

## Article

# The Development Path of Rural Community Education from the Perspective of Lifelong Education

Xiaowen Duan <sup>1,\*</sup><sup>1</sup> School for Continuing Education, Shanghai International Studies University, Shanghai, 201600, China

\* Correspondence: Xiaowen Duan, School for Continuing Education, Shanghai International Studies University, Shanghai, 201600, China

**Abstract:** Under the perspective of lifelong education, the development of rural community education is key to realizing educational equity and promoting sustainable community development. Rural community education plays an indispensable role in enhancing the comprehensive quality of rural residents and fostering the economic and social development of rural areas, making it a key pathway to achieving lifelong education. However, current rural community education faces problems such as insufficient funding, uneven resource distribution, and a disconnect between educational content and actual needs, which severely impact the quality and effectiveness of education. To address these challenges, this paper proposes targeted development paths: improving resource utilization efficiency in rural community education, updating educational content, strengthening the development of teaching staff, and promoting the advancement of rural community education through multi-party cooperation. The aim is to further enhance the quality and coverage of rural community education, promote the equitable distribution of rural educational resources, achieve educational modernization, thereby better meeting the actual needs of rural communities and laying a solid foundation for their comprehensive development. This research not only holds theoretical significance for understanding rural community education within the lifelong education framework, but also provides practical guidance and strategic recommendations for policymakers and educational practitioners.

**Keywords:** lifelong education; rural areas; community education; development path

## 1. Introduction

Official reports on national education development emphasize the need to promote the digitalization of education and to build a learning society where lifelong learning is pursued by all. Building an education system that serves lifelong learning for all, forming a learning society where everyone learns and pursues lifelong learning, and significantly improving the moral, scientific and cultural, health, and vocational skills of the populace have become strategic goals for promoting the all-round development of individuals and the sustainable socio-economic development in the new era. In August 2016, the Opinions on Further Promoting the Development of Community Education issued by the Ministry of Education and eight other departments clearly stated: Community education is an important component of China's educational undertakings and a significant part of community building. Efforts should focus on establishing and improving the community education system to fully leverage its role in promoting core socialist values, advancing the construction of the social governance system, and serving the all-round development of individuals, thereby promoting the building of a lifelong learning society for all in China. In rural areas, facing the realities of uneven distribution of educational resources and generally low educational levels among villagers, rural community education is particularly crucial. Many scholars in China have focused on the current dilemmas of rural education

Published: 24 August 2025



**Copyright:** © 2025 by the authors. Submitted for possible open access publication under the terms and conditions of the Creative Commons Attribution (CC BY) license (<https://creativecommons.org/licenses/by/4.0/>).

development, offering their analytical perspectives. The developmental challenges of community education for rural children have been identified from a sustainable development perspective; the current scarcity of rural educational resources and limitations of digital technology have been pointed out from a big data perspective; rural community education within the context of rural revitalization has been examined, highlighting issues such as the generally low overall cultural quality in China's rural areas and the severe deficiency of rural community education under the rural revitalization strategy [1]. It is evident that rural areas represent a weak link in educational development and simultaneously a key domain for overcoming educational challenges. Against the backdrop of the knowledge-based economy, agricultural modernization, and educational globalization, the perspective of lifelong education provides new developmental ideas for optimizing and developing rural community education, realizing educational equity, and promoting the construction of a learning society. Under the current national strategy and historical opportunities, exploring how to improve the lifelong education system, enhance rural community education, address its developmental shortcomings, and promote the balanced distribution of educational resources has become an urgent issue to resolve [2].

## **2. The Value Positioning of Rural Community Education from the Lifelong Education Perspective**

The concept of lifelong education was first proposed by the French educator Paul Lengrand in 1965. This educational concept quickly garnered attention from various countries. With socio-economic development, advancements in information technology, and deepening globalization, traditional educational models have proven insufficient to meet the demands of the new era [3]. Consequently, the lifelong education concept has been widely disseminated and practiced globally as an exceptionally important educational philosophy. This concept advocates for continuous learning and development throughout an individual's life, whether through formal, non-formal, or informal learning. It emphasizes that education should evolve with changes in social roles and work requirements, supporting personalized and diverse learning pathways, aiming to optimize learning environments and integrate social, school, and family education. It transcends the limitations of mere schooling, extending into the entirety of human social life, aiming to enhance individuals' professional skills and comprehensive qualities to cope with a rapidly changing world, promote the popularization of education to every corner of society, and elevate the overall cultural level of the public.

