

A STUDY ON MODERN GUANGDONG FAMILY EDUCATION ENTERPRISES' DEVELOPMENT AND POLICY ORIENTATION*

Luo Fong

Chairman of Guang-dong's Modern Family Civilization and Parent-Child Education Association, Chairman, Research Personnel, and Instructor of the Master Graduates of Institute of Modern National Education in Guang-zhou University (Guang-zhou, Guang-dong 510006)

&

Chou Mei-Ju * (corresponding author)

Assistant Professor, Early Childhood Care and Education Department
Shu-Zen Junior College of Medicine and Management
Kaohsiung, Taiwan, R.O.C.

ABSTRACT

Different from the traditional individual's family education, modern family education enterprise refers to social work and early schooling learning including research, guidance, training, management, and cooperation in the diverse circles of the society, especially the relative government units. Currently, development of family education enterprise in Pearl River Delta, people's understanding of family education enterprise is vague, and fund of family education work projects is insufficient. In fact, some communities as well as schools for parents do not cooperate with each other and lead to practical function, and further causing a lack of studies combing theory and practice. The study aims to promote development of family education enterprise in the following perspective, including (1) the clear setting up of the developmental direction of family education enterprise; (2) the enhancement and coordinative development of family education enterprise and related social and community enterprises; (3) the ascertaining of activity fund required for modernized family education enterprise; (4) the strengthening of family education's work team and parents' training program; (5) the coordination of the functions of civic family education development institutions with the professional groups into a full play; (6) and the scientific development in family education enterprise must be guided through scientific and theoretical-based research. In the end, the further suggestions are offered for education schooling setting and family education enterprises.

Keywords: Family Education; Family Education Enterprise; Modernization of Family Education Enterprise, Enterprise's Development, Early Schooling Learning.

CONCEPT ANALYSIS OF FAMILY EDUCATION AND FAMILY EDUCATION ENTERPRISE

Family education is not only a term commonly expressed and adopted by the ordinary people, but a professional concept that arouses concern in the academic area and our early schooling setting. Family education is the ongoing process of educating family members about a serious mental illness in order to improve their coping skills and their ability to help a relative affected by the illness. Enterprise education in schools requires critique and reflection of what

* This article is the periodical outcomes of the National Social Science Foundation's funded project—"Research on family inter-generational ethics change and family education policies" (13BSH020). Besides, it is also the key points in the "Research and analysis on family moral construction and education issues in the harmonic social construction for residents in Guang-zhou" (SL14SKT23)

has been achieved, together with consideration of its future purpose, value, orientation and nature. Three themes emerge from reviewing these sources which were unresolved over 20 years (CEI, 2001): the ontological confusion surrounding enterprise as a distinct area of study from business or entrepreneurship; defining assessable competences for enterprise; and creating a pedagogy to provide this learning (Mclarty, et al 2010; Wilson, & Mariotti, 2009). In the past, some scholars defined family education as that “in family life, the influence on and education practiced by the parents and the seniors for their children. Such education takes place in family where the educators are the senior in the family, and the educated are the children or younglings among the family members.” (Chao, 1994; Gibb, 2008) In 2008, the author defined family education as “people who have relationship with one another. And, through guidance and assistance, learning and communication, those people endeavor to raise their own quality in the common family life in order to carry out socialization and re-socialization”. In this definition, the subject of family education are the members in the household, the environment is the common home life, the goal and content is socialization and re-socialization, and the measures refer to guidance and assistance, learning and communication” (Luo, 2008). This definition has gained support from scholars like Chu Shao-man. (Chu, 2008)

Family education and the relative studies have a long history in China. In Yeh Family Instructions written by Yeh Zhi-Tui in Wei, Jin and North-South dynasties is one of the earliest family education works in the world. In contemporary, both the educator Tsai Yuan-pei and the writer Lu Shun have published official document related to family education, which requires the parents to put an emphasis on family education and make improvement. In 80's in 20th century, to viewpoints from the angles of parent education and family-school cooperation have been passed from overseas to China (Ball, 2012). As far as parent education is concerned, it indicates helping the parents to obtain the experiences of playing the competent role of Father and Mother, while also involves enabling those who intend to be parents to make preparations for playing the role of parents even effectively. As for family-school cooperation, it refers to a bi-directional activities; namely, the mutual coordination between family education and school education. In this sense, the parents have to support school education, while the school has to guide family education, and get engaged in its leading function. (Yu, 2002)

