

INNOVATION OF THE EDUCATION MANAGEMENT SYSTEM FOR LEFT-BEHIND CHILDREN IN RURAL CHINA

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Abstract

In the process of China's urbanization, the scale of the rural left-behind children group is huge. According to the education statistics released by the Ministry of Education of China in August 2023, the number of rural left-behind children in the compulsory education stage in 2023 was 15.5056 million. The structural contradictions of the current education management system have become more prominent. The education management of rural left-behind children faces problems such as insufficient policy execution, unbalanced resource allocation, and lack of family and social support, which seriously affect the fairness of rural education and the improvement of education quality. Based on the close connection between the rural revitalization strategy and the development of rural education, this paper deeply analyzes the current situation and problems of the education management of left-behind children, and proposes innovative paths, including strengthening policy support, optimizing resource allocation, constructing a multi-party collaborative mechanism, paying attention to mental health and comprehensive development, etc., aiming to provide theoretical and practical references for improving the education quality of left-behind children, narrowing the urban-rural education gap, and contributing to rural revitalization.

Keywords: Left-Behind Children; Educational Management

Introduction

In recent years, the urbanization process in China has accelerated. A large number of rural laborers have migrated to cities for work, resulting in a large number of rural left-behind children. Their growth is confronted with numerous challenges, such as the lack of family guardianship, scarcity of educational resources, and potential mental health issues. The education management of rural left-behind children is not only crucial for individual development but also closely linked to rural stability and the rural revitalization strategy.

The 19th National Congress of the Communist Party of China proposed the "Rural Revitalization Strategy". Education plays a fundamental role in this strategy, serving as the key to revitalizing rural human capital and promoting the sustainable development of rural areas. However, currently, there are many shortcomings in the education management system for rural left-behind children in China. It needs to be improved in aspects like policy implementation, resource allocation, family involvement, and social cooperation, and it is difficult to meet the diverse needs of left-behind children.

Therefore, it is of great significance to study the innovative paths of the education management system for rural left-behind children. Theoretically, it can enrich the academic theoretical systems of rural revitalization and education management. Practically, it can provide effective guidance for resolving the educational dilemmas of left-behind children, promote educational equity, and contribute to rural revitalization. This article will clarify the internal relationships between rural revitalization and rural education management, analyze existing problems, and explore innovative paths to contribute to the realization of educational equity and rural revitalization.

The Rural Revitalization Strategy and the Development of Rural Education

The rural revitalization strategy aims to address the issue of unbalanced urban-rural development and promote the comprehensive prosperity of rural areas. Rural education is of great significance in this process.

On the one hand, education can enhance the quality of farmers. It helps them master advanced agricultural technologies and management knowledge, improve production efficiency, and promote agricultural modernization. At the same time, it provides talent support for rural governance. As some scholars have pointed out, education plays a crucial role in rural development (Zhang Ming, Liu Xia, 2019). On the other hand, educational equity is the cornerstone of urban-rural integration. Optimizing the allocation of rural educational resources and strengthening exchanges and cooperation between urban and rural schools can narrow the urban-rural education gap and promote urban-rural integration. In addition, education can also improve farmers' legal awareness, public participation ability, and cultural literacy, promote civilized rural customs, and create a harmonious rural environment.

Therefore, in the context of the rural revitalization strategy, it is necessary to increase policy support for rural education, optimize resource allocation, strengthen the construction of the teaching staff, and strive to achieve urban-rural educational equity, so as to lay a solid educational foundation for the comprehensive revitalization of rural areas.

Analysis of the Current Situation of the Education Management of Left-Behind Children in Rural China

Driven by the rural revitalization strategy, certain achievements have been made in the education management of rural left - behind children in China. The popularization rate of basic education has increased, enabling more children to receive a complete compulsory education. The construction of the rural teaching staff has been strengthened, and the improved treatment has attracted the influx of talents. The development of educational informatization has been rapid, allowing high - quality educational resources to be shared. Precision poverty alleviation policies have been continuously promoted, and the care system has been constantly improved.

