



The "Double Reduction " Policy Implementation Research Based on the Smith Policy Implementation Process Model

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Abstract. The release of the "double reduction" policy will solve the most direct practical interests of the people, and is a major measure for the benefit of the country and the people. The theoretical framework analyzes the policy implementation process of "double reduction" policy from the aspects of policy itself, implementation agency, target group and policy environment, and finds the four constraints of idealized policy, implementation agency, target group and social environment. The "double reduction" policy has pointed out the direction for the future development of basic education in China, and it is necessary to put forward ways to solve the problems.

Keywords: "Double-decrease" policy; policy implementation; Smith's model of policy implementation

1 Introduction

The implementation of the "double reduction" policy is directly related to whether the sustainable development of basic education, college education and social economy can be achieved in China. The Ministry of Education held a press conference to introduce the central government's guideline on reducing the homework burden of students in compulsory education and strengthening the supervision of "double reduction" in 2021. It fully demonstrates the important part of the national education policy document system.

Thereafter, the excessive academic burden of students has been reduced[1]. However, due to the long-term, complex and arduous nature of the "double reduction" work, there are still many problems and deficiencies. Whether the policy can be better implemented and ensure the better realization of the policy objectives lies in the policy implementation[2]. Based on the implementation process model of Smith policy, this paper analyzes various factors restricting the "double reduction" policy and puts forward targeted suggestions, in order to put forward reference for the more effective implementation of the policy, which has certain practical significance in advancing the reform of education and teaching in China and promoting social development.

2 Theoretical framework of "double reduction" policy implementation

As shown in Figure.1, the idealized policy, implementation agency, target group and policy environment in the Smith model all affect the policy implementation, providing a new perspective for analyzing the research on the implementation of the "double reduction" policy, and helping to analyze the relevant constraints affecting the policy. The framework covers four variables: first, the ideal "double reduction" policy; the second is executive agency; the third is target group;fourth, the environmental factors, including social environment and educational environment.

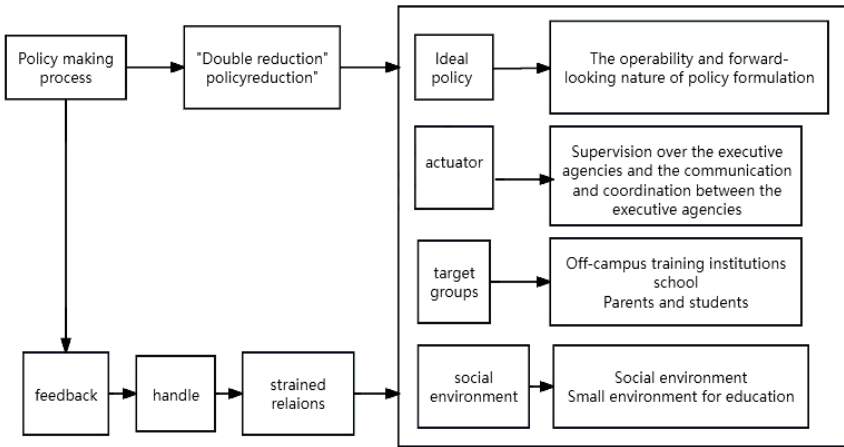


Fig. 1. "Double reduction" policy analysis framework

3 The constraints of the implementation of the "double reduction" policy

3.1 An idealized policy

Policy lacks operability.

The "double reduction" policy requires reducing the total amount of homework and students' frequency, but in practice this requirement is difficult to measure. On the one hand, written homework is directly related to students' personal learning foundation and learning habits, and each student needs different time to complete the same amount of homework. Moreover, it is difficult for the teacher of each subject to measure the total amount of homework required in all subjects, which prevents the teacher from grasping the amount of homework in the subject. On the other hand, in terms of policy evaluation, the evaluation policy system and relevant standards have not been established to match the "double reduction" policy, which leads to the effectiveness of the

"double reduction" policy cannot be measured. Both of these aspects hinder the effective implementation of the "double reduction" policy.

The policy is not forward-looking.

A policy should not only solve the current problems, but also be forward-looking, and consider the impact of various factors on the policy in the future. Idealized policies should take into account the overall current and future development situation. The fundamental factors that lead to students' excessive academic burden and great academic pressure are the deep-rooted concept of exam-oriented education. Although the "double reduction" policy reduces the superficial academic pressure of students, it cannot solve the mental pressure. Although it can solve the current predicament, the development of education has its own rules, it does not solve the problem from the root, the lack of foresight. This leads to a cycle of "problem-policy-problem-policy".

3.2 Executive level

The supervision of the executive agencies is insufficient.

Some after-school training institutions will use some means to escape the supervision of the relevant departments[3]. Discipline training institutions have been controlled to some extent, but due to active market demand, they conduct illegal teaching in the name of "high-end housekeeping" and "resident teachers". The characteristics of strong concealment and difficulty in obtaining evidence, which leads to the inability of relevant departments to investigate and punish, and there are supervision blind spots.

