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New Year Greetings

Alan C. K. Cheung

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On behalf of the Editorial Board of *Science Insight Education Frontiers (SIEF)*, I would like to extend our New Year wishes and deepest gratitude to all of our readers and the experts and scholars who care about and support the development of the journal.

The year of 2020 was an extremely unusual year in the field of education across the world. We have experienced a far-reaching impact of the global COVID-19 pandemic that has affected people's health and changed our ways of life. Epidemic prevention and quarantine have become words of the year in 2020, and changes in social lifestyles have affected all walks of life, including education which is a part of the overall social system. As of today, schools in some countries or regions are still half-closed. The closure has severely affected the lives and learning of a plethora of students, as well as the teaching work of a great many teachers. As such, how to ensure that our children get access to the education they deserve when schools are closed has become a common concern worldwide.

SIEF focuses on education issues of common concern across the globe. In the past year, this journal has received submissions from frontline educators, scholars and educational administrators from all over the world on various topics such as the impact of COVID-19 on education, education poverty alleviation, education technology, teaching models and other important related topics. A total of 32 selected high-quality original papers were published throughout the year. With an eye kept on academic frontiers of the world's education, we look forward to providing support and help to further promote academic exchanges globally.

Against the backdrop of the COVID-19 pandemic, *SIEF* organized and published the world's first series of papers on the impact of COVID-19 on education. It continuously documented how school education went from

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online education during the early period of the pandemic outbreak to the resumption of classes when the pandemic was effectively brought under control, yielding a large number of downloads in major databases. Among all articles published, *Not Only Survival but Stronger: The Impact of Alarming Invader of SARS-CoV-2 on Global Education* published by Xiaoqiao Cheng, Marta Pellegrini and others (2020) have drawn wide attention by illustrating the impact of the epidemic on the world education system, and comprehensively elaborating upon the prospective changes in all aspects of education after the epidemic from a global perspective.

In the meantime, *SIEF* also paid close attention to the current hot issues of education in the world. For example, in the first issue of Volume 5, Jianping Xia (2020) published *Teaching for Student Learning: Exploration of Teaching Strategies Based on Protocol-Guided Learning*, which elaborated on the classroom teaching reform for more than twenty years in China. This article can be regarded as a representative illustration of the localization of classroom teaching reform in basic education in China. The articles by Li Zhang (2020) and Hongqing Zhu (2020) published in the second issue of Volume 6 elaborated on the practice of educational poverty alleviation in China from both national and individual perspectives, which provided implications and directions for poverty alleviation work worldwide through real cases.

In the new year, *SIEF* will continue to present more thoughtful and in-depth research on the aforementioned topics, continue to pay attention to important educational issues such as education and poverty, education and technology, education reform, and actively respond to social concerns and promote education reform and development.

Let us continue to move forward, face the social reality head on and stick to the lofty course of education in 2021!

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Do not Let Education Degenerate into a Trigger for Falling into Poverty

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“Education is not a way to escape poverty, it is a way of fighting it.” –Julius Nyerere

SOLVING the problem of poverty has always been a topic of concern to all countries in the world. On October 14, 2019, the Nobel Prize official website announced that Abhijit Banerjee, Esther Duflo, and Michael Kremer became the laureates of the annual Nobel Prize in Economics in recognition of their unique contribution to “experimental practices in reducing global poverty.” This result was a commendation to development economists and an encouragement to the global efforts to reduce poverty.

Education is considered to be an irreplaceable way to promote economic development and help people out of poverty. As early as the 1780s, some scholars were aware of education’s economic value (Smith, 1776). In the 1840s, German economist Friedrich Liszt also put forward the concepts of “material capital” and “spiritual capital” (Daastøl, 2013). He emphasized the role of education and science in promoting economic development. In the middle of the 20th century, more scholars began to pay attention to studying education in economic development. The American economist Schultz used calculating the benefits of an education at all levels and concluded that education’s contribution to the United States’ economic growth between 1929 and 1957 was about 33% of the newly increased national income.

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Psacharopoulos (1981) calculated the rate of reward on education investment at all levels in dozens of countries and concluded that it was much higher than the material Capital investment income. In developing countries, the reward on material capital investment was about 10%; the reward on investment for elementary education was 27%, the reward on investment for secondary education was about 16%, and the reward on investment for higher education was 13%.

From a personal perspective, education also has been regarded as an essential means of family human capital investment. Scholars have found that education level as an intermediary factor significantly impacted professional status gains, especially for disadvantaged groups through research. Therefore, education provides a critical way to promote social class mobility (Sun, 2004).

For the above reasons, governments in various countries generally attach importance to education development and strive to promote social progress through education (Zhang, 2020). Individuals and families also attach importance to education, change the status quo through education, and achieve personal development.

However, the production of education-related economic benefits is conditional. Suppose education development exceeds the national financial resources, or the scale, structure, and quality of education itself are not needed by society. In that case, education will be challenged to promote economic development, waste resources, and increase the difficulty of solving certain economic problems. Brain drain, structural unemployment, and the “diploma disaster” are good examples (Park et al., 2018). Similar risks also occur for individuals. When the investment in family education exceeds education’s benefits, then education for the family is no longer about eliminating poverty and getting rich, but causing or returning to poverty.

In this issue of the journal, Jincheng Wang (2021) focused on explaining the social phenomenon of “poverty caused by education” and analyzed the mechanism of its formation from the three levels of society, family, and school. They believe that education is undoubtedly the best choice for eradicating poverty and increasing financial prosperity because the education system and job market achieve equal opportunities. However, it does not mean that education can significantly surpass economic development, or that an increase in personal education investment can automatically achieve personal and family economic growth and social prosperity.

According to American scholar Mark Bray’s research, after-school tutoring is receiving increased usage in countries worldwide. For example, one-third of parents in Canada asked for tutoring for their children; 14.8% of students in Germany regularly participate in education counseling; in 2008, 68.4% of middle school students and 37.9% of elementary school students in Bangladesh participated in shadow education, i.e., the informal hidden extracurricular tutoring; 64.3% of students in China had participated in “shadow education” (Bray & Yang, 2006). These trends have significantly increased family education expenditures. Some families’ extracurricular tutoring ex-

penses have exceeded what their incomes allow them to pay, leading to new poverty. However, shadow education opportunities and income were not positively correlated (Xue, 2018).

This discovery merits attention by scholars, policy makers, and the general public. How educational resources are offered and used efficiently and economically? Today, when we vigorously promote poverty alleviation by education, we must also avoid new poverty caused by education. As Wang (2021) said at the end of the article, rationally treat education investment and rationally choose education methods. Do not let education degenerate into a competitive cultural comparison and fall into the trap of poverty caused by education itself.

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Poverty Caused by Education: Educational Issues in China in the New Era

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Abstract: *Education, as one of the forms of human capital investment, especially in developing countries, is considered an important way for families to get rid of generational poverty. The contradictory “poverty caused by education” is an education problem in the new era. It is a social phenomenon in which family members (children) receive education and cause family economic poverty. Based on the connotation of “poverty caused by education,” this paper analyzed its formation mechanism from the three levels of society, family, and school and tried to give some suggestions to reduce the risk of “poverty caused by education effectively.”*

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Question

IN the 1960s, a new economic theory emerged rapidly in the latest technological revolution and industrial structure changes: human capital theory. The theory believes that human capital accumulation is the source of economic growth. Through human capital investment, laborers can improve laborers' quality, increasing labor productivity and increasing income, reducing income inequality, and promoting the equalization of income among all social strata. It is the main pathway of national and personal development.

Under the advocacy of human capital theory, education is regarded as the most basic human capital investment. According to statistics, the education expenditure of developed countries in Europe and the United States accounts for about 11% of the country's public financial expenditure, of which 15.8% in the United States and only 8.2% in Japan are the two extremes. In emerging countries, education expenditures in China and India account for 13%-15% of public fiscal revenues and show an upward trend year by year (https://m.sohu.com/a/351989284_550966/). This shows that education development has become the main action plan and policy focus of all countries to fight against poverty.

However, "poverty caused by education" has become a hot topic in recent years and has attracted widespread attention in various fields. On the one hand, low-income families hope to get rid of poverty entirely by allowing their children to receive education, and on the other hand, they fall into a more impoverished state because of high education costs. This phenomenon, which seems to violate common sense, is an abnormality that occurs under the combined effect of cultural inclination and the education system. This paper considered and discussed the abnormal phenomenon of "poverty caused by education" and aimed to explore its specific reasons, propose solutions to reduce education risks, and provide specific support for promoting educational equity.

The Meaning of "Poverty Caused by Education"

Definition of Poverty Caused by Education

"Poverty caused by education" is not a recent phenomenon. Scholars have studied it as early as the beginning of the 21st century. Chengxin Wang and Gefang Wang (2003) from China discussed road "poverty caused by education" earlier. They believed that education consumption is one of the new poverty-causing factors in rural areas; high education expenses had caused some rural families to fall into poverty. Although they did not elaborate on the concept of "poverty caused by education," they gave a particular explanation of the phenomenon of "poverty caused by education" in terms of occurrence.

Yu Shihua (2006) clarified the concept of education-related poverty in the article "*An Analysis of the Causes of Poverty Caused by Education.*" In this study, it was believed that "poverty caused by education" is also called "education leads to poverty,"

and the normative term is “education consumption poverty,” which refers to the fact that individuals who receive education lead their families or themselves into poverty. In Yu’s study, the object of “poverty caused by education” has expanded from solely rural families to families whose children were receiving education, greatly extending the scope of research objects. It is the most currently practical definition of “poverty caused by education.”

This article defines “poverty caused by education” as the situation in which the family’s living conditions cause temporary poverty or decline to poverty due to the children’s education.

The Manifestation of Poverty Caused by Education

According to the types of poverty caused by education, it can be divided into “becoming poverty due to education” and “returning poverty due to education.” “Becoming poverty due to education” refers to families with ordinary economic conditions, in order to enable their children to receive primary education, all the limited income is invested in education, causing family life embarrassment and financial constraints. “Returning poverty due to education” refers to the phenomenon that the family’s economic status was initially good, and the family’s economic expenditure was too single and excessively high due to a large number of educated children or the pursuit of high-quality educational resources (Peng, 2009).

From this classification, we can also see that this distinction between “poverty caused by education” is because the causes of temporary poverty and long-term poverty are various. Temporary poverty is often caused by some adverse economic shocks, while long-term poverty may be related to the lack of economic opportunities. The different formation mechanism also means that there will be quite different governance methods.

The Formation Mechanism of “Poverty Caused by Education”

Economic Dilemma in the Period of Social Transformation

Economic poverty is the root cause of “poverty caused by education.” This kind of economic poverty refers to the per capita poverty due to uneven economic development during China’s social and economic transformation and the regional low-income poverty of urban fringe families and rural families in central and western regions. As a developing country with a large population, China’s modernization process started late. Compared with developed countries in the world, the economic level is backward. China’s annual per capita GDP level is shallow. According to the information published by the IMF (International Monetary Fund), the per capita GDP of developed countries in

the world exceeds 47,000 US dollars, of which the per capita GDP of the United States exceeds 62,000 US dollars, and the per capita GDP of Germany is approximately 48,000 US dollars. As a developing country, China has a relatively large GDP, but its per capita GDP is only US\$9,630. Although with economic growth, China's per capita GDP exceeded 10,000 U.S. dollars in 2019, compared with developed countries, China's per capita GDP is still very low. (<http://www.ymcall.com/artinfo/055864269852020038.html>)

According to the China Statistical Yearbook, 250 million people lived in poverty in China in 1978, and 40 million people were in poverty in 2008. With the advancement of poverty alleviation through education in China, China's rural poverty population decreased to 5.51 million in 2019, and the poverty incidence rate was 0.6% (based on the 2010 poverty standard, that is, the annual per capita income is 2,300 CNY) (China Statistics Bureau, 2020). In terms of national per capita disposable income, the per capita income in 1998 was 2,161 CNY (China Statistics Bureau, 1999), and the per capita disposable income of Chinese residents in 2008 was 10,271 CNY (China Statistics Bureau, 2009), which increased to 30,732.8 CNY by 2019 (China Statistics Bureau, 2020). This showed that China had a relatively large number of poor people for an extended period and low per capita disposable income. Especially in rural areas, the limited household disposable income is a direct manifestation of economic poverty. On this basis, education expenditures motivated by returns may directly cause families to fall into poverty.

School-Level Reasons

As an essential part of the education system, school education is the core and key to promoting human growth and the main factor in the family's educational expenditure. Because of this, the school has become a prerequisite direct cause of "poverty caused by education." When high education costs result in a sluggish reward on education, education will inevitably cause poverty or temporary poverty to families, especially those with low and middle incomes.

● High Education Costs

Simultaneously with the human capital theory is the concept of education cost in academic economics. In its concept, the entire cost of school education constitutes its cost, including tuition, miscellaneous fees, books and stationery, cultural and sports fees, transportation, accommodation, etc. According to the principle of cost-sharing and the unique attributes of education, as consumers of education services, families must partially share the costs (Fan & Zhou, 1998). Since the implementation of nine-year compulsory education in China in 2006, school education in the first to the ninth grade of compulsory education is a system-generating public product, which is fully paid for by the government, instead of compulsory education, especially the education cost of higher education, which needs to be paid by families.

Since 2000, with the sharp increase in price levels, the cost of running colleges and universities and training students' costs have risen sharply. The resulting higher education tuition, living expenses, and other expenses continue to increase. According to the statistics of Chen et al. (2016), in 2016, except for Jiangxi, where the increase in tuition fees was 2.3%, most of the increase in tuition fees was 20%-35%. The high cost of education makes education expenditure a large proportion of household expenditure.

The non-compulsory education costs also include preschool education and high school, the rising tuition and miscellaneous fees, high school choice fees, and other expenses for the children of migrant workers. Although the Finance Department of the Ministry of Education's relevant regulations, the school's tuition and miscellaneous fees are only part of the education cost per student. However, relative to the limited family income, high education expenditures will inevitably cause many families to fall into economic poverty (Lu & Wang, 2007).

- School Knowledge is Out of Touch With Society, and High Investment, Low Reward

Analyzed from the perspective of input and output, families pay for their children's high education costs and purchase educational products from schools to improve their living conditions and get rid of poverty by investing in education. However, facts have proved that the high investment has not met or even far below the expected return expectations. The school products purchased by the family's children face the lack of value in the market, which is manifested in difficulty in finding jobs, low salaries, low talents, and difficulty in using what they learn, and unemployment of knowledge for college students receiving higher education (Ye, 2010). Of course, this low value facing the market has many reasons for its formation, such as the long-term and continuity of the economic benefits of education, the rapid development of knowledge and technology, the disconnection between school education and the market, information distortion, and misconfiguration. However, this kind of depreciation and low value-added school products directly constitutes "poverty caused by education" (Yang, 2007).