In the beginning of 1990s, Li (1993) et al had proposed the concept of family education to present the school's criticism, suggestions, and planning for activities of the parents' educating the children (Li et al, 1993). Also, in 1997, Fong Shiao-shia published “The Social Support System for Family Education in China”, where it signified that social support for family education means that motivated by protecting and educating children, and for the purpose of creating a good family education environment for children's growth, the society offers service as well as guidance (including regulations and supervise and control) for family's activities for nurturing and educating children. In the next year, the author published “Analysis of Family Education Enterprise's Progress in China Since Reform” (Feng, 1997), demonstrating that family education enterprise involves the governmental units related to social work for family education's studies, instructions, trainings, services, management, and so on (Luo, 1998).

Serving as the “social support system” of family education, family education enterprise has theoretical foundation as well as realistic demand (Bridge & O'Neill, 2012; Draycott & Rae, 2011). In 1970s, the western sociologists proposed the theory of social support—“In early stage, social support was considered as the individual's receiving common or specific

supportive resources from other people or the social network” (Li & Miao, 2011). With intervention of researchers in a diversity of research fields, social support’s implication becomes even rich—“Substantially, through organizational or non-organizational social network, social support enables the members in the society to obtain materials, emotions, and other instrumental support from effective interaction” (Klammer & Letablier, 2007; Yang & Shen, 2009). To see from the reality, although an extensive number of parents are filled with love and affection for their children, they are not competent in educating children before grasping family education knowledge and skills. Only by receiving certain family education guidance can the parents be equipped with the qualification of educating the young generation (Chao, 2012).

Modern society has had increasingly higher requirement of the young generation’s quality, so family education has been valued gradually more and more by the social organizations, particularly the government units in each level. It has become an important component in modern national education system, and thereby give birth to a series of measures employed by the social organizations like the government units, and formed a kind of social public enterprise. “Social public enterprises aim to put the overall public profit into practice, and provide public products and public service to the society. Pro bono work is the fundamental property of social public enterprises”. In terms of characteristics of pro bono work, service, non-profit, and professionalism, family education enterprise resembles social enterprises such as school education, public health, environmental protection (Matlay, 2006; 2008); it has close association with the citizens’ livelihood, and has become an important protection of modern social public life’s happiness (Yar et al, 2008). Family education enterprise’s basic function refers to guiding the parents to raise the educational quality, enhance cooperation with school or kindergarten, elevate quality of family education, cultivate high-quality new generation, and foster harmony and happiness of family.

Analysis of Situation of Modern Family Education Enterprise’s Development in Guang-tong

If family education is considered as with stronger privacy orientation, then family education enterprise is regarded as with remarkable publicity. To be a social public affairs, family education enterprise has tight correlation with the political—economic development. Political stability as well as clarity and economic development are basic coverage of family education enterprise’s development. In the country or region with chaotic politics and economic poverty, family education enterprise cannot make progress normally. Certainly, political stability and economic development do not promise family education enterprise’s natural development. What promotes family education enterprise are people, particularly those who dominate the national or local rights have a clear idea of its social function, so as to provide protective measures. According to the statistics from All China Women’s Association, up to 2012, a total of 33,000 parent’s schools affiliated in kindergartens, elementary and junior high schools, vocational and technological schools were established; totally 167,000 newly-wedding schools, pregnant women’s schools, and population schools were set up; 24,000 smart-phone as well as Internet parents’ schools were built up; and at last, 21,000 county-, town-, and village-schools for the parents were founded, all of which had formed 5-grade working network that covered the whole nation. That is, guiding-service network involving family education had been formed preliminarily. (Chao, 2012)

