

A Practical Exploration of Distance Education Serving Rural Governance--Take the Open University as an Example

YuTao Niu

Jiangsu Open University, Nanjing, Jiangsu, China

Abstract: Rural governance is the key link and the "last mile" in the framework of social governance system. UNESCO pays full attention to lifelong learning, to which distance education is an important means. Based on the deep exploration of the open university in the field of improving rural governance capacity for years, this paper analyzes the relationship and promotion between the two concepts of "distance education" and "rural governance" from two levels: theoretical guidance and practical exploration. It demonstrates the significance and effectiveness of distance education in serving rural governance by means of conceptual analysis, comparative analysis, and case analysis. the results show that distance education can play an irreplaceable role in improving the efficiency of rural governance thanks to its advantages of advanced information technology, flexible school-running system, and convenient implementation path.

Keywords: Distance Education; Rural Governance; Lifelong Learning; Open University

1. Foreword

Rural governance is an important part of rural revitalization, a vital link to promote rural construction and development. Effective rural governance is conducive to promoting the active integration of resource elements in rural areas, such as industry, ecology, civilization, talents, and government organizations. Improving the rural governance capacity is of great significance to the sustainable economic and ecological development of rural areas, the life quality of farmers, the integrated development of urban and rural areas, as well as social harmony and stability. However, urbanization has driven a large number of rural people to leave for cities, and the rural areas are hollowed out and seriously aged, which has

caused its development to generally lag behind the cities. Considering the backwardness of rural areas that has delayed the process of modernization, it is urgent to improve the rural governance capacity.

2. Theoretical and Practical Exploration: The Core Connotation and Dilemma of the Rural Governance Concept

2.1 Concept of "Governance"

The word "Governance" comes from Latin and Greek, and its original meaning is "control, guidance, and manipulation". Although there were expressions of "governance"—for example, Mencius stated that "the monarch organizes education to govern"—in the Spring and Autumn Period and the Warring States Period in China, the concept of governance in the modern sense originated from western countries, along with the rise of the New Public Management movement. According to research, James N. Rosenau, the main founder of governance theory, was one of the first to define governance. In his *Governance without Government*, he said that governance "refers to the arrangements that prevail in the lacunae between regimes and, perhaps more importantly, to the principles, norms, rules, and procedures that come into play when two or more regimes overlap, conflict, or otherwise require arrangements that facilitate accommodation among the competing interests". R. A. W. Rhodes, another representative of governance theory, stated that "unfortunately, even the most cursory inspection reveals that 'governance' has several distinct meanings". Therefore, although the word "governance" has been popular for a long time, it has not yet formed a unified and authoritative definition. One representative and authoritative is what was put forward in *Our Global Neighborhood: the report of the Commission on Global Governance* published in 1995: "Governance

is the sum of the many ways individuals and institutions, public and private, manage their common affairs. It is a continuing process through which conflicting or diverse interests may be accommodated and co-operative action may be taken. " To put it simply, governance is a process in which multiple subjects (not just the government) coordinate different interests, achieve consensus by all parties, and maximize interests, with "good governance" as its ultimate goal. Therefore, improving governance capacity is an important content of modern national construction.

2.2 The Concept of "Rural Governance"

Rural areas are the basic unit of national politics. Rural governance is an important part of national governance, and rural governance capacity plays a fundamental role in promoting the construction of a modern country [1]. In China, "the most laborious and arduous task of building a modern socialist country in an all-round way still lies in the rural areas"; Samuel Huntington, the American political scientist, also pointed out that the countryside plays the "pendulum" role in modern politics and who wins the countryside takes it all.