Family-Level Reasons

Family is the direct carrier of "poverty caused by education." In addition to low family income, other factors such as the family's location and the educational concepts of family members also constitute the essential factors of "poverty caused by education."

- Unbalanced Development in the Area Where the Family is Located

Contemporary Western consumer sociology regards the relationship between consumption and social stratification as one of its main research objects. It believes that social class differences affect consumer behavior (Baudrillard, 1968; Bourdieu, 1984; Douglas & Isherwood, 1980). Since the reform and opening up, with the intensification of social transformation, China's class structure has undergone tremendous changes. Among them, the economic foundation has become an essential factor in class division.

As a social existence unit, the family has a close symbiotic relationship with the community and region where it is located. Due to the unbalanced social and economic development, the Chinese class is greatly affected by the region. There is a clear gap in household income between the eastern coastal and central and western regions. Moreover, there is also a partially uneven development within the same area. According to the China Statistical Yearbook statistics in 2020, China's annual per capita disposable income in 2019 was 39,438.9 CNY in eastern China, 26,025.3 CNY in central China, 23,986.1 CNY in western China, and 27,370.6 CNY in northeastern China (China Statistics Bureau, 2020). From the data point of view, there is a big difference between the eastern region with the highest per capita income and the western region with the lowest per capita income; and the incidence of urban poverty in the central and western regions is higher than that in the eastern region.

From the perspective of social class classification, education consumption also has a clear gap. In regions and towns where the economy and culture are relatively more developed than others, the overall household income level is higher, and the consumption capacity is also more robust. Therefore, they can pay for their children's education without affecting their basic material life; and this kind of education payment is more inclined to consume to promote their children's higher-level development. On the contrary, in the relatively backward central and western regions and poor villages, their income sources are limited due to historical traditions, natural resources, and policy trends. The economic and cultural level, educational resources, and level are obviously at a disadvantage. Especially in some remote villages, the educational infrastructure is backward, and high-quality educational resources are lacking. In the case of limited ability to pay, facing the same "education price" in the whole country, household poverty, and extreme poverty will inevitably arise (Qin, 2005).

● Chinese Traditional Thinking on Education

Ideas have substantial control over actions. Parents choose education expenditures by judging the value of their children's school education. The root cause of "poor education leads to poverty" lies in improper selection caused by lagging values. This concept is rooted in traditional educational thinking. The first is the education-only talent view and the idea of "the higher the education, the higher the income." The second is the value of "mental workers govern people, and people govern labor workers," and the resulting prejudice against vocational education. The third is the value of "breaking away from farmers," that is, through education, to change destiny, change farmers' identity, and leave the farmlands (Lu, 2017).

Under the influence of the above thoughts, parents' education investment has greater blindness. Especially in low areas, the pursuit of higher education is more fanatical and single-minded. Doubt and deny vocational education. The demand side has catalyzed school choice, the expansion of higher education, and a series of over-education, devaluation of knowledge, and employment difficulties. Because the high investment in education and the expected reward are not obvious or even in vain, "poverty caused by education" naturally occurs (Wen & Tan, 2015).

- Excessive Family Education Investment

Economists often use some data indicators to measure the level of development of a society. For example, on the average level of social statistics, the higher is the proportion of household expenditure on food to its income (the so-called “Engel coefficient”), the more “underdeveloped” the society is. On the contrary, the higher is the proportion of household expenditure on education and culture, the more developed the society will be. In all the statistics of developed countries, the family’s expenditure on children’s education does not exceed 10% of family income (Liu, 2006).

According to the report “The Value of Education: Looking Ahead” published by HSBC in 2017, Hong Kong, China’s average education expenditure is as high as 132,161 USD, which is three times the global average, ranking first in the world; Taiwan, China is ranked fourth as 56,424 USD. Mainland China ranked fifth with 42,892 USD. Taken together, Chinese parents spend the most on their children’s education in the world (HSBC Holdings Limited, 2017).

Coincidentally, in 2017, the China Institute of Educational Finance of Peking University (from now on referred to as the Institute of Finance) cooperated with the Southwestern University of Finance and Economics China Household Finance Survey and Research Center to conduct a follow-up survey of Chinese household education expenditure. According to its data, in the first semester of 2017, the overall scale of family education expenditures in China’s essential education stage was about RMB 1,904.26 billion, accounting for 2.48% of GDP in 2016, more than half of the national fiscal expenditure (the national financial education expenditure in 2016 was 3,139.6 billion CNY). This again shows that Chinese families attach great importance to education investment and are willing to spend money on education (Wei, 2020).

Government-Level Reasons

As the master and distributor of social resources, the government should be its essential duty to eliminate any form of poverty. In recent years, under the promotion of education poverty alleviation policies, the government has paid more attention to children’s education in low areas. However, in the actual implementation process, due to its limitations during the social transformation period, the government’s unclear functions have led to deviations in policy formulation. Insufficient education support and other issues have significantly weakened the intensity of education for poverty alleviation, which has become an inevitable factor of “poverty caused by education.”

- Insufficient Financial Education Funds

Since the 1960s, the international community has begun to use the ratio of public education funding to GDP (or GDP) as an indicator to measure whether a country’s public education funding is sufficient; and the government’s efforts to invest in education. The World Bank defines “public education expenditure” as “public expenditure on public education plus subsidies for private education.”

Since the 1990s, China has been using the indicator “fiscal education expenditure” to measure public education expenditure provided by the government. The “*China Education Reform and Development Program*”¹ promulgated by the State Council in 1993 first put forward the strategic development goal of “Financial education expenditures as a proportion of GNP, reaching 4% by the end of the 20th century”. Since then, the government has repeatedly explained and emphasized this goal through a series of policies and documents. However, it was not until 2012 that this goal was indeed achieved. It has remained at the bottom 4% for the next six years. According to statistics, China’s fiscal education expenditures accounted for 4.04% of GDP in 2019 (Ministry of Education of China, National Bureau of Statistics, Ministry of Finance, 2020).

The 4% ratio is only the average level of “developing countries” in the 1980s. According to the statistics on education expenditure of various countries released by the World Organization for Economic Cooperation and Development (OECD) in 2016, the proportion of public finance education expenditure in GDP in each country is generally between 3.42% and 7.26%. The average of OECD countries is 4.79%, and the average of 22 EU countries is 4.75% (OECD, 2016). In contrast, although China’s financial education expenditure is close to the average level of upper-middle-income countries, there is still a significant gap compared with high-income countries; it is 1.1 percentage points lower than the average of 22 EU countries and also lower than the OECD Organization national average (Chen & Zhi, 2018).

● Unreasonable Education Layout

Affected by the national system, education is part of the national administrative management, and the national administrative management system restricts education development. In 2001, China promulgated the “*Decision of the State Council on the Reform and Development of Basic Education*,”² requiring local governments to adjust the school layout according to local conditions. Under this policy, various localities have begun to abolish and merge schools on a large scale, and a large number of original primary and middle schools in rural areas have been abolished so that students are concentrated in a small number of urban schools. The purpose of relocating and merging schools is to adjust and optimize the school layout. However, some schools’ excessive withdrawal has led to significant long-distance, expensive and difficult schooling for students. The cost of education has also increased intangibly, which has significantly increased the financial burden of low-income families.

Tan & Li (2018) investigated the “poverty caused by education” in poverty-stricken families in a county in Gansu Province and found that the central elementary school of the township government after the relocation of the county and the merger of the school gave each person a national subsidy of 625 CNY per semester. However, due to the limited teaching level of the teachers in the central elementary school, the extended distance from the village, and the generally early age of the students, many parents of students choose places with relatively close distances and relatively high levels of education to let their children go to school. According to a survey of boarding students in the central elementary school of the township government, the cost of living in

school per student per year is about 2,500-3,000 CNY, which is undoubtedly an enormous economic burden for the majority of rural families, and some even directly caused poverty caused by education.

● Imperfect Related Policies

High-quality poverty alleviation by education is a crucial way to block the intergenerational transmission of poverty and an important starting point for improving the poor's ability to become rich. The government has promoted education and poverty alleviation in China through policies (Zhang, 2020), but many problems exist in a specific implementation.

i. The Poor Student Funding System is Not Sound

Since the beginning of the 1990s in the last century, China has begun to build a subsidy system for poor college students with “rewards, loans, assistance, subsidies, and reduction” as the mainstay. In the past ten years, the funding mechanism for needy students in universities has been substantially improved. The national green channel for student assistance and a small number of commercial loans have been implemented simultaneously, and the economic problems of some poor students have been alleviated to a certain extent. However, it cannot be ignored that China's poor college students, especially the private colleges and universities' funding system for needy students, have a certain degree of institutional deficiencies (such as low management channels and limited funding coverage) resolved. Liao & Cao (2015) pointed out that China's current funding for poor students is small, narrowing coverage and insufficient protection. In particular, the funding mechanism's effectiveness for needy students in private universities should be brought into full play.

ii. Imperfect Employment Policies for College Graduates

With the rapid development of higher education's popularization, the number of university graduates has increased significantly. According to statistics from the Ministry of Education, the number of college graduates in 2020 is as high as 8.74 million, and the cumulative number of graduates in the past ten years has reached 76.03 million. The difficulty of employment continues to increase (Wang & Hu, 2020). Especially for those college students who came from disadvantaged families, it is more difficult for them to find employment. On the one hand, they lack specific social capital, such as interpersonal networks and sufficient information resources.

On the other hand, the country's overall job market also has certain shortcomings, such as imperfect government policies on employment and inadequate implementation of some policies. Various factors make it difficult for poor college students to find ideal jobs. High investment in education has not been rewarded accordingly. Therefore, the current situation of family poverty cannot be improved through education, and even some families fall into a more impoverished state due to education loans (Zou & Zheng, 2014).

Some Thoughts on Solving “Poverty Caused by Education”

Promote Rational Educational Concepts

Families should establish a correct understanding of education in philosophy and choose appropriate investment methods in action. The family should not stick to the traditional social level but should consider the children’s hobbies to stimulate learning motivation. According to the children’s actual situation, choose schools and training institutions, neither blindly follow nor affected by the social atmosphere (Yang & Zhao, 2020). In particular, low-income families should focus on the future benefits of education investment and should realistically consider the current cost of education investment. In particular, the return on investment in education is time-tuned, ambiguity, and the resulting investment risks. These are issues that low-income families need to consider when determining whether to invest their limited disposable income. Families should also deepen their understanding of the government and schools’ various educational policies, school-running levels, and teaching staff, fully understand and rationally use national funding policies, avoid blind education investment, and reduce their “education-induced poverty” (Wen, 2019).

Use Information Technology to Enrich Supplementary Educational Channels

The development of school education and shadow education has both “replacement” and “complementary” relationship from the supplementary educational path. Low-quality rural and township schools stimulate students to participate in tutoring to meet the demand for teacher quality. High-quality urban schools stimulate students to participate in tutoring to improve their educational competitiveness. According to the “*Survey Report on the Status Quo of China’s Tutoring Education Industry and Teachers in Tutoring Institutions*” released by the China Education Association in 2016, the after-school tutoring industry’s market size China’s primary and secondary schools has exceeded CNY 800 billion. In 2017, the China Educational Finance Family Survey released by the Institute of Educational Finance of Peking University also showed that the out-of-school education expenditure of Chinese families accounted for about one-third of the total family education expenditure, of which education was mostly invested in off-campus tutoring institutions (Dao et al., 2019). Even if the General Office of the Ministry of Education put forward the “*Guiding Opinions on Doing a Good Job in After-School Services for Elementary and Middle School Students*”³ in 2017, all localities are required to provide after-school services for elementary and middle school students. However, due to the school’s after-school service content that does not meet students’ needs and the lack of teachers to provide course teaching, some places even have an embarrassing situation where there are few applicants for after-school classes (Zhao &

Zou, 2019). Therefore, parents still choose to let their children go to social tutoring agencies outside the school.

With the continuous development of modern information technology, integrating information technology into education and teaching has expanded the connotation and extension of teaching and learning. It enriches the content of teaching and learning and expands the depth and breadth of teaching, and enriches students' learning methods; simultaneously, students' learning is no longer limited to the classroom. Students can also consult famous teachers and peers through the Internet. Carry out independent learning. Some schools try to use information technology to build an after-school service platform to expand supplementary educational channels; integrate school curriculum and after-school services to provide students with high-quality after-school services for free. It mostly solves families' financial pressure due to children's after-school tutoring (Xia et al., 2019).

Adjust the Educational Structure and Vigorously Develop Vocational Education

Lack of skills and difficulty in finding employment are fundamental causes of poverty and return to poverty. Vocational education is a direct and effective means of poverty alleviation. However, the current vocational education still has shortcomings in the entire education system, even being marginalized. Some vocational schools are affected by the factors of the school-running mechanism of the source of students. The advantages of running a school are not obvious, and the disadvantages are too prominent, and there is a crisis of survival.

For this reason, there was a controversy over whether to cancel vocational education. Simultaneously, many places misunderstand universal high school education (including general high school education and secondary vocational education) as "universal high school education." The emergence of high school education that blindly attaches importance to entering a higher school neglects secondary vocational education that cultivates technical and technical talents and further eliminates vocational education's primary status (Chen, 2018).

To this end, the government should adjust the educational structure and further expand the proportion of secondary vocational promotion and university entry. Increase the free vocational education, and comprehensively improve the quality and level of running schools. Form a complete vocational education system to protect the reserve labor force of low-income families. Improve medium- and long-term vocational education and skills training, and master professional skills to improve the ability to get rid of poverty and become rich.

Improve Financial Aid Policies for Poor Students, and Effectively Reduce the Educational Burden of Poor

Families

Student funding is a critical way to effectively prevent low-income families with school-age children from being impoverished due to education and families who have just escaped poverty from returning to poverty due to education. The government should improve the subsidy system for needy students at all levels and types in the following aspects to ensure that a low-income student is not allowed to drop out of school due to poverty.

1. Improve the identification of targeted poverty alleviation by education. In addition to the poverty-stricken outdoor areas identified by the poverty alleviation department, the scope of funding can be expanded for rural families with many children attending school at the same time.
2. Expand the scope of education funding. All preschool education sections, compulsory education, high school education, undergraduate education, and postgraduate education are fully covered. Full coverage of public and private schools, full coverage of students from low-income families. To ensure that “Do not let a student drop out of school due to family financial difficulties.”
3. The detailed rules for the repayment and assistance of national student loans shall be promulgated as soon as possible. Continuously improve and effectively reduce the financial burden of borrowing students (Xu, 2019).

