

A Review of the Frontier Research on Poverty Alleviation through Education of the Yi Minority in Liangshan, Sichuan

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ABSTRACT. *At present, the research on poverty alleviation through education in our country focuses on the hot research issues formed by the theoretical methods of poverty alleviation through education and the research foundation of ethnic education theory. According to the current poverty standard, Liangshan Prefecture, as the most densely populated area of Yi minority in the country, has the characteristics of deep poverty, wide poverty range and low education level. This topic will further promote the research on education and education of the Yi minority in Liangshan, Sichuan, based on the research and trend of precise poverty alleviation and national education at home and abroad. It is of great theoretical and practical significance to deepen the educational reform of the Yi minority in Liangshan, Sichuan, and to promote the struggle against poverty and social stability in the Yi minority areas in Liangshan, Sichuan.*

1. Introduction

Liangshan Yi minority Autonomous Prefecture (hereinafter referred to as “Liangshan Prefecture”) is the most densely populated area of the national Yi minority. In terms of current poverty standards, Liangshan Prefecture is in a relatively backward and poor area, characterized by deep poverty, wide poverty, and low education. This topic will take Liangshan Prefecture in Sichuan Province as an example to deeply analyze the poverty and education status quo of poor villages in Yi minority. This paper makes an in-depth study of the current poverty alleviation through education, and points out that the rising cost of education in poor areas leads to frequent occurrence of poverty caused by education. It is necessary to set up a reasonable and effective evaluation system to evaluate the effect of poverty alleviation through education in poverty-stricken areas. We should deal with the contradiction between poverty alleviation through education and poverty alleviation through education, and explore the internal relationship between poverty alleviation through education and social structure.

2. The Theoretical Methods and Frontier Research of Poverty Alleviation through Education

In the 1960s, the poverty theory went through the processes of “poverty culture theory”, “resource factor theory”, “human quality poverty theory” and “systematic poverty theory”. The causes of poverty were analyzed from the aspects of economy, culture, education and structure, and the corresponding poverty alleviation policies were put forward. Most of the existing literatures are based on the theory of poverty alleviation and development, and systematically discuss the role of poverty alleviation in education.

The theory of poverty culture was proposed by American scholar Oscar Lewis, which attributed the roots of poverty-stricken areas to the backwardness of traditional cultural thoughts. The theory of resource elements includes the theory of the decline of land compensation in TR. Malthus, the vicious circle theory of poverty of R. Nurkse, and the critical minimum effort theory of H. Leibenstein; It is too little capital investment, and advocates the formation of capital accumulation by increasing capital investment to promote economic growth in poor areas. Jiang Dehua, a Chinese scholar, analyzed the types of poverty-stricken areas in China and the phenomena of irrational allocation of resources and ecological deterioration from an economic perspective, which eventually led to a vicious circle in poverty-stricken areas [1]. The theory of human quality poverty originated from Schultz's “human capital investment” speech. It points out that economic development is closely related to the quality of the population, and investment in education should be strengthened to form human capital so as to realize sustainable economic development [2]. In the 1980s, Chinese scholars Wang Xiaoqiang and Bai Nanfeng used the “Enterprise Scale” to measure people's quality and eventually attributed the backwardness in poor areas to poor population quality [3]. The systemic poverty theory attributed the root cause of poverty to “trap-isolation-balance” and considered that “low-level, low-efficiency, disorderly regional economic and social operation system stipulates the trajectory of poverty” [4]. In the study of sociology, scholars focus on the study of the quality of the population in poverty-stricken areas and the backward ideas. From the aspects of human resources and industrial development, Ouwenfu studies the poverty alleviation of education in poverty-stricken areas in southwest China, and explains the internal relationship between economic development and national education, which provides a new perspective for education poverty alleviation [5]. In the empirical research of poverty alleviation through education, scholars have studied the ways, processes and results of poverty alleviation through education. Some scholars are problem-oriented and phenomenon-oriented, taking basic education and vocational and technical education in poor areas as the starting point for their research [6]; Some scholars take Hainan Province's educational immigration phenomenon and the Three Gorges Reservoir Area's educational immigration as breakthrough points to study. Some scholars think about the participation of distance education in poverty alleviation through education in Hebei [7].

