Building a Cultural Beijing, A Learning City

—Experience and Outlook of for Developing Beijing to be a Learning City

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I. Philosophy and Vision for Developing Beijing to Be a Learning City

(I) The background

The basic vision and idea of developing Beijing to be a learning city is: to consider the development to be a learning city as the important method for speeding up transformation of economic development mode, continuously motivating social innovation energy, enhancing the core competitiveness of the organization, strengthening the comprehensive strength of the city and developing a innovation city, so as to accelerate the establishment of advanced, flexible and open lifelong education system and lifelong learning service system. Thus the culture and atmosphere of respecting knowledge, respecting talents, advocating learning, loving of learning, being active in practice and expert at innovation would be formed in the whole city, to provide strong intellectual impetus and talent support for constructing the most harmonious place, actively implementing the four central strategies, "political center, cultural center, technological innovation center and international exchange center", and building of world cities with Chinese characteristics.

(II) Basic requirement

The basic requirement of Beijing for developing to be a learning city is: Being people-oriented, to serve people’s livelihood. The people-oriented principle and the fundamental objective of driving development of citizens of Beijing should be adhered to, to vigorously enhance the ideology and morality, ideology and morality, mental health and employment and entrepreneurship abilities of the citizens; actively cultivate and build up the awareness of the Capital, civilization, learning and innovation. Innovating mechanism and improving guarantee. The role of the government, society and market should be given full play to. The educational resources should be planned as a whole, financial investment ensured, and supply mode in educational public services innovated. Reforming system and improving system. School education should be made more open, flexible, and its serving ability should be enhanced, to give full play to schools in developing to be a learning city. Following the guidance of scientific research and assessment, continuous efforts should be made to combine the scientific research guidance and assessment instruction, so as to keep driving to make new progress in developing Beijing to be a learning city. Planning as a whole and developing in a scientific way. Efforts in planning as a whole should be strengthened, to improve the top-level design and drive the technological innovation, management innovation and service innovation in Beijing, to accumulate power for scientific development of this city.
(III) Development vision

Vision of developing Beijing to be a learning city: Beijing develops to be a learning city, and becomes the base of modern lifelong education system and learning organization and a knowledge-supported international metropolis backed by good qualities of the citizens, enjoying most advanced educational undertakings, richest learning resources, warmest learning atmosphere, best learning conditions, most centralized advantageous talents, and capable of creating top performance in all fields under the guidance of learning, and full of innovation spirit and development vitality. All in an effort to lay a solid foundation for achieve the strategic goal of world city and building the best place for harmonious socialist society.

II. Practice and Experience of Developing Beijing to Be a Learning City

Efforts to develop Beijing to be a learning city were started very early and at a high level. With more than ten years of continuous development, significant achievement was made, and the development mode of Beijing characteristic.

(I) Establishing development strategies with overall planning

Beijing keeps taking systematically designing and scientifically planning the development to be a learning city as a strategy. The development is included in the urban development strategy and planning. As early as in May 2002, Beijing government already put forward: “To further enhance the citizen quality and urban civilization of Beijing, to develop it to be learning city.” The goal for developing to be a learning city was emphasized in both the 11th and 12th five-year construction plans for national economy and social development in Beijing. In April 2007, the Decision on Vigorously Advancing the Development of the Capital to be a Learning City was issued by CPC Beijing Municipal Party Committee and Beijing Municipal People’s Government, which gives a systematic design of the development, and specifies the goal, instruction thought, working thought and safeguard measures for such development. In March 2011, the Beijing Long and Medium-term Education Development and Reform Plan put forward the goal of “developing to be an advanced learning city”. In June 2012, the Leading Group of Developing Beijing to Be a Learning City (“Leading Group”) issued the 12th Five-Year Plan for Developing Beijing to Be a Learning City, in which the systematic design and overall deployment were given.
To carry out the strategy and plan of development to be a learning city, the municipal government and various departments have prepared nearly 100 work plans. Among them, the Beijing Municipal Commission of Education and municipal learning office issued in succession the assessment plans for learning counties, sub-districts, towns, schools, and tens of work plans to deepen the community education development, strengthen establishment of demonstration community schools, carry out the rating of stars of learning among citizens and citizen learning brands of the Capital, etc.

