

## **Indications of the Implementation Difficulties of the Family Education Promotion Law and Ways for Improvement**

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**Abstract:** Aiming to improve the scientific, standardized, and professional level of family education, the newly promulgated “Family Education Promotion Law” responds to the practical issues that are widely concerned by society in terms of legislative expression and embodies the legislative intention of putting children first. It downplays state intervention, clarifies the responsibilities of all parties, and establishes a long-term mechanism for collaborative education between family, school, and community. However, during the implementation process, we are still confronted with problems including the difficulty in exerting the principal responsibility of parents, the social coordination mechanisms only existing in name, the hard-to-find family dereliction of duty, the difficulty in detecting dereliction of duty in family education, and the weakening function of Family Education Guidance Order. In order to implement the “Family Education Promotion Law” effectively, we must respect the autonomy of family education and ensure that the state intervenes in a timely and appropriate manner. In the meantime, the family education guidance service system should be elaborated, the quality of family education guidance services should be enhanced, and the role of communities and schools should be fully utilized.

**Keywords:** Family Education Promotion Law; Family Education; State Intervention

### **1. Introduction**

Family is the basic cell of society, and its degree of development is closely related to the stability and prospect of a country. As the foundation of national education, family education is not only a “family matter” in relation to the well-being of individuals and

families, but also “national affairs” linked closely to the destiny of society and country.

Attaching importance to family education has been a fine tradition in our country. There are not only popular stories known even to women and children like “Kong Rong gave away big pears”, “Mencius’s mother moved three times” and “Yue Fei tattooed by his mother”, but also domestic discipline that govern family members including “the Family Instructions of Yan Clan” “the Yuan family Education” “Instructions of Pang Clan” and so on. However, with the rapid development and transformation of economy and society, the traditional way of family education which relies on the assistance of an extended family or family rules on a piece of paper is no longer suitable for the challenges posed by our society. Today, the lack and deviation of functions of family education in our country are prominent. Some parents transfer the responsibility of educating their children to the elders or schools; some parents have the will to educate their children but implement in inappropriate ways, being either extremely spoiling or too strict; and there are also some parents who still hold the belief that “Under the stick comes filial piety” and treat their children roughly. The lack of family education often leads to a series of negative social effects. In recent years, there have been frequent reports of children committing suicide or killing their parents because they could not bear the tremendous pressure exerted by their parents. One of the main reasons why minors have serious bad behaviors, committing crimes at a younger age and in a more violent way is also the weakening function of family education.[1] A warm home is a safe fortress for children to grow up healthily, but raising children scientifically is not an innate ability and must be mastered and improved through acquired learning. To this end, the Standing Committee of the National People’s Congress has included the Family Education Law in its

legislative work plan for 2020 and officially implemented the “Family Education Promotion Law” in 2022, opening a new chapter in our country’s legal parenting. Nevertheless, the process from legal texts to legal practice is far from easy, with multiple obstacles still to be overcome. Therefore, on the occasion of the new law coming into effect, we should interpret the highlights of the law, examine the difficulties faced during the implementation of the “Family Education Promotion Law”, explore its underlying reasons, and then seek solutions in order to help the “Family Education Promotion Law” to take root.

## **2. The Origin and main Features of the Family Education Promotion Law**

### **2.1 The Origin of the Family Education Promotion Law**

Under the influence of social transformation and economic development, traditional family structures, social forms and educational concepts have undergone profound changes, bringing lots of challenges to parents in raising children. Simultaneously, parents’ insufficient conscientiousness, together with the lack of educational methods and social support lead to lots of difficulty in the promotion of family education, triggering a series of adverse consequences as well.