New Development of Family Education in Guang-dong Since the 21st Century

Guang-zhou City in Guang-dong Province is one of the earliest places that launches modern family education enterprise. In this region, work experiences of family education enterprise that had influenced on all over China had been created. In 2004, since “Some Opinions of the State Council of the People’s Republic of China to Further Strengthen and Improve the Minors’ Moral Thinking Construction” was announced, family education enterprise in Guang-dong unfolded a new developmental period showing a positive, moving-forwards, and healthy prospect. In addition the author has been engaged in Philosophical Social Science Planning Lessons in Guang-dong—“Influence on and reactive policies for new changes in family ethic relationship on harmonic family construction”, research lessons on consultancy about important decision making in Guang-dong—“Reactive strategy research on hastening Guang-dong’s family education policies”, National Social Science Foundation’s funded project—“Research on family inter-generational ethics change and family education policies”, together with projects such as Guang-dong’s Modern Family Civilization and Parent-child education Association and Hui-zhou City Bureau’s “Construction Engineering for Modernized Family Education Hui-zhou City”. Supported by related sectors in the Provincial Government in Guang-dong, the author’ research team has conducted more profound investigation and studies on family education and family education enterprise in the Pearl River Delta region. Those who received investigation include leaders in each city, district, and county government, leaders in Education Bureaus, Justice Bureau, Family Planning, Civilization Office, Women’s Federation, Working Committee for the Care of Children Working committee, and leaders, teachers, and parents in elementary and high schools. The research methods involved seminar discussion, questionnaires, case analysis, experience conclusion, and so on. It has been found that progress of the family education enterprise in Guang-dong was demonstrated in the following aspects:

More and more leading cadres in the party and government care family education work

More and more leading cadres in the party and government emphasize construction of the national education system, including family education, and expressed their viewpoints on family education issues. For example, Secretary Wang Yang was interviewed by the little news reporters in Children’s Day in 2012, and delivered incisive opinions on family education issues.

Include family education work into the spiritual civilization in socialism to construct the general situation

From the Guang-dong Provincial Spiritual Civilization Development Steering Commission to the Spiritual Civilization Development Steering Commission in each counties and the offices, the juvenile’s moral education work is highly valued. Rich and diverse family moral education activities are held from June to September each year.

Guang-dong bi-level governments have already appropriated a little fund for family education work

The provincial government has appropriated 500,000 for family education work to Women’s Federation since 2008. Similarly, as far as Baoan District in Shenzhen City is concerned, 1,000,000 has been appropriated to family education project since 2004, while 3,000,000 was appropriated to the outstanding parents’ school construction in Guang-zhou since 2009.

Family education research institute and family education teachers' insistence activities

Although there is no pay or just a little remuneration, there are still people who love family education enterprise all over Guang-dong, and they insist on taking part in Family education research institute and family education teachers' insistence activities. Presently, it remains 600-1200 teachers as the skeleton personnel in the lecturer group in the city/province level.

Continuous and persistent family education's scientific research and science popularity work

Under the condition short of personnel and fund, there are still some experts and institutes developing investigation and research of family education project, editing family education's science popularization readings, and so on, thereby certain family education research outcomes and famous figures emerge all over China.

Difficulty of family education enterprise development in Guang-dong

Since implementation of the reform and open policy, being the pioneer region and the frontline of scientific development, Guang-dong has created the miracle of high-speed scientific development. Up to 2010, it has reached the standard of developing country—in 2010-2012, the whole province's GDP maintained 10.2% of growth rate, while in 2013, it increased 8.5% more than the previous year, so the GDP broke through 1000 billion USD in the whole province in the same year.(Chu, 2014) In the meantime, construction of political civilization, social civilization, ecological civilization made a great progress, people's democratic rights continued to boost, both education and science developed significantly, and extent of urban and rural civilization increased ceaselessly. With economic and social development, relative sectors in Guang-dong provincial government emphasized family education more and more. Moreover, associative sectors changed their attitudes towards family education's investigation and instructions, and the parents' schools' achievement rate as well as excellence rate raised by year, and were honored by the related sectors in the central government. However, contrary to development of other social enterprises, in Guang-dong, family education enterprise's development stagnated, and the family education enterprise is far away from the mass public's need. Therefore, family education enterprise, socialistic spiritual civilization construction, and school education development failed to well coordinate with one another. In terms of family education, mistakes were made frequently, and even became a chronic obstacle to restrict family and society. In the following sections, based on the empirical materials, and resorting to the research outcomes from Mo Yi-yun et al (2009) in the Women's Federation in Guang-dong, analysis was conducted for the issues of Guang-dong family education enterprise as what follows:

