

# Research on the status quo and characteristic transformation of county off-campus training institutions under the background of "double reduction"

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**Abstract:** On July 24, 2021, the General Office of the CPC Central Committee and The General Office of the State Council issued the Opinions on Further Reducing the Homework Burden and Off-campus Training Burden of Students in Compulsory Education, indicating that the excessive homework burden and off-campus training burden of students in compulsory education should be effectively reduced. It is proposed to re-examine the existing discipline training institutions and register them uniformly as non-profit organizations under dual management. Therefore, some disciplinary off-campus training institutions need to be transformed and upgraded, while other non-disciplinary training institutions also need to promote their characteristic development in order to make them invincible in the institutional competition. Therefore, under the background of "double reduction", off-campus training institutions need to take national policy orientation as the direction of transformation. Hire professional teachers to improve the level of teachers; Innovating training content and expanding training methods; In addition, the government should strengthen the supervision and evaluation of training institutions to promote the transformation and development of off-campus training institutions.

**Keywords:** "Double reduction"; Off-campus training institutions; Characteristic transformation

## 1. Introduction

Opinions on Further Reducing the Homework Burden and off-campus Training Burden of students in Compulsory Education, issued on July 24, 2021, clearly points out that the excessive homework burden and off-campus training burden of students in compulsory education should be reduced, and the off-campus training institutions in disciplines should be reviewed and registered as non-profit institutions with dual management. For non-academic off-campus training institutions, all localities should distinguish the categories of sports, culture, art, science and technology, specify the corresponding competent departments, formulate standards for such categories, and strictly examine and approve them. Different types of organizations face different opportunities and challenges. Some long-established off-campus training institutions of disciplines are facing the requirements of transformation and development for the purpose of profit, while some non-disciplinary off-campus training institutions are facing the demands of characteristic development. No matter what type of training institutions, only adhere to the characteristic transformation and upgrading, in order to be in an invincible position in the process of institutional competition. Therefore, the current situation of off-campus training institutions is investigated and studied, and the existing problems in the current transformation and development are found. The development path is proposed to better promote the development of off-campus institutions, give full play to the rich role of off-campus institutions in on-campus learning, and better promote the healthy growth of students.

## 2. Current situation of off-campus training institutions

### 2.1. Disciplinary training institutions

"No new off-campus training institutions for compulsory education students will be approved, and existing training institutions will be registered as non-profit institutions," it said. Under the guidance of the national policy, the number of disciplinary training institutions has rapidly decreased, some training

institutions have turned to other industries, and some training institutions have turned to non-disciplinary training, such as art, music, sports, dance and so on. Some other off-campus training institutions carry out innovative non-disciplinary off-campus training courses for students of different ages in the form of games, research, comprehensive practice and other activities. In addition, some off-campus training institutions of disciplines provide one-to-one tutoring services with excellent teachers as tutors. To sum up, the number of off-campus training institutions of disciplines is decreasing on the whole, and most of the training institutions are undergoing transformation and upgrading. There are relatively few county-level non-profit off-campus training institutions of disciplines, and basically no non-profit off-campus training institutions of disciplines.

## **2.2. Non-disciplinary training institutions**

With the introduction of the "double reduction" policy, non-disciplinary off-campus training institutions are increasing in number and in various forms. First of all, under the guidance of national policies, some off-campus training institutions of disciplines are gradually transforming into non-disciplinary training institutions, and the number is increasing. Secondly, the number of non-disciplinary training institutions is gradually increasing, but the form is also gradually showing the characteristics of diversification. Before the introduction of the "double reduction" document, the off-campus training institutions at the county level were mostly disciplinary training, non-disciplinary training was less, and most of them were traditional training, such as: fine arts, music, martial arts, etc. With the introduction of the "double reduction" policy, the number of off-campus training courses of non-disciplines has gradually increased. In order to stand out among many institutions and show their own characteristics, various training institutions have developed a variety of off-campus training courses, such as robot courses, manual courses, etc. Off-campus training presents various forms.

## **3. Concept of characteristic transformation of off-campus training institutions**

The characteristic development of off-campus training institutions is a concept put forward by referring to the definition of the characteristic development of schools. It mainly refers to the process in which the person in charge reuses the area and resources of the training institutions according to the unique internal and external environment and conditions of the institutions in order to promote the characteristic development of the institutions and show the characteristic style and advantages of the institutions. The characteristic transformation and development process of off-campus training institutions select different training contents according to different training objectives of the institutions, and adopt different training methods, teacher styles and campus environments for students of different ages, forming the characteristics of off-campus training institutions and forming the basis for the transformation and upgrading of off-campus training institutions.

