

On the Path of Promoting Children's Welfare Through Family Education under the Background of "Double Reduction of Education"

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Abstract

The policy of "double reduction in education" has aroused thousands of waves, and all sectors of society have launched discussions on its advantages and disadvantages. How to alleviate the negative impact of the "double reduction in education" policy, and how to give full play to the "increase" and "decrease" efficiency of the "double reduction in education" policy have become the urgent problem to be considered by all sectors of society. In order to implement and promote the "double reduction in education" policy, the Central government promulgated the "Family Education Promotion Law", promoting the implementation of the "double reduction" policy in detail, leading to the advent of the era of "raising children according to law". This paper summarizes the difficulties existing in the promulgation and implementation of the "Double reduction in education" policy and the "Family Education Promotion Law". Under the background of "double reduction of education", the author explores the way to improve children's welfare through family education and makes suggestions for building a child-friendly society.

Keywords

Education double reduction policy; Family education; Maternal anxiety; The child welfare.

1. Introduction

The excessive academic burden of students in compulsory education has been the root and cancer of education development for a long time. In July 2010, the Ministry of Education issued the Outline of The National Medium - and Long-term Education and Reform Plan (2010-2020), which clearly proposed "reducing the Schoolwork burden of Primary and Secondary schools". On July 24, 2021, The General Offices of the CPC Central Committee and The State Council issued the Opinions on Further Reducing the Homework Burden and Off-campus Training Burden of Students in compulsory Education, marking the periodic dust of burden reduction in primary and secondary schools. The "double reduction policy" is the highest level of "burden reduction order" since the founding of the People's Republic of China. The Family Education Promotion Law of the People's Republic of China, adopted by the Standing Committee of the National People's Congress in August 2021 on the basis of reviewing and listening to opinions, clearly stipulates the rights, duties and obligations of each subject in family education. The introduction of the two policies reflects the CPC Central Committee's determination to take "education that satisfies the people" as its purpose, to adjust the academic burden of compulsory education and eliminate disciplinary off-campus training, and to promote the high-quality development of basic education. At the same time, family education established in the form of law is of great significance for promoting the improvement of children's welfare and alleviating the current educational difficulties. Alleviating the excessive academic burden of primary and secondary school students, eradicating out-of-school training, and promoting

family education are not only in line with the people's expectations for fair education and a better life, but also an integral part of realizing the Centenary Goals.

2. "Double Reduction of Education" and the Evolution of Family Education Policy

2.1. Since the Founding of the People's Republic of China, The Road of Primary and Secondary Education "Reducing the Burden"

Since the founding of the People's Republic of China, "burden reduction" has attracted much attention. At this time, the policy of "health first, study second" has been implemented nationwide, and the main work is to promote the healthy growth of students. In 1955, China issued the "Instructions on Reducing the Heavy burden of Primary and Secondary School Students", which clearly stipulated that teachers should study textbooks and improve teaching methods to reduce the heavy burden of extracurricular homework. In February 1964, In response to a letter from a principal of a middle school in Beijing, MAO Zedong pointed out that using the traditional eight-essay method to evaluate students was destroying talents and youth, and suggested that "the curriculum could be cut in half". In May of the same year, the Ministry of Education issued the Report on Overcoming the Excessive Burden of Primary and Secondary School Students and Improving the Quality of Education. In 2000, the Ministry of Education issued an Urgent Notice on Alleviating The Excessive Burden of Primary School Students, which pointed out that the previous educational burden reduction not only failed to curb the phenomenon of excessive academic burden, but also increased the pressure on students, seriously affecting the promotion of quality education.

