The Sustainable Livelihoods Research of Reservoir Resettlement in the Upper Reaches of the Yellow River Based on the Development of Human Capital

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Keywords: Reservoir Resettlement, Human Capital, Sustainable Livelihoods.

Abstract. With the exploitation of the Yellow River reservoir, the number of reservoir resettlement is gradually increasing, and the sustainable livelihood of immigrants is becoming more and more important. The sustainable livelihoods resettlement is the goal of the new period, and it is the inevitable requirement to take duties and guarantee immigrants rights and realize the economic and social development, but only the human capital can manage the other capital, and it has knowledge and skills to use natural capital and physical capital and other livelihood capital. We will analyze the problems that the reservoir immigrants’ sustainable livelihoods with support of human capital on the upper of the Yellow River located in Qinghai section through the literature and statistical yearbook, and put forward the suggestions on the development of human capital: to ensure the basic education, innovate the education mode, improve the skill quality and increase government investment. I hope that these suggestions can help the Yellow River reservoir resettlement to achieve the goal of sustainable livelihoods, and promoting the leapfrog development of social economy and achieving the goal of the long period of stability of society.

The Current Status of Reservoir Resettlement in the Place of Qinghai Section of the Yellow River

As of the end of 2011, the total population of 5575850 in Qinghai Province, large and medium reservoir immigrants in 1979, since the beginning of the relocation of Results the reservoir, as of the end of 2013, which lasted 34 years. Under construction, has been built in the reservoir submerge and the impact mainly involved in 3 states (city), 9 counties, 36 townships, 154 administrative villages. Now implement the late-stage support a population of 51855 people, located in 6 states (city), 19 counties (cities, districts), 78 townships (towns) and 262 villages (community), accounted for the province’s non-agricultural total population 2.1%, is expected after 2020, Qinghai province will produce reservoir resettlement about 100 thousand. Hydro power resources in the upper reaches of the Yellow River, Qinghai Province. Qinghai Province, planning and construction of 23 hydro power stations in order to make full use of water resources, it is expected that these power plants will be built to produce about 120 thousand of the reservoir resettlement. With the number of immigrants increasing gradually, According to the scholars and experts, the sustainable livelihoods of migrants has become more and more concerned by the whole society. So large number of immigrants, solving the problem that sustainable livelihoods of the new area is urgent, its achievement will make the immigration area happiness index improved, and will also promote the planning that construct overall well-off society of our party and country, Therefore the Chinese sustainable livelihoods is an important part of the harmonious society.

Research Summary

Chambers (Chambers) defined the meaning of Livelihood: livelihood is the way to make a living,
a way to make a living is based on ability, assets (including reserves, resources, enjoyment right and claim right) and activities. In the three elements of economic development (capital, resources, human resources), people are the most active and special factors, only develop the human capital can improve the human resources value of application and increase the added value of it. Human capital refers to education, labor skills, knowledge and health of the immigrants.

In 1935, Harvard University professor Walsh (S.R. Walsh) published the "human capital" and first proposed the concept of human capital, he also studied the university education income problem in number way, until 50s to 60s, Schultz, published a number of important articles, who was respected as the founders of the theory of human capital later, Schultz thinks that the human capital mainly refers to the worker’s knowledge, skill and working ability that condensate on themselves, from then on, people gradually transform from simple consideration of the material distribution to pay more attention to the important function of education degree. In this field, American economist E Denison make a more specific empirical analysis which provides that the most powerful evidence and supplement to the view of Schultz.

As we all know, livelihood capital includes: human capital, social capital, natural capital, physical capital, financial capital, the meaning of human capital is that we need it to manage other capital, it can make use of natural capital and physical capital and other livelihood capital in aspect of knowledge and skills, of course, only rely on the human capital cannot achieve the positive livelihood results, but it is indispensable. From the perspective of sustainable livelihoods, human capital is a necessary condition for sustainable livelihoods, so this paper studies the sustainable issue just from the direction of human capital.

Analysis about the Human Capital of Reservoir Resettlement in Qinghai Province—Hainan Tibetan Autonomous Prefecture for the Case Analysis

As of the end of 2012, the total amount of immigrants in the upper reaches of the Yellow River Qinghai reservoir is about 52 thousand. Among them, Hainan Tibetan Autonomous Prefecture accounted for 62%, Haidong area accounted for 20%, Huangnan Tibetan Autonomous Prefecture accounted for 11%, Haixi Tibetan Autonomous Prefecture accounted for 5%, the rest scattered in Xining City, Haibei Tibetan Autonomous Prefecture. Due to the large number of immigrants in Hainan Tibetan Autonomous Prefecture of Qinghai Province, this paper takes the data of Hainan Tibetan Autonomous Prefecture as an example to explore the sustainable livelihoods of human capital in Qinghai province.

The level of education is directly related to the quality of human capital, so this paper analyzes the human capital of Hainan Tibetan Autonomous Prefecture in the area of education. Hainan Tibetan Autonomous Prefecture of education development is far behind the national average, which from the Hainan Tibetan Autonomous Prefecture school scale can be reflected, such as table 1 and table 2.

