

CHINESE FAMILY EDUCATION POLICIES' DEVELOPMENT CONDITION AND ITS INSPIRING THINKING

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ABSTRACT

Family education policies are the guiding opinions and management regulations of the leading institutes in the nation' for family education and family education enterprises. In China, due to the differences in understanding of family, the investigation and regulations on family education policies had been neglected for a long historical period of time. Due to the internal reform and policy opening to the world, it has taken 30 years' developing process for China to form a preliminary family education policy system inter-supported and inter-supplemented by several parties. In addition, since 2010, three new characteristics of Chinese family education policy's construction appeared: the first involves the pace of family education policy's construction having become significantly faster; the second relates to Ministry of Education's function in regulating and issuing family education policies, and has become more powerful; and the third property is that family education policy construction has been synchronous with family education regulation construction. Presently, family education policy construction should be put into practice with faster speed and from three aspects: the first is to elevate family education enterprises to be the nation's strategy; next, parents and the school's education operation quality should be confirmed; lastly, the corresponding governmental institutes for family education should be set up soundly.

Keywords: Family education policies; developing process; policy construction.

BRIEF INTRODUCTION OF CONCEPT AND RESEARCH LITERATURE OF FAMILY EDUCATION POLICIES

Chinese people has a good tradition of valuing family education. Since ancient time, Chinese had recognized the truth that "to govern the nation and conquer the world", "family must be run well" in the first place, which properly demonstrates how Chinese put emphasis on family education. Since ancient time, the tales and deeds of family education has contributed to the outstanding talents in history at different eras. For example, in Wei Jin, and North-South Dynasties, family education flourished, because the turmoil of society had brought us unstable public education, so family education became prospectus increasingly, thus making up the insufficiency of the chaotic public education. As such, Yen Chih T'ui's "Yen's Family Disciplines" is the pioneering example that formed systematic family education thought for the first time, and led to emergence of family-discipline-based educational thinking. In Ming and Qing Dynasties, the moral and ethics with strong and thick colors of didactic implication had flooded family education, and how to practice family education like the family letters became

common in some families then. Meanwhile, with germination and development of capitalism, together with the western trend gradually circulating in the East, family education thought related to world management and the practical application showed up in a few families. When it came to Era of PRC, as transmutation took place with the society transforming intensely, family education was baptized by the new thinking trend. Having selectively inherited Chinese traditional education thoughts and absorbed the contemporary western education theories, the then current family education gestated new educational system, "holistic education", family-school contact/cooperation, as well as parent education, all of which signified important connotation in inheritance, construction, and development of Chinese family education, making Chinese people's traditional virtues spread extensively.

During the considerably long historical period from ancient to contemporary times, family education was not included into the nation's educational system, so it was thoroughly what belonged to the private territory. In that period, "parents were the child's first teacher, and the very first school which the child went to"; without learning and training, the parents could directly guide and cultivate their children in accordance with the experiences passed by the last generation. In the modern society nowadays (Bogenschneider, 2014), people have increasingly higher and higher demand on the quality of the young generation, while family education becomes more and more valued by the social organizations, especially the governments at different levels. Under such premise, family education has gradually become a vital component that comprises the modern citizens' educational system, expediting a series of measures that the government and the social organizations use to guide and manage family education, which forms a kind of public enterprise in the society. Just as other social public enterprises, family education enterprises have their own system, inside which includes the components, such as leading management system, financial support system, organizational running system, research development system, propaganda guidance service system, and etc. Additionally, such family education enterprises are closely correlated with the political, economic, cultural, and technological development in the same country or region where they are situated (Booth & Dunn, 2013; David, 2015). In order to promote the development of the family education enterprises, both the political party's as well as the government's policies and measures are certainly indispensable.

We can say that family education policies are the nation related leading institutes' guidance opinions and management rules for family education along with family education enterprises. In the author's viewpoint, family education policies are part of the public policies, which can be likened to "the generic term of all the values, norms, and behavioral standard that the political party and the national organs use to guide and restrict people's behaviors"^[1], and those family education policies actually play an important role in directing and managing family education enterprises' development. However, family education policies are different from the general educational policies, because the private and non-systematic properties are decided by the actual conditions of Chinese family education enterprises' development. In China, family has been supposed to subordinate to the purely private territory. In China, family has been supposed to subordinate to the purely private territory for a considerably long historical period, and, "to view from the family orientation in China's existing public policies, it is either that we cannot see family completely, or it is that the border of family is extremely vague, or that there is contradictory value orientation among relative policies"^[2]. Consequently, after establishing China, for a longer period of time, the research and regulation of family education policies tended to be passive, particularly the basic theories related to family education policies are considerably insufficient. To search for relative literature in the database in the Chinese periodicals since 1980s, recounts on family education policies' content, extension,

characteristics, and function are rarely seen, only educational policies and family policies similar to family education policies were illustrated in a few articles. Nevertheless, the educational policies in our country primarily target at norms for school's educational system, and there are not many policies involving non-systematic family education. Besides, family education policies in our country mainly regulate the inhabitants' social welfare from the aspect of economy without digging into family education. As a result, in light of theoretical level, research on family education policies tend to be extremely weak. Contrarily, as the political party and the government valuing family education increasingly, and the family education policies that are issued year by year keep on escalating, the outcomes of recounting family education policies in regard of actual practice got progressively richer.

