

ABSTRACT

The study purpose of the thesis is to explore the implications of the *Double Reduction* (2021) policy in China for the providers of Shadow Education. The thesis is categorized into two parts, the theoretical part, and the empirical part.

The theoretical part discussed the definition of shadow education through the definitions and features. And then provides the current shadow education research status in China, which lacks policy-related research and the shadow education sector perspective research. The empirical part used the secondary data analysis method and interviews. Firstly, the thesis displayed Chinese shadow education features, the small-size class type was popular, and the shadow education in rural and urban has differences. Secondly, the shadow education driving forces were discussed, the competition makes parents purchase shadow education. Thirdly, the Chinese shadow education policies were reviewed, there were four stages, supportive policy; regulating policy; Laisses-Faire policy; prohibitive policy. And then explored the *Double Reduction* policy and how it is regulated, implemented. In this chapter found that there are some flaws in the policy and it has not been fully implemented.

KEYWORDS

Double Reduction Policy; Educational Policy Implications; Shadow Education Development in China; Shadow Education;