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——2014年社区教育满意度调查报告

The Future of Lifelong Learning for All

2014 Community

Education Satisfaction Survey Report

主编 张少刚

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中央广播电视大学出版社  
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## 前言

习近平总书记指出：“一个国家，一个民族，要同心同德迈向前进，必须有共同的理想信念作支撑”“人民有信仰，国家有力量，民族有未来”。

社会性是教育最重要的属性之一。早在 20 世纪初，蔡元培先生就提出：办教育不能重学校而轻教化，厚人才而薄人心。教育不仅定位于人才的培养，还应该包括民众的教化和民心的养成。他首开中国现代社区教育之先河，推动社会教育制度化、系统化。纵观世界社区教育的发展，一个共同点就是有组织地开展“让生活更美好”的教育活动，而且许多发达国家先后通过政策法规支持、经济扶持、资源整合等措施，大力推进社区教育发展。

社区教育在有些国家称为社会教育，有些地区看作民众教育，也有人认为社区教育是学校教育的开放过程和结果，虽然理解不同，但具有相同的内涵：在社区中，开发、利用各种教育资源，以社区全体成员为对象，开展旨在提高成员素质和生活质量，促进成员的全面发展和社区可持续发展的教育活动。社区教育具有公益性、全民性、终身性的特征。在当今世界上许多国家，社区教育已发展成为与学校教育并驾齐驱传播现代文明的渠道，是民



众实现个体终身社会化、适应社会高度现代化的重要途径。

2000年4月,为落实《面向21世纪教育振兴行动计划》中“开展社区教育实验工作,逐步建立和完善终身教育体系,努力提高全民素质”的要求,教育部印发《关于在部分地区开展社区教育实验工作的通知》(教职成司〔2000〕14号),社区教育被正式纳入教育行政管理范畴。在党和国家的重视下,广大理论工作者、实践工作者克难奋进、探索创新,具有中国特色的社区教育初现端倪:

第一,社区为根,服务社区建设与发展。面对改革攻坚期、利益破冰期而导致的社会矛盾多发期,党和政府将关注的目光纷纷聚焦于社区,“一个强大的社区是医治一切社会疾病的基础”。社会历史发展的实践证明:教育是促进社会包容、和解、变革最有力的载体与手段。社区教育植根社区,以学习为媒介,增进居民交流,增强社区认同,服务社区建设与发展。

第二,教育为本,服务居民学习与成长。终身学习的浪潮席卷全球,学习型社会建设时不我待。社区教育遵循教育规律,在实践中不断创新学习内容和载体,改进服务方式和方法,紧紧围绕居民学习与发展需求,办实事、讲实效,受到居民的广泛赞誉。在凝聚社会共识、推进全民终身学习方面积极作为,取得了良好的社会效益。

社区教育面向全体社区居民——从青少年到老年、从职场白领到待岗人员;社区教育面向人的一生——从蹒跚学步到耄耋之



年，呈现出教育的人本性、人文性，内容的丰富性、多样性等特征。教育源起于人类的交往活动，在交往中，聚同化异，增长知识；社区是社会的基础单元，社区教育扎根社区，推动社区交往与建设，促进居民终身学习与发展，致力实现学习的全民化、终身化，必将成为推进全民终身学习、建设学习型社会的原点，即定位与践行“人民对美好生活的向往就是我们的奋斗目标”。

经过 30 年的努力，中国社区教育发展到了什么水平？社区居民是否满意？还有哪些期盼？未来又该如何发展？在教育部的领导和组织下，国家开放大学成立了以社区教育研究培训中心为核心的调查组，开展了社区教育满意度调查，收集全国的数据进行分析和统计，撰写了《2014 年社区教育满意度调查报告》。本次满意度调查工作具有以下特点：

## 1. 调查规模大、覆盖面广

调查组通过大规模的问卷对社区教育满意度状况进行全面、客观的梳理。满意度调查分析工作历时 2 年，调查范围以全国社区教育示范区与实验区为主，覆盖 61 个示范区、49 个实验区和 80 个有一定社区教育工作基础的区（县）。调查问卷收集由各地教育部门组织，广播电视大学、开放大学实施。问卷回收总计：社区居民问卷 101.6 万份，其中有效问卷为 75.3 万份；社区教育工作者问卷 4.1 万份，其中有效问卷为 2.8 万份。