#### **2.1.1 The lack and deviation of family education function is prominent**

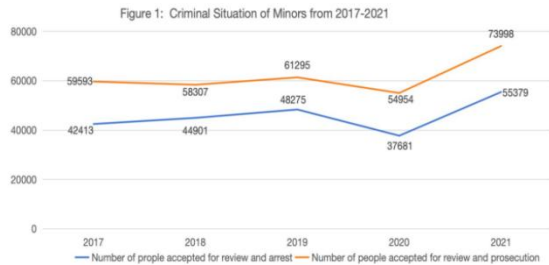
At present, the surge in life pressure has led to the increasing number of “dual-income families” and “migrant workers”. Parents under heavy working pressure are always unable to provide family education for their children, so that they have to face the challenge of how to keep balance between work and parenting. In addition, the centralization of family structure and the lack of intergenerational education have made it less likely to rely on their relatives to assist in parenting, while the increasing single-parent families has further aggravated the weakening of the family education function. To be specific: Firstly, the goal of family education is becoming utilitarian. In today’s social environment which is full of competition, some parents try to improve their children’s future employment competitiveness merely through training of intelligence and skills but

to ignore the cultivation of their comprehensive qualities; Secondly, the content of family education tends to be simplistic. Most parents hold the erroneous idea of “valuing intelligence over morality”, limiting the content of family education to the improvement of academic performance while the moral education, interest cultivation and mental health are being seriously neglected. As the survey indicated, 67% of parents believe that as long as their children study well, anything else is not a problem[2]; Thirdly, family education methods are inappropriate. Due to lack of systematic learning, parents mainly rely on exploration and self-study to acquire parenting knowledge. However, the quality of family education services varies greatly, with even many misleading contents existing in the textbooks on the market, causing the educational methods to be characterized by randomness and blindness; Fourth, family education for minors in special difficulty is in a serious lack. Minors in special difficulties such as left-behind, migrant, de facto unsupported, orphaned and disabled are often separated from their parents, making it hard to establish close relationships, which will further induce negative emotions and deviant behaviors in minors easily.

#### **2.1.2 The lack of family education function causes adverse consequences**

Whether family education can perform its function effectively has not only close relationships with the healthy growth of children and the harmony of family, but also a profound impact on social stability and national development. Under the influence of the utilitarian family education view of “valuing intelligence over morality” and “fraction only theory”, some children have personality defects or distorted outlook on life. The specific manifestations are that although they have good academic performance, they are indeed narrow-minded, selfish, and indifferent, lack independence and responsibility, and place too much emphasis on personal interests to cooperate effectively with others. This causes a lack of stamina to some minors as they grow up, and they may also develop behavioral deviations or even embark on a criminal path due to psychological problems. The White Paper on Procuratorial Work of Minors (2022) issued by the Supreme People’s Procuratorate indicated

that the number of minors arrested and prosecuted for crimes against minors in 2021 was 54954 and 73998, respectively, decreased by 30.6 percent and 24.2 percent, compared with 2017(See Figure 1).



**Figure 1. Criminal Situation of Minors from 2017-2021**

The outcomes of relevant surveys showed that migrant families, divorced families, left-behind families, single-parent families, and remarried families are the top five family types where circumstances of minor crimes exist. In addition, cases of minors suffering from domestic violence, sexual assault and abuse also occur from time to time, and investigation result showed serious family problems behind them. Among minor sexual assault victims, single-parent families, intergenerational families, and left-behind children account for more than 20%. Abnormal family education not only seriously infringes on the rights and interests of minors, but also spreads outside the family, causing negative impacts on social harmony and stability and increases the national governance costs. The internal imbalance and social spillover of the negative effects of family education indicate that it is difficult to get out of the dilemma by merely relying on family autonomy, and it is necessary to guide, support and intervene appropriately by laws. The “Family Education Promotion Law” was born right under such background.

## 2.2 Main Features

Rooted in realistic problems that currently exist in our domestic family education work, the promulgation of the “Family Education Promotion Law” gives systematic, comprehensive, and scientific regulations on family education on the basis of summarizing current working experience in family education.

