

# Review of the Influence of Urban-rural Differences at Home and Abroad

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**Abstract:** This paper discusses the causes of the difference between urban and rural at home and abroad and the different, the system illustrates the different differences of the urban and rural education of the same and different, and the difference is how affect the rural economy and education level, at the same time further discusses the gap between urban and rural areas and realize a harmonious win-win concrete measures, such as aid, poverty alleviation and so on.

**Keywords:** Rural education; Domestic and foreign; Urban and rural differences.

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## 1. Introduction

Schools in some rural areas at home and abroad can be collectively referred to as rural small schools and duplex schools, among which duplex schools refer to a kind of rural small schools, which adapt to remote geographical areas and a small number of students. [1] Its characteristic is that the number of teachers and students is very small, so the level of basic education is quite backward. [2] Despite the same level of institutional backwardness in poor areas at home and abroad, the reasons for poverty differ in many ways. Moreover, due to different external reasons, the rural cultures of different countries are also completely different, not only the cultural differences between countries, but also caused by the differences between social system and ideology. In recent years, more and more people around the world have become dissatisfied with their own policies, and poverty is a big trigger.

## 2. The Different Causes of The Differences Between Urban and Rural Areas at Home and Abroad

There are many differences in the nature of poverty standards between China and the world, including the definition, calculation method and the proportion of national population. Despite reports that "the poor population in the United States is 12 percent of the country's population." It seems that the poor population is much higher than that of China, but in fact, in western developed countries, the per capita GDP and living standards are much higher than those of Asian countries, and the national poverty standard is also higher. However, in China, the living standard of the vast majority of the poor people is far below the absolute poverty line, which is truly hungry and difficult to meet their basic living needs. In 2022, China has become the world's second largest economy, that is, the national GDP ranked second in the world, while China's per capita GDP ranked 82nd in the world, slightly higher than the world's per capita GDP. It can be seen that poverty in China is very serious, and different from the gap between the rich and the poor caused by class inequality in western society, the gap between the rich and the poor in China is mainly due to the extreme backwardness of rural areas, technology, education, culture and other aspects from urban areas. The low level of economy and education is

the primary problem to be solved in poverty alleviation.

From the perspective of financial system, the gap between urban and rural areas in China is mainly due to the different phenomenon of urban and rural development routes caused by the reform of tax distribution system and land finance. The gap between urban and rural areas is not always so large. Before the reform and opening up, the collective economy, and the people's enthusiasm for labor was not mobilized enough, and the efficiency of creating production was not high. After the reform and opening up, the contract system was left the same to improve the enthusiasm for work. Rural land contract, urban enterprise contract, the government implementation financial contract. Under the financial contract system, the relationship between the central government and the local finance eased, with the profits stipulated by the central government, and the rest was for the local governments themselves. So local governments have an incentive to expand their income sources and develop their economies. So before 1994, the gap between urban and rural areas was not large. However, after a period of time, many problems appeared. For example, after the acceleration of economic development, local governments deliberately gave more tax breaks to enterprises in order to give less of the central government a share, which seriously weakened the financial capacity of the country.

So the tax-sharing reform began in 1994. The central government has set up two sets of national tax and local tax agencies to reduce the intervention of local governments in tax revenue. After the central government takes 75% of the largest tax categories, it returns the tax to the local government, and land finance begins. Rural land belongs to collective land, while urban land belongs to state-owned land. Therefore, although there were many township enterprises at that time, they could not provide much benefit for the local government. The government can only target the paid transfer of the right to use state-owned land, so the government's development focus began to tilt to cities, and the gap between urban and rural areas was born.

## 3. The Impact of Urban-rural Differences on Rural Education

In recent years, with the development of rural economy, the rural basic education situation has been significantly improved and made some achievements. But the overall

development level of rural basic education is quite backward, and can even be said to be in an awkward situation, problems, worrying. Compared with rural education, the gap between rural education and urban education not only exists but also has a great tendency to expand. Mainly manifested in the following aspects: first, educational opportunities. The number of rural school-age children is considerable and the difference of education opportunities in the period of junior secondary education is significantly greater than that of compulsory education. [3] Second, the allocation of educational resources. The lack of education investment is the "biggest reality" in rural education. In recent years, no matter the difference of the average budget, the difference between the overall level of the absolute value and the city level has not narrowed, but has expanded. Due to the low salary and difficult working conditions, the team of rural teachers is very unstable and the overall level and quality of teachers in urban and rural schools are quite different. Due to the shortage of education funds, rural schools teaching instruments, books and materials, sports facilities, experimental supplies are very short of, and even some village schools have dangerous school buildings. [4] Further, it is precisely because the gap in resource allocation has seriously affected the improvement of the quality of rural education, so that its quality is low and can not compare with the city. Third, education management. Compared with the city, the management of rural basic education is not standardized, and the educational efficiency is low. A considerable part of the main leaders of the county and township education administrative directors are promoted among the party and government leaders at the county and township levels who have never been engaged in education work. These people all lack of thinking and research on the reform of education and teaching, and the management of primary and secondary school education and teaching often lags behind the development of education and teaching, and the formulated policies even are not conducive to the education reform and innovation. The internal management of rural primary and secondary schools is generally dominated by administrative orders, rough and arbitrary, and the lack of humanistic management, which leads to the decline of the quality of rural basic education. [5] Fourth, the training goal aspect. Rural education training mode is single, seriously divorced from the rural society. [6] At present, the direction of rural basic education is exam-oriented, and the function of cultivating talents for rural economic development is seriously shrinking.

