

# Theoretical Innovation and Practical Approaches of Professionalized Services by University Young Volunteers for Rural Revitalization under the "Hundreds, Thousands, and Tens of Thousands Project"

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**Abstract:** As the core strategy for addressing the urban-rural development imbalance, the “High-quality Development Project of 100 Counties, 1,000 Towns and 10,000 Villages” (hereafter referred to as the “Hundreds, Thousands, and Tens of Thousands Project”) in Guangdong Province establishes new requirements for the professional development of youth-volunteer service in colleges and universities. This paper integrates the theory of active youth development, the theory of empowerment, and the theory of embedded governance, and thoroughly analyzes the major problems of youth-volunteer service in colleges and universities, such as the imbalance of participation, the lack of professional service capacity among volunteers, and the mismatch between service models and actual needs. Based on this analysis, an implementation framework for the professionalization of youth-volunteer service in colleges and universities is proposed, and a four-dimensional implementation pathway—professional demand identification, ability cultivation, service embedding, and achievement transformation—is further designed. This provides theoretical guidance and policy recommendations for the professional development of youth-volunteer service in colleges and universities in the context of the “Hundreds, Thousands, and Tens of Thousands Project.”

**Keywords:** Hundreds, Thousands, and Tens of Thousands Project, College Youth Volunteers, Professionalization, Rural Revitalization

## 1. Introduction

As the vanguard force in volunteer service, college and university youth play an indispensable role. Addressing the pronounced imbalance between urban and rural development—a major constraint on Guangdong’s high-quality development—the “Hundred Counties, Thousand Towns, Ten Thousand Villages” High-Quality Development Project (hereafter referred to as the “Hundreds, Thousands, and Tens of Thousands Project”) has been positioned as the province’s top-priority initiative to advance coordinated urban–rural development. This project presents a strategic opportunity for university youth to empower rural revitalization through professionalized service. Equipped with high levels of cultural literacy and civic engagement, college students have emerged as the most proactive pioneers in volunteer service. Their professionalized volunteering represents an effective pathway for participating in social governance and supporting rural development. However, current youth volunteer initiatives in higher education institutions generally lack systematic, professional operational mechanisms, leading to suboptimal implementation outcomes. It is therefore urgent to explore a robust professional operation framework, critically analyze existing practical dilemmas, and formulate evidence-based optimization pathways.

## **2. Problem Origin: Practical Needs and Policy Opportunities for the Professional Transformation of Services**

### ***2.1 Strategic Framework of the Hundreds, Thousands, and Tens of Thousands Project and the Professionalization of Services***

The High-Quality Development Project of 100 Counties, 1,000 Towns, and 10,000 Villages is a systematic and strategic initiative launched by Guangdong Province to promote coordinated urban-rural development. Since its inception in December 2022, the project has covered 122 counties (including cities and districts), more than 1,600 townships, and 26,500 administrative villages, making it Guangdong's flagship project for advancing high-quality development<sup>[1]</sup>.

From a policy perspective, the Hundreds, Thousands, and Tens of Thousands Project not only reshapes the province's economic and geographical landscape but also represents profound social mobilization and governance transformation. Its objective is to convert county-level developmental constraints into potential engines of high-quality growth. Within this strategic framework, youth volunteer service in colleges and universities has assumed new political missions and social functions.

According to the Action Plan for Guangdong Province to Promote the High-Quality Development Project of 100 Counties, 1,000 Towns, and 10,000 Villages issued by the Guangdong Provincial Hundreds, Thousands, and Tens of Thousands Project Headquarters in 2025, mobilizing social forces is identified as one of the five major initiatives. The core role of college youth volunteers is explicitly emphasized. The plan highlights the necessity of leveraging the professional advantages of knowledge-intensive institutions such as universities and research institutes to guide young talents in contributing to rural revitalization. This policy orientation institutionalizes pathways for highly organized and intellectually equipped college youth to engage in rural revitalization and sets clear professional standards for their service models.

