

Ethical Analysis of the Justice of the Policy of Public and Private School for Synchronous Enrollment

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Abstract: Since the development of private schools, they have provided diversified education in China, but also brought impact to public schools, and the situation of "school choice fever" and "public retreat" has become increasingly serious. "The purpose of this policy is to maintain equity in education and ensure healthy competition among schools. However, to a certain extent, it also infringes on the autonomy of private schools and the parents' right to choose education. Therefore, both the government and schools should take action to improve and perfect the system in practice, so as to give full play to the role of the "citizen's admissions" policy and maintain educational equity.

1. Introduction

China has always advocated the balanced development of compulsory education, but the rapid development of private schools has also brought a certain degree of impact on public schools. Early enrollment and "cherry-picking" in many private schools has affected the student population of public schools in many areas, and the situation of "public retreat" has become increasingly serious. Although school choice has to some extent met the growing demand for quality education resources, it also affects the equity of education. In response, governments around the country have begun to implement a policy of "citizen enrollment", which restrains private schools from enrolling on their own and synchronizes private and public schools. It aims to ensure the fairness of compulsory education, but it is still criticized by many people in the society, so how to grasp the balance between education fairness and market participation as much as possible while ensuring the fairness of education has become a hot topic in the society.

2. Citizens' Demand for Justice in the "Synchronous Enrollment of Public Schools and Private Schools" Policy

The original purpose of developing private schools in China was to make up for the lack of development of public schools, to break the monopoly of public schools, and to promote the diversification of education so as to expand the effective supply of education. However, in the long run, private schools have been forced by the general environment of exam-oriented education in China to lack innovation, and ultimately cannot escape from the situation of competing with public schools for quality students. The quality of school education is largely affected by the quality of the student population, but while the proximity policy restricts public schools from screening students, private schools cleverly take advantage of their less restrictive enrollment and use early admissions and interviews to screen students to ensure the quality of the school's student population, which provides a certain guarantee for the quality of education in private schools, but also largely affects the quality of public schools. However, it also affects the quality of students in public schools to a large extent, further creating a gap between the quality of education in private schools and public schools. Especially in the southeastern coastal region of China, many private schools have even surpassed public schools, for example, in Shanghai's 2015 secondary school exam results ranking, the top ten were all from private schools^[1]. As a result, more and more parents believe that "private

schools represent quality education" and give priority to private schools when choosing schools for their children, with public schools as a guarantee. "This will not only affect the quality of students in public schools, but will also cause a large exodus of excellent teachers from public schools, further widening the quality gap between private and public schools, resulting in a vicious circle that is not conducive to the quality and balanced development of compulsory education and educational equity.

In addition, in recent years, China's economy has developed rapidly and the income level of residents has increased significantly, more and more middle and high income families will seek higher level of educational services for their children, and private schools have become the best choice for them, and in the long run the problem of school selection will evolve into a competition of family economic strength, and parents with strong economic strength will directly purchase quality houses under the "schooling in the neighborhood" policy ^[2]. In the long run, school choice will become a competition of family economic power, and parents with strong economic power will bypass the school district setting and purchase quality houses directly under the policy of "nearby school" ^[2]. Therefore, the policy ultimately constrains only ordinary families and children with average qualifications, which more deeply aggravates the inequity in education. Education is an important channel for the mobility of social classes, and the uneven distribution of educational resources will deepen the conflicts among social classes, and if education becomes more and more unfair it will speed up the solidification of social classes and eventually lead to social anxiety.

China has been pursuing the balanced development of education, and the selective enrollment of private schools has led to a series of subsequent imbalance of educational resources, and at the end of the training cycle, the gap between students will further widen, thus causing a vicious circle of inequity from the beginning to the end. From the perspective of educational balance, the implementation of the policy of "equal enrollment of citizens" is necessary to, on the one hand, limit the power of private schools to enroll students on the basis of merit and reduce the difference in student population between citizen schools; on the other hand, it can also alleviate the situation of "public retreat and private entry", so that public schools and private schools can find their own way of education. On the other hand, it can also ease the situation of "public withdrawal and private entry", so that public and private schools can find their respective positions in order to improve the quality of education and thus promote the balanced development of education.

3. The Paradox of the Legitimacy of the Policy of the "Synchronous Enrollment of Public Schools and Private Schools"

3.1. The Conflict between the Same Power of Admission and the Autonomy of School Operation

According to China's "proximity principle", public schools do not have the right to decide on the number of students to be enrolled, when to enroll, or the scope of enrollment, but must accept students of the appropriate age within their own school district. However, according to China's classification and management system, private schools in the compulsory education stage are non-profit, non-enterprise entities with independent legal status. The current Law on the Promotion of Private Education states that private schools have the same legal status as public schools and that the state guarantees the autonomy of private schools to run their schools. This autonomy includes the autonomy to plan the development of the school, to determine the goals of the school and to carry out educational and educational activities, and to have some autonomy in school enrollment matters, personnel and finances ^[3]. This shows that independent enrollment also belongs to one of the connotations of the autonomy of private schools, but the scope and scale of its enrollment is not decided by itself, but only after the territorial approval to carry out enrollment work. In addition, the "Regulations for the Implementation of the Law of the Republic of China on the Promotion of Private Education" clarifies the power of private schools: they can independently determine the mode, scope and standards of enrollment. The "citizens with the enrollment" policy on private compulsory education school enrollment put forward rigid requirements, that is, the private and

public school enrollment, the number of applicants exceeded the school's enrollment plan to adopt a unified "computerized lottery" approach, random admissions, to participate in the lottery. But not admitted students, by the education administration with the specific circumstances, according to the principle of proximity to the public schools still available, no school choice. Based on the above legal basis, critics argue that the "citizens enrolling in the same school" policy seriously infringes on the autonomy of private schools, which is breaking the market rules and seriously hurting the national legal system and government credibility^[4].

