

Research on the Long-term Power of Rural Revitalization from the Perspective of Education

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Abstract: Education, especially rural education, provides long-term power for rural revitalization. Through the analysis of industrial development, ecological development, rural civilization, governance effect and people's living conditions in rural areas of China, this paper finds that rural revitalization has made significant progress; Meanwhile, rural education has also achieved certain results, preschool education has developed rapidly, and high school education, vocational education and adult education have obtained great achievements; The general trend of rural revitalization and rural educational development is consistent. Thus, it is necessary to further increase educational investment, enhance the foundation of rural education, continue to update concepts, develop various educational types, expand and improve all kinds of training and vocational education, and provide talents for rural development.

1. Introduction and Literature

The implementation of the rural revitalization strategy is a major decision of the 19th National Congress of the Communist Party of China. At present, China's unbalanced and inadequate development is the most prominent problem in rural areas. The implementation of rural revitalization strategy is the inevitable requirement to solve the contradiction between the people's growing needs for a better life and the unbalanced and inadequate development. From the perspective of education, although China's rural education has made great progress in recent years, the overall development of rural and urban areas is still unbalanced and uncoordinated. Besides, the distribution of high-quality education resources is not reasonable and the total amount is also insufficient. To implement rural revitalization, we must improve the level of people's livelihood in rural areas and give priority to rural education. We should also focus on rural compulsory education, preschool education, senior high school education, vocational education, special education, and staff training, so as to strengthen the team of rural teachers. It can be seen that the implementation this strategy provides a precious opportunity for the development of rural education. Meanwhile, the development of rural education will also inject strong vitality and power into rural revitalization. There is a natural and inherent logical connection between education and rural revitalization, and there is also a close relationship between education and economic development.[1]

In China, it has become the consensus of government and academia to take education as the key to targeted poverty alleviation and promote the smooth implementation of rural revitalization strategy. Focusing on targeted poverty alleviation and education, promoting urban-rural coordination and speeding up the supply-side structural reform of rural agriculture can help implement rural revitalization and build a well-off society in an all-round way in China.[2] Zhang Minmin and Fu Xinhong adopted "anti-poverty innovation" theory to study the linkage mechanism between targeted poverty alleviation and rural revitalization.[3] Ma Jianfu and Lv Limin found that there was a high correlation among poverty management, rural revitalization, and vocational education and training.[4] Huang Juchen analyzed the role of education poverty alleviation in promoting rural revitalization concerning rights sharing, technology application and organizational security.[5] Moreover, many scholars also pay attention to the leading role of rural vocational

education, rural human resource development and training of new professional farmers in rural skilled talents training, rural targeted poverty alleviation, rural economic development, national cultural inheritance and rural revitalization.[6-9] The training and quality improving of rural teachers is also one of the main motivations of rural revitalization. Thus, we should adhere to the leading role of government and further enhance rural basic education.[10, 11]

In a word, there is a close correlation between education and economic development. Chinese scholars' studies on targeted poverty alleviation and rural revitalization also focus on education development and rural human resources training. It can be seen that education plays an original role in realizing rural revitalization.

2. Rural Revitalization and Rural Education Development

2.1 The Main Embodiment of Rural Revitalization

Rural revitalization covers each area of rural development. According to the general requirements of the report of the 19th National Congress, the connotation of rural revitalization should include:

2.1.1 Industrial Prosperity

Industrial prosperity is the "main backbone" of rural revitalization, as well as the most basic and key mission. With the deepening of reform and opening up, urbanization and industrialization have been further developed, and the rural value status has gradually been strengthened. China's agricultural policy has changed from agriculture nurturing industry to industry feeding agriculture. The key to the prosperity of rural industry is to realize the integration of rural industries, fully develop various agricultural functions, and further integrate the primary, secondary and tertiary industries. Agricultural development is no longer independent of industry and service or a single mode of production. The industrialization of production, processing, sales and service is the trend of new agriculture.

2.1.2 Ecological Livable

General Secretary Xi Jinping once emphasized "to build ecologically livable and beautiful villages, so that farmers will have more sense of gain and happiness." In recent years, rural areas have achieved good results in ecological environment. The first is the deepening reform of agricultural ecology. The use of agricultural chemical fertilizers and pesticides decreased by 4.4% and 16.5% respectively from 2013 to 2018, indicating that their utilization efficiency has been improved. The second is the continuous improvement of rural ecology. The rural sanitation and electricity, the power generation efficiency of rural hydropower stations and the rural living environment all have been improved.

