

Evaluating Public Service Guarantees for National Standard Spoken and Written Language Education among Ethnic Minority Children in Qinghai

Nan Xue¹, Chunhang Shi¹, Xue Bai², Jianwei Dang², Shanshan Yang², Yinkui Li^{3*}

¹*School of Ethnology and Sociology, Qinghai Minzu University, Xining, Qinghai, China*

²*School of Teacher Education, Qinghai Minzu University, Xining, Qinghai, China*

³*Department of Teaching supervision, Qinghai Minzu University, Xining, Qinghai, China*

**Corresponding Author*

Abstract: Promoting the National Standard Spoken and Written Language is vital for ethnic regions. It strengthens national cohesion and ensures educational equity. Proficiency in the standard language facilitates inter-ethnic integration. It also accelerates local economic and cultural growth. This study investigates primary and secondary schools in the ethnic prefectures of Qinghai Province. The research identifies several critical challenges. First, educational value orientations remain unclear. Second, teaching resources are unevenly distributed. Third, the professional development of the teaching force is progressing slowly. To address these issues, the paper proposes three strategic countermeasures. The first involves optimizing the supply mechanism for public education services. The second focuses on cultivating high-quality local educators. Finally, the study emphasizes the need to enhance general public awareness regarding language education.

Keywords: National Standard Spoken and Written Language; Children from Ethnic Minorities; Public Service Guarantee; Ethnic Integration; Language Education

1. Introduction

The national standard spoken and written language serves as a vital carrier of national culture and a unifying force for diverse groups. A January 2025 government decree emphasizes its popularization and quality improvement. Key initiatives include enhancing literacy, refining standard systems, building a national corpus, and conducting surveys on language national conditions. Furthermore, the policy focuses on normalizing language in cyberspace and

advancing cultural inheritance projects. Consequently, standard language education acts as a crucial communication bridge, entering a new phase of development. Historically, promoting this standard language has been a core objective, providing strategic support for national cohesion. In this context, national standard language education has become increasingly essential, serving as a fundamental link for fostering ethnic unity and ensuring the preservation of cultural heritage. This educational priority remains a key link for promoting mutual understanding and long-term social stability across all diverse regions.

2. Research Background and Significance

Bronfenbrenner's Ecological Systems Theory posits that development stems from interactions with environmental layers like family, school, and society [1]. This social-ecological model highlights how cultural norms and institutions shape behavior. For instance, projects in Los Angeles apply this framework to involve social networks, enhancing adolescent self-determination. By integrating family and educational systems, such models create synergistic effects that guide conceptual development and refine daily language behavior. This holistic approach addresses complex social contexts, ensuring environmental factors collectively support healthy growth and communication.

New Public Management (NPM) represents a modern evolution of public administration by integrating managerialism and neo-managerialism into administrative practice, effectively transforming the field into a universal management discipline. In contrast, the New Public Service (NPS) theory emphasizes a governance system centered on all citizens,

marking a significant shift in administrative focus. Under NPS, officials prioritize policy implementation and service delivery over mere bureaucratic direction. This framework advocates for delegating power to the public to establish responsive mechanisms that address communal needs in a timely manner. Canadian scholar Henry Mintzberg further categorized the citizen-government relationship into three distinct roles: individuals act as customers during direct transactions, as "parties involved" when accessing social services such as education, and as citizens when fulfilling legal and tax obligations [2]. The inherent complexity of these interactions underscores the critical necessity of enhancing public sector service quality. By facilitating environments where people can freely express collective ideas, the government establishes a fundamental vision for both the community and the nation. Ultimately, this collaborative process provides a vital guiding framework for future strategic development, fostering social cohesion and ensuring that modern public policies are effectively implemented across diverse regional contexts. Such a theoretical transition is essential for ensuring that educational resources and public services reach every segment of the population fairly and efficiently.

