

Study on Urban Integration of Relocation and Resettlement Areas from the Perspective of Community Education

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Abstract—With the rapid advancement of urbanization, a large number of demolition and resettlement areas with land-losing farmers as resettlement bodies have emerged in China. After the residents in these resettlement areas have moved from rural areas to cities, they are not only faced with living habits due to changes in living environment. The impact is also due to the reshuffling of the new community's combination of interpersonal relationships, which means that most residents have to start from a new starting point. For the time being, although the residents of the demolition and resettlement areas have realized the transformation of the household registration “agriculture to non-agriculture”, they are difficult to realize the real “urbanization” of personality status, which is in the embarrassing situation between urban and rural areas. And many demolition and resettlement area communities are also like “the rural areas in the city”, which still last in the old way of the community operation and residents’ life, and they have difficulties to integrate with urban life. Starting from the perspective of community education, this paper attempts to establish a “Trinity” community education model that includes government, community and non-governmental organizations, and explores the problem of urban integration of community residents in demolition and resettlement areas by means of multiple participants and multi-angle assistance.

Keywords—*demolition and resettlement area residents; urban integration; community education; trinity mode; urbanization*

I. INTRODUCTION

Residents in the demolition and resettlement area are special groups in the development of urbanization. The study of urban integration is essentially a consideration of its living status. From the perspective of rights and obligations, the demolition and resettlement area residents fulfill their obligations to comply with urban planning, so they should enjoy the rights to live a lesser or better life than the original life; and from the perspective of urban social development, the realization of urban integration by residents in the demolition and resettlement areas is not only a positive response to their responsibility for urban development, but also enhances the quality of urbanization and enhances social cohesion. At present, scholars pay insufficient attention to the problem of urban integration of residents in demolition

and resettlement areas. The method of adapting urban life to this special group does not realize the role that community education can play in it. The extensiveness and foundation of community education can bring changes to the residents of the demolition and resettlement area in a subtle way. Adaptation is the forerunner, thus breaking through the dilemma of urban integration.

II. PROBLEMS IN THE PROCESS OF URBAN INTEGRATION IN DEMOLITION AND RESETTLEMENT AREAS

In urban life, people often come into contact with the residents who are transferred from the rural areas to the cities and often see the demolition and resettlement areas standing between the high-rise buildings. However, most of these residents and resettlement areas continue their original state, which seems to be incompatible with urban life. The reason for this phenomenon is that both urban residents inherent stubbornness and lack of acceptance are also included, as well as the old-fashioned psychology of residents in the demolition and resettlement areas and the lack of adaptation to new life. The external environment and internal difficulties have jointly promoted the difficulty of urban integration in a series of demolition and resettlement areas.

A. Insufficient Citizenship Awareness

The citizens refer to the non-agricultural population living in cities and towns. After the residences are transferred from the rural areas to the cities, the household registration of the residents in the resettlement areas is changed from agricultural accounts to non-agricultural households, becoming urban citizens. In the new community life, many residents in the demolition and resettlement areas often choose to continue their original lifestyles, such as transforming the artificial flower beds in the resettlement area into vegetable gardens, opening the green space and building small corners of underground garages into small household storages. The subjective reason for these behaviors is that residents in the resettlement area still enclose themselves in their original living conditions and subject identity, without realizing the responsibilities of the citizens of the city and the changes they have made to adapt to urban development. However, the lack of cognition of

their own citizens also makes it difficult to communicate with the original urban residents. Over time, they will form a resistance to integration into the city, gradually evolve into a negative cycle and increase the difficulty of urban integration.

