

Research on the mechanism and Countermeasures of Educational Poverty Alleviation

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Abstract

In addition to economic poverty, poverty also includes ideological poverty, ideological poverty, cultural poverty, knowledge poverty, science and technology poverty and so on. The poverty alleviation of education can not only help knowledge, but also help wisdom, but also can help the poverty of the foundation, the key, the pilot and the sustainability. It is also a measure to cut off the intergenerational transmission chain of poverty fundamentally. Undoubtedly, it is of great significance to study the mechanism and Countermeasures of educational poverty alleviation.

Keywords

Educational poverty alleviation; mechanism of action; countermeasures and suggestions.

1. The mechanism of education in poverty alleviation

1.1 The basic role of Education

One is to cultivate the basic quality of modern workers. The world has entered the era of knowledge economy. The market competition requires workers to have the minimum quality of science and technology and culture, and the cultivation of the comprehensive quality of workers depends mainly on education. The two is to improve the quality of agricultural population that accounts for a large proportion of the population. From the international situation, the competition among countries is in the final analysis the competition of the national comprehensive quality, in which the intellectual quality, the cultural quality, the political quality, the moral quality and the scientific and technological quality are all trained by education.

1.2 The key role of Education

It refers to the most active, active and key elements of the three elements of productive forces, which is the key to social progress and economic development. Schultz believes that economic development is mainly determined by the quality of human beings, not the abundance of natural resources or the amount of capital stock. Experts have also proved that there is a significant relationship between the level of education and poverty. Education is the key to cutting the circulation chain of poverty in a vicious circle of low education level, low labor quality, low economic income, low education input and low education level. At present, the key to poverty alleviation in poor areas is to cultivate a number of talents who are good at utilizing, developing, managing and having a sense of social responsibility. The rich features of the poverty-stricken areas are outstanding, and many projects have been set up in poverty alleviation and development, but the purpose of increasing income and poverty reduction is not achieved because of poor management and poor management.

1.3 The leading role of Education

It means that education can enlighten people's wisdom, broaden people's horizons, update people's ideas, arouse people's consciousness, and arouse people's social conscience. A serious problem facing the poverty alleviation is the inadequacy of endogenous power. Some poor people are in a state of poverty and closure for a long time, lack of enterprising spirit, self-confidence, and no foresight, and show the attitude of "wait, rely, and want" in the precision poverty alleviation. Through education, the poor people should increase their knowledge, enhance their abilities and develop them. In this way, we should establish self-respect and self-confidence, and change "the government wants me out of poverty". The internal cause is the decisive factor for the development of things. Only the poor people voluntarily act to carry out the spontaneous poverty alleviation, and the poverty alleviation and development can achieve the desired effect.

1.4 The sustainability of Education

First, education can block the intergenerational transmission of poverty and eradication of poverty. Through education, the poverty-stricken population is trained into a new generation of ideas, dares, science and technology and good management, making the development of the poverty-stricken areas produce endogenous power and hematopoiesis, and promote the development of a durable and healthy direction for poverty alleviation. Two, education can cultivate the innovative spirit of the poor and make the poverty alleviation and development take energy saving and environmental protection. The road of ecological sustainable development. The precision of poverty alleviation measures can not be limited to the traditional industries such as planting, breeding, and other traditional industries. The dependence of traditional industries on environmental resources is relatively strong, and the waste of resources is often caused by poor management. Through education to improve the cultural knowledge and skills of the poor, in order to broaden the thinking of poverty alleviation and development, select some development projects with high technical content, high value and high utilization of resources, take a road of ecological, environmental and sustainable poverty alleviation and development, and the poor people need to innovate the means of livelihood to adapt to different rings. The survival and competition of the territory.

2. Countermeasures and suggestions for the work of poverty alleviation in Education

Education as the most fundamental precision poverty alleviation, should be placed in the first place of precision poverty alleviation, and runs through precision poverty alleviation. In view of the existing problems in precision poverty alleviation, we need to constantly improve the development of education in poor areas. Only through education can we improve the quality of the poor in an all-round way and enable them to participate in the precise poverty alleviation.

