

# Comparative Study on the Practice of International Education Burden Reduction Policy under the Background of "Double Reduction" Policy——Taking South Korea, Japan and Switzerland for example

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**Abstract:** The word "burden reduction" is a problem that needs to be solved urgently between quality education and exam oriented education. It has also become a prominent subject of educational society. Since the issuance of the policy of "double reduction" in China, new problems are always emerging in the specific teaching practice, and new requirements are put forward for all social subjects. Countries around the world have different levels of education development under different social cultures, political positions, and times. Compared with China, some western countries began to implement the student burden reduction policy earlier, which has provided practical experience for the development of China's education burden reduction policy. This paper aims to learn from the past experience of education burden reduction in South Korea, Japan, Switzerland and other countries, and provide guidance for the implementation of the double reduction policy in China.

**Keywords:** Double Reduction Policy; Reduce the Burden of Education; Contrast; Revelation

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## 1. Foreword

Since the founding of the People's Republic of China, people from society have gradually paid attention to the problem of children's burden reduction. From the first burden reduction document issued by the Education Department in 1955, the Instruction on Reducing the Overweight Burden of Primary and Secondary School Students, to the latest, the Opinions on Further Alleviating the Students' homework burden and the burden of after-school training in the compulsory education stage, dozens of burden reduction policies have been introduced successively.<sup>[1]</sup> Domestic scholars have conducted a lot of research on these policies, mainly focusing on the some aspects: like sorting out the text and evolution of the burden reduction policy. The researchers combed the changes of the burden reduction policy since the founding of New China in terms of theme, content and subject, and divided its evolution into different stages. Second, the obstacles leading to the unsatisfactory implementation of the policy include the traditionalism of the education and training concepts of schools and parents.<sup>[1,2]</sup>

## 2. Comparison of educational burden reduction policies

### 2.1 The Value Interpretation of National Burden Reduction Policies

In the face of the current educational pressure and the environment of the times, various countries have introduced burden-reduction policy. These burden-reduction policies are limited but also have breakthrough value.

First, burden-reduction policy effectively alleviates some competitive pressures and reduces the academic burden of students. <sup>[2]</sup>When proposing the "equalization of high schools", the South Korean government was aimed at alleviating the pressure on the middle school entrance examination. From "high school leveling" to "high school diversification", the South Korean government is committed to exploring education burden reduction policies, and its policy content includes and is not limited to reducing the burden of school homework and off-campus training in the compulsory education stage, and the policy of rectifying the chaos in education is included.<sup>[3]</sup> Under the double reduction policy in China, the burden of coursework and extracurricular tuition have been greatly reduced.

The burden reduction policy correctly understands and initially implements the importance of cultivating students' abilities. Even though most of the current burden reduction policies have not fundamentally alleviated the pressure of educational competition,<sup>[4]</sup> they propose to cultivate outstanding talents who meet the needs of the times, pay attention to the cultivation of students' viability and learning ability, and pay attention to students' sustainable development and lifelong learning ability from the beginning of basic education. In the face of the education crisis, Japan has implemented a relaxed education reform, which is based on the rhythm of individual learning interests, improves students' learning ability, cultivates their viability, and thus realizes the diversification and flexibility of school education. Fundamentally speaking, China's double reduction policy starts from cultivating students' core qualities and strives to achieve all-round development of students. This is a stage that must be experienced in the development of education<sup>[5]</sup>.

## **2.2 Content Elements and Corresponding Subjects of National Burden**

### **Reduction Policies**

Japan's "Liberal Education" reform implemented since the 1980s has mainly been carried out in schools. The Japan government adjusted the subjects arrangement, streamlined the curricula, transformed the examination system, etc., to reduce informative learning content of "Indoctrination Education", increase experiential learning and learning oriented improving problem-solving ability,<sup>[6]</sup> and build a relaxed campus education environment. Switzerland's "Teaching Plan 21" reform eliminates homework for primary and secondary school students, reduces parents' participation in their children's knowledge learning and autonomy in arrangement of their children's extracurricular activities.<sup>[7]</sup>

The practices of above two countries are implemented by schools or teachers, the same as China, on reducing the schoolwork burden of students, by strengthening educational research, and improving teaching efficiency. The "High School Equalization Policy" promoted by South Korea in 1974 mainly eliminates differences between regions and schools on educational funds, numbers of enrollment, class size, teaching facilities, etc.<sup>[8]</sup> through government policies, to achieve balanced development of high school education on the basis of meeting the standards of primary and secondary education quality. China's "Double Reduction" policy also focuses on government in reducing the burden of off-campus training for students, which is the same as South Korea. Only considerate holistically and promote the balance of compulsory education effectively, can we provide a strong impetus for the sustained and healthy development of China's education.<sup>[8,10]</sup>

## **2.3 Achievements of educational burden reduction policies in various**

### **countries**

The "levelized education" implemented in South Korea aims to achieve balanced and standardized education. Adhering to the concept of treating students equally, it is conducive to promoting the balance of educational resources, promoting educational fairness,<sup>[9]</sup> easing the high-pressure educational environment, and reducing students' academic pressure. However, to achieve a "low level equilibrium" by banning examinations and easing competition is a realization of inefficient expectations. With the implementation of the levelized education policy,<sup>[10]</sup> new problems also follow. For students, their right to choose education has been deprived. Their enthusiasm for learning has also declined. For schools, their autonomy has been violated, which hinders the diversification of schools, and makes the development models of schools gradually converge. <sup>[11]</sup>In Japan, in order to reduce the learning pressure of "intensive education" on students and promote the healthy and comprehensive development of children based on the idea of children, Japan introduced the policy of "loose education". Such "ample educational activities" enable students to separate themselves from busy learning and virtual media, pay more attention to life and the world, so as to stimulate the desire for independent learning and improve the "survival ability" of both rationality and sensibility, such as thinking, judgment and expression. <sup>[12]</sup>

## **3. Summary**

Improving strategies include giving play to the main role of students, paying attention to curriculum

planning and teaching design, and guiding with evaluation reform. In the process of policy research on double reduction, this paper unfolds China's and international education policies according to the cross section of spatial structure,<sup>[1,7]</sup> finds out how to deal with students' burden reduction as a common problem in the world through literature search, compares and analyzes the different characteristics of children's education burden reduction policies in terms of basic content and practice under different social and educational environments in various countries .

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