

Construction of Integrated Education Model in Rural Communities: Research on Resource Aggregation and Multi-dimensional Linkage Path

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Abstract: This study focuses on the main problems encountered by rural community education and explores the main problems in key aspects such as resource integration and allocation, multi-party collaboration and sustainable development through empirical analysis according to the theoretical framework of integrated education. The study finds that from the three dimensions of integration subject, integrated curriculum and integration mode, an integrated education system should be created on the basis of community, the social support system should be improved, the implementation of the rural revitalization strategy should be promoted, and the goal of talent training should be realized.

Keywords: Rural Community Education; Integrated Education; Resource Aggregation; Multi-Dimensional Linkage

1. Introduction

1.1. Research background

There is an intrinsic connection between rural community education and community governance. The former, as a key carrier of community governance, plays an important role in promoting the governance process. the latter provides a goal-oriented and sustainable development impetus for community education. From a historical point of view, the educational practice during the "rural construction" movement and the implementation of various community education projects at the beginning of the founding of the People's Republic of China regarded rural community education as one of the important ways to promote rural revitalization. In the process of modernizing the national governance system, with the continuous advancement of the rural revitalization strategy, the role of rural

community governance has become more and more prominent. Improving the rural community governance system, improving the level of public services, and deeply integrating community education into the governance structure is not only an inevitable trend of historical development, but also an important way to solve the current dilemma of rural community governance, reflecting the value of updating the concept of rural community education and deepening the practice in our country. In this environment, it is of great significance to explore the internal mechanism of rural community education integration into community governance. By comprehensively sorting out the current situation, accurately identifying problems and formulating targeted improvement plans, the level of rural community governance can be effectively improved and the high-quality development of new rural communities can be promoted. As the cultural heartland of China, Sichuan Province has witnessed significant development in its cultural and artistic sectors over the decades. To illustrate this development, Chart 1 presents the trend of cultural and artistic institutions in Sichuan Province from 1952 to 2023.

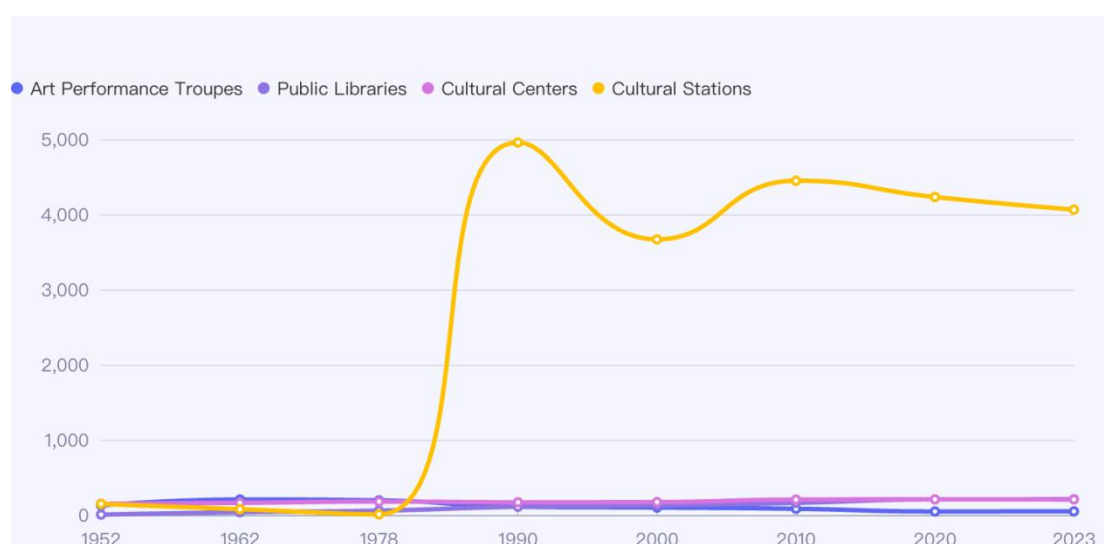


Chart 1: Trend of Cultural and Artistic Institutions in Sichuan Province (1952-2023)

Explanation: This chart visually represents the trend in the number of cultural and artistic institutions in Sichuan Province from 1952 to 2023, highlighting the development of various cultural facilities.

