

## Evaluation of the Implementation of the "Double Reduction" Policy in Compulsory Education (K12) in China: Taking Guizhou Province as an Example

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### Abstract

*The "Double Reduction" policy, designed to enhance and develop the education system, focuses on reducing students' workload from homework and external academic training. Its fundamental goal is to elevate educational quality, unleash students' overall potential, and cultivate their creative thinking and lifelong learning skills. While current academic research on this policy primarily examines its theoretical underpinnings and practical application methods, there is a notable gap in examining its effectiveness in depth. To address this, this study selects Guizhou Province as a case study, employing questionnaire surveys and in-depth interviews. This approach enables a comparative analysis of the shifts in the educational landscape and students' perspectives and adaptations before and after the policy's implementation, aiming for a thorough and cohesive evaluation. The findings indicate that Guizhou Province's educational reform, influenced by the "Double Reduction" policy, has significantly advanced in enhancing the learning environment and alleviating student stress. However, the study also uncovers certain implementation bottlenecks and challenges. Drawing from these insights, this paper suggests strategies to augment the policy's effectiveness and to continuously refine its implementation. These recommendations are geared towards sustaining the policy's impact and further fostering the comprehensive and harmonious growth of students.*

**Keywords:** Gui zhou; "Double Reduction" policy; Construction of the indicator system; Evaluation of implementation.

### Introduction

The issue of load-shedding, particularly in China's education sector, has garnered widespread attention from various societal sectors and has increasingly become a policy focus for both the Party and the State. This shift in attention is driven by a broader consideration of the nation's future development (NiYahong, Ma & Zhao, 2018). Over the past seven decades, China has consistently prioritized reducing the educational burden on primary and secondary school students as a key mission. This sustained focus has led to ongoing efforts to find long-term solutions.

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With China's rapid societal and economic progression, new challenges have emerged in the education sector. These include evolving expectations from parents, students, and society regarding educational quality, and heightened demands for improved levels of education and teaching standards. In response to these changes, the General Office of the Central Committee of the Communist Party of China and the General Office of the State Council jointly issued the "Opinions on Further Reducing the Burden of Homework for Students in Compulsory Education and the Burden of Out-of-School Training" on July 24, 2021 (CPC Central Committee and State Council, 2021). Commonly referred to as the "Double Reduction" policy, it introduces the "three limits" and "three strictures," setting stricter standards and regulations for educational activities both in and out of school.

The implementation of the "Double Reduction" policy marks a significant step forward, reflecting the CPC Central Committee's strategic educational decisions. It underscores the importance of this initiative as a key component of public welfare, with its nationwide implementation signaling a major shift in China's educational approach. This policy aligns with the broader objective of balancing educational demands with the overall well-being and holistic development of students.

The "Double Reduction" policy, since its inception, has garnered significant attention within the academic community. Scholars have focused on examining the origins of this policy, its developmental trajectory, and suitable response strategies. Research, such as that by Xue Eryong (2022), emphasizes that the policy's success hinges on ensuring the public welfare nature of education, enhancing the quality of school teaching, and regulating extracurricular tutoring. Furthermore, Zhang Maocong, Yin, and Du (2022) argue that achieving the "Double Reduction" targets should be approached as a systemic project. This process necessitates not only governmental leadership but also the concerted efforts of various sectors to effectively manage off-site training. In addition, some scholars have delved into the policy text, analyzing it through the lens of policy tool application. As highlighted by Zhang Xi and Gao (2021), merely establishing a burden reduction policy does not automatically translate to achieving its intended value or goals. The judicious selection and application of policy tools are critical in navigating towards these objectives.

A case study in Guizhou Province reveals that while the "Double Reduction" policy has shown effectiveness, its implementation is complex and often met with divergent views and reactions from teachers, students, and parents at the grassroots level. This disparity underlines the multifaceted nature of implementing such a policy. This study, therefore, aims to assess the effectiveness of the "Double Reduction" policy by exploring key questions: What is the actual impact of the policy? What are its primary bottlenecks and challenges? Addressing these questions is central to understanding the policy's efficacy and serves as a vital starting point for evaluating its success. Through comprehensive exploration and systematic analysis, this study seeks to offer constructive feedback and recommendations, contributing to the continuous refinement and optimization of the "Double Reduction" policy.

## **Literature review**

Since the release of the 2010 National Program for Medium- and Long-Term Educational Reform and Development (2010-2020) by the CPC Central Committee and State Council, China has set a clear direction for its higher education development. This direction focuses on three key objectives: adapting to societal needs, optimizing the education system, and advancing the modernization of education. In the years 2021 and 2022, these policies were refined further, emphasizing the reduction of student academic pressure and the reform of extracurricular training. These efforts aimed to enhance the role of school education and foster the holistic development and well-being of students. This policy, commonly known as the "Double Reduction" policy, has since become a significant trend

in China's educational reform, sparking increased academic discussion and research. The "Double Reduction" policy is pivotal not only for ensuring a comprehensive educational approach that develops students' moral, intellectual, physical, and aesthetic faculties but also marks a crucial step towards enhancing educational quality and exploring unique paths in basic education development. This paper intends to methodically review and synthesize the abundant academic discourse and research on the impact of the education load reduction policy. It focuses on three main aspects: the formation of evaluative conclusions, the exploration of influencing factors, and a comprehensive overview of existing research. The goal is to provide a structured analysis that can serve as a reference and guide for the ongoing development and implementation of educational policies and practices.

## Evaluation findings

After a thorough examination of the literature, it becomes evident that load-shedding policies, applied across various time periods and districts, have significantly influenced students' academic stress. These policies have shown their effectiveness to a certain degree. Hu Huimin's 2015 study traces the evolution of load reduction measures since the 1950s, noting their initial focus on students' physical health and easing the pressure of progressing to higher education. Subsequently, these measures evolved to promote quality education and, more recently, aimed to reduce burdens through reforms in the basic education curriculum. While the objectives of load-shedding have evolved over time, their implementation often relied heavily on schools and educational administrations. This approach, centered on moderating the difficulty of teaching and reducing homework, has not fundamentally addressed the increasing academic burden on students. Zhao Keli, in 2022, highlighted the challenges post the "Double Reduction" policy, including deviations from operational management concepts and the lack of effective safeguards. In 2016, Zheng Donghui delved into the prevalent issues in schools, such as inefficient classroom teaching, poor homework quality, and management oversight. He argued that real burden reduction involves not just lessening homework quantity but enhancing classroom teaching quality and improving management efficiency. This approach should aim to eliminate repetitive and unproductive tasks, thereby genuinely enhancing educational quality and substantially lightening students' load. Ning Bentao, in 2022, observed noticeable changes following the "Double Reduction" policy. Primary students spent less time on homework and showed improved self-management skills, contributing to reduced anxiety. The enhanced collaboration between parents and teachers also yielded positive outcomes. However, challenges like increased teacher workload, varied self-regulation abilities among students, and the risk of additional assignments from parents indicated the need for refining the regulatory system for better future implementation. Dou Guimei's 2022 study offered insights into the current mechanisms of the burden reduction policy, underscoring the necessity for continual evaluation and adaptation to address emerging challenges and optimize the policy's effectiveness.

