

Continuously Promoting Education to Serve Economic and Social Development While Promoting Comprehensive Human Development

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Abstract

Personal and individual are two value attributes of educational purposes. On an individual level, General Secretary Xi Jinping pointed out in his speech on adhering to the fundamental task of cultivating moral character and talent: to cultivate socialist builders and successors with comprehensive development of morality, intelligence, physical fitness, aesthetics, and labor skills; In terms of social orientation, General Secretary Xi Jinping emphasized the importance of adhering to serving the great rejuvenation of the Chinese nation as an important mission of education, and pointed out the need to enhance the ability of education to serve economic and social development. Since the founding of the CPC, a hundred years of educational history has witnessed tremendous development, and China's education has undergone earth shaking changes. In this process, individuals and society complement each other, constantly promoting economic and social development in achieving comprehensive human development and composing remarkable achievements that have attracted worldwide attention. In the future, to implement the "five educations simultaneously" and "education serving economic and social development" in practice, we should further promote the reform of the education system, streamline administration and delegate power in the allocation of educational resources, guide and strengthen the role of market mechanisms in the allocation of educational resources, promote the optimization of the education system and the improvement of operational efficiency, and provide higher quality, balanced, and diversified educational resources and services.

Keywords: the comprehensive development of individuals, education serves economic and social development, individual centered approach, social standard

1. Introduction

Since the founding of the Communist Party of China 100 years ago, it has been a historic period of promoting the continuous progress of people's education. The history of China's

education development has proved by practice that only under the leadership of the Party, adhere to the communist ideal, adhere to the socialist system, and adhere to the CPC to guide the direction of education, can education

develop and achieve today's achievements.

Before liberation, old China was a semi colonial and semi feudal society under the rule of the Kuomintang. Less than 20% of young and middle-aged people in mainland China had received education, and over 80% of the country was illiterate. In order to change the current situation of education, in 1915, the government of the Republic of China issued a decree aimed at popularizing 7-year compulsory education in the country. In 1920, a specific plan was formulated to gradually implement 7-year compulsory education in stages within 8 years. But the Kuomintang reactionaries, represented by Chiang Kai shek, betrayed the revolution, resulting in the development of education and the unmet needs of the people. Under the leadership of the Kuomintang, the semi colonial and semi feudal society further deepened, with warlord chaos, political corruption, social unrest, and great devastation and destruction of cultural and educational undertakings, especially the slow development of education. The Nationalist government, which was supposed to take on the responsibility of promoting educational development and ensuring investment in education, replaced old warlords with new ones internally. The economic exploitation and political oppression of the working and peasant classes became even more severe than before, while surrendering to imperialism externally. The development of education has always been a blank slate. 1946 was the fastest year for the development of education before liberation. Despite this, there were only 5892 middle schools in the country, with only 1.879 million students enrolled, resulting in only 38 middle and high school students per 10000 people; There are 207 higher education institutions with 155000 students, which is less than 3 students per 10000 people. Early childhood education and vocational education are even more backward, while adult education is almost blank. It can be said that during the more than 30 years of Kuomintang rule, although there were some developments in education, overall, it was not much better than in the late Qing Dynasty.

As the 13th Five Year Plan approaches its conclusion, there are a total of 530100 schools of all levels and types in China, with 282 million students enrolled in various educational programs and 17.3203 million full-time teachers; There are 281200 kindergartens in the preschool

education stage, with 16.8823 million children enrolled and 47.1388 million children in kindergarten. The gross enrollment rate for the first three years of preschool reached 83.4%; There are 212600 schools in compulsory education, with a total enrollment of 35.0789 million, 154 million students, 10.0165 million full-time teachers, and a nine-year compulsory education consolidation rate of 94.8%; There are 24400 schools in high school education, with a total enrollment of 14.3986 million students and 39.949 million enrolled students. The gross enrollment rate for high school education is 89.5%; There are 2688 ordinary higher education institutions of various types in China, with a total enrollment of 40.02 million people and a gross enrollment rate of 51.6%. China's higher education has officially entered the era of popularization. It can be said that since the founding of the Communist Party of China 100 years ago, China's educational achievements have attracted worldwide attention. Compared to the education situation of poverty and backwardness in China before liberation, the current level of education popularization in China has achieved a historic leap, and the overall development level of education has entered the top ranks in the world. The educational landscape has undergone significant changes. The United Nations Educational, Scientific and Cultural Organization (UNESCO) once pointed out in a survey report that in a country with a weak foundation like China, it is a remarkable achievement to achieve education for hundreds of millions of children, adolescents, and adults sitting in classrooms. China has made tremendous contributions to the world in suppressing and reducing illiteracy, increasing the number of literate people, and improving the quality of its citizens. The reason for this achievement is clearly that the Chinese people have chosen and deeply recognized the leadership of the Party in education in the long-term process of revolution and construction, and it is the achievement of Chinese education in the path of advancing along the socialist direction.

