

Research on the Current Situation of One Village One Preschool Development in Meigu County under the Background of Rural Revitalization

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ABSTRACT: The "one village, one preschool" policy in Meigu County has improved rural early childhood education conditions, providing more equitable educational opportunities for children and reducing family economic burdens. The policy has also promoted the release of rural labor and socio-economic development. However, challenges such as weak teaching staff and unequal distribution of educational resources remain, requiring further policy support and optimization of resource allocation to achieve long-term development and true educational equity in rural areas. Continuous investment in teacher training and recruitment is crucial to ensure the improvement of educational quality.

Keywords: Rural revitalization; One village, one preschool; Liangshan Yi Autonomous Prefecture; Meigu County

I. RESEARCH BACKGROUND

Meigu County is located in the southwest of Sichuan Province, northeast of Liangshan Yi Autonomous Prefecture, at the western foot of Daliang Mountain. The total population of the county is 259,000, of which 257,100 are Yi people, accounting for 99.3% of the total population. Before 2016, Meigu County had a preschool enrollment rate of less than 20%. Both the government and parents did not pay enough attention to preschool enrollment, and children of preschool age were basically in a state of being left unattended. The main reasons for this were the insufficient resources for early childhood education, as during that time Meigu County only had one county-level public kindergarten. Additionally, the high cost of preschool education made it unaffordable for very few families.

In 2015, the Sichuan Provincial Committee and Government proposed the implementation of the "one village, one preschool" plan in the Liangshan Yi Autonomous Prefecture to address the weak

foundation, poor infrastructure, and low efficiency of preschool education in rural ethnic areas. This policy was implemented to establish a preschool education site in every administrative village in ethnic areas. The purpose was to fully implement the targeted poverty alleviation strategy, further enhance the level of education development in ethnic areas, and then implement the rural revitalization strategy. During the pilot phase in 2018, in villages where preschool education resources were not yet covered, surplus school buildings, village branch activity rooms, and Yi family cultural activity venues were fully integrated and utilized. After renovation to meet safety standards, preschool teaching points were established and operated. Based on the number of eligible children aged 4 to 6, 1 to multiple mixed-age classes were opened at each site, with around 30 eligible children per class and 2 instructors provided. By October 2018, there were 10,574 children in preschools in the county. In the spring semester of 2019, a total of 10,369 children were evaluated in the pilot phase, with 7,185 children passing the evaluation, achieving a pass rate of 69.29%. In June 2019, Meigu County comprehensively promoted the universal preschool education action, covering all preschool sites and public and private kindergartens in the county. Currently, there are 291 "one village, one preschool" preschool sites with 313 classes in the county, serving 14,975 children (including 7,433 children from families in extreme poverty); there are 8 public and private kindergartens with 3,359 children, including 553 children from families in extreme poverty. The "one village, one preschool" initiative has laid a solid foundation for promoting the rapid development of preschool education.

II. RESEARCH SIGNIFICANCE

Preschool education plays a crucial role in the physical and mental development of children, making it an essential component of basic education.

As part of the rural revitalization strategy, Meigu County has implemented the innovative "one village, one kindergarten" policy, which aims to alleviate poverty in ethnic areas by improving access to preschool education. This policy has been successful in increasing enrollment rates and improving the development environment for preschool education.

In 2015, the Liangshan Yi Autonomous Prefecture in Sichuan Province launched the "one village, one kindergarten" plan to address the bottleneck in the development of preschool education in ethnic areas and prevent intergenerational poverty transmission. The Education Bureau of Liangshan Prefecture has issued 10 normative documents, including the "Management Measures for Village-level Preschool Education Teaching Points in Liangshan Prefecture (Trial)" to support the implementation of this policy. Meigu County has taken advantage of this policy to revitalize idle resources and establish new early childhood education points in village activity rooms, Yi family new villages, and idle village schools.

According to a survey, Meigu County opened 291 early childhood education points in 2016, established 311 teaching classes, enrolled 10,364 children, hired 622 tutors, and invested 11.4872 million yuan. Through the implementation of the "one village, one kindergarten" policy and the withdrawal of townships and towns, Meigu County has achieved balance in educational resources and reached an unprecedented level of development in early childhood education in 2021.