2.1 Improving the educational environment in poverty-stricken areas

The educational environment refers to the precondition and following factors related to the poverty alleviation of education. It involves many problems, such as educational concept, educational atmosphere, educational expenses, educational facilities and educational return, which can be divided into software environment and hardware environment. In order to ensure the positive role of education for precision poverty alleviation, the software environment and hardware environment of education in poor areas need to be further improved, and the harmonization between the software environment and the hardware environment should be ensured, so that the two environments of soft and hard work are synergized in the education work.

2.1.1 Improving the software environment for education in poor areas

That is to change backward educational concepts in poor areas and create a positive educational atmosphere. The popular backward education concept in the poverty-stricken areas is mainly the

"reading for the glory of the ancestors". The reading has been a little fruitful. It wants to get out of the backward areas to raise its own backward areas, break away from the agricultural production and change the door. "Reading is useless", or "the poor do not read the way out", and the poor people lose their self-esteem and self-confidence in the long-term poverty. The input of feeling education is not effective, it is not willing to invest in education; "learning to do business is better than doing business", the eyes are limited to small traders, only small profits in front of the eyes, do not know how to improve themselves and so on. There are historical reasons for the formation of these ideas, that is, influenced by the old feudal ideology and more realistic reasons, that is, some educational contents and measures are not in conformity with the actual needs of the poor, the employment is difficult, and the society is not respectful of knowledge and so on. To change these backward concepts and create a good educational atmosphere, we need to take some targeted measures.

Let the achievements of education be transformed directly into economic income. On the one hand, this measure will solve the problem that the poor have no money to invest in education. On the other hand, we should make the poor people realize the effectiveness of education. The poor people do not understand the role of education, but the limited economic strength, in addition to the conventional education to experience pre school education - Basic Education - high school education - Higher Education - Vocational Education - Continuing Education - social education such a long process, slow, they have to use money in urgent need to solve the students. As far as the problem is concerned, their money is ample, and they are willing to invest in education. It is necessary for the poor areas to change the practice of traditional education from the basis of the social vocational skill education, which can make the educational results directly converted into economic income, so that the education of the adult's social vocational skills should be put in the first place. The social vocational skill education should be accurate to "one person and one content", design education content according to the actual needs of the individual living and development of the poor, the content of education should solve the problem of their livelihood. For example, there is a single parent family, participated in the town ecotourism cooperative, the mother learned the technology of raising the chicken and raised the female. The son learned the reception etiquette and service. The form and time of the social vocational skill education should be flexible and varied, combining the form of centralized training, individual guidance and self-study. It is necessary to use all the available time in the time of good work. The training should be put in the evening or the day of rest. Time.

We should pay attention to public opinion and propaganda work on education. In the form of radio and television, cultural entertainment and wall newspaper slogans, the poor people can understand that education can broaden their horizons, build self-confidence, learn technology, increase knowledge, widen the way out and create value. In poor areas, we should create a vigorous and vigorous village style of people learning culture and fighting poverty.

2.1.2 Improving the hardware environment of education in poverty-stricken areas

The hardware environment mainly refers to educational investment and facilities improvement. Analysis of the problems in education investment in poor areas, mainly through the following measures to improve the hardware environment:

We should increase investment in education in poverty-stricken areas. Because of the serious urban-rural differentiation in the distribution of educational resources, some rural primary and middle school students have dropout, loss and so on, and even the new "theory of reading and useless" sprouts, thus producing the so-called "Matthew effect [14]", which leads to the continuing "weak" in rural basic education. One step has widen the gap between urban and rural education, and has also set a major obstacle to building a harmonious society. The difference of capital strength leads to great differences in all aspects of facilities and equipment and teachers in urban and rural schools, which restricts the further development of education in poor areas.

