

Regional Cooperation Action of Poverty Alleviation by Education in China: Documentary of Pairing Assistance Action in Changxing County, Zhejiang Province

Jianguo Wu,¹ Baocan Qin²

1. Huzhou Workers Service Center, Huzhou 313099, Zhejiang, China
2. Education Technology Bureau of Zhijin County 552100, Guizhou, China

Abstract: Poverty alleviation by education is the soul of reshaping the development of impoverished areas. In the implementation of poverty alleviation, the collaborative model of impoverished areas driven by developed regions is essential for China's poverty alleviation work. In 2016, Changxing County, Huzhou City, Zhejiang Province, and Zhijin County, Bijie City, Guizhou Province, established a counterpart support relationship. According to Zhijin County's education assistance needs, Changxing County has gathered its strength to implement management input, demonstration guidance, and training guidance for its weak schools. With vocational education as the starting point, Zhijin County has been "re-modeled" and "implanted" education assistance and has achieved a win-win situation. This article takes the education counterpart support activities of Changxing County and Zhijin County as an example to explore the path and methods of regional education assistance in China under the vision of collaboration.

Science Insights Education Frontiers 2021; 8(2):1081-1095.

Doi: 10.15354/sief.21.re014

How to Cite: Wu, J., & Qin, B. (2021). Regional cooperation action of poverty alleviation by education in China: Documentary of pairing assistance action in Changxing County, Zhejiang Province. *Science Insights Education Frontiers*, 8(2):1081-1095.

Keywords: Poverty Alleviation; Education; Regional Action; Counterpart Support

AMARTYA Sen (1981), the Nobel Laureate in Economics, believed that “Poverty is not only a lack of income but a deprivation of capacity. The lack of education is poverty deprived of capacity, which is deeper than income poverty, and it will lead to the intergenerational transmission of poverty.” From the world’s experience, education is the key to supporting the will, supporting the intelligence, blocking the intergenerational transmission of poverty, and providing academic support for solving the poor’s intergenerational transmission.

Affected by various factors such as the difference in economic development between regions, government investment in education, and social organizations’ development, the uneven development of education in China still exists, especially between regions and between urban and rural areas (Xu, 2014). According to the 2012 *Educational Statistics Yearbook of China*,¹ the national average elementary school teacher/student (T/S) ratio was 17.36. Six provinces and cities in the western region are below the national value, and only two provinces and cities in the east were below the national value. In the middle school stage, the average national middle school T/S ratio was 13.59, nine provinces and cities in the western region were below the national value, and only one province in the east was below the national value. Judging from the situation of the T/S ratio in the eastern and western regions (12 provinces) in 2012, the T/S ratio of the elementary school in the city was 1:19, the T/S ratio of the elementary school in the county was 1:21, and the T/S ratio of the elementary school in rural areas was 1:23. From the data, most provinces in the western region seriously lacked teachers, and there was a significant difference in the proportion of teachers in the eastern, central, and western regions (Liang & Zhang, 2014).

In the road of poverty alleviation in China, precise poverty alleviation in education is the only way to achieve poverty alleviation. However, due to China’s vast territory and significant regional economic differences, the degree of poverty and the difficulty of poverty alleviation in remote and impoverished areas are still the focus and difficulty of the poverty alleviation work. Poverty alleviation in primary education in remote and poverty-stricken areas is also an obstacle that must be overcome in education precision poverty alleviation.

About the Author: Baocan Qin, Director, Teacher Education Unit, Education Technology Bureau of Zhijin County, Guizhou Province, China. Email: 407425126@qq.com

Correspondence to: Jianguo Wu, Huzhou Workers Service Center, Huzhou, Zhejiang, China. Email: zjcxwjg@126.com

Conflict of Interests: None.

© 2021 Insights Publisher. All rights reserved.



Creative Commons Non Commercial CC BY-NC: This article is distributed under the terms of the Creative Commons Attribution-NonCommercial 4.0 License (<http://www.creativecommons.org/licenses/by-nc/4.0/>) which permits non-commercial use, reproduction and distribution of the work without further permission provided the original work is attributed by the Insights Publisher.

