Governance Logic and Action Path of Chinese off-campus Training Institutions under the Double Reduction Policy

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Abstract: The governance policies of off-campus training institutions have gone through three stages: inaction governance, guided governance and control governance. The comprehensive governance of off-campus training institutions is to guide the healthy development of off-campus training institutions, implement the levels to manage education according to law, and stabilize the basic education ecology. Based on the status quo of the basic education ecology, the governance of off-campus training institutions is to carry out actions with value guidance of beneficial implement, practical guidance of pilot city, realistic guidance of sort management. Entering the era of high-quality education development, it is necessary to perfect the legislation, strengthen educational administrative law enforcement, encourage multi-subjects to participation and reform the education evaluation system, which governance policies of off-campus training institutions put in place.

Keywords: Double Reduction Policy, Off-campus training institutions, Policy governance.

1. Introduction

In order to build a good educational ecology, General Office of the Communist Party of China and the state council issued the “Opinions on further reducing the homework burden and off-campus training burden of students at the compulsory education stage”[1] (hereinafter referred to as "Double reduction" policy). The change of the management policy of out-of-school training institutions is the deepening of our understanding of shadow education. Focusing on the development of shadow education in China and grasping the value orientation of off-campus training institutions can prevent off-campus training industry market failure and stabilize the education ecology. This research combs and analyzes the out-of-school training organization governance policy under the background of "Double-reduction" policy, and analyzes the value implication and policy logic of the out-of-school training organization governance through reading the text. The paper puts forward the action path of perfecting the management of out-of-school training to guide the coordinated development of out-of-school education and school education.

2. The Evolution of Governance Policies of Off-campus Training Institution

An off-campus training institution is an institution that exists outside the school education system and is setting up by social organizations or individuals who are not state institutions to provide subject and non-subject education service training for students[2]. As an important part of shadow education, it starts late and develops rapidly in our out-of-school training institutions. In accordance with the phased governance of our off-campus training institutions and the promulgation of policies as the basis for our governance of off-campus training institutions. The management policy of off-campus training institutions has gone through the process of silence and encouragement, local governance and supervision, and comprehensive control and classified management.

2.1 The Management Model of Silence and Encouragement (1978-2007)

In the initial stage of out-of-school training institutions, Chinese has a silent attitude towards them. The out-of-school training institution is a kind of remedial mode with the emergence of remedial education. In the early period of reform and opening-up, because Chinese's economic development level and educational development level are relatively backward, the concept of after-school tutorial has not been established, the market scale of off-campus training institutions is small, the number of off-campus training institutions is small. At this stage, Chinese focused on the popularization of compulsory education and allowed the development of off-campus training institutions in their infancy without regulating them.

The initial development stage of the off-campus training institution, Chinese encourages its attitude. As the role of education becomes ever more prominent, Chinese has a more urgent need to train the new generation of the twenty-one St Century. In 1999, the Central Committee of the Communist Party of Chinese and the State Council issued a decision on deepening educational reform to comprehensively promote liberal education, stressing the need to create conditions for liberal education, further emancipate their minds and change their ideas, we should actively encourage and support social forces to run schools in various forms. It is proposed that any form of running a school that conforms to the provisions of the state law may be boldly experimented with, and that greater steps can be taken in the development of non-governmental education to support social forces in running a school [3]. This decision not only points the way for comprehensive quality education, but also encourages and supports private education and indirectly promotes the development of out-of-school training institutions.

On the whole, at this stage, the development of off-campus training institutions is basically mediated through the market, the state pays more attention to deepening the reform of the...
educational system, optimizing the educational structure, and promoting quality-oriented education in an all-round way with the whole party and the whole society. At that time, Chinese government put more emphasis on acquisicing in its existence, not interfering in its development and supporting its school-running policy.