She highlights a critical flaw in the supervisory system overseeing the implementation of burden reduction policies: its monolithic nature. This issue manifests in two distinct ways. Firstly, the responsibility for oversight is diffused among lower-level units, which are evaluated based on the reports they submit. This decentralization can lead to a lack of comprehensive oversight. Secondly, the system relies on periodic inspections by higher-level departments, a conventional method of administrative supervision. This approach, however, overlooks the vital roles of diverse social actors and key stakeholders in the supervisory process. Their exclusion can result in uneven and often unsatisfactory policy implementation across various regions and sectors. Dou's insights underline the necessity for a more pluralistic monitoring approach, urging policymakers to broaden the spectrum of supervisory participants. This inclusion would ensure a more thorough and effective implementation of burden reduction policies. Li Chenzhi (2022) provides a detailed

analysis of the four critical stages in the implementation of these policies: policy formulation, implementation, evaluation, and feedback summarization. Within this framework, the success of a policy is not solely dependent on the scientific soundness of its content but is also heavily influenced by the value alignment among the policy's key players. These include the government, social organizations, educational institutions, and families. The congruence in their value judgments and objectives is paramount in ensuring the policy's effectiveness in reducing burdens and achieving intended outcomes.

#### Influencing factors

Numerous studies have delved into the factors influencing the effectiveness of burden reduction policies in education. These investigations have unfolded through various perspectives, shedding light on both the implementation challenges and potential solutions. Zhang Linlin (2018) provides a foundational understanding by examining the interplay of political, social, and cultural structures in shaping educational policies. Zhang categorizes the influences on these policies into subjective and objective dimensions, suggesting that both internal and external factors play crucial roles. Building on this, You Ta (2019) focuses on the school-level implications, highlighting that uneven distribution of educational resources and challenges in policy implementation significantly impact the effectiveness of workload reduction in schools. Zhang Huizi (2019) adds another layer by examining the role of educational administrative bodies. She points out that conflicts of interest and information withholding by these bodies can lead to inadequate public participation. This lack of engagement can result in policies that fail to meet citizens' needs, thus rendering schoolwork burden reduction efforts less effective or even counterproductive. Lei Shuqi (2020) identifies multiple barriers to implementing load-shedding policies, such as systemic issues within education, parental and school pressures, societal expectations, and a lack of oversight. These impediments highlight the complexity of effectively reducing the educational burden. Cheng Miao (2021) expands the discussion by arguing that burden reduction is not just about reducing workload but also improving educational quality. This process involves considering the professionalism and behavior of implementers like government staff, school leaders, and teachers. Additionally, the characteristics and individual differences of beneficiaries, such as students and parents, are crucial. Finally, Jia Qian (2021) introduces a psychological dimension by applying Maslow's hierarchy of needs theory. Jia suggests that the extent to which the policy resonates with the personal needs of stakeholders (students, parents, teachers, administrators) reflects its sense of belonging and care, which in turn influences the policy's successful implementation and effectiveness in alleviating classroom burdens.

Recent research has delved into the diverse factors influencing the effectiveness of educational load reduction. Central to this discourse is the notion that load reduction is not merely a matter of policy implementation but is influenced by a confluence of various elements. Qiu Ju (2022) emphasizes the role of educational philosophy, teacher professionalism, student scheduling, and homework quality in shaping the outcomes of load reduction initiatives. In a similar vein, Xu Xiuning (2021) brings to light the paradox of parental attitudes, driven by a fear of their children falling behind, which inadvertently counters the efforts of load reduction. This phenomenon, termed as 'schools reduce their loads, but parents increase theirs,' signifies a critical impediment to the success of these initiatives. Further complicating the landscape, Zheng Donghui (2016) and colleagues have observed the extension of stress reduction from classrooms and exams to homework. They argue that a holistic approach, involving educators, educational administrators, families, and society, is essential for effective stress management in educational settings. Yu Kunlun (2021) advocates for a return to the roots, suggesting that resolving the issue of educational stress necessitates a focus on teaching content, curriculum quality, policy efficacy, the role of policy implementers, and robust monitoring and evaluation mechanisms. Additionally, the paths for resource allocation, the synergy between home and school in co-education, and familial upbringing methods

are pivotal. Furthermore, the broader social context plays a significant role in alleviating educational stress.

### Review of existing studies

In summary, contemporary academic research on education burden reduction policy predominantly concentrates on several key areas: policy text analysis, evaluation of resistance to implementation, the role of implementing bodies, the effectiveness of burden alleviation, and recommendations for policy enhancement. This research spectrum has yielded significant insights. Nonetheless, a notable imbalance exists, characterized by a preponderance of theoretical over empirical analysis. For instance, a considerable number of studies delve into the critical issue of alleviating school burdens through education system reform. Concurrently, other researchers argue, based on macroeconomic policy assessments, that the policy-making process lacks scientific rigor and reasonableness. These critiques highlight shortcomings in fairness, openness, and collaborative governance, suggesting a pressing need for institutional innovation. Moreover, the implementation phase of burden reduction policies encounters several challenges, including flaws in evaluation systems, homework management, and a monolithic approach to supervision and progress promotion. These issues underscore the necessity of adopting a polycentric governance perspective, which advocates for considering multiple stakeholders. This approach aims to address root causes rather than merely surface issues. On the flip side, there is a scarcity of empirical studies with specific case analyses, although those that exist provide comprehensive summaries and analyses. These studies generally focus on the national-level effects or those in specific cities or schools, examining the impact from various angles, including main implementers, school and student development, after-school services, academic stress, and external training. However, they often overlook crucial aspects like family dynamics, student psychology, and extracurricular activities. In conclusion, while current research has made substantial strides, there remains significant potential for enhancement in terms of specificity, comprehensiveness, systematization, and depth. This study aims to comprehensively analyze the "Double Reduction" policy, focusing on its practical implementation. Our approach involves conducting field research in Guizhou Province to assess the current state of the policy's implementation, identifying both its successes and the challenges it faces. By examining these key areas, we intend to evaluate the effectiveness of the policy. Furthermore, we will identify and discuss any bottlenecks that hinder its successful execution. The insights gained from this research will be used to develop informed recommendations. These recommendations are intended to guide the management of compulsory education in the province and to support the sustained and effective application of the "Double Reduction" policy. This study seeks not only to provide a detailed understanding of the policy's impact but also to offer practical solutions for enhancing its efficacy in the context of Guizhou's educational landscape.