Conclusions

From the perspective of the development of education, investment in education can bring certain benefits, specifically manifested in the return of human capital, and confirm education’s economic role. However, most of the time, we only see the promotion effect of education on the economy and one-sidedly emphasize the positive effect of education on eradicating poverty, but we fail to notice this economic function’s duality. When the investment in education is higher than the reward of education, what education brings to individuals is not to get rid of poverty but to fall into deeper poverty. This is especially true for low-income families in poverty, such as farmers, migrant workers, and laid-off and unemployed people. For such groups, school education is the most likely and most effective means for them to get rid of poverty. However, the actual situation is that this kind of family has encountered the most significant difficulties in education. Problems come from government policies, education costs, and education quality, which will affect the results of human capital investment.

We do not doubt the economic function of education to fight poverty, but there are prerequisites for the full use of this function. Without adequate policies and a complete market environment, education will not help the poor get rid of poverty and make them fall into the embarrassing situation of poverty caused by education. Therefore, we cannot take the issue of “poverty caused by education” lightly and must attach great importance to it.

Besides, the traditional cultural tendency of “hope one’s children will have a bright future” makes education a competitive cultural comparison. Many parents have joined the “competition” of education. However, in this process, the true nature of education investment has been neglected, and the cost of education has increased substantially. This is not good for the growth of the family or the students. For this reason, the government should guide families to view education investment and choose education methods rationally. Especially for poverty families, they should effectively guard against investment risks and effectively reduce their education investment pressure.

We have seen that some schools have taken the lead in using information technology to solve educational problems in low areas. Modern distance education information technology and the combination of distance and face-to-face instruction are used to transport high-quality education and training resources to poverty-stricken areas free of charge. This is the current direction for universities and local governments in poverty alleviation by education (Ding, 2018). This method can solve the problem of a lack of quality education resources in impoverished areas. In response to the proliferation of after-school tutoring in urban elementary and middle schools, schools should open a free after-school service platform, use information technology to expand student learning paths, and reduce families’ financial pressure due to extracurricular tutoring (Wang, 2020).

Notes

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2. *The State Council of China. (2001) The decision of the State Council on the Reform and Development of Basic Education (Guo Fa [2001] No. 21), 05-29*
3. *The Ministry of Education of China. (2017) Guiding Opinions on Doing a Good Job in After-School Services for Elementary and Middle School Students (Jiaoji Yiting [2017] No. 2). 03-02.*

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Poverty Alleviation by Education: Exploration and Experience from China – Analysis Based on China’s Policy of Poverty Alleviation by Education

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Abstract: *Improving the poor’s overall quality through education and promoting local economic development and social progress is an important way for China to alleviate poverty. At present, China has formed a policy system of poverty alleviation by education with its characteristics and has achieved remarkable results. This article first elaborates the definition and impact of poverty alleviation by education, and then through the use of literature review and other research methods, it combs the policies of China’s poverty alleviation by education in different historical periods. The aim is to summarize China’s poverty alleviation by education, analyze possible policy problems, and finally make constructive suggestions for its future development.*

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POVERTY is a multifaceted economic phenomenon. Alleviating poverty has always been an essential means to promote social equity. The long-term poverty alleviation practice and experience have shown that: to control poverty, we must first control ignorance, and to reduce poverty, we must first support intelligence. Moreover, as an essential driving force of social development, education has played a significant role in promoting economic development. A good education will significantly promote poverty areas' economic development and help construct a harmonious society (Liu, 2019).

The educational development of poverty areas is a global problem. Countries worldwide have carried out much long-term exploration on this issue, providing support for poverty areas from different aspects. It mainly includes the investment of financial and human resources and adopts corresponding supervision mechanisms to ensure investment efficiency, thereby promoting education in poverty areas (Zhang, 2016).

As a public policy, poverty alleviation by education reflects the national will and the value choice of public policy and determines the further allocation of various resources to a certain extent (Zhang, 2020). In China, since 1949, poverty alleviation by education has been included in the national plan. Especially after entering the 21st century, poverty alleviation by education has become an essential measure of China's targeted poverty alleviation strategy. "Let the children of poor families receive fair and quality education and block the intergenerational transmission of poverty" has become a consensus (Li, 2017).

Facing the new situation, new positioning, and new challenges of China's poverty alleviation by education, we should review and summarize past poverty alleviation experiences promptly with a historical perspective, and actively think about and respond to the new propositions that poverty alleviation by education will face and solve (Li & Zhong, 2020).

This article reviews China's poverty alleviation policy at each stage from 1949 to 2019 and divides it into four stages, namely the initial development stage, the comprehensive popularization stage, the consolidation and promotion stage, and the precision breakthrough stage. By analyzing the content and characteristics of the poverty alleviation by education policy at each stage, the future trend of China's poverty alleviation by education in the new era is discussed. To further enrich its theoretical research, improve its practical measures, and enhance its policy effectiveness's theoretical and practical significance (Li & Zhang, 2017).

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The Initial Development Stage of Poverty Alleviation by Education (1949-1978)

In 1949, when China was founded, the situation at home and abroad was too tricky. Economically, due to the eight-year Japanese war of aggression against China and the three-and-a-half years of national civil war, the social economy has almost collapsed, agriculture has not yet recovered, the industry has suffered heavy losses, and the economic foundation is fragile. After that, China's economy gradually recovered and initially developed. The state's fiscal revenues and expenditures are balanced, the incomes of workers and farmers had started to increase, and people's living conditions have also begun to improve. After years of wars, China's education was basically at a standstill in culture and education. The population had a low level of cultural education, and the proportion of illiterate and semi-illiterate in the labor force was high. It can be said that China during this period was still in an inferior stage, and the economy, politics, education, and culture were all in their infancy.

Because the entire country was still in poverty during this period, we can regard any educational measures to promote educational development and improve people's livelihoods due to poverty alleviation by education. Therefore, the period from China's establishment to the beginning of reform and opening-up is called the first stage of China's poverty alleviation by education, that is, the initial development stage.

At this stage, China's education was seriously inadequate in terms of quantity and quality, and it was still at a low level. Therefore, education itself was poor and weak and deep in poverty. Facing this state, China was actively exploring ways to run schools for new educational undertakings. In rural areas, a rural education pattern had been formed in which production brigades run primary schools, communes run middle schools, and "district committees" run high schools. And then, a "government subsidy + communal public funding sharing" all-private education model was created. Although the quality level of rural education at that time was very limited due to the severely insufficient financial resources, China used this method to run the world's largest rural education project with the least amount of money (Li, 2019).

The Comprehensive Popularization Stage of Poverty Alleviation by Education (1978-2000)

Reform and opening-up is a policy of economic reform and opening to the outside world that China began to implement in the late 1970s. Reform and opening up include internal reforms and opening to the outside world. China's internal reforms first started in the countryside; opening to the outside world is a basic state policy of China and a powerful driving force for development.

Economically, as of 1978, China's GDP reached 362.4 billion CNY, more than double the 171.6 billion CNY in 1965, with an average annual growth rate of 6.8%, and

an independent, complete industrial system has been established. With the continuous deepening of education reform and the continuous development of education, China's education system has been gradually restored, improved, and optimized, and the level of public education service and educational governance capabilities have also been continuously improved. The quality of open education has also been continuously improved, and a basic education system full of vitality, efficiency, more open, and conducive to scientific development is being formed (Zhang, 2020).

Therefore, in the context of reform and opening up, China's poverty alleviation by education has also entered a new era. During this period, the government introduced, improved, and updated relevant policies to make China's poverty alleviation by education business successfully entered the stage of full popularization (Che, 2018).

In 1984, the "Notice on Helping Poverty Areas Changed the Status Quo as soon as possible"¹ put forward the policy requirement of "poverty alleviation by education" for the first time, emphasizing the intellectual investment for the people of the poverty areas, the improvement of the overall education level of the poverty areas, and The necessity of popularizing vocational education in rural areas. The promulgation of this policy marks the official launch of China's poverty alleviation by education work. Poverty alleviation by education is combined with rural education and overall poverty alleviation, and it mainly centers on universal primary education, literacy, and so on.

In 1986, the Fourth Session of the Sixth National People's Congress focused on research on education development in backward and remote areas and included this discussion in the "Seventh Five-Year Plan."² Therefore, the requirements for the overall improvement of the population quality of the poverty areas and education for poverty alleviation measures have been placed in an important position. Carry out "Spark Plan"³, "Harvest Plan"⁴, and "Lighting Plan"⁵ in poverty areas, focusing on poverty alleviation to popularize primary education and vocational education in poverty areas to promote and popularize scientific and technological knowledge and improve the development ability of the poor.

In 1988, the promulgation of the "Regulations on the Elimination of Illiteracy"⁶ put forward exact requirements for the improvement of the artistic quality of all young and middle-aged people and played a role in improving China's artistic quality and promoting the construction of the material and spiritual civilization.

In 1994, the State Council issued a notice on the *National Eight-Seven Poverty Alleviation Plan*⁷. The plan proposed to concentrate human, material, and financial resources mobilized all sectors of society and strived to use about seven years to solve the rural poor's food and clothing. The plan set the change of the backward education status in the poverty areas as one of the critical goals; provided for the management and use of funds, the tasks of various departments, social mobilization, international cooperation, organization, and leadership; provided for the substantial development of poverty alleviation by education with strengthening mechanism.

In general, poverty alleviation by education is still in its initiation stage during this period. Driven by policies, poverty alleviation by education has gained strong legitimacy support and unprecedented development momentum. However, due to regional

differences and education funding, the interpretation of poverty alleviation by education in related policies is still relatively vague. Most of them focus on literacy, compulsory education, etc., insufficient attention is paid to preschool education and rural teachers (Yao, 2019).

Consolidation and Promotion Stage of Poverty Alleviation by Education (2000-2013)

After entering the 21st century, China's economy has continued to maintain steady and rapid growth. The market economy has been initially established. The market plays a decisive role in allocating resources, and the macro-control system is becoming more and more perfect. In education, we have achieved the goal of "poor countries run big education." The development of education has achieved "two major leaps": the first leap was the realization of "two basics," that is, basically universalizing nine-year compulsory education and eliminating illiteracy among young and middle-aged adults; the second leap was the transition from elite education to the popularization of higher education.

In this period of "dual development" of economy and education, the food and clothing problems of the rural poor in China had been solved, and "consolidating food and clothing for comprehensive poverty alleviation" had become the main problem of poverty alleviation after entering the new century. In the direction of poverty alleviation, it had shifted from regional poverty to regional and class poverty. The poverty alleviation work had entered the stage of "great poverty alleviation," in which absolute poverty and relative poverty were addressed, and urban and rural development was coordinated. Poverty alleviation by education had also changed, from full popularization to some regions' consolidation and promotion stage. At the same time, in the practice of continuously advancing poverty alleviation by education, we had become more and more aware of the pros and cons of the "education process" that determined the effect of poverty alleviation by education, and paying attention to the "education process" was precisely to solve the problem of "improving the quality of education" (Ye, 2020).

In 2000, to solve remote areas' development problems and narrow the development differences between regions, China implemented China's Western Development Program's strategic decision. The establishment of a poverty alleviation model of vocational education cooperation and assistance between China's eastern and western parts has promoted regional vocational poverty alleviation by education mechanism. Under the guidance of the "National Eight-Seven Poverty Alleviation Plan," China has concentrated its efforts on the governance of poverty areas and the problem of food and clothing for the poor. Minorities and ethnic regions in western China have become the main battlefield for professional poverty alleviation by education. Occupational poverty alleviation by education policy showed more apparent characteristics of poverty alleviation. This was China's first policy on poverty alleviation by education in the new era. This policy pointed out the general direction for poverty alleviation by education in this period.

Subsequently, the country has successively introduced a series of related policies concerning poverty alleviation by education. Furthermore, continue to enrich and improve the guiding ideology, work content, and implementation methods of poverty alleviation by education. As thus, a set of policy systems of poverty alleviation by education with Chinese characteristics was formed.

In 2003, the State Council promulgated the *Decision on Further Strengthening Rural Education*.⁸ The decision emphasized the importance of developing rural education in China's overall education department and the importance of continuing to consolidate and develop primary education and vocational education. The implementation of this decision has accelerated rural education development, deepened rural education reform, and contributed to promoting the rural economic society and the coordinated development of urban and rural areas.

In 2004, the Ministry of Education of China promulgated the *2003-2007 Educational Revitalization Action Plan*.⁹ The plan proposed two new measures: First, strengthen the construction of the teaching staff, and improve the teaching level and quality of teachers; Second, promote the sharing of high-quality educational resources. This plan's proposal was conducive to China's early realization of the historic tasks set forth by the 16th National Congress of China and establishing a modern education system with Chinese characteristics.

In 2005, China began implementing the "Two Exemptions and One Subsidy" for rural children in compulsory education. This measure has improved the out-of-school status of rural children to a large extent, allowing poor children to receive education funding.

In 2010, the State Council promulgated the "Outline of China's Rural Poverty Alleviation and Development (2011-2020)".¹⁰ The outline put forward three requirements: First, to achieve universal preschool education. Second, it is based on consolidating compulsory education, developing vocational education, promoting centralized education, and increasing boarding schools. Continue to implement various tuition reduction and exemption policies and subsidy policies to promote rural elementary and middle school students' health and nutrition. Third, it was necessary to strengthen cooperation between the east and the west in China to help rural laborers receive skill training and employment export.

According to statistics from the China Education Development Commission, as of 2012, China had 282,000 compulsory education schools; the enrollment rate of compulsory elementary schools reached 99.85%, and the gross enrollment rate of middle schools reached 102.1%. These data indicated that China's education development had entered a new stage (Wang, 2020). Through the development of education and the implementation of a series of preferential education policies that target poverty and underdeveloped areas, the conditions and capabilities for poverty alleviation have been continuously improved (Wu, 2017).

In this period of consolidation and improvement, China's practical exploration of poverty alleviation by education has entered a stage of large-scale and systematic development. The convergence of China's poverty alleviation by education policy

shows a trend of balancing fairness and efficiency, tending to be systematic and comprehensive under the established framework. The links between the systems are more closely coherent, and the gradual institutional changes are completed. The overall policy is moving towards system and scale. However, the disadvantage is that during this period, the overall policy implementation still has the drawbacks of “overwhelming flooding” injection, and there are still shortcomings in precise assistance for deep poverty areas and marginal, vulnerable groups.

The Precise Breakthrough Stage of Poverty Alleviation by Education (2013-2020)

In the early stage of poverty alleviation in China, restricted by the country’s large-scale poverty situation, poverty alleviation’s primary goal was to solve poverty and the population’s raw food and clothing problems. In terms of anti-poverty countermeasures, the primary form of “external blood transfusion” in the form of “overflowing flooding” was adopted. Mainly took poverty-stricken counties and poverty-stricken areas as units to promote various poverty alleviation actions as a whole. The same was true of poverty alleviation by education. Because there was no unified poverty alleviation information system in China, the number of poor people was unclear, the situation was not exact, the specificity was not healthy, and poverty alleviation funds and projects were inaccurate. Many blind spots in the assistance work for specific low residents and poor farmers, and some impoverished people were not helped. The government had gradually realized that crude poverty alleviation was now unable to solve poverty assistance truly. Point-to-point targeted and precise assistance could effectively realize the value of poverty alleviation and achieved twice the result with half the effort (Zhang, 2016).

