

Practical Logic and Path Optimization of the Construction of the Community of Financial Aid and Parenting in Colleges and Universities Led by Party Building

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Abstract

Taking General Secretary Xi Jinping's important exposition on education as the fundamental guideline, this paper focuses on the transformation needs of financial support and educating people in colleges and universities in the new era from "economic security" to "developmental empowerment", and systematically explores the logic, practical dilemma and optimization path of the financial support and educating community under the leadership of party building. The study discusses the logic of constructing the community of financial support and educators under the leadership of party building, the practical dilemma and the optimization path. The study points out that Party building provides directional, normative and synergistic support for the community of financial support and education through the triple functions of political leadership, institutional guarantee and resource integration; however, in practice, there are still problems such as "superficial combination" of Party building and education, poor synergistic mechanism of multiple subjects, and lack of evaluation system of the effectiveness of education, etc. In this regard, it is proposed that the "Party Committee" should be established under the leadership of the "Party Committee" to "ensure economic security" to "developmental empowerment". In this regard, it is proposed to strengthen the institutionalization of party building leadership with the three-level linkage of "party decision-making - branch implementation - party member demonstration", to construct a multi-dimensional nurturing ecology with the digital platform and school-family-society collaborative policy, to deepen the developmental innovation of financial aid with the tiered program of "economic + psychological + ability", and to deepen the developmental innovation through the dynamic framework evaluation of the evaluation. The study also seeks to deepen the innovation of developmental funding through the "economic+psychological+ability" tiered program, and to enhance the long-term effectiveness through dynamic evaluation framework and third-party assessment. The study provides a theoretical framework and practical reference for solving the problem of "focusing on financial support but not on nurturing", and is of practical significance to the implementation of the fundamental task of cultivating morality and serving the strategy of revitalizing the countryside and common wealth.

Keywords

Party building leadership; financial aid and education community; developmental financial aid; synergistic mechanism; path optimization.

1. Introduction

1.1. Background and significance of the study

General Secretary Xi Jinping clearly put forward "accelerating the construction of a strong education country and comprehensively improving the quality of independent training of talents" in the report of the Twentieth National Congress of the CPC, emphasizing that "educational fairness is an important foundation of social fairness", which points out the fundamental direction of the work of financial support for people in higher education in the new era. With the deepening of national strategies such as rural revitalization and common prosperity, higher education, as a key link in blocking the intergenerational transmission of poverty and promoting social mobility, has upgraded its financial support work from "guaranteeing the bottom line" to "empowering the development".²⁰²³ The Ministry of Education's "Opinions on Comprehensively Promoting the Construction of "Great Ideology and Politics Classes" further pointed out that "ideological and political work should be carried out throughout the whole process of education and teaching", which provides a policy guideline for the construction of a community of financial aid and education under the leadership of the party building. At present, the financial aid work of colleges and universities urgently needs to break through the traditional mode of "focusing on material assistance but not value leadership" and "focusing on short-term relief but not long-term empowerment", and transform the Party's political advantages and organizational advantages into nurturing advantages, which is precisely the implementation of General Secretary Xi Jinping's "nurturing for the Party, nurturing for the people, and nurturing for the people". This is precisely the practical requirement of implementing General Secretary Xi Jinping's important exposition of "nurturing people for the Party and talents for the country".

In terms of theoretical significance, this research takes General Secretary Xi Jinping's important exposition on education as the fundamental guideline, bases on the community theoretical perspective, and systematically explains the political logic, synergistic mechanism and practical path of financial support under the leadership of the Party building, so as to provide academic support for the construction of the theoretical system of financial support for people in colleges and universities with Chinese characteristics. In terms of practical significance, the research results are aimed at cracking the problem of "two skins" between financial aid and education, and promoting the formation of a benign cycle of "relief - education - success - return". The research results aim to solve the problem of "two-skin" between financial aid and education, promote the formation of "relief - education - success - return" virtuous circle, serve the talent demand of "helping the wisdom and aspiration" in the strategy of rural revitalization, and help the high-quality realization of education fairness under the goal of common wealth, and provide a replicable practical program for the implementation of the fundamental task of cultivating moral education in colleges and universities in the new era.

