosphere in which the whole society attaches importance to and cares about the elderly education.

**Table 4 – 5 Main data of elderly education
in Shanghai (2015 – 2019)**

Items	Content	2015	2019
Institutions	School institution	291	287
	Neighborhood (village) committee school	5,302	5,589
Administrative staff	Number of administrative staff (unit: person)	8,810	10,331
Teachers	Total number of teachers (unit: person)	19,265	19,387
	Full-time teacher (unit: person)	1,477	648
	Part-time teacher (unit: person)	17,788	18,739
School building area	School building area (Ten thousand square meters)	73.74	73
	Owned area (Ten thousand square meters)	66.13	62.42
Facilities and equipment	Number of seats in the school	170,094	122,662
	Number of seats in functional classroom (multimedia classroom)	84,413	50,801
	Number of desktop computers	14,130	12,555
Funding input	Total (Ten thousand yuan)	25,721.6	34,497.22
	Government funding (Ten thousand yuan)	20,819.6	26,995.2
	Tuition income (Ten thousand yuan)	4,150.9	6,591.52
	Other income (Ten thousand yuan)	751.2	910.5
Students	Number of students (unit: incidence)	765,983	952,890
	The number of students over 60 years old (unit: incidence)	574,575	711,783
Distance education	Total number of ratings	5,486	5,843
	Residential (village) committee ratings	5,158	5,635
Number of distance education students	Total number of students (unit: person)	560,945	632,231
	Number of students in centralized viewing (unit: person)	241,503	261,099
	Number of students in dispersed viewing (unit: person)	319,442	323,773

(Data source: Compilation of Shanghai Elderly Education Statistics (2015, 2019) by Working Group Office of the Shanghai Education for the Elderly and Shanghai Information Center of Education for the Elderly)

3. Action and effectiveness

In order to actively respond to the severe test brought about by the aging of the population and further improve the quality of life of the elderly, Shanghai has innovated the elderly education system and mechanism, adhering to the “people-oriented” belief, and promoting lifelong education for all. Shanghai insists on the method of teaching in accordance with the elderly’s needs and meeting the diversified and multi-level learning needs of the elderly. Shanghai persists in “coordinated advancement”, at the same time, fully taps the advantages of various social resources, and promotes the participation of the whole society in elderly education, stimulating social vitality. Shanghai has promoted the development of elderly education by launching six major projects, such as doubling the number of learning venues for the elderly and stratified training of teachers, effectively expanding the supply of elderly education, and building a modern education system for the elderly with wide coverage, social participation, resource integration and vitality.

3.1 The number of learning venues has been doubled

In the closing year of the 13th Five-Year Plan, Shanghai has formed a 4.5-level elderly education network covering the whole city, with clear levels, integration and openness: municipal elderly university, district elderly university, township elderly university, village committee learning center and social learning center. As of the end of 2019, the city has cultivated a total of 326 municipal-level “social learning centers” for the elderly, and the newly added number of “social learning centers” for the elderly had completed 108.7% of the planned target. On the basis of achieving full coverage of learning centers for the elderly, a total of 586 village committee demonstration learning centers have been listed in the city, and the number of learning demonstration centers for the elderly has reached 117.2% of the planned target. The city has added 192 learning centers in the district care institutions for the elderly combining nursing and education (including 93 learning centers in day care institutions for the elderly) and 118 new standardized learning centers were also added in the city. Focusing on the work and tasks proposed in the 13th Five-Year Plan of Shanghai’s

elderly education, the work is centered on cultivating and developing elderly learning teams. During the 13th Five-Year Plan period, the city has cultivated 29,643 star elderly learning teams. The number of new learning organizations for the elderly has reached 296.43% of that required in the 13th Five-Year Plan.

3.2 Teaching capacity has been improved

The “Incubating Project of Star Teachers for Elderly Education” was carried out, giving full play to the role of star teachers. A group of star teachers and star teams have been formed. The “100 Teaching Backbones and 1,000 Full-time Teachers Training Plan” was also carried out, relying on universities to increase the training of teaching backbones and cultivate a group of professional backbones for elderly education. Through the cooperation between the municipal and district levels, the professional training of full-time teachers has been carried out to improve teachers’ education and teaching capacity. “Ten Thousand Learning Volunteers Cultivation Program” has been carried out to encourage and recruit all types of retired professional and technical personnel, especially old scholars, experts, teachers, and artists as volunteers to serve the elderly education, promoting the “teacher-student transformation” of elderly education students and improving the service capacity of learning volunteers.

3.3 Sharing platforms for resource distribution

An “online and offline learning resource distribution system” was established to provide various types of senior education institutions in the city with resource distribution services such as teachers, courses, and learning activities according to different learning needs, with a resource distribution coverage rate of 95%. “Online resource distribution services” was provided to carry out menu-based resource recommendation and distribution, improving the utilization and sharing rate of online learning resources, and strengthening the collection, analysis and feedback of information on learning needs for elderly education courses. Furthermore, an “Elderly Education Teachers Database” was built, whose functions include information storage, inquiry, distribution and feedback of elderly education teachers, strengthening the circulation of work information among full-time and part-time teachers and elderly education managers, and building a platform for gathering and sharing high-quality teacher resources.

3.4 Promoting the development of learning teams with characteristics

With an aim to cultivating “star-level elderly learning teams”, on the basis of the existing learning teams for the elderly, Shanghai continuously improves the size and quality of the team, cultivating 500 five-star high-quality learning teams, and promoting the development of the elderly learning teams with characteristics. Relying on existing classes, groups and teams in schools for the elderly, Shanghai uses mobile terminals such as the website for Shanghai lifelong learning and other information platforms to incubate 1,000 new learning organizations such as online learning circles and mobile learning groups for the elderly to cultivate “one thousand new learning organizations”. By exploring rules of cultivating the elderly learning teams, Shanghai also managed to cultivate 10,000 learning team leaders with strong cohesion and certain influence to further enhance the independent learning and management level of the elderly learning teams.

3.5 Integrating information-based resources for online learning

Shanghai has built the “Shanghai Elderly Education Online Open Course Platform”, by which the functions of “the website for Shanghai lifelong learning” and the “Shanghai Online Learning Platform for the Elderly” were broadened, thus creating a group of high-quality online learning resources for the elderly. Shanghai has also developed a series of textbooks for elderly education and the four-sphere integrated supporting learning resources, cultivating a batch of digital premium courses for elderly education, and increasing the promotion of mobile terminal construction such as “Elderly Education at Fingertips” and “Lao Chenguang — Micro Magazine for Elderly Education” to build an elderly education information service management system that integrates information dissemination, data storage, administrative office, and educational management.

By strengthening the establishment of the Shanghai Citizens’ Lifelong Learning Needs and Ability Monitoring Research Institute and improving the institutional construction of the citizens’ lifelong learning monitoring system, Shanghai has formed a work system and mechanism for citizens’ lifelong learning capabilities and need monitoring, and explored the establishment of a normalized monitoring operation mode. Shanghai has held the release conference of the phased results of the monitoring

research on lifelong learning needs and capabilities of Shanghai citizens, and disclosed the monitoring indicators and first monitoring results of the lifelong learning capabilities and needs of Shanghai citizens to the whole society, declaring that Shanghai has become the first city in the country to incorporate citizens' learning ability and demand monitoring into the overall institutional framework for the construction of a learning city.

4. Experience and innovation

In recent years, Shanghai's elderly education has developed rapidly. This is in line with Shanghai's comprehensive implementation of the Party's educational policy, in accordance with the Five-sphere Integrated Plan and the Four-pronged Comprehensive Strategy. It is also inseparable from the firm establishment and implementation of the development philosophy of innovation, coordination, green development, openness and sharing.

4.1 Systematically promoting elderly education through strengthening top-level design and improving network construction

The development of elderly education involves various systems, and various departments need to establish a management mechanism that is complementary, with multi-party collaboration, scientific positioning, and with clear responsibilities. Shanghai pays attention to the top-level design in promoting the development of elderly education. It has established and improved a management system for the elderly education with the leadership of the party committee, the government's coordination, involving close cooperation of departments of education, organization, civil affairs, culture, and aging issues, and the participation of other relevant departments. Thus, a government-led, multi-force promotion, overall coordination, and systemic promotion of the elderly education management mechanism has been established.

Government departments function as the main body to carry out work related to aging. In order to implement the requirements of the National Committee on Aging for the promotion of elderly education, the Shanghai Municipal Committee on Aging has

incorporated the elderly education into the management framework of Shanghai's aging cause, and actively promotes the development of the city's elderly education under the cooperation of the district committees on aging. In 1984, the Shanghai Municipal People's Government established the Shanghai Committee on Aging which was composed of senior officials, civil affairs, education and other departments, to carry out work related to aging with government departments as the main body.

The Party Committee and the Municipal Education Commission took the lead in setting up a working group. Under the leadership of Party Committees at all levels, Shanghai's elderly education follows the principle of "integration of leadership and participation, division of labor and responsibility, and coordinated development", implementing a management system of government supervision, hierarchical management, and districts and counties as the mainstay. Since 2001, the Shanghai Municipal Commission on Aging has established six working groups, which are responsible for the six different tasks, including elderly education, rights protection for the elderly, publicity for the elderly, and sports for the elderly. It is clear that the Shanghai Municipal Education Commission is responsible for elderly education. In 2003, in accordance with the requirements of the "Several Opinions on Further Strengthening the Education for the Elderly in the Municipality" (No.34 [2003] of the General Office of the People's Government of Shanghai Municipality), the Municipal Working Group for Elderly Education was established to be responsible for overall planning, organizing, coordinating, and guiding the city's elderly education. By 2004, cities, districts, and sub-districts (townships) had established working groups and offices for elderly education which provided organizational guarantee for the city's elderly education work.

To establish a steering committee for the construction of a learning society, Shanghai has established the Shanghai Municipal Committee for Promoting the Construction of a Learning Society, which is composed of 13 units under the leadership of the Spiritual Civilization Committee, the Publicity and Organization Departments of Shanghai Municipal Committee of CPC, the Municipal Spiritual Civilization Office, and the Municipal Education Commission, to be responsible for the planning, overall decision-making, and supervision of the construction of a learning society. The office of the committee is set in the Municipal Education Commission. In 2010, Shanghai changed the name of the "Shanghai Adult Education Commission" to the "Shanghai Learning Society Construction and Lifelong Education Promotion Committee". The

committee office is set in the Shanghai Municipal Education Commission, and the assigned head of the Municipal Education Commission is the director of the office. The office staff come from the Municipal Education Commission and the Municipal Civilization Office.

Organizations for elderly education were established in districts and counties. All districts and counties have also established corresponding organizations to promote the implementation of related work. The committee also established leadership coordination agencies in all districts and counties under the leadership of the main leaders of the districts and counties. Its offices are basically located in the Education Bureau, and the staff also come from the District and County Education Bureau and the District and County Civilization Office. All districts and counties promote the construction of a learning society and lifelong education according to the actual conditions of the region and the unified deployment of the city.

4.2 Standardizing the promotion of elderly education via institutional construction and standard-setting

Countries and regions that have entered an aging society earlier in the world generally promulgate laws and regulations in the field of lifelong education and elderly education, and regard the elderly education policy as an important social policy. In recent years, Shanghai has gradually established and improved laws and regulations on elderly education, formulated various systems, and established various standards, which have strongly promoted the standardized development of Shanghai's elderly education. Shanghai started to carry out lifelong education legislation in 2008, and promulgated and implemented the "Regulations of Shanghai Municipality on Promoting Lifelong Education" on May 1, 2011. Article 16 of the "Regulations" clearly stipulates that "administrative departments such as education and civil affairs are responsible for the elderly education. Educational institutions shall, in accordance with the requirements of the education and civil administration departments, develop knowledge-based, recreational and health-care education that is suitable for the characteristics of the elderly, enriches the lives of the elderly, and enhances the health of the elderly." This has provided a legal basis for the development of elderly education in Shanghai.

Shanghai has established a statistical system for elderly education, which has been approved by the Shanghai Municipal Bureau of Statistics and included in the

government's statistical project. Since 2007, Shanghai has compiled and distributed white papers on education statistics for the elderly for many years, and included relevant data in the Shanghai Education Statistics Handbook. Since 2010, a special statistical platform software has been developed, a team consisting of hundreds of statisticians and auditors has been established, and a certificate-holding system has been implemented. The Municipal Education Committee and the Municipal Statistics Bureau draft statistical standards and requirements. The Municipal Senior Education Group Office and the Municipal Elderly Education Association are responsible for the statistical work of the elderly education statistics. In 2013, Shanghai began to implement the "Capacity Enhancement Plan for Township Community Schools" and carried out the project of "Supporting the Standardized Construction of Township Elderly Schools" for three consecutive years, all of which were included in the projects of the municipal government that year.

During the 12th Five-Year Plan period, Shanghai proposed to build "3,000 standardized learning centers for the elderly in neighborhood (village) committees". The construction of standardized learning centers had been carried out for a total of four years. During the implementation of the project, Shanghai had established a set of long-term management mechanisms, such as new hardware facilities, equipment operation management and maintenance update systems, special personnel responsible for the storage and use of the system, standardized management system for the use of equipment by the elderly trainees.

In order to further enhance the social service capabilities and content development level of elderly education institutions, Shanghai had formulated an index system for the content construction of elderly education institutions. Based on the standardized construction in various elderly education institutions, the elderly education institutions had been promoted to carry out connotation construction.

At the same time, Shanghai paid special attention to the capacity-building of teachers for elderly education. In 2013, the Shanghai Municipal Education Commission, the Municipal Organization Office, and the Municipal People's Insurance Bureau jointly issued the "Notice on Strengthening the Construction of Educational Institutions and Teaching Teams for the Elderly" (Shanghai Education Commission [2012] No. 20). Specific arrangements had been made to accelerate infrastructure construction of schools for elderly education in towns, to rationally allocate full-time staff from elderly education institutions, and to strengthen the construction of teachers for elderly

education.

The formulation and implementation of various laws and regulations, and the innovation and practice of various systems had played a significant role in promoting the sustainable development of elderly education, and effectively guaranteed the standardized and healthy development of Shanghai's elderly education.

4.3 Improving coordinative promotion of elderly education by exerting the strength of all parties and integrating high-quality resources

Institutions for the elderly education perform their duties in proper ways. Since 2016, under the leadership of the city's four national exemplary universities, 42 municipal branch universities and schools for the elderly have played the role of coordination through streamlined systems and flexible mechanisms. The universities for the elderly and its branches in the 16 districts have included school development in the district education development plan or district education development plan for the elderly, and have actively built an organization and management system suitable for their own development, with different advantages. The regional high-quality universities for the elderly and service guidance center for elderly education have been gradually established. The formulation and implementation of the "Connotation Construction Standards for District-level Universities for the Elderly" and the "Connotation Construction Standards for Township Elderly School" initiated by Shanghai will enhance the exemplary and leading role of municipal universities for the elderly, strengthen the service guidance function of district-level universities for the elderly, expand the function of township schools for the elderly participating in community governance, and consolidate the collection of grassroots resources and service capabilities of learning centers in village committees.

The "three types of learning centers" are advancing steadily. The Municipal Group Office played the functions of overall planning, coordination, organization and guidance, and promulgated the "Implementation Opinions on the Construction of Residential Village Committee Demonstration Learning Centers and Social Learning Centers for Elderly Education" and "Implementation Opinions on Further Promoting the Work of Combination of Elderly Care and Education" in early 2017, which were issued to all districts as a work guide for the construction of "three types of learning centers". As a coordinating agency entrusted by the office of learning or the education bureau of the

district, each district group office actively performs the functions entrusted or authorized by the government, and has introduced policy measures to ensure the orderly and effective construction of the “three types of learning centers”. The district group office achieves the goal of “three enhancements” for elderly education. During the construction of the “three types of learning centers”, relying on the district learning office, the district elderly university and the district community college, it tries its best to integrate educational resources inside and outside the system to help the construction of learning centers.

The functional orientation of universities for the elderly at all levels is clear. Municipal universities for the elderly play an exemplary and leading role. In accordance with the requirements of the Planning to “enhance the exemplary and leading role of municipal universities for the elderly”, universities for the elderly participate in the “National Elderly Education Summit Forum” through the Municipal Education Commission and Municipal Group Office, deepen curriculum construction, and undertake scientific research projects. They also participate in the implementation of systematic school resource distribution, construction of educational brand projects, and organize municipal-level exhibitions. Through these channels, the municipal universities for the elderly have played an obvious leading role. District-level universities for the elderly strengthen high-quality school-running capabilities and functions of guidance and service. Township universities for the elderly expand their service capacity to promote regional civilization and community governance. The strength of universities for the elderly founded by institutions of higher education will be used to promote the balanced development of elderly education in urban and rural areas. Universities for the elderly founded by the industry provide more learning opportunities for seniors to participate in learning. The elderly education services provided by various enterprises and institutions meet the needs of the city’s retired elderly for lifelong learning.

4.4 Integrating the supportive framework by adhering to learner-orientation and establishing service systems

Shanghai has always adhered to the principle of “being people-oriented” and promoted lifelong education for all. In addition to providing face-to-face courses and learning services for the elderly in 290 offline elderly education institutions in the city, Shanghai also provides distance education services for the elderly through the Shanghai

Distance University for the Elderly. As early as 1995, Shanghai founded the “Open University for the Elderly”, and in 1999 established the “Online Elderly University”. In 2006, the two institutions merged to establish the Shanghai Distance University for the Elderly, which provides learning content of distance education to the elderly through the Shanghai Education Television Station and the “Shanghai Online Learning Platform for the Elderly”.

In recent years, in order to more accurately meet the learning needs of the elderly, Shanghai releases the Shanghai community (elderly) learning map every year. It is convenient for every senior citizen to find nearby learning institutions and courses quickly and easily. In order to provide convenient conditions for the elderly to learn, Shanghai has established a variety of digital learning channels, providing 30,000 online courses to help the elderly to carry out online learning, and established the WeChat public account “Education for the Elderly at Fingertips” and the APP “Shanghai Education for the Elderly” to help elderly students to learn through mobile phones. It also cooperated with Shanghai Oriental Cable Co. Ltd. to set up a MOOC for the elderly on the IPTV channel, so that the elderly can learn at home when they turn on the TV. In order to construct social education classrooms, Shanghai has created 10 municipal-level citizens’ life-long learning experience bases, more than 200 social learning centers for elderly education, 270 learning centers “combining elderly care and education”, and more than 270 learning centers of “walking in the city for humanistic self-cultivation”, constructing an open lifelong learning resource system. In order to understand and respond to the learning needs of the elderly in time, Shanghai has carried out the monitoring of citizens’ lifelong learning needs and abilities, becoming the first city in the country to incorporate the monitoring of citizens’ learning abilities and needs into the overall institutional framework for the construction of a learning city. In order to encourage the elderly to participate in lifelong learning, Shanghai has also built a credit bank that can identify, accumulate, and convert credits, and built a lifelong education “overpass” that connects adult and continuing education and training at all levels.

In order to comprehensively and systematically serve elderly education institutions, Shanghai has initiated the construction of the city’s elderly education support service system since 2011. From 2012 to 2013, eleven “centers” including the Municipal Elderly Educational Quality Education Guidance Center, the Municipal Elderly Education Theoretical Research and Guidance Center, the Municipal Elderly Education

Teacher Training Center, the Municipal Elderly Art Education Guidance Center, the Municipal Elderly Education and Learning Achievement Exhibition Center, the Municipal Distance Learning Guidance Center for the Elderly, the Municipal Elderly Educational Textbook Research and Development Center, the Municipal Elderly Learning Team Guidance Center, the Municipal Industrial Elderly Educational Guidance Center, the Municipal Elderly Education Information Center, and the Municipal Elderly Educational Teaching Research and Guidance Center have been established successively. Each center gives full play to their advantages and performs their respective duties to jointly promote the work of the elderly education in Shanghai, forming an integrated support service system for the elderly education in Shanghai.

5. Prospects for the future

The city's elderly education should build on the existing foundation, focus on the long-term development, strengthen top-level design, aim at the goals of high-quality, informatized, and diversified topics for elderly education, and promote the city's elderly education to make new progress in the new era.

5.1 Changes in literacy of the elderly population require the development of high-quality education for the elderly

When the elderly education in Shanghai just started, the Shanghai Municipal Education Commission conducted a large-scale survey of the learning needs of the elderly in all districts and counties of the city. The survey results showed that the elderly had the greatest demand for health-care courses. In 2019, the art courses for the elderly had the largest number of participants, which accounted for 50% of the total number of elderly students (45% in 2018). Participants in sports and fitness courses accounted for 14% of the total number of elderly students. This also reflects that as the literacy level of the elderly is getting higher and higher, the learning needs of the elderly in Shanghai are becoming diversified, multi-level and differentiated. The elderly in the new era have put forward higher requirements for the level, type, degree of specialization, and quality of teachers for the courses offered for the elderly

education. This requires that the future elderly education in Shanghai must be aimed at the world's advanced level, with the goal of improving people's competency and realizing their all-round development. The elderly education must continuously improve the quality of education and the efficiency in school management, strive to improve the level of talent training, and promote the high-level and high-quality development of elderly education, so as to continuously improve the sense of acquisition, happiness, and satisfaction of the elderly.

5.2 Modern technological development requires the information-facilitated education for the elderly

The outbreak of the coronavirus at the end of 2019 has posed a major challenge to the development of elderly education. During the epidemic, in accordance with the overall deployment of the Ministry of Education for "non-stop off-campus learning", the Shanghai Municipal Education Commission opened class in the Air on the Shanghai Citizen Lifelong Learning Cloud and carefully designed a "live broadcast schedule". New models such as online experience base and VR online "Cultural Walk" program were adopted to meet the new needs of the general public, especially the elderly, who stay at home and learn from home.

The rapid development of modern information technology, the arrival of the 5G era, the application and popularization of artificial intelligence, big data, and the Internet of Things will have a huge impact on the elderly education. In the future, the elderly education in Shanghai will inevitably be the "Internet +" and "Intelligent +" driven by innovation and wisdom. This requires us to continuously explore new ways of lifelong learning, constantly innovate new forms, new content, and new methods of elderly education, constantly improve the information-based learning environment, improve the level of intelligent management services, and strive to provide diversified, personalized, ubiquitous and optional high-quality education services for the elderly.

5.3 The arrival of the aging society requires the diversified providers of the elderly education

With the improvement of people's living standards and the development of modern medical technology, mankind will have longer life expectancy. At the end of 2019,

China had 176 million people aged 65 and over, accounting for 12.6% of the total population. It is estimated that by 2022, the country will enter a deeply aging society (more than 14% of the population aged 65 and over). The aging of the population has aroused widespread concern in the whole society. During the 13th Five-Year Plan period, 25 provinces and cities across the country issued the 13th Five-Year Plan for elderly education development. In November 2019, the Central Committee of the Communist Party of China and the State Council issued the “National Plan for Actively Dealing with Population Aging in the Medium and Long Term”, proposing to “create a high-quality service and product supply system for the elderly”.

At present, the government is still the main body running most universities for the elderly in the country. As of the end of 2019, there were more than 70,000 universities (schools) for the elderly at all levels and types in China, with more than 8 million students and an enrollment rate of about 3%. Throughout China, the situation of “hard-to-secure-a-seat” in university for the elderly is still an overwhelming fact, and the contradiction between supply and demand is quite prominent. The government, as a single provider, is difficult to meet the increasing desire of elderly people to enter universities, nor can it meet the diverse learning needs of the elderly.

In the future, the main bodies in providing elderly education will show a diversifying trend. There will be more universities, departments, industries, enterprises, and social organizations hosting universities for the elderly. There will be more Internet (media)-based platforms to open online resources, carry out online education for the elderly in various forms, and provide education resources and services for the elderly in rural communities. The construction of public facilities for the elderly will become more popular, and more public spaces will become elderly-friendly public learning spaces. All parties in society work together to build a new ecology of education for the elderly under the background of normalized epidemic prevention and control. Thus, we can expect that education for the elderly in the future will be smart, ubiquitous and that everyone can participate in and benefit from it based on co-construction and sharing.

(Written by Wan Rong & Wu Jiatong)

Chapter Five

Research on Community Education Promoting Community Governance in Shanghai

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Abstract: Shanghai's development of community education to promote community governance stems from various aspects including policy, practice and theory and their interaction. The theoretical construction of community education promoting community governance aims to develop a new interdisciplinary conceptual framework, comprising three dimensions. The first one is the community demand, including community development needs and resources; the second dimension is the community governance which mainly refers to the dynamic development process of self-organization, and the third is the community education dimension, mainly denoting the cultivation of citizens who are willing to participate in public affairs and with real social morality. Based on this conceptual framework, the pathways of community education promoting community governance can be divided into two categories. The first one is based on community education service, which mainly plays the supportive role of community education in promoting community governance, and the second category is related to community education governance, which focuses on the practices of community governance in community education. In order to further improve the scientificity and precision of the supply of community education services in Shanghai, it is necessary to enhance the brand-building consciousness and capacity of community education when participating in the management of megacities.

Key words: community governance; community education; conceptual framework; best practices; brand-building

On November 12, 2013, the Third Plenary Session of the 18th Central Committee of the Communist Party of China adopted the Decision of the Central Committee of the Communist Party of China (CPC) on Major Issues Concerning the Comprehensive Deepening of Reforms, allocating a special chapter on “Innovating Social Governance System”. In 2014, the Opinions of the Ministry of Education and Six Other Ministries on Promoting the Construction of Learning Cities proposed to “extensively implement urban and rural community education so as to promote social governance innovation”. In the same year, the Shanghai Municipal Committee set “innovating social governance and strengthening grass-roots construction” as the No. 1 issue. It can be noticed that the innovation of social governance has been given the strategic significance concerning the coordination between social and educational development in Shanghai and nationwide. Community governance is the “last kilometer” of urban social governance. Grass-roots social governance, namely community governance, is an important part of the social governance system, and community education can serve as a crucial strategy to promote community governance. In this context, Shanghai actively explores the practical pathways and strategies by which community education can be involved in the governance of megacities. This study focuses on the theme of developing community education to promote community governance in Shanghai, aiming to further enhance the scientificity and precision of the supply of community education services, and to develop new ideas for promoting community governance system and capacity-building in governance.

1. Research background: Interaction between practice and theory

As the basic unit of society, community governance serves as the micro-foundation of social governance. As General Secretary of CPC Central Committee Xi Jinping stressed: “The focus of social governance must fall on urban and rural communities, and when capabilities of community service and management become stronger, communities can achieve real development.” Because community education is one part of community public service, the development of community education is an important issue in community governance promotion. At the same time, according to the

complexity theory, promoting community governance through community education is not simply the response to practical or theoretical needs, but stems from the two-way interaction between the two, so the following discussion will be explored based on the backgrounds concerning both practice and theory.

1.1 Practical background

The practical background of community education promoting community governance includes two interrelated aspects, namely the phased transformation of community development and the phased transformation of community education.

Since the reform and opening-up, urban community development in China has experienced the following three stages: community service (1978–1990), community construction (1991–2012) and community governance (2013–present), which constitute a development scenario with Chinese characteristics.¹ In 2016, the Ministry of Civil Affairs launched a project entitled “Dynamic Monitoring Platform and In-depth Observation Network Construction for Community Governance”. The project selected 50 observation sites in urban, township and rural communities in China to summarize the experience and latest achievements of urban and rural grass-roots community governance innovation, and carried out policy experiment observation and implementation intervention so as to refine innovative models of community governance with leading significance. This case shows that “the construction and leadership of the institutional arrangement by CPC, the guidance and promotion of the grass-roots government, the diversified participation of different governance groups in the community, the transformation in mechanisms of community governance, the involvement of professional social work and the application of “smart community” and information technology are becoming important experiences in current community governance in China.”² It can be seen that the community governance in contemporary China presents the characteristics of diversity of affairs, professionalism of service and plurality of actors in participation. Against this background, the self-governance capacity of residents in the community is

¹ Yuan, F. C.. *Guojiazhibi yu shehui chengzhang: Zhongguo chengshi shequzhili 40nian* (National Governance and Society Development: Forty Years of Community Governance in Urban China) [M]. Shanghai: Shanghai Jiao Tong University Press, 2018: 328.

² Wang, J. X.. *Zhongguo shequ zhili chuangxin: Shangxiace* (Innovation of Community Governance in China: Volumes I & II) [M]. Beijing: People's Publishing House, 2018: 12.

improving and the demand for re-learning is increasing, so it is necessary for community education to intervene and support them.

Then look at the development of community education in Chinese mainland. It started in the 1980s and flourished in the 1990s. The introduction of the Action Plan for the Revitalization of Education for the 21st Century in 1999 directly promoted the comprehensive development of community education pilot zones at the national, provincial and municipal levels, achieving the transformation from the initial 28 national community education pilot zones to the nation-wide 228 community education pilot zones and 122 national community education demonstration zones. Meanwhile, the intensive development of community education has been gradually put on the agenda. The intensive development of community education focuses on the improvement of quality of community education, which is mainly manifested in the capacity-building in service provision, promotion and integration of community education institutions¹. Among them, the capacity-building of community education in promotion is directly related to community governance, which is mainly reflected in strengthening the leadership and community participation ability of community education. The former refers to the leadership at the government level, while the latter refers to the participation of community residents.

1.2 Theoretical background

As far as community education promoting community governance is concerned, practical exploration and theoretical construction are inseparable. Desirable community governance “involves the bottom-up self-organization of community residents, collective consultation and decision-making in community public affairs, public planning of space, joint shaping of community life, formation of community characteristics and cultivation of community identity, thus relating to various aspects of community development including economy, culture, business and others.”² It can be seen that

¹ Zhang, Y., Ma, L. H. & Gao, Z. M.. *Xinshiji zhongguo chengrenjiaoyu fazhan de chengjiu, tiaozhan yu luxiang: Jiyu UNESCO xuexixing chengshi liudazhizhu de shijiao* (Achievements, Challenges and Perspectives of China's Adult Education in the New Century: Based on the Six Building Blocks of the UNESCO Learning City in English)[J]. *Open Education Research*, 2013, 5: 30 – 37.

² Luo, J. D. & Liang, X. Y.. *Shequ yingzao de lilun, liucheng yu anli* (Theory and Practice of Community Revitalization in China in English)[M]. Beijing: Social Sciences Academic Press, 2017: 2.

good community governance contains community education elements such as community characteristic formation and community identity cultivation. On the other hand, because community education is a kind of education activities¹ which use and integrate various resources of community based on community participation and civic spirit in order to meet the needs of community development and individual lifelong learning, community education also reflects the connotation of community governance. As Fletcher points out: “Education is a stimulus for, and response to, community whether the relationship between them is conscious or unconscious, positive or negative.”² Therefore, community education is an important link between community and education, which is essentially an exploration of educational governance mechanism.

2. Theory construction: Coordination among community needs, community governance and community education

The above-mentioned discussion of community education promoting community governance in practice and theory emphasizes that community education and community governance are both homologous and mutually nourishing, aiming to promote good governance. Therefore, in the process of community education research, researchers should enhance the sensitivity to different discourse systems, not only to respect the connotation and particularity of different discourses, but also to refine and form a new conceptual framework in the convergence of different discourses. The research of community education promoting community governance is a multidisciplinary issue and should utilize more flexible, integrated and interdisciplinary resources and research methods. Based on the extant research, this study aims to establish a new interdisciplinary conceptual framework, which includes the following three dimensions, namely

¹ Zhang, Y.. *Shequ jiaoyu neihan fazhan* (Introduction to Community Education) [M]. Shanghai: Shanghai Educational Publishing House, 2018: 10.

² Fletcher, C.. Community Education and Community Development[A]. In Husen, T. & Postlethwaite, T. N. (Eds.), *The International Encyclopedia of Education* (Volume II). Guiyang: Guizhou Education Press, 1990: 235.

community demand, community governance and community education.¹ (see Figure 5 – 1)

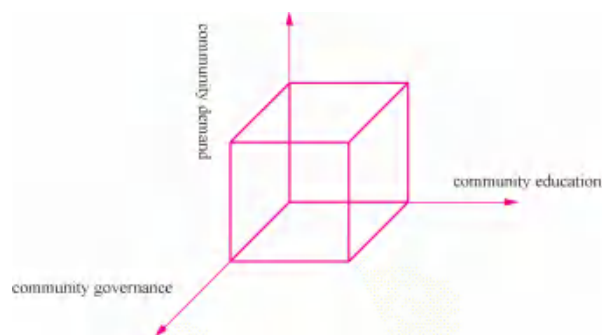


Figure 5 – 1 Conceptual framework for community education promoting community governance

Firstly, community demand includes community development needs and resources. The needs of community development reflect more of the challenges facing community development, from the common needs faced by all residents within the community to the special needs faced by different groups, such as aging, environmental protection, health care, transportation, child care, children’s education, and adult education. Community development resources reflect more of the existing basis and characteristics of community development, including people, culture, land, production and view. Specifically, “people” refers to the residents of the community; “culture” refers to the local culture and traditions; “land” points to the advantages of the local geographical environment and location; “production” refers to the local industries and “view” refers to the local natural and cultural landscape.