Developed countries have long valued and achieved the modernization of rural governance. From the "Village Building Movement" in Japan and the "New Village Movement" in South Korea, to the "Village Renewal Planning" in Germany, they share the same background, that is, with the process of urbanization, a large number of people, especially the young and skilled, moved from rural areas to cities for jobs and settled down, resulting in the hollowing out and aging of villages. Consequently, rural development seriously lagged behind cities, which restricted the country's governance capacity and made rural governance problematic. China's new rural construction, with rural governance as its core, is based on similar background. Although in recent years, the country has introduced many measures to strengthen rural construction and achieved great results in tackling poverty, the trend of rural population loss has not been fundamentally improved, and the lack of talents has become a key factor restricting rural governance (below: a lonely and aging China countryside). As Figure 1.

The concept of rural governance was first put forward in Chinese academia in 1998 and first

appeared in the central document in 2006. Just like the word "governance", the concept of "rural governance" has not yet reached a unified definition, and many Chinese scholars have put forward different views from different perspectives. Yu Keping [2] believes that rural governance is a process of using rural public power to manage villages, maintain rural order, meet rural people's needs, and ultimately maximize public interests. Yuan Lijun [3] says that rural governance is an interactive process in which multiple governance subjects participate in the management of various public affairs in rural areas and the elimination of public contradictions in rural society. Taking the opinions of various schools into account, the author thinks that rural governance is not only a set of rules shared and jointly discussed, but a multi-party coordinated, game process. Its core concept includes four basic elements: governance subjects, that is, the leaders and participants in governance; governance objects, the interests of all parties involved; governance modes, rules adopted to coordinate the demands of all parties; and governance results, the demands and interests of all parties involved which are met to the maximum extent. Undoubtedly, in rural governance, it is the governance subject that can play a decisive role, as the interest demands are put forward and advocated by them, the governance rules are formulated and implemented by them, and the governance results need to be recognized and accepted by them too. Therefore, the most critical factor to improve rural governance capacity and level is to improve the ability and quality of the governance subject, that is, all parties involved.

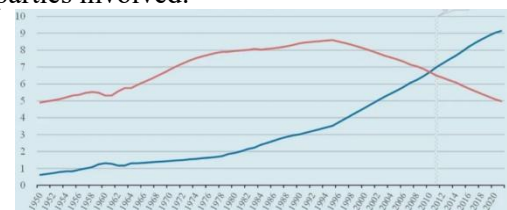


Figure 1. Urban and Rural Population in China over the Years (from the official website of National Bureau of Statistics)

2.3 Three Subjects of Rural Governance and Their Dilemma

The subjects of rural governance include: leaders, villagers and other participants. the leaders are the staff members of grass-roots

organizations (rural villagers' committees or autonomous committees). They are organizers and guides of rural governance, as well as the leaders with high hopes of villagers, the speakers of villagers' demands and the agents of government requirements. Their capabilities, which depend on their cultural level, ability to interpret policies, and grasp of rural conditions, determine the level of rural governance. the second level of rural governance is the villagers, the real subjects of rural governance considering they are the ultimate, direct beneficiaries of rural governance, the final judges of governance effectiveness, the backbone of participation in governance, and the fundamental reliance. Without their participation, rural governance is a tree without roots. "The success of rural governance abroad depends to a great extent on the villagers, especially the rural elites who actively participate in the process of rural development" [4]. the third level of rural governance, that is, the other participants, includes enterprises, institutions of higher learning, and other organizations and individuals involved in rural governance. They play a vital auxiliary role in rural governance, whose types vary, and participation methods mostly depend on its own organizational advantages and professional expertise, which can bring new connotation and specialties to rural governance. Compared with the other two subjects, the other participants are the key elements to improve the level of rural governance.

Based on the analysis of rural governance subjects, this study proposes that the biggest dilemma facing the improvement of rural governance capacity at present is the lack of capacity of governance subjects. the governance subjects mentioned here refers to those of the first two levels. the leaders' governance capacity and level are low, and the villagers' participation is insufficient, which is mainly manifested in their lack of participation consciousness and low overall satisfaction with the governance status quo.

