Research on the Service of Education for the Elderly in China

ZHONG Fang[a],*

Abstract

Throughout our country's old age education, there are still many problems. The article analyzes the international experience of education for the elderly. The improvement of China's elderly education service model can be started from the following aspects: Integrate the resources of all parties and construct the school running system; Give full play to the advantages of the community and run characteristic schools; With the help of the wisdom of the elderly, set up education for the elderly.

Key words: Elderly group; Elderly education; Service mode

China's elderly population is huge. According to the data of the seventh national census, the proportion of China's population aged 60 and over has reached 18.70%, of which the proportion of people aged 65 and over has reached 13.50%.The huge elderly group accounts for a large share of the urban population. Solving the needs of the elderly group for clothing, food, housing and transportation has attracted unprecedented attention as a major event of people's livelihood. At the same time, enriching the amateur life of the elderly, including providing essential elderly education, has become a realistic need for the stable development of an aging society.It is necessary to strengthen the research of the education service mode for the aged, give full play to the positive role of the aged group, and transform the huge pressure of the aged group into a powerful force of the aged group.

1. CURRENT SITUATION OF THE SUPPLY OF ELDERLY EDUCATION IN CHINA

The scale of elderly groups in China is huge. In addition, it also presents the following characteristics: There are obvious differences between urban and rural levels. From a national perspective, the proportion of the elderly aged 60, 65 and over in rural areas is 23.81% and 17.72% respectively, 7.99 and 6.61 percentage points higher than that in cities and towns. In addition to economic and social reasons, the urban-rural difference in the level of aging is also closely related to population mobility; In recent years, the aging process has accelerated. From 2010 to 2020, the proportion of people aged 60 and over increased by 5.44 percentage points, and that of people aged 65 and over increased by 4.63 percentage points. Compared with the previous decade, the increase rate increased by 2.51 and 2.72 percentage points respectively.

The learning demand of the elderly group is prominent, but the supply is not systematic. At present, institutions such as universities for the elderly, open universities for the elderly and other schools for the elderly provide systematic and formal education, and social elderly centers and rural elderly care centers provide fragmented and scattered education services. Compared with the strong demand, the supply is obviously insufficient. At present, there is no nationwide statistics on the education

of the elderly. Article 9 of the general provisions of the Law of the People's Republic of China on the Protection of Rights and Interests of the Elderly, revised for the third time in December 2018, clearly states that the State supports scientific research on the elderly and establishes a statistical investigation and release system for the situation of the elderly.

2. INTERNATIONAL IMPLICATION OF EDUCATION FOR THR ELDERLY

Due to different political backgrounds, different levels of economic and social development, different degrees of development and various cultural ideas, the elderly education in various countries in the world presents various forms. There are many organizations, service channels and service scope of education for the elderly in various countries. Through comparative analysis, the current elderly education in developed countries presents more common characteristics:

2.1 Diversification of Supply Subjects

At present, the supply subjects of elderly education are diverse, and there are obvious differences among countries. Government departments, regular universities, special elderly education institutions, non-governmental organizations and communities can all be the supply subjects of elderly education. Each developed country basically includes all the supply subjects. The difference is that the elderly education institutions that play the main role in each country are different, and some countries are dominated by the government, while other countries are mainly organized by the people spontaneously and continue to expand. The first is the old age of elderly education institutions to provide specialized education. This kind of education for the elderly is mainly led by the government and implemented from top to bottom. Education institutions for the elderly are funded by the government, which set up courses, hire teachers and carry out teaching activities. The representative ones are Longevity University and University for the Elderly led by the Japanese government under the leadership of the Ministry of Education. The second is community-based education for the elderly. The representative universities for the elderly run by American community universities, both public and private, mainly rely on community resources to carry out education for the elderly in the community. The sources of funds include government grants, private donations and part of the tuition fees paid by students. The elderly classes opened near colleges and universities in the United States, also known as retirement villages, are a representative category of community education. Community education in the United States is different from the reality of each community, and there is no uniform standard; The third is the elderly education provided by voluntary groups.

The representative is the third age university in the UK, which is generally initiated by influential individuals, organized and coordinated by competent people, self-funded and self-managed. There are no fixed teachers, and experienced students undertake the corresponding teaching tasks. For example, the first third age university in the UK was founded by Professor Pierre villas. After years of development, Britain's third age universities have gradually expanded their influence, the number of schools has soared, the coverage of students is wider, and more private capital is injected. Britain's third age universities have become the object of European countries to imitate.

