Master’s Thesis

A field study of the Elderly’s Participation into Community Education – The case of Shuyuan Township, Shanghai, China

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Abbreviations

W.H.O World Health Organization

SDGs Sustainable Development Goals
Abstract

China is facing severe aging problems. It is estimated that in 2050, people over 60 in China will cover more than 25 percent population. How to make the elderly people’s life more meaningful and more fruitful becomes an urgent issue. To obtain the goal of setting up a learning society, as well as to loosen the heavy burden aroused by aging problem, community education is applied as an effective way to the elderly people widely to enhance their living standard. A lot of researches have been done on community education and the elderly education respectively abroad. China started to do such topic study later than Western countries but the speed of aging has soared during last 20 years. The blank of study especially the elderly people who live in rural area should aroused the attention of this society.

This field study is to find out the factors that may lead to the elderly people’s subjective factors of participation into community education. According to Maslow’s hierarchy of needs and society support theory, with the help of questionnaire and interview, the author finds out the current situation of the elderly’s participation in community education in Shuyuan Township, and factors that may influence the frequency of participation. The author proposes several suggestions which can be used to improve current situation as policy adviser.

Key word: community education for the elderly; Maslow’s hierarchy of need; society support theory; China; rural area in Shanghai
1. introduction

1.1 background and problem statement

China has currently transformed into an aging nation. As the world standard, whenever the elderly people over 60 years old covers 10 percent of population or the elderly people over 65 years old covers 7 percent, the country will be announced as an aging nation. The existence of aging problem in China came later than Western countries, but the speed of transforming is absolutely impressive. It is estimated that in 2020, the aging population (those whose age is over 60) will approach 17.2 percent and in 2050, the elderly population will explode to 400 million, which will comprise more than one-fourth total population in China. Meanwhile, the population whose age over 80 will reach 150 million at that time (Fang et al., 2015).

The United Nation has passed the Principle for the Elderly People in 1991, which pointed out “The elderly people should enjoy the opportunity to take education and training. According to their preparation, ability and motivation, the proper measures should be taken to provide different programs such as culture training, lifelong learning, etc.” The second world aging conference emphasized the importance of education for each people in the society. In 1999, W.H.O proposed the concept of positive aging which means the elderly people should realize the effect of society participation to enhance their living standard both materially and spiritually in all aspects. Lifelong learning is a crucial concept that has been used by the United Nations in 2015 Sustainable Development Goals (SDGs) during which the goal 4 says that “Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all” (UNESCO, 2015). Lifelong learning is not “only as a key organizing principle for all forms of education and learning but also as an absolute necessity for everyone” (Hanemann, 2015). A lot of research shows that, the education
for the elderly people is one of the most crucial factors to influence not only the elderly people’ life but also development of society.

The goal of lifelong learning is to create a learning society and then to promote the advance of whole country from individually to socially, which is equal to Chinese government’s goal of building a learning society beginning from the small units. While, lifelong learning is just among one of the important concepts of community education. The small family and the community have been two main parts of retirement life for the elderly people. “A good community could conquer lots of society problems and better community education can help reinforcing establishment. The three basic motivations for future society development consist of community education, community civilization and community management, during which, education is the key (Fang et al., 2015).”

Community education has become increasingly popular over the world. As a country with largest population over the world (census.gov, 2016), the development of the community education for the elderly has become much more important. Community education hits the goal of Chinese government to build a learning society from the beginning of small units such as family, community and learning group. With rapid development of economy and technology, China’s focus has been transferred from economy to humans. The elderly, as one of the main parts composing this society, might enhance their living standard and make their retirement life more fruitful through community education. With the rapid expansion of the aging people in China, developing community education for the elderly might be one of the ways to help dealing with the aging problem effectively.

The community education for the elderly in China was launched in 1986 and in 2010, more than 2.5 million person-time has participated into the community education (Xie, 2012). It is well known
that Shanghai, as one of the most developed cities in China, has made great progress in creating a learning society through promoting the development of community education for the elderly people. The elderly’s participation into community education have been fully realized and it surely has a positive impact on enhancing the elderly’s living standard (Wang, 2009). However, compared to the researches and studies done abroad, there hasn’t been much practical researches on Chinese community education for the elderly. The researches have been focused on teenage education, education for children of rural migrant workers, etc. The lack of systemic study contributes to the gap of the practice of community education for the elderly people developing sharply. The lifelong learning theory, empowerment theory, society participation theory and people-oriented theory are frequently chosen as research theories on community education study in China. The choices of study area are always well-developed cities instead of rural area. According to Jin (2016)'s article, he holds the opinion that community education for the elderly people in rural area should hold crucial meaning to promote their life into new status. He and his research team work on the community education for the elderly people in Henan Province. Henan Province is one of the poorest provinces in China, but it owns one-thirteenth population of China. The current situation in Henan is that the community education for the elderly people hasn’t developed a lot and Jin suggests that necessary measures should be taken to fix that immediately. The circumstances in Shanghai seems better than Henan which might be concluded as economic factor. A lot of farmers in Shanghai are losing their farming land these days because of the economy development and modernization. From the statistics, there comes the question that, what is the current participation situation of community education of the elderly people living in rural area in Shanghai and why the elderly people in rural area are willing to participate into the community education. The author assumed the reasons into two parts, one is visible factors like age, income, policy, etc. and the other
is invisible factors like emotional support from peers, family. The findings of this thesis might contribute to develop community education for the elderly people because community education is one of three dynamics to develop our society. From the findings of this research, hopefully the author can find out why the elderly in rural area are willing to attend community education which may help to improve the current community education system for the elderly in Shanghai and enrich the theory system.

1.2 objectives

One of the aims is to find out the factors that the elderly people would like to participate in community education, the results of which may help to improve current laws, rules and policy. This research is to help enriching the studies of community education for the elderly people, community education and aging problem. According to this research, the author can further figure out the better development tendency to meet the expectancy of the elderly’s in order to dealing with the heavy aging problem more efficiently. The author hopes the results of this thesis can arouse the emphasis of government to do flexible adjustments for further development of the elderly people’s participation into community schools.

1.3 research questions

(1) What is the current situation of the elderly’s participation in community education in Shuyuan township, Shanghai, China?

(2) Why are the elderly people in Shuyuan township willing to participate in community education, the factors that may influence the participation?

(3) What are benefit of the elderly people’s participation in the community education?
1.4 Theory

This is a theory that was developed by Abraham Maslow and was graphically represented in the form of a pyramid. It represents the hierarchy of needs where individuals are forced to meet the needs located in the lower levels of the pyramid before developing the motivation to tackle those in the higher levels (Gorman 2010). Those in the lower levels are broadly classified as deficiency needs while those in higher levels are broadly classified as growth needs. According to Maslow, needs are categorized in hierarchy where those in the lowest levels of the pyramid must be met before those in the higher levels. The lowest level of needs is basic needs such as food, water, air, etc. The second level of needs is safety need and then love and belonging needs. After all these needs are met, people need to be known and understood then self-worth, self-esteem and self-actualization.

Social support theory still hasn’t have a concept well accepted by all the scholars. Social support theory was first launched by Raschke which is said that social support is a kind of social interaction between person to person. One of the definitions in the past of social support was aroused by Cobb (1976). He took social support theory as an individual’s belief that “she/he is cared for, loved, valued and that she/he belongs to a network of communication and mutual obligation”. Others divide it into material and emotional support. Generally, the social support could include income, accompany, love and feeling of belonging, emotion, etc.

So far, we have found the overlap between Maslow’s hierarchy of needs and social support theory, which is that they all mention financial factors and emotional factors to explain why people do a certain activity from different perspectives. We can notice that Maslow’s hierarchy of needs explains why people do certain activity from subjective aspect, while social support theory put focus on how people do certain activity when he/she get the help of surroundings’ supports. In this
research, according to Maslow’s hierarchy of needs, the author regards that the elderly people are willing to participate into community education because they have different needs to be satisfied and all these needs are supported by society including community or individual, etc. The research will try to figure out if these supports have a positive correlations with the elderly’s participation into community education, which is of help to research answers.

1.5 methods

This thesis will be a field study by analyzing the data from questionnaires and interviews both quantitatively and qualitatively. It uses a town in Shanghai as field area to collect first hand data about the current situation of the elderly’s participation in community education. What’s more, the factors why the elderly are willing to join in the community education is going to be found out.

Semi-structured interviews will be helpful to understand the details of why the elderly is willing to join in the community education. It is an interview-based study including different stakeholders not only the elderly, but also government, community school, teachers, the elderly students, the family and children of interviewed elder people, etc.

Previous research results will be used as additional data which offer us broad perspectives. Both first hand data and second hand data will be carefully used and analyzed. All the databases, journals, articles and books that can be found through both internet and library resources will be used as references and evidence support. SPSS analysis software will be the main tool for data processing by correlation analysis and Chi-square tests, and the basic information about samples will be listed out with the help of SPSS.

1.6 delimitation and limitation
There exist lots of difficulties and limitations during the writing process of this thesis. First of all, some part of this research should collect information from reports and annual book launched by government and the community school. How to get the newest information will be a challenge. Secondly, this study will focus on the elderly group which may lead to a big challenge of first-hand data collection. When collecting first hand data from questionnaires, the aged people may have problem of illiteracy. On the other hand, version loss might be another obstacle for data collection especially doing questionnaires. It might cost lots of time on helping the aged people to understand the questions and questionnaires. Considering the age, how to guarantee the interviewees to be well-understood is another big challenge. Some of them may have hearing loss which may lead to the problem of communication. Some of the old people still keep old dialect when they talk which means the young generation such as the author sometimes can’t understand what they say or mean. There may also exist the problem of finding a potential translator in case this situation occurs. The most important thing in any field study is to keep normal communication. It is important to make sure that both the author and interviewees are well-understood when doing interviews.

1.7 link to peace and development

Aging problem is not only the challenge for China but also for the whole world especially for developed countries. Helping dealing with the aging problem can efficiently promote the development of society for sure. From individually to holistically, the answers to the questions of how to improve the living standard of the elderly people with certain social support and how to further develop the community education for the elderly people may find solutions after this field study.
2. methodology

2.1 study design

The research thesis consists of acknowledgment, abbreviations, abstract, introduction, methodology, theoretical framework, analytic framework, findings, analysis, conclusion, reference and appendix.

