

On the legal regulation of German youth non-school education and its significance for China

Sun Haoran^{1, a, *}, Wu Qian^{1, b},

¹Guangzhou Song Zhuang Shi Legal Research Co., Ltd., A307, No. 8 Zhong Yun Road, Zhong Cun Street, Panyu District, Guangzhou City, Guangdong Province, 511495, China

a.haoran_sun_123@foxmail.com, b.wuqian_495168@outlook.com

***Corresponding Author**

Abstract: Extracurricular youth education constitutes a critical form of education for preventing juvenile delinquency and promoting the holistic development of young people. It functions as a complementary and mutually reinforcing component alongside formal schooling and family education. Germany possesses a well-established legal framework for extracurricular youth education, characterized by clear statutory purposes, advanced philosophical underpinnings, and diversified objectives. This framework comprehensively regulates and guides extracurricular youth education across multiple domains—including professional qualification requirements, admission mechanisms for non-public educational institutions, and institutional quality control systems—thereby effectively fostering the sound and orderly development of the sector. In contrast, China has yet to establish an independent and comprehensive legal system for extracurricular youth education, leaving considerable regulatory gaps and deficiencies within the existing legislative landscape. Accordingly, drawing on the German model, China may construct and refine a contextually grounded legal framework for extracurricular youth education. Such institutionalization would address prevailing challenges through rule-of-law mechanisms and advance the sustainable development of extracurricular youth education in China.

Keywords: Extracurricular Youth Education, Youth Work, Youth Welfare Services

1. Introduction

Extracurricular youth education constitutes an integral component of adolescent education and falls within the purview of social public services. From the perspective of functional positioning, it serves not merely as an extension of and supplement to formal schooling and family education, but also plays an irreplaceable role in promoting the holistic development of young people. It functions both as a preventive mechanism against juvenile delinquency and as a formative space for cultivating social adaptability, as well as fostering individual initiative and creativity among adolescents.

In both China and Germany, extracurricular youth education operates as an educational modality that is organically connected to yet implemented parallel with formal schooling. However, significant divergence exists between the two countries in terms of constructing legal regulatory paradigms. To date, China has yet to establish a systematic and well-developed legal framework for regulating extracurricular youth education. Although scattered provisions can be found in laws such as the Education Law, Teachers Law, Compulsory Education Law, Law on the Protection of Minors, and Law on the Prevention of Juvenile Delinquency, these provisions are predominantly programmatic or declaratory in nature, lacking substantive regulatory content. In contrast, Germany possesses both a long historical tradition and a comprehensive legal regulatory paradigm in this field. The underlying philosophy, structural composition, and operational mechanisms of the German legal framework have exerted considerable influence on the development of corresponding systems across other EU member states and beyond. Given the affinity between China's legal system and the civil law tradition represented by Germany, the German regulatory paradigm holds significant referential value for China. Against this backdrop, this paper systematically examines the constitutive elements and defining characteristics of the German legal framework for extracurricular youth education, and proposes concrete proposals for constructing and refining China's own legal regime by drawing on the German model.

2. The structure of Germany's legal regime for extracurricular youth education

2.1. Core concepts of German extracurricular youth education

Germany's youth non-school education (Außerschulische Jugendbildung) has a very long tradition. As early as 1920, a social movement in the fields of art and culture triggered a wave of educational reform in Germany, during which the "Mussische Bildung" (Artistic Education) model was born. This educational model represents a new form of education that combines learning with enjoyment, and it is also regarded as one of the earliest manifestations of German youth non-school education.

According to German law, youth non-school education constitutes a branch of youth work (Jugendarbeit) and simultaneously forms a component of youth support services (Jugendhilfe). At the conceptual level, German youth non-school education refers to a type of youth education that runs parallel to school education, family education, and vocational training education. It is an educational service specifically implemented during young people's leisure time. Its functional positioning is to cultivate and enhance the civilized literacy, innovative spirit, and practical abilities of young people, prevent juvenile delinquency, and promote the comprehensive development of individual young people. According to Articles 7 and 11 of the German Child and Youth Support Act (Kinder- und Jugendhilfegesetz), the target recipients of German youth non-school education should be young people under the age of 27.