3.2. The Policy of "Equal Enrollment of Citizens" Restricts the Educational Choices of Educational Subjects

Wen Hui pointed out that in education practice, the most prominent manifestation of freedom of education is parents' choice of schools for their children, and the essence of the increasingly serious school choice fever lies in the fact that the balanced distribution of educational resources at the compulsory education level is still unsatisfactory. Therefore, parents naturally tend to choose key primary and secondary schools when choosing schools. "Parents and children have the right to choose a better education than the one they want, but it is the government's responsibility, not the parents' or children's obligation. The emergence of private schools has expanded the scope of parental choice while promoting diversity in education, making it possible for citizens to have freedom of education^[5]. However, the enactment of the "citizens enrolling in the same school" policy limits parents and children to a regional choice of education, giving them a choice between "public" and "private" schools. However, when the number of students enrolled in a school exceeds the number of places available, the system will adopt a random selection method, and without the influence of factors such as origin, race, faith and ability, the selection of students by lottery will be completely subject to natural chance, full of uncertainty and chance, and parents completely lose the opportunity to choose education, relying on their own "luck"^[6]. And students who are not selected will most likely be accepted for transfer. Students who are not selected for transfer are likely to be enrolled in unplanned schools, which will result in a portion of students who would otherwise receive a quality education either being restricted from enrolling in a nearby school or being at risk of being assigned to a lower level school, largely limiting the educational choices of parents and children.

4. Countermeasures and Suggestions for Further Implementation of the Policy of "Citizens' Equal Enrollment"

4.1. Guiding the Transformation and Development of Private Schools and Promoting the Quality of Public Schools

As mentioned earlier, private schools will select high-quality students to ensure the quality of their education, given the lack of innovation in private schools. The "Citizens' Admissions" policy takes back the autonomy of private schools in enrolling students and limits the development of private schools to enhance their competitive advantage by "pinching the top". Therefore, local governments should guide private schools to focus more on educational connotations and characteristics, such as developing special school programs and curricula, and to further improve their positioning and management in order to meet the diverse and differentiated educational needs of the people.

Secondly, we should also improve the standard of the poorer public schools, such as some public schools still have imperfect teaching equipment, insufficient teachers and limited space for student activities, which will widen the gap with private schools in the long run. In order to further implement the balanced development of education, the education administration should reasonably allocate education resources and increase the funding for public schools in poor areas. In terms of school and teacher development, they should actively advocate more in-depth cooperation between the two schools in terms of curriculum construction, schooling strategies and teacher training, learn from each other's ideas and attitudes, evaluation methods, etc. to achieve a shift from competition to

cooperation and symbiosis between schools^[7], focus more on how to get more development for students, and further improve the teaching quality of public schools.

4.2. Increase Propaganda Efforts to Guide Parents to Choose Schools Rationally

Since ancient times, most Chinese parents believe that if their children want to change their fate and improve their social status, studying is their only way out, and under the influence of the current society's excessive esteem for quality education, parents also gradually believe that their children's excellence depends on whether they are educated by good schools and teachers. Therefore, the education administration should also put the "student-centered" philosophy into practice at the parental level, helping parents to correct their mindset and stop obsessing over "scores" and guiding them to pay more attention to "whether this school can Will this school bring diversity to my child?" Instead of focusing blindly on the school's reputation^[8]. At the same time, public schools themselves should focus on promoting their strengths and characteristics to help parents fully understand the advantages of public schools and alleviate their school choice anxiety.

The introduction of the "citizenship with enrollment" policy has made many parents anxious that their children will have to rely on "luck" to attend school in the future, so the education administration should strengthen the publicity and interpretation of the policy, encourage parents to understand the actual strengths and needs of their children from various aspects, and according to their children's abilities and strengths, personalized. This will eliminate unnecessary social fears brought about by the new policy.

4.3. To Ensure the Fairness of the Procedure, Strictly Grasp the Three "Same"

The original purpose of the policy is to maintain the fairness of compulsory education. In order to prevent people from taking advantage of the loopholes in the procedure to make profits, the education administration should ensure the fairness of the procedure from the following three aspects.

First of all, the requirements of the "citizens enrolling together" policy should be clarified. The education administration should explain the meaning of the policy to each school before enrollment, elaborate on the enrollment process, explain the enrollment policy to parents, and use various channels to provide parents with school choice advice to stabilize parents' anxiety. Secondly, it is important to ensure that admissions to each school are synchronized. Admissions before each school should be a reasonable estimate of the number of students enrolled in our school, the education department and then according to the fair allocation of resources in each school, strictly prohibit some schools in the unified admissions before the mapping of students, the number of applicants exceeded the number of enrollment plans for candidates, the computer will be randomly assigned to them, prohibit artificial manipulation^[9]. Finally, the enrollment process needs to be strictly supervised from beginning to end, with review after students are enrolled. There will always be people motivated by interest to attempt to exploit policy loopholes, so the entire process of policy implementation needs to be strictly monitored and impartially supervised to reassure students' parents.

5. Conclusion

The "Citizens' Admissions" policy is essentially a coexistence of advantages and disadvantages, and any party whose interests are harmed will argue from their own perspective. Because of the complex environment, the policy will inevitably face more unpredictable problems at the beginning of its implementation, so the relevant departments need to pay attention to it and make use of their wisdom. But the most fundamental thing is that private schools and public schools should work together to improve the quality of education and promote the balanced development of education.

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