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A Summary of Research Hotspots in Educational Economics in China during the "Thirteenth Five-Year Plan" Period

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Abstract: Since the "Thirteenth Five-Year Plan" period, Chinese scholars' research on academic economics has mainly focused on "winning the battle against poverty in education," "developing modern vocational education," "promoting educational structural reform," and "achieving the equalization of basic public education services." Analysis on themes such as "Humanization."

Key words: "Thirteenth Five-Year Plan"; Educational Economics; Overview of Hot Spots

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1 Win the battle against poverty through education

The research on poverty alleviation by educating is a hot topic in the academic circles during the "13th Five-Year Plan" period. Meng Zhihua (2019) [1] and other scholars applied GIS spatial analysis technology to analyze the comprehensive index of education resources in Gansu Province. They found that the education level of Gansu Province is uneven in the west and east. Pan Haiyan and Luo Yong (2019) [2] used CFPS data to construct logit and Tobit models and analyzed that education has a significant impact on the degree of individual poverty. Dai Ruihua and Yu Xuan (2017) [3] believe that the current predicament of targeted poverty alleviation by educating lies in thinking, system construction, poverty alleviation methods, and participation of social forces. Liang Liuke (2017)[4] shows that the teaching staff's structure is the weak link of targeted poverty alleviation through education. Liu Xiaohong (2017) [5] explained the educational poverty alleviation system model, indicating that optimizing the long-term mechanism of diversified investment in educational poverty alleviation is an effective measure to improve the social satisfaction of educational poverty alleviation practices. Liu Dawei (2020)[6] shows that growth effects and distribution effects are the best paths to poverty governance through regression analysis.

Poverty alleviation through education has always been a problem that our people pay close attention to, and it is also a problem the government has been working hard to solve. Especially during the "13th Five-Year Plan" period, poverty alleviation through education has become a hot topic in the media and academic circles. The research on poverty alleviation by education covers theoretical research, comparative research, historical research, and nationwide survey, and empirical analysis of the current situation. However, there is a lack of research on weak areas, especially the western region, which is a significant difficulty in developing education in China, and systematic research on education in poor rural areas is relatively weak.

2 Speed up the development of modern vocational education

Domestic scholars' research on vocational education during the "13th Five-Year Plan" period mainly includes three aspects: research on the transformation and development of private vocational colleges, research on mixed ownership of

private vocational colleges, and school-enterprise cooperation research on private vocational colleges. Xue Feng (2019)[7] and other scholars believe that higher vocational colleges' transformation should achieve characteristic and professional development from four perspectives: student management, teaching practice, professional construction, and resource integration. Liu Xiangjie (2016) [8] Aimed at the vocational education modernization system's innovation, he proposed building a flexible school running system. Wan Wei (2017)[9] stated that the low degree of integration of production and education is the biggest dilemma faced by vocational education in our country. Chen Bin and Tang Yongze (2015) [10] took Nantong Institute of Technology as an example to analyze the effectiveness of mixed ownership in vocational colleges. They pointed out that standardizing school running is the foundation and seizing opportunities is the key. Liu Chang and Wang Jia (2015) [11] provide a reference for vocational colleges to build laboratories and train talents by creating a school-enterprise joint laboratory system. Zheng Bin (2019)[12] uses the Guangdong industrial cluster as the carrier, mainly analyzes the Shenzhen model of school-enterprise cooperation and the Guangzhou model of highlighting school association cooperation. Only by leveraging the advantages of the cluster industry can it promote the innovative development of industry-education integration.

Domestic research on the development of vocational education has formed a relatively complete system. The existing research perspectives are rich, the topics and fields of study are extremely wide, and the research tends to be diversified. However, most researchers use traditional research ideas and methods and lack discussion on vocational education development in developed countries. Its school-running philosophy, school-running characteristics, and practical teaching mode have important reference significance for China's vocational education reform.

3 Promote the structural reform of education

During the "Thirteenth Five-Year Plan" period, domestic scholars' research on educational structural reform mainly includes the discussion of educational resource allocation structure, educational system structure, and personnel training structure. Li Ling and Tao Lei (2016) [13] used the DEA-Tobit model to compare the efficiency of compulsory education resource allocation in various provinces in China and pointed out that mandatory education has uneven phenomenon resource allocation. Ma Ping (2017) [14] put forward suggestions for effectively improving resource allocation efficiency through data envelopment analysis of primary education input and output at a particular stage in a specific province. Li Yanxia (2018)[15] believes that promoting the development of a long-term mechanism for innovation and entrepreneurship in universities is conducive to establishing an up-to-date and professional entrepreneurial education system. Lu Yugang (2020)[16] stated that deepening the teaching reform, perfecting the evaluation system, and strengthening the teaching staff's construction are the fundamental requirements for optimizing the education system's structure. Ma Yanwei and Dai Qianting (2018) [17] pointed out that the reform of the secondary education structure should adapt to the form of talent demand and strengthen the cultivation of innovative and technical talents. Du Xiaowei and Nie Li (2018) [18] proposed that it is necessary to promote the transformation of qualified ordinary undergraduate colleges and universities to application-oriented and optimize the discipline and professional structure of talent training.

The academic research on educational structural reform covers all educational development fields, and the research system is relatively complete and has a solid theoretical foundation. There are roughly two shortcomings in the current research on educational structural reform: one is the lack of systematic periodic analysis of educational structural reform; the other is the lack of innovative empirical analysis; most of the empirical research stays on efficiency comparison and evaluation.

4 Realize the equalization of basic public education services

During the "Thirteenth Five-Year Plan" period, domestic scholars' research on equalizing basic public education services mainly started from the perspective of education equity. Some scholars focused on the construction of a public education service system. Some scholars obtained countermeasures to improve the level of education services through analysis. Wang Fan (2019) [19] and other scholars believe that there are differences in China's basic education public services between regions, urban and rural areas, schools, and groups. Chu Hongqi and Chu Zhaowei (2018)[20] stated that equality of educational opportunities is the essential requirement of educational equity. Scholars such as Sun Yifan (2016) [21] applied a systematic clustering method

to divide 30 provinces and found that the level of essential public education services is highly correlated with economic development. Wang Wei (2017) [22] used the KMO test to evaluate the level of essential general education services in China and pointed out that the key lies in improving educational resource quality. Xie Ming and Wu Mengnan (2018) [23] proposed that diversified supply is the best way to achieve equalization of essential public education services. He Xuejun (2017) [24] shows that strengthening system construction and improving accountability mechanisms are effective measures to enhance public education services.

Domestic research on the equalization of essential public education services has become a hot research field, and a large number of research results have been formed. The research on equalizing primary public services education has been continuously deepened, and the trend of refinement and standardization is obvious. However, few studies on the performance evaluation of public education services in China lack attention to the service itself and lack innovative empirical quantitative research.

5 Summary

In summary, the fundamental purpose of hot research on educational economics during the "13th Five-Year Plan" period is to improve education quality comprehensively. There are rich research hotspots on academic economics, covering a wide range, tending to be diversified, with a solid theoretical foundation, empirical analysis, and breakthroughs in research ideas. In future research, we must attach importance to original academic research, pay attention to education research in key areas and weak areas, innovate relevant policy recommendations, and further improve the level of education development in China.

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