

The Implementation Dilemma and Promotion Strategy of Family Education Policy in China

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Abstract

At present, the importance of family education in our country is more and more high, however, this paper through the Smith model analysis, found the following problems: our family education policy goal is more and more clear, family education more and more emphasis on family, school, government, social participation, family education policy professional and operability in rising. In view of these problems, this paper also puts forward suggestions from the aspects of policy itself, policy implementation, policy target group, and environmental factors. The family education promotion law of the People's Republic of China clearly put forward "the state and society to provide guidance for family education, promote the construction of" covering urban and rural family education guidance service system construction ", from the law established the family education guidance as the importance of family education system and basic policy focus. In recent years, China pays more and more attention to family education, mainly reflected in three aspects: the policy objectives of family education in China are becoming more and more clear, China's family education is putting more and more emphasis on the participation of family, school, government and society, and the professionalism and operability of family education policy are constantly improving. By referring to the framework of Smith model, this paper sorts out and analyzes the family education policy in China, and finds that there are some problems in the policy implementation. Therefore, in view of these problems, this paper proposes the following strategies: improve the policy implementation, conduct value guidance; improve the family education guidance service system, improve the professional degree of family education; emphasize home-school cooperation and collaborative efforts; publicize family education, and improve the social popularization of family education.

Keywords

Family education, home-school collaborative, Smith model, implementation dilemma.

1. Overview of the Smith Model

In 1973, American scholar Thomas Smith (Smith T B) published an article in the Policy Sciences magazine, proposing a model describing the process of policy implementation [1]. Smith believes that four important factors influence policy implementation (Figure 1), Namely, an idealized policy (the idealized policy), Including the origin, rationality and feasibility of the policy; The Execuator (the implementing organization), Means the specific organization responsible for policy implementation, Including the structure and personnel of the executive organization, Leaders' management style and execution skills, ability and confidence; The Target Group (the target group), Also known as the policy object, Those who are affected by the policies and have to respond accordingly; Environmental factors (the environmental factors), It includes various factors in political, economic, cultural and educational environments. According to the model, these four factors will be "tense" in the process of policy implementation, and only by "handling" well can the policy be implemented smoothly. In the process of "processing", "feedback" is needed, through the "system", resulting in a new policy

implementation process. Smith believes that there are interactions between the four factors, and that the direction of the system movement determines the outcome of a policy implementation.

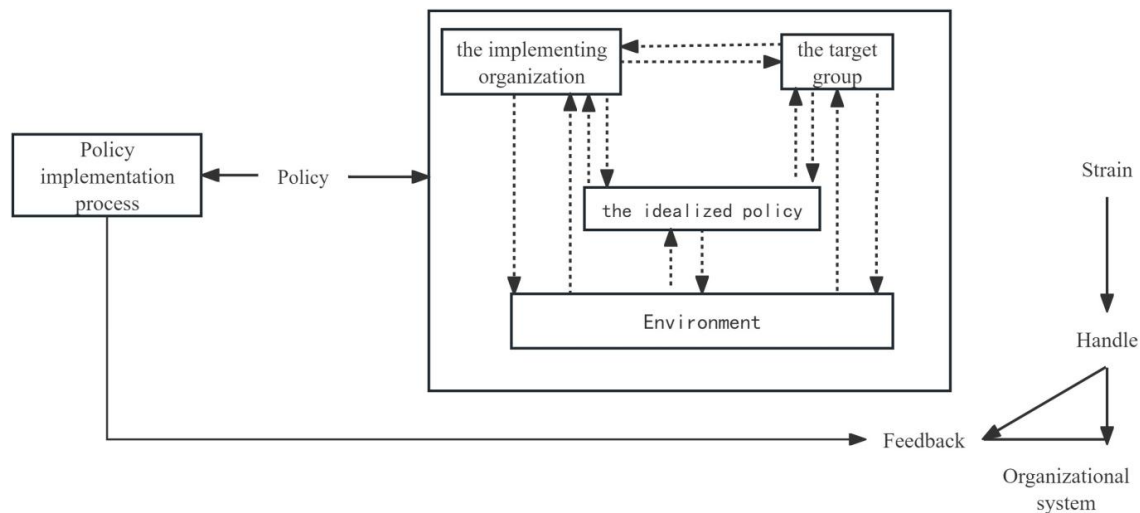


Figure 1. The Smith Policy Implementation Model

Smith's policy implementation process model and he proposed the "four factors" pioneered the analysis of the basic theoretical framework, and become one of the most classic theoretical model in the policy research field, has been widely used in this field, after the policy implementation researchers are mostly analyzed under the influence of this framework. Therefore, the analysis of Smith's policy implementation process model of the implementation characteristics of China's policy is helpful to provide a clear and easy to grasp analysis framework for the implementation of China's policy, and then put forward the effective path and strategy of policy implementation on the whole.