Examining from both the federal and state levels in Germany, the fields involved in youth non-school education are extremely broad, typically encompassing various dimensions including politics, culture, international affairs, vocation, ecology, health, and sports. Taking the German state of Tübingen as an example, youth non-school education in this state mainly covers fields such as politics, culture, society, vocation, technology, ecology, health, and sports. Meanwhile, according to Article 13 of the Bremen Children, Youth and Family Promotion Act, the scope of youth non-school education in Bremen mainly includes political education, international education, social and cultural education, sports education, ecological education, technology and natural science education, and related vocational education.

2.2. The content of German legal regulation on extracurricular youth education

2.2.1. Germany's legal framework for extracurricular youth education

The primary legal basis for regulating youth non-school education is the Eighth Book of the German Social Code (Das deutsche Sozialgesetzbuch), the Child and Youth Support Act (Kinder- und Jugendhilfegesetz). According to Article 11 of this Act, general youth non-school education in the fields of politics, society, health, culture, natural history, and technology constitutes a critical component of youth work and falls under the primary regulatory scope of this law.

From a macro perspective, the German Child and Youth Support Act, together with the laws and regulations of the German states aimed at promoting youth development (such as the Baden-Württemberg Youth Non-School Education Promotion Act, the Bremen Children, Youth and Family Promotion Act, and the Hesse Child and Youth Support Act), jointly form the legal system regulating youth non-school education in Germany. This system exhibits a high degree of internal consistency and logical coherence.

Whether at the national or local level, the laws and regulations governing youth non-school education all reflect a unified and clear legal regulatory paradigm. This paradigm is fundamentally composed of "one purpose, four principles, and multiple objectives." It encompasses numerous areas, including the functional positioning of youth non-school education, basic principles, applicable fields, implementing entities, access and exit mechanisms, financial funding, and the rights of the educated.

2.2.2. The purpose of legal regulation and four fundamental principles

According to the German Basic Law (Grundgesetz), the Child and Youth Support Act (Kinder- und Jugendhilfegesetz), and relevant state laws, the primary purpose of the legal regulation of youth non-school education in Germany is as follows: through legal guidance and intervention, to enable young people to independently recognize the relevance and interactivity between the individual and society, and to conduct relevant exploratory research on this basis, thereby actively participating in and influencing the process of social development. Under the purview of this purpose, German youth non-school education within the legal regulatory framework adheres to four basic principles: the principle of legally promoting the

diversification of educational entities; the principle of legally achieving synergistic cooperation between non-school education and other types of education; the principle of legally ensuring voluntary participation in non-school education; and the principle of legally safeguarding young people's right to participate in decision-making regarding non-school education.

2.2.3. A tiered and categorized system of objectives for youth non-school education

2.2.3.1. General objectives and pluralistic objectives

According to the different levels of regulatory laws, German youth non-school education has both general and specific objectives. Based on the provisions of the fundamental German law, the Child and Youth Support Act (Kinder- und Jugendhilfegesetz), the general objectives of German youth non-school education are to promote the healthy development of individual young people, cultivate their life skills, and develop their personal characteristics. Based on this overarching objective, the core function of extracurricular youth education is to enable young people, through accessing out-of-school educational services, to better navigate and manage future social life, career development, workplace relationships, marriage, and family matters. Under the umbrella of this general objective, state-level legislation across Germany establishes pluralistic and multi-tiered educational goals. Taking the Bremen legal framework as a representative example, extracurricular youth education pursues the following diversified objectives: enabling young people to become autonomous decision-makers; raising their awareness of their own rights and building their capacity to safeguard their interests while assuming responsibility for their actions; fostering respect for the rights of others; encouraging socially engaged action grounded in solidarity; and cultivating recognition of and commitment to their obligations to society.