3. The Theoretical Methods and Frontier Research of Ethnic Education

Since the 1980s, the definition of the concept of national education theory has been the subject of academic debate. The definition of the theory of national education not only has great practical significance, but also has profound theoretical connotations.

The General Theory of Ethnic Pedagogy (2001) covers almost all fields of ethnic education, including some hot issues of current ethnic education: basic theory of ethnic education, overview of world ethnic education, ethnic education and nature, social ecological environment, cultural ecological environment, ethnic language, policies and regulations, basic education. National education, national education and multicultural society in middle and higher education. The “national education” refers to the cultural communication and cultivation of a member of the community of a stable community with four basic characteristics of common language, common territory, common economic activities and common psychological qualities characterized by common national cultural characteristics. The social activities adapted to the culture of the nation[8], this concept is in line with the reality of China and is widely recognized by the academic community. “An Introduction to Education of Ethnic Minorities in China” has laid the foundation of ethnic education theory since the reform and opening up, “marking the basic formation of ethnic education as an independent discipline.” [9] The theory of ethnic education mainly includes “the theory of single ethnic education”, “the theory of national education”, “the theory of ethnic education”, “the theory of multiple meanings”, “the theory of cross-cultural education”, etc.

The Theory of Single Ethnic Education. Originally from Japan's Encyclopedia, ethnic education is defined as the education for members of ethnic groups with a common culture to cultivate their attitude and ability to actively pursue the economic, social and cultural development of their own ethnic groups [10]. Geng Jinsheng, a domestic scholar, regards ethnic education as a social activity for a nation to cultivate its new generation. Ethnic education is a purposeful, planned, organized and systematic influence on the educated according to the requirements of the nation, so as to cultivate the educated into people of a certain society and serve the nation [11]. National education is proposed by domestic scholar Wang Xihong. In a single nation state, ethnic education is replaced by national education; in multi-ethnic countries, ethnic education refers to the sum of multi-ethnic education [12]. Ethnic minority education said that ethnic education refers specifically to 55 ethnic minority education in China except the Han nationality. “The Great Dictionary of Education and Ethnic Volume” believes that “national education is the abbreviation of Chinese minority education, especially the education of 55 ethnic groups except the Han nationality [13].” Definition of “China Encyclopedia Education Volume” Yes: “Ethnic education is a kind of education for a nation with a small population in a multi-ethnic country, referred to as ethnic education. In China, it refers to education for other ethnic groups other than the Han nationality [14]. “As for the interpretation of the theory of multiple meanings, Wang Xihong holds that “ethnic education is a concept with multi-level meanings. The first meaning refers to

ethnic minority education; the second meaning refers to the sum of ethnic education in a multi-ethnic country; and the third meaning refers to the education of all ethnic groups in the world [15]. Li Hongjie holds that ethnic education in China consists of “single ethnic education” and “compound ethnic education”. “Single ethnic education refers not only to the education of various ethnic minorities, but also to the ethnic education of the Han nationality as the main ethnic group” [16]. Li Hongjie holds that “compound national education refers to the national education of the Chinese nation as a whole... Education of the Chinese nation is the organic unity and theoretical sublimation of education of 56 ethnic groups in China. Mono-ethnic education and multi-ethnic education are two indivisible aspects of national education in China. The two are interdependent and complement each other to form the national education of our country... This duality constitutes the basic characteristics of our national education and runs through its entire process [17]. “Intercultural education has a broad and narrow sense. The broad national education is considered to be a kind of “intercultural education”, that is, “the so-called cross-cultural education, that is, an education for educators with different cultural backgrounds.” “Narrow national education,” refers to an education of ethnic minority educated people in a multi-ethnic country [18].”In the discussion of the ethnic education policy system, Wang Jian believes that the ethnic education policy system is the most basic and critical educational policy scope and structure needed by the national reform and development of ethnic education. The ethnic education policy and the ethnic culture policy, religious policy, language policy and so on in the national ethnic policy support and promote each other, forming the ethnic education policy system with Chinese characteristics [19]. On the research method of ethnic education, Teng Xing and others explained the application of field work and anthropological methods in educational research in the form of interviews, as well as the relationship and influence of educational policies, national unity, cultural diversity and ethnic education in China [20].