Due to various factors such as natural environment, geographical location, production methods, and cultural customs, the economic development of Meigu County lags behind, resulting in persistent, deep, widespread, and difficult-to-manage poverty. As one of the key counties supported by national poverty alleviation and development efforts, Meigu County faces issues such as insufficient resource input, shortage of funds, deviation from policy goals, and formalized

governance. According to survey data from 2015, the total fiscal revenue of Meigu County was 1.98094 billion yuan, with local fiscal revenue of 69.67 million yuan. The total fiscal expenditure was 1.93923 billion yuan, with education expenditure of 407.656 million yuan, accounting for 21% of the total expenditure. Funds invested in preschool education were 23.285 million yuan, accounting for 5.7% of total education expenditure; primary education received 237.201 million yuan, accounting for 58.19%; junior high school education received 61.016 million yuan, accounting for 14.97%; and senior high school education received 24.56 million yuan, accounting for 6.02%. From 2017 to 2019, Meigu County's investment in compulsory education increased annually, with education expenses accounting for over 45% of funds from rural tax reform transfer payments. In recent years, Meigu County has invested 1.866 billion yuan in education, taking resolute steps in infrastructure construction, teacher development, and education accumulation. In 2018, the total school building area in the county was 175,400 square meters, with an average building area per student of 3.57 square meters. In 2019, the county organized and implemented 121 education infrastructure projects, with a construction area of 533,018 square meters and an investment of 1.37004 billion yuan. By November of the same year, the total school building area in the county was 321,800 square meters, with an average building area per student of 7.29 square meters, nearly doubling. As of now, the enrollment rate of eligible children in primary schools in the county is 99.85%, and the annual dropout rate in primary schools is 0.73%; the enrollment rate in junior high schools is 95.25%, and the annual dropout rate in junior high schools is 1.25%. It can be seen from the above data that compared to preschool education, Meigu County pays more attention to the nine-year compulsory education, with a higher proportion of education investment in primary and junior high school stages. Therefore, it is evident that Meigu County has shortcomings in preschool education, especially in terms of resource input, teacher strength, education coverage rate, education quality, systematic teaching syllabus, and evaluation system. Conducting relevant research on these issues is of great importance. Policy support: Research can provide empirical data and in-depth analysis to support the government in formulating or adjusting relevant policies, providing a scientific basis for promoting the allocation of educational resources to the field of early childhood education. Improve the quality of education: Through research, effective teacher training and teaching methods can be explored to enhance the quality of early childhood education, providing children with a better learning and growth environment. Social and

Economic Development: Research shows that quality early childhood education has a significant impact on the long-term development of children, which in turn has a positive effect on the economic and social progress of the entire community. **Enhanced awareness of family education:** Promoting and popularizing research results can enhance parents' understanding of the importance of early childhood education and encourage more families to send their children to receive quality education. **Reduce educational inequality:** Understanding and addressing regional and socioeconomic disparities in early childhood education can help achieve educational

equity and provide equal learning opportunities for all children. **Long-term benefits of investment:** Revealing the long-term impact of early childhood education on individuals and society will encourage more investors and charitable organizations to pay attention to and invest in this field. **In conclusion,** research on the current situation of preschool education in Meigu County can not only reveal specific problems that exist but also has important practical significance and long-term value for promoting educational reform, optimizing resource allocation, improving education quality, and promoting local socio-economic development.

Table 1: Proportion of Various Educational Inputs in Total Education Expenditure in Meigu County in 2015

Year	Fiscal revenue (ten thousand yuan)	Local fiscal revenue (ten thousand yuan)	Total fiscal expenditure (thousand yuan)	Education Expenditure (Ten Thousand Yuan)	Preschool investment (ten thousand yuan)	Primary education investment (ten thousand yuan)	Primary Education Expenditure (Thousand Yuan)	The investment in secondary education (thousand yuan)
2015	198094	6967	193923	40765.6	2328.5	23720.1	6101.6	2456

III. CURRENT SITUATION AND PROBLEMS



After implementing the rural revitalization strategy and the 'One Village, One Preschool' strategy in Meigu County, Liangshan Yi Autonomous Prefecture, Sichuan Province, there are some shortcomings that need to be addressed. These include insufficient promotion of early childhood education and some parents' lack of emphasis on it.