To organize and synthesize the research outcomes of the family education policies in our nation since 1990s, those outcomes can be classified into three general categories (Daly, 2010). To begin with, it is interpretation of the text of policy's laws and regulations. From the Great Cultural Revolution to now, around the central or relative ministries or commissions issued family education policy's document, most leaders in the relative departments would write an article to explain the context of the policy and the crucial requirements, or the experts, the actual workers, or the newspaper and magazine editors or reporters would explain the policy's basic requirements and important implication. For example, in 2004, after publishing "the PRC's State Council's Opinions on Further Emphasis on and Improvement of Juveniles' Thinking and Moral Construction", many articles followed to interpret the 5th part, the important implication and basic content of Part V, "Valuing and Developing Family Education". In 2010, when the All China Women's Federation and the Central 7 Ministries like Ministry of Education announced "National Family Education Program", Yang Hsiung et al compiled and composed "Interpretation of National Family Education Program". Next, it is analysis of important issues regarding family education and suggestions for the policies. A lot of experts probed into the issues on family education, and explored the goals, principles, and strategies of family education development, and proposed concrete policy suggestions to improve family education tasks. For example, in 2011, Commission of Caring for the Younger Generation of Ministry of Education published "Current Condition of China's Family Education-- Issues and Policy Suggestions". On the basis of further analyzing our country's family education's condition and issues, suggestions were proposed for parents, schools, educational administration departments to take good charge of family education work. The third point is to introduce national and international family education along with the experiences and lessons of family education work. Through introduction to the foreign and oversea countries or our country's local formulation of the family education policy's laws and regulations, the content and requirements of family education policies are explained, which reveals the direction and measures of the family education policies in China. For example, Ho Chien Hua's "Investigation of Family Education's Supportive Policies in France, United States, and Japan", and Chiu Hsu Kuang's "Exporation and Analysis of Family Education's Laws and Regulations, and Management System". Also, in 2011, based on the author's personally investigating the family education's work experiences in Bao-an District in Shen Ch'ou City in Kuang Tung Province, he proposed suggestions for the family education policies to scheme the all-province family education enterprises' development.

ANALYSIS OF THE NATION'S FAMILY EDUCATION POLICIES' DEVELOPMENT

The Family Education Policies 30 Years Before New China Was Established

After New China was founded, while our nation was expanding the unprecedented political, economic, and cultural reform, it consulted the former Soviet Union's educational theories and

system, starting to stress on family's function and effect in the youngsters' thinking and character education. In 1952, Ministry of Education announced "Primary School's Provisional Regulation, the Draft", and Article 38 in Chapter 6 says: "the Primary school founds parents committee composed by the parent representatives, education commissioners principal, and the like. Meetings are summoned regularly in order to reflect parents' opinions for the school. Also, they listen to the school's work report for family's close contact with the school". In addition, "High School's Provisional Regulation, the Draft" has the same rules of parents' work. According to the policy viewpoint, the primary and high schools started to take parents' work as a basic item of the school's management as well as moral education task (Kuo, etal, 2012). It is very common for the class director to visit the students' home. In 1963, through revision and modification, in name of the central government, the Chinese communists announced "the Full-time Primary School's Provisional Regulation 'Draft'" and "the Full-time High School's Provisional Regulation 'Draft'". Chinese Communist Party demanded the primary and high schools to keep on developing parents' work, and promoting family-school cooperation. Unfortunately, schools with parents' committee were not many until the Great Cultural Revolution period. Even though the schools set up the parents' committee, most of them failed to expand work by following the rules.

In the initial stage of New China, the political party and the nation's leader showed their care for family education. For instance, in 1953, the vice chairman of the Military Commission, Chu Te pointed out in the 2nd National Children's Work Coordination Committee's meeting that both parents and the education workers should make use of visiting, interviews, extracurricular activities, movies, story telling, and etc. to guide the children to respect the constructors' labor and creation in labor. He stressed that children should be guided to learn the laboring models in the workers' class and other territories, and make up their minds to be an excellent laborer who constructs the socialistic mother country. In 1955, Vice Chairman in National People's Congress, Sung Ch'ing Ling delivered a speech and an article in "6-1 Children's Day", recruiting the parents to demand themselves strictly, act as the children's model, and endeavor to achieve good family education for their children's sake. Additionally, the leader of the communist party and the country, Mao Tse Tung, Liu Shao Ch'i, and Chou En Lai put such idea into practice in order to set up a good model for family education. For example, Mao Tse Tung sent for his eldest son Mao An Ying to the frontline in the war field in Korea, and he wrote letters to his child even his daily work load was very heavy. As for Liu Shao Ch'i, he often quoted the Confucian thought, "Train oneself, harmonize his family, govern the country, and conquer the world" to illustrate the issue of family education. Additionally, in practical practice in his own family life, he put emphasis on molding his family members' decent personality and cultivating their perspective towards life. He also proposed that education for his own children and relatives should focus on cultivating the inheritor of the socialistic enterprise construction, strictly demanding them to take over the task rather than the "official position".