The hard won leap forward achievements originate from the CPC's persistent grasp of the lofty ideal of communism described by Marxism and its efforts to achieve the goal of "free development of everyone is the condition for free development of all people". Since its birth, the CPC has always closely linked the education

work with the central work of the Party in various periods. It has taken the development of education as the national plan and the fundamental of the people. In the development, it adheres to the social and individual standards, and constantly promotes the ability of education to serve the economy and society through the comprehensive development of people. The leadership of education has gone through a magnificent and magnificent glorious process.

2. General Secretary Xi Jinping's Important Discourse on "Five Education and Development" and "Education Serving Economic and Social Development"

On the one hand, during the construction of the new era of socialism with Chinese characteristics, with the continuous development of world multipolarity, economic globalization, and cultural diversity, the new era has put forward new requirements and new hopes for people with comprehensive development. In promoting the comprehensive development of talents, General Secretary Xi Jinping emphasized the important position of the task of cultivating morality and talent in the work of cultivating well-rounded individuals. In the report of the 19th National Congress of the Communist Party of China, General Secretary Xi Jinping clearly pointed out: "We must fully implement the Party's educational policy, implement the fundamental task of cultivating morality and talent, and cultivate socialist builders and successors with comprehensive development of morality, intelligence, physical fitness, and aesthetics." Putting education as the foundation, cultivating morality and talent, and nurturing and practicing socialist core values in the prominent position of promoting human development through education, while expanding the scope of "morality" to include comprehensive content such as ideology, politics, morality, rule of law, mental health, social responsibility, and innovative spirit. In addition, the development of the world today is facing unprecedented changes, and the collective rise of emerging market countries and developing countries is unstoppable. The fundamental role of labor and labor education concepts is becoming increasingly prominent. Regarding labor education, General Secretary Xi Jinping inherits Comrade Mao Zedong's labor education ideology and particularly emphasizes the importance of labor education in the five educations. In April 2016, General Secretary Xi

Jinping emphasized the need to vigorously promote the spirit of labor throughout society, advocate for the realization of life's dreams and the change of one's own destiny through honest labor, and oppose all thoughts of getting something for nothing, taking shortcuts, and seeking pleasure. At the same time, he clarified that labor education is also a value concept, in order to achieve the pattern of "cultivating morality through labor, enhancing intelligence through labor, strengthening physical fitness through labor, and cultivating beauty through labor", so that labor education always promotes and integrates with moral, intellectual, physical, and aesthetic education. In terms of promoting human development, we not only adhere to the combination of education and productive labor, but also propose the combination of education, productive labor, and social practice, highlighting the combination of education and social practice, and developing the combination of education and productive labor to a new level.

On the other hand, as we enter a new era of socialism with Chinese characteristics, China has already won the decisive victory in building a moderately prosperous society in all respects, and the new journey of comprehensively constructing a socialist modernized country is starting. In order to play an important role in promoting the further development of contemporary Chinese society, Xi Jinping pointed out that "education is an important way to improve the comprehensive quality of the people and promote their all-round development, an important cornerstone of national rejuvenation and social progress, and a cause of decisive significance for the great rejuvenation of the Chinese nation" (Xi Jinping, 2014). The comprehensive national strength competition in today's world ultimately boils down to talent competition. Talent has become a strategic resource for promoting economic and social development, and the fundamental, leading, and global position and role of education have become more prominent. The realization of the 'Two Centenary Goals' and the realization of the Chinese Dream of great rejuvenation ultimately rely on talent and education (Xi Jinping, 2014). In the new journey of comprehensively building a socialist modernized strong country, the support of the education industry is needed to achieve a better prospect of modernization and national

rejuvenation, and a series of higher requirements are also put forward for the reform and development of education!