The study will be a field study. The field study is recognized as the basic methodology of anthropology and the earliest anthropological methodology. It is the basic research methodology from cultural anthropology, archaeology, which can be applied into the practice by using "direct observation method". One of the advantages by using field study is that first-hand sources can be obtained. There are four principles when using field study. One is to choose the distinctive region, the second one is to choose a representative area, the third one is to choose the regions having special relations, and the last one can be a famous community having been researched by the predecessors.

This field study will be done at Shuyuan Township, Shanghai, China. Shuyuan township is the middle-sized one both in area and population and the percentage of agricultural population and non-agricultural ones is half to half according to the registration. In this paper, the author will majorly concentrate on the current situation of community education for the elderly people and figure out the indicators that lead them to participate. At the end of this research, better measures will be suggested to modify current model and to help loosing burden aroused by aging.

In this field research, abduction reasoning will be used to find out the factors instead of inductive reasoning and deductive reasoning because it is a kind of proposal that is used to explain the existing phenomenon. If it is indeed true or not should be examined further. In this research, the
existing phenomenon is that some of the elderly people are willing to go to community school while others are not. Then there comes the assumption that the elderly people willing to go to community education have more social supports, and these social supports are all the factors leading the aged people to take part in.

2.2 data collection

Compared to desk study, this research is a field study focusing on first-hand data collection, but it still needs adequate available material to be previous preparation for study. The materials about community education, the elderly’s education and community education for the elderly people should be well collected to have a thorough understanding about the beginning, history, revolution of community education for the elderly people in China.

The advantage of the data collection method is that it saves time, manpower and resources (Wang, 2009). However, the deficiency is that the results may be poorly targeted and outdated.

Since this is a field study, the first-hand data will be collected in Shuyuan township through both questionnaires and interviews which were listed in Chapter 9 Appendix. The method of questionnaire was completed in August 2016. The author randomly chose 200 aged people in Shuyuan township to complete questionnaires. These 200 samples were chose by the author according to the name list of all aged people who have participated into community school in the Shuyuan township by every fifty. When the chosen sample was not at home or the status was not able to take a questionnaire, the sample would be prolonged to the next one until all 200 samples were collected. The questionnaire consists of the basic information, the situation of participation, the reasons why they take part in and which kinds of study they prefer. The basic information about the aged people includes gender, age, marriage, etc. The situation of participation includes
frequency and duration. The village officers, the chancellor and teacher of community school helped the author to do the questionnaires at the same time. Although the author gave a brief introduction on the notes of how to fulfill this questionnaire, there still existed some ignorance which led to 3 invalid questionnaires. In these three invalid questionnaires, few questions showed to be multiple choices instead of single choice as required. With the help of the author, village officers, the chancellor and teachers of community school, 197 questionnaires were proved to be valid for analyzing. According to data collected by questionnaires, the author would use both graphics and texts to explain the participation situation which is more obvious and precise. This questionnaire took generally around twenty minutes to finish which was not too long for participants. The questionnaire is anonymous in order to protect the privacy of participants. When using questionnaire method during field research, it is helpful to save time and get data quickly and all the collection can be easily quantified (Zheng, 2014). However, the deficiency of using questionnaire method is that it is hard to design open ended questions, such as the procedure of how they take their thoughts into consideration. The author assumed that social support has a positive effect on participation into community education for the elderly people. In analysis part, SPSS analytical tool will help with all the data analysis. Both univariate and bivariate analysis will be listed out. Chi Square test will be used to help with analysis.

By using qualitative method to help with questionnaires as quantitative method, the author randomly chose twenty five interviewees during which there were twenty two aged people, two teachers and Chancellor Cai. The interview was taken after the questionnaire. Through the in-depth interview, more information was collected to explain why the elderly people in Shuyuan township were willing to participate into community education.
Generally, all these interviews took around one hour to be finished. How I chose these interviewees was that I chose the first 22 of every eighth according to the name list of the elderly people who took my questionnaires. When taking interviews of these twentytwo people, the author read the questions from questionnaire one by one combining with open ended questions. For the rest samples of interviewees, the author chose the Mr. Cai Guorong, chancellor of community school for the elderly people and two teachers who had lectures on that interview day. After the interviews, the author tried to manage all what the interviewers said and put them into explanation of graphics.

During the data collection, the author used questionnaire as quantitative research method and interview as qualitative research method. Questionnaires could help to have a through understanding about the current situation of the aged people’s participation into community education from age, gender, etc., while interviews could help to understand the benefits of the elderly people would like to join in the school to deep extend. These two methods helped each other to understand the reasons why the elderly people are willing to take part in.
3. Theoretical framework

3.1 Concepts of “Community Education”, “Adult Education” and “Community Education for the Elderly People”

There are no exact definitions about community education. As Sun (1995) pointed out, community education is a measure to educate residents in one community with the help of all the recourses. The goal of community education is to educate capability in order to improve self-control of one’s life (Hargreaves D., 1985). Jin (1994) regards community education as a process of influencing mental and physical health to meet the community’s need for development. Li (1994) thinks that community education is a way to improve living standard. Wang (2009) concludes that community education is an educational activity to realize the development of both participants and community.

A number of adults living in the community are educated and have active lifestyles. Their interests to participate in educational programs are determined by personal interests, ability to maintain social contacts and the capacity to maintain self-efficacy such as cognitive and physical self-efficacies. In some cases, it is motivated by life events such as the death of a spouse and the need to promote one’s level of activity and contribute positively to the challenges faced in the community (Duflo 2011). While challenges such as sensory losses and decline in brain activity increase with age, the acquisition of community programs through training are new pathways that ensure their competence are beneficial to all members of the community. This provides a better opportunity for implementation of community programs for the purpose of stimulating their development as well as enhancing their activity and prevention of life-threatening conditions such as dementia-related illnesses (Xie et al., 2012). There has also been the need to enhance cognitive reasoning of older
people in the society through provision of training services. When such services are provided, they possess the skills that improve their reasoning abilities and decision making capabilities in a manner that their lifestyles are improved in particular and that of the community is also improved in general (Gangavati et al., 2011). For instance, the provision of training in the use of modern technologies of communication have the potential to improve a person’s capability to communicate such as by sending messages using the technologies without the need to travel. It also promotes their engagement and prevents them from the feelings of boredom which can result into depression and an impact on their lives. Previously conducted studies show that community education programs provide the elderly people with more improved cognitive abilities in coping with modern lifestyles such as the use of communication technologies and ability to adapt to the lifestyles of people in the community.

The elderly’s education has no clear definition as well. All the concepts about the elderly’s education have been explained from aims of education activities. Wu (1997) regards the elderly’s education as an special education activity to continue studying. The elderly’s education is set according to psychology of the elderly people.

According to the combination concepts of elderly’s education and community education, community education for the elderly people is carried out within the scope of the community. The nuclear concepts of both community education and the elderly’s education is based on human’s development. It has been designed to meet the demands of the elderly’s education, to safeguard the rights of education and to improve their ability of survival and development. Meanwhile, social participation and comprehensive development can be improved, and the elderly and families, communities and society harmonious development will be ultimately achieved.
3.2 Maslow’s hierarchy of needs theory

This is a theory that was developed by Abraham Maslow and was graphically represented in the form of a pyramid. It represents the hierarchy of needs where individuals are forced to meet the needs located in the lower levels of the pyramid before developing the motivation to tackle those in the higher levels (Gorman 2010). Those in the lower levels are broadly classified as deficiency needs while those in higher levels are broadly classified as growth needs. According to Maslow, needs are categorized in hierarchy where those in the lowest levels of the pyramid must be met before those in the higher levels.

![Maslow's Hierarchy of Human Needs](image)

Table 3.2

At the lowest level of the pyramid are physiological needs. These are the basic needs and according to the suggestions of Maslow, the most important basic need is the need for survival by obtaining
physiological needs such as food, water and shelter (Thielke et al. 2012). People are required to eat, obtain water to drink and the place where they can shelter before they can think of anything else. If they are not able to meet these physiological needs, they are less likely to seek other needs because they do not have the ability to survive (Huitt 2004). In the context of the pursuit for educational programs in the community, elderly people will tend to ensure their physiological needs are met first before making the decision to spend their resources on the programs. For instance, they will ensure they have adequate food security and their shelters are effective in providing them with the right accommodation needs. In a similar manner, the organizations or entities involved in the provision of adult education will ensure that the community is provided with adequate access to food, clothing and shelter before embarking on the programs (Toomey 2011). This is because, it is unreasonable to provide education to a community that is not adequately fed, not well sheltered and clothed.

The second in hierarchy is the safety needs. When physiological needs have been achieved, there is the tendency to focus on the need for security and safety. Safety is the condition where a person knows no harm can befall him, physically, psychologically and emotionally while security is a feeling that a person has when anxiety level is low (McLeod 2007). In the context of learning for older people in the community, the tendency to seek community educational programs is determined by the extent to which the elderly people perceive that they will be affected physically or their security will be affected if they attend the programs. They will determine the level of physical security and personal safety before attending the learning institutions that provide adult education programs. Similarly, the stakeholders such as the government will ensure the security of the people and their safety is assured before allocating resources in provision of educational programs for the elderly people in the society.
When the physiological need and the safety and security needs of the people in the community have been achieved, individuals are motivated to meet their love and belonging needs. In order to meet these needs, satisfactory relationships are created with members of the family, friends, peers, teachers, and classmates or other people with whom a person interacts. People tend to venture into seeking relationships to enable them meet their needs for love and belonging (Milheim 2012). In the case of elderly people in the society, their attempt to seek educational programs will be determined by the manner in which they obtain love and belonging from members of their families, friends and relatives or the people they associate with. In addition, during the provision of teaching programs to the elderly, the level to which they understand the objectives and goals of the program is determined by the extent to which they are shown love and a feeling of self-belonging.