From the perspective of lifelong education, as a subsystem of community education, rural community education becomes a crucial domain [4]. It concerns whether rural residents can equally access education, enhance their personal qualities, and adapt to socio-economic development needs. Chinese rural community education is a novel rural education system and development model emerging from the country's broader educational development. Under the impact of the knowledge-based economy, agricultural modernization, and educational globalization, addressing the lifelong education needs of the rural population and comprehensively improving the quality of the rural workforce is both urgent and critically important work. This educational approach targets not only children and adolescents but also adults, emphasizing the continuity and universality of learning. It aims to narrow the urban-rural gap through educational initiatives and promote the social and economic development of rural communities. In this process, rural community education serves as a crucial link connecting individual development and societal progress, holding profound significance for achieving comprehensive and harmonious social development [5].

### *2.1. Enhancing the Comprehensive Quality of Rural Residents: The Core Concept of Lifelong Education*

Improving the comprehensive quality of rural residents through community education is a key strategy for achieving sustainable rural development. Rural community education focuses not only on the popularization of basic education but also emphasizes adult education and vocational skills training, aiming to provide rural residents with comprehensive, lifelong learning opportunities [6]. This educational approach helps rural residents understand and master new knowledge and technologies, improving their employability and enhancing their capacity to adapt to socio-economic changes, thereby elevating their quality of life.

The popularization of basic education is crucial for reducing illiteracy rates in rural areas and forms the foundation for improving the overall cultural quality of rural populations. Vocational skills training constitutes another vital component of rural community education. By offering various skill training courses—such as agricultural technology, poultry farming, e-commerce, computer operation, etc.—rural residents can choose suitable courses based on market demands and personal interests. This not only helps enhance their professional skills but also strengthens their entrepreneurial and employability capacities, thereby improving the economic well-being of families and communities. Furthermore, rural community education also emphasizes enhancing residents' comprehensive literacy, including legal knowledge, environmental protection, and civic ethics. Offering such courses can strengthen rural residents' self-protection awareness and legal consciousness, boost their sense of social responsibility and community identity, and promote harmonious community development [7].

In summary, rural community education is an effective pathway to enhance the comprehensive quality of rural residents. It not only strengthens individual capabilities but also elevates the quality of human resources within the entire community, laying a solid foundation for sustainable rural development [8]. By implementing comprehensive educational programs and strengthening policy support and social participation, the development of rural education can be effectively promoted, thereby advancing the comprehensive socio-economic progress of rural areas and realizing the core concept of lifelong education for the all-round development of individuals.

### *2.2. Promoting Rural Economic and Social Development: The Driving Force of Lifelong Education*

Rural community education plays an indispensable role in promoting rural economic and social development. Education is not only key to enhancing individual capabilities and living standards but also serves as a foundation that indirectly stimulates economic growth and social progress in rural areas. By fostering innovation through education and promoting industrial upgrading and transformation, rural areas can achieve sustainable development and improve residents' quality of life.

Firstly, rural community education can promote the diversification of rural industries. Traditionally reliant on agriculture, rural economies often suffer from structural singularity and developmental limitations [9]. By providing education and skills training aligned with local industrial development—such as agricultural technology innovation, rural tourism management, green energy technology, etc.—rural residents can acquire more skills and knowledge, broaden employment channels, thereby promoting industrial diversification and enhancing economic resilience. Secondly, rural community education can stimulate farmers' entrepreneurial spirit and independent innovation capabilities. Through education, farmers can learn not only modern agricultural techniques and management knowledge but also gain insights into marketing, e-commerce, etc. These skills and knowledge enable them to better adapt to market demands and engage in innovation and entrepreneurship. For instance, utilizing internet technology for e-commerce allows direct sales of agricultural products to consumers, increasing product value-added and

expanding market reach. Additionally, rural community education is crucial for enhancing rural residents' social awareness and sense of civic responsibility. Education can increase residents' understanding of social issues such as environmental protection, public health, and community governance, fostering social progress and civilized development in rural areas. By participating in such social activities, rural residents can contribute to community development while enhancing their self-worth and social status.