In 1963, in the Chinese Communist's central committee and in the meeting of cadres under the direct organs under the Congress, Chou En Lai demanded that the leading cadres in each level had to pass "the level of mission" and guide the children for sound family education work. As he expressed, we must set up high standard of the cadres' children, blame their mistakes severely, and not allow the cadres' children to become heavy burden of our nation and society. In addition, the party and the national leader valued all-dimensional quality education for children. They stressed incorporation of family education and social education, asserted that the youngsters should go into grass root level to get closer to the public, proposed our good use of the big families and environment in the revolution, and took advantage of the big classroom-

- our society-- in order to have the children receive trainings in each aspect, so that we can provide a spacious social stage for their life, work, and learning subsequently. In 1964, Workers Daily launched the Great Discussion on "How to Educate Our Children". Then, with the title "Take responsibility of cultivating the younger generation after revolution", Sung Ch'ing Ling was invited to write a long article as the conclusion of the discussion. In this essay, she proceeded an all-dimensional systematic recount on the fundamental theories and practice issues, such as the importance of family education, the educational concepts, and the scientific educational methods, indicating the right direction of the socialistic family education (Lamb, & Sagi, 2014).

Nevertheless, due to reasons like disturbance of left-inclined thoughts, for an extremely long historical period after liberation, we lacked research on and inheritance to Chinese people's traditional family education. Not only the ancient outstanding family education could not be spread, but also plentiful parents could not read excellent books on family education reflecting Chinese civilization. Influenced by the then current political situation and the thinking concepts in the society, many parents tried all they might to take part in socialistic construction, leading to ignorance of family life's quality, and failure to proceed the basic family education for their children. At this point, most families had the children's education in the state of spontaneity. Besides, affected by the political movements, the school's launching parents' work mainly concentrated on communicating the political education experiences; however, many schools failed to launch parent work. When it came to the Stage of Great Cultural Revolution from middle 1970s to middle 1980s, the country had fallen into the messy and disturbing social order. Needless to say, traditions in family education in the country were criticized without any reasons, which disturbed people's educational thoughts, both school education and family education fell into the trap of severe risks, and the youths had to grow up in a mess.

To sum up, there are three characteristics of the family education policy's construction condition in this period: The first characteristic is that the relative documents in Ministry of Education and the central government proposed the requirements of primary and high schools' launching family education work, although such requirements were not carried out thoroughly. Secondly, the central government started from cultivating the need of the person taking over the socialistic enterprises to call for well conduct of family education. Mao Tse Tung et al put nurturing the children's thoughts and virtues into practice. Lastly, the whole society's great background refers to the political movements taking place ceaselessly and continuously one after another, whereas severe misunderstanding and criticism existed in Chinese traditional family education.

Reform Opening 30 Years' Family Education Policies

In 1976, after crashing "Gang of Four", through several years' correction and return to justice, the nation founding's guidance set up by the party's central committee was modified to the socialism's modernized construction with economic construction as the core center. In 1990s, China entered into the new period of reform and opening comprehensively. Facing the problem of large number of juveniles going astray, the party's central committee as well as the congress announced a series of documents and guiding policies, emphasizing the importance of family education. In May, 1981, the Chinese communist's central committee exerted Centerfire [1981] File No. 19 to forward the National Women's Party Group's "Report of Two Meetings' Condition and the Women's Federation 's Work Points in 1981" to the area of autonomy in each province/city. The forwarded notice pointed out that "in the developing work focusing on bringing up, nurturing, and educating good kids and youngsters, six links must be paid attention

to. One important link among the six is to 'assist the parents to strengthen and improve the children's education, care and cultivate personnel who engage themselves in children and youngster related work'^[4]. The Women's Federation Organization pioneered to promote Women's Federation in some provinces/cities to set up local family education research committee, hold parent-school and parents' lectures to deliver the perspectives and methods of educating the children to the parents. In a lot of locations, under support of the research institutes and media, the Women's Federation and Bureau of Education initiated great discussion on single son/daughter's characteristics and education, and proposed the corresponding strategies for educating single son/daughter. Article 49 in the "Constitution of People's Republic of China" revised in 1982 regulates "Marriage, Family, Mothers and Children are protected by the nation. Both husband and wife endure the obligation to implement family planning. The parents have the obligation to bring up and educate the minor children, and the adult children are obliged to assist and support the parents"^[5]. In the Constitution, the provision of the parents' responsibility for family education is regulated in order to restrict the parents to educate their children (Rizvi, & Lingard, 2009; Wasik, 2012).