(II) Adhering to government orientation to adopt effective measures

1. Strengthening organization and leadership, and intensifying work division and cooperation

Development to be a learning city involves the comprehensive and systematic projects of the urban development and management, so it has to be based on the cross-department, cross-industrial and cross-regional leadership system. In 2007, the Leading Group of Developing Beijing to Be a Learning City (“Leading Group”) composed of 29 committees, offices, bureaus and departments of CPC Beijing Municipal Party Committee and Beijing Municipal People’s Government was set up in Beijing, with responsibilities and assignments of each member in advancing the development specified. The office of the Leading Group is in Beijing Municipal Education Commission. Working conferences would be held every year to unify the deployment and conduct subject research of development of learning city. Besides, regional leading and management organizations and relevant management systems are established in all the counties and districts. Presently, the operation mechanism of learning city development work, characterized with being led by party committee, driven by government, education-oriented, participated by the society and integrating departments and regions at different levels, is already formed in the municipal, district and sub-district (town and township) levels of learning city development leadership structures and management networks. Besides, the responsibility system, goal management and assessment system for leaders at all levels are improved.
In 2009, the Members of Leading Group of Developing Beijing to Be a Learning City and Their Responsibilities was issued, and all the members have been carefully performing their responsibilities. They have clear assignment and well cooperate with each other. For example:

1. Beijing Municipal Commission of Education
   - Strengthening the development of research center for developing Beijing to be a learning city.
   - Improving the development of network learning resources for the learning city network of Beijing.
   - Directing development for learning districts and counties for the whole city.
   - Organizing the development of learning schools.
   - Directing the development of learning sub-districts, towns and townships, communities and other regional learning organizations.
   - Advancing opening of public education resources to the society.

2. Science and Technology Committee of Beijing Municipal Committee of CPPCC.
   - Organizing to make the science popularization planning and science popularization activity plans, to advance the science popularization work in the whole city.
   - Coordinating the science and technology halls and facilities to open to the citizens for free or at discount.
   - Organizing the development of learning scientific research institutions.

3. Beijing Municipal Bureau of Civil Affairs
Including the development of learning communities into the community development goals.

Organizing the development of learning associations.

(4) Beijing Municipal Human Resources and Social Security Bureau

- Organizing the theory training and further education about learning society and organizations for the public servants and professional technicians.

- Organizing vocational training and job skills training for employed staff of the enterprises, people in job transfer, unemployed people and people in rural labor transfer.

- Organizing the development of learning associations.

(5) Beijing Municipal Bureau of Culture

Developing public cultural undertakings and organizing public cultural and educational activities.

- Managing the cultural market, coordinating development of cultural industry to benefit the people, expanding the scope of opening libraries, culture centers and other cultural facilities to the citizens for free or at discount.

- Organizing the development of systematic culture learning halls.

(6) Office of Leading Group of Developing Beijing to Be a Learning City

Carrying out the resolution of the Leading Group and making and implementing policy-based documents.

- Collecting and publishing communication information about development of learning city.

- Coordinating the members to carry out work in accordance with the responsibility assignment.

- Strengthening the development of the research center of developing Beijing to be a learning city, and organizing the training and consultation of theory and practice of learning society and organizations.

- Improving the development of network learning resources of the learning city network of Beijing, and establishing the service platform for citizens’ lifelong learning.

2. Improving basic mechanism system

The work advancement, funds providing and team development systems are established and improved in Beijing, which provides strong support for developing a learning city.

Making systematic standards and normalizing the development practice. The series assessment guideline for learning organization development is made, to direct, normalize and advance the development learning city. Since 2001, series assessment guidelines for development of learning sub-districts, townships, communities (new villages), enterprises, organs, advanced school units, etc., have been formulated and amended; based on the development of regional learning organizations, the indicator
systems for development of learning districts, counties and city have been researched and established.

