

A Study on Home-school-Society Co-education Paths for The Promotion of Youth Sports Activities Under The “Double-decrease Policy”

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Abstract

The “Double Reduction” policy has provided more time and opportunities for young people to participate in sports activities, and has also prompted families, schools and communities to take on more active responsibilities in sports education. Based on the theories of collaborative governance and educational ecosystems, this paper comprehensively analyzes the logic of collaboration and real-life dilemmas among families, schools, and communities in the process of promoting youth sports activities through the use of policy text analysis, literature collation, and typical case studies. The study found that: families generally have lagging sports concepts and lack of accompanying mechanisms; schools still face multiple constraints in terms of curriculum resources, teachers' strengths and parenting orientation; communities can hardly provide effective support due to dispersed resource allocation and incomplete service systems; and there is a lack of clear delineation of responsibilities and long-term operation mechanisms at the level of institutional safeguards. Based on this, we propose the following paths for home-school-society co-education: Firstly, families should build a collaborative parenting support system covering awareness inspiration, capacity enhancement and motivation; secondly, schools need to deepen the reforms in curriculum, teacher construction and comprehensive evaluation; thirdly, communities should strengthen the opening up of sports venues, specialization of services and information linkage mechanism; fourthly, the system should promote policy integration, organizational synergy and financial diversion, and make use of the digital platform to realize the information and communication between home-school-society and the community. Fourthly, at the institutional level, we should promote policy integration, organizational synergy and financial diversion, and realize the information interoperability and closed-loop management of home, school and community with the help of digital platform.

Keywords

Double-reducing policy, youth sports activities, education ecology, collaborative governance, home-school-society cooperation.

1. Introduction

The physical fitness level of young people has a bearing on the quality of the national population and the future of the nation, and is an important indicator of the quality of education and the level of social development. However, in recent years, the problems of overweight, obesity, myopia and declining physical fitness have become more and more prominent among China's youth population, and insufficient physical exercise has become a key factor restricting the physical and mental development of young people. The implementation of the “Double Reduction” policy has provided a systematic window for cracking the problem of “emphasizing literature over physical education” and “squeezing physical education by schoolwork” in the

education system, releasing the time and space resources for reshaping the mechanism of educating people . At the same time, the national level has continued to promote the institutional construction of a multifaceted collaborative parenting mechanism around the family, school and society, forming a series of policy support systems . Despite the increasingly perfect top-level design, there is still an obvious break in the synergy between the three parties of family, school and society in promoting youth sports activities. The blurring of responsibilities and the fragmentation of mechanisms among the three main parties, as well as the inefficiency of synergy, have affected the overall effectiveness of sports education. International experience shows that the establishment of a systematic, multi-level synergistic governance framework is an effective way to improve youth sports participation and physical fitness. For example, the U.S. "CSPAP" (Comprehensive School Physical Activity Program) program emphasizes that through an integrated family-school-community intervention system, students can achieve the goal of 60 minutes of physical activity per day. The CSPAP (Comprehensive School Physical Activity Program) program in the United States emphasizes the integrated family-school-community intervention system to achieve the goal of 60 minutes of daily physical activity for students [1]; Finland, Japan and other countries promote the in-depth integration of social sports resources and school sports through the mechanism of "school-society integration" and "school-enterprise collaboration", and build up a synergistic nurturing ecology to support the all-around development of young people [2][3]. Based on this, this paper takes the theory of collaborative governance and educational ecosystem as a guide, systematically combs through the functional positioning and collaborative logic of family, school and society, analyzes the realities of the dilemma, and explores the institutional synergy and the path of collaborative education, in an effort to promote the sustainable development of youth sports activities.

Table 1. Relevant national policies on diversified parenting in the family, school and society

Year	Policy documents	Relevant content
2016	Opinions on Strengthening School Sports for the Comprehensive Development of Students' Physical and Mental Health	Improvement of youth sports teaching activities between families, schools and society, the establishment of families, campuses and society's work force, and gradually form a "home, school, society" linkage, and jointly guide the cooperation mechanism of youth sports .
2020	Opinions on Comprehensively Strengthening and Improving School Sports Work in the New Era	Families, schools, governments and all sectors of society are called upon to form a synergy in the process of promoting the comprehensive development of young people, especially in the field of youth sports and health development .
2021	Outline of the Fourteenth Five-Year Plan for the National Economic and Social Development of the People's Republic of China and the Vision 2035	It is proposed to "build a family education guidance service system that covers both urban and rural areas, and to improve the mechanism for collaborative parenting among schools, families and society" .
2023	Opinions on the Improvement of School-Family-Society Collaborative Parenting Mechanisms	Requirements "parents to effectively fulfill the main responsibility of family education, schools give full play to the leading role of collaborative parenting, effective social support services for comprehensive parenting" .