In 1988, "Central Committee of Chinese Communist's Notice on Reform and Strengthening Primary and High Schools' Moral Education", it points out that "To care and protect the primary and high school students' health and growth is not only the educational departments' job responsibility, but also the whole society's duty and obligation". We must connect social and family education with school education closely to form the public opinion and trend of the whole society cares for the primary and high school students' health and growth"^[6]. In 1990, the Congress set up Women and Children's Work Coordination Committee, and in 1991, the Standing Committee of the National People's Congress announced "The Law of Protection of the Juveniles"; in Chapter 2 Protection of Family, Article 8 to 12 physically explain the parents' rights and duties, including Article 10 "the parents or other guardians should employ healthy thoughts, moral character and behaviors, as well as proper methods to educate the juveniles, and guide the juveniles to engage themselves in activities helpful for their mental and physical health, so that we can prevent and stop the juveniles from smoking, drinking, wandering, taking drugs, and engaging in prostitution"^[7]. From the angle of law, the parents are obliged to educating the children. In 1992, "In 2000s, the Guideline of Chinese Children's Development Plan" announced in name of the Congress proposed for the first time to "Establish People Cultivation Mechanism that Incorporates School (kindergarten) Education, Social Education, and Family Education in order to create the social and family environment developing harmoniously and beneficial to children's mental and physical health". It regulates that by 2000, "90% of children's (under 14 years old) parents can grasp knowledge on preserve and educate the children to divergent degrees", and "provide the parents with children at different age stages with the more comprehensive family education knowledge and methods"^[8]. That is, family education policies are announced in the form of administrative laws and regulations, signifying that the government has started to dominate the family education's guiding tasks. So far, the party's central department, the Standing Committee of the PRC, and the Congress have all announced policy laws and regulations for family education.

In 1988, the All-China Women's Federation and the National Educational Commission Organization set up and announced "the National Parents-School Work's Instructive Opinions (Trial)", regulating that "the educational administration department takes responsibility of instructing parents in the primary and junior high schools and kindergartens in school work. The Women's Federation takes charge of coordinating with various departments in the society and instructs the school work"^[9]. In 1991, the national education commission, the radio, film, and TV division, the culture division, the PRC sports and physical culture commission, Press

and publication administration, the national general labor's association, the central communist youth group, the national women's federation, and the Chinese scientific association announced together "Notice of several opinions about creating good social education environment to foster the primary and the junior high school students to grow up healthily". This "notice" indicates that "we should value family education work. It explains how the parents raise the family education standard, and correct the wrong educational methods. The relative sectors must collaborate closely, establish the institutes of family education consultancy, hold parent's school, and positively organize the extensive educational workers, experts, and scholars to study family education theories and compile reference materials related to family education, and hold various kinds of family education training courses and lectures, exhibitions, consultancy, and etc. In conclusion, we aim to well communicate the experiences of holding the parent's school, and award the excellent and outstanding parents"^[10], all of which are the instructive opinions from the national women's federation and ministry of education. Those units allied with other central ministries and agencies to extract their guiding opinions on family education work. In 1996, the national women's federation and the national education commission printed and issued "The 95 Plan for the National Family Education Work", where it indicates that during "95" period, the general goal of family education work is: by 2000, to enable 90% of the children's (under 14) parents to control knowledge on conservation for and education of the children with diverse degrees. In addition, it guides the parents to set up correct concept of educating the children, make good control of scientific education methods so that the parents' quality can be elevated, and the family, school, and society can coordinate and collaborate with one another to embrace the new century's coming. On the other side, they can enhance the children's physical and mental health development, and nurture the constructor as well as inheritor with ideal, moral, culture quality, and discipline to take over the socialistic enterprises^[11]. The party also proposed the goals of family education work in each stage, the corresponding measures, and the detailed rules of check and evaluation. In 1997, the national education commission and the national women's federation announced "Norms for the Parents' Educational Behaviors", formulating that "the educational administration sectors in each level and women's federation must proactively strive for support from the local party committee and government to include the 'Norms for the Parents' Educational Behaviors' into the comprehensive plan of the local spiritual civilization's construction, and organically connect with the creative founding event 'the Civilized Family with Five Goods'"^[12]. In short, more concrete regulation is made for the parents' behavioral norms in educating their children.

Entering into the new century 2000, the central committee of Chinese Communist and General Office of State Council printed and issued "the central office of Chinese Communist and General Office of State Council's opinions on further strengthening and improving moral education in primary and junior high schools for adaptation to the new situation", and proposed that "the educational administration sectors in each level must take responsibility of organizing and instructing family education" to serve as the more concrete requirement of the educational administration sectors' responsibility of guiding family education^[13]. "Chinese Children's Developing Guidelines (2001-2010)" announced by the State Council in 2001 proposed that "to set up diverse parent's school's operation system, increase the quantity of various types of the parent's schools, and raise the awareness rate of the parents' knowledge of family education". In addition, it also proposed "to give full scope to the educational advantages of the school, family, and society, respectively, and sufficiently use the resources in the society to form the Resultant Forces of Education, foster integration of school education, family education, and social education; to value and improve family education; to well found each type of parent's school, help parents cultivate correct preservation and education concepts and control and exert science's knowledge and method of education"^[14]. In the same year, State Council announced

"decision on reform and development of fundamental education", which regulated with the form of a single provision that "through various kinds of methods like home visit, to establish frequent contact with students' parents, so that guidance for family education can be strengthened, while parents can receive assistance to set up the correct educational concept in order to cultivate a good family environment for the children's health and growth. Meanwhile, groups like labor union, Communist Youth League, and Women's Federation should launch rich, colorful, and diverse family education activities"^[15]. Those policies proposed even higher requirement on processing family education and family education work.

