

Research on Educational Poverty Alleviation by Social Organization

Qiu Yuting and Noraini Binti HJ. Zainal Abidin

Abstract: All countries in the world pay attention to poverty governance. Practice has proved that poverty alleviation through education is an important means to cut off the intergenerational transmission of poverty and stimulate the endogenous driving force to get rid of poverty. With the development of social organizations, they are playing a more and more important role in the field of poverty governance. Based on this, from the perspective of educational equity theory, poverty governance theory and collaborative governance theory, this study adopts the research method of combining qualitative and quantitative research, takes poor households and social organizations as the research object, selects representative social organizations for interviews through the practical investigation in three provinces of Guangxi, Yunnan and Anhui, and analyzes the problems and achievements in the practice of poverty alleviation through education of social organizations. Compare and learn from the practice of poverty alleviation through education of social organizations in the United States and India, find the promotion path of cultivating the development of social organizations and poverty alleviation through education of social organizations, and contribute to the construction of a long-term mechanism of poverty alleviation through education of social organizations in China.

Key Word: Poverty Alleviation; Social Organization; Education; Educational Poverty Alleviation

I. INTRODUCTION

1.1 Countries around the world pay attention to poverty governance.

Poverty is a common challenge that puzzles and hinders the development of human society. Poverty eradication is

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the common mission of human sustainable development and a beautiful goal for all countries in the world. At the 2015 United Nations Development Summit, all countries adopted the development agenda with poverty eradication as the primary goal. Due to the influence of natural disasters, economic structure, human resources and resource endowment, both developed and developing countries actively look for anti-poverty and poverty reduction countermeasures to solve the problem of poverty, which has promoted the great development of human poverty reduction. The improvement of poverty governance capacity has become an important part of the modern national governance system and governance capacity.

With the development and progress of human society, the cognition of poverty has expanded from absolute poverty, which simply lacks material resources and can not meet the minimum needs of life, to relative poverty, which lacks the ability of health care, social security, culture and education, social participation and political rights, As Townsend. P (1979) mentioned in poverty in Britain: a survey based on family resources and living standards, "poverty is that individuals, families and social organizations lack social resources such as food, housing and medical treatment, are difficult to participate in social activities, and are finally excluded by normal lifestyles and social activities. In recent years, promoting empowerment, improving social security, reducing inequality and achieving common prosperity have become important issues in poverty governance all over the world.

With the unremitting efforts of all countries in the world, the absolute number of people living in extreme poverty in the world has gradually decreased. According to the statistics of the World Bank, by April 2020, the number of people living in extreme poverty in the world has decreased to about 600 million, accounting for 7.89% of the world's total population, becoming the lowest proportion and total number since 2000(World Bank ,2018).

On the other hand, the imbalance of poverty reduction is increasing. Southeast Asia used to be a concentration area of poor people. With the efforts of governments, poverty reduction has achieved remarkable results in recent years. The 27 countries with a global poverty rate of more than 50% are located in Southern Saharan Africa. The effect of poverty reduction in these regions is not obvious, and the number of poor people increases instead of decreasing (World Bank,2019).

China is the country with the largest poverty reduction in the world. The comprehensive victory in the battle against poverty in 2020 has completely eliminated absolute poverty, explored a poverty governance path with Chinese characteristics, provided a "sample of China's poverty governance" for all countries in the world, and made outstanding contributions to the cause of global poverty reduction. After Socialism with Chinese characteristics enters the new era, relative poverty governance has become the core task of anti-poverty. With the adjustment of poverty governance strategy, it has become the most advantageous poverty governance region in the world, which has strong comparative reference value, especially enlightening significance for developing countries.

1.2 Poverty alleviation through education is the fundamental policy for the development of the poor.

Problems such as long-term poverty, return to poverty and intergenerational poverty not only lay hidden dangers for social unrest, but also bring a heavy burden on poverty alleviation and governance. The crux of poverty in today's society has shifted from the material level to the spiritual level. Relying only on material assistance cannot fundamentally solve the problem of poverty.

A large number of studies on intergenerational mobility show that education plays an important role in blocking the intergenerational transmission of poverty (Qian, M.2004). For poor individuals and poor families, poverty alleviation through education can stimulate their endogenous motivation to take the initiative to get rid of poverty, help them improve their knowledge level and labor skills in an all-round way, obtain higher human capital and accumulate broader social capital, By broadening individual employment channels and increasing income channels, improve the overall economic situation of individuals and

families, break the vicious circle of poverty and block the transmission of intergenerational poverty.