B. Weak Market Concept

The market concept of residents in the demolition and resettlement areas is weak, and there are certain obstacles in urban integration. In rural society, the concept of "acquaintance society" is deeply rooted, and the concept of market and competition is not deep, resulting in low degree of delineation between residents in the resettlement areas and urban development value, and urban integration is more difficult. Rural residents also have a strong sense of dependence on resources and environment. After realizing the demolition and losing the original survival guarantee, most residents often cannot enter the market smoothly and quickly to participate in competition. The residents of the demolition and resettlement areas that have not entered the market can be divided into two categories, one is the residents who rely on the compensation for demolition and resettlement houses to rent or sell, and the other is to hope that the government can help find a better job, but they dare not enter the market. For the residents of the demolition and resettlement area, losing the original way of living means losing the original comfort zone, and they are reluctant to participate in an environment consisting of strangers and unfamiliar institutions. Not only that, some residents in the resettlement area are relatively backward in their understanding of employment, and have not yet formed a sound awareness of occupational equality, a small range of career choices, and the government's support for employment, thus impeding their integration into the market and participating in the competition. The dependence on the government and the community makes the residents of the demolition and resettlement areas have great hopes for external help, and even give up their own actions to enter the market, which makes them unable to find a good path of economic integration.¹ In addition, the small-peasant ideas under the farming civilization have certain repulsiveness with industrial civilization and market civilization. Under the ideology of external dependence and self-sufficiency, the residents of the demolition and resettlement area did not regard market competition as their survival choice after leaving the cultivated land, and thus lost the opportunity to integrate the city with economic integration, and faced the dilemma in urban life.

C. Poor Social Identity

The long-term urban-rural dichotomy structure leads to different ways of participating in the allocation of social resources in urban and rural areas. The ways in which urban residents and rural residents choose to participate in social

¹ The dependence on the government and the community makes the residents of the demolition and resettlement areas have great hopes for external help, and even gave up their own actions to enter the market, which makes them unable to find a good path of economic integration. [See Hu Na, Zhang Li. "Exploration of the Ideological Dynamics of Residents in Demolition and Resettlement Community" [J]. Shang, 2013(22): 256.]

affairs are also different, which leads to the way for the two to obtain social identity different, it also results in the dual structure of social identity behind the urban and rural dual economic institutions. The residents in the demolition and resettlement areas who have escaped from rural residents have lost their familiar social identity environment, and can not quickly participate in and adapt to urban social affairs. The situation is more isolated and embarrassing. In contemporary society, the mass propaganda of urbanization policies is not sufficient. The starting point for the residents of the original urban community to understand the residents of the demolition and resettlement areas is only the rural residents who have been demolished and resettled to urban communities due to land acquisition, and some urban residents have no thoughts that the residents in the demolition and resettlement area pay the price for urbanization, the residents of the demolition and resettlement area are subjectively classified as "unemployed", so the social identification environment of the residents in the demolition and resettlement areas is even worse.²

III. PREPARE PROPOSAL ON THE STUDY OF URBAN INTEGRATION OF RESIDENTS IN DEMOLITION AND RESETTLEMENT AREAS

How to explore the establishment of a relatively perfect urban integration mechanism to ensure the urbanization of the demolition and resettlement area is a problem that requires social consideration. Based on the current situation, the household registration policy of most urban demolition and resettlement areas in China has been improved. The urban integration at the policy level is no longer the concern of residents in the resettlement area. It is the most difficult for residents in the resettlement area to be difficult to integrate at the social level and the economic level. In various ways, mandatory regulations may face distortions in execution and higher administrative costs; and laissez-faire free development accepting market choices is a manifestation of neglecting the rights and interests of residents in resettlement areas; therefore, it is necessary to choose a way that can bring about changes and maintain the interests of the residents in the resettlement area. It is necessary to introduce community education at this time. Education has a strong positive externality, and excellent education can benefit a wide range of people. The community education rooted at the grassroots level can not only exert the subtle influence function, but also quickly create a warm and familiar environment, alleviate the obstacles to the new life discomfort of the residents in the demolition and resettlement areas, and fundamentally reverse the urban integration status of the demolition and resettlement areas.³ At the same time, the ills of traditional

² Under the urban-rural dual system, it is difficult for cities and villages to realize the sharing and flow of resources, the unequal exchange of urban and rural production factors, and the unbalanced exchange of resources. These factors have made it difficult for residents in the demolition and resettlement areas to truly integrate into urban life. [See Han Yushi, Wang Yuxiong. Research on Urban Integration of Residents in "City in the City"[J]. Journal of Changzhi University, 2019, 36(01): 16-18.]

