

A Study of Education Poverty Reduction Mode Under Inclusive Development Strategy in Wuling Mountain Area

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Abstract

Targeting at Wuling Mountain contiguous poor areas, through field research and in-depth interviews, this paper finds that in these areas there are many problems existing in the education development process which can not meet the requirements of inclusive development, such as lack of ability to participate in economic development, education “soft power” construction deficiencies, unreasonable government resource allocation, unbalanced regional education development, unitary investment in poverty alleviation and so on. By putting forward targeted policy suggestions, this paper aims to build up a fair education environment in line with the requirements of inclusive development strategy, thus to lay a solid foundation for education poverty reduction in Wuling Mountain Areas.

Key words: Inclusive development strategy; Education poverty reduction; Development capacity; Equal educational opportunity

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1. THE RESEARCH PROBLEM

The former President Hu Jintao gave a speech named “inclusive development: A common agenda and new challenges” in the 2011 Annual Meeting of Boao forum for Asia caused the wide attention of domestic scholars on the concept of “inclusive growth”. In fact, the concept of “inclusive” coincides with the sustainable development strategy, which has long been highly concerned by China’s top-level designers. Hu Jintao published the speech “deepen exchanges and cooperation, to realize inclusive growth” on the Fifth APEC Ministerial Meeting on human resources development in September 2010. In the same year, Hu Jintao proposed the important concept of inclusive growth again in the eighteenth APEC Economic Leaders’ meeting in November. From the previous “inclusive growth” to today’s “inclusive development”, it reveals profoundly that China will promote economic “growth” in the new period, pay close attention to the essence of “development” at the same time, and make efforts to achieve the grand goal about the coordinated development of economic growth, education, health and other social undertakings.

The inclusive development theory is a strategy model which was gradually built up in the process of poverty reduction strategy research conducted by the Asian Development Bank and other international organizations. Recently, with the trend of economic globalization propulsion, when Asian countries seize the opportunity to develop the economy, they are also facing increasing risk of unfair income distribution and the trend of polarization. The Asian Development Bank put forward the concept of “inclusive growth” firstly in the principle of “Pro poor growth” in 2007, which means “a social safety net which can create high growth of productivity employment opportunities, ensure equality of opportunity and can reduce the risk for social inclusion, and bring about the buffer to the vulnerable groups”, its basic meaning is a growth based on the equal opportunity.

Inclusive development is a new understanding of poverty, breakthroughs the limitations of ability poverty theory and the “trickle down effect”. It makes people realize that it is necessary to take specific measures to reduce poverty, rather than sit or expect economic growth itself can automatically achieve poverty reduction, what’s more, it’s a profound review of the economic growth mode and development strategy.

The Wuling Mountain contiguous poor areas across four provinces of Chongqing, Hubei, Hunan and Guizhou, including seventy-one districts, poverty population coverage widely, about thirty-six million people living in poverty. According to calculation conducted by the National Bureau of Statistics, Wuling mountain area farmers per capita income is three thousand four hundred and ninety-nine yuan in 2010, just accounting for fifty-nine point one percent of the national average level. Poverty alleviation is facing great pressure. Therefore, it is the main battlefield of national poverty alleviation. Wuling mountain area education level is not high enough; workers’ cultural level is generally at a low level. In addition, Wuling mountain area education development is unbalanced across different areas, the problem of not inclusive of education development gradually become an important obstacle to the Wuling mountain area to build a harmonious society, to achieve inclusive development. To solve these problems, this paper aims to explore the development status and existing problems of education in Wuling Mountain Area. Through proposing some coping tactics, we want to establish inclusive education poverty alleviation mode of Wuling mountain area.

