

A Brief Analysis of the Importance and Impact of the Department of Supervision of Off-Campus Education and Training

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Abstract

In the context of the “double reduction” policy, in order to improve the quality of education and implement the fundamental task of cultivating virtue and cultivating people, on June 15, 2021, the General Office of the Ministry of Education of the Ministry of Education issued a notice on the establishment of the Department of Supervision of Off-campus Education and Training. After the establishment of the Department of Off-campus Training Supervision, it has aroused heated discussions in the society, affecting the education methods and educational burdens of various types of educational institutions, schools and parents in the society. Based on the literature research, this paper explains the importance of the establishment of the Department of Supervision of Off-campus Education and Training by analyzing its reasons and current situation, and further explores the impact of the Department of Supervision of Off-campus Education and Training on schools, teachers, society and families.

Keywords: department of supervision of off-campus education and training, education and training institutions, educational equity

1. Sort out the Policy Documents of the Department of Supervision of Off-Campus Education and Training

The notice of the Department of Off-campus Training Supervision issued by the Ministry of Education clearly pointed out: The Ministry of Education has established the Department of Supervision of Off-campus Education and Training, and its main responsibilities are: to undertake the management of off-campus education and training for primary and secondary school students (including kindergarten children), to guide the Party building of off-campus education and training institutions, and to formulate standardized management policies for off-campus education and training. Work with relevant parties to formulate and supervise the implementation of relevant standards and systems for off-campus education and training (including online and offline) institutional setup, training content, training time, personnel qualifications, fee supervision, etc., organize the implementation of comprehensive management of off-campus education and training, and guide comprehensive law enforcement of off-campus education and training. Guiding and regulating social competitions and other activities for primary and secondary school students. Timely reflect and deal with major problems in off-campus education and training. (Ministry of education, 2021) After the issuance of the circular, the Ministry of Education also issued the Notice on Resolutely Investigating and Dealing with the Issue of Carrying out Off-campus Training in Disguised Violations and Regulations, and the Measures for the Management of Off-campus Training Materials for Primary and Secondary School Students (for Trial Implementation) to explain the Department of Supervision. For the management of education and training materials, it is because many education and training institutions prepare relevant materials in-house, print them and allow teachers and students to use; This is a deviation from the school’s teaching materials, the teacher’s teaching, and the student’s learning. “Perverted and illegal off-campus training” is because after the introduction of the “Department of Off-campus Education and Training

Supervision”, some training institutions and parents in the society carried out discipline-based training in some invisible ways, and the Ministry of Education prevented the increase of these illegal phenomena, and promptly issued the “Notice on Resolutely Investigating and Dealing with the Problem of Carrying out Subject-type Off-campus Training in Disguised Violations”, and resolutely investigated and dealt with the problem of invisible mutations in discipline-based training.

There is a clear definition of the scope of “subject and non-subject categories”: according to the provisions of the national compulsory education curriculum, when carrying out off-campus training, ethics and rule of law, language, history, geography, mathematics, foreign languages (English, Japanese, Russian), physics, chemistry and biology are managed according to subject categories. Off-campus training related to the learning content stipulated in the national curriculum standards for the above disciplines is included in the subject category for management. In the conduct of off-campus training, physical education (or physical education and health), art (or music, fine arts), and comprehensive practical activities (including information technology education, labor and technical education) are managed according to non-subject categories. (Ministry of education, 2021) Although the task of the Department of Supervision of Off-campus Education and Training is to manage education and training institutions accordingly, it is not generalized, and different types of education and training institutions implement different management programs. Non-discipline education and training institutions have this type of new mission and new direction to improve students’ aesthetic education and sports quality level.

2. The Reasons for the Establishment of the Department of Supervision of Off-Campus Education and Training

Some reasons can be obtained from the policy documents of the Ministry of Education: Standardizing off-campus training is related to the all-round development and healthy growth of young people, and to the well-off life of the people. The CPC Central Committee and the State Council attach great importance to the work of reducing the burden of primary and secondary school students, and the leading comrades of the Central Committee have repeatedly issued important instructions and instructions on the management of off-campus training, and put forward clear requirements. Since the issuance of the “Double Reduction Opinions”, all localities have vigorously promoted the governance of off-campus training and achieved initial results. However, in some places, there has been a hidden mutation problem of training institutions shifting from “aboveground” to “underground”, changing their appearance, and carrying out off-campus training in disciplines in the name of “high-end housekeeping”, “crowdfunding private teaching” and “study tours”, which seriously interferes with the implementation of policies and hinders the progress of reform. In order to further standardize the conduct of discipline-based off-campus training and resolutely investigate and deal with the problem of disguised and illegal off-campus training, the Ministry of Education organized relevant universities and experts to carry out in-depth research, extensively listened to the opinions and suggestions of local education departments and relevant experts, fully demonstrated the management of disguised illegal discipline-based training, and studied and proposed governance measures. On this basis, the Ministry of Education developed and drafted the Circular. (Ministry of education, 2021) Under the influence of these non-standard education and training institutions, the management of the entire education and training institution may be greatly difficult and hindered. The state established this regulatory department to rectify the chaos in education and training institutions and further promote educational equity.

