

# Research on the "Four-way Linkage" of Youth Education Under the Double Reduction Policy

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**Abstract:** In recent years, with the development of social economy and the progress of the times, the youth education has received more and more attention. However, the excessive academic burden at this stage has hindered the quality education and comprehensive development of young people. The "double reduction" policy plays a significant role in reducing the heavy homework burden on young people, promoting their comprehensive development in morality, intelligence, physical fitness, aesthetics, and labor. In this paper, based on the analysis of the current situation and problems of youth education in Tianjin under the dual reduction policy, The mechanism guarantee, education subject, implementation content, and other aspects were explored, and a "four party linkage" collaborative education strategy for youth education were proposed, which includes government guidance and supervision, student family support, social organization linkage, and community work guarantee.

**Keywords:** Youth Education, Double Reduction Policy, Community Education, Quadrilateral Cooperation, Collaborative Education.

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## 1. Introduction

Teenagers are the future of a country and the hope of a nation, and their healthy growth is closely related to the development of society. Therefore, the youth education is receiving increasing attention. In 2016, the Ministry of Education pointed out that community education plays a crucial role in the development of China's education industry. After the implementation of the double reduction policy in 2021, the role of community education has become more apparent. The policy not only effectively alleviates the heavy burden of academic work and extracurricular training on young people. However, in the current context of deep integration between education and society, families, schools, and social organizations are unable to independently provide education for teenagers, and the issue of youth education is facing new challenges. Therefore, building a collaborative education linkage mechanism will play an important and positive role in providing a good educational environment for the healthy growth of adolescents, integrating and utilizing high-quality social resources, reducing parents' anxiety, promoting family harmony, enriching students' life experience, broadening their thinking horizons, and promoting comprehensive development.

In foreign countries, due to its early start, community education has developed more maturely and has become an important educational method, which is an essential way of education in people's lives[1]. Since the implementation of the "double reduction" policy in China, the comprehensive development of quality education has led to significant changes in the form of education and teaching in schools. The demand for teenagers to participate in community sports activities is increasing day by day, and youth sports have formed a "three society linkage" model that combines communities, social sports organizations, and social sports workers[2]. Zhang et al. conducted a study on the "three societies linkage" model of community youth sports under the double reduction" policy, and proposed a strategy for cultivating youth through the "three societies linkage" that combines community venues, social resources, and social

forces[3]. In response to the insufficient leadership of sports functional departments, institutional barriers in school sports, low quality of community sports services, and insufficient participation of students' parents as the main body, Zheng proposed strategies for institutional coordination and multi subject coordination[4]. Jiang proposed strategies such as optimizing the structural system, improving the management and evaluation system, and expanding new models to promote the sustainable development of community education in response to the problems exposed in the practice of community education in Tianjin [5]. Lin explored a "family school community" collaborative education model for children and adolescents led by the government, with the participation of families, schools, hospitals, communities, and other entities[6]. Shi et al. conducted an in-depth analysis of the collaborative development pattern, collaborative education awareness, collaborative development mode, collaborative development quality, and collaborative supervision mechanism between school physical education and extracurricular training institutions, and proposed a collaborative development path for both[7]. Wang pointed out that school education, family education, and social education should coordinate with each other, collaborate within and outside the school, and fully tap into multiple resources to cultivate people through joint efforts[8].

In this paper, on the basis of analyzing the current situation and problems of youth education in Tianjin, the "four party linkage" collaborative education strategy for youth education was proposed, which includes government guidance and supervision, student family support, social organization linkage, and community protection, to improve the comprehensive quality of youth.

## 2. The Current Situation of Youth Education in Tianjin

Community education for teenagers is often overlooked, and most people have little understanding. People often believe that teenagers only need to receive education in school and do not have a clear understanding of the role of

community education. However, communities or social organizations are more inclined towards community education for adults and the elderly, and there are few courses and activities for community education for young people. When carrying out community education activities for young people, community and social organization staff often face limitations in terms of funding, manpower, and other aspects.

### **2.1. Lack of venue, faculty, funding, and other support**

Many communities do not have dedicated management personnel responsible for youth community education, and activity organizations mostly rely on other community workers and volunteers to carry out activities together. There are few social education resources and teachers, and funding and activity space are basically not guaranteed. There are also few truly open and mature youth activity education venues. At the same time, most grassroots community and social organization staff do not possess the professional knowledge and skills required for youth education, and the design of activities or courses does not conform to the physical and mental development laws of young people. The content of activities is often single, lacking innovation and attractiveness, unable to meet the personalized needs of youth groups at different stages of development, and also limited by venue, funding, and other factors. Therefore, the true function and role of community education cannot be fully realized.

### **2.2. Lack of corresponding policy and regulatory support**

On the one hand, there is a lack of specific legal provisions for community education for young people. Currently, there are no specific laws and regulations in China regarding the content, scope, methods, and institutional settings of community education for young people, which have clear provisions. On the other hand, society lacks recognition of the status of youth community education. The positioning of community education in China is mainly in the fields of adult education and social services. Currently, the recognition of the status of youth community education is not sufficient, so staff lack initiative and enthusiasm in carrying out youth education.

## **3. Analysis of Youth Education Issues**

### **3.1. Attribution analysis of educational issues**

(a) Educational needs of adolescents themselves and their families

Youth education should not only focus on intellectual development, but also on comprehensive physical and psychological development. Since the implementation of the "double reduction" policy, teenagers' extracurricular time has become more free and relaxed. Therefore, the educational needs of teenagers and their families have become increasingly personalized and diversified, and they hope that the content and forms of educational courses are rich and diverse, which can fully mobilize students' enthusiasm, initiative, and creativity in learning.

