

Research on the Balanced Development Path of Compulsory Education in China Based on Sustainability

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Abstract: At present, China's compulsory education is gradually changing from “people-run” to “state-run”, basically realizing that school-age children can afford to go to school, and the people's demand for compulsory education is shifting from fair educational opportunities to fair quality education and education quality, and the development stage and focus of China's compulsory education are further shifted from ensuring popularization to improving quality. China's compulsory education balance is an important component of the global education sustainable development goal. We firmly regard the balanced development of sustainable compulsory education as an important lever to promote high-quality economic and social development in the province, with high-level planning and high standard promotion, in order to achieve high-quality and balanced development of compulsory education at the county level, promote fair development and quality improvement of education.

1. Introduction

In 2016, the United Nations issued the sustainable development goal of human education in 2030: “Ensure inclusive and fair education and let all people enjoy lifelong learning opportunities.” Establishing an inclusive and fair education system is a common vision of global education facing 2030, and it is also a priority of educational policies and practices in various countries. At present, China's compulsory education is gradually changing from “people-run” to “state-run”, basically realizing that school-age children can afford to go to school, and the people's demand for compulsory education is shifting from fair educational opportunities to fair quality education and education quality, and the development stage and focus of China's compulsory education are further shifted from ensuring popularization to improving quality [1]. The country's implementation of rural distance education has improved the equipment level of rural schools, but county schools have not enjoyed this policy, and schools lack funds for equipment construction. In addition, the class size of county schools is large and overcrowded, which makes the educational equipment of county schools in poor counties relatively poor. Obviously, while policy support raises the bottom line, it also creates a new “bottom line” that needs to be raised[2-3]. It has generally improved the conditions for running basic education, basically realized that the best house in the local area is the school and the most beautiful environment is the campus, greatly improved which is an important embodiment of the concept of sharing in the field of education [4-5]. There is a paradox between “leaving agriculture” and “serving agriculture” in value selection. The government should implement a unified management system for county-level compulsory education teachers, change the current management model of “teacher school management”, and elevate the authority of teacher management to county-level governments. The appointment, management, and allocation of

compulsory education teachers will be unified by the county education administrative department, transforming them from “unit personnel” to “system personnel”. Schools should supervise communication work to promote teacher communication to achieve expected goals, prevent formalization of the communication process, and timely identify and analyze deviation information between relevant behaviors and standards in the actual communication implementation process based on the standards determined by teacher communication goals. Regular communication should be conducted with urban and rural primary and secondary school teachers, preferential policies should be formulated, and various forms should be taken to solve the shortage of teachers in remote and impoverished areas. Balanced development is the strategic task of compulsory education. How to realize the balanced development of compulsory education in China and effectively narrow the gap between schools, urban and rural areas and regions is a realistic problem we are facing.

2. The Strategic Deployment of Balanced Development of Compulsory Education in China

2.1 Achieve Full Coverage of Compulsory Education

The Compulsory Education Law of the China, promulgated in 1986 and revised and implemented in 2006, clearly stipulates that: “All school-age children and adolescents with the nationality of the China, regardless of gender, nationality, race, family property status, religious belief, etc., shall enjoy the right to receive compulsory education on an equal basis in accordance with the law and fulfill the obligation to receive compulsory education.”. The scope of teacher salary arrears is increasing, spreading from impoverished areas to some developed areas, and the forms are diverse, with the actual number of arrears being greater than the statistical figures [6]. The popularization of compulsory education relies on teachers. If teachers' salaries are not guaranteed, the foundation of compulsory education will be fundamentally shaken. Due to the strong public nature of the compulsory education teacher profession, strengthening the training of primary and secondary school teachers to promote the overall quality of the teaching staff and the improvement of educational quality should be one of the basic responsibilities of modern public governments. As the main responsible body for the training of primary and secondary school teachers, the government should bear the main responsibility in terms of its training funds, and financial investment from governments at all levels should become an important source of funding for the training of primary and secondary school teachers[7]. Due to China's large population, vast territory, and imbalanced educational development, there are still 42 counties in the country that have not yet popularized nine-year compulsory education. Every year, more than 10% of students still cannot complete nine-year compulsory education on time. At the same time, new management models have been introduced, which not only implant a new school culture into weak schools, but also break through administrative boundaries and achieve cross regional allocation of educational resources. At the same time, it promotes the transformation of government functions, strengthens the core functions of the government, expands the perspective of educational management, and gradually deepens from administrative management to socialized management.