At this level, Maslow’s hierarchy of needs is the need to know and understand. This is the process where a person tries to improve the knowledge regarding the current state of the environment and the skills provided in the education systems or programs. The major role of educators is to provide motivation to learners so that they can acquire competence in what they have the interest of knowing (Thielke et al. 2012). Another need within this level if the aesthetics need that refers to the quality of being pleasing in a creative and artistic manner. For instance, a person may be motivated to decorate a room, keep up with the modern lifestyles, and maintain his car. This need can only be met after the person has met the previously described needs. For instance, some students are likely to express themselves aesthetically in classroom while others may not. Among the elderly involved in a community learning program, it will only be possible to express aesthetic needs after they have met all the needs such as physiological needs, the needs for safety and security, the need for love and belonging.
The needs within the first four levels of Maslow’s hierarchy of needs are significant in enhancing a person’s well-being and have to be satisfied in order to enable the person seek experiences in upper levels. If elderly people in the community are unable to meet any of the needs among the first four, it is less likely to be motivating to pursue the needs in the upper levels (Boyle et al. 2010). In most cases, students come to school with the deficiency in needs of self-esteem, physiology needs, safety and the need for love and self-belonging. On the other hand, learners who go to school without having accomplished some of these needs may tend to seek them in their learning institutions (Walsh and O’Shea 2008).

The fourth level of hierarchy is the need for self-worth and self-esteem. When an individual is able to meet the need for love and belonging, there is an attempt to develop a positive feeling of self-worth and an act that fosters pride in the work he or she has performed (Huitt 2004). However, this is subject to the achievement of safety needs, security, physiological needs and a feeling of sense of belonging while at school. For instance, a number of elderly individuals are more likely to be affected by those who threaten their security or those who try to subject them to embarrassment, thus challenging their sense of understanding of love and belonging (Wacker & Roberto 2013). In a similar manner, teachers are required to find ways in which elderly people can be helped to develop the right feelings about themselves so that their needs of self-worth and self-esteem can be satisfied.

The top highest level of Maslow’s hierarchy of needs is the need for self-actualization, which is the need for a person to become anything one wants to become so that full potential can be realized. It is only possible to address this need when the first six needs have been met. In most cases, it is difficult to achieve this need and only 1% of adults have been able to achieve it (Zalenski and Raspa 2006). In the case of adults seeking community education programs, the possibility to participate in the programs is enhanced by the accomplishment of the first six needs. An elderly person who is
able to meet the first six needs is more likely to have the ability to seek self-actualization, where participation in adult education programs can be one of the areas of interest. The three needs at the top of the pyramid represent the growth needs of a person. It is very difficult to satisfy the growth needs completely (Wiles et al. 2011). Compared to deficiency needs, where there is a reduction in motivation when they are satisfied, the achievement of growth needs makes people motivated to meet them further. When a person meets them, the person develops the interest to pursue them. For instance, when a person understands a concept, the person develops the interest to learn more. This phenomenon can be used to explain the reason why older people in the community who had undergone education previously may enroll in similar programs so that they can improve their understanding of a particular area of interest.

3.3 literature review

Community education have been associated with mental and physical benefits to adults. Furthermore, cognitive benefits are observed as a result of accessibility to education programs. Older adults possess the ability to maintain social networks as a result of few people to interact with and decreased ability to travel (Kirst-Ashman & Hull 2014). The provision of learning programs such as the use of the present communication technologies improve their ability of network irrespective of their physical inability to move from one place to another. Educational programs for adults in the community have also been advocated for due to their potential to empower older people to exercise self-control and self-determination. They also ensure that education system is integrated with social action.

In the recent past, there have been efforts to seek the involvement of community colleges and other institutions involved in the provision of workforce development services to people who have retired
from active employments. Workforce development agencies have observed that there is an increase in the number of older people with higher potential to contribute to the improvement in the community (Kirst-Ashman 2015). It has also been established that there are particular courses that if provided to them can make them empowered towards improving their lives and those around them. For instance, they can participate in committees involved in undertaking community projects and provide the skills and ideas gained during the programs. If the skills provision focus on management tasks, the person can apply the knowledge in performing various managerial duties both at home and in the community, thus promoting the livelihood of people. Those who get the skills in business management are able to participate in gainful business activities that promote their ability to improve their economic situation and lifestyle. By undertaking various activities in the community, they also remain active and overcome health challenges that can affect their life expectancies. Another challenge faced by older adults in the community is personal care difficulties such as the manner in which they need to manage their health (Koh 2010). It has been established that the competence to take care of personal health increases when community educational programs are provided to them. This is because, the programs provide them with the insight regarding procedures for personal health, skills for monitoring health, methods of enhancing access to medical services and institutions and how to maintain contact with the relevant organizations that can be helpful in case they need assistance in regards to restoration of their physical and metabolic conditions.

Depending on the manner in which the learner perceives learning capabilities and the potential to improve one’s competences, adults are likely to show openness to learning experiences and participate in educational activities. This is also determined by the manner in which they express self-perception and whether they consider themselves to be those who can design their environment
or consider themselves to be victims who have been affected by fate (Lopes et al. 2012). In most cases, there exist a number of predicting factors for behavior towards education such as the situation faced by an individual, social and vocational environment, and the structure of offering. If there is no fundamental understanding of a person’s educational potentials, and the belief in the effectiveness of learning for the purpose of widening one’s capacity to act, involvement in educational activities and development of directed competency is less likely to be experienced or achieved. Therefore, a person must develop the relevant self-perception of self and aging during learning development. In general, there have been changes in the social structure that have brought the need for adult educational programs in the community (Merriam et al. 2012). For instance, the emergence of information and communication technology, new approaches for solving problems in the community and participation in initiatives within the community has brought the need to empower older people with the skills of participating in such activities. By providing them with the educational skills, they develop the competence to know the action they need to take in case a challenge that needs an address of the community members arises.

A study conducted by German government indicated that the art of living, a person’s subjective well-being and engagement in social activities is determined by the person’s self-perception and images associated with self-perception and age as a phase in one’s life. This implies that the manner in which a person interprets aging is determined by previous educational experiences, social environment and the present living conditions (Moore & Kearsley 2011). If there is the impact of subjective ideas on the willingness of older people to participate in informal learning activities and if these ideas comply with the most significant predictors of educational involvement of older adults, then the likelihood of development of competence in older age are also motivated or limited by them. In retrospect, there is a high impact of the previous educational experience and a person’s
self perception on stereotypes about aging which determines whether the tendency to seek higher levels of competence is developed. In theory, there is a strong relationship between competencies, development of competence and learning at old age in addition to the perception of self during the aging process (Moyer 2012). On the other hand, there is no empirical evidence explaining this relationship. The causality is also difficult to understand.

Another study conducted by Orel et al. (2010) showed that a person’s self-evaluation provides the first central step in the making of decisions regarding education. Even prior to developing an attitude towards education, present interests, objectives and opportunities in learning environment are important determining factors for adults involved in learning programs. For the elderly, the manner in which they perceive their learning abilities and the styles they use during learning are important when making decisions regarding the pursuit for further learning (Orel et al. 2010). In most cases, the elderly are affected by images in their evaluation of learning abilities in a similar manner as self-perception for other age groups. Another motivating factor for the involvement of some elderly people in community educational programs is the belief that they are makers in the society. This is the belief that they are the ones who can bring change and initiate innovation. They are motivated by experiences in their private and vocational environments (Saleebey 2012). They also believe that they have talents in certain areas that if they are provided with the programs, they can make use of them. Other elderly people who have been motivated to take part in the learning programs have been helpers. These are groups of older people who believe that they do not have the ability to initiate change, but can contribute by facilitating and helping in order to make things function smoothly during the implementation process. Some older members of the community believe that they are able to make good use of educational programs in the community.
While few studies have been conducted to determine the wider impact of community education programs, it has been established that those who undergo the programs become more empowered to be of benefit to the community than those who do not. It has also been established that while those who undergo the programs have positive influence on their ability to participate in employment activities, the overall effect is minimal (Sánchez-García et al. 2014). It results into improvement of adult skills in various areas of employment that provides them with the ability to work in various activities taking place in the community and resolving challenges without the need to seek support from specialized organizations. In countries where there are a high percentage of elderly people, the provision of community education has resulted into increase in labor force and a clear return on improved skills. In addition, adult education programs have been highly beneficial to women than men because they make use of the skills obtained for the purpose of improving the relative disadvantages affecting them in the community (Sherron&Lumsden 2013). Another observation that has been made is that educational programs enable adults participate in gainful employment activities that improve their economic situation and prevent their dependence on economic support. Improvement in a person’s economic situation has a wider impact on the person’s life course. There exists an association between well-being and prosperity, but it becomes weaker among those involved in high earning employments. In addition, when a person has high income, there is a corresponding good health because of the ability to meet health expenses in case of such challenges. An example of a possible reason why community education programs are important for elderly adults is that it promotes civic and social engagement of the person (Shor 2012). The positive relationship between elderly adults’ education and civic participation is a foundational myth for a number of organizations and individuals involved in the provision of this forms of education. Therefore, the evidence of the impact of educational programs for adults in the community is not
only restricted to academic interests. Another impact of adult educational program on the community is that it promotes people’s support networks in community activities and their willingness to help (Szturm, et al. 2011). The findings on the effects of adult education programs also indicate that it contributes to a positive effect on well-being.

It is found that the practice of community education has been a common practice in most societies. This has been promoted by the increasing number of adult individuals who leave regular employments or works after retirements. Community education programs have increased in the recent past due to increased number of adults who need empowerment in various areas of competence and knowledge for the purpose of improving their lives. The relevance of community education programs has been based on its importance in contributing to improved health, management of an individual’s life without assistance and financial benefits such as engagement in activities that result into income to the people who undergo the process. In addition, there exist a number of elderly people in the community who posses particular potentials that can be utilized for their own benefits (Ambrosino et al. 2011). This is only achievable when community education programs are provided. There have also been a number of elderly people who have funds they could invest in education to improve their competence in engagement in activities within the communities. Retirement of adults changes from a lifestyle of consumption to that of involvement in activities in the society. The ability to cope with age-related development needs is important in ensuring the well-being of adults. Participation in gainful employment and civic activities in addition to supporting one’s family enables adults to participate in the society (Sum et al. 2009). The role of adult education is important in development of abilities and motivations involving social participation during old age (Bailey, Jeong& Cho 2010). It has been established that older people who are educated and those who more often participate in education programs for adults in the
community demonstrate higher levels of commitment. In addition, it empowers adults in cases where they are confronted with new challenges and the need to improve their competencies. Further, the priorities of most governments have not focused on adult education due to the perception that it is less significant compared to education for younger sections of the population. There are also a number of theories explaining the involvement in adult education among elderly people in the community (Bandayrel& Wong 2011). In this regard, one of the most important theories is the Maslow’s’ hierarchy of needs theory. This theory explains the priorities that an individual assigns to various needs and accomplishes the most important or those that are basic in preference to other needs. This chapter explains the relevance of this theory in participation in educational programs within the community.

