

## Reflection on the problems in the process of antipoverty education

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### Abstract

**Constantly improving people's livelihood is the eternal theme of human beings. Poverty relief is a problem that people have been discussing. Economic development is more and more dependent on science and technology. The cultivation of talents and the development of education are especially important. Human beings are more and more aware of the role of education in the development of social progress, and also aware of the teaching. Breeding is the key to poverty alleviation and poverty reduction. The reflection and Reflection on problems in the process of anti-poverty in education plays an important role in guiding the work of poverty alleviation.**

### Keywords

**Education; antipoverty; reflection on Problems.**

### 1. Introduction

UNESCO studies show that the level of labor productivity of the educated at different levels is different: the undergraduate is 300%, the primary and middle school is 108%, the primary school is 43%, the relative coefficient of the per capita education year and the per capita GDP is 0.562[1]. Amaetya Sen, the winner of the Nobel prize for economics, believes that the lack of education is "the poverty of capacity deprivation", which is deeper than material poverty, and will lead to the intergenerational transmission of poverty. Therefore, education is the most effective measure to allow poor people to take off poverty fundamentally. It is an important task for poverty alleviation and development to allow children in poor areas to receive good education. It is also an important way to block the intergenerational transmission of poverty.

Educational poverty alleviation is aimed at the poor people to carry out educational investment and educational support services. Through education, the ideological and political quality and scientific and cultural quality of the poor people will be improved, and the local political, economic and cultural development will be promoted, so that the poverty-stricken areas can be completely rid of poverty. Schultz believes that the main reason for the backwardness in poor areas is the lack of human capital. In the poverty measurement of three dimensions of education, income and quality of life, the contribution to multidimensional poverty is 47.27%, 32.69% and 20.04%[2] respectively, among which the contribution of education is the greatest and the education poverty is the most serious poverty. In the process of education poverty alleviation, there are still some problems that we need to improve.

### 2. The idea of education is not advanced

#### 2.1 The backward education concept popular in the poor population.

First, "the theory of reading is useless", because of the high pressure of competition in the market, it is difficult for college students to stand in the city after graduation, and it is difficult to adapt to the living in the poor areas. So the rate of return on education is low, the investment in Education is increasing, the burden of investment education in poor families is heavy and the risk is great, so many poor families are reluctant to invest in education. The two is the deep-rooted concept of feudal education. It is believed that "reading is for the sake of the ancestors" or "the labor of the people, the labor is governed by the people". The purpose of the education is to gain fame and fame. After a

relatively high education, the rural population will try to leave the poor areas and squeeze into the cities, so that the poverty-stricken areas can not keep the talents. In this sense, education itself ignores the practicality and creativity of education, neglects the vocational skills training that modern people rely on for survival, and is not pragmatic, and can not train talented people in need of the development of poor areas, which are skilled, management and management. The three is the light education of heavy commerce. With the development of the market economy, the rural areas are also affected by the commodity economy. Some of the rural population with a little ability are directly engaged in business and income generation, and the long-term interests of education are not considered. Four is the deterioration of the social atmosphere to obstruct education, the small farmers' consciousness is affected by the market economy, so that some poor people simply pursue material enjoyment, do not think enterprising, and do not want to invest in education.

## **2.2 The backward education concept exists in the government's precise poverty alleviation and development.**

The theory of investment education ineffective with the self-interest of the government is mainly based on the theory of public choice in 1980s. The theory of economics is used to analyze government behavior. It is considered that "even the officials responsible for public responsibility are pursuing their own private interests", and the educational administration officials will not be self-conscious in their work. The pursuit of personal interests maximizes the self-interest of the government. The self-interest of the government causes the government to ignore the continuing and fundamental role of education in the economic and social development of poor areas in the precision of poverty alleviation, and emphasizes that education is slow and investment is not conducive to the performance of the government, and the educational funds are often misappropriated for his use so that a "investment education is ineffective" in the accurate poverty alleviation. "On".

## **2.3 The backwardness of education in the whole country's social life.**

First, the idea of "Education City centralism" is the tendency of educational development. The allocation of urban and rural educational resources has always been uneven. The quality of educational resources is concentrated in the city, the difficulty of the education of the population in the poverty-stricken areas has been increased and the quality of the poverty-stricken population has been hindered. Two is the idea of examination oriented education. Too much attention is paid to the accumulation of theoretical knowledge in the course of the examination, and there is no corresponding practice and knowledge. The ability to select talents is poor and does not meet the needs of economic and social development in poverty-stricken areas.

## **3. The education policy is not perfect enough**

### **3.1 The poverty alleviation education policy is not precise enough, and tends to assimilate, utilitarianism and blindness.**

The trend of assimilation is basically the same for different poor areas and poor people. The formulation of education policy in precise poverty alleviation focuses on the government led perspective, lacking the main body of precise poverty alleviation, and also the micro targeting of educational objects. The starting point of policy formulation is the state's overall education status. It is not accurate to the educational policies and measures to adapt to the population structure, political structure and economic structure of different poverty-stricken areas, and is not accurate to the specific social conditions for the educational policies and measures to play its role, and it does not reflect the different areas of poverty. The characteristics of education poverty alleviation by different poor people do not accurately reflect the needs of the aided objects.

