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Interactive Development of Community Education and Migrant Workers' Continuing Education

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Abstract Community education is an essential carrier of continuing education and plays a positive role in promoting continuing education of migrant workers. On the one hand, it can raise employment quality and labor skills of migrant workers; on the other hand, it manifests function of serving society of community education. Besides, it is also an important measure for building learning society and lifelong learning system. From the perspective of interactive development, it discusses interactive relationship between community education and migrant workers' continuing education, analyzes their interactive mechanism, and comes up with recommendations for developing community education and migrant workers' continuing education.

Key words Community education, Migrant workers, Continuing education, Interaction

1 Introduction

Migrant worker is unique phenomenon in China's socialist modernization construction and is a huge and special social group formed in the establishment and improvement of reform and opening-up and socialist market economic system. With the advent of the times of Knowledge Based Economy, the relationship between education and laborers is increasingly closer and plays a more and more significant role in influencing laborers. In 2010, *Outline for Medium and Long Term Educational Reform and Development Plan of the State (2010–2020)* clearly stated that continuing education, especially adult education, was education activity for all social members, and was an essential part of building life-long learning system. It is required to accelerate construction and development of various learning type organizations, build open universities, and establish whole nation learning and life-long learning society.

As important learning platform of continuing education, community education will make considerable achievements in migrant workers' continuing education. This is the necessity for improving migrant workers' labor skills, manifesting function of serving society, satisfying self-survival development, and also important development objectives and direction of building learning society and life-long learning system. Therefore, we discuss improvement of migrant workers' quality and employment skills, and make organic connection of community education and migrant workers' continuing education.

2 Brief overview of theories and literature

In recent years, many scholars have made extensive studies on migrant workers' continuing education and community education from different perspectives. Li Yixian (2000) held that under the guidance of lifelong great education concept, China's community education development trend is to realizing integration of irregular education and professional education. Feng Xitao (2000) made comparison of community education in Tianjin, Shanghai and Chongqing, and introduced 5 essential elements of community education. Chen Yi (2005) made comparatively systematic analysis on current situations and problems of migrant workers' community education in Jiading District of Shanghai. Wu Jinfa (2006) pointed that more than 700 000 migrant workers in Pudong New District have high demand for education. Radio and Television universities should constantly expand school running size, make effort to combine actual realities of local economy and social development, and actively explore characteristic remote open education and talent cultivation model. Gong Changyu (2007) pointed that it was easier to realize combination of education organization form, education methods, and education content with practical situations of migrant workers in accordance with current stage community education with radio and television universities as major parts. Li Minghua (2007) advocated building an open college system for migrant workers' continuing education, and held that such college would be open and provide service of "delivering education to home" for various education institutions. Xi Meihong (2007) proposed taking community as a platform for education and communication of migrant workers, to improve comprehensive quality of migrant workers, and help them to better integrate into urban society.

The above studies fail to explore mutual relationship from interactive development of community education and migrant workers' continuing education. In this situation, it is intended to come up some recommendations for future development paths of migrant workers' continuing education and community education,

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and provide some ideas for solving three issues concerning agriculture, farmers and rural areas.

3 Analysis on action mechanism of migrant workers' continuing education and community education

3.1 Community education provides effective learning platform for migrant workers' continuing education

3.1.1 Helpful for grasping future vocational education development trend of migrant workers. With social economic development, China has made considerable achievements in political, economic, and cultural fields, economy has transformed gradually from extensive to intensive development. This raises higher requirement for human resources and transforming from simple labor and complicated technology type. At current stage, the overall cultural level of China's migrant workers is not high. As a result, it leads to their relative difficulty in accepting new knowledge and new technology, and feeling not adapted to rapid social development. Therefore, the new requirement of rapid economic and social development for industrial workers is contradictory to realities of low cultural level of migrant workers. How to solve this problem needs various learning approach, improving cultural quality of migrant workers, helping them to grasp labor skills for modernization production, strengthen self-development ability, and find direction of vocational education development.

