

# *A Centennial Exploration of the Communist Party of China's Poverty Alleviation Through Education: A Qualitative Analysis Using Nvivo*

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**Abstract:** Over the course of its centennial history, the Communist Party of China (CPC) has been committed to the cause of poverty alleviation through education and has made great achievements in poverty reduction. Education as a fundamental means to disrupt the inter-generational transmission of poverty has played a pivotal role in this process. By conducting an extensive analysis utilizing the Nvivo qualitative analysis tool and employing content analysis methodology, this study provides a comprehensive overview of China's historical trajectory in the development of educational theories and practices for poverty alleviation. The research discerns four distinct stages within the past century: (1) the gestation stage, characterized by the implementation of universal compensatory education, (2) the initiation stage, marked by education as a catalyst for transformative change, (3) the transformation stage, emphasizing balanced educational development, and (4) the diversification stage, focusing on comprehensive educational development. The tasks and goals of China's education-based poverty alleviation efforts unique at each stage, and its theory and practice also face many severe problems and challenges. Therefore, the continuous enrichment and refinement of China's education-based poverty alleviation theories and practices has become an imperative requirement for meeting the demands of the evolving era.

**Keywords:** Education against poverty, Theory and practice, Nvivo

## 1. Introduction

Throughout the course of human social development, poverty has always threatened the survival and development of human beings. The Eradication of Poverty was enshrined in the solemn United Nations Charter upon its establishment in 1945. However, many countries in the world remain poor. China is one of the countries in the world that has endured prolonged struggles with poverty. Since its founding, the CPC has been combating poverty in the course of revolution, construction, reform, and development. China has also made constant efforts to eliminate absolute poverty left over from history. At present, China has achieved remarkable results in eradicating poverty. By the end of 2020, 832 national-level poverty-stricken counties will be lifted out of poverty, while the remaining impoverished areas are undergoing gradual transition towards poverty elimination. This stands in stark contrast to the global surge in poverty rates and the widening wealth gap, thereby highlighting

the merits of the socialist system. In this context, education is a vital pathway for poverty alleviation in relatively underdeveloped areas.[1] Rural education plays a foundational and strategically pivotal role within the broader framework of rural revitalization. The effective management of rural education is related to the modernization of education, rural revitalization, and the development of education for poverty alleviation. When assessing and summarizing China's recent achievements, it is crucial to acknowledge the historical contributions of the Communist Party of China (CPC) in the fight against poverty through education. Therefore, it is of great significance to review and analyze the research results of education-based poverty alleviation theories and practices in the past century for revitalizing rural areas, enriching the research results of education-based poverty alleviation and guiding the future education-based poverty alleviation endeavors.

## **2. Research Methodology and Process**

### **2.1. Literature collection and overall documentation**

The evolution of CPC's anti-poverty theory is consistent with the principles of historical materialism. This unity is reflected in CPC's different views on poverty and anti-poverty at different stages. To conduct a comprehensive analysis, a literature search was conducted on the China National Knowledge Infrastructure (CNKI) platform, yielding a total of 4,940 papers published between 1921 and 2021. These papers focused on the themes of education poverty alleviation, precision poverty alleviation through education, and education-based poverty alleviation efforts. By examining the publication trends and identifying key historical events such as institutional changes, political and ecological transformations, significant conferences, and core policy implementations, a historical timeline was constructed. This allowed for the categorization and analysis of China's education-based poverty alleviation endeavors since the establishment of the Communist Party of China into three distinct stages. The first stage is the initiation stage (1921-2000), characterized by a relatively modest volume of literature and limited national attention. Research during this period primarily centered around rural education as a means of poverty alleviation. The second stage is marked by rapid development (2001-2012). At this stage, the role of education in poverty alleviation gradually received attention, and the amount of literature gradually increased to 318. The main contents of poverty alleviation include basic education and poverty alleviation. The third stage is the stage of maturity (2013-present). At this stage, the research literature on poverty alleviation through education reached its peak with rich research results, which reflected the deepening commitment of the CPC towards poverty alleviation through education.

### **2.2. Basic analysis of the literature**

This study utilized statistical data on keyword frequencies to obtain a comprehensive understanding of the key themes in education-based poverty alleviation research in China. These keywords collectively paint a foundational picture of China's scholarly pursuits in this domain. Alongside the prominent terms education for poverty alleviation, education for precise poverty alleviation and education against poverty, the recurring occurrence of vocational education and poverty alleviation indicates their significance presence. This observation suggests that the focal points of China's education-based poverty alleviation research revolve around subjects related to poverty alleviation, anti-poverty resources, and effective strategies for combating poverty, as shown in table 1.

Table 1: Distribution of research themes in the CPC's education-based poverty alleviation literature (1921-2021)

Serial number	Keywords	Frequency
1	Education for Poverty Alleviation	771
2	Poverty alleviation through education	408
3	Education against poverty	131
4	Vocational Education	329
5	Poverty Alleviation	272

### 2.3. Establishment and composition of analytical dimensions

The CSSCI journals collected by CNKI were used as the main literature sources. The search period spanned from 1921 to 2021, employing keywords such as education-based poverty alleviation, precision-targeted poverty education alleviation, and education for poverty reduction. The search order was title→subject→keyword. The resulting research sample underwent meticulous screening, with duplicate and unrelated literature being excluded, ultimately yielding 227 relevant articles as valid samples for the study.