In order to speed up the poverty alleviation process in the poverty-stricken areas of western China, narrow the gap between regional economy and education, and promote regional coordinated development, the Chinese government issued the “*Guiding Opinions on Further Strengthening the Cooperation of Poverty Alleviation between the East and the West*”² in 2016. In recent years, the eastern and western regions have pragmatically promoted the cooperation and counterpart support between the eastern and western regions and actively promoted the poverty alleviation of the poor in the western region to get rich through industrial poverty alleviation, financial assistance, and labor cooperation.

In terms of poverty alleviation by education, the developed eastern regions have continuously strengthened their collaboration and docking with impoverished counties in the western region. The development of poverty alleviation by education in China has been promoted by selecting teachers to carry out education support and disseminating ideas, organizing teams to teach training for counterpart support county teachers, and recruiting poor students to receive high-quality secondary vocational education free.

In 2016, Changxing County, Huzhou City, Zhejiang Province, and Zhijin County, Bijie City, Guizhou Province, launched an in-depth collaboration model for innovative education systems implementing educational “group-style” counterpart assistance. In 2018, under the guidance and assistance of the national, provincial, and county three-level organization departments, Changxing’s counterpart assistance was coordinated through the east and west poverty alleviation. The Changxing support team and the Guizhou support team have settled in many schools in Zhijin County, and the continuous injection of high-quality educational resources has opened a new journey of education to promote poverty alleviation. This article takes the counterpart support action in Changxing County, Huzhou City, Zhejiang Province as an example to discuss the regional poverty alleviation by education strategy in China, to provide case and method support for poverty alleviation by education actions in other poverty-stricken areas.

Status Quo of Compulsory Education Resource Allocation and Team Formation in Aided Areas

Guizhou Province is located in southwest China’s hinterland, with high and dangerous terrain and rolling mountains everywhere. For a long time, occlusion and barrenness have been another pronoun of Guizhou. Poverty is broad, deep, and the task of poverty is heavy. Zhijin County is a subordinate district and county of Bijie City, a prefecture-level city under Guizhou Province’s jurisdiction. It is located in the northwest of Guizhou, with Yunnan to the west and Sichuan to the north. Because it is located in the Wumeng Mountain area, it has a high altitude, low forest coverage, severe rocky desertification, complex economic development, and slow progress. The resulting “three major problems” of economic poverty, ecological deterioration, and population expansion have plagued Zhijin County for the first 30 years (Shang, 2018).

In terms of educational resources, Zhijin County's overall educational infrastructure is lacking. In some areas, it is challenging to attract outstanding teachers due to economic and transportation problems. There are insufficient total educational resources, inadequate educational resources, uneven development of compulsory education, and uncoordinated development of various education types. According to the "Report on the Review, Evaluation, and Acceptance of the Basic Popularization of 15-year Education in Zhijin County" published by the Education Bureau of Bijie City in 2017, there are still problems with low standards, weak foundations, and fluctuations in indicators for the basic popularization of 15-year education in Zhijin County. The development between urban and rural areas and between towns and villages is not balanced. In the compulsory education stage, the conditions for running compulsory education in towns and counties are insufficient, and the school's teaching facilities and equipment do not meet the standards during the compulsory education stage. At the high school stage, regular high schools and secondary vocational schools are seriously inadequate with degrees and insufficient teachers. The ratio of faculty to students in high schools is far from the prescribed standards, and the provision of education teachers and teaching resources cannot meet the development of students, and the conditions for running schools are not optimistic (Bijie Education Bureau, 2017).

Changxing County, Zhejiang Province is located in the junction of Jiangsu, Zhejiang, and Anhui, so it is known as the "Three Provinces Thoroughfare" and is one of the top 100 counties in China's economy (National Academy of Economic Strategy, 2020). Since 2016, Xiongjiachang Town Middle School and Central Elementary School in Zhijin County have been paired with Changxing County Gucheng Middle School and Changxing County Sixth Elementary School respectively. It has gradually developed into multi-school paired assistance in the two places in recent years, covering nine elementary schools in Xiongjiachang Town of Zhijin County and 11 elementary schools in Changxing County. The two places have carried out interactive exchanges in the form of mutual visits, sending teachers, lectures, and on-site learning on many occasions, making great efforts to enhance the soft power of education in Xiongjiachang Town, Zhijin County. In 2018, the formation of schools in Changxing County and Zhijin County received significant attention from the two places' governments, and a cooperation agreement was signed in December of that year. Since then, education assistance between the two places has risen from non-governmental exchanges to the government level, and the areas of cooperation have been continuously expanded.

