

# Study on the Balanced Development of Education in the Yi Ethnic Area of Liangshan under Rural Revitalization

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**Abstract:** Talent revitalization is the basis of rural revitalization, so talent revitalization must pay attention to the compulsory education in rural areas. Compulsory education, as an important part of the national education program, promoting the balanced development of compulsory education is conducive to improving the quality of the population and narrowing the gap between urban and rural areas. However, due to its location in remote mountainous areas, weak economic foundation and lack of high-quality education resources, there are obvious differences in educational investment, teaching staff and teaching quality in the balanced process of compulsory education in Liangshan Yi area and urban schools. Therefore, in order to improve the balanced development of compulsory education in Liangshan Yi area, it is necessary to start from the following aspects: first, to speed up the construction of regulations and improve the investment mechanism of educational funds; second, to optimize the teaching structure of teachers and smooth the learning and communication channels of teachers; and third, to strengthen the top-level design and promote the sharing of excellent educational resources.

**Keywords:** rural revitalization of ethnic minority areas, compulsory education, education balance.

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## 1. Introduction

From the 1980 Decision on Several Issues concerning Universal Primary Education, the comprehensive plan for universal primary education nationwide, to 1993, the Outline on China's Education Reform and Development clearly stated the goal of universal nine-year compulsory education [1] At the beginning of the 21st century, the implementation of the western region "two basic" plan and other projects, all show the importance of the country to compulsory education. As an important part of national education, compulsory education is of great significance to promoting the balanced development of compulsory education, which is conducive to improving the quality of the rural population, narrowing the gap between urban and rural areas, promoting social equity and justice, and promoting the all-round rural revitalization [2]. Strengthening rural basic education is an inherent requirement for implementing the rural revitalization strategy and a key measure to solve the problem of unbalanced and inadequate rural development [3].

The party's 20th CPC report stressed that "education, science and technology, and talents are the basic and strategic support for building a modern socialist country in an all-round way", and "to accelerate the high-quality and balanced development of compulsory education and the integration of urban and rural areas, and optimize the allocation of regional educational resources". This important discussion has pointed out the direction and provided the fundamental guidance for the work of compulsory education in the new era. In 2023, the Opinions on Building a High-quality and Balanced Basic Public Education Service System was proposed [4] To accelerate the balanced development of the schools, accelerate the development of education in ethnic minority areas, improve the overall level of running schools, and put forward a clear direction for the balance of compulsory education in ethnic minority areas. With the in-depth implementation of the rural revitalization strategy, the economic and social development of rural areas has achieved

remarkable results. However, the problem of the balanced development of compulsory education in ethnic minority areas is still prominent. The development of compulsory education in ethnic minority areas faces many difficulties and challenges. This not only affects the economic and social development of ethnic minority areas, but also restricts the comprehensive implementation of the rural revitalization strategy. Therefore, the balanced development of compulsory education is the foundation and key of rural revitalization in Yi areas, which is of great significance for improving the overall quality of ethnic minorities and promoting the economic and social development of ethnic minority areas.

## 2. The anced situation of compulsory education in Liangshan Yi area

### 2.1. There is a gap in education funding investment

The input of educational funds is an important factor to ensure the quality and fairness of education, and the funds for compulsory education are guaranteed by the central and local finance in accordance with the regulations and proportion. For the Liangshan Yi nationality area, there is a significant gap in the investment of education funds, which directly affects the quality and effect of compulsory education in these areas.

On the one hand, the total amount of educational funds in Liangshan Yi nationality area is relatively small. However, due to its location in remote mountainous areas, weak economic foundation and limited local fiscal revenue, it is difficult to meet the capital needs of the development of rural basic education, which directly leads to the insufficient investment in education funds. At present, the central education financial allocation is still the main source of education funds in Liangshan Yi area, supplemented by the supporting financial allocation at provincial, state and county levels. Taking Yanyuan County, Liangshan Prefecture as an example, the public expenditure per student in primary

schools in Liangshan Yi area is only 650 yuan, and the public expenditure per student in junior high school is 850 yuan [5], Are lower than the standards required by the Ministry of Education.

On the other hand, there are also problems in the use efficiency of educational funds in Liangshan Yi nationality area. Due to the management level, supervision mechanism and other factors, the use of education funds in some areas is not transparent, there is a certain degree of waste. Moreover, due to the lack of professional educational planning and management, the use of educational funds is often not targeted and efficient, which cannot maximize the quality of education.

Moreover, the distribution of educational funds in Liangshan Yi nationality area is also unfair. The allocation of education funds is mainly concentrated in cities and economically developed areas, while the remote and underdeveloped areas are relatively short of education investment. This unbalanced distribution mode makes the educational conditions and educational quality in some areas seriously backward, which further aggravates the educational injustice.