2. The Logic of Collaboration among Family, School and Community in Youth Physical Activity Promotion

Under the background of the transformation of education pattern driven by the policy of “Double Reduction”, the promotion of youth physical activity needs to be strengthened through the collaborative education of family, school and community. Based on the perspectives of collaborative governance and educational ecology, these three subjects can be regarded as a composite system that complements each other and is structurally coupled. Collaborative governance emphasizes the collaborative mechanism of all parties in the process of goal consensus, responsibility sharing and interaction, while educational ecology focuses on the dynamic association among subsystems such as family, school and society, and their comprehensive impact on adolescent growth [4][5]. Schools are at the core of youth physical education, not only building a scientific and rigorous physical education curriculum, but also playing a leading role in ability assessment and organization of after-school physical education activities; society, especially community sports organizations and sports clubs, injects external vitality and supplementary resources into the physical education work of families and schools by providing diversified venues and resources, professional guidance and tournament platforms. The core of the logic of collaborative education among the three lies in the realization of resource sharing, complementary responsibilities and synergy of goals. Families inject internal driving force into physical education through emotional support and accompanying practices; schools provide institutional guarantee and professional guidance; and society contributes external resources and activity platforms, jointly building an open, interactive and sustainable physical education ecosystem.

3. The Realistic Dilemma of Home-School-Society Synergistic Co-education under the “Double-Decrease” Policy

3.1. Family Level: Sports Awareness Lag and Lack of Support

Families are the starting point of youth sports participation, but generally have not formed a systematic concept of sports parenting, and their parenting function is limited by the backwardness of parents' sports concepts and weak behavioral implementation. Relevant studies show that only 28.6% of families organize parent-child sports activities on a regular basis, and more than 67% of parents still regard sports as a “non-core curriculum” [6]. The cognitive bias and practical disconnect have led to the “three lows” of low participation, low investment and low quality in family sports [7]. Although some parents recognize the value of sports, due to their own work pressure or lack of sports skills, they often replace the substantive accompaniment with a formalized punch card, which greatly reduces the initiative and effectiveness of the family in collaborative parenting.

3.2. School Level: Lack of Resources and Operational Rigidity

Schools have assumed a dominant position in the institutionalization of physical education, but the shortcomings of teachers and hardware, as well as the rigidity of the operational mechanism, have seriously constrained the synergy of its effectiveness. First, there is a structural imbalance in the teaching force: in some areas, there are not enough full-time physical education teachers, especially in rural schools, where the shortage of physical education teachers has exceeded 30%, and teachers from other disciplines are forced to serve as part-time teachers, thus affecting the professionalism and continuity of teaching. Secondly, the aging of physical education facilities on campus and the slow renewal of equipment; furthermore, the curriculum design is similar and the content lacks novelty; the evaluation method is also based on a single skill test, which weakens the attractiveness of physical

education courses and the degree of participation [8]. Although the policy of “double reduction” provides more time for physical education activities inside and outside the classroom, it is difficult to fully transform this policy dividend into the effectiveness of human education when the professional level of teachers, venue conditions and management mode are not optimized simultaneously.

3.3. Community Level: Fragmentation of Resources and Failure of Platform Collaboration

Social forces, as an important pillar of collaborative education, have not yet systematically integrated their sports resources and service capacity. Community sports facilities are highly standardized but lack personalized programs. Few communities have professional sports instructors, and instruction services are mostly a mere formality. At the same time, there is a lack of a stable platform for information exchange and collaboration among communities, schools and families, with a low rate of resource docking and low frequency of interaction, resulting in a mismatch between the “idleness” of public sports resources and the “emptiness” of actual demand, which restricts the extension of the function of society in the chain of sports education. This restricts the extension of society's function in the chain of sports education.

3.4. Synergy mechanism: unclear rights and responsibilities and lack of protection

The current synergy mechanism has the structural problem of “advocating more than enough but not enough”. On the one hand, the boundaries of tripartite responsibilities are blurred, and the phenomenon of “responsibility drift” often occurs when schools transfer the responsibility of after-school physical education activities, communities refuse to take over the task due to lack of capacity, and families passively withdraw from the program [9]; on the other hand, there is a lack of long-term operational mechanisms and technical support platforms, and only a few regions have explored the establishment of a home-school-community data interconnection system, and most of the collaborative parenting programs remain as temporary projects. Most of the parenting stays at the temporary project-driven level, without forming an institutionalized closed loop. The systematicity, stability and sustainability of the overall mechanism need to be strengthened.