Adolescence is the critical phase for mastering the national standard language. Prioritizing education during this period ensures the next generation achieves fluency, enhancing the competitiveness of ethnic minority students and their integration into future development patterns. Recently, the widespread adoption of unified textbooks for core subjects in ethnic regions has proven effective. This strategic measure enables students to better inherit traditional culture while fostering national

cohesion. Consequently, standard language proficiency serves as a vital foundation for educational quality and long-term social integration across diverse communities.

Qinghai is a multi-ethnic region where 54 groups coexist, necessitating the national standard language for inter-ethnic communication and integration. However, its implementation is complex due to the high proportion of ethnic minorities and uneven socioeconomic development across vast regions. Educational effectiveness typically follows three distinct patterns based on regional characteristics. In agricultural and pastoral areas, minority languages remain primary while the standard language is secondary. Along major transportation routes, linguistic development is more balanced among diverse populations. Conversely, in urban centers, the national standard language predominates. While core subjects like mathematics are taught in the standard language, other curricula often adapt to specific local conditions. As a representative case for national education, Qinghai's experience provides profound theoretical and practical insights. Ensuring equity in standard language education for these students is crucial for fostering cultural inheritance and ensuring long-term regional stability. This highlights the necessity of optimizing public service supply within complex demographic settings to support modern social development and ensure that educational resources are distributed fairly across all ethnic communities.

According to the 2006 classification criteria for difficult and remote areas in China, this study focuses on 6 prefectures and 17 counties in Qinghai Province, which are classified into five and six categories of difficult and remote areas (Table 1) [3].

Table 1. Statistics of Difficult and Remote Areas in Qinghai Province, Category 5 and 6

Prefectures in Qinghai Province	Category Five areas	Category Six areas
Hainan Prefecture	Xinghai County	
Haibei Prefecture	Gangcha County	
Haixi Prefecture	Tianjun County	
Huangnan Prefecture	Zeku County, Henan Mongolian Autonomous County	
Guoluo Prefecture	Maqin County, Banma County, Jiuzhi County	Gande County, Dari County, Maduo County
Yu shu Prefecture	Yus hu City, Nangqian County	Zaduo County, Chengduo County, Zhiduo County, Qumalai County

Data source: Ministry of Civil Affairs of the People's Republic of China

National policy aims to equalize basic public services, modernize rural areas, and maintain

social stability by 2035. The current phase focuses on synchronizing income with economic growth and improving public service accessibility to foster high-quality development. Enhancing the public service system particularly regarding balance and availability is a primary task for ensuring common prosperity and improving livelihood quality. These systemic frameworks directly determine the robustness of the education sector. In this context, promoting the equitable distribution of basic educational resources in ethnic prefectures holds profound strategic significance. By addressing infrastructure and service disparities, the state ensures that educational systems contribute effectively to long-term regional integration and stability. This comprehensive approach reflects a commitment to ensuring that basic modern living conditions reach all citizens, regardless of their geographical background, thereby securing a foundation for sustainable development and social cohesion across all diverse regions.

3. Education Situation of Minority Primary and Secondary School Students in Ethnic-related Areas

3.1 The Number and Level of Education Received by Ethnic Minorities in Qinghai Province are Increasing Year by Year

The seventh census data shows significant educational progress in Qinghai. Per10***residents, college-level education rose from 8*2 to 1**8, while high school levels increased to 1**7. Conversely, primary and junior high school attainment per 10,000 residents decreased, reflecting a shift toward higher qualifications. Currently, over 88**** residents possess a college degree or higher. By 2021, the nine-year compulsory education consolidation rate reached 97.1%. These shifts demonstrate enhanced educational quality and accessibility, establishing a robust foundation for the region's long-term development and social integration (Table 2).