The policy-driven professionalization manifests at three levels: first, Goal orientation, it has shifted from early-stage basic assistance to high-quality empowerment, emphasizing the precision and effectiveness of services. Second, Participation subjects, universities are encouraged to leverage their disciplinary strengths to form specialized teams that carry out rural revitalization initiatives through roles such as science and technology commissioners and rural planners<sup>[2]</sup>. Third, Implementation mechanism, efforts are being made to establish a service system characterized by demand orientation, project-oriented operations, and long-term evaluation.

These policy signals indicate that traditional volunteer services, which are primarily activity-based and general-purpose, no longer meet the knowledge, technology, and intellectual support demands of the Hundreds, Thousands, and Tens of Thousands Project.

### ***2.2 Practical Challenges of Professional Volunteer Service among College and University Youth***

Although policymakers attach great importance to the professional transformation of youth volunteer service in colleges and universities, such volunteer services face multiple structural contradictions in practice. These contradictions can be summarized as: having professionalism but difficulty in service delivery; having service but difficulty in sustaining it; and achieving results but difficulty in translating them into lasting impact.

#### ***2.2.1 Insufficient Accurate Matching between Professional Supply and Rural Needs: A Prominent Issue in Promoting Volunteer Service***

The structural differences between the two directly lead to a misalignment between the supply of professional services provided by young volunteers in colleges and universities and the actual needs of rural areas. Taking villages in the east, west, and north of Guangdong as examples, most villages urgently require comprehensive service support such as industrial planning, brand building, and rural tourism development. However, the services offered by universities are often limited to a single professional field, making it difficult to meet the diverse needs of rural development<sup>[3]</sup>. This mismatch between supply and demand not only reduces the overall efficiency of volunteer services but also prevents some service outcomes from being truly effective and practically valuable. From a deeper perspective, the demand for rural development is clearly dynamic and varied, with significant differences in focus across regions and developmental stages<sup>[4]</sup>. Rural areas in the Pearl River Delta region mainly emphasize professional support such as industrial upgrading and talent introduction. Currently, volunteer service operations still have weak links in accurately identifying rural needs and

providing targeted guidance, and have not yet effectively resolved this supply-demand contradiction<sup>[5]</sup>.

### ***2.2.2 The Noticeable Gap between the Professional Skills of College Young Volunteers and the Service Abilities Required for Volunteer Work***

Although young volunteers in colleges and universities have a solid professional theoretical foundation, they generally lack the ability to transform this theoretical knowledge into practical problem-solving skills. The effective development of volunteer service requires not only excellent professional knowledge but also comprehensive competencies such as communication and coordination, resource integration, and project management<sup>[6]</sup>. The accumulation of such practical knowledge depends heavily on reflection and practice in real service scenarios. Currently, the insufficiency of practical teaching components in college education and the inadequate training of students' soft skills further exacerbate this gap in ability transformation<sup>[7]</sup>.

This transformation gap is evident in many service fields: in rural planning, although planning students have mastered advanced design concepts and technical methods, their lack of in-depth research and understanding of the rural social and cultural context often results in planning schemes that are disconnected from rural realities, causing the problem of "soil and water acclimatization"<sup>[8]</sup>; in industrial assistance, although students majoring in economics and management are familiar with market theories and marketing strategies, their limited understanding of the actual conditions of agricultural product supply chains and rural industrial ecology results in assistant measures that lack effectiveness and face difficulties in implementation<sup>[9]</sup>.