2.2 Guidance on Governance of Local Norms (2008-2016)

Under the policy permission and the educational demand, the out-of-school training institution ushered in the Golden Stage of development. A large amount of venture capital has been injected into off-campus training institutions, and a large number of off-campus educational institutions have been expanded and listed, such as New Oriental Education and Training Institutions in September 2006 listed in the United States, university education in 2009 listed in the United States, learn to Think International Education Group in 2010 listed in the United States. Off-campus training institutions are in full bloom in China and so on.

With the vigorous growth of off-campus training institutions, off-campus training institutions continue to emerge chaos, public school teachers and off-campus training institutions to make joint profits and other phenomena of the government's concern. In order to combat the phenomenon of arbitrary educational charges in this process, the Ministry of Education and other departments jointly issued the implementation recommendations on further regulating educational charges in 2008 to combat arbitrary educational charges, it is clearly pointed out that it is strictly prohibited to hold all kinds of tuition-charged tutorial classes, and that it is strictly prohibited for schools, teachers and social educational institutions to cooperate in holding all kinds of tuition-charged training classes, tutorial classes, enhancement classes and other paid training [4]. The recommendation prohibits the practice of obtaining remuneration by making up lessons paid for the cooperation that exists between public schools, public teachers and off-campus training institutions. Five departments, including the Ministry of Education, issued the "Opinions on the implementation of the 2013 regulation of education fees and control of arbitrary education fees", stressing once again the firm governance of part-time make-up lessons for public teachers in out-of-school training institutions, clean up public schools to provide places and facilities for social training institutions to hold remedial activities[5]. Chinese once again outside the school training organization and the public school direct education charge question carries on the inspection and the serious investigation and punishment.

Extra-school training institutions provide remedial services for students in view of examination-oriented education, which aggravates students' learning burden and results in the present situation of burden reduction inside school and burden increase outside school. In order to reduce the burden of schoolwork on primary and secondary school students, the government, schools, families and society work together, "National medium and Long-term education reform and development planning outline (2010-2020)" clearly points out that the norms of various social tutorial institutions and teaching and auxiliary market, Chinese began to outside the school training institutions partial norms[6].

In the golden period of the development of off-campus training institutions, Chinese began to find many problems in off-campus training institutions, and began to guide and regulate the management of off-campus training institutions. At that time, the focus was on strengthening the control of public schools and public teachers in collaboration with external training institutions. Because of the imperfect laws, regulations and supervision system, the coordination between government departments is not enough, and the concrete operation is not clear, which leads to the government's relatively slow governance of off-campus training institutions, and the governance effect is relatively limited.

2.3 Comprehensive and Comprehensive Management and Control (2017-present)

With the development and expansion of off-campus training institutions, there are more and more negative effects produced by off-campus training institutions: deviating from the educational burden-reducing policy, running schools illegally, running schools illegally, creating educational anxiety, etc., therefore, it is an urgent task for the government to rectify and regulate the off-campus training institutions in the whole country[7].

Standardizing off-campus training institutions is gradually put on the agenda of the government. To improve the institutional mechanism for balanced and quality development of the compulsory education, in 2017, the General Office of the Communist Party of Chinese and State Council General Office issued "Opinions on deepening the reform of the educational system and mechanism", which pointed out that the qualifications of non-school educational and training institutions should be strictly examined, to standardize the scope and content of their training services[8]. The "Opinion" outside the school training institutions affect the outstanding issues of education ecology to regulate, to create a healthy education ecology. Shanghai, Chengdu, Xi'an, Fuzhou and many other places of education administration departments to carry out special inspections on off-campus education and training institutions, to clean up and ban institutions without educational training qualifications, and to make targeted rectification of off-campus training machines that run schools in violation of regulations, hold competitions and test grades that are not approved by government departments, and other related activities, government departments strengthened supervision and governance of off-campus training institutions.

