

The Funding and Education Dilemma of the College Students with Financial Difficulties from the Perspective of Targeted Poverty Alleviation

Xiaoqiong Wang*

Tianjin Urban-Rural Industrial Integration Laboratory
Tianjin Agricultural University

Abstract—From the perspective of targeted poverty alleviation, this paper examines the current situation of precise funding and education of the college students with financial difficulties, which still have humanistic care difficulties under poverty identification, education effectiveness problem under financial funding, education value dilemma under subsidization system, and comprehensive development predicament under assimilation model. The effective way to solve this problem is to carry out the thought of “precision” and “multiple coordination” and establish the concept of “development-oriented funding”.

Keywords—targeted poverty alleviation; needy-students; precise education; precise funding

I. INTRODUCTION

In the process of targeted poverty alleviation, the Chinese government has implemented classified policies for poverty groups, including policies based on people and localities, policies based on poverty reasons and policies based on poverty types. The Chinese has implemented “five one-group” project, namely, a group to support production and employment development, a group to relocate and resettle, a group to alleviate poverty through ecological protection, a group to alleviate poverty through improving education, and a group to guarantee basic living standard for people unable to work through minimal social security policy. Poverty alleviation in education includes poverty alleviation in basic education, higher education, and vocational education, which is used to stop poverty from being passed on to the next. College students with financial difficulties are a group that can not be ignored in the targeted poverty alleviation. They are the object of the educational poverty alleviation and should be accurately funded. Targeted poverty alleviation aims to solve poverty roots by spiritual poverty alleviation, enhance the internal driving force of poverty alleviation by endogenous poverty alleviation, and ensure the actual effect by scientific poverty alleviation [1](P.70). Reflected in the group of poor students in colleges and universities, it is of great significance whether “ambition” prompting is realized while improving “education”, whether the spiritual poverty alleviation is implemented accurately, and whether the mechanism of stimulating

endogenous motivation is effective.

Universities and colleges in China have explored a funding system that combines “scholarship, fellowship, loans, work-study programme, tuition fee free, tuition waiver, and living subsidy”, and achieved the national commitment of “not letting any poor students drop out of school for the tuition reason”[2]. The achievements in the funding level are encouraging, but the combination of financial aid and education, the incentive mechanism for the growth and development of poor students still have difficulties, which urgently requires the university management system to promote reform and achieve “precise education”.

II. THE CONNOTATION OF TARGETED POVERTY ALLEVIATION

Since the Central Leading Group with Comrade Xi Jinping at the core came into power, the Chinese government has focused on building a targeted poverty alleviation and development strategy for poor villages and households in rural areas, aiming at eliminating the poverty of all people in difficulties, basically realizing “that “rural poor people having no worry about food and clothing and having access to compulsory education, basic medical services, and safe housing”, and laying a solid foundation for building a moderately prosperous society in all respects and achieving common prosperity. At the end of 2013, the Chinese government put forward the concept of targeted poverty alleviation. In 2014, it formally put forward the “four precisions” for poor villages and poor households, namely “accurate identification, well-targeted support, precise management and specific assessment”. From 2015 to 2020, targeted poverty relief strategy was highly promoted and closely linked with targeted poverty alleviation. In the period of 2019-2020, a targeted “poverty alleviation” has been launched. By the end of 2019, the incidence of poverty was 0.6%, and the number of poor people was 5.51 million [3]. It took 7 years to solve the poverty and development problems of more than 90 million people.