1.2. Research significance

The integration of community education into community governance has obvious dual significance in promoting the development of rural community education and community construction. From the perspective of rural community education development, it helps to promote the upgrading of educational concepts and practical paths. At present, rural community education still has backward concepts and cannot meet the needs of regional economic transformation. After incorporating community education into the governance system, the educational connotation can be deepened, the theoretical framework can be enriched, the practical guidance ability can be strengthened, and rural community education can be promoted in the direction of specialization and high quality. From the perspective of helping the rural revitalization strategy, integrating community education into the governance

structure is conducive to the overall integration of various resource elements and accelerating the modernization of the social governance system. This can not only improve the level of grassroots public services, but also promote the coordinated development of rural economy and society, and provide strong support for the rural revitalization strategy.

1.3. Literature review

1.3.1. Research on the connotation of rural community and community education

The rural revitalization strategy has been deeply implemented, and the research on rural communities and their educational connotations has shown a diversified development trend^[1]. Existing studies have shown that there are obvious problems in rural community governance, such as low public participation, inefficient resource allocation, and further widening of the digital divide^[2]. Communities are an important part of the social management system, and the function of community education focuses on the transmission of traditional knowledge, and its place in the overall governance structure is not fully reflected^[3]. emotional governance and professional development of teachers^[4] It has gradually become the main way to strengthen community cohesion and the quality of education^[5]. Studies have shown that community-oriented participatory education models^[6] It has a significant effect on improving public health literacy and environmental adaptability^[7], bringing important reference to our country's rural education reform. This study believes that the integration of educational concepts and governance goals should be deepened, and the independent development and comprehensive governance capabilities of rural communities should be comprehensively improved through the synergy of technology empowerment, emotional communication, and system update.

1.3.2. Exploration of rural community education model

Existing research basically believes that rural community education plays an important role in improving the efficiency of rural governance, optimizing human resource allocation, and building a lifelong education system. Relevant literature suggests that rural community education should get rid of the limitations of traditional single function^[8], towards the development path of diversified collaborative integration and efficient allocation of resources^[9]. Hu Li believes that it is necessary to pay attention to the development of human capital for the elderly and use community education to stimulate the potential of rural development^[10]. From the perspective of new rural construction, Ma Yanwei and Yang Fan emphasized that education services should focus on the organic unity of employment promotion and sustainable development of the community^[11]. Wang Yuhong comprehensively expounded the importance of model innovation closely related to local reality for the first time^[12]. Although scholars have carried out research on model planning for the overall scope, the theoretical discussion on the key aspects of regional differentiation, digital support process, and multi-subject joint path is still insufficient. We believe that the future rural community education model should rely on the three-dimensional framework of "governance-education-technology" to improve the design and further enhance its architectural role. In the rural governance structure, at the micro implementation level, it is necessary to focus on closely combining small-scale operations and high-level decision-making to achieve the goal of balanced education and the simultaneous progress of rural rejuvenation strategies.

1.3.3. Research on rural community education

Existing studies show that rural community education in our country encounters a lack of resources and an imperfect institutional framework^[13], and the lack of pertinence of content design^[14]. At a time when the process of new urbanization is accelerating and the rural revitalization strategy is developing in depth, these problems are becoming more and more prominent. Adolescents are not highly motivated to participate in community education^[15]. The high-quality resource sharing mechanism for preschool education has not been formed^[15]. The need to integrate community education and grassroots governance is urgent^[16]. At present, most of the research on rural community education focuses on specific problems at the micro level and strives to design local improvement plans, but rarely analyzes its deep-seated contradictions in governance structure, resource allocation and functional integration from a macro perspective. The author believes that in the future, rural community education should break through the shackles of the traditional "fill in the gap" model, move towards the road of comprehensive change with governance as the leading direction and pay attention to the coordination of multiple subjects, and focus on improving its internal driving force to promote the growth of community cohesion and sustainable development, so as to better integrate into the overall situation of rural revitalization strategy and the modernization of the national governance system.

