

# Research on the Implementation Path of Precision Poverty Alleviation in Poor Areas of China

## Reflections on the Theory of Poverty Reduction and Foreign Experience\*

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**Abstract**—Education can promote the development of individual knowledge, social politics and economy. The developed countries applied a series of policies of poverty reduction such as student demand-oriented education funds mode, early childhood education plan, skills training. Based on the developed countries' practical experience, it is necessary to divide the poor standard scientifically, focus on the "marginalized" group, strengthen the intention of education, construct the educational poverty alleviation system, set up the information network, divide the education funds, and improve the quality of teachers. It is expected to improve the quality of human capital, and block intergenerational transmission of poverty through education.

**Keywords**—*intergenerational transmission of poverty; education for poverty alleviation; human capital; poverty eradication sustainable*

### I. INTRODUCTION

The intergenerational transmission of poverty is a manifestation of the solidification of closed social strata. In the 1960s, American economists put forward the concept of intergenerational transmission of poverty from the research paradigm of social stratum inheritance and status acquisition. Since then, blocking the intergenerational transmission of poverty has become the key to tackling poverty. Studies have shown that ascending the educational attainment of offspring can increase their income, thus giving play to the blocking effect of education on the intergenerational transmission of poverty. [1] Education is one of the fundamental ways to improve the quality of human capital in poor areas and break the "vicious circle" of the intergenerational transmission of poverty. In the process of the transformation from extensive type to precision, the model of education poverty alleviation in China should draw lessons from the practical experience

of foreign education to alleviate poverty, and construct a scientific and reasonable education precision poverty alleviation system based on different causes of poverty.

### II. PROPOSING THE PRECISION OF EDUCATION AND POVERTY ALLEVIATION

The eradication of poverty in all its forms remains one of the greatest challenges facing humanity, according to the latest statistics from the United Nations Development Programme (UNDP); on a global scale, More than 800 million people are still living on less than \$1.25 a day. Countries such as China and India, despite rapid domestic economic growth, have helped lift millions of people out of poverty, but there is still an imbalance in progress in poverty eradication. [2] International authoritative organizations such as the United Nations and the World Economic organization believe that poverty is not just a material poverty, but also a lack of the most basic opportunities for human development and the right to choose. Since the reform and opening up, China has made remarkable achievements in the cause of anti-poverty. From 1978 to 2017, the rural poor in China decreased by 740 million, with an average annual poverty reduction of nearly 19 million people; the incidence of rural poverty declined by 94.4% per cent, an average annual decrease of 2.4%. [3] In order to ensure the smooth realization of the goal of a well-off society, the way to alleviate poverty is also constantly adjusting and improving.

November 2015, the Central Committee held a conference on poverty alleviation and development clearly put forward the "development of education" into the "five batches" poverty eradication initiatives, so as to "treat poverty first to treat fools, poverty alleviation first wisdom. National education funds should continue to tilt to poor areas, basic education and vocational education, special care is given to young children from poor rural families, especially those left behind".[4]

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### III. POVERTY THEORY AND THE PRACTICE OF POVERTY ALLEVIATION IN FOREIGN EDUCATION

Foreign scholars have analyzed the causes of the intergenerational transmission of poverty from the aspects of economy, culture and environment, and gradually formed the theory of capacity poverty, the theory of cultural poverty and the theory of human capital poverty. Then put forward the countermeasures to block the intergenerational transmission of poverty. Since the middle of the 20th century, governments have recognized on the road to tackling poverty that education has a dual functional attribute of promoting the development of individual knowledge and promoting socio economic development, so that it plays an irreplaceable role in solving social problems such as unemployment and poverty. The United States, Britain and Australia took the lead in formulating and implementing a series of education poverty alleviation policies, and launched a war on poverty eradication in various sections of preschool education, primary education, secondary education and higher education.

#### A. Theory of Capacity Poverty

Amartya Sen, the 1998 Nobel laureate in economics, proposed the famous theory of the right to poverty, argued that the essence of poverty is a "lack of capacity". Poverty refers not only to the inability of individuals to meet their basic needs, that is, the deprivation of public resources such as essential goods and services for individual life, but also to the deprivation of the individual's ability to acquire a certain content of life and to acquire corresponding abilities, so that he or she lacks the right and opportunity to choose. [5] In Amartya Sen view, material poverty is only temporary, while the poverty of one's ability is long, and this lack of capacity is the root cause of poverty.

