



On the arduousness of realizing educational equity from the perspective of educational lag in poor areas

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Abstract: Education equity is an important factor of social equity. For a long time, the poor areas have been backward in economic development, low financial income, limited investment in education hardware facilities construction, and the overall teaching level of teachers is not high, which leads to the lagging education in poor areas. 1. The transportation is inconvenient, the personnel are scattered and the teachers are short. 2. The survival mode is deficient, and the education of left behind children is lack of care and support. The poor areas are large in area, widely distributed, with large numbers and insufficient investment. Educational equity is reasonable and legal theoretically, but it is too heavy to talk about this topic in connection with reality, because there are many factors restricting educational fairness, which makes it difficult to solve. It is for this reason that we should have a full understanding of the difficulty of achieving educational equity, so as to mobilize the whole society, support teaching assistants, and promote the realization of education equity to the greatest extent and fundamentally improve the quality of the whole people.

keyword: Left-behind children Education Regions of poverty

Educational equity is a worldwide topic. Educational equity is an important factor in social equity. In China, for a long time, the economic development in the poor areas is relatively backward, the financial income is also low, the investment in the construction of educational hardware facilities is limited, and the overall teaching level of the teaching staff is not high, which leads to the education lag in the poor areas, and makes some children from poor families unable to receive good education (Annex 1). If we can't change the above situation, education equity can't be realized; however, if we want to change the above situation, the difficulty and arduousness are beyond many people's imagination, so we should pay enough attention to it.

1. Transportation is inconvenient, personnel are scattered, teachers are short and investment is insufficient.

China's poor areas are facing five prominent problems. 1. Road traffic. After years of development, the main trunk lines of the national transportation network have been basically sound, but the roads in the villages and groups that are convenient for people's production and life in poor areas still owe a lot. 2. Electricity for production. At present, the domestic electricity consumption has been basically solved, but 20% of the administrative villages in the western poverty-stricken areas lack of three-phase power for processing and production, which restricts the development of local industries. 3. Rural housing. At present, the state has subsidies for the reconstruction of dilapidated houses in rural areas, but the farmers themselves still have to take the lead. The poorer the people are, the less they can afford to build houses. The insecurity of housing is a common problem. 4. Education. Children in the mountains have to cross the mountains to go to school every day, and some parents have to move to the school nearby to accompany them. There are also children from poor families who can't find a job after graduation from University, resulting in poverty due to learning. 5. Health

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care. Poor areas lack of medical resources, carry minor diseases and delay serious diseases, and finally the whole labor force becomes half labor force and half labor force becomes no labor force. One man is seriously ill, and the whole family is poor. (Annex 2). The above five prominent problems interact with each other and have a negative effect on the realization of educational equity.

The primary condition of teaching and educating people is teachers. However, compared with urban areas, rural teachers have always been a short board restricting rural students' learning. After investigating the reasons, some articles point out that firstly, the salary is low and it is difficult to encourage students. Among the teachers working in remote mountainous areas, even junior high school teachers seldom have a basic salary of more than 1000 Yuan, most of them are 600 or 700 Yuan, and some young teachers' basic salary is only about 500 Yuan. Most schools do not have self-financing and class hour allowance. An ordinary university graduate needs to spend tens of thousands of Yuan to finish university. After being assigned to a middle school in a mountainous town, the cost of every kind of material on the market is rising. They are not rich enough to maintain their basic life, let alone pay off loans, buy a house, get married and have children. In addition, at present, the daily income of even the lowest level migrant workers has gone up to 40 Yuan. Those who are teachers are not as good as those who are clay workers, and the people's teachers are also very unbalanced psychologically. In this case, the teaching staff is naturally very unstable, many teachers always want to change jobs, cannot settle their minds all day, it is difficult to mobilize the enthusiasm of teaching and educating people. Secondly, it is difficult to improve the shortage of teachers. After graduating from the mountainous areas, many teachers have been transferred to the new training base, and many of them have been transferred to the new training base. This situation has resulted in a serious shortage of teachers in mountainous schools. In particular, primary school English, computer and other courses lack of professional teachers. Most primary schools in mountainous areas are a teacher in a grade, even in a school. This not only increases the burden of teachers, but also affects the improvement of teaching quality. (Attachment 3)