2. LITERATURE REVIEW

Education is an important way to improve the capability. Education for poverty alleviation is realized by improving the quality of poor people, and it is also the most effective way to improve the ability of development for the poverty population. In the twentieth Century eighty, India economist, Amartya Sen put forward the famous view “poverty is deprived of basic capability”, he emphasized the relation between education level and the degree of poverty, he set education as a “capability”, he think that we can increase earning capacity through improving the practical ability. This link between practical ability and income is particularly important to eliminate the income poverty. Education can give a person with rights, which can help people to become more active, to win the initiative control of their own lives, and to expand the range of their options. The real equality of opportunity must be realized through the way of equal abilities. Gao (2011) emphasizes increasing the intensity of investment in human capital for the vulnerable groups, guaranteeing basic livings of the poor people, and strengthening the education and training for them is an important way to

increase their stock of human capital, to enhance their capability, Tandon and Zhuang (2007) believe that non income gap is expanding in developing countries, in addition to the income gap. One of the most concerns is that people are facing inequality opportunity to the basic education, to the basic medical and health services and other basic social services. Through survey, Goofy (2013) found the biggest problem of the poverty population is that they are facing the lack of economic opportunity to get out of poverty or lack the ability to grasp the economic opportunities. The majority of poor people lack of diverse skills, and then they can only engage in simple labor, their work efficiency is very low and is subject to disadvantage natural environmental factors seriously.

Educational poverty alleviation plays an important role in promoting the economic growth. Education and human capital play their economic role by increasing the income of the poor people and promoting economic growth. According to the parameter estimation, Li (2008) points out that the educational level of peasants is positively correlated with personal income, increase the cultural quality of a unit, can make the farmer’s annual income improved about two hundred and fifty-eight yuan. Compared with other parameters, education level is the biggest impacts on farmers’ income, which can greatly increase the income of farmers by providing high labor quality. Using a quasi experimental design modification, George and Harry (2004) have studied the economic significance of education. They point out that in industrialized countries, education investment and real investment have the same marginal rate of transformation. Through the development of education, and increase the investment into the human capital of the poor, the content of the human capital of the poor will be improved, and they can acquire the ability of self survival and develop , and can help the poor people cultivate consciousness to improve their living conditions. Educational poverty alleviation is not only of great significance for the education itself, but also is the basic way to speed up the transformation of the economic growth mode of the poor areas, it is even more important than economic poverty alleviation in a certain sense. Inclusive education calls for strategies quite different from simply expanding the mainstream education system. For example, education scholarships and stipends linked with conditional cash transfer programs have produced positive impacts, particularly when targeted at girls or poor households. Such programs foster inclusiveness and equity across the education system, and they are widely acknowledged as key factors in advancing economic growth in DMCs.

Above all, domestic and foreign scholars explained the important role of educational poverty alleviation from different angles, but they have reached an agreement on the effectiveness and importance of educational poverty reduction. Yet it is not difficult to find that the studies conducted by scholars also remain in discuss

the significance of education to improve the ability of vulnerable groups, but not look into overall planning on the mode of education development, and how to realize the inclusive development of education. And this field is what we will deepen.

3. AN ANALYSIS OF THE CURRENT SITUATION AND REASONS OF EDUCATIONAL POVERTY ALLEVIATION ABOUT WULING MOUNTAIN AREA INCLUSIVE DEVELOPMENT

To fully understand the current situation and existing problems of educational poverty alleviation in Wuling mountain area, the author follows with the research group go to Wuling mountain area to do a investigation, including Chongqing (Shizhu, Qianjiang), Guizhou (Minhe village, Tangshui village in Shiqian County), Hunan (Shuijingcao village in Xianfeng County, Nongxin village, Shuangjiang village, Tanxi Village). This paper carries on the analysis with data from the Wuling mountain area by using the descriptive statistics function of the SPSS19.0 software, and it shows that the educational poverty alleviation of Wuling mountain area exists the following questions.

3.1 The Overall Education Level Is Improved, Yet It's Lack of Development Ability to Take Participation in Economic

Great progress has been made for work of educational poverty alleviation of Wuling mountain area. The overall education level is improved. In Wuling mountain area (Table 1), "Illiterate and semi illiterate " accounted for 21%, about 60% of the total people take primary school and middle school education, which can fully demonstrate the great achievements that "Pujiu" has achieved in Wuling Mountain Area, it also means that as a whole, the ability of participation in economic development of Wuling Mountain Area has been increased. But it is not difficult to see that the whole area education structure is unbalance, though Nine year compulsory education is basically achieved, but respondents who have accepted the "senior high school or technical secondary school education" only accounts for 13.1%, only received 7.3% points higher than the "University or college", The lack of high level talents will produce a series of reactions, such as leading to advanced technology cannot be used in agricultural production and the area construction, making the Wuling mountain area unable to meet the economic development needs, constituting a huge hidden trouble to undertake the eastern industrial transfer for Wuling mountain area, limiting the pace of industrial structure optimization, setting up obstacles to solve the poverty problem of Wuling mountain area and so on.