Vague understanding of family education and family education enterprise

Presently, except that a few full-time cadres and theoretical workers understand the meaning, property, functions of the basic theories of family education and family education enterprise, many sectors' leading cadres and personnel engaged in family education related work, such as the Education Bureau, Women's Federation, Working Committee for the Care of Children Working committee, Justice Bureau, Family Planning, Civilization Office do not perceive the family education theories, and they even have no idea of the existence of family education. Nor do they even think of support from family education enterprise, but merely hold the concept that family education can be done pretty well through experiences. Also, a lot of

school teachers reflect that in spite of a hope to grasp family education knowledge and skills, not parents do not like to attend the theory lectures on family education, resulting in most parents, teachers, and cadres hold outdated concepts for family education. Such weak quality of family education theories are embodied in 1. Conventional understanding of family education's meaning; 2. A narrow understanding of the goals and content of family education; and 3. No idea of the content and functions of family education enterprise.

The management system for family education work is not well organized

In 2004, even if "Some Opinions of the State Council of the People's Republic of China to Further Strengthen and Improve the Minors' Moral Thinking Construction" proposed that "each level of women's organizations, educational administration sectors, along with elementary and high school schools must practically take the responsibility of guiding and promoting family education". However, who should physically lead and manage family education is not regulated clearly. Currently, the management model of family education in each area in Guang-dong region is not consistent. For instance, in recent years, the Civilization Office has replaced Women's Federation to endure this duty in Guang-zhou. On one hand, Women's Federation took the lead in Zhongshan City in the previous years, the Education Bureau played the role of coordinator in Shenzhen City, yet in Baoan, the Education Research Institute was in charge substantially. On the other hand, no one were willing to get in charge of such affairs, causing family education situated in the state of saying more than doing. Now, three issues exist in family education's management work in most places in China: Firstly, some leaders of party and politics have not included family education work into the range of management; Secondly, it is hard for Women's Federation or Educational Administration sectors to lead to develop family education work; Thirdly, the dispute of profit among sectors or units often leads to difficulty in their cooperation.

A lack of fund for the project of family education work's development

To expand family education work, regardless of holding parents' schools or on-site consultancy activities, or compiling as well as printing family education propaganda manuals, it requires certain expense, and both human labor and financial support must be thrust into, too. For example, in a medium scale of family education advisory board, 10 experts and 10 working people were hired, and a 100 M²'s mall square was rented to receive the students' parents, which cost up to 2-30,000 rmb. Nowadays, family education work in each area lacks expense, which is prominent in three dimensions: First, there is no family education work fund in Women's Federation or Educational Administration sectors; secondly, most elementary and high schools do not have fund for family education work project; and thirdly, it is getting increasingly difficult to seek for people to sponsor the family education activities.

A lack of the proper number of quality family education work team members

In 1980s-1990s, Chinese family education's development once flourished. There are plentiful full-time and part-time personnel who love family education enterprise and family education work in Women's Federation, the education sectors, and elementary and high schools and universities. In late 1990s, after each level of Working Committee for the Care of Children Working committee was founded, most senior colleagues retired from the original family education work positions without supplementing new full-time family education workers.

Low school operation benefit and teaching quality of parents' schools

Parents' schools indicate the main organization form that the elementary and high schools (kindergartens included) guide the students' parents to proceed family education, and they are the primary carrier for family education guidance. However, in contrast with "National Family Education Work's 11th Five Year Plan" and "National Family Education Guidelines", it is common that parents' schools are held superficially, so the teacher's quality is low, and the teaching quality is not promising—some parents' schools' family education lectures go astray from science severely.

Unbalance of family education enterprise's development in various areas

In some counties in Guang-dong, some families live a living in severe poverty, which directly affects the developing standards of family education enterprise differ significantly in different cities/counties. In the cities, family education enterprise has already achieved certain scale, family education training and propaganda activities for the parents have been regulated, and the Joinvile's parents nurture their children with higher scientific standard. In contrast, family education has just initiated, so only a few elementary and high schools open family education lectures, and many parents almost have no idea of family education knowledge, leading to improper family education conducts, such as beating children.

