

Views on Educational Equity

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Abstract: This paper reviews the research topic “educational equity” to explore the reasons for the choice of higher education and education in China. This issue includes two main parts: the educational phenomenon in China and several measures to solve it.

Keywords: Higher education; Education equality; Chinese students

1. Introduction

Education equity is the full embodiment of social equity. From a broad perspective, I think the core of education equity is resource equity.

First of all, the reasonable norms or principles on which the state allocates educational resources. Secondly, resources and funds refer to educational resources and funds. Thirdly, the main contradiction of educational equity is the objective difference of resources. We can't separate the relationship between funds and resources, they influence each other. Funds must be transformed into material forms, such as personnel, equipment and other resources in order to directly affect education. Resource equity has a more direct impact on education equity. Education is the cornerstone of social progress, and educational equity is a very important social equity.

2. The phenomenon of educational equality

The inequity of China's education lies in the imbalance of resources. In some big cities, educational resources are too concentrated; in some relatively remote areas, resources are too scarce.^[1]The problem of education, in essence, is a problem of social equity, which has both the starting point and the process of equity, which will trigger in-depth social analysis in the college entrance examination season every year. From the results of the analysis, the main problem is how to balance social education resources. Obviously, this is the main problem at this stage.

According to the analysis of guangming.com, (attachment 1) for a long time, the economic development of poor areas is relatively backward, the financial revenue is also low, the investment in the construction of educational hardware facilities is limited, and the overall teaching level of the teaching staff is not high, which leads to the lag of education in poor areas, so that some children from poor families cannot receive good education, and the number of years of education for people in poor areas is relatively short, There are few opportunities to continue learning and training, which leads to their own development ability is slow. Of course, in Chinese cities, there is also the problem of educational equity. Generally speaking, children with good family economic conditions receive better education from childhood to adulthood, including all kinds of education inside and outside school, than children with poor family economic conditions. Generally speaking, the current social problems of unfair education in China are manifested in all aspects, but the most prominent ones are found in the vast rural areas, especially in the children in poor areas. As a result, when they grow up, they will become workers with low cultural quality and low income.

3. Actions should be paid attention to

3.1 It is a widely accepted view that education resources in big cities should be distributed in remote areas as balanced as possible, so that children in remote areas will no longer be anxious about going to school, parents there will no longer be hesitating about not going to a good school, children will feel fair at the starting point, and parents will feel fair in the process.

From the perspective of intergenerational transmission of poverty, the level of human capital of parents is an important factor for their families to obtain income. The human capital and social capital owned by the previous generation may affect the next generation through intergenerational transmission. Education makes it possible for the poor people in poor areas to realize vertical mobility and block intergenerational transmission.^[2]Many children of poor families have broken the vicious circle of poverty by trying to improve their education level and obtain higher accumulation of human capital and social capital.

3.2 Among the social actions to eliminate or reduce educational inequity, there is an educational poverty alleviation project (Appendix 2) to implement financial aid measures for students in poor areas:

(1) We should promote the nutrition improvement plan for rural compulsory education students, gradually improve the nutrition standards for young people, establish a nutrition monitoring network for students, and speed up the construction of living supporting facilities such as kitchens or canteens in rural compulsory education schools.

(2) As for the subsidy policy for the living expenses of boarding students from rural compulsory education families with financial difficulties, colleges and universities will give priority to subsidizing students from rural families with financial difficulties.

(3) We should improve the subsidy policy for vocational education. We should implement the policy of tuition free and financial aid for secondary vocational education, and give preferential treatment to the students from rural families with financial difficulties who are involved in agriculture, hard work and lack of majors in Higher Vocational Colleges in terms of national scholarship and financial aid.

In terms of the impact of education information on the development of education in poor areas, one is to speed up the construction of school information infrastructure. The second is to share high-quality education resources through satellite, television, Internet and other distance education platforms. The continuing education institutions of open universities and colleges should develop education resources suitable for the area, strengthen the training of educational information technology application ability of schools in the area, and give priority to the allocation of digital high-quality education resources for village primary schools and teaching sites. Third, give priority to the implementation of “national education management information system construction” related projects in the area. It is necessary to carry out information management ability training for district education administrative cadres, and strengthen the application of important basic information management systems such as student status and financial aid.

Based on the data obtained from the questionnaire survey and individual visits to the poor rural areas of Xinhua and Lianyuan counties and cities in Hunan Province, some scholars take education as an important variable of human capital, and investigate its impact on the farmers in the poor rural areas of the surveyed counties and cities (Appendix 3). Education has no significant effect on increasing farmers’ income, but for workers with high school (secondary vocational) and above education level, education is the key factor affecting their income, especially secondary vocational education, which has significant effect on increasing farmers’ income in poor areas. In Xinhua, Lianyuan and other poverty-stricken counties and cities at the national and provincial levels, education plays a decisive role in helping farmers get rid of poverty as soon as possible. Therefore, to develop education in poverty-stricken areas, we must raise it to the senior high school level as soon as possible on the basis of nine-year compulsory education. All these are practical actions to solve the problem of unfair education.

Continue to solve or reduce the expectation of education inequity and in-depth thinking: on September 9, 2016, Taizhou Daily reported: Recently, 63 teachers in our city successively went to Xinjiang to support education, which is the largest scale and largest number in Taizhou history. When they leave their hometown to support education and go to the frontier, they are faced with “villages, humble houses, children; poor, hard-working, poor families”. Intellectual aid has more “hematopoietic function” than material aid. As of July 2007, there are 62898 “hope primary schools” donated by people from all walks of life to backward provinces, counties, cities, towns and other places in China.^[3] Since 2009, the first hope primary school sponsored by Hong Kong artist Gutianle has been built. It has been nine years since the founding of 100 hope primary schools. P & G sponsored about 145 schools, Haier donated 46 schools, and the National Youth Foundation system assisted the construction of more than 13000 hope primary schools.

4. Conclusion

The above reports, whether educators go to rural areas to support education, or people from all walks of life and organizations to donate to build hope primary schools, can be understood as an action of the people to help the poor and reduce education injustice. In the policy support at the national level and the conscious action of the people, we can see that the whole society has the same understanding of the phenomenon of unfair education and has made a difference. However, at the same time, the phenomenon of unfair education is still a big problem. This tells us that the task of solving or reducing unfair education is long-term and arduous, and we should have a clear understanding of it.

It should be ensured that everyone has equal rights and obligations to receive education and to provide relatively equal opportunities and conditions for receiving education and achieve relatively equal opportunities and effects of education. Generally, these three levels are summarized as fairness in starting point, fairness in process and fairness in result.

References

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