For poor areas, such as Guangxi Province, Yunnan Province and Anhui Province in China, poverty alleviation through education has the dual effects of realizing equal educational opportunities and promoting social development. On the one hand, by increasing the support for educational resources in poor areas, we can benefit poor families more fairly and fully and realize equal educational opportunities; On the other hand, from the perspective of long-term development, poverty alleviation through education can improve the level of regional education development, enrich various resources and drive industrial vitality, improve social productivity, and realize the overall improvement of economy and culture in poor areas. Therefore, in order to fundamentally solve the problem of poverty, education should be given priority to development, and poverty alleviation through education should be incorporated into poverty governance strategies of various countries.

1.3 Social organizations are an important force in poverty control.

Poverty governance is a major project. In recent years, with the breakthrough development of social organization's scale, quantity and field of activities, countries all over the world have widely mobilized and gathered social forces to participate in poverty alleviation practice and made positive contributions to poverty alleviation. It is necessary to mobilize the participants at all levels to change the present situation, and social organizations are important subjects at the social and practical level (Ju, X.2018).

In China, social poverty alleviation has always been an important organizational force in poverty alleviation and development. Since the reform and opening up, a large number of government-run social organizations such as China Poverty Alleviation foundation, China Population Welfare Foundation, China Soong Ching Ling Foundation and China children and adolescents foundation have been established, and a series of educational poverty alleviation actions with important social influence have been launched, Promote the development of education in poor areas, help the healthy growth of young people from poor families, and promote the realization of educational equity.

As the second largest developing country, India has attached great importance to the education of vulnerable groups since its independence in 1947, formulated a series of Poverty Alleviation Policies to protect the right of vulnerable groups to education, provided strong policy support for non-governmental organizations to participate in poverty alleviation, gradually established branches in rural areas, and promoted the organization's activities and projects to cover a wider range of poor areas, Then promote the overall development of rural areas.

However, social organizations are also facing difficulties such as imbalance of their own development, insufficient accumulation of poverty alleviation experience, lack of resources and so on. As the world's largest economy, the United States also has many problems of "poverty in prosperity". In the field of social organizations participating in poverty governance, the United States has a unique and huge non-profit organization department and its related systems, mutual aid societies, social service organizations Social organizations such as reform movement organizations and educational and cultural institutions play an important role in improving grass-roots communities, which can meet the educational needs of the poor at different levels, provide more comprehensive help for vulnerable groups, and provide experience for social organizations to participate in educational poverty alleviation.

II. PROBLEM STATEMENT

2.1 Analysis the concepts of poverty, social organization and poverty alleviation through education.

First of all, the definition of poverty standard is an important basis for selecting research samples. Based on China's national conditions, this study selects poor households registered in rural areas as the research object and selects samples.

Secondly, due to the great differences in the concept of social organizations around the world, in China, according to the promulgation and implementation of the charity law in 2016, the composition of social organizations is adjusted to social organizations, foundations and social service institutions. These organizations are non-governmental organizations that are not for profit and mainly carry out various voluntary public welfare or mutual assistance

activities.

The third, Clarifying the definition of poverty alleviation through education provides specific research contents for field research in this study.

2.2 Clarify the development status of China's social organizations and their important contributions in the field of poverty alleviation through education.

This paper combs the historical process and practical significance of Chinese social organizations participating in educational poverty alleviation, and analyzes the achievements of social organizations in the field of rural educational poverty alleviation.

2.3 A review of the practice of Chinese social organizations participating in educational poverty alleviation.

Based on the field investigation of poor areas such as Guangxi Province, Yunnan Province and Anhui Province in China, through the interview questionnaire of poor households on the needs and effects of poverty alleviation and the field investigation of researchers, this paper examines the effectiveness of educational poverty alleviation of social organizations at the present stage, and explores the key and difficult points in the field of educational poverty alleviation practice.

2.4 Compare and analysis the practical experience of educational poverty alleviation of social organizations between China, the United States and India.

Based on international experience and the existing framework of China's educational poverty alleviation, face the challenges of China's social organizations participating in educational poverty alleviation, and reconstruct the long-term mechanism of educational poverty governance with multiple participation from the aspects of social organization positioning, concept of participating in poverty alleviation, relevant policies and resource support.

III. LITERATURE REVIEW

Poverty has always been a social and economic

development issue of universal concern and great attention all over the world. Many countries and governments have established research institutions dedicated to poverty governance, taking the study of poverty governance as an important scientific research task. In recent years, "intellectual poverty alleviation", "industrial poverty alleviation" and "skill poverty alleviation", especially "basic education", "vocational education poverty alleviation" and "rural education infrastructure construction" have become new concerns.