In response to this phenomenon, in 2013, President Xi Jinping, investigating the poverty alleviation situation in Xiangxi, proposed “targeted poverty alleviation” for the first time. He asked governments at all levels to use scientific and practical procedures to accurately identify, assist, and manage poverty alleviation targets based on the environment in different poverty areas and the conditions of different poor farmers. Since then, “targeted poverty alleviation” has become an important direction for China’s poverty alleviation at this stage.

Under the guidance of the “targeted poverty alleviation” theory, China’s poverty alleviation by education has also begun to pursue precision. The Ministry of Education, the Poverty Alleviation Office of the State Council, the National Development and Reform Commission, the Ministry of Finance, and other departments have concentrated their efforts to strengthen poverty alleviation by education. Accurately focus and continue to exert efforts in concentrated contiguous and impoverished areas. They directly confronted specific issues such as poor school conditions, the need to upgrade the teaching staff, the weak vocational education, and the poverty of students’ families in higher education, preschool education, compulsory education, vocational education, teacher education, and ethnic education and other education levels and types. More than 20 poverty alleviation by education policies, including the “*Rural Teacher Support Plan*

(2015-2020)”¹¹ and “*Thirteenth Five-Year Plan for Poverty Alleviation in Education*”¹² have been implemented.

The inclination of policies has been effectively implemented, and policy mechanisms have been established and improved. Increased capital investment comprehensively improved the conditions for running schools in the Poverty areas and continuously improved the student scholarship and enrollment reduction and exemption system. Consolidated and enriched the pastoral teaching team, deepened the education cooperation between the east and the west of China, and vigorously carried out counterpart assistance to universities. This, in turn, achieves the whole-stage coverage of the poverty alleviation by education, the diversification of content, and the precision and fairness of the purpose. A relatively comprehensive policy system of poverty alleviation by education with Chinese characteristics has been initially established.

In 2015, the “*Decision of the State Council on Winning the Tough Battle for Poverty Alleviation*”¹³ made overall arrangements for poverty alleviation and further implemented the targeted poverty alleviation ideas. The goal of the decision is to stably realize that by 2020, the rural poor will have no worries about food and clothing; compulsory education, primary medical care, and housing safety are guaranteed; and the increase in the per capita disposable income of farmers in poverty areas is higher than the national average. The indicators in the main areas of essential public services are close to the national average; to ensure that the rural poor under China’s current standards are lifted out of poverty, all impoverished counties are removed from the poverty label. Overall, regional poverty is resolved. In this process, the real value of poverty alleviation by education has attracted significant attention from the country.

In 2016, China’s first education poverty alleviation plan, “*Thirteenth Five-Year Plan for Educational Poverty Alleviation*”¹⁴ was released, and the overall design of poverty alleviation by education was carried out. The plan’s main objectives are to develop preschool education, consolidate and improve compulsory education, and popularize high school education. By 2020, the overall development level of education in poverty areas will be significantly improved, achieving full coverage of essential public services for education for the poor, such as establishing files and establishing cards. Guarantee the full funding for all education stages from enrollment to graduation, ensure that children from low-income families can go to school, and prevent a student from dropping out of school due to family difficulties. Everyone can achieve family poverty alleviation through vocational education, higher education, vocational training, and education to serve regional economic and social development significantly. The plan’s proposal sincerely implements the spirit of the government’s poverty alleviation and development work conference. It will help China complete several important tasks such as developing education and alleviating poverty as soon as possible and block the intergenerational transmission of poverty.

In 2017, Xi Jinping pointed out in the report of the 19th National Congress of China that it is necessary to mobilize all social forces to adhere to targeted poverty alleviation and poverty alleviation; adhere to the working mechanism of central coordination, provincial responsibility, and city and county implementation; adhere to the over-

all poverty alleviation pattern, focusing on poverty alleviation and Combining aspirations and intelligence, in-depth implementation of poverty alleviation cooperation between the eastern and western regions of China, focusing on poverty alleviation tasks in deep poverty areas; ensuring that by 2020, China's rural poor people will be lifted out of poverty, all poverty in poverty-stricken counties will be lifted, and overall regional poverty will be resolved.

In 2018, the “*In-depth Poverty Area Education Implementation Plan for Poverty Alleviation (2018-2020)*”¹⁵ was released. It further clarified the critical areas of poverty alleviation by education and made overall arrangements for winning the battle of poverty alleviation by education. The work goal proposed by the plan is that by 2020, the overall development level of education in deep poverty areas such as “three regions and three prefectures” will be significantly improved, and full coverage of essential public services for the education of the poverty-stricken population will be achieved. It guarantees that all the students who set up files at all stages of education are funded from enrollment to graduation and that children from low-income families can go to school, and no student will be dropped out of school due to family financial difficulties. More impoverished students who have established documents and registered cards receive better and higher-level education and have the opportunity to achieve family poverty alleviation through vocational education, higher education, or vocational training. The ability of education to serve regional economic and social development and poverty alleviation has been significantly enhanced. This plan's implementation will help the Chinese education system and the poverty alleviation system fight the in-depth poverty area education poverty alleviation battle with more concentrated support, more effective measures, and more effective work.

Subsequently, China introduced more than 20 policies of preference alleviation by education. In the short term, poverty alleviation measures were implemented intensively at multiple levels and from multiple angles. From the overall plan to specific assistance measures, the state has established a comprehensive policy support system from preschool education development, compulsory education popularization, vocational education collaboration, special education promotion, ethnic education development, teacher team support, and weak school construction.

In 2020, the Ministry of Education and the Ministry of Finance jointly issued the “*Notice on Student Financial Aid during the Prevention and Control of COVID-19*”. The notice emphasized that during the critical period of COVID-19 epidemic prevention and control, the education departments (education commissions) and finance departments (bureaus) of all provinces, autonomous regions, and municipalities should attach great importance to student funding during the epidemic prevention and control period, and actively support families suffering from financial difficulties. Students, fully implement various student funding policies. This notice's issuance will help to thoroughly implement and virtually guarantee the necessary learning and living needs of students from families with financial difficulties and fully help win the battle against the COVID-19 epidemic.

By implementing a series of targeted poverty alleviation policies, China's poverty alleviation by education has been qualitatively improved; the institutional structure, content system, and capacity building have been adjusted and optimized in an all-round way. In terms of concept, China combines education priority with the concept of targeted poverty alleviation and strives to promote the balanced development of education, thereby reducing the education gap between regions and urban and rural areas; allowing people in poverty areas to enjoy the benefits of poverty alleviation by education in economically developed areas. The same high-quality educational resources ensure the fairness and justice of education. In terms of content, it has shifted from traditional primary education as the center to equal emphasis on basic education, vocational education, and ideological and cultural education. In terms of scope, gradually expand the coverage of poverty alleviation by education so that people in poverty areas can enjoy lifelong learning opportunities. In terms of methods, it combines poverty alleviation with academic support and poverty alleviation with aspirations to achieve targeted poverty alleviation (Xiang, 2020).

Conclusions and Suggestions

Throughout the development history of China's poverty alleviation by education, China has achieved a significant leap from the initial development stage, the comprehensive popularization stage, to the consolidation and promotion stage, and the precise breakthrough stage. Through the formulation and promulgation of relevant policies, the government reflects the national will and the value choice of public policies and provides direction and support for implementing poverty alleviation by education (Cheng & Zou, 2019).

Since 1979, China's poverty alleviation work has made considerable achievements. This improves the poor's quality of life in China and contributes to the UN's poverty reduction work. With the realization of comprehensive poverty alleviation in 2020, poverty alleviation by education will usher at the end of the policy sense, but the policy goal of helping the disadvantaged and promoting social equity will not change. Simultaneously, the promotion of rural revitalization strategies and regional coordinated development strategies also requires continuous follow-up of education equity policies (Wang, 2019). Fairness in the absolute sense does not exist. The task of educational development in the new era is to continuously approach society's relative fairness through multiple channels of educational rights, opportunities, and development equality. Fairness and quality are the eternal value pursuit of education policy. The education policy of the new era with "fairness and quality" as its goal will continue to play new roles in China's journey towards a prosperous, democratic, civilized, harmonious, and beautiful modern country, and to realize China's great rejuvenation and shared prosperity (Zhao, 2019).

In recent years, although China's poverty alleviation by education work has achieved specific results, due to poor and weak foundation, and extensive historical

debts, we must also urgently optimize and improve poverty alleviation by education. Specifically, it can be done through the following three points.

China should ensure that the right to education of the poor is strictly guaranteed in the practice of poverty alleviation by education.

In terms of the nature of education and the pursuit of sustainable human development, poverty alleviation by education fundamentally supports and guarantees the fundamental rights and sustainable development rights of the poverty population to lay a solid foundation for them to get rid of poverty sustainable development. The function of poverty alleviation by education also depends on the actual development of education in poverty areas. Only education based on continuous development can form real poverty alleviation relying on education. Educational poverty is precisely the full manifestation of poverty in poverty areas; that is, educational poverty in poverty areas hinders the function of poverty alleviation by education (Liu, 2016). Also, in the reality of poverty alleviation by education, people's right to education is often not guaranteed (Li, 2017). With the deepening of building a well-off society in an all-around way and the increasing demand of the people for high-quality education, the allocation of high-quality education resources and high-quality education has increasingly become higher the poverty population-based on pursuing education equity.

Because apparent equality is only superficial equality, it cannot guarantee that people in a disadvantaged position will realize equal education rights. Therefore, to achieve equality in education rights of the poor, it is not enough to have the apparent equality of education rights. We should also achieve true equality in their education. Only when the equal right to education is strictly guaranteed in poverty alleviation by education can the actual equality of the right to education be realized.

Schools should genuinely care for left-behind children and fully care for rural teachers.

In the system of targeted poverty alleviation through education, left-behind children can be regarded as vulnerable groups. They are the critical monitoring targets for schools to control dropouts, and schools should take care of them. First, the lack of family education makes left-behind children physically and mentally vulnerable. Their personality and temper are different from non-left-behind children, and their academic performance is also unstable (Sun, 2018). Second, compared with urban teachers, the school's care for rural teachers has to show unique advantages: provide rural teachers' living allowances and township post allowances in full and on time, and gradually narrow the income gap with urban teachers; besides, let the excellent teachers in cities be willing to go to the countryside and be able to stay, to promote the orderly exchange of urban and rural teachers (Yu, 2019).

Society should cooperate in many ways to improve the long-term plan for poverty alleviation by education.

Poverty alleviation is a work that requires the cooperation of multiple parties to ensure the results. As far as local governments are concerned, the achievement of political achievements in poverty alleviation reduces a series of preferential policies such as public expenditure. Therefore, the attitude of local governments will also affect the efficiency results of poverty alleviation. Besides, in the long-term plan for targeted poverty alleviation through education, preschool education and compulsory education are not enough. We should focus more on empirical research on the effect of poverty alleviation by education in the future. Through the analysis of specific cases, the policies and experience of the 40 years of reform and opening up are detailed and summarized. In the year of a decisive victory, we will put forward a guide plan for better-eradicating poverty and promoting society's overall development (Wei, 2019).

Eliminating poverty and realizing shared prosperity are our universal aspirations and unremitting pursuit. As China's poverty alleviation work has entered the final stage, the poverty alleviation by education work will also continue to reform and innovate. The poverty alleviation by education policy is gradually systematic and comprehensive, more in line with the poverty areas' actual situation, meeting the poor's diversified needs, and finally achieving multi-level and multi-dimensional poverty alleviation.

Notes

1. State Council. *Notice on Helping Poverty Areas Change the Status Quo as soon as possible* [Z].1984-9-29
2. National People's Congress. *Seventh Five-Year Plan* [Z].1986-3.
3. State Council. *Spark Plan* [Z].1985-5.
4. State Council. *Harvest Plan* [Z].1987-3.
5. State Council. *Lighting Plan* [Z].1988.
6. State Council. *Regulations on the Elimination of Illiteracy* [Z].1988-2-5.
7. State Council. *The National Eight-Seven Poverty Alleviation Plan* [Z].1994-3.
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Construction and Perspective Thinking of the Training Model of Teachers' Application Ability in Online Class: Take Sichuan Cloud Education as an Example

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Abstract: *Improving teachers' online class application ability is a critical issue that needs to be addressed in the Sichuan Cloud Education promotion process. The four-stage training model of Sichuan Cloud Education constructs a reproducible and easy-to-promote online class teacher's application ability model. It provides practical solutions to poor pertinence and limited application in previous training and provides a reference for China to promote the teaching team's construction in the information environment. This paper started from the status quo and problems of "Sichuan Cloud Education," then explored its training model and curriculum system, and finally put forward some perspective thoughts on the development of "cloud education."*

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HUMAN society has entered the 21st century. Information technology, marked by computers, multimedia, and communication networks, is developing rapidly worldwide. In particular, the widespread application of Internet technology is strongly driving the in-depth changes in the global economy and society, and changing how people survive, live, learn, and develop. The economy and society's information level poses new challenges to talent training and provides a remarkable new space for education development. After more than two decades of development, China's information level has also made considerable progress in infrastructure, digital resources, personnel training, key technologies and standards and has entered a higher development stage (Zhou et al., 2020). Under the guidance of the national concept of promoting education equity, the promotion and training of online class teachers' application ability have become a systematic teaching reform project in the information age. The reasonable and practical use of the online class is an effective way to realize the broad sharing of high-quality education.

The online class of Sichuan Cloud Education is a significant initiative of the Sichuan Provincial Department of Education to promote its education alliance's construction through education informatization. It is a public welfare high-quality classroom teaching live broadcast platform built based on the provincial public service platform for educational resources with "many pairs, one screen, three pictures, and multiple choices." It has high 370T storage and 10G bandwidth service capabilities. Through "Sichuan Cloud Education," more children will be able to share the fruits of educational reform and development under the same educational "cloud" (Zhong, 2021). This article is based on the construction connotation of Sichuan Cloud Education and thinks about some construction problems.

Status Quo and Problems

The Construction Status of the Online Class of Sichuan Cloud Education

Since the launch of Sichuan Cloud Education at the end of 2018, the first phase has 15

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provincial-level demonstration high schools as anchor schools and 110 relatively weak high schools as receiving schools to carry out regular online class teaching. In the second phase, 28 anchor schools and 1,016 receiving schools were added, covering the entire preschool, elementary school, junior high school, and high school. Judging from the effects of the first phase of operation, Sichuan Cloud Education has effectively promoted the overall improvement of the primary education and teaching quality of the province through the implementation of several measures to form a teaching alliance, high-quality school demonstration and leadership, and radiation to drive weak schools in the alliance.