Although the 'One Village, One Preschool' strategy is a major educational poverty alleviation project, aiming to provide opportunities for ethnic minority children to learn the national common language, overcome language barriers in basic education, and cultivate good behavior habits, its implementation effect shows that the educational

concepts of Yi preschool parents in Liangshan are generally backward. In addition, insufficient publicity of the importance of the 'One Village, One Preschool' plan and preschool education in the local area leads to many preschool parents not paying enough attention to preschool education. These shortcomings need to be addressed by paying more attention to the popularization of education and culture when promoting the rural revitalization strategy and the 'One Village, One Preschool' strategy. This will enhance parents' and local residents' awareness of the importance of education and strengthen the publicity of relevant policies, ensuring that these precise strategies can effectively promote the harmonious development and progress of the economy and education in the backward areas of the Liangshan Yi Autonomous Prefecture.

Meigu County, Liangshan Yi Autonomous Prefecture, Sichuan Province, is located in a remote mountainous area with inconvenient transportation, which significantly impacts local children's access to education. Specific manifestations include:

1. **Poor road conditions:** Due to its remote location in the mountains, the road conditions in Meigu County are relatively poor. Many areas have narrow mountain roads that are prone to landslides and other natural disasters, making road travel difficult. This makes it challenging for children to travel long distances to school, consuming time and energy.
2. **Lack of transportation:** The public transportation facilities in Meigu County are relatively backward,

with most areas not even having buses or shuttles. Children in rural areas have to rely on their parents to take turns picking them up or walk to school by themselves.

3. More safety hazards: Due to poor road conditions and lack of basic infrastructure such as bridges and tunnels in some areas, children may face more safety hazards on their way to school, such as natural disasters like landslides and mudslides, as well as traffic accidents.

4. High cost of education: The inconvenience of transportation increases the cost of children's education. In addition to paying transportation fees, families also need to purchase daily necessities and learning materials, adding to the burden of families with poor economic conditions.

5. Impact on teaching quality: Due to inconvenient transportation, many excellent teachers are unwilling to teach in Meigu County, affecting the local education quality to a certain extent. In addition, children spend a lot of time and energy commuting to school, which may also affect their learning and life at school.

6. Limited opportunities for children's growth: Inconvenient transportation limits children's exposure to the outside world, restricting their perspectives and growth space. This can have a negative impact on their personal development and social adaptability.

Children in rural areas may drop out of school or have delayed enrollment due to poverty, lack of transportation, and traditional beliefs that prioritize farming or herding over education. Although there were relevant education policies, inadequate promotion and implementation, insufficient teaching staff, and inadequate school facilities, among other reasons, have greatly affected enrollment rates. Improving local transportation conditions and enhancing the quality of education are urgent priorities to address these issues.

While significant achievements have been made in education in Meigu County, there are still some issues that need to be addressed. These include:

1. Balanced educational resources: Although the policy of 'one village, one kindergarten' has promoted the popularization of preschool education, uneven resource allocation may still exist. Further optimization of resource allocation is needed to ensure that all children have access to high-quality education.

2. Improving teacher quality: Continuous efforts are needed to strengthen teacher training and professional development, especially in remote areas. There is a need for systematic training programs and career development paths to attract and retain excellent teachers and enhance the teaching abilities of current

teachers.

3. Education quality monitoring: With the popularization of education, ensuring education quality has become crucial. It is necessary to establish and improve an education quality monitoring system, regularly assess school teaching effectiveness, and ensure that students can truly benefit and achieve educational goals.

4. Integration of culture and education: More cultural and educational activities are needed to change the mindset that farming or herding is more important than education, promote the integration of modern educational concepts with traditional culture, and garner more support for education from parents and society.

To address these issues, it is necessary for the government, communities, educational institutions, and families to collaborate and work together to ensure that every child has equal and high-quality educational opportunities.