2. Literature review

2.1. Theoretical foundations of party leadership and educational governance

The role of party leadership in promoting educational equity has formed a consensus in the academic community. Hou Xiang (2025) points out that the party organization can optimize the allocation of educational resources and narrow the funding gap between urban and rural areas and regions through policy formulation and supervision; Gao Jie and Cao Plan (2025), based on the perspective of rural revitalization, put forward that the party's leadership can promote the upgrading of financial support and nurturing from "relief-type help" to "development-type empowerment" to realize the synergy between educational equity and rural revitalization. Gao Jie and Cao Plan (2025), based on the perspective of rural revitalization, suggest that the

leadership of party building can promote the upgrading of financial support from "relief assistance" to "developmental empowerment", and realize the synergy between educational equity and rural revitalization. Wang Weiye and Wen Junying (2024) analyze the enrollment policy to prove that the Party's concept of educational equity has the function of institutional guarantee in the practice of college financial aid. At the same time, the community theory provides a new paradigm for college parenting. Zhang Ran et al. (2025) constructed a three-dimensional parenting system of "cultural foundation-autonomous development-social participation" based on the theory of core literacy. Liu et al. (2025) put forward the synergistic logic of "one-stop" student community and financial support, emphasizing the central role of the party organization in resource integration; Han Ying and Lu Lailai (2024) demonstrated the feasibility of synergistic education of multiple subjects through the study of "financial support +" mode, but have not yet systematically explained the specifics of party building leadership. However, they have not yet systematically explained the specific realization path of party building leadership.

2.2. The development of research on financial support for human development

Research on financial support has experienced the paradigm evolution from "protection-oriented" to "development-oriented". Zhong Shan et al. (2025) proposed that developmental financial support should be shifted from economic support to psychological care and vocational ability cultivation in medical schools; Cui Yang et al. (2025) constructed the "1234" model, emphasizing emotional care and sustainable development ability cultivation under the leadership of party building; Yang Mengting (2024) analyzed the "five-in-one" model and pointed out that developmental financial support needs to realize economic support and vocational ability cultivation, while Yang Mengting (2024) analyzed the "five-in-one" model. Yang Mengting (2024) analyzed the "five-in-one" model and pointed out that developmental financial support needs to realize the organic unity of economic help, spiritual incentives and ability enhancement. Current research focuses on three major directions: first, precision, Wu Suhong and Chen Qingbin (2025) put forward the mechanism of accurate identification and dynamic management of financial aid recipients, emphasizing the application of big data technology; second, synergism, Zhang Yinjun (2025) points out the importance of the third-party participation in the evaluation of the university through the analysis of bibliometrics; third, long-term effectiveness, Zhang Lehan and Dong Yunnan (2024), based on the theory of new institutional economics, put forward the construction of incentive-compatible financial aid cultivation. proposed to build an incentive-compatible long-term mechanism of financial support and education.

2.3. Research deficiencies and directions for breakthroughs

There are two shortcomings in the existing research: first, the integration mechanism of party building and financial support has not yet formed a systematic theoretical framework. For example, although Liu et al. (2025) proposed the synergistic logic of party building, they lacked empirical research on the three-level linkage of "party committee - branch - party members"; Tang Chengzhi et al. (2024) explored the combination of one-stop community and financial support and nurturing paths, but the explanation of the coordinating function of the party organization is still weak. Tang et al. (2024) explored the combination of one-stop community and subsidized education, but the explanation of the coordinating function of party organizations is still weak. Secondly, the research on the institutionalization path of the synergy of multiple subjects is fragmented. Although Han Ying and Lu Lailai's (2024) "subsidy+" model involves multiple synergies, it fails to clarify the rules for the division of authority and responsibility between the school-family-society, and Zhang Yinjun's (2025) bibliometric study reveals the current situation of insufficient synergies, but fails to propose an operable institutional design. This study intends to break through the above limitations and, guided by

General Secretary Xi Jinping's important discourse on education, systematically construct a theoretical model and practical path for the community of financial support and education under the leadership of party building.

