

Review and Perspectives of Family Education Policy Literature in the Past Decade

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Abstract: The present paper focuses on the formal implementation of the Law on the Promotion of Family Education. It reviews and summarizes the research progress and practical exploration of China's family education policy literature from 2015 to 2024. Through a meticulous examination of the extant literature, this study delves into the thematic underpinnings, methodological approaches, and conclusive findings of pertinent research conducted both prior to and following the enactment of the Law on the Promotion of Family Education. The study further distills the pivotal developmental characteristics of policy legalization, tool optimization, and multi-agent collaboration. The study's findings indicate that the legalization of family education policy has contributed to the establishment of a collaborative educational mechanism among home, school, and societal entities. However, there are still issues that necessitate optimization, including an imbalance in policy instruments, an imperfect multi-subject collaboration mechanism, and unmet regionalized, diversified requirements. Future research should prioritize the dynamic adjustment of policy tools, the practical path of collaborative mechanisms, and policy design for disadvantaged groups and regional differences. This theoretical and practical guidance will support the high-quality development of family education policy. This study provides a significant reference point for deepening the research and practice of family education policy.

1. Introduction

In recent years, family education has been increasingly recognized as a cornerstone of children's development and social progress. The enactment of the Family Education Promotion Law in 2022 marked a milestone in the legalization and systematization of China's policy, responding to challenges such as intergenerational conflict and urban-rural disparities. Internationally, family education policies, such as the U.S. No Child Left Behind Act and the U.K. Children and Families Act, emphasize equity, child-centeredness, and home-school-community collaboration, offering valuable comparative insights. Since the 1990s, China's family education policy has evolved into a systematic framework, distinguished by the integration of traditional culture with modern educational concepts and the establishment of multi-agent cooperation mechanisms, though issues remain in urban-rural coordination and implementation evaluation. This study examines the development of China's family education policy between 2015 and 2024, particularly the impact of

the Family Education Promotion Law, with the aim of assessing achievements and shortcomings, drawing lessons from regional practices, and proposing optimization strategies to better align theory and practice for future policy improvement.

2. Literature screening process

A preliminary investigation was conducted on China National Knowledge Infrastructure for journal articles with the title "family education policy." The investigation yielded a total of 99 relevant journal articles, of which 23 used "family education policy," "policy tools," and "education policy research" as the main keywords. After downloading and reading the 23 articles, 1 journal article unrelated to China's family education policy was eliminated. Following the initial screening, a total of 22 articles met the inclusion criteria, including one master's thesis. The selected articles were published between 2015 and 2024.

3. Comparative literature analysis

3.1. Before the implementation of the Law for Promoting Home Education

This paper takes the implementation of the "Family Education Promotion Law" in January 2022 as the time node, and divides the extant literature into two groups: studies before and after the promulgation of the "Family Education Promotion Law." A total of six articles on family education policy were published prior to 2022, and 16 articles on family education policy were published after 2022. The analysis revealed that although the 16 articles published after the enactment of the Law for Promoting Family Education in 2022 were published in 2022, the research on family education policy in these articles was conducted prior to 2022. Consequently, these articles were classified as articles published before the Law for Promoting Family Education. A total of 12 articles were published prior to 2022, while 10 articles were published after 2022. Each article was then subjected to a thorough analysis and summary.

3.1.1. Literature summary

Recent scholarship has systematically examined the evolution of China's family education policy from multiple perspectives. Luo emphasized the need for systematic planning and digital transformation in regional policy development [1], while Liao traced its legalization, administrative reinforcement, and fiscal support mechanisms [2]. Wang highlighted developmental-stage guidance, government responsibility, inclusivity, and parents' educational literacy as central priorities [3][4]. Liu and Li outlined four historical stages and stressed top-level design, interdepartmental collaboration, and legal frameworks [5]. Hu proposed a life-cycle approach integrating fertility, childcare, and multi-level guidance systems [6], while Wang Shan identified three phases of evolution and advocated modernization and personalized support [7]. Yao described an "equilibrium–discontinuity–equilibrium" pattern and stressed sustainability [8], whereas Yao and Zhang recommended optimizing policy tools and leveraging technology [9]. Gong and Qu underscored top-level design, home–school–society collaboration, and participatory governance [10], and An and Chen identified imbalances in instruments and elements, calling for adaptability and feedback mechanisms [11]. Finally, Xing et al. revealed blurred responsibilities and instrument imbalances, urging capacity-building, clarification of family primacy, and parental competency enhancement [12]. Collectively, these studies show a trajectory toward legalization, inclusivity, modernization, and digital integration, while underscoring the need for diversified tools, intersectoral collaboration, and context-sensitive implementation to strengthen the quality and

sustainability of family education policy. The summary of the salient points is shown in Table 1.

