Proceedings of the 4th International Conference on Educational Innovation and Philosophical Inquiries
DOI: 10.54254/2753-7048/11/20230737

How Will the "Double Reduction" Policy Affect China's Education Industry?

Jingrong HUO[1,a,*]

[1]*Ulink of Beijing, Beijing, China*
a. dorahuo2133046731@163.com
**corresponding author*

Abstract: In 2021, the Chinese government implemented the policy of "double reduction" in the education industry. The implementation of this policy immediately brought significant changes to the education industry, thus impacting the current situation and future development of China's economy. Although the policy inevitably has its deep economic reasons, this article hopes to analyze the social and economic problems related to education before the implementation of the "double reduction" policy, digging the root cause of the "double reduction" policy, and through the "double reduction" policy changes to the education industry, to evaluate whether the policy can effectively solve the relevant social and economic problems. Finally, it is proposed that developing high-quality vocational education is the key to making the double reduction policy play a positive role in the long term.

Keywords: education industry, education industrialization in China, "double reduction" policy, vocational education

1. Introduction

Our research based on the "double reduction" policy on the education industry in the stage of compulsory education on China's economy. The core issue is whether the government can change the supply of education and training through the "double reduction" policy, so as to guide the family education demand to develop in the favorable direction of China's economic reform.

In 2021, the Chinese government introduced a "double reduction" policy in the education sector. "Double reduction" refers to reducing the homework burden and off-campus training burden of students in compulsory education [1]. With the release of the "double reduction" policy, the education and training industry has undergone dramatic changes. Tomorrow Advancing Life (TAL), New Oriental Education & Technology group and other big education institutions have seen their share prices plummet in just three months. Soon most of the education and training industry was pressed to delete. So why is the Chinese government pursuing such a policy? Can the policy achieve the desired effect of boosting the economy? I will answer these questions in three views. They are the distribution of labor resources, the proportion of family expenditure and the development of vocational education.

Starting from the second half of 2020, the concept of "involution of education" has been pointed out by experts. Internalization of education leads to problems such as uneven distribution of labor force and heavy burden of family education expenditure. The uneven distribution of labor force refers to the fact that in recent years, fewer labor resources have become industrial workers, while more

© 2026 The Authors. This is an open access article distributed under the terms of the Creative Commons Attribution License 4.0 (https://creativecommons.org/licenses/by/4.0/).

DOI: 10.54254/2753-7048/11/20230737

young people prefer to go to college and stay away from industrial workers after graduation. At the same time, as education becomes more and more intensive, spending on education for children takes up a larger percentage in family's total income. This state of affairs seriously affects the quality of life of most families. In this case, the government proposed the policy of "double reduction", hoping to reduce family education expenditure, better distribute social labor resources, and promote China's economic reform by vigorously developing vocational education. I will discuss in detail the two phenomena of "uneven distribution of labor force" and "excessive proportion of total household expenditure on education" in part 2 of my article.

Although the government has good intentions in proposing the "double reduction" policy, the results of its implementation may not be ideal. I will discuss the implementation effect in detail in part 3 below. Generally speaking, I think the expected effect can be achieved in the labour distribution. Especially under the strict implementation of the entrance examination diversion, the effect will be immediate. Second, the effect on family education spending will not be obvious. Because Chinese traditional culture has a strong influence on the concept of family education, most families are willing to spend more money to let their children get advanced in the society. Moreover, even if policies could ban most industrial provision, they could not limit private, secretive home-schooling.

Finally, I believe that in order to better promote the development of China's economy through education reform, it is not enough to just carry out "double reduction", but to vigorously develop vocational education. As for the reasons for developing vocational education and some possible measures, I will state them in part 4 below.

The keywords I used to search the article include education industry, China's education industrialization, family education expenditure, labour shortage, "double reduction" policy, "double reduction" effect, diversion of high school entrance examination and development of vocational education. The articles searched include: The Case for Mutual Educational Disarmament, the connotation, concept and path of the implementation of "double reduction" policy, and How effective is the implementation of "double reduction" in various parts of the country? First, let's see what the data say. These articles are mainly from CNki.net, Economist and Business Theory. When selecting an article, I particularly pay attention to whether the article is consistent with the main idea of my article and the professional degree of the content and language of the article (whether it is a systematic discussion).

In the process of article collation, I eliminated 7 of the 19 originally collected articles and left 12 articles for research and analysis. The reasons for excluding articles were that they were not relevant to the current study and were not published between 2016 and 2022 (published earlier, such as around 2000). The education industry was still being roughly discussed) and so on.

2. Introduction to the Education Industry

2.1. The Education Industry in China

Education industry refers to the collection of organizations "producing educational products" and "providing educational services", mainly composed of different enterprises whose main goal is education supply.

Education, as an industrial system, shows corresponding industrialization characteristics in economics. Its basic elements include market demand, industrial capital, industrial products, product quality, cost accounting, social and economic benefits, law of value and so on.

Enterprises in the education industry all aim at making profits, and their organizational nature is not public welfare.

Before the 1990s, China's education had not entered the industrialization stage, and educational products and services were basically provided by the government.

