

Research on China's Education Poverty Alleviation Policy

Hongyu Ji *

Department of Translation, Southern Medical University, Guangdong, China

* Corresponding Author Email: 3201201019@i.smu.edu.cn

Abstract. In the new generation, China has implemented the "Socialist Poverty Alleviation" strategy, characterized by Chinese features. In this phase, it is essential to reduce poverty by educating people, and it is also the basis for achieving the goal of reducing poverty. The policy has effectively solved the issue of the prevalence of poverty in low-income families. This study analyzes Chinese poverty-relief policies and reviews the residual shortcomings of implementing these policies. At last, it is recommended that China takes measures to reduce education poverty in China to improve national education and advance social equity. Based on the theory of harm policy, this article proposes several methods and recommendations to enhance the precision, effectiveness, and science of reducing education poverty. For policymakers, it is necessary to recognize the social constructiveness of poverty, pay attention to the reform of school education structure, and create favorable conditions for "poor families to bring out rich children" through the structural reform of the education supply side.

Keywords: Education poverty alleviation; existing problems; countermeasure.

1. Introduction

Educational poverty alleviation means that through universal education in rural areas, farmers can get the education they want to transform and protect the natural world by improving their ideological and moral awareness and mastering advanced scientific and cultural knowledge while surviving with higher quality.

It has been stressed that eradicating illiteracy and educating children in impoverished regions is the basic strategy for reducing and eradicating poverty [1]. "Education is an integral instrument of poverty eradication, reconstruction of human capital, and assistance to the poor in terms of access to development and poverty reduction, in contrast to economic poverty reduction, industry poverty reduction, etc. [2]" Looking at the anti-poverty policies since New China was established, all of them thought that raising the level of skills and general well-being was a crucial step in increasing their income and enhancing their effectiveness in reducing poverty [3].

The emphasis of educational policy should be on improving school conditions and financial aid for students, accurately diagnosing the causes of poverty, and exploring the conditions for implementing the policy. During this period, it is imperative to deal with the root causes of poverty, focus on the deep poverty and the return of poverty, and transform the poverty reduction model and development and education. Policymakers must recognize poverty as a social construct rather than simply attributing it to a lack of capacity or culture. The lack of capacity of poor groups and the formation of a poor culture are often socially constructed. They are the impoverished community's rational selection when confronted with a solid external constraint. Thus, the educational policy for poverty reduction should focus on the structural changes of the school education system, re-design the objectives, contents, and methods of school education following the characteristics of the students' psychology and culture, and create favorable conditions for the "poor children" utilizing structural reforms in the educational supply.

Meanwhile, educational policy to reduce poverty requires a reconsideration of the rationale of the system, shifting its emphasis from distributive justice to recognition of fairness rather than concealing the impact of the family's economic and social position on academic contests with fair procedures [4]. Recognizing the difference between poor students and not lowering their expectations is a requirement for educational poverty reduction policies. Ultimately, achieving the policy objectives

of education to reduce poverty depends on the acceptance of poor students by mainstream groups since income and other criteria require social mobility and integration through education.

Regarding education, China has significantly reduced poverty at national and global levels. Based on Chinese soil, it reflects Chinese intelligence and shows how to resolve the global issue of poverty. The experience of reducing poverty through education suggests that it is not the only solution to the issue of poverty, and it must be stressed by education. The Chinese Government requires and reinforces CPC's leading role, renews the idea of reducing poverty, and puts the person above all else. That is why so much effort is being made to educate the poor so that they can place China and the rest of the world on a sustainable road to reducing poverty.

This paper discusses the issues of reducing poverty by educating Chinese people during their implementation. It aims to perfect the educational system, enhance the college's educational quality, and reap the fruits of poverty.

2. The Importance of Educational Poverty Alleviation to the World and China

2.1. Global

Eliminating poverty is one of the world's most pressing and critical issues of developing governance. Generally speaking, the world's poor management achieved more remarkable results after the Cold War, but there are still many pressing issues to solve. The latest SARS epidemic in Wuhan, China, in late 2019, has spread rapidly across the globe, causing severe adverse effects on the world economy. These exogenous shocks, combined with several second-round shocks, caused the world economy to experience a sharp decline, with uncertainty becoming a sure sign of a decline or recession. The increasing insecurity of the world's political and economic landscape has brought about a new challenge to managing emerging countries worldwide, leading to a new request from the world society for better management of poverty.

