

Received: October 27, 2017

Revision received: July 12, 2018

Accepted: July 15, 2018

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DOI 10.12738/estp.2018.6.171 • December 2018 • 18(6) • 2718-2725

Research Article

The Ways of Educational Targeted Poverty Alleviation for the Poor in Rural Areas in Chongqing*

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Abstract

To alleviate poverty must cure foolishness first, and to help the poor must help them increase wisdom first. Educational poverty alleviation, as an important way to block the transmission of poverty from generation to generation, plays an irreplaceable and important role in targeted poverty alleviation. Through the analysis of the effectiveness and deficiencies of educational targeted poverty alleviation for the poor, it is found that these deficiencies exist in the current educational targeted poverty alleviation: the method is not targeted enough, the evaluation mechanism is not perfect, and the participant is deficient. We should give full play to the basic and guiding role of education in targeted poverty alleviation, and ensure the precision of poverty alleviation way by setting up the big data service platform of educational targeted poverty alleviation. In addition, we should improve the dynamic supervision and evaluation system of educational poverty alleviation, realize the timeliness of poverty alleviation, construct a pattern of educational targeted poverty alleviation with multi-participant cooperation, promote the poverty-stricken population to get rid of poverty and block the transmission of poverty from generation to generation.

Keywords

Poverty • Education • Targeted Poverty Alleviation • Ways

*This work is supported by Chongqing Social Science Planning Project 2018 (Project No. 2018YBSSH088).

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Poverty has always been an important problem to be solved in the process of social and economic development in China. According to the “2016 Statistical Report on National Economy and Social Development” issued by the National Bureau of Statistics, the number of poverty-stricken population in rural areas was 43.35 million in 2016 calculated according to the rural poverty standard of 2,300 yuan per person per year (National Statistical Bureau of the People's Republic of China, 2016). Educational poverty alleviation refers to a poverty alleviation way that carries out educational input and educational support services for poverty-stricken people in poverty-stricken areas so that poverty-stricken people can master the knowledge and skills of getting rid of poverty, and promotes the local economic and cultural development by improving the scientific and cultural quality of the local population, and finally helps them get rid of poverty (Xie, 2012). In December 2015, “Decision on Winning the Fight against Poverty” put forward “six targeted” (targeted object of poverty alleviation, targeted project arrangement, targeted fund use, targeted measure, targeted personnel arrangement, targeted effect). The important means to realize educational poverty alleviation is educational targeted poverty alleviation (The central committee of the communist party of China, 2015; Chen and Chen, 2017). The foundational status of educational poverty alleviation is determined by to help the poor must help them increase wisdom first, the leading function of educational poverty alleviation is determined by to alleviate poverty must cure foolishness first, and the fundamental function of educational poverty alleviation is determined by preventing getting rid of poverty from returning to poverty. At present, the relevant scholars have carried out different degrees of researches on educational poverty alleviation from the different points of view, which has provided new thought for promoting educational poverty alleviation effectively. Through the analysis of the effectiveness and deficiencies of educational targeted poverty alleviation in Chongqing, this study puts forward an effective way to achieve educational targeted poverty alleviation.

A Summary of the Effectiveness of Educational Targeted Poverty Alleviation in Chongqing

In terms of specific measures, in addition to implementing the state policies of subsidizing college students in various forms, such as scholarship and grants, student loan and tuition waiver, Chongqing has also designed a number of unique funding projects so that students of poverty-stricken families in Chongqing have more opportunities than ever to go to colleges and universities and complete their studies smoothly.