With the continuous development and expansion of social organizations, the participation of social organizations in poverty governance has gradually become one of the research hotspots of different disciplines such as sociology, management and economics. A series of studies on social organizations in academic provide a solid theoretical basis for social organization education poverty alleviation.

3.1 Definition of core concepts

3.1.1 poverty

At the practical level, in the field of rural poverty control in China, on the one hand, the national poverty line is set according to per capita income, which mainly reflects the goal of absolute poverty control in the stage of targeted poverty alleviation; On the other hand, after the comprehensive victory in the battle to get rid of poverty in 2020, the connotation of relative poverty governance has been reflected in the specific poverty reduction work, such as the proposal of concepts about deep poverty areas, special poor people, poverty marginal groups and multi-dimensional poverty, which further deepened the practical Research of poverty alleviation and development in China (Zuo,T&He,L,eg.2019) .

Scholars Sun Jiuwen and Zhang Qian (2021) proposed that China's relative poverty standard after 2020 should be reasonably set based on "40% of the median disposable income of rural residents" and supplemented by four aspects of education, health, social security and social relations.

In the policy practice of EU countries, the relative poverty standard with relative income as the main standard is mainly used to identify the poor, but the specific practices are different. In the United States, the two differential poverty standards of absolute and relative combination are mainly used, One is the national poverty threshold standard

line set by the U.S. Census Bureau according to different types of families meeting basic needs such as food and resources, and the other is the poverty guideline published by the U.S. Department of health and human services to assess whether individuals or families can obtain financial assistance, A series of policies and projects of the federal government to support the poor mainly adopt the poverty guideline or a certain proportion of the poverty guideline (such as 125%, 150% or 185%) as the policy guidance standard(Guo,Z&Lu,H.2020).

India mainly uses the international poverty line for reference to measure its poverty degree, taking family income and calorie intake meeting basic physiology as the basis. After examining the actual poverty situation in India, India re announced the poverty lines in rural and urban areas in 2014, which are respectively 32 rupees per person per day and 47 rupees per person per day (Times of India,2014).

It can be seen that there are great differences in the criteria for defining poverty in different countries. This study needs to correctly treat the causes and manifestations of poverty on the basis of fully considering the specific social development and relevant Poverty Alleviation Policies of various countries, which is conducive to finding ways to eliminate poverty and further promote the development of global poverty reduction.

3.1.2 Social Organization

In China, the academic circles have not formed a general consensus on the definition of the concept of social organizations.

In foreign countries, social organizations are usually called non-profit organizations (NPOs), non-governmental organizations (NGOs) and the third sector.

Based on the current development status of social organizations and domestic research results, the definition of the concept and entity of social organizations is constantly enriched with the development and change of society, but its essential attributes are basically the same, and its core attributes are non-profit, public welfare, folk, professionalism and so on.

Social organizations in this study refer to non-profit and non-governmental organizations that can provide public services for the society and the public and have a certain scale, resources and organizational structure. In China, the types of social organizations mainly include social organizations, foundations, private non-enterprise units, etc.

In addition, considering the practice of poverty alleviation and development, many places implement the poverty reduction model of enterprise assistance. This study also includes the poverty alleviation assistance and public welfare charity education poverty alleviation activities carried out by enterprises into the category of social organizations.

3.1.3 Educational poverty alleviation

Educational poverty alleviation is an important concept formed by the interactive development of poverty reduction and education.

Li Xingzhou (2019) believes that poverty alleviation through education has the dual connotation of "supporting the poor through education" and "poverty alleviation through education". It can be seen that education has dual attributes of goals and means in poverty alleviation practice. These two attributes complement each other and are inseparable.

From the content of educational poverty alleviation, educational poverty alleviation is aimed at different groups, mainly including preschool education, basic education, higher education, vocational education, adult education and labor skill training. From the perspective of the objects of educational poverty alleviation, Duan Congyu & Yi Jidong (2018) proposed in the practice of targeted poverty alleviation in China that the objects of educational targeted poverty alleviation should be different from all poor educates in rural areas in a broad sense, and put more emphasis on the poor groups formed due to intergenerational accumulation and transmission.

From the perspective of poverty alleviation through education, Zeng Tianshan (2016) proposed "a new way to promote intellectual poverty alleviation, scientific and technological poverty alleviation, health poverty alleviation, ecological poverty alleviation and industrial poverty alleviation through educational poverty alleviation" from the perspective of new ideas and new mechanisms, further expanded the implementation field of poverty alleviation through education.

