ML Training to Chinese Government Officials: Organizational ML from Capacity Building to Public Administration

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Background & Significance
At CUC, we teaching ML as MA course to 200 students from 60 developing countries. 7 years, students are seeds of ML movements.
Beyond Empowering Youth and Children,
Can ML empower leadership for **public administration**?
Could ML have institutional/organizational function?

What has happened in **China**?
• Up to June 2017,
• 751 million Internet users (> the population of Europe)
• 724 million mobile Internet users (taking up 96.3% of the total)

Internet has become a key sector that affects the development of our society and economy and changes people's lifestyle.
Up to December 2016, **239** million people or **32.7%** of all netizens received e-government services based on Alipay, WeChat (Chinese WhatsApp), government WeChat official accounts, websites, Weibo (Chinese Twitter), and mobile Apps.

All these interconnected platforms and their detailed service content make e-government services more smart.
• In 2016, all (31) provinces launched government social media account covering all vertical fields such as government, public security, Youth League committee, transportation, justice, etc.

• Governments and institutions at all levels are required to boost the instant and transparent release of government information via the Internet.
Concerns of ML from Chinese Top Leadership

• In the Party's Journalism and Information Meeting in 2016.

• Chinese President Xi Jinping stressed:

  “government officials should enhance their capacities, to deal with the media, to make good use of media for publicizing policies, to learn and understand public concerns and social problems, to guide social emotions, and to mobilize the people for social participation and development.”
CPC Central Committee's Decision on Strengthening the Construction of the Party's Capacity by the promotion of training of Chinese government officials’ media literacy.

The promotion of media literacy of Chinese government officials is essential not only to the improvement of individual capability, but also critical to the stress and progress of public administration and social development in the new media age.
Questions & Methods
At present, the party school of all levels (>6000), schools of administration, leadership colleges and some universities have already carried out the training and teaching for the media literacy of leading cadres, but mostly they are mainly irregular lectures.

"Media communication situation simulation laboratory for leading cadre" in China Executive Leadership Academy in Pudong

- Using scenario simulation as teaching method from 2005.
- More than 20,000 leading cadres have been trained.

Special training for government spokesperson

- The first national spokesman training class was held in 2003 by the State Council Information Office of the People’s Republic of China with more than 100 spokesman from 66 ministries and commissions attended.
- Since then, one or two training sessions will be held each year, usually for 5 days with 70 to 400 trainees each session.
"Chinese National Media Literacy Training Center for Leadership" (CNMLTCL) in Communication University of China.

- More than 100 training programs from 2013
- 50 to 80 leading officials for each program
- Sometimes it can reach 100 to 200 trainees that adjusted as government's actual needs (nearly 6-8000)
Questions

The status of Chinese government officials’ media literacy training.

The characteristics of the trainee groups, faculty’s structure, curriculum setting, teaching methods and curriculum evaluation.

The existing challenges and the way to go for Chinese government officials’ media literacy training.
Search for news and literature related to the media literacy training towards Chinese government officials.

With the case study, observe and analyze the present situation of the typical programs.

Participate in 5 sessions of all the CNMLTCL curriculum to conduct field observation survey on curriculum implementation.

Conduct in-depth interviews with 15 staffs, 15 trainers and 5 trainees respectively to add perspective and feedback of the research.
The “Chinese National Media Literacy Training Center for Leadership” in April 11th 2013.
Open to the leading cadres of Local governments and their functional departments throughout the country, departments and their functional departments of the national ministries and commissions.
Recruit 50 to 80 leading cadres for each quota, but sometimes it can reach 100 to 200 trainees that adjusted as government’s actual needs.
The teaching cycle is usually three to five days per session, with about 30 to 40 class periods with a full-time off-production teaching mode.
So far, more than 100 training sessions of media literacy of leading cadres have been held, tens of thousands of trainees were trained.
The base has also become a representative institution of the media literacy training towards government officials in China.

Research findings through the interview and observation of 100 training programs carried out by the CNMLTCL.
ANALYSIS OF FINDINGS

01 Participants
02 Faculty Structure
03 Curriculum Consist
04 Teaching Methods
05 Curriculum Evaluation
Research Findings
PARTICIPANTS — regional distribution and differences.

- Among the 100 training sessions, 67 of the training sessions were conducted for community, covering 14 provinces and 2 municipalities in China, accounts for 63 percent of the total number of provinces, autonomous regions and municipalities.
- The provinces and regions with high frequency of participation are concentrated in Beijing, the southeast coastal areas and the less developed areas in the southwest, while the central and northeast regions have participated in the training for community, but the frequency of participation has been relatively low.
- The remote area in the northwest has not yet formed the awareness and practice mechanism of the media literacy training for leading cadres.
PARTICIPANTS — regional distribution and differences.