Establishing incentive mechanism and providing special guarantee. A special fund of RMB80 million and more are being invested in Beijing each year to award and fund districts, counties, organs, enterprises, schools, etc., having significant achievements in development of lifelong education system, learning organizations and learning districts and counties. The special fund is mainly for the construction of all kinds of education and cultural facilities, training of staff of learning organizations and the relevant activities, and award for the advanced and emblematic units and individuals. Special funds are also set up in each district, and the townships and enterprises also have allocated some funds for the development undertaking in their own place and department. Commendation conferences are held each year in the city, for commending and awarding the advanced units, learning brands and learning stars in this undertaking. The municipal learning office makes effective use of the social funds to set up the community education award fund, for awarding units and individuals which have significant contribution to the community education undertaking.

Strengthening team development to provide human resources guarantee. During the practice, the expert consultation, organization management, education and teaching, theoretical research, voluntary service, information propagating teams and other teams have been cultivated, being the backbone force and strong organization guarantee for the development of a learning city. In 2001, the city-level expert guidance team of learning organization development, responsible for guiding the development and assessing the work. District-level expert teams are also set up each district or county. Recently, even full-time theory propaganda teams of learning organizations have been set up in Yanqing County, Fangshan District. They have been conducting consultation, guidance and service work in sub-districts, townships, enterprises and public institutions.

3. Sticking to guidance of scientific research to guiding the basic-level practice

Great attention has been paid to the guidance effect of theoretical research in Beijing, and there has formed the development pattern of theory guiding practice, research improving practice and combination of theory and practice. On 2007, the Beijing Academy of Education Science set up the learning city research center, as well as the Beijing Institute for Leaning Society, Learning Development Research Center and Learning School Development Promotion Center in Beijing Normal University, Renmin University of China and Capital Normal University respectively. District-level theoretical research institutes with independent institute preparation and funds channel have set up in Xicheng District, Chaoyang District, Fangshan District, etc.

Throughout the 10 and more years, more than 20 subject researches about lifelong education and learning society have been carried out by experts organized in Beijing. Books like Urban Education and Development of Learning City, Development of Learning City, training textbooks like Guidance Manual for Developing Learning Organizations in Beijing, and research achievements like Series Reports of Developing Beijing to Be a Learning City have been published, being a theoretical support for the development.
(III) Improving system establishment and serving development people’s livelihood

1. Being guided by the lifelong education idea to drive the development of school education reform

To care the healthy and happy development of each and every student and pave a solid foundation for their success is a core concept and basic principle for school education reform and development. Great attention has been paid to being guided by the lifelong education to drive the reform and development of school education.

The curriculum reform guidance thought of “sticking to the principles of moral education first, ability development being important, comprehensive development and facing everyone, to effectively lift the sense of social responsibility, innovation spirit and practice ability of the students” has been established in Beijing, which fully manifests and implements the concept of lifelong learning. After two rounds of practice, great effect has been achieved in “selecting the basic content necessary for lifelong learning and guiding the practice and innovation”, “developing curriculum systems meeting diversified social needs and helpful for comprehensive and personalized development of the students”, “improving abilities of the students of independent learning, cooperation and communication, and analyzing and solving problems” in the curriculum reform. Measures have been taken actively in this city to advance the “digital classroom”, “social practice large classroom”, etc., with progress made in construct a growth environment where students are active, free and vivid and vigorous, and organic combination of school education, family education and social education.

Advantages of talent resources and high-end scientific technologies in the colleges are given full play to, to serve the economic and social development, cultural development, educational development and citizen’s learning in the Capital. The leading role of higher education in development of lifelong education system and learning city has been emphasized and given play to. Recently, 90 institutions of higher learning in Beijing have been active in providing multi-level and category non-quantification continuing education for management staffs and scientific and technical personnel, with 2.7 million sessions of attendees each year. Colleges in Beijing also have formed college museum ally, library ally, net library ally, etc., to give play to the knowledge resources and provide education service for surrounding communities and society. Thanks to all those efforts, the ability of colleges serving the
economic and social development and citizens’ lifelong learning has been greatly improved.