DOI: 10.54254/2753-7048/11/20230737

However, at that time, China's domestic demand was sluggish, fiscal and monetary policies were difficult to start the consumer market, and the balance between supply and demand was seriously unbalanced, resulting in a shortage of education funds and a serious shortage of education supply. In addition, under the influence of the world's neoliberal economic policies characterized by strengthening market orientation, education industrialization gradually became one of the strategies of the Chinese government to increase education supply and drive economic growth [2].

In 1992, the Decision of the CPC Central Committee and The State Council on Accelerating the Development of the Tertiary Industry pointed out that education, as a basic industry with an overall and leading influence on the national economy, belongs to the tertiary industry. After the National Conference on Education in June 1999, Mr. Zhu Rongji, then premier of The State Council, put forward the strategy of industrialization development of China's education. In 1996, college tuition fees in China began to increase. In the following years, the annual increase rate of college tuition reached 30% ~ 50%. In 1999, under the dual pressure of stimulating consumption to boost domestic demand and residents' huge demand for higher education, the policy of expanding the enrollment scale of higher education was introduced (some people pointed out that it also alleviated the huge employment pressure at that time, and transferred part of the employment pressure to college students after graduation). The college enrollment boom began and has been out of control ever since. This is the beginning of China's education industrialization.

With the gradual development of education industrialization in China, the main components of this industry include market-oriented charging public schools, private schools, and after 2000, the rapid development of "education and training institutions" and "overseas study service institutions" in the market, as well as enterprises providing educational information products.

2.2. The Size of China's Education Industry Before the Policy Was Enacted

Before the "double reduction" policy was issued, the education industry had already reached a large scale.

In the field of K12, there were 212,600 compulsory education schools in China in 2020, with 154 million students. There were 160,100 regular primary schools, with 105,612,400 students; there were 52,400 junior middle schools, with 48.271,400 students. In 2020, there were 24,400 senior high schools nationwide, with 39.949 million students. There were 14,000 regular senior high schools, with 24.143,100 students: 333 senior high schools for adults, with 41,200 students. There were 10,100 secondary vocational schools, with 15.7647 million students [3].

Among them, there are 6,228 private schools, including regular primary schools, with 9.9491 million students. There are 5,793 private junior middle schools, with 6.8740 million students; There are 3,427 private senior high schools with 3,596,800 students. Around 2020, China's education and training industry has many subjects, according to incomplete statistics, there are more than 700,000 training institutions of various sizes, and more than 10 million education practitioners.

The total size of China's education industry exceeded 3.3 trillion yuan in 2020. This includes 300 billion yuan for early education, 262.3 billion yuan for private kindergartens, 43.6 billion yuan for international schools, 518.4 billion yuan for off-campus training in basic education, 171.7 billion yuan for quality education, 130 billion yuan for private higher education, 860 billion yuan for vocational education, 320 billion yuan for overseas study services (overseas study training, overseas study intermediary and post-study services), 700 billion yuan for it application in education [3].

2.3. Social Criticism on Chinese Education Industrialization

Education is the foundation of a nation. It is a grand and long-term investment project and enterprise. It cannot be treated as an industry, or at least not as an ordinary industry. Once education is associated

DOI: 10.54254/2753-7048/11/20230737

with making profits, it will lose its original nature of public welfare, run contrary to the original intention of education, and the quality of education will be seriously degraded [4].

Educational industrialization has seriously destroyed educational fairness and violated the spirit of harmonious society. Rising tuition fees are becoming a barrier to higher education for poor students. The industrialization of education has caused a lot of corruption. No matter compulsory education or non-compulsory education, there are several schools under the banner of education industrialization arbitrary fees, wantonly collect money.

3. The Collation and Description of the "Double Reduction" Policy

During the 13th "Five-Year Plan" for China's National Economic and Social Development (2016-2020), "the problem of excessive family education expenditure" and "the problem of lack of labour resources" have accumulated to a severe point. The social contradictions caused by them are relatively prominent, which is the key background and reason for releasing the "double reduction" policy.

3.1. The Problem of Excessive Education Expenditure

First, let's review the problem of excessive education expenditure that most families encountered before releasing the "double reduction" policy.

Due to the imbalance of economic and cultural development and the imbalance of economic and cultural development that cannot be solved in a short period, there is an imbalance in the quality of education at all stages of primary, middle and high schools in various regions of China. Due to the imbalanced distribution of educational resources, high-quality teachers are concentrated in economically developed cities. In contrast, in economically underdeveloped cities and rural schools, high-quality teachers are seriously insufficient. Even within the same city, there is a difference between the higher quality of teachers in key schools and the lower quality of teachers in key schools. Due to the imbalance of school education quality, parents with inferior resources think that students have unfair educational opportunities. Therefore, they will choose education and training institutions in the market to pay for extracurricular learning to make up for the possible gaps in the future competition [5].

On the other hand, because of the fierce competition in the selection system of middle and high school entrance examinations, many families begin to pay to participate in the teaching and training institutions of subjects in the primary school stage, or even in the preschool stage, for "advance learning" and "learning beyond the difficulty of the syllabus". By strengthening the test-taking skills of "subject knowledge and skills", parents hope to give their children an advantage over their peers in grades as early as possible, and every family does not want their children to "lose at the starting line".

In addition, there are a lot of education training institutions in the market to obtain more economic benefits. In addition, to constantly improve the service price, parents also used the above point of view, by emphasizing the pressure of competition, a fictional achievement difference before and after the training, even acts as a place of high-quality school "training selection officer", so that the parents' anxiety levels rising.