The connotation of targeted poverty alleviation is mainly reflected in the following aspects. Firstly, based on the files of the poor households, the poverty alleviation process has refined

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“who to support, who to help, and how to help”, which has been transformed into “four precisions”, namely “accurate identification, well-targeted support, precise management and specific assessment”, and expanded the governance framework of targeted poverty alleviation for rural residents [4](P.164). Secondly, from the perspective of the goals, targets, means and processes of poverty alleviation, based on batches and types, to find the “roots” of poverty and grasp the “six precisions”, that is, accurate support objects, specific project arrangements, precise use of funds, exact measures to households, and precise poverty alleviation effect. Thirdly, the content and main body of poverty alleviation should be diversified. We can solve poverty roots by spiritual poverty alleviation, enhance the internal driving force of poverty alleviation by endogenous poverty alleviation, and ensure the actual effect by scientific poverty alleviation [1](P.70), consideration must be given to both poverty alleviation in all types of special programs, industrial programs and social poverty alleviation, including education improving. Poverty alleviation in education can stop poverty from being passed on to the next, which not only solves the economic difficulties of poor students, but also cultivate students to be available talents for social construction.

III. THE FUNDING AND EDUCATION DILEMMA OF THE COLLEGE STUDENTS WITH FINANCIAL DIFFICULTIES

In recent years, new characteristics of poor college students have emerged, and the comprehensive development of poor students is imminent. For example, economic difficulties and psychological burden coexist, the polarization of positive response and negative negation is serious, the practical skills and social ability are insufficient, and the demand for diversified development is increasing [5].

A. The Dilemma of Humanistic Care under the Poverty Identification

In the past, assisting funds is badly needed. In order to help the real poor students, colleges and universities spent a lot of energy on “precise identification”, such as requiring students to provide various materials to prove their poverty, publicizing their poverty, and conducting surveys on their consumption levels. In 2019, colleges and universities have gradually abolished all kinds of poverty proof materials, the cost incurred by poor students' families to obtain the materials, and completely eradicate the cost incurred by poor students' families to obtain the materials, which is the first step of humanistic care for students. However, the abolishment of “publicizing the poverty” is incomplete, the quotation of big data tools is not enough, and the use of scientific measures is insufficient. The management and incentive mechanism is not perfect, so the instructor and the head teacher can not completely exert their initiative.

B. The Dilemma of Educational Effect under the Financial Support

In the funding system, the original intention is not only to solve the economic difficulties of students, but also to achieve the expected goals of education, focusing on the construction of students' values such as honesty and gratitude, especially eliminating the dependence thought of “waiting, relying, and

demanding”, so that poor students can grow into talents with sound personality. However, the effective measures are insufficiently implemented. For example, when students receive financial aid, they promise a certain amount of time for public welfare service. Due to inadequate implementation measures and tracking management, and the imperfection of the post docking system for receiving public welfare service, public welfare service fails to produce educational effect for poor students.

C. The Dilemma of Educational Value in the Subsidization System

The subsidization system with free funding assistance is deficient in the function of “blood-making”. The “gratuitous” funding has caused more students to fight for poverty places, and even lose their integrity, making up economic difficulties, which increases the difficulty of identifying poor students and is contrary to the original intention of education. In the subsidization system, the financial support is not correctly used to guide and cultivate students' values, and some students have a weak sense of gratitude and feedback, so it lost its educational value.

D. The Dilemma of Comprehensive Development in the Assimilation Model

Due to the financial difficulties of their families, these students had a harder time in their growth process than those ordinary students. They are less loved by their family, and lack of psychological development, emotional expression, practical skills and social ability. While college is a stage of self-expression, it is urgent for them to grow up so that they can face life independently. However, due to insufficient development, timidity and lack of self-confidence, as well as the assimilation of funding model in colleges and universities, it is not possible to pay attention to the overall development of individuals.

IV. THE WELL-TARGETED FUNDING AND EDUCATION PATH FOR POOR STUDENTS IN COLLEGES AND UNIVERSITIES

The successful cultivation of students in colleges and universities should not only meet students' economic difficulties, but also improve their comprehensive quality and ability. In the context of targeted poverty alleviation in China, first of all, the idea of “precision” should be throughout to effectively achieve well-targeted funding and education. Secondly, well-targeted funding should be “diversified and coordinated” to ensure that students' development needs are met. Thirdly, the concept of development-oriented financial funding for poor students should be established to promote the development of students' comprehensive ability and quality, and implement comprehensive education.

