

Obstacles to Public Participation in Open-Door Education and Recommended Countermeasures

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Abstract: Open-door education serves as a vital channel for harnessing public supervision. By embracing this approach, a broad spectrum of public opinions can be gathered, thereby providing a scientific foundation to guide corrective measures and ensuring that such reforms genuinely address the concerns of the public. Furthermore, it offers clear guidance on focal points for reform, guaranteeing targeted and effective improvements. In the context of evolving conditions in the new era, numerous favorable opportunities for public supervision have emerged alongside several challenges. Cognitive barriers stand as the primary impediment to public engagement in open-door education, while obstructed channels of communication constitute a critical constraint. Additionally, institutional deficiencies represent a significant factor hindering public participation. To enhance the efficacy of open-door education, efforts must be concentrated on three key dimensions: honoring the pioneering spirit of the public by wholeheartedly embracing a posture of eager learning; addressing the urgent and pressing concerns of the public by fully opening avenues for social sentiment and public opinion; and encouraging critical supervision by widely welcoming constructive criticism and public counsel.

Keywords: Public Participation; Open-Door Education; Obstacles; Supervision

1. Introduction

“Open-door education” signifies a deep respect for the principal role of the public, harnessing their unique advantages in participation, supervision, evaluation, and accountability within the realm of Administration members' conduct education. It seeks to achieve seamless integration of diverse supervisory efforts, fostering a powerful synergy whereby self-reform leads societal transformation. The

public, as the most immediate beneficiaries and keenest observers, constitute an indispensable foundation for policy formulation and implementation. For instance, the enhancement of Administration cadres' service awareness and the resolution of pressing local issues represent paramount concerns that open-door education must address. Upholding active public involvement in open-door education enables a more profound comprehension of their aspirations, transforming these expectations into concrete policies and tangible actions. This research team conducted extensive investigations—including questionnaires and interviews—with 308 citizens, offering targeted recommendations to facilitate broader and more effective public participation in open-door education.

2. Fundamental Requirement: Public Participation as the Core Element for Effective Open-Door Education

An imperative measure for discerning the direction and focal points of rectification efforts. Rectification is not an intangible ideal but must concentrate on pressing issues ardently voiced by the public, employing stratified, concentrated, and timely reforms to ensure that the fruits of these endeavors tangibly benefit the public [1]. The feedback from the public is the most immediate and authentic; their insights frequently unveil the root causes of problems. For instance, public criticism of leading cadres' lackluster dedication, formalism, and bureaucratic tendencies, alongside grievances regarding inefficiency and poor service attitudes, constitute critical areas warranting focused rectification. Facilitating public engagement in open-door education promotes the prompt identification and rectification of deficiencies, thereby augmenting the efficacy of such efforts. By extensively gathering public opinions through open-door education, a scientific foundation is laid for steering rectification in the right direction, guaranteeing that reforms

genuinely address the public's concerns while offering clear guidance to ensure targeted and purposeful action.

An indispensable means to guarantee the faithful and unaltered implementation of policies. The execution of policies is a pivotal stage in the education concerning the spirit of the Central Eight-Point Regulation, with the outcome directly shaping the ultimate success of the initiative. Policy implementation is a complex, multifaceted process susceptible to distortions and deviations induced by myriad factors. The essence of successful implementation lies in faithful adherence, and public participation supplies timely, effective feedback, supervision, and assurance. For example, the public's reports on policy enforcement, supervision during the execution process, and evaluations of outcomes collectively form vital mechanisms to preserve the integrity and fidelity of policy implementation [2]. Through open-door education, soliciting extensive public input provides explicit guidance to ensure policy measures remain firmly aligned with their intended objectives. Genuine adherence to a people-centered approach—broadly incorporating the voice of the public—serves to enhance the precision and efficacy of policy execution, effecting fundamental improvements in Administration conduct and governance, and continuously elevating the public's sense of wellbeing and fulfillment.

3. Impediments: Multifaceted Constraints on Public Participation in Open-Door Education

3.1 Cognitive Barriers as the Primary Obstruction to Public Engagement in Open-Door Education

A gap in policy awareness. Survey findings reveal that over 23% of the public remain entirely unaware of the Central Eight-Point Regulation; more than 47% possess only a superficial and nebulous understanding of its precise contents. Their attention predominantly fixates on the so-called “three public” expenditures—banquets at public expenses, the use of official vehicles, and public-funded tourism—while overlooking the regulation's multifarious stipulations concerning “improving investigative research”, “streamlining meetings and events”, and “enhancing news reporting”, among others.

A weak sense of personal responsibility. A quarter of the public perceive the Central Eight-Point Regulation and its associated ethos as largely unrelated to their own interests, often deeming the divide between officials and the public insurmountable. Moreover, 41.5% express only moderate or outright unwilling enthusiasm toward supervising the implementation of these principles, demonstrating an apathetic attitude and a pronounced “free-rider” mentality—that is, a pervasive speculative mindset preferring to “await others’ actions”, coupled with subjective reluctance to proactively engage in intra-Administration open-door education.

