



The Practical Problems and Countermeasures of After-School Service in Rural Primary Schools Under the "Double Reduction" Policy

Xin Wang

Harbin University of Commerce, Heilongjiang Province, Harbin City, 150028, China

2382399005@qq.com

Abstract. The report of the 20th National Congress pointed out that "high-quality development is the primary task of comprehensively building a modern socialist country", and the high-quality development of after-school service is also one of the important tasks of high-quality education development under the background of "double reduction". The implementation of after-school service policy is not only conducive to promoting the comprehensive development of primary and secondary school students, but also effectively solves the "three-thirty" problem in the compulsory education stage, and has a positive role in alleviating social education anxiety. However, there are some problems in the after-school service of rural primary schools, such as inadequate policy implementation, insufficient teachers, the rights and interests of teachers can not be guaranteed, and the lack of corresponding supervision and evaluation mechanism. Therefore, it is necessary to further promote the high-quality and balanced development of after-school services in rural primary schools by strengthening the implementation of the policy implementation subject according to local conditions, improving the after-school service funding system, strengthening the construction of teachers, and improving the teacher incentive mechanism.

Keywords: "double reduction" policy; rural primary school; after-school service

1 Introduction

In July 2021, the CPC central committee and the State Council issued "on further reduce the compulsory education stage students homework burden and the opinions of the external training burden" (hereinafter referred to as the "double reduction" policy), clearly put forward to "guarantee after-school service time, improve the quality of after-school service, expand after-school service channel" "improve school service level, meet the demand of students diversification" [1]. It can be seen from the existing studies that the current after-school service in rural primary schools is essentially a governance problem of multi-subject collaborative education. The coordinated promotion of after-school service by the government, school, family and society has become an important

idea to solve the dilemma of after-school service and improve the quality of after-school service. This paper puts forward effective after-school service collaborative governance strategies for rural primary schools from the aspects of policy implementation, school facilities and teachers, so as to build a good after-school service governance ecology and comprehensively improve the quality of after-school service [2].

2 "Double Reduction" Policy of Rural Primary School After-School Service Reality

2.1 Policy Implementation is not in place

The executive and the target group are crucial to the correct understanding of the policy, and the depth of understanding and attention are the premise and basis for the effective implementation of the policy [3]. The alienation of the implementation of the "double reduction" service policy in rural primary schools is essentially a structural tension generated by the collision between policy texts and local education ecology. Due to being in a long-term "policy information silo", the teacher community has a cognitive bias towards the educational value of after-school services, often simplifying them as "after-school care"; Parents are bound by traditional educational concepts and misinterpret policies as administrative instructions to reduce educational investment. The root cause lies in the failure to establish a three-level decoding system of "administrative interpretation professional interpretation community interpretation" in the process of policy dissemination, resulting in serious dissipation of policy spirit at the end of the transmission chain. To solve this dilemma, it is necessary to establish a "policy meaning reproduction" mechanism, which can transform abstract policies into concrete educational landscapes through teacher workshops, parent schools, and other carriers. At the same time, the "service effectiveness visualization" tool can be introduced to form a policy identity community of family school social linkage, and ultimately achieve a paradigm shift in policy implementation from administrative drive to value identity [4].

2.2 Policy Implementation Teachers, Teachers' Rights and Interests Can Not Be Guaranteed

The Ministry of Education requires rural primary schools to provide a variety of after-school services, including sports, health, art and interest groups, to meet students' personalized needs. Due to the lack of professional teachers in the school, other teachers are not competent, making it difficult to implement. At present, the after-school service teachers are all served by the teachers [5]. In rural areas, the cycle of "population outflow - educational predicament" caused by the disparity in urban and rural resources has gradually emerged: The large-scale migration of young and middle-aged labor force to cities not only leads to a decreasing number of school-age students, but also puts rural schools in a structural contradiction between the rigid demand for class numbers and the flexible supply of teacher resources - even if the student population shrinks to "mini-classes", a complete grade system and curriculum framework still need to be

maintained. At the same time, the harsh working environment, the lack of professional growth platforms and the weak living facilities continuously weaken the attractiveness of rural teaching positions, creating a two-way outflow dilemma of "new teachers cannot be recruited and key teachers cannot be retained". This collision between the teacher shortage and the teaching demand has led to the policy implementation being stuck in a practical predicament of "a capable housewife finding it hard to cook without rice".