Improving the conditions of running schools in poverty-stricken areas and realizing “everyone studies in good schools”

The “short board” of balanced development of compulsory education is in rural areas. To improve the conditions of running schools in rural poverty-stricken areas is an important leap from “everyone has the opportunity to study in schools” to “everyone studies in good schools”. The reform of weak schools in rural areas is an important breakthrough to solve this problem. So far, Chongqing has formulated and implemented two rounds of weak school reform plans in 2010-2013 and 2014-2018. The first round of the plan focuses on

increasing financial input to enable weak schools to meet the basic standards for the conditions for running schools as soon as possible and the basic requirements for the quality of education stipulated by the state. The second round plan intends to invest 8.8 billion yuan and proposes “four one” requirements, such adding one batch of facilities and equipment, reducing one batch of large classes, building one batch of living facilities and eating one good meal of love. The “combination blow” of rural compulsory education weak school reform is played.

Vigorously developing vocational education and improving the haematopoiesis function in poverty-stricken areas and counties

In Chongqing, more than 70% of secondary vocational school students are rural children, a significant proportion of whom come from poverty-stricken families. Vocational educational poverty alleviation is typical “hematopoiesis” poverty alleviation, which has become one of the key points of educational targeted poverty alleviation in Chongqing. As early as 2012, Chongqing introduced a public fund allocation (subsidy) policy covering all students in secondary vocational schools, public vocational schools and private vocational schools, as well as continuously increased money for many years. In recent years, Chongqing has given priority to increase in its budget at the start of each year for vocational education, and the increase in its budget at the start of the year has remained above 15%. Special projects for vocational educational input have been scientifically set up to improve the conditions for vocational colleges on the basis of ensuring the full student funding and student support for vocational education students. Through merge and integration, special funds for vocational education have been established. On the one hand, the funds are used for the promotion of demonstration guidance, supporting national project construction funds of demonstration backbone higher vocational and demonstration secondary vocational schools and implementing construction of municipal demonstration higher vocational and demonstration secondary vocational schools. On the other hand, the funds are used to tamp up the basic capacity and support the construction of vocational education training base. In addition, the funds are also used to strengthen the construction of the teaching staff. The financial fund for the construction of the teaching staff of vocational education is nearly 30 million yuan each year.

In the aspect of improving the subsidy system for vocational education, the five types of “students”, namely, the immigrant in the reservoir area, the urban people living on minimum subsistence allowances, the children of rural poverty-stricken families, the retired soldier, and the eligible orphans of the state-run welfare institution, will be provided with full subsidy for tuition fee for secondary vocational school, including allowance for living expenses and accommodation expenses through integrating funds from the departments of social security, immigration, agriculture, poverty alleviation and civil affairs. In the autumn of 2012, Chongqing took the lead in implementing the tuition-free policy to the students of secondary vocational schools in the whole country while adjusting the coverage of the living expenses subsidy policy appropriately. Tuition-free subsidy is granted to secondary vocational students in the city, and living expenses and accommodation expenses are granted to students with financial difficulties. Students who come to Chongqing to study in the secondary vocational schools from other places shall be equally entitled to the policy of tuition-free, subsidized accommodation and living expenses.

Deficiencies in Educational Targeted Poverty Alleviation

Educational Targeted Poverty Alleviation Ways Lacked Precision

The original ways of educational poverty alleviation are mainly through education and training of rural teachers and investment in teaching equipment and resources. Although these ways have achieved some results, there are also extensive and scattered characteristics. First of all, the contents of training for rural teachers don't fully consider the characteristics of students, the situation of learning and the development of local education in the area where the teachers are located. The form of training is almost the same type of lectures, so the contents of training are not necessarily effective. Second, the investment in education is generally limited to the investment in its teaching equipment and resources, but does not really consider the school's teaching faculty, teaching equipment and characteristics of students, so it is inevitable to attend to one thing and lose another, lack of systematic thinking.

In addition, with the decrease in the number of poverty-stricken areas and poverty-stricken population in China, the marginal effect of the original educational poverty alleviation mode is decreasing, and the original educational poverty alleviation mode cannot adapt to the change of the new form of poverty alleviation. Since the target of poverty alleviation has changed from poverty in the whole region to poverty in some counties and from poverty in all areas to poverty in some individuals, the target of poverty alleviation may be inaccurate and the effect of poverty alleviation may not obvious if it continues to follow the extensive educational poverty alleviation method, which is undoubtedly a hindrance to the follow-up work of poverty alleviation.