With Nvivo as the main research tool and content analysis as the main research method, text coding and content analysis of literature information were carried out. Firstly, the primary dimensions or tree nodes are determined according to the research topic to form a research framework. Then, the literature information was coded to form several child nodes. Finally, these child nodes are integrated and placed in the corresponding tree nodes. Through a detailed analysis of the textual content, such as abstracts, hierarchical headings, and key statements, the 227 documents were categorized into three stages of education-based poverty alleviation research. Considering the period from 1921 to 2000, which encompassed the founding of the Party, the founding of the People's Republic of China, socialist construction, and the era of reform and opening up, the forms of education-based poverty alleviation have changed dramatically in response to social development. The period from 2001 to 2012 marked a transition phase characterized by the widespread adoption of basic education throughout China and a shift towards more balanced urban-rural educational provisions. Subsequently, the stage after 2013 witnessed a diversification of education-based poverty alleviation initiatives in China. The original literature is classified and further divided based on the previous classification according to the specific years in which it was published. Then, educational theories and practices for poverty alleviation are taken as the first-level node to code the text, as shown in Table 2.

Table 2: Content coding of literature on education-based poverty alleviation

Level 1 nodes	Material sources	Secondary Nodes	Coding reference points
Education Against Poverty Theory	168	Content	179
		Background	57
		Significance	149
Education against poverty in practice	179	Main body	186
		Object	239
		Initiatives	567

### 3. Analysis of research content

NVivo11 was used to codify the content of the literature, forming a tree comprising nodes such as gestation, initiation, transformation, and diversification and free nodes representing the original information of the literature. Through a thorough review of the content and coded information, research findings on education-based poverty reduction theories and practices were analyzed.

#### 3.1. Gestation stage: dissemination of compensatory education (1921-1977)

According to the code analysis of the literature content, the period from 1921 to 1977, characterized by prevailing poverty, was the gestation stage of the CPC's education-based poverty alleviation theory, coding analysis of literature in the gestation stage as shown in table 3. During this period, a concentrated focus on addressing the poverty issue in China led to the formulation of the concept of compensatory education for all. This stage marked the initial understanding and acknowledgment of the poverty problem, laying the foundation for the subsequent development of the CPC's education-based poverty alleviation theory.

Table 3: Coding analysis of literature in the gestation stage

Level 1 dimensions	Material sources	Secondary Nodes	Reference points
Theory	2	Background	1
		Significance	3

Table 3: (continued).

Practices	1	Main body	1
		Object	1
		Initiatives	2

Compensatory education for all pointed the way to the cause of education against poverty during the nascent stage of the People's Republic of China. Contemporary China was a semi-colonial and semi-feudal country with a predominantly agricultural and rural population. This semi-colonial and semi-feudal nature of society is an important reason for the chronic poverty of the Chinese people. For the independence and prosperity of the Chinese nation, it must overturn the Three Great Mountains of the old system and establish a socialist system.

On July 23, 1921, the CPC held its First National Congress in Shanghai, proposing that the Party should destroy the private ownership of capitalists, confiscate the means of production such as machines, land, plants and semi-finished products and return them to social public ownership, organize workers and peasants and soldiers and carry out a social revolution.[2]This shows that since its founding, the CPC has represented the fundamental interests of the people, including farmers, and has taken farmers as one of the driving forces of the revolution. After its establishment, the CPC concentrated its efforts on leading the labor movement, which set off the first upsurge of China's labor movement. The Second National Congress of the CPC, held in Shanghai in July 1922, issued the Manifesto of the Second National Congress of the CPC, which put forward a thorough democratic revolutionary program to the whole Party and pointed out that China's 30 million peasants constitute the greatest force in the revolutionary movement. Due to scarcity of land, dense population, prevalence of natural disasters, interference from wars and bandits, additional taxation and exploitation by warlords, oppression of foreign goods, and rising living standards, the peasants became increasingly impoverished and miserable. If the poor peasants want to get rid of the conditions of poverty and misery, then they must rise up in revolution.[3]At that time, although the CPC did not realize that peasants were the biggest driving force of the revolutionary movement and lacked a correct understanding of the worker-peasant alliance and worker-peasant power, these seminal insights provided important theoretical guidance for the CPC to engage with rural areas, publicize revolutionary ideas, educate peasants, and promote the revolutionary movement.

The earliest peasant movement carried out by the Chinese Communists was the Ngaqian Peasant Movement in Xiaoshan County, Zhejiang Province, led by Shen Xuanlu. At the end of 1920, Shen founded a primary school in his hometown of Ngaqian, where he composed poems and ballads in plain language about the sufferings of peasants and exposed the oppressive practices of landlords, aiming to educate peasants and raise their class consciousness. The Ngaqian Peasant Movement is the first endeavor of the CPC's peasant movement and represents the beginning of the CPC's rural education for poverty alleviation. The subsequent peasant movements led by the Communists in Hailufeng and the establishment of the Hengshan Yuehbei Peasant and Workers' Association all started on this basis, marking a significant commencement of a new form of peasant movement under the leadership of the CPC.

During this period, although the CPC's efforts in rural education for poverty alleviation in rural areas held significant importance, even though they were characterized by a lack of theoretical maturity and limited implementation scope confined to local areas and small-scale practices. This provided valuable experience for the CPC to further understand the position and role of peasants in

the Chinese revolution, formulate mature educational guidelines and policies, and promote the process of democratic revolution.