Thus, rural community education is a vital pathway for promoting rural economic and social development. Strengthening rural community education and providing more learning and development opportunities for rural residents are key to achieving sustainable rural development, highlighting lifelong education's role in supporting livelihood and economic development [10].

### *2.3. Achieving Educational Equity: The Intrinsic Goal of Lifelong Education*

Achieving educational equity is the cornerstone of social development. Within the framework of lifelong education, rural community education plays a pivotal role in narrowing the urban-rural education gap and promoting educational equity. By strengthening investment in and optimizing the distribution of rural educational resources, ensuring rural residents enjoy educational opportunities equal to those of urban residents, it can enhance the quality and level of education in rural areas and promote overall societal progress and harmony.

Firstly, developing rural community education necessitates increased investment in rural education. This includes improving the hardware facilities of rural schools, such as constructing school buildings, updating laboratory and training equipment, and enhancing teaching conditions, such as providing stable online teaching resources and increasing books and teaching materials [11]. Improving educational infrastructure creates a fairer learning environment for rural students. Secondly, developing rural community education helps optimize the allocation of educational resources. This requires more rational deployment of teacher resources, attracting and cultivating high-quality educational talent to teach in rural areas. Furthermore, integrating rural community education with modern information technology is an effective way to achieve educational equity. By developing distance education and online learning platforms, rural students can access broader knowledge resources and high-quality educational content. This not only provides more flexible and diverse learning methods but also helps rural students overcome geographical limitations to enjoy learning opportunities equal to their urban counterparts. Finally, rural community education emphasizes community participation and family support, which are equally important for achieving educational equity. By establishing cooperative mechanisms involving schools, families, and communities, encouraging parents and community members to participate in school educational activities, providing volunteer services or funding educational projects, the social support system for rural education can be strengthened. Simultaneously, such cooperation can heighten the emphasis placed on education by families and communities, creating a more favorable growth environment for rural students.

Rural community education holds a central position within the lifelong education system. It profoundly impacts enhancing the comprehensive quality of rural residents, promoting the economic and social development of rural areas, and achieving educational equity. Therefore, strengthening the development of rural community education is not only an urgent task for rural areas but also a shared responsibility of the entire society.

### **3. Major Problems in Current Rural Community Education**

Despite its crucial role in promoting individual and community development, the advancement of rural community education faces numerous challenges. These challenges involve backward infrastructure, scarcity of educational resources, insufficient teaching staff, and low community participation [12]. These problems not only affect the quality

and effectiveness of rural community education but also constrain the overall development of rural areas. Therefore, understanding and addressing these challenges is essential for promoting the development of rural community education, enhancing the comprehensive quality of rural residents, and fostering comprehensive community progress.

### *3.1. Lagging Infrastructure Development and Need for Enhanced Service Capacity*

In rural areas, the backwardness of community infrastructure poses a significant obstacle to the quality and effectiveness of education, directly impacting the realization of educational equity and the enhancement of rural residents' comprehensive quality. Beyond dilapidated hardware, the lack or obsolescence of teaching equipment is also a problem that cannot be ignored. Amidst the rapid development of information technology, digital infrastructure in rural areas remains weak and incomplete, forming a stark contrast with urban areas [13]. In some remote rural regions in inland areas, infrastructure for cloud computing, 5G technology, the Internet of Things, blockchain, artificial intelligence, etc., remains underdeveloped. Simultaneously, high-speed network construction, rural optical fiber network coverage, and digitalization levels are also relatively low. Rural educational facilities lack sufficient digital configuration, lacking community skills training bases, MOOC recording studios, multimedia teaching venues, etc. Concurrently, educational platforms catering to the elderly and special education are largely unavailable in rural areas, and the capacity for real-time educational services needs strengthening. Regarding accelerating the digital integration and transformation of rural infrastructure, the integration of digital infrastructure with rural education, healthcare, and finance is insufficient, and the digital transformation of infrastructure urgently requires improvement. In the agricultural sector, agricultural sensors and intelligent robots have poor adaptability; digital agriculture's production, management, marketing, and database construction lag, leading to fragmented agricultural data resources and insufficient integration and utilization. These limitations in agricultural digitalization indirectly restrict the development of rural public services and hinder efforts to meet the lifelong learning needs of community members.