From the perspective of the situation of off-campus training, after 2000, the state promulgated the National Medium and Long-term Education Reform and Development Program (2010-2020); after 2018, China has successively issued a series of policy documents to regulate the development of off-campus education and training, not only clearly stipulating the standards, basic conditions and qualification requirements for off-campus education and training, but also gradually beginning to standardize its business content and monitor its quality. On this basis, although it has achieved certain results in regulating education and training institutions, it has not been fundamentally governed. Off-campus educational institutions themselves are extracurricular reinforcements of student learning, but many have risen to the role of formal teaching. The service supply of off-campus education and training is not standardized enough. Off-campus education and training is guided by “test scores” and over-the-top teaching, which increases students’ homework burden, harms students’ healthy physical and mental development, and violates the legitimate rights and interests of parents. At the same time, off-campus education and training institutions violate the laws of education, and many of them are for profit, seriously distorting the essential attributes of education. In order to increase profits, competition between education and training institutions was formed, and a variety of marketing strategies were implemented, and the slogan of “Don’t let students lose at the starting line” appeared; as a parent, in this atmosphere, in line with the idea that children can be better, I sign up for various off-campus tutoring classes for my children. Off-campus education and training adopt non-compliant construction, publicity and teaching methods driven by interests, and uses the advantages of the “seller’s market” to intensify the competition of off-campus educational resources.

3. The Current Situation Analysis of the Governance of Off-Campus Education and Training

Through this literature study, scholars can get a description of the current situation of the Department of Supervision of Off-campus Education and Training. Wei Yi, Lu Wei scholar gave this description in the article: off-campus education and training is a social demand, which is common in any country. Off-campus education and training can be divided into two categories, namely subject and interest class, subject training is mainly aimed at coping with on-campus subject learning and examinations, and interest training does not directly correspond to on-campus learning goals, aiming to meet the development of interests and specialties and improve the comprehensive quality of students. (Wei Yi & Lu Wei, 2019) Xue Eryong and other scholars believe that the main purpose of the development of off-campus education and training at the beginning was to make up classes for junior students, followed by cultivating hobbies and specialties, while today's off-campus education and training mainly revolves around school selection and further education, with "training excellence" as the main goal, covering more than 70% of primary and secondary school students. Elementary school students spend more time in extracurricular classes than junior high school students; the city is higher than the countryside, and the east and central are higher than the west; Mathematics was the highest proportion of remedial courses in cultural classes, followed by English and Chinese; the tuition ratio of students in key schools is higher than that in non-key schools, and the function of "Peiyou" is greater than that of weak schools. In the past ten years, off-campus education and training have aroused great concern from all walks of life, and the average daily information index has reached 58178 times, which has become a hot issue in society. Off-campus education and training institutions have repeatedly transformed and survived in the process of governance and have become the focus of social attention. (Xue Eryong, Li Jian & Zhang Zhiping, 2021)

Because the society has a large demand for education and training institutions, the organizers of education and training institutions have become the supply side. Of course, it also includes the development of the country from standing up, getting rich to becoming strong, and people's yearning and pursuit of a better life on the basis of basic food and clothing security. Fathers don't have a high diploma because they can't afford to go to school, so they want their children to have a good life, and getting a good education is the main way. In the eyes of parents, children's grades are a certificate of good or bad learning, good children need to be better, and poor children need to make up for it. In this cycle, students always fail to meet their parents' expectations, and they are only scheduled to go to off-campus educational institutions on weekends. The number of educational institutions outside the school is increasing, and the scale is getting bigger and bigger, some are chain institutions, and some are hanging brand names. In this complex off-campus educational institution, parents can't tell what is good and what is bad, resulting in many blind registrations, and the burden on students is getting heavier and heavier.

4. The Impact of the Department of Supervision of Off-Campus Education and Training Institutions

4.1 In Terms of School

The important goal of off-campus education and training is to "make up the gap", that is, to provide targeted after-school training for students who are lagging behind in academic performance, so that "latecomers" can keep up with the progress of school education and teaching. (Xue Eryong, Li Jian & Zhang Zhiping, 2021) However, with the fierce competition in the off-campus education and training market, in order to find more students, institutions have violated their goals and other problems such as "early teaching", "super-curriculum teaching", "test-oriented training" and "repeated learning". In response to these phenomena, the place where the school originally mainly taught knowledge, and the school teachers were originally the main education teachers, gradually became a secondary position in the hearts of parents and students, and the less standardized off-campus education and training institutions occupied most of the learning time and learning tasks. The public compulsory education implemented by the State at the primary and secondary school levels will have an impact on the State's own education if it does not restrict and manage education and training institutions; the majesty of the school's authoritative teachers will be challenged. In the case of the establishment of the Department for the Supervision of Off-campus Education and Training Institutions, these problems will be stopped in time, parents and students will return to school education as the main position, and the school's education management and education quality will be guaranteed; at the same time, there is a great impetus for the implementation of the "double reduction" work, and the school increases extracurricular tutoring time according to its own situation, so that students can increase the practice of exercises and the development of sports and aesthetic education in the school. The school cannot teach the teaching content by increasing extracurricular tutoring, and the requirements for tutoring time need to be stipulated, and the management can also set up "school supervisors" to complete the exploration of the content and form of extracurricular tutoring, and students can increase learning time without increasing learning pressure and burden.