## **4. Significance of characteristic transformation and development of off-campus training institutions**

The transformation and development of off-campus training institutions is in line with the guidance of national policies. Under the guidance of national policies, off-campus training institutions can play a role in the growth of students. To realize the transformation of disciplinary training institutions and the characteristic development of non-disciplinary training institutions is mainly to carry out specialized training according to the interests of students, which is conducive to reducing the academic burden of teenagers, enriching the life of children, and realizing the educational purpose of cultivating well-developed people. The special transformation and upgrading development of off-campus training institutions has changed the bad behaviors that seriously violate the law of education and the law of talent growth, such as "super-program teaching", "advance teaching" and "test-taking intensification" of discipline training under the manipulation of capital. Special training is carried out according to the personalized requirements of students, to cultivate students' interests and hobbies, build a good education ecology, and relieve parents' anxiety. Improve the comprehensive quality of students, promote the overall development of students and healthy growth.

In addition, the characteristic transformation of off-campus training institutions is conducive to the healthy development of training institutions. The contradiction between educational needs and high-quality educational resources has resulted in the proliferation of off-campus training institutions. However, under the guidance of interests, some off-campus training institutions with incomplete

qualifications, false publicity, price fraud and selling anxiety have emerged. These institutions can not only promote the all-round development of students, but also affect the healthy growth of students. Actively advocating the transformation and upgrading of off-campus training institutions, each training institution from the internal and external environment to find their own characteristics of development mode, explore new development path, is conducive to change the previous training institutions appeared disorderly competition, especially in the current phenomenon of numerous institutions, frequent violations, so that off-campus training institutions on their own track forward in an orderly way. Avoid the situation of "bad money driving out good money" in off-campus training, so as to realize the healthy development of off-campus training institutions.

## **5. Characteristic transformation and development path of off-campus training institutions**

### ***5.1. Providing guidance and defining the direction of development***

National policies provide direction and guidance for the development of education and training institutions. Schools, institutions and departments need to develop under the guidance of national policies. The state has made clear provisions for off-campus training institutions in terms of categories, the level of teachers, textbook management, fee standards, supervision and supervision, and published relevant documents. On July 29, 2021, the General Office of the Ministry of Education issued Notice on Further Clarifying the Scope of Disciplinary and non-disciplinary Training Outside School for Compulsory Education, which clarified the specific scope of disciplinary training institutions and non-disciplinary training institutions. On September 1, 2021, the General Office of the Ministry of Education issued the Measures for the Management of Off-campus Training Materials for Primary and Middle School Students (Trial), which stipulated the management of teaching materials for off-campus training institutions; On September 6, 2021, the State Development and Reform Commission, the Ministry of Education, and the State Administration for Market Regulation issued the Notice on Strengthening the Supervision on Fees Charged by Off-campus Training Institutions of Disciplines in Compulsory Education, which stipulated certain requirements and standards for fees charged by disciplinary training institutions. On October 26, 2021, the Ministry of Education and six other departments issued the Notice on Strengthening the Supervision of Pre-Fees of Off-campus Training Institutions, and on January 25, 2022, the General Office of the Ministry of Education issued the Notice on the selection of Social Supervisors for off-campus Training and other relevant documents, which clearly defined the supervision requirements for off-campus training institutions in the compulsory education stage. Off-campus training institutions should be guided by national policies, adjust the content and training methods of institutional training, and gradually promote the standardized development of institutions.

The state has issued a large number of documents and policies for the development of off-campus training institutions, which have made systematic regulations for the development of off-campus training institutions. Therefore, off-campus training institutions should take national policies and documents as guidance, determine the categories of training institutions, the level of teachers, the compilation of teaching materials and the charging standard, actively cooperate with the supervision and supervision of relevant departments, and timely rectify the existing problems. Gradually to standardize the direction of development. Of course, taking national policies as the development direction of off-campus training institutions requires that the heads of institutions have a full understanding of national policies in order to further regulate the development of off-campus institutions. Therefore, the person in charge of the institution should carefully study the national policy documents, understand the national regulations on off-campus training institutions, and clarify the development direction of the institution. National policies and documents only provide certain norms for the further development of off-campus training institutions, but do not directly provide the specific development path of off-campus training institutions. Therefore, relevant off-campus training institutions should strengthen cooperation with other institutions, departments, units and organizations under the guidance of national policies and documents, and explore the path of specialized development of institutions in the process of cooperation. To provide inspiration for the transformation and upgrading of institutions, so as to effectively promote the characteristic transformation and development of various off-campus training. To sum up, off-campus training institutions should take national policies as the development orientation and premise, and combine the internal and external environment and conditions of their own institutions, expand training content and training methods, and realize the characteristic transformation and upgrading of off-campus training.

