



NEWSLETTER

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NIES Holds the Second National Education Competitive Cognition Games Cup

In October 2019, the first National Education Competitive Cognition Games Cup was successfully held in Daqing City, Heilongjiang Province. Thirty-two home teams from Heilongjiang Province and 4 away teams from other parts of China, totalling 360 players, competed in high level matches of cognitive ability while utilizing different frameworks.

After a year of preparation, the second National Education Competitive Cognition Games Cup was launched in August 2020; it was sponsored by the training center of the Chinese National Institute of Education Sciences, undertaken by the Heilongjiang New Media Group and co-organized by Beijing Guoyu Education Technology Co., Ltd.



Nearly 200 teams from 69 prefectures in 20 provinces totaling in about 17,000 players are taking part. These teams compete against each other online, creating a dazzling spectacle of high level performance while engaging in breathtaking battles of wit.

The National Education Competitive Cognition Games Cup is guided by the National Education Science 13th Five-Year Plan project of the Ministry of Education. It is entitled "Practical Research on the Cultivation of the Intellectual Classroom and Cognitive Ability". The competitive cognition games are guided by the result of scientific research, and aim to cultivate students' comprehensive quality and practical innovative ability, mainly in the form of display of educational frameworks and cognitive competition. The cognition games is a further extension and enrichment of educational practice exploration of the "intellectual classroom".

National Education Competitive Cognition Games are larger in scale, richer in forms, and have adopted standardized competition systems. They also have become more reasonable in project setting, more strict in referee selection and training, and more scientific in organization. Through the integration of body and mind, intellect and and emotion intelligence, cognition and the ability to innovatve, as well as the individual and the collective all, the comprehensive quality of students has been improved.

Evidence for Poverty Alleviation Through Education: An Empirical Analysis Based on a Microsocial Survey



Based on a survey of 46,921 samples covering 12 provinces in China between 1989 and 2015 conducted by the Chinese Health and Nutrition Survey (CHNS), we examined the effect of education on poverty alleviation by taking the education level of residents as an indicator of education. The results show that education has a significantly positive effect on the alleviation of both absolute poverty and relative poverty, and that education is characterized by its spatial-temporal nature in its alleviation of relative poverty. In the dimension of time, the effect of education on the alleviation of relative poverty gradually slows down; in the dimension of urban-rural differences, such effect in urban areas is significantly greater than that in rural areas, and tends to be further differentiated in recent years; in the dimension of regional distribution, such effect is the greatest in the central areas, followed by the western areas and the eastern areas; and the effect of education on the income of relatively impoverished population is small at the beginning but becomes great afterwards, indicating that education plays an increasingly significant role in the increase of the income of relatively impoverished population.

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Reflections on the Process of Labor Education Policy in Primary and Secondary Schools in China in the Past 70 Years and Suggestions for Improvement

In the past 70 years, the Labor education policy in primary and middle schools in China has gone through exploration and reconstruction (1949-1956) : focusing on extra-curricular activities and cooperating with subject courses; Adjustment and improvement (1977-2000) : focusing on technical education in labor, promoting it through various channels and in various ways; deepening and innovating (2001-2019) : Constructing a system of all-round development of human education that combines five education with education. These four stages have obvious characteristics of stages and have accumulated rich experience: attaching great importance to the value guidance of ideology and ensuring that it is the political direction of labor education; integration with related subjects is the basic way to implement the Labor Education Policy; the implementation framework of the Trinity, which is dominated by school labor education, based on family labor education and supported by social labor education, it is the basic way to carry out the Labor education policy effectively, and the related system and resources development, especially the construction of the Labor education base, is the powerful guarantee to carry out the labor education policy.

However, there are still some problems, such as the unsound policy of Labor Education Curriculum and system mechanism, the single subject of labor education, the failure to incorporate the effect of labor education implementation and evaluation into the overall evaluation mechanism, and the weak research on the basic theory of labor education, it is worth reflecting deeply, especially on the noumenon orientation of labor education, the value rationality and tool rationality of labor education policy.

The countermeasures and suggestions for deepening the policy of labor education in the new era are as follows: to strengthen the goal-oriented and problem-oriented, to strengthen the purposefulness and pertinence of labor education, to enrich and innovate the content form, and to strengthen the scientificity and timeliness of Labor Education; Adhering to the principle of adapting measures to local conditions, being flexible and diversified, and striving to enhance the suitability and extensiveness of Labor Education; adhering to the principle of dynamic openness and multi-party linkage to ensure the effectiveness and long-term effectiveness of labor education; summing up experience and setting an example, efforts should be made to enhance the exemplary and leading nature of labor education; The evaluation should be genuine: it should objectively and truly reflect the performance of students' labor education, and it should strengthen the pertinence and function of labor education; and the research should be strengthened: it should strengthen the research of theory and policy and the research of application and development, strengthening the rationality and guidance of Labor Education.

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NEWS from Belt & Road Education Research Network

WISE Launches an E-book Addressing Challenges in and Responses to Education Disruption Brought About by COVID-19



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WISE, a global initiative by Qatar Foundation aimed at transforming education through innovation has launched a special edition E-Book entitled “Education Disrupted, Education Reimagined: Thoughts and Responses from Education’s Frontline During the COVID-19 Pandemic and Beyond” at the UN Global Goals Week in September. The Book, which was a collaboration between WISE and Salzburg Global Seminar, is a compilation of contributions from key speakers and educational leaders from over 89 countries who participated in a three-part series of global conferences which brought the global community together to discuss the unprecedented disruption of education as a result of COVID-19.

The book is also seen as a contemporary record of how schools, NGOs, UN Agencies, international organizations and governments have responded to school closures and what they have done in an attempt to reimagine education after the crisis. These stakeholders contributed to over 40 articles and essays along with WISE research team and Salzburg Global Seminar team who were the main editors of the E-book.

The E-book was inspired by the Education Disrupted, Education Reimagined series of conferences which started in April as a first edition, June as a second edition and finally in September which was the third and final edition of the series. These virtual conferences gave an opportunity to the global audience and top education thinkers to make sense of what happened and to share ideas of how to rebuild the education system after it was disrupted. They also explored how education systems, institutions and individuals are supporting learning and wellbeing during the COVID-19 crisis. The series hosted high level speakers including former UK Prime Minister and UN Special Envoy for Global Education, Gordon Brown and David Sengh, Minister of Education in Sierra Leone.

Since April 2020, the Education Disrupted, Education Reimagined event series has brought over 100 speakers and 4000 webinar participants from around the world. The recordings for all the sessions are available in WISE YouTube channel and a copy of the E-book is available in the website.