

Social Impact of China's Double Reduction Policy and Suggestions for Improvement

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Abstract

This paper briefly describes the impact of China's recent double reduction policy on the society and expounds the improvement suggestions, analyzes the implementation process of the double reduction policy in detail, points out the difficulty in the implementation process and the social chaos caused by the policy, and obtains the specific effects of the implementation of the policy through data comparison. At the same time, by comparing the reform of similar education systems at home and abroad, the author puts forward suggestions on the improvement of the double reduction policy, which should be implemented on the basis of respecting China's national conditions.

Keywords

Double Reduction Policy; Education Systems; After-school Tutoring.

1. Background

Since ancient times, education has always been a big mountain in the hearts of all Chinese people. We are fully aware of the importance of education. However, with the widening gap between the rich and the poor in China, education seems to have gradually lost its original meaning and responsibility, which is to make a person understand the meaning and value of being an individual and match different talents for different industries in the society. Nowadays, under the pressure of high school entrance examination and college entrance examination, the greatest significance of education and academic background seems to be the best tool for a family to cross classes.

Against this backdrop, training classes and after-school tutoring have mushroomed in the market in recent years, and gaokao factories like Hengshui Middle School are especially popular with parents. The reason why these parents are willing to spend more time and energy for their children to receive extra classes and stress education is because they believe in the idea that reading books can change their lives. Entering a good university equals higher income and social status in the future. If a farmer's son enters a university, he can easily change his own fate and that of his family. If everyone's potential is limited, then under the influence of such education, students will overdraw their potential and ability in advance.

This year, the Ministry of Education issued a "double reduction" policy to effectively reduce the burden of heavy homework and off-campus training for students in compulsory education. Before the emergence of this policy, the Ministry of Education also issued relevant policies on student workload reduction, but they were not well implemented. The reason is that when the workload reduction in school increases, the burden of students outside school also increases, and this policy encourages the flame of after-school training. This year, the Ministry of Education clarified the policy of reducing students' burdens both in and out of class and cracked down on extracurricular training for compulsory education.

The purpose of this paper is to study the difficulty of implementing the double reduction policy and the social problems caused by the policy, and to compare the similar education reform at home and abroad, so as to get the implementation effect of "double reduction" and the improvement points.

2. The Implement of the Double Reduction Policy

The goals of the double reduction policy are to reduce alleviate the pressure and anxiety felt by the students in compulsory education, from both the amount of school homework and off-campus training. On August 30, the Ministry of Education of China (MOE) announced "the Notice on Strengthening the Management of Examinations in Compulsory Education Schools (referred to as the "Notice") [4]. The Fall term of September 2021 was the beginning for primary and secondary schools to fully implement the deployment requirements of "double reduction". Nine cities, including Beijing, Guangzhou, Chengdu, Shenyang, and Shanghai, will be selected as pilot areas while carrying out comprehensive governance work.

The Notice indicated that the schools should reduce the frequency of tests and organize exams according to rules. Moreover, the exam results should be released in an appreciate manner properly and adopt a grade evaluation system (instead of scoring). To help promote equality and sharing educational resources, the Notice forbidden schools set key classes and ensure the teacher resources are allocated in a balanced way. Beijing has selected 200 colleges and universities to provide online and offline dual-teacher education, while Shanghai has comprehensively upgraded its online learning platform and established a city-level unified intelligent teaching service platform for primary and secondary schools [1]. Nantong, Jiangsu province, encourages senior teachers, special-grade teachers, academic leaders, and other famous teachers to participate in the online course resource development of "Learning Nantong" to achieve a balanced education level in remote areas [2]. For the after-school time, the school aims to reduce students' heavy homework burden by limiting the total amount and length of homework comprehensively. The Shanghai Municipal Education Bureau requires all schools in compulsory education to formulate homework management rules and form a transparent and open school homework publicity and management system. At the same time, the policy will help improve the after-school service level. The "double reduction" policy proposes that primary and secondary schools will guarantee after-school service hours to students and utilize resource advantages to meet the diversified needs of students. Shanghai and Jinhua, Zhejiang province, have fully implemented "5+2" after-school services (at least two hours of after-school services on five days a week), with 95 percent of students participating.

For off-campus training institutions, "Opinions on Further Reducing the Burden of Homework and Off-Campus Training for Compulsory Education Students"(referred to as the Opinions) announced by the government emphasized the strict regulations for training institutions. The Opinions required that local governments will no longer examine and approve new discipline training institutions, and discipline training institutions shall not be listed for financing. After the announcement of the Opinions on the 24th, each pilot city significantly reduced the number of institutions, focused on discipline training that did not meet standards, and guided the

transformation or benign exit of institutions. Beijing, one of the cities that implemented the double reduction policies, has established a strict relevant management platform, and the number of original training institutions has decreased by 60%, while the number of compulsory education institutions in Shanghai has decreased by 21.73% [2].