Looking forward to the world, there are rich background studies on small-scale schools in various countries, and the specific situation of each country also presents different faces due to their different physical geography and social conditions. However, it can be seen that the background of small-scale rural schools in all countries in the world is mainly the remote rural population dispersion, remote geographical location, complex terrain, high degree of isolation, lagging economic and social development and other objective realities. [7] The study on the difficulties of rural small-scale schools mainly includes: small-scale schools face closure, inconvenience to school, backward running conditions, and shortage of teachers. Miller discussed the difficulties of small schools in the United States from three aspects: teaching, school and social culture, such as the prevalence of double entry teaching, heavy work of teachers, outdated shortage of teaching equipment, lack of school funds, and cultural isolation. Etienne et al. summarized the dilemma

of small schools worldwide: " Small schools cannot be recognized by the government and lack strong policy support; the working environment in remote areas is poor, and experienced teachers are not willing to teach in these schools; the shortage of educational resources, such as teaching equipment, teaching AIDS, method guidelines, and guidance books, leads to the decline of teaching quality in small schools."[] Foreign scholars mainly discuss the background of small-scale rural schools from the aspects of population, geography, economy and society. For example, Beh and others pointed out that, first, many countries and regions reduce school-age students year by year, class size reduction, and teachers [8]

The lack of supply determines the need to open small schools. Second, from the perspective of geographical factors, small-scale schools are mostly distributed in the remote rural areas with scattered population and inconvenient transportation. For example, small schools in Indonesia, Maldives and Philippines are mostly located in remote islands; small schools in Pakistan and Bhutan are mostly located in remote mountains; small schools in Vietnam and New Guinea are mostly located in tropical jungles. Third, from the economic and social perspective, the remote areas where small schools are located are in a weak position in social, cultural, political and other aspects, and these areas often have no other public service facilities except one school.[9]

#### **4. Different measures to improve the level of rural education both at home and abroad**

The government must take measures to strengthen the construction of public facilities, formulate reasonable education policies and laws to regulate the running of small schools, give them special support in teaching equipment, resources and services, compensate teachers in small schools, improve their working conditions and promote the professional development of teachers; and explore the experience of small schools in theory and practice. Nicole et al. made suggestions on the development of small schools in India: " In the long run, the cost and benefit of small schools should be evaluated to determine which small schools in India need to be withdrawn or retained, provide long-term financial support to the reserved schools, change the economic and social weakness of students in rural areas; the curriculum should adapt to the actual situation in remote rural areas, strengthen teacher training, and promote the interconnection between community residents and schools."[10]

Today, perhaps the most scarce educational resources in the world are in Africa, and there are some unprecedented problems in educational assistance to Africa. [11] 1. Political or ideological issues. From the 1970s to the 1990s, bilateral and multilateral aid was generally positive, but the amount of aid received by African countries depended on their close relationship with their donors. For example, Britain's aid was mainly provided to its former colonial countries, while France focused on its aid to the French-speaking countries, and the United States took its national interests as the main basis for its aid. As Gunna Medel said, "No aid is neutral," and any aid agency has its own unique model and concept. The political background of the World Bank loan has been studied in detail, and many projects of the big foundations have been sharply critically examined. The tendency to politicize development aid is even more prominent when examining the policies of

its aid agencies. For example, politics plays an important and even critical role in formulating aid programs. Of course, the political nature of development aid is not always open, and aid agencies have repeatedly denied that their aid decisions are subject to factors other than educational and technical thinking.<sup>2</sup> Benefits and assessments of the use of international educational aid to Africa. The problem of benefit is mainly manifested in the improper use of funds and poor management and coordination. The shortage of regular non-wage inputs to education has become a constraint on educational work at all stages in African countries, but the international educational assistance allocated to such services generally represents only 11% of the total. By contrast, foreign experts account for 44 percent of international educational assistance. This is even more prominent between bilateral donors.<sup>3</sup> The realization of aid promises made by donor countries. The percentage of aid to ADC countries (i. e., led by the United States, Britain, France and Australia) reached 0.54% in 1961 and has since fallen to 0.36% in 1969 and 0.34% in 1970, which had promised 1 per cent of their gross national worth to aid developing countries. [12] In 2008, UNESCO Assistant Director-General of Education Nicholas Burnett said that despite their commitment to support education in Africa, the amount of aid they commit is decreasing and African countries have had to use their internal resources to support education. Africa now receives only \$1.5 billion a year in education aid. In fact, Africa needs more than \$8 billion a year to supplement education development spending.

## 5. Summary

At present, China is in the urban-rural dual structure, the urban-rural dual structure is the basic national condition of the primary stage of socialism in China, and the gap between urban and rural education is the performance of this basic national condition in a long historical stage, it only shrinks with the development of industrialization and urbanization, which is the only way for developing countries. However, this model has seriously restricted China's economic and social development, and will inevitably be replaced by modernization and urbanization, so rural education should also adapt to the historical trend of social transformation to modernization. Rural education should focus on "urbanization" and take into account "rural development". On the one hand, the nature of basic rural education remains unchanged, and the quality of education is improved through

various ways. On the other hand, the diversion of general education and vocational education is implemented in the non-compulsory education stage, so that rural vocational schools can truly become the training base for talents needed for rural economic development.

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