Lack of a scientific and perfect supervision and evaluation system

First of all, the information disclosure mechanism is not sound, leading to that some poverty-stricken students in the established card do not timely understand the subsidy policy of education to help the poor, missing the corresponding subsidy. Secondly, more attention is paid the index than to the actual effect. Due to the multitudinous rural government affairs, the evaluation often stops at the surface to hastily and the authenticity and sustainability of the data need to be considered. Thirdly, clear reward and punishment measures are insufficient, resulting in the lack of initiative and enthusiasm of some cadres in educational poverty alleviation work. Finally, the evaluation method is single. Most of them adopt the form of regular checking and cross-check between the superior and subordinate, which is prone to produce bad phenomena such as ways to cope with the government's policies and concealing.

Lack of multiple participants

Poverty in poor areas is caused by the interaction of various complex factors. Therefore, when implementing poverty alleviation projects, we should not adopt "sweeping approach" to different areas, but should systematically consider the different causes of poverty in different areas. Since the needs of the poor and the

problems they face are a dynamic process, the effect of relying solely on the government to help the poor is not satisfactory. Thus, it is a feasible path choice to cope with by the participation of different departments and different participant. Of course, this should also be done for the implementation of educational targeted poverty reduction strategy. We should not only play the role of the government, but also exert and coordinate the forces of multiple participants such as society, schools and the poverty-stricken people themselves so as to maximize the benefits of education.

In recent years, in the field of educational poverty alleviation, the trend of social organizations participating in educational poverty alleviation has been constantly appeared. However, this kind of educational poverty alleviation method that the multi participants participate in has not yet been formed. This can be attributed to the following two reasons. On the one hand, the executive power of the government depends on the top-down executive order, which makes it possible to deviate from the position and misplace in the work of educational poverty alleviation. At the same time, the autonomous space of multi-participant's participation in educational poverty alleviation is also deprived. On the other hand, the construction of the system is not enough. At present, the system and mechanism of the multi-participant's participation in education to help the poor is not perfect, and the function of the multiple participants to help the poor is difficult to play. Through the review of relevant data, it is found that the distribution of poverty alleviation resources is the result of the game between government departments and poverty-stricken households, and this result will lead to the "decrease of marginal benefit" and the reduction of poverty alleviation efficiency in poverty-stricken areas to a certain extent.

Innovating on Path Choice of Educational Targeted Poverty Alleviation

Establishing the big data service platform of educational targeted poverty alleviation

We should make full use of educational informatization to promote educational targeted poverty alleviation. Besides, we can use the computer network to set up a big data platform for the service of the poverty-stricken students, make a comprehensive analysis of the current situation of them by computer technology, and grasp their situation from the aspects of living standard, economic income and credit degree (Mo, 2016). The big data platform can provide lots of convenience for the management of poverty-stricken students, and can timely and efficiently manage the poor groups. It is convenient to understand the poverty situation so as to ensure that the "precision" and "accuracy" of poverty alleviation work. The use of big data platform meets the actual needs of the management of poverty-stricken students, and establishes the intelligent management system that can be tracked, investigated and analyzed for educational targeted poverty alleviation. We can carry on the whole course follow-up track management to the provincial education management department and to the most basic level object of help. The big data platform of educational targeted poverty alleviation should include the following contents: digital management system of poverty-stricken students' archives; organization structure management system of educational targeted poverty alleviation; work flow management system of educational targeted poverty alleviation; and statistical analysis system of big data of educational targeted poverty alleviation.

Improving the dynamic supervision and evaluation system of educational poverty alleviation

A scientific and reasonable supervision and evaluation system is an important guarantee to ensure the effectiveness of educational poverty alleviation. To strengthen the construction of the supervision mechanism of educational targeted poverty alleviation to ensure the effect of educational targeted poverty alleviation requires the establishment of the supervision mechanism of multi-participant's participation. From the fair and open targeted identification, targeted help and targeted management of poverty-stricken object, we emphasize the masses review and supervision and third-party supervision to supervise the progress and task completion of educational targeted poverty alleviation.