The Content of Poverty Alleviation by Education

The establishment of the direction of poverty alleviation by education needs to be rooted in the educational reality of the aided area, understand the current situation of local education, inquire about the problems in education, and provide targeted education assistance. In June 2016, the sixth elementary school in Changxing County, Huzhou City, Zhejiang Province, signed an agreement with the Xiongjiachang elementary school in Zhijin County in a theme organized by the China Tao Xingzhi Research Association on

“Improving the Soft Power of Bijie Education.” Helping the pair opened the prelude of Changxing County and Zhijin County’s education assistance. After signing the paired assistance agreement, relevant persons in charge of many schools in Changxing County, such as Changxing No.6 Elementary School, Changxing No.4 Elementary School Xi Community, Changxing No.1 Elementary School, and Taihu Elementary School, rushed to Zhijin County to conduct field investigations. Problems were found in the exchanges, the ideas for running the school were clarified, the relevant themes for deepening cooperation were determined, and the direction and content of the poverty alleviation by education were clarified. It mainly included teacher and management team training, precise assistance for teachers and students, and employment recommendation.

Insist on the Combination of Input and Output, Strengthen the Exchange of Talents in Multiple Ways

• Dispatch Famous Teachers to Teach

Poverty alleviation must first support the intelligence, and the support of the intelligence is in the teacher. The key to the effect of the long-term poverty alleviation by education mechanism lies in teachers. In order to change the current situation of education in Zhijin County and improve the quality of teachers, Changxing County selected 25 outstanding teachers from various stages and multiple disciplines as long-term professional and technical talents to carry out the cooperation work of poverty alleviation by education in the east and west, and organized relevant schools to carry out short-term teaching activities of famous teachers in various forms from time to time. For example, from March to April 3, 2018, 10 experts from Changxing No. 1 Elementary School, Changxing No. 6 Elementary School, and Taihu Elementary School went to Xiongjiachang Town to guide the work and sent eight lectures and six demonstration classes to teachers in the town (Chai, 2019).

Sending teachers by famous teachers is not only a demonstration of lesson examples, but more importantly, it is to walk into poverty-stricken areas and combine with actual local conditions to bring teachers advanced educational concepts and method guidance (Ding, 2018).

• Carry Out Intensive Teacher Training

The building of a contingent of teachers is an essential way for China’s education reform. According to the research of Wang et al. (2016), teachers in northwestern China have low professional literacy and self-career development planning ability, which affects the improvement of student development and the quality of teaching.

To improve teachers’ overall professional quality in Zhijin County and select outstanding teachers to send them to teachers, Changxing County regularly invited experts and outstanding teachers to Zhijin for intensive training. Various training and lectures covered all teachers in the county. The content involved many aspects of subject

professional training, campus management training, teacher skill training, school-based research training, teacher subject training, semester education, training, and campus culture construction training.

- **Exchange Management Personnel to Realize Short-Term Appointments**

While inviting famous teachers to provide input for Zhijin County education, Zhijin County Education Bureau focused on shortcomings and selected frontline teaching managers and teachers to train in Changxing County. Through two-way management position exchanges, skills training between the two places, and flexible intelligence assistance, we promote the exchange of ideas, the interaction of ideas, the mutual learning of technology, and the mutual learning of styles to provide self-sustaining support for local educational development.

In the past four years, the Education Management Center of Xiongjiachang Town, Zhijin County, has sent more than 30 school administrators and key teachers to Changxing for training. The learning content mainly includes school management system construction, system construction, teacher team construction, curriculum construction, and campus culture construction (Ma, 2019). Give play to the role of educational guidance and demonstration in mutual exchanges, pass on new ideas of education, drive Zhijin teachers to practice new teaching methods, and realize the complementarity of education between the east and the West.

Adhere to the Combination of Needs and Advantages to Improve the Effect of Precise Assistance

- **Clarify the Direction of Running a School and Promote the Construction of School Culture**

Unclear school planning and lack of systematic design of school culture are common problems in aided schools. Therefore, clarifying the direction of running a school, building a campus culture based on the school's characteristics, showing the school's spiritual outlook, and promoting the school's connotation are important ways to help schools in the aided area develop effectively (Li, 2016).