### ***5.2. Strengthening supervision and evaluation of training institutions***

At present, the state advocates the development of non-disciplinary off-campus training institutions and stipulates that disciplinary training institutions currently on record should be converted to non-profit training institutions. However, some off-campus training institutions conduct disciplinary training in the name of non-disciplinary, which is not in line with the guidance of national policies and cannot promote further specialized development of off-campus training institutions. Therefore, the relevant departments of the government should strengthen the supervision of off-campus training institutions, timely adjust the training institutions that do not meet the requirements of national policies, and promote the deepening development of training institutions.

On the other hand, government departments need to establish a systematic evaluation system for training institutions, so as to better play the role of evaluation in promoting off-campus training institutions. According to the national policies, the government evaluates the teachers' level, environmental construction, curriculum setting, use of teaching materials, charging standards, service quality and other aspects of the off-campus training institutions. According to the evaluation results, the government will commend and reward the training institutions with outstanding performance in different aspects, so as to promote the further development of the training institutions. In terms of the selection of evaluation subjects, government departments should try their best to choose a variety of evaluation subjects. In addition to government staff, corresponding experts, parents and personnel from other training institutions can also be selected to evaluate the quality of off-campus training institutions, so as to ensure the fairness and justice of evaluation results. In terms of evaluation methods, quantitative evaluation and qualitative evaluation are combined to make a comprehensive evaluation of off-campus training institutions, determine the direction of the training institutions' rectification, and give play to the role of the government in supervision and evaluation of training institutions.

### ***5.3. Hiring professional teachers to improve the quality of teachers***

Standard off-campus training institutions have professional teachers to influence the education of students, while some non-professional off-campus training institutions have no professional teachers, and some teachers take part-time positions at will. These teachers themselves do not have professional knowledge, ability, quality, emotion, etc., it is difficult to guarantee the quality of off-campus training, let alone promote the specialized development of training institutions. Therefore, to promote the transformation and upgrading of off-campus training institutions, it is necessary to ensure the professional development of teachers' ability and improve the level of training teachers.

First of all, off-campus training institutions can strengthen cooperation with local professional colleges and venues to improve their teaching level. Local normal colleges or other universities have expert teachers engaged in relevant professional research. Off-campus training institutions can invite experts to conduct appropriate training for their teachers. While effectively improving the teaching level of teachers and ensuring the quality of training, they can promote their own learning and form their own educational style and mode. For sports and competitive training institutions, they can cooperate with local professional venues to carry out training and competitions, and have professional teachers to provide guidance to ensure the quality of training. Meanwhile, the training teachers can also strengthen self-learning and improve the level of teachers in the process of training and competition with students.

Secondly, the government should actively provide help for the characteristic transformation and development of off-campus training institutions. The government can actively invite curriculum experts and entrepreneurs from relevant fields to conduct some public welfare lectures and question-and-answer sessions. Training institutions can put forward their own questions according to the current policy guidance and development status of institutions. Relevant experts and scholars can make suggestions according to the problems to provide help for the transformation and upgrading of off-campus training institutions. Help off-campus training institutions achieve faster and better characteristic development.

### ***5.4. Innovating training content and expanding training methods***

In order to promote the special development of off-campus training institutions, we should innovate the training content and gradually explore new training methods. In terms of training content, training teachers can determine the quality and ability of students to improve and develop new content according to different characteristics of students at different ages. For example, the children in the lower primary school can cultivate their concentration and memory through games. Secondly, off-campus training

institutions can jointly explore new educational services with other industry personnel, and carry out family education, psychological counseling, sports training, etc. In addition, the government should also actively advocate off-campus training and public schools, the implementation of entrusted management.

In terms of training methods, teachers in off-campus training institutions can create new training methods, which can not only take the traditional way of attending classes, but also take the form of extracurricular activities. At present, off-campus training institutions mostly use research activities to carry out training. Teachers lead students to participate in the research, in the process of activities to cultivate children's communication, cooperation, access to information, problem solving and other aspects of the ability to promote the improvement of students in all aspects of quality. Secondly, off-campus training institutions can also carry out comprehensive practical activities, labor education activities, and vocational experience activities for junior and senior high school students, so as to help students make clear their career choices and promote the comprehensive improvement of students' abilities in all aspects.

## 6. Discussion

Under the background of "double reduction", both disciplinary and non-disciplinary off-campus training are faced with new opportunities and challenges. In order to promote the further transformation and upgrading of off-campus training, it is necessary to realize the characteristic development of off-campus training, take the national policy orientation as the development direction, hire professional teachers, improve the level of training teachers, and innovate the training content. To expand the training methods, of course, the relevant government departments should strengthen the supervision and evaluation of training institutions, so as to realize the special development of training institutions and play the role of training institutions in promoting the comprehensive development of students.

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