2.2 Ensuring the Fairness of Compulsory Education

Narrowing the gap between teachers through system innovation. The balance of teaching staff is not only reflected in the roughly equal teacher-student ratio in quantity, but also should focus on the roughly balanced invested heavily in building new schools, updating high school equipment and facilities, and attracting excellent teachers with high salaries, which has made high school education develop by leaps and bounds, but the development of schools in compulsory education is dwarfed, especially in facilities and equipment, teachers' quality and teachers' treatment, and some rural schools can't even meet the basic requirements[8]. Secondly, improve the input mechanism of compulsory education and improve the imbalance of compulsory education input. Fundamentally ensuring and significantly improving the treatment of teachers and comprehensively improving their social status will help effectively enhance the inherent attraction of teachers' profession and the stability of the team, and will also help the government educational gap with normal children

and adolescents is gradually narrowing. The country's implementation of rural distance education has improved the equipment level of rural schools, but county schools have not enjoyed this policy, and schools lack funds for equipment construction. In addition, the class size of county schools is large and overcrowded, which makes the educational equipment of county schools in poor counties relatively poor [9]. Obviously, while policy support raises the bottom line, it also creates a new “bottom line” that needs to be raised. In the process of the integration of teaching and information technology, teachers use information technology to continuously optimize the teaching process, innovate teaching models and enrich teaching resources, and constantly improve their information technology ability and literacy in practice [10].

The government should utilize resources such as universities and research institutes to promote the development of schools. It should further deepen the construction of high-quality schools in suburban areas through adjustments to school layout as well as establish a comprehensive “suburban school alliance”; On this basis, a paired education model between urban and rural areas has been established, and active exploration has been made for the innovation of education management systems. The imbalance of hardware facilities between schools has created the phenomenon that “urban schools are like Europe, while rural schools are like Africa”. Taking the construction of standardized schools as a breakthrough, the inter-school balance of compulsory education is realized. The rapid development of science and technology, the continuous improvement of the socialist market economic system, the implementation of the strategy China's imminent accession to the World Trade Organization will inevitably lead to major changes in the requirements for the quality of workers and the talent structure, and will certainly put forward higher requirements for basic education.

3. The Choice of Balanced Development Path for Compulsory Education in China Based on Sustainability

3.1 Plan for “Integration” to Ensure the Balanced Development of Urban and Rural Compulsory Education

Taking urban compulsory education and rural compulsory education as a whole, breaking the shackles of the Dual-sector model social structure, and using Systems thinking, it is a two-way evolution process of overall planning, mutual integration, mutual promotion, and ultimately complementary advantages and overall improvement. The government should reform the existing personnel management system for teachers. The competent education department will uniformly recruit and centrally manage the teachers in the compulsory Educational stage stage, manage and arrange the teacher resources in a certain area as a whole, and ensure the regular flow of teachers between schools and between urban and rural areas in terms of institutional arrangements. The main content of building an integrated urban-rural compulsory education development system should include the following three points, as shown in Figure 1.

Under the wave of coordinated urban-rural development, the goal positioning of rural compulsory education has begun to swing between the urban and rural poles. Schools should promote teacher communication to achieve expected goals, prevent formalization of the communication process, and timely identify and analyze deviation information between relevant behaviors and standards in the actual communication implementation process based on the standards determined by teacher communication goals. Regular communication should be conducted with teachers in urban and rural primary and secondary schools, lectures should be given to college graduates in remote and impoverished areas, and volunteer support should be provided for poverty alleviation work, and targeted enrollment and allocation, formulate preferential policies, and take various forms to address the shortage of teachers in remote and impoverished areas.

There is a paradox between “leaving agriculture” and “serving agriculture” in value selection. Implement a unified management system for compulsory education teachers at the county level, change the current management mode of “teacher school management”, and elevate the management authority of teachers to the county-level government. The appointment, management,

and allocation of compulsory education teachers will be unified by the county education administrative department, transforming them from “unit personnel” to “system personnel”.