2.2. China

Eradicating extreme poverty is a significant sign of a moderately prosperous society and the precondition of socialist construction. In order to realize the aim of "Common Welfare," "Common Prosperity," "Overall Prosperity," "Overall Prosperity," and "Overall Well-Off Society" are the core of the Chinese Poverty Eradication Strategy.

First, ancient Chinese thinkers have always focused on the role of education in social and human development, providing rich inspiration for China's theory of education for poverty alleviation. Confucius was a genius in recognizing the essential link between education and society, proposing the idea of "common people, wealth and education" (Analects of Confucius - Zi Lu), emphasizing the interaction between education and the social economy. This profound insight has long influenced the understanding of education in later generations, and there are still scholars who are concerned about it, advocating "education for wealth," "wealth for education," and even "unity of wealth and education" [5]. This can be seen as a contemporary echo of Confucius' educational thought. Second, modern thinkers' highly romantic educational experiments provided a rich source of nourishment for Chinese educational theories of poverty alleviation. At that time, in the face of dramatic social changes, many thinkers coincidentally diagnosed society with education and pinned their hopes for social change on education. "Education for the common people," "Education for the countryside," and "Education for life" were developed one after another. From the current concepts of "education to strengthen the people" and "skills to enrich the people," China's education for the poor continues the educational exploration of modern thinkers in China. The ideas of "Poor Relief and Development" and "Poor Relief Education" have offered abundant resources for Chinese educational theory on Poor Relief. All these ideas lead to poverty reduction from the "material assistance" phase and start a new road to help the poor. Nevertheless, in the past, the emphasis has been placed on exploiting natural resources, while education has been seen as a tool for alleviating poverty and development. Its

significant poverty alleviation value needed to be clarified. The theory of helping poor people utilizing education is still in China's thinking stage.

3. Logic of Policy Evolution

The developing course of Chinese education and the poor have experienced developing politics from no existence, honesty, decentralization, and complexity. Every move is consistent with the Chinese economy, offering a better policy guarantee and support for the Chinese economy to develop continuously.

The beginning of the reform and opening up was a critical time for developing Chinese educational and poverty-relief policies. Since the establishment of New China, there has been some improvement in the Chinese economy, and educational and poverty-relief policies have started. At this phase, the policies were geared towards crucial areas and objectives. They aimed to improve educational conditions in impoverished regions by making them universally available and investing more in impoverished regions. For example, the 1984 Notice on Helping Poverty-stricken Areas Change Their Face Quickly and the Ordinance on Eradicating Illiteracy in 1988 (see Table 1).

Table 1. Educational Poverty Alleviation Policy in China at the Foundation Stage [6]

Policy document	Issuing unit	Time	Policy content
Notice on Helping Poor Areas Change Their Face as soon as possible	The State Council	1984	Do a good job in education in poor areas and strive to improve the school-age children's schooling rate
Compulsory Education Law of the People's Republic of China	National People's Congress	1986	The State has set up a mechanism to secure the financial resources for mandatory education and ensure it is implemented
Regulations on the Eradication of Illiteracy	The State Council	1988	All illiterate and semi-illiterate citizens aged 15-40 have the right and obligation to receive literacy education regardless of gender, nationality and race, except those who do not have the ability to receive literacy education
National Poverty Alleviation Plan (1994-2000)	The State Council	1994	Starting in the mid-1980s, the State carried out a program of targeted, planned, and substantial poverty-reducing efforts across the country, thus achieving a shift from eradicating poverty to eradicating poverty
National compulsory education project in poverty-stricken areas	Ministry of Education	1995	To carry out the project, the central government invested 3.9 billion yuan, and the local government distributed 8.7 billion yuan and 12.6 billion yuan
Decision on Solving the Problem of Food and Clothing for the Rural Poor as soon as possible	The State Council	1996	Promoting poverty eradication and development for scientific and technological progress and improving the quality of farmers

In the early 21st century, Chinese educational policy emphasized compensation, developing concrete projects, including China Rural Poverty Alleviation and Development Programme (2001 - 2010), and coordinating poverty-relief efforts in general. The crucial role that education plays in alleviating poverty has been confirmed. It marked a significant turning point from 'helping the poor with education to 'relying on education to help the poor' (see Table 2).