In May, 2004, meeting of the national strengthening and improving juveniles' thinking and moral construction work was summoned in Beijing. Before the meeting, it announced that the Central State Council of Chinese Communist's "opinions of further strengthening and improving juveniles' thinking and moral construction work". The fifth part was valuing and developing family education: "Women's Federation at each level, educational administration sectors, and primary and junior high schools have to take responsibility of guiding and promoting family education. These organizations have to closely cooperate with the communities, operate parent's schools and family education guiding centers well, positively exert news media and internet to launch and propagate family education extensively in the society, make family education knowledge popular, promote the successful experiences of family education, help and guide parents to set up correct concept of family education, control scientific family education methods, and raise the ability of educating children through science. Meanwhile, various types of academic groups of family education should be brought into full play; and, targeting at the abrupt issues in family education, we should positively expand scientific research, and provide theoretic support and decision-making foundation for instructing family education work"^[16]. Those are the central committee of Chinese Communist's definite direction for family education all-dimensionally for the first time. Propaganda Department and Ministry of Education followed closely, and announced "Guidelines for implementing primary and junior high school's expanding and promoting Chinese people's spiritual education", in which both sectors proposed that primary and junior high school's expanding and promoting Chinese people's spiritual education must obey to "the principle that school, family, and society are inter-connected". In 2007, Ministry of Education pointed out in "Opinions on all-around launching probity education in primary, junior & senior high schools and universities" that we should endeavor to forming the overall resultant force of school, family, and social education in probity education. In addition, to bring school's main position effect in probity education to a full play, we should solidly strengthen inter-link among school education, family education, and social education, and construct the network of probity education that school, family, and society collaborate with one another tightly (Weiss, Lopez, & Rosenberg, 2010).

In 2006, Article 12 of "People's Republic of China, Act of Juvenile Protection" regulated, "Parents or other guardians shall earn knowledge of family education, implement responsibility of guardianship correctly, bring up and educate the juvenile. The related national institutes and social organizations shall provide instructions regarding family education to the parents or guardians of the juvenile". In addition, in comparison with "Act of Protection of the Juvenile" in 1991, it stresses that parents shall learn knowledge of family education, and the related national institutions should take responsibility of instructing family education^[17]. In 2007, 8 ministries and commissions including Ministry of Education, Women's Federation, and etc. announced united "National Family Education Work '10-1-5 Plan", proposing that in "10-1-5" period, the overall goal of family education work is to continue to expand popularity and propaganda of family education and scientific child-raising

knowledge, so that the parents' overall quality and the ability of educating children can be elevated comprehensively; in addition, to further consummate long-term effective mechanism of family education work, promote construction of "three in one" educational network of school, family, and society; to push construction of modern family education theoretical system, raise the professional standard of family education guiding institutes and the instructors; elevate the school operation quality of parent's school, powerfully set up various types of instruction center for parent's schools as well as family education; promote soundness of laws and regulations concerning family education, enable family education work following the track of scientization, socialization, and legalization, foster the juvenile's moral thinking construction, and set up the solid foundation for cultivating the constructors and the inheritors of socialistic enterprises with Chinese characteristics. This file proposed 10 concrete goals, such as extensive propaganda and popularity of knowledge on family education and scientific child-raising, allows the awareness rate of parents with children aged 0-18 equipped with knowledge of family education and scientific child-raising can achieve over 95%, enforce to develop diversified and multi-types parent's schools that can satisfy the need of different groups, regulate how to manage parent's schools, elevate the quality of school operation. Moreover, proposals involve the protection measures for complete service system, such as consolidating and developing various types of parent's schools, enforcing to develop Guiding Center of Family Education, exploring family education guidance and service socialization, and new model of marketing operation^[18].

To conclude, there are four characteristics of the condition of policy construction of family education in this period. First, the central committee of Chinese Communist, National People's Committee, and State Council announced policy laws related family education and family education work one after another, indicating the importance of family education and the general guidelines of family education work and thus ascertain the direction of the national family education work. Additionally, ministries and sectors like the national women's federation, the united central civilization office of Ministry of Education, China concerned about the next generation of working committee, and so on, have issued for many times the instructive opinions of national parent's school work, Five-year plan of family education work, family education evaluation indicators, so there have already had increasingly definite rules for promoting various aspects of family education work, which family education work has developed to the stage that can rely on laws and regulations. Thirdly, it has preliminarily formed the family education policy system that multiple programs can support and supplement one another. For the definition of each family education work's subject, the planning of family education work's goals and content, the regulation of family education work's principles and methods, and the responsibility of parents, educational administration sector, institutes of family education work, and directions of family education research are all set up clearly. Fourthly, family education policy's thorough implementation has not been achieved very well, and deviation appeared in cooperation among organizations involving women's federation and the central sectors and ministries like educational administration sectors, so not a few family education policies cannot be put into practice in the civilized primary and junior high schools as well as countries, towns, and communities.