Nowadays, thanks to the targeted poverty alleviation and rural revitalization strategies implemented by the government, every household in Meigu County has relocated to safe and high-quality housing. Even villagers who previously lived in unfavorable terrain and conditions have been relocated to better living areas, resulting in an overall improvement in their quality of life. With the support of various government policies and comprehensive publicity and education efforts, rural residents have experienced an increase in income and an improvement in their mindset and values. They have started prioritizing their children's education and paying more attention to it. These are all tangible benefits brought by the targeted poverty alleviation and rural revitalization strategies to Meigu County, which not only improve the living conditions of local residents but also address the educational deficiencies in Meigu.

The implementation of the 'one village, one kindergarten' policy has promoted the vibrant development of preschool education at the village level in Meigu County, and also led to the emergence of private kindergartens in Meigu. The enrollment rate of preschool children has significantly increased. According to data released by Meigu County, by the end of 2016, the enrollment rate in Meigu County had reached around 70%. Every child can now receive preschool education in their own village or neighboring villages, effectively resolving the problem of 'difficulty in enrolling in kindergartens' in rural areas. By the year 2024, according to data from the 2023 education summary conference in Meigu County, the gross enrollment rate for the first three years of preschool education is expected to reach 90%, and the coverage rate of inclusive kindergartens to reach 86%.

In the past, children in Meigu County may not have understood the national language before the fourth grade of primary school, which was the most significant weakness in improving the quality of education in Meigu County. The 'one village, one kindergarten' policy has brought Mandarin into the campus, allowing Meigu children to learn Mandarin from an early age and solving the previous problem of 'not understanding.' According to surveys, over 95% of children entering kindergartens in Meigu County can communicate and sing children's songs in Mandarin. After addressing the language issue, it not only promotes the development of education in Meigu but also provides wings for the growth and success of Yi children in Meigu to step out of the mountains and move towards the world



In the past, the teaching staff in the early childhood stage of Meigu County was inadequate. Even after the implementation of the 'one village, one kindergarten' policy, the teachers had low educational backgrounds. Some temporary substitute teachers hired only had primary school education. Therefore, their primary task was taking care of the children's

daily needs in the kindergarten, with limited focus on leading children in early childhood games and imparting basic knowledge. With the support of the rural revitalization strategy, the recruitment of early childhood teachers is becoming more standardized, with higher educational requirements. According to a survey, the requirements for hiring 'one village, one kindergarten' counselors in Meigu County in 2024 include a high school diploma or above, possession of a kindergarten teacher qualification certificate or above, and a Level 2 Grade B or above certificate in Mandarin. The early childhood teaching staff in Meigu County is gradually strengthening, although it is not as developed as in cities like Xichang. Furthermore, the results of this survey show that the curriculum for village kindergartens is relatively rich, and the curriculum arrangement for county-level kindergartens is even more diverse and colorful.

Under the rural revitalization strategy, Meigu County has taken several measures to ensure the nutritional status of young children for their healthy growth. According to field visits and surveys, the government provides free lunch services to young children to address the dining issue. This policy ensures that young children can have a hot and nutritious lunch every day. In the areas around Meigu County town, village schools prepare the free lunches for young children and transport them to the early childhood education centers for distribution. However, in more remote areas far from the county town, young children have to travel from the education centers to their village schools for the free lunch and then return to the education centers. In extremely remote areas, they distribute nutritious foods such as milk, biscuits, ham sausages, and cooked eggs instead of preparing hot lunches. Children at the education centers generally bring their own utensils, which, while cultivating their self-care abilities to some extent, also bring a series of hidden risks related to personal hygiene and health. Children's self-cleaning of tableware is often not thorough enough, leading to food residues that can become breeding grounds for bacteria. Due to the limited number of instructors at the education centers, it is challenging to supervise the cleaning of tableware for each child effectively. Some parents lack understanding and attention to their children's living habits at school, failing to provide sufficient family support. The use of unclean tableware can easily lead to gastrointestinal discomfort, diarrhea, and other digestive system diseases in children. Mixing and inadequate cleaning of tableware can lead to the spread of viruses and bacteria, increasing the likelihood of infectious diseases such as hand, foot, and mouth disease and influenza. Prolonged use of dirty tableware may negatively impact children's psychology, causing

them to develop a negligent attitude towards food hygiene. As a deeply impoverished area, Liangshan Yi Autonomous Prefecture lacks education resources and living facilities, making it challenging to provide comprehensive tableware cleaning for every child. The professional training for instructors under the "one village, one preschool" plan mainly focuses on Mandarin teaching and basic educational theory, lacking professional guidance on children's dietary hygiene. Parents have insufficient knowledge of modern hygiene practices and are unable to provide proper guidance on food hygiene habits for their children at home.

