

The Realistic Predicament and Countermeasures of After-School Service for Rural Primary School Students in Ethnic Minority Areas of China

WEI Jia^{[a],*}

^[a]Chongqing Academy of Education Science, Chongqing, China.

*Corresponding author.

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Abstract

At present, the problem of after-school service for primary school students in minority rural areas in China needs to be solved urgently. Based on the analysis of the current after-school service policy in primary and secondary schools, according to the research results, although the problem of primary school students' picking up and dropping off is not prominent, the problem of school leaving unattended at home is widespread, parents all want students to receive after-school services, however, there is a serious shortage of after-school services for non-profit students, and there are many difficulties in developing after-school services in rural primary schools. In order to meet the demand of after-school service for rural families, it is suggested that the after-school service function of rural boarding schools should be brought into full play, that qualified rural primary schools should be supported to provide after-school service, and that public welfare community after-school service institutions should be explored, provision of inclusive after-school social services as appropriate.

Key words: Minority areas; Rural primary schools; After-school services; Education equity

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The development of after-school services for primary and secondary school students is an important measure to promote the healthy growth of students and help parents solve the difficulties of picking up and dropping off students on time, it is a livelihood project that further strengthens the education service ability and makes the people have more sense of gain and happiness. Based on an in-depth investigation of the current situation of after-school services in rural primary schools in minority areas of Chongqing, this paper puts forward four suggestions to promote the development of students' physical and mental health, we will effectively address the worries of migrant workers and those returning to their hometowns to start businesses. Chongqing Education Commission and other four departments issued “on the overall promotion of primary and secondary school students after-school services guidance (trial)”, urban primary and secondary school students after-school services have been basically resolved. The rural economic development in the minority areas of Chongqing is relatively backward, many parents of students are working abroad, and the problem of after-school service for primary and middle school students needs to be solved urgently. Compared with rural middle school students, most of them study in rural boarding schools, and the demand of after-school service is small, the problem of rural primary school students leaving home unattended is more serious, and the demand of after-school service is greater. In view of this social problem, the task group has carried out a special investigation on after-school services for rural primary school students in ethnic minority areas.

1. THE BASIC RESEARCH

Group conducted a questionnaire survey among 23 primary schools, 8,764 primary school students, 1,156 parents, 795 teachers and 185 school cadres in five districts and counties with a high concentration

of ethnic minorities in Wuling Mountains, as well as in some autonomous townships, and visited some schools, township governments and village committees (Neighborhood Committees). In addition, the task group also conducted a discussion with the county-level education administration departments of five minority counties in Chongqing, with a total of about 20 education administrators interviewed.

2. THE BASIC POLICY ANALYSIS OF AFTER-SCHOOL SERVICE

In primary and secondary schools in China, the main target of after-school service in the afternoon normal after-school service needs of the school students. Priority should be given to such service groups as left-behind children, children of migrant workers, children from economically disadvantaged families and students in middle and lower grades. After-school services in primary and secondary schools throughout the country are mainly provided by state-run primary and secondary schools, but private primary and secondary schools and kindergartens are encouraged to implement relevant policies in light of their actual conditions.

2.1 The Basic Principle for After-School Services

First, is to adhere to voluntary participation. Students and their parents choose whether to attend after-school service or not¹. Schools and parents, students signed after-school service agreement, clear after-school service specific matters, in accordance with the agreement to implement the responsibilities of each party. Second, adhere to home-school co-education. We will further enhance the consensus between schools and families, establish a scientific concept, scientifically optimize students 'study, life and entertainment arrangements inside and outside school, do not blindly participate in extra-curricular training and do not follow the trend of applying for classes, and effectively reduce the excessive burden on primary and secondary school students. Third, adhere to open and transparent. Through the school bulletin board, campus public number, parents WeChat group, open service hours, service methods, service content and so on, actively accept social supervision. We will give full play to the role of parents 'committees, organize the participation of parents 'representatives in the whole process, promote the disclosure of information in all aspects, and standardize the supervision of after-school services. Fourth, adhere to the principle of public welfare. We will encourage district and county financial input to

provide students with services within their capabilities. For districts and counties that do not have the conditions but have the demand for after-school services, after-school services can be provided with government financial subsidies and school support, and parents can reasonably share the operating costs.