Based on the above analysis, poverty alleviation through education is a long-term hematopoietic poverty alleviation project. It is not only the fundamental plan to get rid of poverty and become rich, but also an important means to cut off the intergenerational transmission of poverty.

3.2 Theoretical Basis

3.2.1 Educational Equity Theory

As an organic part of social equity, educational equity is the extension of social equity in the field of education. More and more countries regard educational equity as the cornerstone of promoting educational development and the benchmark to measure social equity.

The thought of educational equity has a long history. It contains educational equity from the perspective of equal educational opportunity, Educational equity from the perspective of phenomenon classification and Educational equity from a multidisciplinary perspective.

3.2.2 Collaborative governance theory

Collaborative governance theory is developed on the basis of governance theory and synergetics.

In recent years, Chinese scholars have carried out a series of studies from the localization concept and implementation process of collaborative governance. Based on the Chinese context and localization development trend, Song Xuepeng (2021) believes that collaborative governance is mainly reflected in the integration and embedding of political party forces in response to governance tension. Localized collaborative governance has the compound value attribute of both subject cooperation and object harmony.

In the collaborative governance of poverty, the relationship between the government and social organizations should be equal and cooperative. The goal of social organizations is to realize their own value by participating in poverty governance, while the goal of the government is to promote social progress and achieve common prosperity. Based on the collaborative governance theory, change and expand the idea of poverty alleviation through education, and pay attention to communication and consultation between the government and social organizations, cooperate with each other to achieve the common goal of poverty control.

3.2.3 Welfare Pluralism

Chinese scholars Chen Youhua & Pang Fei (2020) clarified the main composition and functional relationship of welfare pluralism, and believed that the government should clarify the main responsibility for welfare provision in the form of laws and regulations, the market should bear the responsibility for wealth production, the society should mainly bear the moral responsibility for welfare, and the

family should bear the basic legal and moral responsibility for welfare, The individual assumes welfare and moral responsibility.

Wang Yanbin & Yuan Qinghuan (2021) believe that welfare pluralism reduces the government's welfare responsibility and public expenditure through the participation of multiple subjects in welfare supply, which is incompatible with the objective reality of China's underdeveloped regions. They propose to clarify the bottom line of government welfare responsibility and build a multi-level service system in which multiple subjects intervene and give full play to their respective advantages by optimizing resource provision.

In the practice of poverty alleviation and development, welfare pluralism theory provides a theoretical paradigm for the specific practice of social organization education poverty alleviation and plays a more and more important role in the field of poverty governance.

3.2.4 Marxist theory of poverty alleviation in China

Facing the problem of poverty in Europe, Marx and Engels discussed in detail the root causes, production process and governance path of poverty under the capitalist system with highly developed productivity, pointed out the correct direction for the proletariat to eliminate poverty, and effectively promoted the practical process of global proletariat anti-poverty. On the basis of absorbing the essence of Chinese traditional culture and under the guidance of Marxist anti-poverty theory, the theory of poverty alleviation and development with Chinese characteristics puts forward a practical way to solve the problem of proletarian poverty. It has become a model of poverty governance all over the world, made a historic contribution to the anti-poverty practice all over the world, and has important theoretical and practical significance.

3.3 Related Research

3.3.1 Research on poverty alleviation through education from a multidisciplinary perspective

TABLE1: RESEARCH ON POVERTY ALLEVIATION THROUGH EDUCATION FROM A MULTIDISCIPLINARY PERSPECTIVE

Theoretical perspective	Literature content
Pedagogy	Wei Youxing and Yang Jiahui (2020) proposed that the value concept of educational poverty alleviation should pay attention to institutional guarantee, subject participation and empowerment of

	educational rights, so as to realize people's sustainable development as the value pursuit of educational poverty alleviation.
Economics	Chicago Ellen Fungisai (2021) analyzes the root causes of energy poverty and social difficulties from the perspective of transcending utilitarian economics, and proposes to take resource generation and availability measures as an important means of social and economic development.
Sociology	Philip Brown (2020) discussed the role of education in poverty reduction under the background of high-income inequality, and pointed out that poverty can be reduced by improving the social mobility rate of poor families.