Furthermore, the scarcity of teaching resources is another significant problem stemming from backward infrastructure. In some rural areas, school libraries have limited collections, mostly consisting of outdated books, unable to meet the demand for new knowledge and information among students and teachers. The lack of laboratories and other practical facilities also prevents students from engaging in scientific experiments and technical operations, constraining the cultivation of their practical abilities and innovative thinking, and further hindering the training of a new generation of skilled agricultural professionals [14]. Therefore, improving educational infrastructure in rural areas and enhancing digital transformation and educational service capacity are crucial steps to improve education quality and narrow the urban-rural education gap.

### *3.2. Disconnect Between Educational Content and Actual Needs, Low Participation Among Community Residents*

The disconnect between educational content and actual needs is a significant problem facing rural community education. This disconnect not only affects the effectiveness of education but also limits the ability of rural residents to enhance their capacities and contribute to community development through education. Current educational content often overemphasizes the imparting of theoretical knowledge while neglecting the cultivation of practical skills. In rural areas, it is particularly important to closely integrate education with local economic and social development, such as providing training in practical skills like agricultural technology, poultry farming, and rural business management. However, the existing educational system fails to effectively provide such knowledge and skills closely related to rural life. As a result, rural residents often find it

difficult to improve production efficiency and enhance their quality of life through education. Secondly, the lag in updating educational content is also a prominent issue. With rapid socio-economic development and continuous technological advancement, the challenges and opportunities facing rural areas are constantly changing. However, the updating of educational content has failed to keep pace with this change, often remaining stuck in traditional knowledge systems and teaching methods. This lag not only diminishes the timeliness and relevance of education but also fails to meet the needs of rural residents to adapt to new environments and seize new opportunities. Additionally, educational content often lacks pertinence and practicality. The socio-economic development of rural areas has its specificities; educational content should be designed and adjusted to address these specific needs. For instance, rural community education should include more courses on agricultural technology innovation, rural tourism development, and green environmental protection. However, much current rural community education remains confined to recreational activities, nutrition and health classes, and health knowledge promotion. While these activities are necessary, they lack targeted training for the needs of groups like migrant workers, new-type professional farmers, and laid-off workers seeking reemployment. Training focused on how to enhance their skills, deepen their understanding of emerging technologies, and improve their capacity for agricultural production is what farmers truly require. Such training should also support their ongoing learning needs and better align workforce development with local industry demands.

It is evident that current rural community education content often overlooks the importance of these areas, failing to provide effective learning and development guidance for rural residents. Addressing the disconnect between educational content and actual needs requires in-depth reform and innovation in rural community education. This includes strengthening integration with local economic and social development, updating educational content and teaching methods, and designing more practical and targeted courses based on the actual needs of rural residents. Only through such measures can rural community education become more relevant to the daily lives of rural residents and better serve regional economic and social development.

### *3.3. Incomplete Lifelong Education and Training System, Insufficient Professional Teaching Staff*

In the current socio-economic environment, lifelong learning has become a necessary condition for individual development and adaptation to social changes. However, the lifelong education and training system in rural areas is often incomplete, lacking systematic planning and support. Many rural areas lack educational resources and learning platforms tailored for adult learners, including adult education and vocational training programs, making it difficult for rural residents to access opportunities to enhance their skills and knowledge. Secondly, the implementation of lifelong education policies in rural areas is insufficient; relevant educational activities often lack funding support and policy incentives, making it difficult to foster an environment and atmosphere conducive to lifelong learning. The shortage of qualified teachers within the rural community lifelong education and training system also poses a significant challenge to educational quality and effectiveness. This issue involves not only an insufficient number of teachers but, more critically, variation in teacher quality and the difficulties they face in professional development. Current teaching staff for rural community education mainly include: community college (national and local open university) teachers, university faculty, experts from research institutions, and volunteers. Among these, full-time dedicated teachers are almost non-existent.

The insufficient number of professional teachers in rural areas is a notable problem. Due to relatively poor living conditions and typically lower compensation compared to urban levels, attracting and retaining excellent teachers becomes a challenge. Many capable and experienced teachers prefer to work in cities or economically better-off areas, leading to a brain drain problem in rural schools. Due to the lack of effective teacher training

and professional development opportunities, many teachers' knowledge becomes outdated, and their teaching methods remain traditional, making it difficult to equip students with the skills required in today's rapidly changing society. This situation limits the innovation and effectiveness of educational activities, affecting students' learning interest and outcomes. Additionally, teachers' career development prospects are relatively limited in rural areas. The lack of sufficient incentives and promotion mechanisms makes it difficult for teachers to see their career prospects and development paths. This not only affects teachers' work motivation and teaching quality but also exacerbates the problem of losing excellent teachers.