The Latest Development of the National Family Education Policies since 2010

The year 2010 is a very important one in the history of the national family education development. In the beginning of the year, the women's federation, ministry of education, united central civilization office, ministry of civil affairs, ministry of health, National Population and Family Planning Commission, and China National Committee for The

Wellbeing of The Youth unitely published "National family education program". Based on many past years' experiences of family education theories and the practical experiences, this document got adapted to the demand of era of family education's scientific development and the need of the parents and children to formulate the family education guideline through exploration, investigation as well as argumentation. In regard of the guiding principles, guiding content, and guiding forms, this "Guideline" followed the characteristics of family education and the rules of children's mental and physical development. Additionally, the "Guideline" divided the guiding content of family education by age and regulated the guiding behaviors of family education; therefore, it can be considered as important foundation for each types of family education's guidance and service institutes at each level and the family education instructors to launch family education guidance. Furthermore, "Guideline" has formulated concrete rules for the various related departments' collaboration. "Each level's women's federation organizations and educational administration departments pioneer to take responsibility of guiding and promoting family education; the civilization office coordinate the power of each department to construct "Three in One"--family, school, and society's educational network together; the educational departments strengthens direction and management of the primary and junior high school's parent's schools; the Health and Population and Family Planning departments powerfully develop the public service's battlefield like newly-wedding couple's schools, pregnant women's schools, population schools to provide guidance and service of scientific child-raising to the parents; Family Planning department takes charge of 0-3 year-old children's early development related work, and gradually incorporate those items into the public service range; women's federation, civil affairs, education birth plan, caring about the coming generation committee, and etc. take charge of educational instructions for the family education in the communities in the towns/cities, service and management work and so on in order to propaganda and popularity of family education related knowledge"^[19].

In July, 2010, on behave of the Central State Council, the Chinese Communist printed and issued "the planning and guideline of China's middle to long term development (2010-2020)", all-dimensionally concluding the situations and challenges that the historical experiences of educational work and scientific analysis of the future educational development will encounter (Casper, Lopez, & Wolos, 2007). Additionally, it stresses that reform and innovation are exerted as the fundamental dynamics of educational development, insists that education must be placed at the strategic position that will develop superiorly. The government must take responsibility of reasonably allocating the educational resources fairly, insist that education must be carried out on the basis of human beings. In Chapter 2, the strategic goals and strategic themes point out, Have moral education penetrate into each link in educational teaching, go through each aspect of school education, family education, and social education, while in Chapter 4, the compulsory education, bring family education to a full play in the process of children and teenagers' growth, the parents must set up correct educational concepts, control scientific education method, respect the children's healthy interests, cultivate children's good habits, strengthen parent-school communication and coordination, and lessen the students' burden of schoolwork together^[20]. In November of the same year, "the State Council's certain opinions on the current development of preschool education" is the first document regarding state-level kindergarten policy document after New China was founded. It emphasizes that developing preschool education should be placed at a even more important position, expand preschool education with multiple forms, and launch preschool's "Three years' action plan". This file proposed that kindergarten and family education should be integrated closely, and create good conditions of children's healthy growth. Namely, ""the function of community living

commission in the cities and the autonomous organizations in the villages should be brought into a full play"^[21].

In order to thoroughly implement "the Central State Council's opinions on juveniles' construction of moral thinking" and and spirit of "the nation's middle and long-term reform of education and the development and planning (2010-2020)", and guarantee promotion and propaganda of "instructive guideline of the national family education", in January, 2011, the all-China women's federation, ministry of education, and the central civilization office printed and issued "instructive opinions of further strengthen parent's schools' work", proposing that the main task of parent's schools is to promote the party's educational guidelines, relative laws, regulations, and policies, propagate scientific family education concepts, knowledge, and methods to the mass parents; guide parents to set up correct values on children and child-cultivation; organize and launch diversified forms of practical family education activities, enhance communication as well as interaction between parents and children, so that both parents and children can grow and make progress in activities (Anyon, 2014); through various forms, provide guidance and service to patents and children, and explain and solve the difficulties and issues in family education, and raise parents' ability and standard of educating and cultivating children; foster effective family-school communication, endeavor to construct "three in one" school, family, and community's educational network for juvenile, and establish good environment for children's growing up healthily. In guaranteeing measures, it is re-emphasized that direction and management of parent's schools will be strengthened, and each level's women's federation organizations and educational administration departments will be the pioneering unites of family education work, responsible for parent's school work's direction and management. In addition, "educational administration departments' concrete direction for kindergartens, primary and junior high schools, vocational high schools, and parent's schools", while expense thrust into parent's schools, together with establishment of guidance and evaluation of parent's schools is also guaranteed"^[22].