A. Well-targeted Funding Requires “Four Precisions”

There should also be four precisions in the well-targeted funding for poor students in colleges and universities: precise identification, precise funding, precise education and precise management. Firstly, precise identification targeted poor students “precisely”. Even the strictest targeting may result in

information asymmetry, and poor students may be labeled as “poor” and “stigmatized”. Therefore, in the process of implementation, we should actively implement the spirit of humanistic care, make full use of big data resources such as accurate poverty alleviation files, and identify poor students with scientific methods. Secondly, precise funding made good use of classification tools and made policies according to people. Different students have different original families and growing-up experiences, so the method of funding needs to be precise. The funding system needs to achieve precise financial assistance, accurate academic support, precise ability improvement, precise quality training, accurate employment guidance and precise psychological counseling. Thirdly, precise education requires to implement the educational effect with the financial support, guide students to face and overcome the difficulties of life correctly and to have the ability and literacy to solve difficulties through their own efforts. Fourthly, precise management, whose objects include the institutions and people of colleges and universities, as well as the students who are funded. It is necessary to establish a normal supervision mechanism for the funding work to open and transparent funding tasks, fund use, supervision methods and so on. Tracking the development of the assisted students and implementing the management after funding to effectively realize the education value in the funding system.

B. Well-targeted Funding Requires “Multiple Coordination”

According to the theory of synergetics, the overall utility of the system elements generated by conscious integration and cooperative operation is greater than the total utility of the decentralized functions of each element [6](P.123). Targeted poverty alleviation has broken through the fragmented and decentralized pattern of poverty alleviation, realized multiple coordinated poverty alleviation, and finally formed an integrated synergy effect. This thought is applied in the field of precise funding and education in colleges and universities, which is conducive to the innovation and reform of the funding system. The funding system is dominated by free funding and supplemented by other forms of funding, encouraging the participation of multiple subjects. The current funding system in colleges and universities is mainly the collaboration of student offices, counselors, class teachers and class committees. In the future, scope of collaboration can also be extended to teachers, society and families. For example, all links related to college education and the participation of both teachers and students have truly realized the “three all-round education” idea of all-person education, full-course education and all-round education. Social organizations, institutions and units can provide more public welfare services, work-study or internship positions to help poor students grow quickly in their ability and diathesis.

C. Accurate Education needs to Establish “Development Concept”

Precise education should shift the perspective from group education to individual education, pay attention to individual development, especially the combination of common needs and individual differences needs, construct scientific development indicators, educate students by levels, stages and differentiation, and combine short-term economic assistance with long-term

comprehensive development, to help poor students obtain the sustainable power of personal development. Precise education should aim at the overall growth and development of poor students, stimulate their initiative, activity and creativity, and truly possess the “hematopoietic function” in ability and quality. Targeted poverty alleviation has reached the critical stage of poverty alleviation. The number of poor people has been greatly reduced, and the number of poor students has also been reduced. Colleges and universities have the ability to deepen poverty alleviation through education. In the context of the family relationship in China, educational poverty alleviation through the successful cultivation of a poor student stops poverty from being passed on to the next in a family, and even solves its poverty problem, which has far-reaching significance. After the expansion of targeted poverty alleviation and the solution to the absolute poverty problem, there are still a large number of “relatively poor” students, which means that precise funding and education in colleges and universities should continue to develop and reform in the long term. Whether for the poor students or the funding system, the concept of development must be established.

V. CONCLUSION

Education poverty alleviation is a way to block the intergenerational transmission of poverty fundamentally. The construction of the financial aid system of institutions of higher learning is the final key link for talents to become talents. Combined with the opportunity of targeted poverty alleviation in the new era, we will do a good job in targeted funding and education. In addition to the “multi-dimensional coordination” to ensure that the development needs of students are met, the concept of development-oriented financial funding for poor students should be established to promote the development of students’ comprehensive ability and quality. And the comprehensive quality and ability of poor students should be improved comprehensively through comprehensive education.

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