### ***2.2.3 The Timing Mismatch between the Development Cycle of Volunteer Service Projects in Colleges and Universities and the Rural Development Cycle Restricts the Long-Term Value of Volunteer Service***

Volunteer service activities in colleges and universities are mostly concentrated during winter and summer vacations or rely on specific short-term projects, while rural development is a long-term process that advances step by step. From a practical perspective, cultivating a rural characteristic industry often requires 3 to 5 years of sustained investment and development, whereas the cycle of volunteer service projects in colleges and universities usually lasts only a few weeks or months, making it difficult to achieve continuous impact. Many volunteer service projects devote substantial manpower and material resources during the early stages of preparation and service, but due to the lack of ongoing follow-up and support, the effects are difficult to consolidate and cannot generate long-term benefits.

This timing mismatch has led to a "anticlimactic" trend in volunteer service projects. Some villages report that multiple university teams may carry out similar volunteer services simultaneously, but due to a lack of unified overall coordination, the service content of different teams often overlaps or even conflicts, further reducing service efficiency<sup>[10]</sup>. Therefore, establishing a long-term volunteer service mechanism has become key to solving this dilemma and improving service quality.

### ***2.2.4 The Lack of Robust Institutional Guarantees Linking Service Output to Achievement Transformation Hinders the Intellectual Achievements of University Volunteer Services from Being Fully Realized***

During the volunteer service process, young university volunteers generate various intellectual achievements, including rural development plans, research reports, and distinctive product designs. However, at present, such achievements often lack effective transformation channels and supporting mechanisms, making them difficult to implement.

Under the current volunteer service model, most of these outcomes are either shelved—failing to play a practical role—or cannot be effectively implemented due to their disconnect from local realities. An in-depth analysis reveals that the obstacles to achievement transformation are mainly concentrated in three aspects. First, there is a lack of a stable benefit-sharing mechanism, which prevents the formation of a close cooperative community between volunteer teams and rural areas, thereby hindering the motivation of both parties to engage in the transformation of achievements. Second, there is no continuous follow-up support mechanism; the implementation of intellectual achievements requires long-term financial and technical support, which is often lacking. Third, the absence of a scientific evaluation and feedback mechanism makes it difficult to track, assess, and optimize the actual effects of these outcomes in a timely manner<sup>[11]</sup>.

Therefore, establishing and improving the achievement transformation mechanism, along with enhancing relevant institutional guarantees, are key to fully unleashing the value of professional volunteer services in colleges and universities and improving overall service effectiveness.

In view of the above difficulties, promoting the professional transformation of youth volunteer service in colleges and universities should not be limited to "quantitative improvement"—merely increasing the number of participating students with professional backgrounds. Instead, it is necessary to promote a systematic and all-round reconstruction and optimization of volunteer service in terms of value concepts, organizational models, and institutional guarantees, so as to achieve a "qualitative leap".

### **3. Theoretical Framework Construction: The Integration of Three Complementary Perspectives and the "Synergistic Empowerment" Model**

In order to address the above dilemma, this paper abandons the traditional volunteer service theory based on "defect compensation" and instead integrates Positive Youth Development (PYD) theory, empowerment theory, and embedded governance theory to construct a new theoretical analysis framework centered on advantage activation and synergistic empowerment. These three theories provide solid academic support for professional services from three dimensions: the youth subject, the rural subject, and the service process.

#### ***3.1 The Advantages of the Three Theories and Their Orientation in Professional Services***

##### ***3.1.1 Positive Youth Development Theory (PYD)***

Positive Youth Development Theory (PYD) positions youth as developmental assets and agents of change, subverting the traditional notion that youth are problems or need correction. Originating in the United States in the 1990s, PYD emphasizes the probabilistic development of individuals and their environment, aiming to achieve positive growth by establishing a goodness-of-fit model that focuses on intrinsic strengths, potentials, and positive qualities<sup>[12]</sup>. Scholar Richard M. Lerner proposed the classic "5C model" (Competence, Confidence, Connection, Character, Caring), along with a derived sixth C, which provides clear value coordinates for designing volunteer service projects<sup>[13]</sup>. In the context of professional services, PYD theory encourages viewing the countryside not only as an object of youth service, but also as a growth field where youth can display talents, temper character, and realize social value. Professional service projects should be carefully designed to ensure that young people systematically improve their "5C" competencies while contributing professional knowledge, thereby achieving a unity of societal service and self-growth.