2.2.3.2. Priority competency development targets

Under the general objectives, German legislators have further specified a clearly structured and finely grained set of priority competency targets. On this basis, extracurricular youth education places emphasis on cultivating the following capacities in young people: First, the ability to synthesize and critically reflect upon social and cultural experiences, knowledge, and ideas. Second, the capacity to participate in public life in pursuit of the objectives enshrined in the Grundgesetz, with such participation being both critical and effective and resilient against adverse influences. Third, the acquisition of constructive patterns of behavior that enable young people to identify the root causes of social conflicts and address and resolve them through peaceful, non-violent means. Fourth, the capacity to dismantle various forms of inequality arising from gender roles, social backgrounds, and disparities in social development and educational opportunity, coupled with the cultivation of a spirit of tolerance. Fifth, the formation of self-awareness within the social environment, accompanied by encouragement to engage in solidarity-based collective social action.

3. Basic characteristics of German youth non-school education regulation

Extracurricular youth education constitutes an integral component of Germany's broader social education system. This educational modality is characterized by six defining attributes: voluntariness of participation and engagement; cooperative and autonomous learning processes; openness and flexibility; diversification of educational providers; open-ended action and experiential learning; and group-oriented positioning. The relevant legislation regulates extracurricular youth education across multiple dimensions—including regulatory purposes and principles, substantive content, educational tasks, responsible entities, prerequisites for public funding, and inter-institutional relationships—so as to ensure the sound and orderly development of the sector. The German legal framework for extracurricular youth education represents the institutionalized and systematized expression of this body of legislation. Examining the substance of its regulatory design reveals the following six fundamental features of the German legal regime.

3.1. Professional and standardized qualification requirements for teaching staff

Under the influence of the legal regulatory paradigm of German youth non-school education, the quality requirements for teaching staff in German youth non-school education have been clarified and refined. Teaching staff should not only possess professional academic backgrounds and vocational experience, but

also demonstrate personal qualities suitable for youth non-school education. Based on the requirements of the German Child and Youth Support Act (Kinder- und Jugendhilfegesetz), all German states have established specific tasks and quality standards for youth non-school education, among which the representative document is the "Tasks and Quality Standards for Youth Non-School Education in the State of Tübingen." According to the provisions of this document, teaching staff who organize and implement youth non-school education must be educational professionals with corresponding qualifications and vocational experience.

According to the "Tasks and Quality Standards for Youth Non-School Education in the State of Tübingen" and the relevant standard requirements of other German states, teaching staff engaged in youth non-school education must meet specialized standard requirements in both professional competence and personal qualities. On the one hand, to ensure the professional standards of youth non-school education, lecturers engaged in youth non-school education must hold a diploma in a relevant field from a comprehensive university or a university of applied sciences, or have previously received professional training in social work. On the other hand, such lecturers must also possess personal qualities suitable for engaging in youth non-school education, and they typically need to meet the following personal appointment conditions: possessing professional competence at the technical, conceptual, and methodological levels; having the willingness to expand and deepen personal qualifications and professional skills through professional training, as well as the willingness to reflect on educational practice; possessing management capabilities, teamwork spirit, and communication skills; and having open and trustworthy personal qualities, being able to effectively connect with target groups and respond to their issues.

3.2. Stringent admission mechanisms for non-public educational institutions

3.2.1. Institutional nature and admission mechanisms

In the field of German youth non-school education, educational institutions exhibit diversified characteristics, with public educational institutions, private institutions, and public-private mixed institutions all being able to undertake the responsibilities of youth non-school education. However, due to the non-public welfare and profit-seeking nature of non-public institutions compared with public institutions, German legislators have established very strict access mechanisms for non-public institutions in the field of youth non-school education. For example, according to Article 16, Paragraph 1 of the Bremen Children, Youth and Family Promotion Act, if non-public organizations wish to undertake the responsibilities of youth non-school education, they must undergo a hearing by the Youth Support Committee before the relevant administrative authority of Bremen ultimately determines whether they should be granted the qualification of a youth non-school education institution.

