



A STUDY ON THE DEVELOPMENT OF HIGH-QUALITY BASIC
EDUCATION IN ETHNIC AREAS IN TONGREN, GUIZHOU

BY
YANG LUO

AN INDEPENDENT STUDY SUBMITTED IN PARTIAL FULFILLMENT
OF THE REQUIREMENT FOR THE DEGREE OF MASTER OF EDUCATION
IN EDUCATIONAL ADMINISTRATION (INTERNATIONAL PROGRAM)

SOUTHEAST ASIA UNIVERSITY

ACADEMIC YEAR 2022

COPYRIGHT OF SOUTHEAST ASIA UNIVERSITY



A STUDY ON THE DEVELOPMENT OF HIGH-QUALITY BASIC
EDUCATION IN ETHNIC AREAS IN TONGREN, GUIZHOU

BY
YANG LUO

AN INDEPENDENT STUDY SUBMITTED IN PARTIAL FULFILLMENT
OF THE REQUIREMENT FOR THE DEGREE OF MASTER OF EDUCATION
IN EDUCATIONAL ADMINISTRATION (INTERNATIONAL PROGRAM)
SOUTHEAST ASIA UNIVERSITY
ACADEMIC YEAR 2022
COPYRIGHT OF SOUTHEAST ASIA UNIVERSITY

Independent Study Title A study on the development of high-quality basic education in ethnic areas in Tongren, Guizhou

Author Yang Luo

Program Master of Education in Educational Administration (International Program)

Advisor(s) Apirut Singtrangarn, Ph.D.

Graduate School, Southeast Asia University, was approved as partial fulfillment of the requirements for the degree of Master of Education in Educational Administration. (International Program)

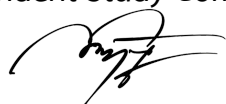


..... Dean, Graduate School
(Puttithorn Jirayus, Ph.D.)



..... Director, Master of Education in Educational
(Assoc.Prof. Smithirak Jantarak, Ph.D.) Administration (International Program)

Independent Study Committees



..... Chairman, Independent Study Committees
(Assoc.Prof.Nopporn Chantaranamchoo, Ph.D.)



..... Committee
(Asst.Prof.Smithirak Jantarak, Ph.D.)



..... Advisor
(Apirut Singtrangarn, Ph.D.)

Independent Study Title	A study on the development of high-quality basic education in ethnic areas in Tongren, Guizhou
Number of pages	60 pages
Author	Yang Luo
Program	Master of Education in Educational Administration (International Program)
Advisor	Apirut Singtrangarn, Ph.D.
Academic Year	2022

Abstract

As a very important link in China's national education and an important part of China's national education, basic education is a very crucial link in the high-quality development of education and has an important position. In recent years, China's education has been guided by Xi Jinping's thought of socialism with Chinese characteristics in the new era, with the fundamental task of establishing moral education, deepening education reform, promoting education equity, and improving the "five education systems" of moral, intellectual, physical, aesthetic and labor education, and has made excellent achievements in education development. High-quality development of education has become the current theme of basic education in China, and the high-quality development of basic education in ethnic areas of Guizhou needs specific deployment and initiatives for Guizhou. Based on the analysis of the characteristics of different historical periods of basic education development in Guizhou, this paper proposes the basic principles, main goals, main tasks and main paths for the high-quality development of basic education based on the analysis of the specific situation of ethnic areas in Guizhou and focusing on Tongren City as an example for research and analysis.

Keywords: Ethnic areas, basic education, high quality, development path

Acknowledgement

Without the help of several educators, this thesis would not have been achievable. I'd like to thank my advisor, educational administration program, for their advice throughout this thesis, who read my multiple modifications and helped me make sense of it all.

I'd like to express my gratitude to my chairman and committee members of the independent study, who provided guidance and support.

Thank you to Southeast Asia University, Graduate School, and International Program for offering me an independent study completion fellowship, which enabled me to attend the International Conference and finish this business administration degree. Finally, I'd like to thank my parents and numerous friends who supported and loved me throughout this long journey.

Yang Luo

Table of Contents

Abstract.....	IV
Acknowledgement.....	VI
Table of Contents.....	VII
Chapter 1 Introduction	1
Chapter 2 Theory and Literature Reviews.....	9
Chapter 3 Research Methodology.....	12
Chapter 4 Results.....	30
Chapter 5 Conclusion and Discussion.....	47
References.....	57
Biography	59

Chapter 1

Introduction

1.1 High-Quality Development of Basic Education in Ethnic Areas of Guizhou

After more than 70 years of exploration and development, the research of educational management in China has made very rich achievements in both theoretical research and practical application. On theoretical exploration, after the reform and opening up, China's education research scholars of education management research mainly from the concept of the subject system, the history and development, the nature of the discipline and the research object, research methods and theory system of five aspects, such as the key research, Chinese scholars professor Sun Miantao academic exploration of Chinese education management of 70 the Chinese education management of 30 years, achievements, problems, characteristics of the detailed profound review and summary, for China's education theory research and development provides the important reference material, is the academic research is very valuable reference. In terms of educational practice, after the reform and opening up, China's education management and its practice have entered a new stage, and the Chinese Communists attach great importance to the reform, innovation, innovation and development of education. Since the eighteenth National Congress of the

Communist Party of China, the CPC Central Committee attaches great importance to education in upholding and developing the socialist strategic position and role, the education in the priority development of strategic position, put forward a series of new ideas, new ideas new ideas, the system answered the direction of education work, fundamental, overall, strategic problems, formed the jinping important general secretary about education, become the development of Chinese education to follow and action guide, guide and promote the rapid development of education career. The report to the 20th National Congress of the Communist Party of China pointed out that "Adhere to the people-centered development of education and accelerate the construction of a high-quality education system", and clarified that the new concept of China's education development is to "pursue innovative, coordinated, green, open and shared development". At the same time, we should also see that, due to the immature understanding of education management discipline system and basic content, the combination of new education theory and high-quality education practice is not perfect, which affects the high-quality development of Chinese education management and its education cause. Therefore, only by effectively solving the above existing problems can we promote the high-quality development of Chinese education management science and its practice.

As a very important link in China's national education, basic education is also an important part of China's national education. It is a very key link in the high-quality development of education and plays an important role. The 20th National

Congress of the Communist Party of China pointed out that education is an important plan for the country and the Party, and clearly put forward the requirements of "building a high-quality education system", which is the fundamental guideline and guide for the high-quality development of basic education in China. In recent years, guided by Xi Jinping Thought on Socialism with Chinese Characteristics for a New Era, Chinese education has deepened the fundamental task of moral education, promoted educational equity, improved the system of education for morality, intelligence, physique, beauty and labor, and made outstanding achievements in the development of education. However, at present, China basic education quality development imbalance inadequate, quality board weaknesses, quality management service also can not adapt to the new era of high quality development, promote the balanced development of basic education quality, improve the quality of basic education development in national areas has become an urgent research and solve the subject.

Therefore, strengthening the high-quality development of basic education, especially the development in ethnic minority areas, has become an important research topic in the current education management and educational practice in China. The connotation of education management is the education managers use certain theories and methods, under specific conditions, rational allocation of education resources, guide, organization education personnel education task, realize the goal of education a kind of organization activities, the organization activities

including education management system, education management mechanism, education management concept, etc., generally can be divided into macro education management —— education administrative, and micro education management —— school management from two aspects. In this sense, this thesis selects the high-quality development of basic education in ethnic areas of Guizhou, and takes Tongren city as an example, to solve the overall goal of high-quality development of education in ethnic areas from two aspects of education administration and school management. Specifically, it is necessary to strengthen the connotation construction of basic education in ethnic minority areas, improve the quality management system, deepen the reform of education mode, realize the significant improvement of quality assurance and service ability, and promote the high-quality development of basic education in ethnic minority areas. Therefore, it should be carried out from the following three aspects: First, an effective way to build a high-quality basic education system, solve the mechanism barriers of high-quality development and the shortcomings of professional services, establish and improve the high-quality guarantee service system of basic education in Guizhou ethnic minority areas, and enhance the endogenous development capacity of ethnic minority areas. Second, we will cultivate and establish a number of high-quality schools and excellent teaching teams in ethnic minority areas. Third, we should promote the comprehensive development of students' academic skills in ethnic minority areas. For example, the formation of excellent disciplines has obvious

advantages in academic performance and ability development, and builds diversified student associations and learning interest groups.

1.2 The Research Objectives

1.2.1 Expand the research on educational management in China, further enrich the theoretical achievements of educational management, provide new practical support for the practice of educational management theory, further promote the understanding of the discipline system of educational management in China and promote the development of education.

1.2.2 Explore effective ways to build a high-quality basic education system, solve the institutional barriers to high-quality development and the shortcomings of professional services, establish and improve the high-quality guarantee service system of basic education in ethnic minority areas in Guizhou, and provide a model for the high-quality development of basic education in ethnic minority areas in Guizhou.

