

# Analysis of Rural Education Finance and Poverty Alleviation Policies in Guangxi to Assist Impoverished Students: Based on Data from Compulsory Education Stage

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## Abstract:

In China, allocating rural education resources effectively and enhancing educational quality are critical for the nation's long-term growth and social cohesion. Education significantly contributes to the country's overall development and the integration of urban and rural areas. Particularly, the progress of rural education is not only pivotal for the country's future trajectory but also a key element in achieving balanced development between urban and rural regions. Therefore, ensuring a fair distribution of rural education resources and effectively raising the standard of education is a matter that demands the attention of all societal sectors. This research focuses on the Guangxi Zhuang Autonomous Region as the subject of study, delving deeply into the texts and data surrounding educational poverty alleviation policies within the region. The findings of the study show that, despite the government's successful efforts to enhance the level of rural education through financial assistance and poverty reduction measures, the disparity between urban and rural education persists. Confronting challenges within the realm of educational poverty alleviation, the government needs to increase financial commitment to rural education, optimize the allocation of educational funds between urban and rural areas, elevate the quality of rural education, and ensure the effective and equitable execution of educational poverty alleviation policies.

**Keywords:** Educational finance; education poverty alleviation; education equity; education policy

## 1. Introduction

### 1.1 Research Background

In China, the study of rural education holds significant importance within the field of educational research, profoundly influencing the quest for educational equity and societal harmony. The growth of rural education is not only tied to the nation's advancement and societal progress but is also a key element in the rural revitalization strategy. Highlighting rural education contributes to bridging the educational divide between urban and rural areas, fostering a more equitable and harmonious society.

In rural regions, the scarcity of educational resources poses challenges in maintaining the quality of education. The students' families have poor economic conditions, making it difficult to afford education expenses. The government has formulated relevant policies to address the shortage and uneven distribution of rural education resources, involving education finance and poverty alleviation. Through financial support and poverty alleviation measures, the education level in rural areas could be improved, educational equity could be promoted. Then sustainable development of rural areas is promoted.

As an important region for poverty alleviation in China, Guangxi Province has a large number of impoverished people, a large poverty area, and a deep degree of poverty. Its rural education problem has a certain typicality. In recent years, Guangxi has implemented a range of educational fiscal policies designed to support students from low-income families, alleviate their financial burdens, protect their right to education, and boost the enrollment rates of students in higher education in impoverished areas, thereby promoting educational equity.

Centering on the investigation of financial investment and poverty reduction strategies within the realm of rural education, aiming to provide theoretical support for optimizing relevant policies. Understanding and analyzing the theoretical system of rural education policy analysis helps to increase social attention and understanding of rural education. Besides it can help to promote social equity and harmonious development and provide a reference for subsequent research.

### 1.2 Research Topic

This study summarizes and analyzes the policies related to education poverty alleviation in Guangxi Province. Utilizing these analysis results, it examines the implementation status, efficacy, and possible issues associated with these policies. The purpose is to provide practical and theoretical support for policy optimization. The state can strengthen the supervision and evaluation of policy imple-

mentation, and continuously adjust and optimize policies to promote fairness and progress in rural education.

## 2. Development Characteristics of Education Poverty Alleviation Policies

### 2.1 Rural Education Finance

Before the reform and opening up in 1949, China operated under a centrally controlled fiscal system. In this system, education funds were distributed uniformly by the central government, and the financial requirements for rural education were primarily fulfilled through financial aid from the central government. Following the reform and opening up in 1978, China adopted fiscal decentralization, transitioning the education fiscal system from centralized management to decentralized management at the local level. Local governments have increasingly taken on financial responsibilities. In 1985, the Central Committee of the Communist Party of China introduced a pivotal decision to delegate the responsibility for basic education to local governments. This move was part of a broader initiative to implement a hierarchical management approach in the education sector. This decision has improved the quality of education in China's countryside [1].

Authorities create monetary strategies for countryside teaching to boost its quality, reduce disparities between city and village education, and guarantee fair learning chances. Nonetheless, the lack of adequate investment in rural educational resources and debt-related problems have hindered the advancement of compulsory education in the countryside [2]. Post-reform and opening up, the financial policy structure for rural education in China has progressively been established, with government investment as the core and various ways to raise education funds.