2.2.1 Adhere to be problem orientation and respond to social concerns.

The “Family Education Promotion Law” sets out to solve the practical problems faced by family education. In response to the current problems of utilitarianism and short-sightedness in education, although the country has issued a “Double Reduction” policy that expressly reduces the burdens on students and regulates off-campus training behaviors, it has fallen into another peculiar cycle of “reducing burdens on campus while increasing burdens off campus”. To support the “Double Reduction” policy, the “Family Education Promotion Law” clarifies the responsibilities of parents to reduce burdens and guides them to establish a correct perspective of cultivating people. Meanwhile, to guide parents to return to educational rationality and resolve the confusion from parents who have no idea about how to educate their children,[3] the “Family Education Promotion Law” provides detailed stipulations about “what to teach” and “how to teach” for parents. In the aspect of “what to teach”, the law clearly regulates that family education should take “cultivating people with moral integrity” as its fundamental task. In terms of “how to teach”, it provides that parents should strengthen personal companionship, participate in education jointly, combine precepts and deeds together and respect individual differences. For another example, in response to the current problem of lacking family education in left-behind families, reorganized families and single-parent families, the “Family Education Promotion Law” stipulates that parents who are separated or divorced still have to shoulder their joint responsibilities to educate; Parents who go out to work and entrust their children to others to be taken care of should also contact their children regularly to know about their living and learning situation. To implement policies precisely and enhance the national support for families in trouble, the law also explicitly stipulates the establishment of information archives and the provision of targeted service for left-behind and troubled minors.

2.2.2 Clarify the legislative intention and stay children oriented

The “Family Education Promotion Law” embodies the concept of “Children Oriented” everywhere and is the institutional expression of the principle of “maximizing the interests of

children". From the perspective of legislative purpose, the law aims to cultivate children with comprehensive development of morality, intelligence, physical fitness, aesthetics, and labor skill. The main beneficiaries of the law are minors. With promoting children's healthy growth being the starting point and finishing point of the law, necessary conditions must be created for the all-round development of minors by improving the awareness and capabilities of family education. From the perspective of the connotation of family education, there are two views among our domestic local pilots: One believes that family education is self-centered lifelong learning and mutual influence of family members based on family activities and growth[4], with the "Family Education Law" of Taiwan, China being an example. It defines family education as "all kinds of learning activities that enhance the educational function provided to all family members, and the scope includes parent education, child education, gender education, marriage education, ethics education, family resources and manage education and other family matters, etc". Another standpoint merely defines family education as the education and influence of family on minors[5], taking the "Regulation on the Promotion of Family Education" of Chongqing as an instance. As stipulated in article 3, the family education mentioned in this regulation refers to "the education and influence of parents or other guardians on their minor children". Ultimately, the current legislation adopts a narrow concept, limiting family education to that provided to minors by parents or other guardians. The reason for such provision is just to carry out the "children oriented" legislative conception. First of all, distinguished from adults, minors are not yet well developed physically and mentally. Their growth depends more on family education, making it necessary for legislation to concentrate on it; Secondly, the realization of minors' rights depends on adults and is prone to be neglected and infringed. Therefore, there is more urgency concerning legislation, requiring the state to provide for the obligations of relevant responsible entities in laws to protect the rights and interests of minors from being undermined. The "Children Oriented" concept is also reflected in the law's respect for the status of minors as subjects of

rights, guaranteeing their right to participate, respecting their patterns of development and individual differences, and emphasizing the handling of relevant matters involving their rights and interests from the perspective of minors.

### 2.2.3 Downplay state intervention and strengthen support services

Whether family education legislation is mandatory or promotional has always been a focus of debate. The first draft that solicited opinions from the public stipulated the state's intervention in family education in the form of a special chapter, provides for administrative penalties involving fines and detention in the chapter of legal responsibilities and reflects the coercive color of family education legislation. According to article 47 of Family Education Law(Draft), if the parents or other guardians of minors violate the decisions made by the public security organs, people's procuratorates, or people's courts ordering them to receive family education guidance, the public security organs will give a warning and order them to make corrections. Anyone who refuses to make corrections may be fined no more than one thousand yuan and detained for no more than five days according to the severity of the case. However, in the second draft, the legal name was changed from the "Family Education Law" to the "Family Education Promotion Law". The added word "promotion" reflects the change in the focus of the legislation from the emphasis on "state intervention in family education" to the "responsibilities of state intervention to guide and give in family education". This change in legislative positioning not only helps to prevent inappropriate interference by state power and improves the autonomy of family education, but also contributes to alleviate the current problem of unbalanced and inadequate development of family education, reduces the impact of legislation on people's traditional perceptions and increases the motivation of all subjects to participate in.