Suggestions for Policies that Foster Guang-dong's family education enterprise's development

Now, Guang-dong is encountering with the big chance to develop family education enterprise—it is the social enterprise that the whole province is deepening the reform and opening policy, maintain economy's stability, and speed up development based on people's livelihood. Following this line, people's living continues to make improvement, social management is promoted and innovated, and social organization's development is hastened. Simultaneously, great pressure exists in developing family education enterprise, and Guang-dong's enterprise construction for socialistic spiritual civilization further requires family education enterprise's great development (Chu, 2014)

Since 2010, the Premier Wen Jiabao and the State Councilor Liu Yen-dong's reply to suggestions for promoting family education enterprise development has powerfully triggered the national or local family education's and family education enterprise's research outcomes (Wu, 2010). In Beijing, Shanghai, Tienjin, and etc., scholars generate outcomes from family education and family education enterprise research. By means of the investigation and thinking outcomes, the author consulted domestic and external research outcomes and policies to propose suggestions for policies to foster Guang-dong's family education enterprise modernization according to the realistic condition in various areas in this region (Chao, 2014).

Set up clear developmental direction for family education enterprise's modernization in this region

Since China's modern family education enterprise initiated, there has been more than 30 years. But what is family education enterprise's modernization? Actually, family education enterprise's modernization refers to adaptation to the modern society's development in order to achieve the goal of constructing family education modernization and modern national

education system, and have healthy state of developing social enterprise with sound internal mechanism and good external environment. In Baoan District in Shenzhen City in Guangdong Province, basically it has built up a set of modernized family education system that getting adapted mutually to local economy, culture, society, and ecology, and formed the system involving family education work goal, content, and method (Luo, 2011). This system has made great contribution to raising the parents' quality, the youngsters' physical and mental development, coordinative development for school and community education.

Promote development of family education enterprise's coordination with other social enterprises

Modernization of family education enterprise means that it has a complete set of internal operating mechanism, including leading management system, financial support system, organization operation system, research development system, propaganda guiding service system, and etc. Since family education enterprise is a public enterprise, but not isolated social public affairs, political justice and clarity and economy's benign operation become the basic guarantee for development of family education enterprise. In addition, cultural elevation, educational progress, scientific prosperity are also important conditions for developing family education enterprise (Luo, 2011). In the 10th Guang-dong Provincial Commission, it has passed the decisions such as "strengthening social construction", and "constructing a happy Guang-dong", and the cities/counties in PRD should include development of family education enterprise into the local happy society, people's livelihood engineering, and community construction.

Ensure activity fund for development of family education enterprise's modernization

Presently, both central and local finance does not subsidize family education enterprise project, which severely restrict development of family education. "New public service theories call for the government's sound public financial system by setting up basic public service system, and carrying out the realistic demand on the basis of mankind". Finance in the cities and counties in PRD should endeavor to finance family education. For example, in addition to provide 3-50,000 RMB to each parents' school every year, an expenditure used in regulating family education related laws and policies and in surveys and research, demonstration and assessment on development and planning for pioneering individual and units of family education.

Strengthen family education working team and well run the parents' training schools

The key to development of family education enterprise is attributed to a group of full-time and part-time personnel with moral thought and sales quality to devote themselves. In Baoan District in Shenzhen City, in order to set up a teacher's team that is familiar with sales, has reasonable structure, and is highly capable, the national family education work's pioneering units have hired the famous family education experts inside and outside of the province to trained them as family education personnel, and organized the local outstanding educators to compose the family education lecturer group. In addition, the brilliant teachers in each parents' school were selected to receive unified training and constitute the part-time family education teacher's team. Since the basic approach to family education guidance is the parents' school, presently, the problems of the kindergartens and elementary & high school parents' schools involve management system, teacher's teaching materials, and so on. To

solve those problems, the improvement measures must be regulated to gradually enhance the school running model and raise the school running quality.