Table 2. Statistics of the Number of People with Various Levels of Education per 10000 Population in Qinghai Province and Ethnic-Related Areas

Areas	Universities or College	High School	Middle School	Primary School
Throughout the Qinghai Province	14**	10**	24**	32**
Hainan Prefecture	10**	9**	22**	38**
Haibei Prefecture	11**	7**	19**	40**
Haixi Prefecture	18**	12**	25**	28**
Huangnan Prefecture	10**	7**	11**	46**
Guoluo Prefecture	8**	5**	12**	51**
Yushu City	6**	5**	9**	45**

Data source: Qinghai Provincial Department of Education

In 2023, Qinghai's 5** ethnic schools (Table 3) served 57**** minority students. While school counts remained stable, compulsory enrollment grew by 1.2%, but high school enrollment fell by 38.6% (Table 4). This trend reflects expanding compulsory participation alongside

declining high school attendance. These shifts necessitate optimized resource allocation and public service supply to address evolving educational demands within the province's diverse regional contexts.

Table 3. Statistics of the Number of Primary and Secondary Schools in Ethnic Regions of Qinghai Province from 2021 to 2023

Year	Ethnic Minority Primary School	Ethnic Minority Primary School	Ethnic Minority General Senior High School
2021	4*9	1*1	39
2022	4*8	1*0	39
2023	4*8	1*0	39

Table 4. Statistics of Ethnic Minority Students in Primary and Secondary Schools in Ethnic Regions of Qinghai Province from 2021 to 2023

Year	Ethnic Minority Students in the Compulsory Education Stage	Ethnic Minority Students in the General High School Stage
2021	482***	120***
2022	488***	124***
2023	494***	766**

3.2 Current Status of Related Research

Standard language education is a vital strategy for enhancing national cohesion. Research highlights its significant positive impact on group identity, with cultural behavior and individual cognition serving as key mediators [4]. This educational framework is fundamental for fostering inter-ethnic integration and meeting national development objectives. Clarifying its conceptual connotations remains essential for effective policy-making and research [5]. In the contemporary context, standard language education integrates language skills, cultural heritage, and national identity [5]. Recent studies advocate for targeted promotion paths, especially within rural revitalization strategies and for small-population ethnic communities [6] [7]. By combining technical instruction with cultural awareness, these initiatives ensure that language serves as a bridge for social integration and sustainable regional growth, effectively addressing the diverse needs of modern society. Current scholarship emphasizes that educational inequality persists primarily due to disparate investments across regions and urban-rural divides, leading to the uneven distribution of resources [8]. Achieving equity requires balanced funding and the removal of administrative barriers to ensure all social sectors access high-quality resources [9]. The fairness strategy of educational public services significantly empowers low-income groups by enhancing their capacity for self-realization in economic activities. This improvement in human capital serves as a foundation for common prosperity. To mitigate the impact of family background, policies must prioritize western regions and low-income families [10,11]. Although proactive local government spending promotes balance in the west, empirical evidence suggests that regional gaps are still

widening, partly because central transfer payment mechanisms have not yet achieved their expected efficiency [12]. Case studies in Haixi Prefecture, Qinghai, reveal critical issues: a mismatch between government functions and actual needs, uneven financial investment, and infrastructure disparities between urban and rural schools [13]. Furthermore, comparative analyses indicate that basic education quality in Xizang remains distinct from developed provinces like Jiangsu or Henan [14]. Researchers argue that the evaluation of these services should move beyond traditional integrated indexes toward functional classification and improved structural coordination [15,16]. A systemic approach to fairness involves building a comprehensive development framework that prioritizes quality over mere scale. Basic education is the core of the public service system; therefore, it must transition from "hardware configuration" to "connotation construction"[17]. This shift ensures that services are inclusive, undifferentiated, and focused on the essence of student development. Recent reforms, such as the "double reduction" policy, signal a profound structural transformation in the public service network. This involves optimizing homework design, standardizing off-campus training, and improving classroom teaching quality [18,19]. The goal is to reshape the internal structure of school systems while establishing integrated networks for family guidance and digital education. This comprehensive upgrading is essential for fostering a high-quality, balanced compulsory education environment that meets modern development standards.

