

Analysis of the Implementation of Double Reduction Policy Based on Smith Policy Execution Model

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Abstract: The implementation of the "double reduction" policy involves many influencing factors, and it is inevitable to encounter difficulties in implementation. By improving the ideal policy design approach from four levels: policy itself, executing entities, target groups, and policy environment, clarifying the responsibilities and functions of executing agencies, enhancing the participation enthusiasm of target groups, and creating a scientific policy implementation environment, we aim to improve satisfaction with policy implementation.

1. Introduction

In recent years, the frequent introduction of "reducing burden" has also shown the difficulty and difficulty of "reducing burden". The core of policy implementation lies in its implementation, and whether it is implemented or not is directly related to the success of public policies. Therefore, this project intends to use Smith's policy implementation process model as the basis, analyze the various limiting factors of the implementation of the "double reduction" policy, and propose targeted improvement measures to provide reference for the smooth implementation of the "double reduction" policy.

2. Analysis of Difficulties in Implementing the Double Reduction Policy

2.1. There are loopholes in the idealized policy design system

2.1.1. The implementation of the dual reduction policy is superficial

Many people interpret the "double reduction" policy as "reducing homework" in a one size fits all manner. This neglects the improvement of quality for students with strong learning abilities, resulting in a rigid mindset that affects students at different levels and makes it difficult to improve learning outcomes. Elasticity means that it should include both the learning of textbook knowledge and various forms of after-school education services. However, there is no clear provision for it in the double reduction policy, which results in weak links in the policy itself. Although it has relieved some of the homework pressure on students, in a sense, there are still some shortcomings for students who are "slow birds fly first".

2.1.2. Lack of completeness in the implementation system of schools

At present, the construction of teaching staff in primary and secondary schools in China is mainly aimed at meeting the requirements of compulsory education, neglecting the guidance of quality education. Due to differences in personal qualities and professional knowledge levels, most teachers in exam oriented education are unable to meet the needs of after-school services for students. This type of problem is more prominent in small and medium-sized cities such as rural areas, and there may even be a phenomenon where teachers in schools simultaneously take on multiple subjects, leading to a decrease in satisfaction with educational services

2.2. Difficulties in Performance of the Implementing Institutions of the Double Reduction Policy

2.2.1. Insufficient coordination ability of policy implementation entities

The rationalization and scientification of training institutions require the efforts of government departments, education departments, supervisory agencies, and many other entities. Due to the interests of all parties involved, there is often a phenomenon of mutual negligence and shirking responsibility during the execution process, making it difficult to fulfill responsibilities. In the process of policy implementation, there will also be a trend of self reciprocity. For government departments in various regions, exam scores and admission rates are both main standards for measuring the quality of a school. So, schools will combine the requirement of double reduction with their own interests, avoid risks, and passively complete this policy.

2.2.2. There are loopholes in the supporting system guarantee of the execution mechanism

Many schools, due to outdated hardware conditions and low teaching levels, cannot adapt to diverse teaching needs. The social resources that coexist with advantages and diversity are limited in the process of entering schools, making it difficult to fully utilize their internal mechanisms and advantages. In the short term, the double reduction policy cannot be guaranteed by relevant standardized systems. In addition, there is still a lack of improvement in the supervision mechanism of the double reduction policy.

2.3. Lack of identification and participation in the target group

2.3.1. Cognitive deficiencies in policy content

The cultivation of interests and hobbies is not the inherent meaning of the "double reduction" policy. Quality education itself is not singular and fixed, and misunderstanding and assessing it will not only increase the academic pressure on students, but also indirectly reflect the important composition of schools as the target group. "Quality" education runs counter to the ultimate goal of "double reduction", and there is also a certain deviation in the understanding of "double reduction".

2.3.2. Insufficient enthusiasm for policy cooperation

The double reduction policy requires the rectification of existing disciplinary training institutions to be registered in the form of non-profit organizations. This regulation directly requires educational institutions to maintain their educational qualifications while not violating the requirements of the regulations themselves, which cannot reasonably balance the requirements of policy and interests, resulting in a bleak future for educational institutions and difficulty in maintaining their livelihoods.

2.4. Lack of resources and environment for policy implementation

2.4.1. Lack of balance in economic development between regions

There are still disparities in the economic and cultural environment among different regions in our country, especially for economically underdeveloped small and medium-sized families. Education is still an important way to improve their poverty situation. In such an environment, parental anxiety, student internalization, and negative competition are all inevitable. Therefore, in the process of striving for higher quality educational resources, emphasizing only the importance of propaganda policy activities is not significant for specific policy implementation.

2.4.2. The concept of hoping for a son to become a dragon is deeply rooted

Some parents are skeptical about the content of double reduction, fearing that due to the reduction in study time, students may not truly master the knowledge they have learned. If they cannot learn enough, they may fall behind other classmates, which goes against their parents' desire for their children to succeed. Nowadays, the level of academic performance is still an important criterion for measuring a child's excellence. If ordinary children are not allowed to participate in tutoring classes, does it mean that they cannot master this knowledge well, leading to a decline in academic performance, which causes dual anxiety among students and parents.

