

Let Education Play a More Role in Rural Revitalization—Taking Guangxi Border Ethnic Areas as an Example

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Abstract: The development of education and the implementation of the strategy of rural revitalization are both decisions made by the Chinese government according to the needs of the country. The article first elaborates the relationship between education and rural revitalization. Second, it takes Guangxi border ethnic areas as an example to analyze the current problems and deficiencies in the development of education. Finally, it puts forward targeted suggestions, including a hundred-year plan and education-oriented. Education is the cornerstone of national revitalization. With a view to enabling education to play a more effective role in rural revitalization.

Keywords: Education; Rural revitalization; Guangxi border ethnic areas

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1 Education and rural revitalization

Education has a very broad and profound connotation. The education in this article refers to educational undertakings in underdeveloped areas, which mainly includes activities such as the construction of educational facilities, the cultivation of talents, and the cultivation of social practitioners, with the government as the first subject, and social and personal power as the second subject.

The rural revitalization strategy is a policy implemented by the Chinese government^[1]. The purpose is to promote rural economic construction, political construction, cultural construction, social construction, ecological civilization construction,

and party construction in a coordinated manner, accelerate the modernization of the rural governance system and governance capabilities, and accelerate the modernization of agriculture and rural areas.

Education is the foundation. The development of education can cultivate all types of talents that society needs, so education is the cornerstone and guarantee of talents for rural revitalization. On the other hand, rural revitalization depends on the overall revitalization, and the realization of the development of education is its due meaning. The realization of rural revitalization will inevitably drive the development of education to a higher level. The development of education and the realization of rural revitalization are interrelated and interdependent^[2].

2 Education development in Guangxi border ethnic areas

The Guangxi Zhuang Autonomous Region is located in southern China, bordering Vietnam, with a land border of more than 1,020 kilometers. The border area of Guangxi has a population of more than 2.6 million, of which ethnic minorities account for 81%. In recent years, with the strong support of the Chinese government, Guangxi has successively implemented strategies such as the "Border Construction Conference War" and the "Xingbian and Rich People's Action Infrastructure Construction Conference". Increased investment in education has significantly improved the conditions for running schools in ethnic border areas. On the other hand, the local government has also done a lot of work on talent introduction, making more educators willing to work there. These have greatly promoted the development of local education^[3].

3 Inadequacies in the development of education in Guangxi border ethnic areas

3.1 Insufficient funding for education

Because of its location in southern China, the Guangxi border ethnic area has been damaged and affected by war many times in history. Moreover, most of these areas are mountainous, and the natural environment is relatively harsh. These comprehensive factors have led to a very slow socio-economic development in these areas, so the financial funds for education are seriously insufficient.

Although the central government and the local government have been increasing financial investment, because these areas are widely distributed, it is difficult to concentrate on continuous development, making basic education funding far from meeting the actual development needs. The development of educational undertakings is restricted due to funding issues and has not performed its due function.

3.2 Weak capacity for sustainable development of education

In recent years, the Chinese government has been committed to social and economic development, and has also been helping the backward rural areas to achieve economic development and increase farmers' incomes. This has improved the living conditions of rural families in the border areas of Guangxi to some extent. But in real life, many families have more than one child, and they need to pay a lot of education fees for these families. The Chinese government has also been committed to education and poverty alleviation, such as the "three exemptions and one supplement" policy. However, due to the limited popularity and benefit of the policy, many children in families are facing the possibility of giving up school at any time due to economic problems, resulting in a weaker ability for sustainable development of education.

3.3 The teaching team is unstable

Schools in border areas in Guangxi are mostly rural schools and are far from cities. Due to poor natural environment and backward economic development, these schools have poor living conditions, inconvenient traffic conditions, and congestion. The teachers who work here have to work a few kilometers or even a dozen kilometers a day. These seriously affect the normal development of school teaching activities. The

dormitory in which the teachers lived was also very simple and inconvenient to use. At the same time, teachers in the border areas have low wages and have a great impact on their quality of life, making it difficult to attract excellent talent to work here. Therefore, the overall quality of educators here also needs to be strengthened.

In addition, education in the border areas also has problems such as unreasonable classroom structure, insufficient numbers, and lack of professional teachers.

3.4 Imperfect educational infrastructure

If a worker wants to do his job well, he must first sharpen his weapon. To improve the development quality of education, we must have high-quality school-running conditions and infrastructure. As far as the Guangxi border ethnic areas are concerned, this is exactly what is inadequate. Although to a certain extent, the average dormitory area of elementary and junior high school students here reached 4.96 square meters and 6.46 square meters. But in many ways, it still does not meet the standards. For example, in terms of school architecture, many remote villages lack a regular school configuration. Supporting facilities such as toilets, drinking water facilities, sports facilities, and fences are incomplete. Or, in terms of teaching facilities, many schools still use very traditional teaching methods, lacking multimedia facilities and network teaching equipment. The imperfection of these facilities will greatly restrict the level of local education development.