After years of investigation, exploration and practice, this study argues that the causes of the above dilemma are mainly affected by two factors. First, the education level of the leaders and villagers is relatively low. According to statistics in 2021, the academic qualifications of around 54, 000 members of "village

(community) committees" in 21, 134 villages (communities) in Jiangsu Province are below junior college, and the educational level of villagers is even lower. As **Figure 2**.

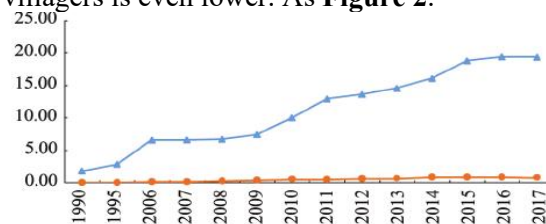


Figure 2. Distribution of Academic Qualifications of Relevant People

Second, the lack of traditional moral norms has caused some villagers to only pay attention to immediate and personal interests. the survey shows that the higher the education level, the stronger the villagers' personal consciousness and participation will, and the higher their satisfaction with the governance status quo.

3. Solutions and Breakthroughs: Using Distance Education to Improve the Efficiency of Rural Governance

How to break through the difficulties faced by rural governance is an urgent problem to be solved for improving the rural governance capacity. Many countries have devoted efforts to bettering rural governance too. According to public information, general examples of enhancing the rural governance capacity mainly include: First, agricultural associations (representing the government) to play its maximum role, that is, the leadership to be fully brought into play. Typical agricultural associations in the world include: Japan's National Federation of Agricultural Cooperative Associations promoted by the government, French agricultural cooperatives led by the market, DLG e. V., the German Agricultural Society, featured by network cooperation, American agricultural cooperatives with comprehensive diversity, Agriterro of Netherlands with intensive operation, and South Korea's National Agricultural Cooperative Federation with mutual assistance and cooperation; despite their different types, they all play a key role in promoting rural governance in their countries [4] as they are mainly guided by the government. Second, other participants to strengthen education and training for agricultural practitioners (including managers) and farmers. the French government

implements rural cultural policies while treating the cultivation and development of rural culture as the main goal of rural governance [5]. Japan and South Korea attach great importance to rural education and agricultural talent training, and cultivate rural talents through formal education, rural schools, and other ways [6]. Compared with the first example, the implementation of the second is mainly determined by the subjective ability of "the other participants". Therefore, strengthening the education and training of agricultural practitioners and farmers is a necessary means to improve the rural governance capacity.

Although there are many training departments for agricultural practitioners and farmers in China at present, and training activities have been organized respectively, most of the participants are not truly interested, especially considering that the classes are in towns and classrooms far away. Through policy and mechanism innovation, we should boldly and directionally cultivate a "sustainable" village cadre back-up team mainly made up of locals who understand agriculture and love the countryside and farmers, thus pioneering a new path of talent cultivation that can take root in rural areas [7].

Distance education, as an educational mode with deeply integrated with information technology and educational concepts, is an important means to practice lifelong learning, which greatly broadens the coverage of education. From the initial correspondence education to radio and television education, then to modern distance education, it serves the countryside and suits for the countryside, breaking the "isolation" of basic education in rural areas, changing the backward situation of rural education, winning wide recognition from the subjects in rural governance, and exerting certain popularity and influence. All these inject new vitality into the training of rural talents, promote the modernization of rural governance, and help rural revitalization. With the development of the Internet, the demand for distance education in rural areas is also growing. Rural residents are eager to learn new knowledge and skills through the Internet, keep up with the times, enhance their education background and comprehensive quality, better integrate into modern society, and realize their personal values. Meanwhile, it

is also a way to promote the continuous development of rural society. Consequently, developing distance education in rural areas not only has a certain social foundation, but also reflects the demand in rural areas for learning and progress of the times, and an important breach to advance the efficiency of rural governance.