2. Relevant theoretical basis

2.1. Theory of governance and good governance

Governance theory and good governance concept are regarded as key ways to solve the problems of market failure and insufficient government efficiency, which have gradually developed and been widely recognized in Western countries. Yu Keping is an authoritative scholar in this field, advocating a governance system based on multi-subject collaborative governance, and making it clear that the government is not the only governance subject. The key to good governance is to promote the collaboration and interaction between the government and other stakeholders in public affairs management, which not only relies on the joint participation of the state and social forces, but also needs to establish a benign interaction mechanism to maximize the enthusiasm and initiative of the public, so as to achieve the goal of maximizing public interests. According to the above analysis, in order to realize the deep integration of rural community education and social governance, it is necessary to give full play to the leading role of the government in macroeconomic regulation, policy formulation and resource allocation, and also mobilize the enthusiasm of multiple subjects to participate in collaborative participation. The core is to create a cooperation mechanism between multiple stakeholders such as government, enterprises, schools, and social organizations, and significantly improve the actual results of rural community education integration into social governance by optimizing resource allocation and functional division, so as to promote the sustainable development of harmonious rural creation.

2.2. New public service theory

The new public service theory originated in Western developed countries, and it contains several main meanings. First of all, the main responsibility of the government is to supply public goods to the people to maximize public interests. The recipients of services include all citizens, and the safety and social well-being of the people should be effectively guaranteed in accordance with the principle of fairness and justice. Public management not only emphasizes efficiency, but also reflects human touch, and focuses on the protection of civil rights. Civil servants need to form common public values, create a shared cooperation mechanism, and focus on maintaining trust and cooperation between the government and the

people. From a theoretical point of view, if rural community education wants to be integrated into community governance practice, the government must assume two functions at the same time, namely the role of policy leader and the role of high-quality public service provider. In this process, the government must respect the main position of community residents and create a systematic and high-quality community education resource system. Grassroots governments should also strengthen cooperation mechanisms with the public to achieve inclusive goals by leading residents to participate in public affairs decision-making, so as to improve the level of rural community governance.

3. Analysis of educational difficulties in rural communities

At present, rural community education in our country has encountered many difficulties in promoting the modernization and transformation of rural governance. Relevant studies point out that the core of this type of problem is mainly manifested in the lack of institutional system perfection and uneven resource distribution^[17]. There are also a series of problems such as the teaching content being out of line with actual needs and the low enthusiasm of participants^[18]. The current management model has unclear functions and ambiguous division of powers, which makes the overall efficiency low. Insufficient financial investment and poor sustainability make infrastructure construction lag behind and the teaching staff is uneven^[19]. It has also been found that the course content cannot fit the actual agricultural production and there are obvious deficiencies in serving the rural revitalization strategy^[20]. The above problems have caused an obvious imbalance between the allocation of community education resources and the governance goals. To solve this dilemma, the author believes that in the future, we should focus on promoting the systematic improvement of the education governance system, increasing the intensity of resource integration, and relying on digital means to improve the regional adaptability of educational content and its practical application value, so as to give full play to the huge potential of rural community education in grassroots social governance. One of the key challenges in rural community education is the efficiency of public library services. To provide a clearer picture, Chart 2 displays the service efficiency indicators of public libraries in Sichuan Province over the last five years.