In March 2021, Premier Li Keqiang said in response to reporters' questions after the closing session of the 13th National People's Congress that "equality in education is the greatest equality of opportunities". Education equity has long been the core concern of all sectors of society. Children from different families of origin have educational resources of different quality and levels. In order to provide children with better education, out-of-school discipline training institutions are popular among families of all income levels [1]. In 2018, the Ministry of Education issued measures to Reduce The Burdens of Primary and Secondary Schools and circular on Special Actions to Reduce the Extracurricular Burdens of Primary and Secondary School Students and Carry out Out-of-school Training Institutions. The ministries jointly surveyed more than 400,000 off-campus training institutions nationwide, "standardizing school behavior" and "strictly managing off-campus training institutions." On July 24, 2021, the "double reduction" policy was officially released, which sets strict regulations on the amount of homework for children, the form of examinations, and the running and management of training institutions. The promulgation of the "strictest burden reduction order in history" has not achieved the expected effect, and parents' anxiety about the education examination has turned into anxiety about "not doing well in school and wanting to enroll their children in classes".

2.2. Coup Evolution Process of Family Education Legislation

After the reform and opening up, the norms of family education were initially established in China. The Report on the Two Conferences and main Points of the Work of the Women's Federation in 1981 and outline of the Plan for The Development of Chinese Children in the 1990s (1992) mentioned family education many times and made it clear that family education was an important part of the work of the All-China Women's Federation. Form home-school cooperation mechanism and establish standardized home-school cooperative education mechanism. The ninth Five-Year Plan for National Family Education, promulgated in 1996, has repeatedly mentioned "family education", "parents" and "schools"[2]. In 1997, the Code of Conduct for Parent Education standardized the family education problems in the new era,

requiring parents to consciously fulfill their family education responsibilities and scientifically educate their children.

During the tenth five-year Plan period of national economy, the policy framework of family education was basically formed. The national Tenth Five-year Plan for Family Education, issued in 2002, includes parents of children aged 14 to 18 in the guidance scope. The importance of family education in the growth of children, social development and national governance was re-emphasized in the National 11th Five-Year Plan for Family Education in 2007 and the National Guidelines for Family Education in 2010.

The promulgation of a series of education system reform policies, such as the Outline of the National Medium - and Long-term Education Reform and Development Program (2010-2020), the Five-year Plan on Guiding and Promoting Family Education (2011-2015), and the Guiding Opinions on Strengthening Family Education in 2015, have gradually made family education legislation clearer. In January 2021, the Family Education Law (Draft) was revised to solicit opinions from all sectors of society. From August 17 to 20, the Standing Committee of the National People's Congress (NPC) deliberated the second draft of the Family Education Promotion Law of the People's Republic of China, and continued to solicit public opinions. On October 23, the Standing Committee of the 13th National People's Congress voted to pass China's first special legislation on family education -- Family Education Promotion Law, which will be implemented from January 1, 2022 [3]. The Family Education Promotion Law is a positive response to the family, family and private education construction emphasized by General Secretary Xi Jinping for many times. It aims to awaken parents' awareness of the importance of family education construction. "Raising children according to law" is conducive to the coordinated care of the growth of children by family, school and society. To promote children's welfare [4].

The policy combination of "double reduction" and "Family Education Promotion Law" is not only the integration and collision of education policy and family policy, but also the simple call for the return of family and school education essence. This policy coordination is of great significance for implementing the "double reduction" policy measures, balancing policy evaluation and achieving the expected results.

3. The Difficulties of "Double Reduction of Education" and "Family Education Promotion Law" Policy

Since the founding of The People's Republic of China, the discussion on education burden reduction has never stopped. As a watershed of education burden reduction in primary and secondary schools, the "double reduction" policy will encounter many obstacles and difficulties in its implementation.

3.1. Education "Reduce the Burden" to Home and School "Supercharged"

Exam-oriented education gives birth to the tactics of "sea of questions". Blindly increasing the amount of homework and prolonging invalid learning time is not conducive to improving students' learning quality and efficiency. The "double reduction" policy clearly proposes to reduce the excessive academic burden of students by reducing the total amount and length of homework, strictly regulate the application and access of discipline training institutions outside the school, and reduce the burden of family education expenditure. At the end of 1970s, the "loose education" reform proposed by Japan excessively alleviated students' academic burden, which led to the decline of the quality of basic education [5]. At first glance, "free-range" education seems to reduce the burden of education, but in fact it supercharges children's future, as well as school and family education.