3. Specific Measures to Implement the “Five Education and Development” and “Education Serving Economic and Social Development” in Practice

3.1 The Educational Laws in the “Five Education” Strategy

Promoting the all-round development of people has been the fundamental function and consistent pursuit of education for thousands of years and is also the core of the educational mission of the CPC. Since the founding of the Communist Party of China 70 years ago, our education has achieved many great achievements in the process of development, cultivating numerous outstanding talents. This is inseparable from the Party’s consistent adherence to and guidance of education development with the theory of comprehensive human development. Of course, in different historical periods, due to varying levels of human development, different requirements and conditions created for the comprehensive development of talents, and different understandings of Marxist and other thinkers’ theories on the comprehensive development of human beings, the specific goals, approaches, and degrees of education promoting the comprehensive development of human beings also differ.

In the early days of the founding of the Communist Party of China, due to the constraints of the backward political, economic, and cultural situation in Chinese society and the influence of traditional cultural education, the vast majority of the people, mainly workers and peasants, were generally in a state of extremely inadequate or stagnant development in morality, intelligence, and physical fitness. They faced great difficulties in survival and were unable to enjoy the civilized happiness of modern society in their daily lives. Politically, they were even more powerless to shoulder the heavy responsibility of the revolutionary main force that sought liberation and transformed society on their own. The realistic task and goal of the Party to promote comprehensive human development is to awaken the masses from ideological and political perspectives, and to enable the workers and peasants to possess the cultural knowledge and abilities necessary for

engaging in revolutionary struggles and enjoying civilized life through literacy. Based on the actual form of revolution and the influence of Marxist theory of comprehensive human development, Chen Duxiu, Li Dazhao, Mao Zedong, and others proposed the talent cultivation goal of emphasizing both moral, intellectual, and physical education, as well as comprehensive development, and the path of combining intellectuals with workers and peasants and combining learning with labor. Comrade Mao Zedong attached great importance to the idea of the comprehensive development of morality, intelligence, and physical fitness of young students, and pointed out that “both intellectuals and young students should strive to learn. In addition to studying their majors, they should also make progress in their thinking and politics, which requires studying Marxism and current affairs”. Without correct political views, it is equivalent to having no soul. In addition, Yun Daiying proposed the idea of consistency between learning and career, and Yang Xianjiang proposed the guiding ideology for the whole life. These ideas became the most direct source and initial manifestation of the Party’s ideal of promoting comprehensive human development through education.

During the Yan’an period, the leadership and mobilization of the broad masses of people, including workers and peasants as the main body and all social classes, consciously and actively participated in the task and goal of national resistance and people’s liberation war, which put forward new requirements for human development. The Party’s ideal of promoting comprehensive human development through education was closely integrated with the theme of national independence and people’s liberation. The “Policy Outline for the Anti-Japanese War in the Shaan Gan Ning Border Region” issued in 1939 stipulated that “educating children with national spirit and life knowledge and cultivating excellent descendants of the Chinese nation” and “improving the national consciousness and political and cultural level of the adult people in the border region”. This reflects the urgent requirements for human development in the cause of the Anti-Japanese War and the founding of the country. There are both general requirements and expectations for the cultural and political level and national spirit of the people, as well as specific hopes for the

development of different groups of people such as anti-Japanese cadres, adults, and children. During this period, the Party's educational goals adhered to the national and popular orientation of education in terms of training objectives and talent standards, proposed to eliminate illiteracy, improve the cultural and political level of the masses, strengthen national spirit education, cultivate young children into excellent builders of the future New China and outstanding descendants of the Chinese nation, and cultivate a large number of revolutionary cadres who can undertake the mission of resistance and liberation; In terms of promoting human development, we adhere to the scientific orientation of education, closely integrating scientific knowledge with production practices such as land reclamation, farming, weaving, mining, and the actual struggle of the War of Resistance Against Japan and the Liberation War.