During the Northern Expedition, the CPC created and accumulated rich theoretical and practical experience in poverty alleviation through rural education by organizing workshops on peasant movement, training cadres of peasant movement, establishing peasant associations, and promoting political education, which set off a great revolutionary upsurge in rural areas and laid a solid mass foundation for the victorious march of the Northern Expedition.

In June 1923, the Communist Party adopted the Resolution on the Peasant Question, highlighting the unbearable living conditions endured by the peasants due to deliberate price increases by imperialists, the devastation of traditional handicrafts, warlord divisions, rampant banditry, excessive taxation by corrupt officials, and exploitation by landlords. In March 1927, Mao Zedong's Report on the Peasant Movement in Hunan was a scientific summary of the Party's leadership in the peasant revolution in the late Revolution. Based on the profound analysis of each class in rural areas, this paper put forward the class line and policy of the CPC for rural areas, which provides a scientific basis for vigorously developing rural education.

The CPC deployed a large number of revolutionary intellectuals to the countryside, engaging in activities such as establishing peasant night schools, disseminating revolutionary ideas, organizing peasants, and leading the peasant movement. After that, impoverished peasants realized the real cause of their longstanding oppression and took an active part in the peasant revolution. With the victory of the Northern Expedition, peasant movements and associations arose across the country. By organizing cultural and educational activities and carrying out scientific and cultural education, the peasant associations broke feudal superstitions, improved the peasant class consciousness and their own quality, and united the peasant masses, thus fundamentally undermining the foundation of China's feudal rule.

After the failure of the revolution, the CPC launched the Nanchang Uprising, marking the inception of armed resistance against the oppressive rule of the Kuomintang. At the 1927 Conference, the Party adopted important documents such as the Letter to Compatriots, the Resolution on the Recent Peasant Struggle, the Resolution on the Recent Workers' Movement, and the Resolution on the Organization of the Party, which established the general policy of agrarian revolution and armed uprising, leading to the establishment of the Workers' and Peasants' Red Army and rural revolutionary bases. On the basis of the experience of the revolutionary era, the Workers' and Peasants' Red Army put forward the theory of lifeline, which was ingrained in the spirit of the Long March, [4] laying a good foundation for the smooth development of China's educational work.

After the outbreak of the War of Resistance against Japanese aggression, the Sino-Japanese conflict emerged as the primary societal struggle in China, and it was urgent to counter Japanese imperialist aggression. The Party realized the need to educate, organize, and arm the masses. If millions of people could be organized into an united front against Japan, the victory of the War would be beyond doubt. In order to mobilize the anti-Japanese enthusiasm of all rural strata, the CPC revised its land policy of confiscating landowner's land and eliminating feudal land, which had long been practiced during the agrarian revolution. This revision was enacted by issuing policy documents such as the Instruction on Land Policy and the Programme of the Rural Revolution on the Stage of the Anti-Japanese National United Front. Finally, on August 25, 1937, during the Luochuan Conference, the Party formally established the policy of rent reduction and interest reduction in the form of a program as its land policy during the wartime period, as outlined in the Ten Programs of the Anti-Japanese Salvation. At the same time, Mao Zedong's On Protracted War was used as a theoretical guide to educate and propagate the peasant masses. Firstly, winning over the broad masses of peasants is of great significance to sustain the Anti-Japanese War and build a New China. Secondly, it was imperative to alleviate the burdens borne by the masses and provide them with necessary educational

explanations.[5]Ultimately, victory in the War of Resistance against Japanese Aggression was achieved through comprehensive mobilization and reliance on the people.

After the victory in the War of Resistance against Japanese Aggression, the CPC and the Chinese people longed for peace, democracy and unity, while the Nationalist Chiang Kai-shek clique launched an anti-communist and anti-people civil war under the smokescreen of peace negotiations. The Party promptly enlightened the people to throw away their illusions and fears. The awakening of the people is not easy, and practical endeavors are needed to eradicate misconceptions from the minds of the peasants. Extensive propaganda and educational efforts among the people are required for them to comprehend the true state of affairs and dynamics in China and to gain confidence in their own power.[6]During the War of Liberation, a comprehensive campaign was launched to educate, mobilize, and organize the masses, primarily focused on land reform, production restoration, and support for the war front. This laid the foundation of a robust mass base and material infrastructure, playing a pivotal role in securing the triumph of the New Democratic revolution.

In the early days of the People's Republic of China, there were almost no schools in the vast rural areas, and most of the peasants, who accounted for 90% of the country's inhabitants, were illiterate or semi-illiterate. In order to develop education under such backward conditions, it is necessary to radically transform the education system and reform rural education in China. Mao Zedong proposed a two-pronged approach to rural education at that time. Harnessing the strengths of the new Chinese system, the country set the goal of universal education for workers and peasants as its goal, adopted more favorable compensation policies and measures. A strategy encompassing both universal education and mass education was implemented to accelerate and enhance rural education.

In On the People's Democratic Dictatorship, Mao Zedong emphasized the formidable task of educating the scattered peasant population, noting the extensive time and meticulous efforts required for the socialization of agriculture, drawing lessons from the experience of the Soviet Union. In 1949, the first National Committee of the Chinese People's Political Consultative Conference adopted the Common Program of the Chinese People's Political Consultative Conference, an interim constitution that proposed a plan for gradually implementing universal education. In August 1951, the Ministry of Education held the first national Conference on Primary Education and teacher education, and proposed the concept of universal primary education for the first time. Universal primary education became the focus of education work in the early years of the founding of New China. To expedite the achievement of this goal, the whole society recognized rural education as a political task. Governments at all levels actively mobilized the masses, adopting revolutionary and proactive measures to dismantle the outdated education system. After the socialist transformation, the enrollment rate of school-age children increased rapidly from 20 percent in 1949 to 62.6 percent in 1956, marking significant strides in rural primary education.

