



## REVIEW

# Analysis on the Equity of Compulsory Education and Higher Education from the Angle of Charging

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### ABSTRACT

This article mainly discusses the fairness of compulsory education and the transformation of higher education between free and charged. Through the development of China's compulsory education and higher education, we expound the deficiencies and the concept of perfection at current stage and then points out strategies of equity in compulsory education and higher education based on the current situation.

## 1. Introduction

Educational equity is an extension and embodiment of social equity in the field of education. It is also the basic starting point of the education system and various policy means. Educational equity mainly includes equality of educational rights and fair access to education. The so-called equality of the right to education is the equality of people's right to education. It is an effective extension and supplement of equal rights in the political and economic fields. In the current stage of our country's development, the equality of rights has taken shape. In the meantime, the problem of educational equity in our country is mainly reflected

in the equality of educational opportunities. In theoretical terms, equality in education means that the proportion of educational opportunities obtained by different groups of people in the total population is roughly equal. The opportunities for education are not influenced by factors such as gender, race, geography, and class. The concept of educational equity is to ensure that every member of society can enjoy fair educational resources and be treated equally. In practice, as long as social education resources cannot meet people's actual needs, absolute education equity cannot be achieved. The limitation of educational resources to meet the needs of social members is the main cause of educational equity,

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which is the basis of National Education policy. At the present stage, the proportion of public education funds invested in compulsory education has gradually increased, and the distribution of public education resources has gradually become fair. Therefore, analyzing the fairness of basic education and higher education based on the perspective of fees has a positive role in promoting the development of the education industry.

## **2. Discussion on Equity in Compulsory Education**

### **2.1 The Development of Compulsory Education from Charging to Free**

The “Chinese Constitution” clearly stipulates that citizens should enjoy equal rights to education. As a public product, the government has an organizational and supply function to the compulsory education. The main education funding is paid by taxpayers.

The beneficiaries of compulsory education are the entire society. The children of ordinary citizens in compulsory education belong to the main beneficiary group. The government has included compulsory education in the scope of welfare undertakings. Through public financial support costs, that makes sense.

### **2.2 An Analysis of the Fairness of Compulsory Education**

In the “Opinions on Implementing the Compulsory Education Law to Further Regulate the Conduct of Compulsory Education Schools” promulgated by the education department in 2006, the local education administration department was strictly stipulated, and it is required to standardize the allocation of public education resources and balance the allocation of education and teaching resources. If we divide the fairness of compulsory education into the fairness of the starting point of compulsory education and the fairness of the quality of compulsory education, then the fairness of the starting point of compulsory education is the equality of educational opportunities and the equality of educational rights. The main sign of the balanced distribution of educational resources and investment in education is the realization of universal compulsory education, while the fairness of the quality of compulsory education directly elaborates on the issue of compulsory education and the substance, and it is a higher level of compulsory education fairness.

It directly affects the quality of compulsory education in social development. By analyzing the fairness of compulsory education based on the perspective of fees, it is necessary to explore the fairness of educational opportunities, educational process, and educational quality. Only such fairness can truly achieve the fairness of educational results. The fairness of educational opportunities and processes is relatively easy, but the fairness of educational quality cannot be guaranteed. This is also the key content that hinders the fairness of compulsory education

It can be said that the essence of compulsory education and free education is to achieve education without social classes, to teach according to aptitude, and to develop basic quality as a basis for educational fairness. In the educational process, it is mainly reflected in rights, access, allocation of resources and management systems, and equity in the quality of education. The quality of education attaches importance to the evaluation of the level of education and its effects. It is mainly reflected in the quality of the training object, and the main content is whether it achieves the teaching purpose and the training goal.