Secondly, community governance mainly refers to the dynamic development process of self-organization. Since community governance is not based solely on one force, and development of social forces is a challenging process, its key point lies in the bottom-up self-organizations. Compared with hetero-organization, self-organization is a group of people who voluntarily combine based on relationship and trust, to create the need for collective action, and to manage collective action by self-regulation and

¹ Shanghai Municipal Institute for Lifelong Education (Ed.). Zhongguo zhongshenjiaoyu yanjiu (diyiji) (Research on Lifelong Education in China (Volume I)) [M]. Shanghai: Shanghai Jiao Tong University Press, 2020: 8.

self-management. Therefore, self-organization consists of two characteristics: one is that it is an important part of complex systems, and the other is that it is a new governance mechanism. Accordingly, the growth of self-organization needs to go through a dynamic development process: ¹ A crowd of people gather together to form small groups; then internal identity within small groups and group goals emerge successively, and finally group rules and collective supervision mechanism are established. Since then, small groups can be able to be sublimated into self-organizations.

Thirdly, community education refers to the cultivation of a new type of persons, that is, to cultivate people who are willing to participate in public affairs and have a real sense of social morality. As Dewey explained, “this is why the family and neighborhood, with all their deficiencies, have always been the chief agencies of nurture, the means by which dispositions are stably formed and ideas acquired which laid hold on the roots of character.” ² From this point of view, the key to community construction lies in community education, which is to turn “from external ‘transfusion’ to self-sufficiency and community residents themselves will take the initiative to turn the vacant lots into a garden for all.” ³ According to the above-mentioned conceptual framework, the relationship between community needs, community governance and community education is intertwined, mutually constructive and multi-directional. For example, on the basis of the construction of “good neighborliness centers”, Jiading District of Shanghai launched community construction work in 2015 with the aim of achieving consultative community governance, that is, to promote community pluralism in a consultative and democratic way within the community, to foster a variety of community organizations that can “make blood” by themselves, and spontaneously organizing community services such as safety, health, environment, and even those concerning community public resources and community economic development. In this case ⁴, community safety, health, environment, public resources, economic development

¹ Luo, J. D. & Liang, X. Y.. *Shequ yingzao de lilun, liucheng yu anli* (Theory and Practice of Community Revitalization in China) [M]. Beijing: Social Sciences Academic Press, 2017: 45 – 46.

² Box, R. C.. *Citizen Governance: Leading American Communities into the 21st Century* (Sun, B.Y., Trans.) [M]. Beijing: China Renmin University Press, 2012: 5.

³ Luo, J. D. & Liang, X. Y.. *Shequ yingzao de lilun, liucheng yu anli* (Theory and Practice of Community Revitalization in China) [M]. Beijing: Social Sciences Academic Press, 2017: 15.

⁴ Zeng, F. M. & Lai, J. Y.. *Mulin, zizhi, shequzhili: Shanghai Jiadingqu anliji* (Good-neighborliness, Self-organization and Community Governance: Cases from Jiading District, Shanghai) [M]. Beijing: Social Sciences Academic Press, 2017: 2.

and other aspects belong to community demand, while the consultative community governance including community self-organization reflects community governance and the cultivation of community self-organization contains community education. Each of the three is indispensable, performing its own functions and promoting each other. Among them, community demand falls into the motivative dimension, which provides the power source and basic condition for community education and community governance. Community governance, especially the development of self-organization, is the organizational dimension, which provides the organizational mechanisms to meet community demand and develop community education. Community education belongs to the supporting dimension, providing the educational support to meet community needs and form community governance, especially the self-organizing governance. Only when the three dimensions work together can we form a virtuous circle of community development and ultimately promote good governance.

3. Research implications: Enhancing brand formation awareness and capacity

In order to further enhance the scientific and precise supply of community education services, in addition to further clarifying the intrinsic relationship between the two in theoretical understanding, practically it is suggested to enhance brand construction consciousness and capacity in terms of community education promoting community governance and to promote the phased accumulation and dissemination of experience, maximizing the social effects of community education in promoting community governance.

3.1 Brand formation in service and resource provision

Community education involves a wide variety of services and resources in the process of promoting community governance. For example, Wujing Town No. 1 Hongjing Neighborhood Center in Shanghai provides a total of 17 categories covering more than 80 projects in civic services, medical services, legal consultation, parent-child education, and elderly care, including those provided by 14 governmental

departments, the docking projects involving 16 enterprises and social organizations and 14 community teams which enable the neighborhood center to become a service resource distribution center. Neighborhood centers have listed mandatory items of services such as cultural and physical education and medical services. Take medical services for example. Hospitals set up service points in the neighborhood centers to facilitate residents' direct access to medicines. There are 125 neighborhood learning centers in Minhang District where the town is located, and in 2018, cloud classrooms were added, allowing residents to enjoy all kinds of learning resources remotely. Each neighborhood center has also included personalized projects, such as the intelligent medicine box in the Pingnan neighborhood center. Some drugs have certain temperature requirements, and after receiving residents' demand, the doctor prescribes the medicine and directly puts it into the intelligent medicine box, then residents can use the password to fetch it. In the process of providing all kinds of services and resources, the typical practice of utilizing community education to promote community governance can form a phased working mode, which is beneficial to improve work efficiency and the accumulation of local experience, and to form the characteristics of promoting community governance in the region.

Community education should be inclusive in promoting community governance services and resource network construction, especially for special groups. Hongkou wet market book house originated around the opening of Expo 2010 Shanghai, China. The vegetable stall owners wanted to understand more about the Exposition, but they were too afraid of losing business if they left the stall, so they put forward their needs for more relevant information to the market management staff and finally this wet market book house was established. After achieving success in the pilot book houses, a wet market book house on-site special session was held. It was requested that the wet market book house be promoted at all standardized wet markets in Hongkou District in September 2011. On September 8, 2011, Hongkou District wet market book house launch ceremony was held in Xiangde Road, and by December 2012, Hongkou District wet market book houses have covered 26 standardized wet markets in the district. In the following two or three years, wet market book houses became available in all major wet markets like mushrooms after rain. Those book houses serve as platforms to help migrant workers enrich their spiritual life and cultural options which rapidly expanded the social effects. After the second stage of flourishing, all streets reclaimed the usage of the previously for-rent neighborhood committee activity room for alley book houses.

For instance, the book houses in the North Bund were set up according to the characteristics of buildings such as the building book house at the Shanghai Magnolia Plaza, and even one cleaning company was inspired to establish a sanitation book house. The establishment of the wet market book houses was made possible with the relevant support of the district government, for which the house was the original management office of the market, and the books were delivered by the Hongkou District Library. The library formulated the corresponding regulations for the book houses, and provided special training for the book management personnel. The wet market book houses, after establishment, targeting at the phenomenon that no one can take care of the stallholders' children who come to Shanghai during summer and winter vacations, set up the winter and summer vacation column for those children and introduced the rainbow house projects for companionship of books which extend the featured services from original libraries or streets for local people to the wet market book houses. Before the popularity of smartphone and WeChat, the wet market book house has an positive influence on the improvement of social learning and civilization. The series of book houses and reading should further innovate the service mode with the help of the current updated information technology to improve the effectiveness of community governance.

3.2 Brand formation in facilitating autonomy and co-governance

The network of autonomy and co-governance contains different analytical units of community education and community governance, such as individuals, groups or organizations, and communities. Among them, the community learning team is an important actor in community education and community governance. Jing'an District is focusing on promoting community learning teams to participate in autonomy and governance at different levels. The learning centers of the neighborhood committee play their organizational function through initiating the establishment of community self-governing teams, exploring and cultivating the leading talents, expanding the mass support of activities, providing resource, guiding the residents to participate continuously, and encouraging the learning teams to participate in community governance. At the street level, the recreational and sports teams were guided to transform into functional teams. For instance, the Caojiadu Street first of all mapped the team types, followed by cultivating new teams other than recreational teams, such as reading groups, health

clubs, and others, and finally encouraged functional teams to be transformed into public welfare teams, such as patrols and pet clubs, promoting residents' initiative and independent management of the community environment, security and so on. On this basis, the number of teams has further developed, from more than 100 teams to 241 teams, involving and recognized by residents widely. The efforts at the district-level are concentrated on promoting the community learning team's functional expansion.

In Minhang District, it has formed the experience in terms of social organizations participating in the network of co-governance. Some are government-purchased forms of service, while others are space-for-services, that is, social organizations are provided with occasional, free-of-charge places of activity, and in turn they need to provide residents with free or very low-cost activities. For example, when some training institutions participate in social co-governance, community educational institutions may provide them with space, but the services provided by the training institutions should be charged less than the market price, that is, no more than 50 yuan per person.

The governance structure within the community schools in Changning District reflects the structure of community governance itself. Community education is not sponsored solely by the government, but also includes many student volunteers and all other parties. For example, Hongqiao Street Community School in Changning District has established a system of combining supply and demand by combining through resources and social organizations in the district, and is offering various professional courses, performance and lectures via making full use of the resident units and social organizations in the district. Meanwhile, residents with expertise in music and dance, calligraphy and painting, traditional opera and so on, are recruited to participate in school education activities in the forms of organizing classes of learning through practicing and voluntary service.

3.3 Brand formation in carriers and operation

At present, the carriers and operation network of community education in Shanghai have different forms including the three-level, four-level and five-level ones, such as the three-level network of community education in Jing'an District, the four-level network in Songjiang District, and the five-level network in Minhang District. Take

Songjiang District as an example. The four-level network of community education includes the district-level community college, street and township community colleges, neighborhood learning centers and learning centers at residential buildings. The closer to the grass-roots level, the more residents' participation is needed in community education.

Fengxian District, catering to the actual needs of the rural elderly for a good life, established special halls on the basis of rural homestead for dining, chatting, learning and consulting, that is, the homestead-based neighborhood "Four Halls". While promoting the integration of elderly care and education, the homestead-based neighborhood "Four Halls" stimulate the vitality of community education and learning-oriented rural construction, and have become the growth and innovation points of community education development in Fengxian District. Community education network consisting of community college, street and township community schools, village schools and home-based classrooms, actively integrates the homestead-based neighborhood "Four Halls". Through continuous innovation, educational resources can be integrated well with the elderly's chatting, learning and consultation and diversified and practical educational services can be provided, which enables more rural elderly people to have the happy old-age care on the doorstep which is close, affordable and comfortable and meets their desire not to keep off the "homeland, neighbors, local accent and nostalgia". Up to now, the district has totally completed the construction of 424 "Four Halls", and it has been successfully selected as the first batch of national typical cases of rural public services.

At the same time, different types of formal schools are also involved in the community education networks. For example, Shanghai Xingjian College encourages young students to enter, understand and contribute to the community by sending educational services to the community, delivering education within the college, and providing voluntary services, so as to enhance the enthusiasm of college young students in participating in community governance, and improve the vitality and innovation of community governance. Shanghai Xingjian College, as a district-level higher vocational college in Jing'an District, used to undertake the related work of community college, so it has the natural advantage of interacting with the community and the fine tradition of serving the construction of a learning-oriented urban area. Functioning as a window linking with the community, the College's Residents' Learning Guidance Center assists the District Office of Learning Promotion to organize various lifelong educational

activities each year , and also provides good channels for young students to serve the community.

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(Written by Zhang Yong , Zhu Min & Xu Ying)

Chapter Six

Education for Sustainable Development in Shanghai

Shanghai Municipal Institute for Lifelong Education

Abstract: Shanghai's years of commitments in learning-based urban construction and the overall promotion of lifelong education and learning have successfully helped it join the Global Network of Learning Cities in 2019 and become one of the coordinating cities of the UNESCO Education for Sustainable Development (ESD). With the strong support of the Shanghai Municipal Education Commission, the Shanghai Community Action Plan on Education for Sustainable Development (2020 – 2021) was officially released in 2020. Based on clear theoretical basis and implementation arrangements, as well as effective guarantees in organization and capacity, Shanghai ESD on one hand promotes the active exploration and expansion of high-quality community education achievements that are consistent with the concept of sustainable development, and on the other hand, strives to foster new ESD projects aimed at both enhancing the visible role of community education in implementing Sustainable Development Goals through theoretical analysis and promotive actions in ESD and providing more development opportunities for the content construction and international exchange of community education in Shanghai.

Key words: sustainable development goals; learning cities; education for sustainable development; community education; local actions

1. Introduction

With the strong support of the Shanghai Municipal Committee and the Shanghai Municipal People's Government, as well as the professional assistance of UNESCO, Shanghai officially joined the Global Network of Learning Cities (GNLC) in July 2019. This achievement can be attributed to years' construction of a learning society in Shanghai, as well as its strong promotion of lifelong education and learning, and is also a result of Shanghai's urban development strategy and its new demand for the internationalization of lifelong education in the new era.

In October 2019, the Deputy Director of the Shanghai Municipal Education Commission, Ni Minjing, led a delegation to Medellin, Colombia, to attend the 4th International Conference on Learning Cities (See Figure 6 – 1) to exchange experience of Shanghai in learning city construction. As a representative of Asian cities, Shanghai



Figure 6 – 1 Photo of Shanghai delegates to the 4th International Conference on Learning Cities

participated in the drafting of the Medellin Manifesto and, together with Hamburg, Germany, and Espoo, Finland, Shanghai was appointed as the coordinating city of UNESCO's ESD to co-ordinate and promote the practice and research of ESD in more than 100 cities around the world. At the end of 2019, the Shanghai Municipal Education Commission immediately put forward a working programme and formally designated Shanghai Municipal Institute for Lifelong Education (SMILE) to take charge of the specific promotion of the project.

2. Core concepts

Education for sustainable development (ESD) aims to harness the power of education at all levels and to implement the 17 Sustainable Development Goals (SDGs) of the 2030 Agenda for Sustainable Development by taking appropriate local actions. UNESCO believes that ESD is an education on lifelong learning and an integral part of quality education, the main task of which is to empower learners to make informed decisions and take responsibility for environmental protection, economic development and social justice. Therefore, ESD places special emphasis on the integrity and transformation of learning, and attaches great importance to the innovation of teaching methods and the creation of learning environment.

In the Global Action Programme on Education for Sustainable Development launched in 2014, or the second round of the action plan for global ESD, UNESCO proposes two basic paths for the implementation of ESD: One is to integrate sustainable development into education, and the other one is to integrate education into sustainable development. Two specific objectives corresponding to this comprehensive approach are “to reorient education and learning so that everyone has the opportunity to acquire the knowledge, skills, values and attitudes that empower them to contribute to sustainable development” and “to strengthen education and learning in all agendas, programmes and activities that promote sustainable development”.¹

¹ UNESCO. UNESCO roadmap for implementing the Global Action Programme on Education for Sustainable Development. [EB/OL]. (2020-12-21). https://unesdoc.unesco.org/ark:/48223/pf0000230514_chi.

3. Implementation process and preliminary outcomes

3.1 Setting up project leading groups and working groups to start work involving multiple parties

The leading group of the Shanghai ESD Project is under the responsibility of the Shanghai Municipal Education Commission and its department of lifelong education, and involves relevant functional departments when it is necessary. The working group is specifically undertaken by SMILE, the main body of which is formed by young researchers of the fields of community education and lifelong education in Shanghai, and the dean (principal) of the community college (school), who not only participate in the international coordination of the project, but also concentrate on the implementing of local research.

Since the beginning of 2020, the project team has participated in a number of coordination working meetings organized by the UNESCO Institute for Lifelong Learning (UIL), mainly completing the following specific tasks:

a. Since January 2020, the core research members of the working group have participated in the online coordination working meetings and have conducted full preliminary discussions on the initiation, linkage with member cities, questionnaire and work schedule development and promotion of participation of other cities. By mid-March 2020, the core research members have participated in and completed the development of the baseline questionnaire and an overall timeline.

b. In mid-February 2020, a list of recommendations for research in the context of Shanghai were presented to the UIL on how to strengthen research related to ESD.

c. With the consensus of the Shanghai Municipal Education Commission, a baseline questionnaire on ESD issued by the UIL was completed in mid-April 2020 and timely feedback was given based on the situation in Shanghai.

d. Starting from late February 2020, with the support of Shanghai Municipal Education Commission and through consultations with programme experts of UIL, the development of the Shanghai Community Action Plan on Education for Sustainable Development was launched and the finalization of the Chinese and English versions of

the Action Plan was completed in mid-April.

e. Participating in the UNESCO Webinars on ESD and completing conference briefings to share learning resources with members of the project working network.

3.2 Holding conferences to promote ESD

On August 20, 2020, the video conference of coordinating cities for the GNLC ESD was successfully held in Shanghai (see Figure 6-2), marking the official launch and rapid promotion of the Shanghai Community Education for Sustainable Development Project. For more information on the meeting, see column 6-1.



Figure 6-2 The online meeting of coordinating cities of the UNESCO GNLC cluster on ESD

3.3 Carrying out an in-depth case study and comparative study on ESD

Adhering to theoretical guidance and practical exploration is an important experience in the construction of a learning society and the development of lifelong education in Shanghai. Shortly after the project was launched, under the specific co-ordination of the SMILE, young researchers and deans of community education colleges were invited

Column 6 – 1

Shanghai Organizes Online Meeting of Coordinating Cities of UNESCO GNLC Cluster on ESD¹

In order to better develop Shanghai's role as a coordinating city for the GNLC ESD, to comprehensively promote Shanghai's local experience and global commitment in ESD, on August 20, 2020, a video conference of coordinating cities for the GNLC ESD was successfully held in Shanghai. The conference was organized by SMILE, and the Lifelong Education Division of the Shanghai Municipal Education Commission provided guidance and support.

More than 50 participants attended the conference. The Shanghai participants included officials and experts from Municipal Education Commission, Municipal Health Commission, Shanghai Civil Affairs Bureau, Municipal Agriculture and Rural Affairs Commission, Municipal General Labor Union, Shanghai Women's Federation, Shanghai Academy of Education Sciences, Shanghai Education Evaluation Institute, Education Bureaus of Minhang District, Jing'an District, Pudong New Area, Huangpu District, Jinshan District, Xuhui District, Songjiang District, Changning District, Chongming District, Jiading District, Fengxian District and Hongkou District, deans of community colleges and their backbone researchers, principals of community schools in the Xujiahui Street and Yangjing Street of Pudong New Area, officials in charge of the community education volunteer workstations of the Ninth People's Hospital affiliated to School of Medicine at Shanghai Jiao Tong University, and Minhang District, and researchers of SMILE. The overseas participants included UIL Director David Atchoarena, UNESCO Programme Specialist Bernard Combes, ESD programme officers of Hamburg, Germany, Ralf Behrens and Jürgen Forkel Schubert, ESD programme officers of Espoo, Finland, Annika Forstén and Ville Taajamaa, Mo Wang and Christina Drews

¹ <http://www.smile.ecnu.edu.cn/ce/bd/c21621a315069/page.htm> Link to the English version: <https://uil.unesco.org/lifelong-learning/learning-cities/shanghai-launches-education-sustainable-development-esd-action>.

of UIL. They attended the meeting via online videos.

Professor Li Jiacheng, Deputy Director of SMILE, hosted the meeting. A total of eight representatives exchanged views on work related to the theme of ESD.

Professor Li Jiacheng briefed delegates on the context of UNESCO's promotion of ESD and Shanghai's membership of the Global Network of Learning Cities in 2019, and an overview of the speech delivered by Shanghai entitled "Shanghai Experience in Building an Inclusive and Sustainable Learning City" at the Fourth International Conference on Learning Cities (ICLC) as a representative of China.

SMILE's Deputy Director, Mr. Li Jiacheng, and Researcher, Ms. Zhu Min, presented the institute's new action plan and commended the strong leadership of the Shanghai Municipal Education Commission and active involvement of local partners from different sectors, including community learning centers, volunteer groups and the Shanghai Municipal Health Commission. Covering health education, harmonious development, environmental education and vocational skills, the Community Action Plan on ESD (2020 – 2021) demonstrates Shanghai's commitment to implementing ESD within the framework of the city's learning city policy. Implementing measures include fiscal arrangements as well as capacity development for key stakeholders. He also noted that SMILE will further promote the interaction between Shanghai and more than 100 learning cities around the world through this conference on ESD to explore new global ESD experience in the new era, and awaken more citizens' awareness and practice of sustainable development.

The part-time researcher of SMILE, Dr. Zhu Min, presented the general situation of global ESD, the preparation process and contents of the Shanghai Community Action Plan on Education for Sustainable Development (2020 – 2021), and the periodic work and achievement in terms of Shanghai ESD since January 2020. It was noted that the project has finished preparation in the working mechanism, research team, international platform, action plan, theoretical research, framework design and other aspects, and the work will be accelerated at much faster pace.

During the meeting, UIL Director David Atchoarena underlined the importance of learning in societies nowadays and pointed to the necessity of exploring key concepts such as local implementation and learning reforms given the rich contents and intense tolerance entailed by ESD. He meanwhile hoped that Shanghai, on the basis of the Action Plan, will combine the action, policies and research of ESD to accelerate the development and sharing of experience and knowledge innovation in this line and UIL will also provide maximum support for this purpose.

Mr. Bernard Combes, UNESCO programme officer, who has been an expert on ESD, expressed that he was pleased to see Shanghai's substantive contribution to the project and highlighted the basic elements of the new framework for UNESCO's "Towards Achieving the Sustainable Development Goals — ESD for 2030" released at the end of 2019.

Mr. Ralf Behrens, programme officer of the Environmental Department of Hamburg, Germany, reflected on the implementation of ESD in Hamburg since 2005. He introduced that six working groups in Hamburg are working on the promoting of ESD and a new master plan of ESD has been prepared based on shared work guide, network and policy planning. Mr. Behrens also highlighted that around 100 ESD projects are ongoing in Hamburg, with the support and collaboration of more than 140 partners from different sectors.

ESD programme officer at the mayor's office of Espoo, Mr. Ville Taajamaa, illustrated how to implement ESD at the city level and shared the basic content of the Espoo Voluntary Local Review of the UN 2030 Agenda. He particularly mentioned that the SDGs should be seen as a set of target indicators, a language of communication and a dream to promote a sense of responsibility for everyone in cities to become practitioners of the SDGs. Meanwhile, he also stated that ESD implementation is a process of learning from one another and it is necessary to make full use of the guiding role of SDGs reflecting on the actual situation in the city.

Mr. Wang Tong, Director of the Health Promotion Department of the Shanghai Municipal Health Commission, made a speech on "The Experience and Practice of Shanghai Health Model City". Wang mentioned that the health

education for the public in the field of health and wellness in Shanghai has formed four main experiences, namely, the continuous construction of healthy cities, the distribution of health knowledge books, the development of health self-management groups and the development of health science. By the end of 2019, the average life expectancy of Shanghai residents had been 83.66 years, the infant mortality rate had been 1.72 per 1,000, the maternal mortality rate had been 2.25 per 100,000, and the main health indicators of the public had reached the leading level of developed countries and regions in the world for more than a decade. The level of health literacy among residents increased from 6.97 percent in 2008 to 32.31 percent in 2019. In accordance with the requirements of the Shanghai Action Plan, the Municipal Health Commission will take the lead in fully implementing the first action area “Community Health Education”.

In the speech entitled “Integrating Community Education into Community Governance to Help Sustainable Development of Cities”, Deputy Director of the Education Bureau of Shanghai Minhang District, Mr. Ma Xiuming, focused on the positive role of community education delivery services, quality construction of neighborhood centers, school reforms and community education brand projects implementing, etc. in promoting regional community governance, resident autonomy, integration of production and education and community harmony.

Mr. Ni Minjing, Deputy Director of the Shanghai Municipal Education Commission, made a concluding speech at the meeting. He called sustainable development one of the guiding principles of Shanghai’s social economic and urban development and it is necessary to raise the awareness and ability of every citizen and every organization in sustainable development through the promotion of ESD. He also expected that commissions could be made among district education bureaus, community education institutions and other relevant units and organizations to contribute wisdom and work together to generate prominent achievements in Shanghai’s ESD. For that purpose, he confirmed Shanghai’s commitment to the UNESCO GNLC cluster on ESD, pledging to collaborate with the other members of the cluster to develop a course of action

for implementing ESD in cities around the world. Finally, he hoped that the city's educational and environmental stakeholders should work together, and on the basis of actions and case studies, devote to the basic research of ESD, innovate new knowledge in the field of ESD from local experience, and train a group of young talents through this project, and contribute Shanghai's wisdom and strength to the development of ESD in Shanghai and around the world.

to discuss the exploration, discussion, research and reporting of ESD cases in Shanghai. Since mid-June 2020, eight meetings of young researchers were organized in various forms for case studies and promotion of the project (see Figure 6-3, Figure 6-4, Figure 6-5). Close working relationship has been formed with districts of Pudong New Area, Minhang, Fengxian, Yangpu, Changning, Jing'an, Jinshan, Xuhui, Chongming, etc., to generate a preliminary scope of alternative cases. The format required by the cases has also been developed.



Figure 6-3 In June 2020, a thematic seminar on Green Curriculum was held between project team members and Sanlin Community School in Pudong New Area

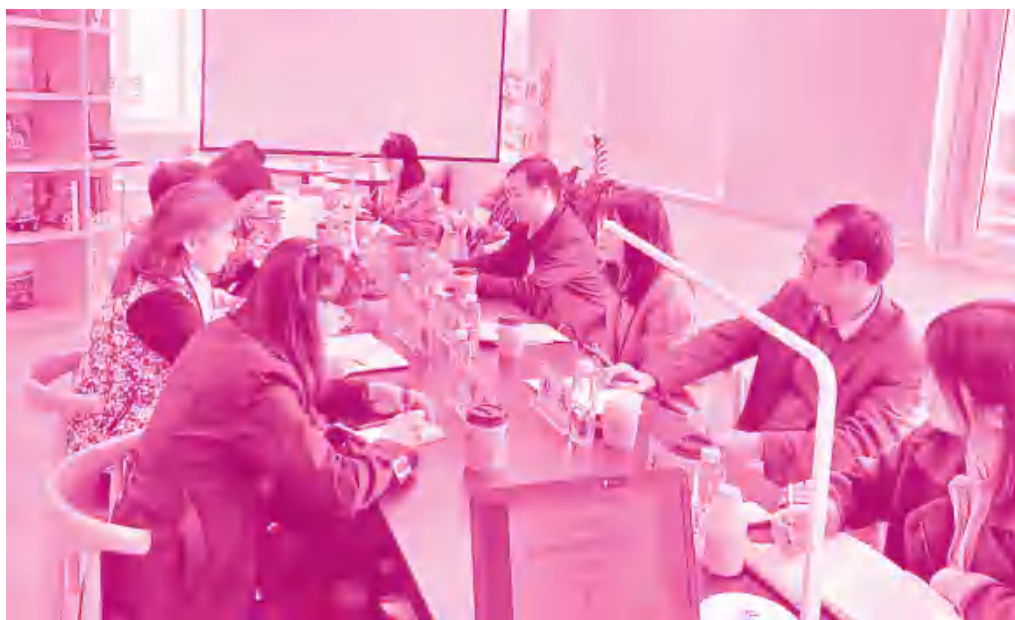


Figure 6 – 4 In November 2020, a discussion for case study was held in Xuhui Community College

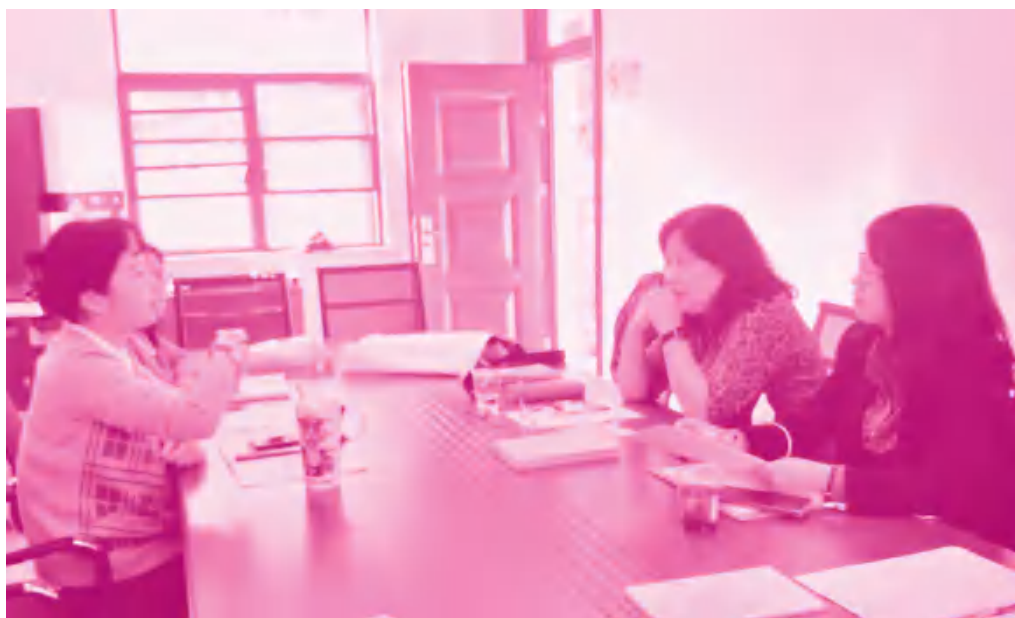


Figure 6 – 5 In November 2020, a discussion for case study was held in Jinshan Community College

Meanwhile, the project team also led Ph.D. and postgraduate students of Institute of Vocational and Adult Education at East China Normal University to found a comparative research group on ESD, tracking, interpreting and researching the progress report on global sustainable development, the national or regional voluntary reports on sustainable development, cases of community education for sustainable development, the ESD for 2030, and the progress of ESD in Germany and Finland, so as to maintain the dynamic synchronization in terms of international topics on ESD and provide timely reference for domestic research.

3.4 Global release on Shanghai Community Action Plan on Education for Sustainable Development (2020 – 2021)

Based on the international policy framework and the practice of lifelong education in Shanghai, the Shanghai Community Action Plan on Education for Sustainable Development (2020 – 2021) was developed and officially launched globally in September 2020 via the platform provided by UIL (see Figure 6 – 6). Logo design of the ESD project has also been done simultaneously (see Figure 6 – 7). Focusing on community, community



Figure 6 – 6 The release of Shanghai Community Action Plan on Education for Sustainable Development on the UNESCO website



Figure 6 – 7 The logo for Shanghai ESD

education in particular, the Action Plan sets four priority areas in community health, environmental protection, social harmony and vocational skills (see Column 6 – 2).

Column 6 – 2

Shanghai Community Action Plan on Education for Sustainable Development (2020 – 2021) ¹

Background

Transforming our world: The 2030 Agenda for Sustainable Development is a comprehensive action plan towards the next 15 years. It is advocated and made by UN in October 2015. People, planet and prosperity are the key words. For achieving successfully the expected 17 Sustainable Development Goals (SDGs) and 169 targets, education is stressed — not only is it confirmed as a special goal, but also it is regarded as a main driving power that helps realize other goals. Based on the UN Decade of Education for Sustainable Development (2005 – 2014), education for sustainable development (ESD) is reaffirmed.

Shanghai Municipal Government has been implementing positively China's overall arrangement of integration of economy, politics, culture, society and ecology. According to the new requirements caused by the change in the areas of economy and society, Shanghai takes many measures to achieve the nation's

¹ Please refer to the following UNESCO website for the English version of the Action Plan: https://uil.unesco.org/system/files/shanghaicommunityactionplanonesdzheng_shi_0814.pdf.

aim of “constructing an education system which serves people’s lifelong learning”, engage actively in international cooperation in the field of education and improve continuously Shanghai lifelong education system’s overall potential.

As a member of Global Network Learning Cities (GNLC) and coordinator city in the cluster of ESD, Shanghai has deep cooperation with UNESCO Institute for Lifelong Learning (UIL) and Hamburg, German. Shanghai has the responsibility to continuously strengthen the work about ESD and coordinate with other members of GNLC, and contribute to the development of ESD. That is the aim of making this plan.

Main Objectives

Improving citizens’ literacy of ESD

Through implementing plentiful community-level activities on ESD, citizens’ awareness of ESD will be cultivated, knowledge related to ESD will be broadened and competencies in accordance with the requirements of ESD will be raised.