2. Difficulties in the Implementation of The Aging Transformation Policy

2.1. The Policy

Smith's policy implementation model mainly describes the "idealized policy" as rationality, legitimacy and feasibility, which shows that all factors develop in a positive direction under the condition of no obstruction, but this is only an ideal state. The key to the smooth implementation of the policy is the feasibility of the policy.

China's policy on family education can be traced back to the National Family Education Guidance Outline issued by the All-China Women's Federation and the Ministry of Education in 2010, which plays an important role in guiding the theoretical research of family education, standardizing the content of family education, and improving the scientific, targeted and effective service of guidance on family education. In 2019, in response to the new needs of the development of family education in recent years, the document was revised to add content related to family moral education. According to the characteristics of The Times, the joint parenting guidance of parents and grandparents, multiple parenting and family media education in the Internet era were added [2].

In 2015, the Ministry of Education issued the Guidance of the Ministry of Education on Strengthening Family Education, which emphasized the importance of strengthening family education and clarified the responsibilities of parents, schools and all parties of society in family education [3]. In 2019, The State Council issued the "China Education Modernization 2035", which stressed the importance of comprehensively improving family education and promoting

the cooperation between family education and school education [4]. In 2021, the Five-year Plan for The Guidance and Promotion of Family Education (2021-2025) has detailed the task of promoting family education and formed a planning document [5]. In the same year, the new family education to promote the law of the People's Republic of China by the thirteenth session of the 31st meeting of the standing committee of the National People's Congress vote, effective of January 1,2022, family education promotion law is the first special legislation in family education field, which defined the responsibility in the form of law, make family education laws. In 2023, the Ministry of Education and 13 other departments issued the Opinions of the Ministry of Education and 13 other departments on Improving the Mechanism of School, Family and Social Collaborative Education, further emphasizing the importance of coordination to promote family education [6].

From the perspective of the evolution of family education related policies in China, it is not difficult to find that the evolution of family education policy in China presents the following characteristics:

One is our country family education policy goal is more and more clear, "about guiding promote family education five-year planning (2021-2025)" emphasized to promote family education guidance services into the urban and rural community public service, public cultural services, health education services, children friendly city (community) construction, outstanding family education as a kind of public service universality and public welfare.

Second, China's family education emphasizes more and more the participation of family, school, government and society. The government is the maker and executor of family education policy, and family, school, government and society participate in family education. The enactment of the Law of the Promotion of the People's Republic of China on Family Education even includes the public prosecution institutions, and the judicial organs have become an indispensable force in family education.

Three is professional and operability in rising, in 2019, for the new needs of the development of family education in recent years, the national family education guidance outline, increase the family moral education related content, according to the characteristics increased the parents, grandparents joint education guidance, more parenting and the Internet age family media education, etc.

Table 1. Policy

Policy name	Document organization	release time
The National Family Education Guidance Outline	The All-China Women's Federation, the Ministry of Education	2010
"The Guiding Opinions of the Ministry of Education on Strengthening the Family Education Work"	ministry of education	2015
Education Modernization in China 2035	the State Council	2019
The Five-year Plan for Guiding and Promoting Family Education (2021-2025)	The All-China Women's Federation, the Ministry of Education and other 11 departments	2021
Law of the People's Republic of China on Family Education Promotion	Standing Committee of the National People's Congress	2022
The Ministry of Education and other 13 departments on improving the school, family and society Opinions on the Collaborative Education Mechanism"	The Ministry of Education and other 13 departments	2023

The author arranges it according to the government work website

From the perspective of the Smith model, the existing family education-related policies have the following deficiencies:

First, the operability of some system implementation is not enough. At present, the change of family education guidance system reflects the will of the country and responds to the general concerns of the society, while ignoring the change of parents' preferences to some extent, which greatly reduces the effectiveness [7]. At present, parents' focus is shifted to their children's character, morality, personal quality and other aspects, but the current family education related policies still pay more attention to their children's academic performance, and there is no change in parents' preferences to match.

