

The Impact of the Double Reduction Policy on the Development of Quality-oriented Education

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ABSTRACT

The Double Reduction Policy is a policy document proposed by the Chinese government in 2021 to reduce students' academic burden, and its proposed regulations have had a great impact on the development of the quality-oriented (QOE) education. However, due to the short time of the policy proposal from the current time point, there is little comprehensive analysis of the impact on quality education under the Double Reduction Policy. This paper explores the impact of the double reduction background on quality education and discusses its opportunities and challenges. This paper reviewed 9 articles from CNKI and Google Scholar. The Double Reduction has a great improvement on the ecosystem of in-school and out-of-school, but it also comes with the problems of uneven distribution of resources and equity.

Keywords: *Quality-oriented education, Double Reduction Policy, Education.*

1. INTRODUCTION

Quality-oriented education (QOE) has been an ongoing concern for the Chinese government and local schools. The essence of QOE is to develop students' holistic characters; more specifically, QOE is designed to strengthen students' sense of social responsibility, enhance their innovation mindsets, and advance their problem-identifying and problem-solving skills [1]. Under the traditional exam-oriented education system, there are still several problems with implementing quality education in schools. The fundamental problem is that students do not have enough time to improve quality in all aspects, while also completing very difficult exams. The Double Reduction policy of China is a policy enacted by the Chinese Education Minister in 2021 [2]. According to Yi Fei, the Double Reduction policy aims to reduce the workload of students to prevent negative influences that are created by learning too much during a student's semester or other specific learning period.

Since the early 21st century, many Chinese scholars have carried out philosophical and historical background analysis on the topic of QOE, as well as the policy of carrying out quality education in various disciplines. After the introduction of the Double Reduction policy, scholars have extended the research direction to the development direction and implementation vision of quality education under the Double Reduction. Some

scholars have studied the analysis of the Double Reduction policy and the impact of the Double Reduction on basic disciplines. Liu Yujia focused on exploring the practical points of Double Reduction in the compulsory education stage, and he showed that the implementation of the Double Reduction policy needs to improve schools' efficiency and promote off-campus training [3]. Liu Yujia believes that the smooth implementation of the Double Reduction can effectively reduce the burden on students and achieve all-round student development. At the same time, while policy makers and institutions actively respond to the Double Reduction, the potential challenges of the Double Reduction have also attracted the attention of some scholars. Zhang Miaomiao and Chang Feng took the dilemma and strategy of traditional national sports in school as their research direction and discussed the problems of insufficient funding and insufficient teachers encountered in traditional sports, which are more unpopular in the context of Double Reduction [4].

At present, scholars' research and implementation on topics related to double reduction and quality education are more focused on advocacy and lack comprehensive analysis. This study takes "Double Reduction" and "quality-oriented education" as the starting point and examines the effects of the former policy on the latter. This paper focuses on the great impact of double subtraction on the development of quality-oriented

education. Based on the problems and implementation suggestions of the development of quality education under the double reduction policy that scholars have put forward and provides more comprehensive information for subsequent scholars. The articles on QOE from 2015 were searched on China Knowledge and Google Scholar, focusing on the articles after the policy of Double Reduction was proposed in 2021, and 9 articles were

categorized and summarized through screening to be used for this review.

2. NEW OPPORTUNITIES AND CHALLENGES FOR QUALITY-ORIENTED EDUCATION (QOE) DEVELOPMENT UNDER DOUBLE REDUCTION POLICY

Table 1. Analysis of 9 papers containing the phrase of the impact of the Double Reduction Policy on the Quality-oriented education

No. of papers	Context of the impact of the Double Reduction Policy on the Quality-oriented education	References
5	New Opportunities for Quality-oriented Education (QOE) Development Under Double Reduction Policy	[5] [6] [7] [8] [9]
2	Major Changes in social-oriented educational organizations under the Double Reduction Policy	[10] [11]
3	The development of quality-oriented education under the Double Reduction faces great challenges	[9] [12] [13]

2.1. New Opportunities for Quality-oriented Education (QOE) Development Under Double Reduction Policy

2.1.1. Optimization and Upgrading of School QOE Development Model in The Implementation of The Double Reduction Policy

2.1.1.1. Double Reduction Accelerates the Reform of the Quality-oriented Education System Within The School

The purpose of the "Double Reduction" policy issued by the state government is to effectively reduce the pressure on students in compulsory education, reduce the burden on parents, improve the quality of instruction, and promote the all-round development of Chinese students [5]. The "Double Reduction" policy has improved the schools' instruction model, focused specifically on reducing the amount of students' homework. Double Reduction alleviates the unnecessary pressure on students due to the large amounts of out-of-syllabus course content, saves time for students, and comprehensively nurtures students in terms of their moral, intellectual, physical, aesthetic, and hard-working spirit developments. Fu Yixuan explained the "Double Reduction" policy in her article, more specifically it reduces the amount of schoolwork for students, guarantees adequate time for students to sleep and rest, and fosters the healthy growth of younger generations