To implement the double reduction policy, the Notice points out that the government will consolidate supervision responsibility of "double reduction" layer by layer, and the Education supervision bureau of MOE requires local supervision departments to incorporate the implementation and effectiveness of the "double reduction" policy into the evaluation system of relevant government agencies. [5] Many pilot cities have strengthened the management system, and the municipal government attaches great importance to the "double reduction" pilot work and carries out on-site supervision.

3. Social Impact of the Implementation of the 'Double Reduction' Policy

After the end of the Great Proletarian Cultural Revolution and the upsurge of national learning, Chinese primary and secondary school students need to learn more and more, and the competition for educational resources is becoming more and more intense. Leading to more and more academic pressure and homework burden, resulting in a certain degree of weariness, lack of sleep, lack of exercise and even psychological diseases. Therefore, the state has promulgated the 'double reduction' policy, and the implementation of this policy is bound to encounter many difficulties and problems.

3.1. The Cost of Policy Implementation Is Huge

The implementation of the 'double reduction' policy means that the vast majority of domestic after-school training institutions will be forced to close down. However, how can the huge profits of after-school training be easily abandoned? Most after-school training classes will continue to exist in a more flexible way, such as small classes privately organized or one-on-one tutors. These training behaviors will be smaller and more hidden than the original form, becoming more difficult to control. Moreover, due to the anxiety of parents of students participating in remedial classes about their children's academic performance, the probability of reporting is relatively small, which further increases the difficulty of control. The human and financial resources required to completely control various forms of training courses will be incalculable.

3.2. The Burden of Homework in School May Not Be Effectively Reduced

Every school hope that their students' academic performances are better than those of other schools, so as to obtain honors, higher rankings and better students in the future. As one of the main means to enhance students' academic ability, how can homework be reduced? Schools would try to take some measures to continue the original teaching model. Forcing students to fill in fake information in the questionnaire has become the consensus of all schools. If students fill in the questionnaire according to the real situation, not only will the questionnaire not be sent to the investigator, but also the student will face punishment such as 'interview'. The on-the-spot inspection of the education bureau is either a formality, or the school has already prepared layers of camouflage. News like students reported anonymously to the Education Bureau by telephone and were 'interviewed' by the school the next day, threatened to be expelled emerged one after another. Therefore, how to ensure that the homework burden is indeed reduced has become one of the difficult problems.

4. The Social Impact of the Implementation of the Double Reduction Policy

After the end of the Great Cultural Revolution and the upsurge of nationwide learning, Chinese primary and secondary school students need to learn more and more, and the competition for educational resources is becoming increasingly fierce. As a result, more and more heavy academic pressure and homework burden, resulting in a certain degree of weariness, lack of sleep, lack of physical activities and even mental illness. To this end, the country promulgated the "double reduction" policy, and the policy will inevitably encounter many difficulties and problems in the implementation of the road.

4.1. Huge Policy Implementation Costs

The implementation of the "double reduction" policy means that the vast majority of after-school training institutions in China will be forced to close, but the windfall profits of after-school training will not be easily abandoned. Most off-campus training classes will continue to exist in more flexible ways, such as privately organized small classes or one-on-one tutoring. These training activities will be smaller, more covert and more difficult to regulate than the original form. Moreover, as parents of students who attend private institutes are anxious about their children's academic performance, the probability of private reporting is relatively small, which makes it more difficult to control. The human and financial resources required to thoroughly regulate training courses in all their forms would be incalculable.

4.2. The Uncertainty of the Authenticity of School Work Burden Reduction

Every school wants its students to do better than other schools in order to get honors, higher rankings and a better pool of students. Homework, as one of the main means to enhance students' academic ability, is hard to give up. It is inevitable that the school will take some measures to keep the original teaching model unchanged. Forcing students to fill in false information on questionnaires has become the consensus of all schools. If the student fills in the questionnaire according to the real situation, the questionnaire will not be sent to the investigator, and the student will face punishment such as interview. Inspection by the education bureau is either a formality, or the school has prepared layers of camouflage. Students anonymously reported to the education bureau by phone, and the next day they were interviewed and threatened to be expelled. Therefore, how to ensure that the burden of students is actually reduced has become a difficult problem.

