

Research on the Poverty Alleviation Mode in Education at Home and Abroad

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Abstract. In order for better understanding and implementation of domestic education poverty alleviation policy, this paper compares the educational impoverishment relief methods and their outcomes in developed countries and analyses characteristics of domestic poverty relief policies. Based on the comparison and analyzing of five education poverty alleviation modes in China, this paper draws the conclusion that the policy should be adjusted according to time, location and targeted person. Finally, the article presents a new approach which is aimed at students who are from specific areas.

1. Introduction

High-quality education poverty alleviation is an important method to interrupt the inter-generation poverty transmission and it is an important starting point to improve the self-extricating capability for those impoverished. As the latest educational reform and poverty relief strategy, educational poverty alleviation is an important mechanism for rural transformation and upgrading and a major innovation of rural poverty alleviation mode in the new era. This paper analyzes the characteristics of education poverty alleviation modes abroad and studies five modes of China's educational poverty alleviation, and puts forward that education poverty alleviation should be adjusted according to time and local conditions, and improve its effectiveness.

2. Overseas Educational Poverty Alleviation Mode

Based the analysis and comparison of policies of targeted poverty alleviation in the United States, Britain, France, Japan and other developed countries, it is found that there are some differences in the concept, focus and implementation methods of targeted poverty alleviation in education, but there are also many similarities.

2.1. Similarities of Targeted Poverty Alleviation Modes in Overseas Education

2.1.1. Legal means are provided for targeted poverty alleviation in education to ensure the impartial distribution of education funds.

In order to ensure the balanced development of education, the government needs to lay down its laws of education targeted poverty alleviation. In this regard, laws can ensure that the targeted poverty alleviation policy in education is fully implemented. The governments of the United States, the United Kingdom, France and Japan have specific provisions on how to promote education development in vulnerable groups through the introduction of laws related to targeted poverty alleviation policies. For example, the U.S. government has enacted The Primary and Secondary Education Act and the No Child Left behind Act, which stipulates that the federal government has a compelling responsibility in helping vulnerable groups to meet their education needs. By investing more education funds and resources, the education situation of students from poor families can be improved. The Education Act of 1944 of the United Kingdom stipulates that the government should implement free secondary education and provide scholarships for poor students in higher education. Law on the Direction and Outline of the School Future in France stipulates that the government provides special help for poor children who have difficulties in learning in the pre-school education

stage. Japan's laws, such as The Law on State Subsidies for Textbooks for Poor Children and The Law on State Subsidies for Primary Education in Cities, Towns and Villages, stipulate that the government provides education funds and subsidies for poor students to help them enjoy equal educational opportunities. [1]

The government investment in the development of education plays an important role in poverty-stricken areas. Establishing the mechanism of distribution of education funds, and providing more education funds for the poor and backward areas, can effectively promote the improvement of local students' academic level. For example, the compensatory funding distribution mechanism established in the United States provides more targeted education funding for poor students according to The Primary and Secondary Education Act of 1965. According to the number of students from low-income families, education funding is distributed to each state, so that education funding can be more accurate to help the students in need. Schools with concentrated poor students can get fee support of \$1 billion a year. Britain and France set up "education priority area" to provide more education funds for the poor and backward areas, tilt education resources, and help the poor students in the "education priority area" to improve their academic level. [2] Japanese law, "The Revitalization of Education in Remote Areas" stipulates that the state finance must subsidize the required education funds, provincial governments are responsible for the cost of teachers' further education, city governments are responsible for improving the teaching conditions of schools in remote areas, The law also stipulates that supplementary projects such as teaching awards, equipment fees, textbook subsidies, etc., must be funded.

2.1.2. The establishment of the education support system in poor areas.

The education targeted poverty alleviation policies of the United States, Britain, France and Japan run through all levels of education, from pre-school education, basic education to higher education. According to the different characteristics of each education stage, different countries have set up different education targeted poverty alleviation policies. Preschool education has undertaken the enlightenment work for school-age children, which is particularly important for future study and life. The American Start Plan and the British 2014-2017 Children's Poverty Strategy have provided preferential policies and subsidies for children from poor families. Basic education is the cornerstone of the whole education system, which lays the foundation for students to receive higher-level education. All four countries attach great importance to poverty alleviation measures at the basic education stage. For example, in the UK, through the implementation of "Education Action Area" plan and "Education Priority Area" plan, the development of primary and secondary education in poor and backward areas has been effectively promoted. Higher education is the key link in talent training. To provide scholarships and student loans for poor students is an education targeted poverty alleviation measure adopted by four countries, which reduces the burden of tuition fees for students and opens the door to higher education for more poor students. However, the lack of educational resources in poor areas is not only reflected in the educational funds, but also reflected in the overall quality of teachers. Generally, poor areas are hard to attract high-quality teachers, which directly affects the quality of teaching in poor areas. The United States, Britain, France and Japan have introduced relevant policies to attract teachers to teach in poor areas and promote the balanced development of education. For example, in the "Excellent Climbing Plan" of the Obama administration, higher subsidies are provided to attract teachers to teach in poverty-stricken areas. The French government provides subsidies for teachers who are initially assigned to "Education Priority Areas" for three consecutive years. The annual subsidy standard is no less than 12000 French dollars. Japan has set up a system of teacher exchange and rotation. Through the rotation of teachers between different schools, the balanced distribution of teacher resources can be promoted, and students in poor areas can get more high-quality teacher resources.