## Research design

### Research problem

1. "What has been the effectiveness of the "Double Reduction" policy in alleviating the excessive academic burden on students since its implementation? This inquiry seeks to evaluate the tangible outcomes and changes in students' workload and stress levels resulting from this policy."
2. "In implementing the "Double Reduction" policy, what bottlenecks and challenges have emerged? This question aims to identify and analyze any obstacles or difficulties encountered in the practical application of the policy, including resistance from stakeholders, logistical issues, or unintended consequences."

3. "How has the implementation of the "Double Reduction" policy impacted society as a whole? This query explores the broader societal effects of the policy, considering aspects such as changes in educational culture, family dynamics, and the educational industry's response."

## **Research methodology**

### **Questionnaire method**

The questionnaire method is a systematic research approach characterized by the use of standardized procedures. In this method, researchers create a uniform and structured questionnaire, which is then distributed to selected participants through digital platforms like Questionnaire Star. This technique hinges on written communication and the interactive responses of participants, aiming specifically to collect data regarding the current status of teaching and educational practices in schools. To enhance the robustness of this method, we plan to integrate the indicator system developed through the Delphi technique. This integration will aid in the construction of an evaluative questionnaire tailored to assess the effectiveness of the "Double Reduction" policy implementation. The target respondents for this questionnaire will be primary and middle school teachers, students, and parents in Guizhou Province. Our goal is to obtain a comprehensive view of the multifaceted aspects of the policy's implementation. Upon collection, the data will be meticulously analyzed and merged with the predetermined indicators to offer a thorough examination of the various dimensions of policy execution. This analysis will employ advanced big data technologies to ensure an in-depth and accurate interpretation of the collected information. The final stage involves synthesizing these analyses into a comprehensive evaluation report. This report will not only detail the effectiveness of the "Double Reduction" policy but also serve as a scientific reference for future policy-making decisions.

### **Interview survey method**

The method of conducting interview surveys serves as a potent tool for directly gathering data. This approach allows researchers to gain first-hand insights into social phenomena or issues by engaging in detailed conversations with individuals who are directly involved or affected. In our study, we've strategically integrated this method with the questionnaire survey technique. Our goal is to gain a comprehensive understanding of how the "Double Reduction" policy is being implemented across different areas in Guizhou Province. To achieve this, we're focusing on in-depth interviews with key groups, such as parents and teachers, who play a crucial role in the policy's execution and impact. The method of conducting interview surveys serves as a potent tool for directly gathering data. This approach allows researchers to gain first-hand insights into social phenomena or issues by engaging in detailed conversations with individuals who are directly involved or affected. In our study, we've strategically integrated this method with the questionnaire survey technique. Our goal is to gain a comprehensive understanding of how the "Double Reduction" policy is being implemented across different areas in Guizhou Province. To achieve this, we're focusing on in-depth interviews with key groups, such as parents and teachers, who play a crucial role in the policy's execution and impact. By combining these methods, we aim to gather diverse perspectives and in-depth feedback from various stakeholders. This multifaceted approach is designed to provide us with a more nuanced understanding of the participants' perceptions and reactions to the policy. Through this comprehensive data collection, we intend to accurately evaluate the policy's effectiveness and, importantly, to offer well-informed, constructive suggestions for its enhancement. This balanced methodology ensures that our assessment is both thorough and reflective of the real-world implications of the policy. By combining these methods, we aim to gather diverse perspectives and in-depth feedback from various stakeholders. This multifaceted approach is designed to provide us with a more nuanced understanding of the participants'

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#### Research tools

##### Questionnaire

This study rigorously assesses the impact of the "Double Reduction" policy in Guizhou Province. Our research team, employing a robust indicator system established through the Delphi technique, meticulously crafted three distinct questionnaires: the "Guizhou Double Reduction Policy Effectiveness Evaluation (Teacher Version)," "Guizhou Double Reduction Policy Effectiveness Evaluation (Parent Version)," and "Guizhou Double Reduction Policy Effectiveness Evaluation (Student Version)." The survey spanned diverse regions within Guizhou Province, encompassing a broad spectrum of respondents, including teachers, students, and parents from primary and secondary schools. The core objective of this survey was to delve into the academic pressures faced by students in the sampled schools, their awareness and understanding of the "Double Reduction" policy, and the perspectives and insights of their parents regarding this policy. By executing this comprehensive survey, we aim to harvest rich, multi-faceted data that will significantly bolster our capacity to evaluate the efficacy of the "Double Reduction" policy. This approach promises a more nuanced and thorough understanding of the policy's real-world implications and effectiveness.

##### Synopsis of an interview

The aim of this study is to conduct a thorough evaluation of the impact and efficacy of the "Double Reduction" policy across various regions in Guizhou Province. To achieve this, we have developed two tailored interview frameworks: one for teachers, titled "Double Reduction Policy Implementation Talking Points (Teachers' Version)," and another for parents, named "Double Reduction Policy Implementation Talking Points (Parents' Version)." These frameworks are anchored on a set of meticulously curated criteria and metrics specifically designed to assess policy performance. Employing an online survey approach, our objective is to delve into the variances in perception and understanding of the "Double Reduction" policy among teachers and parents, as well as to gauge the effectiveness of its implementation. This comprehensive analysis will help in identifying regional disparities and in formulating insights for policy enhancement. This multidimensional research tool, with its capability to gather extensive primary data, serves as a powerful instrument for our study. It allows us to compare and analyze perspectives and feedback from diverse groups, thereby uncovering the crucial elements influencing the "Double Reduction" policy's implementation. Our primary objective is to delve into and enrich our comprehension of the profound impacts this policy has. This understanding will enable us to recommend more targeted and effective policy adjustments. Consequently, these recommendations aim to provide robust data-backed support to decision-makers, facilitating the refinement and enhancement of the policy. This approach ensures that our research not only contributes to theoretical knowledge but also has practical implications for policy optimization.