#### *3.4. Weak Awareness of Lifelong Learning, Low Utilization of Community Resources*

The insufficient emphasis placed on education by community members and the underutilization of community resources collectively lead to limited effectiveness and impact of educational activities, thereby affecting the sustainability of education. Firstly, the lack of emphasis on education among community members is evident in their limited understanding of its long-term value and their low interest in participating in educational activities. In some rural areas, due to long-term economic pressures and lifestyle habits, some families may prioritize having children enter the workforce early to increase household income, neglecting the importance of education for long-term personal development. This attitude results in a lack of active participation in educational activities among community members and an unwillingness to invest time and resources in supporting education. Secondly, community resources are not fully utilized for educational development, including material resources, human resources, and cultural resources. For instance, rural areas may possess abundant natural resources and traditional culture, but these resources are often not effectively integrated into educational activities to enrich content and enhance appeal. Furthermore, internal human resources within the community, such as retired teachers or residents with special skills, are not sufficiently mobilized to participate in educational activities and share their knowledge and experience.

### **4. Practical Paths for Developing Rural Community Education in China**

Under the current circumstances, the state of rural community education presents a series of complex and severe challenges. Facing practical problems such as lagging infrastructure, scarcity of educational resources, insufficient teaching staff, a disconnect between educational content and rural needs, and low community participation, there is an urgent need to explore and refine development paths for rural community education within the lifelong education perspective. Only through such efforts can we effectively enhance educational quality and promote the comprehensive development of rural communities.

#### *4.1. Strengthen Policy and Financial Investment, Enhance Support for Rural Community Education*

Adequate educational funding is the economic guarantee and foundation for building a rural lifelong education system. Strengthening policy support and financial investment is a key measure to improve rural community education. Government departments should play a leading role in creating an environment conducive to implementing rural community education within the lifelong education framework, establishing a proactive and effective management system, clearly defining the responsibilities of relevant departments, and achieving coordinated governance for rural community education development. In terms of policy support, the government can formulate a series of targeted policies and legal guarantee mechanisms to promote the development of rural community education.

Firstly, the government can provide tax incentives to encourage enterprises, individuals, or social organizations to donate funds or materials to rural community education.

Such policies can effectively stimulate broad public participation and increase funding sources for rural education. Simultaneously, the government can provide financial subsidies for the implementation and operation of rural education projects. These subsidies can be used to improve educational facilities, purchase teaching equipment, enhance teacher compensation, and support other related areas, thereby elevating the quality and level of rural education. While improving the legal guarantee mechanism, timely adjustments and revisions should be made based on actual conditions to ensure the effectiveness of laws and regulations, creating conditions for building a scientific rural lifelong education system. In terms of financial investment, the government should increase fiscal input into rural community education, particularly in infrastructure construction and educational resource allocation. The government can increase investment in rural educational infrastructure construction, ensuring the improvement and renovation of school buildings, classrooms, libraries, laboratories, and other facilities in rural schools, providing a more comfortable and safe learning environment for rural students, and enhancing educational quality. Additionally, the government should also increase investment in rural educational resources, including purchasing teaching aids, books and materials, computer equipment, etc., as well as strengthening teacher training and professional development. This will enhance the modernization of educational practices and improve the overall competitiveness of rural education.

#### *4.2. Optimize and Integrate Educational Resources, Deepen Rural Digital Education*

Optimizing and integrating educational resources is an important way to enhance the quality and effectiveness of rural community education. In rural areas, where individual schools have limited resources, establishing an educational resource sharing mechanism can enable schools to share teaching equipment, materials, curriculum designs, and other resources. This not only improves the use of educational resources but also enriches teaching content and enhances educational quality. Simultaneously, it is essential to continuously strengthen rural digital service capabilities. The Key Tasks for Digital Village Development in 2023, issued by relevant government authorities, proposes important measures to continuously advance “Internet + Education”. This strategy requires in-depth implementation of the national education digitalization strategy action, actively building and effectively utilizing the national smart education public service platform, and continuously increasing the supply of high-quality educational resources in rural areas. Furthermore, it emphasizes the importance of promoting new types of educational infrastructure construction, improving the network and satellite TV teaching environments in rural schools and teaching points, and striving to build the “Aerial Classroom” channel of China Education Television to continuously expand the coverage of high-quality educational resources.

