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Systematic Promotion Strategy of Community Education Innovation and Development in the New Era

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Abstract: Community education plays a fundamentally positive role in meeting the diverse lifelong learning needs of community residents and in building a comprehensive learning society dedicated to lifelong learning for all citizens. In the face of the continuous deepening of the modernization of the national governance system and the enhancement of governance capacity, promoting the high-quality development of community education has emerged as an increasingly important focus for the improvement of social policies and the continuous innovation of lifelong education practices. Therefore, this paper takes the systematic promotion of the innovative development of community education as its primary starting point. It deeply analyzes the core characteristics and practical needs of community education development in the new era, and systematically sorts out the various structural and operational challenges that currently limit high-quality improvement at the present development stage. These challenges include resource allocation disparities, insufficient digital integration, and inadequate multi-stakeholder participation. Based on this comprehensive analysis, a series of targeted strategies for promoting the innovative development of community education are proposed. These strategic recommendations aim to help community education frameworks break through existing institutional bottlenecks, optimize resource distribution, and achieve a high-quality structural transformation. Ultimately, the objective is to facilitate the formation of a robust community education development model that is both highly competitive in line with global standards and deeply integrated with the unique socio-cultural characteristics of China.

Keywords: community education; educational innovation; lifelong learning; social governance; digital integration

1. Introduction

China is currently undergoing a significant phase of socioeconomic transformation, characterized by rapid population aging, continuous urbanization, and the widespread integration of digital technologies into various aspects of daily life. These dynamic changes have introduced new and complex demands on educational frameworks, necessitating innovative approaches to meet evolving societal needs. The national 14th Five-Year Plan emphasizes the importance of establishing an education system that supports lifelong learning for all citizens [1, 2]. Within this context, community education emerges as a crucial element, not only enhancing the overall quality of life for residents but also contributing to the promotion of social cohesion and the advancement of modern governance practices. Despite its potential, community education faces persistent challenges, including the development of effective models, the creation of relevant and engaging content, the integration of advanced technologies, and the identification of optimal governance pathways. Addressing these issues requires the adoption of systematic and forward-thinking innovation strategies to overcome existing barriers and fully realize the transformative potential of community education in this new era of development.

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2. The Characteristics and Real Needs of Community Education in the New Era

2.1. *Distinctive Characteristics of Community Education Development in the New Era*

The report highlights the importance of advancing educational digitalization and fostering a society oriented toward lifelong learning for all citizens. Within this context, community education in the new era has demonstrated unique developmental characteristics. Policy guidance has taken on a more strategic role, with community education now integrated as a vital component of the modern education system. A comprehensive framework has been established, ensuring alignment from top-level planning to grassroots implementation. The integration of digital technologies has profoundly transformed the educational landscape. Emerging technologies, including artificial intelligence, big data, and cloud computing, are now offering intelligent and personalized solutions that enhance the efficiency of resource allocation in community education. As urbanization progresses, communities have become pivotal units of urban governance, with their educational roles being redefined and strengthened. These roles now encompass promoting social cohesion and fostering civic literacy, reflecting the evolving demands of modern society. Furthermore, educational paradigms are undergoing a significant shift. Traditional compensatory education models are being replaced by developmental approaches that emphasize growth and adaptability. Lifelong learning has transitioned from being a theoretical concept to a tangible and essential pathway for personal and community development. This transformation underscores the growing recognition of education as a continuous and dynamic process, tailored to meet the diverse needs of individuals within the community. By addressing these emerging trends, community education is poised to play a critical role in shaping a more inclusive and adaptive learning environment for all.

2.2. *Diversified Realistic Needs of Community Education*

Contemporary China's social structure has experienced significant transformations, resulting in a diverse and multifaceted landscape of community education needs. The ongoing demographic shift, characterized by an aging population, has led to increased demand among the elderly for knowledge related to health, wellness, and maintaining social connections in the digital age. Many older adults now seek to acquire modern life skills, such as operating smartphones and navigating online shopping platforms, to better integrate into contemporary society. Concurrently, younger parents are increasingly focused on adopting scientific approaches to parenting, encompassing areas such as early childhood development and adolescent mental health, thereby driving the need for specialized family education programs. In the context of economic restructuring and technological advancement, professionals face mounting pressure to update their skills, creating a strong demand for vocational training, entrepreneurship support, and digital literacy education. Additionally, the influx of migrant populations into urban areas has highlighted the necessity of urban adaptation education for new residents, which includes legal knowledge dissemination, cultural integration guidance, and employment-related services. As community governance evolves, there is a growing emphasis on enhancing civic literacy and fostering active participation among residents [3]. This involves cultivating public values such as democratic consultation, volunteerism, and environmental consciousness, which are essential for sustainable community development. Furthermore, the interplay between traditional cultural heritage and modern societal dynamics has spurred interest in spiritual and cultural education, including arts and cultural programs, local history exploration, and the preservation of traditional skills. Community education now serves as a critical platform to address the diverse learning needs of individuals across varying age groups, professional backgrounds, and educational levels, ensuring holistic development and social cohesion.