4. Research Process and Findings

4.1 Research Process

Table 5. List of Primary and Secondary Schools in Ethnic Minority Areas for Field Investigation in Qinghai Province

Areas	Primary School	Middle School
Haibei Prefecture	1.DC Boarding primary school 2.XH Ethnic Boarding Primary School	
Hainan Prefecture	1.GH First Ethnic Minority Boarding Primary School 2.CB Year School	1.GH Ethnic Middle School 2.TD First Ethnic Middle School 3.TD Second Ethnic Middle School
Haixi Prefecture	1.TJ Ethnic Elementary School	1.TJ Ethnic Middle School
Huangnan Prefecture	1.MX Residential Central Complete Primary School 2.BW Residential Complete Primary School	1.ZK First Ethnic Middle School 2.ZK Second Ethnic Middle School 3.TR Ethnic Middle School 4.JZ First Ethnic Middle School 5.JZ Second Ethnic Middle School
Guoluo Prefecture	1.DW First Ethnic Minority Primary School	1.MQ First Ethnic Middle School 2.GL Ethnic Middle School
Yushu Prefecture	1.DR Complete Primary School	1.DY Ethnic Middle School

Between 2021 and 2024, a field survey was conducted across six ethnic prefectures in Qinghai: Guoluo, Haibei, Hainan, Haixi, Huangnan, and Yushu. Researchers utilized questionnaires and interviews within 22 schools, yielding 191 valid responses from 238 distributed questionnaires. Additionally, 148 interviews were conducted with students and teachers. The total sample comprises 67% students, 13% male teachers, and 20% female teachers. This comprehensive data collection captures diverse perspectives on educational quality and resource allocation, providing a robust empirical foundation for analyzing the public service environment in these regionally distinct areas (Table 5).

4.2 Problems and Shortcomings

Since the reform and opening up, China initially lacked specialized policies defining regional education quality evaluation systems. Early efforts prioritized educational supervision, focusing on policy execution, funding guarantees, and student retention. This stage primarily targeted key reform areas such as infrastructure and educational popularization. A significant shift occurred in 2015 with the launch of the national compulsory education quality monitoring plan. This established a formal, systematic monitoring framework, transitioning from administrative oversight to quality-oriented evaluation. This evolution reflects a growing national commitment to standardizing educational assessments and ensuring high-quality outcomes across diverse regional systems.

Qinghai Province launched its first compulsory education monitoring pilot in 2021, following a broader national rollout of provincial and prefecture-level monitoring institutions. The province faces distinct challenges due to its vast geography and uneven development, where limited proficiency in the national standard language often restricts socioeconomic opportunities for residents in mountainous and pastoral regions. National guidelines structure quality evaluation across county, school, and student levels, with this research focusing specifically on the county-level public service guarantee system. This evaluation index system comprises five dimensions: value orientation, organizational leadership, teaching conditions, teacher teams, and balanced development. Regarding value orientation, the focus is on

implementing national education policies and fostering a healthy educational ecosystem. Leadership evaluation emphasizes sound mechanisms, assessment, and supervision. Teaching conditions prioritize the availability of school places, facilities, and sustainable funding. The teacher dimension addresses staffing quotas, professional quality, and remuneration. Finally, balanced development ensures equal educational opportunities and consistent schooling quality. The ultimate objective is to provide scientific guidance for local governance, ensuring high-quality and equitable education. By focusing on these indicators, authorities can better address regional disparities and ensure that educational public services effectively support the long-term integration and development of diverse communities across the province.

4.2.1 Unclear educational philosophy and value orientation

The value orientation of standard language education should prioritize national cohesion and inter-ethnic integration. However, survey results indicate that many educators view language learning through a narrow lens, focusing primarily on basic teaching and literacy. This suggests that local institutions have yet to fully emphasize the broader significance of the national standard language in facilitating social production, human development, and professional cultivation. Consequently, there is an insufficient understanding of how linguistic proficiency serves as a practical tool for modern life and societal contribution. Addressing this conceptual gap is essential for ensuring that educational objectives align with the strategic needs of a developing, integrated society. (Figure 1).