According to Jin (2016) ’s article, he holds the opinion that community education for the elderly people in rural area should hold a crucial meaning to promote their life into a new status. He and his research team work with the community education for the elderly people in Henan Province which is one of the poorest provinces in China and it owns one-thirteenth population. The current situation in Henan is that the community education for the elderly people hasn’t developed a lot and necessary measures should be taken to fix that.

Participation in community education programs among the elderly is determined by a number of social circumstances and biographical information. Interest in education and learning activities during old age is determined by experiences that a person underwent in early educational experiences and during vocational training (Kamada et al. 2013). The participation in formal and non formal education is generally divergent among different generations and social backgrounds. Thus, the school system, the infrastructure in the learning environment and the approach used by teachers determines whether an elderly individual will take place in a learning process at an elderly
age. A number of experiences in various generations have an impact on the perception of ageing in a similar manner to an individual’s present living conditions. Individual perception and the images of aging are determining factors for educational activities and are also products of life experiences, the conditions under which an individual lives and cultural and historical environments. The interaction of a number of factors such as social conditions, beliefs, attitudes, resources availability and educational behavior are areas of knowledge that require in-depth analysis.

Thus, it has been noted that when they are provided with competencies, they can contribute to the initiatives which create their potential to improve the quality of their lives through employment creation and improving their income level. Furthermore, it has been identified that the provision of adult education in the community empowers the elderly individuals so that they can participate in development projects and committees which helps to improve their ability to meet their basic needs. This chapter also investigates the relevance of Maslow’s hierarchy of needs to determine the possibility of elderly people enrolling in community education for the elderly people in the society.

It is established that the basic needs determine whether an adult will participate in the educational programs because if they are not met, the person is less likely to enroll in the programs that provide training to elderly adults. For instance, it is established that individuals who face the challenge of meeting their physiological needs are less likely to participate in adult education programs in the community. Other needs that are important before a person can enroll in adult education programs include the need for safety and security, the need for self-esteem, the need for love and companionship, the need for aesthetics and the need for self-actualization. It is found that the need for self-actualization is the most difficult to achieve and those who are able to accomplish it are more likely to participate in adult education programs in the community. However, people try to ensure all the important needs are met before they can enroll in older adult education programs.
In addition, the chapter investigates the current knowledge and literature regarding community education. It is established that one of the factors that have affected participation in community education for the elderly has been self-perception. The manner in which a person develops perception about the capacity to take part in the education programs has been a determining factor of whether they take part in them. Those who have positive self-perception have been able to enroll while those with negative self-perception have opted not to enroll. In addition, the previous level of education has been a determining factor of whether an elderly person can take part in the programs or not. In this regard, if an individual had a previous educational background, there is a high chance of enrolling in community education programs for the elderly. In addition, this chapter highlights particular areas of competence where the elderly people in the community can be trained. It has been established that training for the elderly people can be done in areas where they are equipped with particular skills which enable them to become independent through income gains and the ability to improve their health and seek the right medical attention whenever they experience such challenges. Another important area that this chapter has delved into is the impact of providing elderly educational programs to adults in the community. One of the impacts is the role of the programs in promoting the ability of older people to understand the modern lifestyles such as the current technologies in communication that empower them to participate in social and civic activities in the community. It is also found that the participation in the community education for the elderly people have the potential to empower them economically, physically, and socially.
4. Analytical Framework

Social Support theory

There is no unified understanding about social support theory. Social support theory was first launched by Raschke which is said that social support is a kind of social interaction from person to person. One of the definitions in the past of social support was aroused by Cobb (1976). Hetook social support theory as an individual’s belief that “she/he is cared for, loved, valued and that she/he belongs to a network of communication and mutual obligation”.

Sarason (1998) pointed out that “measures of social support may be divided into three categories, one is network model that focuses on the individual’s social integration into a group and interconnection of those with in that group, the second one is received support model that focuses on what the person actually received or reported to have received and the third one is the perceived support model that focuses on support the person believes to be available if he or she should need it.”

Judith (1998) measured social support from respectively perspective of recipients, providers, and both. Tao and Shen (2014) held an opinion that social support is divided into informal support and formal one. The government, the institutions, companies and communities can provide formal support with welfare insurance, health insurance, etc. While the informal support comes from the family members, peers, friends and neighbors with information and emotion offering.

Another part of scholars divide social support into objective support and subjective support (Zhang, 2011). Objective social support, regardless of the individual getting the social support of contentment and positive evaluation through the subjective evaluation and cognition, mainly refers
to the material support, etc. that individual can get. Meanwhile, the subjective social support means individual feeling received in the process of social support, which include respect, understanding and satisfaction. This type of social support is different from individual due to different experience.

Social support for the aged people in rural area is that individual can relief the nervous emotion and improve the adaption of society. It is not only emotional support, but also social activities (Wei& Liu, 2010). As Hao&Bo (2012) pointed out that, social support is the support from others to solve the daily difficulty and make the normal operation of life. Social support theory is always linked to health problems (Judith, 1998).

No matter how complex the conceptual definition of social support is, the understanding of social support is consistent. The sociological view holds that social support helps to supplement social security, thus alleviating conflicts among individuals and maintaining social stability (Zhang, 2011).

Barrea(1983) thinks that social support includes material help, behavior support, guidance, feedback, etc. Social supports can be concluded as emotional support, material support, information and accompany (Cu'trona& Russell, 1990). Fang(2013) believes that the more social support one person gets, the better he/she can solve the challenges.

Society support theory offers a perspective to explain the factors that the aged people participate in community education. **Formal support** means the support from government, institutions and society such as funds, policy, facility, equipment which is visible to be measured. **Informal support** means family support and self support such as the accompany, love and feeling of needed, which is more like emotional support. The informal support comes from family, family members, neighbors, friends and peers.
Generally, the social support could include income, accompany, love and feeling of belonging, emotion, etc. The author would like to see if once the elderly people get more social support, he/she will be more likely to attend the community education for the elderly people. The author chose monthly income, source of income as the material factors, while age, marriage situation and health situation as emotional factors.
5. Findings

5.1 The historical development and revolution of the community education for the elderly people in China

At the beginning of 20th century, Liang Shuming’s establishment of village is the start point of community education in China. Unfortunately, at that time, the government was busy developing economy instead of education, the community education had been stopped for many years until 1980. From 1980s to 1993, Community education in China began to rise. The school at that time needed support from society to improve school conditions, and community's participation helped to improve the students' moral education and optimize the environment of the healthy growth of students. From 1993 to 1999, there came a crucial subject of building a learning society and modifying lifelong learning education system. Shanghai established the first community school in 1994 and two years later, the academy of community education has been built. From then on, the community education had been developed all around China. The community education has been developed sharply since 1999 for equipments, the quality of teaching, volunteers and so on (Wang, 2009).

Unfortunately, according to the data from national bureau of statistics of China, there are professional and exact data about current education situation in China. It can be easily seen that in the catalog of education, there exist numbers of all kinds of schools, levels of degree such as primary school to master students, number of students who study abroad, training education even correspondence study has been included in. As an important part of community education and adult education, the community education for the elderly people hasn't been included as an individual catalog although it arouses huge attention from the society.
5.2 General introduction of Shuyuan township

Shanghai, as the center city of economy, transportation, science and technology, finance and trading center, is one of the most developed municipality China. There are sixteen districts in Shanghai, among which Pudong New District is the largest one. Pudong New District covers an area of 569 square kilometers and there are around 2.5 million people. China started to promote the development of community education to build the first batch of experimental area and there are three districts in Shanghai has been included in this area. Pudong New district is among one of them. Pudong new district is composed of two parts, one is urban area like Lujiazui Financial Center. The other part is rural area with farming land like Dachang township, Shuyuan township. Pudong New District covers one fifth of Shanghai area and the population as well. The location of Pudong New Area is especially unique because it includes not only the prosperous and well-developed Lujiazui area, but also the suburbs of farming. There are 12 neighborhoods and 24 towns in Pudong New District. There are two types of residence registration in China, one is agricultural ones and the other is non-agricultural ones. Usually, we use these two groups as the main indicators of population grouped by economic features. Datuan township, Shuyuan township and Laogang township are the merely three towns that the percentage of agricultural populations is approaching 50%. Among these three towns, Shuyuan township is the middle-sized one both in area and population.

The people in Shuyuan township used to make their own life by farming and fishing as Shuyuan is located near the sea. With rapid urbanization recently, in Shanghai even in rural area, more and more land were covered by newly-rebuilt estate which leads to the situation that there is an increasing number of young generation moving out of the old town for work and living. The migration of population leads to the problem that the old people live alone in the town. According to the statistical Yearbook of Shanghai Pudong New Area(2015), Shuyuan township has a total
population around 52,080 including native people and immigration from other provinces. From the Age structure, the amount of elderly people who is older than 60 covers 28.2 percent of the total population, which is 2.6 percent higher than this data two years ago. People who age from 60 to 64 covers 34.9 percent, 65 to 79 covers 48 percent and the rest 17.1 percent is the people who are 80 and above.

As the Chancellor Cai said, “The young generation’s level of education have been greatly improved but there is little opportunities for working and self-development in this old town. As you can see, there are around 52 thousands registered people here, actually, most of the young generation have moved out for living and working which leads to the problem that lots of the elderly people are now living in the town alone. Honestly, more than 90 percent of them are farmers before and they have accepted little education according to the situation at that hard time. ”

5.3 The situation of the community education for the elderly people in Shuyuan Township

With the accelerating process of urbanization, in order to meet the growing spiritual and cultural needs of the elderly in rural areas, in the Executive Office of the Shanghai Municipal People's Government (2003), 34th, under the guidance of College Township people's Governments, the government of Shuyuan Township decided to establish a community school. On July 12, 2004, Ni Lixin who were in charge of the Deputy Mayor, and his working team, came to town to discuss future development of community education for the elderly people. Only two months later, the first inaugural ceremony was held in the hall of Shuyuan Community School.

