

Predicament and Countermeasures for High-Quality Development of Compulsory Education in Remote Farming and Herding Areas in Southwest China: Analysis Based on Remote Agricultural and Pastoral Areas in Sichuan

Gao Hong^{1,2,*}, Mohd Hanafi Mohd Yasin^{3,4}

¹Sichuan Minzu College, Kangding, China

²Faculty of Education and Liberal Studies, City University, Kuala Lumpur, Malaysia

³Faculty of Education, Universiti Kebangsaan Malaysia, Bangi, Malaysia

⁴Faculty of Education, Malang State University, Kota Malang, Indonesia

*Corresponding author

Abstract: Promoting the balanced development of compulsory education is a strategic initiative to improve the quality of compulsory education development in China, and it is important to further promote the high-quality development of compulsory education in ethnic areas. Through the survey, we found that, with the support of China's education poverty alleviation policy, compulsory education in remote rural and pastoral areas of Sichuan Province has basically achieved balanced development after 10 years of rapid development, but there is still a considerable gap between high quality and balanced development, and the quality and level of balanced development of compulsory education still needs to be further improved compared with non-ethnic areas. Compared with non-ethnic areas, the quality and level of their balanced compulsory education development still need to be further improved. The main manifestations are insufficient endogenous motivation, difficulties in teacher construction, differences between urban and rural areas, lagging informationization, and lack of quality educational resources.

Keywords: Compulsory Education, Balanced Development, Remote Farming and Herding Areas

1. Introduction

Promoting the balanced development of compulsory education is a basic demand for promoting educational equity and a strategic task for realizing the modernization of China's educational governance. With the realization of the 'extensively configured balance' centered on resource allocation, the focus of the balanced development of compulsory education has gradually transitioned from bottom-up balance to merit-based balance, so as to meet the developmental demand of the public for the balanced benefit of high-quality compulsory education resources^[1]. In 2015, the Chinese government formulated the Decision on Accelerating the Development of Ethnic Education, which clearly stated that "by 2020, the overall level of education development and major indicators in ethnic areas will be close to or reach the national average, the conditions of compulsory education schools will be basically standardized, the consolidation rate of nine-year compulsory education will reach 95%, and the goal of balanced development within the county will be basically achieved goals." By the end of 2020, the national compulsory education consolidation rate reached 95.2%, which has basically achieved the goal of balanced development of compulsory education. In June 2021, all 183 counties in Sichuan Province met the assessment and recognition standards set by the state, and the comprehensive difference coefficients of primary and junior high schools in the province met the national standards, but Ganzi, Liangshan, and Aba states, which are located in the western Sichuan plateau region, still have the level of compulsory education consolidation rate at the bottom of the province. In order to further understand the real situation of the balanced development of compulsory education in the "three states", we analyzed the current situation of the balanced development of compulsory education in the "three states" and the deep-seated causes of the problems through in-depth investigation.

2. The Dilemma of Balanced Development of Compulsory Education in Remote Farming and Pastoral Areas in Three States of Sichuan

The survey selected Dege County, Ganzi Prefecture, Zhaoge County, Liangshan Prefecture, and Maoxian County, Aba Prefecture as survey subjects. The survey was conducted in terms of basic conditions of school operation, allocation of compulsory education resources, guarantee of enrollment opportunities, construction of teachers, education quality and management, etc. A total of 2,978 questionnaires were distributed, involving 1,391 student samples, 874 teacher samples and 713 parent samples. The distribution of student questionnaire samples is shown in Table 1.