The superposition of various factors leads to the increasing proportion of family education expenditure in total income in recent years. According to the *2017 White Paper on Chinese Family Education Consumption*, 51.24% of parents believe that education spending accounts for more than 50% of their annual family expenditure. This shows that Chinese families agree to spend money on education, which is more important than other household consumption.

This figure is surprising. From the perspective of social science, it is also an unreasonable consumption ratio. From the perspective of consumer psychology, it shows that parents are extremely

DOI: 10.54254/2753-7048/11/20230737

worried about the growth prospects of their children, and such consumption psychology appears when they feel great pressure for their children.

Although the United States and western developed countries also attach importance to education, parents in these regions are far less eager than Chinese parents regarding their relatively perfect social security system and relatively relaxed competitive environment. Education accounts for about 10% of household spending in these countries.

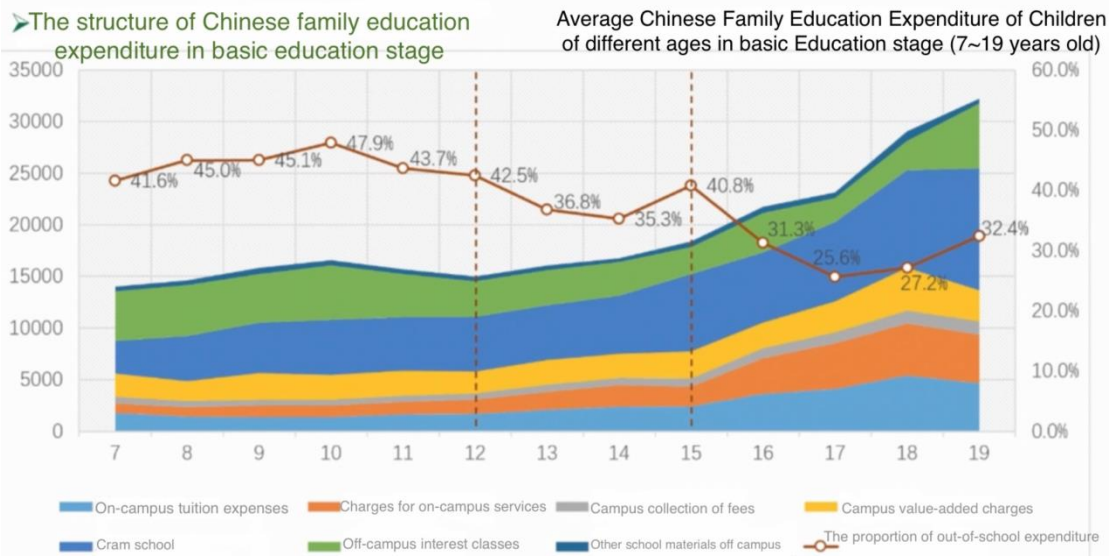


Figure 1: The structure of education spending by households of primary and secondary school students aged 7-19 in 2019 [3].

The chart above shows the structure of education spending by households of primary and secondary school students aged 7-19 in 2019. Between the ages of 7 and 15 (compulsory), spending on education outside school is much higher than spending on education. Among them, after-school cram schools and after-school interest classes account for a large proportion of consumption, averaging between 40% and 50%.

An unfortunate result of China's increasingly dysfunctional household consumption structure is that education spending by one family raises the bar for everyone else. Too often, families are passively involved in an educational arms race at the expense of money, time and mental health for all. While spending on education consumes too many resources, other household consumption categories must be severely squeezed. The decrease of each family's consumption outside education will inevitably affect society's overall consumption structure and consumption power.

3.2. The Shortage of Labour Resources

Let's review the shortage of labour resources in Chinese society before releasing the "double reduction" policy.

China's labour force has always been large, cheap and competitive. However, since 2004, the "labour shortage" phenomenon has appeared in China's labour market. At present, the labour shortage has become a general problem restricting the development of the national economy, which is essentially the contradiction between the supply and demand of the labour force. It exists in industrial enterprises and the first and third industries [6]. That is to say, the labour shortage has become a common phenomenon and will be more and more serious.

On the one hand, with the development of the national economy, the total demand for the labour force is increasing. On the other hand, structurally speaking, the demand for high and low-end talents

DOI: 10.54254/2753-7048/11/20230737

will show an increasing trend. At present, in terms of the total amount, the demand for ordinary labour still accounts for an absolute large proportion, which is determined by the current level of national economic development and the technological level of enterprises.

On the other hand, with the aggravation of ageing, the total supply of labour is declining year by year, and the acceleration is decreasing. The contradiction with the increase of labour demand is becoming more and more prominent. According to the United Nations Population Report 2019, China's population between the ages of 20 and 64 (the main age group of social workers) peaked at 934 million in 2015 and has entered a long-term decline. And the decline accelerated after 2030 to just 770 million in 2050, 164 million fewer than in 2015. From a structural point of view, the decline of the young general labour force between 20 and 39 will be the core problem.