##### ***3.1.2 Empowerment Theory***

Empowerment theory positions rural communities as active agents and development centers, with its core principle being "helping others help themselves." It emphasizes the ability of individuals, organizations, or communities to take control of their lives, development, and environment through a series of interventions<sup>[14]</sup>. The process includes four interrelated dimensions: psychological empowerment, ability empowerment, resource empowerment, and political empowerment. Applied to rural revitalization volunteer service, empowerment theory demands a fundamental shift away from viewing villagers as passive recipients. The goal of professional service should not only be to do things for the community but also to collaborate with the community, ultimately enabling community-led initiatives through accompaniment, collaboration, and capacity building. The success of service should be measured not by how much external input is provided, but by how much the community has learned, taken control, and progressed toward endogenous development.

##### ***3.1.3 Embedded Governance Theory***

Embedded governance theory positions the service process as an organic integration rather than a mechanical intervention. It emphasizes that for external forces to have a lasting and profound positive impact, they must be deeply embedded within the local social structure, relationship networks, cultural systems, and governance frameworks. In contrast, project-based or "suspension" interventions may yield short-term effects but struggle to take root. This theory highlights key paths such as organizational embedding, resource embedding, and cultural embedding. For university-led professional services, this means abandoning the "airborne expert" mentality and ensuring that services become an organic, sustainable part of the rural social fabric through institutionalized cooperation mechanisms, localized knowledge production, and respect for and integration of local wisdom<sup>[15]</sup>.

Although Positive Youth Development (PYD) theory, empowerment theory, and embedded governance theory originate from different disciplines and research traditions, they are not isolated

theoretical tools in the specific practice field of “professional service to rural revitalization.” Instead, they constitute a logically rigorous and mutually supportive theoretical ecosystem. This theoretical synergy arises from the advantageous perspectives and developmental orientations shared by the three theories, which collectively abandon the old notion of treating the countryside as a collection of problems and youth as mere recipients of education. Instead, they focus on activating the potential of the subjects, building equal relationships, and promoting sustainable endogenous development.

The integration of these three theories provides a multi-dimensional analytical framework for the specialization of youth volunteer service in colleges and universities. Positive Youth Development theory focuses on the growth of young people in colleges and universities, emphasizing ability development and character building during service, and addresses the value proposition of “who will do it” (youth as assets). Empowerment theory centers on treating the service recipients as the main actors, enhancing their capacity for independent control through multidimensional empowerment, thus solving the goal-oriented question of “who should do it” (the community as the main body). Embedded governance theory ensures the effectiveness of the service process by emphasizing the integration of services into the local development context, addressing the question of “how to do it” (embedding as the key). These three dimensions support and reinforce each other, jointly forming the theoretical foundation of volunteer service specialization, and collectively answering the full theoretical problem chain of professional service—from subject motivation and value ethics to practical methods.

### 3.2 The Construction of the Theoretical Integration Model of "Collaborative Empowerment"

Based on the synergistic logic of the three theories, this paper constructs a theoretical integration model of "Collaborative Empowerment," which aims to dynamically reveal the internal mechanisms and systemic effects of professional volunteer service in driving the coordinated development of youth and rural areas. The model consists of four interconnected, cyclically reinforced core levels, as shown in Figure 1.