3.5 High school education has become a "bottleneck" in the development of education in border areas

Due to inadequate investment and weak foundation, the conditions for running high schools in Guangxi border ethnic areas are poor, and the scale of running schools is small. The gross enrollment rate in high schools is only 53.6%. There are 15 ordinary high schools in all border counties, with an average population of 167,700 and one ordinary high school, which is lower than the average population of 106,800 in the district. In addition, the students in secondary vocational education in border counties are only 40% of those in ordinary high schools, the lowest counties are only 16%, and the smallest schools such as Napo County Vocational School have only 185 students. None of the existing 9 vocational middle schools in Border County has one key vocational middle school in the autonomous region,

and 3 of them have not passed the school qualification assessment. Because these vocational middle schools have a single professional setting, poor ability to serve local economic development, teachers and equipment conditions cannot be improved, and the equipment value per student is less than 1,000 yuan, far from reaching the national standard.

4 Suggestions for making education more effective

4.1 Improve education funding guarantee mechanism

In a situation where the economy in the border area is very backward. On the one hand, the central government should increase its financial investment in the border areas of Guangxi. On the other hand, the local government of Guangxi leans towards ethnic education in the border areas, and it is necessary to formulate special care policies for the education development of ethnic minorities. In the future, from the strategic height of regional healthy and sustainable development, we will further increase support for the development of ethnic education in border areas, and arrange special funds for basic education, subsidies for the renovation of dilapidated buildings in primary and secondary schools, subsidies for improving the conditions for running schools, and vocational technology. Special funds such as education subsidies, teacher education subsidies, and special education subsidies for primary and middle school information education will be further tilted toward border ethnic areas. It is recommended that the central government establish a special fund for education development in border areas to support the development of education in border areas. For the actual situation that border ethnic areas cannot provide sufficient education funds for education on their own financial resources, it is recommended to reform the education management and investment system in border areas, from county-level management, focusing on county financial input to provincial-level direct management, and provincial finance. The main investment is to guarantee the investment of education funds in border areas from the system.

4.2 Create more educational opportunities for children in border ethnic areas

Families in border ethnic areas have weaker ability

to pay for their children's education, and family economic difficulties have become the primary reason for minority school-age children to drop out of school and drop out of school. In response to this situation, it is recommended to take measures in many ways to create more educational opportunities. On the one hand, the central government and local governments should further expand the scope of students' living allowances and further raise the standards of living allowances for students in the compulsory education stage in border areas. For elementary and middle school students, in addition to the exemption of miscellaneous fees and textbook fees, some stationery fees and school uniform fees should be gradually waived, and transportation fees should be provided to students to help students solve their difficulties in life. On the other hand, social enterprises and private capital should be encouraged to enter the education field of these areas, and the role of enterprises and private capital in promoting the development of education should be played to provide more education opportunities for school-age children in these areas.

4.3 Improve teacher treatment

If we want to retain talents for education in ethnic areas in border areas, we must further improve the working, learning and living conditions of teachers in border areas, and improve the treatment and status of teachers. The government should further improve the special subsidy policy for teachers in border areas, and set up special post allowances for teachers in border areas. In addition, teachers' settlement projects should be implemented in the border areas to solve teachers' housing difficulties. Finally, there are also the introduction of excellent talents from different professions to optimize the structure of teachers in border ethnic areas, thereby improving the quality of education.

4.4 Strengthen the construction of educational infrastructure

The central government and the local government must take the necessary measures to improve the backwardness of the educational infrastructure in the border ethnic areas. In view of the current inconsistency in the construction standards of various schools, we should strengthen planning and design, and formulate uniform standards for the construction of schools in border ethnic areas according to the needs of the actual

situation. To strengthen infrastructure construction, we must not only upgrade hardware facilities, but also strengthen the improvement of related supporting facilities. It is necessary to promote networked teaching in these areas and strengthen the investment in the construction of multimedia equipment in order to improve the development level and production efficiency of the local educational undertakings. In addition, it is also necessary to develop special education in line with the local culture according to the local characteristics of the border ethnic areas, and to enhance the local education soft power^[4].

4.5 Expand foreign exchanges and cooperation

The border ethnic areas in Guangxi are at the forefront of China's opening to the outside world, and there are unique conditions for conducting international exchanges and cooperation in education. These areas should give full play to their location and resource advantages, and carry out various forms and wide-ranging educational exchanges and cooperation with neighboring countries. Encourage qualified primary and secondary schools to recruit students from surrounding countries, learn from the experience of neighboring countries in developing education, promote the reform and development of education in border areas, and enhance the internationalization and competitiveness

of border education. Attract well-known overseas schools, educational and scientific research institutions, and enterprises to establish educational teaching, practical training, and research institutions or projects in the border areas, and explore various ways to use foreign high-quality educational resources. Strengthen international understanding education, promote cross-cultural exchanges, enhance students' understanding and understanding of different countries and different cultures, and promote the development of good-neighbourly and friendly relations between China and neighboring countries.

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