In the early days of the founding of the People's Republic of China, with the successive completion of the New Democratic Revolution and the Socialist Revolution, the people, who were mainly composed of workers and peasants, completely freed themselves from the oppression of the three major mountains and became the masters and builders of the country. They gained full and extensive freedom and rights in economic, political, cultural, and educational aspects, which created basic conditions for the free and comprehensive development of socialist stage workers. At the same time, new construction goals and tasks also put forward higher requirements for the quality of workers as socialist builders. At this time, the cultural and political level of the people is generally low, the illiteracy rate is high, and the overall human development is at a low level, which cannot meet the needs of large-scale socialist construction. Focusing on the need to cultivate talents for national construction, the Party's education policy expresses the ideal of promoting comprehensive human development through education. In 1957, Comrade Mao Zedong proposed in "On the Correct Handling of Contradictions among the People" that "our educational policy should enable learners to develop in moral, intellectual, and physical education, and become cultured laborers with socialist consciousness" (Collected Works of Mao Zedong, 1999). Soon he proposed the principle that education must be combined with

productive labor. During this period, in terms of training objectives, talent specifications, and ways to promote human development, it was once again clearly stated that the educated should develop in morality, intelligence, and physical fitness. It was reiterated that education must be combined with productive labor, which is not only an inheritance of the educational ideals in the early days of the founding of the Party, but also reflects the Party's unchanged pursuit of promoting comprehensive human development through education. It is also a development under socialist conditions, reflecting the new requirements of social and era changes for comprehensive human development.

During the period of reform and opening up and socialist modernization construction, the tremendous achievements in reform and construction have created basic conditions for the free and comprehensive development of socialist builders and successors. At the same time, promoting common prosperity for the people and achieving the goal of a more comprehensive and higher level of happiness and a better life for the people have also put forward higher requirements for their quality and education. The Party's ideal of promoting comprehensive human development through education is closely integrated with the theme of creating, adhering to, and developing socialism with Chinese characteristics, as well as the practice of reform, opening up, and socialist modernization construction. It emphasizes the nature and direction of education serving socialism and the people, and consciously adheres to the value orientation of putting the interests of the people as the highest standard. During this period, the training objectives and talent specifications were more comprehensive and enriched, reflecting the requirements of modern society's production and life for human development. In order to further promote the construction of socialism with Chinese characteristics, Comrade Deng Xiaoping first put forward the goal of all-round talent development of "four talents" in the opening speech of the 12th National Congress of the CPC in 1982. Social members should become "workers with ideals, morality, culture and discipline". With the comprehensive implementation of reform and opening up, the level of national economic development and people's living standards have significantly

improved. Faced with the certain trend of “money oriented” in society, Deng Xiaoping once again pointed out: “We must pay special attention to the construction of material civilization, but at the same time, we must also take into account the construction of socialist spiritual civilization.” “The most fundamental thing is to enable the vast majority of the people to have communist ideals, morality, culture, and discipline” (Selected Works of Deng Xiaoping, 1993).

3.2 *The Educational Laws in “Education Serving Economic and Social Development”*

Promoting social development and progress has been the fundamental function and unremitting pursuit of education since ancient times. In the educational ideal of the CPC, it is an unswerving pursuit to promote the all-round progress and modernization of Chinese society. In different historical periods, due to different levels of social development, major social contradictions, the Party’s central work and theoretical understanding, the goals, priorities and ways of education to promote social development and progress have their own characteristics. It has gone through the transformation from focusing on the essential relationship between education and political and military affairs and the political and military functions of education to focusing on the essential relationship between education and economic construction and the economic functions of education, to focusing on the essential relationship between education and economic, political, cultural, social and ecological aspects and the comprehensive social functions of education.

In the early days of the founding of the Communist Party of China, it was a time when China was plunged into the abyss of semi colonial and semi feudal society. Due to imperialist aggression and the reactionary rule of feudal warlords and the Kuomintang, the economy, politics, culture, and education were very backward. The vast majority of workers and peasants lived in extreme poverty, were politically extremely unfree, and culturally ignorant, and the reform and old style revolution failed one after another. The new democratic education under the leadership of the Party emerged in this context and background. Although the environment and conditions under the leadership of the Party were very harsh, it still became the basic way to carry out ideological and political propaganda,