To bring the functions of private family education development institutes and professional clubs into a full play

The private family education institutes refer to the parents' schools founded by public elementary and high schools as well as kindergartens, and also indicate that other than each-level Women's Federations, Working Committee for the Care of Children Working committee, Birth Planning Sectors, those institutes that provide family education guidance and service to the minors' parents. Like other provinces in China, the private family education institutes have existed for more than 10 years, and in recent years, the number of private family education institutes have increased year by year. However, as a whole, most private family education institutes and their operation activities are not large enough (Luo, Liu & Chang, 2012). As a result, the government and society have to care and help those private family education institutes enthusiastically, not only guide them to exert sales skills, but also instruct them to proceeding regulation and moral related education for them to set up a good enterprise image, and win the parents' trust with honesty and practical achievement.

Lead the family education enterprise in this region to develop science

In PRD where modernization makes great progress rapidly, elementary and high school students' parents encounter conceptual conflict in a lot of aspects. To improve the relationship between the two generations, they should learn some family education thinking in modern civilization, particularly the children, talent, and parent-child perspectives (The Xin Hua Agency, 2012). In contemporary, there are many pioneering perspectives and experiences in the foreign countries worthy of promotion. To view from the leading family education work units in areas like Baoan, all put science research in an extremely important place with an attempt to guide scientific development in family education enterprise with scientific research, and solve the issues in family education work by scientific research. To achieve this goal, relative sectors have to set up research and planning of family education and family education enterprise, announce research work of family education and family education enterprise, attract and support multi-disciplinary experts to engage in family education and family education work studies, and propose the new thinking methods to not only reveal family education enterprise's developmental rules, but also apply family education to reality.

After the birth of the collective leadership of the party central committee of the 18th generation, the General Secretary Xi Jin-ping led the whole party, the whole nation, and the whole army to make efforts so as to implement Chinese people's great dream of revitalization. Every Chinese people has a beautiful dream in his/her heart, and each has his/her own interpretation of this dream of China. However, the content of the Chinese dream certainly consists of health growth of the next generation. Regarding this point, Xi Jin-ping mentioned, "Our citizens love living, expect to receive better education, and have a more stable job, obtain more satisfactory wage, more reliable social protection, higher standard of medical health service, more comfortable living condition, more beautiful environment, hope the children can grow better, work better, and live better. The citizens' yearning for a beautiful life is exactly the goal that we strive for". General Secretary Xi Jin-ping's thought not only reflect the modern Chinese people's wish, but also reflect Chinese people's cherished desire for 'looking forwards to one's son to grow up as a dragon, and daughter as a phoenix'".

Therefore, the author of this paper expects that family education enterprise's modernization in Guang-dong can be raised rapidly to a specific extent, and trigger the national family education enterprise to develop into modernization.