1.3 The Scope and Limitation of the Research

This study is mainly focused on the basic education in Tongren City, which is selected from the ethnic areas of Guizhou, in terms of the object. As a typical ethnic area in Guizhou, Tongren City has typical characteristics of the development of education in ethnic areas in China, so this research object can provide a greater possibility for the promotion of research results. In the scope of the study, the ethnic secondary schools in two districts and eight counties of Tongren City were

selected as the data subjects to effectively ensure the accuracy, reliability, and representativeness of the data on the current situation of ethnic education in the ethnic areas of Tongren. The research concept refers to the high-quality development of basic education, not higher education or preschool education. Theoretically, the theory of educational management and General Secretary Xi Jinping's important discourse on education are applied to analyze the ethnic education in Tongren in depth.

1.4 Terminology

General Secretary Xi Jinping's Important Discourse on Education: General Secretary Xi Jinping's important discourse on education is an important part of socialist thought with Chinese characteristics in the new era and the latest achievement in the development of socialist education theory with Chinese characteristics, forming a scientific and systematic socialist education theory system with Chinese characteristics in the new era and opening up a new horizon in the development of Marxist education theory and practice.

Basic education: Basic education in China is a kind of stage education for all Chinese citizens to impart knowledge and skills, refine individual personality, and promote physical and mental health. In a narrow sense, it mainly refers to the early childhood education, compulsory education and literacy education currently implemented in China. However, with the rapid development of education in China, basic education, in a broad sense, should also include high school education, which

is also the common reference after the current stage of China's educational reform.

The concept of basic education used in this thesis study is at the broad level.

High-quality development of basic education in ethnic areas: High-quality development of basic education in ethnic areas refers to the development of high-quality teaching in primary and secondary schools in ethnic minority areas in China.

Educational management: Educational management is a science that studies educational management and its educational management laws. It has the general attributes of a science and the disciplinary nature of several sciences at the same time, including scientific, humanistic and social, cross-cutting, comprehensive and applied, so it defines educational management as an amphibious, cross-cutting and synergistic comprehensive science with unique personality, and its fundamental attributes are Comprehensive. In terms of connotation, it is an organizational activity that educational administrators use certain theories and methods to rationally allocate educational resources, guide and organize educational personnel to accomplish educational tasks and achieve educational goals under specific conditions, and this organizational activity includes educational management system, educational management mechanism, educational management concept, etc. It can be generally divided into macro educational management - educational administration, and micro educational management - educational administration. - This organizational activity includes educational management system, educational management mechanism, educational management concept, etc. It can be

generally divided into two aspects: macro educational management - educational administration, and micro educational management - school management.

1.5 The Benefits of the Research

The benefits of this study are mainly reflected in promoting the high-quality development of basic education in ethnic areas, guiding schools in ethnic areas to strengthen internal construction, improve quality management system, enhance service guarantee capacity, and significantly improve the level of school operation, taking Tongren City as an example, the research results can lead and drive the overall improvement of basic education quality and characteristic development in other areas of ethnic groups in Guizhou.

Chapter 2

Theory and Literature Reviews

2.1 Concepts and Theories

The connotation of educational management: Chinese scholar Professor Sun Miantao analyzed from a philosophical perspective and concluded that educational management is an activity that serves to better promote the reproduction of human beings themselves. This essence reflects the commonality of educational management phenomena, and this essential attribute is applicable to educational management phenomena in all social forms and exists in various social forms. And by discussing the essential attribute of educational management from the perspective of the individuality of the phenomenon of educational management, then it is an activity that serves the specific educational purposes of the dominant class or group in a certain society. If we combine the two, we can conclude that the essence of educational management is the activity of educational administrators to promote the reproduction of human beings in accordance with the requirements of a certain society and the laws of educational management itself, so that education can better serve a certain society. Professors Zhang Xinping and Xu Jinhai analyzed the connotation of educational management from four perspectives.

Firstly, educational management is seen from the management activity: educational management is a kind of management activity with ideological and

service type.

Secondly, educational management is seen from the nature of profession: educational management is an objective type of profession that requires personal experience as well as professional training to promote its development.

Thirdly, educational management is seen from the viewpoint of educational system: educational system is a system of norms and rules required for the operation of educational institutions and organizations of all levels and types in a country. Fourthly, education management is seen from policy and regulation: it is a kind of administrator's behavior of leading and managing national education and educational activities through policy and regulation.

2.2 Literature reviews

In this paper, we collected the literature mainly through the database of China Knowledge Network-CNKI, selected "Topic" as the search term, and used "education management" as the keyword to search the relevant literature from 1949 to 2019. A total of 33,829 valid academic results were collected, including 29,495 journals, 3,098 master's and doctoral dissertations, 718 important conference papers, and 518 newspapers and other articles. Among them, 17,036 articles were searched with "education management research" as the keyword. The literature was collected through China Knowledge Network-CNKI database, and the search term was "keyword", and the keyword was "educational management", and the relevant literature was searched from 1949 to 2019. Among them, 403 were journal articles,

29 were master's and doctoral theses, 14 were domestic conference reports, 8 were newspapers, and 2 were academic journals. These documents provide an important theoretical basis for this study.

Chapter 3

Research Methodology

3.1 Methodology of data collection

Literature in French. The donation method is also known as the historical document method, which is the method of sorting out and summarizing the literature materials related to the research topic and conducting information screening to achieve the research objectives. Its essence is to select the data in line with the research purpose in the vastness of the data, and its effective analysis and induction. This research method is the most important method for the author.

Data analysis method. The data analysis method of this study is a research method to screen the existing data investigated, extract the effective content, and mine its important information deeply. Through the analysis of the relevant data, we can understand the shortcomings of the existing research and lay the theoretical foundation of the research.

3.2 Data collection

Before starting writing, this paper has collected historical data on basic education in Guizhou since the founding of the People's Republic of China through the basis of literature review and actual investigation, which are provided by the government. At the same time, the collected data on the development of basic education are classified according to the historical stage characteristics.

3.3 Data preparation and data analysis

In view of the problem of high-quality development of basic education in ethnic minority areas in Guizhou, the data of this paper will be collected based on several key indicators of the development of basic education. These indicators include the year of school development, the scale of basic education in the year, the number of students, the understanding of the year, the number of students, the number of graduates in the year, and the data statistics also include the relevant data on the school enrollment rate of school-age children in the year. The sources of these data are relatively authoritative, mainly based on Guizhou Yearbook, Guizhou Education Annals, etc., and the statistics in the education part are very detailed and accurate. In the process of data analysis, we for the different historical stages of education development in Guizhou, classification analyzes the Guizhou primary school education and historical data, through the comparative analysis of data, summarize the quality of basic education development in Guizhou national areas, and according to the new era requirements, looking for the gap between basic education in Guizhou national areas and high quality development. According to these gaps, the measures of high-quality development of basic education in Guizhou ethnic minority areas are proposed.

Chapter 4

Data Analysis Result

4.1 Analysis of the current situation of basic education development in ethnic areas of Guizhou

Since the founding of the People's Republic of China in 1949, the development process of basic education in Guizhou generally agrees that it can be divided into three historical periods. The first historical period for the founding of new China to the reform and opening up, we call this period before the reform and opening up (1949 — 1978); the second historical period for the reform and opening up to the 18th National Congress of the Party, we call this period as the period after the reform and opening up (1979 — 2012); the third historical period for the new era of socialism with Chinese characteristics, this period from the 18th National Congress of the Party, socialism with Chinese characteristics into a new era, we call this period as the new era of socialism with Chinese characteristics (2012 —). The development situation of Guizhou in the above three periods is different respectively.

4.1.1 The first historical period, the period before the reform and opening up

In this period, the development of education in Guizhou can be roughly divided into three stages. We select some important numbers from the different

characteristics of basic education in the three stages.

In the first stage of this period, according to the statistics of Guizhou that could be queried in 1949, there were only 494 primary schools in the province, with a total of 59,005 students " (Compilation Office of Guizhou Education Annals. Guizhou Education Yearbook 1949-1984 [M]. Guiyang: Guizhou People's Publishing House, 1986.), "Illiteracy accounts for more than 90% of the total population in Guizhou province" (Xiang Lei. Research on educational problems in Guizhou [M]. Guiyang: Guizhou Education Press, 2000.), Guizhou is a place where ethnic minorities live, especially in the rural areas of Guizhou, there are still a large number of illiteracy. Subsequently, under the leadership of the Party and the government, Guizhou took over schools at all levels, established educational administrative and leading organs of socialist nature, and after the rectification of basic education in Guizhou had an initial development. Primary school five years of the implementation of the system for the foundation of the children of the working people accept education system is advantageous, in addition to the public primary school, the government encourage enthusiastic education and the masses to create private primary school, give the informal primary school certain living space and status, the diversification of running mode is advantageous to the popularization of education, the government leading, enthusiastic education career help, the masses and the staff, Guizhou compulsory education after seven years of recovery and development has made great progress, in the socialist education system initially

formed in 1957.

