

Committee Lifelong Learning Research

Ministry of Education

People's Republic of China

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The Country Report of China

1 The development stages of community education

1.1 The initial period

The community education in China started at the early 1980s. It gradually developed based on the experience of the schooling, social education and community education abroad. It was for the adolescent in community education at this state. The community is a second classroom for the school, which helped the adolescent to understand the society and shape better ethical quality.

1.2 The stage of constructing experimental area

On January 13 in 1999, the State Council endorsed“Education Promotion Plan of Action for the 21st Century” made by the Ministry of Education, and explicitly requested to carry out the experimental work of community education.

In 2001, the Ministry of Education determined the first batch of

national community education experimental areas. 148 experimental areas have been completed until 2013. The Ministry of Education issued “Several Opinions on the Promotion of Community Education” in 2004 (The Ministry of Education, Department of Vocational and Adult Education [2004] No.16).

1. 3 The stage of constructing demonstration area

It was made clear in the National Long-term Education Reform and Development Plan (2010-2020), published in July 2010 that,

To carry out a wide range of community education in urban and rural areas; to speed up the construction of a variety of learning organization; and to form a learning society with learning for all and lifelong learning until 2020.

To build a flexible and open system of lifelong education; to strengthen urban and rural community educational institutions and network construction, and to exploit the resource of community education; to energetically develop modern distance education, to build the open distance continuing education and public service platform through the channel of satellite television and the Internet, to provide learners with a convenient, flexible learning condition.

To build an “overpass” for lifelong learning; to promote the vertical convergence and horizontal communication of education at all levels; to provide multiple choice and meet the need of

diverse individual learning and development; to perfect the learning system of broad enrolment and strict graduation; to run the open university well; to reform and improve the system of self-study examination in higher education; to establish the system of credit accumulation and transfer for continuing education; to achieve the mutual recognition and connection of different types of learning outcomes; to establish certification system of learning outcomes and the system of "credit bank".

In 2010, the Ministry of Education issued the “The Evaluation Criteria of Community Education in Demonstration Areas (Trial)” (The Ministry of Education, Department of Vocational and Adult Education [2010] No. 7). In the experimental area of the national community education, it determined a batch of demonstration areas among the national community education from 2010. At present, there are 68 demonstration areas of community education at the national level.

2 Laws and regulations

In 1998, the State Council issued “The Regulations for Illiteracy Eradication” .

In 1996, the “Vocational Education Law of the People's Republic of Chin” was passed.

In 2005, Fujian Province issued the “Promotion Ordinance for Lifelong Education in Fujian Province” .

In 2011, Shanghai issued the “Promotion Ordinance for Lifelong Education in Shanghai” .

In 2012, Shanxi province approved the “Promotion Ordinance for Lifelong Education in Taiyuan” .

3 Community education system and organizational framework

3.1 Government authorities

The Ministry of Education is in charge of education.

The Ministry of Civil Affairs is in charge of community construction.

Department of Vocational and Adult Education under the Ministry of Education

Bureau of Adult Education under the Department of Vocational and Adult Education

Almost the same with above at various provinces, cities and autonomous regions

3.2 The nationwide society

Chinese Society of Educational Development Strategy
Committee for Lifelong Education Research (CLEDR)

Community Education Committee of Chinese Adult Education

Association

Community Education Research and Training Center,
Ministry of Education

3.3 Local community management committee

In some cities, several to twenty or thirty governmental departments collaboratively establish the community education management committee to manage the local community education.

3.4 Community education system

Many cities have established four level “city-county-street and town-community and village” training system for community education.

City—Community University

County—Community College

Street and town—Community Learning Centre

Community and village—Community Learning Setting

4 Beneficial groups

4.1 The retired senior

The retired senior occupy a largest percentage of 50% among all the participants in community education. It is mainly to enrich their everyday life, improve their life quality and lead a happy life in their later years.

4.2 The adolescent

The adolescent occupy the second large number with a percentage of 25% among the participants in community education. It is mainly to broaden their social knowledge.

4.3 The farmer

The farmer, farming in rural areas, are with a percentage 15% among the participants in community education. It is mainly to study farming and cultivation with technology, and to get help for getting rich.

4.4 Other groups

Other groups, including the unemployed, the handicapped and other vulnerable groups, part of migrant farmers and job holder in the city, account for only about 10% among the number of beneficial groups in community education. It is mainly to resolve the difficulties encountered in their urban life.