

# **Constraints and Solutions to the Implementation of Targeted Poverty Alleviation Policies in Vocational Education-Analysis Based on the Process Model of Policy Implementation**

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**Keywords:** Vocational education, Targeted poverty alleviation, Process model

**Abstract:** Education for poverty alleviation has always been an important means of targeted poverty alleviation. Vocational education's participation in targeted poverty alleviation is an important way to realize poverty alleviation. The executive effect of targeted poverty alleviation policy in vocational education is directly related to the sustainability of poverty alleviation for poor households and the goal of building a well-off society. From the perspective of the theory of policy executive process, although the targeted poverty alleviation policy of vocational education has achieved some results, it still faces some constraints, including the deficiencies of the policy itself, the problems of the target groups of the policy executive, the problems of the main body of the policy executive and the problems of the policy practice environment. In order to solve the problem of implementing the targeted poverty alleviation policy in vocational education, we need to track, evaluate and feedback the policy; formulate supporting policies for talent absorption and retention; provide a vocational education system combining supply and demand; and optimize the policy executive environment.

## **1. Introduction**

In the year when the targeted poverty alleviation policy is coming to an end, we will ensure the smooth completion of the national poverty alleviation plan in 2020, by clarifying the constraints and solve the problems we can analysis the executive of the targeted poverty alleviation policy, which can help achieve the policy objectives perfectly. Education poverty alleviation is an important measure of targeted poverty alleviation. In addition to the improvement of basic education, it is of great significance to carry out vocational education for returning migrant workers, farmers with the ability to work and the willingness to get rid of poverty and become rich, agricultural professional managers with the leading role, and returning soldiers. The executive plan of national vocational education reform requires: We should give full play to the service role of Vocational Education in the revitalization of rural areas, and train practical talents in rural areas with new-type vocational farmers as the main body. In rural areas where targeted poverty alleviation is carried out through vocational education, more attention should be paid to training practical talents and craftsmen.

With the national attention to poverty alleviation, vocational education services targeted poverty alleviation has gradually become a hot topic in academic research. From the perspective of existing relevant research, it shows the characteristics of a wide range of research disciplines and a variety of research perspectives. Wei Youxing (2019) studied the 70 year history of poverty alleviation through education in China, and proposed that the successful experience of poverty alleviation through education in China is to make clear the key points of poverty alleviation through education by system, and to promote the coordinated development of targeted policy and multiple poverty alleviation. Ma Jianfu (2019) pointed out that the value pursuit of vocational education and targeted poverty alleviation is highly consistent with the strategic goal of Rural Revitalization. Gao Yuehan (2018) proposed through research on Northwest ethnic areas that targeted poverty alleviation of Vocational Education in the agricultural field is to cultivate new type of vocational farmers, poverty alleviation of Vocational Education in the industrial field is to cultivate poverty alleviation talents through school enterprise cooperation, and responsibility of Vocational Education in the service

field needs to rely on the network poverty alleviation management mechanism to develop characteristic online live training courses. At present, scholars on the integration of vocational education into targeted poverty alleviation have paid more attention to the process of policy executive, but the research still stays in the aspect of phenomenon research, lacking in-depth regularity and theoretical interpretation. Based on Smith's policy executive process model, this paper analyzes the executive dilemma of targeted poverty alleviation in vocational education services and its countermeasures, in order to provide decision-making reference for vocational education.

## 2. Analysis Framework of the Executive Process of Targeted Poverty Alleviation Policy in Vocational Education

The executive of the targeted poverty alleviation policy of vocational education service is the process of putting into practice the targeted poverty alleviation plan and scheme of Vocational Education Service formulated by the government. There are many factors that affect the executive of the policy. Combined with Smith's policy executive process model, the effective executive of the targeted poverty alleviation policy of vocational education service should include four elements: The first is idealized policy, which mainly includes the feasibility, legitimacy and rationality of the policy itself; the second is the target group of the policy, that is, the target group of the policy executive, which mainly depends on the degree of recognition of the target group for the policy; the third is the policy executive agency, that is, the organization and coordination of the policy executive process, the leadership mode, the attitude of the staff, etc.; the fourth is the practical environment of the policy executive, that is, the political and economic environment, culture, international environment and other factors. The interaction and pressure of various elements are finally fed back to the targeted poverty alleviation policy of Vocational Education Service (as shown in Figure 1). In fact, the process of implementing the targeted poverty alleviation policy of vocational education service is the process of four elements interaction, which leads to tension. After effective treatment, it will move towards a coordinated and orderly process, and finally give feedback on the executive.