Second, the value guidance is ignored in the policy formulation, and the compulsory implementation is mainly emphasized. For a long time, the evolution of family education guidance system is mainly mandatory changes, ignoring the value cognition and attitude change of parents to family education guidance.

2.2. Policy-implementing agencies

The smooth implementation of policies must rely closely on the strong execution of the executive agency. The main executive body of the family education policy is the government department. However, at present, the implementation of the family education policy shows obvious deficiencies:

First, the regional differences are large, and the influence of the relevant departments is relatively low. The situation of family education guidance in local education administrative departments varies greatly, and the proportion of people who can timely increase the staffing and allocate special funds is relatively low. At the same time, as one of the departments responsible for family education guidance, the women's Federation has limited influence and binding force on relevant departments and schools due to the lack of necessary power and resources. Taking the municipal administrative departments as an example, the survey shows that 56.0% of the municipal education administrative departments need the superior departments to "provide sufficient funds", but only 4.0% of the municipal education administrative departments have received financial support from the higher departments [8].

Second, the professional degree of the relevant institutions and departments is not high. At present, the relevant departments in the family education aspect of the professionalism is not high enough. Relevant professional service institutions and personnel training institutions lack necessary professional training, which leads to the difficulty to guarantee the service quality, training effect and personnel qualification. In the whole country, the professionalism of family education service institutions urgently needs to be enhanced, and the practical work lacks professional guidance from schools and research institutions.

2.3. Policy target groups

The policy target group refers to the population at which the policy is implemented. The effective implementation of the policy requires the recognition of the policy by the target group, but the target group often misunderstands the policy based on the consideration of value preference, thus increasing the difficulty of the policy implementation. The target group of family education policy includes two aspects: family and school, but both groups have certain problems at present.

First of all, in the family aspect, there are mainly the following several phenomena:

First, the family economic level and educational level are uneven, and the understanding and acceptance degree of family education are also quite different. Parents' educational quality and ability are uneven. What determines their parents' good education results is not their parents' high education, high position and high income, but whether they have high educational quality

and ability, that is, educational ideas, knowledge and educational methods. In reality, the students who suffer from the growth crisis are often closely related to the wrong family education. Because parents generally lack of scientific system of family education knowledge and effective methods, parents "education" light "teaching", "score" light "ability", too much reliance on school education and social education phenomenon is very common, lead to many families of family education effect, unsatisfactory, some even produce the opposite effect.

Second, the family education is too simplistic, parents in the family education is heavy academic performance, light moral education. Family education is supposed to pay more attention to children's health and cultivate children to develop good habits, but in recent years, more and more parents shift the focus of family education to their children's intellectual development and academic performance. Many parents do not hesitate to invest in their children's learning and education, but ignore the training of their children's non-intellectual factors, especially the early cultivation of ideological and moral character and the early cultivation of good behavior habits. This tendency to value knowledge over moral character, in the long run, it is difficult to achieve good educational results.

Third, there is a tendency to be school-oriented in family education, and the main responsibility of parents is insufficient. At present, many families do not clearly realize the importance of family education, and do not realize that parents are the main body and responsible person of family education, and fail to achieve the effective connection and cooperation between family education and school education, making it difficult for family education to achieve good results. And in recent years, the absence of families in the process of the child growth phenomenon has many, guardianship, family education lack to some rural left-behind minors hurt extreme events have occurred, some parents or other guardians family education subject responsibility consciousness is not strong, the minors born and not raise, raise and not to teach, teach and improper phenomenon of different degrees.

Followed by in terms of school, family education policy smoothly also need school related cooperation and help, however, in the current family education policy implementation, the school did not play the right role, in the final analysis, mainly due to the lack of corresponding guidance and training, many teachers did not notice the importance of correct family education, did not realize home school collaborative education.

2.4. Environmental factors

Policy environment refers to the political, social, cultural and other factors related to the policy living space, and the policy implementation is obviously affected by the complexity and variability of the environment. At present, on the social environment level, the overall attention to family education is not high enough. Society plays a very limited role in family education guidance and service, and parents generally lack scientific and systematic family education knowledge and effective methods, making the family education of most families basically in a state of spontaneous, ignorance and disorder. However, some training institutions engaged in family education in the society take the purpose of seeking profit, and the quality of practitioners is uneven, and the form and content of training services are uneven, and their scientific nature is difficult to judge.

