

# Innovation and Exploration of China's Education Policy in the Context of Education Globalization: The Example of "Double Reduction Policy"

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## ABSTRACT

With the rise of neoliberalism and the acceleration of education globalization, some educational reform systems in China, especially the double reduction policy, have some problems, such as inadequately publicity and loopholes in the supervision mechanism. This paper concludes that there are differences in emphasis between the Chinese education system and the Western education system. China prefers theoretical education, while the west attaches more importance to practical education. Thus, under the influence of education globalization, China should make further improvements and supplement on the basis of the existing double reduction policy.

**Keywords:** *education globalization, double reduction policy*

## 1. INTRODUCTION

In order to keep pace with neoliberalism and the globalization of education, China's education system needs to be reformed. The introduction of the double reduction policy can effectively reduce the burden of students in compulsory education and off-campus training, which is in line with the status quo of Chinese education. This paper uses comparative method to compare the differences between Chinese and Western educational systems. Through literature reading, the author has a further understanding of the necessity and deficiency of China's double reduction policy. It is hoped that the author's research can bring some thoughts to scholars in related fields and provide suggestions for further improving the double reduction policy.

## 2. THE ORIGIN OF THE DOUBLE REDUCTION POLICY

### 2.1. *The rise of neoliberalism*

Neoliberalism is a very complex concept, mainly including three meanings: First, neoliberalism, which mainly refers to the neoliberalism that has changed since the outbreak of the international financial crisis in 2008, especially at present, and is a product of the fusion of neoclassical liberalism and neoliberalism. Second,

neoclassical liberalism refers to the neoliberalism that appeared mainly in the theoretical form in the 1920s and 1930s, and mainly in practical form in the 1970s and 1980s. The third is neoliberalism, which mainly occurred in Britain at the end of the 19th century and the beginning of the 20th century, and later it became the representative form of progressivism and "positive liberty" [1].

With the rise of neoliberalism, the process of globalization of education has been accelerated. There is a tendency for education systems in various countries to integrate, learn from each other, and develop together. This means that China's previous education model, methods, and contents need to be reformed in-depth, which is also an opportunity to transform traditional cultural education into modern cultural education. To adapt to the development of globalization of education, it is necessary to make certain changes to some education policies at the present stage [2].

For a long time, education in China has been more theoretical, while education in the West has tended to be more practical. For example, many schools in China focus on training students in test-taking skills, which results in students' learning objectives and content being limited to test-taking and textbooks, and lacking the ability to integrate theory and practice. Such a large difference in teaching philosophy is likely to lead to differences in the educational exchange between China and the West, and even hinder mutual exchange and

learning, thus slowing down China's adaptation to the globalization of education[3]. Therefore, China needs to learn from Western educational philosophies and appropriately reduce the pressure on students' curriculum in school, so that students can have more discretionary space to engage in the practice, expand their abilities, develop themselves, and become diverse talents.

## **2.2. Government Policy**

In recent years, following the decisions and plans of the CPC Central Committee and the State Council, the work of reducing the burden of homework and off-campus training on students in compulsory education (hereinafter referred to as "double reduction") has been carried out in various regions, and positive results have been achieved. However, one of the most prominent problems in compulsory education is that the burden on primary and secondary school students is too heavy, and the problem of short-sightedness and utilitarianism has not been fundamentally solved. On the one hand, students' homework burden is still heavy, homework management is not perfect; on the other hand, off-campus training is still overheated, over-the-top training problem has not been fundamentally solved, some off-campus training programs charge high fees, the excessive influx of capital there is a greater risk of hidden danger, training institutions, "refunds are difficult," "money to run away" and other illegal violations [4]. The problem has not been solved at all. These problems have led to an excessive burden of homework and out-of-school training for students, and an excessive economic and energy burden for parents, which has seriously hedged the fruits of education reform and development, and society has reacted strongly. The CPC Central Committee attaches great importance to this policy and has made major decisions and arrangements: The total amount and length of homework should be reduced comprehensively to reduce students' excessive homework burden, and appropriate physical exercise, reading and literary activities should be carried out. To treat students with special needs, schools should provide extended care services to expand learning space for students who are able to study, and carry out colorful science popularization, sports, art, labor, reading, interest groups and club activities. To strengthen and optimize free online learning services, education departments should collect and develop high-quality online education and teaching resources. The fundamental task of the policy is to strengthen moral education and cultivate people, and the core task is to strengthen the return of education to schools. Its direct goal is to build a good ecology of education, and its main goal is to promote the overall development of students.

