

Ecological Transformation of After-school Service Development in Primary and Secondary Schools in China

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Abstract: With the adjustment of the birth system, after-school services in Chinese primary and secondary schools have become a common family demand. The development process of after-school services in primary and secondary schools is divided into three stages of germination and disorder, market leading period and burden reduction and quality improvement period, which are divided into three types: basic trusteeship, extension service and compensation service. For a long time, off-campus training institutions have been the main position of after-school service. The "DR System" requires primary and secondary schools to undertake after-school service tasks. The concept of after-school service education has begun to change, the supply relationship has been improved, the ecological environment has been continuously optimized, and the coordination mechanism has gradually formed, which has met the diversified needs of students and greatly improved the after-school service ecology.

Keywords: After-school Service; Ecological Transformation; DR System; Off-campus Training; Primary and Secondary School

1. Introduction

With the adjustment of the birth policy, the family structure of Chinese society has undergone great changes, and after-school services such as after-school care and homework help for primary and middle school students have become common needs of families. However, the ownership of after-school services, the subject of responsibility, and the implementation method have not yet been clarified. Although some local governments have introduced management measures, they tend to regulate market-oriented operations such as individuals and enterprises, and off-campus training

institutions are the main entities responsible for after-school services. In July 2021, government issued the Opinions on Further Reducing the Burden of Homework and Off-campus Training for Students in Compulsory Education (hereinafter referred to as the "DR System"), clearly proposing to strengthen the role of school education as the main front, requiring primary and secondary schools to undertake after-school service tasks and strictly supervise off-campus training behaviors. Improve the level of after-school service, meet the diversified needs of students, in order to promote the after-school service ecology to get a good change.

For a long time, the prominent problem of China's compulsory education ecology is that students' homework burden and off-campus training are too heavy, and off-campus training institutions have become the main position of after-school services. The academic community has launched a beneficial exploration on the attributes, rights and responsibilities, organization and management, policy guarantee mechanism and other aspects of after-school service in primary and secondary schools, in order to further regulate the bad behavior of after-school service institutions. Zou pointed out from the perspective of attributes and rights and responsibilities that the government should clarify the boundaries of rights and responsibilities of after-school services, and that policy supply should maintain a proper balance between the market and after-school services, while guaranteeing teachers' right to rest, right to get reasonable remuneration, and parents' right to choose. [1] Kang believes that the operation of after-school service activities needs the macro-regulation and supply of the government, so as to form a multi-subject cooperative education pattern featuring government promotion, school organization, social participation, industry self-discipline and family support. [2] Wu et al. put forward

practical suggestions on improving the implementation rules of after-school services for primary and secondary school students in ten provinces and cities in eastern China by reviewing the policies of after-school services for primary and secondary school students in recent years. [3] For a long time, the market-oriented operation of after-school services has been out of the scope of the public welfare attribute of education, and opinions and reactions from all walks of life have become increasingly strong, arguing that it should not only be a dualistic relationship between individual students and off-campus training institutions, but also be included in the scope of basic public service guarantee of compulsory education jointly undertaken by the government, schools and all walks of life. But unfortunately, the development characteristics and ecological transformation of after-school services at home and abroad need to be further studied in order to further build a more perfect guarantee mechanism and create a good after-school service ecology.

2. The Rise and Main Modes of After-School Services Abroad

After-school services originated earlier in foreign countries. In the United States, the "after-school program" for children sprouted in the late 19th century, initially carrying out civil organization services in temporary places. [4] Since the end of the 20th century, the federal government of the United States began to participate in the operation and management of the "After school program", which is mainly reflected in the formulation of a series of policies and financial support. The enactment of the No Child Left Behind Act in 2001 and the Every Student Succeeds Act in 2015 became important components of the public service system, supporting after-school education and summer learning opportunities, among other things. [5] In the UK, the cost of after-school services is mainly shared by the government, families and service agencies, which support the cost of family care through various forms of subsidies, and service agencies provide market-oriented after-school services. France has included minors' extracurricular time in the basic social security, and provides after-school services for children and adolescents with extracurricular activities as the center. Japan's education and welfare