In order to better analyze the development of basic education in this period, we selected the typical period, according to the conditions of basic education at that time, mainly primary schools. Therefore, we analyze the current situation of the development of basic education in Guizhou from six aspects of running year, number of schools, number of students, number of students, number of graduates and teachers. From this, we read the information available for inquiry "Guizhou Education Annals" compilation office compiled "Guizhou Education Yearbook 1949-1984". According to the statistics inside, we can query the following data:

Table 1 Basic Information of Primary school education in Guizhou Province from 1949 to 1957

School year	Number of schools (places)	Number of current students (person)	Enrollment Number (person)	Number of graduates (person)	Faculty (person)
In 1949,	494	59 009	—	—	—
In 1950,	741	148 901	101 383	—	4 080
In 1951,	5 396	566 590	363 104	18 552	14 631
In 1952,	6 941	810 131	405 603	22 308	22 188
In 1953,	7 209	819 311	290 107	67 500	22 899
In 1954,	9 036	879 163	228 760	82 286	24 412
In 1955,	9 894	970 450	314 590	115 290	26 297
In 1956,	12 786	1 489 908	622 225	162 779	36 737
In 1957,	13 539	1 541 151	417 035	199 602	42 697

Note: Source compilation Office: Guizhou Education Yearbook 1949–1984, Guizhou People's Publishing House, 1986.

As can be obtained from Table 1: First, from 1949 to 1957, primary education in Guizhou showed an upward trend in terms of five key elements of schools, number of students, number of students, number of students, number of graduates and teachers, indicating that basic education in Guizhou developed rapidly in this

period. Second, in the first decade since the founding of the People's Republic of China, Guizhou education attaches great importance to the development of basic education. The number of schools increased from 494 in 1949 to 1,359 in 1957, up 2.75 times, while the number of students increased more significantly, from 59,009 in 1949 to 1,541,151 in 1957, an increase of 26.12 times. The increase in the number of schools and the number of students reflects the great importance of the Chinese Communist People's Government to basic education and the active participation of Chinese citizens in the cause of education, Guizhou has made great achievements in education during this period. Third, from the number of students and the number of graduates and more prominent growth situation, for example, the number of graduates from 1951 to 18,552 in 1957, 199,602, 10.76 times, reflects the continuous improvement in the education policy and timely and follow up the central consolidation course development education important indicator spirit. Fourth, the teachers staff the key elements, teachers available for query by 1950, 4080 people to 1957, 42,697 people, increased by 10.46 times, reflects the number of basic Guizhou education teachers rapidly, the quality of development of basic education in Guizhou provides the essential teachers guarantee, on the whole also reflects the quality of the population in ethnic minority areas in Guizhou.

The second stage of this period was the period of basic education reform in Guizhou, which roughly lasted roughly from 1958 to 1965. This period of Guizhou provincial party committee of Guizhou education reform adopted two rapid

development strategy: first, the combination of education and production labor, claims to learn in practice, theory combined with practice, allow in factories and farms, in school factories and farms, promote students work, provincial party committee also encourage and advocate thrift policy, schools at all levels to carry out work-study. Second, reform the curriculum and teaching materials. So that in 1958, the number of primary schools, the number of enrollment and the number of students in Guizhou province have soared. In order to better reflect the situation of this stage, we also use the aforementioned year of schooling, the number of schools, the number of students, the number of students, the number of graduates and teachers. We have consulted the Guizhou Education Yearbook 1949-1984 compiled by the compilation office of Guizhou Education Annals and the Compilation of Statistical Data 1949-1998 of New China compiled by the Comprehensive Statistics Department of National Economy and Statistics of the National Bureau of Statistics. According to the data, the statistics are shown below in Table 2.

Table 2 Basic information of Primary school education in Guizhou Province from 1957 to 1965

School year	Number of schools (places)	Number of current students (person)	School year	The enrollment rate of school-age children is (%)	Graduate graduation rate is (%)
In 1957,	13 539	1 541 151	42 697	53. 74	9. 31
In 1958,	17 622	2 427 432	57 698	81. 98	19. 11
In 1959,	17 622	2 326 063	64 993	82. 48	28. 55
In 1960,	16 751	2 123 157	59 830	84. 01	64. 08
In 1961,	7 082	880 031	36 285	36. 39	59. 21
In 1962,	10 056	871 185	33 224	38. 72	19. 26
In 1963,	16 377	1 221 800	42 440	47. 97	66. 9
In 1964,	23 147	1 721 600	53 567	59. 42	52. 48
In 1965,	19 232	2 584 900	88 361	78. 34	45. 61

Note: 1. The number of schools, students and full-time teachers comes from the compilation Office of Guizhou Education Annals: Guizhou Education Yearbook 1949-1984, Guizhou People's Publishing House, 1986; 2. The enrollment rate of school-age children and graduate graduation rate come from the National Bureau of Statistics: 1949-1998, China Statistics Press, 1999.

From Table 2: First, From 1957 to 1958, In just one year, The number of primary schools in Guizhou province, the number of students, the number of students in school have soared, The number of primary schools changed from 13,539 in 1957 to 176,222; Enrollment also increased from 4,17,035 in 1957 to 1,459,307, 3. 5 times that of 1957; The number of school students increased from 1,541,151 in 1957 to 2,427,432, An increase of 887,000 students. This phenomenon is quite unusual, which is closely related to the historical background of this period. The development of basic education is too fast, which is contrary to the development law of basic education. However, by 1961, the number of primary schools in Guizhou had dropped sharply from 16,751 in 1960 to 7,082, with a direct decrease of 2.37 times. However, in 1962, it rose rapidly to 10056, by 1964, to 23147, and then to 19232 in 1965. According to this data, the basic education in Guizhou

fluctuated greatly in this stage, reflecting the chaotic development of basic education in Guizhou at this stage. Second, this stage in Guizhou primary school number, the number of students, full-time teachers are greatly increased, school-age children enrollment and primary school graduates graduation rate also greatly improved, in fact from this data reflects the basic education development in Guizhou in quantity, the quality of the problem, from the essence is no quality development problem, more can't called high quality development. Thirdly, according to the data in Table 2 from 1963 to 1965, in the number of schools, the number of students, teachers and other factors, there were relative fluctuations during the period, reflecting that the basic education in Guizhou has resumed a stable and healthy development state.

The third stage of this period was the tortuous period of the development of basic education in Guizhou. During the ten years from 1966 to 1976, the Chinese social background was in the period of class suspension and revolution, and the basic education in Guizhou was greatly affected. In order to more effectively reflect the development of basic education in Guizhou at this stage, we searched the information available for inquiry. Guizhou Education Yearbook 1949-1984 compiled by Guizhou Education Annals Compilation Office selected four factors: the age, the number of schools, the number of teachers and the number of students. See Table 3 for the specific statistics.

Table 3. Basic information of Primary schools in Guizhou Province from 1966 to 1976

Year / item	Number of schools (places)	Number of full-time teachers (in person)	Enrollment Number (person)
In 1966,	22 368	88 300	—
In 1967,	21 868	57 300	258 300
In 1968,	21 668	59 500	257 400
In 1969,	21 600	64 000	360 900
In 1970,	21 592	61 936	616 500
In 1971,	29 470	94 372	900 258
In 1972,	36 404	105 328	990 689
In 1973,	36 769	108 332	875 759
In 1974,	38 107	115 614	920 300
In 1975,	50 210	158 821	1 318 690
In 1976,	50 257	160 910	1 078 354

Note: Source compilation Office: Guizhou Education Yearbook 1949-1984, Guizhou People's Publishing House, 1986.

Table 3: First, The number of primary schools dating from 1966-1976 increased from 22,368 to 50,257, Has more than doubled, According to the data of Guizhou Education Yearbook, the number of junior high schools in 1976 was 8. 6 times that of 1966 (148 schools in 1966, 1976, 1 268); the above data can indicate that primary and secondary schools run schools blindly during 1966-1976, Ssurge of schools without fully equipped educational facilities, Teaching work will inevitably be affected. Second, the number of students has not changed during the revolution and the suspension of classes, and the number of students has increased every year after the resumption of classes, and the growth rate is fast. Third, the number of full-time primary school teachers was 88,300. In just one year, the number of primary school teachers decreased by 31,000, accounting for 35% of the total number of primary school teachers in 1966.

According to the above data, we believe that during the decade from 1966 to

1976, primary education in Guizhou greatly affects the development and popularization of the cause of education in Guizhou. The secondary education structure is seriously unbalanced by the cancellation of two systems of education and the suspension of secondary specialized schools are used for other purposes and teachers and leading cadres are transferred, which is not conducive to the development of secondary education, which also affects the supply of compulsory education.

4.1.2 The second historical period, the period after the reform and opening up

In this period, the education cause in Guizhou after ten years of special twists and turns, the overall development is not fast. Guizhou's basic education has carried out a series of bold reforms, adopted effective reform measures, and made very good achievements. These reforms were mainly carried out in two stages. First, from 1977 to 1985, primary education was rapidly popularized, and second, compulsory education was popularized in 1986, that is, universal education for citizens was extended from primary school to primary school for nine years. It is called a nine-year compulsory education program. In order to effectively understand and analyze the situation of basic education in Guizhou during this period, we selected relevant data from 1977 to 1985.