4.3. High Unemployment in the Education and Training Sector

Since the implementation of the "double reduction" policy in July, the implementation of the policy has achieved preliminary results through coercive means. From the perspective of the education industry, many people in the education and training industry choose to switch to other fields, mainly including adult education, postgraduate entrance examination and civil servant examination.

New Oriental, a leading enterprise in the education and training industry, has laid off 40 percent of its staff in K12, and many other small and medium-sized enterprises are even facing the risk of bankruptcy. Those who have lost their jobs due to the policy have not yet been properly absorbed by new jobs.

4.4. The Inadequacy of the Effect of Alleviating Educational Quality and Educational Anxiety

From the perspective of schools, primary and secondary schools across the country began to provide after-school delay services to meet the different needs of students and parents.

The content and form of after-school delay service show obvious regional differences. In super first-tier cities such as Beijing, Shanghai, Guangzhou and Shenzhen, the forms of delayed services are more diversified and the content is of higher quality, and most of them are separated from the more elementary functional after-school tutoring. In the second - and third-tier cities, homework guidance is still the main content. Some existing teachers and staff members are dissatisfied with the extension of their work, and the chronic problems such as the decline in the level and quality of education within the system and "the lying down" of existing teachers have not disappeared with the disappearance of private supplementary education. From the perspective of students and their parents, although the offline teaching and training industry has almost disappeared, parents' educational anxiety has not been greatly alleviated. Haidian Huangzhuang is empty, but anxious students and their parents are rushing to private schools and foreign competitions. On the contrary, students and parents who never study ahead and have real needs for extra tutoring and tutoring lose the lowest cost way to obtain supplementary education.

5. Education Reform in Other Countries

There are similar situations about education in foreign countries. For example, in Japan's previous education reform, in the face of the initial transformation from "cramming" education to "loose education", Japan has made clear improvements and changes in the new education system. Japanese countries began to encourage relaxed education. The traditional "cramming" education is mainly to strongly instill learning content. The direction of class is centered on textbooks, and little attention is paid to students' personality, creativity and inner thoughts. Since the reform, Japan has begun to encourage students to participate in extracurricular activities to enrich students' life in school. (shimbori, M. (19600)) all changes in education also hope that students can grow abundantly and fully, and don't be overwhelmed by external pressure.

Similarly, a series of educational reforms took place in Germany. In Germany, there is no so-called after-school training and counseling institutions, and the Basic law of Germany clearly prohibits the establishment of pre-school schools, which means that children can not be taught in advance in any form before primary school, including subject knowledge, art, sports, foreign languages, music, performance and so on. In preschool, students can only learn basic social knowledge and social knowledge. In German education, there is a similar idea, that is, if students are imbued with knowledge too early, they will not be able to master knowledge, and advance education will only serve for test scores, rather than become knowledge that children can use flexibly. Therefore, there is no college entrance examination in Germany, that is, there is no college entrance examination. Without the pressure of examination, parents, teachers and students will not have too much mental pressure, and can freely choose their own interests and fully follow-up development.

6. Conclusion

1: More regulations for after-school training institutions. Establish more regulatory departments and relevant regulations in order to strengthen the supervision of after-school training institutions. In addition to common inspection, more inspection methods and information channels (such as casual participation and 'gossip') can be used. Also, establish an anonymous reporting reward system to encourage people to take the initiative to report 'underground' after-school training, and strictly control after-school training in the name of tutors.

2: Help the staff of after-school training institutions to transform to other jobs.

With the implementation of the 'double reduction' policy, a large number of after-school training institutions have been cancelled. If the relevant personnel involved cannot transform to other jobs, they will inevitably continue to engage in after-school training in the form of 'underground'. In order to achieve the desired effect of the 'double reduction' policy, the government should guide and help the staff of after-school training institutions to transform to other jobs, such as relaxing the recruitment requirements and quota of teachers in schools with relatively poor teaching quality, and selecting talents with high professional level to provide high-quality teaching services for schools.

3: Adjust the evaluation indicators in Education.

At present, the performance of the government's education department, the ranking of schools and the promotion opportunities of teachers mostly depend on the test scores of students and the overall enrollment rate. If such evaluation indicators do not change, the education department will inevitably pass the goals of high scores and enrollment rate to schools for performance, and schools will also pass the same goals to teachers for ranking. Similarly, Teachers will also pass it on to students for their own promotion opportunities, so they would increase the homework burden or encourage after-school classes. Students would choose to obey because of the pressure brought by the fact that university entrance only depends on the score they get and 'one exam determines a person's whole life'. In order to reduce academic pressure, adjusting the evaluation indicators is definitely one of the most effective measures.

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