Table 1: Sample distribution table of student questionnaires (N=1391)

Sample characteristics	Type	Frequency	Percentage
Gender	Male	513	36.9%
	Female	878	63.1%
School Age	Grades 1-6	716	51.5%
	Grades 7-9	675	48.5%
Ethnicity	Tibetan	327	23.5%
	Yi	213	15.3%
	Qiang	108	7.8%
	Hui	27	1.9%
	Han	684	49.2%
	Other ethnic groups	32	2.3%
Attendance at compulsory education school type	Cities and towns	650	46.7%
	Agricultural and pastoral areas	741	53.3%

Table 2: Sample distribution table of teachers' questionnaire (N=874)

Sample characteristics	Type	Frequency	Percentage
Gender	Male	326	37.3%
	Female	548	62.7%
Ethnicity	Tibetan	118	13.5%
	Yi	97	11.1%
	Qiang	31	3.5%
	Hui	12	1.3%
	Han	574	65.7%
	Other ethnic groups	42	4.8%
Teaching age	1-5 years	121	13.8%
	6-10 years	240	27.5%
	More than 10 years	513	58.7%
Work Unit Category	Primary School	363	41.5%
	Junior High School	282	32.3%
	Nine-year compulsory school	174	20%
	Twelve-year school	16	1.8%
	Vocational Junior High School	39	4.5%

Table 3: Sample distribution of parental questionnaires (N=713)

Sample characteristics	Type	Frequency	Percentage
Gender	Male	251	35.2%
	Female	462	64.8%
Ethnicity	Tibetan	173	24.3%
	Yi	104	14.6%
	Qiang	82	11.5%
	Hui	13	1.8%
	Han	311	43.6%
	Other ethnic groups	30	4.2%
Work Unit Category	Farmers and pastoralists	523	73.36%
	Business Unit	108	15.1%
	Government Staff	82	11.5%

2.1. Investigation and Analysis of the Basic Conditions of School Operation

2.1.1. Analysis of the Basic Conditions of School Operation in Dege County

According to the survey, the students' overall satisfaction with the basic conditions of running schools at the compulsory education stage was 89.1%, the highest satisfaction with library materials per student at the compulsory education stage was 92.4%, and the lowest satisfaction with computer resources per student was 79.2%. Teachers' satisfaction with the basic conditions of compulsory education was 79.3%, the highest satisfaction was with logistic and living services at 82.4%, and the lowest satisfaction was with the space environment at 70.4%. Parents' overall satisfaction with the basic conditions of compulsory education was 70.7%, the highest satisfaction was with the nurturing environment, at 70.5. The lowest satisfaction was with the school location, at 51.7%. The distribution of teacher questionnaire samples is shown in Table 2.

2.1.2. Analysis of the Basic Conditions of School Running in Maoxian County

According to the survey, students' overall satisfaction with the basic conditions of running schools at the compulsory education stage was 91.3%, the highest satisfaction with sports facilities per student at the compulsory education stage was 98.2%, and the lowest satisfaction with computer resources per student was 82.4%. Teachers' overall satisfaction with the basic conditions of running schools at the compulsory education level was 81.3%, the highest satisfaction was with the spatial environment at 87.5%, and the lowest satisfaction was with the logistic and living services at 74.6%. Parents' overall satisfaction with the basic conditions of compulsory education was 71.2%, the highest satisfaction was with the nurturing environment at 76.5 percent, and the lowest satisfaction was with campus safety at 64.4%. The distribution of parental questionnaire samples is shown in Table 3.

2.1.3. Survey Analysis of the Basic Conditions of School Operation in Zhaoge County

The survey shows that students' overall satisfaction with the basic conditions of running schools at the compulsory education stage is 71.2%, the highest satisfaction with sports facilities per student at the compulsory education stage is 80.3%, and the lowest satisfaction with logistic life services is 51.3%. Teachers' overall satisfaction with the basic conditions of running schools at the compulsory education stage was 73.3%, the highest satisfaction was with the spatial environment at 86.4%, and the lowest satisfaction was with the logistic and living services at 61.8%. Parents' overall satisfaction with the basic conditions of compulsory education was 61.2%, the highest satisfaction was with the nurturing environment at 68.4%, and the lowest satisfaction was with the school location at 52.7%.