<table>
<thead>
<tr>
<th></th>
<th>Number of schools [the number of schools]</th>
<th>Students [the number of person]</th>
<th>Average scale of school [the number of person]</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>15</td>
<td>4161</td>
<td>227</td>
</tr>
<tr>
<td>Primary school</td>
<td>334</td>
<td>53080</td>
<td>159</td>
</tr>
<tr>
<td>Junior middle school</td>
<td>26</td>
<td>17383</td>
<td>457</td>
</tr>
<tr>
<td>Senior High school</td>
<td>12</td>
<td>6136</td>
<td>511</td>
</tr>
<tr>
<td>Secondary vocational schools</td>
<td>2</td>
<td>1438</td>
<td>719</td>
</tr>
<tr>
<td>total</td>
<td>389</td>
<td>82198</td>
<td>—</td>
</tr>
</tbody>
</table>

Source of data: Ren Q.C. the study on the balanced development of education in Ethnic Minority Areas -- a case study of Hainan Tibetan Autonomous Prefecture in Qinghai province [J]. School of Theory, 2012 (35): 235-236.
Table 1 does not reflect the relevant information: There have 18 junior high schools less than 240 people, and 4 junior high schools less than 100 people; there have 6 Secondary vocational schools less than 240 people, 2 Secondary vocational schools less than 100 people.

Table 2. The Number of School Students Per Hundreds of Thousands Population at All Levels.

<table>
<thead>
<tr>
<th>Kindergarten [number]</th>
<th>Primary school [number]</th>
<th>Junior middle school [number]</th>
<th>Senior high school [number]</th>
<th>Higher Education [number]</th>
</tr>
</thead>
<tbody>
<tr>
<td>Whole country</td>
<td>2736</td>
<td>7196</td>
<td>3535</td>
<td>3411</td>
</tr>
<tr>
<td>Qinghai</td>
<td>2699</td>
<td>8777</td>
<td>3674</td>
<td>3590</td>
</tr>
</tbody>
</table>

Source of data: China Statistical Yearbook 2013(www.stats.gov.cn/tjsj/ndsj/2013/indexch.htm)

The data in Table 2: because the number of the population of Qinghai Province is 5777.9 thousand, while the Hainan Tibetan Autonomous Prefecture accounted for 7.58%, but the preschool education in Hainan Tibetan Autonomous Prefecture accounted for the number of the students in Qinghai about 2.67%, primary school students accounted for 10.47%, junior middle school accounted for 8.19%, Senior high school accounted for 2.96%, higher education accounted for 2.20%. through This comparison we can know, the education in Hainan Tibetan Autonomous Prefecture are concentrated in the primary school and junior high school, the average number of students in pre-school education, senior high school and higher education are too low in Qinghai province. Hainan Tibetan Autonomous Prefecture education level shows: primary school culture level accounted for 48%, the high school culture level accounted for 40%, university or other proportion 12%, so farmers and herdsmen live in Hainan Tibetan Autonomous Prefecture have a low level of cultural education.

From the analysis above, we can learn that the education level of Hainan Tibetan Autonomous Prefecture is relatively low. The reasons are as follow: one is related to education concept, the traditional concept of education and the economic conditions of Hainan Tibetan Autonomous Prefecture make many parents against their children to get education; on the other hand, due to the poor economic conditions, the family couldn't afford the children’s education, no matter what kind of reason, both of them will restrict the development of education in Hainan Tibetan Autonomous Prefecture, the level of education affects the life of immigrants and the ability to adapt to the spirit of innovation directly, it also affects offspring’s education level and the quality of cultural heritage as well as the employment, it will restricted the development of human capital to a large degree and sustainable life is greatly hindered.

According to the survey found that the pastoral school is far away, a lot of students need to spend an hour to get to school, in the rainy day, the road blocked, they could not go to school, and it is undoubted that the national students is difficult for the minority. All of these hindered the chance that some national children to go to school to some extent.

Conclusion and Future Work

(1) Guaranteeing the basic education, innovating the education model
The local government should strengthen publicity that the knowledge will change the fate, reduce the tuition and fees, so that all of children can afford to education and improve the quality of teaching in schools, according to the actual situation of local students, take reasonable teaching methods, make knowledge received by the students quickly and efficiently; building library, increasing the type and quantity of books to provide a comfortable learning atmosphere for students; the government should build schools in a reasonable position so that the students spend less than half an hour on the way to school.

(2) Improving quality of skill
Building technical school with various professional skills, providing more chance for national
children, and make it possible that of students can learn a kind of technique to improve the quality of human capital.

(3) Increasing government investment

It is difficult to improve the livelihood of farmers though their own efforts. Be sure to give full play to the government's public service function. Providing assistance to individuals or groups in the establishment of educational institutions through the assistance of counterparts. The government can set up the education training funds for immigration, which mainly used to the establishment of education and training institutions and to bear or relief part of fees of resettlement area school, or increase the development of human capital investment though cut the education and training institutions oaf tax and other preferential policies.

Acknowledgement

This research was financially supported by Ministry of Education of the People's Republic of China Project (12YIA630080)

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