Based on the above analysis, the following improvement suggestions are proposed:

1. Equip early childhood education centers with dedicated tableware cleaning equipment to ensure that tableware can be effectively and thoroughly cleaned.
2. Conduct regular dietary hygiene education activities for counselors and parents to enhance their awareness of hygiene and management capabilities.
3. Seek support from the government and non-profit organizations to provide children with a safer and healthier dining environment.
4. Define specific standards for tableware management and cleaning and establish a regular inspection mechanism to ensure proper implementation.



Through the implementation of policies aimed at alleviating education poverty, teachers in Meigu County are receiving capacity-building training to improve the quality of teacher-child interaction. The quasi-public nature of preschool education services in ethnic minority rural areas is also being highlighted. As a result, the government of Meigu County has increased its investment in education, leading to relatively improved teacher salaries and a higher rate of teacher retention. Previously, preschool teachers signed contracts with

preschools as contract workers and did not enjoy social benefits such as the five insurances and one fund stipulated by the state, which made their profession unstable and lacking in a sense of security. However, with the deepening implementation of the rural revitalization strategy, education resources have been optimized, and teachers' working environment and career prospects have been improved. Village preschool teachers now enjoy social benefits such as medical insurance and pension insurance, and teacher benefits have also been improved. These changes in education policies have reduced teacher turnover rates and will also regularly conduct training for teachers to improve their overall quality.

In conclusion, the overall situation of early childhood education teachers in Meigu County is developing in a positive direction in the context of rural revitalization. With the promotion of the rural revitalization strategy, most parents in Meigu County are gradually realizing the importance of education for their children's future development. They are beginning to understand that only through receiving a good education can children better adapt to the development of society and realize their own value. The emphasis on preschool education in the rural revitalization strategy has also influenced parents' perceptions, making them aware of the importance of early childhood education for children's growth, placing more emphasis on choosing kindergartens and their children's early education. This forward-thinking mindset helps children better adapt to future social competition and also lays the foundation for social development and progress in Meigu County.

IV. ANALYSIS OF EXISTING PROBLEMS:

Before 1949, education in the Yi ethnic area was mainly passed down through oral tradition and personal example, lacking formal school education. During the Ming and Qing dynasties, education was mainly limited to the children of the ruling elite, and most ordinary Yi people still remained illiterate. Late Qing Dynasty and early Republic of China brought some educational opportunities through the introduction of Western religions into the Yi areas. After the founding of the People's Republic of China, education in Yi areas developed rapidly, with ethnic primary schools, middle schools, and teacher training schools being established, bilingual education being promoted, and special policies implemented to support the development of education. However, some old beliefs still need to be changed.

Meigu County has a total of 22,875 school-age children aged 7-12, with 11,945 boys and 10,930 girls. Among them, there are 22,600 school-age children from ethnic minorities, including