The Ten-Year Cultural Revolution caused a serious setback to the popularization of education. Driven by the education revolution and the policy of universal education, a pattern of village-run primary schools, team-run middle schools, and community-run senior high schools has been formed, and the scale of rural schools has significantly expanded. However, the resulting conflicts such as shortened school years, compressed curricula, and suspension of classroom work also had a negative impact on the quality of rural education.

From the founding of the Party to the new phase of socialist construction, although the concept of poverty alleviation through education was not explicitly put forward, the Party and the government actively initiated campaigns to promote rural education.. Through initiatives such as rural literacy campaigns and facilitating school attendance for school-age children, significant progress was made in combating poverty through education. These efforts naturally encompassed the pursuit of enhancing the scientific and cultural literacy of the populace, thereby contributing to continuous economic and social development.[7]In addition, due to the shortage of human, material, and financial

resources, China mainly adopted a relief-oriented poverty alleviation strategy at this stage to maximize access to education for impoverished individuals.[8]All these initiatives are closely related to the Chinese Communist Party's consistent adherence to the Marxist theory of poverty as its guiding ideology. According to Marxist theory of poverty, only through revolution can the socialist system be established if the proletariat wants to overthrow oppression and eradicate poverty. From the founding of the CPC to the founding of New China and subsequent socialist construction, the underlying context of this developmental stage, from any perspective, was an agrarian-based nation grappling with extreme poverty. This theoretical outcome explains the root causes of the poverty problem and sets the goal of education against poverty. On this basis, China put forward a major strategy to eliminate poverty comprehensively after the founding of the People's Republic of China, which laid a solid foundation for the future education-based poverty alleviation. However, due to the limitations of the era and many new and unforeseeable problems in the course of practice, the theory and practice of poverty alleviation through education in this period could not surpass the limitation of the productivity level at that time.

### 3.2. Initiation stage: Transfusion-based education promotion (1978-2000)

Strictly speaking, before the reform and opening up, China had no specific education-based anti-poverty policies or special measures. However, given that the country as a whole was still in poverty during this period, any educational measures aimed at promoting education development and improving people's livelihood could be regarded as a form of education-based anti-poverty effort.

With the steady development of our economy and the corresponding improvement of people's living standards, This study pay more and more attention to the education work of the impoverished. Through the popularization of education in the past, the Chinese government has also vigorously promoted the popularization of education, responding to the aspirations of impoverished students and contributing to the broader cause of poverty alleviation through education in China. Therefore, this stage is referred to as the transfusion phase of education promotion, as shown in table 4.

Table 4: Literature coding during the initiation stage

Level 1 dimensions	Material sources	Secondary Nodes	Reference points
Theory	5	Background	8
		Significance	11
Practices	4	Main body	14
		Object	36
		Initiatives	58

After the end of the Cultural Revolution, Deng Xiaoping reiterated that poverty not socialism and to build socialism, This study must first get rid of poverty.[9]The National Conference on Education Work and the Third Plenary Session of the 11<sup>th</sup> Central Committee of the CPC in 1978 marked that China's education had entered a new era, with education as the basic strategy of poverty alleviation



and education as the top priority.

In January 1983, the Central Committee of the CPC issued the Circular on Strengthening Ideological and Political Work in Rural Areas, which pointed out that ideological and political education in rural areas should be strengthened, farmers' consciousness should be raised, and the construction of a new socialist countryside should be accelerated. Furthermore, the establishment of the State Council's Leading Group on Poverty Alleviation in 1986, which evolved into the State Council's Leading Group for Economic Development in Poverty-stricken Areas marked the gradual process of normalization, institutionalization, and specialization in China's poverty alleviation efforts. The role and function of education in poverty alleviation are also receiving increasing attention. On the one hand, the government actively promotes the development of education in poor areas, popularizes basic education, develops vocational and technical education and adult education, and actively eliminates illiteracy among young people and adults. At the same time, the government has vigorously carried out various forms of practical professional and technical training, set up various vocational colleges, and organized short-term training courses to teach the poor practical knowledge and skills, enhance their self-sufficiency, and enable them to escape poverty through education. On the other hand, the government has provided extensive education and training to leading cadres and professional and technical personnel working in poverty alleviation at all levels, so as to improve their organizational and management skills and technical level, and promote the Spark Project, Harvest Project, Warmth project and Food Project. The Warmth Project and the Prairie Plan are large-scale science and technology promotion and application initiatives, which exemplify efforts to harness science and technology to facilitate the economic prosperity of impoverished populations.[10]

In the process of education promotion, the proportion of junior middle school graduates in rural China rose from 32.3 percent in 1962 to 86.4 percent in 1978.[11] The promulgation of the Law on Compulsory Education in 1986 marked that the Chinese government had set universal nine-year compulsory education as the main target of education for poverty alleviation for a long period of time. In the new era, in order to ensure the effective implementation of universal nine-year education and the right to education for children from impoverished families, China has set up a new type of education system, including literacy, preschool education, full-time school education at all levels, vocational education, special education, television broadcasting and correspondence education. Under such circumstances, it was not until 2000 that nine-year compulsory education was basically universal in China. For the vast majority of rural areas, the primary developmental objective of education was to continuously increase the number of schools and other educational infrastructure and increase the enrollment rate of school-age children and higher education enrollment rate, with a focus on universal education. Such universal education is the main solution to the student shortage and to provide greater access to education for the rural population at large. Although the quality of rural education during this period was not very high, it had a positive impact on people's open mind, initially improving the literacy rate of the rural population and helping to reduce rural poverty. Therefore, promoting universal education has become the initial mode of education-based poverty alleviation in China. The popularization of nine-year compulsory education in impoverished areas solved the problem of lack of educational resources and realized the fair starting point of education, which is a great achievement in the cause of poverty alleviation through education. However, it is important to note that mere access to education does not guarantee its quality. Although low-quality and low-level education is better than no education at all, it still cannot fundamentally help impoverished areas and individuals escape from poverty.