However, many challenges still remain. The ineffective implementation of the policy system restricts the education management of rural left - behind children. Although the state has issued a series of policies to promote rural educational equity, local governments face difficulties in implementation and have limited implementation capabilities. As a result, the implementation effect of policies at the grassroots level is not satisfactory, and many policies that benefit left - behind children have not been effectively implemented. The problem of uneven distribution of educational resources is also prominent. There is a large gap in infrastructure and curriculum settings between urban and rural schools. Rural schools find it difficult to meet the diverse needs of students. This is mainly manifested in a weak teaching staff, with a serious loss of excellent teachers and an irrational structure of the teaching staff; outdated infrastructure and a shortage of teaching equipment, making it impossible to meet the needs of modern teaching; and relatively low teaching quality, with curriculum settings out of touch with those in cities, restricting the expansion of the knowledge horizons and the improvement of the comprehensive qualities of left - behind children. Insufficient family education support is also a major problem. Left - behind children lack effective supervision and learning guidance. Due to the long - term absence of parental companionship and love, they are prone to psychological, emotional, and behavioral problems, such as low self - esteem, anxiety, and hindered social skills development. These problems not only affect academic performance but also have a long - term negative impact on their physical and mental health and personality development. In addition, the loss of students has put some rural schools at risk

of being merged or closed, affecting the sustainable development of rural education and thus hindering the progress of the rural revitalization strategy.

Requirements for the Improvement of the Education Management System under the Rural Revitalization Strategy

The advancement of the rural revitalization strategy requires the upgrading of the rural education management system in many aspects.

Balanced resource allocation: Increase support for rural teachers, promote the flow of urban and rural teaching staff, increase capital investment, and improve the software and hardware construction of schools to ensure educational equity.

Improving education quality: Improve the quality of teachers, innovate teaching methods, pay attention to the comprehensive development of students, and enhance their social adaptability.

Coordinating with local development: Carry out education based on the industrial and cultural characteristics of rural areas, cultivate practical talents, inherit local culture, and enhance the driving force for rural development.

Accelerating educational informatization: Promote the digitalization of rural education, use technology to optimize the allocation of educational resources, and cultivate students' innovative and practical abilities.

Strengthening multi-party collaboration: The government, schools, families, and society should work together. The government should play a leading role and increase investment, schools should provide good educational services, families should actively participate, and social forces should contribute to jointly promote rural education reform.

Paths to Improve the Education Management System for Left-Behind Children in Rural Areas

In order to optimize the education management of rural left-behind children, improve education quality, and promote urban-rural educational equity, reforms can be advanced from the following four key dimensions:

Improving Policy Guarantees: The government should introduce special policies, increase capital investment, and set up special funds. These funds are used to improve school facilities, subsidize poor students, and conduct teacher training. At the same time, it is necessary to improve laws and regulations, clearly define the responsibilities of the government, schools, families, and social organizations, and establish a supervision and evaluation mechanism to ensure the effective implementation of policies.

Optimizing Resource Allocation: Increase investment in rural education funds to improve school infrastructure and create a good teaching environment. Actively promote the sharing of urban and rural educational resources by carrying out activities such as paired assistance and online synchronous classrooms. Increasing financial subsidies and promoting in-depth urban-rural education linkage can optimize the allocation of urban and rural educational resources and improve the accessibility and quality of rural educational resources, which is consistent with this idea. At the same time, strengthening the construction of the teaching staff, improving teachers' salaries and development opportunities, and intensifying training can address the issues of teacher shortages and low teaching quality.

Strengthening Multi-Subject Collaboration: The government should play a coordinating role to guide the participation of all parties. Schools should strengthen the management and services for left-behind children. Improve the support of family education through various means and strengthen home-school communication. Encourage social forces

such as public welfare organizations and enterprises to participate to form a multi-party collaborative model. Multiple parties should participate together, but currently, the participation of social forces is low and the collaborative mechanism is not smooth, which urgently needs to be optimized and improved to give full play to the collaborative effect.