3. Systemic Challenges Facing the Innovation and Development of Community Education

3.1. Fragmented System Construction and Inadequate Activation of Endogenous Driving Forces

Community education in many regions currently operates at a superficial level, often limited to isolated project implementations and temporary activities [4]. This approach lacks comprehensive strategic planning and sustainable operational mechanisms, which are essential for long-term development. Fragmented administrative structures have hindered the effective integration of educational resources, preventing the full realization of collaborative potential among schools, enterprises, and non-profit organizations. Furthermore, communities themselves often lack the internal momentum needed for sustained growth, relying excessively on external resources rather than fostering internal vitality. This over-reliance has resulted in a widespread phenomenon of single-source educational provision, where the involvement of diverse potential contributors, such as resident-organized learning groups, professional volunteer teams, and local cultural inheritors, remains minimal [2, 5]. Additionally, the absence of effective coordination mechanisms between different management levels has weakened the transmission of policies, creating a significant disconnect between grassroots implementation and top-level strategic design. This disconnect not only diminishes the effectiveness of policy execution but also undermines the ability of community education systems to adapt to local needs and challenges. Addressing these systemic issues requires a shift toward more integrated, participatory, and sustainable approaches that empower communities to become active agents in their own educational development.

3.2. Homogenization of content supply, difficulty in accurately responding to diverse demands

Current community education programs often adopt a generalized approach that lacks distinctive features tailored to specific groups [6, 7]. The design of curricula frequently relies on conventional methodologies rather than conducting thorough assessments of the actual needs of residents. This results in a disconnect between the educational offerings and the diverse learning requirements of the community. For instance, activities aimed at elderly participants tend to focus predominantly on health preservation, while programs for working-age individuals are often limited to traditional formats such as policy briefings. Such approaches fail to address the varied needs arising from differences in age, professional backgrounds, and educational levels. The absence of a stratified curriculum system further exacerbates the issue, as it prevents the delivery of content that is both relevant and timely. Enhancing the capacity for refined curriculum development and improving the responsiveness of educational content to diverse demands remain critical areas for advancement.

3.3. Superficial Digital Intelligence Empowerment and Technological Integration with Formal Tendency

During the process of digital transformation, certain community education institutions have limited their adoption of technology to surface-level applications, focusing primarily on basic functionalities such as disseminating information and recording courses [8]. While these institutions have implemented various digital devices and platforms, they often lack the advanced capabilities necessary for comprehensive data mining and intelligent analysis. Cutting-edge technologies, including big data and artificial intelligence, remain underutilized, preventing precise analysis of learning behaviors and the delivery of personalized educational resources. This deficiency has led to a weak integration between online and offline teaching environments, undermining the potential for seamless educational experiences. Consequently, the mismatch between technological tools and the fundamental objectives of education has resulted in a paradoxical situation characterized by abundant equipment with minimal practical usage, large volumes of data without meaningful analysis, and platforms that fail to engage users effectively. Such superficial digital transformation not only hampers the improvement of educational outcomes but also risks exacerbating the digital divide. This misalignment

may ultimately divert the intelligent development of community education from its intended path, highlighting the need for deeper technological integration and strategic utilization to achieve meaningful progress.

3.4. Single Governance Model, Multi-Party Coordination Pattern Needs to be Improved

The current operational mechanism of community education is characterized by a strong administrative dominance, where public sectors take the lead in decision-making, resource allocation, and implementation. Despite this centralized approach, the active participation of various stakeholders, such as community self-governance organizations, professional social workers, volunteer teams, and market entities, remains insufficiently encouraged. This lack of engagement has resulted in decision-making processes that often exclude effective channels for resident participation, thereby limiting the influence of grassroots communities on critical aspects like curriculum design and activity formats. Furthermore, the flow of information between the supply and demand sides is inadequate, leading to a mismatch between the distribution of educational resources and the actual needs of the community. This one-dimensional governance model not only hampers the ability of community education to address grassroots governance challenges but also restricts its potential to foster social capital and promote harmonious neighborhood relations. To overcome these limitations, it is imperative to establish a governance framework that is more open, inclusive, and collaborative, emphasizing collective decision-making and ensuring that all stakeholders have a meaningful role in shaping community education initiatives.