2.2 Stratification of Educational Needs

Each developed country has entered the era of aging in succession, and the degree of aging in each country is different. However, the happiness and troubles brought by aging are basically the same. On the one hand, aging has increased the social burden, on the other hand, the wisdom of the elderly is prominent. As far as the whole society is concerned, elderly education is an important measure to improve the social security system, which can enable idle elderly people to find things to do, which is conducive to social stability. On the other hand, elderly education is also an important measure of human resources development, which can make the wisdom of elderly groups play a role again and serve the society; From the perspective of the government, the elderly education is an important part of fulfilling the government's responsibilities and building a lifelong education system. It is an important measure to combine education with breeding and turn the burden of the elderly group into a social force;As far as the elderly are concerned, the improvement of medical treatment, diet and living environment conditions not only increases the life expectancy, but also makes the elderly healthier. The demand of the elderly group to learn skills and give full play to their waste heat is increasing day by day.

2.3 Integration of Learning and Supply

With the deepening of educational theory research and the segmentation of elderly learners, it is found that the education needs of the elderly mainly come from the third age group (life is divided into four age groups, namely, the child and adolescent period, the career and livelihood period, the retirement period (the third age) and the dependence period (the fourth age). This group shows the characteristics of outstanding learning needs, good physical fitness, more leisure time, rich knowledge and experience, and strong sense of social participation. Many developed countries encourage the elderly to participate in social services while receiving education for the elderly, so as to give full play to their advantages. Social participation is one of the most important concepts in Japan's legislation on education for the elderly. For example, the Welfare Law for the Elderly provides

opportunities for employment and social participation for the elderly, and the Social Countermeasures Outline for the Elderly stipulates the contents of "employment, income" and "learning and social participation", and education for the elderly is an important one. The Employment Security Law for the elderly provides incentives to companies that develop resources for the elderly.

2.4 Intellectualization of Teaching Methods

In the information age, everything is interconnected, and elderly education is no longer limited to classrooms and communities, but spread to a wider range by relying on intelligent means. As long as students have sufficient learning motivation, they can choose courses according to their hobbies in the Open University in the UK. The Open University in the UK is mainly realized through distance education, while the British elderly group created a virtual third-age University in the early 20th century. Students create informal learning groups on their own in the platform. People who are good at this field upload social experience and use MOOC (MOOC) to teach students knowledge and skills. In 2008, its virtual third age university cooperated with three other institutions and won $15000000 from the government, which won the development and recognition of the online elderly education platform. The online third age university was also established in Australia, namely U3A Online. A survey found that in 2019, 88% of Americans aged 50-64 used the Internet, while 73% of people over 65 used the Internet. This shows that the elderly have more and more opportunities to obtain information resources through technologies such as the Internet. For example, senior net in the United States, as an online community, provides online education for the elderly in need.

3. DEVELOPMENT MEASURE OF EDUCATION FOR THE ELDERLY IN CHINA

3.1 Integrate the Resources of All Parties and Construct the School Running System

There is a large gap in the demand for elderly education in China, and the current elderly education institutions show the characteristics of small number, small scale, relatively scattered and heavily dependent on government finance. Taking Jinhua City, Zhejiang Province as an example, according to the survey and statistics of relevant departments, there are 903000 elderly people aged 60 and over in Jinhua, accounting for more than 19.9% of the total population of the city, and 208000 elderly people aged 60 and over at the municipal level. Jinhua has entered a moderately aging society. At present, there

are only seven universities for the elderly in Jinhua, with more than 20000 students, accounting for only 2.21% of the elderly population in Jinhua. There is a huge gap in the demand and supply of elderly education. Whether it is the University for the elderly set up by the administrative department, the elderly training center set up by colleges and universities, the small-scale elderly activity center in the community, or the group spontaneously organized by the elderly, they are the main body of elderly education, but the carriers of these elderly education sometimes overlap and sometimes are not connected with each other. The management system of community elderly education in most areas has not been completely straightened out. Often in one region, the Bureau of veteran cadres is responsible for the construction and management of the activity center, the University for the elderly is jointly established by the Aging Committee and the Civil Affairs Bureau, and the elderly activity center and the elderly association are in the charge of the Aging Committee. The community education learning points and cultural activity centers at all levels are subordinate to the Education Bureau and the Bureau of Culture, Radio, Television, Press and Publication respectively, so there are still the phenomenon of multiple management, scattered main body, each in charge of one party, overlapping power and responsibility. First of all, we should do a good job in the top-level design, fully integrate the resources of all parties, construct the elderly education system, strengthen the integration and resource sharing among various institutions, and achieve efficient and accurate service for the elderly.