To promote the development of football culture in the school in Xiongjiachang Town, Zhijin County, in April 2019, the vice-principal of Changxing No.6 Elementary School invited Li Jingyang, the former deputy principal of Liaoning Football School, as the football coach of the elementary school in Xiongjiachang Town Center. He gave a week-long instruction to campus football and helped Xiongjiachang School build and improve the football school-based curriculum. In July of the same year, 30 elementary school students from Xiongjiachang Town, Zhijin County signed up to participate in the football summer camp organized by Changxing County Education and Sports Bureau

after selection. Cultivate their football interest through summer camps, improve children's football skills, discover children's sports talents, and help children realize their sports dreams.

In addition to football culture, various aided schools have explored their own campus culture and formed a characteristic campus culture system. For example, Hejiazhai Elementary School founded "Jiahe Bank" and created a "small vegetable garden," turning the campus into a "home" for students. Xinglong Elementary School turns disadvantages into advantages, strengthens "love and responsibility," and narrows the distance between parents and children through a series of home-school parent-child activities. Baima Elementary School promotes the culture of reed dance, bamboo flute, and batik into the campus and has become a school with ethnic characteristics (Guo, 2019).

- **Teachers "One-On-One" Pairing, Joint Teaching and Research to Grow Together**

To accelerate young teachers' growth, a good trend of stepwise development of the teaching team is formed. The pairing activity between master and apprentice is a long-term and important school work to promote young teachers' professional growth (Zhang, 2015). In recent years, the Zhijin County Education Bureau has been closely following the core of assistance, focusing on improving teachers' quality, actively building platforms, carrying out consultation classes, new and old pairing activities, and striving to build a tower-style talent training system.

Since Zhijin County and Changxing County signed a support agreement, school teachers in the two places formed a one-on-one team. On the one hand, the selected teachers of Changxing County took the initiative to participate in the school's "new and old projects." Through mentor-apprentice pairing, precepts, and deeds, lead students to a wide range of development. On the other hand, teachers in the two places use modern educational technology for online communication and guidance. They share teaching resources, discuss and formulate assistance plans, and share gains and losses in the teaching process, which effectively promotes exchanging ideas, ideas, and teachers' styles in the two places.

- **Students Form A Team with Love and Realize the "Hand-in-Hand" Walk Together**

In addition to teachers forming "one-on-one" help groups, students from the two places also carried out "one-on-one" team activities. The schools in the two places use schools as large units and classes as small units to build a bridge between both sides' students. By helping students and students drive students, the city can help towns and villages; high-quality drives the weak, and achieves good results in expected improvement.

In the process of sending teachers and trainees to the outstanding teachers in Changxing County, they went to the grassroots and rural schools, carried out assistance

research, and used funds, in-kind and spiritual encouragement. One-on-one paired assistance was provided to 18 needy students from Xinmai elementary school in Xiongjiachang Town, Zhijin County. Besides, a “one-to-one” assistance group has also been established between the students of both schools. The school cares for each other through letters and telephones in life, thought, and spirit, exchanges ideas, studies, and life difficulties, and promotes students’ expected growth in the two places. This kind of student team formation based on school team formation and teacher team formation can enable students from both sides to make progress together in mutual learning and achieve the result of all-round assistance (Guizhou Provincial Statistics Bureau Synchronous Well-off Village Task Force, 2017).

• **Material Support**

While providing the “soft power” assistance to Zhijin County’s high-quality education teachers, Changxing County also continuously assists the “material foundation” of Zhijin County’s educational undertakings. In the past four years, schools in Changxing County and Zhijin County have initiated material donations. Changxing No.6 Primary School has donated more than 700 sets of school uniforms, more than 2,000 books, and electronic pianos and assembled toys worth more than 60,000 CNY. Changxing No.4 Elementary School donated 2,000 sets of school uniforms. Changxing No. 1 Elementary School assisted in constructing flush toilets at Muwang Elementary School in Xiongjiachang Town. Changxing Experimental School donated two laptops to Xiongjiachang Village Elementary School. The total amount of assistance funds reached 650,000 CNY, which has effectively improved the local conditions for running schools.

Combining Assistance and Self-Reliance to Enhance the Endogenous Motivation of Education in Zhijin County

Industrial poverty alleviation is a crucial link in activating hematopoietic function in impoverished areas. In order to fundamentally solve the problem of deep poverty and block the intergenerational transmission of poverty, it is necessary to realize the transformation from external “input type” assistance to its own “output type,” thereby activating the endogenous driving force of development (Jiang & Tan, 2017).