In February, 2012, Ministry of Education announced "directive opinions on establishing primary and junior high schools as well as kindergartens' parents' commission", wherein it definitely pointed out that "parent's schools are the important occasion to propagate and popularize knowledge of family education, raise the quality of parents, and the main field and channel to instruct and push family education"; "the main task of parent's schools: to propagate to the extensive parents the party's educational guidelines, relative laws and regulations, scientific family education philosophy, knowledge, and methods, guide parents to set up correct value of children and people cultivation; organize and launch diversified forms of family education practice activities, enhance parent-child communication and interaction, in order to enable both parents and children to make progress and grow up together (Bjorklund, & Salvanes, 2010); provide guidance and service to parents and children through various kinds of forms, explain and solve the difficult issues in family education, raise parents' ability and standard of educating and cultivating children; foster effective family-school communication, endeavor to construct school, family, and community's 'three in one' educational network for the juveniles, and set up a good environment for children to grow up healthily". The document also proposed: parent's schools should co-use according to the field, share the resources, operate the school with limited fund, seek for practical effect, and make effort to achieve the normalized goal of constructing a school with certificate, a team of teachers, a fixed occasion, a good teaching plan, activities, and teaching effect"^[23].

In March, 2012, all-China women's federation, Ministry of Education, the central civilization office co-announced "5-year's plan of directing and pushing family education" (2011-2015).

Under the premise of 10-1-5 period, the national family education work simultaneously indicated the overall goal during the new period of 5 years to push family education work involves: Constructing the directive service system that covers family education in cities and towns, push the complete and fundamental public service system of family education, raise the standard of family education related science research and directive service, set up family education work mechanism that are adapted to the social management innovation, regulate sound family education related lawful policy system, promote family education work for further scientization, legalization, and socialization. The file also proposed concrete work goals, such as "strengthen family education science research, raise family education scientific research's target and guidance; push professionalized family education work team's construction, strengthen skeleton power of full-time and part-time family education, develop public service of family education, integrate, scheme, and promote development of family education work, value early-stage family education work, and powerfully develop welfare-based early-stage family education's directive service^[24]".

In January, 2013, Ministry of Education, all-China women's federation, and other 5 departments printed and issued "opinions of strengthening rural villages' staying behind and taking care of children for love, care, and education work in compulsory education stage", stressing on "family-school union" and formation of resultant force, so that the important function of school and family's love, care, and stay in children in growth can be brought into a full play", "forming a good situation that school and family can relay, coordinate closely, link organically, and push forwards together". It also emphasized that "to make use of parent's school's function, strengthen the guiding service of family education for the children's parents and guardian, enhance the awareness and ability of implementing family education", "gradually alleviate the weakness of staying behind and taking care of children from the root cause"^[25]. One night before Children's Day on July 1, the General Secretary Xi Jinping visited the children and expressed that "our utmost wish is to witness that children all grow up even better. Both the party and government must always care youths and children in each ethnic group, endeavor to create even better leaning and growing conditions. Teachers and parents have to take responsibility of having education guide children to grow up to be a useful person"^[26].

In October, 2015, "Ministry of Education's directive opinions on strengthening family education work" was issued. "Directive opinions" were the 18th National Congress of the Chinese Communist to carry out Xi Jinping's instructive spirit of the new central leadership on the basis of further investigating how to strengthen family education work. It illustrated the important implication of fully understanding and strengthening family education work, and was announced based on making further survey of the latest condition of family education. After the file recounted the importance significance of sufficiently understanding and strengthening family education work, and further clarified the parents' subjective responsibility in family education, four major measures to bring school's important role in family education was explained: 1. to strengthen school's role of instructor in family education work; 2. To enrich school's instructive service content; 3. to bring parent's commission's function to a full play; 4. to operate the school well together. The file also proposed three points to fasten the speed of forming family education's social support network: one is to construct the support system in the family education community; the second is to integrate, organize, and coordinate various types of social resource unites, and the third is to provide the children in difficult situation more care, love, and help. At last, "directive opinions" defined the requirements in three dimensions: the first is to strengthen the leadership of the organization, the second is to strengthen scientific research and raise the standard of the expertise, and the third is to strengthen propaganda and guidance in order to develop good atmosphere^[27].

To conclude, in this period, construction of family education policy has three characteristics: To begin with, the pace of construction of family education policy speeds up significantly. From 2010 to 2015, during the 6 years, the central committee and the related departments and commissions published five professional policies related to family education, and provisions related to family education newly set up and revised by central committee and department have covered the basic problems in family education and family education enterprises' development; Next, in aspect of regulating and issuing family education policies, Ministry of Education's function has become more powerful. Ministry of Education not only took part in all family education policies' regulating, but also set up "directive opinions on establishing parents' commission in kindergarten and primary & junior high school" and "Ministry of Education's directive opinions on strengthening family education work". Moreover, Ministry of Education has been making efforts to promote family education work in kindergarten and primary & junior high schools; Thirdly, family education policy's construction is synchronous with family education laws & regulations, and in 2011, the national women's federation decided to include family education work in primary and junior high schools as one of the main working point.