[6]. Additionally, she pointed out that within the knowledge education stage, students with comprehensive developments in moral, intellectual, physical, aesthetic, and hard-working spirit are often more adaptable to professional environments than students with excellent grades alone. School is not only the place where students acquire knowledge but is an important environmental space in the process of individual growth. Such an environment affects whether students can establish a sound personality and establish correct philosophies of life, ethical values, and worldviews. The implementation of the "Double Reduction" policy has allowed time for schools to start paying more attention to quality education.

2.1.1.2. Double Reduction Promotes The Systematization of After-school Services

The introduction of the Double Reduction policy clearly reveals the future direction of the after-school service systems, as schools are actively responding with the implementation of such systems. In May 2021, the General Office of the CPC Central Committee and the General Office of the State Council issued the "Opinions on Further Reducing the Burden of Homework and Off-campus Training of Students in Compulsory Education", which pointed out that schools should improve the level of after-school services to meet the diverse needs of students. The instructions include specified hours of after-school service for students and stipulate that student can voluntarily choose to participate in after-school

services. The student's after-class time allowed in schools has been extended by two hours. Meanwhile, schools need to improve the quality of after-school services and expand after-school service channels. They are required to fully mobilize available social resources and carry out quality education programs suitable for students in the directions of popular science, physical exercises, art, labor, reading, interest groups, community activities, etc. Among the 108,000 compulsory education schools (excluding boarding schools and village elementary school), 96.3% are providing after-school services [7]. Zhao Lin et al, from the School of Physical Education of Liaoning Normal University, pointed out with regard to their research on building a strong sports country that under the implementation of the Double Reduction policy, ethnic sports activities are being actively carried out on campus. For instance, middle and primary schools in Guangxi Province have integrated three-person skateboards and spinning tops into physical education, thus creating a campus curriculum with ethnic sports cultural influences [8]. Under the guidance of the policy and the active promotion by schools, the psychological pressure on Chinese students has been reduced, while their individual quality development has been enhanced, and many parents' attitudes have also positively improved. In the pilot after-school service in some primary and secondary schools in Miyun District, Beijing, starting from March this year, compulsory units are arranged for physical exercise to ensure "one hour of exercise in school"; optional units are arranged for science practice, labor education, aesthetic activities, and classroom tutoring, which are chosen by students independently [9]. With the active implementation of schools, the after-school service system is being established in a systematic way. At the same time, with the guidance of policy and the active promotion of schools, students' psychological stress has been reduced and their own quality development has been enhanced, and parents' perceptions have positively improved.

2.2. MAJOR CHANGES IN SOCIAL-ORIENTED EDUCATIONAL ORGANIZATIONS UNDER THE DOUBLE REDUCTION POLICY

2.2.1. The Changes of Educational Institutions Under The Double-reduction Policy

Prior to the Double Reduction policy in 2021, China's education training market size was on a sharp upward ascent, growing from 264.2 billion yuan to 528.6 billion yuan from 2015 to 2019. After-school tutorials are a unique form of education company evolution in China. According to statistics, 47.3% of Chinese student families participated in after-school tutorial classes at various educational institutions. After-school tutorials also greatly added to the stress and financial burden of

students and disrupted the rhythm of school instructions. The emergence of the Double Reduction policy has disrupted the after-school tutorial education market. The Double Reduction policy also focuses on stopping the operation of after-school, subject-based institutions, clarifying the nature of subject-based training and non-subject-based training, and regulating the behavior of educational training services, while setting standards and regulatory mechanisms for non-subject-based training. Both of China's largest for-profit education conglomerates have been negatively affected by this policy. One of the largest education companies, New Oriental Education & Technology Group, was significantly affected by the Double Reduction policy. Analyst Banglun Wu showed that "New Oriental Education's revenue was relying heavily on K-12 tutoring and the field was now restricted by the Double Reduction policy directly [10]." TAL Education Group (NYSE: TAL) was also one of the largest education conglomerates in China and faced similar challenges. Banglun Wu said the company lost 95% of its market capitalization within half a year. Both New Oriental Education and TAL Education incurred heavy losses as a result of the Double Reduction policy. These two companies are only two of the secondary education representatives in China, there are many more small- and medium-sized training companies that have been sanctioned and implicated; many of those companies are facing layoffs and/or closures. The Double Reduction policy has undoubtedly led to the education industry having to adjust to government restrictions and a new development method as soon as possible.