As a new type of university characterized by "Internet+", open university is an important force to promote the revitalization of rural talents [8], and the main body of distance education and important carrier of lifelong education practice. Its mature distance education system and technical support tools have basically realized the ubiquity, personalization, and precision of education, and can create a borderless teaching mode of "everyone can learn, anytime and anywhere". Therefore, this study believes that open university can play an irreplaceable role in serving the improvement of rural governance capacity. Developing distance education in rural areas, improving the cultural literacy and comprehensive ability of governance leaders, especially local cadres who have natural emotional ties with the area, and increasing villagers' participation ability and awareness, will help mobilize the enthusiasm and effectiveness of villagers to participate in joint discussion and administration. the advantages of distance education system in serving rural governance are mainly reflected in three aspects.

Advanced information technology

The learning freedom regardless of time and region can effectively improve the flexibility of study and promote the sharing of resources. Distance education breaks through the time and geographical limitations via Internet technology, and has the obvious advantages of spreading to rural grassroots and remote areas without restrictions, effectively making up for the shortcomings of traditional education and providing valuable learning opportunities for areas not covered by traditional education. In view of the particularity of farming cycle, the time spent on learning in rural areas is discontinuous and the place unfixed. the distance education flexible and available anytime and anywhere can provide effective solutions to it. "Five Anys" which means anyone, anytime, anywhere, any chapter, and any course are there to meet the basic

requirements of developing modern education and lifelong education [9]. With real-time interaction and feedback, learners in rural areas can enjoy the education form of rich contents, diverse forms, and superior quality in universities without walls.

Abundant educational resources

Abundant, convenient, and quality resources can effectively reduce the learning cost of rural community and promote educational equity. At present, the distance education platform has stored many high-quality and low-cost educational resources, with a wide range of specialties that can effectively address the knowledge gap of different agricultural production and management in rural areas and meet the diverse learning needs of rural residents. In addition, compared with traditional education, distance education can also integrate technology into remote rural areas through emerging technical means, such as the 5G network, VR technology, intelligent robots, etc. [10]. It enriches teaching content and tools, and provides better and novel learning resources plus immersive learning experience for the vast number of rural grassroots cadres and people. Rural learners can even carry out experiments and operate equipment through virtual and simulated practice, so as to improve their practical and application skills. Abundant, convenient, and quality resources can better optimize the allocation of educational resources, achieve the sharing of educational resources, promote educational equity, and help the implementation of rural revitalization strategy.

Flexible support services

The tracking feedback of distance learning support service system can meet the personalized needs of rural community for lifelong learning. As a promoter and practitioner of distance education, open university has abundant and diverse educational resources to meet the individualized learning needs of rural community with different academic qualifications, backgrounds, and occupations. Tracking and recording the learning situation via big data technology, optimizing the learning path, and providing personalized learning paths and course recommendations according to students' interests, needs and development goals can help students make personal progress more effectively [11]. the

flexible and open learning support service system is convenient for teachers to understand and guide students more pertinently, provide personalized learning suggestions, and facilitate personalized teaching. Based on local environment and resource conditions, local open universities can develop distance education projects with characteristics and closely integrated with local development, and serve the development and construction of local villages, which is essential for implementing lifelong education, improving farmers' competence, and serving rural governance.

Complete school-running system

The radio and TV university in China (the predecessor of open university), which was approved by Deng Xiaoping in 1978, has trained a large number of senior talents with application skills for the Reform and Opening up. After decades, open university has established learning service centers all over urban and rural areas, formed a complete school-running system with three-dimensional coverage of the whole country, fully covering lifelong learning for rural community. Relying on the Internet, radio, television and other modern information technologies, open university is a multi-level, multi-type, and open education system, which has become an important carrier of a learning society and a lifelong education system, providing a major learning platform and an effective learning path for lifelong learning of rural community. the branches of open university are smoothly linked, and the hierarchical system structure is getting more mature, forming an integrated school-running pattern of "a game of chess in the whole country" [12].