The performance of utilitarianism is that the implementation of the poverty alleviation policy focuses on the pursuit of the digital effect, the achievement of politics, and the fact that it does not attach importance to the actual effect, so that the poverty alleviation is regarded as a political task and an image project, and that more winners take education as an industry, pursue economic benefits in the

accurate poverty alleviation, and embezzled the funds should be used for the long-term development of education. To invest in short - term short - term training.

The blind manifestation is that the policy does not reflect the actual survival needs of the object of poverty alleviation, but the government arranges the basic laws of the education development in a wishful way. The content and measures of the education are inconsistent with the needs of the poverty-stricken areas and the poverty-stricken people, and the implementation process is inconsistent with the expected results.

### **3.2 The education policy of precise poverty alleviation lacks continuity and consistency.**

The continuity of educational policy comes from the characteristics of education itself. The development of education needs long-term cultural accumulation. Education and poverty alleviation should be a sustainable and long-term systematic project. This requires that the top design of the policy has the continuity of time, and the current policy of education and poverty alleviation pays attention to the design of space and involves the base. In all aspects of basic education, vocational education, higher education and continuing education, there are few continuing arrangements about the time of every educational content, that is, there is no specific development target on every educational content at different time points. The continuity of the policy is not enough. It makes the development of education in precision poverty alleviation without a sense of urgency, more casual, to grasp and not to do. The continuity of the policy will not be consistent with the policy formulation and implementation. The consistency of the educational policy is that the formulation and implementation of the policy should be consistent and according to my body. Many villages and towns have not put education as the focus of precision poverty alleviation, and some even have not put education on the agenda, and the state's policy on education poverty alleviation has become a blank paper.

## **4. Educational engineering is not systematic enough**

### **4.1 From the perspective of education itself, the relevant educational cooperation mechanism in precise poverty alleviation is not perfect.**

The education in precision poverty alleviation is not only a problem of education, but also a social problem. It is a systematic project involving many factors such as politics, economy, culture and geography in poor areas. It is necessary to coordinate and cooperate with the relevant departments and industries of the whole society to establish a systematic and effective resource allocation mechanism. And the cooperation mechanism of education should be a crisscross of three-dimensional cooperation mechanism, which includes a line from the central to the provinces, cities, counties, villages, villages and other local lines, including the network of multiple responsibility subjects, such as society, government, schools and families. At present, the cooperative mechanism of education can not always help the poor in education, and the good policies will be greatly reduced to the grass-roots level. In the lateral way, education is limited to the education departments and schools, and the society, the government, the family and other related departments and industries are not matched, so that the promotion of poverty alleviation is difficult.

### **4.2 In the precise poverty alleviation environment, the external system of education projects is not strong enough.**

Accurate poverty alleviation - economic development - increase in income - the increase of educational investment - the improvement of the quality of the population - the improvement of labor skills - the increase of income - the overall development of the economy and society - it is a process of benign circulation, education is the central link of this circulation system and the root of the work of poverty relief work. However, due to the shortage of poverty alleviation policy to education, the difficulty of employment and the slow development of education, there are some phenomena in the government and poor people in the poor areas, which are not willing to invest in education, and are consciously segregated from the accurate poverty alleviation, which leads to the fundamental nature of education in the poverty alleviation. The role is not highlighted. In order to give full play to the fundamental role of education in precision poverty alleviation, it is necessary to create a harmonious

social environment for the development of education. The whole society should attach importance to education, investment education, development education, and the use of educational results. That is, education as an important part of the poverty alleviation, to solve the early investment in education. And late return issues, and other aspects of precision poverty alleviation.

## **5. The content and measures of education are not accurate enough**

### **5.1 Education should attach importance to the construction of spiritual culture and improve the soft power of the poor.**

Whether it is basic education, vocational education, or higher education and continuing education, the emphasis is on the cultivation of knowledge and skills, the pursuit of economic benefits, and the cultivation of the moral quality of Tao Yi, which seldom involves the humanistic feelings, and the education in the poverty-stricken areas. In fact, poverty is a comprehensive problem. In addition to the superficial economic and material poverty, it also includes deep mental poverty and psychological poverty. Long term material poverty and economic poverty make the poor have no conditions and opportunities to receive good education. The ability to work is not promoted, and the ability to compete in the market is not involved. They have lost their self-confidence, their vision is not expanded, their mind is narrower, they have not entered the psychology, and they will be squeezed out and suppressed from all aspects of society. They can not fully integrate into the tide of social development. They live in backward and closed environment, and the psychological imbalances have no door, such mental poverty and psychology. Poverty is more terrible and more difficult to eradicate than material poverty and economic poverty.