2.3 Lack of Supervision and Evaluation Mechanism Leads to Bias

The regulatory absence of educational administrative departments in overseeing rural primary school after-school services fundamentally reflects institutional deficiencies in policy implementation within grassroots educational governance systems. This phenomenon is rooted in the urban-rural resource allocation dualism and exposes the ambiguous role of administrative entities in delivering public educational services. Specifically, rural educational authorities demonstrate threefold cognitive biases regarding the "Double Reduction" after-school service policy: dogmatic interpretation of policy essence, utilitarian orientation in service positioning, and extensive planning of implementation pathways^[6]. These cognitive limitations have hindered the establishment of curriculum development mechanisms aligned with local cultural contexts and obstructed the construction of sustainable guarantee systems addressing deep-seated contradictions such as structural teacher shortages and restricted professional development.

The current regulatory practice, characterized by its emphasis on procedural compliance over substantive outcomes, stems from the absence of a scientific performance evaluation index system. Schools struggle with dynamic optimization of teaching strategies due to inadequate feedback channels, while teachers face quality improvement dilemmas resulting from undefined evaluation criteria. This dual regulatory failure has ultimately evolved into an involution predicament in policy execution. To address these challenges, it is imperative to construct a comprehensive governance framework encompassing "policy interpretation-resource allocation-process supervision-performance evaluation". This should be achieved through integrated strategies including establishing county-level educational resource coordination platforms, introducing third-party professional evaluation agencies, and refining teacher incentive compensation mechanisms. Such systemic reforms will propel the transformation of rural after-school services from quantitative coverage to qualitative development, transitioning from basic provision to high-quality supply. This transformation not only constitutes the core essence of implementing the Double Reduction policy, but also serves as a crucial intersection point for synergizing educational equity with rural revitalization strategies^[7].

3 Countermeasures of After-school Service in Rural Primary Schools Under the "Double Reduction" Policy

3.1 Strengthen the Implementation of Policy Implementation Bodies

The Guiding Opinions on Doing a Good Job in After-school Services for Primary and Middle School Students issued by the General Office of the Ministry of Education explicitly mandates the establishment of a "full-chain regulatory mechanism encompassing pre-service filing, process monitoring, and post-event traceability", aiming to ensure service quality and student safety through rigorous attendance tracking, supervision, and handover protocols [8]. However, policy implementation has revealed systemic governance deficiencies in certain regions, manifested as "ambiguous accountability lists for regulatory entities, dysfunctional accountability mechanisms, and inadequate risk prevention plans", resulting in "institutional disconnection between technological empowerment and management innovation". The root causes lie in both the mechanistic application of policy texts by grassroots implementers and the institutional lag in supporting systems during the digital transformation of educational governance.

At the institutional level, schools urgently need to construct a "rights-responsibility parity and risk-sharing" regulatory framework. This can be achieved through digital innovations such as "leveraging blockchain technology to enable full-process data archiving of service records" and "employing AI-assisted decision-making to optimize curriculum scheduling". Educational authorities should develop a multidimensional evaluation framework integrating "quantitative assessment with qualitative analysis", with emphasis on perfecting a closed-loop management mechanism featuring "quarterly dynamic monitoring, annual performance evaluation, and special rectification through supervision". Strategic recommendations include "establishing a province-wide smart regulatory cloud platform for data interoperability" and "forming joint enforcement task forces comprising educational supervision and epidemic prevention departments".

3.2 Strengthen the Construction of Teachers and Improve the Incentive Mechanism for Teachers

From the perspective of educational economics, teachers, as the core human capital in the education system, their work motivation's intensity of stimulation directly affects the marginal output efficiency of educational services. Based on the "cost-benefit" theoretical framework, constructing a multi-dimensional incentive mechanism is the key path to improving the quality of teachers' work: the primary step is to establish a market-oriented salary compensation mechanism, through setting up special allowances for after-school services, stepwise subsidies for excess workloads, to ensure that teachers' additional labor input receives reasonable economic returns; at the same time, it is necessary to improve the career development channels, incorporate after-school service innovation achievements into the indicators for professional title evaluation, and establish professional growth platforms such as "After-school Service Master Teacher Studios", to form a synergy between material incentives and spiritual incentives. A more

profound institutional design lies in reconstructing the performance evaluation system, adopting a "basic workload + quality coefficient" assessment model, conducting value-added evaluations on qualitative indicators such as the innovativeness of course design and the improvement of students' qualities, and establishing a systematic connection between the evaluation results and job appointments, commendations and awards.