3.3.2 Policy Research on poverty alleviation through education under Multidimensional Poverty

Based on the exploration of the complexity of the causes of poverty, scholars have formed three orientations of educational poverty alleviation policy, namely individualism characterized by lack of personal ability or intergenerational transmission of poverty culture, relativism focusing on the interactive relationship between poor groups and social structure, attributed to politics Structuralism that restricts the acquisition of individual resources and development opportunities by economic and social systems(Xiang,X.2020).

3.3.3 Study on the advantages and limitations of social organizations participating in poverty alleviation

The advantages of social organizations are closely related to several characteristics in the definition of the concept of social organizations. Liu Yaodong (2020) takes rural community service social organizations as the research object, and believes that the grass-roots non-governmental nature of rural social organizations has the natural advantage of being close to the poor objects, which can respond to the different needs of the poor objects and provide various personalized assistance services sustainably.

However, because many social organizations are restricted by their own development and social environment, not all social organizations have enough advantages to give full play to their corresponding advantages in poverty alleviation practice. Jiao Keyuan (2020) took the storm of charitable donation of the Red Cross Society of China as the starting point to analysis its four dilemmas in the practice of collaborative governance of public crisis, such as institutional defects, lack of autonomy, trust crisis and reduced controllability.

3.3.4 Practical research on social organizations participating in Educational Poverty Alleviation

Zhu Dequan and Li Xingcheng (2019) took vocational education as an intermediary mechanism and proposed an interactive poverty alleviation model of "urban-rural overall planning" based on the rational allocation of urban and rural factors. Guided by the combination of urban and rural market demand and supply, they broke through the gap between urban and rural governance, established urban-rural counterpart assistance projects with the help of policy advantages and relying on urban high-quality educational resources to realize resource sharing, Improve the cultural quality of the poor.

3.4 Conclusion

To sum up, the academic circles have conducted in-depth discussions on poverty alleviation through education from the perspectives of pedagogy, sociology, management and economics. In terms of social organizations' participation in educational poverty alleviation, due to the differences in institutional environment, foreign social organizations have developed better, have sufficient theoretical research reserves, complete social network system and perfect theoretical system. In the practice of educational poverty alleviation by social organizations in western countries, they mainly tend to adopt major public welfare projects, there is still a difference between selecting targeted poverty targets for assistance through point-to-point means and educational poverty alleviation by Chinese social organizations. Exploring the advantages, institutional environment and practical model of educational poverty alleviation by social organizations in the development of Chinese and western social organizations can provide reference value for the development of Chinese social organizations and put the participation of social organizations in educational poverty alleviation into the general pattern of international poverty reduction, it is a realistic response to the theme of the times.

IV. METHOD

This study mainly adopts the research method of combining qualitative and quantitative research, goes deep into the poor counties of Guangxi, Yunnan and Anhui provinces, and uses the questionnaire method to collect the data of poor households on poverty alleviation needs and the evaluation of the effect of educational poverty alleviation by

social organizations, so as to have a more objective grasp of the implementation effect of educational poverty alleviation by social organizations. Combined with the methods of interview and observation, collect relevant data on the local poverty alleviation practice activities of social organizations.

4.1 Target groups and Sample size

According to the classification standard of relative poverty in China after 2020: 40% of the median per capita disposable income of rural residents, the poor households registered with the villagers' committee are the target groups. It is proposed to obtain about 100 samples according to the research needs.

On the other hand, social organizations that have participated in poverty alleviation through education in the research area are selected as the interview object. From the perspective of participating in poverty alleviation, relevant data are collected from the aspects of poverty alleviation purpose, poverty alleviation difficulties, poverty alleviation forms, solutions to difficulties and improvement paths.

4.2 Data Collection Method

This study mainly adopts the methods of Questionnaire, Interview and Observation to collect data.

4.2.1 Interview

In order to better understand the development of social organizations with certain social influence in the field of poverty alleviation in China, it is planned to design an interview questionnaire on social organizations by visiting government-run educational foundations and educational poverty alleviation social organizations such as China Poverty Alleviation foundation, China Population Welfare Foundation, China Soong Ching Ling Foundation and China children's and adolescents foundation, In the form of telephone interview or letter interview, the respondents can independently express their views, strictly protect their privacy, sign the interview consent, and explain the academic purpose of the collected data.

4.2.2 Questionnaires

On the basis of extensive reading of literature and integrating the survey scales of existing studies, 16 questions were designed from the perspective of the needs of poor

households, and the respondents were asked to provide feedback. Among the 16 questions, 12 are single choice questions, 3 are multiple-choice questions, and 1 is an open-ended question. The open-ended question mainly collects the opinions or suggestions of poor households on local poverty alleviation through education.