³ The improvement of education level can significantly enhance the sense of identity of urban and rural immigrants and promote their urban

single community education have been criticized by many scholars. Therefore, it is the key to solve the problem to establish a new type of community education model that is more suitable for residents of demolition and resettlement areas. The community education model consisting of community, government and non-government organizations in this paper aims to provide multi-angle and multi-level assistance to residents in the resettlement area and urban integration, and to achieve multiple trainings from ideological dynamics to technical capabilities and to promote its true urban integration.⁴

IV. CONSTRUCTION OF URBAN INTEGRATION FROM THE PERSPECTIVE OF COMMUNITY EDUCATION

A. *In-house Feedback Integration Education in Demolition and Resettlement Areas*

The key point to solve the problem of residents' urban integration difficulties in demolition and resettlement areas lie in the resettlement area itself. For this reason, the concept of feedback and integration into the community, and the demolition and resettlement area as an internal circulation body has been proposed, relying on the feedback mechanism to achieve overall progress. The integration of education within the community includes two aspects: "incorporating residents into the community after being driven by the residents" and "integrating into the community after being integrated into the community". This content draws on Deng Xiaoping's theory that "the rich first leads the rich". The aim is to find some examples and representatives of residents who have the ability to integrate into the city as other residents, and to move forward with goals and leadership.

1) *The mechanism of "integrating into residents after being driven by residents"*: In the demolition and resettlement areas, there will always be some residents who are more open-minded and have strong abilities to accept new things. They can adapt to urban life more quickly. Therefore, after they have the abilities to integrate into the city, they organize to enhance the awareness of other residents in the community by teaching their experiences of adapting to urban life and passing on the experience of urban integration. Integrating residents into the main body of the city to guide the integration of the city, can alleviate the psychological barriers of residents in the resettlement areas to a certain extent, and promote the rapid formation of interpersonal relationships among residents in the resettlement areas. For the first integration of residents, it is

integration process. [See Xu Chao, Wei Tianbao, Yang Zhengyu. "Educational Level and Immigrant City Integration in Rural Areas—An Empirical Analysis Based on Identity"[J].*Journal of Shanghai University of Finance and Economics*,2019,21 (02):80-92+105.]

⁴ Traditional community education can no longer meet the development needs of community society. Therefore, it is necessary to create a new type of community education that is in line with the development of the times, and promote the improvement of residents' cultural level with community education. [See Yan Jing, Li Qiong, Zhai Jiankun. *Analysis of the Development Path of Community Education in China in the New Era* [J]. *Legal System and Society*, 2019 (07): 204-205.]

recognized that the first integration into the main body can bring a sense of satisfaction at the spiritual level, and can also gain a sense of belonging in the implementation of community education, thereby promoting the enthusiasm and responsibility of other residents to quickly realize the goal of integrating the overall urban integration of the community in the demolition and resettlement area. At the same time, the "integration of residents into residents after the first integration" is a familiar and intimate transformation environment created for the residents of the demolition and resettlement areas in the short period of time when they can't change the residents' understanding of the city and the market value education. In order to enable the residents of the resettlement area to integrate into the required quality of the harvested city, such feedback can continuously promote the residents with the ability to integrate the city, so this feedback education will continue to run, and ultimately the integration of the community as a whole.

2) *"Integration into the community and then integrated into the community" mechanism*: In the community feedback education, it is not enough to rely solely on a few individuals to drive, but also to rely on a larger team. Due to different urban planning, the time of demolition and resettlement areas are different. In all the demolition and resettlement areas, the community that complete or reach the higher level of urban integration is used as an example to help the new demolition and resettlement area. The community realizes urban integration, "strong" to help "weak", and "first" to drive "post" to avoid repeating the wrong experience of newly-designed resettlement residents, and avoiding the lack of guidance and lack of reference. In this process, the first transition into the community as a post-integration community in the process of urban integration is a transition between "semi-urbanization" and "urbanization". This is the continuous practice of how to effectively remove the optimal solution of "urban integration into difficulties" in the community of demolition and resettlement areas, which is conducive to promoting the unity of community groups in urban demolition and resettlement areas and improving their ability to cope with urban problems. This can also respond to the problem that the population of the demolition and resettlement areas will get out of the predicament under the condition that the allocation of social resources is not timely and inadequate.