ministries jointly implement an After School Comprehensive program. South Korea has set up "after-school schools" to reduce the burden of out-of-school training. Australia introduces national standards to promote integration of child education and care. It can be seen that developed countries in Europe and the United States generally regard after-school service as a part of welfare undertakings. They promote students' physical and mental health through rich extracurricular activities and cultivate their potential for physical, emotional, intellectual and social development. Basic guarantees such as protection of after-school service rights, cultural atmosphere and environmental safety have been formed, and relatively complete laws and regulations have been built.

3. Development History and Classification of After-School Services in China

From the perspective of international comparison, there are great differences in after-school services between primary and secondary schools in China, and the development process of after-school services is divided into three periods: The first is the embryonic disorder period (before 2000), which mainly provides paid after-school services in the form of "tutoring" and private tutoring classes for college students, maintains operation by charging service objects, and the distributed personal behavior of students voluntarily purchasing services is a fragmented and disorderly development situation. Second, during the market leading period (2000-2020), off-campus training institutions have become the main position of after-school services. Market-oriented off-campus care service institutions provide after-school care, urge to complete homework and other services, and some have also launched a "care + interest" service model. The service concept, trusteeship scale, operation mode, charging standard, teacher quality and service quality of each off-campus training institution are different. Primary and secondary school students voluntarily choose to purchase, forming a two-way interactive service ecology between individual students and off-campus training institutions. Third, during the period of burden reduction and quality improvement (from 2021 to now), marked by the promulgation of the "DR System",

the after-school service ecology of primary and secondary schools has changed fundamentally, and the main position of after-school service has completely shifted from off-campus to on-campus. Off-campus training institutions are strictly prohibited from disrupting the teaching order of schools, limiting the brutal growth and disorderly expansion of social capital, and promoting the vicious competition of off-campus training to the beneficial supplement of on-campus education. The burden of homework and off-campus training for students has been reduced, and a diversified and coordinated after-school service ecology has been gradually formed.

According to the main views of domestic and foreign scholars on the attributes of after-school services, the after-school services of primary and secondary schools in China can be divided into three types: basic care, extended service and compensation service, but there are some differences in their nature. From the perspective of public product theory, public products have the characteristics of welfare, publicity and universality, and the product attribute of after-school service is mainly determined by whether the service content belongs to public educational resources and its extension. [6] Basic trusteeship is a unified after-school care service provided by primary and secondary schools, including the care of students' homework, learning, reading and other aspects, which will not produce exclusive effects and belong to public goods. Extension service refers to the extension service provided by primary and secondary schools according to students' interests and needs, including science popularization, sports, art, labor, theme reading, interest groups, etc. Although it does not belong to the content of education, it belongs to the extension service of education and has the property of quasi-public goods. [7] Compensation services refer to educational and teaching activities that do not belong to the category of compulsory education and provide private education services such as academic guidance and homework Q&A for students with special needs or private demands. Compared with basic hosting and extension services, compensation services are marketable, competitive and exclusive, and are classified as private education service

products.

4. The Ecological Transformation of the "DR System" After-School Service

The development of basic education in China is unbalanced between urban and rural areas and between schools, so it depends on the overall coordination of education policies to promote the orderly operation of the education system. [8] Under the "DR System", primary and secondary schools expand after-school service resources, improve after-school service levels, and meet the diversified needs of students, and the after-school service ecology has been greatly improved.