Strengthening the role of community education towards sustainable development

Focusing on problems in various areas in Shanghai city, and mainly relying on the strength of community education system, Shanghai will enhance the positive role of education in promoting and implementing the SDGs.

Providing Shanghai’s experience for global ESD

Shanghai is one of the two coordinator cities in the cluster of ESD, and it must perform the basic duty. Shanghai is going to improve existed experience and explore new one on ESD under the guide of SDGs, which will provide a good basis for the international cooperation in the area of ESD. Meanwhile, Shanghai has the pleasure to get guidance from UNESCO and contribute to the research, creation and communication of knowledge about ESD.

Priority Action Areas

The topic of Shanghai Community Action Plan on ESD is “Education

for Sustainable Development through Community Initiatives”. The target group is the whole citizens.

Environment, economy and society are three key areas of ESD initiated and implemented globally by UNESCO. Based on these three points and according to China’s requirements and arrangements on ESD (such as Overall Program on Reform of Ecological Civilization System issued by the central committee of CPC and the state council in September 2015; “Healthy China 2030” Plan and Healthy China Action [2019 – 2030] etc. issued by the central committee of CPC and the state council) and according to Shanghai’s basis of urban development and its medium-long development plan (for example, Shanghai Master Plan [2017 – 2035] issued by shanghai municipal government in January 2018, Shanghai Education Modernization 2035 made in March 2019, “Healthy Shanghai 2030” Plan and Healthy Shanghai Action [2019 – 2030] etc.), Shanghai’s action plan on ESD will mainly focus on sub-topics below:

Action Area 1: Community Health Education (mainly related to Goal 3)

No.	Sub-topics suggested
1	Popularity of the concept of “Big Health” and basic knowledge about health
2	Home protection against the epidemic and infectious disease
3	Experiencing a healthy life
4	Chinese medical prevention in life
5	Self-management and planning of individual and his family’s health
6	Life education (targeted at employees and the aged)
7	Physical fitness and protection at home
8	Development of life interest and maintaining of mental health
9	Health education for special groups (immigrants, the aged, etc.)

Action Area 2: Community Harmonious Development (mainly related to Goal 4)

No.	Sub-topics suggested
1	Spirit of the city and me
2	Inter-generational learning in the aging society
3	Community inclusion and adaption of immigrant workers
4	Community education supporting cultural inheritance and innovation
5	Global citizenship education
6	Volunteer activities facilitating civilization of cities
7	Training of community management and operation talents
8	Experiential learning about folk-custom or traditional handcraft
9	Community education and the construction of rural civilization

Action Area 3: Community Environmental Education (mainly related to Goal 6)

No.	Sub-topics suggested
1	Optimization of rubbish sorting
2	Citizens' ecology literacy
3	Green family DIY
4	Low carbon community life/green community co-construction/I love green style life
5	Recognition and protection of water resource
6	Reconstructing of community micro-ecological environment
7	Recognition of sea resource and reparation of sea environment
8	Knowing the sponge city

Action Area 4: Community Vocational Skills (mainly related with Goal 8)

No.	Sub-topics suggested
1	Community education of suburban regions improving rural economic development
2	Employment training for the poor people and immigrant workers in the local community
3	Skills improvement of new farmers
4	Workers' education and training in medium/small-sized enterprises
5	Creation of innovation/enterprise space embedded community context
6	Cultural creation in the community and the cultivation of service talents

Supporting measures

Organizational guarantee

The leadership group and work group will be set up. The former consists of related departments of Shanghai Municipal Government. The latter is entrusted to Shanghai Municipal Institute for Lifelong Education (SMILE), which is responsible for improving and implementing the plan.

Capacity guarantee

Shanghai ESD network consists of local lifelong education research units, administrative departments and professionals in community education. Based on projects and various approaches of learning and research, the competency of practice and research of all network teams will be raised.

Fiscal guarantee

The Shanghai Municipal Government will give financial support to the action plan. The local education authorities and community college of every administrative district will support and implement this plan, ensuring necessary finance.

3.5 Making parallel efforts to deepen existing projects and explore new projects

According to the two core paths adopted by UNESCO to promote ESD, the Shanghai ESD project has basically formed two major ideas to promote the work. Firstly, to properly link existing projects for lifelong education and community education with sustainable development to promote the rational transition of community education to ESD. The second one is to combine SDGs with local realities and cultivate new projects accordingly. Considering the time limit of the project and the experience of global ESD, and making good use of the achievements of high-quality projects and activities in Shanghai community education, the first idea is the central line at the first stage of work. According to the basic information that can be learned at present, the specific topics mainly focus on environmental protection, ecological knowledge education, online learning opportunities for the elderly, education of the disabled, social integration and the provision of lifelong learning opportunities for migrant workers, community education to promote community governance, training of new vocational talents and so on. The following illustrates some of those cases:

Case One: Development of green curriculum at Sanlin Community School in Pudong New Area¹

In recent years, Shanghai has set up a tripartite cooperative mechanism to carry out comprehensive river conservation and management to strengthen the water bank management and vigorously promote water protection through multiple ways. A series of measures have gradually transformed the original dirty water to clean water. However, there was a lack of soft management of river environment, the public's understanding of the importance of river environment to social development, the scientific knowledge of ecological civilization and the public's consciousness of their position as the main body in the ecological environment management. Many uncivilized habits still existed. Taking the educational ideology of cultivating the sustainable development consciousness and ability of the community residents, the Sanlin Community School in Pudong New Area helps guide people to understand nature and

¹ This case is provided by Sanlin Community School in Pudong New Area and was written by its principal Li Qing.

regulate their behavior, and establish new value standards and codes of conduct for ecological and environmental awareness.

Specific measures include: 1. To introduce ecological education courses to make the public aware of the importance of ecological civilization. In community schools, civic centers, village teaching points, primary and secondary schools, etc., river eco-green courses are offered to the public, including students. Taking advantage of the immediacy and flexibility of the Internet, set up cloud classrooms and upload courses of eco-civilization education on a regular basis. 2. To carry out eco-bottle DIY production and “The Cultural Walk” program to help the public master the basic scientific knowledge on ecology through various forms. Through the eco-bottle DIY and observations on the ecological restoration process in the water systems such as the Backbeach Park and Sanlintang Port, the public will learn about nature’s self-healing and related knowledge. 3. To strengthen the public welfare activities of protecting rivers and banks and the practice of the green way of life. The school public welfare salon actively set up practice platform for improving ecological civilization, and established river protection voluntary service team and beautiful home service team to carry out lake patrol, lake protection, garbage clean-up and other practical activities, leading the public to do their best for green development and forming a new social atmosphere of ecological civilization. 4. To hold series of thematic education activities on ecological civilization to maintain the consistent consciousness of the public on ecological environment protection and to conduct activities such as “green ecology, beautiful home” series of speech essays, painting photography competitions and others to encourage the public to show the beauty of the ecological environment around through creation of works. To integrate and share resources of ecological environment education through combination with creation activities such as civilized community, healthy city, ecological environment, beautiful homes and others, and to organize publicity activities on ecological civilization in conjunction with World Water Day, Earth Day, Environment Day, International Wetlands Day and other festivals.

Green courses and activities have improved the community’s understanding of the importance of ecological environmental protection and river management, and gradually formed the guiding role of ecological civilization values to the cultivation of related behavior and helped the public better understand the concept of sustainable development. Volunteers have become the bulk force in the protection of the ecological environment of the river and their awareness of participating in environmental construction and

protection has been intensifying. The number of volunteers for river protection is growing and people are more willing to accept the green ways of development and lifestyle. To make the public love the environment, respect nature and love their hometowns has a positive impact on building a harmonious and beautiful home. At the same time of controlling water pollution, the school helps implement publicity education to abandon the “old habits” and “old traditions” that are not helpful in environment conservation, and reach the consensus on everyone’s responsibility and sharing and co-building resources for protecting the environment, so that loving and protecting rivers can become everyone’s conscious behavior.

From the perspective of ESD: Sustainable development concerns three domains, namely environment, economy and society. Education for sustainable development is a powerful initiative to promote the achievement of the Sustainable Development Goals, within which, to cultivate citizens’ awareness and responsibility in ecological and environmental protection is an important aspect. In this case, educational activities focusing on ecological civilization and ecological knowledge were carried out, which directly corresponds to the content of SDG 6 “Ensure availability and sustainable management of water and sanitation for all”. In addition to knowledge learning, the activities enriched the ways of implementation through the Cultural Walk Program, handcrafting, participation in river cleaning and other activities, and also reflected the spirit of participation and action advocated by ESD.

In order to effectively consolidate the outcomes of the early stages in river management, Meilong Town in Minhang District, recognizing the potential of community education in soft governance, also actively carried out education on sewage treatment, water pollution control and river cleaning through the “Cultural Walk, Colorful Meilong” Project as the main content, forming another effective demonstration of similar cases.¹

Case Two: Live online teaching for the elderly learners during the pandemic²

During the outbreak of the pandemic in 2020, the elderly students also faced the need for “non-stop off-campus learning”. Shanghai community education and the

¹ This case is provided by Community School of Meilong Town and was written by its principal Liu Lijing.

² This case is provided by Jing’an Community College and was written by Song Qihui.

elderly education system timely explored new initiatives in online education and introduced “Live Online Classroom Schedule of Shanghai Elderly Education” to meet the continuous learning needs of the elderly at home during the pandemic.

In schedule design, it first selects educational content that is in high demand and suitable for online teaching, such as the “Meridian Health Care”, “Tai Chi Chuan”, “Psychological Common Sense and Adjustment Techniques” and other health-related courses, “Photography”, “Healthy Diet”, “Cooking” and other practical courses, “Smartphone Operations”, “Web Applications” and other courses related to popular science. According to the survey, as of June 2020, universities for the elderly at district and municipal levels in Shanghai had held 1,087 live classes, and about 400,000 people had participated in the live online classes in the elderly education. In the first half of 2020, a total of 14 live courses had been offered at the website for Shanghai lifelong learning, and from the perspective of online learners, the number far exceeded that of students in the face-to-face classes offered by schools for the elderly.

The schedule was updated every two weeks, and the elderly learners could learn through live online classes. The playback function of the courses is also particularly suitable to meet the needs of the elderly group for flexible learning schedules. From the initial results, the emergency measures of the schedule timely alleviated the direct impact of the epidemic on the education of the elderly and expanded the elderly audience with the convenience of information technology, helping to achieve the sharing of elderly education resources to solve the problem of insufficient supply of education for the elderly in Shanghai to a certain extent.

From the perspective of ESD: Of the 17 SDGs, Goal 4 focuses on the development of all types of education at all levels, with inclusion, equity, quality and opportunity as the key words of the goal. During the epidemic, Shanghai has paid equal attention to the elderly groups, recognizing that there is also a need for “non-stop off-campus learning” in the elderly education and paying attention to the learning needs of elder learners in special periods. Shanghai continues to provide lifelong learning opportunities for the elderly students with the support of information technology, vividly reflecting “not to leave anyone behind” as the core spirit of ESD.

Case Three: Public education in the garbage sorting in Shanghai

In July 2019, the Regulations on the Administration of Household Waste in Shanghai were promulgated and implemented, and Article 9 calls for “raising the

awareness of the public on the classification of household waste, popularizing related knowledge, and forming the good atmosphere of whole-society participation.”

Accordingly, various communities in Shanghai have conducted all forms of garbage classification lectures and learning activities, and community schools in streets and townships have carried out a variety of educational activities to encourage the public to accept and practice the new ideas. At the same time, the formation of the “voluntary service team for household waste classification at the whole process” provided strong support for the effective implementation of garbage sorting work.

From the perspective of ESD: Scientific and effective waste management is largely concerned with the content of SDG 6, and waste classification is a sustainable way of life that has long been agreed upon around the world. Since the implementation of garbage classification in Shanghai on July 1, 2019, it has achieved remarkable results, and the correct classification rate of residents in garbage sorting has exceeded 95%, achieving an increase in the amount of recyclables, the classification of hazardous waste and wet waste, and decrease in the amount of dry waste disposal. On the basis of effective implementation of the government regulations, the Shanghai community education system plays a significant role in the education of garbage classification. This case is the realistic embodiment of the way of “integrating education into sustainable development” as one of the two basic paths of implementing ESD.

Case Four: The role of Shanghai's community education in fighting against the coronavirus pandemic

During the pandemic caused by coronavirus, we need to keep “non-stop off-campus learning”. How to meet the lifelong learning needs of the public? The website for Shanghai lifelong learning managed to integrate quality resources of education and launched “Class in the Air” on the Shanghai Citizen Lifelong Learning Cloud. The platform integrates resources from other platforms such as Shanghai MOOC Education for the Elderly, Shanghai Community Education Micro Lectures, Shanghai Lifelong Learning Cloud Classroom, Citizen's Online Learning Experience Project, and Lifelong Learning Cultural Walking Project, to provide timely, free, diversified and high-quality learning services for the public during the epidemic. At the same time, relying on the Shanghai Aid Medical Team and Shanghai People's Radio, a “cabin radio” was launched for the Wuhan Mobile Cabin Hospital and more than 100 online courses of the learning radio “Lectures of the Shanghai Open University” were

delivered to multiple mobile cabin hospitals and other designated hospitals at Wuhan. At later stages, an award-winning competition of “learning popular science to fight against the epidemic” was carried out and the activity of “200 questions on epidemic prevention” was conducted in the municipal (district) level of universities and community colleges for the elderly.

The elderly belong to a special group in the prevention and control of the epidemic. Shanghai University for the Elderly and all the schools for the elderly make sure that each student is contacted to understand their learning needs. University for the Elderly, Community College and community schools in Changning District closely kept contact with their more than 16,000 students and over 500 members of the faculty and staff to collect daily health information and protect their physical and mental health.

From the perspective of ESD: “Ensure healthy lives and promote well-being for all at all ages” is the core message of SDG 3. During the pandemic, the issue of public health becomes even more important. The Shanghai community education system makes full use of information technology and pays attention to the elderly and other vulnerable groups, reflecting the specific requirements of the principle of technology application and equity advocated by UNESCO in the implementation of ESD. It also highlights the visible governance role of community education in the national health education of the special period.

Case Five: The comprehensive effect of the “Herb Garden” project in Jinshan ¹

Along with the process of urbanization in Jinshan District, some villagers carried out demolition and relocation. Among the 100,067 villagers of 3,574 households in six villages, about 3,000 elderly people were relocated to the Jinkang Community. The new elderly residents were nostalgic for farming habits such as growing vegetables, causing the phenomenon of destroying green grass to grow vegetables, which becomes a community management problem. To this end, Jinkang Residential Committee communicated with relocated residents, learning that these residents want to retain the cultivation of Chinese herbs for the purpose of daily health care.

After consulting with all parties, the committee decided to open the “Herb

¹ This case is jointly provided by Jinshan Community College, Jinshanwei Township Community School, Residential Committee of Jinkang Community and was written by Zhang Yan, Gu Jianjian, Wang Yan and Liu Aixia.

Garden” as a pilot project. The planting first concentrated on *Prunella* because it is easy to grow, the flowers are beautiful and the effect for daily health care is obvious. After the successful pilot project, the committee extended the herb planting into community greening. However, with the expansion of the planting area of the herb garden, the daily maintenance and management of Chinese herbs is becoming more and more difficult. The Jinkang Residential Committee fully integrated the resources of six villages, one neighborhood committee, multiple team units to divide the grass planting area into a number of blogs, and introduced the claim project for grass garden blog conservation. At the same time, with the increase of types of herbal cultivation, the problem caused by a lack of knowledge of Chinese herbal medicine is becoming more and more obvious. As a result, the Jinkang Residential Committee and Jinshanwei Township Community School jointly invested 200,000 yuan to create an area of 300 square meters of “Herb Hall” as the workshop for community learning. In addition, relying on the expert doctors of Jinshan Hospital, community health center and other team units, popular education of Chinese medicine culture, health lectures and voluntary consultation activities were implemented for residents. After the harvest of herbs in the Herb Garden, the community residents are organized to actively carry out activities such as simple Chinese herbal medicine production, the production of Chinese herbal medicine specimens, the production of healthy Chinese herbal foods and so on. Community management issues stimulate needs for community learning and community learning activities in turn help alleviate community problems. The interactive effect is significant.

The next step of the commission will be to create beautiful unit buildings with the characteristics of Chinese medicine culture to improve the quality of community life. It will also build a science base for the Chinese medicine culture of the Herb Garden, including a corridor, an exhibition hall and so on. The corridor mainly displays detailed knowledge of Chinese herbs grown in the garden and common Chinese herbs in Jinshan District. The exhibition hall is used to display the products of Chinese herbal medicine made by residents, and a spare room is prepared for visitors to make things by themselves, such as making Chinese herbal tea and making a variety of simple food out of Chinese herbal medicine.

From the perspective of ESD: The case of the “Herb Garden” fully reflects the comprehensive effect of ESD. It pays attention to the urban life of the elderly and their new living and learning needs. Taking traditional culture as the basis, through

guidance, learning, participation and action, the new citizens of the elderly gradually form a new way of sustainable and green life, which not only beautifies the community environment, but also helps the elderly acquire the knowledge of health and life skills. Meanwhile, it effectively disseminates the traditional Chinese herbal culture and knowledge. The activities have also finally effectively solved the problem of primary-level governance in the process of urbanization, reflecting the spillover effect of community education in the field of social governance.

4. Reflections and prospects of projects

4.1 Reflections on the current phase

First of all, the content of ESD involved in the current case projects reflects the four priority areas of the Action Plan, but the overall balance is not enough, which will affect the representativeness of the Shanghai ESD experience in community education. The current cases are mainly concentrated in the fields of environmental protection and other social aspects, the former of which includes ecological community education courses under the background of Shanghai river management and activities to promote citizens' ecological literacy while the latter is related to the supply of learning opportunities for the elderly groups and the learning support of vulnerable groups. But these two areas still need to be supported by more specific sub-projects to demonstrate the richness of sustainable development and Shanghai's local experience. Cases in the health and economic areas need to be excavated and developed at a faster pace.

Secondly, the existing cases are based on Shanghai's past lifelong education and community education experience, and the early projects did not have a specific orientation to sustainable development. Therefore, for the current effort to promote the ESD projects, we need to strengthen the value and content orientation of ESD and conduct more theoretical research and maintain dialogues with practice in this line. For example, in the light of the actual situation, we need to point out the reasonable potential for project transformation or redesign towards ESD. In addition, through surveys, it is found that the literacy of grass-roots community workers in sustainable development is insufficient, and it is suggested that relevant content units should be

included in the training of teachers in community education of the whole city.

Thirdly, through the power of education to promote the implementation of sustainable development, we need to not only pay attention to the observation of direct, short-term and visible results, but also adopt a longer-term and systematic perspective to judge the outcomes. Project accelerating needs to take this background into account, select and develop appropriate tools of effectiveness detection to evaluate project advancement. It is recommended that, in the course of specific projects, the evaluation of the effectiveness of ESD be promoted through mining and analysis of multi-source evidence, and that action research be strengthened.

Fourthly, sustainable development and sustainable development education represent a universally recognized international discourse. After the study of these concepts, it has been found that its connotation and value orientation are very close to the current concepts of economic and social development in China, especially the important statement by President Xi Jinping on “the vision of innovative, coordinated, green, open and inclusive development” and “ecological civilization” since the 18th National Congress of the Communist Party of China. However, practitioners are not familiar with the international working language of sustainable development and ESD, so the docking of discourse should also become one of the concerns in the project’s promotion. This can also be found in case studies abroad, such as case studies finding that local residents have difficulty understanding the discourse of sustainable development, and the cost of project promotion can be reduced by using local languages and culture to achieve docking of discourse.

4.2 Prospects

Based on the above-mentioned reflections on the current phase of project, the following tasks will be focused on in the later stages:

On the one hand, we should take into account the existing action plan, adjust the case layout accordingly and pay attention to the comprehensive characteristics of Shanghai as a macro case based on the whole city of Shanghai while highlighting the characteristics of each case, understanding and promoting ESD within the interactions between the whole and parts.

On the other hand, the series development of cases requires a broader network of support. On the basis of visits in the early stage, it is necessary to improve the

cooperation mechanism and accelerate the development of cases, especially to pay attention to the analysis and reflection of existing experience under the perspective of ESD, to carry out secondary and even multiple developments of cases, so that the community practice of ESD can be truly realized and contribute to the local realization of SDGs.

(Written by Zhu Min)

Chapter Seven

Internationalization of Lifelong Education in Shanghai

Shanghai Municipal Institute for Lifelong Education

Abstract: Internationalization is a critical driving force of educational modernization in China and also a new feature of the current development of lifelong education in Shanghai. The international development of lifelong education in Shanghai serves as not only a positive response to the overall requirement of opening-up of national education in the new era, but also an inherent demand for the development of Shanghai's economy, society and education. At present, the internationalization of lifelong education in Shanghai is mainly reflected in four aspects: learning and disseminating knowledge concerning international lifelong education, participating in academic exchanges and projects of international lifelong education, actively participating in global governance of lifelong education, and providing lifelong learning services for foreign nationals in China. The connotation of the internationalization of lifelong education in Shanghai is still being formed, depending on the integration between the fundamental requirements of the nation for the modernization of education and the opening-up of education and the characteristics of local practices and development needs of lifelong education in Shanghai. It should be the basic principle to follow by balancing the learning of the development experience of international lifelong education and the illustrating of the story of lifelong education in Shanghai. Capacity-building in international communication and the global competence of all citizens should be further strengthened as crucial supportive work in the future.

Key words: lifelong education; internationalization; global governance of lifelong education

1. Introduction

In the era of globalization, the internationalization of education is overwhelming, and the field of lifelong education is no exception. Shanghai not only is the forerunner and demonstration zone of lifelong education in China, but also is endowed with opportunities, demands and resources to make it the pioneer in the internationalization of lifelong education.

1.1 The overall requirement of the opening-up of national education in the new era

The Outline of the National Medium- and Long-Term Education Reform and Development Plan (2010–2020) clearly states that “to carry out multi-level and wide-ranging educational exchanges and cooperation and improve the level of internationalization of education in China”, points out the direction for the internationalization of education in China. Since the 18th National Congress of Communist Party of China (CPC), China’s education has been constantly adjusting its new orientation and seeking new actions in the overall national opening-up framework, and gradually forming an all-round, multi-level and wide-ranging pattern of opening-up. In 2016, the General Office of the CPC Central Committee and the General Office of the State Council issued “Several Opinions on Doing a Good Job in Opening up Education in the New Era”, proposing to “persist in expanding the opening-up, strengthening domestic education, promoting people-to-people exchanges, and continuously improve the quality of education, the country’s soft power and global impact.” In the same year, the Ministry of Education issued “Promoting the Joint Construction of ‘the Belt and Road’ Education Initiative”, advocating the establishment of educational communities in countries along the Belt and Road to train high-quality talents, expand people-to-people exchanges, promote economic and social development, improve the well-being of people of all countries along the Belt and Road, and build a solid foundation for regional peace. In 2017, the Education Ministers of the BRICS jointly signed the Beijing Declaration on Education, supporting the BRICS countries to expand the scope of educational cooperation. In 2020, the Opinions of the Ministry of Education and Other

Ministries on Speeding up and Expanding the Opening-up of Education in the New Era was issued, stating that “educational opening-up is a distinctive feature and important driving force for the modernization of education, and we should adhere to the unswerving opening-up of education, and actively strengthen mutual learning, mutual tolerance and communication with other countries in the world, so as to form the structure of educational opening-up with more comprehensiveness, wider fields, more levels and higher proactiveness.” The opinions also focus on the deployment of four key aspects in comprehensive deepening of reforms, training globally competitive talents, high-quality development and Chinese approaches contributing to education governance.

As we can see, from the national level, promoting the internationalization of education aims at least the following purposes: to train globally competitive high-quality talents and improve the quality of education; to strengthen the impetus for the modernization of education and deepen educational reform; to promote people-to-people exchanges and enhance national soft power and global impact; and to participate in global education governance via contributing Chinese approaches.

1.2 The necessity of education opening-up for supporting Shanghai’s urban development strategy and educational modernization

In order to be the leading city of reform and opening-up in the new era, Shanghai must speed up the construction of a modern socialist international metropolis with world influence. This new orientation and new goal will inevitably demand new contributions from education in Shanghai. Released in 2017, the Shanghai Master Plan (2017–2035) proposes in the “High-Level Public Service” section that, “we should vigorously develop high-quality educational public services, build higher education, vocational education, international education and scientific research, etc. which enjoy a significant international impact, and become an important international center for knowledge innovation and service.” The Shanghai Education Modernization 2035, released in March 2019, directly states that Shanghai should become a pioneer zone for education opening-up, “with the guidance of a more active education opening strategy, build a world-oriented gateway for education opening-up, expand the breadth and depth of openness in all directions, strengthen the mechanism of learning cooperation and exchange, enhance the capacity for global high-quality educational resource allocation, participate in global education governance, provide international

education services, enhance educational cooperation with countries (regions) along the Belt and Road, and enhance the international influence of Shanghai education.”

Shanghai’s pursuit of internationalization in education keeps pace with the national spirit of education opening up to the outside world, aiming to enhance the quality of education, strengthen the international influence of education and the ability to allocate international quality educational resources, and effectively refine Shanghai’s excellent educational experience, actively participate in global education governance, and provide international education services.

1.3 Education opening-up as an important embodiment of the high-quality development of lifelong education in Shanghai

After several years of development, Shanghai’s lifelong education has achieved a certain leading edge in China and become one of the leading cities in domestic lifelong education development. However, as far as internationalization is concerned, compared with basic education and higher education, lifelong education still has great potentials for further development. For example, in the framework of the increasingly sophisticated Shanghai community education curriculum, it is difficult to find learning content pertaining to international issues, such as sustainable development education, education for global citizenship, and opportunities for lifelong education activities aimed at understanding and learning from foreign cultures are also not common. Lifelong education is a basic public service for all and the basic way to improve the civilization quality of citizens. In an era of globalization, if citizens in a city intended to become an international metropolis with global impact lack international vision and awareness, lack willingness to participate in global dialogue and capacity for action, it will be difficult to provide qualified human resources to support the city’s new development strategy. Therefore, the internationalization of education should also become an important dimension of the high-quality development of lifelong education in Shanghai.

2. Core concepts

The commencement and popularization of internationalization in the field of

education began in the 1980s and is a concept that has not been fully agreed upon to date. For example, there are “natural development theory” and “interest orientation theory” addressing the formation of the internationalization of education. The former regards the internationalization of education as a process of natural development and exchange of education in various countries, while the latter, from the perspective of educational utility, thinks that the internationalization of education can bring about the development of local education and the cultivation of international talents.¹ On the nature of internationalization of education, Jane Knight of the University of Toronto, Canada, a pioneer in the study of the internationalization of education in the Western countries, believes that the internationalization of education is the process of integrating transnational, cross-cultural or global dimensions into the purpose, function and means of post-secondary education; nevertheless, Russian scholar Roman V. Deniko argues that efforts to internationalize education need to contribute to the core tasks and values of an educational system and internationalization of education is a way to achieve a country’s core educational goals.²

Because of the difference between the types and nature of education, the internationalization of education will have different embodiments, characteristics and realization paths in the specific fields of education. For instance, some scholars believe that the internationalization of basic education is a process of exploring and reforming the practice of school education mainly to deepen the reform of quality education and promote the modernization of education, including international exchanges and cooperation, international education assistance, inter-country curriculum reference, cross-border learning, reference of education concepts and models, integration of world vision and local perspectives.³ In the field of higher education, the motivation and purpose of the internationalization of education in China is to enhance the international competitiveness and international reputation of universities, and it is an organized and planned development process with the support of national policies.⁴

Thus, the internationalization of education is a historical concept. The connotation

¹ Yang, M.Q.. Internationalization of Basic Education: Background, Concept, and Practical Strategies [J]. *Global Education*, 2019, 2: 55 – 63.

² Ibid.

³ Ibid.

⁴ Jin, W. & Wen, J.B.. How to Define Internationalization of Higher Education: Seeking for a Localized Concept Framework[J]. *Modern University Education*, 2013, 3: 5 – 9, 112.

of internationalization of lifelong education is still developing, which depends on the principled requirements of the nation for the modernization and opening-up of education, and is closely related to the practical characteristics and development needs of lifelong education in Shanghai.

3. Practical exploration

3.1 Learning and disseminating knowledge of international lifelong education

Lifelong education is intrinsically an issue of internationality, so timely learning and tracking the development of international lifelong education is indispensable to the promotion of the international development of lifelong education in Shanghai. Taking the Shanghai Municipal Institute for Lifelong Education (SMILE) as an example, in the past two years, the Institute has kept a close connection with the United Nations Educational, Scientific and Cultural Organization (UNESCO) Institute for Lifelong Learning (UIL) and continuously undertaken the Chinese translation of the third (see Figure 7-1) and fourth Global Report on Adult Learning and Education, and organized young scholars in the field of lifelong education in Shanghai to conduct thematic studies (see Figure 7-2) to combine international lifelong education developments with local research and practice.

In addition, commissioned by UIL, SMILE has also completed the Chinese translation of UIL Policy Brief 9. The document has been officially uploaded to UNESCO's documentation system and is publicly available worldwide. The translation work is also part of the collaboration between the two institutes in family learning and intergenerational learning research.

3.2 Promoting international academic exchanges and cooperation

Participating in the global research network to strengthen academic exchanges and cooperation is a basic path to achieving internationalization of education. Table 7-1 listed the major international exchange activities conducted in 2019 and 2020.



Figure 7-1 Chinese version of the third Global Report on Adult Learning and Education



Figure 7-2 Thematic studies

Table 7-1 A list of major international exchange activities

Time	Exchange activities
March 2019	Associate Professor of Education in the College of Education at Tsukuba University in Japan was invited to give a public lecture and was hired as an overseas part-time researcher at SMILE.
May 2019	SMILE organized a delegation to have field visits in Australia and New Zealand to learn the research and practice of lifelong education in the two countries (See Column 7-1).
October 2019	Professor Akiyoshi Yonezawa of Tohoku University in Japan visited SMILE and delivered a lecture.
October 2019	Shanghai Municipal Education Commission led the team to participate in the 4th International Conference on Learning Cities.
October 2019	Professor Stuart McNaughton, Director of the Woolf Fisher Research Centre at the University of Auckland, New Zealand, visited SMILE.
October 2019	David Atchoarena, Director of UIL, and others visited Shanghai, exchanged views with the officials of the Shanghai Municipal Education Commission, and visited the Lingang section of Shanghai Pilot Free Trade Zone.
November 2019	Scholars from Faculty of Education at Monash University led by Dr. Philip Chan visited SMILE.

Continued

Time	Exchange activities
December 2019	Professor Susan Webber from Faculty of Education at Monash University paid a ten-day visit to SMILE.
March 2020	Professor Li Jiacheng of SMILE attended a conference organized by UNESCO Global Network of Learning Cities and made a keynote speech.
April 2020	In an exclusive video interview with UIL, Deputy Director of the Shanghai Municipal Education Commission, Ni Minjing, comprehensively shared the rich experience of Shanghai in organizing and supporting online education in Shanghai.
May 2020	Shanghai Municipal Education Commission accepted UIL's second video interview to share the work experience after the resumption of classes.
June 2020	The Seminar on Innovative Practice and Future Trends in Online and Open Education was held at Shanghai Open University and released the Chinese edition of Open and Distance Education in Shanghai: Emergency Response and Innovative Practice during COVID-19 Pandemic.
October 2020	The Second Oriental Forum on Elderly Education was held.
November 2020	SMILE participated in the UIL and PASCAL International Observatory Webinar "Community-based participatory research and learning cities".

Column 7 – 1

SMILE Conducting Academic Exchanges on Lifelong Education Research in Australia and New Zealand

At the invitation of Faculty of Education at the Monash University in Australia and the Faculty of Education and Social Work at the University of Auckland in New Zealand, Yun Bai, Chen Huang and Dingkai Hou, three members of SMILE, conducted field visits and academic exchanges on lifelong education research and practice in Australia and New Zealand from 4 May to 11 May 2019.