3.1.2 Helpful for improving labor skills of migrant workers. Migrant workers have low labor income and poor treatment, partly because of their low overall qualities. Most migrant workers have to do some temporary and simple works. Such situation will seriously restrict their career development. With the aid of community education, it is able to provide vocational education for migrant workers. In the training process, it is required to set reasonable and flexible course, teaching content, method, and means in accordance with realities and objective demands of migrant workers. It is required to consider long-term development of migrant workers, provide standardized education in accordance with professional standards of industries and enterprises, to help them improve cultural level and obtain corresponding professional qualifications, to better satisfy individual and social and economic development.

3.1.3 Helpful for migrant workers integrating into cities. In recent years, China's urban areas develop rapidly and urban construction needs numerous migrant workers. Especially, it provides broad vocational development space for migrant workers with higher cultural quality and also brings high income for them. Well-established facilities, convenient living, developed traffic, higher education level, and better medical care service of cities greatly attract migrant workers. They are eager to integrate into cities, but they also face some unfavorable factors. On the one hand, migrant workers have low cultural quality and original rural lifestyle makes them difficult to integrate into cities. On the other hand, their labor skills are relatively low and the lack vocational continuing education. As a result, they are at a loss and helpless in constantly progressive cities. Most migrant workers have to deal with low

technological content work in cities and it is difficult for them to integrate into urban life. Therefore, through community education, it is not only able to improve their employment skills, and increase their application knowledge of urban life. This is of great importance to improving comprehensive quality, adapting to urban life, integrating into cities, and finally becoming new citizens.

3.1.4 Helpful for strengthening migrant workers' awareness of safeguarding rights. Migrant workers have long work time but poor working condition. Some migrant workers have no work guarantee. Thus, when their legal rights and interests are damaged, they do not know how to safeguard their rights and interests. According to survey report of All-China Federation of Trade Unions, when migrant workers face unfair problem such as back salary, less than 15% migrant workers attempt to solve the problems by legal means, while most migrant workers just bear patiently or safeguard their rights and interests by extreme means. This is partly because of imperfect system and partly because lack of awareness of safeguarding rights. Therefore, through community education, it is expected to strengthen legal knowledge of migrant workers and cultivate their awareness of safeguarding legal rights and interests by legal means.

3.1.5 Helpful for reducing crime rate of migrant workers. With increase of number of migrant workers, crime rate of migrant workers is increasing, which is a serious social issue. Reasons include: (i) long time of low level employment fails to satisfy increasingly urgent self survival and development demands of migrant workers, and accumulation of conflicts leads to rise of crime rate; (ii) legal awareness of migrant workers is weak. According to *China's Migrant Worker Study Report*, 60.1% migrant worker criminals impute their crime to lack of legal knowledge. Community education can help farmers increase academic credentials, grasp specialized skills, improve legal knowledge, and obtain stable job, so as to reduce occurrence of crimes.

3.2 Migrant workers' continuing education promotes rapid development of community education

3.2.1 Migrant workers are subjects participating in community education and motive force of development. Wide and active participation of migrant workers is power source of community education development. Through effective incentive means, it is expected to bring into full play subject role of migrant workers' continuing education in community education. Firstly, government should undertake the task of advocating and promoting migrant workers to participate in community education, take learners as subject, accurately survey learning demands of migrant workers, inspire their learning motivation, enthusiastically provide continuing education service, build favorable policy environment and social atmosphere, and strengthen propaganda and guidance effort, and make effort to attach great importance to education and training of migrant workers. Secondly, it is recommended to promptly deliver demand of labor market to migrant workers and let them understand the importance of continuing education. Besides, it is recommended to implement employment access system, strengthen in-

spection and supervision, gradually establish rural labor transfer system, and establish migrant worker education demand survey system, and provide education training of migrant workers. Thirdly, through community organizing education, it is recommended to reduce costs of migrant workers for participating in continuing education and give migrant workers training treatment. Benefit is the essential driving force of migrant workers' participating in community education. When migrant workers feel they can increase benefits through participating in community education, they will naturally actively participate in community education. In addition, it is recommended to combine education training, migrant workers making extra earning, and employment.