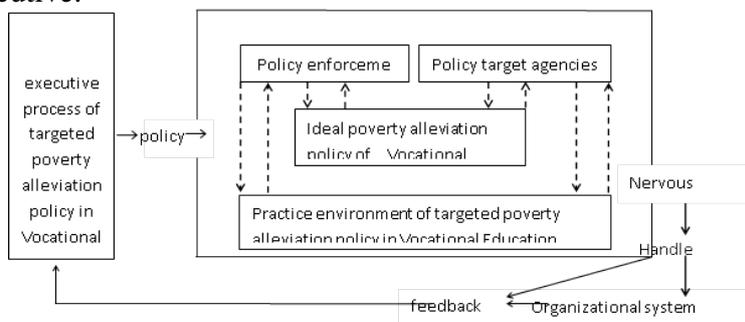


Fig.1 Executive Process Model of Targeted Poverty Alleviation Policy in Vocational Education

### 2.1 Ideal Poverty Alleviation Policy of Vocational Education

The ideal poverty alleviation policy of vocational education should have the following characteristics: The first is the perfect policy system of targeted poverty alleviation in vocational education, that is, there is no blank in the policy itself; Second, clear policy scope, that is, the formulation of targeted Poverty Alleviation Policies for vocational education should make clear provisions on the objects, methods, standards of vocational skills, public services, financial arrangements, etc; The third is to reach a high degree of policy consensus, that is, the stakeholders involved in the targeted poverty alleviation policy of vocational education include government departments, poor groups, nonpoor groups, special groups, vocational education institutions and other participants, which need to provide multiple interest expression channels, constantly seek consensus, and increase the feasibility, rationality and legitimacy of the targeted poverty alleviation policy of vocational education.

## **2.2 Target Groups of Targeted Poverty Alleviation Policies for Vocational Education**

For the targeted poverty alleviation policy of vocational education, the narrow policy target group is relatively single, that is, the poor population of school-age rural filing and card setting who lack labor skills. However, the target groups of the broad vocational education targeted poverty alleviation policy are relatively diverse, as long as they have the needs of vocational education and meet the requirements of relevant national policies and vocational colleges. There are some difficulties in identifying the target group from a narrow sense. Once the identification is not clear, it will cause a waste of policy resources. In the process of implementing the targeted poverty alleviation policy of vocational education, only by establishing the targeted mobilization mechanism, publicity mechanism and registration mechanism can the organization of the target group be improved, and the awareness and participation of the target group in the targeted poverty alleviation policy of vocational education be improved.

## **2.3 Executive Organization of Targeted Poverty Alleviation Policy for Vocational Education**

The executive agencies of targeted Poverty Alleviation Policies in vocational education not only refer to the departments and personnel responsible for executive, but also include multiple actors. For local governments, the functional departments for implementing the targeted poverty alleviation policy of vocational education include poverty alleviation Bureau, Education Bureau, Civil Affairs Bureau, Social Security Bureau, agriculture bureau, Veterans Affairs Administration Bureau, vocational colleges and other relevant government departments and social organizations. In order to effectively implement the policy, it is necessary for relevant departments to form a linkage mechanism, reasonably arrange the structure and personnel, effectively allocate resources, and improve the executive ability.

## **2.4 Practice Environment of Targeted Poverty Alleviation Policy in Vocational Education**

For the targeted poverty alleviation policy of vocational education, the social and cultural environment and economic environment are mainly considered. Vocational education is an important means for the poor households to get rid of poverty, but it is also restricted by the cultural and economic environment. From the perspective of culture, whether the local people have strong will to get rid of poverty and to get rich, and whether there is a good atmosphere for “supporting wisdom” to get rid of poverty. Secondly, we should consider the economic factors, that is, the cost of farmers' participation in vocational education and the possibility of learning practical technology to change the existing living conditions. We should give full consideration to the learning willingness, living habits and production methods of targeted poverty alleviation groups in vocational education, and try to reduce the constraints of social, cultural and economic factors on policy executive.

## **3. The Practical Dilemma of Implementing the Targeted Poverty Alleviation Policy in Vocational Education**

The targeted poverty alleviation policy has been implemented for several years, and the targeted poverty alleviation of vocational education service is also an important aspect of China's poverty alleviation policy, which has made some achievements in policy formulation, policy publicity, institution setting, poverty alleviation mechanism, etc. However, with the further promotion of targeted poverty alleviation in vocational education, the policy has encountered some new phenomena and problems in practice. From the perspective of policy executive process model, it mainly includes the problems of policy itself, policy target groups, policy executive agencies and practice environment.

### **3.1 Problems of Targeted Poverty Alleviation Policies in Vocational Education**

On one hand, in the process of vocational education participating in the policy-making of targeted poverty alleviation, some disadvantages of the current development of vocational education itself are ignored, such as insufficient connotative development of vocational education; imperfect

system and mechanism of vocational education development, especially unclear definition and objective of the mechanism of vocational education participating in targeted poverty alleviation; the development of vocational education cannot cope with the real society Contradiction of multiple vocational skills, etc. To some extent, these disadvantages hinder the feasibility of implementing the targeted poverty alleviation policy of vocational education. On the other hand, the scope of the targeted poverty alleviation policy in vocational education is not clear and has not formed a unified understanding, for example, the executive object of the targeted poverty alleviation policy in vocational education has not been clearly defined; the vocational skill standard reached after participating in the vocational skill training has not been specified; in terms of capital arrangement, whether special care is given to some special groups, and what is the basis for its realization? Does it meet the needs of social equity? Can consensus be formed among all stakeholders? There is no clear and reasonable definition for these problems.