In the face of the outstanding negative issues arising from off-campus training institutions, the government carried out comprehensive management, one by one breakthrough. In the light of the extra-curricular burdens of primary and secondary school students that have been aggravated by extra-curricular training institutions, the "Notice of action on effectively reducing the extra-curricular burdens of primary and secondary school students to carry out special governance of extra-curricular training institutions” carries out centralized verification of the qualifications of extra-curricular training institutions, to review and supervise the training situation of subject-based off-campus training institutions, and to correct the "Advanced" training behavior[9]. The notice specifically prohibits and restricts illegal activities by off-campus training
institutions, and rapidly curbs "Exam-oriented" training that increases students' extra-curricular burdens. In view of the outstanding problems of hidden safety hazards, incomplete license, advanced training and over-standard training in off-campus training institutions, four measures are put forward: first, to set clear standards; second, to examine, approve and register according to law; third, to standardize training behavior; and fourth, to strengthen supervision and management. The opinion promotes the establishment of standards for training institutions, strengthens the day-to-day supervision of training institutions, and standardizes the Order of the off-campus training market. In the light of the new problem of reducing the burden offline and increasing the burden online, the 2019 "Opinions on the implementation of standardized on-line off-campus training" proposes to implement a filing and review system for off-campus training institutions, bring online education and training into the scope of regulation[10]. The opinion against the on-line training institutions proposed normative documents, the use of Internet technology will be brutal growth, disorderly development of on-line training into the scope of regulation. Since the policy of "Double reduction", in view of the layer upon layer problems in the administration of off-campus training institutions, Chinese has issued a number of policy documents to implement the objective of reducing the burden of off-campus training institutions, which mainly involve the school-running mechanism of off-campus training institutions, classified management, teaching norms, financial management, safety management, etc.. This has had a huge impact on the off-campus training industry, with a large reduction in the number of off-campus training institutions, the closure of a large number of unqualified training institutions, and the announcement by a number of education and training giants that they are no longer offering compulsory education subject-based training services and are transforming the racetrack.

3. The Value Implication of Chinese's Off-campus Training Organization Governance

The reason why Chinese's out-of-school training institutions from simple governance in the past to comprehensive governance in the present is because, as the main force of out-of-school education, subject-based out-of-school training institutions with the development and expansion of the trend of brutal growth of the industry is prominent, the impact on the basic education ecology has become a persistent problem in the high-quality development of the basic education industry. Therefore, the governance of off-campus training institutions is to guide the healthy development of off-campus training industry, implement the inherent requirements of governing education by law, and take off-campus training institutions as a breakthrough point to implement burden reduction and stabilize education ecology.

3.1 To Guide the Sound Development of off-campus Training

The brutal growth of off-campus training institutions has developed rapidly. Parents are willing to pay more economic costs for extra-curricular tutoring in order to let their children not lose at the starting line and get better and more educational resources. The market for subject-based extra-curricular education is becoming hot, a large amount of capital into the discipline of off-campus training institutions to obtain more benefits. In order to pursue interests, a large number of groups flocked to the off-campus training industry, resulting in many disciplines off-campus training institutions for impure purposes, school quality is mixed. Because of the lack of certain industry standards, some operators of off-campus training institutions, who are mainly pursuing interests, have reduced the conditions of the off-campus training institutions, the content of training, the time of training and the level of teachers, the brutal off-campus training industry is under threat of Gresham's law.

To curb the barbaric growth of off-campus training institutions and guide the sound development of off-campus education, it is necessary to comprehensively govern off-campus training industry. As educational institutions, especially subject-based out-of-school training institutions can not put business interests ahead of educational responsibilities. At present, Chinese carries out the comprehensive management to the off-campus training organization, in order to emphasize the education profession's education attribute, guides off-campus training profession benign development. By strictly prohibiting the capitalization of the operation, standardizing the behavior of off-campus training services, classifying and managing off-campus training institutions, and closing off off-campus training institutions with the attribute of "Bad currency" and frequent violations of regulations, to ensure the orderly and sound development of the off-campus training industry.