Inconvenient transportation is a big problem that restricts rural students to go to school. Compared with the convenient public transportation for urban students to go to school, the rural students often have to go a long way and have a lot of difficulties. According to a survey, it is difficult to take care of the school because it is too far away. At present, the number of school-age children in mountainous areas has decreased compared with that in the 1990s. Most administrative villages in remote mountainous areas are sparsely populated. Many village level primary schools built in the last century have been closed due to the lack of students. Even if children in remote mountainous areas are in the first grade of primary school, they must go to the joint schools or town central schools beyond dozens of Li, which requires parents to rent houses to accompany them in primary school. In fact, the general families in remote mountainous areas are very poor, with a family of three or four people and the labor force itself limited, in order to children to study, but also to sacrifice a labor force to accompany reading, which objectively increased the burden of farmers' families. (Annex 4)

Weak transportation infrastructure and without convenient transportation, some public policies and social development dividends cannot be implemented normally, talents and projects will be blocked, and investment funds will not be able to come in, thus forming a vicious cycle, and poverty is always difficult to break. If you want to pull out the root of poverty, you must first repair the road and completely change the barrier on the traffic infrastructure. Convenient transportation can bring advanced education, technology, culture and knowledge to the rural poor areas more quickly. Only by fundamentally improving the rural road infrastructure can we break the bottleneck of rural infrastructure, especially in poor areas. At present, the transportation development in some poverty-stricken areas in China is still relatively backward, with inconvenient transportation for farmers, many potential safety hazards, and unstable connection between urban and rural passenger transport, backward service quality, and incomplete coverage of basic transportation network in many areas. The more poverty-stricken areas are, the more mountains and gullies are, and the more dangerous the terrain is, the more arduous the task of transportation development will be. Not only does it need huge capital investment as support, but also the grassroots cadres and masses are required to face all kinds of problems, gnaw "hard bones" together, and make up for the traffic shortage in poor areas. (Attachment 5)

At present, it can be seen from a large number of data that the backward traffic situation in poor areas must be changed. This understanding has become the consensus of the whole people, and fruitful work is being carried out at

the national level. On February 8, 2018, Li Chenhe, an online reporter from China Youth Daily and China Youth Daily, reported that at a press conference held by the Ministry of transport this afternoon, Li Xiaopeng, Minister of transport, introduced that in the past five years, the transport infrastructure in poor areas has been greatly improved, 45000 villages in poverty-stricken areas have embarked on the hardening Road, and 60000 villages in rural areas have been on the hardened road, 75% of them belong to poor areas. By the end of 2017, 98.45% of the townships and 96.87% of the villages in the poverty-stricken areas had access to hardened roads, and 40000 km of resource roads, tourist roads and industrial roads had been reconstructed and constructed.

Li Xiaopeng said that by the end of 2019, it is planned to realize the access of qualified towns and villages to hardened roads. By 2020, the main line of national expressways in poverty-stricken areas will be basically connected, and counties with conditions can be connected with roads of class II or above.

In order to encourage educational talents based in rural areas and increase support for rural teachers from the national level, many places have clearly stipulated preferential policies in respect of teachers' application for senior titles, such as:

Yueyang Vocational reform office in "on the 2018 year of primary and secondary school teachers senior professional title to participate in the evaluation of conditions" in the provisions: (5) rural school teaching experience. It is clearly stipulated in the document No. 50 [2016] of the people's Republic of China that senior professional title evaluation requires more than 2 years of working experience in rural schools or weak schools. Among them, teachers who have participated in "three districts" teaching for more than one year can be regarded as having 2 years or more working experience in rural schools. (Annex 6)

Xiangyang rural school special post application for senior Title: (Xiangfa [2019] 8 It is stipulated in the document that teachers who have been teaching in rural schools (including Township Central Areas and village schools) for more than 30 years and are still teaching in rural schools and meet the requirements for application and evaluation of professional and technical post qualifications of primary and secondary school teachers in Hubei Province (revised trial) (ezgbo [2013] No. 122), a separate channel for professional title evaluation shall be set up Independently organize the review. The passing rate of the review shall be implemented in accordance with the provisions of the Municipal Office of vocational reform. (attachment 7)

2. The education of left behind children is lack of care and support.

Migrant workers are the companion of reform and opening up, the main force of urbanization, and the important carrier of urban-rural integration. Great changes in the past 30 years of reform and opening up have brought together the great contributions of migrant workers.