11,800 boys and 10,800 girls. The enrollment rate for school-age children in primary school is 94.09%, with a female enrollment rate of 89.18%, and the enrollment rate for junior high school is 17.31%, with a female enrollment rate of 13.88%. Meigu County faces issues of low enrollment rates and high dropout rates, as some parents lack the awareness of sending their children to school. The existing school education system and policies do not show the benefits of education to some Yi parents and children, and the distance between home and school is far, leading to some young children dropping out of school. Despite the continuous improvement of the education system in Meigu County, challenges in education development remain due to geographical location and natural conditions that limit the distribution and mobility of educational resources. Additionally, harsh natural conditions and relatively lagging economic development also restrict the level of education investment. Due to historical factors and the unique Yi culture and traditions, educational development in Meigu County started from a relatively low point. In the past, limited educational resources and a low level of education led to weak educational foundations. Additionally, Yi culture and traditional customs may have hindered the widespread acceptance of educational concepts. Meigu County is located in the southwest of Sichuan Province, in the northeastern part of Liangshan Yi Autonomous Prefecture, which has a long history and profound cultural heritage. The conservative mindset of most people in Meigu County may be related to various factors, such as its unique geographical environment, historical background, cultural traditions, and economic development level. Meigu County is located deep in the Daliang Mountains, with remote terrain and inconvenient transportation, which can lead to information isolation and limited dissemination of new ideas and cultures. The predominant mountainous terrain and fragile ecological environment may limit agricultural production conditions, leading to a relatively isolated lifestyle and limited external communication. As a nationally designated poverty-stricken county, Meigu County has a weak economic foundation, a large number of impoverished population, and heavy poverty alleviation tasks. Economic underdevelopment may result in insufficient investment in educational resources, affecting the education level and broadening the horizons of local residents. Meigu County is a sacred place of ancient Yi culture, where Yi culture is the main cultural heritage, and Yi traditional customs and beliefs are deeply rooted in the local society. Bimo culture, as an important part of Yi culture, deeply influences various aspects of people's lives. Traditional culture may contain some conservative ideas that could limit

residents' openness and innovation. Education is key to changing closed-mindedness, but Meigu County lacks sufficient educational resources and has a low education level, which may hinder residents' opportunities to access new knowledge and ideas. Efforts by the national and local governments in poverty alleviation may to some extent change the closed-mindedness, promote economic development, and stimulate ideological renewal through poverty alleviation projects and other measures. However, the effects of poverty alleviation efforts may take time to show, and closed-mindedness may still exist in the short term. The stability of social structure also affects the openness of ideas, as social stratification may hinder the acceptance and dissemination of new ideas. In modern society, media and the internet are important channels for information dissemination, but in areas like Meigu County, media coverage may be limited, and internet penetration rates may be low, affecting the rapid spread of information. The rural revitalization strategy is an important measure proposed by China to comprehensively build a socialist modern country and achieve modernization of agriculture and rural areas. One village, one kindergarten is a specific measure in the rural revitalization strategy, aiming to improve preschool education conditions for rural children by establishing kindergartens in each village, promoting educational equity. It is a long-term project that breaks the "poverty accumulation cycle effect" in ethnic areas from the source. For remote mountainous counties like Meigu County in Liangshan Yi Autonomous Prefecture, Sichuan Province, the implementation of rural revitalization and one village, one kindergarten has brought the following benefits to the people of Meigu: 1. Benefits in terms of transportation: Improving infrastructure: The rural revitalization strategy usually involves investment and improvement in transportation infrastructure, including the construction or upgrading of roads, bridges, etc. This can greatly improve transportation conditions for remote areas like Meigu County, shorten the distance to the outside world, and facilitate the flow of people and goods. Promoting economic development: Improved transportation conditions help facilitate the export of local agricultural products and other resources, attracting more investors and tourists to visit, thereby driving local economic development and increasing residents' income levels. Reducing travel costs: Improvements in transportation conditions can reduce residents' travel time and costs, improve quality of life, and also help children travel to school more safely and conveniently. 2. Benefits of family education concepts: Raising awareness of education: Establishing a kindergarten in each village can

increase parents' attention to early childhood education, change the previous neglect of early childhood education, and provide children with a better early education environment and opportunities. Promoting educational equity: Establishing kindergartens in rural areas can provide local children with similar educational resources as urban children, narrowing the urban-rural education gap and promoting educational equity. Cultivating good habits: Kindergarten not only provides preschool education but also helps children develop good living habits and social behavior norms, laying a foundation for the comprehensive development of children. Enhancing family cohesion: The establishment of a kindergarten in each village can also allow parents to pay more attention to their children's growth, enhance interaction and communication among family members, and improve family cohesion. In conclusion, rural revitalization and the "one village, one preschool" initiative have brought not only direct improvements in transportation and education to Meigu County, Liangshan Yi Autonomous Prefecture, Sichuan Province, but also positive impacts in various aspects such as economy, society, and culture. This will help promote comprehensive development and long-term progress in the region.