3.2 To Implement the Requirements of Administering Education According to Law

The absence of supervision promotes the unhealthy development of off-campus training institutions. In recent years, the negative news of off-campus training institutions frequently appears, and scandals such as lack of qualifications, false propaganda, price fraud, salary arrears, etc. occur frequently in people's lives. Because of the lack of certain standards in the management of off-campus training institutions and the low level of supervision, the status quo of off-campus training institutions "Thunderstorm" continues. Frequent violations of the school training institutions seriously damage the interests of students, parents, the community, we must carry out a strong supervision of off-campus training institutions.

It is the inherent requirement to deal with the off-campus training institutions with the risk of violation of regulations and to standardize the operation of off-campus training institutions. As an important area of basic education governance, the governance of out-of-school training institutions can directly affect the level and process of basic education development. Because of the long abnormal growth period and different attitudes of various social groups towards the management of off-campus training, educational administrative law enforcement has weakened the management of off-campus training institutions. Therefore, with greater strength, wider scope, more policies and regulations, with clear legal regulations to the government,
schools, parents, society to participate in the management of off-campus training, to force the operators of off-campus training institutions to change the concept of the supremacy of interests, take legal regulation as the norm, and reverse the abnormal development of subject-based training institutions, provide community multi-interest groups to participate in the governance and supervision of off-campus training institutions opportunities. The governance of out-of-school training institutions is a dynamic process. By regulating the governance of out-of-school training institutions, we can transform social relations that are not suitable for basic education development, ensure that the off-campus training operation in a legal, harmonious and orderly state, to achieve the rule of law.

3.3 To Stabilize the Educational Ecology

Off-campus training institutes have set up separate systems to kidnap parents, students and school teachers, disturb basic education order and destroy the education ecosystem. Some out-of-school training institutions promote educational anxiety, leading parents to pay a greater economic cost to send students to out-of-school training institutions to continue learning. The students who are sent to the training institutions outside the school need to bear more burden on their lessons. The "Over-class", "Over-capacity", "Over-time" and "Over-lead" study oppresses the healthy growth of the students. With the prevalence of out-of-school training institutions, some out-of-school training institutions carry out advanced learning for classroom teaching, affect the normal teaching order of teachers, and destroy the status of schools as the main body of education, even students do not appear in the classroom outside the school training to learn the extreme situation.

To stabilize the basic education ecology and to clean up off-campus training institutions for disciplines. The 14th five-year plan for national economic and social development proposes that we should uphold moral principles and cultivate people, train socialist builders and successors who are well-developed in moral, intellectual, physical and artistic work, and develop quality education, we should pay more attention to the cultivation of students' patriotic feelings, innovative spirit and healthy personality. And out-of-school training organizations use test-oriented education as their space for survival and development, "Kidnapping" parents, students, schools, invading the boundaries of basic education, negating the effectiveness of Chinese's development of quality education, broke the basic education balance of nature. Therefore, through the governance of subject-based extra-curricular training institutions, we can change the disorderly growth of subject-based extra-curricular training institutions, balance various subjects within the education system, and stabilize the basic education ecology, to advocate the value and significance of liberal education, so that schools, parents and society become a community of education, and shape the educational environment for students to grow up healthily.

4. The Policy Logic of Off-campus Training Institution Governance

The governance of off-campus training institutions has gone through simple governance and guided governance and then entered the stage of comprehensive governance, forming the value logic oriented by the beneficial supplementary educational attribute, the practice logic oriented by the pilot exploration, and the reality logic oriented by the classified management, and basic education an effective and orderly approach to governance.

4.1 Useful Supplement: The Value Logic of Off-campus Training Institution Governance Policy

The implementation of the policy on the governance of out-of-school training institutions should not only focus on the governance of out-of-school training institutions, but also on the pattern of basic education change and become an important step in the development of correctional education. A series of policies issued by out-of-school training institutions mainly aim at lightening the burden of students' schoolwork and constructing a healthy educational ecology. Off-campus training is a useful supplement to school education, an integral part of all-round education. Due to the blindness of the market and the entrapment of capital, some off-campus training institutions, as shadow education, disturb the normal teaching order, create educational anxiety and deviate from the orientation of school education as a useful supplement, destroy the development of educational ecology.