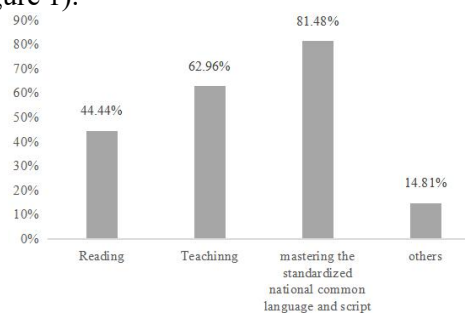


Figure 1. Proportion of Educational Objectives for the Spoken and Written Language of Local Countries

Qinghai's demographic landscape features over 2,100 religious venues, with believers comprising 41.65% of the population. In specific

regions, strong religious and cultural awareness challenges the advancement of modern schooling. These deeply rooted perspectives often complicate the implementation of national standard language guarantees, impacting the broader public security and service systems. Balancing local traditions with educational modernization remains a significant hurdle for regional development and integration.

Survey data identifies key areas for improvement: 66.67% cite students' language proficiency, 63.33% highlight inappropriate teaching methods, and 58% note weak staff and infrastructure. Additionally, 45% call for better local policy support to enhance the standard language public service system (Figure 2).

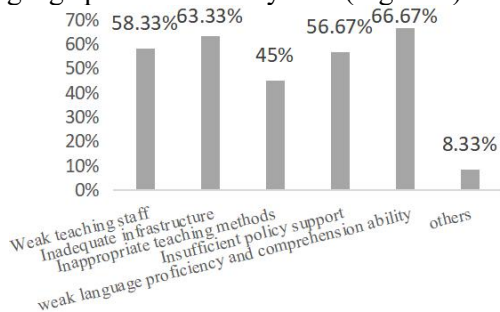


Figure 2. Proportion of Areas that Need Improvement in the Implementation of National Standard Spoken and Written Language Teaching in Some Schools

In local markets, 57.31% use minority languages while 42% use the national standard spoken and written language (Figure 3). This environment restricts daily practice for students, hindering unified language education and limiting their opportunities for communication and exchange in social life.

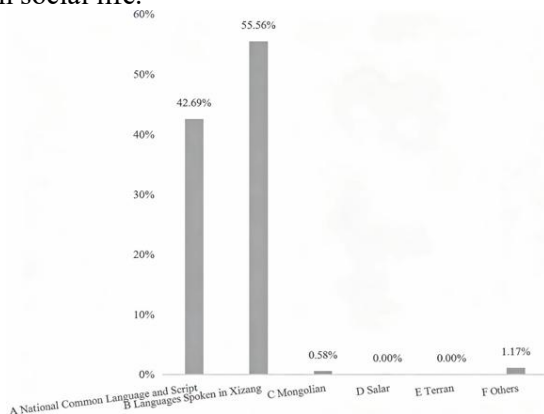


Figure 3. Proportion of the Most Commonly Used Languages when Buying Things in Local Markets

In the survey on which language is most commonly used when seeking medical treatment in local hospitals, as many as 51.74% of

respondents use minority languages the most frequently, and less than half of respondents use the national standard spoken and written language (Figure 4).

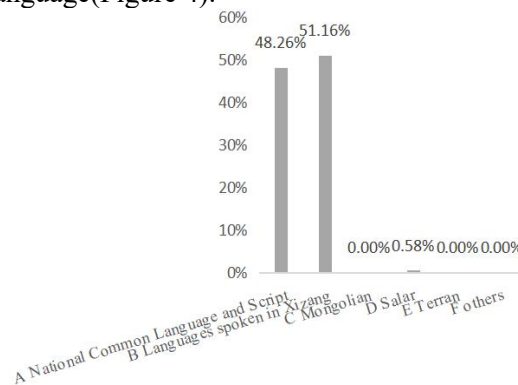


Figure 4. Proportion of the Most Commonly Used Languages for Medical Treatment in Local Hospitals

Local market communication is dominated by minority languages due to ethnic homogeneity and educational levels. However, merchants use the national standard language for cross-ethnic transactions. Similarly, while patients prefer minority languages with local doctors for convenience, increasing population mobility is introducing more diverse medical staff. This demographic shift is driving a gradual rise in standard language usage within healthcare settings. These dynamics illustrate how social and professional mobility serve as catalysts for linguistic integration, ensuring effective communication within the province's evolving public service systems.