To adjust the investment direction of educational funds. Education investment in poverty-stricken areas is aimed at preschool education and compulsory education. According to the actual needs of

poverty alleviation, more investment in social vocational skills education should be turned. Education products are divided into two categories. One is compulsory education. It is an education to guarantee the basic quality of citizens. It is an obligation of every citizen, and a right of every citizen. Therefore, compulsory education is arranged by the state through legislation, and all the expenses are provided and guaranteed by the government's finance. The two category is non compulsory education, including higher education, secondary vocational education and adult education. This kind of education directly trains the terminal talents. The educated have improved their knowledge and skills by accepting two kinds of education and increased the opportunity to participate in all kinds of social competition. Moreover, the opportunities for receiving two types of education are exclusive. Everyone can receive two types of education. This kind of education can be charged to the educated or private, with less financial investment, and the government has less investment in the adult's social professional skills education. Influenced by the practice of financial investment, the investment in education and poverty alleviation mainly tends to pre school education and compulsory education. There is little investment in the adult social vocational skills education which needs to be focused on. Non compulsory education is carried out only by the resources and facilities of institutions of higher learning and secondary professional and technical schools, because of shortage of funds and simple facilities. Poor, teaching content is not practical and so on, and can not be further developed. In addition, the cost is almost entirely borne by the individual educated, and a part of the poor is excluded from the big door of adult education, which can not meet the needs of poverty alleviation and development, and restricts the advancement of precision poverty alleviation.

Mobilize all sectors of society to work together in adult social skills education. The complexity of education requires the whole society to share the responsibility of education. The education of the adult's social professional skills can not be limited to the school. The government should increase the investment in the vocational and technical education, and should guide the service of the society and make the enterprises, villages and other sectors and sectors participate actively. The hotel, the mall, the field, the head and the classroom are all the places for adult vocational skills education. The technicians, managers, experts, professors and the villagers are all teachers of adult vocational skills education, which create convenient and affordable conditions for adult vocational skills education.

2.2 Coordinate the relationship between government leading and supporting subjects in precise poverty alleviation.

2.2.1 Precondition to the first line of Education

The government's leading role refers to the government's initiative and active action on education policy making, funding, implementation, process supervision and evaluation of effect in precision poverty alleviation. It is the main driving force for the development of education in poor areas, leading the direction of education poverty alleviation. The government is aware of the important role of education in precise poverty alleviation in the era of knowledge economy, and put it into practice to actively develop education.

2.2.2 Starting from the actual demand of the main body of poverty alleviation

The main role of the poor population means that the poor people, as the target of accurate poverty alleviation, are the practitioners of precision and poverty alleviation. It is necessary to stimulate the impoverished areas and the poverty alleviation and self-development of the poor, to respect the creative spirit and innovation ability of the grass-roots organizations and the poor, and the measures of poverty alleviation through the initiative of the poor people. Practice can be carried out. Only by stimulating the main role of the supporting objects can we ensure that the precise poverty alleviation has achieved good results. The development of education in poverty-stricken areas can not be separated from the main role of the poor, and let the poor people participate in every link of policy making, process management, effect evaluation and so on, and points out what kind of educational content is in urgent need of them, and what kind of education form they can adapt to and what kind of educational burden they can adapt to. It is what they can bear, what kind of educational achievements

they are willing to accept and so on, so as to make the main body of the poverty alleviation and the leader reach a consensus and act consciously to stimulate the main role of the target of precision poverty alleviation. At present, in the education of poverty-stricken areas, the leading role of the government and the main role of the poor population obviously exist between the cold and heat uneven phenomenon, which shows that the active initiative of the government corresponds to the indifference of the impoverished population, which makes the effect of poverty alleviation in education discounted. It is not the important role of the poor people to understand the education, not the poor people do not want to improve their cultural quality, but the government led some educational poverty alleviation content and measures can not solve their immediate difficulties, some even deepen their poverty, let the poor people do not have the ability to deal with. Compare