Table 4. Primary school education in Guizhou from 1977 to 1985

Year item	Number of schools (Institute)	Enrollment number (thousands of people)	Number of students (thousands of people)	Number of graduates (thousands of people)	Number of full-time teachers (human being)	The enrollment rate of school-age children is (%)
In 1977,	46 898	116. 96	423. 14	54. 27	162 216	92. 39
In 1978,	40 275	110. 21	423. 6	48. 82	155 900	89. 45
In 1979,	37 780	103. 36	413. 71	45. 49	151 860	86. 14
In 1980,	35 071	105. 45	404. 22	45. 93	155 708	80. 79
In 1981,	33369	106. 45	403. 49	44. 21	159 494	78. 47
In 1982,	31 612	109. 42	412. 3	45. 15	152 176	78. 26
In 1983,	29 404	109. 42	415. 79	46. 32	152 338	81. 19
In 1984,	29 385	112. 3	436. 56	45. 4	155 715	83. 57
In 1985,	26 849	103. 02	447. 68	46. 79	157 622	84. 88

Source: 1. (1977-1985) Number of schools, students, graduates and full-time teachers comes from the compilation office of Guizhou Education Annals: Guizhou Education Yearbook 1949-1984, Guizhou People's Publishing House, 1986.2. (1977-1984) from Guizhou Education Yearbook 1949-1984, Guizhou People's Publishing House, 1986; (1985) from Guizhou Bureau of Statistics, Guizhou Survey Team of National Bureau of Statistics: Guizhou Sixty Years 1949-2009, China Statistics Press, 2009.3. The enrollment rate data of school-age children comes from the National Economic Comprehensive Statistics Department of the National Bureau of Statistics, 1949-1998, China Statistics Press, 1999.

As can be obtained from Table 4: First, from 1977 to 1985, the number of primary schools in Guizhou showed a decreasing trend. The number of schools in 1985 was 20 049 less than 1977. The number of schools accounted for 42.75% of the total number of schools in 1977. It can also be seen that the number of full-time primary school teachers increased from time to time but the fluctuation was not large. Second, although the number of students, the number of students and the enrollment rate of graduate school-age children showed a small decline trend during the buffer period, the decline and increase were very small, which reflects the damage to students' right to education as much as possible while reducing the

number of schools.

Table 5. Basic popularization of primary compulsory education in Guizhou Province

Year / item	Counties (cities, districts and special zones) where primary compulsory education is basically universal	The proportion of the total number of counties in the province is (%)
In 1985,	Yunyan, Nanming, Anshun, Zunyi, Zunyi (county), Suiyang, Yuqing, Tongren, Yuping, Wanshan	11. 6%
In 1986,	Xifeng, Xiuwen, Anshun, Qingzhen, Tianzhu, Jiangkou, Sinan, Daozhen, Xishui, Duyun, Baiyun	24. 41%
In 1987,	Huaxi, Weng'an, Fuquan, Guiding, Renhuai, Meitan, Kaiyang, Pingba, Jinping, Zhenyuan, Songtao	37. 2%
In 1988,	Wudang, Longli, Jinsha, Chishui, Puding	42. 5%
In 1989,	Fenggang, Changshun, Dushan, Sansui	47. 13%
In 1990,	Guanling, Huishui, Pingtang, Dafang, Qianxi, Zheng'an, Tongzi	54. 65%
In 1991,	Shiqian, Wuchuan, Zhongshan, Xingyi	59. 3%
In 1992,	Yinjiang, Bijie, Anlong, Xingren, Huang Ping, Kaili, Liuzhi	67%
In 1993,	Qing Long, Pu'an, Shi Bing, Cen Gong, Libo, Rongjiang	74. 4%
In 1994,	Zhenning, Majiang, Hezhang, Zhenfeng	79. 3%
In 1995,	Pan county, Liping, Taijiang, Danzhai, Dejiang, heng	86%
In 1996,	Zhijin, Leishan, Ziyun, Wangmo, Sandu	91. 86%
In 1997,	Along the river, along the sword river, from the river	95. 35%

1. Guizhou Yearbook Editorial Department of Guizhou Local Chronicles Compilation Committee: Guizhou Yearbook (1986-1993), Guizhou People's Publishing House.2. Guizhou Yearbook Editorial Department: Guizhou Yearbook (1994-1998), Guizhou Yearbook Society.

As can be obtained from Table 5: First, counties (cities, districts and special zones) popularizing primary compulsory education in Guizhou province developed from 10 in 1985 to 82 counties in 1997, and the proportion of counties popularizing primary compulsory education in the total counties in Guizhou province also increased from 11.6% in 1985 to 95.35% in 1997. Second, the process of universal primary compulsory education reflected from the proportion change of 1985 to

1997 is in line with the law of education development and the actual situation of Guizhou's economic and social development, which is conducive to the development and consolidation of the popularization work.

The second stage began in 1985. The education reform in Guizhou vigorously promoted the nine-year compulsory education, and continuously improved the population of compulsory education. We selected data from 1986 to 2000 for analysis. Let's look at the data from the primary school stage first.

Table 6. Basic information of primary education in Guizhou Province from 1986 to 2000

Year / item	Number of current students (person)	Number of graduates (person)	Number of full-time teachers (in person)	The enrollment rate of school-age children is (%)
In 1986,	4 619 726	510 792	162 105	86. 9
In 1987,	4 582 661	572 239	161 689	89. 2
In 1988,	4 497 013	463 878	163 514	89. 94
In 1989,	4 403 558	363 324	164 298	88. 75
In 1990,	4 350 502	482 034	166 662	91. 33
In 1991,	4 338 459	522 735	168 364	90. 9
In 1992,	4 389 411	524 908	166 769	92. 35
In 1993,	4 398 053	508 197	165 276	93. 78
In 1994,	4 552 968	495 703	168 842	95. 11
In 1995,	4 753 439	511 543	168 358	96. 04
In 1996,	4 893 171	552 497	166 526	96. 65
In 1997,	5 038 244	562 652	168 493	97. 38
In 1998,	5 053 639	612 534	167 823	97. 74
In 1999,	5 009 598	656 238	170 680	98. 21
In 2000,	5 002 082	732 301	174 822	98. 45

Source: Guizhou Yearbook Editorial Department: Guizhou Yearbook (1987-2001), (Guizhou People's Publishing House / Guizhou Yearbook Society).

Can be obtained from table 6: first, in the overall 15 years, some values is a small decline, but through the beginning of the 1986 data and 2000 final data can see these data are on the rise, the number of students and graduates and school-

age children enrollment rate illustrates the popularization of primary education is more and more wide, benefit students also more and more, accelerate the popularization of primary education, but also made some preparation for universal nine years compulsory education. Second, the number of full-time teachers in primary schools has also increased, and the construction of teachers is more complete and sufficient than before, which is conducive to improving the quality of education and promoting the development of education in Guizhou. third, From 1985 to 2000, the number of regular junior high schools, enrollment, students, full-time teachers, the number of graduates, The five data are generally on the rise, Comparing the data from 1986 and 2000, The number of schools increased by 503; 2000 was 2.092 times 1986, Enrollment increased by 290 966; the number of students increased from 850 796 to 1 380 966, An increase of 530 170; the number of teachers increased from 38 207 in 1986 to 69 498, The faculty was supplemented to some extent, Benefit to the development of junior high school education; the number of graduates also increased from 229 176 in 1986 to 331 329, Suggesting an increase in junior high school education, The level of education in Guizhou has been improved.

Then look at the middle school data.

Table 7 Education of ordinary junior high schools in Guizhou Province from 1986 to 2000

Year / item	Number of schools (places)	Enrollment Number (person)	Number of school students in the school (person)	Number of graduates (person)	Number of full-time teachers (in person)
In 1986,	1 145	266 424	850 976	229 176	38 207
In 1987,	1 268	263 665	885 020	236 513	40 722
In 1988,	1 221	254 388	853 175	250 355	42 072
In 1989,	1 177	237 241	803 536	242 611	43 551
In 1990,	1 203	283 657	831 914	247 399	45 403
In 1991,	1 243	301 282	867 507	232 061	46 804
In 1992,	1 269	303 985	906 923	230 522	48 593
In 1993,	1 360	314 234	881 055	246 994	50 457
In 1994,	1 427	338 226	906 177	245 591	53 090
In 1995,	1 449	359 683	952 134	254 432	54 433
In 1996,	1 472	381 623	999 569	255 164	56 807
In 1997,	1 511	412 114	1 073 535	276 443	59 154
In 1998,	1 567	445 196	1 126 595	298 548	62 539
In 1999,	1 592	494 406	1 228 515	312 633	65 962
In 2000,	1 648	557 466	1 380 966	331 329	69 498

Source: Editorial Department of Guizhou Yearbook: Guizhou Yearbook (1987-2001), (Guizhou People's Publishing House / Guizhou Yearbook Society).