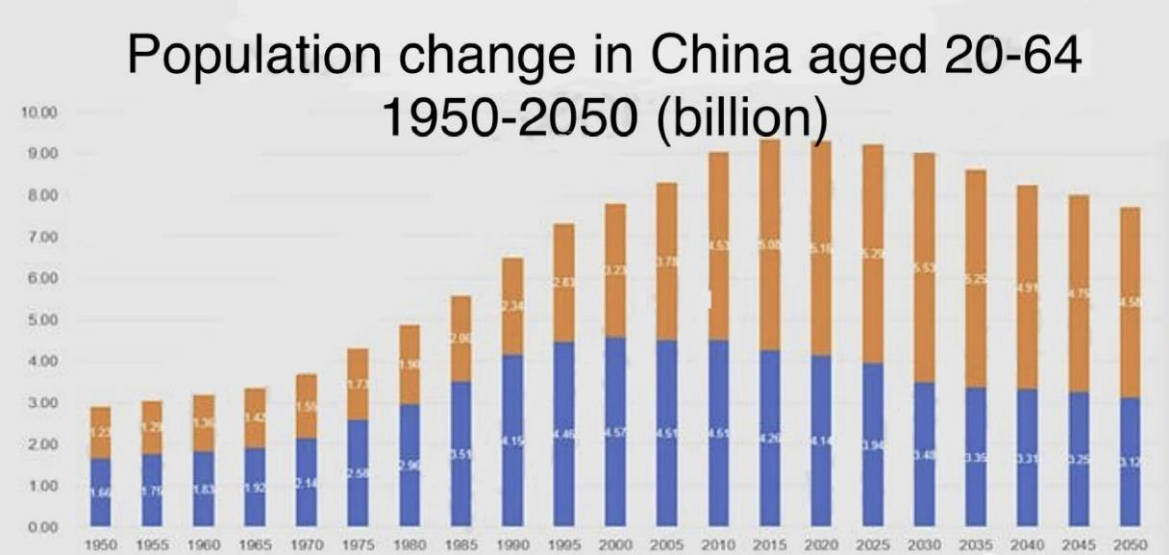


Figure 2: Population change in China aged 20-64, 1950-2050 (billion) [7].

Blue represents the population aged 20-39, then orange represents the population aged 40-64. Macro, combining the above two aspects, "shortage of ordinary labour force" is the main contradiction between supply and demand of the labour force, which will become more serious. Micro, in terms of enterprises and job seekers, the main performance is: enterprises cannot recruit and retain ordinary workers, job seekers do not want to engage in ordinary production positions.

In the environment of shrinking foreign market demand and fierce competition in the domestic market, most enterprises have low-profit margins. Moreover, they are subject to the influence of product structure characteristics. The level of production automation is not high, and production and manufacturing rely more on a manual than a machine. This creates a great demand for ordinary Labor. On the other hand, undergraduate students and above even including many college students, employment positioning in technology and professional positions, other technical school students do not take the production workshop as the main choice of employment, feeling workshop work intensity, long working hours, and too much constraint is not free. This change in employee attitudes has undoubtedly increased the shortage of ordinary labour.

The increasing shortage of labour force and the mismatch between supply and demand have brought unprecedented challenges to China's economic development. Therefore, the Chinese government must make policy adjustments to alleviate this problem as soon as possible on the one hand and plan as much labour resource supply as possible for China's economic development in the next few decades.

DOI: 10.54254/2753-7048/11/20230737

3.3. The Education and Training Industry Has Been Extremely Compressed and Strictly Supervised

After implementing the double reduction policy, the education and training industry has been extremely compressed and strictly supervised, leaving only small living space.

According to the data released by the Department of Supervision of After-school Education and Training of the Ministry of Education of China on February 28, 2022, since the implementation of the double reduction in July 2021, the training market has cooled down substantially, advertising has disappeared, capital has withdrawn substantially, and the phenomenon of wild growth has been effectively curtailed. The number of offline off-campus training institutions was reduced from 124,000 to 9,728, a reduction rate of 92%. The number of online off-campus training institutions from 263 was reduced to 34, a reduction rate of 87%. The "for-profit to non-profit" completion rate reached 100%; Pre-charge supervision has covered all areas, and the total amount of supervision has exceeded 13 billion yuan. All provinces have issued government-guided pricing standards for non-profit education and training, with fees dropping by more than 40 per cent on average.

The massive closure of education and training institutions has led to the unemployment of many people in this industry, which according to online statistics, may result in unemployment of between 3 million and 5 million.

Beijing Sesame Pie Technology Co. LTD is a well-known national online education and training company. Through the interview survey of its management, I further understand the impact of double reduction on the enterprise. Before the "double reduction" policy was issued, Sesame Pie had 150,000 online students and 5,000 employees and average annual revenue of about 1 billion RMB, making it a medium-sized company in the market at the time. After announcing this policy, the company was forced to close all its training operations at the end of October 2021, lay off more than 4,900 employees, refund users nearly 45 million yuan in training expenses, and compensate about 10 million yuan in rent defaults. Due to the limited number of places, the company did not approve becoming a non-profit training institution and was forced to completely shut down its education and training business. It only took three months from the policy announcement to business closure. Many companies have similar experience with Sesame Pie, including the us-listed TAL Education Group and New Oriental Education & Technology Group, leaders in the education and training industry, whose market capitalization is around 40 billion dollars. After the double reduction began, the education and training industry faced unprecedented severe supervision and backlog, and the industry scale was greatly reduced, leaving almost no room for development.