Li Zhengtao expounded the purpose, value, mission, methodology basis, basic concepts and basic problems of educational anthropology [21]. Xing Teng elaborated in detail the discipline development, research methods and important theories of western educational anthropology, reviewed the development process of educational anthropology in China, and systematically analyzed some important theoretical and practical issues of educational reform in China [22]. German scholar Wulff has demonstrated the current frontiers of Western educational anthropology in terms of human plasticity, the meaning and form of imitation, education globalization and intercultural education [23]. Wang Jian and An Fuhai made a comprehensive discussion on the five aspects of national education policy research, national education and national cultural heritage, national basic education curriculum reform research, national unity education research and minority bilingual education research. Put forward the future and development direction of ethnic education [24].

4. Research Significance of Aid-the-Poor Education in Liangshan Yi Minority, Sichuan Province

4.1 Academic Significance

In the theoretical study of education poverty alleviation, “poverty culture theory”, “resource element theory”, “human quality poverty theory”, “system poverty theory” have laid a good foundation for the theoretical study of Yi minority education poverty alleviation in Liangshan, Sichuan. At the same time, there is still room for further expansion of the existing research results.

To formulate quantitative criteria for educational investment in poverty-stricken areas, most scholars' research on education and poverty alleviation is based on the countermeasures research conducted on the basis of poverty theory. With the gap between urban and rural education, the cost of education in poverty-stricken areas has risen, leading to the phenomenon of poverty-stricken education. How to set up an effective evaluation system to evaluate the effect of poverty alleviation through education in poor areas has become the significance of this topic.

Deal with the actual contradiction between education poverty alleviation and education poverty, and explore the intrinsic link between education poverty alleviation and social structure. In response to the above scholars' research, the causes of poverty are affected by factors such as natural conditions, historical starting point, economic development, policy environment, and traditional culture. How to explain the social structure of poverty? How to explain the impact of traditional culture on poverty? This means analyzing the educational structure and social structure in poor areas and dealing with the relationship between education and population structure, political structure and economic structure in poor areas. This topic is based on the relationship between poverty alleviation through education and social structure in the poverty-stricken areas of Zhuku Township, Meigu County.

4.2 Applied Significance

The significance of minority education: studying the education poverty alleviation work in Liangshan Prefecture provides a case example with distinctive characteristics for the development of national education, enriching the national education theory of multi-integration in China, and has reference significance for the development of Chinese national education; It plays a positive role in promoting bilingual education and personnel training in ethnic minority areas. This study will summarize and inherit the educational thoughts of Yi minority in Liangshan and accelerate the development of education in Yi minority.

Significance for the economic development of ethnic minorities: Liangshan Yi National Autonomous Prefecture in Sichuan Province, as a key area of national poverty alleviation work, studies on poverty alleviation through education in this

area will help to promote local poverty alleviation work and promote the construction of new countryside. At present, the issue of “agriculture, rural areas and farmers” is still a prominent issue in the transition period of our country. The development of rural areas determines the speed of China's modernization process. The development of rural education, the improvement of farmers' scientific and cultural quality and the cultivation of new farmers have become important factors that affect the success or failure of rural construction.

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2). Phased achievements of the original religion and national governance, a sub project of the 2015 National Social Science Foundation major project “Research on Ethnic Religion and national governance” (15zdb123)

3). 2013 western project of NSFC “Yi nationality records: Based on the investigation and research of four provinces and regions of Yunnan, Sichuan, Guizhou and Guangxi” (Project No.: 13xmz067)

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