Communication and coordination between the executive agencies are not smooth.

The central administrative department of education should achieve the goal of reducing the students' schoolwork burden, and the local administrative department of education should ensure the graduation rate of students and ensure the quality of local education. In the process of policy implementation, the implementers often consider their own interests first. In addition, the effective implementation of the "double reduction" policy requires the cooperation of education administrative departments, human resources and social security departments, market supervision departments and other relevant departments. However, the relevant departments are unwilling to cooperate due to the unclear division of labor and rights and responsibilities due to their own interests, which increases the difficulty of policy implementation. Target group level

3.3 Target group

Off-campus training institutions.

For after-school training institutions, the "double reduction" policy directly affects their personal interests. The purpose of their training is not to promote the all-round development of students, but simply to seek benefits through training. The implementation of the policy reduces their means of profit, so it is easy for them to misunderstand the perception of the policy and thus misunderstand the real intention of the

policy. The resulting deformation and alienation of after-school training methods restrict the effective implementation of the policy.

School.

For schools, they are more focused on achieving short-term goals. After the implementation of the "double reduction" policy, a lot of work of the school has to be readjusted, while reducing the academic burden of students, the problem of the rate of enrollment and the quality of students' learning. Once the enrollment rate drops, they will face many risks, such as the school's reputation and parents' doubts, so they will focus on the realization of short-term goals, and the superficial implementation of the "double reduction" policy has not changed much in essence.

Parents and students.

Some survey data show that parents in the national compulsory education stage have different degrees of understanding of the "double reduction" policy[4], and have different attitudes towards the content of the "burden reduction". For some students and parents, the implementation of the "double reduction" policy will not only reduce the academic burden of students but also reduce the economic burden of parents, but the practical problem is the pressure of students to study and employment, they tend to be more inclined to achieve long-term goals. On this level, parents will continue to ask students to tutor and constantly improve their ability. Their behavior restricts the effective implementation of the "double reduction" policy.

3.4 Environmental factors

Social environment.

In terms of the overall social environment, influenced by the traditional Chinese culture, people generally believe that learning will change their destiny. On the one hand, society can change the criteria for evaluating employers and break the system that academic qualifications are the key to success, so that people will not feel that they have changed their whole life because of a major examination; on the other hand, it is also possible to make use of the media to change people's minds constantly through public opinion.

Educational small environment.

In terms of educational small environment, People often have the pursuit of higher quality of education and problems such as students' excessive schoolwork. China's current enrollment system is carried out in the form of examination, and the "score theory" determines whether admission can be admitted[5]. Such an educational environment also restricts the effective implementation of the policy.

4 Paths to solving the double-decrease policy problem

4.1 Idealized policy level

If the "double reduction" policy wants to achieve effective results, we should fully consider the operability and foresight of the policy implementation. On the one hand, we should give full consideration to the characteristics of students in different regions and in different degrees, and formulate a matching policy evaluation system and relevant standards and implementation rules. At the same time, the formulation of policies should consider the impact of various factors in the implementation of the policy. Big data can be used to conduct online surveys, timely obtain feedback information and pass the data analysis to educational administrative departments, schools, etc.

4.2 Executor level

The government should strengthen the supervision of after-school training institutions and establish a coordinated and unified implementation mechanism among the enforcement agencies. Market supervision departments should strengthen supervision over after-school training institutions, prevent training institutions from deformation training methods, and charge remedial fees in disguised forms. The coordination and unity among the executive agencies is important. A "double reduction" policy group can be established in the education administrative department to be responsible for the implementation of the policy to ensure the efficiency.

4.3 Target group level

Firstly, subject-based training organizations should make clear their nature as non-profit-making organizations and strictly implement the "double reduction" policy. Secondly, schools should also improve the quality of after-school services, realizing that the "double reduction" policy is actually promoting the quality of education in schools, returning to the standard of education, and promoting the better development of students. Finally, parents and students should rationally look at the pressure of further studies, especially parents should understand the individual differences and focus on the all-round development of their children.

4.4 Level of environmental factors

On the one hand, society can change the evaluation of employment standards, breaking the system of academic qualifications is a brick, people will not feel that because of a major examination and change for life; on the other hand, The phenomenon of schools being determined by scores in the enrollment process should be changed ,it can also use the media, through the public opinion to change people's minds. "Internet + education" has made a breakthrough in recent years in China, students can use online education to get better educational resources. At the same time, the difficulty of the proposition of the secondary school examination should be appropriately reduced, and the method of

admission to key high schools and universities should be expanded, so as to judge the merits of the students from a multi-dimensional point of view.

5 Conclusion

The cause of socialist education with Chinese characteristics is a huge social project carried out, and although the implementation of the "double-decrease" policy is only one important item in this project, in practice it is necessary for us to seriously study the various relationships in the field of education, so as to respond to the needs of the interests of the citizens and groups of the society in the process of implementing the "double-decrease" policy, and to identify and solve the problems and to realistically realize the ideals of education, which are appropriate for both the present and the future.

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