The State Council in 2001 put forward a proposal to transform the administrative system of rural compulsory education to tackle the issue of unequal distribution of educational resources, particularly the inadequate growth of finances for rural mandatory education. The State Council stresses that county-level administrations should assume primary accountability for mandatory education in the rural parts of their jurisdictions. Counties are directed to spearhead the comprehensive governance of mandatory education across the county, ensuring that the government bears the brunt of educational investment [2]. Some researchers suggest that the way to address the difficulties in rural compulsory education is by enhancing the total investment directed towards it. They emphasize the need to identify the primary financial investors, establish norms

for fund allocation, strengthen oversight mechanisms, and ensure funds are used effectively. These scholars argue that such measures are essential for improving the quality and accessibility of education in rural regions [3].

## 2.2 Inquiry into Policies for Reducing Poverty Through Education

The process of poverty alleviation through education in China can be divided into three different stages. These three stages are poverty alleviation education in New China, poverty alleviation through education in the new era, and precision poverty alleviation through education in the new era. In the new era of educational poverty alleviation, it is imperative to prioritize securing the basic educational rights of children in destitute areas and to strive for balanced educational opportunities. In the current era, precision poverty alleviation through education entails implementing varied educational approaches suited to the unique circumstances of each impoverished area, thereby ensuring that the advantages of educational measures are distributed both fairly and effectively [4].

However, there are still some difficulties in formulating and implementing education poverty alleviation policies, such as backward thinking among the impoverished population, lack of teachers and low education quality, poor teaching environment, and lack of participation from social forces [5]. To establish and refine the education system, the Ministry of Education has implemented several governance strategies. These strategies encompass increasing teachers' pay and the quality of instruction, bettering the teaching environment at schools, and promoting the involvement of all sectors of society in educational poverty alleviation efforts.

Thanks to special programs aimed at redistributing and subsidizing educational resources in rural areas, students in these locations can have more opportunities for higher education, helping them achieve poverty alleviation. The nature of poverty varies in different regions, requiring a meticulous education poverty alleviation strategy. The solution depends on establishing an education-centered poverty alleviation framework and incorporating a range of poverty reduction methods. Through the adoption of multiple approaches to enhance the educational attainment and employment competitiveness of those in poverty, the problem of lack of legislative guarantees for poverty alleviation can be solved, thereby achieving sustainable poverty reduction goals [6].

The research by Azaz Ali Ather Bukhari and others emphasizes that education is a key aspect in the measurement of multidimensional poverty. This viewpoint expands the scope from simple economic income to include aspects

such as education level, health status, and socio-economic factors [7]. Therefore, the country needs to provide educational opportunities and resources, which can have a positive impact on the consumption of poor families by increasing the reimbursement ratio of medical insurance and reducing the burden of education, thereby increasing their income and reducing family background risks, helping students obtain educational opportunities, and enabling poor families to escape poverty [8].

The strategy of reducing poverty through education has demonstrated its efficacy in assisting regions encountering shortages in educational finances and imbalances in the allocation of educational resources, enabling these regions to revitalize their educational frameworks. By improving education efficiency and effectiveness, utilizing existing resources more effectively, and adopting effective fiscal reforms and innovative public product financing methods to increase income, it provides more funding for education [9].

## 3. Analysis of Education Poverty Alleviation in Guangxi Province

Guangxi Province is a key area for poverty reduction in China and a typical example for analyzing education poverty alleviation strategies. This study will take Guangxi as an example to evaluate and test the influence of education poverty alleviation strategies in the region through a combination of textual policy analysis and data evaluation.

### 3.1 Analysis of Guangxi Province's Education Poverty Alleviation Policies from a Textual Perspective

The Guangxi Province prioritizes the standardization and strengthening of management related to subsidy funds for urban and rural mandatory education. This emphasis is geared towards boosting the effectiveness of fund allocation and promoting the high-quality and equitable progression of compulsory education. The policy covers various aspects, such as the exemption of tuition and miscellaneous charges, the supply of textbooks, and the provision of living stipends for students from financially disadvantaged families [10]. To mitigate the shortage of educational finances in rural regions and to foster a fairer distribution of educational resources. These measures can assist students in successfully finishing their education and lower the risk of dropping out because of financial difficulties.