In general, due to the long-term existence of urban-rural dual structure, the problem of unbalanced and inadequate development of urban and rural education in Liangshan Prefecture is still prominent. The lack of investment in rural education, the low efficiency of the use of funds and the unfair distribution of education funds have all restricted the high-quality development of compulsory education. In implementing the rural revitalization strategy and promoting the integrated development of urban and rural areas, the state must attach great importance to balanced compulsory education. Only by greatly increasing the investment in rural education, improving the efficiency of the use of funds and allocating the allocation of funds to Yi areas can the gap between urban and rural education be fundamentally narrowed, so that children in Yi areas can also enjoy fair and quality education, and provide solid talent support for rural revitalization.

## 2.2. There is a gap in the construction of teachers

Full-time teachers are the backbone of rural education and the key to implementing the rural revitalization strategy and promoting the balanced development of urban and rural education. However, the loss of teachers and low quality of teachers.

In terms of the number of teachers, the number of teachers in Liangshan Yi area is relatively small. The annual turnover rate of teachers in rural schools in Liangshan Yi District is as high as 12.5%, much higher than the national average. A large number of young teachers choose to leave due to their low salary, low title evaluation index, difficulty in promotion, and limited development space of rural teachers, resulting in a serious shortage of teachers in rural schools. This situation makes the ratio of teachers and students in some schools seriously unbalanced, which affects the quality of teaching. Although the government departments of Liangshan Prefecture have adopted the management reform of "county management and school employment" in recent years, which has alleviated the shortage of teachers in rural schools to a certain extent, it has also bred the new problem of "the county regardless, the school is not hired". Some rural teachers have become "black households", which makes it difficult to

protect their rights and interests.

From the perspective of the overall quality of teachers, the quality of teachers in Liangshan Yi area is generally low. Due to the lack of investment in teacher training and education, the proportion of teachers with higher education and higher professional titles is relatively low, and their professional quality and teaching ability are relatively weak. The proportion of teachers with a bachelor's degree or above is lower than the national average. Restricted by the educational level and professional ability, rural teachers generally lack modern teaching concepts and information-based teaching means, which is difficult to adapt to the requirements of the new curriculum reform and students' personalized learning needs. Although the implementation of urban and rural teachers exchange rotational system, select urban backbone teachers to yi area school teaching, yi education teaching quality, but the urban and rural teachers exchange rotational for teaching form, backbone teachers "to" but "stay", failed to fundamentally solve the problem of shortage of rural school teachers.

From the perspective of teacher continuing education, there are few opportunities for teacher training and education training in ethnic minority areas. On the one hand, due to the remote geographical location, inconvenient transportation and other problems, teachers are often difficult to obtain sustainable professional development and promotion opportunities; on the other hand, the rural teacher training form is single, not targeted and effective, resulting in the discount of the training effect. This undoubtedly makes it more difficult for the teachers in the Yi nationality area to improve their teaching ability and professional quality.

## 2.3. Differences in urban and rural teaching quality

Teaching quality is an important indicator to evaluate the development level of compulsory education, and the gap between urban and rural education quality directly reflects the level of balanced development of compulsory education. Through the policies of "two exemptions and one subsidy", the Yi area in Liangshan has realized free enrollment in compulsory education, and all school-age children in the Yi area have studied in school, realizing the full coverage of compulsory education among the people in the Yi area. However, due to the influence of the traditional exam-oriented education, parents with graduation rates as the only standard to evaluate the school teaching quality, most schools still adopt the traditional evaluation of "achievement first", lead to teachers in order to meet the assessment requirements, have to cramming education, sea tactics teaching, ignoring the students' thinking ability, expression ability and innovation ability, etc. In addition, many schools lack teaching leaders with scientific research ability and innovative spirit, resulting in the dislocation between teaching content and social needs in the new curriculum reform. In addition, the development of teaching activities is not only a kind of training and improvement for teachers, but also provides a way for other teachers to learn and observe. However, for rural schools in the Yi area, teaching activities require a lot of energy, material resources and financial resources. Therefore, rural schools rarely carry out teaching activities, and sometimes it is a mere formality, just to cope with the inspection, which further opens the gap with urban schools.

In addition, the loss of high-quality students in rural Yi people also restricts the balanced development of education.

Families with a large income gap and good economic conditions will spend a lot of money to send their children to schools in cities at or above the county seat for the sake of face and children's development. At the same time, part of the urban schools for graduation rates, infrastructure of the advantages of teachers, in the township school "pinch tip" enrollment, which leads to rural school students quality decline, students learning interest is not high, class learning atmosphere, further aggravate the teaching difficulty, forming a vicious circle.

### **3. Balanced optimization path of compulsory education in Liangshan Yi area**

#### **3.1. Accelerate the construction of laws and regulations and improve the mechanism for education funding**

On the one hand, local legislation should be adopted to clarify the division of responsibilities of the state, county and township governments in the investment of rural education funds, and establish the growth mechanism of financial input suitable for the development of rural education. Specifically, can refer to the national level of the rural compulsory education school conditions improve action plan for three years, combining the reality of Liangshan, formulate state yi area compulsory education development plan, the yi area compulsory education funds into the state, county annual budget and long-term financial planning, ensure that yi area compulsory education student public funds is not lower than the standards prescribed by the state. At the same time, we will actively strive for central and provincial transfer payments, and set up special funds to improve the running conditions of rural schools.