2.1.3. Multiple subjects integration in targeted educational poverty alleviation and the strengthening of the supervision on the implementation of poverty alleviation policies.

The implementation of targeted educational poverty alleviation policy needs the integration of multiple subjects and the goal of education poverty alleviation can be only achieved by relying on the power of the government. In this regard, governments of all countries attach great importance to

the role of social forces and actively encourage multiple subjects' involvement in poverty alleviation. In the United States, schools, communities, families and social entities are encouraged to participate in poverty alleviation through education, and a large number of charitable donations have become an important source of education funds. The British government pays attention to the support of external forces, encourages industry enterprises, parents and communities to participate in school construction in poor areas, provides innovative ideas for school reform, and promotes the development of weak schools. At the same time, governments of all countries also attach great importance to the supervision of the implementation of poverty alleviation policies, monitor the implementation of education policies and ensure the efficiency of the use of education funds in the whole process. In the United States, the way of performance evaluation is adopted to strengthen the supervision of poverty alleviation policy implementation. According to The Primary and Secondary Education Law, the effectiveness of funding for each school district is evaluated. Students' scores are tested through standardized tests, and the teaching effect of the school is evaluated according to their academic achievements. Schools are required to report the students' scores to their parents in order to urge the school to improve the students' scores. For those schools that fail to pass the performance evaluation, if the school fails to achieve the goal of improving the teaching effect beyond the specified time limit, the school's right to receive education subsidy will be canceled. [3]

2.2. Differences of Targeted Poverty Alleviation in overseas Education

2.2.1. The different concepts of targeted poverty alleviation in education.

Due to the specific situation of each country, the concept of education targeted poverty alleviation is different. The education targeted poverty alleviation policy of the United States embodies the idea of "being American citizens". It emphasizes that all American citizens are equal, in the aspects of law and opportunity, and no one can be deprived of the right to receive an education. Education enables every American citizen to integrate into the same group, unite and progress together. Britain's education targeted poverty alleviation policy is supported by the political philosophy of "the third way". The idea of "the third way" is to break through the shackles of traditional political concepts, give consideration to "economic efficiency" and "social equity", combine the value orientation of "social common kindness" with the value orientation of "individual rights", improve the quality of labor force, help the low-income people get rid of the predicament of family poverty, and finally eliminate poverty. The concept of targeted poverty alleviation in education in France is embodied as "common cornerstone", which means that students should master common knowledge and culture in the same education stage, so that they can become qualified French citizens. The concept of "common cornerstone" emphasizes that every student should have the necessary knowledge and literacy and related skills in language, humanities, mathematics, science and other disciplines. It not only realizes the unity of curriculum content, but also requires schools to treat every student in an equal way, try their best to improve the level of knowledge and ability of every student, and pursue fair school education. Japan's education targeted poverty alleviation policy takes "new liberalism" as the basis, advocates education liberalization, diversification, and personalization, builds "learning community" based on "democracy" and "publicity", guarantees citizens' right to education, and promotes the realization of education equity.

2.2.2. The different focuses of education targeted poverty alleviation.

In order to build a democratic and law-ruling society, the United States mainly adopts compensatory policies in the process of poverty alleviation through education, which helps the vulnerable groups achieve balanced development of education, narrow the gap between different groups, and finally achieve education equity. The UK's education targeted poverty alleviation policy pays more attention to eliminating racial discrimination in education, helping weak schools in poor and backward areas improve the quality of teaching, and providing students in poor areas with help in life and learning. France's education poverty alleviation policy focuses on three aspects: education support policy for remote and poverty-stricken areas, support policy for vulnerable groups and policy to provide quality education for all students. Japan's teacher mobility system has become a mode of education poverty alleviation policy. Through regular teacher mobility, teachers in various schools tend to balance, thus promoting the improvement of teaching quality in schools

in remote areas. The specific situation of each country is different, and the focus of the implementation of the education targeted poverty alleviation policy is also different. Therefore, when formulating the specific education targeted poverty alleviation policy, we should take measures according to local conditions, in line with the specific situation of the country and region, so as to play the effect of the poverty alleviation policy.