According to the characteristics and reality of teaching in each stage, the online class broadcasting and receiving forms of Sichuan Cloud Education can be divided into four types: live teaching, recorded teaching, implanted teaching, and observation teaching.

- In live class teaching, the receiving end and the broadcasting end school learn simultaneously, at the same step, and with the same requirements.

Live class teaching refers to classroom teaching in which teachers and students of the receiving school receive and participate in the broadcast school's teaching activities simultaneously through the Sichuan Cloud Education platform. The live class is mainly based on the broadcasting school, and the receiving school cooperates to form a teaching alliance, which has the same time, same steps, and same requirements (Luo, 2020).

- The receiving end and broadcasting end schools are the main body and mutually optimized in the recording and broadcasting class teaching.

Recording and broadcasting class teaching means that the broadcaster school records the whole classroom teaching process and simultaneously releases classroom teaching videos through the Sichuan Cloud Education platform. Teachers at the receiving end school record and broadcast lessons, conduct research, arrange students to preview or make necessary supplements and then combine the teaching with broadcast end teaching videos. The recording and broadcasting class takes the broadcaster and the receiving school as the standard main body and appropriately delays teaching progress and tasks (Zhao et al., 2017).

- In implanted class teaching, the receiving school vigorously absorbs the "teaching essence" of the broadcasting school.

Implanted teaching means that the receiving school selectively uses the teaching videos and resources provided by the broadcaster school based on the actual teaching through the Sichuan Cloud Education platform in daily teaching; And the classroom teaching form that internalizes the educational teaching and teaching research activities of high-quality schools (Geng, 2016). The implantable class teaching takes the receiving end school as the main body and integrates the school's management and culture, promoting

the receiving end school to obtain the resources, motivation, and sustainable development ability.

- In observing class teaching, the receiving end school “learns with an open mind” to the broadcasting end school.

Observation class teaching refers to the remote class teaching form in which the receiving end observes, learns, and learns from the broadcasting end school's teaching activities through the Sichuan Cloud Education platform. Observation class teaching relies on the radiation demonstration of the broadcasting school and the guidance of famous teachers, focusing on the receiving end teaching and the student activity scene, and promoting the all-round improvement of the quality of classroom teaching in the receiving end school.

Problems in the Application of the Current Sichuan Cloud Education Online Class

- The administrative ability to manage cloud education needs to be improved.

The administrative management is inadequate in the top-level design, project planning, program implementation, teaching management, evaluation, and supervision of the online class software and hardware construction and development of the region and the school. Therefore, it is urgent to improve the information literacy and innovation leadership of managers systematically.

- Instructors are inadequate in blended teaching capabilities based on online classes.

Most of the anchor school teachers have excellent face-to-face classroom teaching experience, but they will not adapt to the online class and fail to attend the class. At the receiving end, teachers do not know how to combine online classes with face-to-face classrooms and carry out blended teaching scientifically and reasonably.

- Technical support personnel lack systematic and standardized equipment management and maintenance training.

Many schools do not have dedicated online class technical support personnel, and most of them rely on information technology teachers as part-timers. Its insufficient knowledge and understanding of the online class caused irregular and unreasonable management and maintenance and untimely technical support.

Cultivate Model Construction

The openness, sharing, collaboration, and autonomy of the network environment are different from the closeness, exclusiveness, dominance, and passivity of the traditional classroom environment. Therefore, online courses' training model construction cannot only apply traditional courses' ideas and methods. On the contrary, it is necessary to

give full play to online media's advantages and appropriately reflect contemporary education reform (Zhang, 2013).

Training Object

Cloud Education focuses on the self-directed learning of the training objects. Learning can be done individually or collectively, breaking traditional classroom teaching limitations on learning objects, number of students, and learning time. Therefore, it is more suitable for national and lifelong learning. According to the actual work carried out in the Sichuan Cloud Education online class, we divide the training objects into three categories: school administrators, lecturers, and technical support (Zhang & Chen, 2018).

- **Administrative Team**

The management team mainly includes the directors in charge of the education administrative departments of each city (state), the heads of the educational institutes (academies), the heads of technical equipment (audio-visual education), the principals and deans of the anchor schools, and receiving schools, etc.

- **Subject Lecturer**

Subject lecturers include teachers in various subjects who participate in live classrooms, recorded classrooms, implanted teaching, and observation teaching.

- **Technical Support Personnel**

Technical support personnel include technical equipment (audio-visual) personnel of various districts (counties) and various alliance schools' technical service personnel.

Training Principle

Sichuan Cloud Education teacher application ability improvement training is guided by improving online class application ability, thus promoting alliance schools' regular application. Carry out classification promotion by implementing on-demand training and innovating the training mechanism, curriculum system, and evaluation plan. To give full play to the advantages of the network environment and reflect the characteristics of "cloud education," the teaching design of Cloud Education is carried out. The Cloud Education platform should follow the following five training principles.

- **Train as needed and teach as per the aptitude.**

Before training, conduct detailed research in a layered and classified manner to determine the shortcomings of various students' teaching management and application ability. Carry out targeted training based on survey results. During the training process, the trainees' learning and training data are collected throughout the process, and the training content is adjusted in time, and the guidance is tracked according to the trainees' feedback during the training process. "Training according to needs," "Teaching as per

their aptitude,” and “Learning in accordance with the teaching,” and “Selecting learning following their aptitude” complement each other and jointly promote the overall development of students. Teachers “teach students as per their aptitude,” and students should also “learn from teaching.” Choose what is right to do, and change if it is terrible. Students should also be allowed to “choose studies based on their aptitude” and develop freely according to their abilities, interests, and other exceptional circumstances. Combining the three emphasizes both the “teaching” of teachers and students’ “learning” to achieve harmony and unity.

- Application-driven and precise breakthrough.

Cloud Education focuses on solving the critical problems of online course education in education and teaching management, classroom teaching, and technical support services. Based on classroom teaching applications, targeted training is carried out around applying input and output ports. This training principle is in line with the exploration-based teaching model, which is conducive to cultivating students’ creative ability and independently analyzing and solving problems. It is an efficient training principle for online class teaching that is very practical, highly creative, and has obvious development times (Jiang, 2018).

- Ability-oriented and correcting problems.

Cloud Education is oriented to improve the teaching management and application ability of trainees, correct their problems, and strive to solve the problems in the practical application of online course teaching. The training of trainees is to directly improve the ability of Cloud Education managers and employee skills and provide Cloud Education with new work ideas, knowledge, information, and skills. It is a fundamental way and an excellent way to increase the talents, dedication, and innovative spirit of employees. It is the most critical human resource development. It is a more critical human capital investment than physical capital investment.

- Classification promotion and gradual progress.

The knowledge described goes from the shallower to the deeper, step by step in the daily training and courses. The goal is to classify and improve managers’ teaching management ability, teachers’ mixed teaching ability, and technical personnel’s technical serviceability based on standards. Such training goals help teachers pay attention to students of different levels and provide them with a “ladder” of effort. Also, it can make teachers’ teaching better and improve their classroom teaching efficiency.

- Focus on innovation and bring forth the new.

Cloud Education focuses on integrating information technology and teaching innovation, practice, and condensing new teaching models. To develop Sichuan Cloud Education based on teaching and application and comprehensive innovation, curriculum integration using information technology as a cognitive tool will undoubtedly be the dominant

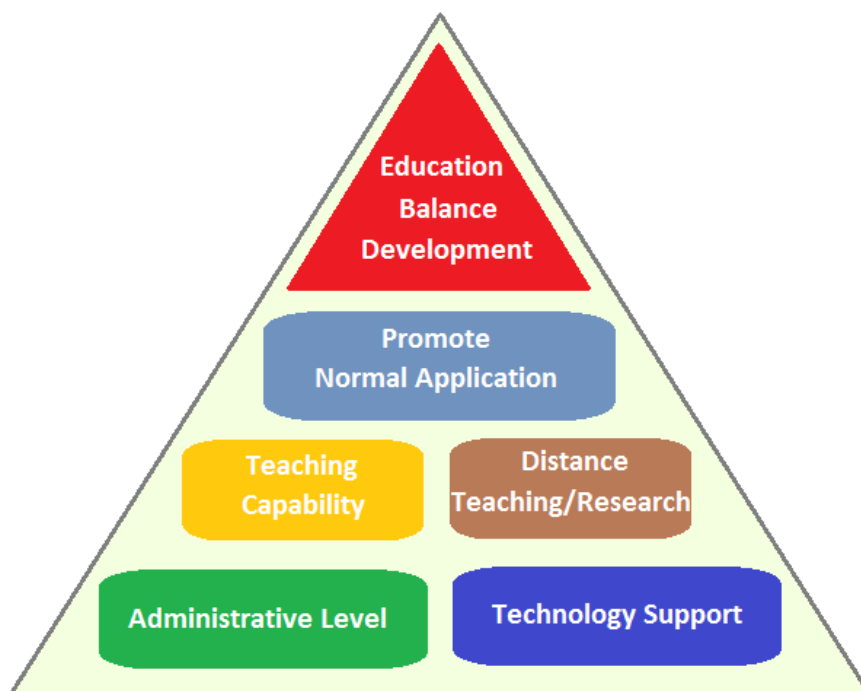


Figure 1. Training Objectives.

course learning method in the information age. It will indeed become the primary method of school teaching in the 21st century. In the current background of China's active promotion of education modernization and informatization, advocating and exploring the teaching of information technology and curriculum integration has vital practical significance for developing students' "information literacy" and cultivating students' innovative spirit and practical ability (Wang et al., 2020).

Training Objectives

Because the purpose of Cloud Education is to support and help trainees achieve their learning goals. Therefore, the teaching design in Cloud Education should pay attention to establishing training goals. The training goal of Sichuan Cloud Education teacher application ability improvement is to fully realize the standard and on-demand application of online classes in alliance schools and promote the realization of a high-quality and balanced education in Sichuan Province. As shown in **Figure 1** below.

- Consolidate the foundation and consolidate the foundation, focusing on improving the Cloud Education management and service level.

Teaching quality is the lifeline of a school. If a school wants to improve the quality of teaching, it must have a progressive educational ideology, a scientific management level, and an efficient school leadership team; at the same time, it must have a relatively complete and scientific management mechanism as a guarantee; it must also have a team of teachers. They love education, unite and cooperate, and work hard.

Sichuan Cloud Education continuously updates the Cloud Education educational concept of managers through the training of trainees, enhances information leadership and information literacy, and improves the application management and service level of "cloud education."

- People-oriented and vigorously improve the teaching ability of cloud education teachers.

Sichuan Cloud Education adheres to the people-oriented principle, which is to adhere to the survival and development of the trainees; respect the subject status and individual needs of the students, create a relaxed and harmonious humanistic environment, cultivate the students' sense of autonomy and personal initiative, and promote the physical and mental growth of the students and comprehensive development.

In the process of training and practice, Sichuan Cloud Education strives to solve the problems encountered in the process of cloud education teachers' online teaching, online teaching, and research and operation practice. It aims to establish a long-term mechanism to continuously enhance teachers' essential ability and blended teaching ability for the application of Sichuan Cloud Education and enhance cloud education teachers' ability to efficiently carry out remote collaborative teaching and research and teaching reform (Yuan, 2018)

- Keep improving and efficiently promote the regular application of cloud education.

Through hierarchical and classified training in teaching management, teaching and research guidance, teacher training, technical support, operation and maintenance, all-round guarantee, and promotion of the normalized application of "Sichuan Cloud Education."

- i. Make steady progress and improve the quality of teaching.

The anchor schools' excellent teachers promote the improvement of ordinary teachers' teaching level in the receiving schools and promote Sichuan Cloud Education's classroom teaching quality.

- ii. Do not forget the original intention and promote the balanced development of education

Through systematic training, the teaching, research, and teaching reform capabilities of personnel in all aspects of cloud education are comprehensively improved. Taking teacher improvement as the starting point and high-quality schools as the main body, through the effective integration of live teaching, recorded teaching, implanted teaching,

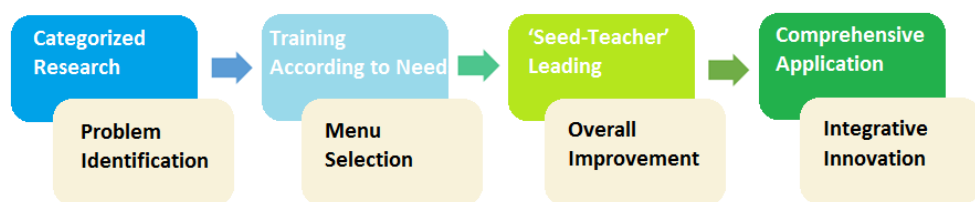


Figure 2. Training Phases.

and observation teaching, systematically and comprehensively promote the sharing of high-quality educational resources comprehensively promote Balanced education development.

Training Stage

This training model is divided into four stages: “categorized research and identification of problems; training according to needs, menu selection; ‘seed-teacher’ leading, overall improvement; comprehensive application, integration, and innovation.” As shown in **Figure 2** below.

- Categorized research and identification of problems

In the early stage, network research was conducted for different types of training objects. Identify the key and challenging problems of different objects in the online class application, establish the corresponding training course system, and refine the course menu.

- Training according to needs, menu selection

This stage is mainly carried out online. Participants of the three types of training need to choose their courses through the course menu based on their school’s actual online class application (except for required courses, optional courses are self-selected). It is planned to use expert lectures, case teaching, participatory, situational, and seminar methods (Cao, 2020).

- ‘Seed-teacher’ leading, overall improvement

Seed teachers should be selected in the sub-consortium. The seed teacher staff consists of broadcast-side teachers (all participating) and receiving-side teachers (one to three selected depending on the sub-consortium’s size) participating in centralized offline training. Carry out hybrid training based on online teaching. It is mainly carried out through remote online guidance, giving full play to seed teachers’ leading and demon-

strative role. On the one hand, seed teachers must fully carry out the practice and demonstration of blended teaching, and on the other hand, they must do an excellent job of guiding other teachers in the sub-union.

- Comprehensive application, integration, and innovation

In the comprehensive application stage, the comprehensive application of the online class of Sichuan Cloud Education is promoted through observation and demonstration, alliance and mutual assistance, and extensive practice. Promote innovative applications by organizing online class teaching competitions at all levels. The characteristics of the Sichuan Cloud Education application are formed by developing online class-based teaching research and practical innovation.

Curriculum System Construction

The curriculum training system is divided into five modules: teaching ability, distance teaching and research, concept strategy, organization management, and technical operation. Each module is designed with 5-6 targeted course areas.

