ABSTRACT

As is emphasized in the UN Agenda 21, it is necessary to incorporate the sustainable development into social educational system at all levels, including the topics of population, poverty and development. From the perspective of educational institutions, the relationship between the city poverty and social stratum of developing or developed nations is seldom discussed. Given this, through the information from teachers' experience, this study proposes the support direction concerning educational investments, in order to narrow this gap, promote social mobility, and increase inclusive growth, by combining with the relevant research design framework. By questionnaire survey, the data were collected from teachers in Taiwan. Importance-Performance Analysis (IPA) and open coding were employed to determine the gap, and combine with core category. The results showed that the significance between educational investments and future human capital. The contribution of this study is that the design is suitable for the educational investment framework for the favorable advantage of the Newly Poor in Taiwan, and can benefit their children's future sustainable living and development.

Keywords: Poverty Alleviation     Sustainable Development    Design Framework Educational Investments

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