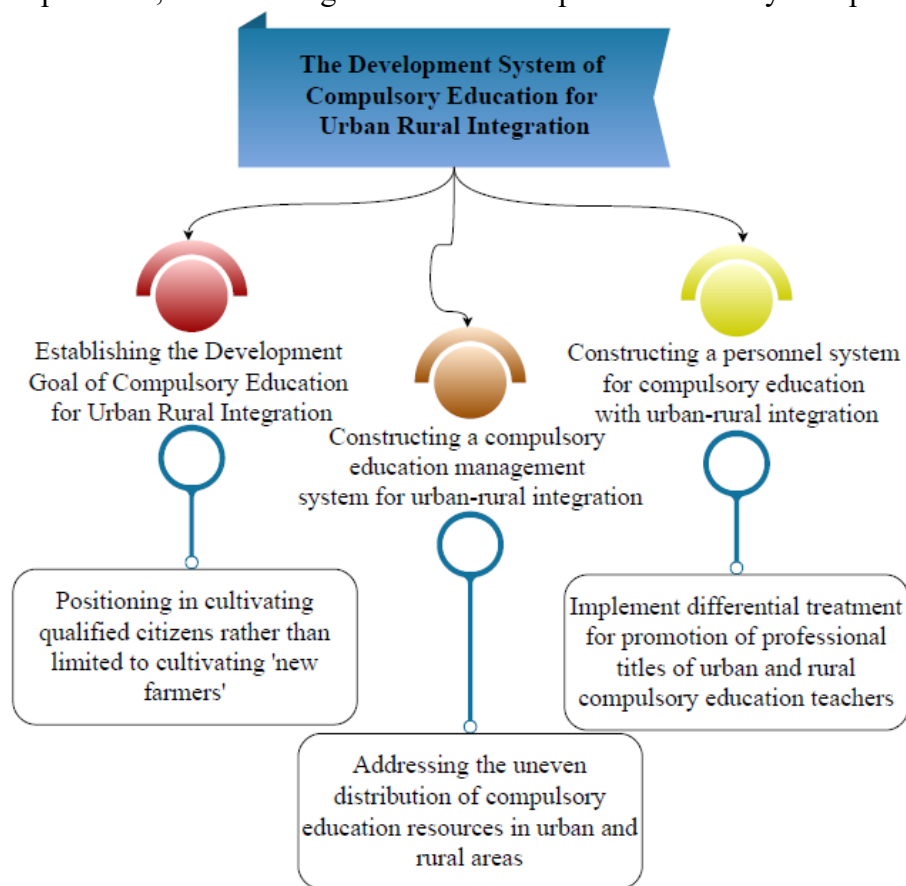


Fig.1 Development System of Compulsory Education for Urban Rural Integration

3.2 Policy Tilting to Promote the Balanced Development of Regional Compulsory Education

For the weak links and outstanding problems in the field of compulsory education in underdeveloped areas, the central government should increase the special transfer payment to provide financial guarantee for promoting the leap-forward special transfer payment to support are: the reconstruction project of dangerous buildings in compulsory education schools, the basic sports facilities in schools, books, experimental instruments, modern information technology equipment and other basic conditions for running schools, and special problems such as poverty and dropouts. Schools with good conditions and relatively surplus teachers can carry out part-time classes in different places, and the education administrative departments should encourage or formulate reward and punishment measures to support schools with relatively insufficient teachers and poor conditions. The guarantee mechanism for the balanced development of compulsory education is shown in Figure 2.

For compulsory education funds to facilitate the determination of the minimum standard for public expenditure on compulsory education and the comparison with actual expenditures in various regions. Due to the strong public nature of the compulsory education teacher profession, strengthening the training of primary and secondary school teachers to promote the overall quality of the teaching staff and the improvement of educational quality should be one of the basic responsibilities of modern public governments. They should establish a financial transfer payment model for compulsory education at the county level and determine the demand for transfer payments.