Table 1: Summary of 12 Studies on Family Education Policy before 2022.

Serial number	Author	Main content	Conclusion
1	Luo Feng	The paper summarizes the promotion strategies for regional family education policies by analysing the successful experience of family education development in Bao'an District, Shenzhen.	The paper summarizes strategies for promoting regional family education policies by analyzing the successful experience of policy implementation in Bao'an District, Shenzhen.
2	Liao Juan	The article examines the evolution of China's family education policy in the 21st century and analyzes its promotion process and characteristics.	It identifies major trends, including constructing a legal framework, improving the service system, and strengthening policy safeguards.
3	Wang Ping	The paper categorizes China's family education policies into three types and provides guidance tailored to children's developmental stages.	It proposes future directions such as strengthening government responsibility, improving working mechanisms, prioritizing moral cultivation, and enhancing the role of communities and social organizations.
4	Liu Lu and Li Haiyun	Based on historical institutionalism, the paper outlines four stages of policy change and emphasizes the importance of top-level design and interdepartmental collaboration.	It argues that future policies should strengthen top-level design, enhance the leading role of the education sector, and accelerate legislation to ensure effective implementation.
5	Wang Ping	The article reviews the development of China's family education policy since the reform and opening-up, focusing on its process, characteristics, and current issues.	It provides systematic analysis and proposes recommendations, emphasizing that the core of family education policy is improving parents' quality.
6	Hu Zhan	The paper reviews historical changes in China's family education policy and proposes that policies should cover the entire life cycle of the family.	It argues for intergenerational collaboration and multi-level family responsibilities to align family education with national strategies.
7	Wang Shan	Using a comprehensive policy interpretation model, the paper divides the evolution of family education policy into three stages.	It suggests that future policies should focus on enhancing families' educational capacity, providing high-quality, personalized services, and modernizing family education.
8	Yao Yuexia	The study divides family education policy into three stages—health, three teachings, and service system—linking theoretical analysis with policy equilibrium and discontinuity.	It finds that policy change follows a pattern of "equilibrium–discontinuity–equilibrium," influenced by top-level attention, focal events, and public feedback.
9	Yao Jiasheng and Zhang Huilin	The paper constructs a three-dimensional analytical framework and employs NVivo to quantitatively analyze policy texts from 1978 to 2022.	It concludes that the mix of policy tools should be optimized, especially by strengthening the use of incentives and admonitions.
10	Gong Xuling and Qu Tiehua	The paper examines the historical evolution of family education policy and proposes directions for improvement.	It emphasizes promoting collaboration among schools, families, and communities; prioritizing moral cultivation; optimizing policy tool combinations; and creating platforms for democratic consultation.
11	An Hong and Chen Ying	Reviewing 16 policy documents (1996–2022), the study identifies three fundamental issues: imbalanced use of tools, uneven focus on elements, and poor alignment between tools and elements.	It suggests optimizing future policies by balancing tool selection, policy elements, and their alignment.
12	Xing Zhen and Chen Lijun	An analysis of 52 policy documents using NVivo highlights issues in the allocation of rights and responsibilities among stakeholders.	The study recommends optimizing the structure of policy instruments, balancing their internal composition, and clarifying the responsibilities of each actor.

While the twelve documents under consideration primarily focus on research conducted prior to the implementation of the Law on Promoting Family Education, their content has been influenced by the introduction of the law. For instance, Wang Ping, an associate researcher at the Research Department of the China National Children's Center, Hu Zhan of the Center for Population and

Development Policy Studies at Fudan University, Wang Shan of the School of Education Sciences at Sichuan Normal University, Yao Yuexia of the School of Public Administration at Hebei Normal University, and Yao Jiasheng of the School of Education at Liaoning Normal University, Gong Xuling of the Faculty of Education at Northeast Normal University, An Hong of the School of Education at Guizhou Normal University, and Xing Zhen of the School of Education Sciences at Guangdong Polytechnic Normal University, have noted that with the implementation of the Law for Promoting Family Education, China's family education policy has gradually evolved towards legalization. In contrast, the remaining four papers focus on the analysis of family education policies before the promulgation of the Family Education Promotion Law. For instance, Professor Luo Feng from the School of Education at Guangzhou University examined family education policies within a particular region. In addition, Liao Juan from the School of Education at Northwest Normal University, Wang Ping, an associate researcher at the Research Department of the China Children's Center, and Liu Lu from the School of Education Sciences at Shanxi Normal University discussed family education policies from a vantage point preceding the implementation of the Family Education Promotion Law.