Even one of the elderly students Li Qingguo, who was encouraged to participate in community school and activities for six years is moved to say, “the elderly people in rural areas have ‘a new world ‘ by our own, the community school for the elderly people is our common home”.
Courses and Classes. Since the community school for the elderly people was founded, the number of the participants have been sharply increasing. In 2010, there were 19 classes involving 744 students, and recently, the number has achieved 69 classes and groups which got around 6000 students included in (Annual report, 2016). Currently, there are 16 kinds of courses, including seminars of basic introduction of law, social development, revolutionary traditions, health care, disease prevention, and skills of computer, singing, traditional musical instruments, dancing, etc. Community school for the elderly people takes the same form of normal schools including the same school year for one year. All the students are enrolled in the fall each year and the elderly people who live far away from the town center are paid more attention. The community school for the elderly people also organizes tourist visits each year to make sure that elderly people can enjoy teaching through lively activities. All the teachers prepare courses carefully, and they choose to use lively words with local accent which is better for the elderly people to understand. The courses are well related with current politics and society hots. A series of courses of Harbor, Bridge, City, Shared Olympics, Welcome to Shanghai World Expo 2010, etc. came into being to integrate society hots into daily teaching.

The community school puts focus on strengthening teaching management and improving teaching quality. All the courses are set up according to the needs of the elderly people, and in the process of teaching, opinions from students help teachers to improve their teaching. The evaluation feedback forms for the courses and teachers respectively are given to the students every semester, and courses and teachers are being improved through these feedback forms.

Developed by the city of Hong Kong • Bridge • courses specially designed classroom evaluation feedback forms, issued before class, after-school recycling. According to the teaching management needs timely Conference on part-time teachers work, problems in the job search, research to
improve teaching methods. Class is the carrier of the cells, of running a school, strengthening management, improving management tools, carefully recorded teaching, various types of teaching statistics, combine static and dynamic management.

**Feature and Management.** The feature of community school for the elderly people in Shuyuan Township can be concluded that everyone who ages from 60 and above have the equal right to join.

“Actually, considering decrease of the cultivated land area, most of the elderly people in Shuyuan Township are farmers who have been in their early retirement from 55. ”

The thought of running school can be concluded into three words, which are learning, fun, and dedication. These three words can fully reflect the guidance thought in the *Law of the People's Republic of China on the Protection of the Rights and Interests of the Elderly*.

“The community school have been seeking for the most effective management mode and there came to the mode of ‘1+3+X’.”

"1", which can be considered as one community school headquarters to command and coordinate. "3" refers to three divisions of subordinate schools which are Xingang neighborhood, Shuyuan neighborhood and Dongchang neighborhood. These three subordinate schools are more convenient for the elderly people living relatively isolated. They can choose a closer one to attend. "x" means village schools, which are previously known as extracurricular activities such as reading groups, musical instruments teams. In each village school, there have function rooms, reading rooms. The education programs for the elderly people can be shown remotely in case disability of some people.

"1+3+X" model in Shuyuan township have effectively helped to solve" quality and quantity" problems of community education for the elderly people in rural area.
According to the development plan and requirements of superior departments, the community school works out annual plans in December and in the following year, all the plans are elaborated in every months. For years, the community school has enacted rules and evaluated further. The job duties of Principal, part-time faculty, class administrator, students have been elaborated in these rules and each person who is involved into the community school abide by these rules. What’s more, attendance, graduation and assessment methods have been unified management manual. It has been widely considered that the elderly people who live respectively in the town put convenience into their consideration. To meet their needs, the “X” in management mode “1+3+X” has been strengthened. It turns out that this model has been welcomed by the most of the villagers especially those who live far away from the town center and who are disabled to walk a long way.

The conditions for running. The headquarters of community school for the elderly people is located near the town center which covers more than 13,000 square meters and the construction area has approached 3,400 square meters. In 2005, the school has further improved the teaching conditions under the support of town government. There exist multiple standard classrooms, one computer room containing more than 40 computers, one table tennis room, one multi-functional hall. Modern teaching equipment and 16 pieces of fitness equipment are readily available for use. In addition to the headquarters of community school, three subordinate schools have shared or private school covers a total area of 400 square meters(Annual report, 2016). The community school and cultural centre of Shuyuan Township share resources like library, reading room, etc. In addition, the village schools all built reading rooms which were established to meet the reading needs of the elderly people. “It is worth mentioning that Ding Yaozhong, a villager in Tangbei village, has built ‘Yimin Reading Room’ in his house to provide neighbors with newspaper, magazines and some
books.” Except the fundamental construction, the government has invested adequate school funding each year for the elderly education. The elderly education does not charge any tuition. Meanwhile, stationaries and basic necessities such as cups are provided for each student. Every elderly student can enjoy a free visit for each academic year. During past six years, the students have been organized to visit Oriental Pearl TV Tower, wild animal park, Wuxi, Suzhou, Hangzhou, Chongming, etc. The elderly peoples’ enrollment are overcrowding especially in these three subordinate schools.

**Leadership and faculty.** The town government has taken the importance of management group into consideration. The community school for the elderly people has set up a council to run affairs. Deputy town chef holds a concurrent post as the principal of community school for the elderly people and take full charge of daily management. Two deputy principals take charge of teaching and communication respectively. The staffs of council all have received college education, with many years of management experience and a higher level of management. The directors of three subordinate schools are included into the council as well and 18 villages are equipped with staffs who specialize in management. The education for the aged people involves a wide range of activities and courses which need a lot of teachers not only full-time but also part-time ones. Considering this situation, volunteers who act as part-time teachers are widely welcomed by the community school. Almost 80% of teachers in the school are the elderly people who have been retired, and they play efficient role in organizing lectures with their specialty. Chu Feng, the owner of State Council special allowance, who is the former Secretary of health bureau is one of the part-time lecturers of the community school. He delivers lectures to guide the aged people how to keep health and how to get out of the sub-health. During past three years, there are relatively steady27
teachers including full-time and part-time ones, among which more than 65% of them have senior titles (Annual report, 2016).
6. Analysis

There were about 200 questionnaires had been spread to the elderly people in Shuyuan township, during which only 197 were valid for analyzing. 25 people in total took the interviews. With the help of Cai Guorong, the chancellor of community education school for the elderly people, the author easily got contact with the elderly people who took part in community school and learning groups in villages. All the participants were patient with questionnaires and interviews. The collected data will be analyzed by using division of social support theory.

Social support theory is divided into formal support and informal support as explained before. In this chapter, basic information will be listed out first, after which formal support from government and community school will be explained. Informal support from people themselves, their family and peers will come in the end. In order to find out the factors that may influence the frequency of participation, the author chose age, monthly income, income source, health situation and marriage situation to see if there’s any positive correlation between them. According to the Social Support Theory, formal support could include monthly income and income resources from government policy support and financial support, while informal support could include age, health situation and marriage situation as support from family accompany and self support.

6.1 data analysis

6.1.1 Basic information

The author listed out gender, age, marriage situation, etc. to have a thorough understanding about samples’ basic information.

6.1.1.1 Gender
As Table 6.1.1 shows that there are 85 males and 112 females who took the questionnaires.

6.1.1.2 Age

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age</td>
<td>197</td>
<td>55</td>
<td>82</td>
<td>65.19</td>
<td>4.493</td>
</tr>
<tr>
<td>Valid N</td>
<td>197</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(listwise)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 6.1.2

According to the table 6.1.2, the average age of all these participants is 65.19 years old. The oldest one is 82 years old and the youngest is 55 years old. Why the author included age 55 to 60 into the elderly people as well because those people have no working relations in this society as they are belonged into the farmer groups. For some reasons such as the loss of the land, the limits of
skills and education, they had no choice but staying at home, which fits the features of retirement for the elderly people. Those people should also be included into the aged people (Wang, 2009).

6.1.1.3 Marriage situation

6.1.1.4 Health situation
Table 6.1.1.4

<table>
<thead>
<tr>
<th>Health Situation</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No illness</td>
<td>100</td>
<td>50.8</td>
<td>50.8</td>
<td>50.8</td>
</tr>
<tr>
<td>chronic disease, diabetes, high blood pressure, etc</td>
<td>88</td>
<td>44.7</td>
<td>44.7</td>
<td>95.4</td>
</tr>
<tr>
<td>can manage one’s own life</td>
<td>9</td>
<td>4.6</td>
<td>4.6</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>197</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

There may exist the confusion about answer options to explain the elderly people’s health situation. A healthy person would tick “no illness” and “can manage one’s own life” which a healthy person usually can. According to understanding of Chinese language, all the answers in this question are increasingly worse. “Can manage one’s own life” here is equal to that after severe illness, the elderly people still have the ability to manage their own life.

The health situation would be influenced with aging problem occurring. The elderly people are much easier to get illness, during which the chronic diseases covers a large amount (Jiang, 2015). Fortunately, during all 197 samples, there were no severe patient who can’t take care of themselves. 9 of participants can manage their own life even they had severe surgeries before. Almost half of them are healthy and 44.7 percent of them suffer from chronic disease such as diabetes, high blood pressure, etc. which may influence their living quality to some extend.

“I used to go out for communicating when I was healthy. Since I got high blood pressure, I have paid more attention in case of accidence. The older I am getting, the less I want to go out of home. If accident occurs, my family have to take care of me which will burden them.”
6.1.1.5 Education level and Occupation

The Table 6.1.1.5.1 and the Table 6.1.1.5.2 show the distribution of education level and occupation for the elderly people in Shuyuan Township. There are two main reasons that almost 75 percent of the participants have only junior high school level. The first one is the 10-year culture revolution during 1970s. At that time, the generation were about to study at school. 10-year culture revolution, to a large extend, became the barrier of being high-level educated because the development of
education had stopped for almost ten years (Zhou, 1997). The second reason can be seen from Table 6.1.5.2 that they were all born in rural area of Pudong New District, which means their older generation earned their living by farming at that time. More focuses were put on living instead of education which led to the education level situation as shown in Table 6.1.1.5.1.