3. Theoretical Logic of Funding and Educational Community Led by Party Building

3.1. Functional positioning of party building leadership

Party building leadership has a central unifying role in the construction of the financial aid and education community, and its function is mainly reflected in three dimensions: First, political leadership, through strengthening the political attributes and ideological leadership of the party organization, to ensure that financial aid and education work always carry out the fundamental task of cultivating morality and guiding students to establish the correct values and family and national sentiments; second, institutional guarantee, relying on the party committee's coordinated planning, the party branch of the implementation of the specific chain of responsibility, to establish a standardized and effective institutional framework. Secondly, institutional guarantee, relying on the chain of responsibility of the Party branch for overall planning and implementation, establishing a standardized and long-term institutional framework for financial support and education, and clarifying the division of responsibilities of the Party organizations at all levels in the formulation of policies, deployment of resources, and supervision of the process; thirdly, resource integration, giving full play to the role of the Party platform as a link, and coordinating the advantages of the resources of the school's functional departments, off-campus enterprises, social organizations and other diversified subjects, to form the synergy of nurturing people with the Party Committee taking the lead and the participation of many parties. The third is resource integration, playing the role of the party building platform, coordinating and coordinating the advantages of the resources of functional departments on campus, off-campus enterprises, social organizations and other diversified subjects to form a "party-led, multi-party participation" in the training of human resources, to break the plight of fragmented resources, and fight separately.

3.2. Constitutive elements of the Community

The core of the community of financial support and education lies in the construction of an organic system of multiple synergies, the components of which can be developed from three dimensions: first, the main dimension, and a clear division of roles among the party organization, teachers, students, families and society. The party organization is responsible for the overall direction and coordination of resources, teachers assume the ideological guidance and ability to cultivate, students as the main body of the initiative to participate in the practice, the family with emotional support, the community to provide a practical platform and employment support, the formation of "full participation, each in its own way," the pattern of parenting. Secondly, the content dimension emphasizes the organic unity of economic assistance, ideological guidance and ability enhancement. Economic assistance is the foundation, ideological guidance is the core, and ability enhancement is the goal, and the three need to be integrated and permeated in the whole process of financial support, to avoid the imbalance of "focusing on material rather than spiritual" or "focusing on financial support rather than nurturing". Third, the mechanism dimension, through policy synergy to optimize the top-level design, resource sharing to break down information barriers, evaluation and feedback to promote dynamic improvement, the formation of "clear objectives - resource integration - implementation and feedback" closed-loop operation mechanism.

3.3. Expanding the meaning of developmental funding

The connotation of the developmental model of financial assistance in the new era needs to realize a double breakthrough: first, the goal of upgrading from the traditional "economic relief" to "quality empowerment". Financial aid is no longer only concerned with short-term economic relief, but focuses on students' lifelong development needs, through academic support, psychological counseling, career planning and other initiatives to help students enhance their core qualities and competitiveness to adapt to social development. Secondly, the methodology is innovative, promoting the synergy of "integration of five education" and "personalized support". On the one hand, moral education, intellectual education, physical education, aesthetic education and labor education are integrated into the design of financial assistance programs, such as the establishment of the Red Practice Scholarship and the Innovation and Entrepreneurship Support Fund, etc. On the other hand, we have established a dynamic identification mechanism for the differentiated needs of the students, and provided precise services such as academic counseling, psychological counseling, and career guidance, so as to realize the combination of "universal financial assistance" and "developmental nurturing". On the other hand, it establishes a dynamic identification mechanism to meet the differentiated needs of students, and provides precise services such as academic counseling, psychological counseling and career guidance, so as to realize the in-depth combination of "universal financial support" and "developmental education".