Promotional legislation takes advocated norms as the main carrier and promotes the development of family education career through means of guidance, advocacy, support, rewards, etc.[6] On the whole, the "Family Education Promotion Law" focuses on guidance, encourage and rewards instead of accountability of the behavior subject. The



first thing is to improve parents' educational capabilities through guidance and empowerment. Legislative norms concentrate on guiding parents to educate their children in accordance with scientific methods and concepts and empower parents to seek help from the public system when they are confronted with confusion; Second, to promote the participation of multiple entities in family education, the number of laws and regulations on rewards, support and incentives have been increased, including offering funding support, tax reductions and exemptions, and providing corresponding preferential conditions. For example, article 7 of Family Education Promotion Law stipulates that natural persons, legal persons and unincorporated organizations in donating for or providing voluntary services for family education, tax incentives will be granted in accordance with the law where the conditions are met, organizations and individuals that have made outstanding contributions to family education will be commended and rewarded in accordance with the relevant provisions; Third, the provisions in the chapter on legal liability are relatively brief. This is embodied not only in the relatively small proportion of this chapter, but also in that the law mainly borrows existing liability provisions from other laws. As stipulated in article 53, those who commit domestic violence against minors shall be legally held accountable according to the "Law on the Protection of Minors" and the "Law on Domestic Violence".

2.2.4 Clarify the responsibilities of all parties and form an educational community

The "Family Education Promotion Law" clarifies the responsibilities of parents and the state. It not only puts forward requirements for parents in raising children, but also provides necessary support for family education, which is conducive to promoting the formation of an educational community among all parties.

The Family Responsibility Chapter of the "Family Education Promotion Law" provides for three major responsibilities of parents: First, learning responsibility. Parents should take the initiative to learn various kinds of knowledge, skills, and methods they should possess to become competent parents, such as to understand the development needs of their children at different stages, to master effective communication methods and scientific

education ways, etc.; Secondly, the responsibility of discipline. Parents are supposed to restrain and standardize their children's behavior, guide them to develop fine morality and habits, and intervene in deviant behavior of their children in a timely manner; Thirdly, the responsibility of companionship. Parents should raise children in person, participate in their lives actively and give them love and care. Meanwhile, the "Family Education Promotion Law" explicitly regulates the state's responsibility to support, promoting the improvement of family education capabilities from the aspect of talent team building, funding guarantee, supply of service and so on. Only by fulfilling the family responsibility, refining national support and social collaboration can we promote the realization of the family education function.

### **3. Dilemma: Practical Manifestations of the Limited Effectiveness of the "Family Education Promotion Law"**

With an aim of improving the overall level of family education, the "Family Education Promotion Law" highlights the subject responsibilities of the family, strengthens the state's obligations to support and builds a collaborative education mechanism between home, school, and community. However, the full implementation of the "Family Education Promotion Law" is still facing many problems.

#### **3.1 Family Education is Reduced to the Extension of School Education**

The family is the main field of family education, and parents should assume the subject responsibility of family education. Nevertheless, schools have gradually become the core of the entire education system due to their institutionalization and specialization.[7] Under the influence of the current exam-oriented education, the authority of school education has taken a step further to weaken the function of family education. On the one hand, family education is becoming school based. The fundamental goal of both family and school education is to promote the healthy growth of minors, but it does not mean that there are no boundaries between the two. Some teachers require parents to supervise and check their children's homework, and even "turn student homework into parent homework". This has led to most parents

investing large amount of time and energy in guiding students' schoolwork, and family education has become a vassal of school education. On the other hand, parents are in a subordinate status of education. The core of the home-school cooperation mechanism is mutual cooperation and support between schools and families. However, the reality is that school overemphasizes its dominant position and deliver information to parents in an authoritative way while ignoring their needs. Some parents have also lost their initiative and awareness of being the education subject out of respect and blind worship of teachers.