Taking Jiangsu Open University (JSOU) as an example, its "Jiangsu Lifelong Learning Resource Library" is home to over 800, 000 kinds of learning resource, a vast ocean of knowledge for rural learners; more than 1, 800 courses serve the training of rural revitalization talents, extending the classroom to the fields and bringing the theory of rural revitalization and innovation to the homes of ordinary people. In addition, JSOU has set up 73 branch open universities in cities and counties in the province, implementing unified teaching and quality control standards. According to the learning needs of different groups, local open universities have set up learning service

centers, forming a learning service network covering the whole province. Rural students can choose from all kinds of courses including agricultural production and rural management, improve their academic level and skills, extend their knowledge, and update their thinking. Moreover, interdisciplinary learning integrates multi-domain knowledge to improve students' comprehensive ability to solve practical problems. Taking all into account, abundant and convenient course learning resources, unified quality control standards, and learning service centers all over the province can not only ensure the training quality of agricultural practitioners, but also resolve their difficulties and problems in learning in a timely and effective manner, thus meeting the individualized needs of rural community for lifelong learning and providing solid support for rural revitalization and talent training.

4. Measures and Exploration: Distance Education Services to Improve the Efficiency of Rural Governance

4.1 The Integration of Technology and School-Running Advantages, The Conceptual Update of Distance Education to Serve Rural Governance Personnel Training

At present, the education level in rural areas of China generally lags behind that of cities, and their mindsets behind the times, which leads to the overall low quality of rural population, lack of professional skills, and insufficient cultural literacy. It has become a major problem affecting and restricting the development of rural society. Only by improving the overall quality of rural population, enhancing the subjective initiative of rural community in learning, making "new farmers" financially and mentally "ricer", and cultivating new professional farmers who are "literate, technical, and practical" can we improve the level of rural governance and the sustainable development of rural areas. Developing rural community education is an effective way to improve the quality and ability of rural population and promote the comprehensive development of rural areas. In 1999, the Ministry of Education's *Action Plan for Revitalizing Education Facing the 21st Century* issued a call to "carry out community education trials, gradually establish and

improve the lifelong education system, and strive to improve the quality of the whole people" [4]. Open university network covers urban and rural areas in the whole country and has rich educational resources and flexible teaching mode, which is an important force to promote the development of rural community education. With its school-running system, it can build a community education network which affects and radiates to remote areas, and assists local villages to adjust to local conditions. By establishing community education centers, learning sites, and community learning network platforms, it can make full use of its digital advantages and take rural communities as regional carriers to empower regional resource sharing, so that rural learners can make progress together in an atmosphere of mutual learning and promotion. First of all, in terms of online teaching content, modern information technology can be used to innovate the content design and demonstration of the course. For example, themes such as regional cultural characteristic resources, science technology, ideology, morality, and law, health education, artistic accomplishment, agricultural planting technology, agricultural management and operation, etc., can be supported by innovative design and polish, plus renowned teachers who can create featured courses profound but easy-to-understand, thus enhancing the fun and convenience of teaching content, and motivating the interest of rural learning community. By designing interactive group learning activities and tasks that guide learners to actively participate, it can help learners apply theoretical knowledge to real-world situations, and promote the depth and effectiveness of learning. Through community training and high-quality resources learning, it can also help the rural population broaden their mind, improve their ideological and moral literacy, scientific and cultural literacy, and agricultural literacy, raise the level of rural civilization, and fully mobilize the enthusiasm, initiative, and creativity of rural residents, contributing to rural revitalization and rural governance.

Secondly, in terms of on-site talent training, we can rely on learning centers all over rural communities to carry out various community education activities. Experts and professors can be invited to give lectures, educate

residents "face-to-face" about etiquette, laws and regulations, traditional culture, and other knowledge; they can also go deep into the fields to teach agricultural science and technology, ecological protection, and other skills, thus enriching residents' knowledge reserve and stimulating new ideas for rural construction. For example, JSOU has held a series forum on rural revitalization, where academicians of China Academy of Engineering, agricultural scientists and researchers from colleges and universities, and agricultural and animal husbandry entrepreneurs, made in-depth discussions and exchanges on key agricultural and rural issues such as innovation of the integration of "three chains" (science and technology chain, talent chain, and industrial chain), land, seeds, and cultivation of talents, creating an "ideological feast" for injecting new vitality to rural revitalization.