The policy of off-campus training institutions governance is to let off-campus training institutions return to their original positioning, emphasizing such measures as the public welfare nature of education, the prohibition of false propaganda, the prohibition of creating educational anxiety, and the overall rectification and standardization of off-campus training institutions, reaffirm the value orientation of off-campus training institutions as "Beneficial supplements". On the other hand, strengthening the position of the main position of school education, reducing the burden and improving the quality of school work as a fundamental way to reduce the burden of students, to solve the "Film-master imbalance" of education.

The value logic of "Beneficial supplement" is not only the consideration of the administration policy of off-campus training institutions, but also the logical starting point of constructing the supervision and administration system of off-campus training institutions. In recent years, in the government-led issued a series of policies, Chinese to promote the management of off-campus training institutions. These governance actions, in line with the "Complementary" approach to education, ensure that out-of-school training institutions move in the direction of Educational Development, optimize the original educational ecosystem, and promote high-quality basic education development.

4.2 Pilot Exploration: The Practical Logic of the Governance Policy of off-campus Training Institutions

The pilot is based on the specific purpose, the selection can achieve the goal of better conditions to carry out the pilot, for the national or regional level policy implementation, policy innovation to provide practical experience reference and implementation options, at the same time, the successful pilot experiences are summarized and summarized so that policy implementation can be carried out on a larger scale [11].
Chinese's governance and reform, piloting has long proved to be an effective way to experiment with institutions and to promote institutional innovation, the current pilot has become a normal and sustainable measure of state governance with Chinese characteristics [12].

At present, the governance of out-of-school training institutions involves a wide range of complex governance, the need for successful governance experience for the good development of out-of-school training institutions to provide direction. The pilot exploration can not only provide experiences and strategies for national governance through local experiments, but also implement and carry out the party's educational policy through local government exploration, to promote the transformation of local education concepts, education systems and education evaluation, thus driving basic education reform and equity in education. In this "Double reduction" policy will be clear 9 cities as a national pilot cities, and provinces are required to select at least 1 city to carry out the pilot work. The pilot cities are also around the "Double reduction" policy requirements, launched a series of governance actions. For example, Beijing has set up special classes for "Double reduction" work at the urban and district levels, and the Municipal Commission of Education has set up an extra-school training office to set up a special management platform to promote the governance of extra-school training institutions in an orderly manner, the reduction rate for unlicensed institutions of discipline under the Beijing line was 98 percent, and 60 percent for the original training institutions. A total of more than 120 institutions were notified, and more than 15 million yuan was fined to many enterprises[13]. The pilot city of Shanghai, for example, has formed a joint force for standardized governance, taking the lead in proposing "One standard, two methods" for standardizing off-campus training institutions, strengthen the management of "One-stop" training service by relying on the platform of "One-net-office" of government service [14], make use of professional strength of non-subject training institutions to improve the quality of after-school service; Establish "Cross-border public welfare mutual assistance mechanism", will be closed institutions into reserves of public welfare resources, forming more than 14 billion public welfare mutual assistance courses [15]. Through the positive actions of the pilot cities, we have the courage to explore the measures that can be implemented in the governance of off-campus training institutions, assume the mission and responsibility of the pilot cities, and provide a model for off-campus governance throughout the country.

Under the guidance of the practice logic of the pilot exploration, the implementation of the policy of off-campus training institutions has changed from the political mobilization and the political logic led by the central government to the dual-track logic of the market and the local to support the value logic of the policy. Under the guidance of practical logic, the administration of out-of-school training institutions reflects on the past sports-style administration, and understands the complexity of out-of-school training itself through the pilot practical experience of the administration of educational training institutions, to provide support for long-term governance.