2. Vigorously developing adult continuing education to provide learning services for various groups

Efforts have been made to vigorously develop employee education mainly through promoting the human and intellectual capital. In recent years, Beijing Municipal Federation of Trade Unions has played an organization and coordination role to actively carry out the "capital employee quality education project" targeted for all types of enterprise workers. Every year, there are nearly 50,000 employees participated in the training of general ability, with 100,000 sessions; more than 100,000 employees have gotten involved in individualized trainings and employee performance ability post trainings. In addition, 2.75 million persons have participated in the Safety & Health Cup Competition. Beijing Municipal Commission of Education actively coordinated relevant departments to input funds from finance at both the municipal and district levels to provide appropriate teaching resources, accompanied by corresponding policy support. In addition, a wide range of activities have been carried out in Beijing to create learning enterprises, which promoted various enterprises at all levels to attach importance to their employee education, improve the human resource development system. These activities effectively guaranteed the right of learn and development for the majority of workers, and strengthened the competitiveness and innovation of organizations and individuals.

Mainly through service urbanization and new rural construction, we actively developed the farmer continuing education. Beijing established a joint conference system for new socialist countryside construction and farmer training work. Beijing Municipal Commission of Rural Affairs led the work of rural surplus labor transfer training, with 44 transfer training bases established. Beijing Municipal Commission of Education strengthened the construction of adult culture and technology schools, formed a farmer training network covering four levels of the municipality, county, township and village and strengthened the rural practical personnel training efforts. In recent years, adult schools in Beijing’s 180 townships and more than 3,000 administrative villages have generally carried out various forms and contents of continuing education activities popular among farmers, trained farmers of 500,000 sessions annually. In order to facilitate the work, Beijing Municipal Commission of Education provided rural vocational schools and adult schools with a group of farmer training mobile classroom vehicles, and started the rural vocational and adult education demonstration district and county identification. The way promoting employment through employment achieves positive interaction between training and employment, training a number of new types of farmers to be backbones for new rural construction.

Beijing attaches importance to continuing education of special groups. Beijing attaches great importance to providing learning services to migrant workers, disabled persons, people in employment difficulties and the elderly, so as to guarantee equal rights for the disadvantaged groups to receive education and study opportunities.
Beijing attaches great importance to the development of education for the elderly, and has a total of 2 municipal elderly universities, 16 county-level elderly universities, in which the elderly participate in study of 9,000 sessions annually. Across the municipality, the elderly schools at street and district levels come up to 3,100, where students of 300,000 sessions study every year. Beijing also actively organized the elderly education curriculum researches, published a number of teaching materials such as The Elderly Education Curriculum and Retirement Preparation, so as to provide effective and thoughtful service for the elderly groups.

3. Improving the lifelong learning system

In the course of the implementation of the “Capital Employee Quality Education Project”, the Beijing Municipal Commission of Education formulated relevant supportive policies for the employees who have received the general ability training first and then involved in a series of adult secondary, tertiary and undergraduate courses of the national education. Beijing Municipal Human Resources and Social Security Bureau developed preferential policies for employees who have received the general ability training first and then involved in the national vocational qualification examinations. A number of large enterprises, such as Beijing Federation of Trade
Unions Workers University and Sinopec Beijing Yanshan Company, jointly launched the "Credit Banking Program", and the National Open University and Beijing Open University provided distance education network resources for the implementation of the project. All these allow the trainees to continue the Open University Diploma through equivalent replacement and the mutual recognition of the credits, which gained good effect in encouraging the employees to learn.

Xicheng District established a public learning achievement certification system, which was a kind of exploration and innovation in terms of recording, accumulating and converting the public learning outcomes and promoted the public’s initiatives in the self-learning and participation in the building of learning city.