2.2.3. The different implementation of targeted educational poverty alleviation.

In respect of the implementation of education targeted poverty alleviation, the implementation methods are different in each country. Through a series of laws and regulations, the United States supports and transforms weak schools, promotes the balanced development of schools, supports the poor and backward areas with funds, and sets off a climax of supporting the development of education for vulnerable groups in the United States. Through the establishment of "Education Action Area", "Education Priority Area" and the implementation of "Urban Education Plan for Excellence", the UK helps the education development in poor areas, helps weak schools design scientific and reasonable curriculum system in terms of curriculum, attracts more excellent teachers by improving the treatment of teachers, encourages resource sharing among schools, and provides more for weak schools to improve the educational environment. Through the establishment of "Education Priority Zone", the implementation of small class teaching and the provision of extra-curricular guidance for students, France strives to improve students' academic level, improve the learning performance of high school graduates through the establishment of preparatory classes and special guidance, and increase the chances of poor students entering colleges and universities. Japan attaches great importance to the realization of education equity. Through a series of laws and regulations, it stipulates the obligation of the government to carry out targeted poverty alleviation in education. It attaches great importance to helping poor children, implementing free compulsory education, providing students with scholarships, and establishing a system of the regular flow of teachers, so as to improve the teaching quality of schools in remote areas.

3. Domestic Educational Poverty Alleviation Mode

This part is about the research on the domestic mode of poverty alleviation in education. The rationality of mode determines the scientificity and effectiveness of educational poverty alleviation policies. At present, there are five modes of poverty alleviation in education.

The first one is "Certificate Type". Based on the reality of rural economic and social development in depressed areas, some scholars have presented the "Double Certificate" education mode after years of experimental research and educational practices. The mode takes four structures, "classroom + base", "base + farmer", "farmer + entity" and "agricultural school + University", as the operating carrier, adopts the concept of vocational education infiltration as the school operating concept, and it is in line with the tasks: "no one is required to go to school, but everyone is expected to become a talent" and "there is a foundation for going to school, and there is technology for farming", aiming mainly for solving the problem of rural poverty alleviation. Practice has proved that this mode is an effective measure of poverty alleviation through science and technology and industry. It has changed the traditional curriculum and school running mode with the goal of entering a higher school, making the economic development and education development of poverty-stricken areas organically combined. [4]

The second mode is "Order Type". This mode is to make students from poor families receive nine-year compulsory education, and then study for two years for free in vocational and technical schools through "order" education, that is, "9 + 2" mode. The main purpose of this mode is to help poor families to cultivate new citizens who have the certain professional ability and can live in the city, so as to make their families get rid of poverty as soon as possible. This mode aims to help students from poor families to get rid of poverty, improve the quality of the population in poor areas, and solve the needs of social development in poor areas. [5]

The third mode is the "Linkage Type" education poverty alleviation mode. This mode is a four-in-one linkage mechanism formed gradually in the process of poverty alleviation through education, which is of "comprehensive planning, a comprehensive guarantee, comprehensive

participation and comprehensive development". Among them, there is an interactive dialectical relationship. Comprehensive planning is the guide, the comprehensive guarantee is the foundation, comprehensive participation is the carrier and comprehensive development is the goal. At the same time, we should improve the top-level design of vocational education poverty alleviation, optimize and adjust the layout of regional vocational education development, and innovate the linkage mechanism of vocational education poverty alleviation. [6] [7]

The fourth mode is "Service-oriented" education poverty alleviation mode. This mode is mainly based on the social service of higher education. Tsinghua University is a typical example, which relies on the accumulation of a hundred years' educational resources and the purpose of "serving society with education ". Tsinghua University has spent 10 years to carry out the education poverty alleviation work in some poverty-stricken areas in China, and has explored the service-oriented education poverty alleviation mode in Colleges and universities. [8] The innovation of this mode lies in that colleges and universities provide "all-round" social services through theoretical research, knowledge innovation, education and training, Internet, high-tech innovation and the mode of combination of production, learning and research, which is not only an important way for colleges and universities to fulfill their social responsibility, but also an important way to fulfill their social responsibility. It is also the fundamental requirement of adhering to Chinese characteristics and building "double first-class". Of course, with this education poverty alleviation mode, "colleges and universities of different levels and types should play their due role in the poverty alleviation through education according to their position and ability, with the help of resource advantages, and the service concept of "standing up to heaven"[9]

The fifth mode is "Internet" education poverty alleviation mode. This mode is mainly to make full use of educational IT technology to effect promote education poverty alleviation. The "Outline of National Informatization Development Strategy", issued in 2016, clearly put forward that the network should be taken as the medium to implement the education poverty alleviation plan and build the education poverty alleviation network information service system. On the basis of following the development of modern mobile Internet economy and mobile terminals, high-quality teaching online education resources, such as MOOC and micro-courses are shared by poor areas with low education costs through direct networking. This not only inevitably will improve teaching quality in poor areas, but also will balance the development of rural education. At present, this poverty alleviation mode mainly includes the resource-based network construction and resource transmission, the functional education poverty alleviation mode focusing on improving the capability of IT technology, and the cross-border collaborative educational poverty alleviation mode guided by the integration of information technology and teaching [10].

4. Conclusion

The education mode for poverty alleviation should not simply stay at the theoretical level, but its experiences must summarize following the path of "practicing - understanding - re-practicing - further understanding". Based on the local and regional characteristics, we should pay attention to the discrepancies of different poverty-stricken areas, promote and innovate the practice of educational poverty alleviation, establish and improve the mode of poverty alleviation in education.

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