First, the promulgation of "double minus" has raised the requirements for the quality of school education, including in-course teaching and extra-curricular teaching. The policy stipulates that schools of compulsory education should guide students to voluntarily participate in after-school services and constantly improve the quality of after-school services, and carry out rich activities of cultural and sports, popular science, art, labor and other interests and specialties. In principle, after-school service providers should meet the diversified needs of students. Compulsory education schools have implemented the "5+2" model, which means they provide after-school services five days a week and at least two hours a day [6]. On the one hand, specialty teaching is different from basic knowledge teaching. The change of teaching content, teaching method and extension of teaching time increase the task and pressure of school teachers. On the other hand, schools, as the main position of education, should focus on "reducing the burden" and "improving the quality" at the same time. They need to deepen the reform of education methods with determination and strength, optimize the student evaluation mechanism, and constantly improve the content of homework, homework methods, after-school services and other contents. We should not only let students learn well in school, but also let students and their parents feel educational equity in school education.

Second, students going home early is "pressurized" for families and parents, especially for working families, the time cost of educating children is as tight as the economic cost. The "double reduction" policy and the "Family Education Promotion Law" have mentioned many times that the family is the first soil for children to grow up and receive education. The promulgation of the "double reduction" policy actually complicates the anxiety of parents. In the past, parents took supplementary training as the performance of "responsibility" to their children, but after the promulgation of the policy, extracurricular training institutions as a way for parents to relieve their inner anxiety have been "blocked". Anxious parents lose their "right hand man" in education and have to face their children's education problems in person. Educational competition among children has become a competition for family cultural capital in an invisible way.

3.2. "General Job Diversion" Strengthens "Parent Anxiety"

General job diversion, general job ratio, these popular professional education terms increasingly become synonymous with parental anxiety. Those who are forced to be "shunted" out of the students are often marked as "poor students", no matter in the society or people's concept, far lower than through the entrance examination into ordinary high school children. As a matter of fact, the diversion of general employment is not the latest policy proposed, as early as 1985 in the decision of the CPC Central Committee on the reform of the Education system, the diversion of general employment has been proposed. In the 1980s and 1990s, when the economy and education level were not developed, it was not realistic for everyone to go to college, do academic work and do research. However, technical secondary schools, technical schools and vocational schools became an effective way for a large number of people to change their destiny and serve the motherland and society. However, in recent years, the long-standing separation of general employment has suddenly been pushed to the forefront, causing a great uproar among the majority of parents. Scholars point out that the parental anxiety caused by the diversion of general employment is essentially a deformed view of the whole society on academic qualifications. Vocational college students are not only bound with the word "poor students", but also closely related to "inferior" [7]. Academic discrimination makes the public form the stereotype of "those who go to vocational school are losers", and thus the phenomenon of "Haidian mother" and "chicken baby" appears.

3.3. Division of Home, School and Community

Both the "double reduction" policy and the "Family Education Promotion Law" have clearly pointed out the establishment of a new system of home-school cooperative education, and put

forward new requirements for families, schools and individuals. In the past, schools were keen to get parents to grade their students' homework as a way of bringing them closer together. In the latest "double reduction" policy, this method is explicitly banned, but in the Family Education Promotion Law, it is pointed out that parents should take the initiative to care for and participate in their children's education, which makes many parents fall into the contradiction of "neither supervision nor care". The public has a high degree of recognition on promoting home-school cooperative education. Although the level of public awareness has been improved, there are still many difficulties in practice. Home-school-community cooperation is simplified into home-school cooperation, and social responsibilities and obligations are not clear. Home-school cooperation evolved into parent-school cooperation. Families should play an active role in children's growth and education, instead of becoming passive supporting roles.

