

Forecast Research on the Gap of Culture Education Indicators on Building Moderately Prosperous Society of Yunnan Ethnic Minority Areas

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ABSTRACT: In the mountainous border of Yunnan minority areas, poverty, ethnic, border is much normal, compared with the national, the overall level of the province, the slow development of culture and education, the level of lag, regional, urban and rural, intercollegiate imbalance is very prominent. This is contrary to meaningful education fair, equitable, damage to the legitimate educational interests of minority border, a departure from the "equality, unity and harmony," the socialist ethnic relations, which restricts the harmonious and stable development of the overall situation of national border areas. No balanced development of border ethnic areas of culture and education, there is no balanced development of Yunnan Province and the country's culture and education. In this paper, the economic, policy, social three factors border of Yunnan Ethnic Cultural Education Area unbalanced development of systematic, comprehensive analysis. Targeted from sound public management system, improve the policy system, the implementation of a balanced resource development projects, and create a favorable environment for the development level of four proposed strategies to promote the border of Yunnan Ethnic Cultural Education Region Balanced Development.

I. Introduction

Yunnan is China most other minority ethnic minority population in the country's second national frontier provinces. Broadly speaking, Yunnan is located in the southwest border, and is a multi-ethnic province, Yunnan province it belongs to all the country's ethnic border areas; narrow sense, ethnic border areas on the one hand refers to the administrative division and is located on the border of the few ethnic autonomous areas, on the other hand refers to the ethnic minority areas. A total of 25 border counties in Yunnan, located in Wenshan, Honghe, Nujiang, Banna, Dehong five ethnic autonomous areas and Pu'er, Baoshan, Lancang City 3, respectively, with Myanmar, Laos and Vietnam border, the border line up to 4060 one thousand meters, accounting for one-fifth of China's land border. According to the sixth national census, the total population of ethnic minorities in Yunnan is 15.337 million, accounting for 33.37 percent of the province's population. Among them, the border areas of Yunnan minority population is 3.8852 million, accounting for 25.33 percent of the province's minority population.

No balanced development of border ethnic areas of culture and education, we can not achieve educational equity and justice in the true sense. Set the border of Yunnan Ethnic Region "frontier,

ethnic, religious, straight over, poverty, and resource-rich mountain valleys," as one, has been the country's poorer regions. It is worth noting that there are non-equilibrium with the regional economy and the wealth gap and increasing trend. This is contrary to national unity and equality policy, undermined the interests of minority education, a departure from the "equality, unity, mutual assistance and harmony," the socialist ethnic relations, which restricts the harmonious and stable development of border ethnic areas seriously affected "country Education "image, hindered the effective implementation of a series of national frontier national policy.

II. Development Situation of Yunnan Ethnic Area Cultural Education

By the end of 2012, Yunnan Province, a total of 13,020 primary and secondary schools and cultural education, teaching location 4.087 million, one teacher one location school 1356, in school (class) Pupils total 4.067 million; ordinary junior high school 1680, (class) ordinary junior high school a total of 1.9533 million students. There are nine border ethnic autonomous counties 539 primary schools, 110 teaching points, a total of 0.1509 million students. The province's culture and education of minority students stage a total of 1.4733 million, the proportion of minority students accounted for 36.23%. 9 Border Ethnic Minority Autonomous County a total of 0.1183 million students, the proportion of minority students accounted for 80.56%, 44.33 percentage points higher than the province.

2010 - 2012, nine national border counties net primary school-age enrollment rate increased from 99.57% to 99.59%, a 0.02 percentage point increase; ordinary junior high school gross enrollment rate of school-age population increased from 100.66% to 106.40%, improved 5.74 percentage point. In recent years, national border counties in Yunnan are also cultural education school effectiveness gradually. In Gongshan County, for example, compared with 2007, 2012, Gongshan County Primary school enrollment increased from 98.6% to 99.74%, junior middle school enrollment rate from 95.48% to 99.15% promotion, primary school retention rate raised to 99.52 from the 99.35% %, junior high retention rate raised to 97.45% from the 98.72%, primary school completion rate of the population 15 years of age raised to 97.79 percent 98.78 percent, of the population 17 years of lower secondary education completion rate of 81.34% raised to 93.4%. As another example, 2012-2013 academic year, Lancang County Elementary School 144 (teaching points a), 14 junior high school, complete secondary school 4 (including Lancang County National Experimental High School), nine-year school 4. 31753 pupils, of whom: girls 15358 people. Junior middle school students 16498 people, among them: girls 7747 people. Primary consolidation rate 99.14%, 97.76% junior high school consolidation rate, the county average years of schooling 6.03, the average years of education of the rural population of 5.04 years.