## 2. 数据统计可信度高

为保证数据的客观真实，调查组进行了大量的数据梳理。综合运用 Excel、SPSS、MySQL、GIS 等工具，编写了 2 万多条数据查询语句，优化算法性能，对数据进行清洗和挖掘，以保证数据定量分析的信度。

## 3. 各省市协同推进

在本次调查工作中，调查组召开多次研讨会、培训会，保证数据收集的质量。在各省市教育行政部门、开放大学（广播电视大学）的协同支持下，共同完成了这次迄今最大规模的社区教育满意度调查。

通过本次大规模的问卷调查及分析，全面展示了我国社区教育的现状，总结出当前我国社区教育的如下特点：

### 1. 社区教育的满意度高

参与社区教育的居民对社区教育认同度高，认为社区教育吸引力强且有获得感。八成以上（81.93%）的受访学习者认同或非常认同“活到老、学到老”的学习理念。近八成（77.11%）的受访学习者有兴趣参加社区组织的学习活动。七成以上（71.93%）



的受访学习者对参与过的社区学习活动表示满意,认为参与社区教育活动能够各取所需,丰富了生活、提高了技能、提升了幸福指数。他们对社区教育最满意的方面集中在终身学习理念、学习场所条件、授课水平、学习内容等方面。

## 2. 满意度呈现出群体性差异

中老年人参与社区教育比例高。在本次调查中受访学习者有75.72%为中老年人。退休人员和农村户籍居民对社区教育的满意度较高,分别达到81.18分、79.12分。调查还显示,社区教育满意度与学历高低呈正相关,学历越高对社区教育的满意度越高。

## 3. 社区教育与政府的重视程度息息相关

调查结果显示,社区教育的满意度与当地政府重视社区教育的程度呈现显著正相关。非实验示范区(县)、社区教育实验区和示范区,三者的社区教育满意度是依次递增的,这既表明社区教育实验区和示范区的工作卓有成效,又说明政府的重视力度、保障措施等对社区教育的发展具有重要作用。

## 4. 社区教育工作者期盼专业发展

社区教育工作者对社区教育的认同度高、工作积极性高,认



为社区教育工作能在服务民众的同时实现自我价值。但是由于他们多数从教育系统其他教育教学岗位转岗而来，缺乏社区教育理论和社会工作实践方面的培训，因此他们渴望能获得更多的专业技能方面的学习和培训，期望拥有更为通畅的职业发展道路。同时他们呼吁政府能进一步加强对社区教育的重视和支持力度。

在当前我国经济社会发展的新常态下，发展具有中国特色的社区教育，应该立足居民需求和区域特点，不断探索新方法、推出新内容，更好地服务于社会各类人群，更好地促进社区建设、社会发展。作为全民终身学习的原点，社区教育将以本次调查为契机，坚持全民性、终身性、公益性，在学习型社会建设等方面不懈努力，不断取得新发展，实现新突破，做出新贡献。



## Preface

**General Secretary Xi Jinping has indicated that:**

**“For a country or a nation to move forward with one heart and one mind, it must be supported by common ideals and beliefs” ; “When its people have faith, a country will be powerful and a nation will have hope.”**

Sociality is one of the most important attributes of education. As early as the beginning of the 20th century, Cai Yuanpei advocated that education should not emphasize school facilities to the detriment of cultivation, or merely value talent but ignore the wants and needs of the people. Education also includes the enlightenment of the masses and the creation of common aspirations. Cai Yuanpei set a new precedent for modern Chinese community education and encouraged the institutionalization and systematization of social education. Throughout the development of community education around the world, countries have had a common goal of organizing educational activities that can “make life better”. Many developed countries have adopted measures including policy support, economic assistance, and integration of resources, so as to promote the vigorous development of



community education.

Community education is called social education in some countries, while in others it is seen as a form of mass education. Some people believe that community education is part of the process and results of the opening of school education. Although community education can be interpreted differently, its basic meaning and goals remain the same: in communities, with all members in the community as the object, to develop and use a variety of educational resources to carry out educational activities that can enhance the personal quality and quality of life of all members of the community and promote their all-round development, as well as the sustainable development of the community as a whole. Community education is characterized as a type of universal, permanent public welfare. In many countries around the world, community education has become a channel through which to spread the ideals of modern civilization, as well as an important channel for people to realize individual lifelong socialization and to adapt to the rapid modernization of society.