Fear of retaliation looms large. The intrinsic power asymmetry between the public and leading cadres fosters apprehension. When queried on the principal barriers to participation, 82.8% of respondents cited concerns over potential reprisals, fearing that whistleblowing might be construed as a “challenge to authority”. In the absence of robust anonymous protection mechanisms, such anxieties generate profound hesitation, often culminating in either unanimous superficial approbation or widespread collective silence within the framework of open-door education.

3.2 Obstructed Avenues: The Principal Constraint Impeding Public Participation in Open-Door Education

Severe formalism pervades traditional channels. At the grassroots level, forums and briefings are predominantly attended by representatives of internal Administration cadres, with scant presence of the general public, resulting in an absence of genuine feedback from the public. Surveys indicate that more than half of the public remain unaware of policy specifics, rendering them unable to exercise supervisory authority. Coupled with cumbersome complaint mechanisms, reliance on petitioning remains high among the general public, yet satisfaction levels fail to correspond. The phenomenon of “passing the buck” prevails, with issue resolution necessitating involvement from multiple parties. Many are aware of violations against the Central Eight-Point Regulation in their immediate environs but find no viable channels for redress.

Widening chasms in participants’ access and awareness exacerbate the divide. Firstly, a regional disparity exists: in underdeveloped

central and western regions, inadequate internet coverage and infrastructure limit access to digital platforms, while offline avenues suffer from temporal and spatial constraints. Secondly, a knowledge divide is evident: elderly individuals struggle with digital tools and are unable to engage with online reporting platforms. Lastly, an information gap prevails whereby cognizance of the Central Eight-Point Regulation is largely confined to civil servants, employees of public institutions, enterprise staff, and university students. Rural and retired populations remain uninformed or have never encountered discussions surrounding the regulation on internet forums. Such multifarious forces converge to diminish public access opportunities drastically.

Emerging channels exist largely in form rather than substance. In today's era of new media, government bodies operate across numerous platforms—video channels, Douyin, and others—where viewership metrics soar but interaction rates with the public languish, with few comments and predominantly perfunctory “likes” or check-ins. Meaningful suggestions are invariably lost amidst an overwhelming influx of irrelevant content. Meanwhile, grassroots social organizations fail to fulfill their bridging role. Although the public express willingness to engage in government-led public opinion surveys and supervision, effective incentive mechanisms remain absent. In rural areas, kinship groups tend to prioritize familial interests over public affairs, thus failing to serve as intermediaries for participatory supervision. Consequently, even when problems arise, the public refrain from reporting due to concerns about social harmony, face-saving, and interpersonal obligations, resulting in a dearth of effective feedback mechanisms.

3.3 Institutional Deficiencies: A Pivotal Factor Hindering Public Participation in Open-Door Education

The absence of effective incentive mechanisms. Surveys reveal that over half of the public regard the lack of motivational frameworks as a principal barrier to their engagement in supervisory activities. Material incentives falter amid financial constraints rendering their implementation challenging, while spiritual encouragement remains largely ceremonial—honorary certificates and the like fail to translate into tangible social capital.

Consequently, public supervision is perceived predominantly as a duty rather than an esteemed honor, thereby impeding the cultivation of enduring participation momentum.

Low transparency within supervisory processes. Approximately 62.3% of respondents identify “opacity of information” as a significant obstacle to active participation. The procedures for accepting, investigating, and resolving supervisory issues lack standardized disclosure protocols, making it arduous for the public to track progress and thereby fostering a pervasive sense of futility regarding the efficacy of supervision efforts. Additionally, official responses to public grievances often cite “internal handling” as justification for non-disclosure, further undermining confidence in the supervisory system and dampening civic enthusiasm.

Insufficiently fluid participation channels. Existing supervisory pathways remain fragmented and devoid of an integrated, centralized information platform. The public must expend considerable effort to navigate diverse channel protocols, spawning a prevalent predicament of “willing yet bewildered” supervision attempts. Moreover, public supervision mechanisms operate in isolation from other supervisory frameworks, lacking routine, synergistic coordination and effective information exchange. During periods of intensified crackdown on violations of the Central Eight-Point Regulation, governmental attention surges; yet once focused campaigns conclude, participation mechanisms contract abruptly. This cyclical, performative pattern erodes public trust and diminishes enthusiasm for sustained engagement.