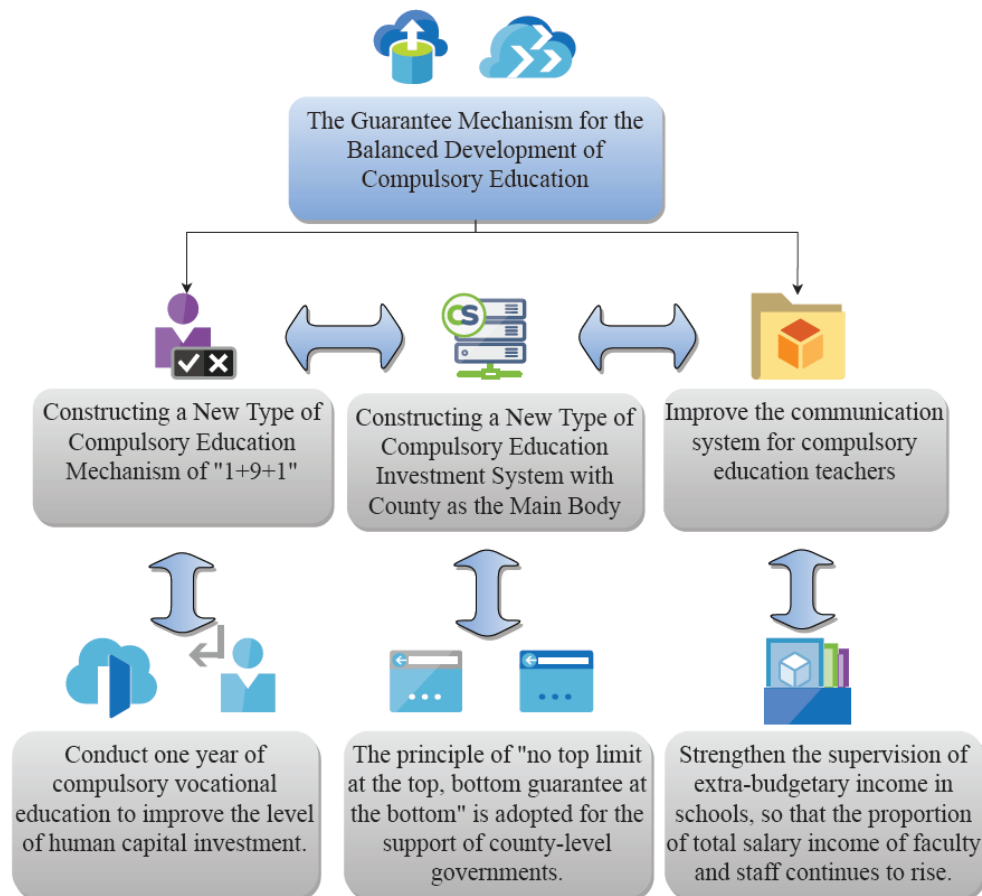


Fig.2 Establishing a Guarantee Mechanism for the Balanced Development of Compulsory Education

4. Conclusions

In the face of the new requirements, new problems and new challenges of the New Era Party of the Party's education reform and development, we should constantly strengthen the awareness of the Party spirit in the educational practice, strengthen the exercise of the Party spirit, and never forget the responsibility for an educator to keep his original heart and take the mission. The competent education department will uniformly recruit and centrally manage the teachers in the compulsory Educational stage stage, manage and arrange the teacher resources in a certain area as a whole, and ensure the regular flow of teachers between schools and between urban and rural areas in terms of institutional arrangements. If teachers' salaries are not guaranteed, the foundation of compulsory education will be fundamentally shaken. Due to the strong public nature of the compulsory education teacher profession, strengthening the training of primary and secondary school teachers to promote the overall quality of the teaching staff and the improvement of educational quality should be one of the basic responsibilities of modern public governments. At present, the salaries of teachers in compulsory education schools mainly include two parts: financial salaries and school subsidies. The overall difference in teacher salaries mainly comes from the differences in school subsidies due to the different opportunities and abilities of schools to obtain extra-budgetary income. Make the teacher appointment certificate have corresponding hierarchy, independence, and circulation, encourage schools to hire teachers across schools and part-time.

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