Among them, the teaching ability module covers six areas: online teaching resource construction and application, minimalist teaching technology application, Cloud Education teaching design, online interactive methods and strategies, teaching visualization technology and strategies, and digital teaching evaluation strategies and practice.

Distance teaching and research cover five areas: the construction of teachers' online teaching and research community, teaching and research theory and practice in the context of informatization, online collaborative teaching and research practice, regional collaborative teaching and research cases and practices, and the construction and application of teaching and research results.

The concept and strategy module covers six areas: policy document interpretation, informatization to promote the leapfrog development of school education, online teaching theory, online teaching design-related theories, blended teaching-related theories, and information curriculum teaching-related theories.

The organization management module covers five areas: city and county cloud education construction and management, city and county cloud education teaching and research management, cloud education teaching management, cloud education teaching and research management, cloud education achievement construction and management.

Technical operations cover five areas: network basic guarantee technology application and practice, cloud education teacher equipment management and maintenance, live classroom technology guarantee and practice, remote teaching and research technology support and guarantee, cloud education resource storage, development, and application.

Sichuan Cloud Education teachers' application ability improvement training adopts "menu-based course selection," training on-demand, for three different types of training objects, set up mandatory courses and optional courses. The required courses are the required courses for all the training subjects who need the basic concepts,

knowledge, and skills to carry out cloud education work. Elective courses are comprehensive and innovative courses aimed at the personal interests, precision engineering, and ideal pursuits of different training objects. Compulsory courses guarantee high-quality applications, while elective courses guarantee training goals and meet trainees' individual learning needs.

Perspectives

The birth of the Internet has affected the development of all walks of life. The rise of online education is naturally closely related to its advantages. Although network Cloud Education is becoming more and more popular, there are still some disadvantages. I hope that the development of Cloud Education will get better and better in the future and solve these problems effectively.

Advantages of Sichuan Cloud Education

- Innovate Mechanism Construction

The training mode adopts the method of forming a learning community by sub-union to ensure the curriculum's integrity. Through pre-training research, identify the problem; categorized training, training on demand; thereby ensuring the promotion's effectiveness.

- Innovate the Course Experience

In the past, there were often embarrassing situations in which the training courses did not match the trainees' needs. The use of "menu-based" training can solve this problem. Ensuring the achievement of training goals also meets the individual learning needs of trainees, dramatically improves their learning effects, and ensures the flexibility of improvement.

- Innovate Evaluation Methods

The training mode uses the whole process of learning data recording to track, evaluate and feedback the trainees' improvement. It can give early warning of possible learning difficulties and problems to ensure improved improvement (Liu, 2020).

- Innovate The Management Model

This training model establishes a personal growth file for each trainee. The personalized management mode of innovative training guarantees the rationality of promotion.

Disadvantages of Sichuan Cloud Education

- Lack of Emotional Communication between Teachers and Students

This training model makes the distance between students and teachers farther. Students face a cold machine, and it is difficult for teachers to get inside students' hearts. However, emotional communication still requires face-to-face conversations between people.

- **Students Can Only Conduct Closed Learning**

Although online education's current development is becoming perfect, some live broadcast modes also support real-time video and voice interaction, but the learner is essentially a person to complete the study on a computer or mobile phone. The learner is human. So people need a real social occasion and the ability to collaborate and discuss with each other in teams. The current Cloud Education platform cannot solve this problem well.

- **High Requirements for Student Autonomy**

Online education entirely relies on the autonomy of students. It is difficult for teachers to supervise and deter students across the network cable. Therefore, the teaching effect has a significant correlation with the student's learning state. It makes it unrealistic for some students with insufficient desire to learn to rely solely on online education to learn systematic knowledge (Cai et al., 2020).

Prospects for the Future Development of Sichuan Cloud Education

The online class of Sichuan Cloud Education has various courses that students learn to meet their needs for distance online education and can be used to supplement full-time student education on campus. At the same time, it can also serve for continuing education and lifelong learning for the whole society. However, I think the implementation and application of online courses need to be further strengthened and expanded.

With the construction of hardware such as network classrooms and multimedia classrooms in colleges and universities, the network courses on the Sichuan Cloud Education network platform can be used to enter the teaching classroom through the campus network, so that online class can replace the traditional lecture classroom. In this way, on the one hand, it relieves the shortage of teaching resources in many schools and saves teaching resources. On the other hand, it has promoted the reform of the teaching model of colleges and universities, and at the same time, cultivating the quality of students' self-learning and innovation so that excellent educational resources can be truly shared. It gives full play to the value and role of online courses. Cloud Education online class has been tried out in some schools instead of traditional university teaching lecture halls. This should become an essential trend of the online courses we pay attention to and research.

In general, in recent years, the level of Cloud Education online courses has been significantly improved, and particular achievements have been made in the construction of online courses. However, the construction of online courses is a complicat-

ed system engineering. How to build high-quality online courses, give full play to the benefits of online teaching, and improve teaching quality, there are still many issues worthy of our research and thinking.

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Can a Non-Core Subject Teacher Serve As a Homeroom Teacher? Discussion on the Dispute between Core and Non-Core Subject Teacher as Homeroom Teacher

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Abstract: *In elementary and middle schools in China, core subject teachers serve as homeroom teachers in most classes. Nevertheless, some schools are beginning to try to use non-core subject teachers as homeroom teachers. A series of disputes have arisen over the non-core subject teacher serving as the homeroom teacher. Based on defining the concepts of the core subject, non-core subject, and homeroom teacher, this paper summarized the two viewpoints of whether core and non-core subject teachers can become homeroom teachers; and then discussed the role and the potential reasons of the non-core subject teacher as the homeroom teacher for being blocked, and some solutions are proposed. It is hoped to inject new vitality into the position of homeroom teacher by discussing this phenomenon.*

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AS the class organizer, educator, and guide, the homeroom teacher (Ban Zhu Ren in Chinese) is an essential source of influence for students and plays the instructor's role in students' healthy growth. Therefore, from the perspective of student development, homeroom teacher choice is crucial for student development. In the United States, this role is often referred to as "counselor" or "advisor." Counselors are usually held by professional personnel and are responsible for students' psychological guidance and academic guidance to a certain extent, including course selection and further studies (Brott & Myers, 1999). There is also an assistant homeroom teacher in Japanese middle schools and the homeroom teacher to help the homeroom teacher manage the class. Most of these assistant homeroom teachers are non-core subject teachers. In Germany, in addition to part-time teachers, another full-time staff has the opportunity to serve as homeroom teachers. There are no special requirements in terms of age, subjects, etc. The role of homeroom teacher is also the most anticipated position for all German teachers.

Affected by the former Soviet Union's education, China has generally established a homeroom teacher position in primary education. In-service teachers usually perform this role. In addition to their regular teaching work, they are also fully responsible for the thinking, study, health, and life of a class of students. Affected by Chinese subject teaching, teachers are also divided into core subject teachers and non-core subject teachers. In the choice of homeroom teachers, subject teachers represented by language, mathematics, English, physics, chemistry, etc., have a more significant proportion of homeroom teachers, while non-core subject teachers such as music, sports, and art rarely serve as homeroom teachers.

With the advancement of school education reform, the position of homeroom teacher has been given more meaning. Some schools in China have made new attempts. In a middle school in Nanjing, Jiangsu of China, since 2000, it has tried to use P.E. teachers as homeroom teachers. A total of 5 of the school's eight physical education teachers were awarded the homeroom teacher's title. Moreover, some of them also held the teaching and research group leader, grade group leader, and moral education director. A middle school in Qingdao City, Shandong Province, China, also made a bold attempt to make physical education teachers homeroom teachers. As a result, it was questioned and complained about by the parents of the students. These "subversion" behaviors that make non-core subject teachers take on the responsibility of class management and make core subject teachers "retreat to the second line" have debated whether non-core subject teachers are capable of homeroom teachers (Wang & Wang, 2020).



Based on this, this paper attempts to analyze this controversy and gives its own opinions. Because there were few related types of research on homeroom teacher role selection, and most of the currently limited studies were just the summary and feelings of Chinese teachers' work experience based on their cases. Therefore, there was a lack of evidence and material support at home and abroad. Therefore, this paper attempts to start from the connotation of the homeroom teacher's function, and based on clarifying the conditions that an excellent homeroom teacher needs to have and finds out the reasons why non-core subject teachers serve as homeroom teachers in primary education in China and provide with the corresponding strategy.

Definition and Connotation of Related Concepts

Definition of Core Subject and Non-Core Subject

Core subject and non-core subject are two related concepts based on Chinese curriculum teaching. Although there is no distinction between core subject and non-core subject in the curriculum standards officially issued by the education department, there is no definition of the concept of the non-core subject. However, in the actual field of primary education, the existence of the concept of a non-core subject is an indisputable fact. Usually, Chinese, mathematics, and English are core subjects, and courses other than these three core subjects are collectively called non-core subjects (Zhang, 2010). However, with the Chinese education curriculum reform, core and non-core subjects' meaning has also changed. Some scholars believe that the courses that need to be assessed in the entrance examination are core subjects, and the courses that have nothing to do with the entrance examination are non-core subjects (Zhang, 2014). Combining these two points, this paper defines core subjects as subjects included in the entrance examination, represented by Chinese, mathematics, and English, while non-core subjects are subjects not included in the entrance examination, represented by music, sports, and arts.

Definition and Connotation of Homeroom Teacher

From Chinese education development, the formal establishment of the "homeroom teacher" position in the modern sense was in 1942. The Education Section of the Sui De Special Administration defined the position of "homeroom teacher" in the "*Elementary School Training Guidelines*" as to implement the integrated teaching system; the responsibility of the homeroom teacher must be strengthened." After 1949, China set up an elementary and middle school as a tutor and later abolished it and changed it to a homeroom teacher. Since then, the title of homeroom teacher has been used today (Fu, 2012).

In 2009, the task of homeroom teacher was clearly defined in the "*Interim Regulations on the Work of Elementary and Middle School Homeroom Teacher*"¹ issued by the Ministry of Education. The homeroom teacher's primary tasks are: to carry out

classwork by the requirements of comprehensive development of morality, intelligence, physical and beauty; comprehensively educate, manage and guide students; make them ideal, ethical, educated, disciplined, and physically and mentally healthy citizen. Since then, his work's content has also evolved several times with education and society. Overall, this determines the three aspects of a homeroom teacher, including organizing and managing classes, education, and guidance for students' overall development, coordinating all aspects of education, and communicating through various channels. Therefore, this paper defines a homeroom teacher as a coordinator of subject teaching, a fully responsible person for students' thinking, learning, health, and life, and is a class organizer, leader, and educator.

The Controversy about Core and Non-Core Subject Teacher Serving as Homeroom Teacher

Viewpoint 1: The Core Subject Teacher is More Suitable to be a Homeroom Teacher

Except for a school in Qingdao, Shandong Province in the above case, most schools in China have this phenomenon. That is to say, a core subject teacher is more suitable to be a homeroom teacher. According to Gao (2012), all homeroom teachers of an elementary school in Zhengzhou are core subject teachers among the randomly surveyed schools. Among the homeroom teachers, 80% are Chinese teachers, and 20% are mathematics or English teacher.

Parents generally believe that the core subject teacher has more contact with students and can have more opportunities to understand their children. Simultaneously, the core subject teacher as a homeroom teacher can urge children to learn core subject well, which is conducive to improving students' academic performance. In contrast, non-core subject teachers generally teach multiple classes, and each class has a small number of class hours per week and may also bring various interest groups or guide extracurricular activities. Therefore, the students' contact time in this class is relatively limited, and it is impossible to track the students' learning status in real-time (Zhou, 2010).

Also, Zhang (2013) pointed out that whether a homeroom teacher can become a "model of knowledge" in students' minds that is worth learning by them has become an essential factor in determining a homeroom teacher's success. Core subject teachers are generally teachers with more teaching achievements and the right to speak professionally. This type of teacher can first satisfy the students' desire for knowledge, thereby establishing the teacher's position of knowledge authority in the students' hearts and enabling students to accept the management of themselves as a homeroom teacher. However, due to differences in time, homework, and academic performance, non-core subject teachers lack contact time with students and lack knowledge authority. Students tend to "despise" non-core subjects psychologically, regard non-core subject classes as

relaxing time, and even disrespect non-core subject teachers as homeroom teachers; their teachings of non-core subject teachers are also ignored. It creates numerous obstacles to the class management of non-core subject teachers.

Viewpoint 2: Non-Core Subject Teacher is More Suitable to be a Homeroom Teacher

Some scholars believe that compared with core subject teachers, non-core subject teachers often do not have too much mental burden about competition and can communicate with students and get along with them calmly. They also have the following unique advantages in managing classes.

- **Have More Time to Manage the Class**

It takes a lot of time and energy to manage a class methodically. Only when the homeroom teacher knows the basic situation, hobbies, and specialties of each student can he be targeted when dealing with various class problems.

The core subject teacher is burdened with heavy daily tasks. Preparing lessons, lectures, and correcting homework often makes them exhausted, and it is challenging to have enough time to deal with the complicated class management tasks. There is also no opportunity to communicate and talk with students, so it is not easy to truly understand students' needs. This factor is also very likely to create a gap that can cause contradictions and hidden dangers. However, compared with the core subject, the amount of lesson preparation and homework correction for teachers is much less for the non-core subject. Therefore, non-core subject teachers have more time and energy than core subject teachers (Fu, 2015).

- **Treat all Subjects Indiscriminately and Promote the Balanced Development of Students' Performance in all Subjects**

In actual work, due to the pressure of appraisal and appraisal, the core subject teacher as a homeroom teacher often consciously or unconsciously pays more attention to the subject he teaches, which is likely to cause the occurrence of student "skew phenomenon." For non-core subject teachers who are homeroom teachers, language, mathematics, and foreign subjects are often placed in equally essential positions. Simultaneously, the non-core subject teacher can also cooperate with the core subject teacher to select weak subjects that make most students feel tricky and carry out targeted supplementary work (Lai, 2014).

- **Combination of Work and Rest is Conducive to the Overall Development of Students**

Being a homeroom teacher, the core subject teacher often asks students to "appropriate" some of the time that should have been used to develop their specialties to do the subject's homework, which adds to the students' schoolwork burden. With non-core sub-

ject teachers serving as homeroom teachers, they can make full use of their spare time to mobilize students' hobbies and develop their comprehensive qualities. For example, in the school curriculum's activity class, core subjects have many tasks necessary for teaching to be completed every day. Therefore, some teachers will take up the activity time to relax, while non-core subject teachers tend to give them this time. As long as the students have completed the day's learning tasks, they can relax and do activities as much as possible to combine work with rest. Such an educational philosophy is more in line with elementary school students' physical and mental development characteristics (Li, 2017).