## **3. THE IMPORTANCE OF IMPLEMENTING THE POLICY OF DOUBLE REDUCTION**

### **3.1. Domestic**

#### *3.1.1. For family*

With the development of the economy and society, many families' demand for quality education is increasing, and the demand for tutorial institutions is growing, so there are more and more tutorial institutions, and the prices charged are rising. This will undoubtedly become a heavy burden for some low-income and middle-income families, leading to a widening gap in the quality of educational content, which in turn will aggravate the inequality of education. Therefore, the implementation of the double reduction policy has, to a certain extent, alleviated the emergence and development of this phenomenon, reduced the family's expenditure on education, alleviated the corresponding educational burden, and effectively ensured the fairness of education[5].

#### *3.1.2. For school*

The implementation of the double reduction policy effectively has effectively reduced the total amount of homework and time it takes to complete the homework. reduces the burden of off-campus training for students, allows students to return to school, and gives play to the main position of the school in students' education, broadens the space for students to stimulate their independent learning ability and expand their practical ability, enables theory and practice to be better combined, and reduces the situation of "knowledge only remaining on the surface"[6]. The situation of "knowledge is only superficial" is reduced, so that people's satisfaction with education can be improved.

### **3.2. International**

The implementation of the double reduction policy responds to the process of globalization of education so that students can become diversified development talents rather than single talents. Deepening reform, improving quality and enhancing the competitiveness of China's education, the implementation of the double reduction policy represents a more scientific and reasonable distribution of practical and theoretical education for Chinese students, which can help China and the education system of Western countries to match more closely, help China's education openness to expand, open up the international education market and attract more talents.[7]

## **4. THE DIFFICULTIES AND SUGGESTIONS**

### ***4.1. The corresponding supervision mechanism still needs to be improved***

#### *4.1.1. Issue*

With the implementation of the double reduction policy, the problem of imperfect supervision mechanisms is becoming more and more obvious. So far, news reports about "teachers' private tuition" intuition institutions are still common throughout the country. The imperfect supervision mechanism makes some tutoring institutions intensify the situation that they are "out of the track of promoting comprehensive human development and have become tools for excessive profit-seeking and capital harvesting" [8].

#### *4.1.2. Suggestion*

First, adhere to the strict approval of institutions. According to the "Opinions on Further Reducing the Burden of Homework and Off-Campus Training for Students in Compulsory Education", existing subject-based training institutions will be registered as non-profit institutions, while no new subject-based off-campus training institutions for students in compulsory education will be approved anywhere. For non-disciplinary training institutions, the local distinction between sports, culture and art, science and technology and other categories, clear corresponding authorities, classification of standards, strict approval.

Second, the establishment of a training content filing and monitoring system. Training institutions are strictly prohibited from over-training, non-disciplinary training institutions are strictly prohibited from engaging in discipline-based training, and the provision of overseas education courses is strictly prohibited. Localities following the law are firmly investigated and dealt with over the scope of training, training quality of good and bad, vulgar and illegal content, piracy and other outstanding issues.

Third, the capitalization of the operation is strictly prohibited. Regulate discipline-based training institutions, prohibit discipline-based training institutions' listed financing, strictly prohibit capitalization operations, listed companies may not invest in discipline-based training institutions through stock market financing, and may not purchase the assets of discipline-based training institutions by issuing shares or paying cash. If they are already in violation, they should be cleaned up and rectified.

Fourth, strict control over the opening hours of discipline-based training institutions. Off-campus training institutions are prohibited from taking up

national legal holidays, rest days and winter and summer vacation periods to organize subject-based training.

### ***4.2. Policy content is not well-publicized, and inherent concepts are still deep-rooted***

#### *4.2.1. Issue*

A large proportion of Chinese families have the inherent notion that achieving high grades is the most important purpose of learning and education. Therefore, even with the implementation of the relevant policy, a large percentage of parents still let their children sacrifice their time off to attend unnecessary cramming classes to get better academic results in school. This kind of thinking is contrary to the goal of the double reduction policy. Therefore, it is a major challenge for all levels to guide parents' perceptions and strengthen the in-school training and extracurricular tutoring for students.

#### *4.2.2. Suggestion*

First, schools should establish a leadership and coordination mechanism for family education, standardize the establishment of parent schools, improve the daily operation mechanism, equip a full-time (part-time) team for family education guidance, and strengthen professional training. Parents should be guided, consulted and counselled on family education through parenting courses, parenting seminars, etc., in the form of online and offline, to guide parents to master scientific-educational concepts and methods.

Second, parents spend time with their students and are their children's teachers by example, so they should fulfil their legal guardianship duties. Parents should be in close contact with home and school, actively participate in parent-teacher conferences and parent schools, take the initiative to communicate with teachers, understand students' learning and physical and mental conditions, develop targeted home-school linkage education programs, and build harmonious home-school relationship. Parents should also update their parenting concepts, understand the laws of their children's physical and mental growth, improve their parenting qualities and abilities, plan rationally for their children's future development, and not blindly send their children to off-campus training.