4. Practical Paths of Collaborative Education between Family, School and Society under the “Double Reduction” Policy

4.1. Family Empowerment: Constructing a Support System of “Cognitive Upgrading, Skill Training and Behavioral Motivation”

Family is the starting point of value construction in physical education. The family is the starting point of value construction in physical education. To break the inertia of “emphasizing intelligence over physical fitness”, we should promote local education administrative departments and community organizations to regularly conduct family sports literacy lectures and online learning modules, focusing on “sports safety”, “scientific training” and “parent-child co-education”. Parents' basic knowledge should be enhanced by focusing on themes such as “sports safety”, “scientific training” and “parent-child sports”. Pilot implementation of the “family sports file” system can be implemented, whereby students and parents jointly record the frequency, mode and experience of parent-child sports, which can be used as a reference indicator for feedback and process evaluation of school sports. At the same time, “family sports demonstration points” can be set up in living areas such as residential districts and community venues, encouraging parents to participate in their children's sports activities by setting an example and forming a positive closed loop of value recognition and behavioral practice.

4.2. School-led: Improving the three-dimensional system of “curriculum-teachers-evaluation”

Schools should play the dual functions of organization-led and resource coordination in the education system. The physical education curriculum needs to be upgraded from a “formal supplement” to a “structural embedding”, and can be reconstructed based on the background of “double-reducing”, with “one main course and three auxiliary courses”. Based on the background of “Double Reduction”, we can reconstruct “one main and three auxiliary courses”: the main course guarantees the basic physical fitness training of students, and the auxiliary courses are connected to the expansion of interests and specialties, the extension of club activities and the integration of physical education. Promote the construction of “class - grade - school level” three-tier club system, to open up the path of integration of sports inside and outside the classroom. At the teacher level, a “sports mentor responsibility system” can be set up, whereby one teacher is responsible for the sports growth guidance and family communication of a number of students. In terms of informatization tools, the promotion of “sports growth electronic files” can be used to record sports indicators, activity trajectories and psychological status, so as to achieve accurate diagnosis and dynamic regulation.

4.3. Community Extension: Building a Support Network of “Venue-Service-Data”

As an important field for education outreach, the community should realize the role transformation of “function extension - platform embedding - service co-creation”. The community, as an important field for education outreach, should realize the role change of “function extension - platform embedding - service co-creation”. First, we should promote the signing of joint construction agreements between streets and neighborhood committees and schools, and make it clear that neighboring venues should be opened to students on a priority basis during after-school hours. Secondly, we set up a “Community Sports Part-time Position Bank”, employing retired athletes, sports students and social volunteers as after-school program instructors. Through the “Points for Service” mechanism, families are encouraged to participate in community sports volunteer activities and receive benefits such as the right to exchange courses and priority for venues. Finally, a “community sports map” app is constructed to integrate information on available venues, available resources, and activities, so as to realize the effective transition between the “de-schooling” and “living” of students' sports paths. Effective transition.

4.4. Mechanism synergy: Improving the three pillars of “policy-organization-funding”

The sustainable operation of collaborative education needs to be promoted by both system and technology. First of all, we should promote the promulgation of the Implementing Rules for Collaborative Parenting in Family, School, Community and Sports, which standardize the division of responsibilities, communication processes, assessment and evaluation; and set up a joint meeting mechanism for collaborative parenting at the district and county levels, to regularly discuss and coordinate the matching of resources, the construction of projects, and the difficulties in governance. Secondly, a “collaborative education digital platform” integrating data entry, dynamic feedback, and multivariate analysis was built to realize the interconnection and sharing of students' family exercise tracks, school classroom data, and community participation records, and to incorporate the development of students' physical fitness, the quality of home-school interactions, and the effectiveness of community services into the evaluation of regional education quality. Lastly, a diversified funding model of “government-led, market-supplemented and social participation” has been implemented, with a special fund set

up to support synergistic projects, and corporate public welfare donations and tax incentives encouraged to ensure that the synergistic mechanism has a sustainable financial guarantee.

5. Conclusion

Under the promotion of the “Double Reduction” policy, youth sports can enjoy more time and opportunities, but in order to truly play a nurturing role, it is still necessary to rely on the in-depth synergistic education of families, schools and communities. From the perspectives of collaborative governance and educational ecology, this paper has sorted out the respective functional positions, collaborative logics and practical dilemmas of families, schools and communities, and proposed four optimization paths, namely, upgrading of family cognition, school-based curricula and dynamic evaluation, connecting community resources, and institutional and digital support. The aim is to take the policy as the lead, integrate resources from various parties, form a joint education model with “common goals, shared responsibilities and resources”, promote sports education from a single-point breakthrough to a holistic approach, stimulate young people's motivation to participate in sports activities, and improve their physical health and comprehensive sports literacy.

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