According to the theory of capacity poverty, education for poverty alleviation should give the poor people the basic right to education, and reshape the feasible ability of individuals by improving the basic literacy and knowledge skills of the population. In the 1990s, public education in the United States lagged behind and private education was expensive. Through the implementation of the "Hope deduction tax" and the "Lifelong Learning tax deduction" policy, President Clinton exempted the children of working and low-income groups from 1500 of dollars in taxes in the first two years of the university, saving 4.8 million American households 35 billion of dollars in education expenses, [6] while reforming public schools to improve the quality of education, to provide the poor with the right to a quality education. The Australian Government also attaches great importance to educational investment and support in poor areas. The government allocates education funds according to the student demand standard based on educational disadvantage, physical and mental disability, and the different situation of students in remote areas. The families of students under 50% and under 37.5% whose household income is less than average income are classified, and the corresponding weights are multiplied by the proportion of the total number of students in school, and the funding for each student's education is determined. [7] The fundamental

right to equitable education for the poor is skewed through educational policies, the transfer of scientific knowledge and professional skills to improve the basic viability of the individual to help them lift themselves out of poverty in order to achieve the goal of poverty alleviation in education.

#### B. Theory of Poverty Culture

Gunnar Myrdal pointed that poor black groups form a mutually transformational causal relationship in 1940, the "vicious circle of poverty." The lack of education has limited employment opportunities, leading to a reduction in living standards, which has led to a range of health care, food, housing and education poverty for the next generation. This pattern of poverty shows that individuals may enter at any point in this causal cycle and then fall into an endless vicious cycle of poverty. [8] Subsequently, Oscar Lewis argued that the poor unique living environment and way of life promoted collective interaction, thus they were relatively isolated from others in social life, and resulted in a poor subculture out of the mainstream culture of society. [9]

Based on the theory of cultural poverty, the key to blocking the intergenerational transmission of poverty lies in breaking the cultural circle in which poor groups interact and helping them to reshape their confidence to escape poverty. In the late 1850s, the United States economy declined sharply, when domestic educational theorists generally believed that poverty was the result of a poor cultural environment. President Johnson has suggested that the "most powerful weapon" in eradicating poverty is better schools; better health, better homes, better training and better jobs, and that people will learn to find a way out of poverty. [10] His signing of the economic and social law in 1964 marked the beginning of the "War on Poverty", which provides for an annual allocation of \$300 million for subsidized loans for needy students and for the provision of employment opportunities for school students. [11] In the same year, the Coleman report (Equality of Educational Opportunity) pointed out that, to a certain extent, one of the most important variables affecting students' differences in academic achievement was family education and social class background. [12] This provides theoretical support for addressing the transfer of poor black children and other poor children from the bottom schools to the mainstream educational environment. Head Start is the earliest early childhood education programme supported by the United States federal government in 1965, which specifically provides comprehensive educational, medical and nutritional services for children from low-income families aged 0-5 (including street children and children with disabilities in the later stages), as well as for their families, especially mothers are encouraged to participate. [6] The program has been implementing what has been known as the most important social and educational experiment in the second half of the United States in the 20th century, not only to improve the environment of poor children to grow up, but also contribute to reducing social crime rates and welfare spending.

### C. Theory of Human Capital Poverty

Schultz believes that investment in education is a major part of human capital investment, and that differences in income within social strata are closely related to the differences in their education. Education plays a role in enhancing the quality of human capital and promoting the growth of individual economic income. [13] Education for poverty alleviation not only through the rational allocation of public education resources to provide material and financial support to poor areas, but also, more importantly, education improves the quality of human capital through impart scientific knowledge and professional skills, so that material capital investment and human capital investment coordination to achieve maximum returns.

When the New Labor Party came to power in 1997, it established a priority education strategy, which was reformed from all stages of education in an effort to nurture multi-skilled and innovative talents to promote technological progress and increase employment income. At the pre-school level, the New Labour government introduced a "National child Care Strategy" in 1998, setting up a "centre of excellence for Children" to provide quality early education services for parents and children, as well as a skills and qualification assessment for early education practitioners. Government puts in more child benefits to tax relief for parents who work more than 16 hours a week to give children from poor families a fair and quality education. At the primary and secondary level, schools set up strict curriculum assessment standards to improve the quality of teaching, and to increase the number of school assistants and enhance the on-the-job training of teachers. At the tertiary level, schools provide grants to students from low-income family backgrounds, eliminate the requirement to pay the full tuition fees in advance, and double the investment in additional funds to fund vulnerable students. [14] It can be seen that the western developed countries have made the talent strategy as an important development strategy of the country, because the qualitative increase of human capital can not only help the individual out of poverty, but also promote the sustainable development of the national economy.

### IV. THE IMPLEMENTATION PATH OF PRECISION POVERTY ALLEVIATION IN CHINA'S EDUCATION

Although China's poverty alleviation and development has made great achievements, but the number of poor people is still very large, the children of poor families in the compulsory education stage of the dropout rate is relatively high, after high school education level and overall cultural quality is lower. There are still problems in education poverty alleviation in the distribution of basic education input, the quality of running a school, the level of teachers and the management of education. [15] China's education poverty alleviation should respect for the law of education and the needs of education reform, and establish a set of precision poverty alleviation science system, which combined with the actual situation in poor areas according to local conditions,.