After learning that Zhijin County’s high school enrollment rate was low and many students had to enter the society early to earn a living, the Changxing County government attached great importance to it and began to explore the school-enterprise cooperation, secondary vocational cooperation, and sports cooperation modes between the two counties. In December 2018, an agreement was reached on the targeted enrollment of labor service cooperation bases outside the county, forming an overall assistance work for enrollment, training, and work in the eastern and western regions. The

“Targeted Employment Yunnan-Guizhou Class” is the beginning of the cooperation between Changxing County and Zhijin County of Guizhou Province and Shaotong County of Yunnan Province in vocational education.

The “Yunnan-Guizhou Class” training subjects are schools and enterprises, and the training places are classrooms and workshops. The schools and enterprises jointly formulate the training content. Each student who enters the “Yunnan-Guizhou Class” can receive 5,000 CNY education funds and 5,000 CNY living allowance every year. Every winter, the student’s intended Employment Company is responsible for solving the round-trip fare of 1,500 CNY. After the three-year study period’s expiration, priority is given to recommending employment in the intended enterprise.

In July 2019, the first “Targeted Employment Yunnan-Guizhou Class” was successfully opened. A total of 146 students from Guizhou Zhijin and Yunnan Zhaotong came to enroll. These students all study in Changxing County Vocational Education Center and Changxing County Technician College. They implement a teaching model that combines learning and skills so that students can get the transfer of theoretical knowledge and take into account the practical skills of operation training. In the first “Yunnan-Guizhou Class” training course, there were four majors in mechanical processing, assembly fitter, electrical operation and control, and tourism service and management.

In July 2020, based on the “Yunnan-Guizhou Class,” the “Changxing Class” was officially launched. Different from the former, the latter was funded by the Changxing government, allowing students in the Yunnan-Guizhou area to go to local vocational colleges for free, and intern in the signed orientation enterprise in the last year, and finally stay in the enterprise to work after graduation (Guo, 2020).

The establishment of “Yungui Class” and “Changxing Class” is a cross-regional cooperation between coastal cities in China’s east and mountainous counties in the west. It combines the east and west regions’ resources, with people coming out of the west and platforms coming out of the east. It is also a pioneering work in school-enterprise cooperation and talent training under the new situation. This is a way that is led by the human resources and social departments, coordinated by the education department, vocational education institutions commission training, various forming enterprises undertake, entrust training on-demand, and order to undertake vocational education talents. It can effectively expand vocational education talents’ upward space and promote the “joint” of the east and the west to create a “output bank” of skilled talents.

Regional Education Assistance Effectiveness

Since 2016, starting with the pairing between the sixth elementary school in Changxing County, Zhejiang Province, and the elementary school in Xiongjiachang Town, many schools in Changxing County, have signed pairing assistance agreements with schools in Xiongjiachang Town. After the pairing with Changxing County, the schools in Zhijin County represented by the elementary school in the central elementary school of Xiongjiachang Town further clarified the school’s school-running ideas and formulated

development plans that were in line with the school's actual conditions. Then the school's campus culture theme was established, the school moved towards connotation development, and the soft power of education was greatly improved.

The Soft Power of School Education in Aided Areas Has Been Greatly Improved

• School Education and Teaching Results are Fruitful

Xiongjiachang Central Elementary School, as one of the aided schools, has created a systematic "Xingzhi" campus culture under the assistance of the past four years. The school has been rated as a safe and civilized campus, five good working committees, municipal outstanding young pioneer's squadron, moral education model school, quality education model school.

After Hejiazhai Elementary School paired up with Changxing Shuikou Elementary School, the two schools sent teachers to each other to study in pairs. After Shuikou Elementary School's teachers came to Hejiazhai Elementary School, they gave good suggestions on on-campus culture construction, student reading and learning, and student conduct evaluation and motivation. Hejiazhai Elementary School has formed a relatively systematic campus "family culture." The entire campus culture construction follows the principle of building a "home" campus, turning the campus into a student's "home," and creating a colorful campus culture.

• The Professionalism of Teachers has been Greatly Improved

Since the two places became a support group in 2016, Changxing joined hands with Zhijin to improve teachers' teaching level in Xingyi City using teacher exchanges and support teaching on-the-job learning organizational training and network resource sharing. In 2018, two teachers, Min Zeng and Ju Gao from the elementary school in Xiongjiachang Town Center won the second prize in the county quality class competition. Two teachers, Min Zeng and Yumei Wang won the first prize in the National Imagination Composition Teaching Competition organized by the Tao Xingzhi Society of China.