3.2.2 Feedback and comment of migrant workers' continuing education promote benign development of community education. The effect of community education and training activities is decided by migrant workers participating in learning. Thus, their participation of community education and training plays an excellent role in guiding development of community education. Such effect depends on various works of community education, including whether preliminary survey meets training demands of migrant workers, whether training materials are useful for them, whether training teachers can be guaranteed, and whether participation of training plays obvious role in improving their employment and increasing their income. These feedback and comments will have important guiding significance in subsequent work of community education.

4 Building interactive mechanism for development of community education and migrant workers' continuing education

Migrant workers' participation in community education involves supply, consolidation and support service of excellent education resources, as well as government, enterprise and society. Therefore, it is recommended to make overall consideration, bring into play advantages of various parties and resources. The specific interactive relationship is illustrated in Fig. 1.

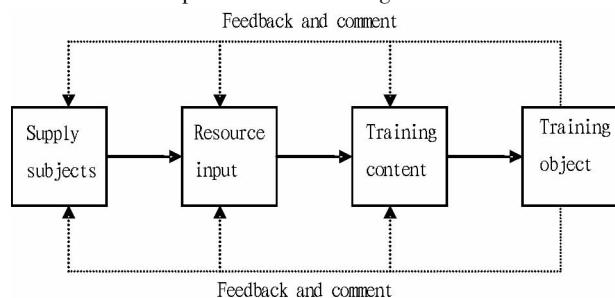


Fig. 1 Interactive mechanism for development of community education and migrant workers' continuing education

4.1 Subjects of interactive relationship between community education and migrant workers' continuing education

4.1.1 Objects of community education and training. Objects of community education and training involve people and space geographical concept. People refer to those receiving community education and training, including all residents, expanding from origi-

nal community poor residents and objects of special care to all community residents. For a city, it should expand from urban household population to non household registered population or floating population. Space geography covers all communities, especially rural areas, forming urban and rural integrated community education and training spatial pattern.

4.1.2 Supply subjects of community education and training. Suppliers of community education and training are organizers of community education and training, including (i) government at all levels, involving city, district, street, station, and community, (ii) community education and training providers, such as various commercial institutions or individual operators, (iii) service social organizations, including non-governmental and non-profit organizations, (iv) community residents, (v) organizations residing in communities.

4.1.3 Content of community education and training. Content of community education and training is varied and can be summarized as follows: (i) social public services, supplied by government and enjoyed and shared by all community residents (including people from other places); (ii) services purchased by government, supplied by enterprises, social public organizations or individual operators but purchased by government; (iii) voluntary services, supplied by social volunteers; (iv) quasi-commercial education and training services, supplied by social public organizations; (v) commercial education and training, supplied by commercial training organizations.

4.1.4 Resource input of community education and training. Resource input of community education and training involves human, funds, and materials, especially funds. Recourse input mainly comes from (i) government public input; (ii) self-input of enterprises, individuals and various social organizations; (iii) self-funds; (iv) social donations, including donations from individuals and institutions, as well as welfare lottery.

4.1.5 Feedback and comment of community education and training. Feedback and comment of community education and training are subjective feeling of education and training. This includes three aspects: (i) comment of education demand satisfaction for checking ultimate effect of community education and training; (ii) preference comment of education services for inspecting equalization of community education and training supply; (iii) comment of public input performance.

4.2 Analysis on building interactive relationship between community education and migrant workers' continuing education The interactive development mechanism of community education and migrant workers' continuing education involves supply subjects, resource input, training content, and training object. These focus on community education, take training object as the core, and form a closed cycle from full line input to dotted line output. On the basis of preliminary education and training demands of migrant workers, government, enterprises, and social organizations input human provide various education and training, to convey skills to migrant workers and community residents. This is

full line resource transfer. After receiving education and training, participants will have a subjective feeling and comment of education and training organized by communities. The comments involve entire training process, from preliminary survey to resource input, training services and training quality, as well as the effect on their employment and income. All of these will be reflected in education and training. In Fig. 1, dotted line denotes feedback and comments of migrant workers participating in community education and training. These feedback and comments are greatly helpful for solving the problem of how to use community education and training to promote migrant workers' continuing education.