2.1.3 Rural Civilization

Rural civilization is to promote the progress of rural culture and education, medical and health undertakings, the change of customs, the civilization progress, and further improve the degree of rural civilization. For a long time in the past, the bad habits, like gathering gambling, marriage problems and no support for the elderly in rural areas were serious, which had a bad impact on the local economic and social development and the construction of rural civilization. In recent years, rural civilization construction has been implemented all over the country to enhance the construction of rural spiritual civilization. For example, on March 31, 2020, the Ministry of Agriculture and Rural Affairs recommended 21 national village-level excellent cases of "Village Civilization Construction" to the whole society, setting an example for the construction of rural civilization.

2.1.4 Effective Governance

Effective governance is the basis for rural revitalization, and a sound rural governance system is an inevitable requirement of this strategy. In the past, it was difficult for many rural grassroots

governance to achieve a balance between standardization and effectiveness. On the one hand, in the long governance chain and complex social environment, rural grass-roots governance may face multiple dilemmas, like "no power and force", "no rights and money", "no deed and effect";[12] On the other hand, the lack of standardization and loose regulation may encourage the evil forces to intervene in the rural grass-roots governance and grab resources, resulting in relatively low sense of political trust in the grass-roots authority. With China's growing emphasis on rural development and the effective implementation of poverty alleviation and development policies, the weak and insufficient rural governance capacity has been gradually improved, and the grass-roots governance structure has been gradually optimized. Especially since 2015, the "Major Secretary" residency mode has been vigorously promoted. The national macro-policy goals, the resource support of dispatched units, the interests of cadres and villagers can be combined, and the glued governance model of rural grass-roots is gradually formed.

2.1.5 Affluent Life

Affluent life is not only the root of the implementation of rural revitalization strategy, but also the direct reflection of industrial prosperity and the overall progress of rural society. As the main body of rural areas, farmers' income plays a decisive role in solving "three issues of agriculture, countryside and farmers" and implementing rural revitalization strategy. From 2013 to 2019, the per capita disposable income and per capita consumption expenditure of rural residents have increased significantly, and their living standards and consumption power are improving. Meanwhile, according to the current standard, the disposable income of rural residents in poor areas would reach 11567 yuan in 2019. Besides, the number of durable goods owned by rural residents at the end of the year is also increasing. For example, the average increase in car ownership per 100 rural households has reached 125%, and their life quality is constantly improving.

2.2 The Development of Rural Education

2.2.1 The Development of Various Types of Rural Education

In recent years, under the comprehensive promotion of the rural targeted poverty alleviation strategy, rural education has achieved certain results. Concerning preschool education, the number of kindergartens and full-time teachers in rural areas has increased to a certain degree, both in absolute terms and in the national proportion; Moreover, among the principals and full-time teachers in rural kindergartens, the proportion of college degree or above is significantly higher. Besides, according to the results released by the "China Rural Education Development Report 2019", in recent years, the proportion of rural kindergartens in the newly added inclusive kindergartens run by education departments is much higher than that in cities and towns. Concerning the vocational and adult education, the national rural adult cultural and technical training schools (institutions) always account for a large proportion in the national vocational and technical training institutions. Among the rural adult cultural and technical training schools (institutions) run by education departments, the number of township-run and village-run schools also accounts for the majority, accounting for 93.1% and 92.8% respectively in 2013 and 2018. Besides, the growth of national adult junior high schools and primary schools is also mainly in rural areas, accounting for 88.2% and 97.6% respectively in 2013 and 91.8% and 99.2% in 2018.

2.2.2 Rural Educational Facilities and Resources

With the gradual improvement of rural economic and social development, the conditions for running schools of all levels and types in rural areas have been gradually improved. Among all kinds of educational facilities and resources, relatively important ones are teaching offices, accommodation and other types of housing, fixed assets like computers, books and teaching equipment, as well as sports, music, fine arts and unblocked Internet. Areas of various rural high schools and preschool education, like teaching and supporting rooms, administrative offices and living rooms, have been increased significantly. The proportion of various housing in rural high schools is generally between 4% and 5%, and that of kindergartens is over 20%, which is slightly

higher than the proportion of full-time teachers and students in rural high schools and kindergartens. This shows that the school building resources have been greatly improved, which is generally in line with the number of teachers and students. Besides, in terms of teaching resources of all levels and types, the absolute number of computers, books, fixed assets and schools with Internet access in rural primary schools has increased to varying degrees from 2013 to 2018. These teaching facilities and network multimedia classrooms in rural high schools are becoming more and more perfect.