### A. Accurately Identifying the Target of Poverty Alleviation and Enhancing the Willingness to Be Educated

Education precision poverty alleviation is a poverty alleviation project which is detailed to help individual, and the precision determined by education poverty alleviation object has a direct impact on the effect of policy implementation, and is the basis and prerequisite for realizing the goal of poverty eradication. The screening of poverty alleviation targets should take into account not only poor areas and the poor school-age population of established cards, but also the neglected children of poor urban families, children left behind in rural areas and migrant children.

First, the poverty standards should be classified. At present, China mainly takes the per capita income of residents as the measure of poverty, and the evaluation standard is too single to fully identify the target of poverty alleviation. From the students' health status, academic achievements, school infrastructure, teaching level, educational resources, parents' economic income, health status, education level, housing conditions and other aspects of comprehensive consideration, combined with the law of education and educational reform needs to build a multi-dimensional education poverty alleviation object identification System. In the process of identifying the target of poverty alleviation, the school should persist in investigating the basic life situation of the students, and establish the education Poverty alleviation information system through extensive public opinion, publicity announcements and the establishment of a stall card.

Second, schools should focus on "marginalized" groups. Since education for poverty alleviation is mainly selected from poor counties designated by the state and among the children of the rural poor who have already established a standing card, ignoring the children of poor urban families, the children left behind in statistical supervision and the more mobile accompanying children, this group is marginalized from being integrated into the education poverty alleviation system. According to the results of the mapping of rural left-behind children released by the Ministry of Civil Affairs in November 2016, there are 9.02 million children left behind in rural areas in China, 8.05 million of whom are supervised by grandparents, grandparents and relatives and friends of the family, 310,000 of whom have one parent out of the house and the other has no guardianship capacity. 360,000 children are in unattended condition. In addition, more than 210,000 children of rural areas still do not register left-behind children as permanent accounts, [16] which brings some difficulties in identifying children left behind as a target for poverty alleviation. The provinces and municipalities should identify and enter the national information management system for left-behind children in rural areas through the mapping exercise to classify the unregistered, unregulated or unsupervised left-behind children. The government should improve the policy of off-site schooling for accompanying children, include children of poor urban families, children left behind and accompanying children in the identification of educational poverty alleviation objects, and strive for a fair and quality education for every child who is poor in the family.



Third, teachers should enhance students' willingness to attend school. Based on the theory of cultural poverty, the key to education poverty alleviation and blocking the intergenerational transmission of poverty lies in breaking the vicious circle of poverty and enhancing the individual's willingness to be educated. [17] The improvement of the cultural poverty environment should be valued by the individual in early childhood, such as the "Enlightenment Plan" implemented by the United States Government and the "National Child Care Strategy" implemented by the British Government to improve the educational environment for young children through the training of parents and teachers. The poverty alleviation of education in China should focus on changing the backward concept of parents of preschool children in poor areas, and the women's organizations or communities of village committees should popularize the correct concept of family education for them so as to improve the educational opportunities for preschool children. In addition, the higher cost of higher education, the lag of educational returns, and the disadvantaged position of needy students in employment have led to lower educational expectations for children in poor families and reduced or even abandoned investment in higher education. According to the local humanistic environment and traditional customs, colleges and universities can add local characteristic specialties related to folk literature and art, experience agriculture, rural ecotourism and so on, and improve students' willingness to enroll and study initiative through innovative educational ways..

#### *B. Accurately Establishing Management Mechanism and Strengthening Legislative Supervision*

Reasonable and effective educational laws and regulations are the system guarantee for the smooth implementation of educational precision and poverty alleviation. China should learn from the experience of the United States, Britain. The relevant departments should construct and improve the laws and regulations on the precision and poverty alleviation of relevant education, carry out dynamic supervision and evaluation of the implementation process and effect, and guarantee the right to education of the children of poor families through the law.

First, the government should construct the education poverty alleviation system. China should construct a legal system of educational precision poverty alleviation with socialism with Chinese characteristics. Education poverty alleviation provisions should include guiding principles, implementation norms, operating procedures, funding standards, management supervision, effectiveness evaluation, etc., which can provide a strong legal guarantee for children of poor people to receive fair and quality education. Under the macroscopic plan of complying with national laws, local governments should formulate scientific and reasonable regional policies for poverty alleviation in education according to the local economic and educational development level, and improve the quality of education so as to narrow the regional development differences.

Second, the Government should establish an Education poverty alleviation network. Accurate supervision is a

powerful guarantee for the implementation effect of precision poverty alleviation in education. Government should establish educational precision poverty alleviation Information disclosure Network, and publish screening process and determine the list. The education departments of each local government and the schools shall arrange the distribution criteria and expenditure details of the education funds, set up the local anti-poverty monitoring group, define the power limits and responsibilities of the staff in the process of education poverty alleviation, and construct a scientific, reasonable and diversified supervision system to protect the smooth implementation of the education precision and poverty alleviation.