Before asking questions, a brief description of the research purpose and objectives is provided. In order to avoid data loss, respondents' loss of interest and low response rate, the questions are brief, clear and clear. Each questionnaire takes about 5-6 minutes. Before the release of the questionnaire, some local respondents will be selected for pre-test to modify and clarify some unclear or uncomfortable questions.

4.2.3 Observations

Observation methods can be divided into daily observation and scientific observation. Daily observation refers to obtaining perceptual materials about the research object through the researcher's personal experience or experience, with a certain spontaneity and contingency. Scientific observation refers to a research activity in which researchers make a clear choice of the scope, conditions and methods of the observation object according to the predetermined plan, purposefully and directly observe the external manifestations such as speech and behavior of the research object under natural conditions, collect factual materials, analysis and study them, so as to obtain a deeper understanding of the problem. This study observes the implementation of schools, educational resources, rural culture and social organization projects in poor areas, so as to provide important practical basic materials for this study.

TABLE2: DATA COLLECTION METHOD

Method	Object	Content	Instrument
Questionnaires	Poor family	Single choice question (12) Multiple choice question (3) Open ended question (1)	Take the form of texts. Distribute questionnaires to poor families
Interview	Different types of social organizations in China	Interview outline in 6 aspects	Ask people questions in one-on-one conversations. Take photos and videos.

Observations	Rural areas in Guangxi, Yunnan, Anhui provinces	Schools. Educational resources. Rural culture. Social organization projects. Living environment of poor households.	Recording what I have seen, heard, or encountered in detailed field notes. Take photos, videos and audio.
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4.3 Comparative Analysis

This paper compares and analysis the practice, effects and development strategies of educational poverty alleviation of different types of social organizations in China, so as to promote social organizations to play a greater economic and social contribution in the field of educational poverty alleviation.

Using the method of comparative analysis, this paper makes a multi-dimensional investigation, analysis, identification and arrangement on the practice of social organizations participating in educational poverty alleviation in China, the United States and India, and reveals the general laws and essential characteristics of educational poverty alleviation by social organizations.

Through the comparative study of the differences and different development paths of educational poverty alleviation by social organizations in various countries, this paper provides positive experience and development ideas for educational poverty alleviation by social organizations in China in the future.

4.4 Limitations of the Study

The participation of social organizations in the governance of educational poverty mostly needs to draw research conclusions through empirical research. However, due to the limitations of objective conditions, this study can only select the representative poverty-stricken counties in Guangxi, Yunnan and Anhui Province as the survey area on the basis of extensive reading of literature. There is a lack of sufficient empirical research, especially the practical research of poverty alleviation and development abroad, Therefore, the breadth and depth of analysis and thinking on relevant problems are insufficient.

This study is a comparative study. There are great differences in Poverty Alleviation Policies between

countries, which can only be grasped from the macro level. At the specific implementation level, it involves a wide range of fields. How to refine commonalities and differences on the basis of mastering and understanding poverty alleviation policies requires strong academic analysis ability.

Due to the rapid development of social organizations, the development process of educational poverty alleviation of social organizations in different countries and the governance relationship between government and social organizations are a dynamic process. Therefore, it is necessary to explore and predict in the research process.

There are few domestic studies on poverty alleviation through education of social organizations in western countries, and the literature is relatively insufficient. Some official websites of foreign language materials have set restrictions, which has a certain impact on the acquisition of foreign language research materials.

4.5 Conclusion

Compared with previous studies, this study focuses on two aspects: on the one hand, it compares and draws lessons from the practical experience of social organization education poverty alleviation in western countries to carry out localization transformation in China; On the other hand, based on the localization model of educational poverty alleviation of Chinese social organizations, explore the long-term mechanism of cultivating social organizations and participating in educational poverty alleviation.

In terms of specific research methods, qualitative research is the main research, supplemented by quantitative research. This study needs to carry out social surveys in poor areas in three provinces. As the respondents are poor households, they need to maintain a high degree of sensitivity in the process of interviews and surveys, objectively deal with some sensitive and key issues, and communicate with the respondents in a neutral attitude and peaceful language, Make scientific judgments and predictions on the emotional and behavioral responses of respondents. In addition, due to the diversity and complexity of poverty, we need to focus on the phenomenon of returning to poverty. Poverty alleviation through education is not an immediate phased work. The author needs to do a good job in the follow-up work of poverty alleviation through education and put forward-looking countermeasures and

suggestions on the construction of a long-term mechanism for poverty alleviation through education.

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