



# Promoting Learning Under the Background of Poverty Alleviation Strategy The Path of Pre-Education Development

Liqun Wu

West Yunnan University, China

Received: 20/08/2021

Accepted: 26/12/2021

Published: 22/03/2022

Representative e-Mail: 108187173@qq.com

## ABSTRACT

*Children are the future of the country and the hope of the nation, and an important resource for the sustainable development of society. Under the background of poverty alleviation strategy, preschool education has made some achievements, but there are still problems and challenges. In order to consolidate the achievements of expanding education to overcome poverty, it is of great significance to continue to provide quality preschool education for children in poverty-stricken areas, which will lay the foundation for lifelong learning of children in poverty-stricken areas, promote the fairness of social starting point and block the intergenerational transmission of poverty.*

**Keywords:** Getting Rid of Poverty, Preschool Education, Children

## I. INTRODUCTION

Building a well-off society in an all-round way in 2020 is a major national strategic goal set by the Communist Party of China and the government. Precise poverty alleviation is one of the three major battles that must be fought to build a well-off society in an all-round way. Children's anti-poverty is an important component to cut off the intergenerational transmission of poverty and realize the development goal of building a well-off society in an all-round way. Since the General Office of the State Council issued the National Children's Development Plan for Poverty-stricken Areas (2014-2020) in 2014, China has gradually formed a new pattern of poverty alleviation in preschool education with government leading, multi-sectoral cooperation, participation of social forces and other subjects.

### 1.1 Achievements of preschool education in poverty alleviation strategy

China's policies related to poverty alleviation in preschool education mainly include the National Development Plan for Children in Poverty-stricken Areas (2014-2020) (Guo Ban Fa [2014] No.67), the Thirteenth Five-Year Plan for Poverty Alleviation through Education (Jiao Fa [2016] No.18) and the Implementation Plan for Poverty Alleviation through Education in Deep Poverty Areas (2018-2020).

#### 1.1.1 in terms of financial input

"Increase the preferential support of the central government's major preschool education development projects, rural preschool education promotion projects and provincial preschool education projects to 'concentrated contiguous areas with special difficulties.' ", "The provincial coordinating preschool education funds are inclined to 'poor counties' "and" the provincial coordinating preschool education funds are inclined to 'three districts and three states' "to help implement the third phase of preschool education action plan; Secondly, in terms of infrastructure construction, we should adhere to the government-led, social participation, public and private development, and expand inclusive preschool education resources in poverty-stricken areas in various forms; At least one public central kindergarten should be set up in every township in poverty-stricken areas, independent parks or sub-parks should be set up in large administrative villages where conditions permit, and small administrative villages should jointly run parks, so as to gradually form a rural preschool education service network in poverty-stricken areas; Encourage the implementation of the "Children's Education" plan in the "Three Districts and Three States", "support each township to run at least one public central kindergarten" and improve the rural preschool education service network.

#### 1.1.2 In protecting children's health

"The growth retardation rate of children under 5 years old is reduced to less than 10%, the low weight rate is reduced to less than 5%, and the prevalence of anemia is reduced to less than 12%. The national immunization coverage rate of school-age children in villages and towns has reached and remained above 90%, "and" local

governments are encouraged to expand the pilot scope of nutrition improvement programs to achieve full coverage of poverty-stricken counties, and the central government will give subsidies and support. " ; "Continue to implement the nutrition improvement plan for rural compulsory education students, and constantly expand the scope of local pilot projects." Finally, at the level of ensuring children's education, by 2020, "the gross enrollment rate in preschool three years will reach 75%."; "Ensure that all educational stages are fully funded from enrollment to graduation, and that children from poor families can go to school, so that no student can drop out of school due to family difficulties." "Take a variety of ways to encourage inclusive private kindergartens to recruit poor students with files and cards."