China's migrant workers have created a new economic form for China's rural areas, namely, labor economy and labor economy. It has fundamentally solved the contradiction of more people and less land in China's rural areas. In China, 800 million farmers are farming for food, which is the reality of China's national conditions. China's rural per capita less than 1.5 mu of land, a large number of rural labor in the face of the Loess back to the sky, manual labor, with the household contract mechanism, engaged in agricultural production, the level of productivity is low, there is no scale benefit. This kind of rural management structure and operation mode is the institutional reason for China's backward agriculture. After the reform and opening up, the knowledgeable and courageous farmers in rural areas left their land to work in other countries, provinces and foreign countries. The export of labor service economy has formed a beautiful landscape. At present, the main income channel of many rural areas is the labor and economic income of migrant workers. Due to the development of labor economy, it has led to the development and prosperity of township enterprises and accelerated the pace of farmers to become rich. The emergence of migrant workers has completely changed the rural economic structure and solved the contradiction of more people and less land, which is a new breakthrough for China to solve the "three rural" problems.

A large number of migrant workers enter the city to work, boosting the pace of national urbanization. Without the hard work of migrant workers, there will be no rapid development of urbanization after the reform and opening up. Some data show that China's urbanization has increased by 21% in the past 30 years. The structure of urban and rural

residents reaches 4:6, which is another outstanding contribution of migrant workers to China's progress and development.

Migrant workers support China's huge export economy and stimulate the rapid growth of GDP. China's economic dependence on foreign trade has risen to more than 70%. In particular, many coastal developed provinces have derived a large number of small and medium-sized enterprises for export processing. 80% of the employees of these export enterprises are migrant workers from rural areas. It is estimated that there are 80 million employees in China. (Attachment 8)

"Left behind children" is a child aged 6-16 years old who is left behind by the parents or other clients in custody at the place of residence, because both parents and one party goes out to work, cannot follow their parents and take care of their parents. China is a child in the process of modernization. The city left behind children in left behind children have a total of 294 million 527 thousand and 600 people, and the number of children left behind is 22 million 304 thousand and 500. According to the fifth national census conducted in China, the number of children left behind is 14. The results of many studies in the past indicate that there are many problems in psychology, behavior, learning and safety of the left behind children (9). (two) registered residence in rural areas.

Since 1980s, with the acceleration of urbanization in China, more and more rural labor has been flowing into cities and towns. However, due to the fact that the household registration system and the reform of various urban and rural segregation systems linked to the household registration system have not yet been completed, the rural labor force has gone out to seek non-agricultural employment. However, it can not realize the transformation from farmer identity to citizen identity at the same time. Due to the survival status determined by the identity of urban migrant workers and the continuation of dual education between urban and rural areas, most migrant workers have to leave their children in rural areas, resulting in the phenomenon of left behind children in rural areas, With the backward concept of school education and the blank of community education, there are many problems in the aspects of safety, learning, psychology, conduct, emotion and life. The solution to the education problems of left behind children in rural areas is related to the growth and development of a generation or several generations, the fundamental interests of migrant workers and the development of rural education, It affects the construction of new socialist countryside and harmonious society.

According to the "Research on left behind children in rural China" by the Central Institute of education and science, the proportion of left behind children in Gansu, Jiangsu and five western provinces is as high as 47.7%. In the survey of Sichuan Province, a major labor exporting province, it is found that in general rural schools, the proportion of migrant workers' left behind children reaches 70%, and 85% in some places. For example, there are 104000 students in all kinds of schools in Liangzhong City, including 78000 left behind students, accounting for 75% of the total number of students. (Attachment 10)

In order to achieve or improve the level of educational equity, the author has consulted a lot of materials and information for how to solve the education problem of left behind children; it is gratifying that the whole country is concerned about the education of this group. For example, Article 12 of the education law of the People's Republic of China: children of suitable age and adolescents are exempt from examination. Local people's governments at all levels should ensure that school-age children and adolescents enter schools near their places of residence. The parents or other legal guardians shall receive compulsory education for their children or adolescents who work or live in no registered residence places in the work or residence of their parents or other legal guardians. The local people's Government shall provide them with equal conditions for compulsory education. Specific measures shall be formulated by provinces, autonomous regions and municipalities directly under the central government.

At present, to handle the procedures of entering the city, migrant workers should have several necessary conditions

First, a formal labor contract has been signed with the unit where he works, and the labor contract is provided by the local labor and social security department and put on record; Secondly, they should have their own living places near the school (the living environment should meet the requirements of children's peaceful learning), and apply for temporary residence permit at the local police station;

The third is the household register of his family. Secondly, in their own name to the local education authorities to write an application for admission nearby, the actual situation of their own truthfully explained. (Attachment 12)

On the one hand, it is necessary to solve the problem of left behind children to study in cities with their parents, and

on the other hand, encourage migrant workers to return to their hometown to start their own businesses. This orientation is of great benefit to solving the problem of left behind children's reading and developing rural economy.