The survey found that the three remote farming and herding counties have met the national bottom-line standards and requirements in terms of basic conditions for running schools, but the overall situation of the basic conditions for running schools in Mao County is better than those in Dege and Zhaoge Counties, and the basic conditions for running schools in Zhaoge County are the least satisfactory among the three counties.

2.2. Survey and Analysis of Schooling Security

Through the survey, it is found that the satisfaction rate of guaranteeing schooling opportunities in Dege County is 93.2%, that of guaranteeing schooling opportunities in Mao County is 89.4, and that of guaranteeing schooling opportunities in Zhaoge County is 86.8%. The specific practices and experiences of Dege County are better than those of Mao County and Zhaoge County in guaranteeing schooling opportunities for school-age children in the compulsory education stage. Dege County has adopted the following practices: First, it insists on government-led, departmental cooperation, and compacting responsibilities at all levels, forming a "three-tier" mechanism to guarantee compulsory education enrollment opportunities in the county and village. Second, adhere to economic planning, education priority. Adhere to the "county moderate concentration, a township a school" boarding school idea, the education planning into the county's overall economic and social development plan, the establishment of a sound education funding system, improve the level of education funding security. Third, adhere to the public resources, education priority. In the construction of public facilities, the integrated consideration of education development needs, priority construction, and focus on solving the problem of distant districts and difficult schooling. Fourth, in-depth promotion and practice of compulsory education nine-year consistent boutique school model. Pragmatically promote the scale of high-quality "boarding system six" school model, that is, the standardization of school building construction, technology and equipment information technology school management refinement, education and teaching quality, campus culture features, protection services humanization model. Five

is to promote a county a theme, a school of a special campus culture education model. Sixth is to promote the formation of a fifteen-year basic education free school system, has achieved pre-school, compulsory education, high school fifteen years free of charge, the in-depth implementation of these favorable initiatives, effective protection of 6-8-year-old children of school age to receive compulsory education, has been highly recognized by families, schools and society.

2.3. Survey and Analysis of Teaching Quality and Management

The survey found that, in terms of elementary school curriculum construction, in terms of curriculum inclusion, all three counties have offered the main courses and bilingual courses in moral education, language, mathematics, English, science, physical education and health, art, labor, mental health and other subjects at the compulsory education level. Although the core curriculum and bilingual curriculum are included in the schedule, the actual implementation of the curriculum shows that the content of the arts curriculum, which is used to cultivate students' personality development, is not rich enough and the quality of the curriculum needs to be further strengthened. Although physical education and health courses are offered in the upper grades of elementary school, they are still focused on physical education, and the content of the courses to enhance the health awareness of youth is not effectively covered. At the same time, due to the lack of teachers with professional background in psychology, the teaching level and quality of mental health courses are not high, and some elementary school have not implemented the teaching of mental health courses. In junior high school curriculum construction, the teaching level and quality of the art curriculum, which is used to cultivate students' personality development, and the science curriculum, which is used to cultivate students' creative development, still need to be further improved.

2.4. Investigation and Analysis of the Construction of Teachers

To achieve fair and quality education, the core is to achieve quality and balanced development of education. In the case of counties in ethnic areas, for example, it is necessary to achieve reasonable disparities in hardware and software between schools and coordinated development with each other; to have teachers with sufficient quantity, reasonable structure and good quality, and to have a balanced allocation of excellent teachers and give full play to their teaching and education roles within the county^[2]. Through the survey, it was found that the structural contradiction of teachers at the compulsory education level in the three counties is the biggest dilemma of teacher construction. However, the actual problems faced by the three counties have both commonalities and major differences. There are commonalities in teacher construction: First, the number of full-time teachers is insufficient, and the number of management post teachers is too high. Secondly, the structure of teachers' academic qualifications is uneven, with more teachers with specialist degrees and below and not enough teachers with bachelor's degrees and above. Third, the structure of teachers' titles is unreasonable, and the number of teachers with associate titles and above is obviously insufficient. Fourth, the age composition of full-time teachers has not formed an effective echelon, and the proportion of middle-aged and older teachers aged 46 and above is too high. Fifth, teachers have a strong willingness to move, especially Han Chinese teachers from the mainland. Among the constraints affecting their willingness to move, difficulties in adapting to the school environment and low salaries are the most important constraints. Sixthly, there is a lack of bilingual teachers in disciplines, mainly lacking bilingual teachers with excellent subject expertise, and the professional ability and teaching level of the existing bilingual teachers need to be further improved. As far as teacher construction is concerned, the structural contradiction in teacher construction in Zhaoge County is even more prominent. Through interviews, it was found that there is a large shortage of teachers for the main subject courses in compulsory education in Zhaoge County, which requires the education authorities in Sichuan Province to centrally arrange for fresh graduates of teacher training courses to carry out top-up teaching activities every semester, with a view to solving the shortage of teachers.