According to the China Education Tracking Survey (CEPS) released by the China Survey and Data Center of the Renmin University of China, 21.7% of primary and junior middle school students will take part in after-school disciplinary training in the first autumn semester after the double reduction, 26.4% lower than the participation rate of the spring semester. They spend an average of 3.4 hours per week and 7,326 yuan per semester. Compared with last semester, the average weekly time is reduced by 1 hour. In contrast, the average semester expenditure is reduced by 15 yuan, which shows that the implementation of the "double reduction" policy significantly reduces the number of students participating in disciplinary training and reduces the charge of disciplinary training, reducing the burden of parents. In the fall semester of 2021, 38.9% of students in compulsory education took part in non-subject off-campus training, down 10.9% from the previous semester. The average weekly time of the students who participated in non-disciplinary training was 3.8 hours, 0.1 hours less than last semester. The expenditure for this semester is 5600-yuan, 728 yuan less than last semester. The amount of time and expenditure decreased compared with last semester, but the rate of expenditure decreased even more. Once again, the implementation of the "double reduction" policy reduces the participation rate of off-campus training and promotes the decline of off-campus training fees.

DOI: 10.54254/2753-7048/11/20230737

3.4. The Policy of "Shunting Students by the Senior High School Entrance Examination" and the Policy of "Developing Vocational Education"

While implementing the double reduction policy, the Chinese government is also promoting the policy of "shunting students by the senior high school entrance examination" and the policy of "developing vocational education".

Since 1983, the Chinese government has advocated and promoted the ratio of vocational high school students to ordinary high school students. In 1991, it directly proposed the goal of "1:1". In line with the double reduction policy, a government circular in 2021 called for strict high school entrance exams and the inclusion of the general vocational ratio in the government's education assessment and supervision. To maintain high school education position than the same not be moved, the post's ratio less than 45% of the province of rectification in accordance with requirements, more to the secondary vocational school enrolment work strict requirements are put forward [8].

Three core requirements of the 2021 national High School entrance Examination policy:

• The ratio of middle school students to general high school students needs to be 5:5 (half of middle school students are out of high school)

• All schools and institutions are prohibited from enrolling repeat students in junior Three (repeat study and school choice no longer exist)

• Students who fail the high school entrance examination can only study in vocational high schools or technical schools (junior high school students with less than 560 points must be alert)

In March 2021, the Executive meeting of *The State Council adopted the Vocational Education Law of the People's Republic of China (Revised Draft)*, which provides for the integration of industry and education, school-enterprise cooperation, support for nongovernmental forces to set up vocational schools, and promotion of mutual recognition of academic achievements of vocational education and general education. Furthermore, on October 12, 2021, the General Offices of the CPC Central Committee and The State Council issued *The Opinions on Promoting the High-quality Development of Modern Vocational Education*, which shows that the government hopes to improve the diversified mode of running schools and encourages listed companies and leading enterprises to run vocational education, either independently or jointly [9]. Therefore, it can be seen that while squeezing education and training institutions, the Chinese government is also guiding private capital to transform into vocational education.

4. Analyze and Discuss the Impact of the Change of Education Industry on China's Economy

Implementing the "double reduction" policy has a significant impact on the education industry. Both the enterprises producing educational products and the enterprises providing educational services have been reduced to a relatively small scale. Online data show that the total size of China's education industry shrank from 3.3 trillion yuan in 2020 to around 900 billion yuan in 2021. Early education markets, private kindergartens, international schools and overseas study services are strictly regulated and controlled; Off-campus training in primary education has disappeared; Quality-oriented education and privately-run higher education are allowed, but there is little room for development. Only the industrialization of vocational education is supported and promoted by the government, and the market size is likely to continue to grow.

Since the promulgation of the "double reduction" policy in July 2021, drastic changes in China's education industry have touched the development state of China's economy. Extrapolating to that, I think the impact will be persistent, both in the near term and in the future.

DOI: 10.54254/2753-7048/11/20230737

4.1. Massive Unemployment

First, the immediate economic impact was massive unemployment. Since the double reduction policy was issued, nearly 10 million people in the education industry have been forced to leave their original jobs. Most of them are teachers in the education profession, aged between 25 and 45, with college or university degrees and many with teaching certificates.

After the unemployed leave the industry, there are roughly three types of employment options. First, examination civil servant enters government official service system. According to data from an online survey conducted by NASDAQ: BZ, nearly 50 per cent of the unemployed in the education sector are considering an in-house job. Because of its good welfare benefits and its wages directly funded by the government, it is very stable, commonly known as the "iron rice bowl". It will not be affected by the government policy and even companies that used to be goodwill face unemployment crisis. For the job, they first choose to be "public school teachers" because they are engaged in the education industry, so it is very reasonable to choose to return to school. However, the limited number of places allocated by the government will escalate the already fierce competition, and many people will be forced to change careers after failing the exam. Second, it is not uncommon for some unemployed to take up one-on-one tutoring in the private market. Because they do not have other job skills except to be teachers, and although there is no compliant education and training in the market, the demand of users is still strong and needs to be met, but in a non-public form. Thirdly, some unemployed people in the education industry are forced to completely give up their original professional skills and switch to other industries. Many have chosen "logistics jobs" with more freedom, including delivering meals, deliveries and errands. These jobs require no professional skills, the working hours are relatively relaxed, and the most important thing is that you can find employment quickly and make money fast. As for other types of manual work, the unemployed are less likely to do it because they do not want to be demoted from respected white-collar teachers to blue-collar workers with a lower social status. In short, the employment of the unemployed is more difficult in the short term and takes longer to digest.