V. STRATEGIES TO ADDRESS EDUCATION ISSUES IN MEIGU COUNTY

The following feasible solutions can be implemented to address the four education issues currently facing Meigu County:

5.1. Issue of Balanced Distribution of Educational Resources

Implement a dynamic allocation mechanism for educational resources to ensure equitable distribution of facilities, teaching materials, and teaching staff in village schools. Enhance the teaching level and professional competence of local teachers through regular training and academic exchanges. Optimize curriculum design based on local cultural characteristics and students' needs. Improve school infrastructure, including classrooms, libraries, and laboratories, to create a conducive learning environment for students.

Utilize remote education and online teaching resources to narrow the urban-rural education gap and provide high-quality content to schools in remote areas. To achieve this, Meigu County can take the following measures:

- Establish a remote education platform in collaboration with professional IT companies, providing features such as video teaching, online

assignments, and interactive discussions.

- Equip schools in remote areas with necessary hardware facilities, such as computers, tablets, projectors, and high-speed internet access.
- Develop culturally appropriate teaching content in collaboration with the local education department.
- Train local teachers on using remote education platforms and assessing student progress.
- Provide technical support and monitor the effectiveness of the program through regular evaluation and feedback.
- Encourage community involvement and parent education, and collaborate with other institutions to access more educational resources and support.

5.2. Issue of Improving the Quality of Teaching Staff

- Increase the frequency of training for in-service teachers and provide blended professional development courses online and offline.
- Establish a teacher incentive program to provide material and honorary rewards to outstanding teachers in remote areas.
- Establish a teacher mutual assistance community to create a positive learning atmosphere for teachers.

5.3. Issue of Quality Monitoring in Education

- Develop and implement a comprehensive set of education quality assessment standards, conduct regular evaluations and supervision of schools.
- Use third-party organizations or expert teams to independently evaluate the effectiveness of education.
- Encourage healthy competition among schools, publish rankings of educational quality, and promote mutual learning and improvement of management levels among schools.

5.4. Issue of Integration of Culture and Education

- Carry out parent-school and community education activities to promote the importance of modern education and transform traditional views on education.

- Develop educational content and curriculum that incorporates local cultural characteristics, such as integrating local language and culture into teaching.

- Invite community leaders to participate in educational activities and leverage their influence to promote the values and importance of education.

Due to the limitations of policy assessment being single-dimensional and policy support being hardware-oriented, collaboration among the government, education departments, village committees, and schools is necessary to ensure the effectiveness of these measures.

VI. LIMITATIONS

As a student, there are certain limitations that affect the research report, including time constraints, resource constraints, skill limitations, and language limitations. Due to time limitations, students may not be able to conduct in-depth research or perform comprehensive analysis. Additionally, students may not have access to all relevant research materials, such as professional books, journal articles, or online databases, which can impact the breadth and depth of research. Students may also lack experience in research methods, data analysis, or writing skills, which can affect the quality and reliability of the report. Finally, non-native English-speaking students may encounter difficulties in expressing themselves and understanding the material, which can affect the clarity and accuracy of the report.

VII. CONCLUSION

In Megu County, some parents still adhere to traditional views, leading to their children dropping out of school and working after completing junior high school. This disregard for education limits the overall development of children, widens the urban-rural education gap, and impedes social progress. Field investigations have revealed a lack of educational resources in the county, with aging and poorly maintained school facilities and inadequate information technology equipment making it difficult to attract and retain excellent teachers. Furthermore, some young children must travel long distances to school, facing safety risks and physical burdens that negatively impact learning efficiency. Long periods of walking alone may also have adverse effects on the psychological health of young children. Additionally, situations where no one escorts the children raise concerns about guardianship responsibility, highlighting deficiencies in the government's provision of safe educational channels. The unequal distribution of educational resources exacerbates social inequality, putting children in impoverished areas at a disadvantage. To address these issues, it is necessary to improve the quality of local education, enhance school conditions, strengthen educational equity, and garner support from national policies and all sectors of society to jointly promote the balanced development of education in impoverished areas.

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