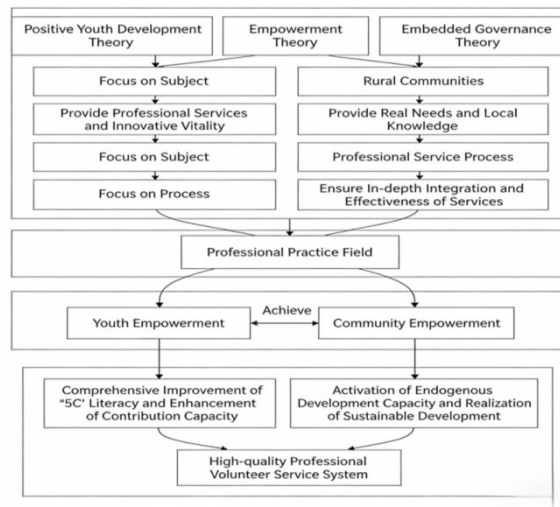


Figure 1: Theoretical integration model of "synergistic empowerment".

The first level is Theoretical Support, where the three theories provide theoretical compliance and action norms for the practice of youth volunteer service empowering rural communities. PYD theory clarifies the core components of young volunteers, establishes their central positioning as growing professional subjects, and requires that the overall design of volunteer service be oriented toward the step-by-step improvement of volunteer ability and the full realization of individual value. Empowerment theory defines the key elements of rural communities, clarifies their role as active development subjects, and requires the entire service process to ensure deep community participation, the sharing of rights and responsibilities, and systematic capacity building. Embedded governance theory focuses on the implementation process of professional services, highlights the essential characteristics of cross-boundary integrative practice, and demands that service implementation strictly follows practical principles such as grassroots rooting, consultative co-construction, and institutionalized promotion.

The second level is Interactive Integration, the core component of the model, representing the

practical implementation phase guided by theory. This level manifests as a service practice community constructed by multiple actors. In this community, young volunteers rely on systematic subject knowledge, cutting-edge technical tools, and open innovative thinking to engage in practice, while rural communities actively contribute deep local knowledge, existing social capital, and real developmental demands. The heterogeneous resources of both parties intersect extensively. The key to this intersection follows the principle of embedding: first, build a cooperation structure to achieve organizational embedding through establishing school-local joint party branches, youth league branches, and project co-management committees; second, establish a science and technology courtyard that applies scientific research equipment and advanced technologies to local variety improvements and transforms student designs into community cultural and creative products, product packaging, etc., thereby achieving resource embedding and promoting the appreciation of resource value and the connection between school and local interests; third, achieve cultural embedding by jointly hosting folk festivals and excavating village history together, building solid emotional identity and value consensus. The essence of this embedded interaction is reaching consensus between the school and local government, ultimately leading to a hybrid practice solution that combines professional norms with local adaptability.

The third level is Collaborative Empowerment. Positive interactive integration directly leads to two-way empowerment outcomes, which concretely manifest the model's value. For young volunteers, empowerment is reflected in significant improvement of "5C+1C" literacy under the PYD framework. Tackling complex rural issues tempers their interdisciplinary competence and complex problem-solving ability. The implementation of plans and community recognition build professional confidence. Multidimensional interactions with villagers and grassroots cadres expand social connections. Emotional engagement and ethical choices in rural China shape their character and caring; ultimately, their knowledge contributions transform into tangible community improvements, realizing social value. For rural communities, empowerment follows empowerment theory's four-dimensional path: reshaping development psychology (self-efficacy and subjectivity) through shared success; learning new technologies and methods via collaboration to enhance capabilities; acquiring and managing new resource networks through resource embedding; and enhancing political discourse and organizational power through participation in project decision-making and governance. In short, young people grow into professionals who love the countryside through service, while the community transforms into a capable and motivated autonomous entity through participation.

The fourth level is Achievement of Goals. Collaborative empowerment is not the process endpoint but a key node triggering higher-level system evolution. Empowered youth and communities that continue to produce constitute the core elements of a positive feedback loop. On one hand, young people who have grown and been recognized may return as entrepreneurial talents, researchers, or champions of volunteer spirit, injecting continuous talent and innovation into the system. On the other hand, empowered communities exhibit more precise demand expression, more efficient resource matching, and may proactively plan and initiate cooperative projects, becoming more attractive and inclusive partners. As a result, individual project-based volunteer service evolves into a high-quality, innovative professional volunteer service system. Ultimately, this synergy empowers the construction of a sustainable, self-reinforcing, and continuously evolving professional volunteer service system, which is not only a vital support for the "Hundreds, Thousands, and Tens of Thousands Project" but also a powerful engine for the coordinated development of youth and rural areas.