3.2 Give Full Play to the Advantages of the Community and Run Characteristic Schools

Most of the elderly education in the United States relies on the community to make full use of community resources and advantages to carry out schools at the door of the home suitable for the elderly. For example, Change Village near the University City makes full use of the advantageous resources of the university to provide characteristic elderly education for the nearby elderly groups, which can not only make full use of the resources of the community, but also solve the problem of inconvenient travel for the elderly groups. Under the huge elderly groups in China, we can also give full play to the advantages of the community, make full use of community resources and create a characteristic community university for the elderly. The future community under construction in China is a comprehensive community integrating home-based elderly care. In addition to building a new comprehensive community, make full use of the resource advantages of the existing community. For example, the community where the hospital is located can make full use of medical resources to build a medical training community; In villages where seedlings are mainly planted, efforts can be made to build a community-based

elderly education with experience transmission of seedling maintenance. Relying on the community, building a characteristic elderly education carrier and building a training center at home are conducive to intergenerational integration, experience transmission, forming advantages and creating brands. It can also save travel costs and make full use of limited resources.

3.3 Set up Education for the Elderly With the Help of the Wisdom of the Elderly

The third age universities in the UK are generally initiated by the authoritative elderly, organized and managed by the elderly with outstanding ability, and the teaching is also borne by the elderly experts in various fields. The funds are generally from the people, realizing the self-sufficiency of the elderly group. In recent years, with the injection of more private funds, the third age universities in the UK have become more and more prosperous, becoming an example for European countries to learn from. In China, with the improvement of living conditions, the improvement of living standards and the optimization of working environment, the groups retired at the age of 60 are still in good health, clear thinking, and have the ability, experience and wisdom that their predecessors did not have. They are still the backbone of society. In the elderly education, if we can fully mobilize the enthusiasm of these groups, actively participate in the cause of elderly education and give full play to the linkage leverage of elderly education, we will truly turn the burden of aging into a virtuous circle within the elderly group, reduce social pressure and enrich the life of the elderly group at the same time.

Doing a good job in the top-level design and constructing the school running system is the core of the service advantage of elderly education. The establishment of community characteristic schools is an important measure to form the advantage. Relying on the wisdom of the elderly and giving full play to the role of the elderly group is a favorable means to form the advantage.

REFERENCES

Chu, H. (2017). Carrying out community education for the aged relying on the high quality education resources of TV University. *Journal of Jiangsu Radio and Television University*, (2), 24-26.

Fan, L, Yuan, X, Lü, Z., Yang, L, Wang, J., & Liu, L. (2013). Research on the model and development trend of education for the elderly. *Education Exploration*, (3), 65-66.

Gao, X., & Xu, L. (2020). Analysis on the supply mode of education service for the elderly in the era of "Internet Plus". *Vocational and Technical Education in China,* (33), 34-40

Gilford, R. (1990). Meeting the higher education challenges of an aging society: A plan for California. *Educational Gerontology*, *16*(4), 373-387.

Kate de Medeiros (2017). *The short guide to aging and gerontology*. Bristol: Policy Press at the University of Bristol.

Kong, L. (2007). *Harmonious society and education for the aged.* Shanghai: Shanghai Education Press.

Law of the People's Republic of China on the protection of the rights and interests of the elderly [EB/OL]. (2020-01-09) [2021-07-7] http://www.cncaprc.gov.cn/zcfg/191201.jhtml

Liao, M. (2021). A comparative study of elderly education in cross-strait communities. *Journal of Changsha Civil Vocational and Technical College*, (28), 18-20.

Liu, H., & Zhang, H. (2017). Discussion on a comparative study on the provision of education services for the elderly in China and the United States. *Journal of Heihe University*, (9), 44-45.

Luo, T., & Le, C. (2015). Discussion on the construction of elderly education support service system -- Based on social support theory. distance education in china, (2), 8-12.

Ma, L. (2017). Exploring a new model of distance education for the elderly -- Practice of the Open University's development of elderly education. *Distance Education in China,* (9), 71-76.

Ma, L. (2019). Experience and enlightenment of foreign self-help education model for the elderly: A case study of Britain and Australia. *Adult Education*, (10), 39-42.

Rule of law Liunan the seventh national census results! 14117.8 million people! [EB/OL]. (2021-05-11) [2021-05-25]. https://www.thepaper.cn/newsDetail_forward_12633292.

The release of the Seventh National Census Results is related to the "old" topic [EB/OL]. (2021-05-12) [2021-07-7] http://www.cncaprc.gov.cn/llsy/192285.jhtml.

Zhang, S., & Yue, Y. (2017). Educational resources sharing for the elderly: Constraints and countermeasures. *Chinese and Foreign Entrepreneurs,* (3), 172-173.