4. Systematic Strategies for Promoting Innovative Development of Community Education in the New Era

4.1. Strengthening Top-level Design and Building an Endogenous-driven Ecosystem

Communities should establish a collaborative framework that integrates multiple departments, including education, civil affairs, culture, and human resources, to dismantle interdepartmental barriers and create a cohesive system for resource allocation. This approach should be complemented by enhanced cross-level coordination mechanisms, forming a three-tiered management system that connects districts, counties, streets, and communities. Such a structure ensures consistent policy implementation and effective execution across all levels. To address funding challenges, the establishment of a community education development fund is recommended. This fund can attract social capital and foster a diversified investment mechanism, reducing dependence on single fiscal sources and ensuring sustainable financial support. Each community should formulate medium- and long-term development plans tailored to its specific conditions, integrating educational functions into the broader framework of community governance. This strategy moves away from temporary and fragmented project models, promoting a more cohesive and sustainable approach. To encourage resident participation, a "learning points" exchange system can be introduced. This system allows residents to earn points by engaging in educational activities, which can then be redeemed for community services or commercial discounts, fostering a positive cycle of motivation and engagement. Additionally, communities should leverage local talent by encouraging retired teachers, skilled professionals, and cultural practitioners to serve as key teaching personnel. This initiative helps cultivate an environment where "everyone is a teacher, and learning happens everywhere." Organizational innovation can further be achieved by establishing community learning groups that support residents in forming reading clubs, skill-sharing groups, cultural salons, and other educational organizations. These grassroots initiatives strengthen the foundation of community education. Enterprises and institutions should also take an active role in fulfilling their social responsibilities by opening educational resources, offering internship opportunities, and collaborating with communities to develop a new model of cooperative education involving schools, businesses, and local communities. Finally, an improved incentive evaluation mechanism should be implemented to recognize and reward organizations and individuals who actively

contribute to community education. This fosters a culture of lifelong learning and shifts the driving force of community education from external pressures to internal motivation, ensuring its sustainable development.

4.2. Deepen the demand research and create the stratified and classified curriculum system

Community education institutions should establish a systematic and regular mechanism for diagnosing educational demands, employing diverse research methodologies such as questionnaires, in-depth interviews, and focus group discussions. This approach ensures a comprehensive understanding of the genuine learning needs of various demographic groups. By conducting precise analyses of these needs, institutions can develop a "all-age, all-domain, all-cycle" three-dimensional curriculum framework. This framework facilitates the creation of a differentiated education supply system that spans the entire life cycle. For families with infants, specialized courses like scientific parenting guidance and early childhood education can be introduced to equip young parents with both theoretical knowledge and practical skills in scientific parenting. For adolescents, the curriculum should emphasize the development of social practice abilities and career planning skills, incorporating practical activities such as volunteer service training, career exploration projects, and programs fostering innovative thinking. For working middle-aged and young adults, the focus should shift to skill enhancement and quality of life improvement, offering diverse content such as advanced digital skills training, entrepreneurship counseling, artistic development, and family education guidance. For the elderly, educational offerings should extend beyond traditional health-related topics to include emerging areas such as life education, digital literacy, intergenerational communication, and mental health support, addressing the multifaceted spiritual and cultural needs of this demographic. For new urban residents, priority should be given to courses that facilitate urban integration, covering practical topics such as legal knowledge, community participation, cultural adaptation, and employment or entrepreneurship support. The construction of this curriculum system should leverage regional cultural characteristics and community resources, seamlessly blending local cultural heritage with contemporary educational principles to create unique and regionally identifiable course offerings. Additionally, a dynamic mechanism for updating course content should be established, allowing for regular evaluations of educational outcomes and timely adjustments to curriculum design in response to evolving social trends. This ensures that educational content remains both relevant to current needs and forward-looking, thereby achieving a personalized and precise educational service model that adapts to the changing demands of society.