- Among the 100 training sessions there are 42 sessions training in functional departments, the top three functional departments include medical (15 times), public security (12 times) and education (3 times).

- According to the public opinion pressure distribution of People's Daily online, the trainee groups are mainly from the areas over-loaded with public opinion pressure, which in turn leads to the rising awareness of media literacy training.
PARTICIPANTS — the characteristics of the area level.

- Among the 67 training sessions conducted for community, there are 29 sessions that province (including municipalities) for the unit to attend the participation, accounts for 43%, 25 sessions for the city, 37 percent and 13 sessions for the county (district) has 13 sessions, accounting for 20%.
- At the same time, there are 6 sessions for Beijing area in the division of the training in the county (district), namely fengtai district (4), chaoyang district (1) and daxing district (1).
- According to the data, most of the participant attend the CNMLTCL came from the area of provincial and municipal units, and the proportion of participants in the county (district) was very small.
- Out of geographical factors, which reflects the increasing consciousness of media literacy among organizations, but the county (district) regions remains to be promoted.
PARTICIPANTS — the characteristics of the deputy.

From the duty distribution of officials in the participation trainees, it mainly divided into **spokesmen and information officials** such as more than 70 spokesmen from Beijing municipal transportation departments in 130th session.

The other type is the training for leading cadres of various kinds of publicity work at all levels, such as the 123th in 2016 including more than 100 propaganda cadres of the Liaoning traffic police system.

Followed by the variety of duties compromises generalists, namely, the staff divided into different functions and responsibilities, which do not have a unified classification. The trainees not only include the leading cadres of the national public security system, but also the journalists and teachers in the 61th in 2014.

Only 12 percent of the training for senior cadres at all levels. For example, training for the 30 deputy mayors and public security chiefs teachers in the 74th in 2015.

According to the data, the **spokesmen and the information officials** are the core groups of the training base.
At present, the training base has 34 full-time professors and 90 part-time practical teachers, accounting for about 27:73.

On the one hand, the professors have the solid professional theoretical knowledge and high teaching skills, which is the basis for the faculty structure of the training base. This part of the teaching resources based on China's Public Relations Association of China and Communication University of China, mainly composed of experts and scholars in the field of journalism and communication.

On the other hand, it is necessary to invite senior professors with practical bacgrounds in order to combine the media theory knowledge with the use of communication skills.

The trainers’ structure is a good combination of professional and practical backgrounds to ensure the consistency and renewal of theoretical teaching and practical application.
The modules are diversified and the teaching content makes the key points stand out.

- Government information publicity -- focusing on making government affairs public
- Public opinion guidance -- focusing on public opinion response in crisis events
- Media communication practice -- focus on personal media image

Case-based teaching, lay emphasis on typicality and authenticity.

Practical teaching, highlight the new media application.

Tailored coaching, pay attention to relevance with the deputy of trainees.
TEACHING METHODS

Lecture style: theoretical case teaching

Actual drill practice: such as simulate a press conference

Field visit: to get interactive experience

CURRICULUM EVALUATION

Quantitative evaluation

Quality evaluation
Interview and observation of 100 training programs carried out by the CNMLTCL, the study finds that the trainee groups are mainly from the fields over-loaded with public opinion pressure, which in turn leads to the rising awareness of media literacy training (grassroots // down-up).

It is also found that trainers’ structure is a good combination of professional and practical backgrounds; The curriculum consists various modules with strong features of case-based teaching and tailored coaching. Flexible teaching methods is observed with lecture, practice and field visit, also curriculum evaluation combines quantitative evaluation with quality evaluation.
Challenges and Conclusion
More training institutions need to be studied.

Regions and cognitive level of trainees is not balanced.

The systematicness and pertinence of training need to be improved.

The organization and management mechanism of teaching needs to be perfected.

It is necessary to conduct more in-depth interviews with more trainers and trainees.

Curriculum evaluation and incentive system need to be improved.

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Regions and cognitive level of trainees is not balanced.
The words and deeds of government officials in front of the media represent not only the individual but also the image of the government. The connotation of Chinese government officials’ media literacy mainly refers to the cognition degree of media knowledge and the ability to use media to serve the government's public administrative services.

Conclusions:

- Media literacy has organizational perspective
- The organizational function and organizational construction media literacy as capacity building of leadership and PA is beyond personal interests but badly in need.
- That is what China is doing now for understandings of media literacy and its training practice
- Media literacy is the echo of media development and we should only actively react to such a change both critically and creatively.
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