The unemployment caused by the significant changes in China's education industry affects the economic income of these unemployed people and their families and affects their mentality and self-identity. This large-scale unemployment occurred within six months, and they lost their source of income and even did not receive the due unemployment compensation. The reduction of income has seriously affected their living consumption. In addition, most of these people have initially been full of the feelings of educators; they used to think that teaching was a precious profession for society and respected. However, the double reduction policy has suddenly put them in "engaging in illegal acts". As a result, these people are emotionally confused, dignified and self-identified, and they begin to lose faith and confidence in the future, which is also bad for the economy.

4.2. Changes in the Education Industry Will Not Have a Significant Impact on Family Education Expenditure

Second, I think that under the double reduction policy, changes in the education industry will not have a significant impact on family education expenditure. The Chinese government had hoped to limit excessive household spending on education by squeezing the supply capacity of the education industry through the "double reduction" policy. After the expenditure on family education is restrained, the government hopes to transfer more consumption to other reasonable fields to promote a healthy social consumption structure and stimulate the further development of different industries. However, in real life, the government is unlikely to meet such expectations. This is because, on the one hand, Chinese families' perception of education will not change in essence; on the other hand, the government's implementation of the double reduction regulation costs too much to be so strict.

DOI: 10.54254/2753-7048/11/20230737

Chinese families generally attach great importance to children's education, which is influenced not only by traditional culture but also by the selection system of modern society. First of all, from the perspective of traditional culture, China is a country with a long history. Under the influence of traditional Confucian culture, Chinese students receive the education of "study hard and make progress every day" early. Even an ancient saying that "all industries are lowly, and only study and enter an official position is the right way". In addition, Chinese parents consider providing better conditions for their children's education as a "family investment", which is also explained in ancient Chinese literature: If one successful member of a family emerges, it often leads a large family to enter the upper society and bring prosperity to the whole family. Therefore, attaching importance to education is not only a matter of a single family but even a matter related to the entire family. People want their families to grow stronger and stronger, and some even make The Glory Family a lifelong pursuit. Secondly, from a practical point of view, China's talent selection system forces most families to attach importance to education. China's high school entrance examination and college entrance examination are both talent selection systems, so entering a better school is the core goal of educational resource competition in K12's competitive selection education system. The more complicated the selection process, the scarcer the resources. From the perspective of natural selection, Chinese parents always hope to seize more resources to give their offspring a greater chance of survival. It is a rational and inevitable choice for Chinese families to attach importance to education under the guidance of China's college entrance examination system.

Since China's high school and college entrance examination system has not undergone essential changes, and the recognition of attaching importance to education in the social culture has not been shaken, there will not be a fundamental change in Chinese family investment in education. Even if it is difficult to find a compliant training institution in the market, parents are turning to more secretive channels to find training opportunities for their children outside of school. A piece of news from the Internet can reflect how Chinese families deal with the double minus. In March 2022, when the COVID-19 epidemic was heating up again in Beijing, the Education Commission of Dongcheng District, to detect the possible spread of the epidemic, required a primary school to "all students who attended extracurricular classes on weekends must leave school and go home". As a result, only a few students in many classes remained in class. From my interviews with 20 families with primary school students around me, 90% of them are hiring private tutors. Since it is one-to-one, the family's education expenditure is twice as high as that of the large class before the "double reduction".

On September 23, 2021, the Ministry of Education announced that to consolidate the results of the double reduction, it would intensify the investigation and punishment of "one-to-one", "high-end homemaker", "crowdfunded private education", and "live-in teacher" and other hidden and irregular behaviours. However, after more than half a year, there was no substantial result of this investigation. In cities at all levels, invisible private education is still prevalent. The demand is too strong, the supply is too scarce, and it is hard to find a teacher. From a regulatory point of view, strict enforcement is challenging. It is difficult for regulators to define what constitutes non-compliant private education and domestic service or help from friends and relatives.

As long as China's high school and college entrance examination system does not undergo essential changes, changes in the education industry under the "double reduction" policy will not significantly reduce family education expenditures. On the contrary, as private education becomes the inevitable choice, family education expenditure will increase correspondingly.

4.3. Changes in the Education Industry Have a Significant Impact on the Distribution of Labour Resources in China's Economy

Thirdly, I believe that under the "double reduction" policy, changes in the education industry have a significant impact on the distribution of labour resources in China's economy. The "lack of ordinary

DOI: 10.54254/2753-7048/11/20230737

labour resources" in China's economic development has been for many years. The joint implementation of the "double reduction" policy and the "strict implementation of the high school entrance examination diversion policy" can quickly alleviate the supply of labour resources.