##### Research process

This study is dedicated to an in-depth analysis of the requirements outlined in the "Opinions on Further Reducing the Burden of Homework and Out-of-School Training on Students in Compulsory Education," issued by the Central Office of the Government of the People's Republic of China. It adopts a multi-faceted approach, focusing on the perspectives of three primary stakeholders: teachers, students, and parents. The core objective is to evaluate the effectiveness and practical application of the "Double



"Reduction" policy within schools, primarily through the actions and contributions of educators. To establish a robust framework for this evaluation, the study integrates the expert opinions of education specialists from Guizhou Province. Utilizing the Delphi method, a three-tiered evaluation index system has been meticulously developed, tailored specifically for assessing the "Double Reduction" policy's impact in Guizhou Province. This system's reliability is further enhanced by employing the Analytic Hierarchy Process (AHP) to appropriately weight these indices, resulting in a comprehensive set of evaluation indicators. Subsequently, these multi-dimensional indicators are deconstructed into distinct components, forming an elaborate series of questionnaires. These include "Questionnaire for Evaluating the Effectiveness of the 'Double Reduction' Policy in Guizhou (Teacher Version)", "Questionnaire for Evaluating the Effectiveness of the 'Double Reduction' Policy in Guizhou (Parent Version)", and "Questionnaire for Evaluating the Effectiveness of the 'Double Reduction' Policy in Guizhou (Student Version)". The study extends its reach by conducting extensive surveys across varied school demographics in ten districts of Guizhou Province, using these questionnaires as primary research tools. Complementing these surveys, interviews are also conducted to gain a more nuanced and comprehensive understanding of the policy's implementation across Guizhou Province. This combination of quantitative and qualitative methods aims to provide a detailed and accurate representation of the "Double Reduction" policy's overall status and effectiveness in the region.

#### Sample and questionnaire collection

Upon constructing an evaluation index system to assess the effectiveness of Guizhou's "Double Reduction" policy, the research team meticulously disassembled its multi-level dimensional indicators. This systematic breakdown facilitated the creation of specialized questionnaires tailored for three distinct respondent groups: teachers, parents, and students. These questionnaires were strategically distributed across ten districts in Guizhou Province, ensuring a diverse representation encompassing various school types and educational levels. A substantial number of questionnaires, totaling 57,311, were disseminated, with a specific allocation of 8,299 for teachers, 19,968 for students, and 29,044 for parents. In pursuit of enhancing the research's precision and reliability, a rigorous screening process was employed. This involved discarding responses with a completion time below four minutes, a criterion set to ensure thoughtful and considered responses. Consequently, the final tally of valid questionnaires stood at 6,655 for teachers, 16,040 for students, and 25,556 for parents, culminating in 48,251 valid responses. This expansive data collection encompassed a wide geographical scope, spanning nine cities and states within Guizhou Province. It also included a diverse array of educational institutions at city, county, and township levels. This comprehensive sample incorporated both key and regular schools in urban and county settings, along with a complete segment of students engaged in the nine-year compulsory education stage. The extensive and varied nature of the sample base underpins the study's robustness, offering solid empirical support that enhances the scientific rigor and accuracy of the findings. The distribution of the valid questionnaires presents a detailed and nuanced understanding of the policy's implementation across a broad spectrum of educational settings and demographic groups. As follows:

Table 1: Regional distribution of the "Double Reduction" questionnaire

	Gui Yang city	Zun Yi city	An Shun city	Liu Pan Shui city	Bi Jie city	Tong Ren city	Qian Dong Nan Zhou	Qian Nan Zhou	Qian Xi Nan Zhou
Teacher	16.61%	21.71%	1.15%	0.21 %	8.48 %	19.37 %	22.33%	6.79%	3.35%
Student	23.09%	32.46%	1.31%	0.12	14.2	0.38%	22.96%	5.43%	0.03%



				%	1%				
Parental	28.98%	25.31%	1.40%	0.16%	4.69%	0.27%	27.74%	6.37%	5.08%

Table 2: Regional distribution of the "Double Reduction" questionnaire

District	City	County seat	Townships
Teacher	13.3%	26.2%	60.5%
Student	18.0%	39.0%	43.0%
Parental	33.3%	27.1%	39.6%

Table 3: Distribution of schools in the "Double Reduction" questionnaire

District	Urban Focus Schools	Urban schools	general	County Schools	Focus	County Schools	Common
Teacher	5.3%	12.1%		7.8%			74.8%
Student	8%	14.1%		10.3%			67.7%
Parental	11.3%	25.4%		7.7%			55.7%

Table 4: Distribution of grades in the "Double Reduction" questionnaire

	Primary 1 and 2	Upper primary	junior high school
Teacher	18.9%	48.8%	32.3%
Student	0%	88.9%	11.1%
Parental	26.6%	53.3%	20.1%

## Results and analysis

In this evaluation of the effectiveness of Guizhou's "Double Reduction" policy, taking into account the significant disparities in the number of teachers, students, and parents participating in the survey, especially the small number of teachers, and in order to ensure the fairness and logical rigor of the evaluation, this study took the average of different roles when teachers, students, and parents answered repeatedly to the same question (as if: The same question, answered by both teachers and parents, takes the value of  $(\text{Average Teacher Score} + \text{Average Parent Score}) / 2$ ). This is a way of circumventing the unfairness to smaller groups brought about by differences in quantity. After the sampling survey and calculation, the overall score for the implementation effect of Guizhou's "Double Reduction" policy is 67.75 points, of which the implementation effect of comprehensively reducing the total amount of homework scores 79.3 points (according to the percentage system, the same as the latter), the implementation effect of enhancing the level of after-school services scores 71.5 points, the implementation effect of vigorously improving the quality of education scores 79.1 points, and the implementation effect of strengthening the supporting governance scores 55.3 points. The score for the effectiveness of strengthening supporting governance was 55.3 points. The details of the sub-items are as follows:

Evaluation of the effectiveness of the implementation of the overall reduction of the total number of operations

The ratings of the indicators for each of the second and third dimensions of the overall reduction in the total number of operations dimension are shown in the table below:

Table 5: Scoring of Level 1 and Level 3 indicators for overall reduction in total volume of operations