3. Measures to address obstacles in the implementation of the dual reduction policy

3.1. Improve idealized policy design ideas

3.1.1. Establish a sound policy content indicator system

Firstly, based on the learning ability of students, assign homework reasonably and establish an institutionalized homework management mechanism. For students with surplus and ability, a "top-notch" training can be provided, which can reduce the burden, meet the needs of different levels, and enable students at different levels to exercise and improve. Secondly, students with average academic performance can ask the teacher for homework after class, or the teacher can help and cooperate in learning during class. This can not only consolidate the knowledge learned, but also improve learning effectiveness. It can also replace the current situation of tutoring and tutoring classes with mutual help from classmates, achieving a win-win situation.

3.1.2. Improve the quality of teachers and their ability to coordinate staffing

Emphasis should be placed on regular training and education for teachers, including analysis of professional qualities and discussions on institutional regulations. The quality of personnel is directly proportional to the effectiveness and efficiency of policy implementation. The higher the level of recognition, the better the effectiveness of policy implementation. Through in-depth learning, students can clarify the spirit of policy communication, understand the content of policies, and better carry out educational work. In addition, establish a system for evaluating and motivating the professional competence of teachers, so as to maximize their enthusiasm and sense of responsibility for after-school services. Link the evaluation of students with their own interests and provide some material rewards to achieve long-term motivational effects

3.2. Clarify the functions of the executing agency

3.2.1. Deepen the coordination and planning between executing agencies

Firstly, strengthen the communication and coordination capabilities between executing agencies. In the implementation process of various policies, each department should coordinate and cooperate meticulously, recruit relevant personnel to form corresponding double reduction execution teams, and give corresponding responsibilities and powers, and strengthen supervision to ensure the smooth implementation of double reduction work^[1]. Secondly, clarify the core purpose of education. Government departments and schools need to rationally view the standards of performance evaluation and take a long-term perspective on the significance of scores. We must adhere to the educational philosophy of "people-oriented" and effectively implement the correct educational philosophy of "people-oriented".

3.2.2. Establish a comprehensive policy implementation system

Plan internal and external resources to ensure the diversified development of academic subjects. The government should take the needs of its students as the starting point, implement a new education model of joint education, coordinate various social resources, and maximize the frequency of use of various public cultural facilities and educational technology museums. Society should build its own education service platform based on the actual situation, and rely on social organizations and volunteers from various regions to implement the implementation mechanism of volunteer services.

3.3. Strengthen the participation of target groups

3.3.1. Establish a sound concept of quality education

Abandon the quality education centered on professional courses and the evaluation methods and concepts guided by grades. Schools need to follow the developmental patterns of students at different stages, adopt corresponding educational models based on the characteristics of student development at each stage, and cultivate qualities and abilities suitable for students according to their individual differences. Schools also need to follow the principles of educational development, set up artistic subjects reasonably according to students' affordability, and avoid repetitive and complex academic pressure^[2].

3.3.2. Improve the punishment and reward mechanism

To fully mobilize the enthusiasm and initiative of training institutions. Establish a supervision and reporting system to strengthen policy implementation. In response to the lack of educational qualifications and private tutoring behavior, once discovered, punishment will be imposed, using a single warning, two revocations of qualifications, and three bans, emphasizing the legal nature of this regulation and making educational institutions fully aware of the strict double reduction regulations. Encourage educational institutions to transform. The government is increasing the reform of educational institutions, encouraging them to change their development direction according to their own status, strength, and group, mainly focusing on training in art, physical fitness, and innovation. Through good educational quality, students can be attracted and their comprehensive quality can be improved.

3.4. Creating a favorable environment for policy implementation

3.4.1. Narrowing the wealth gap between regions

When allocating funds, it is necessary to fully utilize the forms of social security, taxation, and subsidies, enhance the financial support of the education department, increase the proportion of funds allocated in education, and provide necessary teaching equipment, such as multimedia and sports facilities, to economically underdeveloped areas. For areas with poor educational resources, special preferential treatment should be given to ensure the fairness of infrastructure construction between different regions. Strive to build an income distribution model with an "olive shaped" main body, and provide social security for college graduates and general employees; Targeted measures will be formulated for middle-income groups in different regions, with a focus on low-income rural populations. Gradually implementing "expansion" measures will significantly improve their quality of life.

3.4.2. Strengthen the publicity of policy content

The government can promote policies through the official account and short video platform, promote parents to establish correct educational concepts, eliminate unnecessary insider behavior, guide the society to form a scientific outlook on labor and talent, comprehensively improve the quality of target groups, abandon the concept of selective examinations, and then form diversified values and worldviews in the whole society, no longer relying solely on academic performance as the only standard to measure the quality of students.

4. Conclusion

Governments at all levels should promote the transformation of "double reduction" from the implementation of indicators to improving the quality of education and teaching and increasing education satisfaction from the perspective of educating people and talents, and create a good ecological environment conducive to the healthy growth and comprehensive development of students for the whole society.

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