4.1 The Concept of After-School Service Education Begins to Change

With the continuous development of economy and society, the dual-income family structure is becoming more and more common, and the initial purpose of after-school service is to solve the problem of no one to pick up primary and middle school students after school in the afternoon. The "DR System" requires primary and secondary schools to provide after-school services, effectively connecting the gap time between students' school and parents' work, and meeting the rigid demand for "care" of many families. In addition, the policy requires reducing students' heavy academic burden and the burden of off-campus training tasks, comprehensively reducing the total amount and length of homework during compulsory education, and improving the quality of students' learning at school. In terms of content, the after-school service takes into account the tutoring of homework and the cultivation of students' interests, and provides targeted help according to the actual situation of students, alleviating parents' worries about after-school services, alleviating the financial and energy burden of families, relieving parents' anxiety about education, and contributing to further changing the outlook on parenting and educational development.

4.2 The Relationship Between After-School Service Supply Has Been Improved

With the increasing demand of students and the voice of society, after-school services for primary and secondary school students have changed from private services based on market operation to public services provided by

multiple organizations. The after-school services provided by primary and secondary schools include a variety of activities such as basic care, homework guidance, cultural and sports activities, interest groups, etc. It is forbidden to use after-school service time to make up lessons in disguise, which can allow students to return to school and reduce the academic pressure brought by off-campus training to a large extent. In addition, compared with off-campus training institutions, primary and secondary schools have more advantages in terms of teachers, venues, and activity arrangements, which provide strong support for after-school development and better protect students' rights and interests in after-school services. It can be seen from reality that the main role of primary and secondary schools has been strengthened, promoting family participation, supplementing out-of-school institutions, and linking social organizations, and improving the relationship between after-school service supply.

4.3 The After-School Service Ecological Environment Is Continuously Optimized

For a long time, most families have chosen after-school services for the reason that it is difficult to pick up children, and out-of-school training institutions have become the main position to undertake. However, most off-campus training institutions are for the purpose of profit, in addition to providing paid after-school services, mainly carry out homework guidance and extracurricular subject guidance, increasing the burden of extracurricular training for students. Through in-depth analysis of typical cases of after-school services in primary and secondary schools across the country, the study found that schools led the overall planning to promote the effective connection between after-school services and classroom teaching, and promoted the gradual formation of an after-school service curriculum system with diversified growth of students. The family and school jointly build high-quality and characteristic after-school service activities, forming an educational ecosystem of "DR" in collaboration with the family and school; Primary and secondary schools use off-campus cultural and sports resources to help after-school services go deeper and deeper, and cultural tourism resources to promote

after-school service quality; The mechanism of admission and withdrawal of after-school services by non-academic institutions has been gradually improved, and the introduction of social resources has promoted the improvement of after-school service quality.

4.4 After-school Service Coordination Mechanism Gradually Formed

The problem of overburden of primary and secondary school students has lasted for many years, and the degree of "internal examination" of education competition has become more and more fierce. The "DR System" clearly regulates the behavior of off-campus training institutions, promotes the transfer of after-school services from off-campus to on-campus, implements full coverage of after-school services, and meets the diversified needs of students for after-school services. The self-regulating function of education ecosystem is manifested as the ability to solve practical problems according to local conditions in the process of policy implementation. [9] The "DR System" provides macro-level policy support for the development of after-school services in primary and secondary schools, and local governments take the lead in the "ecological allocation" of after-school education resources, funds, technologies, systems and other aspects, forming a diversified cooperative guarantee mechanism featuring government leadership, school main body, family participation, off-campus supplement, and social linkage. Promoting the after-school service ecology from market-oriented "two-way interaction" to government-led "multiple coordination" will help to create a good after-school service ecology, effectively promote the return of education to schools, schools to educate people, and students to return to growth, better promote the comprehensive and healthy growth of primary and secondary school students, and create a good educational ecological environment for after-school services. [10]

5. Conclusion

The "DR System" overcomes the utilitarian and short-sighted educational behavior, highlights the policy orientation of strict governance of academic burden, strengthens the role of school education as the main front,

promotes the vicious competition of off-campus training to the beneficial supplement of on-campus education, improves the level of after-school service, meets the diversified needs of students, and forms a good education ecology.

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