During this visit, the SMILE team conducted a number of academic seminars with Vice Dean of Monash University's Faculty of Education Professor Amanda Berry, project leaders in the field of lifelong education research, Professor Susan Webb, Jane Southcott, John Pardy, Trudi Brunton, Dr. Wing

Chan, Hongzhi Zhang, Megan Adams, Kate Lafferty, Michel Henderson and their respective team members. The SMILE team first introduced the institutional functions of SMILE and recent major research projects, and listened to the main research outcomes of Australian counterparts in the field of lifelong education, and the two parties reached preliminary agreement on the main areas and ways of academic cooperation. The team then visited the University of the Third Age (U3A) Melbourne City to learn about the agency's operation mechanisms and the various special courses they offered to provide learning opportunities for the local elderly population. They also visited the State Library Victoria and City Library in central Melbourne, conducted field research on the practical experience of lifelong learning for the public at all levels of library service, and visited the Centre of Adult Education (CAE) in the Victoria State to learn more about its functions, various adult skills courses and its global operations.

The SMILE team later also visited the University of Auckland in New Zealand and conducted academic exchanges in the Woolf Fisher Research Centre and the Faculty of Education and Social Work at the University of Auckland. Professor Stuart McNaughton, Chief Education Scientific Advisory to the Government of New Zealand and Director of the Woolf Fisher Research Centre, and other researchers Rachel Williamson, Naomi Rosedale, Tong Zhu, etc., shared in detail their research projects on lifelong education and youth development, and held in-depth discussions with the SMILE team on research topics of common interest, and a preliminary plan for future collaborative research has been formed. Mark Barrow, Dean of the Faculty of Education and Social Work at the University of Auckland, and Mark Tesar, Vice Dean in charge of International Affairs, also held talks with the SMILE team on potential cooperation between the two sides.

The SMILE delegation was also invited to participate in the adult education workshop of "Otreya Adult Education Project" leaders in the Auckland City to understand the content, form and characteristics of community adult education in New Zealand. They answered questions raised by New Zealand counterparts about education in Shanghai and China, and jointly discussed the multi-cultural

construction of lifelong education and other issues. This visit helped form the preliminary agreement on cooperation between SMILE and its overseas counterparts and expanded the Institute's international influence in academic research. The delegation learned the lifelong education management and practical experience of Melbourne, Auckland and other overseas cities, and gained useful experience for the in-depth development of lifelong education and learning city construction (urban areas) in Shanghai.

In December 2019, Professor Susan Web of Monash University in Australia visited Shanghai. During her 10-day visit, Professor Web delivered multiple lectures and conducted academic exchanges with other researchers and students, and observed various lifelong education and learning scenes in Shanghai and Wuyi of Zhejiang Province, and conducted in-depth research on the topic of “Community Education and Community Governance” with Shanghai Minhang Qizhong Village Committee, Town Community School and Minhang Community College, deepening the foundation of further cooperative research between the two sides in the future. At present, the counterpart scholars of Monash University in Australia are planning and working on related research manuscripts, aiming at further strengthening academic cooperation with researchers of SMILE.

On October 16, 2020, the Second Oriental Forum on Elderly Education was successfully held at Shanghai University for the Elderly on the theme of “Digital Technology, Artificial Intelligence and Seniors University”. Ni MinJing, Deputy Director of the Shanghai Municipal Education Commission, welcomed experts from various countries at the main conference hall and gave a keynote speech entitled “Information Technology, Artificial Intelligence and the Development of Shanghai's Education for the Elderly”. In his report, he shared the achievements of Shanghai's elderly education and put forward a number of suggestions for the elderly education to cope with the new challenges of digital technology.¹

On November 1, 2020, the “National General Opening Ceremony for the Week

¹ <http://www.shlndx.com>.

of Lifelong Learning for All 2020” was successfully held at Fudan University. The event was held for the first time in the form of video conferences with 36 sub-sites set up in the Department of Education of provinces, autonomous regions, municipalities directly under the Central Government (education commission) and Education Bureau of the municipalities with independent planning status and the Xinjiang Production and Construction Corps. Officials of Department of Vocational and Adult Education of the Ministry of Education, Secretariat of National Commission of the People’s Republic of China for UNESCO, China Adult Education Association, the Open University of China, the Shanghai Municipal People’s Government, the Shanghai Municipal Education Commission, Fudan University and other relevant units attended the opening ceremony and representatives of educators in lifelong education of Yangtze River Delta from Shanghai, Jiangsu, Zhejiang, Anhui attended the event, leading to more than 1,500 participants from the main venue in Shanghai and local venues nation-wide. The opening ceremony featured a speech by David Atchoarena, Director of UIL. David’s views on “lifelong learning in mitigating the adverse effects of the epidemic on socio-economic development”, “lifelong learning based on information and communication technologies”, “learning to better promote sustainable and inclusive development of society, and empower all citizens to respond to future crises” are instructive to improve the practice of learning for all and lifelong learning in the post-epidemic era of China, and the topic of “lifelong learning culture” has a positive enlightening effect on China’s constructing an learning ecosystem that is rich in learning options and runs through citizens’ lifetime.

From November to December 2020, the UIL, in collaboration with the International Association of Universities (IAU), Shanghai Open University, the UNESCO International Institute for Educational Planning (IIEP) and the UNESCO International Institute for Higher Education in Latin America and the Caribbean (UNESCO-IESALC), launched the Global Survey on Higher Education Institutions’ Contribution to Lifelong Learning. Shanghai organized universities to participate in the survey and submit relevant questionnaire reports.

The international publication on lifelong education research in Shanghai is progressing smoothly. In April 2019, Professor Li Jiacheng of SMILE, doctoral students Li Wenshu and Lv Keyi, postgraduate student Lv Cong, and the project partners at Shuangjiang Primary School in Shanghai Minhang District and Longhutang Experimental Primary School in Changzhou New North District received the Paper

Acceptance Notification from the Organizing Committee of the 2019 Annual Meeting of the European Research Network About Parents in Education (ERNAPE), and the authors were invited to participate in the meeting in Poland and make keynote speeches.

In 2019, in the *Handbook of Research on Social Inequality and Education* which was edited by Professor Sherrie Wisdom and published by the international publishing house IGI Global, Professor Li Jiacheng and his team members Lv Keyi and Lv Cong co-authored the twenty-fifth chapter “Parental Involvement Contributes to Family Cultural Capital in J District in Shanghai: Based on Taoyuan Private Primary Migrant School”. Based on the research of home-school cooperation conducted by Professor Li Jiacheng’s team at a school for migrant workers in Shanghai, this chapter explores in depth the transformation of parents’ participation mode during the course of the project and its beneficial impact on the family’s cultural capital. The study enriches the relevant understanding of China’s recurrent population in the international academia and explores a feasible way to study and promote parental participation and enhance the cultural capital of vulnerable groups.

In 2020, Professor Li Jiacheng and his team from SMILE at East China Normal University published their paper entitled “The Implementation and Effectiveness of Intergenerational Learning During the COVID-19 Pandemic: Evidence from China” in the *International Review of Education — Journal of Lifelong Learning (IRE)*. The paper focuses on the context of the COVID-19 pandemic, exploring how schools promote mutual learning between the grandparents and their grandchildren. The study found that by participating in the intergenerational learning program initiated and organized by SMILE, grandparents and grandchildren learned health knowledge, life skills and values, learning concepts and learning behavior of grandparents changed, grandchildren became more aware of their grandparents and formed the concept of lifelong learning, and the relationship between grandparents and grandchildren became closer. The *International Review of Education (IRE)* is edited by the UIL and published by Springer. It is a high-quality peer-reviewed journal for educational research and enjoys a significant impact on various research and applications of the lifelong learning paradigm such as lifelong education, adult education, open and distance education, vocational education and workplace learning.

The above-mentioned academic exchange activities have helped relevant research institutions of lifelong education in Shanghai establish academic connections with researchers in the United States, Japan, Korea, Australia, New Zealand, Germany,

Finland and others, intensifying international networks of academic research and work cooperation through various mechanisms.

3.3 Summarizing the experience of lifelong education in Shanghai and actively participating in the governance of lifelong education in the world

3.3.1 Sharing Shanghai experience at the International Conference on Learning Cities

In October 2019, a delegation of the Shanghai Municipal Education Commission participated in the 4th International Conference on Learning Cities in Medellín, Colombia, South America, representing an important event for the internationalization of lifelong education in Shanghai. The Deputy Director of the Shanghai Municipal Education Commission, Ni Minjing, delivered a speech to share Shanghai's experience in building a learning city. Meanwhile, at the invitation of UNESCO and the Conference, the Deputy Director Ni Minjing, as the representative of Asia, joined in the drafting of the Medellín Manifesto. By the end of 2019, the Chinese edition of the Medellín Manifesto (see Column 7 – 2) had been translated by SMILE and thematic learning sessions were organized as well.

Column 7 – 2

Medellín Manifesto: Learning Cities for Inclusion

1. We, the mayors, deputy mayors, officials and representatives of cities worldwide, education executives, education experts, researchers and teachers, and representatives of UN agencies, the private sector, and regional, international and civil society organizations from 100 cities and 60 countries, have convened in Medellín, Colombia from 1 to 3 October 2019 for the fourth International Conference on Learning Cities (ICLC), dedicated to inclusion as a principle for lifelong learning and sustainable cities.
2. With inclusion as an underlying principle, we work to extend lifelong learning opportunities to every individual, including all vulnerable groups, irrespective of their contexts and characteristics.

3. We recognize that inclusion goes hand-in-hand with equity to secure fair learning opportunities for population groups at risk of being overlooked, including women, elderly people, ethnic minorities, migrants and indigenous people.
4. We guarantee the involvement of all citizens especially vulnerable groups in lifelong learning opportunities throughout the stages of the learning process, programme planning, development, implementation and monitoring.
5. As stakeholders committed to cities' sustainable development, we recognize the challenges associated with urbanization, investors driven urbanism and rapid urban population growth, including the development of quality infrastructure, availability of attractive employment opportunities and the improvement of people's well-being, social cohesion and environmental protection.
6. We also recognize the opportunities of urbanization: As cities grow in size and number, they are able to give birth to new ideas, innovative practices, learning initiatives, and technologies and mobilize resources and innovation to find local solutions to emerging challenges.
7. At the heart of these challenges and opportunities lies sustainable development, which calls upon us to ensure that our cities' infrastructures, local economies, cultures and social spaces develop in a way that empowers individuals and communities and respects the planet applying a human-rights based approach and principles of democratic citizenship.
8. We recognize that sustainable development can only be achieved if lifelong learning opportunities are available to all learners, across all age groups and levels and types of education, regardless of modality, space and motivation for learning.
9. In the pursuit of sustainable development and lifelong learning for all, we acknowledge the importance of participatory cross-sectoral governance, including local authorities and other levels of government, while actively engaging research and university experts. We also acknowledge the role of civil society organizations and encourage their engagement, along with that of private sector and multi-stakeholder involvement at all stages.

Renewing commitments

10. Gathering in Medellín, we invoke our existing commitments to promote sustainable development and lifelong learning in cities by:

Reaffirming our determination to achieve the 17 Sustainable Development Goals (SDGs) of the 2030 Agenda for Sustainable Development — adopted by world leaders in September 2015.

Recognizing the role of learning cities in the fulfilment of all 17 Sustainable Development Goals, in particular SDG 4 (“ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”) and SDG 11 (“make cities inclusive, safe, resilient and sustainable”).

Redoubling our efforts to achieve SDG 4, in light of recent alarming findings that the world is off track in achieving the global education goal by 2030.

Stressing the relevance of Key Features of Learning Cities as a guiding document and normative instrument for building and measuring progress in learning cities.

Reaffirming the importance of Learning Cities and the SDGs: A Guide to Action, which indicates how global goals can be translated into local actions through the creation of green and healthy, equitable and inclusive learning cities that offer opportunities for decent work and entrepreneurship.

Recalling the rich exchanges of the three previous International Conferences on Learning Cities held in Beijing, Mexico City and Cork.

Placing inclusion at the heart of sustainable cities

11. We acknowledge that inclusion is fundamental to the 2030 Agenda for Sustainable Development and its vow to leave no one behind.

12. In Medellín, we are building on the momentum of the 2030 Agenda, the Incheon Declaration of 2015, as well as UNESCO’s International Forum on Inclusion and Equity in Education, held in Cali, Colombia from 11 to 13 September 2019.

13. While we focus more on inclusion across all learning modalities in cities, we aim to further strengthen and expand the Cali Forum's platform for dialogue and cooperation on inclusion.

14. We assert inclusion as a principle for lifelong learning and sustainable cities and will foster it in cities by:

Guaranteeing the involvement of vulnerable groups in lifelong learning opportunities throughout the stages of the learning process, programme planning, development, implementation, monitoring and evaluation.

Supporting endeavours to systematically collect more data on education and learning, specifically on issues affecting vulnerable groups and excluded populations in cities, so that interventions are built on realistic assessments of the current situation.

Devising lifelong learning initiatives in response to the specific needs of diverse groups, such as girls and women, elderly people, long unemployed, youth and adolescents, irrespective of whether that means strengthening school-to-work transition policies for the youth at risk, increasing the number of language classes for migrants, widening participation in digital skills programmes or producing measures to monitor the accessibility and social inclusion of persons with disabilities.

Contextualising the learning policy and practices including rural developments and emergency situations.

Improving infrastructure as a prerequisite for inclusion, especially in the cases of physical accessibility for persons with disabilities and Internet access for digitally excluded populations.

Understanding that excluded groups are not homogeneous — with many individuals excluded in multiple ways — and thus striving for a holistic approach to inclusion that fosters personal development, strengthens communities and creates more inclusive societies contributing to global peace and understanding.

Sharing with, and learning from, the inclusive policies and practices of other learning cities and other learning communities across systems and cultural contexts with the support of UNESCO Institute for Lifelong Learning.

On October 29, 2020, Yeonsu of Incheon Metropolitan, Republic of Korea, hosted the Asia Pacific GNLC Network Conference. The conference was jointly organized by the Korean Association of Lifelong Learning Cities (KALLC), the Korea National Commission for UNESCO (KNCU), in collaboration with the UIL. Shanghai was invited to share its best practices as a representative city for the conference. Deputy Director of the Shanghai Municipal Education Commission Ni Minjing delivered a speech, and Shanghai also shared the progress in the construction of a learning city at the meeting.

3.3.2 Serving as a coordinating city for the education for sustainable development (ESD)

At the 4th International Conference on Learning Cities, Shanghai, together with Hamburg, Germany, and Espoo, Finland, was appointed as a coordinating city for the UNESCO “Education for Sustainable Development” (ESD) to jointly organize, lead and promote global action on education for sustainable development and implement the goals of constructing a learning society and sustainable development goals on education. In early 2020, under the guidance and support of the Shanghai Municipal Education Commission, a leading group and a working group for the Shanghai ESD Project were established, and they have already started working on the global issues at the international level along with the close connection to UIL.

On August 20, 2020, a video conference of coordinating cities for the GNLC ESD was successfully held in Shanghai. The conference aims to better develop Shanghai’s role as a coordinating city for the GNLC ESD, comprehensively promote Shanghai’s local experience in ESD, and work with Hamburg, Germany, and Espoo, Finland, to further promote global effort in ESD. UIL Director David Atchoarena, UNESCO Programme Specialist Bernard Combes, ESD programme officers of Hamburg, Germany, Ralf Behrens and Jürgen Forkel Schubert, ESD programme officers of Espoo, Finland, Annika Forstén and Ville Taajamaa, Mo Wang and Christina Drews from the UIL attended the meeting via online videos. From Shanghai, more than 50 participants from the Shanghai Municipal Health Commission, Shanghai Civil Affairs Bureau, Shanghai Municipal Agriculture and Rural Affairs Commission, Shanghai Municipal General Labor Union, Shanghai Women’s Federation, Shanghai Academy of Education Sciences, Shanghai Education Evaluation Institute, Shanghai Education Bureaus and community colleges (schools) of every district, and representatives of backbone researchers attended the meeting.

3.3.3 Actively providing and sharing Shanghai experience during the outbreak of the pandemic

During the pandemic outbreak, the Shanghai education system, under the overall planning of the Municipal Education Commission, adopted online education as an emergency alternative to “keep learning during class suspension”. In the context of the global fight against the epidemic, Shanghai’s experience has received attention from UNESCO. On April 17, 2020, in an exclusive video interview with the UIL, Deputy Director of the Shanghai Municipal Education Commission, Ni Minjing, shared the rich experience of Shanghai in organizing and supporting online education in Shanghai. The video has been widely disseminated through various channels and has received great attention from the international community. On May 7, the Shanghai Municipal Education Commission received a second video interview to share its work experience after the resumption of classes. On June 19, 2020, the Seminar on Innovative Practice and Future Trends in Online and Open Education was held at the Shanghai Open University. President of Shanghai Open University, Yuan Wen, Director of the UNESCO Institute for Information Technologies in Education (IITE), Zhan Tao, President and Chief Executive Officer of the Commonwealth of Learning, Professor Asha Singh Kanwar, President of Xidian University, Professor Yang Zongkai, and other well-known experts and scholars attended the meeting and delivered keynote speeches. During the meeting, the Chinese edition of “Open and Distance Education in Shanghai: Emergency Response and Innovative Practice during COVID-19 Pandemic” was officially released.

The Shanghai Open University, in collaboration with the UNESCO Institute of Information Technology in Education and East China Normal University, has edited “Online and Open Education in Shanghai: Emergency Response and Innovative Practice during COVID-19 Pandemic”, the English version of which has been released on the official website of UNESCO. During the outbreak, the Faculty of International Exchange at Shanghai Open University also shared courses globally on the UNESCO platform, attracting nearly 35,000 active users and more than 100,000 views per day. On iTunes U, three courses were successfully included into the top 30 list (9th for the One-Hour Introduction to Traditional Chinese Painting, 18th for the Leadership Practice, 21st for the Chinese Music), and most of the rest were within top 50. After learning that many overseas Chinese schools are unable to conduct live broadcasting due to the pandemic, Shanghai Open University has also adopted a flexible training method

featuring “concentration and dispersion” and “live broadcasting and recording” to expand service coverage. In 2020, it served 1,415 teachers at 32 Chinese schools in 16 countries, including Thailand, Indonesia, Malaysia, Australia, the United States, Canada, Italy, France, Germany and South Africa.



Figure 7 – 3 Screenshot of UNESCO website for Online and Open Education in Shanghai: Emergency Response and Innovative Practice during COVID-19 Pandemic

3.3.4 Providing lifelong learning services for foreign nationals residing in Shanghai¹

The issue of lifelong learning services for the international community in Shanghai has come under scrutiny this year. For example, the Gubei New Area of Hongqiao Street in Changning District is a well-known international community in Shanghai as a

¹ This case is provided by the Community College of Changning District.

“mini United Nations”, with a total of 12,000 households, including foreign residents from nearly 50 countries and regions which constitute more than 50% of its total residents. On the basis of understanding the formation of residents in the community, Hongqiao Street managed to break through the limitations of traditional community education and opened a series of foreigner-oriented courses according to the cultural background, religious belief, way of life and learning needs of the foreign residents in the community. Chengjiaqiao Community has more than 4,000 residents from 38 countries and regions, thus Chengjiaqiao Community School organized teachers and experts to scientifically program course schedules, opened courses of “Chinese as a Foreign Language” and experience classes learning “Chinese Traditional Culture”, as well as calligraphy, landscape painting, Taiji, weaving, pottery, illustration and other courses, and prepared text books such as “Basic Chinese — 36 lessons” and “Exploring the Traditional Chinese Culture” specially for overseas residents, attracting more and more residents from France, Canada, Pakistan and other countries to participate in public cultural life.

In the serving of education for international communities, the district, the street and the neighborhood committee have also developed thematic activities based on experience and communication, so that residents of different cultural backgrounds and nationalities can enhance their understanding of different cultures and “integrate” into the community in a friendly and harmonious way. For example, the Gubei Civic Center on Hongqiao Street integrates the strength and resources of community schools, neighborhood committees, social organizations, etc., and its features as an international community, aiming to construct an international community with warm humanity space by means of building “Warm Exhibition Hall” as a display platform for lifelong learning outcomes of Chinese and foreign residents either through independent appointment or invitation. Some foreign residents in Chengjiaqiao Community actively asked to become volunteers after participating in community education activities, hoping to contribute to further community education development.

4. Conclusion and implications

Through the review and analysis of the above-mentioned main activities, we can find

that the internationalization of lifelong education in Shanghai in the past two years has developed significantly. For example, as far as the awareness of the internationalization of lifelong education is concerned, basic consensus has been reached across education administration, higher education institutions, research institutions and their researchers, which helped to form a new scenario through their active engagement in international exchanges and dialogue and serious participation in the international lifelong education governance. In participating in the governance of global lifelong education, Shanghai has gained preliminary experience via its participation in the International Conference on Learning Cities, the coordination work for ESD, the holding of the international forum on elderly education, and the timely sharing of Shanghai's experience during the epidemic, and efforts are being made to find the right position in the internationalization of lifelong education. It is through these substantive work that conventional working mechanisms for the internationalization of lifelong education have been gradually formed, such as undertaking the relevant work of international organizations, participating in academic exchanges on a regular basis, timely transmitting the effective experience of lifelong education in Shanghai through various platforms and forms, and participating in project cooperation.

However, the internationalization of education is a developing concept, and the content will be formed according to the general requirements of the opening-up of national education and the needs of Shanghai's economic and social development. Based on the existing achievement and the overall development situation of the country and Shanghai, the internationalization of lifelong education in Shanghai still has a long way to go. For example, we need to have a clearer orientation for both international development and values, follow the basic principle of balancing learning international experience in terms of lifelong education development and illustrating well the story of lifelong education in Shanghai which requires not only to strengthen and expand international comparative research such as the lifelong education research along the "Belt and Road" countries, but also to have a more comprehensive and rational understanding of the local lifelong education development experience. In addition, it is also crucial to strengthen the capacity-building of the research teams, improve communication skills and be familiar with the practice of international conferences. Research teams which can act agilely, efficiently and coordinatively should be fostered. Especially in the process of reform of the local practice of life-long education, it is more necessary to have a global perspective, to integrate the content of

education for global citizenship, ESD, education for international understanding and other global issues into the learning content of existing lifelong education, and to improve the comprehensive capacity of all citizens to think and act in high quality in a globalized world.

(Written by Zhu Min, Li Jiacheng)

Chapter Eight

Design of the Monitoring System of Shanghai Learning Urban District Development and Trial Implementation Report

Shanghai Municipal Institute for Lifelong Education

Abstract: Monitoring the process and the results of the learning city development has become an important mechanism to improve the system and institution of lifelong learning for all both in China and abroad. To evaluate the achievements and the positioning of lifelong education system in Shanghai based on science and to improve the overall quality of developing Shanghai as a learning city, the “Survey Project of Monitoring the Learning City Development in Shanghai” was initiated by Shanghai Municipality. Based on local characteristics and organizational leadership structures, pilot programs were carried out in four districts including Huangpu, Yangpu, Baoshan and Chongming to explore how to build a stratified, classified, and normalized monitoring system. By referring to the domestic and oversea research and practices of monitoring the learning city development and conducting extensive surveys and communication, the project group formulated “The Indicator System of Monitoring the Learning City Development in Shanghai” and implemented it on a trial basis. As a result, apart from getting a comprehensive knowledge of the progress of the learning development in four districts, the project group has also established a fundamental framework containing guidelines, an organizational structure, The Indicator System of Monitoring the Learning City Development (Exposure Draft) tailored to Shanghai, workflow, and a guarantee system. As for the priorities at the next stage of improving the monitoring system of the learning city development in Shanghai, it is suggested

that cooperation and coordination be enhanced among district commissions for learning society development and lifelong education promotion, a team of monitoring experts and statistics staff be built, service function of data monitoring platform be strengthened and the feedback and incentive mechanisms of monitoring work be perfected.

Key words: learning city development; establishment of learning urban districts; monitoring institution; monitoring system

1. Background and objectives

1.1 Building learning cities: An important driver of national and urban development for China

Building learning cities which promote lifelong education for all is a development strategy the Communist Party of China and the Chinese government have adhered to for a long time. The requirement of “accelerating the development of learning cities” has been stated clearly in the reports to the 16th, 17th, and 18th National Congress of the Communist Party of China. In the Report to the 19th National Congress of the Communist Party of China, building a learning society, a learning party and a learning nation has been lifted to an important will and task of the Party.¹ In June 2020, President Xi Jinping clearly proposed to “improve the mechanism of promoting lifelong education for all and build a more flexible and convenient lifelong education system with more abundant resources” in his speech during the meeting with experts from education, culture, health, and sports fields. He emphasized many times the importance of establishing a system of lifelong education for all.² Building learning cities, learning urban districts, and learning communities means building a learning society by making use of the space, culture heritage and institutional environment of

¹ Dong, M.F.. Promoting the Development of Learning Nations [N]. Guizhou Daily, 2018 – 10 – 23.

² Xi, Jinping. A Congratulatory Letter to International Conference on Education Informatization [EB/OL]. (2015 – 05 – 23). http://www.xinhuanet.com/politics/2015 - 05/23/c_1115383959; Xi Jinping’s Speech on the Meeting with Experts from Education, Culture, Health, and Sports Fields [EB/OL]. (2020 – 09 – 22). <http://politics.people.com.cn/1/2020/0923/c1024 - 31871246.html>.

cities and urban districts. The overarching goal of building learning cities nationwide is to develop a large batch of learning cities featuring a complete education-for-all system, coordinated all-level and all-type education, open and diverse opportunities, and rich education resources for sharing, and enable these cities to play a leading role in learning society development.¹

Since the first International Conference on Learning Cities was held in Beijing, an increasing number of cities in China and overseas have set up the objective of the learning city development. In 2013, China Adult Education Association and China National Commission for UNESCO jointly launched the National Alliance for Building Learning Cities. By the end of 2019, 105 prefecture-level and province-level cities in seven batches have joined the alliance, accounting for 31% of the total prefecture-level cities. By September 2020, nine Chinese cities including Shanghai had joined the UNESCO Global Network of Learning Cities consisting of 230 members (from 64 countries). Building learning cities has become an important driver for cities worldwide to achieve inclusive and sustainable development, implement the positive aging strategy, improve urban social governance, and increase city soft power.

For over ten years, departments of the Party and the government at all levels in Shanghai Municipality have adopted various measures and set up a four-level lifelong education network system and a more complete lifelong learning service system through extensive mobilization and unremitting efforts. At present, Shanghai is putting the important thought that “the city is built by people and for people” into practice and has put forward the objective² of “meeting people’s demand with superior supply, serving people with better resources and helping people accomplish themselves with more opportunities”, which is in line with the guiding principle of building a learning city that is “to cultivate morality, increase wisdom, and start business through learning in order to fully unleash citizens’ development potential and innovation vitality.”³ When

¹ The Opinions of the Ministry of Education and Other Six Ministries on Promoting the Learning City Development (2014).

² Please refer to Opinions of the CPC Shanghai Municipal Committee on the Key Concept of Building a City by People and for People and Starting a New Chapter of Building a People-centered City in the New Era, <https://baijiahao.baidu.com/s?id=1670314441525150271&wfr=spider&for=pc>.

³ The Opinions of Shanghai Municipal Education Commission and Other Six Departments on Promoting the Learning City Development in Shanghai (2016).

evaluating against the “Five Everyone Cans” goals¹ of a people’s city, Shanghai still needs to improve the mechanism of building a learning society with sustainable development to achieve the vision of “making learning accessible to everyone anywhere and anytime.”

1.2 Monitoring work: Improving the quality of the learning city development

Building learning cities is a long and continuous process. Monitoring the progress of the learning city development helps examine to what extent the political will and ideas of governments at different levels have been transformed to practical policies and measures². At present, monitoring work has been included into the plans and policies for the institutional establishment of learning society (cities) development and lifelong education by the CPC Central Committee, the CPC Shanghai Municipal Committee and Shanghai Municipal Government (Table 8 – 1).

Table 8 – 1 Requirements of monitoring work in the documents of the Ministry of Education and Shanghai Municipality

Guidelines of CPC Shanghai Municipal Committee and Shanghai Municipal Government for Promoting Learning Society Development (2006)	Regulations of Shanghai Municipality on Promoting Lifelong Education (2011)	The Opinions of the Ministry of Education and Other Six Ministries on Promoting the Learning City Development (2014)	The 13th Five-Year Plan of Shanghai Municipal Education Commission for the Development of Lifelong Education in Shanghai (2016)	The Opinions of Shanghai Municipal Education Commission and Other Six Departments on Promoting the Learning City Development in Shanghai (2016)
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¹ In Opinions of the CPC Shanghai Municipal Committee on the Key Concept of Building a City by People and for People and Starting a New Chapter of Building a People-centered City in the New Era (approved in the 9th Plenary Session of the 11th CPC Shanghai Municipal Committee), “Five Everyone Cans” mean to build a city where everyone can have the opportunity to make accomplishments, everyone can participate in city governance in an orderly manner, everyone can have access to a quality life, everyone can feel cared and loved and everyone can gain a sense of belonging.

² UNESCO Institute for Lifelong Learning (UIL). UNESCO Global Network of Learning Cities Guiding Documents (Chinese version) [EB/OL]. <https://uil.unesco.org/fileadmin/keydocuments/LifelongLearning/learning-cities/en-unesco-global-network-of-learning-cities-guiding-documents-cn.pdf>.

Continued

to set up a learning society indicator system and formulate appraisal and incentive methods for the development of different types of learning organizations	to organize departments to conduct legal statistic work in lifelong education, manage statistical data and release information regularly	to establish and improve a statistical information system for lifelong education, develop an evaluation indicator system for monitoring and support third-party organizations to evaluate and monitor the building and development of learning cities	to improve the system of process-based monitoring and formative assessment, strengthen dynamic management and increase the efficiency and effectiveness of implementation	to establish an interactive mechanism in monitoring and policy adjustment, set up an expert advisory committee for monitoring and invite third-party professional organizations to carry out evaluation and provide guidance for learner-centered lifelong education service in order to increasingly improve the lifelong learning competence of citizens
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In 2006, No.2 Document of the CPC Shanghai Municipal Committee laid out the framework of building a learning society where learning is accessible to everyone, anywhere and anytime and clarified three factors which required special attention: an accessible and good learning environment (learning places, education and teaching resources, diverse learning methods); sound learning systems (designs for education for all); willing learners engaged in lifelong learning (learning concepts, learning demand, a sense of gain and a sense of satisfaction). To ensure a city or a district could continuously provide factors above, a monitoring system for learning urban districts needs to be established to use scientific methods to evaluate the progress, quality, and level of the development of learning urban districts, investigate and assess the current situation and difficulties, and provide decision base for governments of different districts to increasingly upgrade the learning city development.

2. A review of national monitoring projects of learning cities

2.1 Monitoring projects of the Ministry of Education

Many Chinese scholars and research institutes have done intensive theoretical

research and practical explorations in the evaluation and monitoring of learning cities.¹ The Ministry of Education launched learning cities monitoring projects in 2017 and 2019 (Table 8-2).

In 2016, the Department of Vocational and Adult Education of the Ministry of Education, National Institute of Education Sciences, and Beijing Academy of Educational Sciences jointly developed the National Guiding Indicator System of Monitoring the Development of Learning Cities (for trial implementation). In 2017, the Department of Vocational and Adult Education of the Ministry of Education printed the Notice on the Practice of Monitoring Learning Cities Development and entrusted China Adult Education Association to monitor the learning city development in Beijing and seven other cities, test the effectiveness of the monitoring indicator system and explore the assessment mechanism of learning cities. Entrusted by Shanghai Municipal Education Commission, Shanghai Municipal Institute for Lifelong Education submitted a research report. In June 2020, China Adult Education Association and Beijing Academy of Educational Sciences jointly released the Monitoring Report on the Development of Eight Learning Cities. According to the report, monitoring practice could guide and facilitate the development of learning cities. At the same time, it also revealed some problems including heavy workload and a high demand for professional skills and expertise, unsuitability of some futuristic indicators, temporal unavailability of some data, confirmation of the value range and the source of some indicators, lack of basic statistics of some key fields (like corporate training and professional training), and data collection among members to be enhanced and coordinated.

In November 2019, the Department of Vocational and Adult Education of the Ministry of Education issued the Notice on the Further Work of Monitoring Learning Cities Development and monitored the development of over 100 prefecture-level and province-level cities which are members of the National Alliance for Building Learning Cities. In response, Beijing Municipal Education Commission issued the Notice on the Project of Monitoring Learning Cities Development and conducted monitoring of 16 districts around the city. Institute of Lifelong Education and Sustainable Development of Beijing Academy of Education Sciences was responsible for the organization and coordination of the monitoring work and formulated a summing-up report on the monitoring of the

¹ Li, Yan & Huang, Xiaoping. Thoughts on the Design of Learning City Development Evaluation Index System[J]. Journal of Tianjing Vocational Institutes, 2019 (4): 3-10.