In April 2000, in order to meet the demands of the Action Plan for Stimulating Education in the 21st Century, the Ministry of Education(MOE) issued the Announcement on Carrying Out Experimental Community Education in a Number of Areas (DVAE [2000] No. 14). Community education was officially accepted into the educational and administrative management category. With the backing of the CPC and the state, mass educational researchers and practitioners have been working hard to



overcome difficulties and explore innovation, leading to the nascence of community education with Chinese characteristics.

Firstly, community education has roots in the community and serves the construction and development of the same community. In the face of the multiple social conflicts brought about by rapid reform, the CPC and the central government have shifted their focus to the communities, as “a strong community is the foundation of solving social issues.” Historical precedent has shown that education is the most powerful means of promoting tolerance, reconciliation, and change. Community education should strengthen its roots in the community and use learning as the medium to promote exchange among residents, enhance community identity, and expand community construction and development.

Secondly, education should be the foundation of learning and growth of the residents. A wave of lifelong learning is sweeping the world and the construction of a learning society waits for no one. Based on educational rules as well as learning and development needs of the residents, community education provides creative learning content, media and support with practical applicability, which has been well received by the residents. In rallying social consensus and promoting lifelong learning for all, it has taken an active stance and achieved good results.

Community education is geared towards every member of the community, from the young to the old, from white-collar workers to the unemployed; Community education is oriented to the complete human life,



from toddlers to senior citizens. It reflects the features of human nature and humanity of education as well as the richness and diversity of the contents. Education originates from social communication. As we connect with one another, assimilation and differentiation is developed and knowledge is accumulated. A community is a basic social unit. Community education is rooted in the communities, and this promotes community contacts and stimulates lifelong learning and development. As community education is committed to achieving universal learning and lifelong learning, it is positioned on the frontline of helping people create a better life for themselves, while also advancing lifelong learning and constructing a learning society.

How has community education in China developed over the past 30 years? Are the community residents satisfied with community education? What are people's expectations for community education? How should community education develop in the future? These are the questions that the investigation group from the OUC Research and Training Centre for Community Education (under the leadership and organization of the MOE) set out to answer through the Community Education Satisfaction Survey. The 2014 Community Education Satisfaction Survey Report has been compiled based on national statistics. The satisfaction survey has the following feature:

## 1. Large Scale, Wide Coverage

The investigation group conducted a comprehensive and objective analysis of the level of community education satisfaction through large-scale questionnaires. The satisfaction survey, carried out over two years, included residents in national community education experimental zones and demonstration zones, covered a total of 61 community education demonstration zones, 49 community education experimental zones, and 80 districts (counties) with a certain degree of working experience in community education. The questionnaires were collected by local education organizations, radio and TV universities, and open universities. A total of 1.016 million questionnaires were collected, of which 753,000 copies were usable. 41,000 copies came from community education practitioners, of which 28,000 copies were usable.

## 2. Credible Statistics

In order to ensure the objectivity of the data, the survey group has conducted a high level of data analysis. More than 20,000 data query statements have been produced using Excel, SPSS, MySQL, and GIS tools. Algorithm performance was optimized, and data cleaning and data mining was carried out, in order to ensure the reliability of the quantitative analysis.





### 3. Provincial and Municipal Collaboration

The investigation group held a number of seminars and training sessions to ensure the quality of data collection. Administrative departments of education at the provincial and municipal level, and open universities (radio and TV universities) offered collaborative support to accomplish this by far the most extensive community education satisfaction survey.

The large-scale survey and analysis gives a comprehensive view of the state of community education in China. The characteristics of community education in China are summarized below:

#### 1. High Degree of Satisfaction with Community Education

Residents have a high degree of recognition for community education. They believe that community education is both attractive and accessible. More than 80% (81.93%) of the learner respondents agree or definitely agree with the learning concept of "Never Too Old to Learn". Nearly 80% (77.11%) of surveyed learners are interested in participating in learning activities organized by the community. More than 70% (71.93%) of learners expressed satisfaction with the learning activities they have taken part in, believing that community education activities can enrich their lives, improve their skills, and enhance their happiness. The most satisfactory aspects of community education are the lifelong learning concept, the learning environment and conditions, the level of instruction, and the content.