Level 1 dimensions	Scoring	Level 2 dimensions	Scoring	Level 3 dimensions	Scoring
Overall reduction in the total number of operations	79.3	Sound operational management mechanisms	89.6	Improvement of operations management practices	95
				Strengthening operational integration	89.1
				Regulate the structure of assignments to ensure that the level of difficulty does not exceed the national curriculum standards	98.3
				Establishment of an on-campus system for publicizing assignments	73.1
				It is strictly prohibited to assign or disguise homework to parents, or to require parents to check or correct homework.	89.7
				Categorize and specify the total number of operations	75.7
		Improving the quality of assignment design	75.2	Integration of homework design into the teaching and research system	83.9
				Assigning tiered, flexible and individualized assignments	37.5
				Eliminate repetitive and punitive assignments	91.5
		Enhanced guidance on homework completion	86.5	Elementary students largely complete written assignments in school/middle school students complete most written assignments in school	80.2
				Teachers correct homework carefully and answer questions and tutorials well	91
		Scientific use of after-school time	72.2	Students should not be required to self-correct assignments	86
		Guide students to complete remaining written assignments when they return home from school	64.6		

Enrichment of after-school life	92.3
Guiding students to use electronic products wisely	72.5
Actively communicate with your child	82.9
Coordination of after-school learning life in boarding schools	70.5

The statistical data underscores the effectiveness of a strategy focused on meticulous management, coordination, and detailed correction and guidance in homework practices. This method has earned considerable appreciation from both teachers and students' parents, thanks to its scientific and rational approach to homework and the attention teachers dedicate to correcting assignments. Nevertheless, challenges persist in three primary areas: managing the overall volume of homework, improving the quality of homework design, and optimizing the use of after-school hours. A notable area of underperformance is in assigning graded, flexible, and personalized homework. This issue may arise from a misalignment between the teachers' intentions and the students' and parents' understanding or acceptance of these assignments. While teachers are providing homework tailored to various student levels, there seems to be a gap in either comprehension or acceptance of this personalized method among students and parents. Bridging this gap is essential for enhancing the overall effectiveness and impact of homework practices. Addressing these challenges will further refine the approach, ensuring it meets the educational needs of all students while maintaining a balance that respects their time and well-being.

Evaluation of the effectiveness of the implementation of enhancing the level of after-school services

In the dimension of improving the level of after-school services, the scores of the indicators of the second and third dimensions are shown in the table below:

Table 6: Scoring of Level 1 and Level 3 Indicators for Upgrading After-school Services

Level 1 dimensions	Scoring	Level 2 dimensions	Scoring	Level 3 dimensions	Scoring		
Enhancement of after-school services in schools	71.5	Guaranteed after-school hours	68.4	Implementation of various after-school programs	75.5		
				End time of after-school services	45.3		
				Extended care services for students with special needs	44.1		
				Evening study sessions for middle school students	83.6		
		Improving the quality of after-school services	89.5			Schools arrange flexible commuting	47.4
						Development of an after-school service implementation program	96
						Instruct students to complete their homework carefully	92.2
						Expansion of learning space for students who have the ability to learn science, culture, sports, art, labor, reading, interest groups and club activities	83.3

		After-school service hours may not be used to teach new classes	81.4
		Encourage schools in a position to do so to provide interest-based after-school service activities to students after school hours for students to participate on their own choice	78.8
		Composition of after-school service teachers	97.4
Expanding after-school service channels	84.2	Seriously investigating and dealing with teachers' paid extracurricular activities outside schools	96.8
		Give full play to the role of out-of-school activity venues such as children's palaces and youth activity centers in after-school services	45
Strengthening and optimizing free online learning services	53.8	Free online learning resources for students	59.1
		Organize free online interactive exchanges and Q&A sessions with outstanding teachers	48.7
		Increase the publicity and promotion of the use of online learning services	55.1

The analysis of statistical data reveals a significant difference in the implementation effects between after-school services and free online learning services. After-school services, particularly those offered by youth centers such as juvenile palaces and youth activity centers, have demonstrated a more pronounced impact on quality. However, the enhancement and optimization of free online learning services lag behind. This discrepancy can be attributed to several factors. Firstly, not all schools are equipped to collaborate with establishments like the Children's Palace and Youth Activity Centers for after-school activities. Such partnerships are crucial for maximizing the potential of these services. Secondly, free online learning services have emerged as a critical challenge and a weak point in the execution of the "Double Reduction" policy. This policy aims to reduce the academic burden on students and the prevalence of after-school tutoring, but the lack of robust online learning options undermines its effectiveness. Addressing these issues requires a collaborative approach involving government agencies, educational institutions, and schools. It is essential to establish financial and institutional support mechanisms. The goal should be to provide students with high-quality, accessible online education services that complement traditional classroom learning. This integrated approach can ensure a more balanced and effective educational experience for students.

Evaluation of the effectiveness of the implementation of the Vigorously Improving the Quality of Education

In the dimension of vigorously improving the quality of education and teaching, the scores of the indicators of the second and third dimensions are shown in the table below:

Table 7: Scoring of Level 1 and 3 Indicators for Strongly Improving the Quality of Education

Level 1 dimensions	Scoring	Level 2 dimensions	Scoring	Level 3 dimensions	Scoring
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Vigorously improving the quality of education and teaching	79.1	Improving the quality of classroom teaching	79.1	Sound instructional management protocols	91.1
				Full implementation of the national curriculum	97.5
				Schools are not allowed to arbitrarily increase or decrease the number of hours, increase the level of difficulty, or accelerate the pace of progress	91.5
				Reducing exam stress and improving exam methods	75.3
				Grade system for presentation of exam results	24.6

"Statistical data reveal a high acceptance rate among students and teachers towards the State's standards for maintaining comprehensive, sufficient, and quality attendance. Despite this positive response to attendance policies, the situation contrasts starkly when it comes to examinations, particularly in the method of presenting results. The use of a grading system to showcase examination outcomes has not met expectations in terms of effectiveness. This discrepancy in satisfaction levels is highlighted by insights from both experts and frontline teachers. A significant number of these professionals express reservations about the graded presentation of exam results. In practical terms, except for lower primary levels, a graded system is rarely employed for disclosing results in other educational stages. This divergence in approach raises concerns about the adaptability of teachers, students, and parents to the pressures associated with different educational levels, especially in upper primary and lower secondary schools. The challenges posed by this dual pressure bring to the forefront an important question: Should test results be presented in a graded format? This issue, given its impact on various stakeholders, warrants further exploration and discussion to ascertain the most beneficial approach for all involved."