As can be obtained from Table 7: First, the educational development of junior middle schools in Guizhou is quite practical. Second, as can be seen from the data in the table, the number of schools, enrollment, number of graduates, number of students, number of full-time teachers from 1986 to 2000 have been greatly improved. In the comparison of the number of schools, except for the decrease in Anshun area, the number increased in Qianxinan Prefecture, Guiyang City and Qiandongnan Prefecture increased the most. Therefore, it can be inferred that the popularization of nine-year compulsory education was promoted smoothly and quickly in the minority areas in Guizhou.

Table 8 Comparison of junior high school education in various regions in Guizhou at the end of 1984 and 2000 (Note: the number of full-time teachers in 1984 including the number of full-time teachers in senior high schools)

Area project	Year (year)	Number of schools (places)	Enrollment Number (person)	Number of graduates (person)	Number of current students (person)	Number of full-time teachers (in person)
whole province	1984	1 109	231 589	193 681	737 002	41 879
	2000	1 648	557 466	331 329	1 380 966	69 498
Guiyang City	1984	62	13 394	14 505	51 374	5 100
	2000	183	54 541	35 147	142 768	8 879
Zunyi Prefecture	1984	356	58 348	45 379	175 030	8 723
	2000	390	123 435	66 413	301 408	14 644
Liupanshui	1984	96	20 027	16 912	62 314	3 745
	2000	148	45 522	22 128	103 832	4 911
Anshun Prefecture	1984	104	25 314	22 804	81 798	4 586
	2000	77	32 780	24 235	84 776	4 498
Tongren Prefecture	1984	168	24 519	20 538	79 328	4 553
	2000	186	50 630	32 146	128 654	7 047
Bijie Prefecture	1984	50	31 939	27 579	103 493	4 696
	2000	145	87 536	52 191	209 417	9 099
Qianxinan Prefecture	1984	61	13 627	10 484	44 310	2 524
	2000	168	42 899	24 543	107 478	5 158
Qiannan Prefecture	1984	119	22 788	19 314	71 868	4 501
	2000	152	54 937	37 446	142 225	7 716
Qiandongnan Prefecture	1984	93	21 633	16 166	67 487	3 451
	2000	199	65 186	37 080	160 408	7 546

Source: 1. Guizhou Education Annals Compilation Office: Guizhou Education Yearbook 1949-

1984, Guizhou People's Publishing House, 1986.2. Editorial Department of Guizhou Yearbook:

Guizhou Yearbook (2001), Guizhou Yearbook Club.

As can be obtained from Table 8: The education development in Guizhou region is good, In the Tongren area (now Tongren city), In the number of schools that increased from 168 in 1984 to 186 in 2000, Presented a steady upward trend; In the case of admissions, Increase from 24,519 in 1986 to 50,630 in 2000, It was doubled; The number of graduates increased from 20,538 in 1986 to 32,146 in 2000, Performance is a steady growth situation; The number of current students has increased more rapidly, Increase from 79,238 in 1986 to 1,28,654 in 2000, Increased by 1.62-fold, In the ranks of faculty, There were 4,553 people in 1986 increasing to 7,047 in 2000.

According to these data, the junior middle school education in ethnic minority areas in Guizhou has developed well, and the development of basic education has made relatively brilliant achievements. These main achievements include: (1) a large increase in the number of people receiving education. Through longitudinal comparison of data, the number of primary schools in Guizhou province increased from 494 in 1949 to 17,985 in 2000, and the number of primary schools in 2000 was 36.41 times that in 1949. The number of junior high schools also increased from 65 in 1949 to 1,648 in 2000, Is 25.35 times that seen in 1949, Historically speaking, Since the founding of the People's Republic of China, the number of primary and secondary schools has increased greatly, It is possible for more children in Guizhou to receive education, Creating opportunities for wider universal education in Guizhou, It is conducive to changing the backward situation of

education development in Guizhou; In 1949, 59,000 primary school students, By 2000, the number of students reached 50021 million, It is 84.78 times that seen in 1949. The earliest record of the number of junior middle school students in Guizhou province was 724,966 in 1983 and increased to 1380,966 in 2000, indicating that universal education in Guizhou increased the audience of students and gradually expanded the scope. The enrollment rate of school-age children also indicates the scope of education. Since the founding of the People's Republic of China, Guizhou school-age children enrollment the earliest data record is 27.17% in 1952, to 2000 school-age children enrollment has risen to 98.5%, the increase in the growth of the students and the Guizhou universal compulsory education makes many students enjoy education preferential policies, can accept better higher education, the popularization and development of education is conducive to the improvement of national quality and the improvement of education level.(2) Educational conditions have been greatly improved. In 1949, there were 3,208 full-time teachers in primary schools in Guizhou province, and in 2000, 174,800 teachers were employed in 1949

54.48 times, indicating that Guizhou attaches great importance to the supply and strengthening of teacher resources in the process of developing education. In 2000, the education expenditure of Guizhou province was 5.035 billion yuan, 12,074 times that in 1950 (417,000 yuan in 1950). The increase of education expenditure shows that the infrastructure and teaching equipment needed for education will be improved. The increase in the number of teachers and education funds shows the

education environment improved, to improve the quality of education, better no concerns to accelerate the education popularization work, teachers and sufficient funds are more conducive to "six" "nine", "biki" work, promote education overall level in Guizhou province, compulsory education career progresses day by day.

4.1.3 The third historical period, the new Era period of socialism with Chinese characteristics

During this period, the basic education in Guizhou mainly experienced the construction of the "13th Five-Year Plan" period, which laid a development foundation for the high-quality development of the basic education in Guizhou. Its achievements are mainly manifested in the following aspects:

First, progress has been made in developing basic education. In 2018, there were 19,725 schools of all levels in Guizhou, with 9.2816 million students and 532,400 full-time teachers. Among them, there were 7,113 primary schools and 2,048 junior middle schools, and the retention rate of nine-year compulsory education was 90%. The 59 counties in the province reached the evaluation and identification standards for the basic balanced development of compulsory education, accounting for 67% of the total. before one, The relevant indicators of compulsory education schools in Guizhou have been significantly improved, The gap with the national average level is gradually narrowed: the average school area for primary school students and the average playground area for primary school and junior high school students are equal to the national average level; The average

school area of junior high school students is 1.44 square meters less than the national average; Primary school and junior high school students are slightly higher than the national average of 0.33 books and 1.20 books respectively; Every 100 students in primary schools and junior high schools have 2.2 teaching computers less than the national average level; The average equipment value of primary school and junior high school students is 387 yuan and 784 yuan less than the national average, respectively. It can be seen from the above data that Guizhou has made great progress in the development of basic education [2].

Second, funding for basic education has increased. In 2018, Guizhou invested a total of 127.516 billion yuan in education, an increase of 1.98% over 2017. Among them, 107.312 billion yuan (including education funds in public finance, government-managed funds, education funds, enterprises, and education from schools, industries and social services), an increase of 9.44% over 2017, accounting for 84.16% of the total investment in education. Guizhou's total investment in compulsory education was 68.478 billion yuan, an increase of 8.68 percent over 2017. Ordinary primary school students spent 10,156.04 yuan on education in the general public budget, an increase of 4.13 percent over 2017. The average junior middle school students spent 12,241.82 yuan on education in the general public budget, an increase of 8.59 percent over 2017. In terms of education funds, Guizhou Provincial government has increased investment, made unprecedented efforts for the development of education in the region, and made great contributions to the

balanced development of education in the region.

Third, the level of basic education teachers has been improved. By the end of 2017, there were 639,433 faculty and staff members and 532,622 full-time teachers in schools at all levels in Guizhou. Among them, there are 202,859 staff in primary and secondary schools and 112,066 staff in junior high schools. Basic education schools have 479,043 full-time teachers, including 189,393 in primary schools and 103,290 in junior high schools. In terms of student-teacher ratio, 17.84 : 1 for ordinary primary schools and 14.30 : 1 for junior high schools. There are 102,982 full-time teachers with bachelor's degree or above, accounting for 80.75%, higher than 99,416 full-time teachers with bachelor's degree or above in 2016, accounting for 78.22%. There are 188,479 full-time primary school teachers with college degree or above, accounting for 93.28%, compared with 180,428 full-time primary school teachers with college degree or above in 2016, accounting for 91.55%. In recent years, Guizhou in education teachers build pay attention to the introduction of high quality talents, strengthen the teacher training, improve the overall level of teachers, at the same time in raising the salary level also made great efforts, to the whole education industry in Guizhou, especially the basic education industry teachers team construction has an important role.

From the perspective of basic education in Tongren, at the end of 2021, there were 1164 regular primary schools, with 340,200 students, 210 junior high schools with 167,400 students, and 45 regular high schools with 116,300 students. On the

whole, it has laid a good foundation for the next high-quality development.