### **3.2 Formalization of Social Cooperative Mechanism for Family Education**

The establishment of a home-school collaborative education mechanism provides a convenient and effective way for parents to study knowledge of family education. The coverage rate of parent schools or guidance stations of family service education has been on the steady increase,[8] and parent schools have become an important field for guiding and popularizing scientific knowledge of parenting. However, the parent schools did not exert its expected functions, specifically showing in the following aspects: Firstly, the family education guidance ignores the needs of parents. There is a gap between the realistic supply of family education guidance contents and the demands of parents, and the time arrangement is unreasonable, making it difficult to respond to parents' expectations. For example, surveys found that "problems that are prone to children of the same age and the handling" is the main teaching contents in current family education, but the guidance contents that parents most want to get is "the knowledge and methods concerning family education" as well as "special problems with the individual handling"; [9] Secondly, the lack of assessment mechanism makes it difficult to stimulate motivation for guidance. Most of the launched family education guidance services will not be incorporated in teachers' workload, and community workers also report that family education is not the focus of the work and there is no dedicated person in charge[10]; Thirdly, the contents of guidance lacks systematicness and comprehensiveness. Family Education lacks scientific textbooks and fails to consider the needs of special

children such as left-behind children and migrant children. The guidance contents not only decouple from practice, but also have the trend to mislead parents. There is a risk of alienation in institutions. The promulgation of the "Family Education Promotion Law" has prompted the growth in family education service agencies in an explosive way. Nevertheless, the quality of service agencies is uneven, and there is even an alienation phenomenon of carrying out subject education in the name of guiding parents.

### **3.3 The Absence and Weakening of Family Education is Hard to be detected in Time**

Family education takes place within the family, and education issues are difficult to be known by the outside world, requiring minors or other family members to disclose them proactively. However, due to their poor cognitive and telling abilities, minors can be easily deceived and threatened, rely highly on their parents, and find it difficult to save themselves through independent disclosure. To this end, groups that are closely exposed to minors and even the general public must be mobilized to assume the duty of care to discover and report malpractice in family education. The "Family Education Promotion Law" stipulates that the neighborhood committees, schools, and other units which have close contact with minors have the responsibility to supervise parents' performances of family education, and further clarifies the intervention obligation of school. However, the above provisions are indeed difficult to reach the effectiveness in expectation. Since the focal point of schools and communities usually lie in achievement and supporting disadvantaged groups, family education is often neglected. For instance, in the "Nanjing Child Abuse Case" in 2015, the teacher found multiple injuries on the boy beforehand but failed to call the police promptly. Another example is the case of "the Collective Suicide of Four Left-behind Children in Bijie". The village committee knew that the four children have been in lack of care and love from their families for a long period but did not intervene.

### **3.4 The Family Education Order Lacks Sufficient Pertinence and Effectiveness**

To urge parents to fulfill their responsibilities, the "Family Education Promotion Law"

stipulates that parents can be “reprimanded and ordered to receive the family education guidance” for their dereliction of duty. Courts and Procuratorates in many places have been exploring actively and issuing family education orders. For example, City B gave reprimands or orders to 137 parents or other guardians to receive family education guidance. However, family education orders cannot effectively correct parents’ dereliction of duty for the following reasons: First, the contents of family education orders lack pertinence. It fails to tailor the orders in accordance with each parent’s deviations in education awareness and methods and family custody situations; Second, family education orders issued in many places are valid for one year, while family education has the characteristics of being long-term and sustainable. Without regular supervision, expiration evaluation and follow-up, relying solely on parents’ voluntary performance may lead the family education order to become a dead letter.

#### **4. Breakthrough: Exploring the Path for the Effective Operation of Family Education Promotion Law**

The promulgation of “Family Education Promotion Law” provides a strong legal guarantee for the development of family education. However, the life of law lies in its implementation. Based on the practical dilemma above, I believe that only by clarifying the ways for the state to intervene in family education and improving the family education guidance service system in our country can we make the “law on paper” to be consistent with the “law in action”.