2.5. Allocation of Quality Compulsory Education Resources

The survey found that there is an unbalanced allocation of compulsory education resources in both urban and rural areas in the three counties. First, there is an imbalance between urban and rural areas in terms of excellent teacher resources, with most of the high-level teachers concentrated in urban areas and the level of compulsory education teachers and teaching competency in rural and pastoral areas in need of further improvement. Secondly, there is an imbalance in the allocation of digital education resources between urban and rural areas. Digital education resources in urban areas have basically

achieved full coverage, and families with the conditions are basically equipped with computers and learning tablets for students. However, due to the sparseness of the agricultural and pastoral areas, the cost of configuring digital education resources is large. Although classrooms are equipped with multimedia, teachers' ability to effectively use multimedia equipment to promote intuitive teaching is still insufficient, and some older teachers of ethnic groups are not used to using multimedia teaching, students' interest and enthusiasm in learning are not high, and the learning effect is not satisfactory. Third, quality education resources are "crowded in towns" and "weak in farming and herding areas". Some farming and herding families with good economic situation and open-mindedness choose to send their children to primary and junior high schools in the county in order to enable them to receive good compulsory education. Fourth, there are few platform resources for teachers' professional capacity enhancement training. During the interviews, it was found that some teachers have not received professional capacity continuing education training and educational technology training, and the proportion is as high as 24%. Fifth, the government has greater resistance to optimize the adjustment of school layout in compulsory education, such as the difficulty of optimizing and integrating urban and rural schools. In the survey found that the optimization and integration of urban and rural schools, there will be most of the extra management post teachers, the government placement is difficult, 61% of the management post teachers worried about optimizing the school layout will be early retirement or lose their jobs. 74% of farmers and herdsman worried about the optimization and integration of urban and rural schools, children's school distance, traffic inconvenience, invisible increase in family spending on children's education costs.

2.6. Survey and Analysis of Government Coordination and Protection

The survey found that although the three county governments have introduced many implementation plans in the process of compulsory education, there are still certain shortcomings in the promotion of implementation, mainly in: First, the core consciousness of teaching quality is not firmly established, the improvement of teaching quality into the performance assessment and as a priority financial protection focus to invest is not enough, such as teaching quality monitoring mechanism, teaching quality observation and exchange mechanism is not well implemented. Secondly, the overall planning of teacher construction is not enough. For example, the government's subjective efforts in forging a politically tough, well-qualified and reasonably structured compulsory education teaching force are insufficient. At the same time, not enough attention is paid to the training of backbone teachers and principals' ability to run and govern schools. Third, the education work system focusing on improving the quality of teaching and research has not been effectively established. In the survey, it was found that some schools' teaching and research work was formal and superficial. Fourth, education resources integration planning is not reasonable enough, such as promoting the standardization of school construction is not enough, a small number of weak schools in rural and pastoral areas transformation plan has not really been put into practice. Fifth, the construction of high-quality educational resources is not enough, high-quality educational resources and educational information technology has not been able to achieve region-wide sharing and full coverage of farming and herding areas.