First, we should improve the mechanism of information disclosure. The relevant policies, funds allocation, project progress and evaluation results of educational poverty alleviation shall be updated in time through the government portal website and the government public bulletin board, and the whole process supervision of the public shall be actively accepted so as to achieve sunshine and transparent poverty alleviation. Secondly, we shall make clear the link between the evaluation index and the actual effect of educational poverty alleviation. We shall determine the main objectives, set the corresponding evaluation indexes, and turn to the dynamic follow-up monitoring of the income and stability of graduate employment on the basis of ensuring the completion of each index and meeting the standards. Thirdly, we will increase the proportion of educational poverty alleviation in the performance appraisal, implement the responsibility investigation, highlight the rewards and punishments of the appraisal results, and supervise the implementation of educational poverty alleviation policies with performance. Those who fail to carry out the educational targeted poverty alleviation shall claim responsibility in accordance with the legal procedures, and in particular, they will be seriously dealt with for violation of laws and disciplines such as misappropriation of special financial funds. Finally, we should give full play to the role of third-party evaluation. We should adopt a scientific and rigorous way of checking, eliminate the phenomenon of self-talk of the government, and ensure the accuracy and effectiveness of educational poverty alleviation.

Constructing the pattern of educational targeted poverty alleviation with multi-participant's cooperative participation

First of all, we should give full play to the overall planning role of the government in the whole educational poverty alleviation work. The educational poverty alleviation work involves not only the multiple object of poverty alleviation, different causes of poverty and every link of governance, but also the mutual connection and restriction of these elements (Cheng and Liu, 2017). Therefore, in the implementation of educational poverty alleviation, we should systematically consider the interests of all aspects and weigh the advantages and disadvantages of different ways of poverty alleviation so as to ensure that educational poverty alleviation can benefit the poor to the maximum extent. In addition, as the "leader" of the poverty alleviation work, the government should make the top-level design according to various possible new circumstances and new problems, and make overall arrangement and rational planning in the aspects of targeted identification, assistance and management.

Secondly, enterprises should give full play to the role of technical support in educational targeted poverty alleviation. Educational targeted poverty alleviation can be carried out through the way of enterprise's participation and government's guidance. The enterprise has advanced technology and abundant funds so that the enterprise can participate in the educational targeted poverty alleviation. On the one hand, this can reduce the cost of government financial expenditure. On the other hand, this can utilize the advanced technology of the enterprise to develop a set of software integrating teaching, management with evaluation. Through accurate analysis of big data, problems that every teaching links should pay attention to and students' real needs of learning are analyzed so that every student in poverty-stricken areas can enjoy high-quality educational resources, constructing "Internet + education" system.

Thirdly, colleges and universities should give full play to the role of serving the society in educational targeted poverty alleviation. Colleges and universities have three basic functions, among which the function of serving society is paid more and more attention. Based on this, educational targeted poverty alleviation should be combined with colleges and universities and make full use of the teaching resources of colleges and universities to carry out different batches and different forms of training in the form of lectures so as to avoid blind follow-up and form of "false, big, empty". In this way, the trained teachers can use what they have learnt and pass on new forms and methods to students in poverty-stricken areas so as to allow students in poverty-stricken areas to receive the same quality educational resources as urban students. In addition, colleges and universities should actively coordinate social resources and alumni entrepreneur resources to form a joint effort to help the poor, to introduce poverty alleviation projects, and to precisely help poverty-stricken areas to achieve poverty alleviation. Moreover, colleges and universities should attach importance to the cultivation of talents, input technical forces and train technical backbone for poverty-stricken areas, as well as support basic education, thus blocking the transmission of poverty from generation to generation (Ren *et al.*, 2017).

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