3.1.2. Literature analysis

A review of 12 key studies on China's family education policy reveals broad consensus on its importance and evolution from family responsibility to state guidance and social participation. Methodologically, most employ text analysis combined with theoretical frameworks, ranging from historical institutionalism to policy tool theory, with some using NVivo for quantitative coding. Thematically, research integrates history, theory, and practice: some trace long-term policy trajectories (e.g., Liu Lu & Li; Liao Juan), others emphasize specific frameworks such as discontinuous equilibrium (Yao Yuexia), life-cycle policy design (Hu Zhan), or collaborative home-school-society models (Gong Xuling). While these works collectively advance a systematic theoretical foundation, they diverge in focus—macro versus micro perspectives, theoretical innovation versus practical implementation. Limitations include insufficient empirical evidence, limited regional comparisons, and inadequate exploration of dynamic adjustment mechanisms. Future research should expand cross-regional analysis, strengthen theory-practice integration, and prioritize empirical evaluation of implementation effects, thereby deepening the scientific rigor and practical applicability of family education policy studies in China.

3.2. After the implementation of the Law for Promoting Home Education

Following the promulgation of the 2022 "Law on Promoting Family Education," a total of 16 documents were published. However, subsequent literature has revealed that only 10 documents were actually implemented. The analysis and summary of these articles can contribute to a more profound comprehension of the advancement of family education policy in both theoretical and practical contexts.

3.2.1. Literature summary

Recent studies have examined China's family education legislation and policy evolution from multiple theoretical and methodological perspectives. Huo and Rezwanquli & Huang employed multi-source theory to show how problem, policy, and political streams converged in the Family Education Promotion Law, marking the shift of family education from a private to a national matter and underscoring the need for continuous feedback and multi-actor participation[13][14]. Li & Tian stressed synergy among family, government, school, and society, and highlighted the importance of local legislation in complementing national frameworks[15]. Ji applied historical institutionalism to

trace three phases since 1949, advocating balance between path dependence and innovation, with child-centeredness as a guiding principle[16]. Li analyzed 39 local policies and called for optimized tool allocation, flexible mechanisms, and balanced resource support to promote sustainable, high-quality development[17]. Liu et al. highlighted the pivotal role of the Family Education Promotion Law in governance modernization, stressing systematic design, stakeholder involvement, and continuous evaluation[18]. Tang & You examined 14 national policies, finding tool imbalances and recommending greater reliance on incentives, systemic change, and IT-based instruments[19]. Yao & Zhang mapped the trajectory from marginalization to systematization, emphasizing top-level design, informatization, and social mobilization[20]. Wu & Sun identified structural misalignments between policy instruments and content, particularly in kindergarten policies, and recommended balanced tool selection, improved content precision, and dynamic feedback mechanisms[21][22]. Collectively, these works demonstrate the growing legalization and institutionalization of family education policy, while highlighting the need for diversified tools, central–local synergy, and adaptive, evidence-based mechanisms to ensure both scientific rigor and practical effectiveness. The summary is shown in Table 2.

Table 2: Summary of 10 Studies on Family Education Policy after 2022

Serial number	author	main content	conclusion
1	Huo Xinyi	the article systematically sorts out the historical evolution of China's family education policy through the framework of the multiple streams theory.	The literature points out that from the perspective of the multiple streams theory, this legislative process is jointly driven by the "problem stream," "policy stream," and "political stream."
2	Rezwan Guli Abbas	The literature mainly interprets from the three aspects of problem source, policy source and political source. The research also reveals the problems and solutions in the evolution of policies.	The literature believes that the advancement of the family education policy agenda is the result of the coupling of the three sources within a specific policy window period.
3	Li Shaomei and Tian Weiwei	The article selects 11 family education legislation documents and analyzes them from the two dimensions of policy instruments and responsible entities, with a view to improving the practical effectiveness of family education legislation.	The article proposes that in the future, the combination of policy instruments should be optimized, the collaboration between responsible entities should be strengthened, and the division of labor should be clarified.
4	Jitian Tian	The article uses the theory of historical institutionalism to divide the development of China's family education policy into three stages for in-depth analysis, explore the evolution trajectory of China's family education policy, and provide a theoretical basis for future policy formulation.	The literature argues that future family education policies should focus on balancing the tension between path dependence and driving mechanisms, both continuing effective traditional policies and keenly capturing changes in social needs.
5	Li Siwen	The article constructs a two-dimensional analysis framework based on "policy instruments" and "construction elements" through an in-depth analysis of 39 local family education policy texts.	The article suggests that local governments should optimize the structure of policy instruments, reasonably allocate command, incentive and symbolic instruments, enhance the flexibility of policies, and ensure the operability and sustainability of family education policies.