Table 2. Educational poverty alleviation policy in China in the transitional period [6]

Policy document	Issuing unit	Time	Policy content
Poverty reduction and rural development programme in China (2001-2010)	The State Council	2001	Make great efforts to enhance the science, technology and culture of poor regions
Decision on Further Strengthening Rural Education	The State Council	2003	Speed up the countryside educational development, deepen the countryside educational reform, push the countryside economic, social, city and countryside harmonious development
Comments on Speeding up the Execution of and One Subsidy for National Poverty Alleviation Development Work in Key Counties	Ministry of Finance and Ministry of Education	2005	From the beginning of 2005, the Central Government began giving out free school books to impoverished children in the country's countryside. The local authorities shall carry out the duty of "no extra cost" and shall pay the tuition fees to them progressively

Since 2010, particularly since 2014, when "Accurate Poverty Relief" was introduced, Chinese educational poverty-relief policies have put more emphasis on accuracy and professionalism, with emphasis on developing projects to alleviate poverty in poor areas, moving from inclusive to targeted and have also started to emphasize establishing a system of assurance. For example, The Ministry of Education implemented 20 policies (A three-Year Action Plan on Pre-primary Education, Comprehensive Improvement of the Basic Conditions of Compulsory Education Schools in Poor Areas, Nutrition Improvement Plan for Rural Compulsory Education Students, Pre-primary Education Subsidy Policy, Two Exemptions to Compulsory Education, Two Exemptions and General High Schools Financial Assistance Policy). Up to 2020, China will be in an age where the issue of extreme poverty is mainly resolved. Therefore, it is necessary to emphasize the idea of "accuracy" in order to alleviate poverty. Beyond this phase, the transformation from a general poverty-relief phase to a group one has ended. Greater emphasis will be placed on individual poverty reduction, that is, addressing the various causes of poverty (see Table 3).

Table 3. Education poverty alleviation policy in China at the stage of supporting the excellent

Policy document	Issuing unit	Time	Policy content	Policy area
Notice on the Implementation of Education Poverty Alleviation Project	Ministry of Education, National Development and Reform Commission, Ministry of Finance Reform Commission, Ministry of Finance, Poverty Alleviation Office of the State Council, Ministry of Human Resources and Social Security, Ministry of Public Security, Ministry of Agriculture	2013	In order to reach the target of overall human resources, the society should speed up the development of educational and human resources so that the regional essential public educational services can approach the national average by 2020. The effect of education on helping the local population escape from poverty, increase the middle-income population,	Concentrated and contiguous areas with special difficulties

			improve the economy and society, and build ecology civilization have been exerted	
National Development Plan for Children in Poor Areas (2014-2020)	The State Council	2014	680 rural children in contiguous poverty-stricken counties from birth to the end of the compulsory education stage as the implementation scope, focusing on the two core areas of health and education, accelerate the realization of the full coverage of children's care from family to school, from the government to society, and ensure that children in poor areas are born, grow and learn well	Poor areas, concentrated areas with special difficulties
Rural Teacher Support Plan (2015-2020)	The State Council	2015	Until 2017, the society will increase the number of high-quality teachers in the countryside using multi-channels. In addition, the distribution of teachers' resources in the countryside has been increased, educational and educational capabilities have been raised, reasonable compensation has been ensured under the law, and vocational attractiveness has been dramatically increased. Until 2020, the government will work hard to build a high-quality, dedicated, and deeply rooted teaching group in rural areas to ensure the fundamental achievement of education modernization	Rural

4. Problems & Causes during Implementation

Since it was established in the 1980s, there have been many problems in implementing the poor educational policy in China, which has influenced the validity of the policy. Help poor people utilize

education and promote the development of the Chinese and the rest of the world on the road to poverty eradication.