Evaluation of the effectiveness of the implementation of strengthened supporting governance

The scores for each of the indicators in the second and third dimensions of the strengthened supporting governance dimension are shown in the table below:

Table 8: Scoring of Level 1 and 3 Indicators for Strengthening Supporting Governance

Level 1 dimensions	Scoring	Level 2 dimensions	Scoring	Level 3 dimensions	Scoring
Strengthening supporting governance	55.3	Safeguarding conditions for after-school services in schools	60.1	Full complement of teachers	69.1
				Ensure that funding is in place	80.7
				After-school services fully funded	50.1
				Teachers' performance in participating in after-school services should be taken as an important reference for appraisal of titles, recognition and rewards, and performance pay allocation	37.8

Improvement of the synergistic mechanism between home, school and society	91.2	Promoting a collaborative education community	91.2
Good control of training advertisements	92.7	Commercial advertising activities are not allowed in primary and secondary schools and kindergartens	92.3
		Not to use teaching materials, teaching aids, exercise books, stationery, teaching aids, school uniforms, school buses, etc. of primary and secondary schools and kindergartens to publish or disguise advertisements	93.1
Optimizing teacher management	17.6	Corresponding increase in the number of teachers in schools in response to the increased after-school services policy	27.8
		Increase in teacher salaries in schools following the increase in the "Double Reduction" related test	17.4
		No increase in actual hours worked by teachers	13.9

In the realm of enhanced supporting governance, experts have noted that the Tier 1 dimension recorded the lowest scores, primarily due to a marginal increase in optimizing teacher management and stagnation across the three Tier 3 dimensions. This aligns with the initial expert consensus that the "Double Reduction" policy for students inherently implies a similar reduction for teachers. However, the reality presents a stark contrast. The implementation of the "Double Reduction" policy has significantly challenged in-service teachers, influencing both their workload and working hours, without a corresponding improvement in their treatment. Particularly noteworthy is the increase in after-school service hours, the demand for free online interactive sessions, and expanded question-and-answer duties. Coupled with the heightened assessment requirements tied to the "Double Reduction" policy, these factors have substantially escalated the workload and stress levels of front-line teachers. Given that these educators are the linchpins in executing educational policies, it is imperative for relevant government departments to delve into and refine working methodologies. This initiative aims to alleviate the work pressure faced by front-line teachers, thereby elevating their sense of accomplishment and well-being. Such measures are critical to invigorate the implementation of the "Double Reduction" policy, ensuring it achieves its intended impact more robustly.

## Conclusions and recommendations

### Conclusion of the study

"In a comprehensive study, the author meticulously examined the impact of the 'Double Reduction' policy across Guizhou Province. This extensive survey spanned nine cities and prefectures, encompassing all nine grades within the compulsory education system. The findings reveal that, generally, Guizhou has achieved notable progress in adhering to and

implementing this national policy. Nevertheless, the research also uncovered certain prominent challenges in the practical application of the 'Double Reduction' policy within the province. These challenges are categorized into three primary bottlenecks, as identified through detailed investigation and analysis."

"Broken and unlevelled", many parties have their own anxiety bewilderment

The "Double Reduction" policy, aimed at reducing academic pressure and after-school tutoring, has led to significant changes in China's education system. This policy has primarily affected examinations beyond the secondary school level, reducing their number and frequency. The traditional evaluation system, which heavily relied on scores, rankings, and promotion rates, is being phased out. However, the challenge lies in the lack of a new, clearly defined set of evaluation standards to replace the old system. Under the new policy, the focus of educational assessments has shifted to managing homework, providing after-school services, and curbing private tutoring institutions. These criteria, however, form only a part of the annual performance appraisal, and do not constitute a comprehensive system to effectively evaluate the educational capabilities and the true impact of schools and teachers. This transition has created unease among various stakeholders, including education administrations, schools, teachers, and parents. There is a growing concern about how to assess student learning, provide feedback to parents, and evaluate and motivate teachers without the traditional methods of standardized tests and grading. Teachers, in particular, are eager for a new system that effectively measures teaching effectiveness. Moreover, the absence of a clear direction for adjusting the evaluation system based on academic performance has led to widespread anxiety. Parents worry about their children's preparation for exams like the HKCEE and are concerned about others gaining an unfair advantage through extra tutoring. Schools and teachers fear that the changes may impact their reputation and ability to address parental concerns about their children's educational futures. This worry could inadvertently lead to practices that contradict the "Double Reduction" policy's goals. Educational administrations might focus excessively on labeling and data collection, schools may struggle to adapt to the new policy using outdated methods, and parents may increase their children's academic burden in a state of confusion and concern, unsure if their efforts align with the new educational landscape. Overall, the "Double Reduction" policy represents a significant shift in China's educational approach, but the transition period is marked by uncertainty and apprehension as all parties involved adapt to the new framework.

Lack of "new teachers" restricts students' active development

The "Double Reduction" policy, aimed at reducing homework and off-campus tutoring in China, has led to a surge in demand for physical education and interest-based courses. However, this rapid shift has highlighted several challenges:

1. Shortage of Specialized Teachers: Many schools, particularly in non-core subjects like physical education, fine arts, arts, and mental health guidance, are grappling with teacher shortages. This issue is more pronounced for mental health instructors, with some schools severely lacking in this area. Nearly half of the schools are unable to meet their needs for teachers in interest courses, and less than 40% of schools have adequate physical education teachers.

2. Mismatch in Teaching Assignments: Some schools are resorting to assigning subjects like physical education to teachers who specialize in other areas, like mathematics. This not only undermines the quality of education but also places additional burdens on teachers.

3. Ineffective Utilization of Local Cultural Resources: There's a noticeable gap in how interest course teachers incorporate local cultural elements into their curriculum, leading to a lack of diverse and culturally rich educational experiences for students.



4. **Disparity in After-School Service Remuneration:** Significant differences in pay for after-school services between internal and external teachers have emerged, creating a disparity and potentially affecting the quality of these services.

5. **Challenges in Rural and Remote Areas:** Schools in rural and remote areas face amplified challenges due to smaller sizes, fewer resources, and weaker infrastructures.

6. **Focus on Efficiency Over Development:** Despite the "Double Reduction" policy's intent to foster self-awareness and autonomy in students, many teachers still prioritize classroom efficiency and reducing teaching time over guiding students' independent development.

7. **Homework Design Issues:** While teachers claim to consider individual student differences and focus more on quality education, the overemphasis on assignments still reflects an exam-oriented education mindset, aimed more at meeting administrative assessments rather than nurturing holistic development.