Reasons Why Non-Core Subject Teacher is Blocked from Serving as Homeroom Teacher

● The School's Training Goals are not Unified

The training goal is the specific educational goal that should be achieved as stipulated by all levels and types of schools and each school period. School training goals should refer to the comprehensive analysis and research of schools at all levels and types of schools. Under the guidance of the government's training goals, according to the different characteristics of the region and the school, the scientific, reasonable, and standardized training goals that reflect the school's characteristics are formulated. At this stage, most of the school's training goals reflect comprehensive development requirements and the development of moral and innovative capabilities.

However, in the actual implementation, influenced by the college entrance examination system, education's instrumental and utilitarian nature was overemphasized. The entrance rate and the number of champions in the college entrance examination became indicators for evaluating school education quality. The value orientation of elite education has attracted parents and society, leading to educate talents for examinations (Hu, 2013). Activities that allow students to get high scores, subjects other than the college entrance examination requirements must make concessions to the core subject. Eventually, the compressor cut class hours of the non-core subjects. The teaching subjects that were initially required to be opened were changed in practice because they had to make way for the examination subjects, and some were even canceled. The severe imbalance of students' knowledge acquisition and comprehensive ability training, physical health and mental health, ability development and moral development, etc., makes the goal of education and training seriously abnormal.

● Non-Diversified Educational Evaluation

In the context of exam-oriented education, some elementary and middle schools have a limited understanding of education. They equate education with teaching. In this way, the admission rate, score compliance rate, and high scores are the only criteria for measuring leadership performance and teacher teaching quality. The same goes for student evaluation. The existing evaluation and examination system emphasizes the selec-

tion function too much and ignores promoting student development. The evaluation's content is too focused on the one-dimensional evaluation of knowledge and skills and ignores the comprehensive quality of students' morals, labor, and art.

Under a single educational evaluation mechanism, the school favors the core subject occupying half of the high school and college entrance examination scores. In many schools, non-core subject teachers, especially teachers whose teaching results cannot be directly measured by scores, have quietly become invisible people in school teaching activities. Even today, when more emphasis is placed on student diversification and independent development, some schools are still unable to innovate the class management model to fear affecting the school's enrollment rate. Most elementary school homeroom teachers are still cored subject teachers (Yu, 2018).

● **Under the Traditional Concept, Parents Have Prejudice Against Non-Core Subject Teacher**

The news that P.E. teachers acted as homeroom teachers and their parents complained aroused heated discussions in society and showed the parents' prejudice against non-core subject teachers. Non-core subject teachers are often labeled as low grades in cultural courses. Parents will have a prejudice that once a non-core subject teacher is used as a homeroom teacher, it will delay student learning.

Simultaneously, in parents' eyes, test-oriented education is still dominant compared to quality education. Because the core subject teacher has a large number of class hours and has a more significant impact on student performance, it has become a tradition for the core subject teacher to be a homeroom teacher. On the other hand, non-core subject teachers who have been on the fringe of school education for a long time are not trusted by parents and may even be treated differently (Hu, 2019). For example, P.E. teachers are quickly labeled as "simple minds and well-developed limbs" by their parents. The general public also generally thinks that P.E. teachers only need to teach students specific motor skills and do not need exceptionally advanced thinking. The resulting "stereotype" makes non-core subject teachers' social status represented by P.E. teachers different from core subject teachers such as language, mathematics, and English. Therefore, letting a non-core subject teacher serve as a homeroom teacher does not promote students' long-term development in parents' eyes, and it will even drag down students' academic performance (Chen, 2014).

● **The Quality of the Non-Core Subject Teacher is Uneven**

The homeroom teacher needs to be fully responsible for the thought, study, health, and life of a class of students, so the position of homeroom teacher requires teachers to have excellent class management skills and rich experience. However, many non-core subject teachers lack training opportunities, so they lack class management's ability and experience. Zhao (2016) investigated the management of homeroom teachers in Jiefang Middle School in Jiangnan District, Wuhan, and found that the class management method in which art teachers act as homeroom teachers is single. Most of them can only

be managed by supervision. The most lacking is with parents exchange experience in communication.

Resolution Strategy

Establish an Education and Training Goal for All-Round Development

The school must establish an education and training goal of comprehensive development. Put moral education, physical education, aesthetic education, labor education, and moral education in an equally important position, change the teaching status quo of excessive emphasis on Chinese, mathematics, physics, chemistry, English, and other test subjects while ignoring “non-core subjects.” Attach importance to the cultivation of students’ survivability, competitiveness, creativity, resilience, and innovative spirit to adapt to society. We must earnestly promote the education and teaching reform that focuses on students’ overall development and improves students’ overall quality. It is necessary to avoid the bottleneck or “shortcoming” of students’ all-round development and lifelong development due to underestimation of “non-core subject” (Wang, 2019).

By establishing a comprehensive development of education and training goals to change primary education, and under the severe interference of unilateral pursuit of enrollment rate, the abnormal “examination-oriented education” is cut off so that primary education can return to normal.

Reform the School’s Educational Evaluation System and Establish a Diversified Evaluation Mechanism

Schools should innovate the process evaluation method of morality, intelligence, physical education, and art. Improve the comprehensive quality evaluation system and insist on putting morality first, ability first, comprehensive development, and unity of knowledge and action.

In terms of evaluation content and academic evaluation, schools should include learning music, fine arts, calligraphy, and other art courses and participate in art practice activities organized by the school into academic requirements. Participate in the study and practice of labor education courses into the comprehensive quality files of students. Strengthen process evaluation and establish an examination mechanism that combines daily participation in skill tests.

Through the reform of the evaluation system, break the status quo of “score only theory.” Let schools, parents, and schools pay attention to examinations and learn to focus their attention and energy on all aspects conducive to students’ development and implement and promote them in the system.

Improve the Status of Non-Core Subjects in the Hearts of Parents

Suppose a non-core subject teacher wants to improve the non-core subject's status in the minds of parents. In that case, the first step is to communicate with parents directly so that parents abandon the utilitarian educational psychology and recognize the non-core subject's value in promoting students' overall development. For example, art teachers can show parents the effects of art classes to relieve pressure and achieve the combination of work and rest. They can emphasize that the results of individual large art competitions are related to the qualification of art students at the high school entrance examination; establish special art classrooms and increase art educational equipment, immersing parents in the charm of art in the form of open classes is also one of the effective ways to improve parents' impression of art classes. Improving the non-core subject's status in parents' minds can enable parents to understand the importance of quality education. Erase the negative impression of the general lack of non-core subject teachers' professional abilities in parents' minds to encourage them to actively cooperate with homeroom teachers' work so that home-school education can go hand in hand and be closely connected.

Enhance Professional Class Management Ability of Non-Core Subject Teacher

As a teaching worker, a non-core subject teacher should continuously enrich his connotation, arm himself with advanced theoretical knowledge, improve his cultural literacy, and refine his character without losing any opportunity. Only in this way can it better educate students. If a non-core subject teacher wants a homeroom teacher to go smoothly and have enough prestige and influence in the class, he must have a healthy professional level and teaching ability. In the face of various emergencies that may appear in class management, teachers also need to have a broad knowledge reserve. Therefore, establish a mutual communication and exchange platform between homeroom teachers. Let teachers with longer teaching years and rich teaching practical experience impart new homeroom teachers, learn from each other's strengths, and progress together. It is necessary to improve the quality of being a homeroom teacher through continuous learning (Zhao, 2016).

Conclusions and Perspectives

The dispute between core subject and non-core subject teachers as homeroom teachers ultimately points to primary education in China, which is a discussion brought about by the collision of test-oriented education and quality education. From the perspective of student development, a qualified homeroom teacher should have good management, communication, leadership skills, tolerance and patience, a broad knowledge of person-

al qualities, and a teacher with personality and charisma is more competent as a homeroom teacher. Therefore, “core subject” and “non-core subject” cannot be regarded as the only criteria for judging whether a homeroom teacher is competent.

Judging from the current educational environment, education can no longer simply divide subjects into “core” and “non-core” (Zhang, 2014). A healthy physique, sound emotion, and good moral character have become indispensable and essential in education and teaching. Music, physical and fine arts disciplines, and school-based courses have increasingly highlighted their importance.

To balance the roles of core subject teachers and non-core subject teachers in classwork, schools in some places have implemented the exploration of the “dual homeroom teacher system” model. The principal and deputy homeroom teachers’ establishment, the deputy homeroom teachers are mostly non-core subject teachers such as art, music, and sports. “Non-core subject” teachers are nourishing students with their “unique” professional knowledge, are “leading” students with their “unique” personality charm, and are enjoying their love and respect for them (Hu, 2017).

Therefore, for teachers, professional class management skills and advanced educational ideas focus on being a competent homeroom teacher and have nothing to do with core subject and non-core subject. Schools and all social sectors should provide an atmosphere for teachers to respect talents and develop their individuality. Eliminate untrue opinions about non-core subject teachers, treat all teachers equally, and fully mobilize each teacher’s enthusiasm for talent and development. Therefore, the position of homeroom teacher has more room for development, and at the same time, it can better play the critical role of this position in school education.

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Outline of Jie Lu's Education Thoughts

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Abstract: As a famous contemporary educator and educational theorist in China, Jie Lu has always been concerned about people and their lives and moral conditions since the 1970s and 1980s. With this as the center, a systematic "human understanding" pedagogy and moral education were constructed. His thoughts reflect the times' distinctive characteristics, and scholars have widely praised his noble research quality and scholarly ideological state. Given this, this paper reviews Jie Lu's moral education thoughts based on the research on Jie Lu's education thoughts and feelings to make a more comprehensive and systematic review of Jie Lu's moral education thoughts.

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MORAL education is a necessary form of moral activity and the foundation of human education. It is an essential means of cultivating moral quality, enhancing the moral realm, regulating social behavior, creating public opinion, improving the social atmosphere, and maintaining and promoting a good social order. In the education system, moral education provides valuable guidance for teachers' education and teaching and students' overall development and plays indisputable importance in talent training. As the founder and leader of China's moral education, Jie Lu has long devoted himself to the research of basic education theory and moral education. Standing at the height of the times, based on China's development, she put forward many original educational theories with Chinese characteristics, formed a unique academic viewpoint and academic system, and was named the most influential person in Jiangsu education in 60 years (2009), 70 educational figures in China's 70 years of education (2019).

On December 25, 2020, Jie Lu, the famous educator and founder of moral education, passed away at home due to illness at 90. After the news came out, many scholars sent articles to mourn. *China Education Daily* published an article stating that "Professor Lu's death is a major loss to China's education" (Miao, 2020). Nanjing Normal University issued an obituary stating that Professor Lu has a noble character, open-mindedness, rigorous scholarship, and profound learning; she has written character pedagogy with life; everyone loves her; she loved her motherland, children, and education all her life, and dedicated her whole life to China's education.

This article comprehensively and profoundly understands Jie Lu's life education theory's content and value by combining his life education theory and then systematically grasping and exploring his emotional education thoughts. It is hoped that the analysis of Professor Lu's view on moral education will inspire moral education development in China.

Pay Attention to the Essence of Education and Establish the Educational Concept of Returning to Human Nature

In the 1980s, there was a big discussion about the nature of education in China. Many views are centered on the superstructure and productivity, either in agreement, in opposition, or the middle. The two groups of different opinions use concepts other than edu-

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cation to define education itself. Professor Lu jumped out of the framework and explained the essence of education from the inherent contradictions and movements between the various education elements itself and creatively proposed that “education is an activity to train people.” In the late 1990s, she used the theory of practice, from a higher perspective, to understand human nature, understand education, and construct an educational theory that returned to human nature.

Although Professor Lu realized that education is an activity to cultivate people in the early 1980s, in the book “*Pedagogy*” compiled by the Department of Education of Nanjing Normal University, published by People's Education Press in 1984, she defined education as an activity that exerts a purposeful, planned, and organized influence on the body and mind of the educated to make them change as expected. This definition later became a classic definition of education. However, the biggest problem with this definition is that the educated is regarded as a passive object, and the education process has become a process in which the educator exerts external influence and the educated passively accepts it. Professor Lu is brave in self-criticism and self-transcendence academically. In 1998, she wrote “*Education: Practical Activities of Human Self-construction*,” from the perspective of practice, from the standpoint that the educated is the subject, reinterpreted her new understanding of education (Lu, 1998).

This new understanding is from the perspective of human autonomy and development. The ideality of education is essentially the process of human development. Jie Lu very clearly put forward, “The question of self-transcendence is essentially a question of how to make one's life more valuable and meaningful” (Lu, 2008a). She believed that “in the past, education was not based on practice. Human beings' development was not regarded as a result of the interaction between subject and object in the education process. Therefore, education has become a process without subjects. The shortcomings of the bio-medicalization of education and the psychological nation of education lie in this.” “Education has gradually become a kind of conscious nature activity. The state of human existence and development has changed from being spontaneous to self-consciousness. This is a great revolution of human beings. The development of subjects with conscious education consciousness is also an important symbol of human modernization” (Lu, 2008b).

Only through education can a person become an individual in society, become a proper subject, develop his or her essential power as a subject to the greatest extent, become a real person in the most precise sense, and truly realize the meaning of being a person. Therefore, the most fundamental starting point, standpoint, focus, and ultimate destination of education lie in the development of human subjectivity. According to Professor Lu, this was the “origin” of educational practice and the “origin” of educational research. According to the dual human nature structure of reality and ought, it is essential that education cannot shirk, and it should also be a constant theme of pedagogical research to inspire people to pursue ideal survival and form ideals that conform to human nature.

Based on People and Practice, Build a Moral Education Ideological System That Moves toward Life

“Moral education should be the most attractive.” The fascinating moral education should be oriented to human development and take human life as an eternal subject of concern. Professor Lu criticized the past phenomenon of moral education without people and life, advocated the return of moral education to life, and established a unique and charming life-based moral education system based on life.

As a kind of educational proposition, “Life Moral Education” aims to transcend “knowledge-only,” “pan-political,” and “de-life” moral education and guide individuals to live a moral life. Returning to life has become the leading idea of moral education. Children’s life is the foundation of moral education, and life-based student moral development is advocated (Hu, 2010).

Take People as the Core and Establish the Basic Concept of Moral Education

“Human” is the logical starting point for understanding Professor Lu’s educational and academic thinking. Throughout her work, Jie Lu focused on human issues from multiple aspects and levels. It examined “people” from multiple pairs of categories, such as restriction and liberation, adaptation and transcendence, reality and ideals. Several themes have been proposed successively, such as “the self-constructed person,” “the person with transcendence,” “the person with ideals,” “the person in a relationship,” “the person who returns to life,” “the person who walks into world history.” The regulations and explorations of these “people” reflect people’s diverse images in the educational activities.