First of all, from the perspective of talent selection, as some students no longer attend after-school cram schools, the gap between students concentrated in high grades opens up, which reduces the difficulty of distinguishing talent levels, which is very conducive to the selection and diversion of students. Before the double reduction, nearly 80 per cent of students were enrolled in extracurricular training. Such a high proportion of extra study made it difficult to rationalize the distribution of test scores for most students. Whether it is the high school entrance examination or the college entrance examination, the education department must have a high level of examination question setting ability. It must make the examinee's score appear reasonable level distribution under the moderate difficulty. For a long time, the teaching level of the education and training institutions in the market has been the biggest challenge to the examination setting departments in the system. After the double reduction, the blow to the education and training industry has greatly relieved the pressure on the examination question making departments. Even though there is a hidden private education market, its scale and training quality are far less than before.

Secondly, from the point of view of the intensity of personnel diversion, the government requires the strict implementation of the 5:5 diversion of the entrance examination, which will significantly improve the allocation of ordinary labour resources. On the one hand, it is to reduce the enrollment scale of colleges and universities. On the other hand, it is to expand the enrollment scale of vocational schools. Since 1999, the Chinese government has decided to expand significantly the enrollment of institutions of higher learning to ease the severe employment pressure at that time, train more high-quality talents for economic development, increase education consumption, stimulate domestic consumer demand and promote the development of relevant industries. However, over the years, the college enrollment expansion policy has also brought a lot of adverse effects. One serious problem is that many college graduates are no longer willing to engage in blue-collar jobs, which leads to a long-term shortage of industrial workers. The strict implementation of the policy of "double reduction" and the policy of "diversion of general jobs from high school entrance examination" will objectively block the way for many middle school students to go to high school and then go to college, forcing them to accept the education of vocational schools. When these students graduate, they either study for advanced vocational skills or become part of the general labour force. This advanced diversion way can let parents and students in the state of mind easier to accept reality.

Double reduction policy and high school entrance examination diversion policy must be strictly implemented simultaneously to gently achieve the government's expectation of labour resource allocation. Otherwise, no "double reduction" will make the education competition before the high school entrance examination more internal volume, and there is no "high school entrance examination diversion" will cause the high school learning competition more brutal.

5. The Core Task of China's Education Development after the Release of the "Double Reduction" Policy

The development of high-quality vocational education is the most critical part of China's economic reform after the "double reduction". It is not only the essential point for effective implementation of the double reduction policy but also the critical point for the long-term promotion of employment, reduction of family education expenditure and rational allocation of labour resources [10].

Parents increase their children's time out of school because they want their children to have better educational resources and access to better educational paths. The critical point of education path selection for junior middle school graduates is the separation of general education and vocational education in senior high school. In the current social environment and atmosphere, vocational

DOI: 10.54254/2753-7048/11/20230737

education is not prioritized for most families. People try to keep their children away from vocational schools by increasing their study hours. Therefore, the effective implementation of the "double reduction" policy, the reduction in household expenditure on education and the long-term conformity of the distribution of labour resources to the changing trends of China's industries depend, in a more fundamental and longer-term sense, on whether the quality and social recognition of vocational education can be substantially improved, thus providing an alternative path for many families willing to actively choose.

High-quality vocational education is reflected in the employment quality of vocational college graduates. However, the employment quality of vocational college graduates depends on both internal and external factors. The internal factors are the talent training quality of the vocational education system itself. The external factors are the supply and demand relationship between the labour market and employment policy.

Looking at the current situation, the vocational education system of talent training quality is a big challenge. Firstly, the teaching level in professional education is relatively lower than that in the normal education system. Secondly, the quality of students in vocational colleges is relatively lower than that of students in the normal education system. Third, there are still a lot of contradictions and conflicts between government instruction and school autonomy, which has caused a lot of resistance to the development of vocational colleges. Therefore, the government should improve the financial investment of vocational education institutions as soon as possible, greatly improve the treatment of teachers in vocational education institutions and enhance the attraction of vocational education teachers to senior talents. In addition, the government should remove the excessive administrative management of vocational colleges as soon as possible so that vocational colleges have more independent space for enrollment, specialty establishment and integration of industry and education.

In the aspect of employment policy, the government's impetus is greater. For example, in October 2021, China's Ministry of Human Resources and Social Security issued a notice concerning "the Participation of Vocational College Graduates in public Recruitment by Public institutions". it mentioned "open institution recruitment should to set up the correct with the idea, break very famous universities, degree of orientation of choosing and employ persons, establish a personal character and ability as the guidance, job demand as the goal of talent use mechanism", and "practical maintenance, ensuring the vocational colleges graduates the lawful rights and interests of the institution open recruitment and equal competition opportunity", This policy will promote vocational college students' employment opportunities in the future to a certain extent.

To realize high-quality vocational education, we should fully develop industrialized vocational training. Abundant and effective vocational training can make ordinary unemployed workers quickly master the skills they did not have before to find a job as soon as possible. At the same time, it can also allow many ordinary college students who graduated from non-vocational colleges to obtain employment as skilled industrial workers successfully. However, to develop industrialized vocational training, we need to rely on more social capital. At present, affected by the "double reduction" policy, social capital in the education industry has to withdraw from basic education. Therefore, they have naturally begun to pay attention to and invest in vocational training. Until the end of May 2021, China had 164,678 continuing vocational training institutions, with an average annual increase of more than 15,000. According to estimates from the network, the size of the vocational training market will further accelerate in 2022. At this time, the government should give more guiding policies to accelerate the social capital to enter the field of vocational training. Social capital can obtain more abundant benefits in the field of vocational training. Suppose the government's industrialization policy is timely put in place. In that case, we can expect market-oriented vocational training to flourish in many fields, and more people will be re-employed through commercial vocational training.