3.2.2. Statutory prerequisites

According to the laws of the German states, if non-public organizations wish to become youth non-school education institutions, they must fully meet statutory standard requirements in areas such as business content, service targets, staff quality, operational methods, financial disclosure, and internal statutes. State laws such as those of Hesse also set quantitative indicators for the teaching areas, student numbers, and teaching hours of non-public youth non-school education institutions. Specifically, non-public youth non-school education institutions generally should meet the following statutory prerequisites. The purpose of such institutions is to engage in statutory youth education affairs. The youth education authority to which such institutions belong should be open to the public, and the youth education services provided by such institutions should also be open to the public. The youth education services provided by such institutions are directed and managed by full-time educational personnel with relevant educational backgrounds or experience; in exceptional circumstances with reasonable grounds, qualified educational personnel providing guidance and counseling services may also be deemed to satisfy this prerequisite. Such institutions promote and implement the provision of overall educational services in the corresponding area and are prepared to achieve synergistic cooperation. Such institutions are prepared to disclose their business content, business performance, and financial status. Such institutions have sufficient grounds for receiving funding support due to the content and scope of the services they provide, and such institutions have already

met the prerequisites for providing continuous youth education services. Such institutions guarantee the co-decision-making rights of teaching staff and educated persons through internal statutes.

3.2.3. Withdrawal and subsequent administration of accreditation

According to the laws of Bremen and other German states, after a non-public institution is certified as a youth non-school education institution, if the prerequisites for its certification are not established or are subsequently lost, its certification may be withdrawn or revoked. The revocation or withdrawal of certification must be in written form and state the grounds. In addition, if a certified non-public youth non-school education institution engages not only in youth non-school education business but also in other business, such institutions must formulate specialized statutes specifically concerning the field of youth non-school education, which should constitute independent statutes in the legal sense; at the same time, such institutions must demonstrate that they have an independent economic management system for their youth non-school education business.

3.3. Clarification of the institutional framework for extracurricular youth education support

Since the professional qualifications of youth non-school education support institutions directly determine the overall quality standard of youth non-school education, Germany has established a system of youth non-school education support institutions with clearly defined powers and responsibilities and distinct hierarchical levels. The laws of the German states have specifically refined the personnel and material requirements for youth non-school education support institutions, and stipulated corresponding operational rules. Under the framework of the qualification control mechanism for youth non-school education support institutions, German education support institutions must fully embody the purpose and principles of youth non-school education in their operations, and should possess advantageous service conditions at the technical, personnel, and material levels to ensure that the quality of non-school education services is maintained at a high standard.

Article 69 of the German Child and Youth Support Act (Kinder- und Jugendhilfegesetz) stipulates that the specific institutions responsible for safeguarding youth non-school education shall be clearly defined by the laws of the German states; in order to fulfill their responsibilities for safeguarding youth non-school education, the respective responsible institutions should establish corresponding youth offices. From the legislative practice of the various states, the specific institutions responsible for safeguarding youth non-school education typically include local public youth support institutions, youth associations, and youth councils. For example, according to Article 14 of the Bremen Children, Youth and Family Promotion Act, the responsible and supporting units for youth non-school education are public institutions engaged in youth support affairs and statutory youth associations, alliances of youth associations, and other organizations engaged in youth support affairs. Meanwhile, based on Article 36 of the Hesse Child and Youth Support Act, the specific institutions responsible for and safeguarding youth non-school education in this state include local public youth support institutions, the state youth association, the state youth council, and other state-level institutions with corresponding educational qualifications.