Regarding teacher team building, it emphasizes consolidating and deepening the achievements of the National Primary and Secondary School Teacher ICT Application Ability Enhancement Project 2.0, actively exploring digital teaching models suitable for rural schools, to promote the improvement of rural education standards. Through digital education, utilizing information technology, developing distance education and online learning, the coverage of educational resources can be expanded, and the accessibility and flexibility of education can be improved. To improve traditional community education, it is necessary to reform overly hierarchical and rigid teaching methods. At the same time, efforts should be made to build digital villages by introducing technologies such as big data, artificial intelligence, and internet-based services. By leveraging digital life services, we can provide residents with more comfortable and convenient daily experiences, offer more opportunities for learning and growth. This will optimize the allocation of educational resources and help residents access high-quality education, as well as better employment and career development opportunities. Simultaneously, enhance the service capacity of digital technology for inclusive education by providing community institutions

with more opportunities to promote management informatization, establish digital and intelligent systems. This will gradually bridge the urban-rural information gap, compensate for the shortage of educational resources in rural areas, and inject new vitality into rural educational endeavors.

#### *4.3. Innovate Educational Content and Methods, Guarantee Residents' Learning Needs*

Innovating educational content and methods is crucial for enhancing the quality and effectiveness of rural community education. The 2012 Central Document No. 1 first proposed "vigorously cultivating new-type professional farmers", marking a fundamental shift in the social role of farmers from an "identity" to a "profession". Farmers have thus become subjects of lifelong learning, emphasizing their importance in community education in the digital era. New-type professional farmers not only need farming skills but must also integrate an entrepreneurial spirit as part of their lifelong profession. They need to continuously learn and adapt to new technologies, keeping pace with the digital society. Therefore, innovating the content and methods of training new-type professional farmers provides strong support for this goal, driving the development of rural community education and realizing the concept of lifelong learning.

Firstly, regarding educational content, updates are needed based on the actual needs of rural communities. This means educational content should be more closely aligned with the life and development needs of rural communities, strengthening the teaching of practical skills and life skills. For instance, courses related to local agriculture, handicrafts, and home services can be offered to cultivate students' practical operational abilities and life skills, helping them better adapt to and integrate into the development of their local communities. Secondly, teaching methods need innovation, adopting more flexible and diverse pedagogical approaches. For example, project-based learning can be introduced, allowing students to learn and master knowledge and skills by completing specific project tasks, enhancing their practical abilities and problem-solving skills. Additionally, employing highly interactive teaching methods like scenario simulation can help students better understand and apply the knowledge they acquire, improving learning effectiveness and depth. By innovating educational content and methods, teaching content can be enriched, the relevance and practicality of education increased, and the interactivity and practicality of learning enhanced, thereby improving the quality and effectiveness of rural community education. These innovative measures will provide rural students with richer and more diverse learning experiences, cultivate their abilities for all-round development, and promote the sustainable growth of education in rural areas.

#### *4.4. Improve the Lifelong Education and Training System, Build Professional Teaching Staff*

Improving the lifelong education and training system is a prerequisite for achieving the sustainable development of rural community education. To this end, it is first necessary to establish a comprehensive, multi-level lifelong education system covering all age groups from children to adults to meet the learning needs of different groups. This includes multiple fields such as public education, vocational education, adult education, and non-formal education, forming a flexible and diverse learning network. Promoting a culture of lifelong learning is essential to stimulate rural residents' interest in learning. This, combined with accessible learning opportunities and supportive environments, can gradually enhance their capacity for self-directed learning. This includes conducting public awareness campaigns and educational activities to enhance understanding of the importance of lifelong education, as well as setting up learning incentive mechanisms to encourage more rural residents to participate in lifelong learning. Building on the foundation of an improved lifelong education and training system, developing a professional teaching workforce becomes key to further enhancing the quality of rural community education. According to the Ministry of Education's Basic Requirements for Community Education Worker Positions, community education workers include management personnel

and full-time teaching staff, and sufficient teachers should be allocated within communities.