### **3.3. Transformation phase: Comprehensive educational development (2001-2012)**

In recent years, China's economy has been growing rapidly, people's income has increased significantly, and the government has launched a series of poverty alleviation projects through

education, making remarkable achievements in poverty reduction. However, during this period, the task of universal access to education has completed its historical mission. At this stage, China's education-based poverty alleviation work mainly focuses on rural education reform, improving the quality of basic education, developing rural vocational education and adult education, raising the education level of the impoverished population in general, and ensuring the balanced development of urban and rural education. Thus, attention to the balance of developmental education became the main feature of this period, as shown in table 5.

Table 5: Literature coding in the transformation phase

Level 1 dimensions	Material sources	Secondary Nodes	Reference points
Theory	35	Content	5
		Background	28
		Significance	34
Practices	54	Main body	36
		Object	67
		Initiatives	56

The 16th Party Congress put forward the goal of building a moderately prosperous society in an all-round way, encompassing more significant economic development, strengthened democracy, advancements in science and education, cultural prosperity, social harmony, and an enhanced quality of life for the people. The establishment of this goal also kicked off the building of a moderately prosperous society in all respects, marking a milestone in the great rejuvenation of the Chinese nation. Since then, the Party has creatively developed the basic Marxist theory on the basis of a comprehensive analysis of the forms of reform, put forward the historical task of building a harmonious socialist society, and adopted the Decision of the Central Committee of the Communist Party of China on Several Major Issues in Building a Harmonious Socialist Society. The Party strategically directed efforts towards constructing a society characterized by democracy and the rule of law, fairness and justice, honesty and fraternity, vitality, stability and order, and harmony between man and nature, and a harmonious socialist society in which people and nature live in harmony. According to the guidelines of building a well-off society in an all-round way and a harmonious socialist society, China's education-based poverty alleviation undertakings have evolved in tandem with the changing times, exhibiting pioneering and innovative approaches, while steadily progressing along the path of scientific development.

After the 16th National Congress of the CPC, the focus of education for poverty alleviation was shifted beyond national anti-poverty efforts poverty in remote and underdeveloped mountainous areas[12] and ethnic minority area. [13]Education-based poverty alleviation practices were implemented in two main stages. Before the new century, the multi-dimensional education-based poverty alleviation approach was mainly based on project support, resource allocation, education and training, counterpart assistance, and policy orientation. Since the beginning of the new century, it has

been mainly targeted at poor rural areas and poor people. While prioritizing poverty alleviation in the central and western areas inhabited by ethnic minorities, old revolutionary base areas, border areas and areas with special difficulties, the state also focus on the needs of impoverished rural families and students.[14]This evolving focus in the fight against poverty in education led to a gradual narrowing of the scope, with a transition from poverty-stricken regions to vulnerable populations. Consequently, the state formulated and implemented a series of education policies for poverty alleviation, such as the 2002 Decision of the State Council on vigorously promoting the reform and development of vocational education, the 2005 Opinions of the State Council on Further Improving the Implementation of the Construction Project of Rural Boarding Schools, transmitted by the State Council to the Ministry of Education and other departments, and the 2007 State Council Decision on Establishing a Sound System of Financial Assistance for Students in Higher Vocational Schools and Secondary Vocational Schools of General Undergraduate Universities. The State Council's Opinions on Establishing a Sound Policy System for Financial Assistance to Students with Financial Difficulties from Families in Undergraduate and Secondary Vocational Schools in 2007, and the Opinions of the State Council on the Current Development of Preschool Education in 2010 are a series of education policy initiatives to alleviate poverty. These policies sought to promote education-based poverty alleviation through specific policies such as developing vocational education and preschool education, strengthening hardware construction in rural schools, and establishing a sound financial assistance policy system for students facing financial difficulties.

In addition, the government implemented a specialized teacher posting program for rural compulsory education schools, recruiting university graduates to teach in the western two basic counties, thus effectively alleviating the shortage of rural teachers. Additionally, a nutrition improvement program was introduced for rural compulsory education students, providing nutritious meals to students in 22 provinces and 699 counties. In the same year, the Central Committee of the CPC and the State Council adopted the Nutritional Improvement Program for Rural Compulsory Education Students, while also announcing the Outline of the National Medium- and Long-term Education Reform and Development Plan (2010-2020) (hereinafter referred to as the Outline). The Outline emphasized the rational allocation of education resources as a fundamental measure to promote educational equity, with priority given to rural areas, remote and impoverished regions, and ethnic areas, aiming to accelerate the reduction of education gaps. In 2012, the Ministry of Education, in collaboration with the National Development and Reform Commission, the Ministry of Finance, the Ministry of Human Resources and Social Security and the State Council's Poverty Alleviation Office, issued the Notice on the Implementation of Special Programs for Targeted Enrolment in Poverty-stricken Areas, which clearly required that contiguous poverty-stricken areas be the main battlefields to improve their development capacity and narrow the development gap. At the same time, the policy also strengthens the targeted enrollment of colleges and universities in rural areas, especially in impoverished regions, which reflects the policy preference for extremely poverty-stricken areas at the policy level. Therefore, the balance of education development in this period is mainly based on the development of key areas, integrating education resources, concentrating education input, and making joint efforts to solve the bottleneck restricting the development of education in impoverished areas.