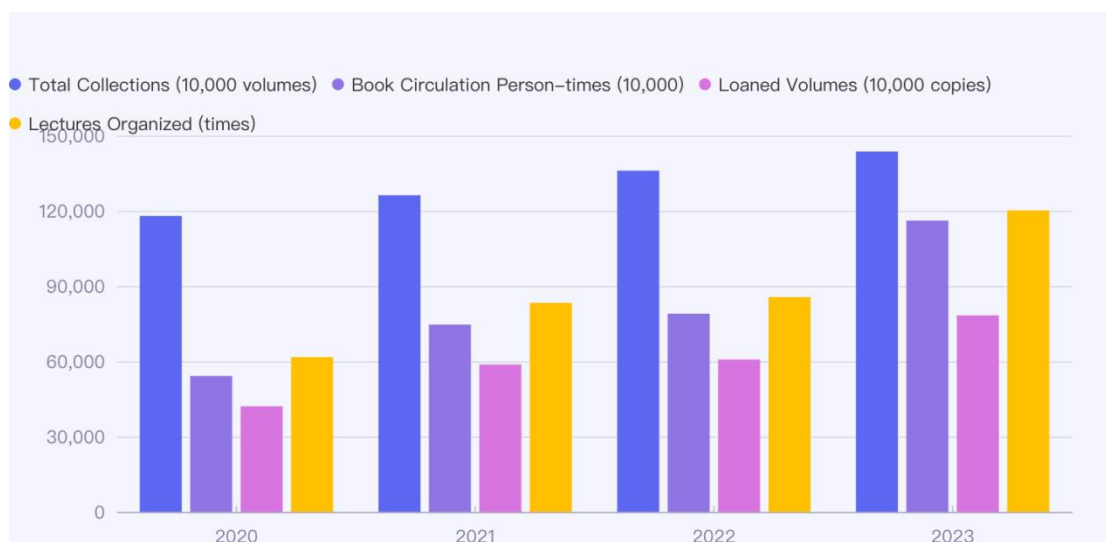


Chart 2: Service Efficiency Indicators of Public Libraries in Sichuan Province (Last 5 Years)

Explanation: This bar chart provides quantitative data on the service efficiency of public libraries in Sichuan Province over the last five years, including total collections, book circulation, loaned volumes, and lectures organized.

Another aspect of resource allocation challenges is the uneven distribution of cultural stations across regions. Chart 3 illustrates the distribution of cultural stations by region in Sichuan Province in 2023, highlighting significant regional disparities.



Chart 3: Distribution of Cultural Stations by Region in Sichuan Province (2023)

Explanation: This column chart displays the distribution of cultural stations across different regions in Sichuan Province in 2023, providing insights into regional disparities in cultural infrastructure.

3.1. Insufficient mining of community resources

The main bottleneck encountered in rural community education in promoting the modernization of grassroots governance is the shortage of teachers. At present, the construction of rural community education teachers in our country is in many difficulties. First, there is a serious shortage of teachers, and some places have not fully arranged the staffing of full-time teachers in accordance with national regulations, and there are still "no full-time teachers" in remote areas, resulting in frequent teacher turnover and poor stability. Second, there are obvious shortcomings in the structure of teachers, the overall quality is uneven, the proportion of full-time teachers is too low, and many teaching tasks are undertaken by part-time personnel or volunteers, which is difficult to meet the various learning needs of residents. In practice, too much emphasis on the impartation of theoretical knowledge and neglect the cultivation of practical ability, and the urgent need to improve professional quality, all of which limit the development potential and service level of rural community education. In the field of rural community education, there are problems such as the lack of perfection of the teacher training system and the limited professional growth paths, which have brought great constraints to the training of teachers and the development of educational activities.

It is also facing a severe test in terms of financial security. There is still a lack of strong support for rural community education in our country. From the perspective of foreign countries, the supply of funds is regarded as one of the key elements to promote the progress of community education. However, most of the funding sources for rural community education in China rely on local financial allocations, and social capital rarely intervenes, and a variety of financing channels have not been established, which not only has an impact on the improvement of education quality, but also reduces the effect of community governance. The shortage of infrastructure resources has become an important factor restricting the development of education in rural communities. The general lack of village-level public service facilities leads to the lack of reasonable spatial layout in community schools. At the same time, the shortage of book reserves and teaching equipment allocation also makes teaching space, book resources and teaching facilities unable to meet the learning needs of residents. Education in the community generally relies on multi-functional activity venues, but the low utilization of resources leads to imperfect resource sharing mechanisms in regional schools, low utilization rates of cultural facilities such as public libraries and gymnasiums, and lack of normalized collaborative use mechanisms. The limitation of infrastructure conditions not only leads to the limited level of realization of rural community education function, but also has a significant restrictive effect on the performance of rural community governance function.