4.1. Barriers to Political Perception Affect Political Identity Formation

Some policy implementers do not have a strong sense of identification with the values and mission of education for poverty alleviation and are not sufficiently motivated to help the poor, so they do not deeply understand the critical role and mission assigned to them by the policy, which significantly reduces the effectiveness of policy implementation and hinders the cultivation and growth of endogenous motivation for education for poverty alleviation. At the same time, the public's awareness of the policy also influences their sense of identity and the effectiveness of its implementation. As poverty alleviation progresses, many local governments and schools are strengthening the dissemination of the policy through a variety of means in order to reduce misunderstandings caused by the subjective nature of the policy. For example, in one western city, schools distribute questionnaires about their understanding of the policy at the end of the school year and collect the responses at the beginning of the next school year to inform students and parents about their awareness and satisfaction with the policy [7]. To a certain extent, this has helped the general public to understand the poverty alleviation policy, but the public has been limited to presenting the content of the policy without any in-depth explanation of the benefits, values, and implementation of the policy, resulting in a lack of systematic knowledge about poverty alleviation among relevant groups, which is not conducive to the smooth implementation of the policy.

4.2. Education System for Poverty Alleviation Still Needs Further Improvement

The key to this mission is to raise the level of education for the poor, as demonstrated by the laws and the enforcement of the education system. Nevertheless, our country needs more perfect laws and rules, so the government cannot provide enough laws for our efforts or cooperation. So the government cannot get the desired effect or eliminate the effect of our efforts. However, because of its insufficiency, it is tough to implement it, particularly for those disadvantaged in impoverished areas, isolated schools, those with incredible difficulties, those with high social status, those with special needs, those with special needs, and those with special needs. Local authorities need help reducing poverty by educating them. In terms of implementing educational poverty reduction, it is necessary to implement more educational poverty-relief goals, for example, to set a goal to educate and educate students. In an investigation into the job status of FSTC, Gao Wei, an academic, discovered that only 22.45 percent of the graduates chose to go back home. By contrast, 61.22 percent opted for a two-directional job market organized by their university or related departments. In contrast, the remainder opted to contact the university or seek other employment opportunities. These figures show that a relatively small proportion of people given free school leave chose to return to work. In contrast, talented people could not help reduce poverty, thus reducing the strength and scale of their efforts to help reduce poverty in their own countries [8].

5. Proposal

Firstly, the government must carry out the leading role of the poor by utilizing education and innovation in the coordinating and evaluating system. Poverty relief through education is systemic engineering, which needs comprehensive planning and social involvement. The Chinese government, led by the State Council, has set up an inter-departmental system for participating in and coordinating the implementation of poverty-relief programs. The concrete policy of educational poverty relief is a provincial one, which calls for "the Autonomous Prefecture to assume the overall responsibility, the Prefecture to implement the Act and to assist the Academy in providing funding for the Pupils [9]. However, coordination mechanisms between different organizations within provincial administrative regions, as well as between provincial governments and schools, between schools and enterprises and social groups, and between different educational poverty alleviation platforms within schools, still

need to be mature. Provincial governments should plan their education poverty alleviation programs and provide universities with unified planning and guidance. Universities should plan their education poverty alleviation according to the unified plan of the province, establish a coordination platform at the school level, unify and coordinate their education poverty alleviation platforms, and implement their education poverty alleviation plans to avoid duplication of construction and conflict of interest among different departments in education poverty alleviation. The innovation of the evaluation mechanism is an essential guarantee for the sustainable effectiveness of educational poverty alleviation in colleges. Provincial governments should make policies to establish a scientific and reasonable evaluation mechanism for university poverty alleviation. First of all, when designing the evaluation index system, the basic guideline should be classification evaluation and graduated evaluation. Second, the evaluation indicators should include evaluating the process and effect of poverty alleviation in education.