4.2. Main problems existing in the development of basic education in the ethnic minority areas of Guizhou Province

First, education funding needs to be increased. In 2016, the average cost of education in the budget of primary schools in China was 10 199.12 yuan, among which the highest was Beijing, 25 793.55 yuan, the lowest was Henan, 5,036.31 yuan, Guizhou, 9 659.17 yuan, Beijing is 5.20 times that of Henan and 2.67 times that of Guizhou. In the same year, China's junior high school financial budget education expenses students are 13,415.99 yuan, among which the highest is Beijing, 45 516.37 yuan, the lowest is Henan, 7 811.96 yuan, Guizhou 10 131.84 yuan, Beijing is 5.80 times that of Henan, 4.50 times that of Guizhou. In 2017, the average budgetary education expenses of China's primary schools were 9 557.89 yuan, among which the highest is Beijing, 30 016.78 yuan, the lowest is Henan, 5 759.21 yuan, Guizhou 9 753.05 yuan, Beijing is 5.20 times that of Henan and 3.07 times that of Guizhou. In the same year, China's junior high school financial budget education expenses students are 14 641.15 yuan, among which the highest is Beijing, 57 636.12 yuan, the lowest is Henan, 8 997.6 yuan, Guizhou is 11 273.06 yuan, Beijing is 6.40 times that of Henan, 5.10 times that of Guizhou. The provinces below the average are Henan, Guangzhou, West, Yunnan, Ningxia, Sichuan and other regions. Due to the implementation of the western development strategy in recent years, the development of education in the western region has been accelerated, the gap in

the central region has been highlighted, and a number of indicators show the phenomenon of "central depression". As can be seen from the average data of education expenses in 2016 and 2017, the average level of public funds within the budget of primary and junior high school students in the central region is lower than that of the western region, and the gap between them and the eastern region is even larger. In 2018, the total spending on education was 4.613.5 billion yuan, an increase of 8.39% over 2017, of which the state spending on education was 3.699 billion yuan, an increase of 8.13% over 2017. The total spending on compulsory education was 2.085.8 billion yuan, an increase of 7.73% over 2017. In 2018, the total expenditure for primary schools and junior high schools: 12,733 yuan, an increase of 4.56% over the previous year, and 18,481 yuan, an increase of 5.32% over 2017. However, the phenomenon of "central depression" of many indicators in the central region has not changed. In the central region, the average level of public funds within the average budget of the students is lower than that in the western region, and the gap between them and the eastern region is even larger.

From 2016 to 2018, the national investment in education fees in Guizhou showed a trend of increasing year by year. The cost per student of basic education was also higher than the national average in the past three years, but the gap between the cost per student in Beijing and the eastern coastal areas was also large, which cannot meet the needs of basic education in the region. Guizhou province also has a regional gap in the endogenous cost, and the average cost of the

provincial capital Guiyang is higher than that of other cities in the province. The regional difference of national education cost causes the imbalance of the allocation of national educational resources, and the regional difference of education fee in Guizhou province causes the unbalanced allocation of educational resources in the province, which is not conducive to the realization of educational equity.

Second, the number of schools needs to increase. In 2015, there were 8 520 primary schools in Guizhou, 755 fewer than 2014; 3 463 095,39 more than 2014; 607 667,52 874 more than 2014. In 2016, there were 7 818 primary schools in Guizhou, 702 fewer than 2015; 3 533 745,70 650 more over 2015; enrollment 640 446,32 779 more over 2015. In 2017, there were 7 113 primary schools in Guizhou, 705 fewer than 2016,3 620 770,87 025 more students over 2016,650 473,10 027 more than 2016. In 2018, there were 19,725 schools at all levels in Guizhou, including 7,113 primary schools and 2,048 primary schools and junior high schools. The number of students enrolled was nearly 10 0,000 compared with 2017. From 2015-2018 basic education places and basic education number data, Guizhou basic education enrollment scale increased rapidly every year, and the number of schools to reduce more than 700 a year, so the school size to increase, in order to achieve the basic education students growth rate, to solve the basic education enrollment increased rapidly and the imbalance between school number decreased year by year.

Third, in 2015, there were 479,331 full-time teachers in schools at all levels in

Guizhou, including 123,677 full-time teachers in ordinary junior high schools and 193,511 full-time teachers in primary schools. The student-to-teacher ratio was 17.90 : 1 and 16.01 : 1 respectively. In 2016, there were 511,592 full-time teachers at all levels in Guizhou, including 127,097 full-time teachers in ordinary junior high schools and 197,069 full-time teachers in primary schools, with a student-teacher ratio of 14.88 : 1 and 17.93 : 1 respectively. In 2017, there were 532,622 full-time teachers in schools at all levels in Guizhou, including 479,043 full-time teachers in basic education schools, 103,290 in junior high schools and 189,393 in primary schools. The student-to-teacher ratio was 14.30 : 1 and 17.84 : 1 respectively. It can be seen from the above data that by 2017, the number of full-time teachers in junior and primary schools in Guizhou decreased compared with that in 2015 and 2016, and the student to teacher ratio also decreased compared with that in 2015 and 2016. There is an imbalance between the rapid increase of the enrollment scale of basic education and the decrease of the number of full-time teachers.

4.3 Measures for the high-quality development of basic education in Tongren city

4.3.1 Basic principles for high-quality development of basic education in Tongren city

Adhere to the quality of the development as the theme. Take improving the quality of education as the most urgent core task at present, guide local

governments and schools to focus on the allocation of educational resources and school work on strengthening teaching links and improving the quality of education, establish a scientific concept of education quality, and promote the scientific development of education quality.

We will continue to focus on problem-solving. In view of the key areas, weak links and constraints that affect the quality of education, we will focus on tackling key problems, comprehensive reform and key breakthroughs. We will take schools as the main body in quality improvement, stimulate their vitality, address institutional barriers, weak links in quality, and service weaknesses, and promote quality, distinctive, and equitable development.

We will continue to focus on reform and opening up. We will deepen the supply-side structural reform of education, gradually transfer the focus of education investment from hardware construction to software construction, vigorously promote the reform and innovation of curriculum teaching and education quality evaluation, comprehensively promote the opening and sharing of education, and vigorously promote the flow of education factors between urban and rural areas and between schools and the deepening and quality improvement of education matching support.

Adhere to the focus on quality assurance. We will strengthen the responsibility of education administrative departments at all levels for education quality assurance services, implement the primary responsibility for basic education

quality assurance services at the county level, refine and improve various quality management policies and measures, and raise the level of input support, policy support, and professional services.

Adhere to the project construction as the starting point. Promote quality construction in key areas of project management, to fill version, strong service, quality as the guidance, set up to meet the needs of different types of schools, establish and improve the project investment, supervision and inspection, system guarantee, performance evaluation and a series of management mechanism, give full play to the project in quality management, professional service, education evaluation demonstration leading role.

4.3.2 Main objectives of high-quality development of basic education in Tongren City

Through project implementation, guide the national areas to strengthen the construction of education connotation, improve the quality management system, deepen the reform of the education mode, during the period of "difference", realize the quality assurance service ability is significantly improved, project school level is significantly improved, characteristic, national areas basic subject teaching quality has improved significantly, lead to promote the quality of basic education in national areas and characteristic development.

Explore the effective ways to build a high-quality basic education system. Give full play to the project first try, explore the guide and radiating and driving role,

crack the mechanism of high quality development barriers and professional services, establish and improve the national regional basic education quality assurance service system, support service in rural construction of "action" and "high quality education system construction", the reform of school evaluation, teacher evaluation and student evaluation, deepen the "FuZhi FuZhi", consolidate education out of poverty crucial achievements, enhance the ability of endogenous development in ethnic minority areas, promote the next generation employment entrepreneurship ability.

We will cultivate and create a number of high-quality and characteristic schools and excellent teaching teams. Create a number of schools in ethnic minority schools and brand schools in ethnic minority areas in ethnic minority areas, improve teachers' teaching ability, and improve the teaching quality of some basic subjects in 2~3 years.

To promote the comprehensive development of students' academic skills and quality. Cultivate 2~3 advantageous characteristic disciplines in the project school, and the local development has obvious advantages; with more than one weak subject, the qualified rate of academic performance is significantly improved; the diversified student associations and interest groups are established to improve the academic performance, skill and comprehensive quality. The campus environment of the project school has regional culture characteristics and ethnic culture characteristics, and has become a high-quality brand school with distinctive

ethnic characteristics and high school quality, which promotes the comprehensive improvement of the quality and level of education in ethnic areas.

4.3.3 Main tasks of high-quality development of basic education in Tongren City

4.3.3.1 Special action to support the construction of quality and characteristic schools for Rural revitalization

First, establish mechanisms to promote the sharing of teachers' resources. A two-way communication mechanism for urban and rural teachers should be established in the project schools, and the communication between the project schools and urban schools should be normalized, implement the teaching system for teachers in school districts, arrange teachers in short subjects to teach between several schools, and encourage excellent teachers to communicate between urban and rural areas or teach in multiple areas. Special grade teachers, famous teachers and backbone teachers shall be established to volunteer and teach in the project school or regularly carry out teaching guidance and apprentice work in the project school.

Second, we should implement support to promote more accurate assistance. Will education counterpart support from the original through township central school indirect support into direct support, the education counterpart support directly to the project school, establish western collaboration for poverty alleviation city, the province (local) urban school support project school counterpart support

mechanism, the project school into the collectivization school-running management category, etc. Through management support, teachers' volunteer teaching, teaching guidance, etc., the running level of the project school can be effectively improved.