improve the cultural level and revolutionary consciousness of the workers and peasants, cultivate political and military cadres, and ensure the victory of revolutionary struggle. Therefore, it provided strong support for the workers’ and peasants’ movement, revolutionary war, land revolution, and base area construction. During this period, the Party put forward the highest revolutionary ideal of realizing communism and the lowest revolutionary ideal of democratic revolution against imperialism and feudalism and carried out land revolution and cultural education construction in the base areas around them. Under the principle of the Communist Party and the Soviet government that “all Soviet work must obey the requirements of the revolutionary war,” Comrade Mao Zedong pointed out in his report at the Second National Soviet Congress: “To use the spirit of communism to educate the vast laboring masses, to make cultural education serve the revolutionary war and class struggle, to link education with labor, and to make the vast Chinese people enjoy the happiness of civilization” (Comrade Mao Zedong on Educational Work, 1958). This expresses the Party’s educational ideals at the level of transforming Chinese society through revolution, achieving the highest and long-term educational ideals to take root in the process of China’s revolution and educational reform with a focus on rural areas and armed struggle.

During the War of Resistance against Japan and the War of Liberation, the CPC undertook multiple tasks of resisting the comprehensive aggression of Japanese imperialism and the backward and decadent rule of the Kuomintang. In order to mobilize the widest possible force to resist Japan and save the country, and strive for national independence, it is necessary to form a national culture and education; In order to overthrow the reactionary rule of the Kuomintang and achieve the liberation of the people, it is necessary to establish a united front led by the working class. In the War of Resistance Against Japan, Comrade Mao Zedong systematically expounded the theory of New Democracy and its revolutionary ideals in his 1940 work *On New Democracy*. He clearly pointed out that the cultural education of New Democracy is led by the Communist Party of China, guided by socialist communist cultural ideology, and aimed at anti-imperialism and anti-feudalism among the people. It is a

national, scientific, and popular cultural education. The education of cadres in the anti-Japanese democratic base areas mainly focused on implementing higher specialized education, cultivating talents in military, political, economic, and cultural fields for the anti-Japanese war. The universities established at that time were: the Chinese People's Anti-Japanese Military and Political University, and successively held 12 branch schools in Shandong, Shanxi, Chahar, Hebei, Huaibei, Northern Jiangsu, Central Jiangsu, Hubei, Henan, Anhui, Taihang, Taiyue and other base areas; There were also Shaanbei Public School, Lu Xun Academy of Arts and Literature, and China Women's University, which later merged into Yan'an University; North China United University was established in 1939; Yan'an Academy of Natural Sciences was founded in 1940. The masses in the border areas inherited and carried forward the traditions of the Soviet areas during the Land Revolution and carried out various extracurricular cultural and educational activities to adapt to the environment and conditions of the Anti-Japanese War and the border areas. Among them, the Winter Study Movement has the largest scale. Winter education is the use of the winter agricultural off-season to carry out literacy learning and other educational activities. In the War of Liberation, each liberated area inherited and carried forward the revolutionary tradition of the Anti-Japanese War, continued to prioritize cadre education, held secondary education, developed primary education and mass extracurricular education, and reformed the old education in the newly liberated areas to strengthen ideological and political education. In the autumn of 1948, the Northeast region was close to complete liberation, and production, construction, and support for the liberation war became the central tasks of the Northeast Liberation Area. Therefore, considering long-term development, the liberated areas in Northeast China have transformed short-term political training schools that focus on political education into new formal schools that prioritize cultural education and attach importance to ideological and political education, in order to reserve cadres for future construction. This is a great historical achievement of the Sinicization and modernization of Marxist educational thought and educational ideals, providing a solid talent and intellectual foundation for the

struggle of the Party during this period.