8. **Traditional Teaching Approaches in After-School Activities:** In after-school services, many teachers continue to adopt a traditional, authoritative role rather than adopting more inspiring and influential methods to engage students.

A survey reveals that only a minority of parents believe that most teachers in their schools have successfully adapted to the demands of the "Double Reduction" policy, indicating a need for more effective implementation strategies and teacher training programs.

"Pressure" is heavy and the teaching profession is tired and distracted

The implementation of the "Double Reduction" policy, aimed at reducing the academic burden on students, has inadvertently increased the workload of teachers due to an influx of non-teaching duties. Recent research, including interviews and a questionnaire survey, highlights this unintended consequence. Teachers report that these additional responsibilities, which comprise roughly 50% of their working time, are a significant challenge. These duties include tasks like conducting inspections, extensive paperwork, managing social affairs, supervising parental use of educational apps, and dealing with time-tracking procedures. Contrary to the policy's intent, over half of the teachers surveyed indicated that their overall workload has increased post-implementation. The most substantial increase is attributed to non-teaching tasks, followed by after-school services. Core teaching responsibilities, such as lesson preparation, assignment design, grading, and involvement in teaching research activities, also saw a rise in workload. This shift has led to concerns about the teachers' ability to focus adequately on improving classroom teaching quality. Moreover, the expectation for teachers to demonstrate "more love and dedication" seems misaligned with the current remuneration and benefits, particularly for kindergarten, primary, and secondary school educators in most areas of the province. This discrepancy raises questions about the feasibility of teachers' active participation in the "Double Reduction" initiative under such conditions. Recognizing these challenges, experts have emphasized the need for "strengthening supporting governance." This approach has been integrated as a key dimension in the evaluation index system for the "Double Reduction" policy in Guizhou Province. The final evaluation results validate the necessity of this addition, confirming its rationality and clarifying its importance in the effective implementation of the policy.

Recommendations for countermeasures

The "Double Reduction" policy, initiated by China's central government in July 2021, and its subsequent implementation strategies outlined in the 2022 Work Points by the Department of Basic Education of the Ministry of Education, indicate a continued prioritization of this initiative in the short term. This sustained focus is a result of the central government's directive, reflecting the top-down approach inherent in China's

centralized governance system. Consequently, it's unlikely that there will be significant shifts in this policy direction in the near future.

However, improvements and optimizations within the "Double Reduction" framework are feasible and necessary. These enhancements should focus on several key areas: refining the education evaluation system, shifting social culture and value orientation, enhancing the self-development capacities of schools and teachers, and fine-tuning related mechanisms. To effectively navigate the current challenges and optimize the real-life impact of the "Double Reduction" policy, a multi-faceted strategy is recommended. This approach should harmoniously integrate the aforementioned areas, ensuring a balanced and effective implementation of the policy. This integrated strategy aims not only to adhere to the policy's core objectives but also to adapt and respond to the evolving educational landscape and societal needs.

Building an evaluation mechanism to guide all parties to break through

The ultimate goal of the "Double Reduction" policy is to foster all-round development, and the new education evaluation mechanism should focus on "human beings" and "all-round development", and weaken the selection function. On the one hand, students, teachers and schools need to be viewed as developing individuals, and process and value-added evaluations should be emphasized. Educational evaluation is for the purpose of nurturing people, and it is a necessary part of nurturing people. It should be integrated into the daily education and teaching of schools and teachers, rather than just focusing on a few days at the end of the semester; establish a comprehensive and whole-process observation and evaluation mechanism such as a filing bag, to record realistically the efforts invested, achievements and progress made by students, teachers and schools in a certain period of time or in certain specific areas; and link it to the mid-term examination and performance assessment in a reasonable manner, with the focus on guiding the tripartite evaluation. Linked to secondary school examinations and performance appraisals, it can be used to guide the three parties to better understand and improve themselves and break the shackles of traditional promotionism (Yang Dongping, 2023). On the other hand, student learning and development is a systematic project that requires a comprehensive assessment of various influencing factors. For example, in the construction of school culture, is it necessary to pay attention to the different spiritual needs of students; is it necessary to take into account the "five education areas" and special education; and does the local education administration effectively reduce the burden of non-teaching tasks of teachers on campus, return education to schools, and give time back to teachers, and so on. In addition, emphasis should be placed on qualitative analysis tools such as observation, in-depth interviews and case studies. Multi-dimensional observation and comprehensive evaluation of local education administrations, schools, teachers, parents and students should be carried out in real-life situations, so as to effectively detect and eliminate deviations in policy implementation, such as mechanical implementation and selective implementation. At the same time, an assessment system for local governments has been established to continuously promote the implementation of the policy, and resolutely prevent the "Double Reduction" policy from being perpetuated and deflated. Continuously incorporate the implementation of the "Double Reduction" policy into the evaluation of provincial governments' fulfillment of their educational responsibilities, and establish and improve the mechanism for pursuing responsibilities in accordance with the law as soon as possible; according to the actual promotion of the "Double Reduction" policy, focus on the key points and problems, and adjust the work idea in a timely manner. Focusing on key issues and problems, the monitoring platform's indicator system has been adjusted in a timely manner, the effectiveness of indicator data collection has been improved, and the relevant indicator data have been continuously tracked and monitored, so as to give further high-level play to the role of local governments in promoting and guiding the operations of local education administrations.

### Multi-pronged approach to the gradual elimination of single

Firstly, the understanding and dissemination of the "Double Reduction" policy have been intensified. Recognizing the essence of reducing academic load for primary and secondary school students is vital to its effective implementation. The "Double Reduction" policy necessitates a societal shift in perspective, encouraging a holistic view of children's growth beyond mere academic achievement. It's evident from surveys that mere publicity by educational authorities and schools is insufficient. Therefore, local party committees and governments must prioritize this policy as a major public welfare project, actively leading its promotion in ways that resonate with the public. This includes clarifying the policy's objectives, highlighting the benefits of diversified education, and discussing the drawbacks of an overly exam-centric system. Secondly, the policy's execution must be free of biases and a one-size-fits-all approach. Over 70 years of student burden reduction efforts, primarily external and quantitative, have often neglected the individual learning experiences of students. A generic approach can inadvertently perpetuate educational inequalities. Hence, burden reduction should focus on individual student needs, leveraging big data to monitor and adjust academic loads dynamically, thereby ensuring tailored and effective reduction strategies. Moreover, sustaining focus on breakthroughs in cutting-edge technologies and nurturing high-end industries is crucial. This approach not only drives the advancement of traditional sectors but also enhances China's capacity to offer high-quality employment opportunities. By doing so, it aligns with the public's aspirations for their children's future careers, thereby supporting the broader objectives of the "Double Reduction" policy.