• Student Development is More Comprehensive

In addition to the transfer of academic knowledge, they pay more attention to students' overall development. Students in Zhijin County actively participate in various art and sports competitions and have won many awards. In 2016, the elementary school of Xiongjiachang Center won the fourth place in badminton group and sixth place in football (female); the second prize of Go group, the outstanding prize of chess group, the first prize of the chorus, the third prize of group dance, and the third prize of national

musical instrument. In 2017, the school won the seventh prize in football (male), the third prize in Go, the excellence prize in chess, the outstanding reading prize, the first prize in cross-talk, the first prize in a group dance, the second prize in the chorus, and the third prize in total points for table tennis. The second place in the women's team, the third place in the men's team, the first place in total badminton points, the first in women's team, the first in women's doubles, the first in men's singles, and the first in women's singles (a total of 7 championships, the elementary school in Xiongjiachang Town won 5 of them). In 2018, he won sixth place in football (male), third place in Go, and the first national musical instrument prize.

Brings Greater Social Benefits to the East and West Regions

The development of cooperative poverty alleviation by education between the east and the west has promoted the soft power of education in the aided areas and helped the east, and the west has produced more excellent social benefits. Through the "Yunnan-Guizhou Class," "Changxing Class," and other channels, to meet the economic development needs of the eastern region, adopt the method of "internship + employment" to provide human resources for enterprises in the eastern region. It solves enterprises' employment needs in Changxing County and solves students' employment problems in Zhijin County. This will help impoverished areas in the western region train more skilled talents and lay a solid foundation for students' employment.

The collaborative development of Zhijin County and Changxing County has also attracted more social attention.

On the morning of October 23, 2018, Zhijin County's all-around environmental improvement project and the balanced development of compulsory education observation group came to elementary school in Xiongjiachang Town's on-site promotion meeting. This is the first time a rural school in a mountainous area has welcomed such a large-scale job searching meeting.

On April 10, 2019, the Ministry of Education-UNICEF School Environmental Improvement Project Observation Group visited Xiongjiachang elementary school. More than 100 members of the observation group included: Lijing Liu, Director of the Department of Sports, Health and Arts, Ministry of Education, Zhenbo Yang, Project Expert of UNICEF China Office, Stewart Nyamuranga, Project Officer of UNICEF China Office, Zhiming Hao, Guizhou Provincial Department of Education Sports and Health Sen Ye, Section Chief of Art Department, Project Leader of Sports, Health and Art Department of Education Department (Education Committee) of Yunnan Province, Guangxi Zhuang Autonomous Region, Chongqing City, Xinjiang Uygur Autonomous Region, director of 32 townships and sub-district management centers in the county, principal of the elementary school in the county (Guizhou Provincial Statistics Bureau Synchronized Well-off Village Work Team, 2019).

Perspectives

Since the implementation of the East-West Cooperation Plan in 2016, the eastern region, represented by Zhejiang, Jiangsu, and Shanghai has established a close education counterpart support relationship with the weaker regions of the western region under the promotion of relevant government departments. As a result, a group of east-west paired assistance groups, represented by Changxing County and Zhijin County, emerged. The support groups in the formation have frequent exchanges and interactions, and the support area communicates and assists the recipient area in terms of teaching, teacher training, and high-quality teaching resources.

Changxing County and Zhijin County's educational cooperation poverty alleviation model has established a long-term new output poverty alleviation mechanism by education. It has found a new way for the government to achieve precise poverty alleviation, provides a talent guarantee for the long-term development of enterprises, and realizes the ultimate goal of educating people for the school. A four-win situation for the government, schools, enterprises, and students has been initially realized. This educational poverty alleviation model has wholly changed low-income families' destinies and blocked poverty's intergenerational transmission.

Starting from the assistance cases of Changxing County and Zhijin County, we can see that the collaborative practice of poverty alleviation between the east and the west of China has achieved more significant results and has had an essential impact on the cause of poverty reduction in the world. However, with the in-depth advancement of poverty alleviation by education work, the difficulties and problems faced by it cannot be ignored.

First, how to help the aided areas build their high-quality educational resources?