The common problem is that the focus of government led education on poverty alleviation is in school education, such as preschool education, basic education, vocational education, higher education and so on. This is in line with the basic law of education and fostered the reserve force for the development of poor areas. But some poor families have no economic ability to cooperate with the government's system education service, and the phenomenon of dropout has appeared, which makes people feel impoverished by the poor. In fact, the government's education and poverty alleviation follows the law of education development, but neglects the actual difficulties of the poor families. Education is helping the poor families to cultivate the future work. At the same time, we should also help the poor families' existing labor force improve their labor skills and increase their labor income, so as to maintain the needs of family development. According to the need to solve the economic difficulties in poor areas, education in poverty-stricken areas should focus on the vocational skills training of the existing labor force, help the poor people to improve their labor skills, increase their labor income, first take off poverty, create certain economic conditions for the development of education, and let the main body of poverty alleviation have the ability and energy to invest. In education, consciously accept education and improve quality. The relationship between the leading role of the government and the main role of helping the object of helping the poor in the coordinated education is that the government led educational policies and measures should be consistent with the actual needs of the precise poverty alleviation subject, so that the precise poverty alleviation subjects accept education consciously and actively, so that the government led education helps the poor and through the self-consciousness of the precise poverty alleviation main body. The voluntary action is to achieve the harmony between the leading body and the main body.

2.3 Improving the supervision mechanism of education in poor areas

2.3.1 Emphasis on strengthening process supervision

The general evaluation often pays attention to the final work achievement, and carries on the omni-directional examination and appraisal to the work achievement from two aspects of quality and quantity. However, education is a long-term work with slow effect. If the evaluation of education poverty alleviation is also a result, it will dampen the enthusiasm of the work. At present, there are some governments and their staff who are eager for quick success and instant benefits and unwilling to invest in education. Therefore, the evaluation of education should be focused on the process, the establishment of the dynamic information system of education, the tracking and monitoring of every link of the development of education, and every step of promoting the poverty alleviation of education. In order to avoid the evaluation of achievements, some governments in the poverty alleviation of education in the pursuit of fast and not lasting effect of the development of the form, for example, the organization of hours of lectures, some slogans publicity, regardless of the origin of the actual construction of the school and so on. All poverty-stricken areas should formulate long-term plans for education and specific procedures for promoting local poverty.

2.3.2 Establish an inclusive and two-way regulatory mechanism

Simplify the regulatory approach and process. The simplification of regulatory measures and processes is aimed at the supervision of the masses, making the regulatory measures and processes

relative to the political and cultural qualities of the poor, so that the poor can be operated simply, neither time-consuming nor laborious. The most effective way is to use the Internet to design the learning tasks and status of each educational object on the Internet, so that they can update their status as soon as they learn.

2.3.3 Combining quantitative standards with public opinion evaluation

The quantitative standard should be refined and dynamic. Quantitative criteria should be refined to the dynamic relative indicators of poor households or impoverished population. Because there are certain differences in the educational development of different poverty-stricken areas and different poverty-stricken people in the country, and the object and environment of the education poverty alleviation are different, the difficulty of education is different. Therefore, the educational supervision of different regions and different poverty-stricken people should be different. The education supervision of the impoverished population should be more flexible. According to the actual situation of different regions and the different poor people, the detailed situation of each education object is registered, and the development requirements of each educational object are established, and the whole course of network information technology is used to track and supervise the whole course, and the evaluation is carried out.

Innovation of public opinion evaluation methods. In addition to the hard quantitative indicators that can be seen, the supervision of educational poverty alleviation is more important for the improvement of educational soft power, such as the renewal of educational ideas and the formation of educational atmosphere. The supervision of the soft power of education is more suitable for public opinion evaluation, but the subjectivity of the public opinion evaluation is strong and the interference of human factors in the operation is relatively large. So the measures of public opinion evaluation should try to catch the real feelings of the poor people, which can be made through the interview, the supervisor avoidance, the network tracking, the disguised investigation and so on. Method, let the educational object have the opportunity to talk about the feeling, dare to speak the true feelings. The key to accurate poverty alleviation is to improve the ideological and cultural quality and the scientific and technological level of the poor people through education, to enhance the hematopoietic function of the poor people, and to transform the poor from the passive poverty alleviation into the initiative of poverty alleviation, fundamentally changing the poor features of the backward areas and achieving the strategic goal of precision helping the poor. The complexity of the object of education determines that education is a project with large investment, slow efficiency and complicated operation. It is necessary for schools, experts, governments and all walks of life to cooperate fully, and the education of poor people in poverty alleviation is more complex, especially to coordinate the relationship between the government and the main body of the poor. All kinds of social forces are working together to improve the quality of the poor and get out of the predicament.

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