III. Development Problems of Yunnan Ethnic Area Cultural Education

First, the low level income of farmers. Although nine border ethnic autonomous county farmers' per capita income from 2008 to 1755.44 yuan in 2012 increased to 3821.67 yuan, increase by 117%, but still less 4095.33 yuan, 1595.33 yuan, 4218.33 yuan than the national, Yunnan Province, Kunming, were. Second, urban per capita disposable income is low. In 2011 and 2012, nine of urban residents per capita disposable income of border counties was significantly lower than the national, Yunnan and Kunming. In 2012, for example, the country, Yunnan Province, Kunming, the per capita disposable income of urban residents, respectively, 8653.11 yuan, 5749.11 yuan, 9914.11 yuan higher than the 9 ethnic border counties. 9 national border counties without any county in Yunnan Province reached the average level, which is lower than the lowest of the province's

Menglian county 8526 yuan. Third place low per capita public budget revenues, higher expenditures. In 2012, for example, nine border ethnic autonomous local public budgets per capita income lower than 2034.89 yuan, Yunnan Province, Kunming 4967.89 yuan lower than the larger gap. The province's ethnic autonomous areas and 25 border counties were 711.89 yuan and 341.89 yuan higher than the nine Border Ethnic Autonomous County. The lowest is only 488 yuan Ximeng County, Yunnan Province, with a difference of 2392 yuan. The difference is that with the income and expenditure border nine ethnic autonomous significantly higher than the province, Kunming high in 2012.

Education funding is not balanced. From 2008 to 2011, the country, Yunnan education budget and nine border counties of the gross national product (GDP) increased year by year, in which the national growth of 0.6 percentage points, 1.51 percentage point increase in Yunnan Province, an increase of nine counties common between 1% -2%. But uneven growth counties, such as Lancang County grew 6.75 percent in Hekou County grew only 0.14 percentage points, two counties differ 6.61 percentage points. Budget expenditure on education accounted for a lower proportion of fiscal expenditure. From 2008 to 2012, the proportion of spending nine ethnic border counties was significantly lower than the average level of Yunnan Province, to 2012, for example, the average proportion of expenditure nine counties 15.92%, respectively, higher than the national, provincial 0.39,3.13 percentage points lower . In addition to the Lancang, 2 Jinping County, the remaining seven counties were lower than the provincial average, which Gongshan County 10.88 percentage points lower than the province. Per capita total expenditure on education investment is low. From 2007 to 2011, nine border counties average total investment per capita expenditure on education from 499.03 yuan to 1100.06 yuan, an increase of 120.4%, respectively, but the increase was lower than that of Yunnan Province, Kunming 12.3,53.9 percentage points. In addition, the nine counties into a larger gap between the level, the highest Gongshan County, 1599.76 yuan, the lowest Jinping County is 847.09 yuan, a difference of 752.67 yuan.

Allocation of teachers and the quality is not balanced. Survey for school principals, teachers believe that the border areas, "stability" is only 14.62 percent, "basically stable" and accounted for 50.02 percent, that "very unstable" and accounted for 35.36%, suggesting that border the Minority Cultural Education Teacher stable the situation is not optimistic. "Teacher Career Satisfaction" survey results show, on their own "very satisfied" and "satisfied" teachers accounted for 60%, "unsatisfactory" teachers accounted for 40%, including Gengma County as high as 70%, which reflects the border professional identity of school teachers is low, resulting in the number of teachers leaving every year. From September 1, 2010 to August 31, 2013, the surveyed teachers who leave five counties were 62 people, 207 people, 16 people, 49 people, 12 people. In 3 years, the proportion of staff departures up to 7.7 %, the lowest was 2.5%. Interview, up to 53% of the teachers said: wanted to leave the education job, up to 80% of the young teacher said: if the opportunity will leave the education sector; more than 60 per cent of young teachers think: teaching is to find a suitable job only alternative. Border ethnic areas always have older teachers. Most ethnic areas, especially in remote rural primary schools, the working conditions and the difficult living conditions make young teachers "do not want to go, unable to retain" only local teachers to adhere to the post, resulting in the high age of teachers in rural areas. Because of poor health, old teacher, basic knowledge is weak aging, teaching philosophy, outdated teaching methods, improve teaching quality impact to some extent.

IV. The Forecast Suggestion of Yunnan Ethnic Area Cultural Education

Due to economic factors, policy, environment and constraints, the level of economic development, funding, school conditions, teachers, teaching quality border of Yunnan Ethnic Minority Areas serious imbalance, if not close the gap as quickly as possible, it will only exacerbate regional, urban and rural, school the gap between minority and injustice of international development. To change the present unbalanced development of the border of Yunnan minority areas and cultural education, government at all levels to enhance the sense of urgency and responsibility to promote the balanced development of border regions Ethnic Cultural Education as an important political task, based on the borders, ethnicity, poverty, special practice, effective integration of the development of border regions Ethnic culture balanced development of education policy, implementation, evaluation, several key aspects of adjustment, from the management system, policy support, resource allocation, and so make great efforts to create the environment. First, we should improve the legal level of education, science and burden-sharing system. Second, we should improve the education of scientific decision-making mechanism, funding guarantee mechanism, stable guarantee mechanism of teachers, monitoring and evaluation mechanisms. Third, to implement projects to enhance the quality of education, education, information technology projects, school foundation improvement works. Fourth, we must create a good social environment, enabling policy environment, balanced and fair educational environment.

V. Conclusion

The border of Yunnan minority areas with special and complex geography, history, social and cultural environment, and border issues involving ethnic cultural education in many fields of politics, economy, culture and other issues related to the balanced development of culture and education of education, development and reform, finance, personnel, almost all government departments of public security, civil affairs and other departments, and many party, these factors will inevitably difficult to study this objectively.

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