3. Analysis of the Main Dilemmas of Promoting High-quality Development of Compulsory Education in Remote Farming and Herding Areas and Its Causes

3.1. Urban-rural Gap

First, there is a two-tier division in the construction of basic conditions of schooling. Ethnic areas concentrated in cities and towns, the conditions of compulsory education basically meet the national standards for compulsory education, but the conditions of compulsory education in remote farming and herding areas are significantly different from those in cities and towns, and the average student enjoys insufficient teaching facilities resources, library resources, and computer resources. Second, the contradiction between urban and rural areas in the supply of quality compulsory education resources is prominent, quality compulsory education resources are mainly concentrated in cities and towns, remote farming and herding areas are more lack of quality educational resources. Third, the gap between schools is obvious, such as boarding schools to run the basic conditions better than non-boarding schools, but the number of boarding schools is obviously insufficient, small size. Fourth, the gap between counties is obvious. The level of integration of urban and rural compulsory education in counties with good geographical location and high level of economic development is significantly

higher than that in counties with low level of economic development and remote rural and pastoral areas.

3.2. Insufficient Endogenous Power

First, affected by the county's economic development level, there is an uneven financial investment in compulsory education in ethnic areas. Some counties in ethnic areas with high levels of economic development are able to continuously increase financial investment in the process of ensuring the development of compulsory education, and the level of both hardware construction and software construction is significantly higher than that of counties with less developed levels of economic development. Secondly, some of the economically less developed remote rural counties have a certain degree of "wait" "rely" "to" thinking, efforts to promote compulsory education to high-quality development of the subjective efforts are not enough, and Active and willing to do not enough awareness of the mind. Third, the importance of compulsory education in remote farming and herding areas of the publicity, popularization is not large enough, the coverage is not wide enough, some remote farming and herding areas of herdsmen do not understand the "Compulsory Education Law", not enough attention to compulsory education. Fourth, the popularization and promotion of the national common language and script in some remote farming and herding areas is not enough coverage, to a certain extent, is not conducive to improving the quality of compulsory education development.

3.3. Teacher Stability is Difficult

First, the number of compulsory education teachers is insufficient. There is a large shortage of teachers in primary and junior high schools in some remote farming and herding areas, especially the number of mathematics teachers, English teachers, science teachers and mental health teachers is obviously insufficient. Second, the level of compulsory education teachers is not high, affected by the structure of teachers' own education, remote farming and herding area teachers' professional ability and teaching competency is weak as a whole. Third, the "attraction" and "stabilization" mechanism of teacher construction is not smooth, such as the poor implementation of the "county-controlled school employment" policy in some remote rural and pastoralist counties, some teachers are temporary teachers, and temporary teachers The professionalism and teaching ability of temporary teachers is yet to be tested. Fourth, the teacher mobility is large and unstable, with teachers flowing from rural and pastoral areas to cities and towns, from economically underdeveloped counties to economically developed counties, and from ethnic areas to the mainland. Fifth, teachers' salaries and benefits are not perfect, and the income level of teachers in compulsory education in economically developed counties is significantly higher than that of teachers in less economically developed counties due to the influence of county revenues.

3.4. Poor Teaching Quality

Affected by teachers' professional level and teaching ability, the overall quality level of teaching in compulsory education in ethnic areas is not high, and the gap is obvious compared with the mainland. Due to the influence of lagging socio-economic development in ethnic areas and poor channels for continuing education, some teachers at the compulsory education level have a weak awareness of their own professional development, lack of theoretical and practical knowledge, and poor professional adaptability and development, which to a certain extent restrict the improvement of teaching quality. Teachers do not have many choices of multi-dimensional, multi-level and three-dimensional modern teaching methods in their lessons. At the same time, a humanistic education environment that is coherent at the governmental, school and social levels has not been effectively established, and teaching at the compulsory education level tends to be "classroom-centered", with no real organic connection between teaching objectives, contents, objects and environment. The cultivation of teaching culture in the compulsory education stage is too subjective and not objective, and the school style, teaching style and learning style are not integrated as a whole, and the good atmosphere of quality education, whole staff education, all-round education and collaborative education is not really established.