On the other hand, we should improve the management mechanism of rural education funds to improve the efficiency of funds [6]. The government of Liangshan Prefecture attaches great importance to the infrastructure construction and uses a large amount of funds for the infrastructure construction of schools in the Yi area, which has greatly improved the education and teaching conditions in the Yi area. On this basis, the performance evaluation of education funds in Yi areas should be further strengthened, and a budget performance management system of "whole-process, all-coverage and all-round" should be established. We will formulate scientific and reasonable management measures for the use of funds for rural education, clarify the scope of their use, expenditure standards and supervision mechanisms, and effectively improve the efficiency of the use of funds [7]. Strengthen the construction of the financial system in rural primary and secondary schools, train financial management personnel, improve the system of publicizing the use of funds, and consciously accept the supervision of all sectors of society.

In short, the local government needs to attach great importance to it, increase the investment, optimize the allocation structure, and strengthen the performance management. Only by starting from the institutional level, taking multiple measures and making systematic progress, can we provide a solid financial guarantee for the implementation of the rural revitalization strategy, help the balanced development of education in Liangshan Yi Area, and drive the local economic and social development and targeted

poverty alleviation.

#### **3.2. Optimize the teacher structure and smooth the learning and communication channels for teachers**

In Liangshan Yi area, the lack of teacher resources and teacher quality are the key factors restricting the development of rural basic education. Improving the treatment of rural teachers and attracting and retaining excellent teachers is an important way to realize the balanced development of rural basic education under the background of rural revitalization strategy. The government should formulate relevant policies to raise the salary level of rural teachers, improve the professional title evaluation system of rural teachers, and create more career development opportunities for rural teachers[8]. At the same time, we should increase the training of rural teachers, regularly organize teachers to participate in teaching skills training and subject knowledge update training, so as to improve the teaching level and professional ability of rural teachers[9]. In addition, urban excellent teachers can be encouraged to teach in rural areas to promote the professional development of rural teachers; establish the honor award system to commend outstanding rural teachers and enhance the professional identity and honor of rural teachers. Through various measures, we will improve the treatment of rural teachers, build a high-quality and professional rural teachers, and provide a strong teacher guarantee for the balanced development of rural basic education. Only by continuously strengthening the construction of rural teachers and cultivating a group of excellent rural teachers with ideals and beliefs, moral sentiments, solid knowledge and benevolence, can the education quality in Liangshan Yi area be continuously improved and provide intellectual support and talent guarantee for the implementation of the rural revitalization strategy.

#### **3.3. Strengthen the top-level design and promote the sharing of excellent educational resources**

From the perspective of the government, we should formulate scientific policies and plans for compulsory education, and clarify the direction and goal of the balanced development of compulsory education. At the same time, we also need to take into account the actual situation of local governments and schools, fully mobilize the enthusiasm of all parties, form synergy, and promote the deepening of the balanced development of compulsory education [10]. Starting from the development of schools, first of all, Liangshan Yi area can mobilize forces to improve the construction of high-quality education platforms and teaching resources at all levels, and transmit the high-quality teaching content of primary and secondary schools in the towns and townships of Liangshan Yi area to the teaching platform through the network. Let the rural teachers can observe the excellent courses at any time, and learn the advanced teaching ideas. Secondly, due to the restriction of the approval process for the use of education funds, some rural schools cannot be equal with the infrastructure of excellent schools in a short time. Therefore, we can try to explore the sharing mechanism of gymnasiums and digital libraries in excellent primary schools, so that students in close rural schools can also enjoy high-quality book resources and use the sports facilities in the gymnasium [11]. Finally, schools and education bureaus

should set up a special online course recording team to encourage excellent urban teachers to actively participate in the recording of online courses. Rural school teachers should actively give suggestions in combination with the characteristics of rural teaching, so as to strengthen the research and development of curriculum resources in urban and rural teaching. So that the educational resource pool of teachers becomes more abundant, so as to make up for the defect of not being allowed to face face to face in learning and grinding quality courses in rural schools. We can learn the teaching experience of excellent teachers without leaving home, and achieve the goal of sharing educational resources.

#### 4. Conclusion

In general, the balanced development of education in Liangshan Yi area needs multi-pronged and comprehensive measures under the background of rural revitalization strategy. Give full play to the leading role of governments at all levels, increase investment in Liangshan yi area education career, establish and improve the mechanism of urban and rural education resources equilibrium allocation, guide and encourage the social from all walks of life to actively participate in the support Liangshan yi area education development, through eastern and western collaboration, social donations, and various forms such as volunteer service, for Liangshan yi area rural areas to provide more high quality education resources. We will strengthen infrastructure development and teachers in rural schools, and promote the sharing of excellent educational resources. We will narrow the educational gap between urban and rural areas. Only by adhering to the government leadership, social participation, taking measures according to local conditions, highlighting the characteristics, and taking comprehensive measures, can we effectively promote the balanced development of education in Liangshan Yi area and provide solid talent support and intellectual guarantee for the comprehensive revitalization of rural areas in Liangshan Yi area.

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