##### **4.1 Clarify the Ways for the State to Intervene in Family Education**

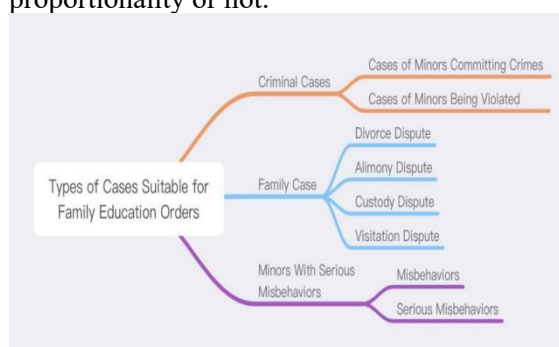
###### **4.1.1 Respect parents’ right of family education**

Falling in the category of private rights, it should be the norm for parents to make decisions about family education independently. For this purpose, the state should bear the obligation to respect parents’ family education, namely, to protect parents’ rights to freely choose the type, content, form, and appropriate discipline in family education to prevent the abuse of the public power and the infringement of people’s private rights.

Respecting family autonomy not only takes into consideration the impacts of family economic status and parents’ educational level on family education, but also helps to preserve the diversity and individuality of family education and stimulate subjective initiative of parents. Nevertheless, it should be noticed that respecting family autonomy lies in respecting not only parents’ right of free choice, but also minors’ right to participate. The fundamental purpose of the “Family Education Promotion Law” is to promote the healthy growth of minors, with listening to the opinions of children and respecting their development features being the proper meaning of the law. At present, one of the major misunderstandings in family education in our country is the disregard for children’s rights[11]. At present, one of the major misunderstandings of the family education in our country is the disregard for children’s rights. Research conducted by the China National Children’s Center showed that up to 75% of parents have never heard of “the Convention on the Rights of the Child”, and there are few parents who know about the contents of children’s rights.[12] To this end, minors’ right to participate in family education should be strengthened in the law to safeguard that the voices of minors are being heard.

4.1.2 the operability of family education orders Although parents’ right to family education should be respected first, certain risks exist in relying on parents’ self-discipline for family education completely. Therefore, the timely and appropriate intervention of public power is also necessary. First, we should make it clear that the intervention of public power should take the principle of maximizing the interests of children as the standard of measurement. Considering the irreplaceable emotional dependence of children on their parents, the primary goal of state intervention should be to provide parents with help, guide parents to change their concepts and improve their educational capabilities while ensuring safety of minors; Secondly, the way of intervention by state should comply with the principle of minimal intervention, namely, to be commensurate with the degree of parental dereliction in family education. In our country, the ways of punishment for dereliction of family education include admonishment, issuance of family education orders, and

custody rights will be revoked in more serious cases. Parents' dereliction of duty in family education is hard to be reversed fundamentally through admonitions and the issue of family education orders. And it is difficult to realize the prevention and control of the problem of family education dereliction in advance and during the event by revoking the custody rights. A better way is to strengthen the operability of family education orders and build multi-level protection measures. Specifically speaking: First, clarify the scope of compulsory family education orders. At present, whether to issue an order is mainly controlled by local courts and procuratorates, and it is necessary to rely on judicial personnels to exert their subjective initiative and consciously discover dereliction of duty in family education. I retrieved 30 family education orders mainly targeting three types of cases (As illustrated in Figure 2): family cases, criminal cases (cases of minors committing crimes and cases of minors being violated), and minors with serious misbehaviors. In light of the dereliction of duty in education among these three types of families, all of the handling measures of the judicial authorities are to issue family education orders and it is also debatable that whether this complies with the principle of proportionality or not.