B. *Government Guidance to Strengthen Citizen Cognition Education*

While attaching importance to the main body status of the community in the demolition and resettlement area, the government as the policy maker and implementer should also participate in the solution of the urban integration of the resettlement area to achieve follow-up of the policy and summarize the optimization of this issue at the policy level. Facing of the problem of "urbanization" of residents in the resettlement area, the government should pay attention to the

shaping of citizens in the state of mind and value, and enhance their awareness of their own identities, so as to reduce the problem of urbanization of residents in the demolition and resettlement areas.

1) *Strengthening citizenship education*: Civic education aims to enhance citizens' democratic consciousness, legal consciousness and social consciousness, and cultivate the right subject of adaptation to the development of modern democratic and rule of law. Under the rapid advancement of urban and rural integration in China, the composition of society has also undergone major changes, and this is the new era. The tempering and wide coverage of civic education can optimize urban quality while improving urbanization. For the special group of demolition and resettlement community, the government should focus on democracy awareness and responsibility. For example, a working group composed of government administrators and residents of the demolition and resettlement area will be held regularly to enable the residents of the demolition and resettlement area to contact and understand the qualities required by urban citizens and the capabilities required for urban development, such as the quality of urban citizens. Under the premise of not harming the interests of other people, the community residents in some demolition and resettlement areas will be organized to listen to the trials of citizen courts in the city courts. And communicate urban citizenship ideas to residents in resettlement areas through typical urban citizenship education cases to achieve the compatibility of residents in resettlement areas with urban thoughts.⁵

2) *Advocating "urban co-construction" education*: In the problem of community integration into the city in the demolition and resettlement area, it is also necessary to note that it takes a certain time for the city to integrate, and during this time the city is constantly moving forward. And the integration of this city not only changes the personality and ideological attribution of the residents in the demolition and resettlement area, but also guides the residents in the resettlement area to participate in the "co-construction of the city", so that it can continuously enhance its own cognition, and then mobilize its enthusiasm and subjective initiative, transforming it from a group that is passively involved in urban planning to an active participant who contributes to urban progress.

For example, in the community of the demolition and resettlement area, community posts related to the theme of

⁵ In order to achieve stable development of society and strengthen the building of socialist democratic politics, it is indispensable for the civic education of urban residents. It is manifested in the community of demolition and resettlement areas in terms of improving ideological and moral education, democratic and rule of law education, and social responsibility education for citizens. In the process of urban integration, ensuring that it meets the requirements of citizens in its mind is also a guarantee for its adaptation to urban development. [See Hua Wei. Cultivating Citizens: The Core Value of Community Education [J]. *Adult Education*, 2011, 31(12): 8-10.]

urban construction are set up. The residents of the resettlement area take turns to work, connect the government administrative agencies and communities, experience the urban construction process, and feedback the existing communities in the process are not built with the city to the government and the community. The government to make policy responses and policy interpretations of the problem, the community to carry out supervision and supervision, gradually solve the problem of neglecting the free development of external urban construction within the community of the resettlement areas. Then the community development in the resettlement areas will be closely related to the urban development; the residents in the resettlement area are closely related to the progress of the city, and the city will jointly build education to promote the degree of urban integration.

C. *NGO Participation in Market Education*

In promoting urbanization of demolition and resettlement areas, in order to save administrative resources and avoid government and market failure, it is also necessary to actively introduce non-governmental organizations to provide community education. The diversity and flexibility of NGOs can positively meet the development needs of the community in the resettlement area, and its characteristics between the government and the private sector show sociality which can respond to the diverse needs of the community in the resettlement area. Therefore, the use of non-governmental organizations is conducive to ensuring a smooth transition from residents to the market in the resettlement areas.

1) *Combination of learning education and practical education*: Non-governmental organizations can mobilize learning resources and practical resources, provide knowledge teaching and practical teaching for residents of demolition and resettlement areas, organize community residents to conduct text knowledge learning in the form of lectures and exchange meetings, and provide some short-term positions for volunteering and practice, for the residents in the resettlement area to accumulate experience before going to the market and urban construction, and from the knowledge learning to the skill training to jointly shape the ability of residents to integrate urban resettlement areas. At the same time, the diversity of NGO types can meet the uniqueness of the community in the resettlement area and the personality development of the residents in the resettlement area, filling the gaps in policy. For example, different demolition and resettlement communities may have different original production methods. At this time, NGOs can centrally allocate a certain type of resources to meet the overall development needs of the resettlement community. In the community, the individuality of each resident is also different, NGOs can also provide a better choice of personality development. Not only that, but also learning-oriented education and practical education can more deeply shape the urban integration ability of residents

in the resettlement area and improve the efficiency of community education.