Case 4  The Learning Outcome Recognition System in Xicheng District

On April 27, 2011, Xicheng District set up the Public The Learning Outcome Recognition Center as well as the technology platform and operation system for the “Xicheng District Public Learning Outcome Recognition system”. This center is responsible for managing various learning activities of citizens across the Xicheng District, and builds a commonweal public lifelong learning achievement certification system with functions such as information storage, credit certification, credit accumulation, credit conversion, learning credit management for individual and lifelong learning of citizens, through their personal learning accounts. This system will cover the learning management, credit management, credit integrity management, learning credit management, credit accumulation and credits exchange. In 2012, Xicheng District Public Learning Outcome Recognition Center expanded the grassroots certification to near 20 centers, with cardholders of 10,000 persons. The number of cardholders is planned to reach 300,000.

4. Relying on urban rural district to establish a social learning service network

Measures have been taken to improve the district education network construction. The municipality has established a three-level district education network base represented by district college or district adult education center. District education centers or adult schools were established in all the streets and towns of the municipality, and public schools were set up in more than 80% of neighborhood committees and administrative villages. Each year, the number of citizens attending all kinds of trainings reached more than 8.5 million sessions. Measures also have been taken to integrate the use of various education resources, strengthen the construction of district continuing education bases and institutions. More than 2,000 public learning service bases have been set up across the municipality. For example: Xicheng District converted its 9
general education schools into district education schools with independent legal personality as a whole, through the integration of school education resources.

Beijing made innovation in educational management mechanism, integrated school resources, expanded educational functions to serve the public learning. The districts and counties in Beijing actively explored district education and lifelong learning service model. For example, Dongcheng District established school district public learning bases to try the school district management model.

Beijing took use of public resources to establish lifelong learning service bases. Beijing integrated site facility resources, guide cultural centers, science and technology halls, libraries, museums and other institutions across the municipality to be open to the public, share their education resources and facilities, take an active part in social education, so as to provide service for residents to learn. In recent years, a large number of libraries, cultural centers, museums, archives have become the classrooms of social education for the primary and secondary schools as well as bases of lifelong learning for the public, expanding social education function to provide service for lifelong learning of citizens. Higher education institutions under Beijing’s jurisdiction set up a Network Library of Beijing Higher Education Institutions open to the public, which established a "Beijing University Literature Resource Sharing Service System" based on their respective professional characteristic collections, providing the service for 200,000 readers.

5. Taking use of information technology means to build digital learning platform

During the construction of the learning city, Beijing has made full use of radio and TV programs and all kinds of remote education resources to provide open distance education service for the citizen. The Beijing learning city website (http://www.bjlearning.cn/) provides hundreds of courses covering healthy life, excellent traditional culture, popularization of sciences, policy interpretation, skill training, etc., as well as learning resources of more than 5,000 credit hours. Beijing developed a capital citizen lifelong learning platform integrating online learning, learning outcomes assessment, credit accumulation, advisory guidance, demand research, exchange of experience and other functions, which was an innovative learning service manner popular among citizens, with hits of more than 1.5 million sessions.

Case 5 Portal of Beijing Citizens’ Lifelong Learning —http://www.bjlearning.cn/
Relying on the Beijing Open University, Beijing Municipal Learning Office established the http://www.bjlearning.cn/. For recent years since this website started operation, it successively established nearly 30 primary columns and over one hundred secondary columns. It has 100G of online learning resources, including 1,100 sets of video course learning materials. Its daily average visits reach 2,000 person-time and its visits in peak days achieved 5,000 person times, with 700,000 annual visits. In addition to users in other provinces and cities and foreign users, this website’s main beneficiaries are 14 million of citizens in Beijing. It focuses on advancing with the times to timely launch new columns. In 2008, on the eve of World Reading Day, this website launched the column of “Recommended Books”; after the Wenchuan Earthquake, it timely launched the column of “Earthquake Scientific Knowledge Propagation”; on the eve of the Olympic Games, it also launched the Chinese and English versioned Learning City section.
Illustration 5  Homepage of the lifelong learning website for Beijing citizens