3.2. Lack of linkage mechanism

The scientific management framework can significantly improve operational efficiency by coordinating resource allocation, optimizing structural layout, and enhancing service efficiency, and promote the deep integration of rural community education and grassroots governance. At present, rural community education in our country has not formed a systematic and efficient operation system, and its main shortcomings roughly include the following aspects: At present, the development of rural community education is in multiple difficulties, the most important of which is the lack of cross-departmental cooperation mechanism, and the decentralization of functions tends to be significant. Although education, culture, science and technology, civil affairs, justice, human resources and social security are undertaking such functions, the lack of overall planning and the inability to effectively link with each other have led to overall inefficiency and hindered system progress. From the perspective of administrative operation, there is a serious deviation in the talent allocation of community education. Towns and their vicinity basically have a relatively stable teaching force, but for townships and villages, especially economically backward villages, there is often a shortage of professionals and easy to leave. This not only interferes with the usual teaching work, but also affects the promotion of scientific research and innovation.

At present, there is a lack of collaborative integration mechanism between various service sites, resulting in a sharp decline in resource allocation efficiency. In some large rural communities, although human resources and social security service centers, agricultural service centers, cultural stations, health centers and other institutions are equipped with corresponding educational facilities and carry out training activities, due to the lack of overall arrangement and coordinated management, there are duplicate allocation of resources and overlapping functions. The limited public resources are used in a decentralized manner, the boundaries of powers and responsibilities of various functional departments are not clear, and it is easy to shirk responsibility, which has seriously hindered the in-depth development of community education.

3.3. Weak professional ability

At present, the coordination mechanism between resident units is relatively lacking, the participation is not high, and the awareness of co-construction is weak. Many enterprises and institutions use various methods to participate in rural community education, but most of these units participate for their own development, not for the purpose of fulfilling social responsibility. Community participation is increasingly seen as an additional means of accessing external resources. Some units have a wrong understanding of resource sharing, treating it as a one-way supply process, and do not realize that this interaction is two-way. Some institutions only provide material or human assistance, but do not show enthusiasm for promoting "co-residency and co-construction" and cooperative schooling. Others are worried that they will not be able to maintain the long-term free opening of cultural resources because they attach too much importance to economic benefits, which will reduce participation.

The school's service function for the community needs to be further strengthened, and the concept of community governance has not been truly implemented. Although primary and secondary schools have carried out school-community interaction projects to some extent, such as holding cultural activities with the community during holidays, carrying out off-campus practice in the community during winter and summer vacations, and setting up "four-and-a-half classrooms" to serve left-behind children, most of these measures are limited to urban village areas, and the popularity in urban suburbs and remote rural areas is still insufficient.

At present, universities do not provide enough support for rural communities. Although some places rely on community education experimental zones or demonstration sites to promote school-local cooperation by dispatching volunteer teams or introducing expert teams, most of these practices are concentrated in economically developed cities along the southeast coast. Most local colleges and universities have not formed a systematic community service theory system and operation mode. The role of non-governmental organizations in community governance has not been well played, and it is difficult to form a stable mass base. Non-governmental organizations are non-profit and unofficial social forces, including industry associations, academic societies, cultural salons, interest groups, etc. Because it is based on the grassroots and has a keen sense of community needs, it has its own unique value in promoting residents' autonomy, enriching community culture, and resolving social contradictions. In recent years, the modernization process of national grassroots governance has continued to develop in depth, and many places have deeply participated in community education and achieved certain results after pilot exploration. In the vast rural and remote areas, the enthusiasm of such subjects has not been fully stimulated. From a national perspective, there are still many problems in the deep participation of non-governmental organizations in community education, such as insufficient institutional system, insufficient policy support, unreasonable resource allocation, and low social recognition, which need to be solved by systematic reform and socialization.

4. Construction of integrated community education strategies

4.1. Main aggregation: integration of community resources

4.1.1. The government leads policy legislation

If rural community education wants to be deeply integrated with the social governance system and achieve practical results, it must give full play to the overall coordination and leading role of the government. The government should formulate special policies to determine the development direction of rural community education, take serving community governance as the main purpose, and comprehensively form a matching support policy system. Only by relying on a complete policy guarantee mechanism can grassroots

governments truly attach importance to rural community education, increase the intensity of financial investment, and ensure the smooth development of various work, so as to avoid work delays and shirks of responsibility caused by uneven distribution of resources or overlapping functions. The government should build a comprehensive policy system covering rural community education governance, resource allocation, and talent cultivation, and establish a multi-level transmission mechanism with the help of various policy tools to achieve policy goals. Through top-down overall arrangement and all-round publicity and education, we should strengthen the circulation of institutional concepts, shape the institutional and cultural environment, promote the cooperation of relevant departments, reasonably arrange labor, capital and technical elements in the region, and promote the deep integration and sustainable development of rural community education and social governance.