The government has proposed different science and education projects to benefit the people, including the Rural Compulsory Education Student Nutrition Enhancement

Scheme the Urban and Rural Compulsory Education School Building Program, the Strengthening Vocational Education Basic Capacity Building Project, and the Student Financial Assistance Project [11]. Because of financial limitations, the distribution of educational resources in rural areas often results in inequality. Students' opportunities and quality of education are limited. Therefore, governments must invest financially to uplift the education level of rural students, enhance rural school infrastructure, and offer nutritional meal support, among other interventions. So the collaborative efforts of central and local financial bodies in raising funds and the clear delineation of departmental responsibilities are essential to the effective implementation of policies [11].

Promote rural education and improve the level of educa-

tion. The key to achieving poverty reduction through education is to provide financial assistance, strengthen educational infrastructure, and improve the quality of education.

### 3.2 Guangxi Province's Education Poverty Alleviation Data Analyzed

#### 3.2.1 Data analysis on the recruitment of special position teachers from 2021 to 2024

Table 1 presents the "Special Post Initiative for Rural Compulsory Education School Teachers" and "Special Post Initiative for Secondary Vocational School Teachers" in Guangxi Province between 2021 and 2024, focusing on enhancing the establishment of teacher teams in rural and secondary vocational educational institutions.

**Table 1. Recruitment of Special Post Teachers in Guangxi Province from 2021 to 2024 [12-15].**

Year	Special Post Plan for Rural Compulsory Education School Teachers	Special Post Plan for Secondary Vocational School Teachers
2021	7174	66
2022	6713	64
2023	5826	110
2024	3903	58

It is evident from the table that there has been a reduction in the recruitment of special post teachers for rural primary and secondary schools, decreasing from 7174 in 2021 to 3903 in 2024, and for secondary vocational schools, from 66 in 2021 to 58 in 2024. Only in 2023 did the number of recruitments for secondary vocational special post teachers suddenly increase, while the number of recruitments for other special post teachers decreased. This change may reflect the government's adjustment in financial allocation and the influence of other factors.

This plan sets specific teacher recruitment quotas for different subject projects every year, reflecting the government's continuous attention and resource investment in

rural education. Closing the divide in teaching resources between city and countryside education has led to increased learning chances and better educational resources for underprivileged students.

#### 3.2.2 Categorizing and analyzing the subsidy funds for compulsory education in urban and rural Guangxi (2022-2024)

Table 2 reveals that the overall central subsidy allocated for compulsory education across urban and rural Guangxi Zhuang Autonomous Region was 9289.1289 million yuan in 2022, signifying the government's focus and endorsement of rural educational development.

**Table 2. Central Subsidy Fund Allocation for Urban and Rural Compulsory Education in 2022: A Summary [16].**

City and County	total	Public funds	Living allowance for students from economically disadvantaged families	Subsidy for school building safety guarantee mechanism	Rural teacher subsidy	Special post-teacher living allowance	Nutritional dietary allowance
Total for the entire region	928912.89	507768.00	51324.89	145200.00	13290.00	76142.00	135188.00
Subtotals for districts, cities, and levels in the entire district	29097.15	26580.00	556.15	1758.00	105.00		98.00

Subtotal of the entire urban area	238995.26	154515.00	9886.45	32960.00	2689.00	16433.81	22511.00
Subtotals for all districts and counties (cities)	660820.48	326673.00	40882.29	110482.00	10496.00	59708.19	112579.00
Subtotals of all districts and counties under the jurisdiction of the city	226906.12	115199.00	11799.24	35569.00	3361.00	19974.88	41003.00
Subtotal of counties directly under the jurisdiction of the entire autonomous region	433914.36	211474.00	29083.05	74913.00	7135.00	39733.31	71576.00

The public sector of the central subsidy funds for 2022 summed up to 5077.68 million yuan, making up 54.7% of the overall amount, with the primary objective of upgrading rural school facilities and offering students an improved learning environment. Additionally, rural teacher subsidies and special post-teacher subsidies total 132.9 million yuan and 761.42 million yuan respectively. This not only boosts the standard of rural education but also plays a key role in attracting and keeping exceptional teachers.