Starting from theoretical integration, this model clearly depicts the complete logical chain from value norms to interactive practice, to individual and community empowerment, and finally to system emergence, providing a systematic theoretical framework for understanding and designing professional volunteer service in colleges and universities under the "Hundreds, Thousands, and Tens of Thousands Project".

#### **4. Core Path: Construction of Professional Volunteer Service System**

Based on the aforementioned theoretical model of "Collaborative Empowerment" to facilitate the high-quality advancement of professional volunteer services for young people in colleges and universities, it is imperative to systematically establish a core pathway comprising four interrelated and mutually reinforcing dimensions within the professional volunteer service system, as shown in Figure 2.

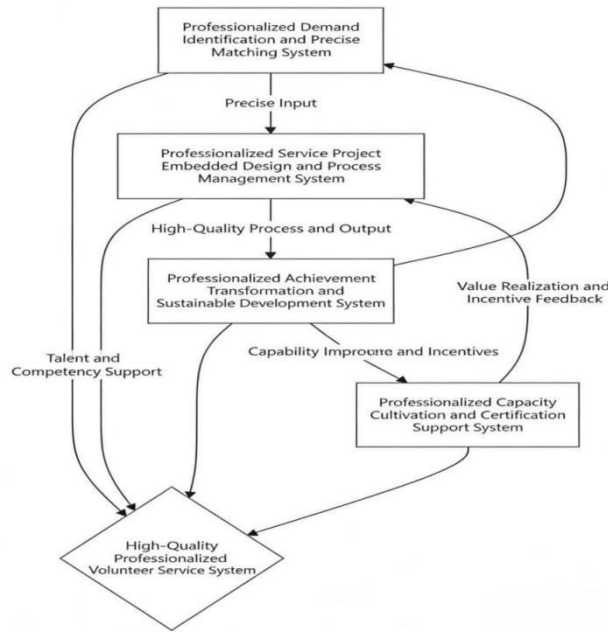


Figure 2: Diagram of professional volunteer service system.

#### 4.1 Build a Professional Demand Identification and Precise Docking System

##### 4.1.1 Establish a Dynamic List Mechanism for County Professional Volunteer Service Needs

It is recommended that the county-level "Hundreds, Thousands, and Tens of Thousands Project" headquarters take the lead in coordinating and building a three-level linkage demand collection network among counties, towns, and villages. This network should comprehensively cover all rural fields and accurately capture the real needs of the countryside. Each demand should include detailed information on which rural development problems are to be solved, what professional fields are required, the expected level of ability for special support, the anticipated goals, and implementation deadlines.

At the same time, establish a dynamic update mechanism for the list, timely adding or removing needs in response to changes in rural development stages, adjustments in relevant policies, and the progress of volunteer services. Additionally, scientifically prioritize the needs based on their urgency and importance.

##### 4.1.2 Draw a Map of the Supply Capacity of Professional Volunteer Services in Colleges and Universities

It is recommended that colleges and universities systematically integrate interdisciplinary resources based on their actual conditions and comprehensively assess their service supply capabilities. They should clearly define the scope of problems they can solve, showcase successful past service cases, and detail the professional composition and skill levels of the teams available for deployment. This will help make the supply capacity of colleges and universities more concrete and transparent.

At the same time, the presentation format of the atlas should be modular and visual, enabling local users to easily search and navigate according to the map.

##### 4.1.3 Create an Intelligent and Professional Service Supply and Demand Docking Platform

Relying on digital and intelligent technology, build a supply and demand docking platform for youth volunteer services in colleges and universities. Integrate core resources such as rural demand lists, university supply capacity maps, service project databases, expert databases, and achievement databases to realize centralized convergence and efficient circulation of various resources.