In constructing an integrated community education strategy, resource allocation plays a crucial role. Chart 4 presents a hypothetical distribution of resources in rural community education, providing insights into the optimal allocation of facilities, personnel, materials, and technology.

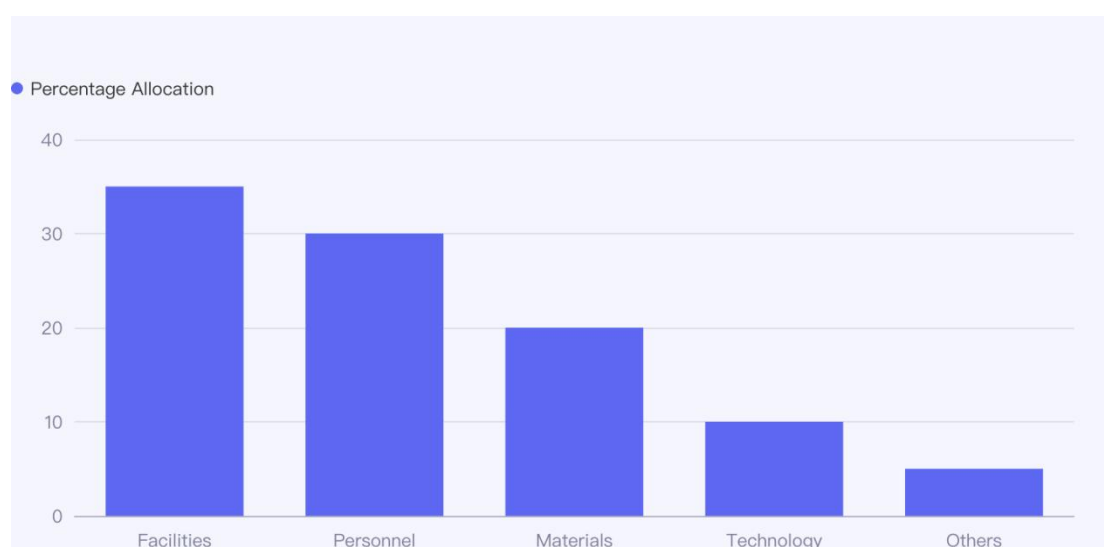


Chart 4: Resource Allocation in Rural Community Education

Explanation: This pie chart illustrates a hypothetical distribution of resources in rural community education, showing the relative proportions of facilities, personnel, materials, technology, and other resources.

4.1.2. Promote the coordination and cooperation of relevant departments

The integration of rural community education into the social governance system depends on the cooperation of various departments and the clear division of functions. Organizational departments should coordinate online and offline educational resources to promote the formation of a learning society. The Communist Youth League uses the youth volunteer team to carry out practical activities to drive community development. Civil affairs departments should include community education in the scope of public services. The Committee on Aging plays an effective role by organizing the elderly to participate in ideological and moral education activities. The human resources and social security departments shoulder the main responsibility in vocational skills training and the cultivation of new professional farmers.

The financial department must ensure the supply of funds and gradually increase investment. Cultural departments shall integrate resources to organize cultural activities and cultivate professional talents. The science and technology department is responsible for popularizing scientific knowledge and giving technical guidance. The Comprehensive Management Office is responsible for strengthening publicity and education on the rule of law and providing legal advice. Only through collaboration and resource integration between departments can the purpose of deep integration and development of rural community education and social governance be achieved.