DOI: 10.54254/2753-7048/11/20230737

6. Conclusions

In terms of China's current social and economic development, I think the "double reduction" policy implemented by the Chinese government in the education industry has more beneficial effects.

In the short term, the double reduction policy will cause unemployment of many people, slow down the speed and scale of the development of education industrialization, and will not have a significant impact on family education expenditure. However, it has an immediate effect on alleviating the anxiety of many ordinary families caused by passive involution and has a very positive impact on the rational allocation of labour resources in China in the coming years.

In the long run, the "double reduction" policy will enable public schools to improve the quality of teaching and change a public education system that has struggled to make substantial progress for years. At the same time, the double reduction policy can gradually ease the pressure on the survival and upbringing of young people, thus promoting the increase in the fertility rate, which will positively affect the serious social ageing problem in China in the future.

According to the introduction of the "double reduction" policy, its fundamental reason is the demand for economic development. Therefore, we should think of how to reduce family education expenditure, promote the growth of family consumption in other fields, and stimulate the development of other industries? Also, we need to consider how to allocate labour resources reasonably and effectively in the long term to match the development and upgrading of China's industry. These need to trigger corresponding changes through the "double reduction" policy.

However, the implementation of any policy depends not only on a solid implementation process but also on the support of the entire social and economic environment. In my opinion, the development of high-quality vocational education is the breakthrough to achieving the ultimate goal of double reduction. Still, the long-term existence of high-quality vocational education fundamentally depends on the success of China's industrial upgrading. Low-level industries only need low-level labour resources. Many high-quality jobs can be provided by upgrading to middle and high-level industries, and more students can give up ordinary high schools and universities to pursue high-quality vocational education. Education reform and economic reform complement each other, and they need to constantly seek coordinated steps in the overall development of Chinese society.

References

[1] *General Office of the CPC Central Committee. (2021, July 24). Opinions on further reducing the burden of homework and off-campus training for students in compulsory Education. Ministry of Education of the People's Republic of China. http://www.moe.gov.cn/jyb_xxgk/moe_1777/moe_1778/202107/t20210724_546576.html*

[2] *Huang, X. (2016). Analysis on the industrialization of education in China. CNKI. https://kns.cnki.net/kcms/detail/detail.aspx?dbcode=CJFD&dbname=CJFDLASN2016&filename=KDZK201625144&uniplatform=NZKPT&v=mCfObRAUlv0lBhNwajx4QiHfkAezKLiiz8G1LXkj0Gn6RTvRGJ7zfrThGMY7ZMp6*

[3] *Wei Y. (2019). Report on Household Education Expenditure in China (2019). China Education Finance Research Series.*

[4] *Wu, R. (2018). Problems of education industry from the perspective of industrial Economics. CNKI. https://kns.cnki.net/kcms/detail/detail.aspx?dbcode=CJFD&dbname=CJFDLAST2018&filename=JMSA201817020&uniplatform=NZKPT&v=GKi7LumDLXSv4PL_hkOJH3tHxYoeejHUmZQIRdGU8y-Drt35PbYZKUMBkGn9jHe9*

[5] *Wei, Y. (2020). On or off campus: A study of family education expenditure in china's basic education Stage. CNKI. https://doi.org/10.16382/j.cnki.1000-5560.2020.05.006*

[6] *Ju, Y. (2021). A study on the coexisting problems of "labor shortage" in enterprises and "difficult employment" in college Students. CNKI. https://kns.cnki.net/kcms/detail/detail.aspx?dbcode=CJFD&dbname=CJFDLAST2022&filename=DZBH202124057&uniplatform=NZKPT&v=E81xJeuH-plDdQn__hy-2xRn-JtFH9OGZhVVE6CPuNrzDJdInU1vvU3t_2OTSOqO*

[7] *United Nations Population Report in 2019. https://www.un.org/zh/global-issues/population*

DOI: 10.54254/2753-7048/11/20230737

[8] *Faculty of Education, Southwest University. (2022). Practical resistance and promotion path of the diversion of general jobs in the middle school entrance Examination. CNKI. https://doi.org/10.13615/j.cnki.1004-3985.2022.05.010*

[9] *Shen, H. (2022). On the new trend of vocational education development under the background of "double reduction." CNKI. https://kns.cnki.net/kcms/detail/detail.aspx?dbcode=CJFD&dbname=CJFDAUTO&filename=LNGZ202202002&uniplatform=NZKPT&v=DfPjHhCVauj7A6_QDXiHqoB7B6FSv5pKzRkbFdh03aFEgjRWOLiYnOa_hjx6NG1F*

[10] *Xue, Y. (2022). Connotation, concept and path of implementing the "double reduction" Policy. CNKI. https://kns.cnki.net/kcms/detail/detail.aspx?dbcode=CJFD&dbname=CJFDAUTO&filename=RMLT202206018&uniplatform=NZKPT&v=IBuj39tafqfkU_cO8OABRUg15RzyjHNFf5CrLb8l4dAb_BM1yrUI4_ILeAqgCl58*