During all the data, due to the specific time the old generation experiencing, nearly 80 percent of them merely finished Junior high school education and only 11.2 percent of them continued to high school. It should be noticed that in all examples there were no undergraduate student.

“From my parents’ prospective, books and knowledge were not treasure, but money was. I had to give up studying at a young age. After the loss of lands, I tried to get some other jobs such as housekeeping but I am outdated to keep pace with this society.”

The registration shows that the agricultural residents and non-agricultural ones have been half to half, but the reality is that young generation have moved out for a decent job. Due to location and history reason of Shuyuan township. The aged people who live in Shuyuan township used to earn their living by cultivation. That’s why almost all the participants during this research are farmers. With the modernization, farming land becomes increasingly less year by year and farmers become less.

“It was of difficulty to cultivate a bachelor student at that time. If someone got to the university, he must have moved out of Shuyuan township to city center where he could get a better job and higher income.”

“I had little income nowadays because I didn't study hard when I was young. I don’t have much skills and knowledge so what I can do is only farming.”
“When I was a little girl, it was more important to eat enough food than going to school especially for girls, my parents didn’t support me to go further study instead of which I could help them to earn more money.”

6.1.1.6 Monthly Income

<table>
<thead>
<tr>
<th>Monthly income</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>less than 1,000</td>
<td>45</td>
<td>22.8</td>
<td>22.8</td>
<td>22.8</td>
</tr>
<tr>
<td>1,000-1,500</td>
<td>109</td>
<td>55.3</td>
<td>55.3</td>
<td>75.2</td>
</tr>
<tr>
<td>1,500-2,500</td>
<td>19</td>
<td>9.6</td>
<td>9.6</td>
<td>87.8</td>
</tr>
<tr>
<td>2,500-4,000</td>
<td>13</td>
<td>6.6</td>
<td>6.6</td>
<td>94.4</td>
</tr>
<tr>
<td>more than 4,000</td>
<td>11</td>
<td>5.6</td>
<td>5.6</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>197</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Table 6.1.1.6

Table 6.1.1.6 shows the monthly income frequency of these participants. Most of the participants had to take farming as their jobs, one of the reasons is that they carried on their parents’ jobs. As we can see from the table, from the current welfare insurance system in Shanghai, the monthly income of the elderly people in Shuyuan Township is not high enough compared to the least salary of 2,330 yuan in Shanghai (Shanghai yearbook, 2016).

“Honestly, we hope to get more and more income because we lost our land which means we lost the measure to make our own life, the welfare became better than before. Fortunately, my children has grown up and do not need any funds from me, instead of which she funds me yearly.”
The author doubted about the reality of their monthly income, because in China, there is a strange phenomenon that people always show their “humble” as the way to keep their own secrets. People don’t want to seem special even they have a satisfied monthly income.

There exists a positive correlation between education level and monthly income (Huang, 2013). Compared to the farmers, the officers had a better welfare insurance after their retirement and the gap sometimes can be 4 times or even more.

“That’s why we would like our children to be government officers instead of other occupations nowadays because they have life guarantee from government after retirement.”

6.1.1.7 Main source of income

<table>
<thead>
<tr>
<th>Mainsource of income</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td>Insuranc</td>
<td>140</td>
<td>71.1</td>
<td>71.1</td>
</tr>
<tr>
<td></td>
<td>additional work/part time job</td>
<td>25</td>
<td>12.7</td>
<td>83.8</td>
</tr>
<tr>
<td></td>
<td>fund from children</td>
<td>32</td>
<td>16.2</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>197</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table 6.1.1.7

It can be obviously seen from Table 6.1.1.7 that around 140 the elderly people get their main monthly income from their retirement insurance. The elderly people still try to get some part-time job to earn more money since some of them are still at a young age and the insurance given by the
government is not enough for them when they get sick in the future. 16.2 percent of them get funds from their children to satisfy their daily requirement.

6.1.1.8 Was participation beneficial?

<table>
<thead>
<tr>
<th>Are there any changes that occur in your daily life after your attendance</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td>Yes</td>
<td>194</td>
<td>98.5</td>
<td>98.5</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>3</td>
<td>1.5</td>
<td>1.5</td>
</tr>
<tr>
<td>Total</td>
<td>197</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table 6.1.1.8.1

<table>
<thead>
<tr>
<th>Do you think that you have got some benefits from attending the community education</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td>Yes</td>
<td>195</td>
<td>99.0</td>
<td>99.0</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>2</td>
<td>1.0</td>
<td>1.0</td>
</tr>
<tr>
<td>Total</td>
<td>197</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table 6.1.1.8.2

It can be obviously seen from above two tables that almost all the participants think there are positive effect by taking community education for the elderly people.

"Instead of staying at home, it is good to have a chance hanging out with my peers. When I dance or talk with them, I wouldn’t feel lonely any more. They would help me when I have troubles and I
will accompany with them if they have difficulty. The mutual benefits we get from community education takes an important role in my life now.”

6.1.1.9 Interested courses

It is obviously seen that the aged people are more interested in interesting groups such as dancing, painting, singing and musical instruments. The second one is both international and national news occurring recently. The third one comes the lectures about health aspects for how to having a healthy diet, and life aspects for how to make the room tidy in a short time. What should be pointed out is that less aged people would like to go elderly college for professional knowledge like history because of the age problem and inflexible schedule.
“I have burden when I go to college for professional knowledge. I can’t arrange my daily life when taking courses. They have strict rules for attendance for which I lost my will to study there. It is more flexible here in learning groups if I get another plans that day.”

“The aim of my participation is to spare my leisure time. What I like to do is only dancing with my friends every night after dinner instead of boring lectures which I can’t understand.”

6.1.1.10 Application way

<table>
<thead>
<tr>
<th>Application way</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td>197</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
<tr>
<td>self</td>
<td>76</td>
<td>38.6</td>
<td>38.6</td>
<td>38.6</td>
</tr>
<tr>
<td>children</td>
<td>30</td>
<td>15.2</td>
<td>15.2</td>
<td>53.8</td>
</tr>
<tr>
<td>peers</td>
<td>91</td>
<td>46.2</td>
<td>46.2</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table 6.1.10

As we can see above, a considerable amount of the aged people join in the community education by the introduction of their friends, neighbors, and peers. They have their own communication groups and enlarge the society relations through participation in community education. Once one person of the friend group join in, the rest of the group are more likely to join as well.

6.1.2 Formal support
The government provides financial support and policy support as main measures. For **financial support**, the government has invested a large amount of money on community education of the elderly people.

<table>
<thead>
<tr>
<th>Monthly Income</th>
<th>Frequently</th>
<th>once a week</th>
<th>once biweekly</th>
<th>once a month</th>
<th>not frequently</th>
<th>once they have activity/training</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>less than 1,000</td>
<td></td>
<td>1</td>
<td>3</td>
<td>11</td>
<td>30</td>
<td>0</td>
<td>45</td>
</tr>
<tr>
<td>1,000-1,500</td>
<td></td>
<td>3</td>
<td>14</td>
<td>45</td>
<td>43</td>
<td>3</td>
<td>109</td>
</tr>
<tr>
<td>1,500-2,500</td>
<td></td>
<td>0</td>
<td>1</td>
<td>10</td>
<td>8</td>
<td>0</td>
<td>19</td>
</tr>
<tr>
<td>2,500-3,000</td>
<td></td>
<td>1</td>
<td>1</td>
<td>5</td>
<td>4</td>
<td>2</td>
<td>13</td>
</tr>
<tr>
<td>more than 4,000</td>
<td></td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>4</td>
<td>11</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>7</td>
<td>20</td>
<td>74</td>
<td>87</td>
<td>9</td>
<td>197</td>
</tr>
</tbody>
</table>

**Table 6.1.2.1**

<table>
<thead>
<tr>
<th>Chi-Square Tests</th>
<th>Value</th>
<th>df</th>
<th>Asymp. Sig. (2-sided)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson Chi-Square</td>
<td>54.456a</td>
<td>16</td>
<td>.000</td>
</tr>
<tr>
<td>Likelihood Ratio</td>
<td>39.127</td>
<td>16</td>
<td>.001</td>
</tr>
<tr>
<td>Linear-by-Linear Association</td>
<td>.154</td>
<td>1</td>
<td>.695</td>
</tr>
<tr>
<td>N of Valid Cases</td>
<td>197</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*a. 17 cells (68.0%) have expected count less than 5. The minimum expected count is .39.*
According to Chi Square test, Chi square statistic is 54.456, and its significance level is 0.000, which is less than 0.05. It is indicated that there are significant differences between frequency of participation and income amount.

From the statistics, it is obviously seen that the more income one gets, the more frequently he/she attends the community education for most cases. As Maslow’s hierarchy of needs, the lower need is basic need for living. Only after getting equitable income for living, the aged people consider taking community education as a choice to spare their leisure time.

“I couldn’t find a formal job at my age, but I still want to earn more money. I don’t have time to take part in community education because the guarantee of life is more important than knowledge.”

Some particular cases should be noticed that there exist the aged people who joined in community education. “I don’t need to worry about my younger generation, the monthly insurance can afford my daily expense. I often go attend lectures and play chess with my friends.”

When it comes to the policy support, the government has firstly improved the law of the People’s Republic of China on the Protection of the Rights and Interests of the Elderly people in 1996.

“Shanghai, as the most developed cities in China, is among the first cities to put focus on the elderly people’s education which is mentioned in annual government report in the past twenty years. In Shanghai, the sum-up meeting is held by the government every two years. People who take charge of community education for the elderly people sum up new problems shown in the past two years. Each time when the meeting is held, the policy will be discussed to see if there are any improvements that can be modified to enhance the current problems. The government sets up measures to stimulate the development for the elderly people. We all realized the importance of
aging problem, and that’s why my colleagues and me do our utmost to take care of the elderly people.”