4.1.3. Build a four-in-one institutional framework

The establishment of a joint conference system for rural community education shall be planned by the local rural community education working committee, led by the competent education department, and coordinated by multiple departments, and special meetings should be held regularly to discuss policy plans and implementation methods in detail. Through democratic discussion and extensive consensus, promote the full integration of community education into the scope of grassroots governance and ensure the orderly development of various affairs. It is necessary to shape an efficient and cooperative operation system, take the village (community) education center as the core platform, give full play to its guiding role, and instruct each community to provide precise education services. The director of the village committee is responsible for the overall planning and deployment arrangements, and each teaching site implements the characteristic course projects to achieve multi-party linkage, clear rights and responsibilities, and effective operation. It is necessary to improve the target management and effectiveness evaluation system, determine the task needs of responsible entities at all levels, and strengthen the connection and horizontal cooperation between the upper and lower levels by signing a letter of responsibility, so as to achieve the purpose of all-round coordinated development. Form a systematic supervision and evaluation mechanism, carry out periodic performance appraisal of relevant departments and conduct annual target reviews to ensure the orderly implementation of each goal. Complete the education system, traditional media such as seminars, lectures, community announcements, radio and television and emerging communication channels, such as Weibo, Douyin, etc., to display the connotation and results of rural community education in an all-round way, enhance social awareness, arouse public enthusiasm for participation, and consolidate its position in rural governance.

4.2. Form innovation: multi-dimensional linkage mechanism

4.2.1. Strengthen the construction of talent teams and cultivate a community education and cultural atmosphere

The teaching staff system is the key to the realization of the function of rural community education in social governance. In accordance with the principle of adapting measures to local conditions and combining specialization and part-time, we should establish and improve the talent training mechanism. You can rely on professional and technical talents to create a core team, and accept full-time teachers and volunteers to join together. Most of the full-time teachers are selected from township schools to take on the role, and part-time teachers are introduced through school-enterprise cooperation or regional linkage methods. Arrange for key teachers of primary and secondary schools at the grassroots level to serve as counselors, responsible for coordinating resources and managing daily affairs. Set up a group of expert lecturers to carry out activities to send teachers to the countryside, and promote college students and elderly volunteers to participate in various service projects. High-level talents

from universities and enterprises form think tanks to provide scientific research support, decision-making consultation and evaluation guidance. Create a collaborative assessment and evaluation system inside and outside the school, adopt a combination of material and spiritual rewards, strengthen teaching quality supervision and performance evaluation, and ensure the sustainable development of the teaching staff.

To enhance the effectiveness of rural community education, it is essential to understand the factors influencing participation.

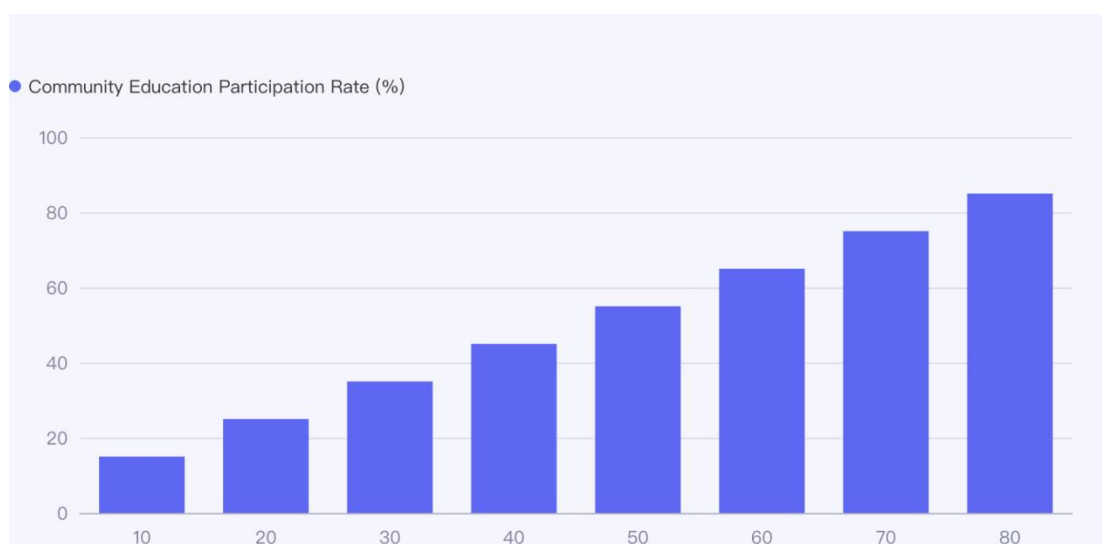


Chart 5: examines the potential correlation between public library visits and community education participation rates.