### **3.2 Problems of Targeted Poverty Alleviation Target Groups in Vocational Education**

On the one hand, the policy target groups do not have a good understanding of the vocational education policy, and do not realize the role of Vocational Education in poverty alleviation. Instead, they stress objective conditions in the training of grassroots cadres and vocational colleges, and are unwilling to participate in it. At the same time, due to the differential tuition incentive measures adopted for targeted poverty alleviation in vocational education, some farmers feel unbalanced, and their subjective benefits are reduced, and they are not active in vocational education. On the other hand, the endogenous motivation of the policy target groups to get rid of poverty and become rich is not strong, especially the willingness of self-development is not strong, and they hope to get income through “equal dependence and necessity”, so they can't take “supporting intelligence” seriously.

### **3.3 Problems in Implementing Institutions of Targeted Poverty Alleviation in Vocational Education**

First of all, vocational education providers are not attractive enough to meet the needs of training objects due to the deviation of vocational education services and their own positioning. Secondly, in the targeted poverty alleviation policy of vocational education, the main body of poverty alleviation is “unitary”. After the national policy is formulated, the enrollment and training are basically completed by vocational colleges, and the main bodies of poverty alleviation in vocational education do not cooperate well. Finally, the lack of a thorough understanding and propaganda of the policy by the implementing agencies results in Vocational Education for filling in forms and coping with them.

## **4. Solutions to the Difficulties in Implementing the Targeted Poverty Alleviation Policy in Vocational Education**

There are many reasons for the executive dilemma of the targeted poverty alleviation policy in vocational education. It is necessary to find a breakthrough from the policy itself, target groups, executive subjects, executive environment and other aspects to solve the problem of the executive of the targeted poverty alleviation policy in vocational education.

### **4.1 Establish the Tracking, Evaluation and Feedback Mechanism of Targeted Poverty Alleviation Policies in Vocational Education**

Generally speaking, the policy will encounter its own limitations in the process of executive, which is mainly caused by information asymmetry, which requires the feedback of relevant information obtained in policy executive to the process of policy revision and improvement. First, it is necessary to establish a tracking and investigation mechanism for the targeted poverty alleviation policy of vocational education, analyze and compare the targeted poverty alleviation policy of vocational education from the aspects of the feasibility, adaptability and responsiveness of the policy executive, and understand the situation encountered in the policy practice. Second, we should establish the evaluation and assessment mechanism of targeted poverty alleviation in vocational

education, supervise the executive of policies through evaluation and assessment, and avoid the deviation of policy executive. Third, we need to clarify the scope of the policy and improve the quality and effect of the policy.

#### **4.2 Stimulating Trainees' Self-Development Willingness and Promoting Their Motivation of Poverty Alleviation**

In order to realize the poverty alleviation of the poor households who set up the file and set up the card, they need the inner power of their own development, which is the sustainable way to get rid of poverty. Therefore, in the process of implementing the targeted poverty alleviation policy in vocational education, we should not only solve the problem of “teaching”, but also focus on stimulating the trainees' self-development willingness and mobilizing their initiative and enthusiasm to get rid of poverty and become rich. On the one hand, we should make policies to attract rural talents to return, let more educated rural talents return to the countryside, and drive villagers to change their fate through knowledge. On the other hand, we should respect the wishes of the participants in vocational education and make a reasonable vocational education and training plan according to the needs of local industry development. Third, in the process of policy-making, it is necessary to strengthen the participation of trainees and give full play to their main role, especially the curriculum, management and poverty alleviation plan.

#### **4.3 Improve the Executive Ability of Targeted Poverty Alleviation Policies in Vocational Education**

First of all, we should strengthen school enterprise, school, government school, school students and other multiple cooperation ways, implement vocational education and training policies accurately, and ensure the practicability of talents. School enterprise cooperation to solve the employment problem of vocational education school students, school teachers' problem, government school business problem, school students' attraction problem. Secondly, we should use flexible and rich policy publicity methods to strengthen policy publicity, so that the trainees can understand the poverty factors, assistance measures, poverty alleviation income, etc, and enhance their cooperation.

#### **4.4 Optimize the Practice Environment of Targeted Poverty Alleviation Policy in Vocational Education**

Whether the trainees are willing and motivated depends on the policy environment. On the one hand, we should create a good cultural environment, improve the policy recognition, support and participation of the masses; on the other hand, we should actively create employment opportunities, stabilize the employment environment, and make the trainees have hope for training and poverty alleviation.

Due to the comprehensive and complex characteristics of targeted poverty alleviation in vocational education, the restricted factors in the process of policy executive are not limited to the above conditions, and there are some other factors. This paper only discusses from the perspective of theoretical research.

#### **Acknowledgment**

This work was supported by the Nanchong vocational education service targeted poverty alleviation path research, Nanchong social science planning project (No. NC2019B069).

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