"The concept of high-end industries and industrial advancement is pivotal for a nation or region. It embodies high value creation and core competitiveness, essential for generating high-quality employment opportunities. Although China, with its vast population, is a dominant force in specific sectors like 5G, high-speed rail, and nuclear power, it's crucial to acknowledge that its leadership in these areas is still emerging. Leading companies such as Huawei, China CNR, and China Nuclear Power, despite their technological advancements, are not yet sufficient to satisfy the employment needs of all university graduates. This reality underscores the importance of optimizing social security resource allocation and stabilizing society's expectations regarding social security's role in providing a safety net. This approach can mitigate the anxiety associated with academic pressures and the challenges of accessing higher education. General Secretary Xi Jinping, in the 28th collective study session of the Political Bureau of the Central Committee, has already charted the course for the high-quality development of China's social security system during the '14th Five-Year Plan' period. The focus is on enhancing a multi-level social security system that is integrated, fair, uniform, and sustainable, meeting the criteria of providing basic guarantees, weaving a dense safety net, and establishing a robust mechanism. Furthermore, there is a pressing need to elevate the employment conditions, social status, and upward mobility opportunities for those engaged in modern vocational education. This approach will help in repositioning vocational education as a respectable and viable alternative to university education, thereby offering more diversified educational paths. Such a strategy promotes the rational distribution of human resources and contributes to the holistic development of society."

### Strengthening the "New Teacher" Effort to Enhance Teachers' Competence

The "Double Reduction" policy, aimed at reducing both academic burden and off-campus tutoring, finds its primary field of implementation in schools, with teachers playing a pivotal role. To effectively implement this policy, it's crucial to focus on the readiness, capabilities, and expertise of both schools and teachers. Firstly, enhancing the training of school principals and teachers is vital. This training should be aligned with the new ethos of the "Double Reduction" policy, emphasizing the return to the essence of moral education. This approach addresses the issue of willingness, fostering a shared understanding among educators about the importance of reducing excessive homework

and the role of schools as primary educational institutions. It involves guiding educators to embrace educational philosophies that respect the natural laws of learning, prioritize student welfare, employ unbiased teaching methods, and foster holistic development. Secondly, to address capability and expertise, specialized training in classroom instruction and homework design is essential. This includes strategies for effective implementation of "three studies" (study habits, study methods, study aids) and "two optimizations" (optimizing the process of teaching and learning, optimizing homework assignments). Emphasis is placed on collaborative lesson planning, helping teachers to align with the "Double Reduction" policy's objectives and key teaching points. In the classroom, the focus shifts towards modern educational techniques like skillful questioning, creating scenarios, storytelling, group cooperative inquiry, role-playing, etc. This shift aims to transform the classroom dynamic from a teacher-centric model to one that is centered on student learning and growth. It also encourages a transition from the traditional mode of knowledge transfer to a more collaborative and exploratory approach where teachers and students construct knowledge together. Regarding homework, the training encourages teachers to integrate the principles of the "Double Reduction" policy and moral education into their assignment design. Teachers are guided to consider the curriculum standards, teaching materials, and students' learning contexts to determine the independent learning and core literacy skills needed in their subjects. Homework design then incorporates elements like hierarchical classification, comprehensive correction, and feedback, aligning with the policy's goals. This approach aims to address issues of arbitrariness, fragmentation, and repetitive tasks in traditional homework, also reducing the emphasis on homework 'visibility'. Moreover, regional collaboration is enhanced for psychological counseling, physical education, and interest-based courses, innovatively addressing localized and phase-specific teacher shortages. A regional platform has been established for the promotion of high-quality after-school service curricula and the matching of supply and demand for these services. This holistic approach ensures that the "Double Reduction" policy is not just a regulatory measure but becomes an integral part of the educational ethos, transforming teaching and learning processes for the betterment of students' educational experiences. Schools are encouraged to actively explore the introduction of existing high-quality out-of-school educational resources in a standardized manner through the purchase of services and other means; and regional training plans for relevant personnel, selection and recruitment schemes and support policies are coordinated and introduced.

Establishment of a sound mechanism to reduce resistance on the ground

As the implementation of the "Double Reduction" policy progresses, its complexity increases, necessitating more human, financial, and policy support, alongside heightened inter-ministerial collaboration and robust mechanisms for effective execution. Key strategies include:

1. **Legal Framework Strengthening:** There's a need to advance scientific legislation to solidify the educational legal system focusing on burden reduction. This involves enacting laws and regulations to prohibit initiatives that capitalize on disciplinary training, thereby regulating off-campus training institutions through legal norms encompassing approval, registration, training behaviors, fees, and refunds.

2. **Inter-Ministerial Coordination:** The education administration should spearhead the establishment and enhancement of "Double Reduction" workgroups at all levels. This involves standardizing and systematizing these groups to improve inter-ministerial coordination. Emphasis should be placed on a unified approach, clear division of responsibilities, and a joint decision-making mechanism. This coordination should focus on goals, timetables, roadmaps, and key tasks of the policy.

3. **Local Mechanism Enhancement:** As the "Double Reduction" policy enters a new stage, establishing a robust local work promotion mechanism is crucial. This involves shifting

the focus from short-term actions to long-term quality development, aiming to build a high-quality education system, alleviate parental anxiety, and foster the comprehensive development of students. The strategy includes incorporating tangible metrics in performance assessments and establishing community-based, project-oriented working and incentive mechanisms. Special attention should be given to guaranteeing after-school service funding in remote and underdeveloped areas, improving teacher incentives, and allocating performance-based pay, particularly in rural and special education settings.

**4.Role of Off-Campus Training Institutions:**Off-campus training institutions should integrate party-building content into their bylaws, emphasizing their public welfare nature and adherence to socialist values. This involves establishing a system for regular management and review, ensuring alignment with the core educational goal of "cultivating morals and educating people." The role of party organizations in these institutions should be enhanced to maintain their political stance and development standards.

This refined approach emphasizes the importance of a comprehensive, multi-faceted strategy in implementing the "Double Reduction" policy, ensuring its effectiveness and alignment with broader educational goals.

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