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NEWSLETTER

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## **The Reduction in Off-Campus Subject-Based Training Providers and Student School Hours: An Evaluation Study of the Double Reduction Policy**

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**T**HERE is a consensus among Chinese families that education is critical to the future success of their children. The parents begin enrolling them in a variety of supplementary tutoring and training programs when they are still low graders in order for them to excel in academic performance. As a result, children in China must not only study the demanding in-school curriculum but also suffer the burden of out-of-school training, which severely drains their time and energy. To alleviate the pressure on students and their families, the Chinese government released the Double Reduction policy, with the regulation of the off-campus training market being one of its primary targets. This study is an investigation of the effect of the policy on the reduction in off-campus subject-based training providers and impact of the supplementary tutoring service cuts on student school hours, using the data of a large-scale sample from an internet-based survey.

### Research Findings:

- Under the Double Reduction policy, the number of offline subject-based training institutions has been cut by 95.6%, and that of online ones by 87.1%.
- The cost of out-of-school training service decreased by 40% on average. Ongoing are the regulation of non-subject-based training institutions and the prevention of their conversion into subject-based training services.
- The greater the reduction in subject-based training institutions in the vicinity of the school, the longer school hours the students have. This indicates the existence of mutual substitution between in-school and out-of-school education, and this substitution effect is more pronounced among disadvantaged student groups. It can be observed in many second- and third-tier cities, though not evident in the four first-tier cities (Beijing, Shanghai, Guangzhou, and Shenzhen).

- The greater the cuts in subject-based training institutions in the vicinity of the school, the more likely the students complete their after-class assignments in the school. The reduction in subject-based training services has no impact on the total number of hours the student spends on after-class assignments.

The policy implications of the study are summarized as follows: The Double Reduction policy induced large-scale closure of subject-based training institutions, which increased the students' reliance on in-school education. Hence, it is imperative to enhance the quality of school-based education, particularly the quality of after-school services, as the underprivileged groups are more susceptible to the impact of the reduction in off-campus tutoring service provision.

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