4.2 In Terms of Teacher

Off-campus training institutions originate from examination-oriented after-school tutoring, which takes place

between teachers and students in schools, and is usually a spontaneous and free education by teachers, with the aim of helping “difficult students” and improving “excellent students” as a useful supplement to regular classroom content. (Gong Qinzhen & Li Ruobing, 2020) Off-campus education and training institutions are not paid the same as teachers in schools, and institutions attract teachers with unique teaching methods, high education levels or prestigious institutions to teach in institutions by hiring them with high salaries. The original teachers of the school will not meet the pursuit of a higher quality of life because the school salary and salary cannot meet the pursuit of higher quality of life, and some choose to go to education and training institutions part-time, and some will directly enter the institution to work. This has led to a decline in the quality of teacher resources in schools, and a lower sense of professional identity and achievement for teachers. There are also relevant explanations in the literature: before the introduction of relevant policies, it was very common for public primary and secondary school teachers to lecture part-time or run make-up classes on their own, and even some teachers in public schools put the cart before the horse, regarded the pursuit of profit as a more important thing than teaching, and formed a network of interests with off-campus training institutions, which seriously corrupted teacher ethics and destroyed the educational ecology. (Gong Qinzhen & Li Ruobing, 2020) The Department of Supervision of Off-campus Education and Training Institutions will also have an impact in this regard, after the implementation of the management of education and training institutions, teachers will focus on the school’s educational tasks and teaching goals, specialize in advanced educational methods and teaching skills in their subjects, and improve their own teaching level can also improve students’ performance and quality. Not forgetting the original intention and mission of education, we should be proud of the country’s cultivation of socialist successors with Chinese characteristics, and we can also rise to the height of researchers while teaching daily, and make breakthroughs in scientific research. The construction of the school’s teaching team has a lot to do with the prestige of the school, and parents and students will be assured of the quality of the teachers.

4.3 In Terms of Society

Driven by interests, off-campus education and training adopts non-compliant construction, publicity and teaching methods, and uses the advantages of “seller’s market” to intensify the competition for off-campus educational resources. It is also because of the lack of laws, weak supervision, insufficient coordination of regulatory departments, weak systems, low cost of violations, slow and inefficient supervision mechanisms, etc., which may give off-campus education and training violations. Because the capital investment of education and training institutions will also make vicious competition in the education and training industry, the quality of education will be seriously affected. In society, parents are scrambling to send students to various tutoring classes, fearing that students themselves will be left behind; students themselves also have a panic: if they do not attend tutoring classes on weekends, their grades will decline, and their self-control will become more and more dependent on the supervision of tutors. In this way, the mental and economic pressure of parents is increasing, and the psychological and learning pressure and burden of students are increasing. In this social atmosphere, the issue of educational equity will be discussed here, and the sense of educational inequity will rise. The Department of Supervision of Off-campus Education and Training Institutions changed the content of training to non-discipline, and the nature of discipline-based training to non-profit. Because the proportion of disciplines and non-disciplines in students’ education is different, subject classes are the foundation of education, and non-disciplines are the cultivation and expansion of students’ self-interest. For such classified management, the society will gradually reduce the demand for discipline training, reduce the anxiety and burden of parents and students; at the same time, it can also promote the implementation of the “three-child policy”. All kinds of mainstream media must strengthen the publicity and interpretation of educational ideas and theories in the new era, strengthen positive reports on school reform and development achievements, and alleviate the “education anxiety” in social transformation.

4.4 In Terms of Family

Some off-campus education and training institutions deliberately create “score” anxiety, sell “test” anxiety, and instill a large number of so-called “preemptive running” into the society, and some parents are driven by “score anxiety” and “school pressure” to invest in “class fever”, “not to enroll their children in a few tutoring classes psychology is not practical” has become a common mentality. The expenditure on education in Chinese family accounts for a large part of family income, and the compulsory education stage does not need a lot of expenditure, but under the anxiety of “hot” education and training, it invisibly brings a lot of education expenditure. The reason why young people in society are afraid to marry and have children also includes the pressure of this huge education and training expenditure. After the establishment of the Department of Supervision of Off-campus Education and Training, education and training institutions will not be as “hot” as before, and parents will not blindly sign up for various tutoring classes for their children, and the school’s extracurricular tutoring makes up for parents’ worries. Families can save education expenditure to achieve the satisfaction of a high quality of life when the household income remains unchanged. Parents do not need to spend time on weekends on the way to and from the tutoring class, increasing the companionship and care of

parents and children; parents will also take the initiative to communicate with the teachers of the school about the students' learning, rather than with the teachers of the education and training institutions as before. In addition to daily school learning and homework, students are less troubled by the teaching materials and homework of tutoring classes, and can focus more on the school's education methods and educational progress, and increase classroom interaction and extracurricular communication with teachers.

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