**Figure 2. Types of Cases Suitable for Family Education Orders**

From my perspective, they should be divided into supervisory family education orders and compulsory family education orders. Supervisory family education orders should be applied to family cases and cases of minors with bad behavior, while compulsory family education orders should incorporate cases of minor crimes, minors being violated and minors with serious misbehaviors. For the former, the family education order mainly serves the purpose of warning and urging of

education; On the contrary, if the latter to accept parent-child education is refused, ways of fines, inclusion in a credit blacklist or detained will be taken according to different circumstances; Second, specify the contents of family education orders. Prior to the initiate of family education orders, investigation into family education situation should be launched. Through a comprehensive investigation, on the one hand, we can precisely judge the relationship between family education and the infringement of minors' interests to determine whether a family education order needs to be issued. On the other hand, the contents and time of family education guidance can be judged more accurately to promote the effectiveness of family education orders; Third, clarify the follow-up inspection of family education orders. Judicial authorities should take the initiative to cooperate with social forces, introduce family education services with high quality to improve the quality of education, inspect and evaluate the circumstances of parents' fulfillment of family education guidance orders to ensure that family education orders will not be a mere scrap of paper.

## **4.2 Improve the Family Education Guidance Service System in China**

### **4.2.1 Enhance the quality of family education service**

Currently, the effective support parents acquire from society is relatively deficient, which mainly stem from the lack of practicality, professionalism, and sustainability in the social support system of family education. To this end, I believe that we can embark on three aspects to enhance the quality of family education: Firstly, improve the practicality of guiding services. Considering that the parenting needs of parents are diverse and dynamic, regular surveys should be conducted to determine the form and content of family education guidance; Secondly, enhance the professionalism of family education guidance. At present, the quality of our family education guiding service team is relatively inferior. Not only is there a lack of pre-service training for family education, but the post-employment continuing education mechanism is also incomplete. Reading books and periodicals, online resources, communicating with people with same occupation, and self-reflection have



become primary means for instructors to improve their professional level.[13] For this purpose, universities should set up family education related majors and conduct deep research on difficult issues in family education, all of which can provide knowledge support for family education; Thirdly, ensure the sustainability of family education guidance. On the one hand, we should strengthen the supervision of service effects, discover new problems in time and ensure the outcomes of guidance. On the other hand, adequate material protection should be provided. Local governments should attach importance to family education issues and provide financial support for guiding services through diversified channels.

#### 4.2.2 Actively give full play to the position function of schools and communities

As the main sites for providing family education guidance services, communities and schools have their unique advantages. The community is closer to family as social collectivity where residents live in, while school has become the channel by which parents most hope to receive family education due to its professionalism, authority, and close link with students as the main place for minors to study and live. [14]For this purpose, we should emphasize on three aspects to exert its functions: Firstly, discover the real needs of family education. As close contacts of minors and their parents, schools are able to collect the demands of parents through parent meetings, home visits, and class WeChat groups. Through the survey of each family, the community can gather parenting confusion of parents, establish files for special families to pool groups in special attention, and then update changes in needs through periodical communication; Secondly, supervise and urge parents to fulfill their responsibility of family education. Schools and communities can keep records of parents' participation in family education guidance, pay attention to parents with frequent absence, and confirm the situation of family education through phone calls or visits. If there is dereliction of duty in family education, criticism, education, admonition, and inhibition should be adopted. If the dereliction of duty has infringed the legitimate rights and interests of minors, the circumstances should be reported to judicial authorities; Thirdly, launch diversified family

education family education guiding service. Diversity is reflected in contents and forms. Taking content design as an instance, we should not only organize regular service to solve universal problems, but also provide parents with external support by setting up mutual aid groups and linking to external high-quality services. In addition, to provide all parents with the opportunity to receive guidance, new forms of guidance should be explored to allow parents to arrange their time freely and flexibly, such as establishing a family education website, using public meetings and WeChat groups to publish family education knowledge and so on. Meanwhile, the interactive quality of online learning should be increased to improve the effectiveness of guidance.

### 5. Conclusions

Family education not only concerns with the well-being of individuals and families, but also profoundly influences the destiny and prospect of a country. The Family Education Promotion Law helps to enhance parents' awareness and ability of family education, but there are still unclear boundaries between family autonomy and state intervention, weak operability of family education supervision and punishment regulations, and insufficient social support system protection. Therefore, it is necessary to respect family autonomy, clarify the scope of mandatory state intervention, and further improve the family education guidance service system. There is still a long way to go to effectively achieve the function of family education. Only through joint efforts from multiple parties can the current difficulties in family education be effectively resolved.

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