Table 1
Average Education Level of Wuling Mountain Area (%)

	Frequency	Percent	Valid percent	Cumulative percent
Illiterate and semi illiterate	147	21.0	21.0	21.0
Primary school	211	30.1	30.1	51.1
Junior middle school	210	30.0	30.0	81.0
High school or technical secondary school	92	13.1	13.1	94.2
University or college	41	5.8	5.8	100.0
Total	701	100.0	100.0	

Through correlation analysis, education level and the average per capita income significantly correlated in 0.01 levels (bilateral). We can see from the annual per capita income, there are 41.54% respondents per capita income are still under the poverty line of 2,300 yuan. And "illiterate and semi illiterate "take 29.63% of poverty population, the poverty population which takes "primary school" takes 34.34%, "High school or technical secondary school" accounted for the poor population 23.23%. Thus, the correlation between education level and the average per capita income is strong. But the survey data also shows, the per capita income reached and above 5,700 yuan population accounted for twenty point seven percent of the of Wuling Mountain Area, the number of high income groups who received "University or college" education (13.51%)is not as many as those who just accepted "High school or technical secondary school" education (35.81%) and "primary school" education (25.68%), The cause of this phenomenon is mainly that the research sites we have chosen are all poverty area, excellent talents flow to the developed area continuously in the driven of market. Therefore, there is just fewer respondents received "university or college" education in the scope of investigation. In addition, many of the "junior middle school" or "primary school" educated people were immigrant workers who engaged in heavy construction work, earned relatively high incomes; on the other hand, the income of university educated and the migrant workers is almost at the same level, but their opportunity cost is much different. Then it will make people think that education investment is high input, but low output, and I think it is the key factor why Wuling Mountain areas lack of high level talents. Selling physical labor to earn income not only could not make them take part in the economic development completely, but also will increase the income distribution gap. This kind of development can't realize the goal that all people share the fruits of economic development. It dose not meet the requirements that inclusive development advocated.

3.2 The Educational Infrastructure Relatively Perfect, the "Soft Power" of Education Lack of Competitiveness

The statistical data shows (Table 2) that classrooms and books *current popularity* of around 100% in Wuling

mountain area' primary and secondary schools, it will benefit the normal educational activities. But the proportion of library and computer room only reached about 40%, the proportion of reading room is even lower, less than 30%. Lacking of these facilities not only limit students to extend knowledge they have learned and to improve the understanding of the world and life, but also constrain them enjoy high-quality education resources out of the area through distance education, which will greatly hinder they promote their development capability.

Table 2
Teaching Infrastructure Condition of Primary and Middle School in Wuling Mountain Area (%)

	Class-room	Book	Library	Reading room	Computer room	Play-ground
Valid	700	700	284	194	295	560
Deficiency	0	0	416	506	405	140
Percent	100	100	40.6	27.7	42.1	80

Table 3
Teacher Resource Adequacy in Wuling Mountain Area (%)

	Frequency	Percent	Valid percent	Cumulative percent
Totally disagree	9	1.3	1.3	1.3
Do not permit	56	8.0	8.0	9.3
Agree	241	34.4	34.4	43.7
In favor of	334	47.6	47.6	91.3
Totally agree	61	8.7	8.7	100.0
Total	701	100.0	100.0	

Through the study of teacher resource adequacy of Wuling mountain area we found, 55.6% of respondents think the teacher resources in Wuling mountain area teachers are sufficient, but 44.4% of them think that Wuling Mountain area is lack of educational resources seriously. The author finds that the reasons for the appearance of this kind of circumstance are, on the one hand, some respondents hold different definition of teacher resource adequacy, and on the other hand, different respondents people with higher expectation for the educational poverty reduction will inevitably have higher requirements for the teachers.