3.4. Differentiated public funding oversight for extracurricular youth education

Classified financial supervision is an important component of the legal regulatory paradigm for German youth non-school education. According to the different natures of educational institutions, German law stipulates different standards for financial supervision. The German government generally possesses influence and control over public educational institutions in areas such as equity, personnel, and operations, so the government typically adopts a dual supervisory model combining external legal supervision and internal control supervision to ensure that its financial funding for public youth non-school education institutions is used reasonably and effectively. Meanwhile, the German government usually lacks substantive influence and control over free (non-public) youth non-school education institutions. To prevent these institutions from fraudulently claiming or misusing financial funding for youth non-school education, German federal and state laws have stipulated strict and detailed specific procedures, qualification standards, and prerequisites for free youth non-school education institutions to obtain financial funding. For example, according to the Hesse Child and Youth Support Act and relevant provisions of other states, in the field of

financial supervision for free educational institutions, such institutions must first obtain certification from the administrative department responsible for youth support if they wish to receive funding for non-school education; any educational institution aimed at profit-making may not be certified as a youth non-school education institution qualified to receive funding. In addition to certification, the prerequisites for free educational institutions to obtain funding also include: the institution must be open to all young people; the institution must guarantee young people's voluntary participation in non-school education activities; and the institution must ensure that young people can participate in decisions regarding non-school education within a reasonable scope. In the field of financial supervision for local public youth support institutions, the prerequisites for such support institutions to obtain funding for non-school education include: first, the institution has an independent branch for youth non-school education and operates this branch based on its own statutes and economic resources; and second, the institution can ensure that young people participate in the decision-making process for non-school education within a reasonable scope.

3.5. Legal protection of youth rights to information and participation

Based on the legal regulatory paradigm for German youth non-school education, young people should not merely be regarded as passive recipients of education in the field of non-school education, but should be considered as actors with the right to actively participate in the decision-making and implementation of non-school education. In order to safeguard their own vital interests and needs, young people have the right to know the specific implementation details of non-school education and the right to participate in the decision-making and planning processes of non-school education. According to the Bremen Children, Youth and Family Promotion Act, young people have autonomous rights to defend their own interests and needs; Article 3, Paragraph 2 of this Act stipulates that young people should have the right to be informed and to participate in a timely and appropriate manner in all assistance plans, decisions, and measures directly related to them. In the field of implementing youth assistance plans, decisions, and measures, the local public authorities in Bremen with relevant responsibilities should create models suitable for young people's joint participation and shared responsibility, and promote and ensure the organization of such models. When implementing youth assistance plans, the vital interests and participation rights of young people should be taken into account.

3.6. Hierarchical and coordinated establishment of non-school educational institutions

The Federal Ministry of Education and Research (BMBF) and the Federal Ministry for Family Affairs, Senior Citizens, Women and Youth (BMFSFJ) are the main federal departments responsible for administering youth non-school education affairs, while the administrative authorities in charge of youth support affairs in the German states are the main local departments responsible for administering youth non-school education affairs in Germany. Under the management and guidance of the German government, Germany has multi-level youth non-school education institutions at the federal, state, municipal, and town levels. The federal and local laws and regulations on youth non-school education in Germany have made explicit provisions regarding the internal relationships (including governance structure and power distribution) and external relationships (including the relationship between government and non-school education institutions, and the relationship between non-school education institutions and the educated subjects) of these non-school education institutions.

In order to achieve synergistic cooperation among numerous youth non-school education institutions, the German federal government and the states have all established corresponding coordinating and harmonizing bodies for youth non-school education affairs. For example, the state of Bremen has established a specialized Expert Advisory Committee for Youth Education in accordance with the law, whose members include representatives from both public and non-public youth education institutions in Bremen. The Expert Advisory Committee for Youth Education in the state of Bremen holds at least one on-site meeting each year. These advisory committees have the following responsibilities: ensuring synergistic cooperation among various youth non-school education institutions; formulating or recommending professional standards for youth non-school education; articulating needs and interest demands from the practical level; and addressing and reconciling general fundamental conflicts involving youth non-school education.