3.5. Imperfect Management Mechanism

In the process of grasping compulsory education development in some counties in ethnic areas, there is a situation of implementing documents with documents and implementing meetings with

meetings. There are still not many good ideas, real mechanisms and practical initiatives for the government to underwrite the development of compulsory education. Some counties do not have enough coordination to promote the development of compulsory education, and the macro-regulation mechanism, micro-promotion mechanism, quality control mechanism and financial funding guarantee mechanism for compulsory education development are not sound and perfect. At the same time, the financial investment in guaranteeing education equity, strengthening education informatization and promoting the construction of quality education resources is insufficient, and further improvement of the management mechanism is needed to form a synergy to promote the high quality development of compulsory education.

4. Suggestions for Achieving High-quality Development of Compulsory Education in Remote Farming and Herding Areas

4.1. Strengthen the Overall Protection, and Strive to Improve the Level of Education in Accordance with the Law

We should conscientiously implement the national education policy and ethnic policy, with a focus on establishing moral education as the foundation. Our efforts should be directed towards protecting the right to education of ethnic minorities and those in ethnic areas. Additionally, we should prioritize improving the scientific and cultural quality of the ethnic groups, while also maintaining national unity and social stability. In order to achieve these goals, we must adhere to the rule of law in education. This involves utilizing legal thinking and principles to deepen the comprehensive reform of compulsory education in ethnic areas. We should strive to enhance the level of education administration departments and schools in accordance with the law. Furthermore, it is essential to regulate teachers' classroom speech and behavior, as well as students' behavior norms. By actively creating a harmonious and healthy environment for compulsory education, we can foster a positive learning atmosphere.

4.2. Strengthen Policy Inclination and Make Efforts to Improve the Quality of Compulsory Education

In view of the current situation of the balanced development of compulsory education in ethnic areas, the local government should make the quality and balanced development of compulsory education the first priority of the government in safeguarding the cause of people's livelihood when formulating long-term plans and policies for education. Only by fundamentally revitalizing the cause of compulsory education and making efforts to improve the quality of education can we effectively improve the knowledge and cultural literacy of the people in ethnic areas and gradually enhance the blood-making function of economic development in ethnic areas. We should formulate a perfect policy for compulsory education teacher training, and at the same time, we should constantly optimize the mode of teacher training in colleges and universities, take public teacher training and orientation training as the carrier to solve the problem of teacher shortage in the main subjects of compulsory education, and make efforts to train more teacher talent reserves for the cause of compulsory education in ethnic areas.

4.3. Increase Financial Investment and Make Efforts to Optimize the Conditions of Compulsory Education

In order to further improve the conditions of running compulsory education in ethnic areas, the government should enhance the endogenous impetus of economic development, continuously increase the proportion of financial expenditure on education development, and equip a sufficient number of schools indexed for the enrollment of compulsory education school-age children according to the size of the population and the age structure of the population, such as further accelerating the construction of nine-year consistent schools, increasing the number of high-quality compulsory education schools, and satisfying the ethnic areas. Simultaneously, the government should increase financial allocations through government underwriting. This will facilitate the accelerated construction of boarding schools in rural and pastoral areas. These efforts will provide comprehensive schooling security services and effectively address the problem of difficult and distant schooling for school-age children.

4.4. Strengthen Teacher Incentives, and Strive to Ensure the Stability of the Team

Local education authorities should establish a reasonable and humane incentive mechanism for compulsory education teachers to motivate them to do their jobs more actively. First, we should focus on induced compensation incentives, improve the treatment of compulsory education teachers, and further improve the survival and living environment of teachers. Second, to open up the title promotion incentive channel, in the case of policy allows, should give priority to protect the title promotion of teachers in compulsory education. Third, to strengthen the incentive of professional development, teachers who have the need to upgrade their education and develop their profession should open up the channels of professional development, such as paid study and professional retraining. Fourth, to strengthen the introduction of talent incentives, the introduction of compulsory education teachers, compulsory education incentives can be developed specifically, in addition to improving the retention of treatment, to ensure that they "stay, go down, do a good job".