Third, give full play to the advantages and improve the quality of small class teaching. From rural school students reduced, small widespread reality, around a small school small comparative advantage, promote their aptitude, tutoring "accurate to the people" and home school cooperation, actively explore and promote the reform of small class teaching, make suitable for small class high quality classroom teaching mode, establish full communication, homework face, training to carry out the learning environment, play to the rural education resources to promote the reform of curriculum teaching, promote the construction of school-based curriculum, promote the project school teaching quality improved rapidly.

Fourth, highlight the characteristics and give full play to the function of cultural education. We will strengthen the construction of reading resources, set up rural reading guidance centers, and promote early-stage reading for children. Efforts should be made to cultivate and create a school cultural environment suitable for the characteristics of rural areas and the advantages of national culture and local resources, create extracurricular activity methods for students, learning resource allocation and classroom space environment layout in small rural schools, and promote the organic combination of subject teaching with students' cultural background, living environment and natural conditions. A number of high-quality

rural schools, with comparative advantages, such as small class teaching, aesthetic education, labor education, nature classroom and education in ethnic folk culture.

4.3.3.2 Special action to support the high-quality development of primary and secondary schools in ethnic minority areas

First, optimize class management and improve behavior cultivation education. In the project school, conduct class management and head teacher work training and training, establish cross-school moral education team training, training guidance and teacher-apprentice mechanism, vigorously promote home-school cooperation and professional development of head teacher team, and establish and improve the system of regular home visit of homeroom teachers and subject teachers. We will establish and improve the parent committee system and the operation mechanism of "parent schools", establish a sound mechanism for regular discussion and exchange among parents, teachers and the public, and strive to support aspiration, educating ideals and beliefs, and cultivating good habits, so as to improve the level of collaborative education in schools, families and society.

Second, strengthen quality management and improve the incentive and restraint mechanism. Improve the teaching routine management system of the project school, adhere to and improve the collective lesson preparation system, implement the teaching routine inspection, and promote the refined and scientific development of the school teaching routine management and the management of students' learning activities. Reform of quality management and evaluation work,

guide the project school to establish and improve the scientific quality evaluation and diversified education teaching quality reward system, improve the teachers' performance appraisal reward method, establish and improve the disciplinary constraint mechanism, performance pay distribution to the teacher in charge, workload and education teaching effect of teachers, and the art "education", focus on the curriculum construction, academic progress, ability development, potential development, interest training and difficult students support reflect diverse incentives.

Third, project-based assistance to deepen and improve quality. Establish and improve the "group" assistance optimization and quality improvement mechanism for the project schools, strengthen the docking of education matching assistance, take the initiative to connect with the helpers, strive for team assistance, project support, teaching and research cooperation, and do a good job in service guarantee, and further implement the assistance agreement. Strengthen support communication between schools and work cohesion, project school to find support, active communication and counterpart support school docking, for the semester support work plan, strengthen work planning, targeted, promote on-demand short-term training, on-site guidance, guidance, team training lead, subject cooperation, teacher and pupil pair in a variety of ways such as education support.

Fourth, the implementation of subject curriculum teaching reform and innovation action. The research and training teams for the teaching reform of several

disciplines shall be established, the teaching guidance and service mechanism of key disciplines shall be established, and the quality construction of basic and weak disciplines, the construction of comprehensive practice (labor education) activity courses and the construction of school-based courses with local characteristics shall be strengthened. We will promote the popularization of information teaching in education, the sharing of high-quality online courses and learning resources, deepen the reform of classroom teaching, promote the combination of moral education, emotional education and aspiration and wisdom, carry out the teaching construction activities of superior subjects, and the teaching reform of weak subjects. We will strengthen the training of outstanding top students in basic disciplines, and establish a management and service system to help students with learning difficulties and spare students to expand their learning space.

Fifth, improve the quality of traditional national culture education. We will develop and improve a number of courses for excellent traditional culture and ethnic folk culture education, Build and develop a number of cultural education and innovation teams, To develop the development and application of curriculum resources combining subject curriculum with local natural resources and intangible cultural heritage, To carry out research on teaching improvement and teaching mode creation based on the characteristics of actual and ethnic students in ethnic areas, Establish diversified student associations and extracurricular interest groups that reflect the characteristics and advantages of the school, Create a campus

environment with regional culture and national cultural characteristics, Give full play to the educational functions of fine traditional culture and national folk culture in sports aesthetic education, labor education, cultivation of national and national feelings, and inheritance of cultural heritage, Promote the characteristic development of the school.

Chapter 5

Conclusions and Discussion

5.1 Summary of the research results

Based on the analysis of the characteristics of different historical periods of the development of basic education in Guizhou, the specific situation of ethnic areas in Guizhou, and taking Tongren city as an example, we put forward the basic principles, main objectives, main tasks and main paths for the high-quality development of basic education. These principles, goals and paths can boost the high-quality development of basic education in the ethnic minority areas of Guizhou, and can achieve the expected goal of high-quality development of basic education in a certain period.

5.2 Discussion

In view of the high-quality development of basic education in Tongren ethnic area, we also need to make clear the working ideas and core concepts. For example, our basic thinking can be to grasp the key, strengthen the version, strong service, quality, brand five aspects. To grasp the key is to grasp the key issues and key links affecting the quality improvement, implement project intervention and reform, and promote the standardization and specialization of the daily work of the school. The short version is to break the barriers of quality management and policy support, focus on the development of teachers and students, optimize learning management

guidance, and strengthen the shortcomings of quality and professional services. Strong service is to strengthen the construction of teaching team, homeroom teacher team and management service team, promote the open sharing and integrated development of education, and strengthen the diversified service of quality connotation. To improve quality means to improve the system of "five education simultaneously", strengthen cultivation education, deepen teaching reform, pay attention to spiritual growth, and promote the comprehensive development of students' comprehensive academic skills. Brand creation is to create five major brands of school characteristic development, excellent team building, county-level quality assurance service, school high-quality development, and education quality improvement project construction. How to further implement these five aspects still needs in-depth and lasting research.

5.3 Suggestions on the path of high-quality development of basic education in Tongren city

First, we will expand the supply of inclusive pre-school education resources. Preschool education is not only the beginning of lifelong learning, but also an important part of the national education system. In February 2019, the CPC Central Committee and The State Council issued the "China's Education Modernization 2035", an important educational programmatic document that clearly stated the development goal of "popularizing quality preschool education". The government should include the construction of public kindergartens into key livelihood projects,

clarify the structure and scale ratio of public kindergartens, increase the supply of degrees of public kindergartens, and gradually include the construction of public kindergartens into the assessment system of local governments at all levels. At the same time, the construction and management of supporting kindergartens in the community should be strictly enforced to ensure that the supporting kindergartens and the first construction residential areas are planning, design, construction, acceptance and delivery at the same time. After the completion, the supporting kindergartens will be transferred to the local education administrative departments after meeting the kindergarten standards and the conditions of opening. Secondly, by increasing policy support for social forces to run kindergartens, innovating and improving multi-subject cooperation, give mechanism, actively guiding social forces to run universal kindergartens, support and turn to universal private kindergartens to become the real universal private kindergartens entrusted and funded by the government. We will improve the implementation measures for the identification and subsidies of universal private kindergartens, make profit a conscientious profit, make private kindergartens and education a sentimental preschool education, and make universal kindergartens change from form, quantity, universal benefit to connotation and quality, so as to further improve the effectiveness of preschool education supply in Guizhou. Finally, timely adjust the idea of rural preschool education resources layout, change the past set of efficiency priority as the guiding principle, the resource construction of township center garden, adhere to the

principle of fair priority, both efficiency, in the vast rural areas according to local conditions layout and configuration of preschool education resources, build good rural preschool education public service system. Through through the last kilometer of rural preschool education, each township (town) built at least one rural kindergarten collectivization management resource center, in school-age children reach a certain scale but there is no kindergarten area, should adhere to the "one village one young" policy objectives and related policy measures into effect, guarantee the rights of children accept preschool education.