It can be seen that the unclear guidance of local educational values has led to a poor external environment for overall learning of the national standard spoken and written language. The public does not attach enough importance to the use of the national standard spoken and written language, and there is a lack of opportunities to use it in daily life and communication. Local administrative departments and specialized institutions lack public service guarantees for the use of the national standard spoken and written language.

4.2.2 Uneven development of teaching resources
Regarding the evaluation of whether school teaching resources are sufficient, research has found that many teachers and students in primary and secondary schools in various states and counties generally believe that teaching resources are not sufficient. Data shows that 40.32% of teachers and students believe that the local national mandarin teaching resources are

insufficient, which affects their own learning outcomes (Figure 5).

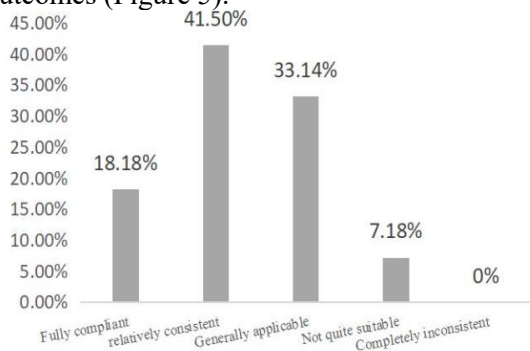


Figure 5. Evaluation Chart of Sufficient Teaching Resources in Schools

Through investigation, it was found that as many as 81.48% of teachers clearly stated that they would refer to the national standard spoken and written language education resources of other provinces during the lesson preparation process, and 14.81% of teachers would make decisions based on the situation. This shows that the local teaching resources supply in Qinghai Province is insufficient to guarantee teachers' teaching activities, and the teaching resource guarantee system and mechanism are relatively backward. It is difficult to achieve ideal teaching goals solely with local resources (Figure 6).

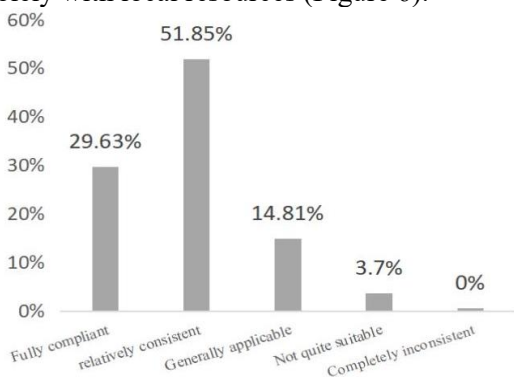


Figure 6. Proportion of Teachers Referring to Educational Resources from Other Provinces in the Lesson Preparation Process

4.2.3 Slow construction of high-quality teaching staff

While admission standards for new teachers have risen, many long-term educators lack current Mandarin proficiency. This legacy issue creates a "structural imbalance" in skills where teachers may read but not speak, or speak but not write—hindering the full implementation of

national language policies. At the administrative level, the lack of professionalized, systematic training systems at the county level remains a key limiting factor. Furthermore, high-quality expertise from regional universities often fails to reach grassroots schools because effective school-local cooperation mechanisms have not been established. This inefficiency prevents the successful transformation of academic resources into practical teaching improvements. A significant structural hurdle involves veteran teachers who, despite their extensive experience, often find language acquisition difficult. Since these educators have not yet reached retirement age, they continue to occupy positions that might otherwise be filled by more proficient staff. As one interviewee noted, while promotion efforts are strong, the limited proficiency of older staff remains a persistent challenge for educational modernization. Resolving these institutional gaps and unblocking resource channels between universities and local schools are crucial steps toward enhancing regional education quality and ensuring that language policies are effectively enacted at the grassroots level.