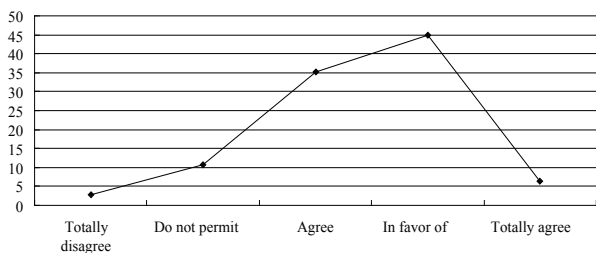


Figure 1
Satisfaction With the Quality of Education in Wuling Mountain Area

The education quality satisfaction indicates that only 10.7% of the respondents are satisfied with the quality of education in Wuling mountain area, but there's nearly 45%

respondents is not satisfied with the quality of education in Wuling mountain area, higher than the neutral one (35.1%) nearly ten percentage points. It can be inferred that the quality of education in this area is very serious. The teacher resources and educational quality are closely related, the formidable teachers strength means more rich knowledge, also inevitably means a high level of enrollment rate, it is a prerequisite for poverty population to get out of poverty successfully. Under the condition of market economy, more and more people choose to vote with their feet, to resist the imbalance of teacher's strength. People would rather pay more costs, sending their children to the better educational area, so that their children can receive a better education and change their future, then change the future of their family by the way. But the higher education cost of immigration makes only the richer family vote with their feet. Wuling mountain area is in a relatively poor state, which means that there are more people do not have the condition to vote with their feet. This also will aggravate psychological imbalance of the poor, which may produce a series of social problems, and it may be a time bomb to do harm to construct our socialist harmonious society. The correct choice to solve the practical problems is to improve the educational "soft power" of Wuling Mountain Area continuously, promote people to enjoy equal educational opportunity as the developed area.

3.3 The Consciousness of Educational Poverty Reduction Enhanced, the Allocation of Poverty Alleviation Resources Is Not Reasonable

The Table 4 indicates that the proportion of only supporting their children to primary school (1.6%) or junior high school (14.3%) gradually reduced the ratio of supporting their children to high school (1.6%) or university (14.3%) is at a high level. With the development of market economy, more and more agricultural surplus labor transfer to the city. Through hard work, these migrant labors not only get rid of poverty successfully, but also bring a lot of advanced ideas from the city; the ideology of these families and Wuling Mountain Area will improve into the void. But the way of ideology is built on the basis of pursuit of short-term interests, get rid of poverty as soon as possible. This speculation is the key factors that limit the raising of educational poverty reduction awareness.

Table 4
Wuling Mountain Area' Adult Generally Support Their Children Complete Their Studies to (%)

	Frequency	Percent	Valid percent	Cumulative percent
Primary school	11	1.6	1.6	1.6
Junior middle school	100	14.3	14.3	15.9
High school	280	40.0	40.0	55.9
University	288	41.1	41.1	97.0
Graduate and above	21	3.0	3.0	100.0
Total	700	100.0	100.0	