In addition to the need for a harmonious and equitable social environment, the most direct and effective means is education. It is necessary to pay attention to the promotion of the soft strength of the poor, on the one hand, to improve the scientific and technological quality of the poor people through education, to improve their own development and innovation ability, and to get them back to themselves. On the other hand, to create a healthy and upwards cultural atmosphere through educational means, and to guide poor demographics, learn advanced, learn law, understand the rules and morality, participate in the cultural activities beneficial to physical and mental health, and let the poor people love their family and their families. Hometown, abandon the bad habits of poor areas, and cultivate a positive and healthy lifestyle. The poor people must first take the spirit, actively transform themselves, transform the environment, change the "government poverty alleviation" to "poverty alleviation", and stimulate the endogenous motivation of poverty alleviation.

### **5.2 The content of education should meet the needs of poverty alleviation in poor areas.**

In the opinion of the implementation of educational poverty alleviation project in China, the overall goal of education poverty alleviation is to improve the popularization of basic education and the quality of running a school, improve the ability of vocational education to promote poverty alleviation, improve the ability of economic and social development in the service area of higher education, and improve the ability of continuing education to serve the workers. Power。 The four objectives of education and poverty alleviation in poverty alleviation are basically the basic education, higher education, vocational education and continuing education according to the strength of poverty alleviation. This order does not conform to the actual needs of poverty alleviation. The order forms the influence of the government performance appraisal and the traditional education. The concept of service city, education and service industry and commerce, education and poverty alleviation make the poor people have the potential for development through basic education to higher education, and get the ability to survive and compete in the cities to leave the poverty-stricken areas. Most of them have left their own poverty-stricken areas and go to the cities to participate in more intense survival and competition. It is facing more competition pressure, but the poor areas still lack talents who love home, know technology, operate well and have responsibility. According to the actual needs of social and economic development in poor areas, continuing education and vocational education should be placed in a more important position. Continuing education and vocational education can enable the

poor to learn the ability to get rich in a short period of time and increase economic income. The increase in income will help the poor to better invest in teaching. Breeding, forming a benign cycle.

### **5.3 Education measures should be further precise and further implemented.**

The educational measures in different poverty-stricken areas are basically unified, and the main measures are uniform. The main measures are: first, the implementation of the poor families to learn the children's accurate funding, the target of financial support for preschool education poor children, compulsory education poor students, ordinary high school poor students, secondary vocational schools poor students and College Poor College Students and so on All are school students; the two is to improve the basic conditions for schools in poor areas. The schools include kindergartens, primary schools, ordinary high schools and county vocational education centers, and the three is to expand the proportion of rural students in Colleges and universities, and improve the number of students in the poverty-stricken areas by the central institutions of higher education and a batch of local undergraduate students. The enrollment plan is not less than 2% [3] of the annual undergraduate enrollment scale of the University, so that more rural students can enjoy the high quality higher education resources; four is to strengthen the construction of the teachers in the poor areas, establish the supplementary mechanism of rural teachers at the provincial level, strengthen the training of the teachers in the poor areas and lead the bone dry, and fully implement the life of the rural teachers. The five is to promote the training of labor transfer and the training of technical and technical talents in poor areas, and to set up training classes in the special industries for the poverty alleviation in Institutions of higher learning and higher vocational schools, and to give full play to the training base function of the county-level Vocational Education Center in the poor areas. These measures are covered in a wide range, but their pertinence is not strong enough. The education difficulties of some poor people can not be effectively solved by [4], such as the standardized construction of schools in compulsory education stage, the improvement of the facilities of the schools, and the students in poor areas to enjoy better educational resources, but the withdrawal of schools for some poor students to study. The farther, more expensive and more difficult, the higher the dropout rate, as well as the living allowance of the poor students, a wide range of help, the average of the allowance, the help of the students who are not too difficult, but the difficulties of the poor students are not solved, and so on, and the similar phenomenon is due to the inaccuracy of the measures, It has a direct impact on the effect of poverty alleviation; and in some poor areas, the urgent problem of education poverty is not in basic education, but in continuing education or social education, our poverty alleviation measures in this area are relatively weak as a whole. There has been no diversification and effectiveness of [5] in education poverty alleviation in different poverty-stricken areas.

The implementation of educational poverty alleviation measures is often discounted because of the long-term nature of education, the poor demand for the object of education and the pursuit of short-term achievements by government officials. Look at the poor government's precise poverty alleviation report, which refers to the fact that the content of education is very small, even if it is mentioned that education is not the key content. Let's take a look at the field survey of precise poverty alleviation. The main contents of the work are industrial support, transformation of rural dilapidated houses and improvement of infrastructure. The goals of the work are mainly focused on the pursuit of short-term economic benefits. The projects aimed at the poor are mainly planting and breeding, because these projects have low requirements for the cultural quality of the poor, simple operation, and the economic benefit is immediate, and education is not the key content of the poverty alleviation. The work on education and poverty alleviation is mainly focused on school education from preschool education, compulsory education, ordinary high school education to vocational education, higher education and so on. While the vocational skills education for adults is limited to the urgent need of short-term technical skills training, which is not enough to sustain poverty alleviation. The development needs [6].



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