From the past experience, the lack of policy support caused much problems. It seems that the government at 70s last century didn’t give strong support of enough education resources by setting up policy. The limit of education level contributes to the phenomenon that the aged people couldn’t find a better job with more income when they were young. “The whole country was busy developing economy instead of man’s overall development.”
When talking about the main source of income, it can be obviously seen that most income come from government insurance. According to Chi Square test, Chi square statistic is 4.620, and its significance level is 0.797, which is more than 0.05. It is indicated that there is no significant difference between frequency of participation and main source of income.

At the beginning of the research, the author thought the sources of income can be divided into policy support for insurance from government, and informal support of fund from children. According to the tests, it shows that there is no direct relation between sources of income and frequency of participation.

### 6.1.2.1 Community School

The community school provides well-equipped classrooms, knowledgeable teachers and staff, well-organized lessons and activities. With the help of government, the community schools in Shanghai are putting efforts on promoting the development of education for the elderly people.
As Chancellor Cai said, the community school works hard with government to make the aging life especially those people who live in rural area better.

6.1.3 Informal support

Informal supports consist of the aged people himself, his family and his peer(s).

For the aged people themselves, the author presumed at the beginning that age and health situation may affect the frequency of participation since age and health situation can limit the aged people’s ability of action.

<table>
<thead>
<tr>
<th>Correlations</th>
<th>Age</th>
<th>Frequently</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spearman's rho</td>
<td>Correlation Coefficient</td>
<td>1.000</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>.</td>
<td>.483</td>
</tr>
<tr>
<td>N</td>
<td>197</td>
<td>197</td>
</tr>
<tr>
<td>Correlation Coefficient</td>
<td>.050</td>
<td>1.000</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>.483</td>
<td>.</td>
</tr>
<tr>
<td>N</td>
<td>197</td>
<td>197</td>
</tr>
</tbody>
</table>

Table 6.1.3.1

For the aged part, the correlation coefficient between Age and Frequency was 0.050, and its correlation rate was 0.483, which is more than 0.05. According to Correlation test, it is indicated that the correlation coefficient was not significant which means there was no significant correlation
between Age and frequency of participation. It can be seen in the table 6.1.3.1 that age has no direct influence on frequency of participation.

![Table 6.1.3.2](attachment:image.png)

**Table 6.1.3.2**
When it comes to health situation, according to Chi Square test, Chi square statistic is 8.449, and its significance level is 0.391, which is more than 0.05. It is indicated that there is no significant difference between frequency of participation and health situation.

When growing old, it is unavoidable to get chronic diseases such as high blood pressure, arthritis, etc. At the beginning of the research, the author thought the health situation would influence more or less. Due to the result shown here, the samples chosen “fortunately” avoided those people who were in bad health situation.

Supports from **families and peers** are more likely the emotion of feeling of loved and accompany. It is well accepted that Marriage Situation can reflect the accompany from one’s family to some extent.
### Table 6.1.3.3

<table>
<thead>
<tr>
<th>Marriage situation</th>
<th>Frequently</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>once a week</td>
<td>once biweekly</td>
<td>once a month</td>
<td>not frequently</td>
<td>once they have activity/training I will be there</td>
<td></td>
</tr>
<tr>
<td>married</td>
<td>5</td>
<td>11</td>
<td>47</td>
<td>62</td>
<td>7</td>
<td>132</td>
</tr>
<tr>
<td>divorce</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>death of a spouse</td>
<td>2</td>
<td>9</td>
<td>25</td>
<td>25</td>
<td>1</td>
<td>62</td>
</tr>
<tr>
<td>Total</td>
<td>7</td>
<td>20</td>
<td>74</td>
<td>87</td>
<td>9</td>
<td>197</td>
</tr>
</tbody>
</table>

### Chi-Square Tests

<table>
<thead>
<tr>
<th></th>
<th>Value</th>
<th>df</th>
<th>Asymp. Sig. (2-sided)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson Chi-Square</td>
<td>11.522*</td>
<td>8</td>
<td>.174</td>
</tr>
<tr>
<td>Likelihood Ratio</td>
<td>10.227</td>
<td>8</td>
<td>.249</td>
</tr>
<tr>
<td>Linear-by-Linear Association</td>
<td>1.895</td>
<td>1</td>
<td>.169</td>
</tr>
<tr>
<td>N of Valid Cases</td>
<td>197</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a. 8 cells (53.3%) have expected count less than 5. The minimum expected count is .11.
According to Chi Square test, Chi square statistic is 11.522, and its significance level is 0.174, which is more than 0.05. It is indicated that there are significant differences between frequency of participation and marriage situation.

At the beginning of the research, the author thought that married and remarried people who have more accompany are more willing to go than those who lost their spouse due to the emotional support they get. As we can see from these two tables, the accompanied situation do not have a positive correlations with frequency of participation.

“I have nothing to do at home. The children visit me twice a month, and I want to talk, communicate with others. In learning groups, I can meet with new friends who have the same hobby with me to spare my leisure time.”

“It is occurred that now the young family need me to take care of my grandsons. I am busy taking care of my husband, my family and my son’s family. My family supported me to take this kind of learning, but I personally don’t have time.”

For aged people, they may busy with taking care of young generation and doing housework instead of going to community education. The aged people who lost their spouse may have friends, peers and relatives to accompany with them. It seems that subjective factors about accompany can’t be well measured in this questionnaire. The question should be better asked in the way that “Do your family support your attendance?” During interviews, the author got information from the participants that they have made a lot of new friends and spare their leisure time with peers together, thus making their life colorful, even meaningful.
With the soar of economy development, Chinese people’s life become much better than before. The aged people nowadays feel much lonely because of one-child policy’s effect. After the basic needs were satisfied, the emotional needs became the main problem to solve. The community education for the aged people plays an important role in releasing this problem, but far from enough. According to Maslow’s hierarchy of needs, the need of a person always manifests itself from lower to higher needs respectively. In reality according to this research, however, people's needs are not firmly fixed. From all the tables below, there always exist particular case. There is no discernible distinction between these needs, because they are interdependent and integrated. The society should take all these needs from the aged people into consideration to make choices diversified, with which each individual’s requirement can be met. When doing interviews, a 62-year-old female had no time for community education because she helped her daughter to take care of the young baby. Taking care of young generation let her find the value of herself. The feeling of being needed reached the top needs in this case.

The aging problem doesn’t occur only in Shanghai but the whole world. The entire society of China is facing this problem. According to the example of Shuyuan township, the author can be of help to get a thorough understanding about the elderly’s needs. Only when we find out the needs can society taking measures to stepping forward.
7. Conclusion

7.1 The current situation of the elderly’s participation in community education in Shuyuan township, Shanghai, China

The overall situation of the aged people’s participation in community education in Shuyuan township is during developing. A series of courses have been set to meet the needs of the aged people, and learning groups in villages have shorten the distance. More and more the aged people have participated in with the improvement of living standard. The facilities are well-equipped and the faculty are patient with full of new ideas, and government, society, community schools even family members fully support the program. The elderly people who have more income are more willing to attend the community education and factors of gender, marriagesituation, etc. makes no sense in frequency of participation. All the samples chosen have participated into community education. For those who didn’t participate in, it seems that they may find no sense in community education or other reasons for not attending. Unfortunately, these part of the elderly people were not captured in the author’s samples.

7.2 The factors that influence the elderly people’s participation in community education in Shuyuan township

The factors include income, education level, marriage situation, accompanied situation and health. From the assumption, all these factors should have influence on participation in community education for the aged people to some extend. According to correlation coefficient test and Chi Square tests, during all the factors the author chose, only monthly income have a significant influence with frequency of attendance. From this research, it can be obviously seen that all the factors supported by society or family both financially and emotionally have a complex effect on
each individual person. From the statistics, the elderly people who would like to participate in community education or not are driven by monthly income. However, from the author’s perspective, these factors have relations themselves which affect the result more or less. Most of the aged people can afford their own life with the income given by the government and insurance, their children or even themselves for taking part-time jobs. They don’t need to worry about starving or illness problems. In that case, the amount of income only counts most in living quality. In community education school, they find a group to meet with new friends. For some the aged people, they have the will to be respected as useful person by participating into community education instead of merely staying at home. Useful person in community education could mean that they can help each other for accompany to release loneliness or they could share their proficiencies such as painting or calligraphy. On the other hand, others find their own values by helping with their own family. The author thinks it is not fixed but flexible to measure these variates especially subjective emotional aspect from a general perspective.

7.3 the benefits of the elderly people’s participation in the community education

From the perspective of the aged people, participating in community education help them to get more emotional support. They have a place to communicate with peers and they enlarge the social relations. For the aged people, how much knowledge they can learn from community school is not the first issue they take into consideration. The feeling of accompany makes them feel meaningful to spend time here in community school.

From the perspective of family, people who age from 30-50 have heavy burden of supporting family due to one-child policy in China. These people have the obligation to raise their young children and their aged parents which give them much pressure. When the aged people attend
community education, the pressure of accompany will be relieved somehow and the elderly people’s emotional reliance on children could be weaken.

From the perspective of society, when supporting the elderly people with basic need for life, the aged people have more time to learn whatever the interests or knowledge. The learning units sharply promote the development of our society and a learning society helps to dealing with aging problems nowadays.

7.4 Suggestions

(1) The nursing house for the aged people became increasingly popular nowadays in Shuyuan township. The purpose of the nursing house is to take care of the aged people with professional care. The aged people in nursing house are always living alone without accompany and in the nursing house the aged people can find more peers to talk and communicate.

The author suggests to combine the nursing house with community education. Several learning groups such as reading news or interest groups like singing groups can be set in the nursing house which can help to shorten the distance and make participation more convenient for those aged people.

(2) The author suggests the government taking some measures to encourage the aged people who had higher education level to be back to Shuyuan township as a teacher. After their retirement, the community school and the government invite those who has specialty or knowledge to be the teachers. The aged teacher and the students can both get emotional support from each other and sometimes peers are more easily to communicate.
With the development of new technology, it becomes more convenient to share the courses on the Internet and people enjoy the convenience brought by smart phones, iPads and computers. It is always not easy for the aged generation to learn new things especially modern technology such as typing or FaceTime. On the other hand, for a long-term concern, it might be good to design courses videos and post them on the Internet. A website could be established to share the courses, communicating which can be helpful for those who are disabled to leave home. All the community education school can share the same resources to help with lack of teachers and courses, and these sharing of information would help to reduce cost of community schools especially for some developing cities that the majority financial budget are used on GDP improvement.