4.5. Strengthen the Construction of Information Technology, and Strive to Create High-quality Educational Resources

The development of compulsory education in ethnic areas should focus on the introduction of the "Internet + education" model, make full use of the "Internet +" platform, equality, open advantages, and actively carry out the construction of high-quality compulsory education curriculum resources, teacher professional capacity training platform. To fully leverage the benefits of big data and information technology, we can conduct online professional training for teachers. This training should focus on enhancing their professional and teaching skills, with an emphasis on improving their ability to and teach effectively. At the same time, we should strengthen the construction of information-based education environment, focus on the interaction between teachers, students and teaching media, teachers and students should make full use of multimedia information technology and educational technology to assist teachers' teaching and students' learning, further enhance the communication and interaction between teachers and students, and focus on improving teachers' ability to use educational technology to serve teaching.

4.6. Strengthen Quality Construction and Improve the Quality Monitoring System of Compulsory Education

To give full play to the leading and main role of the government, we should establish an accountability mechanism for the quality of compulsory education development, which can be implemented by using "public criticism, interviews, supervisory notification, resource adjustment, organizational treatment and sanctions", and can also draw on the "multiple school accountability"^[3]. Achieving high quality and balanced development of compulsory education must be based on the core of improving the quality of education. In the current quality monitoring system, which mainly evaluates the standardized construction of school conditions and teaching quality, more attention should be paid to the diversification of evaluation indicators and evaluation subjects. The establishment of compulsory education quality monitoring system should be quantifiable, operable and sustainable improvement. The monitoring system should include the qualitative evaluation of students, parents and society on the level of school operation and education quality. At the same time, the education quality monitoring system should focus on the government's ability to coordinate and guarantee, the school's ability to manage, the teachers' ability to teach and educate, and the students' ability to innovate and create, so as to provide a comprehensive reference for the continuous improvement of the quality of compulsory education development.

5. Conclusion

The development of basic balance of compulsory education in ethnic counties to quality balance means both the initial completion of the previous stage and the opening of the next stage. The ultimate purpose of taking quality and balanced as the new target task of compulsory education development is to lay a solid foundation for comprehensively improving the overall quality of compulsory education and realizing the modernization of compulsory education^[4]. In short, in order to achieve the goal of high quality and balanced development of compulsory education in ethnic areas, compulsory education must meet the index system and standards of balanced development of compulsory education stipulated by the state, combine with the actual situation, adapt to local conditions, and continuously invest, so as

to form a self-development path with the characteristics and regional advantages of ethnic areas, and constantly reduce the gap between the level of compulsory education development and that of non-ethnic areas, so as to meet The strong demand of the masses for quality education resources, continuously enhance the well-being of the people in ethnic areas, and continuously improve the quality of compulsory education development.

Acknowledgement

Fund Project: Sichuan Min Zu College's research project: A study on the dilemma of balanced allocation of compulsory education resources in Ganzi Prefecture and the path of optimization, Project Number: XYZB2014SB.

References

- [1] Xu Xiaorong, Zhu Dequan. *The promotion of balanced development of compulsory education Logic and value purpose [J]. Education Research, 2017 (10): 37-45.*
- [2] Yuan Mei, Luo Zhengpeng. *"The dilemma of quality and balanced development of compulsory education in ethnic areas in the 14th Five-Year Plan period and its response [J]. Ethnic Education Research, 2021(10): 122-123.*
- [3] Fan Lianhua, Si Xiaohong. *Review and prospect of supervisory assessment of quality and balanced development of compulsory education[J]. Education Research. 2021(10):104.*
- [4] Wang Zhenghui, Jiang Ping. *On the Binary Coordination of Balanced Development of Compulsory Education in Ethnic Areas. [J]. Education and Scientific Research. 2021(9):99-100.*