4.3 Classified Management: The Practical Logic of the Management Policy of off-campus Training Institutions

A series of governance policies of out-of-school training institutions are to create a good educational environment, guide social forces to play a positive role, and explore effective ways to govern and supervise out-of-school training institutions. And classified management as a way to promote the construction of the pattern of educators. Different types of out-of-school training institutions have different impacts on education, and the governance of out-of-school training institutions can not be one-size-fits-all, make off-campus training institutions grow up to meet the needs of contemporary education, social forces to achieve long-term governance. In the past, the management and supervision of off-campus training institutions did not define and classify their attributes, which led to the lack of relevant regulatory policies and the deviation of off-campus training institutions from public welfare attributes. Therefore, the value orientation of classified management has become an important consideration in the governance of out-of-school training institutions, which not only strictly governs discipline-based out-of-school training institutions, but also considers the supervision and governance of non-discipline-based out-of-school training institutions.

Under the guidance of the classified management thought, the "Double-reduction" policy for the first time divides the off-campus training institutions into two types: disciplinary off-campus training institutions and non-disciplinary off-campus training institutions, this was followed by the publication of a guide to the classification and identification of compulsory education off-campus training curriculum, which improved the implementation of "Classified management" and promoted the overall supervision of off-campus training institutions. The "Double reduction" policy for the discipline of non-school training institutions unified registration as non-profit institutions, on-line discipline training institutions must also be re-approved system management. For non-subject training institutions, the policy of "Double reduction" focuses less on them, and gives the relevant local authorities the power to set the supervision standards for non-subject training institutions. To carry out classified management of off-campus training institutions, starting from the types of off-campus training institutions, the policy governance of off-campus training institutions does not stop at administrative means, but to play the market for the allocation of resources, survival of the fittest to provide the basis for the realization of out-of-school training institutions governance.

5. Outlook for Action on the Governance Policy of Off-campus Training Institutions

Although Chinese outside the school training organization governance has formed the preliminary governance frame, moves toward the governance outside the school training the road, and obtains the stage effect. However, the governance of off-campus training institutions is not achieved overnight, and the deepening of governance still faces many challenges, and it is very easy to occur repeatedly and rebound. Therefore, the administration of out-of-school training still needs to be carried forward continuously through perfecting legislation, strengthening law enforcement, pluralistic participation and
reforming the educational evaluation system, we will complete the tasks of anti-rebound, anti-mutation and anti-risk management, and improve the regularization mechanism of off-campus training supervision.

5.1 To Improve Legislation and Standards

The lack of legislative restraint is an important reason for the barbaric growth of off-campus training institutions. At present, Chinese’s supervision of off-campus training institutions is still based on policy promotion, most of which are scattered normative documents, for example, the 2021 issued the “Notice on resolutely investigating and punishing the issue of conducting off-campus training in disciplines in a disguised form and in violation of regulations”, “Measures for the administration of practitioners of off-campus training institutions (for trial implementation)”, “Notice on strengthening the supervision of pre-charge work of off-campus training institutions”, and “Notice on regulating off-campus training in non-disciplines” in 2022. Although these announcements, methods to a certain extent, off-campus training institutions to carry out restrictions, can be off-campus training institutions for a certain degree of supervision. However, the dispersed policy does not form the overall constraints, and the fragmented policy limitation is easy to cause the path dependence of the campaign governance and destroy the authority of government supervision.

It is necessary to strengthen legislation, perfect the standard of off-campus training and perfect the supervision system of off-campus training institutions. In the governance process of foreign out-of-school training institutions, many countries carry out special legislation to out-of-school training institutions, formulate a unified single law [16]. Chinese should take off-campus training organization as the legislative object, study the overseas off-campus training legislation experience, on the basis of the present policy document, promulgate the off-campus training organization's single-line law, through formulates the explicit legal provision, to clarify the rights and obligations of off-campus training institutions, to further improve the norms of off-campus training institutions, so that “There is a law to follow”, "Governance in accordance with the law.