3.3 Improve the After-School Service Supervision and Evaluation Mechanism

Under the framework of modernized educational governance, the construction of a supervision system for the "Double Reduction" policy in rural primary schools necessitates the comprehensive integration of dual governance paradigms: "preventive regulation and developmental guidance". From a strategic institutional design perspective, it is imperative to not only establish a tripartite embedded supervision network involving "educational administrative departments-responsibility supervisors-home-school-community collaborations", which employs differentiated supervision checklists categorized by regions and school types, along with hybrid monitoring tools combining unannounced inspections and big data analytics. Simultaneously, it requires innovation in a progressive spiral supervision mechanism encompassing "baseline assessment-process diagnosis-effectiveness enhancement", transforming conventional compliance reviews into a multidimensional evaluation system that incorporates value-added service quality assessments and developmental evaluations for teachers and students, thereby achieving full-process closed-loop management. This governance-oriented supervision framework not only effectively mitigates risks of symbolic implementation during policy execution, but also fosters optimal reorganization of urban-rural educational resources through an empowerment chain comprising "supervision feedback-professional support-capacity building", ultimately realizing symbiotic evolution between burden-reduction policies and rural educational ecosystems^[9]. Particularly in the realm of after-school service evaluation, we propose a "3D-4D" assessment model that integrates three stakeholder dimensions (teacher professionalism, student development, and parental satisfaction) with four quality dimensions (curriculum implementation effectiveness, resource allocation precision, service innovation intensity, and safety assurance robustness)^[10]. This multidimensional architecture constitutes a scientifically rigorous and comprehensive evaluation system that vertically coordinates stakeholder perspectives and horizontally aligns quality benchmarks, providing an innovative methodological framework for policy optimization in rural education revitalization.

4 Conclusion

As a practical footnote to the deepening implementation of the "double reduction" policy in rural education fields, solving the dilemma of after-school services in rural primary schools requires a systematic thinking to reconstruct the policy implementation ecology - achieving precise supply-demand docking through the "targeted calibration" of the policy system, breaking through professional capacity bottlenecks through the "blood making project" of teacher training, stimulating endogenous development

momentum through the "dual wheel drive" of incentive mechanisms, and constructing a continuous improvement loop using the "quality lever" of supervision and evaluation. This multi-dimensional linkage reform path not only provides institutional guarantees for rural students to enjoy fair and high-quality education services, but also injects sustainable educational momentum into the rural revitalization strategy through the improvement of educational governance efficiency. Ultimately, in the coordinate system of high-quality and balanced development of urban and rural education, it depicts the practical landscape of rural education revitalization in the new era.

Fund Project

Key Project of Higher Education Teaching Reform in Heilongjiang Province in 2024: Research and Practice of Xi Jinping Labor Praise (No.: SJGZB2024163); Education Science Planning Project in Heilongjiang Province in 2024: "Research on Innovation, Entrepreneurship and Education Path under the Concept of" Integration of Labor and Innovation "" (No.: GJB1424244).

References

1. Zhang Yanyan. Value reconstruction of after-school services under the policy of "double reduction" [J]. Journal of Hunan University of Science and Technology (Social Science edition), 2022,25 (04): 158-164.
2. Zhu Yiming. After-school services for primary and secondary schools: Problems and cracking [J]. Contemporary Educational Science, 2024 (03): 3-10.
3. Zhu Yongxin. Three important issues that need urgent attention to in education reform and development [J]. Educational Research, 2022,43 (03): 20-24.
4. Gong Junhong. Analysis of the problems existing in and optimization strategy of after-school delay service in primary school [J]. Journal of Qiqihar Normal College, 2021 (02): 3-5.
5. Li Yanhua. After-school services for rural primary schools are provided according to local conditions [J]. People's Education, 2022 (Z3): 73-74.
6. Yang Ying, Bing Yinglin. Lack and reconstruction of value and rationality of after-school services in primary and secondary schools [J]. Education Theory and Practice, 2023,43 (20): 3-7.
7. Wang Beilei, Chen Guohua. Conflict and adjustment of after-school service implementation in primary and secondary schools under the background of "double reduction" [J]. Teaching and Management, 2023 (36): 40-44.
8. Li Baoqing, Ji Ping. The innovative path of high-quality after-school service course construction under the background of "double reduction" [J]. curriculum. teaching material. Canon Law, 2022,42 (11): 65-73.
9. Gu Yanli, Luo Shengquan. Value analysis of after-school service policies in primary and secondary schools [J]. Educational Science Research, 2018 (09): 34-38.
10. Wang Beilei, Chen Guohua. Conflict and adjustment of after-school service implementation in primary and secondary schools under the background of "double reduction" [J]. Teaching and Management, 2023 (36): 40-44.

Open Access This chapter is licensed under the terms of the Creative Commons Attribution-NonCommercial 4.0 International License (<http://creativecommons.org/licenses/by-nc/4.0/>), which permits any noncommercial use, sharing, adaptation, distribution and reproduction in any medium or format, as long as you give appropriate credit to the original author(s) and the source, provide a link to the Creative Commons license and indicate if changes were made.

The images or other third party material in this chapter are included in the chapter's Creative Commons license, unless indicated otherwise in a credit line to the material. If material is not included in the chapter's Creative Commons license and your intended use is not permitted by statutory regulation or exceeds the permitted use, you will need to obtain permission directly from the copyright holder.