The subsidies directly targeted at impoverished students also merit attention. In 2022, the direct living allowance reached 513.2489 million yuan, accounting for approximately 5.5%, effectively alleviating the financial burden on the families of impoverished students. Simultaneously, the nutritional dietary subsidy amounted to 1351.88 million yuan, constituting about 14.5%, playing a crucial role in enhancing students' nutritional status and fostering their healthy development.

Central government subsidies for compulsory education in counties (cities) reached 6608.2048 million yuan, representing 71.2% of the total allocation. This highlights the government's focus on rural education. The targeted investment method helps decrease the educational gap between urban and rural regions and significantly impacts students from low-income backgrounds.

The data in Table 3, illustrating the allocation of central subsidies for mandatory education across urban and rural Guangxi in 2024, indicates that the Guangxi Zhuang Autonomous Region received a total of 1377.9097 million yuan in central government education subsidies. Among these subsidies, those for students from economically disadvantaged families totaled 341.5597 million yuan, accounting for 24.87%, while the nutritional and dietary subsidies reached 712.87 million yuan, representing 51.75%. These figures underscore the government's commitment to supporting impoverished students and its focus on enhancing the nutritional status of rural students.

**Table 3. Central Subsidy Fund Allocation for Urban and Rural Compulsory Education in 2024: A Summary [17].**

City and County	total	Public funds	Living allowance for students from economically disadvantaged families		Subsidy for school building safety guarantee mechanism	Rural Teacher Subsidy (Autonomous Region Funds)	Special post-teacher living allowance	Nutritional dietary allowance
			Central funds	Central Scholarship Fund				
Total for the entire region	137790.97	5413.00	34155.97	17727.00	5400.00	28893.50	3808.00	71287.00
Subtotals for districts, cities, and levels in the entire district	3648.00	2122.00	534.78	410.67		244.24		580.55

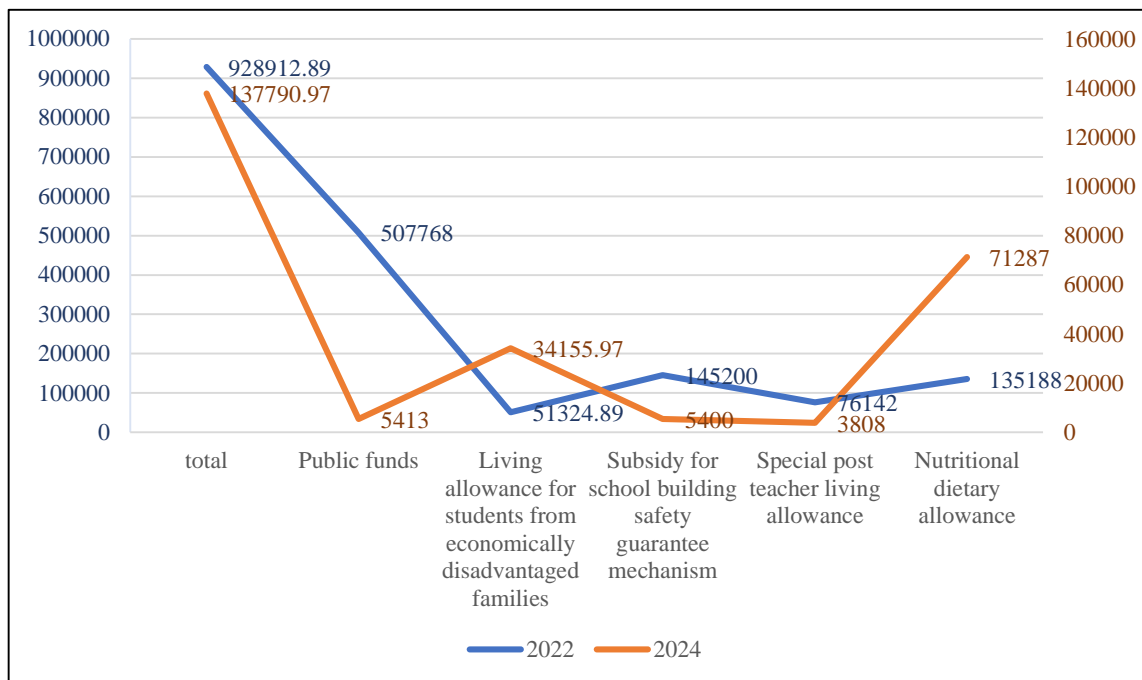
Subtotal of the entire urban area	34120.15	4206.00	7214.22	3807.38	1310.00	5922.88	886.28	16696.27
Subtotals for all districts and counties (cities)	100022.82	-915.00	26406.97	13508.95	4090.00	22726.38	2921.72	54010.18
Subtotals of all districts and counties under the jurisdiction of the city	38359.74	634.00	8255.31	6981.28	1442.00	7414.49	974.66	20072.49
Subtotal of counties directly under the jurisdiction of the entire autonomous region	61663.08	-1549.00	18151.66	6527.67	2648.00	15311.89	1947.06	33937.69