All of the urban six districts of Beijing Municipality established regional learning district websites, lifelong learning websites and district education websites, and some street community education centers also established digital libraries. In order to better serve "construction of agriculture, farmers and rural areas", Beijing Municipal Commission of Education and districts/counties jointly contributed funds to set up over 300 distance learning stations (points) in the outer suburbs, such as counties, township (town) or villages. Relying on http://www.agricom.com.cn/, modern information technologies are used to carry out remote education in rural areas, which better meets the demand of some farmers for lifelong learning and is widely welcomed by farmers.

http://www.bjlearning.cn/
(Networking schools of various higher education institutions)

http://www bjce. gov.cn/
(sponsored by Organization Department of Beijing Municipal Committee of the Communist Party of China)

http://www.agricom.com.cn/
http://zj. workercn. cn/
http://www.zqjywmh.com/
http://www.cdeledu.com/brand/g12e.shtml

Lifelong learning websites in different districts, counties, streets and towns or remote learning websites, etc. communicate with and coordinate with each other, share resources, and jointly build repository and resource platform targeted for lifelong learning of citizens across the municipality. The learning service there is more personalized, convenient and targeted.

(IV) Pushing lifelong learning among all the people by virtue of all social forces

All departments in Beijing have actively participated in supporting and promoting the
development of a learning city, in combination with their own functions. For example, Organization Department of Beijing Municipal Committee of the CCP has led to develop itself to a learning organ under the CCP, while the Committee for Organizations Directly under Beijing Municipal Committee of the CCP has led to promote the development of learning organs. Beijing Municipal Federation of Trade Unions has organized and implemented staff quality projects and held staff occupation skill competitions for all enterprise employees. The Communist Youth League of China has actively established night schools for the youth and carried out the Youth Reading Festival, Young Role Models Forum and other diversified thematic learning activities. In addition, Beijing Municipal Human Resources and Social Security Bureau has organized and implemented staff quality projects and held staff occupation skill competitions for all enterprise employees. The Communist Youth League of China has actively established night schools for the youth and carried out the Youth Reading Festival, Young Role Models Forum and other diversified thematic learning activities. In addition, Beijing Municipal Human Resources and Social Security Bureau has conducted occupational skill trainings for unemployed people, rural labor force, on-the-job employees and high-skilled talents, with great efforts; Beijing Municipal Bureau of Culture has held an international book carnival once a year and conducted good book recommendation and reading activities; Beijing Municipal Administration Office of Non-Government Organizations has actively developed different kinds of non-government organizations to be learning non-government organizations; Beijing Federation of Literary and Art Circles has specially established “the Voice of Harmony Artists” to organize non-profit art performance activities; Beijing Association for Science and Technology has opened science popularization classes, popularized scientific and technological knowledge among community residents and made efforts to improve citizens’ scientific literacy, etc.. All the above resulted in a good situation where the development of a learning city has been promoted with the support from all circles of society and the coordination and involvement from departments.

Under the guidance of experts, the development of a learning city has been driven by cadres. Expert Steering Groups at city and district (county) levels, established in Beijing, have promoted and popularized the “lifelong learning for all” philosophy all over the country, participated in the assessment, special topic training, practice research and consultation services for advanced units concerning the development of a learning district/county/organization, and guided the grass-roots units to implement such development. Every year, the training class for cadres of learning organs is held once or twice in order to provide theoretical and practical training for relevant personnel in-charge. Over a few years, there have been more than 4,000 person-times of the backbone involved in such training.

Public opinion was whipped up first to promote relevant activities. “Learning in Beijing”, a weakly learning publication for Beijing citizens, was founded. In Beijing, relevant organizations have publicized and popularized the lifelong learning philosophy among the general public and made the development of a learning city deeply rooted among the people, by conducting various learning activities and utilizing media such as newspapers, periodicals, radio, television and network. The Lifelong Learning Week and the Reading Festival both are held once a year in Beijing, so as to create a good learning atmosphere in the whole society. Additionally, a lot of learning maps, training materials and brochures available for citizens have been edited and published, and working feature films have been produced.
Models and brands have been formed for the purpose of guidance and promotion. After practice over years, many learning brand projects have been developed in Beijing. With the recommendations from citizens and departments, the Office of Leadership Group of Developing Beijing to be a Learning City has been appraised, elected and identified nearly 100 distinctive and quite popular “capital citizen learning brands” such as “Guozijian Grand Lectures”, “Science Popularization Among the Elder”, “Yimin Bookstore” and “Qiaoniang Studio” in consecutive five years. Meanwhile, a group of “capital citizen learning stars” with some achievements in learning and a group of famous community teachers who are enthusiastic in programs for public good and actively provide educational services for citizens have been appraised and elected as models for the whole society.
Illustration 8  the Capital Science Lectures—a citizen learning brand in Beijing