Secondly, it is necessary to develop special education and training. Instead of focusing on education, colleges and universities should adopt the principles of "special poverty relief," "targeted poverty relief," and "group poverty relief." As for "special poverty relief," different universities should implement poverty relief education following their specialties and resources [10]. For instance, teachers and students of psychology may offer psychological health education, while the faculty and law students may offer legal education or legal advice. Concerning "targeted poverty reduction," the Government should continue to improve the incentive and guarantee system for all types of teachers to undertake compulsory education in impoverished areas, for example, by granting certain subsidies and giving priority to the promotion of degrees on equal terms, or by adding compulsory teaching requirements to the assessment of degrees.

Moreover, to cut costs, universities should build "Intelligent Education" based on their strengths in communication, education, psychology, and technology in collaboration with enterprises or social organizations. In order to assist the poor, universities should conduct thorough research on the needs of different areas and groups, and develop practical and specialized education programs, for example, agricultural production techniques, cadres training, medical staff training, and principals' and teachers' training. For highly mobile groups such as urban migrant workers, educational and training vouchers could provide them with education and training in universities close to their workplace [11].

6. Conclusion

Poverty reduction trends and challenges in the education sector are increasingly multi-faceted and diversified, making it difficult for government alone to respond effectively to the new demands for precise poverty reduction. From an education governance perspective, governance emphasizes the participation of multiple actors in collaborative management, co-management, and shared governance. Thus, it is necessary to set up an innovative approach to help poor people get rid of the traditional mode and management framework to help poor people and to build a multi-body and all-community system to alleviate poverty. Firstly, it is necessary for the government to take charge of the top level of educational poverty-relief policy, arrange the administration and utilization of educational poverty-relief funds, and implement and promote educational poverty-relief programs. Moreover, it is necessary to set up a service based on law and service and improve impoverished regions' educational and economic development. Second, there is a need to establish a social foundation, public opinion, and room for all stakeholders, particularly NGOs, to work together to combat poverty eradication. The government encourages and directs businesses, agencies, and societies to engage in poverty-relief activities by educating them to improve the efficiency and effectiveness of their efforts to alleviate poverty. Thirdly, the community must exert its essential function in implementing policies and measures for reducing poverty through education. Therefore, it is necessary to strengthen the ability of "blood generation" in impoverished areas and bring into play the role of "blood transmission" in the development of the east. Finally, an integrated, multi-pronged approach will

build on governmental, social, and educational foundations based on the "meta-governance" of the poor.

References

- [1] Xi Jinping. To be the secretary of the county party committee in the style of Jiao Yulu. Central Party Literature Press, 2015.
- [2] Li Xingzhou. Fairness and justice: the value pursuit of education poverty alleviation. *Educational Research*, 2017, (3): 31-37.
- [3] Xue Eryong, Zhou Xiuping. Policy Design and Institutional Innovation of China's Education Poverty Alleviation. *Educational Research*, 2017, (12): 29-37.
- [4] Feng Jianjun. Educational Justice in the Post-balanced Era: From "Distribution" to "Recognition". *Educational Research*, 2016, (4).
- [5] Wang Keqin. Thoughts on the coordination and mutual promotion of rural education and economy in poverty-stricken areas. *Educational Research*, 2021. 2-9.
- [6] Li Qingzhu, Song Jing. From "supporting the bottom" to "supporting the top": the internal logic, policy evolution and future prospects of China's education poverty alleviation. *Liaoning economy*, 2022, (02): 56-62.
- [7] Gao Wei. A Study on the Employment Status and Employment Psychology of the First Free Normal University Students -- Based on a survey of a subordinate normal university. *Journal of National Academy of Education Administration*, 2012(6): 77-81.
- [8] Li Pan, Lin Jieyan, Xu Xiaoxiao. Problems and solutions of poverty alleviation through education at present. *Duxiu Social Science Journal*, 2021, (01): 69-77.
- [9] Zhang, L. Overview of the poverty-alleviation by supporting education in China. *Sci Insight Edu Front*, 2020, 6(2), 631-651.
- [10] Eryong, X., & Xiuping, Z. Education and anti-poverty: Policy theory and strategy of poverty alleviation through education in China. *Educational philosophy and theory*, 2018, 50(12), 1101-1112.
- [11] Xue, E., & Li, J. *Education Poverty Alleviation Policy in China*, 2019.