4. The reality of the dilemma of the community of higher education financial support and education

4.1. Practical challenges of party building leadership

At present, the combination of party building and financial support work is still "formalized" and "superficial". Although some colleges and universities emphasize the role of party building in funding and educating people at the policy level, in practice, they mostly stay in the documents or stage activities, and lack the system design and long-term mechanism for deep integration. The function of the grass-roots party organizations in financial support and education is ambiguous, often confined to the implementation of transactional work, failing to give full play to the advantages of ideological leadership and resource coordination, resulting in a lack of innovative impetus for the education of people. For example, some branches emphasize procedural compliance rather than value guidance in financial aid work, and emphasize the issuance of funds rather than ideological penetration, making it difficult to effectively connect the Party's theoretical education with the growth needs of sponsored students.

4.2. Obstacles to the operation of synergistic mechanisms

The synergy of multiple subjects in the community of subsidized education still faces structural contradictions. On the one hand, the boundaries of the rights and responsibilities of the party organization, the school, the family, society and other subjects are unclear, and the social forces have a single channel of participation and insufficient enthusiasm, leading to the fragmentation and dispersal of resource supply; on the other hand, the construction of the information-sharing platform is lagging behind, and the data barriers between departments within the school have not been completely opened, and the docking of resources outside the school lacks a unified interface, so the efficiency of resource integration is low. For example, some colleges and universities lack a regularized collaboration mechanism between their financial aid departments and academic, teaching and employment departments, and the internships provided by social enterprises do not match the needs of sponsored students well, making it difficult to fully release the effect of collaborative education.

4.3. Sustainability challenges to parenting effectiveness

In the practice of financial aid and education, the phenomenon of disconnection between "economic assistance" and "ideological education" is still prominent. Some colleges and universities still simplify financial aid to economic assistance, ignoring the simultaneous promotion of ideological leadership, psychological care and ability training, resulting in an imbalance between students' "material relief" and "spiritual growth", and insufficient sense of value identity and gratitude. In addition, the evaluation system of the effectiveness of financial aid and education is not yet sound, and most colleges and universities rely on simple satisfaction surveys or statistics on the distribution of funds, lack of scientific tracking of the long-term development trajectory of the sponsored students and the improvement of their comprehensive quality, and the feedback and improvement mechanism is only in the form of a formality, which makes it difficult to form a benign cycle of "practice-assessment-optimization". It is difficult to form a virtuous cycle of "practice-evaluation-optimization".

5. Optimization Path of Funding and Educational Community Led by Party Building

5.1. Strengthening the institutionalization of party building leadership

The efficacy of party building leadership needs to rely on institutionalized top-level design. At the policy level, the work of financial support and education should be clearly incorporated into the assessment system of party building in colleges and universities, and the main responsibilities of party organizations in goal setting, resource allocation and process supervision should be detailed, so as to guide the in-depth integration of party building and financial support and education through the assessment indicators. At the organizational level, a three-tier linkage mechanism of "party committee decision-making - branch implementation - party member demonstration" has been constructed: the party committee is responsible for the overall planning of the direction of financial support and education and examines the major programs; the party branch develops a specific implementation plan in combination with the professional characteristics, and organizes teachers and students to participate in the practice of helping; the party members, teachers and students play a pioneering role by pairing and helping, volunteering and other forms of support. Party members, teachers and student cadres play a pioneering role and sink to the front line of education through pairing, helping and volunteering, forming a closed loop of governance of "top-down communication and bottom-up feedback".