2.2 The Main Contents of After-School Services

Various places advocate the use of effective time and space to build a diversified supply system and provide a variety of after-school services. One is to carry out homework counseling. Arrange the students to finish the homework in the designated place, strengthen the help to the students who have difficulty in study, and give the guidance to the students who have more ability in study. Second, the development of interest and expertise. Through various societies, interest groups in the form of entertainment games and other popular forms, organized students to carry out independent reading, physical training, science popularization. Third, we need to enhance our ability to innovate. Comprehensive use of computer rooms, laboratories, science and Technology Museum, museums and other resources to develop outreach activities and research-based learning. Fourth, increase labor skills. Comprehensive Use of happy farms, student canteens, campus environment and other resources, the development of labor experience activities, training of labor skills. Fifth, special education should be organized. To co-ordinate and arrange public welfare lectures, safety drills, legal publicity and other useful educational activities.

2.3 The Effective Implementation of After-School Services

First, is to adhere to district and county territorial management. As the implementing body of after-school services in primary and secondary schools in the region, local governments actively play a leading role in overall coordination, guidance services, support and protection, and effectively respond to people's livelihood needs. The district and county education administrative departments should take the responsibility of managing the after-school service for the primary and middle school students (Zou, 2020), strengthen the communication and coordination with the relevant departments, integrate the resources of all parties, and do well the after-school service for the primary and middle school students together. Second, the school-based implementation. Strengthen the school in after-school services in the main channel, the use of personnel, venues, management and other advantages, take the initiative to assume the social responsibility of after-school services to meet the needs of students. The school should inform the students and their parents of the details of the after-school service, including the service content, personnel arrangement and charging matters, so as to facilitate their parents 'voluntary choice. Schools

1 The guiding opinions of the General Office of the Ministry of Education on the after-school service for primary and middle school students[EB/OL].(2017-03-02)[2021-01-06]. http://www.moe.gov/SRCSITE/A06/s3325/201703/t20170304_298203.HTML.

are encouraged to cooperate with units such as children's palaces, science and technology museums, or qualified social organizations and professional institutions to provide after-school services. Third, scientific allocation of teachers. To encourage school teachers to develop their hobbies and expertise, cross-disciplinary guidance students. To support the community caring people, parents, outstanding students, retired teachers, folk artists, artisans, intangible cultural heritage to provide students with a variety of services to enhance after-school service capacity. In principle, the school provides not more than 30 students with one teacher for after-school services, and provides support staff for teaching, health and safety according to the standard of normal teaching hours. A shift leader is assigned to coordinate management. The relevant departments and primary and secondary schools will strictly check up on the participants. Four is to insist on reasonable remuneration for personnel. Employees who undertake after-school services may receive labour subsidies, which should reflect the principles of distribution according to work, preferential remuneration and consideration for fairness. The specific standards and methods for granting such subsidies shall be formulated by all localities as a whole. Schools that provide after-school services in different places should increase the total amount of performance pay, which is mainly used to subsidize teachers who participate in after-school services. The relevant labour benefits may be determined by mutual agreement for outside social professionals engaged in after-school services, and the necessary funds may be paid out of the fees charged.

However, looking at the current policy situation of after-school services in primary and secondary schools in our country, none of them can put forward specific requirements or make reasonable arrangements for after-school services in ethnic minority areas, as a result, there are many practical problems in after-school service for rural primary school students in ethnic minority areas.

3. THE MAIN PROBLEMS OF AFTER-SCHOOL SERVICES FOR RURAL PRIMARY SCHOOL STUDENTS IN ETHNIC MINORITY AREAS

Have been investigated, studied and analyzed, the main findings are as follows:

3.1 The Difficulty of Picking up and Dropping off Primary School Students in Rural Areas of Ethnic Minority Areas Is Not Obvious

With the increase in the number of returning home to start businesses, only 39.54 percent of primary school students have parents who work outside the country, and 37.87 percent of primary school students are raised by

grandparents or grandparents in alternate generations. 61. seventy-one per cent of primary school pupils' families buy or rent a house in the market town where the school is located, and these pupils can go home alone or in groups after school; for non-primary school pupils who do not live in the market town, the access roads to and from school are roads or rural roads of concrete construction, the distance between home and school is about 50 minutes.