Simultaneously, continuous improvement of teachers' professional capabilities is necessary. Teacher training is fundamental to enhancing education quality; governments and relevant educational institutions should intensify training efforts for rural teachers. By organizing various forms of training courses, seminars, and teaching practice activities, teachers' professional competencies and teaching skills can be enhanced. Training content can cover curriculum design, teaching methods, classroom management, psychological counseling, etc., aiming to help teachers better adapt to the characteristics and needs of rural education, improve their teaching standards, and thereby ensure the enhancement of education quality. Additionally, talent recruitment is an important avenue for strengthening the teaching force. The government can attract excellent educational talent to work in rural communities by offering attractive remuneration and good development opportunities. This includes raising salary levels for rural teachers, providing housing subsidies, and establishing clear career advancement pathways. Concurrently, various forms of exchange and cooperation mechanisms can be established to promote exchanges and learning between urban and rural teachers, improving the professional competence and teaching standards of rural teachers. This approach can not only alleviate the shortage of qualified teachers in rural areas but also enhance the quality of education by providing rural students with access to better resources and services, promoting the healthy development of rural community education.

#### *4.5. Establish Social Participation and Cooperation Mechanisms, Build Rural Community Education Brands*

Establishing mechanisms for social participation and cooperation is crucial for promoting the development of rural community education. Firstly, community participation refers to encouraging community members to actively engage in the planning and implementation of educational activities. Through parent-teacher meetings, community education forums, volunteer activities, etc., communication and cooperation between parents, villagers, educational institutions, and local governments can be fostered, strengthening the community's sense of identity and engagement with education. This allows for a better understanding and fulfillment of the educational needs of rural communities, enhancing the relevance and effectiveness of educational activities. Secondly, establish multi-party cooperation mechanisms involving government, schools, enterprises, non-governmental organizations (NGOs), etc., to jointly advance the development of rural community education. The government should play a role in policy guidance and resource integration, providing support and guarantees for educational cooperation; schools should strengthen cooperation with enterprises, NGOs, etc., to jointly carry out educational projects, resource sharing, teacher training, and other activities. Simultaneously, enterprises and NGOs can also participate in rural community education through donations, volunteer services, educational aid, etc. Such multi-party cooperation mechanisms can integrate resources from all sides and form strong synergies to jointly drive the comprehensive development of rural community education. These efforts also lay the foundation for building recognizable and impactful rural education brands. This requires that cooperation not only focuses on breadth and depth but also strives to enhance the quality and distinctiveness of the educational projects themselves. Building an educational brand needs to be closely centered on improving the practical effectiveness of educational services, ensuring they truly respond to community needs and reflect core educational values, thereby creating a compelling brand image. This relies not only on providing high-quality educational content but also on effective publicity and promotion to give community members a clear and positive understanding of the education brand. Simultaneously, showcasing successful cases and positive outcomes of educational projects can further enhance the

brand's appeal and influence, stimulating greater participation enthusiasm among community members.

By implementing the strategies outlined above, the problems facing rural community education can be effectively addressed, educational quality enhanced, and the sustainable development of rural communities promoted. The improvement and advancement of rural community education require active government guidance, the joint participation of all sectors of society, and sustained efforts. Through a combination of strategies—such as strengthening policy support, improving resource allocation, modernizing teaching methods, and fostering collaboration across sectors, new paths can be opened for the development of rural community education, laying a solid foundation for achieving educational equity and promoting comprehensive social progress.

## 5. Conclusion

From the perspective of lifelong education, rural community education serves as a vital pillar for promoting educational equity, enhancing the comprehensive quality of rural residents, and driving sustainable economic and social development in rural areas. Despite its crucial role, rural community education currently faces significant challenges, including insufficient infrastructure, scarce educational resources, lack of professional teaching staff, outdated and mismatched educational content, and low community participation. Addressing these issues requires a multifaceted approach that combines strengthened policy and financial support, optimized and integrated educational resources, and deepened digital education. Furthermore, innovating educational content and teaching methods to meet the actual needs of rural residents, building a comprehensive lifelong education and training system, cultivating a professional and motivated teaching workforce, and establishing inclusive social participation and multi-sector cooperation mechanisms are essential. By implementing these targeted development paths, rural community education can be revitalized, contributing not only to narrowing the urban-rural education gap but also to fostering harmonious community growth and social progress. Ultimately, advancing rural community education under the lifelong education framework lays a solid foundation for building a learning society where every individual can pursue personal development and contribute to the collective prosperity of rural areas.