Table 8 – 2 An overview of two monitoring projects of learning cities by the Ministry of Education

Project Name	Monitored Subjects	Monitoring Tasks	Implementation
Practice of Monitoring Project of Learning Cities Development (2017)	eight cities including Beijing, Shanghai, Hangzhou, Chengdu, Wuhan, Changsha, Ningbo and Taiyuan	to improve the National Guiding Indicator System of Monitoring the Development of Learning Cities (for trial implementation) (2017) and monitoring mechanism; to establish cross-department cooperation mechanism and work flow; to set up expert panels; to establish IT-based platforms for information communication and service; to establish a dynamic database of managing the process and the quality of the learning city development	to entrust China Adult Education Association to set up an expert panel in charge of the organization, coordination, guidance for the process, theoretical research and national report writing. Provincial educational departments are responsible for guiding cities to set up a monitoring indicator system, working plans and the implementation of the work. Eight cities established the leadership mechanism and an expert panel on monitoring.
Monitoring Project of Learning Cities Development (2019)	prefecture-level and province-level cities	to implement the National Guiding Indicator System of Monitoring the Development of Learning Cities (for trial implementation) (2019), to establish a normalized working mechanism for monitoring the learning city development, to use scientific methods to evaluate the progress, quality, and level of the learning city development and to provide the basis for measuring the overarching objectives of learning cities	to set up an expert panel in charge of the organization and coordination of the project, guidance for the process, theoretical research and national report writing. National Alliance for Building Learning Cities is responsible for the organization and coordination work. Provincial education departments are responsible for organizing the provincial monitoring work and providing guidance for the formulation and the implementation of the working plans. All the cities involved need to establish a mechanism of coordinating cross-department work, and set up leading groups, expert panels and working groups.

Source: Notice of Department of Vocational and Adult Education of the Ministry of Education on the Practice of Monitoring Learning Cities Development (<https://www.caea.org.cn/newsinfo/1090141.html>) and Notice of the Department of Vocational and Adult Education of the Ministry of Education on the Further Work of Monitoring Learning Cities Development (<https://www.caea.org.cn/newsinfo/1839344.html>)

learning city development in Beijing based on the data and individual reports of different districts. Like Beijing, the monitoring work in Shanghai also focused on the development of learning urban districts. In addition, Shanghai added pilot programs, hoping that the indicator system and the workflow could better meet the demand of the monitoring work on the learning districts development in Shanghai.

In both monitoring projects launched by the Ministry of Education in 2017 and 2019, it was stated that a cross-department monitoring mechanism is necessary. However, notices on the two projects which were both issued by administrative departments in education haven't specified steps to establish the cross-department leadership mechanism and how to divide the monitoring work to different departments.

2.2 Characteristics of the current monitoring indicator system

2.2.1 “Input-Process-Output” model

The framework of the indicator system of the Monitoring Practice of the Development of Learning Cities (2017) is based on the “Input-Process-Output” model which includes five first-level indicators, 15 second-level indicators and 62 third-level indicators. Among all the indicators of three levels, 18 are quantitative indicators and 44 are qualitative indicators. From the first and second level indicators, it can be seen that “Input Indicators” include recognition, institutions, organizations, and fund; “Process Indicators” include service system and the development of learning organizations; “Output Indicators” include sustainable development and achievements (Table 8-3).

This indicator system provides a clear list for the learning city (urban districts) development. However, given the differences in the tasks and priorities at different stages, certain parts of the “Input-Process-Output” model could be given more weight to than others due to specific objectives in monitoring practice.

2.2.2 “Background-Basis-Development-Characteristics” Model

In order to involve more cities into the monitoring scheme of the learning city development, the Ministry of Education issued the Notice on the National Guiding Indicator System of Monitoring the Development of Learning Cities (for trial implementation) in November 2019. This indicator system includes four categories of first-level indicators including “Background Indicators”, “Basic Indicators”, “Development Indicators” and “Characteristic Indicators” and 42 second-level indicators. Yet this notice didn't

Table 8 – 3 Indicators of the “Monitoring Practice of the Development of Learning Cities” (1st and 2nd level)

	Macro Framework	Structural Factors
Input Factors	1. guarantees	1.1 recognition 1.2 organization 1.3 institution 1.4 fund
Process Factors	2. establishment of lifelong education and lifelong learning service system 3. development of learning organizations	2.1 school education 2.2 continuing education 2.3 learning service 2.4 utilization of IT-based learning resources 3.1 establishment of local learning organizations 3.2 establishment of legal entities as learning organizations
Output Factors	4. the sustainable development of the cities 5. achievements and innovations	4.1 comprehensive development 4.2 social governance 4.3 human development 5.1 institutional innovation 5.2 major achievements and awards

clarify the reason why the “Input-Process-Output” model of the 2017 Project was changed to “Background-Basis-Development-Characteristics”¹ model of the 2019 Project. On the levels of indicators, the monitoring indicator system in 2017 is made up of three levels including “macro framework” (first-level indicators), “ structural factors” (second-level indicators) and “key indicators” (third-level indicators) while the monitoring indicator system in 2019 only consists of two levels including “indicator

¹ According to a research report on the indicator system of the learning city development in Beijing formulated by a research group of Beijing Academy of Educational Sciences, “Background Indicators” refer to the foundation of learning cities development or the equipped conditions including macro-economic, social, intellectual, educational, scientific and cultural factors. It is easy to confuse “background indicators” with “effect indicators”. Please read the reference; Wu, Xiaochuan, Zhang, Cuizhu & Yang, Shuyu. Research on the Indicator System of Learning Cities Development [M]. Beijing: Beijing Publishing House, 2014: 241. In addition, generally speaking, “Basic Indicators” of education evaluation are developed according to national education policies, laws, and regulations as well as local regulations. These indicators are legal and uniform, reflecting basic conditions, school administration and basic requirements of running schools. “Development indicators” are proposed by schools according to the need of educational reform and development in different stages and their characteristics. Please refer to Opinions on the Trial Implementation of the Developmental Evaluation of Schools issued by the Department of Education of Zhejiang Province (No. 47, 2009), http://jyt.zj.gov.cn/art/2009/4/3/art_1532973_27484926.html.

category” and “key indicators”. In addition, the number of monitored items in 2019 has also been reduced by 1/3 compared to 2017 (from 62 to 43). In addition, monitored items in the 2019 Project accommodate the variance of different places nationwide and exclude the content not directly related to learning cities development (Table 8 – 4).

Table 8 – 4 Comparison of Monitored Items between two monitoring projects by the Ministry of Education

	2017 Monitoring Project	2019 Monitoring Project
Same Monitored Items	to formulate plans	the number of people involved in the continuing education of higher education institutions
	to establish the leadership and the governing authority	the study area for every one million citizens
	to establish guidance and service agencies	the number of public cultural venues for every one million citizens
	to issue relevant regulations and guiding policy documents	the percentage of schools of all types and at all levels open to the public
	to establish the evaluation and supervisory system	explorations in credit accumulation, transfer, and recognition system
	to establish incentive systems	the percentage of full-time lifelong education teachers in permanent residents (every ten thousand)
	to give publicity to the development of learning cities	the percentage of volunteers in permanent residents (every ten thousand)
	to cultivate the lifelong education culture, organizing learning activities and building learning brands	the development and utilization of online learning resources (course, resources, teaching hours, visits)
	the percentage of public education spending in GDP	theories and practices of laws, regulations, systems, and mechanisms
	the percentage of education expenditure per capita for permanent residents	honorary titles of different levels in recent five years
	the percentage of vocational education spending in additional education fund	learning development of legal entities
	the percentage of community education spending in urban and rural areas in public education spending	GDP per capita
	gross enrolment rate of pre-school, senior middle school, and universities	
	dropout rate of compulsory education	

Continued

	2017 Monitoring Project	2019 Monitoring Project
Same Monitored Items	enrolment rate of children with disabilities	urbanization rate
	attendance rate of staff training of enterprises and public institutions	the development of senior care facilities in urban areas
	attendance rate of community education of urban and rural residents	the number of social organizations and the percentage of social workers in the total population
	development of education for the elderly	the average years of schooling of new labour forces
	the education support for vulnerable groups including migrant workers, the unemployed and low-skilled workers	reading volume per capita
	students the continuing education of vocational schools involve	spending on education and culture per capita
Differences of Monitored Items	The following items in 2017 Monitoring Project were deleted in 2019 Project	The following indicators are added items in 2019:
	Engel's Coefficient	training of rural residents in new jobs
	the registered unemployment rate and reemployment rate	community education and training schools (centres) on the level of cities (counties), sub-districts (townships) and residence (villages and communities)
	the coverage rate of medical insurance and endowment insurance	3-level network building
	the number of beds in senior care facilities for every 10,000 people	community education system for the elderly
	the percentage of people receiving higher education in the major workforce	the experience and highlights of different departments in the development of learning organizations in the past 5 years
	the percentage of companies spending 1.5% to 2.5% of salary on employee training	
	to establish multi-channel investment	
	enrolment rate of senior middle schools and secondary vocational schools	
	the percentage of migrant workers' children attending school	
	the percentage of professional and technical personnel receiving up to 72-hour continuing education	

Continued

	2017 Monitoring Project	2019 Monitoring Project
Differences of Monitored Items	the attendance rate of rural adults in continuing education	
	the percentage of four-level community education and training schools which cover cities, districts (cities and counties), subdistricts (townships) and residence (villages or communities)	
	the number and percentage of national community education experimental areas, demonstration areas, and model counties of vocational and adult education in rural areas	
	the development standard of different types of regional learning organizations (cities, townships, subdistricts), the assessment, and the rate of awarded learning organizations in the last 5 years	

Note: The table is a summary of indicators of 2017 and 2019 Monitoring Project by the author.

Based on the documents of the Ministry of Education, Beijing Municipality formulated the Beijing Learning Urban District Development Monitoring Indicator System in the name of Beijing Municipal Education Commission and the system consists of 4 categories, 43 indicators and 22 data items¹. Through a comparison between national and Beijing monitoring indicator systems, it is found that the core is basically the same (Appendix 1). In the “Background Indicators”, the system of Beijing added the content of green city and sustainable development. The “Basic Indicators” of both systems include planning, institution, resources, facilities, learning of different types of people and learning organizations. The “Background Indicators” of both systems emphasize the opening of school education to the public, the accreditation and application of learning achievements, the development of learning platforms, and reading for all. The “Characteristic Indicators” of both systems focus on typical cases, institutional and mechanism innovation, branding and conferring honors.

The Beijing Learning Urban District Development Monitoring Indicator System

¹ For the content of relevant documents of Beijing, please refer to the Notice of Beijing Municipal Education Commission on the Monitoring Project of Learning City Development (No.593[2019]) (28/11/2019) http://jw.beijing.gov.cn/xxgk/zxxxgk/202001/t20200107_1563129.html.

highlights the meaning of “districts” which is reflected by many indicators including “the involvement of learning city development in the planning of local economic and social development”, “district-level citizen learning platform and Internet building” and “institutional innovation in promoting the learning city development”. In addition, the indicator system in Beijing includes a quantitative data form to fill in (Table 8–5) while the National Guiding Indicator System of Monitoring the Development of Learning Cities (for trial implementation) hasn’t included data items yet.

Table 8–5 Data Items in Beijing Learning Urban Districts Development Monitoring Indicator System

Indicator Type	Quantitative Data Items
Background Indicators	GDP per capita the number of senior care facilities the number of social organizations for every 10,000 people the number of patents licensed in every 10,000 people the average schooling year of new labour force the employment rate of registered unemployed people in urban areas the percentage of public education spending in GDP education and cultural spending per capita energy consumption per 10,000 yuan of GDP increase rate of green land area per capita
Basic Indicators	gross enrolment rate of kindergartens within three years before elementary schools enrolment rate of senior middle schools training attendance rate of employees in industrial companies with annual revenue of more than 20 million yuan annual attendance rate of community education of urban and rural residents urban and rural community education spending per capita the community learning area for every 10,000 rural and urban residents percentage of full-time management staff of community education, teachers, the number of tutors in every 10,000 permanent residents the number of recognized learning brands and learning stars on the city and district level recognized demonstration bases for lifelong education and base for staff continuing education model bases for adult school building and new job training for farmers
Development Indicators	the average person times of continuing education and community education carried out by local vocational schools in the district the level of citizen learning platform and Internet building in the district

Source: the Notice of Beijing Municipal Education Commission on the Monitoring Project of the Learning City Development (No.593[2019]) (28/11/2019), http://jw.beijing.gov.cn/xxgk/zxxxgk/202001/t20200107_1563129.html.

3. Differentiation of related concepts

Boundaries need to be defined before monitoring the learning city development.

3.1 The development of learning cities (districts) and civilized cities (districts)

The development of learning cities (districts) and civilized cities (districts) are two national city development campaigns promoted by governments at all levels. The two projects are interrelated and have an overlapping range. At the same time, the two projects have their own focuses and complement each other.¹

3.1.1 The relationship of responsible departments

The Office of Shanghai Spiritual Civilization Development Steering Commission is the major department responsible for the learning city development in Shanghai. It is also one of the departments that lead Shanghai Municipal Commission for Learning Society Development and Lifelong Education Promotion. According to the Guiding Opinions on Promoting Learning Society Development (No.2 Document of CPC Shanghai Municipal Committee), the operation department (Office of Shanghai Municipal Commission for Learning Society Development and Lifelong Education Promotion) is jointly organized by the Office of Shanghai Spiritual Civilization Development Steering Commission and Shanghai Municipal Education Commission.

3.1.2 The overlapping range of two projects

For one thing, relevant documents of the Ministry of Education and Shanghai Municipality both emphasize that the learning society (city) development should be inseparable from the spiritual and civilization development. Therefore, activities promoting cultural and intellectual progress of the general public and cultivating core socialist values should be held in order to improve morality and scientific and cultural

¹ Please refer to Guiding Opinions of Promoting Learning Society Development formulated by CPC Shanghai Municipal Committee and Shanghai Municipal People's Government.

competencies of citizens. For another, departments responsible for spiritual civilization development have also included the learning society development in their projects¹. Part of the evaluation criteria of developing national civilized cities are directly related to those of monitoring projects of national learning city development².

3.1.3 Different focuses

In terms of objectives, the establishment of learning cities (districts) is aimed at “promoting well-rounded development of human beings and sustainable development of cities.”³ The establishment of civilized cities, on the other hand, focuses on the moral value cultivation of citizens and takes the advancement of urban civilization and citizen morality as major goals.

In terms of the content, the development of learning cities (districts) focuses on mechanism, resource supply and the creation of a learning environment. Learning cities feature an open and inclusive lifelong education system and full exploitation of citizens’ potential and innovative vitality⁴. However, the development of civilized cities adheres to problem orientation, stress code of conducts, results assessment, and the transformation of values into practice⁵.

3.2 The development of learning cities and learning urban districts

3.2.1 Learning urban districts in the development of learning cities

Learning urban districts are the social units of the learning city. Learning urban

¹ For example, the “Citizen Self-Cultivation” Campaign launched by Shanghai Civilization Committee put forward the vision of lifelong education. This campaign advocated to arouse the learning enthusiasm and raise the regulation awareness of citizens and develop Shanghai to be a learning city by carrying out various citizen self-cultivation training programs in traditional culture, social etiquette, laws and regulations, public security, code of conduct, and ecological protection. Please refer to the Opinions on Launching Citizen Self-Cultivation Campaign and Improving Moral and Cultural Quality of Citizens (2016 – 2020).

² The assessment indicators of national civilized cities (2018 – 2020) include community schools for citizens, teaching centers of community committee, pro bono activities in education and book collection of libraries.

³ Opinions on Promoting the Learning Society Development (2016) formulated by the Shanghai Municipal Education Committee and Other Six Departments.

⁴ same as the last citation.

⁵ Opinions on Launching Citizen Self-Cultivation Campaign and Improving Moral and Cultural Quality of Citizens (2016 – 2020) released by Shanghai Spiritual Civilization Development Steering Commission.

districts, along with learning subdistricts (townships) and learning residence (villages), constitute “regional learning organization.”¹ The concept of learning urban districts is not purely geological. Rather, the development of learning urban districts gives rise to humane, social, and institutional spaces with special characteristics and local citizens gain a sense of recognition and belonging to districts. The characteristics of districts are the conditions for building learning urban districts and diverse learning districts constitute the foundation of an inclusive learning cities. In this project, the learning urban districts refer to 16 administrative districts of Shanghai.

3.2.2 The roadmap of developing learning urban districts

The development of learning urban districts, which is involved in the administrative structure of districts, mainly relies on district-level systems and resources. To a large extent, the differences in resource supply, organizational setup, management systems and capital investment reflect the leadership concept, institutional structure and social and economic development of the Party and government departments in different urban districts.

Comparatively speaking, the learning city development focuses on the top-level design of the whole city (determining the value orientation of the development and the basic organizational structure), overall planning, laws and regulations, policy guidance, project demonstration, monitoring and the establishment of communication platform. The district-level development, however, bases its objectives and results assessment on the population as well as cultural, social, and economic development.

3.3 Inspecting local government and schools, monitoring, and evaluating

Inspecting governments and schools, monitoring, and evaluating are three components of Chinese national education supervisory system. Each component has its own focus in terms of the subject and the content. The following are major differences among them:²

Inspecting the local government: to help the local government fulfil its educational responsibilities in accordance with laws, guide the local government to take education

¹ Wu, Xiaochuan, Zhang, Cuizhu & Yang, Shuyu. Research on the Indicators of the Learning City Development[M]. Beijing:Beijing Publishing House 2014; 25 – 26.

² Office of the Education Inspection Committee of the State Council. Notice on Deepening Reform of Education Inspection and Transforming Manners of Education Management [EB/OL]. (2014 – 02 – 18). http://www.gov.cn/gzdt/2014-02/18/content_2612480.htm.

as its development priority and improve the service competence and quality of public education

Inspecting schools: to supervise schools of all types and at all levels to comply with laws and regulations and improve the education quality in a comprehensive way

Monitoring and Evaluating: to evaluate the education quality in a scientific way and provide basis and support for the improvement of teaching, education management and education decisions

The monitoring system, which is to supervise and examine the effect and quality of learning urban districts development, will focus on the duty performance of the district government and the implementation of institutions and policies by coordinating and operating departments. Different from supervising the local government or schools, the monitoring work mainly takes into consideration the uniqueness of learning districts development:

First, local uniqueness. Documents of the central government and Shanghai Municipality on the development of learning society (cities) haven't set up strict quality standards. On the contrary, the upper-level government encourages the development of learning urban districts with local characteristics. In order to inspect the progress, the government needs a monitoring system to know what has been developed, what institution and mechanism have been carried out and what problems or challenges are encountered. In this way, the government could help districts keep improving "common but differentiated development framework" and at the same time avoid the possible drawbacks of rigid uniformity brought by evaluation or standard setting mechanisms.

Second, cross-department feature. Currently, governments at all levels in China haven't established authoritative and professional cross-department supervisory institutions like "Education Supervisory Committee" because it is difficult for a single department (e.g. an educational department) to supervise district governments or local members of Shanghai Municipal Commission for Learning Society Development and Lifelong Education Promotion. Therefore, if the monitoring work is initiated and carried out by Shanghai Municipal Commission for Learning Society Development and Lifelong Education Promotion which is the leading body of the Learning City Development Project, it will not only give full play to the role of the Commission as a leader in cross-department overall planning, coordination, and supervision but also facilitate the inspection work on the district-level departments responsible for the Project and members of the Commission in the development of learning urban districts and cross-

department collaboration.

Third, non-standardization of lifelong learning activities. The individual differences and non-standardization features of lifelong learning (including informal learning forms) make it impossible to adopt a result-oriented mode of inspecting governments and local schools. Rather, a more flexible and open monitoring mode is recommended to survey and analyze the system building, operation of institutions and sustainable development.

Fourth, the difference between monitoring and evaluating. Since it is difficult to establish a uniform standard in assessing the quality of learning urban districts, Shanghai didn't set up a benchmark for the monitoring of learning urban districts development like evaluation. Instead, Shanghai analyzed the process of different learning districts by collecting data and texts of the last several years and demonstrated some exemplary practical cases in key development areas. The promotion, mobilization, communication, and results release in the survey for monitoring work could also provide incentives, diagnoses, and guidance for different learning urban districts.

4. Design of the survey for monitoring and trial implementation

For a megacity like Shanghai, the district-based model and type-specific monitoring is an effective means for promoting the overall development of learning urban districts. It could improve the system of lifelong education for all and help build a more flexible and convenient lifelong learning system for all with more abundant resources. In line with the basic principle of developing learning cities through “building exemplary districts, providing tailored guidance, encouraging variety and highlighting uniqueness”¹, the Office of Shanghai Municipal Commission for Learning Society Development and Lifelong Education Promotion has begun surveys for monitoring in some experimental districts in Shanghai since 2019 and planned to carry out the monitoring work on the development of learning districts in batches during the 14th Five-Year Plan period. In

¹ The Opinions of the Ministry of Education and Other Six Ministries on Promoting the Learning City Development (2014).

this way, a full picture of the learning city development in Shanghai could be drawn.

4.1 The rationale behind research

4.1.1 To meet relevant requirements of the Ministry of Education on Monitoring

In October 2019, the Ministry of Education issued the Notice on the Further Work of Monitoring Learning Cities Development which requires all the prefecture-level and province-level cities nationwide to launch the monitoring work on the development of learning cities by measuring the progress, quality and level and exploring a normalized working mechanism of monitoring work. Through surveys of pilot projects, Shanghai has explored to combine its own features of development with the progress of learning city building to set up a scientific, adaptive, and leading indicator system of monitoring with Shanghai characteristics.

4.1.2 To do current crucial work of Shanghai

The 13th Five-Year Plan for National Economic and Social Development in Shanghai and other 13th five-year plans on the district level all proposed to expand the lifelong education service for all citizens. Questions like “How is the progress of the work?” “What are the difficulties and obstacles of the work?” and “What are the opportunities and challenges the work is faced with?” need to be answered through scientific monitoring and field research which provides bases for formulating the development objectives and tasks of the 14th Five-Year Plan of Shanghai. Additionally, after joining the UNESCO Global Network of Learning Cities, Shanghai needs to submit work report regularly and share experience and schemes with the international community¹. Therefore, it is necessary for Shanghai to collect data and material through a dynamic monitoring system and formulate a quality work report of the learning city development.

4.1.3 To ramp up the district-level work

Since the Guiding Opinions of Promoting the Learning Society Development was

¹ From 2020 to 2021, as one of the coordination cities of Cluster on Education for Sustainable Development (ESD) of UNESCO on learning cities, Shanghai collaborated with Hamburg, Germany to carry out a worldwide study on the education and the achievement of the UN Sustainable Development Goals.

released by CPC Shanghai Municipal Committee and Shanghai Municipal People's Government in 2006, every district in Shanghai has kept innovating their learning mechanisms, establishing learning platforms, integrating learning resources and improving learning conditions. Meanwhile, with urban economic and social development and changes of administrative systems, there is an increasing imbalance among different districts in building systems of leadership, coordination, personnel, and spending. Some districts cannot fully perform their function of cross-department leadership, management, and coordination. Like other cities, Shanghai has also witnessed the trend of cutback on government spending, inadequacy of administrative support and decrease of evaluative work in developing learning districts¹. Therefore, it is urgent for Shanghai to examine the efficiency of the mechanism of districts and the duty performance of members of district commission for learning society development and lifelong education promotion in different districts through monitoring and survey. By urging districts to undertake responsibilities and tasks, Shanghai could better promote a balanced, high-quality, and sustainable learning city development.

4.2 Objectives of the survey for monitoring and specific tasks

In order to meet the requirement of the Notice on the Further Work of Monitoring Learning Cities Development formulated by the Ministry of Education, the survey for monitoring will focus on the system building of district commissions for learning society development and lifelong education promotion, measure the progress and quality of the development of all learning districts and establish a monitoring system of learning districts with Shanghai characteristics. The objectives and tasks of the pilot monitoring project are as follows:

- to propose an experimental system of key features and monitoring indicators which reflects the characteristics of Shanghai, accommodates current situations, and leads the future;
- to choose four representative districts, examine the process of their development, testify and improve the system of the key features and monitoring system and release

¹ Han, Min. An Open and Flexible Education System for All and Learning Society Development — Building an Education System for Lifelong Learning for All (Series II) [J]. Lifelong Education Research, 2020 (3): 3–17.

the survey report of the monitoring results of certain districts;

- to establish a dynamic information database which could fully reflect the process and level of learning districts development in Shanghai;
- to establish the monitoring index system of learning districts development and normalized operation mechanism.

4.3 Subjects of the survey for monitoring

Taking into consideration factors including the city layout (the city center, inner suburb, and outer suburb), the population, the positioning of economic and social development of districts, and the features of leadership and management of district commissions for learning society development and lifelong education promotion, the monitoring team selected Huangpu District, Yangpu District, Baoshan District and Chongming District to carry out a pilot study of the survey for monitoring the development of learning districts in Shanghai.

Table 8 – 6 An overview of four districts of the pilot monitoring project

Districts	Permanent residents (ten thousand)	Registered population (ten thousand)	Percentage of people aged 60 and above in the registered population	Area (km ²)	GDP per capita (ten thousand yuan)
Huangpu	65.08	80.89	40.25	20.46	39.61
Yangpu	130.49	106.70	36.76	60.73	15.96
Baoshan	204.43	100.97	35.90	270.99	7.59
Chongming	76.33	67.86	36.35	1,413	5.50

Source: 1. Huangpu District; The administrative area and the population aged 60 and above are from Shanghai Statistical Yearbook — 2019; the permanent resident population, the migrant resident population and GDP per capita are from Statistical Communique on the 2019 Economic and Social Development of Huangpu District of Shanghai. 2. Yangpu District; The administrative area is from Shanghai Statistical Yearbook; the permanent resident population, the migrant resident population, the registered population, and GDP per capita are from Statistical Communique on the 2019 Economic and Social Development of Yangpu District of Shanghai. 3. Baoshan District; The administrative area is from Shanghai Statistical Yearbook; the permanent resident population, the migrant resident population, the registered population, the percentage of people aged 60 and above in the registered population, and GDP per capita are from Statistical Communique on the 2019 Economic and Social Development of Baoshan District of Shanghai. 4. Chongming District; The land area, the permanent resident population, the migrant resident population, the registered population, the percentage of people aged 60 and above in the registered population, and GDP per capita are from Chongming Statistical Yearbook — 2020.

This survey for monitoring focused on the work of four district commissions in the mechanism and institution of learning urban districts development (especially from 2016 to 2019). Due to the differences in and dynamism of bases, environment and objectives, no standard was set in the survey for monitoring, neither was the development quality of districts assessed or results ranked.

4.4 Research team

The survey for monitoring on Shanghai learning urban districts development has pooled resources in research, management and practice in learning districts development and lifelong education. Through labor division and cooperation, efforts have been made to guarantee the research process and results are scientific, fair, and effective.

- **Core Project Group.** Entrusted by Shanghai Municipal Commission for Learning Society Development and Lifelong Education Promotion, Shanghai Municipal Institute for Lifelong Education led other research institutions including Shanghai Academy of Education Sciences and Shanghai Open University to form a core project group carrying out the survey for monitoring Shanghai learning districts development. Through theoretical research, expert consultation and onsite interview, a series of research work has been undertaken including formulating an indicator system, drafting a survey plan, organizing an expert panel, coordinating with districts of the pilot project, and revising the indicator system. The group has also written a feedback report of each district and a summing-up report of the whole monitoring work.

- **Expert Panel.** Over 10 experts¹ from different functional departments and professional organizations citywide have been selected and divided into two monitoring panels. Each panel took charge of the survey of two learning districts and was responsible for consulting materials, field study, communication with representatives from primary-level organizations, as well as review and summary. In addition, expert panels also put forward suggestions for further improving the monitoring indicators of

¹ Experts conducting the monitoring survey are from Shanghai Commission for Guiding Cultural and Ethical Progress of Publicity Department of CPC Shanghai Municipal Committee, Office of Shanghai Learning Society Development Service Centre, Shanghai Academy of Education Sciences, Shanghai Education Evaluation Institute, Work Group of Education for the Elderly of Shanghai, Shanghai Science Education Promotion Centre, Shanghai Adult Education Association, Shanghai Open University and East China Normal University.

learning districts development after field study.

- **Technological Support.** With the technological support from the website for Shanghai lifelong learning (www.shlll.net) of Shanghai Educational Software Development Co., Ltd., the Core Project Group has explored to establish the “Data Collection Platform of Learning Urban Districts Development” which could reflect the process and level of Shanghai learning districts development. The platform is connected to platforms of Shanghai community education and the education for the elderly and therefore has access to data on those platforms. In the process, the functions of data collection, accumulation and consultation of the monitoring platform have been improving and an “electronic archival repository” containing texts and statistical data has been established for Shanghai learning urban districts development.

- **Collaborative Teams of Monitored Districts.** According to the Notice on the Survey for Monitoring Learning Districts Development, a liaison, a statistician, and a practitioner have been assigned for each of the four districts. The liaison is responsible for organizing day-to-day meetings during the survey work and pushing forward the overall planning and coordination of the work in the district. The statistician is responsible for collecting, conducting statistical analysis, and uploading data and texts of local members of district commissions for learning society development and lifelong education promotion. The practitioner is responsible for writing a self-assessment report of the development of the learning urban district and proposing suggestions for the revision of indicators of the monitoring survey and the improvement of the monitoring system.

4.5 The development of the indicator system of the monitoring survey

4.5.1 Major documents for the development of the indicator system

Since 1990s, countries around the world have made attempts on the development of learning cities and demonstrated “key features” of a series of successful practices. These features have provided references for designing instruments for monitoring learning cities. In the process of building the monitoring indicator system of the pilot study, the Core Project Group has consulted documents of the Ministry of Education and Shanghai Municipality on the development and monitoring of learning cities and UN guiding documents. The group also solicited opinions through multiple rounds of communication with experts, members of Shanghai Municipal Commission for Learning

Society Development and Lifelong Education Promotion and practitioners of lifelong education. The following are major documents the group has referred to:

- Ministry of Education: Notice on the Further Work of Monitoring Learning Cities Development (Department of Adult and Vocational Education [2019] No.100)
- Beijing Municipal Education Commission: Notice on the Project of Monitoring Learning Cities Development (Letter of Beijing Municipal Education Commission [2019] No.593)
- Ministry of Education: Notice on the Monitoring Project of Learning Cities Development (Department of Adult and Vocational Education [2017] No.84)
- Shanghai Municipal Education Commission and Other Six Departments: Opinions on Promoting the Learning City Development in Shanghai (2016)
- Shanghai Municipal Education Commission: The 13th Five-Year Plan for the Development of Lifelong Education in Shanghai (2016)
- UNESCO Institute for Lifelong Learning: UNESCO GNLC's Guiding Document (2015), Guidelines for Building Learning Cities (2015)
- Ministry of Education and Other Six Ministries: Opinions on Promoting the Learning City Development (2014)
- Shanghai Municipal People's Government: Regulations of Shanghai Municipality on Promoting Lifelong Education (2016)
- CPC Shanghai Municipal Committee and Shanghai Municipal People's Government: Guiding Opinions on Promoting Learning Society Development (2006)

4.5.2 The basic framework and ideas of the Indicator System

Through theoretical framework, international comparison, and expert consultation, the Core Project Group took the Notice on the Further Work of Monitoring Learning Cities Development formulated by the Ministry of Education as the basic guide and developed the Indicator System of the Survey Project of Monitoring Learning Districts. The group examined the leadership (decision-making and coordinating) and execution (implementing) in the development of four learning districts in the survey. The system included 6 first-level indicators, 15 second-level indicators (Table 8-7) and 26 third-level indicators. In addition, in the system, 27 quantitative data items have been set regarding three first-level indicators which are resource guarantee, lifelong learning opportunity and lifelong learning culture.