At the beginning of the founding of the People's Republic of China, in order to eliminate the remnants of feudal ideology, complete the overall task of the transitional period faster and better, and lay a good talent foundation for the future development of the socialist cause, the Ministry of Education of the Central People's Government held the first National Education Work Conference in Beijing, and determined the general policy of education work in the early stage of the founding of the country: the education of the People's Republic of China is a new democratic education, and its task is to quickly eliminate feudal, comprador, and fascist ideas, and develop the idea of serving the people. Under the guidance of transitional education ideology, the development of education in China is highly compatible with the political and economic development and major tasks of the new democratic society and has created a large number of talents who possess both morality and talent for the construction of New China. With the transformation of Chinese society from new democracy to socialism, in order to consolidate the achievements of the new democratic revolution and promote socialist development, the focus of work has gradually shifted from revolution to socialist construction and continuously promoted the process of the "Four Modernizations" era. Comrade Mao Zedong pointed out in his important speech "On the Correct Handling of Contradictions among the People" published in 1957: "Our educational policy should enable learners to develop in moral, intellectual, and physical education, and become cultured laborers with socialist consciousness". At the same time, in order to better cultivate professional technical and scientific cultural talents for society and complete the basic industrialization tasks, the country launched a movement to learn from Soviet education. Learning from Soviet education was carried out through various channels: firstly, inviting Soviet experts to China to serve as advisors to the Ministry of Education and give lectures at higher education institutions. From 1949 until the deterioration of Sino Soviet relations and the withdrawal of experts in 1960, China's Ministry of Education and higher education institutions hired 861 Soviet experts as consultants or engaged in teaching and research work; Secondly, a large number of Soviet educational

works and textbooks were translated and published. The Northeast Liberation Area had already translated many Soviet educational theory books and textbooks before the establishment of the People's Republic of China. During this period, China's education industry as a whole was integrated with productive labor and served the construction of socialist cause, continuously completing the task of cultivating workers with socialist consciousness and culture in practice.

After the reform and opening up, in order to rectify the situation, quickly get rid of poverty and backwardness, narrow the development gap between China and the world, and shift the focus of the Party's work to socialist modernization construction, Comrade Deng Xiaoping pointed out: "Our school is a place for cultivating talents for socialist construction". Is there a quality standard for cultivating talents? Yes, as Comrade Mao Zedong said, we should enable the educated to develop in moral education, intellectual education, and sports, and become educated workers with socialist consciousness. Under the guidance of Comrade Deng Xiaoping, education under the leadership of the Party attaches great importance to cultivating laborers with scientific and cultural levels and focuses on ensuring that the education industry is in line with the requirements of national economic development, continuously promoting the construction of a socialist market economy. With the support of Comrade Deng Xiaoping, the Party and the government further deepened reforms in various aspects of education, developed and formed an information-based, open, and innovative modern education with Chinese characteristics and world-class standards, and provided talent and intellectual support for the comprehensive goal of socialist modernization construction. In the 1990s, with Comrade Deng Xiaoping presiding over the Southern Tour and the further deepening of China's economic and technological system reforms, economic and social development put forward higher requirements for the cultivation of educational talents. In view of this, in 1993, the Central Committee of the Communist Party of China and the State Council issued the "Outline of China's Education Reform and Development", which proposed strategic goals, policy tasks, overall ideas, and major policy measures for China's education reform and

development by the end of the 20th century. And it is pointed out that the development of education should be oriented towards modernization, the world, and the future, accelerate the pace of education reform and development, and by the end of the 20th century, basically popularize nine-year compulsory education and eradicate illiteracy among young and middle-aged people; At the same time, the strategy of revitalizing the country through science and education has become an important path for education to promote national revitalization and prosperity during this period.

4. Specific Measures to Implement the "Five Education and Development" and "Education Serving Economic and Social Development" in Practice

As an important component of basic public services, education has always been directly influenced by family needs, and the government plays an overall role in providing education.

In the new historical period, it is necessary to implement the "five educations simultaneously" and "education serving economic and social development" in practice, promote the improvement of education serving economic and social capabilities in the comprehensive development of people, further promote the reform of the education system, implement the management and evaluation of the education field, and stimulate the vitality of the development of the education industry. For the government, it is necessary to streamline administration and delegate power in the allocation of educational resources, guide and strengthen market mechanisms to play a role in the allocation of educational resources, promote the optimization of the education system and the improvement of operational efficiency, and provide more high-quality, balanced, and diverse educational resources and services to meet the diverse selection needs of society, and to be close to the actual survival, life, and development of every student and individual in society.