3. Promote Strategies

3.1. Improve policy enforceability and guide values

Although the Family Education Law has been issued, there is no perfect legal system to regulate family education. Family education is the front end of the whole education system. State intervention in family education is not to control the family, but to provide systematic, professional and scientific guidance and comprehensive and diversified guarantee for the

family, and to regulate the behavior of parents and educational service institutions by legal means. Improving the legal system of family education will enhance the status of family education, clarify the core content of family education, expand the supply of public services, standardize the family education behavior, and promote the solution of related problems from the institutional level. At the same time, we should link the family education legislation with the Law on the Protection of Minors and the Law on the Prevention of Juvenile Crime, and improve the legal system for the protection of minors.

3.2. Improve the family education guidance and service system, and improve the degree of specialization

Strengthen the theoretical research and discipline construction of family education, and organize and implement the effective ways of family education. Relying on institutions of higher learning, scientific research institutions to strengthen the theoretical research of family education, institutions of higher learning, especially normal colleges to family education into the discipline construction, strengthen research, as soon as possible to cultivate a batch of professional family education research, teaching talents, and strengthen the social family education training institutions and training, to meet the needs of family education.

Led by the national competent department of education experts organize a group of scientific research institutions, the backbone of primary education institutions teachers, etc., to participate in writing a set of scientific, systematic, complete, practical covers minors different growth stage of family education teaching material, and the teaching material for content using TV lecture way open family education class, education training for the parents of the whole society. All the human and financial resources required for the preparation of this set of textbooks shall be borne by the state, and the intellectual property rights are owned by the state. This textbook can also be used as auxiliary teaching materials for moral education and preschool education in primary and secondary schools.

3.3. Emphasize the cooperation of home-school education and the coordinated efforts of all parties

Compared with the family and the society, the school is a professional institution with specialized education for children and adolescents, so the school plays the role of the main position in educating people, and at the same time, the school plays the leading role in the tripartite cooperative education. Therefore, schools at all levels should first strengthen their role as the main position of education and conscientiously fulfill the duties of education and teaching; secondly, schools should maintain regular close contact with families and timely communicate with students. Especially importantly, the school should take the family education guidance service as an important duty, and effectively improve the professional level of family education guidance service. In addition, schools should actively expand off-campus educational resources, and make good use of all kinds of social resources as an important way to strengthen practical education. The responsibility of the school in the cooperative education is not only the need of the modern system construction and its own development, but also an important mission entrusted to the school in the new era.

Schools should build a diversified platform for home-school collaborative education and communication to promote two-way information sharing between families and schools. One is to open up a daily communication platform. School according to the actual situation, try to establish a "family education service station", set up "parents reception day" or open "parents service hotline", the specialist is responsible for parents reception and parents telephone service work, to help parents solve questions and problems in family education, to ensure that local and foreign students parents can communicate with school and communication [9].

3.4. Publicize family education and improve the social popularization of family education

Make full use of the effective form of media to promote the popularization of family education to become a universal benefit project. Led by the competent department of education, radio and television, give full play to the television as a national propaganda main advantages and role, to compile the family education materials for content, in education television (or CCTV) viewing of prime time, perennial rolling family education lecture series, as the main form of family education knowledge, and establish matching with family education achievement assessment and qualification standards. Based on the basis of family education teaching materials, strengthen the supervision and guidance of social training institutions, standardize their training content, and make it an effective auxiliary form of family education. Women's federations and trade union organizations of each unit can also organize the staff of their units to conduct knowledge training of family education in appropriate ways. Family education materials are provided free of charge in communities, villages, marriage registration offices, maternal and child health care centers and other places. Through the above measures, the scientific implementation of family education is really implemented, in the whole society to form a good atmosphere.

4. Conclusion

By referring to the framework of the Smith model, this paper reviews and analyzes the family education policy in China, and finds that there are certain problems in policy implementation and other aspects. Therefore, in view of these problems, this paper puts forward the following strategies: improve the enforceability of policies and guide values, improve the family education guidance service system and improve the degree of specialization, emphasize the collaborative education of home and school, and make concerted efforts of multiple parties, publicize family education, and improve the social popularity of family education. The benign development of family education in the future requires joint efforts, and I believe that family education will be more perfect in the future.

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