3.4. Anxiety about Motherhood Is Growing

Chinese population has ushered in a new inflection point, people increasingly pay attention to the female "mother" subjectivity. With the development of the responsibilities and costs of motherhood, it is difficult for women to balance "self-interest" and "altruism", and more and more women give up motherhood. Tracing the clues behind the social problem of "difficult motherhood" is closely related to the educational anxiety in the process of parenting. In the modern transformation of child-rearing concept and child-rearing concept, women are constantly squeezing themselves when they assume the identity and responsibilities of mothers. The ideal requirement of the public for modern women is to "earn money and take the baby". The increasingly fine child-rearing work and gradually high child-rearing cost make the mother's child-rearing work increasingly inward [8]. Comparatively speaking, fatherhood participation is relatively rare, and the public's voice and demand for fatherhood is far lower than that for motherhood, and the tolerance of male parenting is relatively high. Based on the overall interview information, it is not difficult to draw a conclusion that the frequency of mothers' participation in the education of their offspring is generally higher than that of fathers, and mothers pay more attention to a wider range of children, not only learning, but also the interpersonal relationship of their offspring.

4. Exploring the Path of Enhancing Children's Welfare Through Family Education under the Background of "Double Reduction"

The promulgation of the "double reduction" policy has aroused the educational consciousness of some parents, and also made some parents have doubts about their own educational ideas. Both the "double reduction" policy and the "Family Education Promotion Law" are in essence efforts to promote the comprehensive development of children and build a child-friendly society. Under the background of "double reduction" policy, how to promote children's welfare through "family education" is a problem that should be deeply discussed by the academic circle.

4.1. Take the Actual Situation as the Breakthrough Point, Improve the Implementation Effect of Family Education Legislation

Legal regulation of family education is the first step to ensure the orderly implementation of family education, but the establishment and implementation of laws related to family education should have clear pertinence and bright foresight. Firstly, the attribution of family education law should be the first issue that needs to be clarified. Whether family education belongs to the education law or the juvenile legal system is a difficult problem that the legal circle has long debated [9]. Second, the family education legislation to through to the specific city, specific groups, specific family research, various understanding of different families, different people in the family education, the problems of family education and China's specific national conditions

fit, and then clear the emphases and difficulties of family education law enforcement and the final goal. Third, due to the lag of law, the family education promotion law must consider the current and future implementation effects brought by the law when legislating, pay attention to the dynamic analysis when constructing the family education legal system, and comprehensively consider the timeliness and long-term effects of relevant legislation.

4.2. Take Government Design as Leading, Construct Appropriate Family Education Guidance Service System

The "private domain" of the family has led the government to adopt a less interventional approach to family education for a long time, and only providing laws and regulations to protect the physical and mental health of minors can only form a small binding force on the family. However, single parent families, illegitimate children, "widowed" parenting, children in distress and other phenomena are not simply family problems in the private sector, but social problems in the public sector, which urgently requires the formation of government-led, through institutional design to provide necessary support for family education activities. The fourth Plenary Session of the 19th Central Committee of the Communist Party of China has clearly pointed out that China should build a family education guidance service system covering urban and rural areas, which requires the government to work hard in the specific system design and take extraordinary measures. First, the government should properly plan the financial expenditure, organizational construction, department construction and publicity work for family education, and establish and improve the family education guidance and service system covering both urban and rural areas. Second, the power and responsibility structure of relevant organizations and departments should be clarified. Family education guidance service is not only the responsibility of the education department, but closely related to the women's Federation, health, civil affairs bureau and other departments. The government needs to clear up the responsibilities of various departments, make regular accountability, share resources, and finally realize the organic integration of various departments and the smooth development of family education and guidance services.