The state announced that the subsidy policy for migrant workers returning home for entrepreneurship in 2019 has the following contents: 1. preferential loan policy. This year, China has provided four kinds of loan preferential policies for returning farmers to start their own businesses, such as venture enterprise loans, home entrepreneurship demonstration base loans, leading enterprise loans, and characteristic agricultural product development loans. Moreover, some regions have implemented mortgage loans for land contractual management rights, real estate mortgage loans for housing bases, and agricultural machinery and equipment loans, etc., to start projects for returning entrepreneurs Cost assistance. 2. Preferential policies for rural land use. In line with the rural homestead management planning, the returnees are allowed to cooperate with local farmers to rebuild their own houses, so as to provide security for the life of the returnees. And support the return to the countryside personnel to rely on their own and idle farmhouse courtyard to develop farmhouse entertainment. 3. Preferential policies for rural electricity use. The electricity payment of home business projects such as farmhouse will be calculated according to the electricity price of agricultural production. 4. Preferential financial subsidies. For those farmers who return home to start their own businesses as farms or farmers' professional cooperatives, they can apply for agricultural project subsidies in accordance with the notice on doing a good job in applying for agricultural comprehensive development and industrialization development projects in 2018. (Annex 13)

3. The poverty-stricken areas are large in area, widely distributed and large in number

The premise of educational equity is living conditions, that is, material conditions. It is difficult to imagine that a child can be compared with a child from a wealthy family in learning under very difficult living conditions and talk about educational equity. At present, the state-level poverty-stricken counties, also known as the key counties of national poverty alleviation work, are a standard set by the state to help poor areas. There are 585 national poverty-stricken counties (including county-level administrative unit districts, banners and county-level cities). In order to support poverty-stricken areas, the state has set up a national poverty-stricken county standard. The qualification has been confirmed by the office of the poverty alleviation and development leading group of the State Council, and the examination and approval work has been carried out three times. Ethnic autonomous regions have different evaluation standards, which are called key counties of national poverty alleviation work in ethnic autonomous areas. National poverty-stricken counties are distributed in 17 provincial administrative regions in China, of which Tibet Autonomous Region is the largest, followed by Yunnan Province, Guizhou Province, Sichuan Province, Shaanxi Province, Hubei Province, Henan Province, Hebei Province, Gansu Province, Shanxi Province, Guangxi Zhuang Autonomous Region and Inner Mongolia Autonomous Region.

As long as you search the Internet, you can see many schools in poor areas throughout the country for help, such as: Shicha she Liucha primary school, Xingping village, Yangji Township, Huining County, Gansu Province

We need learning tools, pens, books, extra-curricular books, reference books for primary school students (such as Xinhua Dictionary), or Chinese English dictionaries that rural teachers can use, English learning tapes, old computers and other meaningful things. Postcode: 730713

Postal address: Liucha primary school, laojunpo Township, Huining County, Gansu Province

Or: Teacher Liu chenghuan of laojunpo Township Central School in Huining County, Gansu Province transferred to Liucha primary school

Or: Teacher Wang Junqiang, laojunpo Township Central School, Huining County, Gansu Province

Fortunately, the phenomenon of unfair education caused by poverty has attracted the attention and help of all sectors of society. Take Wuding County, Chuxiong Yi Autonomous Prefecture, Yunnan Province as an example

Wuding County is one of the first batches of national poverty-stricken counties determined by the State Council, and one of the 27 deep poverty-stricken counties in the province. The number of poverty-stricken population ranks first in the whole Prefecture. It is one of the main battlefields for Chuxiong prefecture to fight poverty. The phenomenon of returning to poverty due to illness and study is more prominent.