There may be some deficiencies in the allocation of public funds, with some counties (cities) experiencing negative public funds, potentially affecting the normal operation of schools. Additionally, there is an imbalance in the distribution of subsidies for school safety guarantee mechanisms and living allowances for special post teachers, with some areas not receiving these two subsidies.

These data illustrate the efforts and achievements of Guangxi Zhuang Autonomous Region in promoting rural education development and implementing education poverty alleviation policies across multiple dimensions, including financial investment, assistance to impoverished students, enhancement of education quality, and improvement of infrastructure.

### 3.3 Comparative Analysis of the Subsidy Funds for Compulsory Education in Urban and Rural Guangxi (2022-2024)

Fig. 1 illustrates a comparative analysis of the allocation of central subsidies for compulsory education in urban and rural areas, showing the proportions of different components in 2022 and 2024. A noticeable decline is observed in the living and nutritional subsidies for students from economically challenged backgrounds when compared to the figures from 2022, but their proportion in the total funds has increased. Notably, the nutritional dietary subsidies accounted for a significant proportion in both years, reflecting the continuous attention of national and local governments to the nutritional well-being and health of students.



**Fig. 1 Urban and Rural Compulsory Education Subsidy Funds Comparison for the Years 2022 and 2024 [16,17].**

The changes in funding to some extent reflect policy adjustments, changes in economic conditions, and a reordering of education priorities. For impoverished students, these data changes may directly affect their educational opportunities and living standards. Hence, it is vital to maintain consistent monitoring and evaluation of this policy to ensure that education poverty alleviation policies remain effective and just.

### 3.4 Analysis of Student Financial Aid in Guangxi

The government has provided comprehensive support to students, including those from poverty-stricken families, and monitoring target families, through a series of funding projects. These projects cover ethnic autonomous counties and border counties, ensuring that more impoverished students can benefit from education poverty alleviation policies.

Such initiatives are aimed directly at economically challenged families, thereby ensuring that children from poor families are not forced to abandon their education due to financial difficulties. As an example, the program providing living allowances to students from economically disadvantaged backgrounds includes students at both the boarding and non-boarding stages of compulsory education. Such targeted financial aid directly lightens the economic load on underprivileged families, uplifts the living standards of students from poor backgrounds, and

enables them to devote greater attention to their academic pursuits.

The government considers the special characteristics of border areas and provides additional economic support for students in border areas. Offer equivalent funding criteria for eligible children in border counties as in non-border regions to tackle the challenge of inadequate educational resources in border areas, stemming from their distant geographical locations and unfavorable economic circumstances.

## 4. Inspiration Section

### 4.1 Existing Issues in the Realm of Educational Poverty Alleviation Encompass

Although current efforts to combat educational poverty have shown progress, there are defects in crafting and enforcing the pertinent policies. Analyzing only the urban and rural compulsory education subsidy funds for 2022 and 2024 suggests an uneven distribution of educational resources, featuring a reduction in certain project funds and the ongoing urban-rural difference. Although policies emphasize educational equity, rural schools still have a significant gap compared to urban schools in terms of hardware facilities, teaching staff, and other aspects.

