

## **A Reality That Cannot Be Ignored: China's Education for Poverty Alleviation in the Process of Urbanization**

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**In theory, education is a booster of economic development. When the development of the two is synchronized, their mutual promotion effect will be most significant. However, in reality, the development of both sides is often not synchronized, and education is mostly lagging behind economic development needs. One of China's critical problems is that the development of the economy and education is out of balance, and the development of education is seriously lagging behind the economic level. Therefore, many unconventional education abnormalities have been derived. This is not only the inevitability of the unbalanced development of economy and education but also the final result of social self-repair to achieve a certain balance. This aspect puts forward higher requirements and challenges for the balanced development of economy and education, and at the same time, creates conditions for further in-depth reforms.■**

**E**LIMINATING poverty is the common goal of all countries in the world, and education is one of the most important means to achieve this goal. As UNESCO Director-General Ms. Azoulay (2020) said in the 2019 International Education Speech: "Education can ensure significant improvements in health, stimulate economic growth, and promote the potential and innovation needed to build a more resilient and sustainable society. Without the political commitment to achieve the ideal of universal education, we will not be able to break the vicious circle of poverty, mitigate climate change, adapt to technological changes, and even less likely to achieve so-called gender equality."

According to statistics from UNESCO (2019), approximately 262 million children and young people in the world who cannot go to school, and about 617 million children and young people lack reading and basic math skills. In sub-Saharan Africa, only less than 40% of girls have completed middle school, and about 4 million refugee children and youth are out of school. Serious inequalities exist between rich and poor families, between girls and boys, and between rural and urban areas.

In response to the increasing global imbalance in education, UNESCO released the "*Education 2030 Framework for Action*" at the 38th UNESCO General Conference, which expanded the mission of education to inclusive, fair and lifelong learning for all, and to achieve the goal of equal educational opportunities for each individual (UNESCO, 2015). On October 17, 2019,

the World Bank included the education balance in the report and clearly stated in the “*Ending Learning Poverty: What Will It Take?*” that the global “learning poverty rate” would be reduced by at least half by 2030. In the report, “learning poverty rate” is defined as the proportion of 10-year-old children who cannot read and understand a simple story. Since then, educational balance has become one of the themes of concern to countries around the world (The World Bank, 2019).

In order to achieve the global education goals and eliminate learning poverty as soon as possible, countries have determined their national policies and adopted a series of measures (Arsani et al., 2020; Omodero, 2019; Zhang, 2020). It aims to block the intergenerational transmission of poverty through education and ensure that all children in the country can enjoy high-quality education regardless of their socio-economic background, race or gender.

For education poverty alleviation, the focus of research is more on education in resource-poor areas (Zhu, 2020). However, with the acceleration of China’s urbanization process, more and more people from rural areas enter the cities to seek employment, and new education equity issues have arisen from this. These problems in China are mainly manifested in the education of migrant workers’ children and the education of students in rural areas where educational resources are scarce. Focusing on these issues, Chang & Bu (2020) and Huang (2020) respectively focused on “education issues for migrant workers’ children” and “China’s high school and county education model under the college entrance examination system”, they conducted an in-depth analysis of the education issues in the process of urbanization in China from both the urban and rural perspectives. Chang & Bu (2020) conducted a research on the compulsory education of Chinese migrant workers’ children and pointed out that these children maintain the identity and status of their parents and are at a disadvantage in the overall structure of social interests. Therefore, paying attention to the education problems of this huge disadvantaged group is of great significance for promoting China’s education equity and social development. The county model that Huang (2020) focuses on is a model different from urban education adopted by schools in areas with weak educational resources in China to obtain more higher education places. From the perspective of education equity, this educational model is an educational self-rescuing way under the current college entrance examination system in areas with weak educational resources in China. Therefore, the author believes that finding a new way for the development of the “county education model” is of extraordinary significance for promoting educational equity between urban and rural areas.

In the process of continuous promotion of poverty alleviation through education in all countries in the world, all countries have formed certain experiences and achievements, but new social development will inevitably bring new educational problems. How to solve new education problems more comprehensively in the period of accelerating urbanization in China should become a topic of concern to more scholars. It is a reality that cannot be ig-

nored, and it is a thorny problem that has to be solved to achieve educational equity and social stability.

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**Conflict of Interests:** None.

**Doi:** 10.15354/sief.20.ed017

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