In recent years, Wuding County has made full use of various media such as conferences, activities, TV news, mobile wechat, communication group of poverty alleviation work, QQ group of the Committee of customs work, and information bulletin. On the one hand, Wuding County publicizes and reports a good atmosphere of advantageous location, rich resources, cultural gathering, hard-working people, and unity and progress of all ethnic groups; on the other hand, it publicizes the significance of love education and poverty Students overcome difficulties and aspire to become useful Deeds, vigorously advocate the new fashion of helping others, publicize the advanced model of caring and subsidizing poor students from all walks of life, expand the social influence of love education, and call and guide more caring people such as social organizations and enterprises to participate in donation activities. Taking the opportunity of “100 enterprises helping 100 villages” poverty alleviation activities, the county customs Working Committee actively guided relevant enterprises to take donation as the content of assistance to carry out student aid activities; taking the opportunity to meet the national acceptance of the balanced development of compulsory education in Wuding County, the county customs Working Committee took the initiative to contact with relevant departments to strive for funds to help schools purchase computers and audio-visual equipment; it also cooperated with the wheat field education foundation Department, strive for funds to organize “wheat seedling junior high school class”; from the Hong Kong Christian Council for grants, to help students who are good at both learning and moral integrity and family difficulties; for students with special and serious diseases, they should contact relevant enterprises in the province to donate money to rescue doctors.

In order to make the poor students get the financial aid in time, the county customs Working Committee has formulated a set of strict regulations for aiding students, that is, through the application of the students themselves, the investigation and recommendation of the school, the establishment of the database of poor students, the verification through field visits, the comprehensive analysis and evaluation, and the publicity of the funding objects, so as to determine the funding objects. Wuding No.1 middle school working committee has carried out a survey on the situation of impoverished students in the whole school. The documentary evidence of poor students’ family members, economic income and causes of poverty was collected. The medical records and medical expenses of the poor families caused by illness were collected. According to the data obtained from the visit, they were arranged according to the degree of poverty, providing the basis for reasonable recommendation of pairing and distribution of various kinds of subsidies. Starting from June every year, we should get involved as early as possible, accurately and specifically grasp the achievements and family background of poor students, and objectively reflect the real situation of students as much as possible, so as to avoid the phenomenon of missing registration and repeated subsidy of poor students. We should carry out gratitude education for the students, hold a ceremony for distributing love aid funds, and send letters to the students to educate them to be grateful, We should transform social trust and gratitude into learning motivation, learn lessons well, practice skills, actively participate in various public welfare activities and social practice activities, and report the learning situation to the patrons in a timely manner; we should make files and follow-up services. After enterprises and caring people have paired with poor students, the county customs working committee will send the personal data, admission notice, commitment, thank-you letter of poor students Photos and transfer of funds vouchers and other information made into archives for later contact and management.

In the past four years, the county has won a total of 1.6787 million yuan in funds. The conditions for running schools in poverty-stricken areas have been continuously improved, and 1520 people have been subsidized from poor universities, primary and secondary schools. (Annex 14)

Generally speaking, educational equity is reasonable and legal in theory, but it is too heavy to talk about this topic in connection with reality, because there are too many factors restricting educational equity and it is too difficult to solve it. It is precisely for this reason that we should have a full understanding of the arduousness of realizing educational equity, so as to mobilize more groups to contribute and assist teaching assistants, so that the sunshine of educational equity can be illuminated as soon as possible The whole country.

Attachment 1 guangming.1, 2019.1 “poverty alleviation through education is a sharp tool to” cut off the root of poverty “

Attachment 2 Baidu Encyclopedia: poor areas in China on August 28, 2019

Attachment 3 Baidu knows the story of difficult schooling for children in poor mountainous areas on April 7, 2018

Attachment 4 Baidu knows the story of children's difficulty in going to school in poor mountainous areas on April 7, 2018

Appendix 5: supplement the short board of transportation in poor areas by Ren Yuwen, 03:08, September 21, 2019

Appendix 6 Yueyang Municipal Bureau of human resources and social security 2019-04-29 11:25 "explanation on the conditions for participating in the evaluation of senior titles of primary and secondary school teachers in 2018"

Attached 7 delicious movies and TV 2020-08-04 12:40:06 "reminder! We should pay attention to these conditions when applying for senior professional titles of primary and secondary school teachers! "

Attachment 8 I'd like to answer 2011-05-04 "what are the benefits of migrant workers to us"? "

Attachment 9 Cheng Yanyan's research on family education of rural "left behind children" -- taking a certain place in Jilin Province as an example

Appendix 10 government affairs and people's livelihood 2020.06.13 Research Report on education of rural left behind children

Attachment 11 Pinghu Yizhu: new regulations of the Ministry of Education: children of migrant workers can go to the city to study as they please

Annex 12 I'd like to answer 2018-06-22 "how to handle the procedures for the children of migrant workers to enter the city"? "

Attachment 13: what are the subsidy policies for migrant workers returning home and starting businesses in 2019? "

Attachment 14 Chuxiong's treasure chest: how to solve the problem of poor students' going to school in Wuding County from July 18, 2019 to 00:00

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