Second, we will promote the high-quality and balanced development of compulsory education. Compulsory education is an education implemented by the state in accordance with the law for all school-age children and adolescents. The Chinese Education Modernization 2035 issued by the CPC Central Committee and The State Council clearly states that the goal of high-quality and balanced compulsory education will be achieved, which marks that the development of education will enter a senior and balanced stage. In the programmatic policy document, Guizhou compulsory education balanced development into the deep, into the stage, compulsory education balanced governance concept gradually from "guaranteed equilibrium" to "optimal equilibrium", from "basic equilibrium" to "equilibrium", thus constantly meet the Guizhou people of compulsory education quality resources balanced benefit development demand. Facing the new requirements of the development of urban and rural compulsory education in the

new era, the main tasks of the high-quality development of compulsory education in Guizhou will be to implement the plan of strengthening compulsory education, deepen the reform of education and teaching, and improve the quality of compulsory education. One is by contrast quality balanced development of national standards, shorten the compulsory education resource allocation, politics, government security degree, education quality, social recognition in four aspects such as the gap, accelerate the integration of urban and rural compulsory education development, attaches great importance to rural small schools, township boarding schools and urban weak school construction management, support qualified county (city, area), actively apply for compulsory education quality balanced development assessment. Second, we will systematically promote the construction and quality improvement of public schools. In stages, in batches to grow a batch of high quality public school brand, realize the province public compulsory education, the school on the basis of the original total quality resources are significantly expanded, school tube, level effectively, narrowing the gap between urban and rural education, curriculum teaching, continuous optimization, teachers 'professional development steadily, educational activities, students into length, public satisfaction, social recognition, better meet the Guizhou people's demand for high quality public education resources and good education. Third, through deepening the reform, innovation and open sharing of compulsory education courses, strengthen the main and physical status of students in development, establish students with learning

difficulties to help and learn to expand their learning

Space management and service system. At the same time, multiple measures will be adopted to improve the quality of education in resettlement schools, promote the construction of curriculum and learning resources in rural (weak) schools, and improve the quality of small-class teaching in rural schools.

Third, we will promote the reform of education methods in regular senior high schools. Ordinary high school education is an important part of the national education system and plays a key role in the talent training. In June 2019, The State Council General Office issued "about the new era to promote the reform of ordinary high school education way guidance" (state hair [2019] no. 29), from cultivating morality, intelligence and physique comprehensive development of socialist builders and successors, for the future a period of ordinary high school education, reform make important deployment, put forward to build comprehensive training system, optimize curriculum implementation, innovation teaching organization and management, strengthen student development guidance, improve the examination and enrollment system, strengthen the teachers and conditions guarantee six major aspects of the key task. This requires that ordinary high schools must grasp the orientation, take the reform of education methods as the starting point, carry out comprehensive, systematic and integrated design of the education methods of ordinary high schools, promote their own deep reform, and comprehensively improve the level of education. First, through the implementation of the support

plan for the characteristic construction of ordinary high schools, we will improve the promotion, upgrading and withdrawal mechanism of demonstration high schools with "entry, exit, policy sharing, dynamic adjustment and fair development". In addition, we will promote the evaluation of demonstration ordinary high schools and the evaluation of characteristic demonstration ordinary high schools, so as to solve the problem of "thousands of schools" and high homogenization of ordinary high schools, deepen the curriculum reform of regular high schools, promote the diversified development of ordinary high schools, and meet the diversified learning needs. Second, the comprehensive implementation of the new curriculum and new teaching materials, select a number of new curriculum training base schools, a number of new curriculum and new teaching materials implementation demonstration areas and demonstration schools. We will support the exploration and exploration of teaching practice based on core qualities, improve teaching organization and management, adapt measures to local conditions and select courses in an orderly manner, and arrange and set the number of courses, teaching facilities allocation, class hours and credits, so as to avoid the problems of "taking more elective courses and taking multiple classes". Third, improve the college enrollment mechanism of classified examination, comprehensive evaluation and multiple enrollment, take the comprehensive quality evaluation as an important reference for enrollment, and guide senior high schools to change their education mode and develop quality-oriented education. According to the requirements of

students' core literacy development, students' communication ability, thinking ability and innovation ability are constantly cultivated, so as to promote students' all-round development and sustainable development. At the same time, through the establishment of students' comprehensive quality evaluation information management system, strengthen the comprehensive and comprehensive evaluation of students' patriotism, law-abiding, innovative thinking, physical standards, aesthetic ability, labor practice and other aspects.

Fourth, we will strengthen the construction of teachers in basic education. Teachers are the first element of quality education and the key to the quality of basic education in a country. The Party and the state have always attached great importance to teachers' work. In January 2018, the CPC Central Committee and the State Council issued the Opinions on Comprehensively Deepening the Reform in the New Era, which comprehensively improve the quality of primary and secondary school teachers, build a high-quality and professional teacher team; improve the level of teacher training and enhance the quality of teacher training. To comprehensively deepen the reform of the construction of teachers in the new era, we should pay attention to the construction of teachers in basic education, optimize the status and treatment of teachers, enhance the effectiveness of teacher training, and provide a strong guarantee for improving the high-quality development of basic education. In the construction of teachers' ethics, teachers should first be moral, and teachers' ethics is the first standard to evaluate the quality of teachers.

To strengthen the construction of teachers' ethics, we should not only strengthen the education of professional ethics and guide teachers to establish professional ideals and professionalism, enhance the sense of responsibility and mission of teachers; but also pay attention to the system design and system improvement, establish the supervision and punishment mechanism of teachers who violate professional ethics, implement the system of teacher ethics performance, "zero tolerance", keep the "red line" of teacher ethics, and maintain the professional honor of teachers. In terms of optimizing the status and treatment of teachers, we should focus on strengthening the teaching of teachers in basic education. Work, as a kind of public service, we should improve the academic and professional degree of teachers' professional education by improving the academic and professional knowledge of pedagogy and psychology based on teacher education. At the same time, the teacher's professional education based on the theoretical, professional knowledge and to solve the problem of China's education reform and development of appropriateness, effectiveness, which not only to root China the earth do education to provide a kind of theoretical guidance, and can provide teachers' professional development to understanding, understanding, solve the problem of the education teaching practical knowledge, methods and means. In terms of enhancing the effectiveness of teacher training, educational administrative departments at all levels should make overall planning for teacher education, focus on the construction of a number of normal education bases, and give full play to

the exemplary and leading role of high-level and characteristic teacher education colleges. At the same time, cloud computing, big data, virtual reality and other technologies are used to promote the construction and application of the information teaching service platform for teacher education, and promote the reform of learning and teaching methods with autonomy, cooperation and exploration as the main characteristics.

References

- [1] Compilation Office of Guizhou Education Annals. Guizhou Education Yearbook 1949-1984 [M]. Guiyang: Guizhou People's Publishing House, 1986.
- [2] Kong Ling middle. Education History in Guizhou [M]. Guiyang: Guizhou People's Publishing House, 2004.
- [3] The Local Chronicles Compilation Committee of Guizhou Province. Education Annals of Guizhou Province [M]. Guiyang: Guizhou People's Press, 1990.
- [4] Liu Yong. Historical evolution and Modern Butterfly change The Development of Ethnic Education in Guizhou in 60 years [M]. Chengdu: University of Electronic Technology of China Press, 2011.
- [5] The Local Chronicles Compilation Committee of Guizhou Province. Guizhou Province Annals · Labor Annals [M]. Guiyang: Guizhou People's Press, 1994.
- [6] Editorial Department of Guizhou Yearbook, Guizhou Provincial Local Chronicles Compilation Committee. Guizhou Yearbook 1987 [M]. Guiyang: Guizhou People's Press, 1987.
- [7] Sun Jintao. Education Policy Science [M]. Wuhan: Wuhan University of Technology Press, 1997.
- [8] Xiang Lei. Research on educational problems in Guizhou [M]. Guiyang: Guizhou Education Press, 2000.
- [9] Editorial Department of Guizhou Yearbook, Guizhou Provincial Local Chronicles Compilation Committee. Guizhou Yearbook 1986 [M]. Guiyang: Guizhou People's Press, 1987.
- [10] Editorial Department of Guizhou Yearbook, Guizhou Provincial Local Chronicles Compilation Committee. Guizhou Yearbook 1989 [M]. Guiyang: Guizhou People's Press, 1989.
- [11] Guizhou Yearbook Editorial Department. Guizhou Yearbook 1999 [M]. Guiyang: Guizhou Yearbook Club, 1999.
- [12] Guizhou Yearbook Editorial Department. Guizhou Yearbook 1994 [M]. Guiyang: Guizhou Yearbook Club, 1994.
- [13] Provincial Education Department Office. Years of Education Yearbook of Guizhou Province [EB / OL]. Education Department of Guizhou Province,

(2018-09-10) [2019-09-01]. http://www.gzsjyt.gov.cn/zwgk/xxgkml/tjxx/201901/t20190129_3392636.html.

- [14] Guizhou Yearbook Editorial Department. Guizhou Yearbook 2003 [M]. Guiyang: Guizhou Yearbook Club, 2003. [23] Guizhou Yearbook Editorial Department. Guizhou Yearbook 2008 [M]. Guiyang: Guizhou Yearbook Club, 2008.
- [15] Guizhou Local Chronicles Compilation Committee. Guizhou Yearbook 2014 [M]. Guiyang: Guizhou Yearbook Editorial Department, 2014.
- [16] The People's Government of Guizhou Province. China's government network. [EB / OL]. (2005-08-10) [2019-09-17]. http://www.gov.cn/test/2005-08/10/content_21526.htm.

Biography

Name- surname	Yang Luo
Date of birth	15 September 1986
Place of birth	Guizhou Province, China
Address	Bijiang,Tongren, Guizhou, China
Workplace	School
Position	Teacher
Education	2009, Chinese language and literature, Bachelor of Arts, Guizhou normal University