Table 8 – 7 First-level and second-level indicators of the survey project of monitoring learning districts

First-level Indicators	Second-level Indicators
1. to formulate macro and micro plans	1.1 multiple departments jointly formulating the plan of learning urban districts development 1.2 district committees and district governments writing learning urban districts development into the plan of economic and social development of the district 1.3 the macro and micro plans of learning districts development being researched and adjusted
2. to establish leadership coordination mechanism	2.1 to establish cross-department institutions providing leadership, coordination, guidance, and facilitation for the development 2.2 to maintain normalized communication for the development between different departments
3. to provide guarantee for resources	3.1 to establish a sustainable investment mechanism for the spending 3.2 to jointly build and share lifelong learning resources by communities and different departments 3.3 to establish a high-quality team of teachers engaged in lifelong education
4. to provide lifelong learning opportunities	4.1 to provide lifelong learning service for all kinds of people 4.2 to build a learning environment and provide conditions for citizens 4.3 to use information technology to facilitate citizens' lifelong learning process
5. to cultivate a lifelong learning culture	5.1 to organize all types of learning activities 5.2 to build unique features and brands of learning districts development
6. to establish an assessment and monitoring mechanism	6.1 to set up a system of collecting and recording materials and data 6.2 to set up and implement a monitoring and assessment system

Table 8 – 8 Quantitative data items of indicators of the survey project of monitoring learning districts

First-level Indicators	Data Items
to provide guarantee for resources	the percentage of spending on lifelong education and learning districts development in different types of expenditure of the members of district commissions for learning society development and lifelong education promotion the district public spending per capita on lifelong education and learning districts development the percentage of companies spending 1.5% to 2.5% of salary on employee education and training in all industrial companies with annual revenue of more than 20 million yuan

Continued

First-level Indicators	Data Items
to provide guarantee for resources	the percentage of companies spending at least 60% of total training fund in training frontline staff in all industrial companies with annual revenue of more than 20 million yuan the area of community education venues for every 10,000 people the area of district-level museums, stadiums, cultural venues (centers) and places of science popularization for every 100,000 people the percentage of cultural, sports and science popularization venues open to the public the number of municipal and district “citizens’ lifelong learning bases” and “cultural and artistic spots” the number of courses in average in community education schools print media and multimedia educational resources on average in community education schools online teaching resources on average in community education schools the collection size of public libraries on average in community education schools the circulation rate of books in district libraries the number of full-time and part-time teachers for community education for every 10,000 permanent residents the number of volunteers of community education for every 10,000 permanent residents the percentage of teachers with a bachelor’s degree or higher among full-time and part-time teachers of community education the number of all types of resources developed by every 100 teachers of community education institutions
to provide lifelong learning opportunities	the attendance rate of senior citizens in various lifelong education institutions the attendance rate of senior citizens for online courses the attendance rate of company employers for “Shanghai One Million Employees’ Education Improvement Action Plan” the attendance rate of migrant workers for training programs the enrollment rate of migrant workers’ children in Shanghai at compulsory education level the attendance rate of unemployed people for training programs the attendance rate of rural labor force for training programs the attendance rate of people with disabilities for community learning courses
to cultivate a lifelong learning culture	the percentage of citizens joining learning groups the attendance rate of citizens for large-scale learning activities

In the process of developing the indicator system of the monitoring survey, the project group has referred to the key features and indicator systems of learning cities which were proposed or used by other organizations and institutions. In order to

establish an operable and practical monitoring system which reflects the unique characteristics of Shanghai, the project group followed the ideas below:

- **The first-level indicators (macro framework) were compiled mainly based on the “six key areas of action” of UNESCO Guidelines for Building Learning Cities; the second-level and third-level indicators (monitoring items) were formulated mainly based on the real situation of the learning city (districts) development in Shanghai**

UNESCO Guidelines for Building Learning Cities was formulated by international experts of Global Network of Learning Cities drawing on insights emerging from the best international practices and the guidelines have provided countries with effective strategic plans and suggestions for action in developing learning cities. The macro framework (first-level indicators) of the indicator system is compiled mainly based on the “six key areas of action” of UNESCO Guidelines for Building Learning Cities¹ and the framework has been recognized by most experts and scholars engaged in monitoring and providing consultancy. The second-level and third-level indicators (monitoring items) were formulated based on relevant documents of the Ministry of Education and the real situation of the learning city (districts) development in Shanghai.

- **Focused on the policy makers of the learning city development project**

Different from other indicator systems of monitoring learning cities development, this survey for monitoring learning districts in Shanghai is concentrating on the examination of the institutional setup and policy implementation by district committees, district governments and members of district commissions for learning society development and lifelong education promotion. The specific work under examination includes policies and systems, institution setup, system construction and resource allocation. Other indicators like effect and influence will be used in other monitoring projects of the learning city development.

- **Emphasis on collecting and analyzing data and texts**

As the learning city development is a continuous process, the survey of the

¹ Six key areas of action include: 1. develop a plan for becoming a learning city; 2. create a coordinated structure involving all stakeholders; 3. initiate and maintain the process with celebratory events; 4. make sure that learning is accessible to all citizens; 5. establish a monitoring and evaluation process; 6. ensure sustainable funding.

monitoring required each district in Shanghai to submit data and texts in the past four years (2016 – 2019). Through a longitude comparison, the results could directly reflect the progress in and the trend of the policies, resources, scale, and mechanism of developing learning urban districts during the 13th Five-Year Plan and help members of district commissions for learning society development and lifelong education promotion to develop self-examination.

• Efforts in overcoming the problem of “indicators limited to educational departments” and highlighting the cross-department feature of the learning districts development

In order to take into full consideration the cross-department feature of the learning districts development, this survey for monitoring adopted two strategies: first, in order to better mobilize different departments to conduct monitoring work, it was the Office of Shanghai Municipal Commission for Learning Society Development and Lifelong Education Promotion (not administrative departments of education) that issued the Notice on the Survey for Monitoring Learning Districts Development and the Implementation Plan of the Survey for Monitoring Learning Districts Development to the office of district commissions; second, new content related to the development work conducted by members of district commissions has been added to the monitoring indicators (e.g. setting the budget for the learning districts development; the content related to the learning society development or lifelong education in the plan).

• Combination with other policies and projects of Shanghai to maintain Shanghai characteristics

In recent years, Shanghai has rolled out a series of measures and policies in providing lifelong education on the municipal and district level. The monitoring survey also examined the implementation of these distinctive work like analyzing the data related to building “citizens’ lifelong learning bases” and “cultural and artistic spots”. At the same time, the monitoring survey has also summarized the innovative measures and highlights with regional features of each district in development.

4.5.3 Sources of materials and data in the monitoring report ¹

- all types of documents (including government documents, important notices,

¹ The report of each district and the summed-up report will be published at some other time.

major events, brief work report, meeting minutes, and media publicity) between 2016 to 2019 filled out by districts on the “Learning Urban Districts Data Collection Platform” and data items

- data on the statistical platforms of education for the elderly and community education in Shanghai and registration information of learners on the website for Shanghai lifelong learning (www.shlll.net)
- the self-assessment report on “The Monitoring Survey of Shanghai Learning Urban Districts Development” submitted by the offices of district commissions for learning society development and lifelong education promotion and the reports of heads of district commissions for learning society development and lifelong education promotion in meetings of field studies
- the written account of exchanges and communication among the expert panel, members of district commissions for learning society development and lifelong education promotion and heads of primary-level organizations
- the written review of the expert panel on the development of each district
- the statistical yearbooks and statistical communiques of Shanghai and districts in Shanghai

4.6 Major tasks of the survey

From March 2019 when the project was launched to September 2020 when the monitoring report and the revision work of indicators were finished, the Core Project Group and the Office of Shanghai Municipal Commission for Learning Society Development and Lifelong Education Promotion carefully formulated, implemented and pushed forward with all the research tasks through close communication (Figure 8 – 1).

The monitoring survey of four districts has been given strong collaborative support by CPC district committees, governments, district commissions for learning society development and lifelong education promotion and their members, subdistricts, towns, and lifelong education institutions. The work has also been guided and managed on the municipal level and received support and help from experts from research institutions, administrative leaders, and other staff (Please refer to Table 8 – 9 for related activity plans.)

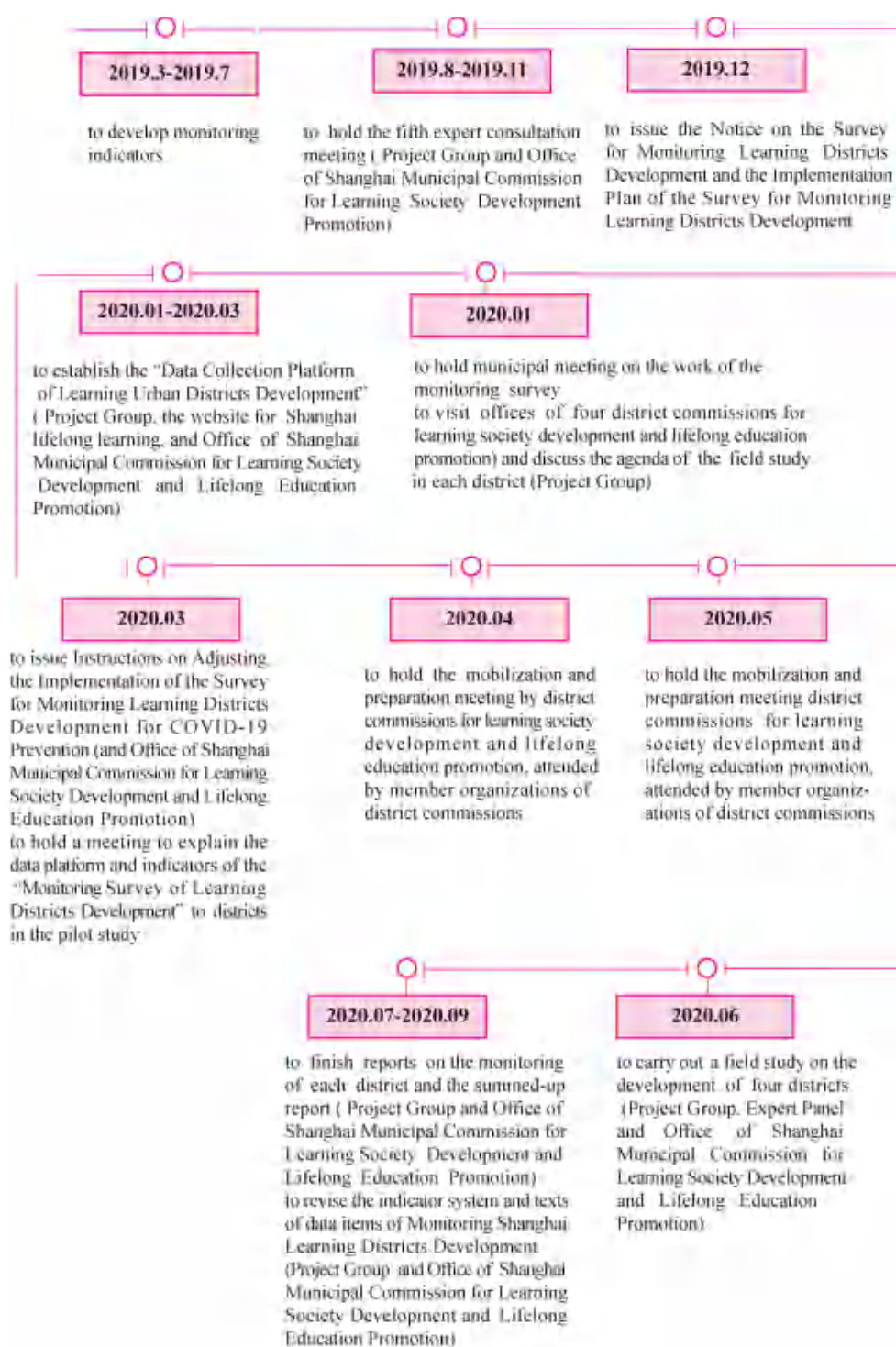


Figure 8-1 The Work Progress of the Survey for Monitoring Shanghai Learning Districts Development

Table 8-9 Monitoring Survey Activities in Four Districts

Districts	Date	Activities/Place	Municipal Leaders and Expert Panel Members	District Attendents
Baoshan District	June 9th, 2020	Morning: listen to the report of the development of the learning urban districts development; experts communicate with local members Place: Shanghai Baoshan District People's Government Afternoon: conduct a field study Place: Community Colleges of Baoshan District	Ni Minjing (Director of the Office of Shanghai Municipal Commission for Learning Society Development and Lifelong Education Promotion), Wang Hong (Shanghai Learning Society Development Guidance and Service Center), Gao Zhiming (East China Normal University), Wang Yanshui (Shanghai Commission for Guiding Cultural and Ethical Progress), Zhang She (Shanghai Municipal Office of Education for the Elderly), Yang Chen (Shanghai Open University), Liu Lei (Shanghai Education Evaluation Institute), Zhang Guiming (Shanghai Adult Education Association)	Zhou Zhijun (Deputy Secretary of CPC Baoshan District Committee, Director of Office of Baoshan District Commission for Learning Society Development and Lifelong Education Promotion), Zhao Yi (member of the Standing Committee of CPC Baoshan District Committee, Director of Publicity Department of CPC Baoshan District Committee, Deputy Director of Baoshan Commission for Learning Society Development and Lifelong Education Promotion), Chen Xiaojie (Deputy District Mayor of Baoshan, Deputy Director of Baoshan District Learning Promoting Office), representatives of member organizations of Baoshan District Commission for Learning Society Development and Lifelong Education Promotion, representatives of local subdistricts, towns and industrial parks and leaders and liaisons from Education Bureau of Baoshan District, local spare-time colleges and Office of Baoshan District Commission for Learning Society Development and Lifelong Education Promotion

Continued

Districts	Date	Activities/Place	Municipal Leaders and Expert Panel Members	District Attendants
Huangpu District	June 11th, 2020	Morning: listen to the report of the development of the learning urban district development; experts communicate with local members Afternoon: conduct a field study Place: Sinan Bookstore, Ruijin Meeting Room of Science, the Community College in Ruijin No.2 Road	Su Tie (Shanghai Municipal Education Commission), Wang Bojun (Shanghai Open University), Gao Zhiming (East China Normal University), Kuang Yu (Shanghai Commission for Guiding Cultural and Ethical Progress), Peng Haihong (Shanghai Learning Society Development Guidance and Service Center), Zhuang Jian (Shanghai Municipal Office of Education for the Elderly), Gu Xiaobo (Shanghai Academy of Education Sciences), Yu Zengrong (Science and Technology of Shanghai Municipality)	Hu Hong (Deputy Director of CPC Working Committee of Education Bureau of Huangpu District), Gao Zhenghui (Deputy Director of Learning Office of Huangpu District, Deputy Director of Shanghai Commission for Guiding Cultural and Ethical Progress), Yu Weiyong (Deputy Director of Learning Promoting Office of Huangpu District, Deputy Director of Education Bureau of Huangpu District), Fei Xiuzhuang (Dean of Community College of Huangpu), representatives of member organizations of Huangpu District Commission for Learning Society Development and Lifelong Education Promotion, representatives of Huangpu District Commission for Learning Society Development and Lifelong Education Promotion, leaders of community colleges of Huangpu District and directors of all community education centers

Continued

Districts	Date	Activities/Place	Municipal Leaders and Expert Panel Members	District Attendants
Chongming District	June 16th, 2020	Morning: listen to the report of the development of the learning urban district development; experts communicate with local members Place: People's Government of Chongming District Afternoon: conduct a field study Place: Cropland Education of Shanghai Wanhe Science and Technology Co., Ltd; Report on the learning town development of Zhongxing Town	Ni Minjing (Director of the Office of Shanghai Municipal Commission for Learning Society Development and Lifelong Education Promotion), Su Tie (Shanghai Municipal Education Commission), Wang Bojun (Shanghai Open University), Kuang Yu (Shanghai Commission for Guiding Cultural and Ethical Progress), Peng Hailong (Shanghai Learning Society Development Guidance and Service and Center), Zhuang Jian (Shanghai Municipal Office of Education for the Elderly), Gu Xiaobo (Shanghai Academy of Education Sciences), Yu Zengrong (Science and Technology of Shanghai Municipality, Zhang Guiming (Shanghai Adult Education Association), Wang Hong (Shanghai Learning Society Development Service and Center)	Li Jun (Deputy Secretary of CPC Chongming District Committee, Director of Chongming District Commission for Learning Society Development and Lifelong Education Promotion), Wang Jing (Vice District Mayor, Deputy Director of Chongming District Commission for Learning Society Development and Lifelong Education Promotion), Gong Yaofei (Director of Education Bureau of Chongming District, Deputy Director of the Office of Chongming District Commission for Learning Society Development and Lifelong Education Promotion), Yu Tao (Deputy Director of Chongming District Government Office), Gong Shengyu (Deputy Director of Official Staffing the Office of CPC Chongming District Committee) Chen Yi (Director of Publicity Department of CPC Chongming District Committee, Deputy Director of Office of Chongming District Commission for Learning Society Development and Lifelong Education Promotion) and representatives of members of Chongming District Commission for Learning Society Development and Lifelong Education Promotion

Continued

Districts	Date	Activities/Place	Municipal Leaders and Expert Panel Members	District Attendees
Yangpu District	June 18th, 2020	Morning: listen to the report of the development of the learning urban district development; experts communicate with local members Place: Shanghai Yangpu District People's Government Afternoon: conduct a field study Place: Changyang Innovation Vally	Li Wei (CPC Working Committee of Shanghai Municipal Education Commission), Wang Hong (Shanghai Open University), Xia Ying (Shanghai Municipal Education Commission), Gao Zhiming (East China Normal University), Kuang Yu (Shanghai Commission for Guiding Cultural and Ethical Progress), Yang Chen (Shanghai Open University), Liu Lei (Shanghai Education Evaluation Institute)	Deng Xiaodong (Deputy Secretary of CPC Yangpu District Committee, Director of Yangpu District Commission for Learning Society Development and Lifelong Education Promotion), Liu Dongchang (member of the Standing Committee of CPC Yangpu District Committee, Director of Publicity Department of CPC Yangpu District Committee, Deputy Director of Yangpu District Commission for Learning Society Development and Lifelong Education Promotion), Gu Dengmei (Secretary of CPC Yangpu District Committee of Education Work, Director of Yangpu District Learning Office), representatives of member organizations of Chongming District Commission for Learning, heads of twelve subdistricts, leaders of member organizations of "Learning Society Building Project Research Coalition" of Yangpu District, leaders of member organizations of Learning Enterprise Development Alliance, heads of departments of Education Bureau of Chongming District

5. Effect and outlook of the trial implementation of the monitoring system

5.1 The basic framework of monitoring system of Shanghai learning urban districts development

5.1.1 Establishing guidelines of the monitoring work

Through the survey of the experimental districts, the guidelines of “Monitoring Shanghai Learning Districts Development” have been established, which include building a stage-by-stage, type-based and normalized monitoring system. This system focuses on the practical results of the leading departments (making decisions and coordinating) and executive departments (implementation) and forms an overall picture of Shanghai learning city development. We need to constantly upgrade the monitoring instruments and supportive technologies, understand the practical demand and difficulties of developing learning urban districts in a dynamic way and keep improving the mechanism of lifelong learning. Through monitoring, suggestions are expected to be provided to adjust the objectives, content, and mechanism of Shanghai learning city development.

5.1.2 Establishing the organizational structure of the monitoring work

The project group conducting the survey for the monitoring has established an organizational structure in which the Office of Shanghai Municipal Commission for Learning Society Development and Lifelong Education Promotion leads the work of “Monitoring Shanghai Learning Urban Districts Development”. Shanghai Municipal Institute for Lifelong Education, Shanghai Open University and Shanghai Academy of Sciences are jointly undertaking the research. Offices of district commissions for learning society development and lifelong education promotion are responsible for coordinating member organizations and setting up a mechanism of cross-department participation, data collection and statistical analysis. Practical evidence shows that this system operates smoothly and effectively, laying a solid foundation for building a monitoring system of learning urban districts development with Shanghai characteristics.

5.1.3 Formulating the “Indicator System of Monitoring Shanghai Learning Districts Development”

After the survey in four districts in June 2020, the project group has organized multiple expert consultation meetings (attendants including members of the expert panel who participated in monitoring and professionals from practice departments outside the four experimental districts). The group has also issued consultation forms to more than 10 experts on the revision of the indicator system and data items revision and collected these forms. All the experts have provided suggestions for revising the indicator system with professionalism. Drawing on all the experts' feedback, the project group formulated two important documents: The Indicator System of Monitoring Shanghai Learning Urban Districts Development (Exposure Draft) and The Indicator Data Items of Monitoring Shanghai Learning Urban Districts Development (Exposure Draft) (Appendix II).

5.1.4 Formulating the workflow of the monitoring work

The basic workflow of monitoring Shanghai learning urban districts development is as follows: to mobilize each district and deploy monitoring work — to interpret and explain work division in the monitoring indicator system — to submit data on the data platform — to organize the expert panel for monitoring — to conduct field research and communication in monitored places — to exchange information and feedback of monitoring — to write and release the monitoring report. Our next step is to increase the efficiency of monitoring by improving technology, workflow, and capability.

5.1.5 Establishing a guarantee system for the monitoring work

First, the “Data Collection Platform of Monitoring Shanghai Learning Districts” has been established where data could be uploaded, accumulated, and retrieved. This platform provides technological support for the long-term and large-range monitoring work. Second, an expert pool of monitoring Shanghai Learning Urban Districts has been set up and it provides professional support for the work of consultation, survey, and assessment. Third, a logistics team for the monitoring work has been set up consisting of administrative staff and research assistants.

5.2 Focus of the next stage of monitoring Shanghai learning districts development

5.2.1 To enhance communication and collaboration among district member organizations

The monitoring survey has shown that district member organizations have different interpretations of the indicators despite their support and collaboration in the monitoring work. For example, departments of districts still have some misunderstandings about the type of work and projects that need to be involved in the learning districts development. Therefore, it is necessary to enhance exchanges and coordination among member organizations of district commissions of Shanghai learning districts development and lifelong education promotion. It is suggested that district commissions of Shanghai learning districts development and lifelong education promotion (or the district offices of learning) and the project group keep up with the latest situation and trend by conducting field research in member organizations and release the Guidelines of Data Submission which goes with “Shanghai Learning Urban Districts Development Indicator System” by clarifying the value range of the indicators and the source of data so as to make member organizations reach consensus on the meaning of each indicator.

5.2.2 To build a team of experts in monitoring and statistical work through municipal and district-level efforts

To build a team of experts in monitoring and statistical work is a critical link to guarantee high quality monitoring of Shanghai learning districts development. In the next stage, measures like training, workshops and incentives should be taken to better divide and clarify the duties of district commissions of Shanghai learning districts development and lifelong education promotion (or the district offices of learning), liaisons of member organizations, statisticians and information assistants and enhance the communication and coordination in cross-department monitoring. At the same time, the structure of the monitoring expert panel needs to be optimised to allow each department to be well represented in the panel and show the cross-department feature in learning urban districts development.

5.2.3 To enhance the service function of the data collection platform of monitoring

We will try to make the “Data Collection Platform of Monitoring Shanghai Learning

Urban Districts” more user-friendly and expand its service function. Through the monitoring system, 16 districts will be required to upload data and texts on a regular basis. Constant efforts need to be made to improve the administrative and research service functions of the platform in developing Shanghai to be a learning city with a lifelong education system. A mechanism for ensuring the quality of data and texts also needs to be established so that this platform serves as the “archival repository” of Shanghai learning urban districts development and comprehensively demonstrates the sources of authoritative data on the development progress.

5.2.4 To improve the feedback and incentive mechanism of the monitoring work

The mechanism of onsite monitoring batch by batch is planned to be set up during the 14th Five-Year Plan period. Three to four districts are expected to be selected and receive onsite monitoring and a report on the development of each learning district is expected to be released after onsite monitoring. A mechanism of information communication and service for the development of learning districts needs to be set up. Based on the texts and data of each district on the “Data Collection Platform of Monitoring Shanghai Learning Districts”, the Annual Report on the Monitoring of Shanghai Learning City Development will be compiled. For those districts whose learning work has achieved remarkable results, a wide-ranging effect, obvious progress and distinctive features, Shanghai Municipal Commission for Learning Society Development and Lifelong Education Promotion could consider rolling out incentive measures like promoting the best practice and providing financial support for signature projects to motivate each district and boost their vitality.

(Written by Hou Dingkai)

Appendix I

Indicators of Monitoring Learning Cities Development (2019) : National vs Beijing's

Type of Indicators	Key Indicators (national and city-level)	Key Indicators (Beijing, District)
1. Background Indicators	1.1 city GDP per capita 1.2 the rate of urbanization 1.3 the number of senior care facilities 1.4 the number of civil society organizations and the percentage of their staff in the whole population 1.5 the average schooling years of new labor force 1.6 gross enrollment rate of kindergartens within three years before elementary schools 1.7 dropout rate of compulsory education 1.8 enrolment rate of senior middle schools 1.9 gross enrolment rate of higher education institutions 1.10 the percentage of public education spending in GDP 1.11 education and cultural spending per capita	1.1 GDP per capita 1.2 the number of senior care facilities in the community 1.3 the number of social organizations for every ten thousand people 1.4 the number of patents licensed in every ten thousand people 1.5 the average schooling years of new labor force 1.6 the employment rate of registered unemployed people in urban areas 1.7 the percentage of public education spending in GDP 1.8 expenditure in education and culture per capita 1.9 energy consumption per 10000 yuan of GDP 1.10 increase rate of green land area per capita
2. Basic Indicators	2.1 municipal government involving the learning city development in the plan of local economic and social development 2.2 giving publicity to the work of the learning city development 2.3 establishing a leading institution responsible for the management and organization work based on the cooperation of multiple departments and promoting the learning city development 2.4 establishing a service organization for the learning city development	2.1 district government and CPC district committee involving the learning city development in the plan of local economic and social development 2.2 giving publicity to the work of the learning city development 2.3 establishing a leading institution responsible for the management and organization work based on the cooperation of multiple departments and promoting the learning city development 2.4 establishing a service organization for the learning city development

Continued

Type of Indicators	Key Indicators (national and city-level)	Key Indicators (Beijing, District)
2.5	issuing policies and documents promoting the learning city development	2.5 setting up the evaluation, monitoring and incentive systems for the learning city development
2.6	setting up the evaluation, monitoring and incentive systems for the learning city development	2.6 the gross enrolment rate of kindergartens within three years before elementary schools
2.7	the percentage of spending on professional training in the additional education fund of the city	2.7 enrolment rate of senior middle schools
2.8	the percentage of spending on community education in urban and rural areas in the public education spending of the city	2.8 training attendance rate of employees in industrial companies with annual revenue of more than 20 million yuan
2.9	employee education and training in enterprises and public institutions	2.9 training of vulnerable groups including migrant workers, unemployed people, low-skilled workers and people with disabilities
2.10	the attendance rate of urban and rural residents in the community education	2.10 the education for the elderly
2.11	the development of community education for the elderly	2.11 family education
2.12	rural residents' training of new jobs	2.12 the annual attendance rate of urban and rural residents in community education
2.13	the support for the learning of vulnerable groups including migrant workers, unemployed people, low-skilled workers and people with disabilities	2.13 community education spending per capita in rural and urban areas
2.14	establishing a 3-level community education network including municipality (county), district (township) and subdistrict (village)	2.14 the area of learning venues for every 1 million people on average
2.15	the number of public books for every 1 million people; the number and visits of museums and science and technology exhibition venues; the situation of resource sharing	2.15 the percentage of staff in full-time management, teaching and consultancy in 10000 permanent residents
2.16	the area of learning venues for every 1 million people on average	2.16 the number and coverage of lifelong learning week activities; the number of activities with the theme of community education and citizen education
		2.17 the number of accredited learning brands and learning stars on the municipal and district level
		2.18 the number of accredited demonstration sites of lifelong learning and bases of employee continuous education

Continued

Type of Indicators	Key Indicators (national and city-level)	Key Indicators (Beijing, District)
	2.17 the percentage of full-time workers of community education in every 10000 permanent residents; the percentage of community volunteers in permanent residents 2.18 the lifelong learning week; the number of learning brands 2.19 the percentage of learning urban districts (counties), subdistricts (towns) and learning communities (new villages) and the accreditation rate in the past 5 years 2.20 the standard of developing and evaluating learning government departments, enterprises, public institutions, schools and social organizations and the citation rate	2.19 the number of exemplary adult schools and bases of new job training for farmers 2.20 the development of learning organizations including learning subdistricts (towns) and learning communities (new towns) in the past 3 years 2.21 the development of learning government departments, enterprises, public institutions, schools and social organizations
3. Development Indicators	3.1 the number of days and participants of continuous education provided by vocational schools on average annually 3.2 the number of days of continuous education provided by higher education institutes for enterprises and residents 3.3 the enrolment rate of children with disabilities (those with listening, speaking, intellectual and physical disabilities) 3.4 the percentage of schools of all levels and types open to the public 3.5 reading volume per capita (pages of print books and scores in xuexi.cn)	3.1 the service provided by ordinary schools for society and the community 3.2 the number of days of continuous education provided by local vocational schools on average annually 3.3 the role of higher education institutions in facilitation regional development 3.4 the citizen platform and websites of the district for learning 3.5 establishing a credit accumulation, transfer, and recognition system to promote the coherence of different learning results 3.6 the development of reading by all 3.7 the development of demonstrative learning communities

Continued

Type of Indicators	Key Indicators (national and city-level)	Key Indicators (Beijing, District)
	3.6 establishing a credit accumulation, transfer and recognition system to promote the coherence of different learning results 3.7 the municipal and district learning websites (the number of courses, the amount of resource, the hours of courses and the number of website visits) 3.8 the experience, practices, and highlights of different departments in building all types of learning organizations in the past 5 years 3.9 the experience, practices, and highlights of different legal entities in building all types of learning organizations in the past 5 years	3.8 the development of demonstrative learning organizations and learning societies
4. Characteristic Indicators	4.1 typical cases, innovative examples, and related theoretical and practical research findings in establishing laws, institutions, systems, and mechanisms of learning cities 4.2 international, national and ministries' honorary titles granted to the city in the past 5 years	4.1 learning urban districts designing effective strategies of effective service for local development 4.2 learning urban districts making innovations in institutions and mechanisms 4.3 breakthroughs in developing demonstrative and innovative projects and brand building 4.4 honorary titles above municipal level granted to learning urban districts

Source: National Guiding Indicator System of Monitoring the Development of Learning Cities (for trial implementation) (2019) and Beijing Learning Urban District Development Monitoring Indicator System (2019)

Shanghai Learning Urban District Development Monitoring Indicators (excerpt, for trial implementation)

First-level Indicator	Second-level Indicator	Third-level Indicator
1. Establishing a leadership and executive agency	1.1	establishing a leadership mechanism led by the Party and the government and participated by multiple departments (District Commission for Learning Society Development and Lifelong Education Promotion)
	1.1.1	establishing a cross-department leadership agency and mechanism
	1.1.2	District Commission for Learning Society Development and Lifelong Education Promotion performing the function of overall planning, organization, coordination, guidance and monitoring
	1.2	establishing a coordination mechanism for learning districts development (Office of District Commission for Learning Society Development and Lifelong Education Promotion, Community College)
2. Formulating schemes and plans	2.1	involving learning district development into the overall plan and strategy of regional development
	2.1.1	the planning department of learning urban district development proposing objectives or tasks
	2.1.2	the special plan of learning urban district development serving regional overall development in response to the requirement proposed in national and Shanghai municipal documents
	2.2	the special plan of learning urban district clarifying and detailing objectives and tasks

Continued

First-level Indicator	Second-level Indicator	Third-level Indicator
3. Providing guarantee for resource	3.1 establishing a sustainable funding system (District Finance Bureau) 3.2 mobilizing member organizations and social organizations to jointly promote the development of the learning urban district (member organizations of District Commission for Learning Society Development and Lifelong Education Promotion) 3.3 improving the competencies of teachers of lifelong education (member organizations of District Commission for Learning Society Development and Lifelong Education Promotion)	3.1.1 member organizations providing sustainable fund for the development of the learning urban district 3.1.2 establishing a standardized system to manage the fund for the development of the learning urban district 3.2.1 utilizing all kinds of learning resources of member organizations and other social organizations 3.2.2 building high-quality, unique resources and ensuring effective use of resources 3.3.1 providing more diverse and flexible teaching resources 3.3.2 establishing a system ensuring the high quality of lifelong education teachers
4. Increasing lifelong learning opportunities	4.1 improving learning environment and conditions for citizens (all types of learning institutions and learning venues) 4.2 providing lifelong learning service for all (all types of learning institutions and learning venues) 4.3 using technology to help citizens engage in lifelong learning (all types of learning institutions and learning venues)	4.1.1 optimizing the distribution of all types of lifelong learning institutions, improving the network of lifelong education service and enriching community education resources 4.1.2 promoting high-quality development of all types of lifelong learning institutions 4.2.1 increasing learning opportunities for all 4.2.2 providing diverse education resources for special groups of people 4.3.1 enhancing IT foundation for lifelong education 4.3.2 using new technologies to explore new models of lifelong learning

Continued

First-level Indicator	Second-level Indicator	Third-level Indicator
5. Cultivating an environment of lifelong learning	5.1 organizing major lifelong learning events	5.1.1 member organizations jointly holding major lifelong learning events
	5.2 building uniqueness and brand in developing the learning district (member organizations of District Commission for Learning Society Development and Lifelong Education Promotion)	5.1.2 citing and incentivizing individuals, organizations and institutions to do an excellent job in promoting lifelong learning
	5.3 establishing a mechanism of developing the learning urban district	5.2.1 building standardized lifelong learning brands of all types at all levels
		5.2.2 enhancing research and exchanges on the learning urban district development
		5.3.1 setting up a regional (subdistricts, towns and communities) development mechanism of learning organizations
		5.3.2 setting up a mechanism of building learning organizations within the organization
6. Establishing a monitoring and assessment system	6.1 establishing a monitoring system for the learning urban district development (District Commission for Learning Society Development and Lifelong Education Promotion)	6.1.1 involving the work of learning urban district development into the government monitoring system
		6.1.2 member organizations of the commission setting up the sharing and statistic system of information related to learning urban district development
	6.2 establishing a monitoring and assessment system of the results of the learning urban district development	6.2.1 setting up a survey system of knowing the learning demand and abilities of citizens
		6.2.2 setting up a monitoring, assessment, and feedback system of understanding the overall situation of learning urban district development

Chapter Nine

Stimulating Vitality in Society and Advancing Community Educational Assistance:

Latest Progress in Promoting Community Education Voluntary Services in Shanghai

The General Team for Community Education Voluntary
Services of Shanghai Association of Volunteers

Abstract: Since the establishment of the General Team for Community Education Voluntary Services of Shanghai Association of Volunteers, it has continuously optimized organizational structure and built voluntary services network; expanded volunteer teams and advanced community educational assistance; rolled out specialized volunteer projects and promoted intensive development; carried out diversely themed activities and innovated service forms; and given full play to model volunteers and improved the mechanism of promoting progress through assessment. Through these efforts, the General Team has achieved remarkable success in serving major national strategies, making further headway in the construction of a community governance system, carrying forward and innovating fine traditional Chinese culture, providing lifelong educational assistance, and advocating volunteerism for education, and maintained a beautiful Shanghai. Facing the future, it is necessary for the General Team to uphold the development concept of “five prospects for people” and double efforts in building civilization practice centers in the new era, comprehensively promoting the application of information technology and empowering community education to serve multiple functions.