The government should enhance the welfare salary year by year to make sure the welfare income can meet the basic needs of life for the elderly people. The policy should be improved to catch the development pace of society.

During the period of analysis, the author finds the weakness of the questionnaires. For example, question No. 17 and No.18 have overlapping meaning which could be modified. When doing interview, sometimes it was difficult to understand the accent of the aged people when there were no interpreters. When asking question of health situation, there exists confusion when doing translation of options. When asking question of how the elderly people enroll in the community school, although the author put the OTHERS as one option. According to interviews of Chancellor Cai and the aged people, the GOVERNMENT should be listed as one option. The government helps to organize these activities and appeal the aged people to attendance for try. For next research, all these problems should be modified well to get more accurate data and information.
The support from the whole society is quiet crucial because it always seems like mutual support. The government, the community school, the family, the aged people both for teachers and students can get benefits from the elderly people’s participation into community education. The community education for the elderly people promotes the development of society for sure and what we should do is to make it better. The community education can help easing the severe aging problem. At the end of this research, sincerely hope all the aged people can enjoy a better life with the help of community education. Aging problem is not a problem that only influencing a town, a city or even a single country but all the humans. Everyone will be old one day in the future, so it is important to treat the aged people better and help them to have fruitful aging time.
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9. Appendix

9.1 Questionnaire

问卷调查

Questionnaire

您好，我是瑞典林奈大学的一名研究生。我将针对书院镇的老年社区教育（社区大学）的课程设置和课程开展邀请您帮助完成以下问卷调查，以帮助我们搜集相关资料。所有问卷都将保持匿名的，您的个人信息不会被泄露。谢谢您的配合！

Hi, this is Tonglu who study at Linnaeus University in Sweden. I am doing a thesis on community education for the elderly people in Shuyuan township. I would like to invite you to help me collect some useful data. All the questionnaires will be anonymous. Please do not be worried about safety of your personal information.

Thank you for your time and your cooperation! Best regards!

1. 您的性别 gender

（1）男 male （2）女 female

2. 您的年龄 age

3. 您的职业/退休前所从事的职业 occupation
（1）农民 farming （2）事业单位 public institution （3）公务员 officer （4）企业员工 company （5）自主创业 company founder （6）其他 others

4. 您的文化程度 received education level

（1）未上学 never go to school （2）小学 primary school （3）初中 junior high school （4）高中 high school （5）专科及技校 junior college education （6）本科及以上 higher than undergraduate

5. 您的收入水平（人民币）monthly income（Chinese currency）

（1）小于¥1千 less than ¥1,000 （2）¥1,000-¥3,000 （3）¥3,000-¥5,000 （4）¥0,000-¥10,000 （5）大于¥1万 more than ¥10,000

6. 您现在收入的主要来源 main source of income

（1）养老保险 pension insurance （2）额外工作 additional work/part time job （3）子女自助 fund from children （4）其他 others

7. 您的身体状况如何？What is your health situation？

（1）很好，没有任何问题 No illness

（2）一般，有些常见的慢性病，如糖尿病、高血压等 chronic disease, diabetes, high blood pressure, etc

（3）一般，但是生活能自理 can manage one’s own life

（4）不好，有重大疾病 severe illness

8. 您的婚姻状况 Marriage situation
(1) 已婚 married
(2) 未婚 single
(3) 离异 divorce
(4) 丧偶 death of a spouse

9. 您是否单独居住？ Do you live alone?
   (1) 是 yes  (2) 否 no

如果否，您跟谁一起住：____________________
If not, who you live with:  ____________________

10. 您参加老年大学的时间 How long have you been in this community education?
(1) 少于 1 个月 less than one month (2) 1 个月 1 month (3) 1-6 个月 1-6 month(s) (4) 6 个月-1 年 6months- 1 year (5) 超过 1 年 more than 1 year

11. 您对什么类型的课程比较感兴趣？Which kinds of courses are you interested in? 多选题 (multiple choices no more than 3)
(1) 新闻时政类 latest news both national and international
(2) 业余兴趣类，如舞蹈、绘画、书法等 interests/hobbies, such as dancing, drawing
(3) 生活窍门类 daily life such cooking, house management
(4) 语言类 language
(5) 专业知识类，如历史等 professional education, such as history
(6) 其他 others
12. 您参加老年大学的频率 How frequently have you attended this community education?
   (1) 一周一次 once a week (2) 两周一次 once biweekly (3) 一个月一次 once a month (4) 不经常参加 not frequently (5) 只要有活动/课程就去 once they have activity/training I will be there

13. 您参加过最多的是哪些活动课程 What kind of courses have you joined most frequently?
   (1) 兴趣小组 Interest groups, such as cooking, dancing, painting
   (2) 学习小组 Learning groups, such as reading, language, computer skills
   (3) 老年学校的活动 Activities organized by community education
   (4) 企业组织的培训讲座 Public lectures organized by companies
   (5) 老年大学的正规课程 professional courses in the elderly college
   (6) 其他 others

14. 您参加过几门课程？How many courses have you participated?
   (1) 1 (2) 2-3 (3) 4-5 (4) >5

15. 您从何处得知老年大学 Where you get the information about this community education?
   (1) 开课公告 bulletin board (2) 负责人通知 people who take charge of this inform me (3) 已参与学员告知 the elderly who have participated in inform me (4) 其他 others
16. 您是通过何种报名方式报名的？
How you enroll in this community education?
（1）自己报名 me myself
（2）子女或他人代报 children or other people enroll in this for me
（3）其他 others

17. 您愿意报名参加老年大学的原因是什么？
Why you would like to enroll in this community education? 多选题 (multiple choices no more than 3)

（1）消磨退休时间，丰富退休生活 spend aging time and make it more meaningful
（2）扩大生活圈，认识新朋友 to see if I can make some new friends
（3）学习/弥补专业知识 get knowledge what I haven't got when I was young
（4）我没有具体的想法，就是来看看 have no exact idea, just come to have an understanding of what it is
（5）其他 others

18. 您认为老年大学的存在有必要嘛？
Do you think it is necessary for the existence of this community education?
（1）是 yes
（2）否 no

19. 您觉得您参加老年大学对您的生活有改变嘛？
Are there any changes that occur in your daily life after your attendance?
（1）有 yes
（2）没有 no

20. 您认为参加老年大学有收获嘛？
Do you think that you have got some benefits from attending the community education?
（1）有 yes
（2）没有 no
21. You feel satisfied with current community education?

(1) 0-1 (2) 2-3 (3) 4-5 (4) 6-7 (5) 8-9 (6) 10

9.2 Outline of interview

9.2.1 The aged people

Interview Questions

The following questions are developed for the interviews.

1. Will this community education occupy lots of your spare time, even influence your normal life?

2. (According to Q 9) the reasons why you can/can not frequently attend?

3. (According to Q 10) what are they? which one left you deepest impression?

4. (According to Q11) what other courses do you want to get?

5. (According to Q14) What is your expectation for this community education before you come? After you come, is there any difference with your expectation?

6. (According to Q15, 16) What is your expectation for this community education before you come? After you come, is there any difference with your expectation?
7. What benefits and changes have you got? What are these changes? when you find changes happen? Who found the changes? What did they say?

Have all of your friends and relatives attended? The reasons why they didn't come.

8. (According to Q19) If you would like to pay, what is the highest limit or how many percentage of your income?

9. Will you continue participating?

10. Are your family members for your participation?

11. Others

9.2.1 Responsible officers

访谈提纲（社区老年教育负责人）

Interview Questions

(For responsible officers)

您好，我是瑞典林奈大学的一名研究生。我将针对书院镇的社区老年教育（社区大学）的课程设置和课程开展做一些访问，以帮助我们搜集相关资料。所有问答都将是匿名的，您的个人信息不会被泄露。此次访问时间大致为1个小时。谢谢您的配合！

Hi, this is Tonglu who comes from Linnaeus University in Sweden. I am doing a thesis on community education for the elderly people in Shuyuan township. I would like to invite you to help...
me collect some useful data in the following interview. All the personal information will be anonymous. The whole interview will be finished in 1 hour.

Thank you for your time and your cooperation! Best regards!

1. 您负责书院镇的老年社区教育多长时间？
How long have you taken charge of community education for the elderly in Shuyuan township?

2. 书院镇的老年社区教育从开始发展到现如今已经有多长时间了？
How long has the community education been developed from the very beginning?

3. 目前我们书院镇的老年社区教育的概况是怎么样的呢？比如有多少人次参加，课程设置等
What is the current situation about community education for the elderly in Shuyuan township? Including how many people have attended and how much courses have you provided, etc.

4. 在您任职期间内，镇上的老年教育发展有什么进步嘛？相比于几年前来说？
During your tenure, what kinds of development do you have on the community education for the elderly? Comparing to years ago?

5. 老年人的总体情况是怎么样的，年龄段分布，退休前从事的职业，主要收入如何？
What is the general situation about the elderly people, such as distribution of their age, what did they do before they retired, and how about their income these years?
6. 老年人参加的兴趣如何？会不会出现老年人不愿意来上课的情况？您认为为什么会出现这样的情况呢，主要的影响他们参加的因素有哪些？

Are the elderly interested in participation? Is there any situation that the elderly people are not willing to attend? Do you have any ideas about why this situation exists and the main factors which lead to such kind of situation?

7. 老年大学的老师是如何选定的？有没有讲课费，大概有多少？谁来支付他们的授课费用？

How do you choose the teachers? Do they have any salary for teaching, how much and who will pay for them?

8. 目前我们的课程是按照什么来设置的呢？未来的课程设置会有什么变化嘛？

According to what kinds of factors do you determine the courses? What is the future potentially development?

9. 您在实施的时候遇到了哪些问题呢？如何解决？（老年人招募、老师等）

What obstacles have you met? How to solve these problems?

10. 政府对于老年社区大学的支持力度大嘛？有什么举措？

Do the government support the community education for the elderly people? Why? How?

11. 您认为老年社区教育的推行有利于书院镇的总体发展嘛？

Do you think the development of community education for the elderly is beneficial to the development of the town?