By constructing such an open learning form of online and offline, virtual and real-world collaboration, and creating an "integrated" smart learning scene of rural community education, the subjective initiative of rural community can be better enhanced, and the new vitality of rural revitalization can be stimulated, so as to cultivate diversified and high-level talents for rural revitalization and improve the level of rural governance.

4.2 The Integration of Technology and School-Running Advantages, The Implementation Path of Distance Education to Serve Rural Governance Personnel Training

a. Use modern distance education to meet the academic needs of rural community and improve their cultural literacy.

Talents in rural areas play the backbone role in implementing rural revitalization strategy and rural governance. Distance education has the advantages of flexible learning, abundant high-quality resources, mature school-running system, and personalized service system, which can meet the needs of rural talents to improve their academic qualifications and skills. Open universities all over the country give full play to the advantages of systematic operation, implement the project of "Rural Cadres Competence Improvement" by means of modern distance education, and cultivate the "vanguards" needed for rural revitalization

strategy. With a group of good cadres, there will be prosperity and development of thousands of homes. Through open education, vocational education, and community education, JSOU has trained a group of "non-leaving college students" who are rooted in rural areas and familiar with the humanistic environment and resource endowment of their hometown. Since 2020, the university has actively implemented the "Village (Community) Cadres' Academic Qualifications and Quality Improvement" project. 38 open universities in cities and counties participated, and a total of 16, 831 village (community) cadres was trained. Up to now, 22 of the nearly 300 model village secretaries commended by the Jiangsu Provincial Committee of CPC are students of JSOU. In July 2022, the first independent entity rural revitalization college in the province was officially unveiled at JSOU. Relying on the "Plant Science and Technology" major, the college will start to enroll students in the autumn of 2024, helping Jiangsu grassroots agricultural technicians to improve their academic qualifications and abilities. the college has successfully applied for 35 high-level scientific and technological projects sponsored by the National Natural Science Foundation of China, the Office of the Central Leading Group for Rural Work and Ministry of Agriculture and Rural Affairs, Jiangsu Provincial Association for Science and Technology, China Rural Special Technology Association, etc. It has also jointly undertaken the third-party investigation and evaluation work of enriching the people and strengthening the villages in the province with 10 open universities. the flexible and convenient characteristics and advantages of distance education provide rural cadres with opportunities for continuing education, create various "practical" majors to promote rural revitalization and development, and formulate training programs to individually meet the needs of village cadres for their occupation and personal academic upgrading. Through the customized distance education learning platform, rural students without leaving home can learn professional knowledge such as crop production, rural industry, business management, e-commerce, mass work, etc., and track the learning progress; tutors can better supervise the learning situation, help to check and fill gaps, answer questions, keep

abreast of the troubles encountered by students, guide them more pertinently, and put forward personalized learning suggestions to improve learning efficiency. Therefore, strengthening the academic qualifications of rural talents has realized the double promotion of academic qualifications and abilities, injected a strong impetus into rural revitalization and development, enabled rural talents to better lead the development of rural governance, and promoted the in-depth implementation of rural revitalization strategy.

b. Use modern distance education to meet the needs for skills of rural community and improve practical application ability.