Illustration 9  New Rural Law Lectures—a citizen learning brand in Beijing

(V) Developing learning organs to promote the management reform

Learning organs are basic cells of a learning city. A working mode and mechanism, which promote development by evaluation, fan out from point to area and drive the widespread development of learning organs within sectors, industries and regions, have been formed in Beijing, laying a broad, deep and solid organization foundation for the development of a learning city. So far, 150 municipal tier-one advanced units concerning development of learning organ have been appraised and selected in Beijing and more than 1,200 advanced units concerning development of learning organ have been appraised and selected in the districts and counties.

1. Developing regional learning organs

Learning districts and counties have been developed. In Dongcheng District, Haidian District, Chaoyang District, Shunyi District, Mentougou District, Fangshan District, Yanqing County, etc., the development of learning districts/counties has been closely combined with regional economic development, democratic management,
spiritual civilization construction, the building of a harmonious society, and environmental construction. Regional integrated development has been promoted by means of development of such learning districts/counties. In these areas, we have preliminarily formed a learning network and development model with regional characteristics, and gradually developed distinctive regional cultures, stimulated regional creativity and enhanced regional cohesion, improving regional sustainable development capacity in all directions.

**Learning streets, villages and towns have been developed.** A community is based on certain social relations and has unique and common cultural maintenance, thus its residents have a sense of psychological and affectional identity towards it. Learning communities have been developed to advocate and promote lifelong learning. Through conducting learning-for-all activities and setting up a learning service network, they would satisfy people’s spiritual and cultural needs, improve residents’ lifestyle and life quality, and promote the integrated development of people and the formation and development of community culture. They would also develop good social relations within communities, improve residents’ sense of identity and belonging to the communities and enhance the cohesive force within the communities.

![Illustration 10 At a learning street: Citizens are learning paper cuts in “Jiao’s Paper Cuts House”](image)

**2. Developing institutional learning organs**

**Learning enterprises have been developed.** In 2001, enterprises in Beijing started to be developed to learning enterprises. Large-scale enterprises such as Sinopec Beijing Yanshan Company, Beijing Tong Ren Tang (Group) Co., Ltd. and China Quanjude Group have actively developed themselves to learning enterprises. They have guided their employees to develop career planning and actively carried out on-the-job training, continuing education and other learning activities for their employees, in accordance with requirements on knowledge innovation, technological innovation, effectiveness improvement, etc. Through developing to learning enterprises, they have changed respective leadership style and advanced organizational reform of respective whole unit; promoted team learning and led team members to actively share knowledge, communicate ideas and form the tacit cooperation team spirit. Through
developing to learning enterprises, they have also stimulated their employees’ initiative, mined employee's inherent potential, formed organizational culture of “keeping pace with times, striving for excellence, making bold innovations and maintaining harmonious interpersonal relationships”, and continuously improved organizational creativity and competitiveness.

Illustration 11 Young people from headquarters of Shougang Group, a learning enterprise, are learning together

**Learning organs have been developed.** Focusing on improving respective law-based administration ability, Beijing food and drug regulation, industry & commerce and tax systems have developed learning organs, in combination with position requirements and key reform points of the organs. They have strengthened organizational learning and promoted the renewal of thinking and the innovation in work and mechanism within organs; encouraged and supported the organ personnel to participate in various training and learning activities for improving working skills, and cultivated organ personnel with innovative thinking and innovation ability. Through developing to learning organs, they carried forward respective functional transformation and built themselves as diligent, honest, practical and efficient service organs. Consequently, representatives in this aspect sprung up like Xicheng Branch of Beijing Food and Drug Administration.

