



Analysis on the 3Migrant Students to Take College Entrance Exam in Cities' College Entrance E (Yi Di Gao Kao)

——From a Rational Perspective

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1. Introduction

Recently, whether migrant rural students can take the college entrance exam in cities where they study has triggered a heated debate. This issue is related to education equity.

1.1 Background

1 The acceleration of population mobility

With great population mobility, more rural people rush into cities. However, the offspring of these rural workers face a dilemma. To be together with parents or not is a big question since these rural migrant students cannot take college entrance exam in the cities even they study there because of the household registration. One solution is to let them study in cities, but take exams in their hometown, which means, they are forced to go back to their hometown, where the guidelines and contents of college entrance exam are different from what they studied in cities. Another solution is that let these children study and live in their hometown without parents. However, to be left behind children may be worse for their study and future. So this leads to dissatisfaction of the migrant students and their parents.

2 The aggravation of educational inequality

Education includes the equity of educational rights and opportunities^[1]. However, in recent years, the educational inequality has been aggravated. Inequality exists among different areas, rural and urban places, genders, nations and status^[2]. And the problem of migrant students to take college entrance exam in cities is a reflection of this.

1.2 Content

The Ministry of Education introduced a policy called y has been aggravatedtake college entrance exam in citiesued a policy called y has been aggravated. Inequality exists among different areas, rural and urban places, genderBeijing. The contents are:

1 From 2013 on, the children of rural migrant workers will have the chance to be admitted by secondary vocational school in Beijing if their parents can provide valid residential certificate in Beijing which can prove they have legal and stable household, paying social insurance continuously for more than 3 years as well as the children have his/her school status in and study continuously for 3 years in junior middle schools in Beijing.

2 From 2014 on, Beijing will gradually start to introduce to policy that is really related to college entrance exam. However, it will only begin at the higher vocational school

3 Students who graduate from vocational and technical college are able to enter into undergraduate school as outstanding graduates through recommendation or exam.

2. Rational Perspective

Rationality spectivexam.rom vocational anmaximizing choice within specified constraints"^[3]. In the case, problems triggered by previous situation have led to educational inequality. And it also leads to conflicts between two classes ars in junior middle schools in Beiji

3. Analysis of the policy

The prohibition of migrant students to take college entrance exam is quite unequal. The original intention is aiming at reducing inequality. However, both Beijing local people and those rural migrant workers are not satisfied.

A good starting point on is aiming at

1 Educating regardless of background

Confucianism, as the most significant thoughts around the world as well as in Chinese history^[4], has played an important role in education. One of the thoughts is that students should be educated regardless of background characters. Here, the background characters include ones social and economic status, age, intelligence as well as religions, etc^[5].

In the ones social and economic status, age, intelligence as well as religions, etc status, age, intelligence as inate the discrimination caused by household registration system. Limited openness of the exam not only solves the testing problem of rural migrant students, but also reflects the benevolent essence of Confucianism .

2 Avoiding conflicts

This debate is happened between peasant and the middle class. Since the social status is different, so in actual situation, there must be some differences. Nowadays, rural people do not stay at rural area permanently, when they move to cities to make a better living, they may face the situation that they work for cities, pay social insurance in cities but have no rights to let their children take college entrance exam in cities. In this sense, they may feel quite hurt and think they are being treated in an unfair way. This kind of feeling or thoughts has its reasons and may lead to some unstable factors. In the meanwhile, those urban residents are also not satisfied since as large amounts of rural migrant workers rushed into cities, they are trying to protect what they own now. In order to satisfy both , the policy makers put forward this. It seems quite rational to some degree since it admit the rural migrant students instead of forcing them to go back to hometown to take the exam, but it does not open the door totally. Instead, only the way to vocational school is opened up.

3.1 Promoting equity

Educational equity reflect and human rights and full of meaning in people holife^[6]. This policy is trying to open the door that can leads rural migrant students to get the similar chances to attend the decisive exam and choose better colleges.

3.2 Considerable outcomes - still controversial from rational perspective

A rational policy means that it can actually alleviate the identified substantive problem^[7] Does the policy in Beijing achieve this goal? No definite answers can be given. But the results seem beyond the expectation. Both rural migrant workers and Beijing local people feel hurt.

For the rural migrant workers, it is really controversial. Firstly, there are so many access restrictions on household, income, social insurance and so on. And most of those workers have the belief that this kind of policy cannot solve the problem of educational inequity. However, nearly all of them still would try their best to make their children qualified to benefit from the policy if the policy is quite thorough^[8]. The policy is a starting point to promote educational equity, but the strange thing is the people who are the beneficiaries in the policy tend to feel unsatisfied. Secondly, all citizens have the consensus that better students go to college, others are arranged to go to vocational school or other places under Chinese educational system. Therefore, vocational schools seem to be a way to influence high school graduates. Those rural migrant workers work for Beijing. Why government just does not give their children the chance. For the Beijing local residents, the policy is gradually destroying their rights.

Based on these, the policy is irrational rather than rational.

4. Reflection

Educational equity is a long-standing problem in Chinese society. Issuing such a policy is just a small part of it. To promote educational equity, we need to improve educational opportunities and quality in all places instead of giving better resources of bigger cities to those less developed areas. Besides, a policy can be modified during the implementation process.

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