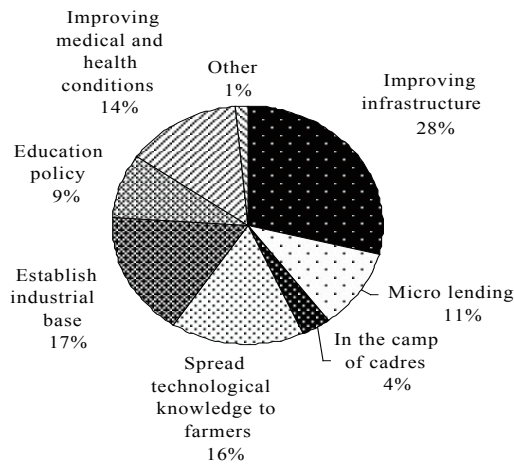


Figure 2
The Popular Way of Poverty Alleviation Provided by Government

From the popular way of poverty alleviation provided by government, the demands of improving infrastructure (28.1%), establishing industrial base (17%), and spreading technological knowledge to farmers (16%) are in the top of three. Improving medical and health conditions (14%) and providing small loans (11%) also have gained extensive attention. While only a small part of the poor look forward to the educational privilege policy (9%) and experienced cadres (4%). On the one hand it reflects that there has great limitations for the poor to realize the importance of educational poverty alleviation in Wuling mountain area; on the other hand it also reflects the realistic demand of the poor to get out of poverty in a short period of time. Non direct, slow permeability and long time consumption are all school education's defects, which make majority of poor people desire for a much better infrastructure situation and more convenient conditions for employment in the local. Although these measures will increase the incomes of the poor, but these measures do not fundamentally improve the development ability of the poor. It may be convenient for labor force to obtain employment in the local, but it is just the simple repetition of reality. These measures cannot change the poor and backward features fundamentally.

In Wuling mountain area, whether the reliefs funds distributed, or collocate poverty alleviation resources organized by the government, are all in a distorted state.

Table 5 offers a message that simply paying cash(40.2%) is the mainly form of financial aid granted, the ratio of the integration of transfer(16.6%)and the collective share(13.8%)is too little. Such assignment way reflects that government pay more attention to the livelihood of the government pay more attention to the livelihood of the poor people, and put the need of "transfusion poverty alleviation" in the first place; but we can also see that the government' organizational leadership is very limited.

Considering the poor development ability is very limited, only by distributing minority poverty relief funds.

Table 5
The Forms of Financial Aid Is Granted in Wuling Mountain Area(%)

	Frequency	Percent	Valid percent	Cumulative percent
Valid	Simply pay cash	282	40.2	46.9
	The integration of transfer	100	14.3	63.6
	The collective share	83	11.8	77.4
	Others	136	19.4	100.0
	Total	601	85.7	100.0
Missing	System	100	14.3	
Total		701	100.0	

For improving the poverty of the whole area, the government can only play a very limited role, instead of the expected leading one. Effectively guide the area spend poverty alleviation resources on education, on improving the stock of human resources of poor people, it will ultimately result a huge waste on poverty reduction resources, and the poverty population will become more dependent at the same time, dream of getting out of poverty will be more and more difficult to achieve for Wuling mountain area.

3.4 Regional Education Development Is Not Balanced; the Main Channel of Input to Alleviate Poverty Is Single

In recent years, Wuling mountain area' education level has been improved obviously with the country's strong supporting. There is a great difference between the development of regional education, for the starting point and the development conditions behave differently between different areas.

Table 6
Level of Education of Four Provinces in Wuling Mountain Area(%)

	Chongqing	Guizhou	Hubei	Hunan
Illiterate and semi illiterate	20.93	31.96	19.08	13.24
Primary school	40	23.71	27.63	25.74
Junior middle school	28.37	23.71	34.87	26.47
High school or technical secondary school	6.51	10.31	14.87	23.53
University or college	4.19	10.31	1.97	11.03

Considering the four provinces, Guizhou province has the largest number of "illiterate and semi illiterate" (Table 6), accounting for 31.96% of the poor; the gap between primary school and junior high school received population is small. But when we take the primary school education in Chongqing (40%) and population in Hubei province who received junior

high school education (34.87%) into consideration, we can also find that they have certain comparative advantages over the other provinces. When given a comprehensive consideration for the conditions of “High school or technical secondary school education” in four provinces, only the proportion of Hunan province reached 23.53%, 7% points higher than Hubei, and this has laid a solid foundation for the university or college enrollment to reach to eleven 0.3%. I think mainly because there are many universities in Hunan Province, and our country has made more efforts to support for the Hunan province’s Industrial Development in recent years, which can provide a wider platform for giving full play to the talent of high-level personnel. It also fully demonstrated the importance of educational poverty reduction, greatly promoting the formation of a good atmosphere to accept education in Hunan Wuling mountain area. But also promote the formation of a good atmosphere in Hunan Wuling mountain area to accept education, and it is worth to follow.