Key words: voluntary services; advancement; innovation; efficiency; the General Team for Community Education Voluntary Services of Shanghai Association of Volunteers

It's been stressed in the report at the 19th CPC National Congress that voluntary services would be institutionalized and people's sense of social responsibility, awareness of rules, and sense of dedication should be heightened. And the fifth plenary session of the 19th Communist Party of China (CPC) Central Committee proposed that the long-range objective of basically achieving socialist modernization is expected to be realized by 2035, and specifically, China will be built into a strong country with enhanced culture, strengthened education and quality workforce, and significantly enhance its social etiquette and civility. With this aim in mind, voluntary services are a crucial indicator of social etiquette and civility.

In 2014, with the support of the Office of Shanghai Spiritual Civilization Development Committee and Shanghai Association of Volunteers, the General Team for Community Education Voluntary Services of Shanghai Association of Volunteers was established by the Municipal Education Commission at Shanghai Open University. Since its establishment, under the direct leadership of Department of Lifelong Education of Shanghai Municipal Education Commission and with the strong support of Shanghai Association of Volunteers under the Municipal Spiritual Civilization Office, the General Team has been continuously expanded, and has gradually improved its operation system and enriched and enhanced its voluntary services, achieving good effects in society. While offering help and caring about others, the community education volunteers also put their strengths and expertise into practice to help create a good atmosphere of learning for all and lifelong learning in various communities and schools. Their volunteer work adds a humane touch to Shanghai's construction of a learning city, and contributes to the promotion of community education and elderly education in Shanghai.

1. Innovative practices

1.1 Optimizing organizational structure and building voluntary services network

The Administrative Office of the General Team for Community Education Voluntary Services is located in Shanghai Service & Supervision Center for Learning Society Construction. The General Team is composed of six branch teams, each targeting their

own recipients and dealing with specific voluntary services, including elderly education, experts as community education volunteers, cultural and artistic activities, science education, education for urban migrant workers, and college students as community education volunteers. According to the organizational implementation and management rules, the Administrative Office of the General Team has set up work stations in community colleges in 16 districts and established a number of service centers in 213 community schools in subdistricts and counties. Meanwhile, work stations have also been set up in the Head Office of Shanghai Education Press Group, Power Station of Art, Shanghai Science & Education Promotion Center, Shanghai Lixin University of Accounting and Finance, Shanghai Ninth People's Hospital, Shanghai First Maternity and Infant Hospital, as well as four municipal institutions for elderly education, and nine universities for the elderly situated in Shanghai.

The framework of “General Team & Six Branch Teams” attaches importance to the service attributes and differentiated development of community education voluntary services. In addition, the management hierarchy of “the Administrative Office of the General Team & Work Stations & Service Centers” ensures community education voluntary services are well-managed on different fronts. Together, the two structures constitute the organizational network of “General Team & Six Branch Teams & 41 Work Stations & 228 Service Centers” that basically covers various types of voluntary services in community education across Shanghai (see Figure 9 – 1). At present, services are smoothly facilitated through the network channels and management is implemented in order, providing reliable organizational support for further promotion of voluntary services.

Based on what the citizens hoped to learn, the General Team organized a Shanghai volunteer publicity group for community education consisting of around a hundred experts to deliver professional lectures on a full range of topics to the community. Echoing the theme of the spirit of the 19th CPC National Congress, the “Voluntary Publicity Group of Shanghai Community Education System for Spreading the Spirit of the 19th CPC National Congress” was established, and 16 members were recruited in the first round of publicity, organizing activities in a number of districts after receiving specific training. The municipal publicity group held more than 40 lectures at community colleges, universities for the elderly, neighborhood committees and cultural centers, drawing an audience of over 2,600. These lectures further emphasized the spirit of the 19th CPC National Congress and Xi Jinping Thought on Socialism with Chinese

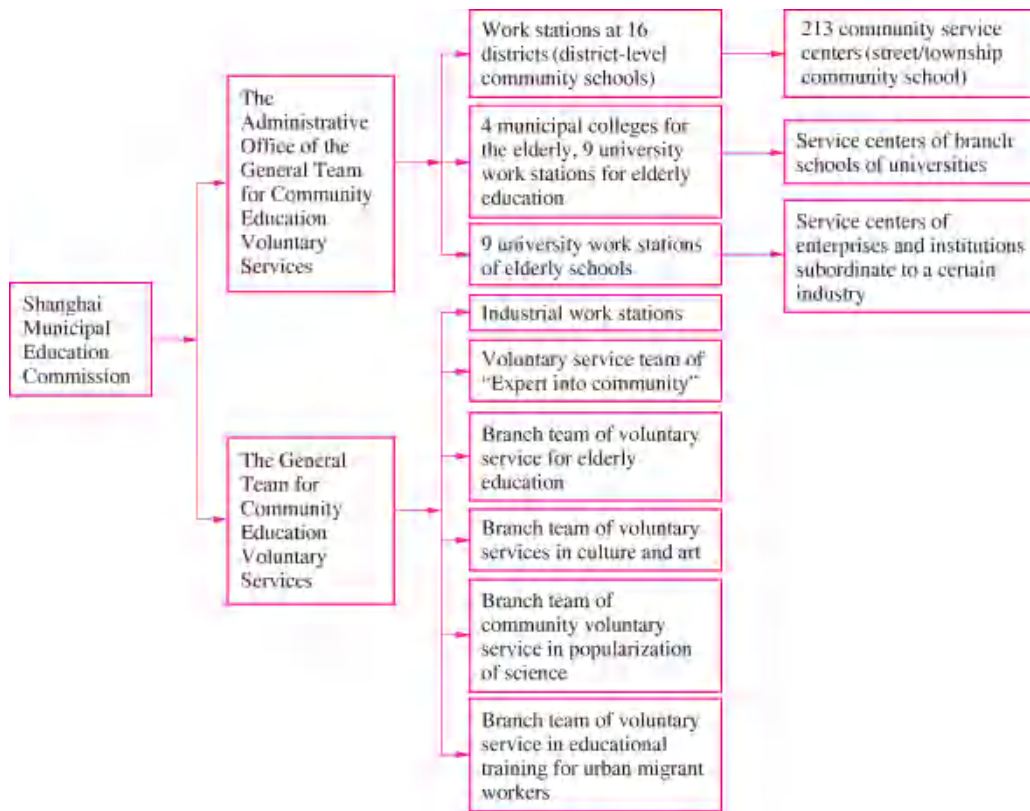


Figure 9 – 1 The Organizational Network of Community Education Voluntary Services in Shanghai

Characteristics for a New Era in the communities, increasing the public appeal of the 19th CPC National Congress.

1.2 Expanding volunteer teams and advancing community educational assistance

The General Team has been committed to promoting volunteer registration through a combination of online and offline channels. By the end of December 2020, the number of volunteers registering for community education in Shanghai had exceeded 60,000. Among them, 18,323 volunteers registered under the General Team in their real names, and were enrolled in separate volunteer teams to fulfill different responsibilities in the network. The volunteers ranged from 18 to 78 years old, with occupations varying from university professors, college students, and enterprise employees to retired

cadres, teachers, and community residents with expertise in certain fields. In addition to being the participants and recipients of community education, they also made their contributions through joining in volunteer teams. The diversity in age brackets and expertise made it possible for the volunteer teams to adapt to different learning needs of residents from all walks of life, enriching the teaching contents and providing wider choices of learning channels. Such a sufficient number of volunteers ensured that the voluntary services were less likely to be interrupted by lack of hands and worked as a powerful supplement to Shanghai's full-time and part-time community education staff, facilitating the sustainable development of community education.

In order to help volunteers improve their volunteering proficiency and ensure voluntary services deliver concrete results, the General Team held work promotion conferences on a regular basis and organized training courses for volunteering coordinators. The branch teams, managers of work stations, contacts and key voluntary teachers were core participants of these diverse training activities. The training courses not only broadened horizons for volunteers and improved their theoretical understanding of volunteering, but also increased their awareness of how voluntary services could drive the development of lifelong education. Under the guidance of the General Team, the work stations also took the initiative to provide trainings for volunteers within their work range. Remarkable results have been witnessed in the targeted training courses for volunteers launched by work stations such as Shanghai University for Retired Employees, University for the Elderly of Shanghai Normal University, Shanghai Jing'an District Community College and Shanghai Minhang District Community College.

1.3 Rolling out specialized volunteer projects and promoting their intensive development

Projectized management and social operation, as internationally accepted practices, were regarded as important approaches to carrying out extensive campaigns of community education voluntary services. During the past five years since 2016, the Administrative Office of the General Team has selected a total of 70 projects. The project objectives included: (1) participating in community governance services, such as voluntary services for teaching community members about garbage classification and for cultivating and improving citizens' scientific literacy and innovation literacy; (2) promoting the intensive development of elderly education, such as voluntary services for providing

educational assistance for elderly people and for facilitating informatization of elderly education; (3) exploring approaches to offering voluntary services in learning organizations (such as learning urban areas and learning villages); (4) exploring approaches to integrating high-quality social resources to fuel the intensive development of community education in Shanghai. For instance, the Huangpu District work station carried out the project themed “Creating the Huangpu District Red-culture Attractions Trail and Cultivating Volunteers to Provide Learning Guidance for Community Members of All Levels”, exerting far-reaching positive effects with every volunteer fulfilling their role in increasing the influences of Chinese revolutionary culture. The Changning District work station rolled out the project of “Providing Targeted Services and Empowering Community Members to Acquire Enhanced Learning Efficiency”, which better met the digital learning needs of citizens through focusing on the construction of a digital resource repository for community education, platform upgrading and adoption of cloud-based video class services. Shanghai Science & Education Promotion Center work station initiated the project of “Fighting the Pandemic Through Learning Popular Science”, which tapped the expertise of professionals to carry out a series of activities popularizing knowledge about pandemic prevention and control measures to community members and Shanghai citizens through voluntary services and information distributing platforms.

In addition, the official logo of the General Team was determined through public solicitation of logo design, increasing the influence of volunteering culture in community education. The General Team and the Ninth People’s Hospital worked together to compile a series of learning resources titled “On the Disease: Doctors Talk About Health”, turning the medical voluntary services for residents into a featured, reliable project. These projects proved to be valuable examples in showing how Shanghai community education voluntary services have been developing towards cultivating their specialized direction, distinctive features and professional quality. They also highlighted the remarkable efforts made by the General Team in guiding citizens to pursue lifelong learning, pass on the Chinese revolutionary culture and the culture of intangible heritage, promote the popularization and application of scientific and technological innovation, and assist in urban construction and development.

1.4 Carrying out diversely themed activities and innovating service forms

Every year on March 15 and December 5, the theme days for volunteers, the

General Team would organize citywide events to increase the visibility of the culture of community education voluntary services. Outstanding models of voluntary services could be discovered through these events and be assisted to expand the influences of their successful practices. In these events, volunteers showcased the highlight moments in their voluntary experience through diversified forms such as original dances, micro-interviews, and popular science shows, bringing out the active role they played in advancing social education progress, governing the community, and supporting major domestic strategies. The events have drawn attention from about 20 news media, including *Labor Daily*, the *Youth Daily*, the Eastday website and the China Education Online website. In 2020, during the pandemic outbreak, community education volunteers managed to adopt innovative methods to achieve work progress. As Shanghai Open University integrated more than 8,900 digital learning resources of various types to launch “Class in the Air” on the Shanghai Citizen Lifelong Learning Cloud, citizens were provided with sufficient access to learning resources during the outbreak. What’s worth noting was that it’s the devoted efforts of community education volunteers that empowered Shanghai citizens to choose whatever interested them in lifelong education.

Taking into account the different features between industries and between urban and suburban areas, the General Team encouraged all branch teams, work stations, and service centers to carry out community services in approaches that were innovative and appealing to community residents and catered to industry characteristics and distinct local features on top of existing work. In active response to this initiative, branch teams and work stations rolled out activities in a variety of forms. For example, the branch team for elderly education proactively organized the airing of cloud-based educational activities in voluntary services in response to the call of “non-stop off-campus learning”; the community popular science education team leveraged their strengths in possessing expert resources and in omni-media communications to assist community health education; the team of college students participating in community voluntary services launched the project of “100% Great Education” to guide youth volunteers in community educational assistance; Changning District launched a digital learning project to empower volunteers to help citizens watch online educational courses; the project in Huangpu District on cultivating volunteers to guide differentiated groups of residents on a riverside red-culture attractions trail; the “Guangqi E-learning Classrooms” project launched by Xuhui District and the project of “Volunteer Group

Spreading Wisdoms from the Revolutionary Period” offered by Qingpu District also played an active role in offering voluntary services to community members, promoting community governance and the implementation of China’s major strategies. Amid the darkness cast by the pandemic, these volunteer projects illuminated the life of community residents.

1.5 Giving full play to model volunteers and improving the mechanism of promoting progress through assessment

In order to give full play to the leading role of model volunteers, and vigorously push forward the volunteer spirit of “dedication, friendship, mutual help, and progress”, the Administrative Office of the General Team has organized and carried out since 2016 citywide selection events of the Most Beautiful Volunteers, Excellent Volunteers and Excellent Voluntary Services Work Stations for community education in Shanghai. Notably, the annual selection of the Top Ten Most Beautiful Volunteers in Shanghai for community education has exercised positive impacts on society.

Volunteers who deserved The Most Beautiful Volunteers Award were regarded as emblems of Shanghai’s moral values. The award winners ranged from the journalist in his twenties who reported affairs in the community, to elderly people in their nineties who participated in volunteer activities teaching what they know about science to others. Winners also included medical professionals engaged in delivering medical knowledge to residents, female entrepreneurs whose business initiative enriched the public’s understanding of traditional Chinese culture, as well as professional community teachers and elderly people passionate about public welfare in their retired years. It is their dedicated time and energy that showcases what miracles love could work.

Thanks to these pre-eminent volunteer projects, volunteers and volunteer service centers, citizens were able to witness the fruitful results of community education voluntary services in Shanghai. The General Team was awarded the title of “Advanced Unit of Voluntary Services” by the Municipal Spiritual Civilization Office, and the “Promotion Projects for Shanghai Community Education Voluntary Services” were successively rated as the “2019 Lifelong Learning Brand” in Shanghai and in China. Rating the achievements of volunteer service projects proved to be an effective method to assess quality and motivate progress, as well as promoting voluntary services to be performed in an orderly fashion, spreading the positive energy of society and marking the practice of core socialist values.

2. Major achievements

2.1 Promoting the implementation of China's major strategies

Implementing the rural vitalization strategies is one of the important decisions and plans laid out in the 19th CPC Congress and a crucial task in sustaining our good work in the areas of agriculture, rural areas and farmers. To put into action the guidelines proposed in the Opinions of the CPC Central Committee and the State Council on Implementing the Rural Revitalization Strategy and the 13th Five-Year Plan for the Development of Lifelong Education in Shanghai, the Shanghai Service & Supervision Center for Learning Society Construction released the Guiding Opinions on Promoting the Pilot Construction of Learning Villages. With the publishment of this document, Shanghai emerged as one of the pioneering cities to start the pilot construction of learning villages, as an attempt to build more learning villages through developing rural community education. It was projected to enhance rural residents' awareness of learning and improve their competences and literacy, boosting the intrinsic momentum in rural development and creative vitality, thus facilitating the implementation of the rural revitalization strategy.

Vigorously guiding community education volunteers to participate in building the learning villages has been beneficial in three aspects. In addition to making good use of the existing achievements in this area, increasing volunteers' participation was aligned with the requirements made by higher authorities to boost the intrinsic momentum in rural development and empowered community education volunteers to give full play to their roles in prompting the construction of learning villages.

Take Jiading District as an example, which is a district in the northwest suburbs of Shanghai with about one third of its area covered by arable land. As one of the first National Community Education Model Districts and the National Model Counties in Developing Vocational Education and Adult Education, Jiading District has emphasized on laying out work plans in advance and promoting education to facilitate the construction of a learning district, in an aim to pursue the vision of "building beautiful and dynamic villages and keeping the farmers happy and eager to learn". The

volunteers in this district have been well familiar with the situation of community education, and the volunteer group has been expanding over time to offer residents more innovative community education activities. It is worth noticing that volunteers played an essential role in advocating the idea of lifelong education, organizing community activities, assisting in carrying out the experiment project of “Learning Centers for Rural Community” and cultivating new professional farmers.

The specific work included:

- Make more efforts in publicizing the importance of learning, building a great atmosphere for learning villages. Volunteers participated in non-scheduled advertising activities in the countryside, helping residents understand relevant policies and putting up posters. In this way, villagers could gain a thorough understanding of how important and necessary it would be to build the new countryside and a learning village and gradually take learning as the new fashion to improve their life quality.
- Recruit volunteers from diverse backgrounds to improve the volunteer team’s comprehensive competencies. The Jiading District volunteer work station has coordinated with community schools in subdistricts and counties to recruit volunteers who are professionally specialized, capable of organizing activities and passionate about community education through self-recommendations and referrals.
- Develop a quality learning platform with access to various good learning resources. “Course Market for Residents”, a learning program rolled out by the Jiading District volunteer work station for residents across the district, allowed community volunteer teachers with specialties in different fields from subdistricts and counties to submit applications about the learning center where they would like to hold their classes. The work station would then formulate “Course Market Menus” and have courses arranged according to residents’ needs, building “learning circles within 10 minutes’ walk around home” to help residents enjoy quality community education in a convenient and time-saving manner.
- Organize technical trainings on cultivation techniques to help farmers resolve their planting and breeding problems. The volunteer training teachers were experts by themselves. They explained the latest national agricultural support policies to the villagers and taught them advanced agricultural techniques. For the convenience of the villagers’ learning, expert volunteers took the trouble to organize field classes on cantaloupe planting. Through closely integrating farmer training and technology promotion throughout the entire process of crop planting, problems including the plant

rotation, seed raising, pest control, and fruit setting were resolved one after another, scaling up farmers' competencies in scientific planting. These trainings also increased farmers' income, promoted the rapid transformation of scientific and technological achievements, and drove the development of characteristic agricultural industrialization in Jiading District.

Column 9 – 1

“The Villager and Interpreter” Contributes to Beautiful Countryside Construction

Xie Jinquan, an 81-year-old retired teacher living in Donggang Village, Shihudang Town, Songjiang District of Shanghai, also serves as an “interpreter”.

The community school in the country has offered remote learning through TV courses for many years, which covers knowledge of agriculture, health care and leisure life, cooking and nutrition, as well as national events, local hotspot news, and social trends. Xie is an outstanding student there. Since the classes were taught in Mandarin, Xie started to find that not a few elderly people were struggling to understand, let alone the note-taking.

Xie who had been a junior high school mathematics teacher, volunteered to become an interpreter for his classmates. Most elderly people are particularly interested in the stories of people's well-off life and knowledge of health care, but policy terms and medical terms are difficult for them to understand. Therefore, Xie “interprets” with Shanghai dialect to simplify the meaning of terms and make some popular explanations.

For the purpose of poverty alleviation, the first important thing is to help people acquire knowledge and skills. In his book *Up and Out of Poverty*, Chinese President Xi Jinping vividly elaborates the significance and way of poverty reduction and alleviation, and stresses that poverty alleviation by developing education is a fundamental solution. Children in poor families can access the knowledge and skills that they need to change their own fate, and further change the destiny of the whole family. Education can block the intergenerational transmission of poverty, and is the most effective measure for

targeted poverty reduction and alleviation. With the purpose to advance educational fairness and ensure quality educational resources are accessible to people in poverty-stricken areas, five retired teachers volunteered to go to Xishui County in Guizhou Province for three-month teaching activities. Authorized by Department of Lifelong Learning of Shanghai Municipal Education Commission, volunteers worked with the local government to recruit teachers and put the slogan “Education comes first in poverty alleviation and intelligence improving” into real practice. Community educational voluntary services play an active role in providing lifetime learning opportunities and deepening quality educational resources in poverty-stricken areas, contributing to poverty alleviation by supporting education first.

2.2 Strengthening the system for community governance

On January 31, 2019, the Shanghai Municipal Waste Management Regulations was adopted on the Second Session of the 15th Shanghai Municipal People’s Congress, marking that compulsory garbage sorting was included in local regulations. Under the municipal guidance of building Shanghai into a more sustainable, more eco-beautiful and an excellent global city, all groups of our volunteers have taken a variety of measures to actively contribute to garbage sorting, thus increasing the public appeal of concepts such as “lucid waters and lush mountains are invaluable assets” and “garbage sorting is a new trend”. Voluntary services have played a part in the “last kilometer” of urban governance and promoted the construction of community governance system.

Take Shanghai Community Science Educational Voluntary Services Team as an example. They launched garbage sorting educational activities for parent-child families in crowded places such as shopping malls and parks, improving the household awareness and knowledge of garbage sorting. Four highlights of the garbage sorting educational activities stand out. Firstly, a total of around 500 people from 235 families participated in painting creative and eco-friendly canvas bags. Themed with natural protection and garbage sorting, this activity aimed to make “bringing your own recycling bags” and “sorting garbage at any time” new trends in people’s daily life. Secondly, participants, together with the art troupe, performed the original science interactive sitcom “Garbage Sorting Is a New Trend”. Children enjoyed this acting experience in reproducing the trouble of garbage sorting in daily life with vivid expressions and actions, increasing their awareness of garbage sorting. Thirdly,

parent-child games such as “Natural Knowledge Test”, “Little Garbage Picker” and “Guess Who I Am” helped widely spread scientific knowledge and practices through interaction. Fourthly, children presented their painted bags on stage and shared their ideas of creation. The team of volunteers awarded medals of “Pioneers of Garbage Sorting” to every child who participated in the activities at the end of the day.

Every community can be confronted with their own troubles in governance, and volunteers have become crucial in bridging the gap between the government and people. They promote communication and understanding in an “unofficial” identity. Through various community educational activities, volunteers help improve residents’ civic awareness in the community, enhance the quality of citizens, and guide people to understand and take into account public interests while pursuing their own legal rights. Volunteers have special influence in community governance and in strengthening the relationship between the government and people.

2.3 Carrying forward and innovating fine traditional Chinese culture

Chinese President Xi Jinping pointed out at the International Conference in Commemorating the 2,565th Anniversary of Confucius’ Birth that, it is necessary to adeptly achieve organic unity of carrying forward fine traditional culture and developing present culture, and develop on the basis of inheritance and inherit in the process of development. In the community educational voluntary services, our volunteers also actively devote themselves to the cause of carrying forward and innovating fine traditional culture.

Zhou Yaoqiu, from the Lingyun Sub-district Community School in Xuhui District, is one of those volunteers. He is a security guard at school and enthusiastic about volunteering for community education. In 2016, the community school introduced an ancient papermaking project for students, and Zhou took the initiative to take on a large amount of hard work including handling barks, beating pulp and making paper frames. In his spare time, he asked the teacher about papermaking skills and practiced without stop even in the scorching heat or the bitter cold. Now he has become a volunteer teacher of ancient papermaking in his school, guiding children to learn techniques four times a week. At the end of the project, the students proudly said, “We are inheritors of Chinese ancient culture, and we want to teach others what Teacher Zhou has taught us!”

Column 9 – 2

“Rolling Lamps King” Is also a Community Educational Volunteer

Wang Zhengrong is a community educational volunteer teacher in Zhelin Adult School in Fengxian District. He is also a representative inheritor of municipal intangible heritage and a first-level social sports instructor. He has been engaged in the preservation and innovation of regional fine traditional culture for more than 40 years, and he regards it as his duty. For decades, on the journey of carrying forward and popularizing “Rolling Lamps” (*gun deng*, a traditional folk dance performed in festivals), he has traveled to villages in Zhelin Town, and even many in Fengxian District.

Thanks to his efforts, the “rolling lamps dance” and “rolling lamps exercises” continue to develop, and the colorful rolling lamps festival on the Cultural Heritage Day further promotes the development of this traditional art. Also, Zhelin Town was rewarded as the “Hometown of Chinese Folk Culture and Art” and included in the National Intangible Cultural Heritage Protection List. Teacher Wang Zhengrong made great contributions to all of these.

2.4 Facilitating lifelong educational assistance services

In addition to various forms of community educational services, volunteers have also devoted themselves to lifelong educational assistance services. For example, Hu Maowei from Jiading District established the Xinlianxin Volunteer Charity Service Society in Malu Town, Jiading District. Hu Maowei introduced “one-on-one educational support” for students as an important activity in his society. He once drove twice to a critically ill and poor family in Suqian City of Jiangsu Province to help two children. Under his leadership, community educational volunteers’ assistance activities for children in impoverished families were rapidly carried out and expanded. The “one-on-one educational support” project was launched by volunteers and local schools in Jiangsu, Yunnan and Tibet, helping subsidize the tuition and living expenses of children in poor

families and donate uniforms, clothes and books to students. Thousands of students have benefited from this project.

Another story is from Yan Qiangsheng, a computer teacher in Changning District Part-time College. He actively participates in community educational services and serves as one of the first-batch voluntary counselors in Changning District. He dedicates his time and strength to community education, gets more involved in the community and cooperates with community schools to complete services and management work. His computer courses are very popular among the elderly. After class, he also answers questions from the elderly students in the community to help them solve their daily operational problems. With the development of the times, mobile learning has become a new trend. In order to meet the needs of residents, Teacher Yan provided a smart phone operational course devised for his students, which was open to the community and once again became a popular course for community residents and even a famous course in the Changning District.

2.5 Advocating volunteerism for education and maintaining a beautiful Shanghai

The sudden outbreak of the pandemic at the end of 2019 didn't extinguish the enthusiasm of citizens for learning. Community educational volunteers were actively looking for new methods to help citizens obtain sufficient learning resources during the epidemic. For example, on the basis of integrating digital resources on multiple platforms, Shanghai Open University launched cloud classes for Shanghai citizens' lifelong learning. Entering "Class in the Air", citizens can access more than 8,900 digital learning resources of various types. The services provided are flexible and the learning needs of citizens are analyzed through big data on citizen learning, so as to inform them with personalized notification. Within the two months since it went live on February 3, 2020, the number of page views reached 546,000, which is five times more than the average number of ordinary columns during the same period in years before the epidemic. Mobile visits during the epidemic period have also increased from 31% to 50.47%, providing Shanghai residents with flexible and efficient cloud learning services.

Furthermore, Shanghai Open University teamed up with Shanghai Oriental Radio Archimedes FM to create a learning radio called "Take Classes in Open University with Us". During the pandemic, the "Cabin Radio" was launched for Wuhan Mobile

Cabin Hospital with the help of the Shanghai Medical Team Assisting Hubei and Shanghai People's Broadcasting Station, providing Wuhan citizens with access to learning resources. At present, "Take Classes in Open University with Us" has released more than 4,000 audio and video files. During the pandemic, the visits exceeded 10 million. The average daily viewing time of high-frequency users reached 45 minutes, and the users covered a wide range of people from 20 to 80 years old.

3. Development inspiration

The General Team has now become an effective carrier for cultivating and observing core socialist values, gathering and promoting positive social energy, and innovating social governance. A city is a container of culture, but what happens in citizens' daily life is more important than the container itself. The fundamental function of a city is to accumulate and innovate culture, to preserve culture and educate people living in the city. In the process of building an excellent global city, Shanghai requires improvement on the community education voluntary services in development motivation, operation management, service methods and key activities, optimizing the service quality, improving the social satisfaction and citizens' sense of acquirement, and enhancing the cultural atmosphere of the city.

3.1 Firmly upholding the development concept of "five prospects for people"

Currently, Shanghai has taken the lead to basically build a lifelong learning society that serves everyone in this city. In order to take part in the educational system construction that serves lifelong learning for all, and actively promote the quality and modern development of the learning society, the General Team will adhere to the crucial concept of "people build the city and the city serves the people", adapting to new situations and new models and exploring new experience and rules. The Corps strive to satisfy citizens' needs with the quality learning resources, serve them with better learning methods and benefit them with more learning opportunities, giving full play to the important role of community educational voluntary services system in

improving service and the construction of a global city.

3.2 Playing a greater role in the construction of civilization practice center in the new era

Building civilization practice center in the new era is an innovative form of ideological and political education in the public space, and it is related to the “last kilometer” realization of thoroughly engaging with people. The significant value of the practice center of civilization in the new era lies in “gathering the masses, guiding the masses, cultivating people and forming customs”, enhancing people’s awareness of self-education, social etiquette and civility. As a group of social workers pursuing growth, the General Team needs to keep up with the trend of the time, helping citizens to develop their learning needs, and actively publicize their work achievements and social significance by fulfilling its role in the civilization practice center construction in the new era. Also, the General Team should appeal for the attention and support of all walks of life, stimulate everyone’s enthusiasm for extensive participation, and inject new impetus to the development of the Corps.

3.3 Comprehensively promoting IT application

Without IT application, there will be no modernization. Community education with IT application is the inevitable course of modernizing community education and realizing the goal of lifelong education. During the special period, education bore a new mission in cultivating people. Meanwhile, the accelerated integration of technology and education has also enabled education to move towards a new norm of “Internet plus” and “Intelligence plus”. The community education system must seize opportunities and actively seek change, and promote the transition from “learning revolution” to a “quality revolution”. The striving direction for the General Team is to find the way to adapt to the opportunities and challenges brought by new social situation, optimize the quality of services, and improve the social satisfaction of services and people’s sense of acquirement. It is necessary to strengthen the practical exploration and academic research in the IT application construction of community education, starting with changing the traditional teaching organization form, improving the IT capacity of volunteers, and improving the learning environment of citizens. Thus, it is promising to

accelerate deep integration of IT technology and community education and create a smart academic environment of lifelong learning for all.

3.4 Empowering community education system to serve multiple functions

In the context of the new era, the General Team will further enhance its sense of responsibility and urgency to serve society, upgrade and enrich voluntary service functions, playing an active role in meeting the diverse learning needs of citizens, improving the professional ability of on-the-job personnel as well as community governance and fine traditional culture preservation, upholding core socialist values and the rural vitalization strategy, and contributing to the construction of building a learning society. The General Team will take advantage of current resources to top the potential of resources and innovate service, realize the transformation from large-scale and standardized education service to refined and targeted education service, and promote richer and more diverse voluntary service, including lectures and reports, course training, student guidance, door-to-door teaching, resource distribution, project cultivation, and many other services. The General Team will provide more citizens with the possibility of success in life through community education and lifelong learning and more channels for orderly participation in social governance to enlighten their mind of enjoying a quality life, build a paradise of the city and cultivate a community with a sense of belonging.