4. Germany's legal paradigm: implications for China

In contrast with Germany's comprehensive and well-established legal system for youth non-school education, China has so far not enacted a fundamental law that directly regulates youth non-school education. At the level of departmental regulations, China only has several normative documents regulating youth non-school education, represented by the "Work Regulations for Children's and Juveniles' Institutions" (Jiao Ji [1995] No. 14). Drawing on the German legal regulatory paradigm, China should formulate an independent fundamental law, the "Law on the Guarantee and Promotion of Youth Non-School Education," which needs to make systematic and clear principled provisions on the conceptual definition, functional positioning, access and exit mechanisms for educational institutions, teacher qualifications, financial supervision, and coordinating bodies of youth non-school education. Since China's education system includes basic education, vocational education, higher education, and youth non-school education as basic types, and there already exist multiple independent and systematically regulatory legal documents in the fields of basic education, vocational education, and higher education, the formulation of the "Law on the Guarantee and Promotion of Youth Non-School Education" can effectively fill the legal regulatory gap in China's education field and achieve comprehensive rule of law in China's education system. The proposed "Law on the Guarantee and Promotion of Youth Non-School Education" should have the following basic contents and characteristics in three aspects.

4.1. Clarifying the purpose, principles, and specific objectives of youth non-school education

When defining the purpose, principles, and specific objectives of youth non-school education in China, we should both draw on German experience and not overlook China's specific national conditions. When formulating the "Law on the Guarantee and Promotion of Youth Non-School Education," we should, on the basis of upholding China's "Implementation Outline for Patriotic Education" and "Implementation Outline for Civic Morality Construction," take "promoting the comprehensive individual development of young people in the fields of ideological and moral education, scientific innovation, and social practice" as the purpose of youth non-school education, and establish "voluntary participation, social co-construction, diversified forms, and sustainable development" as the four basic principles of youth non-school education. Guided by this purpose and these basic principles, the proposed "Law on the Guarantee and Promotion of Youth Non-School Education" should establish targeted and operable specific educational objectives in the fields of youth non-school education such as politics, morality, culture, society, vocation, technology, ecology, health, and sports. For example, China may draw on the German model to determine the specific objectives of youth non-school education in the social field as follows: "to enable young people to pay attention to social issues, cultivate their willingness to undertake solidarity actions, and teach them social skills; through this education, young people should form a correct attitude toward dealing with conflicts at the social and individual levels in a peaceful manner, and be able to actively seek constructive solutions to conflicts."

4.2. Admission, qualification, and funding oversight mechanisms

4.2.1. China's extracurricular education: current status and challenges

Since the founding of the People's Republic of China, following the Soviet model, the government has organized and established youth non-school education institutions such as children's palaces and youth science stations. These institutions have played an irreplaceable role in promoting youth non-school education in China. With the overall progress and development of the education sector, the number of youth non-school education institutions established by enterprises, public institutions, and other social organizations in China has increased dramatically. On the one hand, these non-school education institutions serve as a beneficial supplement to government non-school education institutions, through which the strength of the whole society can be mobilized to advance the development of youth non-school education; on the other hand, these institutions are characterized by diversified educational purposes and uneven teaching quality, and some institutions find it difficult to achieve sustainable development due to the lack of qualified teaching staff. Based on this current situation, China should establish access and exit mechanisms for youth non-school education institutions under the framework of the "Law on the Guarantee and

Promotion of Youth Non-School Education." If non-governmental educational institutions wish to engage in youth non-school education affairs, they must fully meet statutory standard requirements in areas such as institutional purpose, business content, service targets, quality of teaching staff, participation rights of educated subjects, operational methods, financial disclosure, and internal statutes, and must also satisfy statutory quantitative indicators in terms of teaching areas, student numbers, and teaching hours.

