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**CORRELATION ANALYSIS OF POVERTY
ALLEVIATION THROUGH EDUCATION: BASED ON
ECONOMIC DEVELOPMENT AND EDUCATION
DEVELOPMENT
IN POVERTY STRICKEN AREAS**

**КОРРЕЛЯЦИОННЫЙ АНАЛИЗ СНИЖЕНИЯ УРОВНЯ
БЕДНОСТИ ПО СРЕДСТВАМ ОБРАЗОВАНИЯ: НА ОСНОВЕ
РАЗВИТИЯ СФЕР ЭКОНОМИКИ И ОБРАЗОВАНИЯ В
БЕДНЫХ РЕГИОНАХ**

В статье «Корреляционный анализ снижения уровня бедности по средствам образования: на основе развития сфер экономики и образования в бедных регионах» рассматривается широкий спектр мер, предпринимаемых правительством КНР в целях развития системы образования и решения проблемы бедности населения в отдельных районах страны. Среди мероприятий, направленных на решения данной проблемы, выделяются следующие: увеличение государственных и частных инвестиций в сферу образования, реформирование системы подготовки педагогических кадров, внедрение в учебный процесс инновационных технологий, содействие трудоустройству выпускников учебных заведений.

China started poverty alleviation in the 1980s. There are two basic situations. One is based on the poverty alleviation standards at the time, and the poverty population can't be reduced after reducing to about 30 million. The other is that more and more people wear poor county hats. This poverty alleviation campaign reversed this trend. The number of people living in poverty decreased from 98,99 million at the end of 2012 to 5,51 million at the end of 2019. The incidence of poverty has dropped from 10,2% to 0.6%, and poverty has been reduced by more than 10 million annually for 7 consecutive years.

China has eliminated absolute poverty in 2020, and relative poverty will exist for a long time. In 2015, the World Bank raised the international poverty line to 1.90 US Dollars per person per day. When

converted into RMB, the average annual living expenses per capita is between 4400–4500 Yuan (exchange rate between 6,34 and 6,48). China's current rural poverty line is based on the constant price of 2,300 Yuan in 2011 (this benchmark may be adjusted from time to time). As of November 23, 2020, all 52 impoverished counties in China have been lifted out of poverty. After eight years of poverty alleviation, the task of poverty alleviation in the new era have been completed on schedule. Under the current standards, all rural poor people have been lifted out of poverty, and all poor counties have removed their hats, eliminating absolute poverty and overall regional poverty.

Education is a direct method to achieve poverty alleviation and economic development. The Indian scholar Amartya Sen put forward the "feasible ability theory" in the book "Poverty and Famine", that is, the root cause of famine is not the lack of material resources, but the deprivation of feasible ability, which leads to Low income [1, p.145]. The inequality of ability is the real inequality, and the acquisition and promotion of feasible ability can be obtained through education and training. Olaniyan, Awan, Khan MT believe that education can increase the stock of human capital, and human capital can bring economic benefits and promote regional economic development [2, p.479], [3, p.143], [4, p.3]. Vildan Serin (2009) conducted a survey of 676 farmer households in 23 cities in 7 regions of Turkey, and concluded that vocational education and training can improve the income and productivity of farmers [5, p.52].

Poverty alleviation need first help aspirations. Helping the will is helping the minds, ideas, and confidence, and helping the poor to build up the morale and courage to get rid of the plight; helping the minds is helping the knowledge, skills, and ideas, and helping and guiding the poor through education to improve the overall quality of getting rid of poverty. China has taken a series of actions to vigorously carry out and implement education for poverty alleviation. In order to explore the current status of education policy implementation and focus on the impact of education on the economic development of poverty- stricken areas, this article provides an overview of education poverty alleviation in poverty-stricken areas in China, policy implementation, and the education poverty alleviation model is analyzed, and the difficulties and obstacles in education poverty alleviation in poverty-stricken areas in China are deeply understood and analyzed through field investigations. At the same time, 9 provinces and cities involved in poverty-stricken areas of China are selected as samples for the empirical analysis of the impact of education on economic development. The article draws conclusions and recommendations for education

development in poverty-stricken areas in China.

According to research through interviews, it was found that there are many reasons for the backward development of education in poor areas, including lack of systematic and legal supervision measures, low government financial investment, low school teaching quality, low teacher quality, and some poor students have difficulties in finding employment, coupled with the family education concept of “reading is useless and long-term” which strictly hinders the promotion of local development by education.

According to empirical research, it was found that: first, the relationship between the proportion of education expenditure in local fiscal expenditure and per capita GDP is positive, but the impact is small. This can be explained by the time lag of the contribution of education investment to the GDP of the year. It also shows that education investment can promote the growth of the national economy. Second, the proportion of the high school population in the education structure has a positive effect on per capita GDP, indicating that increasing the high school population in the education structure is beneficial to economic growth. Third, the proportion of the population with a college degree and above has a positive effect on per capita GDP, but the impact coefficient is small. It may be because most of these people chose to stay in the east after graduation. Because the development of eastern cities is better than that of the sample cities. Fourth, the decrease in the proportion of illiterate, primary and junior high school populations from 2000 to 2018 is conducive to economic development.

The reform of the educational structure is imperative. Education in poverty-stricken areas should actively and flexibly adapt to the needs of economic and social development, and adapt to the adjustment of economic structure in terms of educational hierarchical structure, discipline structure, form structure, and regional structure, to maximize the benefits of educational investment and cultivate all kinds of talents that meet the requirements of the industrial structure of the region promote the adjustment of industrial structure and the establishment and development of characteristic economy, and promote the transformation of economic development mode in poor areas.

According to the analysis of the obstacles of poverty alleviation through education and the influence of education on the economic development, the article draws some valid conclusions. The research results can be used in the reform of the education system to further promote the positive effect of education in poor areas on local economic development.

The article puts forward five suggestions as follows: 1) to optimize

the design of education structure and increase investment in education. Basic education, especially middle school education, can bring more benefits to social development. The design of education structure should start from the region and adapt to the industrial structure of the region. The adjustment of China's educational structure should not only focus on higher education, but also on the issue of universal secondary education. In the long run, increasing investment in education in poverty-stricken areas will promote GDP growth; 2) to strengthen the construction and training of teachers. Strengthen the construction of teachers' professional ethics, strengthen teacher business assessment and management, fully implement the teacher qualification system, reform teacher appointment methods, implement teacher introduction plans, and vigorously introduce urgently needed professionals to grassroots schools in rural and pastoral areas. Establish an education fund to commend an excellent teacher system and improve the level of professional teachers; 3) online education helps poverty alleviation. Due to the lack of contact with the outside world, the contiguous poverty-stricken areas are unable to reach advanced science and technology, and gradually widened the gap between them and non-poor areas in the competition. The application of advanced technology to increase the speed of poverty alleviation and ensure the effect of poverty alleviation, and to achieve accelerated catch-up in poverty-stricken areas, is an important means of development in the new era; 4) to establish a market-oriented employment mechanism. It is the original intention of education to ensure that the results of education can be properly transformed into productivity and improve the living conditions of the poor. The phenomenon of "graduation is unemployment" is widespread. By setting up a job search agency to provide regular guidance and assistance to students' career planning and employment intentions, students can clarify their direction before deciding on their future majors; 5) to play the role of non-governmental forces. The investment of education funds in poverty-stricken areas mainly depends on government financial investment, which is the main channel of education investment. On the one hand, governments at all levels should publicize educational investment to all sectors of society; on the other hand, they should give certain policies to enterprises that invest funds, such as reducing a certain percentage of taxes.

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