3.2 The Problem of Rural Primary School Students in Ethnic Minority Areas Being Left Unattended at Home After School Is Widespread

Parents, grandparents or grandparents accompanying the students are generally less educated, have more farm work at home and are busier in market towns, with 76.69 percent of parents having no time or ability to help their children with homework. 38. twenty-one percent of the students took part in the most activities after school, such as surfing the Internet, playing games, watching TV and playing. Some local primary school students go directly to the teahouse after school, grandparents and grandparents play cards for leisure, while students play games or watch TV with their grandparents' mobile phones. There are 241 pupils in the two primary schools in Shizhu Tujia Autonomous County Township Z, of whom 71 are Left-behind children in China, only 18.6 percent of left-behind children said they had someone to help them with their homework, 40.93 percent said they had no one to help them with their homework, and 60.68 percent said their guardians had little or no interest in their studies, according to the Left-behind children in China. It is alarming to note that nearly 19.08% of left-behind children spend more than two hours a day on their mobile phones or watching TV.

3.3 Parents of Rural Primary School Students in Ethnic Minority Areas Generally Expect Their Students to Receive After-School Services

Only 26.81% of parents said they had the time and ability to help their children with homework, and 59.58% of parents wanted their children to receive after-school services after school, 50.75% of parents want their children to receive after-school services in the village community (some parents who live close to the school also choose to receive after-school services in the school). 56.52% of parents hope to provide homework guidance service, 59.64% of parents hope to provide reading guidance, sports training, popular science production and other services, 16.10% of parents want their children to live in a boarding school (mainly older grandparents or grandparents who have raised their children in different generations), 45.56% of parents are willing to pay for after-school services (most of them are parents who have successfully set up a business in a rural area, or who earn a higher income from working in a market town).

3.4 There Is a Serious Shortage of After-School Services for Rural Public Welfare Students in Ethnic Minority Areas

Most independent rural primary schools do not have boarding conditions, and the nine-year system has very limited boarding capacity and conditions. Most parents prefer to alternate generations of education rather than send their children to boarding schools to “suffer.” Except for the “4:30 Class” held by the cadres (First Secretary) or volunteers in some villages with deep poverty, the vast majority of the villages have no public-spirited after-school care organizations for students. Individual village groups have student after-school trust organizations run by retired cadres and workers, which have problems such as limited space, poor equipment and facilities, uneven quality of management personnel, and a serious shortage of operating funds, very few parents send their children to day care.

3.5 There Are Many Difficulties in Carrying Out After-School Services in Rural Primary Schools in Ethnic Minority Areas

With the improvement of rural traffic conditions, 48.55% of rural primary school teachers live in the county seat and commute to work long hours. Only 64.65% of teachers said they have time and energy to participate in after-school services organized by the school. 24.32% of school officials are willing to convert their schools into boarding primary schools, 77. Thirty percent of the school cadres believed that the main difficulty in carrying out after-school services was security responsibility, 75.14 percent also believed that the main difficulty was lack of funds, and 36.22 percent also believed that the main difficulty was lack of teachers.

4. SUGGESTIONS FOR DEVELOPING AFTER-SCHOOL SERVICES FOR RURAL PRIMARY SCHOOL STUDENTS IN ETHNIC MINORITY AREAS

Chinese President Xi Jinping has repeatedly stressed “poverty alleviation must be supported by wisdom.” To enable children in poor areas to receive good education is an important task of poverty alleviation and development, and also an important way to stop the intergenerational transmission of poverty, after-school services for urban primary and secondary school students have been basically solved, while after-school services for rural students are in the ascendant. Compared with cities, after-school services for rural primary school students in ethnic minority areas are quite different in objects, contents, teachers, venues, management, funds, etc., we need to establish and improve the after-school service working mechanism that is “government-led, coordinated by departments, school management and multi-party

participation” (Ma and Zeng, 2018), with comprehensive measures and multiple choices, so as to effectively address the worries of migrant workers and those who return home to start their own businesses, efforts to meet the needs of students and parents for after-school services, and constantly enhance the sense of acquisition and happiness of ethnic minorities.