## ***4.2 Build a Professional Ability Cultivation and Certification Support System***

### ***4.2.1 Develop a Series of Course Modules for Professional Volunteer Service in Rural Revitalization***

Focusing on the actual needs of rural revitalization volunteer service, construct a comprehensive and multi-level curriculum system mainly covering four core modules. The first is the General Education Module, focusing on training about national conditions and nostalgia, rural revitalization policies, rural society and culture, etc. The second is the Methodology Module, emphasizing participatory rural assessment, design thinking, project management, etc. The third is the Ethics and Competence Module, focusing on cross-cultural communication, stakeholder coordination, service ethics and safety, etc. The fourth is the Professional Practice Module, focusing on case studies and simulation training according to different service fields.

### ***4.2.2 Fully Implement the Dual Mentor System and Whole-Process Supervision***

According to the actual situation of each key service project, equip the volunteer service team with university tutors and local practice mentors represented by senior township cadres, entrepreneurs, and technical experts. Among them, college tutors mainly guide volunteers in applying professional theoretical knowledge and methods to solve technical problems encountered during services, standardize service processes and professional standards, and ensure service professionalism. Local practice mentors focus on helping volunteers familiarize themselves with the countryside and master rural communication skills to ensure service plans are compatible with local realities and operable. Dual mentors participate throughout the entire volunteer service process, providing comprehensive and personalized guidance, and realizing the organic integration of professional service and locality.

### ***4.2.3 Explore the Establishment of a Professional Volunteer Service Certification System***

Colleges and universities, together with volunteer federations and industry associations, should develop volunteer service ability standards and certificates based on the characteristics of various rural volunteer service fields. Relying on these standards, training for young volunteers in colleges and universities can be carried out. At the same time, promote linkage between certification results and college credit recognition, awards evaluation, employment recommendation, etc., to establish a long-term incentive mechanism that motivates volunteers to proactively improve service quality.

## ***4.3 Build a Professional Service School-Local Cooperation Community***

### ***4.3.1 Advocate Product-Oriented and Iterative Development Project Design***

In the volunteer service process, guide the college and university volunteer teams to change previous design ideas, abandon the traditional model of implementing volunteer activities solely to complete tasks, and concretize service goals into deliverable, evaluable, and applicable products. To ensure the project remains aligned with rural realities, continuously optimize and evaluate it to adapt to the complexity and long-term nature of rural development<sup>[16]</sup>.

### ***4.3.2 Strengthen the Coordination Mechanism Between Universities and Local Governments***

Project plans should not be unilaterally led by university teams but jointly discussed and formed through repeated consultations between universities and local governments. During the project implementation stage, establish regular joint meetings to communicate progress timely, coordinate and solve outstanding problems, and build a school-local cooperation community with shared responsibilities and benefits.

## ***4.4 Build a Professional Achievement Transformation System***

### ***4.4.1 Establish a Mechanism for Adoption and Application of Achievements and Property Rights Protection***

To bridge the "last mile" from service output to development results, before launching the project, youth volunteer service teams of colleges and universities should sign cooperation agreements with local governments and rural communities to clarify the ownership and usage rights of intellectual achievements from volunteer services, protecting the legitimate rights and interests of both parties.

#### ***4.4.2 Promote Sustainable Cooperation Between Schools and Localities***

Colleges and universities can collaborate with counterparts to help counties, districts, and townships jointly build physical service platforms, such as rural revitalization collaborative innovation centers and science and technology courtyards. Through these platforms, upgrade professional volunteer services into normalized, professional support, realizing long-term docking and deep integration of professional resources from colleges and universities with the needs of rural development<sup>[17]</sup>.