Using modern distance education technology is a way to meet the needs of rural community in skills upgrading and to improve their practical application ability. By adjusting the needs of industrial structure adjustment and upgrading, as well as the contents and methods of education, according to the actual economic and social development in rural areas, distance education can provide customized education and training services for rural areas. JSOU has established a rural community education network in towns and villages in the province. Through the creation of "learning centers" and "study base" projects, it has organized a team of professionals to regularly carry out activities such as sending education to villages and households, invited agricultural experts to conduct on-site demonstration teaching, and set up various events such as lectures, forums, and case sharing. the combination of "online" and "offline" teaching mode expands the classroom to the fields and spreads advanced ideas, technologies, and experiences to every corner of the countryside. By using the digital resources built by the university, such as self-made TV programs and online courses, villagers can learn new knowledge and skills at their doorstep. This educational method ensures that rural community can apply what villagers have learned, stimulate their enthusiasm and creativity, and effectively improve their practical skills and comprehensive quality. By developing local characteristics, cultivating localized practical talents, and realizing the transformation of learning and application, it improves the efficiency of rural governance and promoting rural revitalization and development.

4.3 The Integration of Technology and School-Running Advantages, The Excavation of Local Culture Supported by Distance Education to Serve Rural Governance

With the development of technology and the combination of school-running advantages, it has become an effective way for distance education to serve rural governance. To promote rural revitalization, improve the efficiency of rural governance, and enhance the cultural confidence of rural residents, it is very important to build characteristic industries, culture, and brands. However, at present, there are difficulties in the development of some rural areas in China, such as small scale, weak subject, insufficient industrial chain, and homogenization, hindering the overall sustainable development of rural areas. To contribute to the personalized development of rural areas, other subjects, the third level of rural governance, should also join more exploration and practices in excavating the regional culture with rural characteristics.

By establishing social education centers in cooperation with local governments, the open university actively explores local resources and the characteristic path of rural transformation and development, having achieved notable results. Focusing on promoting farmers' development, improving agricultural benefits, and increasing farmers' income, open university is committed to building study tour projects with local characteristics, construing study tour bases and learning centers, and establishing red culture classrooms based on red culture museums, so as to expand the influence of local culture and attract more tourists to feel its charm.

JSOU has actively assisted the rural areas in the province to develop local industry and culture, harvesting rich achievements. For example, a study tour project of "Fishing, Fun and Learning" was created to promote the transformation of Yanhu Village, a small, ordinary fishing village along the lake, to beautiful, new countryside. Digging deep into the characteristic natural environment and fishing village culture, the project was awarded the first batch of study tours in Jiangsu Province in 2018. At the same time, the special assistance plan of "Transformation and Development of Yanhu Village" has formed a brand through training of hospitality service,

new professional farmers, and special activities of social education. In addition, JSOU built the "Red Sun Classroom" relying on the local "Zhang Aiping Memorial", and the "Fishermen's Classroom" and the "Yanhu Village Learning Center" with the theme of fishing culture, aiming at popularizing local culture to local residents and tourists while stimulating the motivation of inheriting and developing rural culture. Through the implementation of these strategies, JSOU helps rural areas to integrate and make full use of representative resources, forming their unique industrial and cultural advantages and brands. By integrating technology and school-running advantages, distance education has advantages in serving the exposure of characteristic regional culture in rural governance. Its multi-level system not only helps to dig out and create tangible cultural brands, but also accelerating the spread of brand effects, thus promoting rural revitalization and rural residents' cultural awareness and cultural confidence. In addition, the exposure of characteristic regional culture is also helpful to motivate the individualized development of rural areas. All these are conducive to the efficiency of rural governance.

5. Conclusion

As an important link in the construction of lifelong learning social system, the school-running mode of open university determines that it can have advantages beyond other educational institutions. First, it can enable flexible learning channels and deep participation of villages (communities); second, it can meet the diverse learning goals of learners, including the improvement of academic qualifications and skills; third, it has a mature quality evaluation mechanism and distance education operation mode, which can guarantee the teaching quality; fourth, special departments such as credit banks can not only identify and transform learners' previous academic achievements, but also effectively track lifelong learning. Therefore, as an important carrier of distance education, open university can carry out education and training with diversified teaching modes, so as to improve the comprehensive literacy of the leaders and villagers in rural governance, and then improve the rural governance capacity.

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