5 Conclusions and recommendations

Migrant workers participating in community education is a type of continuing education. Communities provide an effective learning platform and carrier for migrant workers participating in continuing education and supply some useful employment skills and information for migrant workers' continuing education. Migrant workers' participation in community education is favorable for communities performing management functions and better promoting development of community education. Besides, migrant workers participating in feedback and comment of community education can improve quality of community education and effect of training. Both complement each other and promote each other. Certainly, participation of migrant workers in community education is influenced by many factors and personal factors of migrant workers, such as age, cultural level, marriage, and family size and future expectation of migrant workers, as well as external factors, such as community organization management, government policy, enterprise training, training quality, and training site. Therefore, from the long-term development objective, it is required to explore interactive relationship and build harmonious and benign relationship. We come up with following recommendations.

5.1 Strengthening organization and management of community education Education and training process involves various links. In the organization and management, it is recommended to actively guide migrant workers to perceive the participation of education and training and improve their enthusiasm of participation. Relevant government departments should promptly transfer relevant information of training, and enhance evaluation of training quality. Besides, it is required to monitor teacher quality and service of training, and solve complaints of migrant workers, and improve their loyalty to education and training.

5.2 Building and improving the comment system of community migrant workers' continuing education Education and training satisfaction is a direct comment of migrant workers. After completing education and training, it is required to establish a migrant worker education and training follow-up mechanism, and understand real feeling of migrant workers' participation of training, so as to constantly improve training organization activities and improve education and training quality and effect. In addition, government should implement certification of vocational skills for mi-

grant workers and strengthen examination of training performance.

5.3 Building urban and rural integrated migrant workers' continuing education and training system The purpose of migrant workers participating in continuing education is to raise human capital and promote self transformation and rebuilding. However, migrant workers are restricted by many factors, such as education and training system, funds, individual difference, and learning content in the process of receiving continuing education. Therefore, local government should implement urban and rural integrated education as soon as possible, combine rural education and community education, establish multi-channel financing mechanism, constantly improve school running conditions of continuing education, and combine vocational education and adult education, to realize real continuing education, so as to improve quality and ability of migrant workers, and further promote development of urbanization and realize the objective of migrant workers becoming citizens.

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3 Conclusions

Firstly, soil heavy metal pollution is mainly Cd – Ni compound pollution, including Cd content 0.31 – 2.66 mg/kg (average content is 1.11 mg/kg), and Ni content 51.2 – 92.9 mg/kg (average content is 92.9 mg/kg). From the single factor potential ecological hazard coefficient E_i (Table 6), among 16 sampling points surveyed, 2 sampling points have high Cd pollution ($160 \leq E_i < 320$), sampling point No. 2 (265.99) and sampling point No. 9 (190.82); 8 sampling points have higher Cd pollution ($80 \leq E_i < 160$); 5 sampling points have medium Cd pollution ($40 \leq E_i < 80$); and one sampling point have low Cd pollution ($E_i < 40$). Other four heavy metals Zn, Cu, Ni and Cr are at low pollution level ($E_i < 40$). From total potential ecological hazard risk index (RI), RI of all sampling points is in the range of $50 \leq RI < 300$ and belongs to the medium pollution level. Generally, change trend of heavy metal Cd in soil of different sampling points in different function areas is as follows: slag area > forest land > paddy field > non – irrigated farmland > orchard.

Secondly, relevant analysis indicates that in soil heavy metal content, only Ni and Cu are positively correlated. Since there is certain degree of Ni pollution in this deposit, the synergetic effect of Cu and Ni may deteriorate Ni pollution. In addition, from the perspective of the distance from sampling points to original ore processing shops, there is significantly negative correlation between heavy metal Cd, Zn and Cu and the distance, indicating that soil heavy metals fall with the increase in distance to the ore separation processing shop. Therefore, in agricultural and forestry production, to guarantee ecological security of foods, it is not ap-

propriate to carry out production activities near the ore processing shops and slag stockpiling areas.

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