According to statistics from the Ministry of Education, the illiteracy rate among China's agricultural labor force was only 9.5 percent in 2006. In 2012, there were 585,700 illiterates nationwide, 232,400 less than the previous year, and there were 689,000 enrolled in literacy classes, 59,800 less than the previous year. These figures indicate a consistent decline in the number of illiterate individuals over the years. China has completely eliminated the label of illiterate country, and the number of illiterate people is decreasing year by year Education has played a crucial role in the battle against poverty in western China. In 2007, the coverage rate of the population in the western

region universal nine increased from 77% in 2003 to 98%, and a total of 3022 county-level administrative units nationwide met the two basic acceptance standard. In 2008, the state gave full support to 42 poverty-stricken counties in western China that had not yet achieved universal compulsory education. In 2011, the remaining 42 remote and poverty-stricken counties in China also met the two basic inspection and acceptance standards.

Since the beginning of the new century, with the realization of the strategic goal of two bases, the focus of education against poverty shifted towards remote and impoverished areas, ethnic minority areas, and economically disadvantaged households or individuals at all levels. The combination and coordination of these policies have become the focus of poverty alleviation efforts in this period.[15] Universal nine-year compulsory education has ensured that the poor have a fair starting point and equal opportunities in compulsory education, making outstanding contributions to poverty eradication.

### **3.4. Diversification stage: All-round educational enhancement (2013-present)**

Since 2013, scholars have conducted a comprehensive discussion on the theory and practice of education-based poverty alleviation in China from various levels. This stage is mainly guided by the concept of educating targeting poverty alleviation, exploring poverty alleviation education from various aspects such as disciplines, regions, models, education stages and education levels, as shown in table 6.

Since the 18th National Congress of the CPC (2014), China's economic and social development has entered a new era, with the realization of the Chinese Dream as the nation's paramount aspiration, encompassing national prosperity, revitalization, and people's well-being. Education for poverty alleviation also responds to the new requirements of economic and social development in the new era, shifting from the previous pursuit of fairness at the starting point of education to focus on fairness in the process of education, so as to constantly narrow the gap between the level of education development in impoverished areas and affluent areas, and improve the quality of education in poor areas. The report to the 19th National Congress of the CPC further established the guiding ideology of education reform to promote the integrated development of urban and rural compulsory education, further highlighted the strategic position of reform and development of rural compulsory education, striving to ensure that every child can enjoy fair and high-quality education, and vigorously promoted the reform process and development level of compulsory education in impoverished areas.[16] In November 2013, General Secretary Xi Jinping first proposed the concept of precise poverty alleviation during an inspection tour in western Hunan Province, emphasizing distinctly that poverty alleviation should be practical and tailored to local conditions, and should be precise, without chanting slogans or setting overly ambitious targets. At the same time, precise poverty alleviation has been identified as the basic strategy for poverty alleviation and development in China at the present stage, that is, the six precision and five batches, in order to solve the four practical problems. This approach aims to genuinely assist and uplift those in poverty, effectively tackling poverty at its core[17] and also points the way to precise poverty alleviation through education.

Table 6: Literature coding in the diversification stage

Level 1 dimensions	Material sources	Secondary Nodes	Reference points
Theory	105	Content	175
		Background	228
		Significance	234
Practices	226	Main body	336
		Object	567
		Initiatives	556

China's response to the evolving educational landscape in impoverished areas in the new era represents a shift from addressing universal, absolute poverty to relative, transformation poverty. The education-based poverty alleviation strategy is a great change in the approach to combating poverty through education, and also an important measure and strategy to eliminate poverty in China in the new era.[18] The ideology of precise education for poverty eradication has become the fundamental guiding ideology of China's poverty alleviation in the new era, serving as an operational framework to ensure the successful outcome of the poverty alleviation campaign.

The precise in precise poverty alleviation refers not only to the precision of the target of poverty alleviation, but also to the precision of poverty alleviation means, resource allocation, poverty alleviation effect. This entails implementing targeted assistance and meticulous management through measures such as pairing programs, establishing comprehensive individual profiles, and maintaining detailed records.[19] Under the guidance of the precise poverty alleviation theory, China's education-based poverty alleviation further prioritized national key counties for poverty alleviation and development, as well as regions within concentrated contiguous special areas, focusing precisely on vulnerable education systems and the most impoverished segments of the population. Embracing the concept of differentiated poverty alleviation, these policies are executed with precision and tailored to specific contexts.