From the perspective of teacher resources, the introduction of special post-teachers can not only improve teaching

quality but also provide more attention and support to impoverished students. The decline in Guangxi's recruitment of special post teachers between 2021 and 2024, to some degree, mirrors the adjustments in government financial allocations and other elements. Such a trend could impact the standard of rural education and hinder efforts to break the cycle of intergenerational poverty.

From the perspective of subsidies for impoverished students, the government has increased the proportion of living allowances for impoverished students. Given the vast number of impoverished individuals in China, the actual subsidies provided remain modest in comparison to the financial needs of impoverished students. This limitation hinders the ability to address their economic burdens comprehensively.

The effectiveness and impact of policy implementation do not fully meet expectations during the execution process. During the implementation process, there may be issues such as inadequate policy implementation or inadequate supervision mechanisms. Due to regional differences and unreasonable resource allocation, the effectiveness of policy implementation may also vary.

#### **4.2 Suggestions for Improving Related Issues**

It is necessary for the government to boost financial commitment to rural education and to reevaluate the subsidy allocation process for compulsory education across urban and rural sectors. The relevant departments must ensure that funds are allocated more justly to rural schools, thereby upgrading their physical infrastructure and staffing. By increasing investment in educational informatization construction in poverty-stricken areas, providing more educational resources and information. Furthermore, this approach will narrow the disparity in educational resources between the city and the countryside.

The government and pertinent departments need to focus more on advancing educational equity, ensuring equal educational opportunities, and mitigating the influence of factors like urban-rural settings, geographical regions, and gender on educational access. By altering the examination system and improving school arrangements to ensure equitable distribution of educational resources.

Teachers in special posts are crucial for improving the quality of education in rural regions. The government needs to prioritize teacher hiring policies, raise teachers' pay and career growth prospects, and increase training initiatives for teachers in underprivileged areas to secure the stability and excellence of teaching resources, leading to better teaching quality. Additionally, the shortage of educators in rural schools can be mitigated by developing a framework for the exchange of educational resources

between urban and rural settings, involving the use of distance learning platforms.

Further, increase the living allowance standards for impoverished students, ensure that they receive sufficient economic support, and improve their learning and living conditions. Exploring diversified funding methods. Creating comprehensive, long-term strategies for educational poverty reduction is essential. It secures the continual and consistent improvement of poverty alleviation initiatives and encourages the participation and support of various societal domains. Establishing a dedicated fund for education poverty alleviation can also guide and encourage the involvement of social entities in this crucial work. Providing more support and assistance to students in need through donations, volunteer services, and other forms.

Enhancing the supervision and assessment of the outcomes of education poverty alleviation approaches is vital for their efficient application. Establishing a comprehensive supervision and response mechanism facilitates prompt policy modifications and enhancements, ensuring they cater to the specific needs of various regions.

#### **5. Conclusion**

Through direct financial assistance, enhancements to educational facilities, and the raising of educational standards, the government has fostered the progress of rural education. These efforts have effectively realized the goals of rural educational finance and poverty alleviation via educational means.

Nevertheless, issues remain in the development and application of these policies. Subsidies and educational resources for compulsory education are allocated unequally between urban and rural regions, and funding for certain projects has decreased while the urban-rural divide continues. Furthermore, the decrease in the hiring of special post teachers has adversely impacted the quality of instruction in rural regions. In addition, although the government's living allowances for impoverished students have been increasing year by year, it is difficult to fundamentally solve their economic pressure.

To tackle these issues, it is essential for the government to escalate its financial commitment to rural education and to reconfigure the subsidy distribution for compulsory education in both urban and rural locations. Within the domain of educational poverty alleviation, the aim is to enhance educational equity, secure equal educational opportunities, and end the effects of urban-rural, regional, and gender differences on education. The enhancement of teaching staff, the intensification of teacher training in impoverished regions, and the assurance of stable and high-quality recruitment are key priorities.



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