5.2 To Strengthen Law Enforcement and Improve Law Enforcement Mechanisms

With the implementation of the policy of “Double reduction”, the special administration of off-campus training has achieved initial results. But some illegal off-campus training institutions are still like “Shadow” general, hidden in the dark of supervision, behind-the-scenes training, high-end private education and other variations of off-campus training mode. Faced with potential illegal and illegal off-campus training institutions, the government must strengthen education law enforcement, in-depth promotion of off-campus training institutions comprehensive governance.

Administration will strengthen law enforcement in education and fully implement policies and requirements. The education law enforcement departments have conducted a comprehensive investigation of off-campus training institutions against the requirements of the “Double reduction” policy and the administration of off-campus training, the regular supervision should be carried out in such aspects as the reduction of off-campus training institutions, the implementation of "Business to non-business" and "Examination and revision", the management of fees, the standardization of training materials, the standardization of teacher management and the standardization of safety, to consolidate the effect of governance of off-campus training institutions.

Improving the administrative law enforcement mechanism, and in-depth comprehensive management of off-campus training institutions. First of all, the construction of off-campus training regulatory agencies. We will speed up the establishment of regulatory bodies for off-campus training and strengthen the force of administrative law enforcement for off-campus training. At present, the Ministry of Education set up the Department of Supervision and management of off-campus education and training to conduct effective supervision and management of off-campus training from the central level. In order to implement out-of-school training governance, it is necessary to establish out-of-school training supervision institutions at the central-provincial-prefectural level, especially to supervise out-of-school training, plan as a whole, and carry out supervision work at different levels, we will strengthen the administrative law enforcement duties of educational administrative departments. The educational administrative department insists on the division of labor and cooperation, and clarifies the responsibilities of different levels and departments. From a horizontal perspective, different administrative departments should improve the inter-departmental coordination mechanism, speed up the effective linkage between different departments in the governance of off-campus training, promote joint law enforcement on the spot, and strictly prohibit the occurrence of buck-passing responsibilities by various departments, the phenomenon of "Kicking the ball". From the vertical perspective, the central government and local governments to do a good job in coordinating division of labor. The central government Macroeconomic regulation and control its responsibilities, and local governments, under the guidance of central planning and planning, take local measures to supervise off-campus training institutions and, finally, improve the quality of administrative law enforcement personnel. Special training should be given to administrative law enforcers to improve their ability to supervise off-campus training institutions and ensure due process, standardized law enforcement and fair law enforcement.

5.3 To Multi-participation and Form a Regulatory Community

The government is not the only main body in the supervision of off-campus training institutions, and the normative development of off-campus training institutions also involves the interests of multiple subjects. The supervision of out-of-school training should involve, express and explore together to form a win-win situation. The construction of multi-governance pattern of off-campus training needs the joint participation, cooperation and coordination of off-campus training institutions, schools and the society to form a supervision community of discipline.
External training institutions strengthen self-restraint. In the past, some off-campus training institutions broke the bottom line of off-campus training industry for the sake of profits. Under the background of the government's administration of off-campus training institutions, off-campus training industry must be standardized. On the one hand, off-campus training institutions need to be familiar with the requirements of national policies, formulate the corresponding management regulations, and self-regulate according to the national constraints; on the other hand, off-campus training institutions attach importance to the nature of education, to provide diversified and high-quality educational services. In the past, the off-campus training institutions that attach importance to business interests are often the advocates of examination-oriented education. The necessary condition of out-of-school training institutions is to provide rich educational products, meet the needs of students' diversified development, and realize the positive interaction between in-school education and out-of-school education.