4.1 To Give Full Play to the After-School Service Function of Township Boarding Schools

We will make overall plans for the construction of a new socialist countryside and rural schools, optimize the planning and layout of rural schools in ethnic minority areas, and build or expand a number of boarding central primary schools in villages and towns in ethnic minority areas where the population is relatively concentrated, to meet the boarding needs of rural primary school students whose parents are both migrant workers and have no relatives to take care of them (in principle, primary school students of grade 1-3 do not live in boarding schools, but go to school nearby); We will comprehensively improve the basic living conditions of students’ dormitories, canteens, drinking water, toilets and bathrooms in rural residential primary schools, take the government to buy services to take care of boarding students with the necessary accommodation, cooks, security, school medical workers and other service staff and health personnel. The school shall provide the boarding students with study guidance, life care and psychological counseling services, and enrich all kinds of cultural and sports activities (Jia and Chen, 2017), so that the boarding students can feel the warmth and happiness of the school as a whole, so that the township boarding schools really become an important front to promote the physical and mental health of children.

4.2 To Support Rural Primary Schools That Are in a Position to Do So to Provide After-School Services

Referring to the after-school service model for urban primary school students, supporting rural primary schools in minority areas where conditions permit to design after-school service projects according to local conditions, relying on the existing teacher resources, in order to promote the all-round development of moral, intellectual, physical, art and labor of primary and secondary school students, we provide after-school services of various forms and rich contents for rural primary and secondary school students. In view of the large number of children from poor families and low-income families in rural areas, it is not appropriate for rural primary schools to charge parents for after-school services. It is suggested that districts and counties with better economic conditions should include in their budgets the subsidies for teachers and external personnel who participate in after-school services, and the necessary expenses for schools to carry out after-school services, and that districts and counties

with relatively backward economic conditions should be guaranteed, can Rely on the Public Welfare Fund for the community to raise funds, targeted to finance the development of after-school services in rural primary schools. If the financial funds or the social donation funds are used to distribute the subsidies to the teachers who are on the staff, they shall be incorporated into the management of the performance pay, and shall be verified and approved by the departments of human and social security, finance, education, etc. to increase the total amount of the performance pay.

4.3 To Explore the Establishment of Community-Based After-School Services for Public Welfare

We will support townships, towns and villages in minority areas where conditions permit to set up public welfare after-school services (stations and stations) by making use of the offices of village committees (Neighborhood Committees) or by using safe and suitable public venues in areas where students are relatively concentrated. Township and Village Committee (Neighborhood Committee) cadres, school teachers, retired workers and students' parents are invited to serve as part-time teachers (Qu, 2019), bring their own hobbies and specialties into play, participate in compulsory after-school services for students, Give Homework Guidance and organize various cultural and sports activities, promoting the all-round development of moral, intellectual, physical, art and labor of primary and middle school students. In accordance with the principle of "territorial administration" , the township governments shall allocate funds from the funds for social undertakings, etc. for the purchase of equipment and facilities for public welfare community after-school service institutions, water and electricity expenses, etc. . The local primary schools shall cooperate with the township governments, to strengthen the management and guidance of Public Welfare after-school service organizations, to strictly examine the conduct and academic qualifications of part-time teachers participating in after-school service, and to strengthen the guidance of after-school service content, process management and quality supervision, to ensure that after-school service guidance in line with the laws of education and students' physical and mental development.

4.4 To Organize Inclusive After-School Social Services as Appropriate

Referring to the experience of "institutional trusteeship and parents' payment" in Fujian and other provinces and cities, the off-school Trusteeship Service shall be brought into the scope of administration of domestic service (applying for registration with the industrial and commercial departments) , and enterprises or individuals with qualification and strength shall be encouraged, AFTER-SCHOOL CARE service agencies for primary school students have been set up in rural areas of ethnic minority areas to accept the entrustment of students' parents and provide services such as pick-up and drop-off, homework guidance and so on. After-school social service institutions for rural students are non-profit-making in nature, charge according to cost accounting, and the implementation of the price department filing system. After-school Social Service Institutions Service personnel should love public welfare, physical and mental health, with a state-recognized license certificate, in line with the needs of students 'learning activities, by the relevant departments to review and record before the certificate service. Education, Industry and Commerce departments should strengthen the guidance, management and supervision of inclusive social after-school services, and strictly prohibit institutions and personnel with poor records from participating in after-school services, it is strictly forbidden for in-service teachers to take part in the work of after-school social service organizations. It is strictly forbidden to change after-school service into group teaching of subjects, Group remedial classes or Olympiad Training.

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