At present, most of the education in poverty-stricken areas in China has poor school conditions, weak teaching staff, and difficulty in achieving student development. After implementing China's vigorous poverty alleviation, through funding and policy tilt, targeted enhancement of education quality in impoverished areas in the west has been strengthened. However, is the introduction of educational resources in developed areas suitable for students in the aid areas, and how to adapt high-quality educational resources to students' individual needs in the aid areas? This is not only a short-term resource-sharing behavior that can be achieved, but more is to help impoverished areas establish a local team of high-quality professional teachers. This affects the standardization of schools in impoverished areas and the improvement of teaching quality.

Second, how to establish a long-term effective alleviation mechanism for education cooperation between the East and the West of China?

The achievements of poverty alleviation by education are cumulative, and it takes at least one or two generations of accumulation to see the improvement of education on individuals and families. Therefore, the implementation process is challenging to be accurately monitored, and a reasonable evaluation system is lacking, which affects the

implementation of policies, feedback, and subsequent evaluation and improvement of the project. The same applies to the Poverty Alleviation of the East-West Educational Cooperation. Both parties of assistance must establish accurate and long-term effectiveness alleviation by education evaluation and supervision systems to help a part of the challenging groups. This kind of help is a material donation and a reasonable layout from the perspective of the cost and benefit of the educated. Fundamentally stimulate the endogenous learning motivation of educating low-income families and turn them into a vital force to feedback the hometown (Wang et al., 2019).

Third, how to help the recipient areas absorb local graduates?

Due to the constraints of natural and economic conditions and historical reasons, poor areas have slow economic development, making it difficult for talents to gather, which seriously affects economic development. To attract talents, government departments and employers at all levels in poverty-stricken areas have increased their efforts to recruit talents at all costs, but the results are still not noticeable. On the one hand, there is a shortage of talents, and on the other hand, the talents that have been painstakingly introduced are of little use, causing a waste of talents. Therefore, helping the aided areas train a group of local talents suitable for local development is an effective way to alleviate the aided areas' economic development constraints. In this regard, the assisted areas should vigorously create an excellent environment suitable for the growth of talents, actively encourage local entrepreneurs and technical personnel to return to their hometowns through preferential policies, and actively build a financial service platform to help entrepreneurs who return to start their businesses solve their problems. Ultimately help them to make the company more substantial and more prominent. Simultaneously, the aided areas should also focus on cultivating local talents and increasing local talents training. Expand their horizons through education and improve their comprehensive business management capabilities and other aspects (Shen, 2020).

Notes

1. *Development Planning Department of the Ministry of Education of China. (2013) China Educational Finance Statistical Yearbook (2012), Beijing: People's Education Press. ISBN: 9787107279201*
2. *The Central People's Government of China. (2016) Guiding Opinions on Further Strengthening the Poverty Alleviation Work between the East and the West, 12-07.*