(b) Influence of social concepts

Traditional social beliefs believe that youth education should focus on improving academic performance in subject areas, with school education as the primary focus. Some people even believe that youth education only needs schools to complete. Even the majority of people often only value the

academic performance of adolescents in school, while neglecting the comprehensive development of their overall quality, which also leads to a lack of emphasis on other educational methods and other types of educational content.

(c) Limitations of policy factors

At present, in the context of the high importance placed on elderly care services and public services by the entire society, community education has not received sufficient support at the national policy level, and has even been weakened to a certain extent. The policy support and decentralization efforts in the field of youth are still not strong, and the relevant policies for cultivating social groups in policy implementation are still not perfect. In terms of talent construction, there is no effective talent guarantee mechanism in place, and the overall salaries of community workers are relatively low, making it difficult to attract professional talents to enter the community to carry out youth community education work.

### **3.2. Analysis of the advantages of youth community education**

(a) High willingness to participate in youth community education

Teenagers and parents have a strong willingness to participate in youth education, believing that social practice activities can improve children's understanding of society. They hope that the community can organize more activities to encourage children to participate. Meanwhile, community and social organization staff hope to have more high-quality educational resources enter the community, so that community education has the ability to undertake extracurricular time and activities. The staff also have a high willingness to carry out community education for teenagers.

(b) Implementation of the double reduction policy

Since the implementation of the double reduction policy, the form of education and teaching in schools has undergone significant changes, and community youth education has also formed a "three society linkage" model that combines communities, social organizations, and social workers. The government, schools, families, communities, and even the whole society are paying more attention to the comprehensive development of the comprehensive quality of young people. The new educational concept respects students' differences, pays attention to individual interests, and is good at tapping into students' potential through personalized education, meeting the needs of students' development.

### **3.3. Analysis of the disadvantages of youth community education**

(a) Insufficient motivation for youth community education linkage

The community lacks high-quality professionals specifically responsible for managing youth community education, and there are no dedicated youth activity venues. Therefore, when carrying out youth education activities in communities, due to limitations in venue and funding, there is often a lack of motivation to attract more young people to participate in community education.

(b) Single community education activities for teenagers

Due to the inadequate management of youth education in the community, there is a problem of unclear rights and responsibilities among the staff responsible for youth community education, as well as a lack of a professional team dedicated to youth community education. Unable to design

suitable activity content based on the needs of different youth groups, the community also lacks professional talents, innovative abilities, and attractiveness to the youth group.

## **4. Collaborative Youth Education Through "Four-ways Linkages"**

### **4.1. Establishing scientific concepts and gaining family support**

After the implementation of the "double reduction" policy, more and more parents are paying more attention to the education of children's moral character, the development of interests and hobbies, and the cultivation of physical fitness. Parents should encourage and support teenagers to participate in community education in their spare time. At the same time, the joint participation of parents and teenagers not only promotes positive interaction between parents and children, but also makes parents a role model for teenagers in educational activities, establishing harmonious and intimate family relationships; It also enables teenagers to enhance their comprehensive abilities and broaden their horizons in participating in community education activities.

### **4.2. Optimizing policy system and build a service-oriented government**

The series of policies and documents related to youth education introduced by the government have provided theoretical guidance and strong support for the implementation of the "four party linkage" collaborative education strategy for youth education. To carry out community education for young people, the government should give sufficient attention to it in communities and social organizations. At present, China has not yet introduced a specific law on community education for young people. Therefore, it is necessary to further improve the legislation related to youth community education, strengthen the legal protection of youth community education, provide legal basis for youth community education, and fundamentally ensure the development of youth community education.

### **4.3. Promoting resource integration and jointly build educational bases**

At present, there are many representative examples of community education activities in China that focus on social forces. These examples indicate that when the government increases funding for community education for young people, it is necessary to fully mobilize and mobilize relevant social forces. Through various forms such as donations, funding, public welfare activities, etc., people should be widely involved to generate a strong collective force, so that all forces and resources in society can be effectively utilized, thereby achieving the goal of efficient and reasonable use of resources. It is not only the financial support and guarantee for youth community education, but also an important component of youth community education. At the same time, the government's expenditure pressure has also been alleviated, and the utilization rate of resources has also been improved.

### **4.4. Strengthening community security and promote four-way linkage**

In youth education, the government takes overall

leadership and takes responsibility. By continuously streamlining government functions, formulating appropriate targeted policies, and playing a good service role, the government plays a leading role in community education. Parents should update their educational concepts, improve their educational methods, play a demonstrative role, play an important role in family education, promote the comprehensive development of children, and enable teenagers and their parents to understand community education and participate in community activities. Social organizations play a bridging role, linking multiple resources to provide learning resources for youth extracurricular education, laying practical conditions for the development of youth extracurricular education, and making up for the shortcomings in community management. The community should enhance its professional ability, create more learning and communication platforms based on the characteristics of different resources within the community, open up more learning and communication channels, adopt more learning and communication methods, guide students and parents of different ages, identities, hobbies, and needs in the community to participate in community education in an orderly manner, and promote the high-quality development of youth community education work.

## **5. Future Prospects**

Under the double reduction policy issued by the Ministry of Education, community education faces new missions and responsibilities. Vigorously developing youth community education has become a key link and effective measure in promoting the balanced development of quality education in China. There is reason to believe that innovative working methods and educational concepts in youth education will continue to be proposed and improved, providing guarantees for diversified education for young people.

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