REFERENCES

- Ball, S. J. (2012). *Politics and policy making in education: Explorations in sociology*. Routledge.
- Bridge, S., & O'Neill, K. (2012). *Understanding enterprise: entrepreneurship and small business*. Palgrave Macmillan.
- Centre for Education and Industry, University of Warwick (2001) Independent Research into Learning for Enterprise and Entrepreneurship, Restricted Circulation
- Chao, C. H. (1994). Family Education. *Harbin: Hei-long-jiang Children Publish Company*, 4,7-8.
- Chao, D. H. (2012). Preliminary Formation of Family Education Guidance Service Network in Chia. www.gov.cn: The Xinhua News Agency.
- Chao, Y. J. (2014). The Current Condition and Strategies for Improvement for Parents' Commission in Elementary and High Schools: A Field Survey in Beijing. *Journal of Chinese Society of Education*, 2, 28-39.
- Chao, J. H. (2013). A Qualitative Study on New Citizens' Family Education for their Children. *Journal of Tianjin Normal University*, 3, 20-38.
- Chu, H. D. (2014). Guang-dong Governor, Governmental Work Report—in the 2nd Conference in the 12th People's Congress. *Nan-Fang Daily*, 22, 20-34.
- Chu, H. M. (2008). Innovative Work in Family Education Research—Comment on Luo Feng's "The Happy Two Generations—Home of Graduate Student in Beijing University." *Studies in Early Childhood Education*, 12, 41-53.
- Draycott, M., & Rae, D. (2011). Enterprise education in schools and the role of competency frameworks. *International Journal of Entrepreneurial Behavior & Research*, 17(2), 127-145.
- Fenf, H. H. (1997). Social Support System of Chinese Family Education. *Early Childhood Education*, 3, 12-38.
- Gibb, A.A. (2008) Entrepreneurship and Enterprise Education in Schools and Colleges: Insights from UK Practice, *International Journal of Entrepreneurship Education*, 6(2), 48-59.
- Klammer, U., & Letablier, M. T. (2007). Family policies in Germany and France: the role of enterprises and social partners. *Social Policy & Administration*, 41(6), 672-692.
- Li, H.T., Cheng, Y. C., Cheng, H. H., Hsieh, G. T. (1993). "The Current Condition and Prospect of Kindergarten's Developing Family Education Guidance." *Shanghai Research on Education*, 6, 22-34.
- Li, N. N., & Miao, K. (2011). "Social Management Innovation under Social Support Theory: Change from Rigid Management to Soft Support Paradigm." *Jianghai Academic Journal*, 6, 39-50.
- Luo, F. (1998) "Analysis of Family Education Enterprise's Progress in China Since Reform," *New Horizon in Education (Hong-Kong)*, Transferred by Education Data Digest (Taiwan): April, 1998,
- Luo, F. (2008). "Re-examination of Family Education Concept"; *Primary School Moral Education*, 17, 56-67.
- Luo, F. (2011). "The Typical Survey Report of Modernization Enterprise's Development of the Contemporary Chinese Family Education"; *Future and Development*, 12, 89-96.
- Luo, F. (2011). "Survey of Development Condition of Family Education Enterprise in Hui-

- zhou in Guang-dong”; *Journal of Xian University of Arts and Science Social Sciences*, 4, 99-104.
- Luo, F., & Liu, S. S. (2012). “Guang-dong’s Private Family Education Institutes’ Current Development Condition and Reactive Strategies”; *Chinese Family Education*, 1, 48-54.
- Matlay, H. (2006). Researching entrepreneurship and education: Part 2: what is entrepreneurship education and does it matter?. *Education+ Training*, 48(8/9), 704-718.
- Matlay, H. (2008). The impact of entrepreneurship education on entrepreneurial outcomes. *Journal of small business and enterprise development*, 15(2), 382-396.
- Mclarty, L., Highley, H. Alderson, S. (2010) Evaluation of Enterprise Education in England, Research Report for The Department for Education, DFE-RR015
- Mo, Y. Y. (2009). “Accept Challenges: Well Do Family Education Work in an Internet Times”; *Chinese Women ’s Movement*, 6, 29-39.
- Mo, Y.Y., & Dai, Y. H. (2011). “The Current Condition of Guang-dong’ Children’s Family Education in the Early Stage and Report of Social Support Research Report”; *Chinese Family Education*, 2, 48-59.
- The Xin Hua Agency: “Xi Jin-ping’s Delivery of Important Lecture in the 18th PRC Plenary Session”; CCTV Network: 2012-11-15 10:54.
- Wilson, K.E. and Mariotti, S. (2009) Unlocking Entrepreneurial Capabilities to Meet the Global Challenges of the 21st Century, World Economic Forum, Switzerland, April 2009
- Wu, M. (2010). “Housework Hot Spot: A Letter to Premier Wen,”Nan-fang Daily.
- Yang, B. G., & Shen, G. C. (2009). “Approach to Social Public Enterprise’s Public Profit and Value Realization”; *Seeker*, 11, 29-49.
- Yar Hamidi, D., Wennberg, K., & Berglund, H. (2008). Creativity in entrepreneurship education. *Journal of Small Business and Enterprise Development*, 15(2), 304-320.
- Yu, C. F. (2014). “The Cognition Difference in the Principal and Parents in Family-School Cooperation—On the Basis of 146 Public School Survey in Shanghai City, *Shanghai Research on Education*, 5, 45-54.
- Yu, Y. (2002). The Current Situation and Influential Factors of Family-School Cooperation in China”. *Journal of Tianjin Academy of Education*, 3, 24-36.