6	Liu Yung-zhong and Wu An-chun	The article analyzes the significance of the implementation of the Law on Promoting Family Education and points out that the promulgation of the law has played an important role in promoting family education work.	The article highlights the need for policy evaluation and continuous improvement, viewing legislation as essential for collaboration and educational equity.
7	Tang Lei and You Hongmiao	,The paper selects 14 family education policy documents issued at the national level since the 21st century and analyzes the selection of tools and the optimization path of family education policy from the perspective of policy tools, providing a reference for improving policy implementation.	The paper suggests that future family education policies should optimize the structure of tools and increase the use of incentives and systemic change tools.
8	Yao Jia-sheng and Zhang Hui-lin	The literature systematically divides the development stages of the policy since the reform and opening up, and analyzes the path of the policy from marginalization to systematization.	The article argues that achieving the rule of law in family education requires balanced development, improved top-level design and organizational support, and policy discourse reflecting public needs.
9	Wu Jiali and Sun Yumeng	The study applies a two-dimensional framework of policy tools and content to analyze the Law on Promoting Family Education, providing theoretical support for policy optimization.	The paper puts forward three suggestions for optimization: scientifically select tools, allocate tools in a balanced manner, and improve adaptability: accurately match policy tools and content.
10	Wu Jiali and Sun Yumeng	The paper analyzes the characteristics of kindergarten family education policy by selecting 63 kindergarten family education policy documents published after 2010, with a view to improving the scientificity and effectiveness of the policy.	The paper puts forward three suggestions for optimization: optimizing the structure of tool use, improving the coverage of policy content, and improving the adaptability of tools and content.

3.2.2. Literature analysis

A review of recent scholarship highlights the centrality of the Family Education Promotion Law as a watershed moment in China's policy evolution, shifting family education from a private to a national concern and strengthening its legal and governance foundations. Across ten representative articles, commonalities include the widespread use of policy text analysis, a focus on policy instruments, and emphasis on multi-agent collaboration among families, schools, governments, and society. Yet the studies diverge in perspective: some trace historical evolution and institutional logic, while others focus on tool optimization and local implementation, with Li Siwen's work on regional policy providing distinctive insights into grassroots governance. Innovative contributions include Hu Zhan's life-cycle framework and Gong Xuling's collaborative home-school-society model, while limitations persist in empirical validation, regional comparison, and the construction of concrete collaborative mechanisms. Synthesizing these findings, future research should prioritize three areas: dynamic optimization of policy instruments (particularly expanding capacity-building and incentive tools), institutional design for effective multi-agent collaboration, and tailored approaches to address regional disparities and vulnerable groups. These directions are essential to enhance both the scientific rigor and the practical effectiveness of family education policy in China.

4. Research conclusions

This article reviews the evolution of the policy, with a particular focus on the characteristics of its development before and after the implementation of the Law for Promoting Family Education. The review is conducted systematically, examining 22 literature sources related to family education policy from 2015 to 2024. Additionally, it discusses the current state and challenges related to the utilization of policy instruments and multi-agent collaboration mechanisms. The article undertakes a comprehensive analysis of the theoretical and practical progress of family education policy from multiple perspectives, including regional practices, the optimization of policy tools, and legislative processes. It also puts forward several proposals for future development directions. Concurrently, this study utilises an analysis of educational equity theory to elucidate the progress and shortcomings of family education policies with regard to the balanced distribution of resources and the promotion of equitable opportunities. Despite the policy's promotion of the development of the rule of law and synergistic mechanisms, the problems of uneven distribution of educational resources between urban and rural areas and insufficient support for disadvantaged groups persist. Consequently, the formulation of subsequent policies should entail a refinement in the apportionment of instruments and resources, an augmentation in the provision of support for specific groups, an enhancement in the universality and fairness of policies, and the establishment of a comprehensive education governance system.

5. Limitations and future research directions

Despite its comprehensive analysis of the evolution of family education policy and practical issues, the paper lacks a specific implementation path for addressing the differences in the needs of special groups, the universality and operability of regional policies, and the dynamic adjustment mechanism for policy tools. Furthermore, there is a paucity of empirical research on the effectiveness of policy implementation, and there is an absence of large sample data to support the verification of theoretical hypotheses and the feasibility of policy recommendations.

To address these limitations, future research should prioritize long-term tracking and evaluation of the implementation effects of family education policies, leveraging big data and artificial intelligence technology to optimize the allocation of policy tools and enhance policy adaptability. Additionally, research should focus on in-depth studies of multi-agent collaboration mechanisms, clarifying the boundaries of responsibility and modes of interaction between families, schools, governments, and society. Furthermore, targeted research should be conducted in conjunction with urban-rural and group characteristics to ensure the realization of the objectives of fairness, inclusiveness, and the high-quality development of family education policies.

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