Table 7
Teacher Resource Adequacy of Four Province in Wuling Mountain Area (%)

	Chongqing	Guizhou	Hubei	Hunan
Totally agree	13.49	4.12	9.21	5.15
In favor of	45.12	59.79	46.71	42.65
Agree	31.63	25.77	32.24	42.65
Do not permit	8.37	10.31	9.21	8.09
Totally disagree	1.41	0	2.63	1.46

In addition, there are 90.24% people who think that teacher resource of Chongqing province are comparatively adequate in Wuling Mountain Area, which has a relative advantage over Guizhou (89.68%) or Hubei (88.16%). And 16.18% people in Hunan province think they are in badly need of teachers, 6% higher than Chongqing. If we just take the number of teachers into consideration, Chongqing is in the leading position; its educational “soft power” is strong.

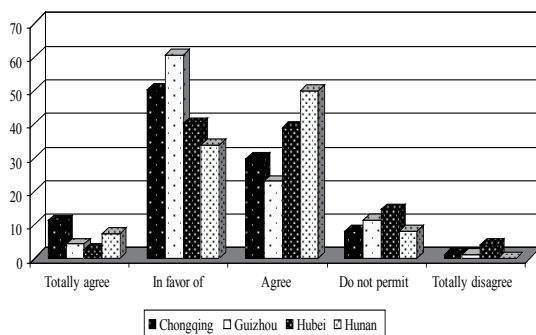


Figure 3
Satisfaction With the Quality of Education of Four Provinces in Wuling Mountain Area

Despite the relative lack of teacher resources in Hunan Province, but the quality of education satisfaction in Hunan province is as high as 91.84%, 1.6% higher than that of Chongqing, where there are more abundant teacher resources. What’s more, it was 10.6% higher than Hubei,

where the teacher resources are relatively rich. It can be fully demonstrated that Hunan province had successfully realized the rational allocation of teacher resources; its educational “soft power” has the absolute advantage over other provinces. In short, the development of education in four provinces is distinctive, but is still in a state of imbalance overall.

Table 8
Situation of Non-Government Organization, Enterprise or Other Social Organizations to Take Part in The Poverty Alleviation Work in Wuling Mountain Area (%)

	Frequency	Percent	Valid percent	Cumulative percent
Totally disagree	124	17.7	17.7	17.7
Do not permit	231	33.0	33.0	50.6
Agree	258	36.8	36.8	87.4
In favor of	81	11.6	11.6	99.0
Totally agree	7	1.0	1.0	100.0
Total	701	100.0	100.0	

We can find that most of the existing poverty alleviation resources were provided by government, and there are 71.1% people who do not want to participate in most kinds of poverty alleviation activities arranged by the government. And only 33% of the people think that Wuling mountain area received the aid of social resources, and the amount of investment is very limited. People do not trust the government, which makes the government unable to contact the poor, and do not know the practical education demand. Non governmental organizations, enterprises and social organizations exhibit more flexibility and efficiency in poverty alleviation, and these organizations can also bring more abundant resources for poverty alleviation. Both points can make us believe that these organizations can allocate the poverty alleviation resources more effectively and reasonable under the situation of the shortage of resources. Intervention mechanism of poverty alleviation has not yet formed in our country at present, and the participation in poverty alleviation activities is narrow, which causes the loss of this powerful organization, and is a great loss to Wuling mountain area of poverty alleviation, which affects the development of poverty alleviation in the Wuling mountain area seriously.

4. POLICY SUGGESTIONS

4.1 To Improve the Development Ability of the Poor, to Create Opportunities for Taking Part in Economic Development

Carrying out various kinds of education overall, is not only unable to improve the development capacity of poor people effectively, but also unable to meet the practical

needs of the poor to get out of poverty in the short term. On the contrary, we should accelerate the pace of construction of the system, combined with the state of educational level of the poor. Firstly, we should create a two-way selection system, allow the poor to select the kind of occupation education they want to take, and establish a more humanitarian approach for vocational education at the same time, then make vocational education more satisfied for the development needs of the poor. This kind of two-way selection mechanism can improve the ability of the poor to participate in economic development effectively, and make the poor fully share the fruits of economic development.

