

A Development of Consumer Education Program in China

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Since the 1978 reform and opening up, China has made great economic progress, achieved rapid economic growth. During this period, Chinese consumers have undergone dramatic changes in consumption environment. The economic development leads the value and life-style change. The standard of living is thriving because of economic development. Chinese values have changed a lot like from corporatist change to individualism or familism, from the egalitarianism to differentiation, shifted from idealism to realism. As a result, Chinese consumers need to have up-to-date knowledge and skills in their consuming activities. This study is aimed at constituting and systematizing appropriate consumer education in China's society so that consumers can make the right decision in their buying activities.

This study includes two sections. In the first section, the academics(Bannister and Monsma, 1980; Lee, 1999; P, 1999; Lu, 2003; Zhou, 2003; Xiao, 1998; Zhang, 2009) who tried to work on the consumer education contents' classification of concepts are used as basic model to consider existing consumer education contents and to find out the right direction for consumer education contents in China. Thus this study includes consumerism, decision-making and resource management.

In the second section, with the contents covered first section, 25 specialists were surveyed to evaluate validity and reliability in order to verify the coverage of this study. Percentage, mean and standard deviation are used as the method of statistical analysis.

Based on the results from this process, the summary of systematized consumer education contents in China includes (I) consumerism, (II) decision-making and (III) resource management.

Consumer education in China requires joint efforts made by the government, consumers' association, enterprises and schools to find out the systematized consumer education contents. In order to improve the welfare of consumers, higher education should expand promising and effective teacher preparation models and prepare more of the consumer education teacher for a teaching career.

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