2.2.2. The Transformation of Out-of-school Remedial Classes Under the Policy of Double Reduction.

After countless education companies were affected by the policy, the leading companies made strategic adjustments in a short period of time. The education market also ushered in a new direction of industrial development, with quality education at the core and adherence to new policy-led development ideas. In the wake of the policy stipulations, large education corporations have targeted new markets, investment institutions have shifted their investment targets, and more and more education practitioners have chosen the track of quality education. According to a study by Yiling Jin and Zhiqing Lai, New Oriental Education adjusted their business model in a very short period [11]. New Oriental Education established the Quality Education Growth Centre, which cultivates students' ability through six sections, which are the Academy of Chinese Studies and Reading, the Language and Business Literacy Academy, the Arts and Creativity Academy, the Nature Science and Creativity Space Academy, the Intellectual and Physical Sports Training center, and the Quality

Parenting Studying Center. Yiling Jin said: “This is a good move on an educational level, as the institution is no longer focused on the children’s grades, but on the abilities of each child.” Education companies have adjusted their industrial layout in response to the Double Reduction policy, reducing the parents’ additional pressure for academic training and the students’ mental stress after the shift to policy-led quality education. During high school years, students should truly develop in all five directions, morally, intellectually, physically, socially and aesthetically, to be fully prepare for their future workplace.

2.3. THE DEVELOPMENT OF QUALITY-ORIENTED EDUCATION UNDER DOUBLE REDUCTION FACES GREAT CHALLENGES

2.3.1. The Allocation of Resources

After the Double Reduction policy was enacted, it was encouraged to have more after-class activities that focused on the hobbies and the quality of these hobbies for students. According to Shixiang Zhou (2021), some schools are “inviting teachers to organize extracurricular groups with activities such as science, literature, robotics and other high tech topics” [9]. It was understood and noted that these extracurricular groups and topics were highly correlated with a teachers own capabilities. If a school has teachers that specialize in engineering and robotic design, the school is likely to have a robotic design group and extracurricular focus. However, if a school doesn’t have enough teachers to support the after-class activity, the related hobby is not sustainable. Therefore, the first challenge of the Double Reduction policy is directly associated with resource allocation inefficiencies.

2.3.2. The Problem of Fairness

In 2021, Xuepeng Jin proposed that as long as a profound emphasis on examinations exists inside the Chinese school system, parental anxiety will not stop [12]. According to Xuepeng Jin (2021), “Some parents who live in opulence still hire expensive teachers to tutor their children at home in their houses. Thus, other parents were unsatisfied with this unfair practice.” The fact that having victory in high-stake examination equals to the victory of one’s life is urging parents to spend more on the education of their children. However, the ban on cram schools has stopped parents from ordinary families to consume the education after school, while the wealthy parents are still hiring a private teacher to provide instruction to their children. In both the short-term and long-term, societal unfairness is likely to increase. Moreover, in addition to the measurement of wealth, the educational background of parents will directly influence the education of children. According to Junyan (2021), it

is encouraged to “have parents participate in the process of education”. Without cram school, parents with a higher educational background will be more advantageous in the process of participating in education, while parents with a lower educational background will have less of an idea of how to help their children, especially in high school [13]. As a result, parents with a higher educational background (at least a bachelor’s degree) will be more likely to have a child study at a university. The Double Reduction policy has dropped several challenges to society and these challenges are directly associated with the future and the next generation of China. It is believed that the education department of China should pay greater attention on these issues.

3. CONCLUSION

This paper mainly focused the quality-oriented education in the context of China, arguing on the impact of quality-oriented education after the "Double Reduction" policy was proposed last year. The core of the Double Reduction policy is to reduce the time for students to participate in additional subjects and standardize the school’s intramural teaching system. The Double Reduction policy is the largest initiative covering China’s compulsory education system in recent years. It has effectively accelerated the school quality education system and promoted the diversified development of after-school services in the school, truly considering reducing the unnecessary pressure put on too many students. At the same time, it standardizes the off-campus tuition institutions, prohibits the development of education capitalization, cuts off large sources of income from the monopolistic education enterprises, so that these educational institutions begin to think about the true connotation of education, and promote the transformation of the education market to quality education. While the Double Reduction brings many opportunities for quality education, there are also some challenges, such as the allocation of resources and the equity of education.

With regard to opportunities and challenges, local government departments should reflect on the concerns raised in this article and strictly implement and supervise the policies proposed by the central government. School leaders and teachers should also follow the development plan, and effectively learn and carry out quality education as the core content. Parents should reduce excessive concerns and truly plan for the overall development of their students. The analysis of this topic effectively expounds the possible positive and negative impacts under the major educational policy turning point of Double Reduction, puts forward an effective analysis for the top-down branches, and plays an important role in the implementation of quality education reform in the process of government, society, schools, enterprise departments and institutions.

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