References

- Chai, H. (2019). Long-term relationship weaving true love-”Changxing • Zhijin” Poverty alleviation by education work documentary. Bijie News, 08-20 (5 Edition) http://rb.bjrb.cn/html/2019-08/20/content_5_1.htm [Chinese]
- Ding, Y. (2018). Holding Poverty Alleviation by Education “Niu Bizi” Colleges and universities actively carry out teacher poverty alleviation. People’s Daily, July 19. <http://rmfp.people.com.cn/n1/2018/0719/c406725-30156658.html> [Chinese]
- Education Bureau of Bijie City. (2017). Report on the review, evaluation, and acceptance of the basic popularization of education in Zhijin County for 15 years, 08-08 http://www.bijie.gov.cn/gk/xxgkml/zdlyxx/jyxx/201711/t20171101_5493223.html [Chinese]
- Guizhou Provincial Statistics Bureau Synchronized Well-off Village Work Team. (2017) Provincial Statistics Bureau Synchronized Well-off Village Work Team cited Zhejiang entrepreneurs to fund needy students in Xiongjiachang Town, 09-06 http://stjj.guizhou.gov.cn/tjgz/tbxkzcgz/201709/t20170906_24791870.html [Chinese]
- Guo, W. (2019). From school and school “hand in hand” to county and county “connecting heart,” Shanhai talks about development hand in hand. Changxing News Network, 07-26. <http://cxnews.zjol.com.cn/cxnews/system/2019/07/26/031804430.shtml> [Chinese]
- Guo, W. (2020). Changxing: The East and the West join hands to create the “Yungui Class” version 2.0. Zhejiang Online, 07-14. <http://gxxw.zjol.com.cn/gxxw/system/2020/07/14/032616659.shtml> [Chinese]
- Jiang, Y. & Qin, Z. (2017). The enlightenment of international anti-poverty experience to China’s precise poverty alleviation. *China Market*, 2017(29):25-26+51. [Chinese] DOI: <https://doi.org/10.13939/j.cnki.zgsc.2017.29.025>
- Li, Q. (2016). Regionally promote the development of school characteristics and enhance the level of connotative development of the school. *Shanxi Education*, 2016(7):21-22. [Chinese] <https://www.cnki.com.cn/Article/CJFDTotal-SXJJ201607009.htm>
- Liang, X.. & Zhang, X. (2014). The current situation and countermeasures of the balanced allocation of compulsory education resources in western China. *Business*, (26):252. [Chinese] <https://www.cnki.com.cn/Article/CJFDTotal-SHNG201426212.htm>
- Ma. D. (2019). Going hand in hand to support the wisdom in pairs-16 schools in Changxing County, Zhejiang Province organized a group to help nine schools in Xiongjiachang Town, Jin County. *Guizhou Today*, 2019(17):70-71. [Chinese] <http://www.cnki.com.cn/Article/CJFDTotal-GZDD201917037.htm>
- National Academy of Economic Strategy. (2020) China County Economic Development Report (2020) and National Top 100 County Report. 12-23. http://naes.cssn.cn/cj_zwz/cg/yjbg/zgxyjifzb/202012/t20201223_5235779.shtml [Chinese]
- Sen, A. (1981). Poverty and famines: An essay on entitlement and deprivation, Oxford University Press: pp268. ISBN: 0-19-828643-2.
- Shang, Y. (2018). Looking back and looking forward to the 30th anniversary of the construction of the Bijie Experimental Zone. *Journal of Guizhou Institute of Socialism*, 2018(3): 11-15. [Chinese] DOI: <https://doi.org/10.3969/j.issn.1673-9310.2018.03.005>
- Shen, K. (2020). Consolidate the talent base to help the poverty alleviation. *China News*, 04-01. https://difang.gmw.cn/2020-04/01/content_33705931.htm [Chinese]
- The Guizhou Provincial Statistics Bureau Synchronized Well-off Village Work Team (2019). Ministry of Education-UNICEF “School All-round Environmental Improvement Project” visit and observation group went to Zhijin Xiongjiachang elementary school to investigate the progress of quality education in the impoverished mountainous

- areas of western China. 05-31.
http://stjj.guizhou.gov.cn/tjgz/tbxkzcgz/201905/t20190531_25792203.html [Chinese]
- Wang, X., Qi, Y., & Zhang, L. (2016). The current situation and suggestions of elementary school teacher self-career management in poverty-stricken areas of western China. *The In-service Education and Training of School Teachers*, 2016(2):20-23. [Chinese] DOI: <https://doi.org/10.3969/j.issn.1005-1058.2016.02.005>
- Wang, Y., Wu, L., & Yang, Y. (2019). An analysis of the precise poverty alleviation mechanism of vocational education collaboration between the east and the west from the perspective of the cost-benefit of the educated: Taking the “Western Yunnan Implementation Plan” as an example. *Journal of Soochow University (Educational Science Edition)*, 7(1): 60-69. [Chinese] DOI: <https://doi.org/10.19563/j.cnki.sdjk.2019.01.006>
- Xu, W. (2014). Research on Imbalance and Governance of Regional Educational Resources in China. Dissertation; Shanghai Jiaotong University. [Chinese] <https://cdmd.cnki.com.cn/Article/CDMD-10248-1015028843.htm>
- Zhang, D. (2015). Experience of pairing assistance in the growth of young teachers in urban and rural schools. *Western China Quality Education*, 1(17): 126. [Chinese] DOI: <https://doi.org/10.16681/j.cnki.wcqe.2015.17.071>
- Zhang, L. (2017). The pair of elementary schools in Changxing and Guizhou received the first reply in their lives. Huzhou Online, 11-10. <http://cs.zjol.com.cn/system/2017/11/10/021620635.shtml> [Chinese].

Received: 10 March 2021

Revised: 27 March 2021

Accepted: 12 April 2021