Due to factors such as geographical environment, the teacher staffing in Qinghai Province is limited, making it impossible to arrange more teachers to take up their positions. According to data from 2021 to 2023, the number of full-time teachers in ordinary primary and secondary schools in some provinces in the northwest region far exceeds that of Qinghai Province (Table 6).

Statistical data highlights a critical shortage of basic education teachers in Qinghai's plateau areas, undermining educational quality. Furthermore, the teaching staff's educational structure remains uneven: while most hold bachelor's degrees, 22% possess only associate degrees, and only 7% have master's degrees, with no doctoral holders reported. This prevalence of lower educational qualifications, combined with a scarcity of highly qualified educators, creates significant obstacles for the effective implementation of national language and writing education. Addressing these structural imbalances is essential for ensuring robust public service guarantees (Figure 7).

Table 6. Statistics of the Number of Full-Time Teachers in Ordinary Primary and Secondary Schools in Some Northwest Regions

Primary School Full-time Teacher			
province	2021	2022	2023
Gansu	152***	151***	152***

Shanxi	185***	187***	190***
Ningxia	350**	359**	359**
Neimenggu	107***	109***	112***
Qinghai	299**	297**	299**
Junior High School Full-time Teacher			
Province	2021	2022	2023
Gansu	823**	826**	839**
Shanxi	104***	106***	109***
Ningxia	211**	214**	214**
Neimenggu	629**	639**	650**
Qinghai	169**	167**	171**
High School Full-time Teacher			
Province	2021	2022	2023
Gansu	473**	479**	483**
Shanxi	569**	573**	585**
Ningxia	121**	131**	133**
Neimenggu	392**	407**	421**
Qinghai	107**	107**	130**

Data source: Statistical Bulletin of Education Development in Various Provinces

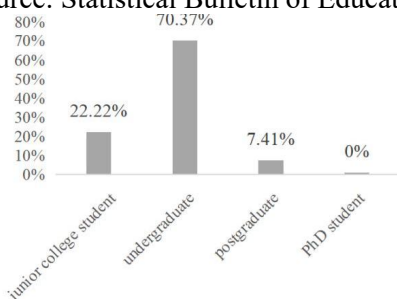


Figure 7. Proportion of Educational Qualifications in the Teaching Staff

The student-teacher ratio is a vital indicator of

Table 7. Proportion of Ethnic Minority Teachers

Option	Subtotal	Proportion
Below 10%	11	46.67%
10%-30%	9	41.67%
30%-50%	2	8.33%
Below 50%	1	3.33%
valid entries	863	

While these figures are below national maximums, they reflect a high utilization of human resources alongside a pressing demand for high-quality educators. Furthermore, this study’s survey of 22 schools reveals a significant shortage of ethnic minority teachers: nearly 47% of schools reported that minority staff account for less than 10%, and 42% of schools reported only 10%–30%. This scarcity stems from several factors, including lower historical educational attainment among minority groups, limited proficiency in the national standard language, and the out-migration of highly educated youth to other regions. Consequently, the lack of minority educators who often serve as linguistic and cultural bridges presents a structural challenge to the public service guarantee system.

resource allocation efficiency. A lower ratio allows for personalized guidance and improved educational quality, while an excessively high ratio may prevent teachers from addressing individual student needs. Conversely, a very low ratio might suggest resource redundancy. National standards aim to unify staffing across urban and rural areas at 1:19 for primary schools and 1:13.5 for junior high schools. In Haixi Prefecture, 2021 data shows a primary school ratio of 1:16.1 and a junior high ratio of 1:11.69.

Addressing these gaps requires targeted recruitment and professional development to ensure that the educational workforce reflects the demographic diversity of the region while maintaining high standards of national language instruction (Table 7).