5.2. Building a multifaceted and synergistic nurturing ecology

The key to solving the dilemma of decentralizing the mainstay of financial support and nurturing lies in the construction of a coordinated and linked nurturing ecology. On the one hand, it is necessary to improve the school-family-society collaborative policy system, through the signing of cooperation agreements and the establishment of liaison mechanisms, to clarify the leading responsibilities of the school, the auxiliary duties of the family and the supplementary obligations of the community, for example, to promote enterprises to set up a targeted support fund, and to promote the provision of social practice positions in the community. On the other hand, a digital information sharing platform should be set up to integrate student demand data, school resource pools and social supply-side information, and big data technology should be used to realize accurate identification of financial assistance recipients, dynamic matching of resources and intelligent analysis of the effectiveness of assistance, so as to improve the efficiency of resource integration and the appropriateness of supply and demand.

5.3. Deepening innovation in the content of developmental financing

Developmental financial aid needs to break through the single mode of economic assistance and expand in the direction of multi-level, personalized nurturing. First, the implementation of layered classification strategy, for different grades, professions, development needs of students receiving assistance, design "economic assistance + psychological guidance + ability to improve" composite program, such as the lower grades focus on academic counseling and psychological adaptation, the upper grades focus on employment guidance and career planning. Secondly, the red cultural resources will be transformed into kinetic energy for educating people, and brand projects such as "red study" and "role model preaching" will be developed, so as to embed ideological and political education into the whole process of financial aid, and enhance the value identity and social responsibility of the students through the impregnation of the spirit of the revolution and the infection of party members' pioneering deeds. Through the infiltration of the revolutionary spirit and the infection of the pioneering deeds of party members, it enhances the value identity and social responsibility of the sponsored students, and realizes the organic unity of "helping the poor" and "helping the will".

5.4. Improvement of long-term evaluation and improvement mechanisms

The sustainable development of the community of financial support and education needs to be guaranteed by scientific evaluation and dynamic optimization. A dynamic evaluation framework of "process monitoring, effect assessment and continuous optimization" has been established: process monitoring focuses on real-time indicators such as the standardization of fund use and participation in activities; effect assessment introduces long-term observation dimensions such as the improvement of students' comprehensive quality, the quality of employment, and the degree of social contribution; and continuous optimization adjusts the policy tools and implementation strategies based on the evaluation results. Continuous optimization is based on the evaluation results to adjust policy tools and implementation strategies. At the same time, through the introduction of a third-party professional organization to carry out independent evaluation, the development of a standardized evaluation index system, and the regular release of reports on the effectiveness of financial support for nurturing, the credibility of the results has been enhanced, forcing the quality of work to be improved, and forming a virtuous cycle of "practice-feedback-iteration".

6. Conclusions and outlook

6.1. Core findings

Party building is the core political guarantee for the construction of the community of higher education funding and educating people, the essence of which is to promote the qualitative upgrading of party building and funding and educating people from "physical combination" to "chemical reaction". Through the institutional design of the party organization's political advantages into the effectiveness of education, to ensure that financial aid work always serve the fundamental task of establishing moral education, to achieve the organic unity of value leadership and resource supply. At the same time, the sustainable development of the community of subsidized education needs to break through the shackles of subject barriers and resource dispersion, relying on institutional innovation to clarify the boundaries of the synergy of multiple subjects, with the help of resource integration to form the synergy of education, and ultimately to build an ecology of education that has a common goal, a common responsibility, and a common goal and a common result.

6.2. Future research directions

Future research can be deepened and expanded from two dimensions: first, digital technology empowers community building, exploring the application of blockchain, artificial intelligence

and other technologies in the identification of financial aid recipients, resource matching, and effect tracking, constructing an intelligent and dynamic financial aid and education system, and improving accuracy and responsiveness; second, exploring the linkage mechanism in the context of rural revitalization, focusing on how financial aid and education can link up with national strategies such as the revitalization of rural talents and industrial support. The second is the exploration of the linkage mechanism in the context of rural revitalization, focusing on how financial support and education can be connected with the revitalization of rural talents and industrial support and other national strategies, for example, through the directional training of urgently-needed talents in the countryside and the establishment of a practice platform on campus and in the field, so as to promote the extension of the value of financial support and education from the campus to the society, and to achieve the bidirectional empowerment of educational equity and social services.

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