Promoting Informatization Management: Build a digital education platform to integrate various educational resources and achieve resource sharing. Develop smart campuses to achieve intelligent management and improve management efficiency. Promote the integration of online and offline teaching, use big data to achieve personalized teaching, and comprehensively improve the modernization level of rural education.

Through the above measures, a good educational environment can be created for left-behind children, providing talent and intellectual support for rural revitalization.

Typical Cases and Experience Summarization

Analyzing typical cases at home and abroad can provide references for improving the education management system for rural left-behind children in China.

Educational Equity Policies: The "Education Priority Zone" policy in the United States gives preferential treatment to schools in rural and poor areas. It provides funds to improve hardware facilities such as teaching buildings and laboratories, and selects excellent teachers to be dispatched there, while also offering them more training and promotion opportunities, thus promoting the flow of educational resources to disadvantaged areas (Smith & Brown, 2018). Nordic countries implement free education from preschool to higher education. They use distance education to deliver high-quality courses to remote rural areas, reducing the financial burden on families and enabling rural children to enjoy high-quality education. China can establish special support zones for the education of rural left-behind children, precisely invest funds and teaching staff, improve the education subsidy system, increase subsidies, develop distance education, and expand the coverage of high-quality educational resources.

Mental Health Support: The United States and Australia assign professional psychological counselors to rural schools to provide counseling and assessment services. Social organizations build multiple psychological support channels through lectures, group counseling, one-on-one assistance, etc., and also train counselors. For example, a rural school in the United States cooperated with a social organization to provide psychological support for left-behind children, improving their mental health as well as their learning and social skills (Johnson et al., 2019; Williams, 2021). China should attach importance to the mental health education of left-behind children, increase the cultivation and allocation of professional psychological teachers, and encourage the participation of social organizations to build an online and offline mental health service network.

Multi-Subject Collaborative Governance Model: The "Community School" model in the United States integrates the resources of the government, schools, society, and parents. The government provides policy and financial support, society participates in construction and services, and parents are involved in management and teaching, promoting the integration of schools and communities and creating an all-round educational environment (Taylor, 2019). In India, non-governmental organizations raise funds to build schools and provide scholarships to help poor children go to school. In South Africa, non-governmental organizations conduct vocational skills training to enhance children's employability (Patel, 2020). China should strengthen government coordination, encourage communities to participate in the education management of left-behind children, establish school-community cooperation mechanisms, support social organizations in carrying out educational assistance, skills training and other activities, and build a multi-subject collaborative governance pattern.

When improving the education management system for rural left-behind children in China, we can draw on the above experiences in combination with national conditions, optimize management strategies, and improve the quality of education.

Conclusion

In the process of urbanization, the scale of rural left-behind children is large, and the existing education management system has obvious disadvantages. Uneven resource allocation, a weak teaching staff, and a lack of family education not only hinder the growth of left-behind children but also restrict rural development. Rural education is of great significance for rural revitalization. It can improve the quality of farmers, promote educational equity, and drive rural governance. Based on the new requirements of rural revitalization, this article proposes innovative paths. Firstly, improve policy guarantees: formulate special policies, increase investment, and improve laws and regulations to provide policy and legal support. Secondly, optimize resource allocation: increase education funds, improve facilities, strengthen the construction of the teaching staff, and promote the sharing of urban and rural resources. Thirdly, strengthen multi-subject collaboration: the government should coordinate and guide schools, families, social organizations, and enterprises to participate together to form a collaborative model. Fourthly, promote informatization management: build a digital platform, develop smart campuses, and use big data to achieve personalized teaching. The practices of typical domestic and foreign cases in educational equity, mental health, and multi-subject collaboration provide experiences in resource allocation, psychological care, educational informatization, and other fields for improving the system. Innovating the education management system for rural left-behind children requires the collaboration of multiple parties. The government should increase policy and financial support, schools should improve service quality, families should actively participate in children's education, and social forces should help carry out caring activities. All parties should work together to improve education quality, narrow the urban-rural gap, provide talents for rural revitalization, and promote rural development and social harmony.

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