4.3. Promoting the integration of digital and intelligent technologies to create a ubiquitous learning environment that seamlessly connects virtual and physical spaces

Community education institutions can prioritize the development of lightweight and user-friendly mobile learning platforms, enabling residents to access educational resources conveniently during daily activities such as commuting or household chores. This approach ensures that the immersive experience of physical teaching venues is preserved while revitalizing hands-on and emotionally engaging courses conducted in physical spaces. By building a comprehensive learner profile database, institutions can collect essential information, including individual preferences, time allocation, and prior knowledge. Advanced algorithmic models can then utilize this data to match learners with tailored educational resources, creating personalized learning paths that cater to diverse needs. To further enhance learning experiences, "smart learning hubs" equipped with VR devices and motion-sensing systems can deliver immersive courses focused on historical and cultural topics, while vocational training programs can incorporate simulated environments to provide practical skill-building opportunities. Teaching methods should evolve beyond traditional classroom models by integrating innovative formats such as micro-lectures, short videos, interactive games, and virtual simulations,

which are particularly suited for fragmented learning in the mobile era [9, 10]. Digital certification systems can be implemented to track individual learning sessions and skill mastery, transforming achievements into visible milestones that encourage continuous engagement. Recognizing the varying levels of technological proficiency among community members, digital literacy programs should be introduced to provide foundational training, including smartphone usage and cybersecurity education for seniors, thereby addressing educational disparities caused by the digital divide. Throughout the digital transformation process, safeguarding data security and privacy rights must remain a priority. Establishing robust data management standards is essential to ensure that technological advancements align with the overarching goal of sustainable development.

4.4. Innovate governance structure and improve the multi-stakeholder consultation mechanism

The essence of innovating governance structures lies in transitioning from a focus on "managing people" to "empowering individuals," emphasizing the activation of communities' inherent self-governance capabilities through institutionalized consultation platforms. Local governments could explore the establishment of community education councils or joint coordination committees at the street or community level. These bodies would involve a wide range of stakeholders, including neighborhood committees, homeowners' associations, property service companies, resident organizations, social groups, community representatives, and professional educators. Their role would be to engage in democratic deliberations on significant matters such as curriculum design, resource allocation, and the evaluation of outcomes. The formulation of deliberation rules should prioritize procedural fairness and inclusivity, ensuring that diverse voices, including those of elderly groups, working youth, and migrant children, are adequately represented. Furthermore, regular updates on the utilization of educational resources and the outcomes of community activities should be transparently disclosed, fostering accountability and encouraging social oversight. An additional innovation could involve the introduction of a "point bank" system for community education. This system would incentivize residents to participate in volunteer services, course tutoring, and event organization by allowing them to earn points that could be redeemed for learning resources or priority access to services. Such a governance framework not only enhances the precision and satisfaction of educational services but also transforms community education into a dynamic platform for residents to engage in self-management, self-service, and self-improvement, thereby fostering a more cohesive and empowered community.

4.5. Focus on value guidance and highlight the cultural function of community education

Community education should transcend the boundaries of simple knowledge dissemination or skill acquisition, embracing a broader mission of cultural preservation and spiritual enrichment [11, 12]. It plays a pivotal role in safeguarding cultural heritage and fostering a sense of identity within communities [13]. By systematically documenting and revitalizing each community's unique historical narratives, folk traditions, and the legacies of virtuous local figures, these cultural elements can be transformed into dynamic and engaging curriculum resources [14]. This approach enables residents to reconnect with their cultural roots in familiar and meaningful ways [11]. For example, communities in the Jiangnan region have successfully leveraged traditional handicraft practices by organizing workshops on Suzhou embroidery and bamboo weaving [10]. These initiatives not only ensure the continuity of traditional skills but also promote cultural exchange and understanding through intergenerational collaboration [12]. Furthermore, community education platforms can serve as hubs for long-term programs such as family ethos cultivation, neighborhood support networks, and charitable activities, effectively embedding socialist core values into everyday life [9]. Residents should also be encouraged to take the initiative in forming study groups, art collectives, and teams

dedicated to preserving intangible cultural heritage [4]. Such efforts gradually nurture a vibrant community culture where learning is celebrated, individual talents are appreciated, and collective progress is inspired [7, 11]. This holistic approach ensures that community education becomes a cornerstone for cultural sustainability and social cohesion [13].

5. Conclusion

The innovative development of community education in the new era is deeply rooted in a systematic restructuring that integrates resource optimization, mechanism coordination, technological convergence, and cultural cultivation. By dismantling traditional silos and fostering a multi-stakeholder governance framework, the potential of education to empower community governance can be fully realized. This transformation positions lifelong learning as a vital force that not only enriches individual lives but also strengthens the fabric of neighborhood solidarity. Furthermore, this approach lays the groundwork for a more inclusive and adaptive learning society, one that is capable of addressing emerging challenges and fostering sustainable development. Future research should explore the scalability of these frameworks and investigate how technological advancements can further enhance community education models, ensuring their relevance and effectiveness in diverse contexts.

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