The school and the outside school training organization try to explore the benign cooperation pattern. As the main position of education, schools provide basic educational services for students. In the face of the demand of parents and students for after-school services for high-quality and diversified education, schools may, through the selection of education departments, introduce non-subject-based out-of-school training institutions to participate in after-school services, make the out-of-school training institutions play the role of educational coordinator to meet the needs of students' development interests and special skills. Through the selection of the educational administration department, the training institutions outside the school try to cooperate with the school, establish the evaluation withdrawal mechanism, and put forward higher service quality requirements to the training institutions outside the school, to some extent, the "Gresham's Law" in off-campus training industry in the negative impact.

Encourage the community to participate in the supervision of off-campus training institutions. In January 2022, the Ministry of Education issued the circular of the General Office of the Ministry of Education on the selection and recommendation of social supervisors for out-of-school training, widely mobilizing all sectors of society to actively participate in the governance of out-of-school training institutions, to solve the difficulties and problems in the process of off-campus training governance, we should work together to strengthen off-campus training supervision [17], which shows that the supervision of off-campus training institutions needs social strength. On the one hand, social forces are independent of the government and can provide the government with professional evaluation of off-campus training institutions and regulate the operation of off-campus training institutions; on the other hand, social forces are one of the supervisory subjects, can more comprehensive understanding of the actual situation of out-of-school training governance, to ensure the fairness and standardization of government governance.

5.4 To Focus on the Root Causes and Reform the Educational Evaluation System

There has always been a "Score-only" and "Study-only" orientation in the evaluation of examination-oriented education at the basic education stage in Chinese, this way of evaluating heroes on the basis of their achievements not only violates the educational concept of scientific education and all-round development, it also entices more students and parents to let their children improve their academic performance through extra-curricular tutoring, so that students, parents and teachers fall into the meritocracy, and students' academic burden is increasing, education competition is spreading at an early age. Depending on the booming growth of examination-oriented education, the governance of off-campus training institutions is bound to be closely linked with the reform of the basic education evaluation system.

To formulate evaluation standards for compulsory education around the "Four evaluations". In 2020, the CPC Central Committee and the State Council published the overall plan for deepening the reform of education evaluation in the new era, "Improve the evaluation of results, strengthen the evaluation of process, explore value-added evaluation, improve the comprehensive evaluation"[18] "Four evaluations" break the "Only score" one-size-fits-all evaluation model of results, to stress students' comprehensive quality level by multiple standards, promote students' all-round development, and guide schools, students, parents and off-campus training institutions to jointly promote quality education. In recent years, Chinese has made steady progress in the middle school entrance examination reform, some provinces plan to provide the middle school entrance examination sports score weight, and explore the inclusion of art subjects in the middle school entrance examination and high school enrollment, to construct an all-round development examination content system of students' moral, intellectual, physical and aesthetic work. Through the pilot exploration of multi-cultivation and multi-examination, the system of entrance examination can be further improved, so as to guide off-campus training to provide individualized and differentiated education services.

The administrative department of education should vigorously develop vocational education and build a multi-track education promotion system. The vocational education is responsible for nurturing a wide range of talents and passing on technical skills. Strengthening the school-running positioning of the vocational education sector and enhancing the quality of secondary vocational education can enhance the competitiveness and attractiveness of the vocational education sector, reduce the difference between the vocational education sectors, and enhance the confidence of parents and students in choosing their own schools. To enhance the integration of general education and vocational education at the primary and secondary levels, and to implement vocational enlightenment education at the primary and secondary levels, we will promote mutual recognition of credits and mutual selection of courses among secondary vocational schools, higher vocational schools, ordinary high schools and application-oriented universities, so as to achieve certification of learning achievements and social recognition. By establishing a diversified school-running pattern, promoting the possibility of future development of vocational education, reducing students' pressure for further studies,
breaking the single mode of promotion in society, and reducing students' and parents' educational anxiety, create a good education ecology, reduce parents' resistance to the supervision of off-campus training institutions.

References


Author Profile

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