2) *"Inward import" combined with "outbound output"*: The key breakthrough of "urban integration" of residents in the resettlement area is economic integration. Only the ability of the residents in the resettlement area to survive and develop in the city can ensure their true adaptation and integration into urban life. "Inward import" means that the community introduces non-governmental organizations to connect with the market, and non-governmental organizations mobilize social resources to enter the relocation area, so as to increase the communication between the resettlement areas and social subjects. To cultivate and improve the market awareness and market competitiveness of urban residents in relocation areas, "Outbound output" means that NGOs will guide residents who have been identified by the organization to have market integration capabilities to enter the market competition mechanism. The combination of "inward introduction" and "outward export" guided by NGOs is not only an active attempt by the urban society to understand the status quo of the resettlement area, but also an attempt to exchange and integrate the demolition and resettlement area with the urban society. In the process of going to the market, a bridge has been laid for the residents of the demolition and resettlement area so that they will not be embarrassed by the strangeness and timidity of the market. At the same time, they can also solve the problem of the integration of the residents in the resettlement area and increase the social resettlement area. The attention of the residents' groups creates a good social care environment. In addition, NGOs can also provide guidance on the source of living of residents in resettlement areas outside of employment. In the original rural society, there is a certain amount of non-working-age population. Before demolition and resettlement, they can rely on agriculture or agricultural by-products to obtain family subsidy income, maintain or improve living conditions. After moving to cities, it is difficult for the society to provide guidance on how to obtain sources of livelihood outside of employment, which is not conducive to the urban survival of left-behind families and bereaved families. But non-government organizations can better respond to this problem and use community education as a way to enable such residents to easily receive skills training, such as organizing them to weave and make small crafts to generate income.⁶

⁶ The poor people in the demolition and resettlement areas have not been significantly improved in living conditions due to changes in their places of residence. They often face the problem of not being able to obtain a source of income in an unfamiliar environment. Therefore, when promoting the urban integration of residents in the demolition and resettlement areas, also need to consider providing them with adequate protection. [See Xu Qin. "The Impact of Demolition and Resettlement Mode on Urban Poor Population"[J]. Group, 2016(10): 9-11.]

V. CONCLUSION

This paper starts from the problem of urban integration of the special group of residents in the resettlement area, summarizes the current situation and existing problems of the dilemma, and chooses to use community education as a means to improve urban integration. In order to avoid the traditional single-community education that stays at the entertainment level and can not solve the problem, a community education model consisting of three main bodies of community, government and non-governmental organizations is constructed, and the ideological state and value consciousness of the residents in the resettlement area are constructed. Comprehensively cultivated with technical capabilities, aiming to improve the subjective awareness of urban integration and enhance the ability of urban integration to break through the predicament. However, it should be noted that the "Trinity" community education model faces both practical challenges. In the above model, the introduction of NGOs has higher requirements in organizing operations, deploying social resources, and providing community services. At the same time, the solution to the problem of urban integration of residents in demolition and resettlement areas is not a day's work, so the policy evaluation of the community education model cannot be determined based on the short-term performance. It will take a long tracking period to implement the policy implementation assessment. In addition to the challenges brought by the model itself, the challenges of the external environment cannot be ignored. Although the improvement of policies is constantly advancing, at present, the residents of the demolition and resettlement areas in China cannot enjoy the same benefits as urban residents, and this requires the whole community promote together.⁷ The existence of the challenge can not hinder our solution to the problem. Due to the limited personal ability and understanding, it is not perfect to solve the problem of urban integration of the resettlement area by community education mode. It is also expected to be discussed and adjusted by scholars.

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⁷ The imperfect social security system is still a major obstacle to the integration of residents in the resettlement areas, including pension employment, medical care and children's education. [See Hu Na, Zhang Li. "Exploration of Strengthening the Ideological and Political Education of Resettlement Community"[J]. Theory of Learning, 2013(15): 366-367.]