2.2.3 The Unbalanced Development of Rural Education

Concerning rural education, its preschool education is indeed developing rapidly, especially inclusive kindergartens. The growth rate and proportion in rural areas are significantly higher than those in urban areas; The development speed and quality of rural high schools are also rising steadily. While maintaining the overall size and number of teachers and students of rural high schools, the conditions for running schools have been significantly improved, and education and teaching facilities and resources have been increasingly standardized. This shows that apart from accepting national compulsory education, rural families gradually emphasize high school education. However, the total amount and speed of rural compulsory education are shrinking. The number of schools, full-time teachers and students are decreasing, and the rural compulsory education is facing the risk of loss of students. On the one hand, it is due to the merger of schools and the integration of resources. On the other hand, it is because that rural families improve their awareness of education and are more willing to send school-age students to urban areas.

3. The Long-term Power for Rural Revitalization

Rural education is an important part of rural society and plays a supporting role in rural revitalization. How to truly guarantee the quality and effect of rural education, especially the educational effect of greatly poor areas, is the key to determine whether these areas can effectively overcome poverty, cut off the inter-generational transmission of poverty, and also the sustainable power of rural revitalization in the post-poverty era. Thus, key layout and breakthrough can be made from the following aspects.

3.1 Developing Rural Vocational Education and Cultivating New Vocational Farmers

3.1.1 Cultivating New Professional Farmers and Realizing "Farming with Skills"

To truly reflect the national strategy of "overall planning of agriculture, science and education", rural vocational education should macroscopically combine agricultural science with rural vocational education. The new type of professional farmers is a kind of occupation that fully play their subjective initiative, whose main characteristics are loving agriculture, knowing skills and mastering management. Thus, the cultivation of new professional farmers needs various educational carriers, like field classrooms, network classrooms and vocational schools. We should fully emphasize the practice and pertinence of agricultural production, base on the rural reality, combine theory with practice, help farmers learn agricultural management skills, so as to meet the various needs of professional farmers training.

3.1.2 Building the Bridge of "General, Vocational and Adult Education" and Realizing "Foundation for Further Study"

With the appearance of population structural change, industrial structural optimization and upgrading and other complex cases, the former separation of general, vocational and adult education has caused the imbalance of rural resource element allocation to some degree. Some farmers want to further improve their education and skills, but lack of ways. To truly reflect the integration of general, and vocational and adult education, we must seek the combination of general and vocational adult education at the medium level. Thus, to develop rural vocational education, we need to reform the entrance system, build a bridge of "general, vocational and adult education", and make the entrance path of new vocational farmers receiving rural vocational education clear.

3.1.3 Building a Base of "Integration of Industry and Education" and Realizing "Learning and Earning"

Rural vocational education can provide talents cultivation and training for rural revitalization. Meanwhile, it also has other spillover effects, like providing real-time guidance for the development of agricultural management, providing information help for the management and marketing model, etc. Thus, to develop rural vocational education, it is necessary to build a base of "integration of industry and education" and realize the combination of schools and enterprises. The base connects schools and enterprises, and can implement real-time training and teaching. This can not only provide practical training for students receiving vocational education, but also realize the social benefits of enterprises. To some degree, it can improve the economic benefits of rural vocational education and provide guarantee for the sustainable and efficient operation of schools. Besides, the base of the "integration of industry and education" in the school-enterprise combination model also suits the goal of integrated development of rural primary, secondary and tertiary industries.

3.2 Developing Innovative and Entrepreneurial Education and Activating Rural Innovative and Entrepreneurial Vitality

3.2.1 Combining Rural Innovative and Entrepreneurial Education and Competitions and Providing a Platform for High-quality Innovative and Entrepreneurial Achievements

In 2017, the Ministry of Agriculture held the first National "Internet +" Entrepreneurship and Innovation Expo for New Farmers and New Technology. It had major events, like the "Internet +" modern agricultural conference, China rural entrepreneurial and innovative forum, and the national rural entrepreneurial and innovative competitions (finals). Since then, the expo has been held every year. For many rural entrepreneurs and innovators, this is both a display platform and a rare educational opportunity. Thus, this kind of education should run through the whole expo. In this way, it not only provides a display platform for the high-quality achievements of rural entrepreneurship and innovation, but also provides an exchange platform and learning opportunities for intentioners across the country. The expo also opens a "Rural Entrepreneurial and Innovative Educational Lecture", which invites experts and scholars in the field and successful entrepreneurs to talk about courses and show their achievements.