### 1.1.3 At the teacher level

Put forward to stabilize the kindergarten teaching staff in poverty-stricken areas; Establish a supplementary mechanism for coordinating rural teachers at the provincial level, and rely on normal colleges to carry out the training of rural teachers with "one specialty and many abilities", and strive to solve the problems of shortage of kindergarten teachers, shortage of foreign language teachers with beautiful sound and body, etc. It is necessary to implement the staffing standards of kindergarten teachers and staff, so that they can be fully equipped, and increase the corresponding training efforts.

Under the guidance of national policies, while provincial governments are constantly promoting the development of rural preschool education and improving the popularization rate of preschool education, many social organizations continue to pay attention to rural children in remote areas, and through carrying out projects, more children in remote mountain villages are provided with opportunities to receive preschool education. With the promotion of preschool education popularization rate and the realization of the primary goal of "having a kindergarten", the pursuit of "a good kindergarten" is an important symbol and fundamental task to reflect the fairness of preschool education. Many social organizations have also made useful explorations in exploring the upgrading of rural preschool education system. For example, China Development Research Foundation's "One Village, One Garden" program, Western Sunshine Foundation's "Sunshine Children's Fun Garden Project", "Qian Qian Tree Rural Preschool Education Quality Improvement Project", "Future Hope Kindergarten Project" of China ("HPP"), and the United Nations "Aisheng Kindergarten" passed the precise training program for preschool teachers; Children's nutrition improvement projects in poverty-stricken areas such as "nutrition package", "Central Kitchen" and "Nutrition Lunch for One Village and One Child"; Measures such as "Three Districts and Three States" and counterpart assistance projects in deep poverty areas and concentrated contiguous poverty areas. By 2020, the overall development level of education in poverty-stricken areas will be significantly improved, and the overall development level of children in concentrated contiguous areas with special difficulties will basically reach or approach the national average level; The health status, education level and educational conditions of preschool children in poverty-stricken areas have been significantly improved and promoted, but there are still some problems and challenges.

## II. RESEARCH METHOD

This paper is a qualitative study. By reading a large number of documents related to this topic, it summarizes the achievements of preschool education in the strategy of poverty alleviation, analyzes the existing problems of preschool education at present, and puts forward some suggestions to promote the development of preschool education.

## III. DISCUSSION

At present, the base of "one village, one child" in the city is large, benefiting many students, but the school conditions are poor, and the teachers and facilities are insufficient. Rural preschool education is the shortcoming of the whole basic education. Teachers' staffing is seriously insufficient, the degree of specialization is low, and the number of teaching staff in most kindergartens is seriously insufficient. Except for some kindergartens in urban areas, the staffing of preschool teachers has not been specially approved, and the health care and logistics services are weak, lacking health care doctors and canteen managers. The existing teachers in most villages and towns and rural kindergartens are transferred from primary and secondary school teachers. They are too old, have not received professional training in preschool education, have a low degree of specialization, and the number is seriously insufficient. They can't meet the needs of daily management and curriculum setting of kindergartens in "Guidelines for Learning and Development of Children Aged 3-6" and "Kindergarten Working Regulations".

## IV. CONCLUSION

### 4.1 Implement education poverty alleviation policies and increase investment in preschool education.

Increase financial investment in preschool education and build public preschool education. Incorporate the construction objectives and tasks of public parks into government livelihood projects, support social forces to run parks, and expand the supply of inclusive preschool education. We should really implement relevant policies for poverty alleviation through education, and formulate comprehensive policies for poverty alleviation through education according to the specific conditions of poverty-stricken areas. Under the premise of big policies, cities, counties and prefectures should implement them concretely and meticulously, and help poverty-stricken areas to realize the identification, popularization and standardization of preschool education through "walking on two legs" under the precise poverty alleviation. Especially the financial support policy, we should pay attention to broadening the sources of funds for rural preschool education, and adhere to the principle of "public assistance by the people and

public assistance by the government". For public kindergartens, local party and government organizations should mobilize enterprises and institutions, individual industrial and commercial households and farmers to give sponsorship. For private kindergartens, the township (town) government and villagers (residents) committee should allocate a certain amount of funds for running the kindergarten. In addition, relevant departments of the municipal government can take the lead in gradually increasing the support of inclusive private kindergartens in poor rural areas and implementing the management policies of inclusive private kindergartens.