#### *C. Accurately Allocating Education Funds to Improve the Teaching Quality of Each School Section*

The research shows that the effect of increasing the financial expenditure of education funds on the improvement of students' academic achievement shows an inverted "U-shaped" structure when they reach a peak. [18] Scientific and accurate distribution of education funds will effectively promote the rational use of educational resources, and improve the rate of return on education. Therefore, China can learn from the student demand standard system implemented in Australia, because the school system should implement a different education funds distribution system, dynamic monitoring, the establishment of anti-poverty schools exit and replenishment mechanism.

First, Schools should distribute education funds scientifically. In the allocation of education to alleviate poverty funds should be visited, the school's infrastructure, teaching quality, the proportion of poor students, the level of teachers, and other aspects of a comprehensive assessment, and according to the local economic conditions and social structure, due to the school system should implement the difference subsidy standards, so as to avoid the education funds of repeated investment and insufficient investment. According to statistical data analysis, the students' standardized test scores were increased by 15.622 points for every additional unit in China's health-all public funds. Moreover, the proportion of rural students' standardized test scores is 5.99%, which is much larger than the proportion of standardized test scores of urban students by 1.64%. [18] This shows that increasing the public expenditure on health can effectively reduce the impact of household economic income on students' academic performance, and the effect is more obvious in areas with relatively backward levels of economic development. Therefore, in allocating the funds for poverty alleviation in education, the school should, improve the expenditure of compulsory education students, and tilt into the rural poor areas. The government should guarantee the fairness and science of the allocation of education funds, and improve the rate of education income.

Second, Education for poverty alleviation should cover different levels of education. The essence of educational precision poverty alleviation is to increase the income of the poor by imparting scientific knowledge and professional skills to provide the quality of human capital, and the key way is to improve the quality of education in each school

segment. At the preschool level, government should increase the investment of education, and implement the standard of subsidy for preschool education, which can increase the prevalence and enrolment rate of pre-education in poor areas. Poverty alleviation should strengthen the construction of infrastructure in the compulsory education stage, and improve the running environment of rural areas, especially boarding schools with poor natural conditions, then speed up the process of information education. The establishment of high school students funding standards, multi-channel access to education funds subsidies, to create a local characteristic of high-quality high schools. The school should expand the subsidy ratio and the proportion of tuition loans for poor students in higher education, and give policy assistance in employment and entrepreneurship. Vocational education has the advantages of strong practicality and fast return cycle, and it is an effective way to implement accurate poverty alleviation in education. The Government should encourage vocational schools to set up special specialties adapted to the needs of the local labor market, and implement the teaching model of "combination of learning and production" and "double tutor", so as to improve the professional quality of the labor force and create more employment opportunities and promote the economic development of poor areas.

Third, Schools should improve the quality and treatment of teachers. At present, China through the "special post teachers", free normal students, remote areas of the talent support program and other projects to solve the problem of teachers in poor areas "Introduction", but because of the backward level of rural development, lack of transportation, school infrastructure lags behind and produced a "can not stay" difficult problem. The loss of teachers is serious in poor areas, the supplementary channels are not smooth, and the shortage of teachers and the overall professional quality is not high to be solved. In the introduction of teachers for poor areas, it is necessary to study the Japanese teacher Exchange rotation system, on the principle of voluntary, taking full account of the family factors of teachers, the nearest allocation and consideration of arranging for the work of family members willing to accompanying, and provide different types of subsidies such as transportation allowance and housing allowance. At the same time, on demand posting, advance recruitment, draw up a replacement list, the establishment of flexible teachers in poor areas to supplement the mechanism. On the other hand, for rural local teachers to provide targeted training programs for short-and medium-term schools, signed a contract to return to the original school, to cultivate and strengthen the excellent teacher resources for the purpose. In addition, schools in poor areas, with the help of national and local governments, should actively seek teacher assistance cooperation projects with advanced schools, increase training opportunities for teachers' professional skills, and provide a diversified approach to teaching with centralized learning, school-based training, field visits and online training.

## V. CONCLUSION

In the process of changing from extensive type to precision, the Chinese government should do a good job in

educating and lifting out of poverty. After referring to the experience of education poverty alleviation in developed countries, the policy perpetrators should construct an educational precision poverty alleviation system with socialism with Chinese characteristics. Education for poverty alleviation helps to provide a fair and quality education for the children of poor families. Education can improve the quality of human capital in poor areas the economic income of educators, to block the intergenerational transmission of poverty, and to maintain the sustainability of livelihood capital of groups out of poverty.

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