## References

1. S. McLean, "Understanding the evolving context for lifelong education: global trends, 1950–2020," *International J. Lifelong Educ.*, vol. 41, no. 1, pp. 5-26, 2022, doi: 10.1080/02601370.2021.2015634.
2. B. Agyekum, "Adult unmet educational needs: Higher education options amongst adults in rural and small towns in Ghana," *J. Adult Continuing Educ.*, vol. 29, no. 1, pp. 195-214, 2023, doi: 10.1177/14779714221096499.
3. S. Golovina, L. Smirnova, and A. Ruchkin, "Education Is an Important Factor of Human Capital Development in Rural Territories," *E3S Web Conf.*, vol. 282, 2021, doi: 10.1051/e3sconf/202128208006.
4. M. Tagoe, D. Addae, and D. Amuzu, "Lifelong education trajectories and futures in Ghana: issues of policy, ideology and practice," *International J. Lifelong Educ.*, vol. 41, no. 3, pp. 327-342, 2022, doi: 10.1080/02601370.2022.2072011.
5. A. B. Ayanwale et al., "Networking and training for IMPROVEMENT of farm income: A case of lifelong learning (L3F) approach in West Africa," *Heliyon*, vol. 10, no. 1, 2024, doi: 10.1016/j.heliyon.2023.e23363.
6. S. Nykyporets, I. Stepanova, and N. Hadaichuk, "The use of Open Educational Resources in Ukraine: unleashing the potential for knowledge democratization and lifelong learning," *J. Innov. Sustain.*, vol. 7, no. 1, pp. 07-07, 2023.
7. A. Benavot et al., "Reimagining adult education and lifelong learning for all: Historical and critical perspectives," *International Rev. Educ.*, vol. 68, no. 2, pp. 165-194, 2022, doi: 10.1007/s11159-022-09955-9.
8. H. Cheng et al., "Bridging the digital divide for rural older adults by family intergenerational learning: A classroom case in a rural primary school in China," *International J. Environ. Res. Public Health*, vol. 19, no. 1, p. 371, 2021, doi: 10.3390/ijerph19010371.
9. G. Cunha de Araujo, "Education and lifelong learning for young and adult peasants," *European J. Train. Dev.*, vol. 45, no. 6-7, pp. 512-525, 2021, doi: 10.1108/EJTD-02-2020-0038.
10. B. Yembuu, "Intergenerational learning of traditional knowledge through informal education: the Mongolian context," *International J. Lifelong Educ.*, vol. 40, no. 4, pp. 339-358, 2021, doi: 10.1080/02601370.2021.1967488.

11. R. Donkoh et al., "Effects of educational management on quality education in rural and urban primary schools in Ghana," *Heliyon*, vol. 9, no. 11, 2023, doi: 10.1016/j.heliyon.2023.e21325.
12. H. Upreti and R. K. Malhotra, "Bridging the urban-rural education gap in India through CSR (Corporate Social Responsibility) initiatives: a conceptual study with special reference to sustainable development goal 4 (quality education)," *E3S Web Conf.*, vol. 556, 2024, doi: 10.1051/e3sconf/202455601032.
13. U. Hanemann and C. Robinson, "Rethinking literacy from a lifelong learning perspective in the context of the Sustainable Development Goals and the International Conference on Adult Education," *International Rev. Educ.*, vol. 68, no. 2, pp. 233-258, 2022, doi: 10.1007/s11159-022-09949-7.
14. M. A. Naveed et al., "How information literacy influences creative skills among medical students? The mediating role of lifelong learning," 2023, doi: 10.1080/10872981.2023.2176734.

**Disclaimer/Publisher's Note:** The statements, opinions and data contained in all publications are solely those of the individual author(s) and contributor(s) and not of SOAP and/or the editor(s). SOAP and/or the editor(s) disclaim responsibility for any injury to people or property resulting from any ideas, methods, instructions or products referred to in the content.