Explanation: This scatter plot examines the potential correlation between public library visits and community education participation rates, using hypothetical data to illustrate the relationship.

4.2.2. Build a collaborative support network for "home-school, social and political"

As an important part of promoting the development of rural community education and improving the efficiency of grassroots governance, scientific planning of venues and facilities is of strategic significance. All kinds of resources should be coordinated to create a rural community education service system covering the whole area as soon as possible. On the one hand, it is necessary to fully tap the existing educational resources, promote the creation of a three-level linkage mechanism at the county, township and village levels, rely on the leading role of county-level adult education centers and township adult cultural schools, integrate village-level peasant schools, multi-functional activity venues, rural bookstores and other carriers, create an intensive and comprehensive education service platform, comprehensively improve the knowledge level, practical ability and moral accomplishment of residents, and accurately dock their diversified learning needs. On the other hand, it is necessary to integrate the forces of all parties to create a community education demonstration platform with clear functions, which can rely on agricultural technology extension institutions, radio and television schools or vocational colleges to create local talent cultivation bases, and cooperate with scientific research institutions and enterprises to form synergies in the promotion of

modern agricultural technology, vocational skills training and labor employment guidance, and give intellectual support to rural revitalization. Third, systematically integrate local human resources and create a regional public cultural service system. Relying on local traditional culture, historical events, and celebrity deeds, we will shape characteristic cultural and educational bases such as folk museums, historical and cultural expression centers, and revolutionary memorial venues, strengthen residents' sense of identity with local culture and community belonging, and help positive changes in rural social atmosphere. It is necessary to promote the opening of various public cultural facilities and educational resources to grassroots communities, improve the allocation of resources, and give rural areas a broader world of development for educational activities.

With the continuous innovation of educational technology, the key position of the Internet in lifelong learning is becoming increasingly prominent. It is necessary to fully explore the value potential of digital resources and create an open and shared online education platform. Led by the government, it unites universities, enterprises and other multiple entities to build a lifelong learning service system covering urban and rural areas. Add distance education service sites, increase the scope of information technology application, use new media channels such as Kuaishou, Douyin, and Weibo to implement online consulting services, provide professional guidance on the needs of rural residents in terms of psychological adjustment, life planning, career development, etc., and accurately push policy information on the "three rural" areas, giving strong support to the promotion of the rural revitalization strategy. It is necessary to increase the development and integration of online course resources, and form a digital resource library including grassroots governance, mental health education, ecological protection, etc. through procurement, independent creation, and resource sharing. Focus on the development of micro-courses, improve the functional planning of online teaching platforms, and improve course quality and service efficiency. Relying on mobile terminal devices such as lifelong learning platforms and WeChat public accounts, we will provide convenient and personalized learning support to residents in rural areas and help them improve their comprehensive quality.

5. Research Limitations and Future Directions

While this study has made significant contributions to the understanding of integrated education models in rural communities, several limitations must be acknowledged. Firstly, the data used in this study primarily originate from publicly available sources in Sichuan Province and national statistics, which may not fully capture the diverse conditions of rural communities across China. Secondly, the study predominantly employs quantitative analysis, potentially overlooking qualitative aspects such as the specific needs and perceptions of community residents. Future research could address these limitations by:

Expanding the data collection to include a wider range of rural communities across different regions, enhancing the generalizability of the findings. Incorporating qualitative research methods, such as interviews and surveys, to gain deeper insights into the needs and expectations of community residents. Exploring the application of digital and online technologies in rural community education, fostering innovation and development in educational models.

6. Conclusion

Rural community education is the main path to promote individual development, which is of key significance to the progress of regional society and a key part of the modern social governance structure. Integrating it into the grassroots governance structure is not only in line with its essential characteristics, but also a necessary choice to achieve the strategic purpose

of rural revitalization. At present, there is still a lack of research on this aspect in the academic circles, and most of the results are concentrated in the field of education, while the research on the functional positioning and operation methods of community education in social governance is still blank. In-depth exploration of this issue has great theoretical and practical value. We want to create a complete operating system, gather various resources, broaden service coverage, and update the operation mode, so as to maximize the benefits of community education and give scientific basis and operability to the fair and long-term development of rural education.

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