4. Pathway Exploration: Refining a Comprehensive Public Engagement Mechanism for “Learning, Reviewing, Reforming, and Evaluating”

4.1 Honoring the Pioneering Spirit of the Public by Wholeheartedly Embracing a Posture of Eager Learning

Dismantling cognitive barriers. Only when the public fully comprehends the intricate essence of the Central Eight-Point Regulation can their creative initiative truly be unleashed. Firstly, enlivening the regulation through accessible language is imperative. This involves translating its provisions into vernacular speech, employing

a question-and-answer format enriched with vivid illustrations, and emphasizing content that directly relates to the everyday lives of the public [3]. Secondly, compiling collections of “stories from one’s own community” — encompassing both exemplary and cautionary cases — serves to concretize abstract rules by reflecting real-life transformations prior to and following their implementation. Thirdly, leveraging in-depth interpretations via traditional media alongside expansive dissemination through a multifaceted new media matrix ensures grassroots publicity achieves comprehensive reach [4]. Ultimately, to enable genuine comprehension of the Central Eight-Point Regulation, a paradigm shift in propaganda methodology is required—transitioning from unidirectional indoctrination to interactive dialogue, from rigid didacticism to vivid elucidation. By forging a communication system characterized by clarity, diverse channels, and engaging formats, these stipulations may seamlessly permeate the everyday lives of the common citizenry.

Respecting the pioneering spirit of the public. Leading cadres must profoundly internalize the axiom that “the people are the true heroes” — the foundational driving force of historical progression. It is essential to dismantle entrenched “official-centered” mindsets, adopting a posture of genuine humility and deference before the public. Establishing an ethos of learning from the people should be regarded as an indispensable cardinal lesson for all governance endeavors [5]. Furthermore, leading cadres must appreciate that popular innovation frequently transcends conventional paradigms, necessitating a perpetually receptive attitude toward absorbing insights from the public. Criticism from the public should be welcomed with gratitude; dissenting viewpoints ought to be conscientiously entertained, as embracing diverse perspectives leads to greater clarity and wisdom.

4.2 Addressing the Urgent and Pressing Concerns of the Public by Fully Opening Avenues for Social Sentiment and Public Opinions

Conducting in-depth investigations. It is imperative to intensify the utilization of mechanisms that elicit direct public input, honing in on the most pressing and pervasive issues voiced by the public for targeted

remediation. Priority must be accorded to critical livelihood domains such as education, healthcare, food safety, and social security, deploying resolute measures to redress grievances. By cultivating an exemplary Administration ethos, the leading cadres can galvanize a virtuous cycle of moral uplift within society [6]. To this end, they ought to take the initiative—opening channels of communication, spearheading investigations, conducting thorough research, and devising effective countermeasures. Embracing a pragmatic, truth-seeking approach characterized by depth, substance, precision, and efficiency, leading cadres should endeavor to accurately ascertain circumstances, precisely identify problems, implement strategies, and address root causes effectively [7].

Optimizing the process for responding to public demands. Clear and hierarchical standards for appeal responses are to be established, with well-defined timelines specified. A stratified approach may be adopted, whereby straightforward matters are addressed immediately, more complex issues resolved within a predetermined timeframe, and especially difficult cases managed through coordinated consultations. Appeals should undergo timely preliminary evaluation, with urgent cases receiving accelerated attention. Bureaucratic inertia and responsibility-shifting challenges may be mitigated through cross-departmental collaborative platforms. Designated personnel could be entrusted with thorough investigation and analysis, formulating resolutions that include concrete measures, responsible parties, and specific deadlines. These resolutions would be communicated promptly to petitioners to ensure transparency and sustain ongoing dialogue. Follow-up actions after resolution may be conducted regularly, accompanied by periodic assessment and refinement of the procedural framework. Concurrently, staff training might be reinforced by embedding the principles of the Central Eight-Point Regulation throughout each phase of appeals handling, thereby markedly enhancing both the efficiency and quality of grievance management [8,9].

5. Conclusion

The implementation of open-door education to empower public supervision necessitates the establishment of a comprehensive, multilayered,

and three-dimensional participatory supervision framework. It is essential to adopt an open and inclusive mindset toward public criticism and scrutiny—ensuring unobstructed avenues for supervision, timely responses to feedback and suggestions, and guaranteed protection throughout the participatory process. By widely soliciting candid discourse and embracing counsel with humility, continual refinement of conduct and practices can be achieved. A robust mechanism to both incentivize and safeguard public criticism and supervision must be pursued in tandem. On one hand, enhance motivation through the creation of dedicated reward funds, offering tangible remuneration aligned with the accuracy and significance of submissions; bestow commendations and honorary certificates as spiritual encouragement; actively acknowledge and incorporate reasonable proposals, thereby amplifying the public's sense of engagement and enthusiasm. On the other hand, enforce an anonymous reporting system coupled with refined legal frameworks to rigorously protect the confidentiality of non-anonymous supervisors. Provide secure protection for individuals facing threats, impose severe penalties for retaliatory actions, and resolutely uphold the rights of the public to critique and oversee. This comprehensive approach will embolden the public to supervise with courage, willingness, and commitment.

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