Compulsory education is a kind of universal education that promotes the basic quality of the people as the main goal. The quality of compulsory education is a standard that reflects the level of compulsory education in the country. It directly shows the quality of compulsory education in the country. The factors that affect the quality of compulsory education generally include external resources and internal factors of education. Among them, the external resources are the equality of educational opportunities, the equality of educational rights, and the balance of educational resources. The internal factors of education are mainly school material settings, school environments, learning opportunities, and so on. With the popularization of compulsory education, the fairness of the starting point of education has been initially achieved, while the influence of external factors of education on the quality of education has gradually slowed down, and the influence of internal factors and external factors of education has gradually become prominent. It is undeniable that at the present stage, there are still large differences between urban and rural areas and between regions and schools, leading to an imbalance in the distribution of compulsory education resources. Children with good family background and economic conditions will receive better education in compulsory education and high school education; the quality of compulsory education in the families of relatively poor and vulnerable

groups will affect the growth and development of students.

With the improvement of the “Compulsory Education Law (revised in 2015)”, the compulsory education management model in China is more mature. Under the influence of the existing educational resources, there are certain differences among the responsibility of the government to the public education and the higher education in the compulsory education stage and the non-compulsory stage. It is also the main responsibility and requirement to demonstrate the fairness of education to ensure the investment in compulsory education and to ensure that children at appropriate age can receive free compulsory education of a certain number of years and quality. Under the escort of the new Compulsory Education Law(revised in 2015), the distance between urban and rural areas and between regions of compulsory education will also be continuously shortened, and in practice, the responsibility for compulsory education should be based on the specific conditions of compulsory education and the input of compulsory education. The accountability system for the responsibilities of relevant departments, education funding and other factors constantly supplement and improve the relevant standards. The education sector must always uphold a fair, just and high-quality education model and ensure the sound operation of the education mechanism. We need to gradually improve the state support, policy orientation, school improvement, and social attention.

### **3. Discussion on Equity in Higher Education**

#### **3.1 The Development of Higher Education from Free to Charging**

In the last century, free higher education was gradually established in various countries. The same is true in our country. On the one hand, the funds for higher education are all allocated through the financial government, and college students are all receiving free higher education; On the other hand, the expenses such as the cost of living for students while they are in school are also provided free of charge through the government. After the reform and opening up, with the increase of society’s demand for higher education, government departments are faced with problems such as shortage of funds. The state has eased this problem by controlling the scale of higher education enrollment. Competition for the college entrance examination has also become increasingly fierce, which raise people’s grave concern.

Through research, we can find that free higher education and scholarships have not effectively improved the enrollment rate of the lower classes of the working class in Western capitalist countries, while college students in the upper middle class are the main audience of free education and have not demonstrated education fairness.

Higher education is a quasi-public product that has the characteristics of public products as well as private products. Higher education has not only public value but also individual value. But public value is based on individual value. Attending higher education can obtain certain economic benefits and non-economic benefits. In terms of economic returns, the higher the level of education, the more stable the job, the higher the income, and the lower the chance of unemployment. In terms of non-economic benefits, the higher the individual’s education, the higher the level of spiritual and material life, the more substantial the spiritual life, and the better educational opportunities and conditions for the children.

Compared to compulsory education, the cost of higher education is the inevitable trend of social development. Higher education cannot only reduce the use of public education resources in higher education, raise the attention to compulsory education, and improve the imbalance in the distribution of educational resources; It will also expand the scale of education.

#### **3.2 Measures and Methods to Improve Higher Education Based on Charging Angle**

The implementation and development of higher education fee system has not only positive effect but also negative effect. The state must guide and regulate through policies, and fully coordinate the issue of higher education fees and education fairness. In practice, we should construct a perfect system, highlight the positive value and influence, overcome the existing negative problems, fully guarantee fair access to higher education, and guarantee the process and the fairness of the results. At the same time, in order to coordinate the relationship between higher education fees and education equity, it is necessary to explore effective measures and means and put forward the following suggestions:

##### **3.2.1 Formulate a Good Funding Policy to Demonstrate Equity in Education**

In order to improve the fairness of higher education admission opportunities, it is necessary to formulate perfect supporting policies and means. Government

departments should give preferential guidance to poor areas and families through policies. Schools should also set up a diversified funding model based on scholarships, student loans, subsidies for special difficulties, and reduced tuition fees. As a kind of reward system, there are certain restrictions on work-study because of the influence of posts, income and other factors. It will also affect students' learning and can only solve the economic difficulties of poor students. Tuition fee reduction is also a direct funding model that can attempt to reduce the tuition fees of poor students according to the specific situation of the student's family income. At the same time, the tuition fees of some poor students can be appropriately reduced. Bank loans are an effective way for special hardship students to obtain education opportunities to relieve economic pressure. Through the return of funds and the repeated use of funds, they can save money and meet the actual needs of students. In this regard, in order to solve the problem of different funding for poor students, the government of our country should construct a perfect National student loan system according to the National conditions, and use it as the main system and means of student funding in institutions of higher learning. The comprehensive promotion of the student loan policy can fundamentally reduce the chance of students dropping out of school, and will also increase the student's own sense of responsibility and fully demonstrate the fairness of education.

Improving the loan system will also help children from low-income families to attend school, and will help them and their parents to fully understand the various policies of student loan financing. In this way, the problem of poor families abandoning school for economic reasons can be avoided.

### **3.2.2 Education Equity through Differential Tuition Policy**

For different levels of colleges and universities, the quality of teaching is different, and the charging standards are also different. Higher education should change the traditional charge management mode, adjust the contradiction in higher education through the way of price leverage, and then optimize the education resources and shorten the existing charge gap between the school and the profession. University tuition fees of different quality should be set above a reasonable range of fees. At the same time, in order to highlight the objective of equity of educational opportunities, access to education is guaranteed to poor students through the

policy of differential tuition fees when conditions permit. In order to fully implement the policy of differential tuition fees, we should construct a perfect and standard quality evaluation system for colleges and universities. According to the comprehensive evaluation of universities, we must determine the standards for charging fees and clarify the range of fees. The fees for different professions, schools and quality of education are clearly defined through a comprehensive assessment. Through different standard charging patterns, the distance between universities can be widened, reflecting the difference in the quality of education, and thus demonstrating the fairness and rationality of higher education fees.

### **3.2.3 Expand the Scope of Government Investment and Build a Diversified Fund-raising Model**

The state should pay attention to investment in education. The ability of the state and the region to supply education at a specific stage is mainly affected by the state's economic ability in this region and stage. Government education investment in education investment if the proportion is larger, government education investment is relatively less. In this way, it can also have an impact on the supply capacity of education to some extent. In this regard, in order to improve the supply capacity of education, it is necessary to systematically analyze and scientifically deal with it in practice. At the present stage, it is mainly managed in two ways. The first is to adopt an extensive development model. Through this model, the absolute amount of government investment in education can be increased. The second is to adopt an intensive development model, which manages by not increasing or increasing the absolute amount of government investment in education, and appropriately increases the overall investment in government education by increasing the application rate of education funds.

Secondly, colleges and universities should expand their own funding model. By increasing and expanding access to financing for the development of higher education, it is appropriate to reduce the proportion of tuition fees and the economic burden. The government must improve the tax system, strengthen the tax policies and means for enterprises and individuals to donate to higher education, encourage donations, and strengthen the sources of funding for universities. At the same time, colleges and universities should make full use of their advantages and increase their income through school-run enterprises. This will not only increase their academic research and development, but also obtain

sufficient funds, and to a certain extent slow down the tuition fees of students. It also has positive value and significance for the continuous development of the school.

#### **4. Conclusion**

In the process of social development, compulsory education, as a social welfare project, effectively enhances the quality of the people. Based on the analysis of the fairness of compulsory education and higher education from the perspective of fees, this paper discusses the fairness of education, provides ideas for improving compulsory education and higher education, and has positive value and effect for improving education. Based on fees, the article makes a deep analysis of the fairness of compulsory education and higher education from the perspective of fees, discusses the development of compulsory education from charge to free, the development of higher education from free to charge, and expounds the fairness of compulsory education. It puts forward measures and means to improve the equity of higher education, such as formulating a good funding policy, demonstrating the fairness of education, adopting a policy of differential tuition fees, demonstrating the fairness of education,

expanding the scope of government investment, and building a diversified fundraising model.

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