In 2014, the State Council's Poverty Alleviation Office issued the Circular on the Implementation Plan for the Establishment of a Precise Poverty Alleviation Mechanism and the Circular on the Work Plan for the Establishment of Stalls and Cards for Poverty Alleviation Development. These directives provided comprehensive and top-level designs for the implementation of precise anti-poverty efforts. Subsequently, relevant departments actively responded to the CPC Central Committee's plan for poverty alleviation, organizing and implementing education policies and measures to benefit the people, accurately focusing on schools, teachers and students in poor areas, such as the two exemptions and one subsidy implemented in the compulsory education stage, the National Development Plan for Children in Poverty-stricken Areas and the Rural Teacher Support Program, covering compulsory education, preschool education, secondary education, higher education and rural teachers.[20] In 2016, the Ministry of Education also formulated the first 13th Five-Year Plan on poverty alleviation through education, which clearly stated that This study will take exceptional policy measures to precisely target the weakest areas of education and the poorest groups, so as to

achieve schooling for everyone in poor areas, skills for everyone, hope for every family and help for every county. In 2018, the Ministry of Education and the Poverty Alleviation Office of The State Council issued the Implementation Plan for Education in Deeply Impoverished Areas (2018-2020), which calls for full coverage of basic public education services for individuals identified through comprehensive profiles, enabling more poor students to access higher quality education.. Through vocational education, all students have the opportunity to receive vocational education. The Education against Poverty has moved towards a precise anti-poverty approach.[21]At this time, the education-based poverty alleviation policy system shifted from poor areas and poor groups to families or individuals, forming three types of education-based poverty alleviation policies for regions, groups and individuals. The three kinds of policies complement and overlap each other, realizing the full coverage education-based poverty alleviation policies for all individuals facing poverty, and making the role of education more precise in serving regional economic and social development and eliminating poverty.

Secondly, in terms of the precise target of poverty alleviation through education, the focus is still on the level of education in rural schools. Since 2013, the Chinese government has carried out a has implemented a program focused on upgrading under-performing compulsory education schools in rural areas, which has greatly improved the conditions of rural schools, especially those in impoverished areas, and provided strong support for poverty alleviation through education. By 2018, the National Project to support Rural Teachers had dispatched a total of 280,000 specialized rural teachers to rural schools in central and western China, covering all rural teachers in poverty-stricken areas in contiguously concentrated districts with living allowances. This has effectively alleviated the problem of teachers in impoverished areas not being able to come down, not being able to stay and not being able to teach.[22]In 2018, the Ministry of Education launched the Silver Age Lecturing Program, aiming to recruit 10,000 outstanding retired principals, teaching and research personnel, special grade teachers, and senior teachers to deliver lectures in rural compulsory education schools by 2020, so as to provide high-quality teachers for rural compulsory education schools and promote the balanced development of compulsory education in urban and rural areas.[23]In addition, the state has also taken a series of major actions in education poverty alleviation, such as the Talent Support Program - Special Program for Teachers, the Rural Principals' Assistance Project and the East-West Collaboration Twinning Support Program.[24] These anti-poverty education policies and actions aim to improve educational conditions in poor areas, enrich local educational resources, effectively improve the situation of schools in poor areas, constantly raise the level of education, and vigorously promote the balanced development of compulsory education in urban and rural areas. These efforts lay a solid foundation for education to play a fundamental role in poverty alleviation.

#### **4. Theoretical and practical contributions of CPC in education-based poverty alleviation**

Poverty alleviation through education is the fundamental way to stop the transmission of poverty between generations. It is also the policy of poverty alleviation that the CPC has always adhered to, and it represents a shared aspiration of the Chinese people in the pursuit of a better life and common prosperity. As This study celebrate the centennial of the founding of the CPC, China's poverty alleviation through education is still facing many serious problems and challenges, so constantly enriching and improving the CPC's theory and practice in combating poverty through education theory has imperative to meet the demands of the evolving times. In view of this, it is particularly important to analyze and summarize the theory and practice of poverty alleviation through education of the CPC in the past century.

#### **4.1. Drawing on Chinese characteristics and to the guidance of Marxist poverty alleviation theory**

Marxist poverty alleviation theory is a theoretical theory about the root, subject, essence and mode of poverty and poverty governance, and is one of the policy bases in the course of China's education-based poverty alleviation policies. Since the founding of the People's Republic of China, great achievements have been made in the cause of education for poverty alleviation, as the CPC has always adhered to the guidance of Marxist poverty management theory, followed the path of education-based poverty alleviation tailored to China's unique national circumstances. After the 18th National Congress of the CPC, precise education for poverty alleviation was elevated to a national strategic level, stating that the people's need for a better life is the goal of poverty control in China, and the historical mission in the new era is the driving force for poverty reduction. China is still in the primary stage of socialism, and social problems such as unbalanced regional economic development and the wide gap between the rich and the poor are prominent. Therefore, China cannot copy the path of education-based poverty alleviation and governance adopted by western developed countries, still less the western model. Therefore, by upholding the tenets of Marxist anti-poverty theory and embracing Chinese characteristics, China can effectively navigate its unique challenges and advance the localization of poverty alleviation strategies.

#### **4.2. Adapting to the needs of the times and actively exploring education-based poverty alleviation systems and models**

The evolving landscape of China's education for poverty alleviation has necessitated an adaptive approach that actively explores innovative systems and models. This adaptability to changing circumstances stands as a significant lesson in the progression of the CPC's theory and practice of education for poverty alleviation.