5. Suggestions for Countermeasures

5.1 Establish a Sound Mechanism for Providing Public Education Services and Strengthen Guarantee Efforts

To improve the public service supply of the national standard language in Qinghai, government functions and market mechanisms must be integrated into a collaborative model. As the primary providers of basic education,

governments at all levels should strengthen their bottom-line responsibilities to ensure a fair and high-quality learning environment. Local authorities must clarify the roles of various supply parties, optimize financial sharing proportions, and improve the efficiency of funding utilization. Furthermore, increasing special investments from central and provincial levels is essential to provide stable material guarantees for educational development in ethnic regions. On this foundation, the government should utilize market mechanisms to attract social capital and leverage social forces. Expanding the coverage of non-basic public services can meet the diversifying demand for high-quality education. This combination of leadership and participation injects vitality into regional development. As one interviewee noted, while preserving unique ethnic cultures and languages is important, mastering the national standard language is essential for students to integrate into society and pursue higher studies. Therefore, efforts must be doubled to improve the quality of national standard language education while respecting cultural characteristics. This balanced approach ensures that linguistic proficiency serves as a tool for both personal advancement and broader social integration within the province's evolving public service framework.

5.2 Forge a High-quality Local Faculty and Build a Solid Foundation for Education

Teachers are the core guarantee for educational quality. Strengthening local teaching teams requires a robust policy framework that manages entry standards and provides comprehensive training focused on rural areas. To enhance the profession's appeal in remote regions, local governments must increase salaries and subsidies. Implementing teacher rotation programs facilitates the balanced flow of expertise between urban and rural schools, ensuring an equitable distribution of human resources. Diversified training models and increased study opportunities are essential to broaden horizons and improve professional competence. High quality education demands strong government leadership to ensure equitable opportunities through an integrated supply model. This approach aligns with the people centered development concept and the broader goal of common prosperity. Improving talent introduction through national assistance

and support mechanisms is crucial to addressing structural shortages. Specific focus must be placed on improving the language proficiency of science and math teachers while increasing the overall number of standard language instructors. Effective incentive mechanisms foster professional identity and a sense of national cohesion. By resolving teacher shortages and enhancing training quality, the region can ensure the sustainable development of national standard language education. This systematic approach effectively bridges the gap between regional disparities and national educational objectives, creating a professional environment where educators feel valued and motivated to contribute to long term social progress.

5.3 Further Enhance the Public's Awareness of Education

Research indicates that while the national standard language dominates public interaction, minority languages remain vital in informal settings. Interviewees express concerns regarding the potential decline of native tongues, advocating for parallel development. In practice, students utilize the standard language for academic instruction but return to minority languages in private life. To address public misconceptions, it is essential to emphasize that national language policies aim to facilitate cross regional communication rather than eliminate local heritage. Promoting the standard language provides a necessary tool for social integration and professional growth without prohibiting traditional linguistic expression. An inclusive approach ensures that students master the national lingua franca to access broader opportunities while preserving their cultural identities. This linguistic balance fosters social cohesion and ensures that educational strategies respect local sentiments while meeting national developmental goals. By clarifying these objectives through widespread publicity, institutions can eliminate misunderstandings and build a supportive environment for multi ethnic linguistic coexistence. This dual focus ensures that the benefits of a unified language are realized alongside the preservation of the province's rich cultural diversity.

6. Conclusion

Qinghai Province faces a complex educational landscape due to its high minority population and challenging geography. Regional disparities

in economic and technological development have led to uneven outcomes especially in impoverished areas. To address these gaps enhancing the public service guarantee system for national standard language education is essential. The government must prioritize high quality resource allocation while strengthening its service orientation. This involves increasing publicity to raise awareness of educational importance among diverse communities. Additionally leveraging success stories of individuals who achieved professional growth through language proficiency can inspire local enthusiasm. By highlighting how the standard language improves quality of life authorities can foster a supportive learning atmosphere. This strategic approach ensures that linguistic skills serve as a catalyst for social mobility and regional progress across the province's diverse settings.

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