In addition, in order to make the occupation educational poverty alleviation policy implements smoothly, our government should also make plans for introducing industries, which can adapt the regional development planning and give full play to the resource advantage, thus creating abundant employment opportunities for the poor to transfer in the local. It cannot only improve the utilization efficiency of educational poverty alleviation resources, but also brighten the lives of the poor by promoting regional economic development, and can realize the ultimate aim for inclusive development; this is also the ultimate objective of inclusive development.

4.2 To Perfect Allowance System for Teachers in Difficult Areas, and Strive to Build Up a High Level of Educational Quality System

The Wuling Mountain Area always lacks high quality teachers with of the market-mechanism. There are a lot of obstacles here, including poor infrastructure, harsh living conditions and low salary treatment. We should perfect the allowance system for teachers in the Wuling Mountain Area, combined with a series of policy arrangements, make their salary keep pace with the civil service standards and improve their enthusiasm of teaching. In order to attract more excellent graduated talents to teach in the area, the government should make good institutional arrangements at the same time. Creating better conditions for teachers by giving necessary personnel benefits arrange a comfortable living environment, arrange their partner's work and so on, to attract more talented teachers. They laid a solid foundation for improving the quality of education of the Wuling mountain area and accelerating the speed of economic development.

The key to improve the Wuling Mountain Area educational "soft power" is to build a high level of education quality. Despite making good arrangements to attract more talented teachers, we should also construct educational quality evaluation system. Mobilize their enthusiasm for teaching by giving economic compensation and honorary award for the outstanding teachers, in order to improve the quality of education and strengthen educational "soft power" of Wuling Mountain Area.

4.3 Strengthen Guides Function of the Government's Policy, Deepen the Consciousness of Educational Poverty Reduction

The development ability of the poor is insufficient in Wuling mountain area. If the government's poverty alleviation resources directly transfer on cash, which is likely to be used to improve the living conditions of the poor, rather than invest in education. The government should play a leading role, guiding the poor people to invest in the poverty reduction funds into sustainable development of education through "collective integration and utilization", so that we can maximize the effectiveness of educational poverty alleviation resources. Specifically, the government should combine individual investment and government subsidies together to meet the demand of the poor in Wuling Mountain Area. Integrating internal and external high quality educational resources and providing targeted training for the poor people cannot only improve their development ability, but also can improve the efficiency of the poverty relief funds and achieve a win-win situation finally.

In addition, the poor should actively cooperate with the government policy. Deepen recognition of the importance of the educational poverty reduction effect, will contribute to the mobilization of the enthusiasm of the poor to participate in educational poverty alleviation and drive more poor people to participate in educational poverty alleviation work. Raising the conversion rate of educational poverty alleviation funds and achieving the grand goal of poverty reduction.

4.4 The Rational Dispose of Educational Resources, Absorb More Social Capital

Resources of educational poverty alleviation is not sufficient, and the level of economic development is not balanced which are the main causes of difference between regional educational development situations. With the realization of inclusive development, different areas can enjoy the same high-quality educational resources and share equal opportunities for development. The government should integrate all of the high quality education resources to achieve this goal. Promote the flow of resources, and give subsidies to achieve synchronous development of education in different regions.

Through the construction of the legal system and development platform, attract more social capital to enter the field of educational poverty alleviation. It is necessary to reward the outstanding enterprise by giving them tax reduction or exemption. Especially need to provide a wide platform for non governmental organizations for making full use of its flexibility. Surrendering some powers, remove obstacles faced by them in the progress of educational poverty reduction. Widening the main channel of educational poverty alleviation work.

CONCLUSION

Take education as a key factor affecting the economic development of Wuling Mountain contiguous poor areas into consideration, and combined with the angle of “inclusive development” to choose the best path of Educational Poverty for Wuling Mountainous Area. All of these works can make the policy more effective and fair. Inclusive development is premise, educational poverty alleviation is process, can help Wuling mountain area win the battle of poverty reduction, can accelerate the rate of economic development, and it has strategic significance. If only solve the poverty problem in the perspective of educational poverty alleviation, and overlook other paths may cause other unforeseeable problems. Realizing the effective combination of educational poverty alleviation and other poverty alleviation mode, and promoting the coordinated development will be the fields which is worthy of further study further.

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