During the New Democracy period, China's economic development has lagged behind western developed countries for a long time due to the influence of war and natural disasters. The content and means of education are constrained by the level of economic and technological development, and the asynchronous nature of educational development and social development determines that the pace of educational development lags behind that of economic development. After the founding of New China, under the influence of ideas, economy and scientific and technological level, the process of anti-poverty education is to equalize physical educational resources constantly. With the rapid development of information technology and Internet technology, Internet+ and big data have become new forms of economic and social development.[25] This new industry under Innovation 2.0 has expands the content, space and means of education for poverty alleviation, and the open socialized curriculum development and certification system will be rapidly advanced, which will have a profound impact on the organizational form and management mode of schools in poor areas. In terms of accurate identification methods in the field of education, there is no doubt that the use of big data can not only integrate family information recorded by the state, but also identify and predict the causes of poverty, and evaluate the effect of poverty alleviation through data mining poverty alleviation programs. The Internet+ can not only give full play to its role in optimizing and integrating the allocation of educational resources, but also deeply integrate the innovation of the Internet into education and improve the speed of transformation to innovation and productivity in poor areas.[26] The development of modern technology has brought about revolutionary changes in the education-based poverty alleviation system, marking a shift in the mode of education-based poverty alleviation.



### **4.3. Innovating education-based poverty alleviation thinking and optimizing the governance system for education-based poverty alleviation**

The CPC has explored the theory and practice of education-based poverty alleviation, innovated the education-based poverty alleviation concept, and adjusted and optimized the governance system for education-based poverty alleviation in different periods according to the conditions of impoverished groups and the evolving nature of poverty.

Throughout the century of the CPC's engagement with education-based poverty alleviation theories and practices, a comprehensive system has been established to address poverty alleviation within the education sector. This system includes a robust theoretical framework, policy mechanisms, organizational structures, and operational guidelines. The education-based poverty alleviation system represents a vital component of China's broader anti-poverty endeavors. As the nation's governance system and capacity continue to modernize, education anti-poverty efforts are transitioning from traditional models of social management to modern forms of social governance. The modernization of education is the embodiment of the modernization of social governance system and governance ability. The historical evolution of education-based poverty alleviation theories and practices is the evolution of education to a new stage of development and advanced level. In this journey, improving the system and implementing effective management are effective tools in the primary stage of poverty alleviation through education. However, the disadvantages of single education management mode in impoverished areas are becoming apparent. The top-down approach to education-based poverty alleviation leads to excessive dependence on the government for education in impoverished areas, while the market-oriented mechanism inevitably leads to the unfair distribution of resources, and the for-profit tendency of rural education begins to appear. Over time, the effectiveness of this traditional management model began to decline, and anti-poverty governance in education has emerged. Its most important effect is to transform education against poverty, the institutional advantage of government-led governance, into the practical effectiveness of governance. Therefore, in the pursuit of education-based poverty alleviation objectives, several key considerations should be emphasized. Firstly, a rule of law approach should be employed, encompassing legal reforms that enhance the legal framework for education anti-poverty, ensuring standardization and rule of law throughout the poverty alleviation process. synergistic and efficient governance should be prioritized, integrating various institutional systems to achieve collective governance and transition from common governance to good governance. Third, This study should improve the government's institutional supply, policy incentives and external restraint mechanisms.

### **4.4. Developing quality education and improving the quality of the whole nation**

Throughout the development of education and the education-based poverty alleviation theories and practices in China, the true potential and impact of education in poverty alleviation can only be realized through the development of quality education. Outdated and low-level educational approaches and tools fall short in achieving the desired outcomes.

In the process of promoting the practice of poverty alleviation through education, people increasingly realize that education for poverty alleviation is an important way to realize educational equity and promote social harmony.[27]The quality of education process plays a decisive role in the effect of poverty alleviation through education. Attaching importance to education process is the way to address the challenge of improving education quality.

Since its founding, the CPC has attached great importance to improving the educational situation of people in poor areas. Throughout this century-long historical journey, China has consistently reflected on past experiences and drawn valuable insights from both theoretical guidance and practical implementation of education anti-poverty initiatives. The trajectory has evolved from an initial



emphasis on ensuring fairness in educational access to a recognition of the importance of optimizing the education process in poverty alleviation. This progression has gradually culminated in the vision of establishing educational prowess, expediting education modernization, and constructing a society of lifelong learners. It can be seen that China's education modernization has stepped into the track of rapid development. What's more, with the release of the China's Education Modernization 2035 plan, important planning was deployed in advance for the whole education sector to promote education modernization. The Fifth Plenary Session of the 19<sup>th</sup> CPC Central Committee also put forward the requirements of building a high-quality education system. The ultimate objective is to enhance the well-being and overall quality of all individuals by ensuring the provision of quality, equitable, and efficient education that meets the growing demands for excellence in education. This aspiration not only aligns with the pursuit of educational equity but also represents an increasingly significant goal for impoverished regions and individuals. While the eradication of poverty has entered a decisive phase, and a moderately prosperous society has been achieved, it is essential to acknowledge that relative poverty persists, and poverty alleviation remains an ongoing priority for economic and social development. This is the solemn promise of the Party and the state to provide fair and quality education and improve the comprehensive quality of the whole nation, and it is also the future direction for the development of education in China.

## 5. Conclusion

From the history of the founding of the Communist Party of China, the theoretical and practical process of anti-poverty education in China reflects the development process of contemporary Chinese people from the popularization of relief education, blood transfusion education promotion, development education balance to all-round education promotion. Entering the new historical journey, China's education anti-poverty began to focus on quality education, which also ushered in new opportunities and challenges for China's education anti-poverty. At the same time, the research on the theory and practice of anti-poverty in Chinese education also provides basic theories and methods for the pursuit of poverty reduction around the world, thus providing a certain impetus for the construction of a global anti-poverty community.

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