Thinking on Promote Construction of the National Family Education Policy

Since foundation of PRC, the nation has underwent 66 years' crooked development. In addition, since reform and liberation, PRC has developed rapidly for 36 years. Presently, the family education enterprises in the country have formed the initial model, and the quantity can meet the demand of the most region and most families basically. However, family education enterprises' developing quality must be raised urgently. In the meantime, in undeveloped region, and in the low-level of the society, family education services are just in the beginning stage. Therefore, how to further develop the national family education enterprises becomes an extremely important and complicated lesson (Halford, Markman, & Stanley, 2008). As mentioned previously, family education policies' effect on promoting development of family education enterprises is apparent and indispensable. So far, we must make great efforts to strengthen construction of family education policies, as discuss below:

Firstly, elevate family education enterprises as the national strategy. Family education's significance cannot be doubted; however, due to deviation in thoughts and understanding, up to now, many leaders and scholars take family education, family ethics, family life, and etc. as what belongs to the private territory, and neglect the public, ethic, and fundamental properties, leading to shortage of effective management and instruction for those family affairs, so that they have stayed in the secular level without restriction and guidance, resulting in a lot of weaknesses appearing in family education. Many years ago, Chu Yong-hsin in standing committee of people's congress once said, "Regarding China's Education, it is better to start with the parents rather than the baby". In 2009, the researcher in Guang Chou University, Lo Feng wrote a letter to Premier Wen Jiabao, expressing his hope that the government should manage family education as well as it manage plan of birth, and this suggestion had been valued by Premier Wen. In 2015, Xi Jinping delivered a speech in Chinese New Year's Group Visit, he said, "No matter how great a change takes place in our age, and no matter how great a change occurs in our life, we must value construction of family, family teaching, and family traditions. We must foster a harmonious family, and enable thousands millions of families become the important foundation for the nation's development, people's progress, and society's harmony"^[28]. Family education policies must clearly signify family education work's strategic position in the nation's modern construction, governments at each level should protect them from dimensions like management system, team construction, expense thrust, and scientific research, and so on.

Secondly, the operation quality of parent's schools must be ascertained. In 2011, the all-China women's federation, ministry of education, and the central civilization office definitely indicated that in "directive opinion on further strengthening parent's school work", parent's schools the important occasion to propagate and popularize knowledge of family education, raise the quality of parents, and the main field and channel to instruct and push family education. It also regulated the parent's schools' directive thoughts, main tasks, organization management, and protecting measures. In recent years, more and more parent's schools that are published in the newspaper, and types are created continuously. However, actually, the overall quality of the national parent's schools are going from bad to worse. In 2015, Ministry of Education further refined the requirements for the parent's schools. "The kindergartens, primary and junior high schools include the parent's schools into the general deployment in the school work, explaining and supporting the parent's schools organize the professional teams, and hire the professional personnel and volunteers to design more concrete family education guidelines and programs, develop family education teaching materials and activity guiding handbook. For primary and junior high school's parent's schools organize one family education direction and one family education practice activity per semester." In fact, as long as we can regulate from the policy that kindergartens', primary and junior high schools' top responsibility is responsibility of the parent's schools, and exert the amount and method of expense, evaluation and test, the poor condition currently can be changed.

Thirdly, governmental institutes corresponding to family education must be set up. Any big events must be managed by the corresponding institutes, In Taiwan, one experience that the family education enterprises develop flourishingly is that the Ministry of Education, the Bureaus of Ministry in each county/city, and other governmental institutes take charge of family education work. For many years, our national family education institutes are more complicated. The departments and ministries like women's federation united ministry of education to practice family education work, but they encountered many obstacles, and a lot of family education policies cannot be implemented in the basic level. In the present stage, our national family education work has become a immature social enterprise, and only the central party administration department can take the heavy responsibility of promoting family education in the country. It is suggested that the function of State Council's Women and Children Work Commission in the Central Committee can be brought into a full play, expand the original function of taking charge of family education to Family Education Work Commission in the State Council, and the office can be set inside the governmental institutes like the office of the state council or ministry of education to manage national family education directive work. In addition, it is suggested that Ministry of Education set up the National Family Education Direction Commission organized by the relative bureaus, units, and Ministry of Education related accountable person and experts, and corresponding organizations and institutes can be set up by educational administration departments in each province, city, county; Education Division in Ministry of Education can be founded for the primary and junior high school's work plan, supervisory evaluation, and evaluation of performance to add the content of family educational work, so that parent's schools' operation experiences in each place can be integrated and promoted timely, and investigate and solve the difficulties and issues that take place in parent's schools' operation.

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