Jie Lu inherited and developed the view of human science and believed that practice is the key to unlocking the essence of human nature, and people complete the transition from the actual state to the ought to be through practice. Jie Lu pointed out, “Practice is the way of human existence, practice makes people human, practice is the activity of self-generation and self-creation of human beings, and the fundamental point of practice is the comprehensive and free development of humans themselves” (Lu, 2005). Education needs to bear two responsibilities in pedagogy: teaching students to transform the objective world and teaching students to transform the subjective world. Therefore, Professor Lu believed that education should train people according to two standards. It should shape people according to the actual physical world’s external scale and develop people with the human free mind (Lu, 1997).

Of the two transformations, people need to transform the subjective world. On the one hand, man’s real regulations cannot meet man’s needs in transforming the objective world. On the other hand, the difference between the individual and the class requires people to shorten the gap between themselves and the class through continuous transformation. The transformation of the subjective world refers to the development of

human spirit and consciousness, including developing the relationship with the objective world and developing the internal relationship with the subjective world. It is closely related to the ought-to dimension, and ought-to dimension is the inner motivation of human development.

Based on this, Professor Lu gave a new explanation of moral education.

- Moral Teleology: Make a Person.

“Make a person” was Jie Lu’s provision for moral education. “Moral education is fundamentally the education that “makes people human.” As far as its specific goal is concerned, it is education to achieve human virtue (virtue is human consciousness), and it makes people human” (Lu, 2003). This purpose was consistent with Jie Lu’s determination of the essence of education. She elaborated that people are a relational existence. This relationship’s existence is manifested in two aspects: the relationship between people and nature, and the other is the relationship between people and people, that is, sociality. “People” who are separated from the relational existence does not have the essence of people. Therefore, Jie Lu proposed that educational activities and moral education activities should promote self-transcendence, not the growth and development of self-transcendence based on human survival.

- The Essence of Moral Education: Transcendence.

The theoretical premise for a reasonable grasp of moral education’s essence understands the concept of morality. Regarding the concept of morality, Jie Lu is wholly dissatisfied with the traditional moral concept, trying to break through the normative moral interpretation theory, the moral interpretation theory of epistemology, the moral interpretation theory of instrumentalism, and the moral interpretation theory of extant theory” (Wang et al., 2007).

Jie Lu believed that “the essence of moral education is not to enable the educated to understand what people’s behavior is in real life but to enable them to grasp what people’s behavior may be. What is the moral ideal? How can people approach this ideal” (Lu, 1994)? Moral education should be oriented to actual behaviors and actual relationships, and use this as a starting point to transform and advance reality. Moral education is to “shape and train people according to a certain moral ideal that transcends reality, and urge them to pursue an ideal spiritual state and behavior, to achieve the negation of reality” (Lu, 1994). Moral education is to cultivate virtuous people. Such people have ideas, those who choose to live a possible and meaningful life, and those who transcend and move toward world history.

- The Functional View of Moral Education: Development and Personal Enjoyment.

The research on moral education’s function is the focus of Jie Lu’s research on moral education. Her view of moral education’s purpose and essence was derived from her exploration of moral education functions. Regarding the research on the function of moral education, Jie Lu wrote several articles to state his sharp point of view. From a

historical point of view, she studied the evolution of the function of moral education in different times and spaces. She broke the necessary long-established consensus that moral education is equivalent to political and ideological education and conducted remarkable research on the cultural function, economic function, and cognitive development function of moral education. Moreover, make a new exploration of the political function of moral education. In particular, she has made groundbreaking explorations of the natural and individual enjoyment functions of moral education.

Jie Lu believed that in the face of the survival crisis brought by new technology to humanity and the new morality and ethics changes, educators must pay attention to moral education's natural function to cultivate and shape the next generation with perfect ethics. It was a new topic proposed by the times to moral education (Lu, 1994c). The school should enable the educated to "form a new outlook on life and nature," correctly "understand the good and evil in the relationship between man and nature," and reasonably "regulate the interaction between man and nature, and establish a new atmosphere."

Besides, Jie Lu also believed that moral education should also have the enjoyment function and the development function. She believed that moral education should not enable the educated to master and follow a specific ethical code, thereby forming a constrained, dedicating, and sacrificial view of moral education. Instead, it should be a self-initiated search, which is "the individual realizes some of his needs and desires (mainly spiritual), and experiences satisfaction, happiness, and happiness from it, thereby obtaining a spiritual enjoyment" (Lu, 1994d).

Pay Attention to Life and the Times, and Build a New Paradigm of Moral Education towards Life

Jie Lu believed that the lifeworld is the primary way of human existence. It refers to all areas of human life and is logically prior. The lifeworld has practical attributes. People practice in life, and those who live are people in practice. The search for the meaning and value of life is the ultimate concern for human existence and one of the main goals that the school moral education needs to achieve (Lu, 2006).

Morality is derived from life, internalized in life, and the interpretation and purpose system of life. Morality and life are united again. Moral connotations are contained in people's family life, school life, community life, economic life, political life, and cultural life; it is a value coordinate that guides life and a factor that regulates life's integrity. People's grasp of morality and the formation of moral character are also based on the practice of moral life.

This practice cannot be equated with "ideological reformation" or "behavior formation" but urges a person to construct and reconstruct his own life in the overall life investment. For people, this kind of life construction activity is not innate. Moral education comes into play precisely here. The fundamental function of moral education is to teach people how to construct their own life. However, morality is not pre-existing, fixed, and immutable. Morality exists in the process of its formation and development

and is reflected in its historical process. Therefore, to grasp the connotation of moral education, Professor Lu has been keeping abreast of the times' pulse, in line with the reality of social development, and continuously enriching and supplementing the connotation of moral education.

In the 1990s, with the advent of the market economy, Chinese society entered accelerated modernization. Modernization is a double-edged sword. While it improves people's material civilization level, it also sweeps out people's spirit and morality. Modernization has stimulated man's secular biological nature, indulged man's biological nature, and denied all the divinity and sacredness of man. The crisis of modernization made Professor Jie Lu's thinking on moral education more of human nature. She criticized morbid adaptive education, advocated transcending sex education, cultivated ideal people, and rebuilt people's spiritual world.

Since the beginning of the 21st century, Jie Lu has been critical of the moral education crisis in modernization. Based on criticism, she turned to the construction of moral education from human science's perspective and put forward the idea of "life moral education" so that her moral education thought was continuously improved and reached its peak step by step.

From the planned economy to the market economy, from the various industries waiting to be developed when China was founded, to the rapid development in the 21st century, people's subjective consciousness, the concept of efficiency, and equality have become the moral needs of contemporary people. Therefore, it should be enriched into the content of moral education. Jie Lu tried to redefine these moral education themes, thereby transforming the one-sided view of moral education functions, exploring a new way to return to life moral education, and constructing a new paradigm of moral education based on the life, through life, and for life. She perceived new moral needs in the changing times and social development and sought new moral education content.

The focus on life is not only the content of Professor Lu's research but also her academic research attitude. Professor Lu believed that "everyone continuously generates new moral meaning with the enrichment of his own life experience and the improvement of his self-cultivation. This is a never-ending process of generation." (Lu, 2006). "In our curriculum research, we believe that the process of moral education is life, and moral learning is not knowledge learning in essence, but a life practice." (Lu, 2014). She believed that the height of moral and moral education academic achievement can only be the height of her own life. If moral education is to cultivate generative people and form moral wisdom, enriching people's life experiences and life practice is necessary. Linking the quality of life with academic height is the richness of Professor Lu's academic thoughts and her perception of life experience.

Reconstruct China's Educational Discipline System under the Guidance of Practice View

Iconic representatives mainly accomplish breakthroughs in any field. Jie Lu is undoubtedly a representative figure in the reconstruction of Chinese pedagogy and educational

sociology. From the construction of the discipline system to the development, Professor Lu has always focused on practice and is committed to developing China's education disciplines. She is considered to be "an important founder of the reconstruction of Chinese education disciplines after the reform and opening up, the founder and leader of moral education disciplines, and a leader in the reform of compulsory education moral education curriculum in the new century" (Wu, 2020).

Constructing a Domestic Educational Theoretical Framework in China

"Building one's pedagogy" can be said to be the pursuit throughout Jie Lu's entire academic career. After the "Cultural Revolution," all industries are waiting to be developed, and the education discipline is facing the challenging task of correcting chaos and rebuilding the discipline. At that time, Jie Lu, the director of the Educational Teaching and Research Section of the Department of Education of Nanjing Normal University, was the first to organize the teachers of the entire department to compile a textbook based on the foundation of educational, academic ideological theory and the development of contemporary China and the world, of which had Chinese characteristics and in line with the needs of the times, with a reliable and rich academic theoretical foundation. After years of hard work, the textbook *Pedagogy* was published by People's Education Publishing House in 1984. It was the first pedagogy textbook for professional courses after the reform and opening up and broke through the old concepts on many issues. This textbook was widely used by the education departments of higher regular colleges across the country. It has won the first prize of the Wu Yuzhang Foundation and the first prize of the first national excellent textbook of the National Education Commission. More importantly, it had affected generations of educators.

In 1987, Jie Lu undertook the "Sociology of Education" project of the "Seventh Five-Year Plan" of the National Education Commission's liberal arts textbooks. In 1990, People's Education Press published *Sociology of Education* with her as the chief editor and Kangning Wu as the deputy editor. This was the first college textbook for the State Education Commission's subject after China's founding. It won the first prize of the third national university excellent textbook and made contributions to educational sociology's discipline construction.

Promote the Construction and Development of Moral Education

Facing the distorted moral education situation during the "Cultural Revolution," the moral education principle's discipline construction first needed to start with the necessary theoretical research. Professor Jie Lu and Professor Fengxian Wang of Northeast Normal University undertook the national educational science planning project of "Research on the Basic Theory of Moral Education in the New Era."

The fundamental theoretical research of moral education is to study moral education as a subject, explore the laws of moral education, and change the randomness of moral education in the past. As the final result of this project: “*New Theory on Moral Education*” was published in 1994. “*New Theory on Moral Education*” combs and defines the fundamental issues in moral education, such as the essence of moral education, the function of moral education, the adaptability and transcendence of moral education, and has become a must-read work for generations of moral education theoretical researchers. Among them, Professor Jie Lu's research on moral education's function has expanded the prejudice against moral education. Her views of “the enjoyment function of moral education” and “the transcendence of moral education” have made moral education get rid of politicization and instrumentalization and return to the original point of moral education. Later, this became Professor Jie Lu's basic understanding of moral education, which was reflected in her later publications “*The Origin of Education: Educating People*,” “*Make a Person: The Fundamental Direction of Moral Education*,” and “*People's Understanding of People: The Foundation of Moral Education*,” etc.

Faced with the problems of moral education brought about by the development of the market economy, the publication of “*Sociology of Moral Education*” and “*Contemporary Horizons of Moral Education*” edited by Jie Lu in 1998 has laid a foundation for the discipline of moral education to some extent.

Host and Participate in the Reform of Moral Education Curriculum and Textbook Construction in the New Era

In 2001, China's fundamental education curriculum reform was fully launched. At the age of 71, Jie Lu undertook the research and development of the curriculum standards of “*Ethics and Life*” and “*Ethics and Society*,” making moral education the most attractive education. Jie Lu was trying to find the moral education that belonged to children and built a moral life that belongs to children.

After analyzing the reasons for the unpopularity of moral education courses in elementary and middle schools, the core concept of “return to life” as the curriculum standard was finally established. Return to life and base moral education on children's lives. The goal of children's life is achieved through children's lives, thereby improving children's quality of life and constructing a perfect and happy life. This kind of moral education curriculum overcomes the grand political narrative far away from children, overcomes the empty preaching of adultization and grandeur, and enables children to learn to live a moral life in their lives.

In June 2002, the development of the curriculum standards was completed, and Professor Jie Lu took over the compilation of the textbooks “*Ethics and Life*” and “*Ethics and Society*.” In 2004, about 12 textbooks on “*Ethics and Life*” and “*Ethics and Society*” for elementary schools were officially published. Facts have proved that there were many sets of textbooks at that stage, and the textbook edited by Professor Lu was a widely acclaimed set. At this point, this task should be said to have been completed. However, she still could not rest assured. She asked the children would accept this set

of teaching materials? Would the teachers teach this set of materials? What were the questions in the textbook? Therefore, she started to track the teaching of the new textbook again. Hard work paid off. From 2001 to 2013, the 13-year elementary school morality curriculum reforms were carried out, and fruitful results: “*Children's Moral Life Construction: Primary School Moral Education Curriculum Reform and Practice Research*” was awarded the 2014 First prize the National Basic Education Teaching.

Because of Jie Lu's outstanding work in elementary school moral education curriculum standards, textbook compilation, and research, in May 2012, the Ministry of Education commissioned Jie Lu as the chief editor of the textbook “*Ethics and the Rule of Law.*” That was a more significant project, a bigger challenge, and an immense responsibility. After the start of the writing work, Jie Lu was already over 80 years old. She and the writing team members studied together to discuss and determine the textbook's basic ideas and framework. In the discussion, she was always the person who was mostly prepared. Many questions were outlined and written in text.

In May 2012, the Ministry of Education again commissioned her to serve as the editor-in-chief of the textbook “*Ethics and Rule of Law*” for elementary schools. In September 2019, this textbook was fully put into use. At that time, she was 89 years old, but she was still studying how to help teachers use teaching materials better and made students more rewarding. To this end, she also used her savings to set up the “*Special Research Fund for Primary School Moral Education Courses*” to subsidize elementary school moral education teachers across the country to participate in textbooks and teaching research.

Concluding Remarks

Throughout Professor Lu's academic research, moral education is the core and soul of her academic research. Looking at education and thinking about education with the “eye” of morality are the apparent signs of Jie Lu's educational and academic thinking (Zhu, 2010). Professor Lu has long devoted himself to the research of basic education theory and moral education science. She put forward many original educational theories with Chinese characteristics, formed a unique academic viewpoint and ideological system, and was therefore regarded as an “important founder of the reconstruction of Chinese education disciplines after the reform and opening up, and the founder and Leaders are the leaders in the reform of compulsory education and moral education in the new century.”

Social existence determines social consciousness-the greater the period of rapid economic development, the stronger the concern and demand for morality. With the continuous development of Chinese society, all kinds of thoughts collide with each other, and all kinds of cultures influence each other. There are more uncertainties in people's ideological field, all of which pose new moral education challenges. Professor Lu has been thinking about a series of major social issues all his life and analyzing the relevance of several essential propositions. She has constructed the theoretical edifice of moral education quite thoroughly and quite profoundly responded to moral education's

various practical problems in transforming Chinese society. Whether it is used to guide school moral education practices or contribute to national curriculum policies, Professor Lu's education thoughts and education theories have played a significant role.

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