4.2.2. Access standards and whole-process qualification control

The qualifications and standards of educational institutions directly determine the quality standard of youth non-school education in China, so China should also draw on German experience and formulate a comprehensive qualification control mechanism for youth non-school education institutions under the framework of the "Law on the Guarantee and Promotion of Youth Non-School Education," refining the facility, personnel, and material requirements for youth non-school education institutions and stipulating corresponding implementation rules. All youth non-school education institutions must regularly undergo review and assessment of their educational qualifications and standards. If a youth non-school education institution is assessed and determined to be unsuitable for continuing to engage in youth non-school education affairs, it must cease implementation of relevant youth non-school education affairs in accordance with the statutory exit mechanism.

4.2.3. Financial funding eligibility and supervision mechanisms

Youth non-school education constitutes a component of social public undertakings, so it should receive government financial support and supervision. To ensure that the content and amount of government financial funding for various youth non-school education institutions are necessary and reasonable, we should draw on German experience and clearly stipulate in the "Law on the Guarantee and Promotion of Youth Non-School Education" the implementing bodies for financial supervision, supervisory procedures, and the obligations and responsibilities of supervised subjects. At the same time, it should be clearly stipulated in the "Law on the Guarantee and Promotion of Youth Non-School Education" that any educational institution or educational affair aimed at profit-making does not have the qualification to enjoy financial funding.

4.3. Coordinated governance with clear rights and duties

According to the requirements of the "Opinion on Further Strengthening and Improving the Construction and Management of Off-Campus Activity Venues for Minors" (Zhong Ban Fa [2006]), in order to improve the management system and working mechanism for off-campus activity venues for minors, the coordinating and harmonizing functions of the "National Joint Meeting on Youth Non-School Education Work" should be effectively exercised; this joint meeting is convened regularly, and its main responsibilities are to formulate development plans for youth non-school activity venues, study relevant policies, and coordinate major related issues.

In order to reasonably guide and coordinate the management and teaching activities of China's diverse and numerous youth non-school education institutions, China should systematize and normalize the existing "National Joint Meeting on Youth Non-School Education Work" system, expanding the scope of responsibilities of this joint meeting from "coordinating and harmonizing the management of youth non-school venues" to "overall planning and comprehensive coordination of all matters related to youth non-school education nationwide." Drawing on German experience, China should fully institutionalize the "National Joint Meeting on Youth Non-School Education Work" through legislation; this joint meeting may establish branch bodies such as an office, an expert advisory committee, and a management committee. The members of the joint meeting should include not only management members delegated by management units such as the Ministry of Education, the Central Committee of the Communist Youth League, and the All-China Women's Federation, but also representative members from youth non-school education institutions at all levels. While formulating the "Law on the Guarantee and Promotion of Youth Non-School Education," local legislative bodies, people's governments, and relevant departments at all levels should also formulate local laws, regulations, and departmental rules that connect with this law, thereby constructing a comprehensive and systematic legal regulatory system for youth non-school education. This system should be led by the "Law on the Guarantee and Promotion of Youth Non-School Education," while local

regulations, rules, and departmental rules should detail and specify the principled provisions of the "Law on the Guarantee and Promotion of Youth Non-School Education."

5. Conclusion

Youth non-school education is a social public undertaking guaranteed and implemented by the government, and it is one of the basic types of youth education that holds equal importance with school education and family education. Due to the lack of a unified legal system regulating youth non-school education in China, the development of this educational undertaking at the present stage exhibits a certain degree of arbitrariness and disorder. Based on this current situation, China should draw on the design concepts and practical experience of the German youth non-school education legal system, and construct a youth non-school education legal system centered on the "Law on the Guarantee and Promotion of Youth Non-School Education," thereby promoting the standardization and orderly development of this educational undertaking. Through the construction and improvement of this system, not only can existing problems in China's youth non-school education be resolved through the pathway of legalization, but the healthy and sustainable development of China's youth non-school education undertaking can also be achieved through legal guidance.

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