#### **4.2 Establish a management system integrating urban and rural areas.**

Establishing a management system integrating urban and rural areas and forming a good pattern of regional coordination and balanced development are the fundamental guarantee for building a sustainable development mechanism of preschool education and realizing the leap-forward development of preschool education. First, scientific planning and precise policy should be made to break the dilemma of "dual structure" of regional preschool education development and realize the integration and fair development of urban and rural preschool education. Second, we should "lay out the overall situation" and "focus on the key points", strengthen the overall planning of urban and rural areas, and "implement the policy" from the perspective of balanced development of preschool education in the whole region, that is, we should focus on promoting the construction of a harmonious regional society and ensuring the overall development of the national economy and people's livelihood industry, and firmly grasp the key decision points of realizing the leap-forward development of rural preschool education and promoting the healthy growth of children; Third, unify the requirements for the integration of urban and rural areas. Preschool education should conscientiously implement the spirit of Regulations on Kindergarten Management, Guidelines for Kindergarten Education and Guidelines for Learning and Development of Children Aged 3-6, follow the rules of children's physical and mental development under the guidance of Kindergarten Work Regulations, take games as the basic activity, combine education with care, entertain and educate, and promote the all-round development of children's emotions, attitudes, knowledge and skills.

#### **4.3 Strengthen the construction of teachers and improve the quality of education.**

First, improve the supplementary mechanism of preschool education teachers, and enrich the teaching staff by transferring primary school teachers' training and recruiting new preschool professional teachers, so as to continuously meet the actual needs of expanding the scale of preschool education. Second, strengthen teacher training, improve teachers' quality, focus on national training plan training, and combine with training kindergarten teaching backbone. On-the-job education training should be used as a supplement to comprehensively improve the professional level of preschool teachers. The third is to protect the salary of preschool teachers according to law. Public kindergarten teachers and public primary and secondary school teachers enjoy the same treatment, protect the legitimate rights and interests of preschool teachers and stabilize the contingent of preschool teachers. Fourth, to strengthen the team building, we can take advantage of the "district" development mechanism of rural teaching and research guidance areas, take the lead of regional education administrative departments, make full use of high-quality teachers from universities, social preschool service institutions, high-quality kindergartens and other institutions to form professional service teams, strengthen all-round guidance to rural kindergartens in garden construction, curriculum development, activity design, teaching reform and other aspects, and practically improve the education quality of rural kindergartens from the micro level.

To sum up, preschool education is an important part of China's basic education, and it is also the foundation for the improvement of the national education system. Preschool education needs the participation of all members of society to promote the stable development of preschool education. All provinces in the country should actively carry out precision poverty alleviation in preschool education, consolidate and expand the educational achievements of poverty alleviation, continuously carry out reform and innovation, keep up with the pace of development of the times, promote the development of preschool education, and earnestly run preschool education that people are satisfied with.

### **REFERENCES**

- Bao Bingbing. Analysis on the sustainable development mechanism of rural preschool education in Guizhou under the situation of precise poverty alleviation [J]. Journal of Qiannan Normal University for Nationalities, 2019(1).
- China Development Foundation. China Child Development Report 2017: Anti-poverty and Early Childhood Development [M]. Beijing: China Development Press, 2017.
- Ma Jingjing. Research on the development mechanism reform of rural preschool education in counties under the background of "precision poverty alleviation". Take H County in Gansu province as an example [J]. Research on basic education, 2017(17):74-77.
- Yu Haijun. Looking at the development of rural preschool education in China from the experience of developing preschool compensatory education projects abroad [J]. Journal of Hebei Normal University (Education Science Edition), 2011 (10): 42-46.
- Zhang Fan, Zhu Yi, Kang Xiaoye, et al. Research on rural preschool education subsidy and improvement countermeasures under the background of education precision poverty alleviation [J]. Basic education research, 2018,501 (23): 11-13.