4.3. Relying on Professional Resources, We Pay Attention to the Professionalism of Family Education and Guidance Talents

The official implementation of the Family Education Promotion Law marks that China has entered the era of "raising children according to law". Family education is no longer "one word", and more and more parents think that they need professional family education guidance services in the process of educating children. Family education guidance is to rely on professional resources, improve parents' educational ability, promote their reflection and introspection in the process of education, and finally achieve the goal of improving children's welfare. Professional resources mainly include professional educational resources and service personnel. First, the construction of professional education resources, namely family education guidance service system, needs to integrate the specific conditions in the region and establish a multi-level service network of "region-school-family", so that family education guidance service can provide "point-to-point" and "point-to-point" guidance for schools and families. Second, the service personnel providing family education and guidance services must be professionally trained. At present, Home education instructor is still a new profession with a low threshold. There is no unified standard for the certification and specification of family education instructors in China. There are few inspections on their professional background, qualification, ability, work experience and other aspects when selecting family education instructors, and there are no perfect admission and selection rules. This requires the government to gradually improve the entry threshold of family education counselors, and encourage communities to carry out activities such as lectures, seminars, case studies and

workshops of family education counselors, and encourage teachers with educational ability to serve as family education counselors.

4.4. Call for Fatherhood to Participate in Family Education from the Perspective of Social Gender

As the core product of the women's movement since the 1960s, social gender theory has gradually become an important theoretical field of family education academic research. After the implementation of the "double reduction" policy, the anxiety of motherhood in the family has not been reduced. Women not only need to shoulder the traditional parenting responsibilities, but also need to integrate the educational resources of school, society and family as qualified "planners" to help their children gain advantages in the fierce social competition. At the same time, the increasing importance of family education also calls for fathers to undertake more family education work. It is not normal for most Chinese families to have fathers deeply involved in family education, and there are many practical difficulties in promoting fathers' participation in family education, which requires multiple subjects to jointly promote fathers' participation in family education. First, establish and improve the institutional guarantee for fathers to participate in family education. The Family Education Promotion Law has proposed to encourage both husband and wife to participate in family education, and provides normative guidance for fathers to participate in family education at the level of laws and regulations. Second, strengthen the publicity of fatherhood's participation in family education. Young fathers grew up in a very different environment from their grandparents and are more receptive to new ideas and social mores. Most men value gender equality, but some are vulnerable to social stereotypes, according to the survey. Community, school and media to strengthen the publicity of paternal involvement in family education can effectively avoid the phenomenon of young men's paternal involvement away from family education due to social stereotypes and prejudice of others.

4.5. Taking the Child-friendly City as the Model, The Trend of "Nurturing the Young" Has Become Popular

At present, China is in the stage of rapid urbanization, and the urban development has gradually changed from "quantity" to "quality". Children are relatively vulnerable groups in cities, and their development often depends on adults, so it is difficult to express their own needs. The Outline for The Development of Children (2021-2030) proposes that China should build a child-friendly society and a child-friendly city, which requires the government, society, communities and families to work together to build child-friendly cities. Pilot cities such as Shenzhen, Changsha and Nanjing are gradually building child-friendly communities and cities. The construction of child-friendly cities needs to be realized from the following aspects: First, form a social consensus to create "child-friendly" cities at the social level, and reduce the marginalization of children as social vulnerable groups. Second, reasonable regulation of existing resources, carefully planning children's activity space system. It includes the transformation of public goods such as children's education, medical treatment and culture, as well as the transformation of children's living and living places. Specifically, schools should provide educational and fun school play places to stimulate children's nature. According to the particularity of children's physical and mental development, communities should build facilities to meet children's health and sports needs, such as children's recreation area, children's sports area, children's reading area, parent-child activity room, etc. Family is the smallest unit in the process of child-friendly city construction, but family has the most profound impact on the growth of children and the construction of child-friendly city. Family is the place that provides the most education for children. In this process, family education should really understand the needs of children's own development, and collect children's needs and convey them to the community through reasonable channels and ways. Third, build a spatial data

information service platform, use sensing, GIS and other technologies, make reasonable use of government platform, urban space and other data, collect children's needs, algorithm fitting, and dynamically monitor the construction process and development forecast of child-friendly cities.

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