One is to clarify the educational functional boundaries of governments at all levels in accordance with the law and enhance the level of modern governance. Due to the fact that education is a public service driven by demand, in order to ensure a more reasonable and effective allocation of educational resources and

services, the government, as the supply leader, needs to consider both the level of financial support under the new economic normal and the diversity and complexity of educational needs. In terms of current issues and future development trends, it is crucial to improve the legal education governance system and comprehensively enhance the education governance level of governments at all levels in accordance with the overall deployment requirements of the central government to deepen education reform. It is suggested to take the supply side structural reform as an opportunity to further clarify the boundaries of education responsibilities between the government and the market, fully leverage the market's role in resource allocation within an appropriate scope, implement the government's decentralization, regulation, and support in the field of education, strengthen the reform of separating education management, operation, and evaluation, and implement the government's simplification and decentralization of education management.

The second is to break through the narrow educational concept of the national education system and enrich the forms of educational services. The development of the economy and society, as well as the implementation of a series of national strategies, urgently require the overall improvement of national quality, as well as billions of high-quality labor talents, tens of thousands of professional talents, and a large number of innovative talents. This requires diverse forms of education and training as strong talent support and intellectual guarantee. While carrying out the current education system reform, we should keep pace with the times and promote the formation of a "big education concept" that integrates education into the economy and society. Breaking through the traditional understanding of the national education system, which is mainly manifested in formal school education, guided by the concept of lifelong education, and based on general education and vocational education, a systematic structural reform of the education supply side will be carried out in the open education system of national learning and lifelong learning.

The third is to strengthen the government's main body in ensuring funding for education and activate the social investment system. In the special period when public finance is affected by

the slowdown of economic growth, in order to ensure stable education funding, it is necessary to further innovate institutional mechanisms and strengthen the diversification and three-dimensional nature of education investment subjects and funding sources. The supply side reform of education investment should neither be a "state advancing and people retreating" nor result in "state retreating and people advancing", but should form a broad sense of "public-private partnership" mechanism. In terms of public finance investment in education, it is necessary to develop according to the connotation of the education industry, strengthen the precise allocation of limited education funds, and solve the shortcomings in the development of the education field based on the Pareto improvement principle. Especially from the perspective of enhancing the country's educational soft power, attention should be paid to investing in software, including faculty and staff. In terms of activating social investment, we need to improve the social education and investment system, quickly form effective social donation methods and education financing systems and activate diverse forms of private capital to support education supply.

The fourth is to adjust the supply structure based on the actual development of education system stages and types. In terms of people's livelihood, we need to further strengthen the government's high-quality and balanced supply of basic public education services. At the school level, while optimizing the long-term guarantee for the development of compulsory education, it is necessary to clarify the national investment mechanism for preschool education and high school education, gradually implement the free provision of preschool education step by step and in different regions, strengthen the rewards and subsidies for students from poor families in high school, and comprehensively improve the level of educational equity. In the field of allocating educational resources, we will strengthen the construction of the teaching staff with precision. In terms of national planning, we need to promote vocational education and higher education to adapt to the country's economic and social development and strategic layout, serve scientific and technological innovation, and meet the needs of Chinese manufacturing. For example, the reform and development of vocational education should

fully focus on the cultivation of knowledge and skilled workers required for the transformation and upgrading of Made in China, while the reform and development of higher education should avoid the “over education” caused by the gap between the training objectives and social needs.

The fifth is to design systems and implement effective policy arrangements to address deep-seated issues in institutional mechanisms. The supply of educational resources and services requires not only investment in human, financial, and material resources, but also optimization of institutional arrangements and policy processes. Especially in the process of deepening reform, it is necessary to strengthen the reform of “policy supply”, focusing on systematic design at the level of institutional arrangements and mechanisms, and surpassing the original relatively concrete and fragmented project-based policy arrangements. That is to say, in order to achieve more demand driven education reform, stimulate the vitality of the education system, and meet the diversified selection needs of society for education, in the new era, the supply side structural reform of education should pay more attention to policy implementation. Since the Third Plenum of the 18th Central Committee, the overall direction, goals, and institutional framework of the reform have been established, and there is an urgent need to implement specific institutional arrangements and policy design. It is particularly recommended to further strengthen the policy tilt towards rural education in the construction of urban-rural integration, especially in addressing issues such as the staffing, treatment, and aging of rural teacher teams. Strategic and forward-looking institutional design should be carried out to further improve performance-based salary policies. Based on a comprehensive evaluation of existing teacher training policies, targeted and locally appropriate policies should be introduced to fully stimulate the joint efforts of the government and society to optimize teacher resources.

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