The British philosopher Alfred North Whitehead believed that the ideal of a university lies not so much in knowledge as in power; the goal of a university is to transform a child's knowledge into an adult's power. The same is true for community education voluntary services. Behind the simple knowledge transfer and various support activities, the more far-reaching goal is to help every member of the society take a firmer control on his own life, gain stronger power to realize the value of life, contribute to the country and forge ahead for the socialism.

The establishment and operation of the General Team for Community Education Voluntary Services is an effective exploration of introducing social forces to carry out public welfare community educational services. Under the guidance of the "Education Modernization 2035", community educational volunteers will continue their journey with original aspirations, volunteering to promote community education and contribute to building a beautiful Shanghai. We continue to provide citizens with fair, quality and

ubiquitous lifelong education services, and make lifelong learning the distinct feature and spirit of the city, playing a part to make Shanghai an excellent learning city around the world.

(Written by Peng Haihong, Wang Yifan)

Chapter Ten

Practice and Exploration on the Coordinated Development of Lifelong Education in the Yangtze River Delta

Office of Shanghai Service and Supervision Center for
Learning Society Construction

Abstract: In response to China's development strategy, the coordinated development of lifelong education in the Yangtze River Delta has seized the opportunity to meet the demands of enhancing regional lifelong education services. Shanghai, together with Jiangsu, Zhejiang and Anhui provinces, formulated and promulgated a guidance document to strengthen the development of Learning Village in the Yangtze River Delta, co-establish a lifelong learning center for citizens, improve the research and development of community education courses, share top-quality educational resources, work on featured projects in lifelong education, facilitate cooperation among universities for the aged, compile excellent cases in senior education, and support "Jin Jia Wu Xuan" Lifelong Education Alliance ("Jin Jia Wu Xuan" stands for the first character of the name of four districts and cities in the Yangtze River Delta). Through practical work, extensive experience has been accumulated, such as building a platform to share each other's competitive advantages via strengthened organizational leadership, improving the system to formulate a series of guidance documents and establishing an effective, communicative and cooperative mechanism through regular exchanges and discussions. In the future, it is necessary to continue to improve supporting facilities, create an atmosphere for mutual engagement, and optimize long-term development mechanisms.

Key words: integration of the Yangtze River Delta; lifelong education; coordinated development; innovation

As one of the regions with relatively strong overall strength and rich educational resources in China, the Yangtze River Delta boasts strong momentum for innovation and development, prominent advantages in resource agglomeration, and the foundation to carry out all-round lifelong education cooperation. The coordinated development of lifelong education in the Yangtze River Delta is an important part of the integrated development strategy of the region. In 2019, Shanghai as well as Jiangsu, Zhejiang and Anhui provinces jointly launched the coordinated development initiative of community education and senior education under the leadership of relevant departments of education, and actively met diversified lifelong learning needs of residents in this area through various key cooperation projects and annual tasks.

1. Background introduction

1.1 An active response to China's development strategy

President Xi Jinping officially announced at the opening ceremony of the first China International Import Expo that the integrated development of the Yangtze River Delta would be supported and elevated to a national strategy. This move has granted the Yangtze River Delta integration a more important historical mission, a deeper strategic significance and a broader stage of practice. Shanghai, Jiangsu, Zhejiang, and Anhui have proactively executed the decisions and deployments of the Party Central Committee, earnestly implemented the spirit of President Xi Jinping's important instructions on the integrated development of the region, enhanced strategic coordination and accountability to fulfill the overall goals and requirements for the high-quality, coordinated development of community education and senior education in the Yangtze River Delta, carried out overall planning with regional current developments in mind while giving full play to each and every region's advantages, and proactively implemented the national strategy for the integrated development of the region. Under the theme of "Focusing on high-quality integration", Shanghai, Jiangsu, Zhejiang, and Anhui have attached great importance to making overall planning and layout, innovating cooperation mechanisms, improving platform docking, optimizing institutional layout, strengthening teacher exchanges, deepening

resource sharing and other aspects of exploration. Such efforts aim to continue to narrow the gap in the development of community education and senior education in the region, and strive to build a new pattern of cooperation, complementary advantages, and innovative development in order to help enhance the core competitiveness of urban agglomeration in the Yangtze River Delta and to form new impetus of its development in a new era.

1.2 Seizing the opportunity for the coordinated development of lifelong education

Speeding up the integrated development of the Yangtze River Delta is an inherent need for the regional development. The Yangtze River Delta has a relatively developed economy, rich cultural accumulation, and a relatively high level of education. Therefore, it has the foundation, conditions, and responsibility to take on greater roles in building China into an education power and realizing the modernization of lifelong education. In order to accelerate the integrated development of community education and senior education in the Yangtze River Delta, and accelerate the construction of an education system that serves lifelong learning for all, the “Seminar on Promoting the Coordinated Development of Regional Senior Education” was held in Shanghai on May 10, 2019. The forum focused on “promoting high-quality, coordinated development of regional senior education through collaboration and coordination”. On the basis of friendly consultation, the education administrative departments of Shanghai, Jiangsu, Zhejiang, and Anhui jointly held the signing ceremony of the “Strategic Cooperation for the Development of Higher-Quality Lifelong Education in the Yangtze River Delta” (see Figure 10 – 1). The cooperation includes: building an integrated cooperation platform for lifelong education, promoting the supply of high-quality services in lifelong education, and promoting the coordinated advancement of lifelong education research in the Yangtze River Delta. The “Strategic Cooperation and Coordination Meeting for the Development of Higher-Quality, Integrated Lifelong Education in the Yangtze River Delta Region” was specially held in the sub-forums.

1.3 Enhancing regional lifelong education services

As the participants, promoters and beneficiaries of the integrated development of the



Figure 10 – 1 The signing ceremony

Yangtze River Delta, Shanghai, Jiangsu, Zhejiang, and Anhui, based on the positioning and advantages as well as the level of economic, social and cultural development in each region, follow a cooperation mode of learning from each other, maximizing the strengths and avoiding weaknesses, and dividing the work. All parties stick to the cooperation vision of higher position, wider field, higher quality, and deeper collaboration to jointly build a cooperation platform, facilitating the circulation of resources, assimilating each other's strengths, and releasing agglomeration efficiency.

The overall planning and facilitating the coordinated development of community education and senior education in the Yangtze River Delta aims to explore and form a complete set of institutional mechanisms and reform measures, accelerate the construction of a flexible and open lifelong education service system, accomplish a series of featured projects with nationwide impact, and improve the basic service capabilities of community education and senior education to meet the lifelong learning needs of residents so that they can truly sense and reap the benefits of the integrated development of the Yangtze River Delta. At the same time, the coordinated development of lifelong education in the region can provide innovation and talent support, build an outstanding regional innovation community of lifelong education in

the world, facilitate the construction of a world-class learning city cluster in the Delta, and serve as a model for regional, integrated development of lifelong education in China.

2. Implementation measures

2.1 Jointly formulating and promulgating guidance documents

In order to thoroughly implement the spirit of President Xi Jinping's important instructions on the integrated development of the Yangtze River Delta, and accelerate the coordinated and high-quality development of community education and senior education in the region, in November 2019, Shanghai Municipal Education Commission as well as Jiangsu, Zhejiang and Anhui Provincial Departments of Education jointly studied and formulated "Three-year Action Plan for the Coordinated Development of Community and Senior Education in the Yangtze River Delta (2019 - 2021)" (Shanghai Municipal Education Commission [2019] No. 19) in accordance with the Three-year Action Plan (2018 - 2020) for the Yangtze River Delta's Integrated Development, Strategic Cooperation Framework Agreement for the Higher Quality, Integrated Development of Education in the Yangtze River Delta and Three-year Action Plan for the Integrated Development of Education in the Yangtze River Delta. The plan establishes the cooperation projects and annual key tasks of the participating city and provinces, and clarifies the overall goal of coordinated development.

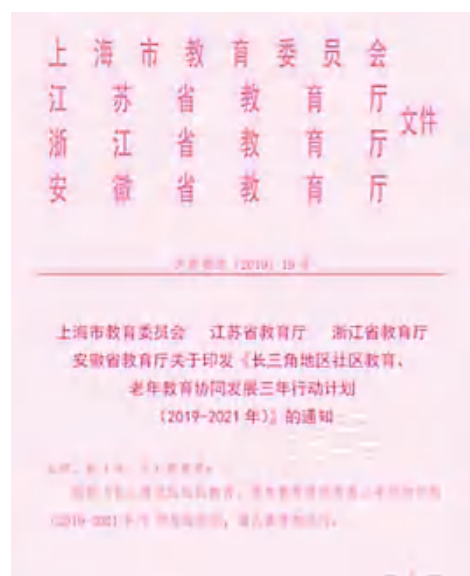


Figure 10 - 2 Shanghai Municipal Education Commission, as well as Jiangsu, Zhejiang and Anhui Provincial Departments of Education jointly issued Three-year Action Plan for the Coordinated Development of Community and Senior Education in the Yangtze River Delta (2019 - 2021) (Lifelong Education Department of Shanghai Municipal Education Commission [2019] No. 19)

2.2 Promoting the construction of learning country in the Yangtze River Delta

The implementation of the rural revitalization strategy, a major decision made by the 19th National Congress of the Communist Party of China, is an overall strategy for work relating to agriculture, rural areas, and rural people in the new era. In January 2018, the CPC Central Committee and the State Council issued the “Opinions on Implementing the Rural Revitalization Strategy” which put forward the general requirements of “prosperous industries, livable ecology, civilized rural customs, effective governance, and affluent life”. Shanghai played a leading role and took the initiative in launching the construction of a learning country. It also explored the model of learning villages with local characteristics through the development of rural community education and the construction of learning villages.

In order to implement the national strategy for the integrated development of the Yangtze River Delta and further implement the national strategy for rural revitalization, in December 2019, the first Symposium on Building Learning Village in the Yangtze River Delta with the theme of “Better Education, Better Countryside” was held in Jinshan District in Shanghai. More than 160 representatives from the region participated in the symposium. At the meeting, leaders of education departments jointly launched the project of “Learning Country Construction Alliance in the Yangtze River Delta” (see Figure 10 – 3). The symposium included keynote addresses and roundtable forums, at which the guests exchanged views on the experience gained in the process of building learning countries, the problems they faced, and the prospects for future work.

In November 2020, the second Symposium on Building Learning Villages in the Yangtze River Delta with the theme of “Beautiful Countryside with Intense Learning Atmosphere” was held in Taizhou, Zhejiang Province. More than 120 people attended the symposium. Representatives from Shanghai, Jiangsu, Zhejiang, and Anhui shared the important role of community education in enforcing rural revitalization strategies from different perspectives such as the construction of beautiful rural areas, talent training for rural revitalization, and rural innovation and entrepreneurship in the new era. The participants visited the rural revitalization college and the construction of scenic rural areas in Taizhou. The four participating parties will give full play to their comparative advantages respectively to build consensus, make suggestions, form a joint force, and work together to promote the development of rural community education in



Figure 10 – 3 The launching ceremony of Learning Village Construction Alliance in the Yangtze River Delta

the Yangtze River Delta, and continuously bolster its construction of learning villages.

2.3 Jointly building a lifelong learning center for citizens in the Yangtze River Delta

In order to fully integrate and utilize public educational resources, open up lifelong learning facilities for citizens, improve lifelong education service capabilities, and enhance institutional cooperation and sharing among the lifelong learning centers in the Yangtze River Delta, Shanghai has played a leading role in the joint construction of lifelong learning centers for citizens in the region.

In April 2020, Shanghai, Zhejiang, Jiangsu and Anhui jointly issued the Notice on the Establishment of Lifelong Learning Centers for Citizens in the Yangtze River Delta, stipulating the “Guiding Standards for the Establishment of Lifelong Learning Centers for Citizens in the Yangtze River Delta”, which includes four first-level indicators (basic conditions, necessary conditions, creation conditions, individualized development), 14 second-level indicators, and 19 third-level indicators. Such indicators are set to promote the standardized, characteristic and long-term management and development

of the centers. It is projected that by the end of 2021, 100 “Yangtze River Delta Citizens’ Lifelong Learning Centers” will be established along with a cross-regional cooperation mechanism and an exchange platform. Relative foundation work has been carried out and considerable progress has been made in the region.

In July, Shanghai took the lead in printing and distributing the Notice on Carrying out the Accreditation of Lifelong Learning Centers for Citizens in the Yangtze River Delta in 2020 to organize and carry out the accreditation work. After a comprehensive review by the community education guidance agencies based on the selection and recommendation of various regions, Shanghai, Jiangsu, Zhejiang, and Anhui jointly issued the Notice on Announcement of the Accreditation Results of the Lifelong Learning Centers for Citizens in the Yangtze River Delta in 2020 in November, assigning 13 lifelong learning centers (including the Intangible Cultural Heritage Experience Center of Nanjing Institute of Intangible Cultural Heritage) in Jiangsu, 16 (including the Cultural Education Base of Filial Piety and Integrity in Hangzhou Filial Piety Cultural Center) in Zhejiang, 17 (including the National Institute of Intangible Cultural Heritage Wangjiang Cross-stitch in the City of Anqing) in Anhui, and seven (including the Red Culture Center) in Shanghai as the first lifelong learning centers for citizens in the Yangtze River Delta.



Figure 10 – 4 The licensing ceremony of lifelong learning centers in the Yangtze River Delta

In addition, Shanghai, Jiangsu, Zhejiang, and Anhui will fully tap the resources from departments of culture, science and technology as well as tourism, extensively mobilize more social forces to participate in the construction of learning centers, and provide citizens with more personalized and diversified high-quality education resources based on advantages of cultural and educational resources in each region.

2.4 Strengthening the research and development of community education courses in the Yangtze River Delta

Jiangsu led the research and development projects of community education courses in the Yangtze River Delta. Since the start of the project, the participating parties have closely cooperated and coordinated with each other to work on various tasks in an orderly manner.

Firstly, they set up a coordination group for the research and development of community education courses in the Yangtze River Delta. In January 2020, Jiangsu took the lead in printing and distributing the Notice on the Establishment of the Project Group for “Research and Development of Community Education Courses in the Yangtze River Delta” and Other Related Work, requiring all participants to set up “Project Collaboration Group for Research and Development of Community Education Courses” and work collectively on the theory, course design, system, and quality of community education.

Secondly, they collect research papers on community education courses in the Yangtze River Delta during the 13th Five-Year Plan period. A special campaign to collect papers related to course design in the Delta was carried out to grasp the foundation and progress of community education courses in Shanghai, Jiangsu, Zhejiang, and Anhui during this period. Various regions actively organized and launched such a campaign after the notice was released. As a result, 19 excellent papers were selected through expert evaluation, covering topics from curriculum viewpoint of community education, curriculum system, process of curriculum development, to curriculum incubation, MOOC, curriculum quality standards, and optimization of senior education courses, etc. The selected papers comprehensively summarize and display the theoretical research and practical results of the community education curriculum construction in the Delta in recent years. The collection of papers will be officially published in 2021 as Papers on the Community Education Curriculum

Construction in the Yangtze River Delta.

Thirdly, they formulate a research and implementation plan for community education curriculum construction. In order to further promote collaborative research, in April 2020, Jiangsu took the initiative to print and distribute the Notice on Carrying out Project Construction on “Community Education Curriculum Research and Development” in the Yangtze River Delta Region. The document clarifies the research of projects from three perspectives — the overall requirements, basic principles, and work objectives. Jiangsu Province also released the “Guide on the Research and Development Project of Community Education Curriculum” and “Contents of the Community Education Curriculum Repository” in the Yangtze River Delta.

2.5 Implementing a high-quality resource sharing plan in the Yangtze River Delta

In order to accelerate the establishment of an open citizen learning resource system, optimize the allocation of lifelong learning resources, and better meet the needs of citizens in the Yangtze River Delta for lifelong education, Zhejiang led the selection of excellent micro-courses for community education in the region.

In December 2019, the participating parties jointly issued the Notice on Organizing and Implementing the Selection of Excellent Micro-Courses for Community Education in the Yangtze River Delta in 2019 to develop the criteria for micro-course selection which adheres to the principles of originality, theme-relating, and innovation, and established the procedures of selection, preliminary evaluation and rating. Based on the selection and recommendation of each city and province, and after a joint review by community education guidance agencies, Shanghai, Jiangsu, Zhejiang, and Anhui jointly issued the Notice on the Results of Community Education Micro-Courses Selection in the Yangtze River Delta in 2019 in June 2020. The Notice announced that “Walking into the Red House, Living in the Story — Western Cuisine and Etiquette (series micro-courses)” and other 20 micro-courses won the first prize; “Fun Meteorology (series micro-courses)” and other 40 micro-courses won the second prize; “Craftsmanship of Miniature Furniture in Ming and Qing dynasties (series micro-courses)” and other 60 micro-courses were awarded the third prize; “Parenting Course for 0 – 3 year-olds (series micro-courses)” and 80 other micro-courses won Excellent Award. The event selected a batch of micro-courses with regional characteristics, high quality, and

promotion value. These excellent micro-courses will be open to residents in the Yangtze River Delta. On this basis, all regions will accelerate the process of demonstration, sharing, and application of high-quality educational resources to foster the integrated development of lifelong educational resources in the Yangtze River Delta.

2.6 Delivering a featured project on lifelong education in the Yangtze River Delta

In order to promote the advanced practices and outstanding cases of lifelong education in the Yangtze River Delta and to build up momentum of collaborative innovation in community education and senior education, Shanghai, Jiangsu, Zhejiang, and Anhui jointly issued after discussion the Notice on the Selection of Featured Local Projects on the Development of Community Education and Senior Education in the Yangtze River Delta. Anhui led the selection and promotion of featured local projects for community education and senior education. The projects from all regions in the Delta with distinctive local characteristics and a good demonstrative effect were selected. Anhui also specially formulated the Selection Criteria for Featured Local Projects for Community Education and Senior Education in the Yangtze River Delta, including six first-level, 14 second-level, and 20 third-level indicators. Community education guidance agencies in Shanghai, Zhejiang, Jiangsu and Anhui are responsible for selecting and recommending top 30 projects in their own region. All community education and senior education projects that tap various educational and social resources, provide well-planned and regular lifelong education services for the public with certain facilities, boast distinctive local features and a large scale, and have good demonstration effects, will be recommended.

At present, the work is still in the process of organizing and advancing in an orderly manner. It is planned that by 2021, a batch of lifelong education projects with distinctive local characteristics and prominent social impacts will be delivered, which will play a demonstrative and leading role in driving the integration and sharing of educational resources, improving basic service capabilities, and meeting lifelong learning needs. On such basis, the continuous development of lifelong education in the Yangtze River Delta will be achieved and the concept of lifelong learning will be deeply rooted in people's hearts.

2.7 Seeking cooperation with universities and institutions for the aged in the Yangtze River Delta

Shanghai University for the Elderly took the lead in cooperating with provincial educational institutions for the elderly in Jiangsu, Zhejiang and Anhui, and has successively completed project cooperation, talent training, and textbook compilation.

First, these institutions carry out collaborative research for senior education in the Yangtze River Delta. The collaborative research involves convening experts from educational institutions for the elderly in the region, organizing expert seminars to help exchange ideas, and exploring to form a cooperative mechanism for the study of senior education. The research members also comb through the achievements and experience of the senior education development in the Yangtze River Delta and compile them into the “New Development of Senior Education in the Yangtze River Delta in 2020” with approximately 270,000 words.

Second, these institutions organize talent training for the theoretical research in the Yangtze River Delta. Seminars on the standardized teaching material system of universities for the aged are held regularly to strengthen inter-school and inter-regional exchanges. In August 2019, the Yangtze River Delta President of University for the Elderly Seminar was held in Anhui Jinzhai Executive Leadership Academy. The seminar was sponsored by the Yangtze River Delta Senior Education Research and Collaborative Organization and organized by the Anhui Association of the Universities for the Aged. Nearly 50 presidents of university for the aged at all levels attended this seminar.

Third, these institutions develop the teaching materials that are co-edited and shared in the Yangtze River Delta. A professional consulting team of experts on teaching materials for elderly education is built to carry out the compilation and evaluation of co-edited and shared featured teaching materials. In 2019, textbooks such as Spoken English Series Courses, Smart Phone Course for Beginners, Smart Phone Course for Advanced Learners, Domestic Tourism Series Courses for University for the Aged and International Tourism Series Courses for University for the Aged were officially published. The cross-regional “Top 100 Courses” project has been promoted to create high-level and high-quality education courses for the elderly. Starting in 2020, a total of 50,349 personal learning accounts have been distributed to senior students in the Yangtze River Delta through the National Distance Education Network.

2.8 Collecting and compiling outstanding cases of senior education in the Yangtze River Delta

In order to promote the coordinated development of senior education in the Yangtze River Delta, and to summarize and promote the excellent experience in running schools for the elderly in various regions, Zhejiang has led the collection of outstanding cases of senior education in the region.

In September 2020, Shanghai, Zhejiang, Jiangsu and Anhui jointly issued the Notice on the Collection of Excellent Cases for Senior Education in the Yangtze River Delta and released “Research Topics of Excellent Cases for Senior Education in the Yangtze River Delta for Reference”. All types of community education and senior education institutions in the Yangtze River Delta can declare their projects as long as they follow the working procedures of organization and declaration, selection and recommendation, and evaluation and confirmation. Community and senior education guidance agencies in Shanghai, Zhejiang, Jiangsu and Anhui are responsible for selecting applied cases and recommending the best. The selected cases should follow the principles of authenticity, typicality, innovation and demonstrative value. On the basis of 20 cases recommended by each province and city, experts from the Delta will be convened to carry out a joint assessment to determine the winning cases. The selected cases will be edited and published.

2.9 Supporting the work of “Jin Jia Wu Xuan” Lifelong Education Alliance

While advancing cooperation projects and key tasks, Shanghai, Zhejiang, Jiangsu and Anhui actively supported the work of “Jin Jia Wu Xuan” Lifelong Education Alliance and led community education projects with deepened cooperation based on regional culture.

In 2010, Jinshan in Shanghai and Jiashan in Zhejiang Province launched lifelong education cooperation joined by Wujiang in Suzhou, Jiangsu Province in 2013 and Xuanzhou in Anhui Province in November 2019. The four districts held a symposium in Jinshan, Shanghai with the theme of “Serving the Rural Revitalization Strategy to Achieve High-Quality, Integrated Development of Lifelong Education”. Jin Jia Wu Xuan Lifelong Education Alliance Exchange Framework Agreement was signed, marking the official establishment of the alliance (see Figure 10 – 5). In December

2019, the alliance symposium was held in Xuanzhou, Anhui to discuss the work plan. In September 2020, the “Jin Jia Wu Xuan” Lifelong Education Alliance was assigned by the China Adult Education Association as the pilot site of the regional lifelong learning development project. In November 2020, the 10th “Jin Jia Wu Xuan” Lifelong Learning Community Themed Symposium was held. The four districts exchanged ideas on community education around the theme of “Tracing the Ten-Year Development of the Alliance and Forecasting a Future of Integrated Lifelong Learning” so as to foster the deep integration of community education.



Figure 10 – 5 The establishment of “Jin Jia Wu Xuan” Lifelong Education Alliance

The “Jin Jia Wu Xuan” Lifelong Education Alliance has built a regional lifelong education collaborative development platform and an urban-rural joint development platform, forming a community organization network, which is conducive to exploring a new model of regional lifelong education reform and development in the new era, and facilitating a new pattern of regional lifelong education development.

3. Work experience

3.1 Building a platform to share each other's competitive advantages via strengthened organizational leadership

It is necessary to establish a working mechanism for cross-regional coordination, set up a leading group for the coordinated development of lifelong education in the Yangtze River Delta with members of the Shanghai Municipal Education Commission, Jiangsu Provincial Department of Education, Zhejiang Provincial Department of Education, and Anhui Provincial Department of Education, and hold regular joint meetings. Such practice aims to strengthen the overall planning, comprehensive coordination, and supervision of the coordinated development of community education and senior education as they break through the institutional barriers to the flow of elements between regions.

Shanghai, Zhejiang, Jiangsu and Anhui have carried out in-depth cooperation and clarified tasks and division of responsibilities to ensure orderly implementation. The leading institutions of the projects have incorporated the work related to the coordinated development of community education and senior education into the main goals of their annual work. They also have given full play to the strengths accumulated in system construction, mechanism innovation, resource development, team building, teaching research, etc. Significant achievements have been made in the connectivity of regional lifelong education resources, the first breakthroughs in key areas, and the reform and innovation of systems and mechanisms. The participating parties have demonstrated and shared across the Yangtze River Delta their high-quality resources, advanced experience and special accomplishments and have initially achieved assimilation of each other's strengths and mutual benefits, which has effectively explored the coordinated development of lifelong education in the Yangtze River Delta.

3.2 Improving the system and formulating a series of guidance documents

The implementation of the “Three-year Action Plan for the Coordinated Development of Community Education and Senior Education in the Yangtze River

Delta (2018–2020)” provides an important opportunity to promote the integration and high-quality development of lifelong education in the Yangtze River Delta. In order to ensure the smooth implementation of the coordinated development of lifelong education in the Yangtze River Delta, Shanghai, Zhejiang, Jiangsu and Anhui have jointly developed and issued through communication and consultation a number of policy documents and implementation plans based on the overall layout of projects. Through strengthening the top-level design, a proper institutional framework is provided for the coordinated development of community education and senior education in the Delta. It is conducive to improving regional universal standards for community education and senior education by formulating various institutional construction standards, brand selection indicators and project implementation plans. The participating parties have provided a sound institutional framework for the coordinated development of lifelong education in the Yangtze River Delta, and will gradually improve the basic service capabilities of lifelong education.

3.3 Establishing an effective, communicative and cooperative mechanism through regular exchanges and discussions

Under the leadership and promotion of the Shanghai Municipal Education Commission, the Education Departments of Jiangsu, Zhejiang, and Anhui provinces, the community education and senior education departments in the four areas focus on the overall goal of achieving high-quality, coordinated development of lifelong education in the Yangtze River Delta. A communication mechanism has been established to give full play to the joint meeting in terms of its decision-making, coordination and communication roles. Efforts have been made to plan and facilitate in-depth cooperation and exchange of achievements in several key areas among lifelong education institutions in the Delta, and to create a new pattern of cooperation, complementary advantages, and innovative development in community education. Under the leadership of the Shanghai Municipal Education Commission, Shanghai, Zhejiang, Jiangsu and Anhui held regular online work conferences on the collaborative development of community education and senior education in the Delta during the Covid-19 pandemic, building a cross-regional exchange and discussion platform. The education authorities as well as the staff of the open universities, the universities for the aged, and the community education guidance centers participated in the meeting, effectively communicated the implementation of

key projects and carried out themed discussion on the projects led or participated by certain provinces and cities.

4. Future plan

In response to the 14th Five-Year Plan, the Yangtze River Delta region will thoroughly implement President Xi Jinping's important exposition on education and the spirit of the important speech at the symposium on solidly advancing the integrated development of the Yangtze River Delta, and systematically plan for higher-level and higher-quality long-term development. The comprehensive measures for the integrated development of lifelong education in the region will be taken to demonstrate the new effect of lifelong education in the new regional development pattern, and the Yangtze River Delta will be built into a global outstanding lifelong education regional innovation community.

4.1 Improving and enhancing the supporting measures

Firstly, establish a regular coordination platform. Strengthen the top-level design, improve the working group jointly participated by the education administrative departments, institutes and organizations responsible for community education and elderly education in the area, take action in overall planning, comprehensive coordination and supervision of implementation, and hold regular meetings to clarify collaboration content. According to the overall layout of the development of lifelong education in the Yangtze River Delta region, each city/province will make specific arrangements for implementation plans and formulate related supporting policies. The education administrative department strengthens the supervision and guidance of the project development, and distributes the annual funds to ensure the project development, implementation, evaluation, and supervision, and to ensure the smooth progress of the coordinated development plan for community education and senior education in the Yangtze River Delta. Gather a broader consensus on integrated development, lead the Yangtze River Delta community education and senior education to accelerate the modernization with a strong mission and higher working standards. Such efforts will better serve the overall situation of

national development, and make greater contributions to the reform and development of the national education industry.

Secondly, formulate systemic guarantee measures. Greater importance should be attached to the integrity of the top-level design and the coordination of policies in the city and three provinces, break administrative boundaries, promote the discussion and compilation of the “14th Five-Year” integrated development plan for lifelong education in the Yangtze River Delta, and provide more institutional guarantees for integrated development. Under the leadership of the provincial and municipal education authorities, all localities should incorporate the promotion of the coordinated development of lifelong education in the Yangtze River Delta into the overall plan for the development of local lifelong education. Pioneer action should also be taken in exploring a new system of regionally integrated lifelong education, in-depth design of integrated development projects, jointly planning a new governance model that is conducive to the flow of elements and division of labor, exploring the coordinated development system model of regional lifelong education, and creating a model for the coordinated development of lifelong education across the country.

4.2 Creating an atmosphere of public engagement

Firstly, expand the work publicity. Related departments should timely summarize the typical experience, excellent practice and successful cases of the coordinated development of community education and senior education in the Yangtze River Delta. Based on that, they should extract a development road model that can be copied and disseminated. Give full play to the role of benchmarking and demonstration, leading the radiation, and forming a wide range of social consensus and influence. Fully rely on paper media, television media, online media and other media to carry out extensive publicity, expand people’s awareness of the coordinated development of lifelong education in the Yangtze River Delta, and create a good social atmosphere for plan implementation.

Secondly, stimulate the cohesion of social participation. Expand and deepen the cooperation platform, accelerate the formation of a powerful force that promotes the progress of the whole society, encourage all relevant units to carry out multi-level cooperation and discussion, and jointly promote the overall development of community education and education for the elderly in the Yangtze River Delta. Encourage social organizations, community residents and other social forces to participate extensively,

actively contribute, complementary advantages, carry out multi-field cooperation, participate in curriculum development, organize special education and training activities, and better serve the overall situation of national development.

Thirdly, enhance the influence of construction results. Give full play to the advantages of new media, establish a platform for the coordinated development of lifelong education in the Yangtze River Delta, produce themed webpages, broadcast the selected experience bases, characteristic brands, course projects and learning resources jointly developed by the four places, and dynamically display the progress and status of implementation of each project. Make full use of modern information technology to promote the sharing of courses, teachers, learning resources and other elements, provide diversified and multi-level education and learning services for various groups in the region, facilitate the lifelong learning of related workers and residents, and promote the high-quality development of lifelong education in the Yangtze River Delta through digitization.

4.3 Optimizing the long-term development mechanism

Firstly, improve the coordination mechanism for overall planning. Comprehensively consider the advantageous positioning and features of local community education and senior education, establish an equal and mutually beneficial cooperative relationship, promote each other's strengths, continue to expand cooperation areas, and actively explore from regional project coordination to system innovation of regional integration, and therefore, to guide the effective exchange of high-quality resources within the region and actual needs, and to promote group development, integrated development, and coordinated development.

Secondly, strengthen collaborative research mechanisms across the city and three provinces. Organize joint research and cooperation exchanges on the coordinated development of community education and education for the elderly in the Yangtze River Delta, learn from the theoretical achievements and practical experience of education cooperation and coordinated development at home and abroad, cooperate in the development of lifelong education theoretical research, and regularly publish collected works about lifelong education research results in the Yangtze River Delta, promote development through research, and provide effective experience that can be used for promotion and reference for the in-depth work. Jointly carry out community

education and training of elderly educators, strengthen exchanges and visits of lifelong educators, and enhance the professional level of the team.

Thirdly, establish an innovation-driven working mechanism. Stick to the working approach of innovative development, seize the historical opportunity to emancipate the mind, create new measures and new paths, break the barriers of administrative boundaries, and actively explore in the aspects of mutual learning of ideas, mutual recognition of systems, mutual learning, interoperability of resources and platforms, reciprocity of functions, and scientific research interaction, release the innovative vitality of community education and senior educators and strengthen the new momentum created by community education and elderly education in the Yangtze River Delta.

Fourthly, form a long-term mechanism for project implementation. Taking the implementation of large-scale online education as an opportunity, the department will accelerate the mutual sharing of high-quality online education resources, and make breakthroughs in building the integration of lifelong education and online learning in the Yangtze River Delta. Continue to organize the construction of learning villages in the Yangtze River Delta. Build a resource database for community education and elderly education in the Yangtze River Delta, gather high-quality and inclusive lifelong learning resources, and compile research reports on the development of lifelong education curriculum resources in the Yangtze River Delta.

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