
NEWSLETTER

The Important Role of Education in the Targeted-Poverty Alleviation

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A SURVEY published in *Journal of East China Normal University (Educational Sciences)* selected peasant households (including the poverty and non-poverty families) from contiguous poor areas in northwestern China and analyzed the data through four dimensions of the relationship between the rural family economy and the of educational development.

The results are as follows:

- The income or consumption structure of peasant households is relatively simple and the development difference between poverty and non-poverty families is significantly obvious. The deepen degree of the poverty family, the heavier burden it carries in educational investment, while the input intensity increase gradually.
- Education has a significant positive effect in promoting the economic development of peasant households. What is worse, for the peasant households, a lower level of human capital will cause a significant in the quality structure of human resources and subsequent intergenerational transmission, along with the severe aging of the population.
- The main factors behind the poverty among different peasant households are basically the same, but the attribution tendency is obvious. They are satisfied with the intensity and methods of poverty alleviation; however, problems like the lack of precise supply, knowledge, and goal establishment still exist.
- The vast majority of the poverty and non-poverty families believe that education can make their children develop better and improve the family economic status, and they all hope that their children can receive undergraduate education. Most of the former consider that participation in skill training is useful for getting rid of poverty and become better off, while the latter believe conversely. In terms of urgent and important educational details, they value the financial aid for education, daily health care, and disaster prevention and mitigation.

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