3.2.2 Building Rural Entrepreneurial and Innovative Incubation Bases and Parks and Providing Powerful Support for New Innovators

In the early 2020, the Ministry of Agriculture and Rural Affairs recommended 100 national rural innovative and entrepreneurial model counties, 200 national rural innovative and entrepreneurial parks, and 200 national rural innovative and entrepreneurial incubation training bases. Among them, these parks and incubation bases provide policy consultation, project selection, technical guidance and other services for innovative and entrepreneurial talents returning to the countryside. Rural innovative and entrepreneurial education emphasizes on practical training and operation, and requires trainees to have corresponding opportunities to identify, organize, manage and bear risks. To improve the efficiency of rural innovation and entrepreneurship, these talents must be provided with targeted training content that meets market requirements and combines rural local characteristics. We can implement the tutorial system of leading enterprises, help the innovators and entrepreneurs form a full market understanding with the help of the market, and boost their innovative and entrepreneurial achievements to gain a place in the market.

3.3 Developing Family and General Education and Making Rural Education Fully Blossom

3.3.1 Fully Playing the Function of Family Education and Coordinating Education between Family and Schools

Educational returns tend to lag behind gains. Many rural families neglect the importance of education because of lateness of functions and potential of values,[13] even deprive children of

further education opportunities to save money. Family is the important support of education, and the cooperative education between family and schools is the best path for rural education. Thus, family education includes two aspects. The first is family education. Targeted education poverty alleviation activities should be implemented for rural family members with the core of "promoting aspiration, intelligence and education", [14] so as to reshape rural parents' concepts and attitudes towards education and improve their emphasis on their own and their children's education; The second is to take the family as the basic unit, create a good family support educational environment, play the role of family education in school education, and promote students to develop the habit of active learning.

3.3.2 Promoting the Localization of General Education and Making the Sustainable Development of Rural Education

At present, rural education, especially general education, still has hidden crisis. For example, the low quality of rural education, the indifference of rural students' sense of identity, the loss of rural teachers' identity, the "loss of contact" of rural school community, [15] all make rural education face danger. Rural general education should uphold the concept of localized education, so that rural education can penetrate into the rural local social ecological situation. To promote rural general education, it is necessary to further plan and build rural public kindergartens, encourage social forces to set up rural children's institutions with high quality and good price, and realize "rural children with schooling" as soon as possible; We must give the rural ecological environment the role of teaching carrier, deepen the knowledge and understanding of the local ecological environment, and enhance the identity of rural students; Besides, we must also improve the quality of rural middle and high schools, provide educational subsidies for local students, and reduce the loss of rural students. Realizing the sustainable development of rural education is a long process. This requires the joint construction and support of multiple parties, combined with the rural local characteristics to gradually promote a modern education model.

4. Conclusion

By 2021, the Central Committee of the Communist Party of China and the State Council have promulgated "three issues of agriculture, countryside and farmers" as the No. 1 document of the Central Committee 18 times. Meanwhile, rural education is also developing towards diversification and high quality. The development of rural education is significant, teaching facilities are more perfect, teachers are more optimized, and the quality of students is improving day by day. On the whole, with the continuous increase of educational investment, rural general, adult and vocational education have been significantly improved. In particular, the absolute number and relative proportion of rural vocational and adult education have increased rapidly and accounted for a relatively high proportion. This shows that the strengthening of rural education is being gradually implemented, rural children can receive fair and quality education, the inter-generational transmission of poverty is blocked and rural revitalization is promoted. However, compared with urban education, rural education faces more challenges. Insufficient funds, weak teachers, and backward facilities are the main factors that restrict rural education. The problem of rural education is not only a problem of villages, but also a problem of government and the whole society. We should increase the government financial investment in rural education, encourage social funds to help rural education, and enhance the training of rural teachers. Besides, it is also necessary to enhance the sense of acquisition of rural teachers, improve their social status and welfare treatment, so as to make rural education truly become a long-term power for the implementation of rural revitalization strategy.

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