Thirdly, society is the environment of education, and it is necessary to bring into play the power of resources from all sides to provide an important platform for students to develop their horizons, comprehensive development and practical exercises. The community should provide students with places and resources for out-of-school activities, adhere to the principle of public welfare, and increase opening hours, especially on weekends, winter and summer vacations, etc. The community should also build student activity centres to

provide places for students to participate in social practice, club activities and volunteer services after school hours, actively promote the concept of scientific education in conjunction with various types of news media, and strive to eliminate utilitarian phenomena such as the "runaway culture" and not to speculate on examination results ranking and promotion rates, to create a good atmosphere for social education [9].

### ***4.3. Extracurricular training materials are not effectively regulated***

#### ***4.3.1. Issue***

Training materials are the content carrier of the training, but also an important basis for assessing training. Many extracurricular training materials still have problems such as content that crosses the boundary, the difficulty that exceeds the standard, an implementation that exceeds the standard, neglect of national curriculum standards, and a serious tendency to teach to the test, which is not conducive to promoting students' healthy growth. Many training materials are value-loaded and must reflect the correct political direction and value orientation. There are many disorders in the current training materials, which endanger the normal operation of the school education system and go against the new requirements of the Party and the State for talent training [10]

#### ***4.3.2. Suggestion***

First, the qualifications of the research and development personnel should be strictly controlled to ensure that they are familiar with the national curriculum and curriculum standards and have theoretical knowledge and working experience in education and teaching. The selection of content must follow the ideology, science and appropriateness to ensure that the content is scientifically accurate, the capacity and difficulty are appropriate, and it is conducive to students' physical and mental health development.

Second, the establishment of a certain audit mechanism, training institutions and local education administrative departments should form a corresponding material audit team, establish a scientific audit workflow, the implementation the separation of the editorial review.

Third, standardize the selection process of out-of-school training materials. Institutions should organize specialized personnel to demonstrate the scientific, ideological and appropriateness of alternative materials, and should not choose training materials that have not been audited.

### ***4.4. The quality of in-school teaching still needs to be improved***

#### ***4.4.1. Issue***

The varying quality of classroom teaching is one of the main reasons for the increasing number of extracurricular tuition classes. Some schools do not guarantee that students can learn well enough in school, which leads to increasing anxiety among students and parents about education, thus increasing the impulse of parents to send their children to off-campus training. To meet the needs of students and parents, the form, type and number of extracurricular training institutions are increasing, and this will undoubtedly become a major obstacle to the implementation of the double reduction policy.

#### ***4.4.2. Suggestion***

First, expand the quality resources of compulsory education. Promote balanced development and narrow the differences between urban and rural areas, regions, and especially between schools in the same region. By actively carrying out the creation of high-quality balanced compulsory education, promoting the growth of new high-quality schools, and actively promoting group schooling, school district governance and urban-rural school community construction, we will expand high-quality educational resources. At the same time, strengthen and improve free online learning services, provide high-quality thematic educational resources and learning resources covering all grades and subjects, and expand the usage and coverage of high-quality educational resources.

Second, improve the quality of classroom teaching. Actively carry out the selection and promotion and application of outstanding teaching achievements, establish relevant steering committees, strengthen guidance to localities, and improve the education and teaching policy guarantee system. Sound teaching management protocols to improve students' learning efficiency at school.

### ***4.5. After-school service level needs to be improved***

#### ***4.5.1. Issue***

For a long time, the majority of schools (especially elementary schools) are dismissed too early, resulting in many parents not being able to pick up their children from school on time because it is not time for them to leave work, and some parents also send their children to off-campus training institutions, which increases the burden outside school, resulting in the phenomenon of "reducing

the burden inside the school and increasing the burden outside school".

#### 4.5.2. Suggestion

Based on the above problems, the following suggestions are made for improvement.

First, extend the time of after-school services to the normal local closing time, open certain self-study classes for secondary school students and arrange teachers to tutor and answer questions. This will not only enable students to make full use of after-school time to complete homework and solve learning difficulties, but also effectively solve the problem of difficult pick-up and drop-off for parents and no place for their children to go. Second, making full use of after-school time to provide a variety of services, such as organizing a variety of club activities in which students can participate, provides students with space for learning and development, and also helps to better meet students' individual development needs and promote their overall healthy growth.

## 5. CONCLUSION

In summary, China is facing unprecedented challenges in the process of globalization of education. These challenges come not only from the impact of Western culture on Eastern culture but also from the reform of China's internal education system due to industrial transformation. Due to the lack of extensive data collection and quantitative empirical research, some data presented in this paper may not have obvious correlation with some conclusions. This is also what the author will make up for in the next research.

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