### **5. Policy Suggestions and Guarantee Mechanisms**

#### ***5.1 Strengthen Overall Design***

##### ***5.1.1 Establish a Coordination Body***

Under the overall planning of the provincial "Hundreds, Thousands, and Tens of Thousands Project" headquarters, a professional volunteer service coordination group for colleges and universities will be established. This group, coordinated by the education department, youth league committees, agriculture and rural affairs, rural revitalization, and other related departments, will focus on formulating the province's volunteer service plan and the overall allocation of various resources.

##### ***5.1.2 Issue Special Guidance***

Combined with the current situation of professional volunteer service practice for young people in colleges and universities and the development needs of the "Millions and Thousands Project," the "Guiding Opinions on Deepening the Professional Volunteer Service of Youth in Colleges and Universities to Help Rural Revitalization" was formulated and promulgated. This document clarifies the development goals, division of rights and responsibilities, and safeguard measures for volunteer service.

##### ***5.1.3 Build a Provincial Resource Platform***

Increase financial investment and allocate special funds to build, operate, and maintain a unified digital and intelligent platform for professional volunteer service supply and demand docking in the province. Ensure the platform efficiently serves the supply and demand docking between schools and localities, providing digital and intelligent support for the implementation of practical pathways.

#### ***5.2 Implement the Main Responsibility of the County***

##### ***5.2.1 Equip a Professional Work Team***

County-level authorities should appoint a dedicated person responsible for the overall coordination of professional volunteer services for young people in colleges and universities. They should regularly organize and carry out professional training in demand analysis, project management, communication, and coordination to continuously improve staff's professional docking ability, ensuring efficient connection with university service resources and promoting service implementation.

##### ***5.2.2 Optimize Local Service Guarantees***

Based on the actual needs of volunteer services, place of service should provide necessary workplaces, office equipment and other working conditions for college volunteer service teams, improve the safety guarantee mechanism, properly solve the daily needs of young university volunteers such as accommodation and transportation, foster a sound social atmosphere that values talents, respects dedication and cares for volunteers, and enhance the sense of belonging and service initiative of volunteers.

#### ***5.3 Stimulate Endogenous Motivation and Institutional Innovation in Colleges and Universities***

##### ***5.3.1 Improve Incentive Policies in Schools***

Colleges and universities should include young teachers' professional volunteer service guiding students as part of workload or social service assessment indicators and give it priority in professional title evaluation and excellence assessments. Students' participation in professional volunteer service should be reasonably linked with social practice credits, second classroom credits, awards, evaluations, and graduate exemptions. Colleges and universities should establish and improve a long-term incentive

mechanism to fully motivate teachers and students to participate in voluntary services.

### 5.3.2 Set up a Special Support Fund

Colleges and universities should combine their actual development situation and allocate funds from programs such as the "Double First-Class" construction, "Double High" construction, or alumni funds as special funds for volunteer service. These funds should be allocated primarily to the development of volunteer service-related courses, the implementation of key service projects, and the transformation of service outcomes, thereby providing strong financial support for the professional development of volunteer service.

## 6. Conclusion

At the theoretical level, it is necessary to go beyond the single "assistance" logic of traditional volunteer service and establish a new paradigm of "collaborative empowerment," with Positive Youth Development theory (PYD), empowerment theory, and embedded governance theory as the core. This paradigm envisions young people in colleges and universities transforming their professional knowledge and improving their practical abilities through volunteer service, while the countryside relies on professional resources from colleges and universities to solve development problems and enhance endogenous motivation, ultimately forming a virtuous circle of school-local collaboration and two-way empowerment.

At the practical level, in view of the practical difficulties of volunteer service, the systematic practice path is reconstructed. This paper constructs a professional volunteer service system for youth in colleges and universities, and builds an interrelated and dynamically optimized implementation framework based on four core links: demand docking, ability cultivation, project management, and achievement transformation. This framework aims to provide practical guidance for the professional development of youth volunteer service in colleges and universities and address the pain points of traditional services.

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