**Learning schools have been developed.** In Beijing, many educational institutions such as Blue Sky Kindergarten, Beijing No.2 Experimental Primary School, Beijing No.11 High School, Beijing Changping Vocational School and Beijing Chaoyang District College have developed themselves to be learning schools, with great efforts. Through developing to learning schools, these educational institutions have transformed educational concepts, changed pure cramming way of teaching, and explored innovative education ways; attached importance to developing students’ innovative spirit and practical ability; stimulated students’ initiative and cultivated innovative talents; actively developed respective characterized school culture of brave exploration, continuously improved their abilities of running schools and making innovations, and promoted educational innovations. Through developing to learning schools, they have also taken the initiative to open resources, actively participated in community education and served all the people in leaning.
In order to develop Beijing to be a learning city, we have regarded perfecting lifelong education system and lifelong learning system as a core, taken the development of various learning organs as the basis, and linked it closely to urban cultural development and urban innovation, in accordance with the requirements and key points of urban construction. We have fostered a good learning atmosphere of “everyone is learning everywhere”, improved comprehensive quality of the general public, aroused this city’s innovation vigor and formed a new civilized image of Beijing, through setting up a lifelong learning philosophy, optimizing the learning environment, developing learning brands, establishing learning platforms, developing the learning organs and making innovation in learning systems. Consequently, we have provided strong intellectual support, adequate human resources and social security for economic and social development of Beijing; laid a foundation for developing Beijing to be a harmonious city, an innovative city, a cultural city and a green and sustainable city; and made contributions to improving the life quality and rich cultural and spiritual life of all citizens in Beijing.

III. Future Development and Outlook of for Developing Beijing to Be a Learning City

As an international metropolis, Beijing will face a series of contradictions and difficulties in the next 5-10 years. The key link to solving problems is to make more positive efforts to develop Beijing to be a learning city, practically transform economic development mode and social management philosophy and rely on lifelong learning for all to achieve Beijing’s social inclusion, economic prosperity and sustainable development of population, resources and environment. Beijing will unswervingly go deep into developing itself to be a learning city, and especially make breakthroughs in many aspects such as lifelong learning of legislation, mobilization for social participation and lifelong education system.

In August 2016, 14 committees, offices and bureaus in Beijing jointly issued The Action Plan for Developing Beijing to Be a Learning City (2016-2020), setting out the objectives of developing Beijing to be a learning city by 2020 and launching “ten major projects”. It’s designated to develop Beijing to be a learning city which will be
based on a complete lifelong education system and many learning organs and backed by good quality of the general public and have rich learning resources, a good learning atmosphere and emerging innovation vigor, so as to lay a solid foundation for achieving educational modernization in Beijing and building Beijing as a world-class harmonious and livable city and make a contribution to taking the lead in completely building a moderately prosperous society.

By 2020, we will have at least developed 12 learning demonstration areas and 100 city-level “civic lifelong learning demonstration bases”, and built “http://www.bjlearning.cn/” as a resourceful, networked, digitalized, personalized and lifelong public learning service platform. We will have preliminarily developed lifelong learning credits banks to set learning portfolios and provide learning achievements accumulation and transformation services for more than five million citizens. We will also have developed 100 demonstrative learning organs to drive innovative development of various organizations; developed 50 employees’ continuing education bases to continue to educate employees for no less than 1 million person-times every year; and developed 100 demonstrative adult schools and focused on supporting the building of 50 training bases for new-type professional farmers, to improve new-type professional farmers’ educational backgrounds and vocational skills. In addition, we will support existing training schools to make more efforts to train talents concerning elderly care services; develop any resource library and publicity platform for family education and formation of family tradition; and promote and spread Chinese nation’s traditional family virtues. Furthermore, we will establish a hierarchical guidance service system for community education to cultivate 100 city-level learning instructors by stages and provide professional support for different community learning activities; and form an “internet + social education + social work talent cultivation” training system to provide intellectual support for social service and management of the capital.